

St. Francis Xavier's College



Annual School Report (2019/2020)

A. SCHOOL VISION, MISSION & OBJECTIVES

Vision and Mission

St. Francis Xavier's College shall operate as a "Catholic" school. Its "Catholic" identity shall be recognized in so far as it conforms with the criteria set by the Catholic Church [see Canon 803 §§1-3 and related Canons 804-806 of the *Code of Canon Law* (promulgated in 1983), quoted in the Appendix; also refer to Vatican II, *Declaration on Christian Education* (28 October 1965), 8-9; Congregation for Catholic Education, Instruction "*The Religious Dimension of Education in a Catholic School*" (7 April 1988)].

With a determination to carry on the contribution of the Catholic Church to education, the School, as its vision and mission, shall uphold and pass on the following **core values** to young people to prepare them properly for their life and future responsibilities –

Truth: It is what the human intellect is searching for –

- (a) Human reason's capacity for truth must be upheld, and the desire for truth, especially the truth about God and about the meaning of life, must always be encouraged and kept alive.
- (b) Wisdom, which enables a person to distinguish right from wrong, and good from evil, must be treasured above all other kinds of knowledge.
- (c) Honesty demands that a person tells the truth and put it into practice, even at the cost of making a great sacrifice.

Justice: It is the moral virtue that consists of a constant and resolute will to give to God and one's neighbors their due –

- (a) Justice towards God is called the "virtue of religion"; and justice towards one's neighbors disposes one to respect the rights of others and to establish in human relationships the harmony that promotes equity with regard to individual persons and to the common good.
- (b) Human dignity can be protected and promoted, and the wellbeing of society can be achieved, only if human rights are respected and individuals undertake their responsibilities for one another, for their own families, and for society.

Love: It is the greatest of all virtues –

- (a) God, the source of life and goodness, has created everything out of love, and has called the whole human family to be His children. As a member of God's family, one's goals in life are to share God's happiness, to love God above all things and love one's neighbors as brothers and sisters.
- (b) Jesus Christ, the Son of God, the Saviour of humankind, is the model of selfless love and humble service to others.
- (c) The practice of all the virtues is to be inspired and motivated by love, so that all aspects of human life and interpersonal relationship may be bound together in perfect harmony.
- (d) Love surpasses the strict measure of justice and urges one to care for the poor and the needy, and to make a preferential option for the underprivileged and marginalized in society.

Life: It is a priceless gift from God and is sacred in itself –

- (a) Every human person is created in the image of God and has the right to life, which must be respected from its conception to its natural end.
- (b) In the spirit of the “Beatitudes” as taught in the Gospel, the tribulations and adversities in life are to be faced with serenity and hope.
- (c) Every person is entitled to have whatever is necessary for a decent and dignified existence.
- (d) Only a society which respects human life can bring happiness to all.

Family: It is the basic unit of society –

- (a) Only pure love, the unreserved mutual self-giving between husband and wife, is truly gratifying; a happy, wholesome marriage is prepared by the practice of the virtue of chastity and sustained by fidelity and an indissoluble, lifelong commitment.
- (b) Inasmuch as sex is an integral part of conjugal life and has its own dignity, a balanced sex education must follow a holistic and in-depth approach, with emphasis on the virtues of self-discipline and mutual respect between a man and a woman.
- (c) Marriage is the foundation of a family; an intact and united family is a permanent support for husband and wife, and for parents and children, in achieving their goals in life; an intact and united family is likewise a most favourable setting for the upbringing of children and young people, and a necessary condition for the wellbeing of human society.

The School shall cultivate the above **core values** by –

- (a) upholding the time-honoured practice of respecting and collaborating with stakeholders with diverse backgrounds in achieving the School’s vision and mission as set out in this Article, in the awareness that the success of education depends on the joint effort of all parties concerned (refer to Canon 796§2 and Canon 800§2 of the *Code of Canon Law*, quoted in the Appendix);
- (b) providing a family environment imbued with mutual trust and love in the School; and
- (c) incorporating into the formal school curriculum Religious Education courses designed by the SSB (as defined herein), and fostering a Catholic spirit through religious practices held regularly in the School, such as morning prayers and religious activities held regularly for staff and students.

The School was established by “The Visitor in Hong Kong of the Institute of the Marist Brothers of the Schools” whose founder St. Marcellin Champagnat had passed on the following beliefs and ideals as an integral part of his educational vision and mission –

- (a) That we should make Jesus known and loved among the young and the children, especially the poor and the least favored.
- (b) That to bring up children properly, we must love them, and love them all equally.
- (c) That each of our students would cherish the love of God and accordingly develop his potentials fully, lead a meaningful life as an individual, and take a contributing role in society.

With due regard for the core values set out in Article 2.1, the School shall also strive to put the aforementioned beliefs and ideals into practice by inculcating in the school environment the following

- (a) Opportunity be provided for the students to learn the Gospel of Christ in order to enrich their spiritual life.
- (b) Our students be nurtured with Marist Style of Education that they may get a whole-person education and develop their moral, intellectual, physical, social and aesthetic potentials.
- (c) That our students be instilled with the proper moral values so that they have positive goals of life, and have concern about others in the society.
- (d) That our students may build up with confidence, interpersonal relationship and leadership skills so that they are able to meet future challenges and changes.

B. OUR SCHOOL

Brief Introduction of the School

The Marist Brothers, our school sponsoring body, started the education of youth in China about 120 years ago. One of the schools they served was St. Francis Xavier's College in Shanghai. In 1950, they came to Hong Kong from China and gave religious instruction in St. Martin's English School. Two years later, the Brothers were asked to take over St. Martin's. In 1954, with the help of the Education Department, new school premises were built at the junction of Maple Street and Sycamore Street. On 9th December 1955, classes were resumed in the new premises. At the same time, it was renamed St. Francis Xavier's College as a token to mark the continuation of Marist education in China.

Medium of instruction

Ever since the beginning of the school, the English Language has been adopted as the medium of instruction in our school. In March 1998, the HKSAR Government confirmed the suitability of our school to continue using English as the medium of instruction.

Under EDB's latest announced "fine-tuned MOI arrangements for secondary schools", our school is entitled to use English as the MOI until the year 2021.

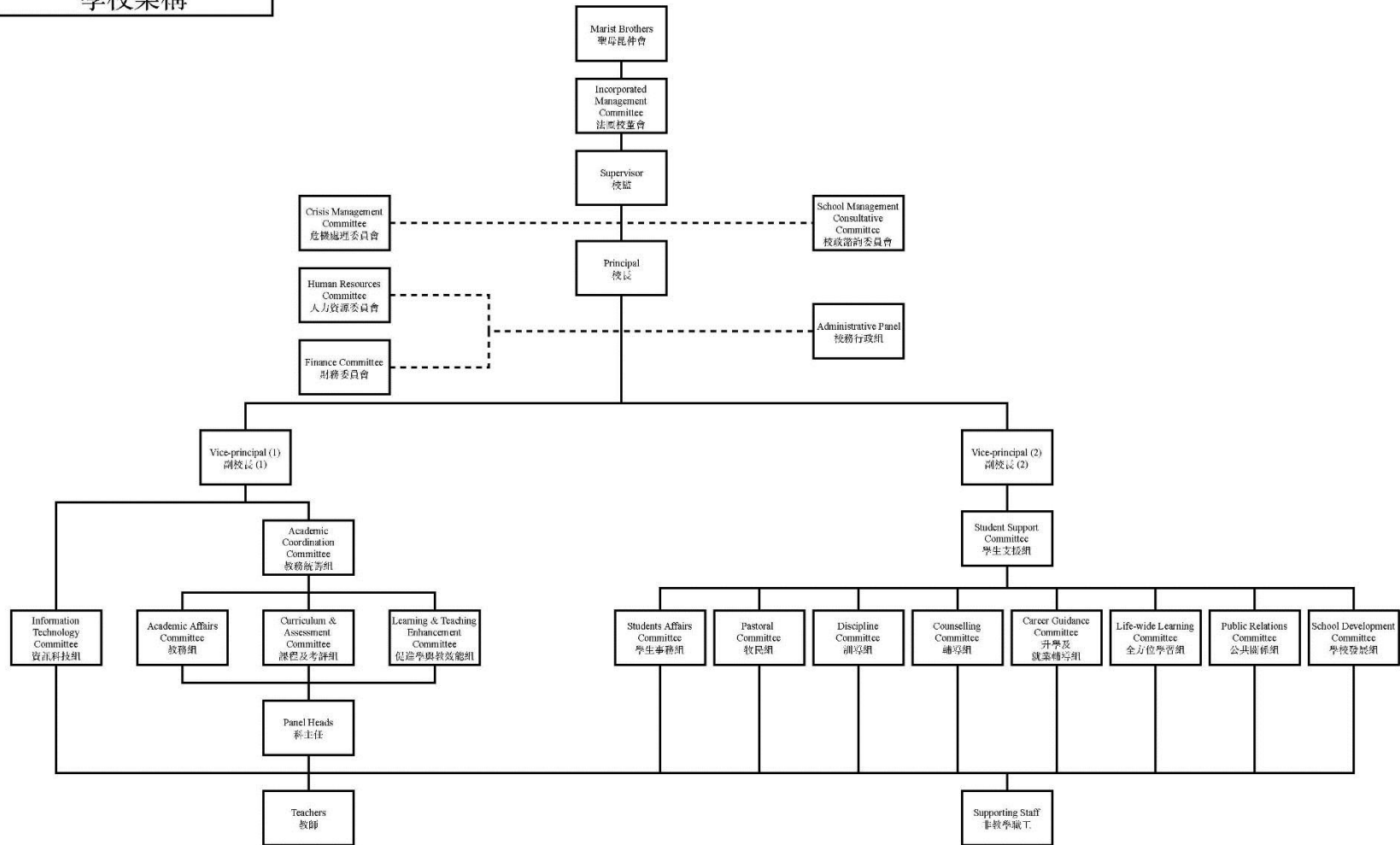
Incorporated Management Committee of St. Francis Xavier's College

The IMC of SFXC was set up on 31st August 2013. Its composition is as follows:

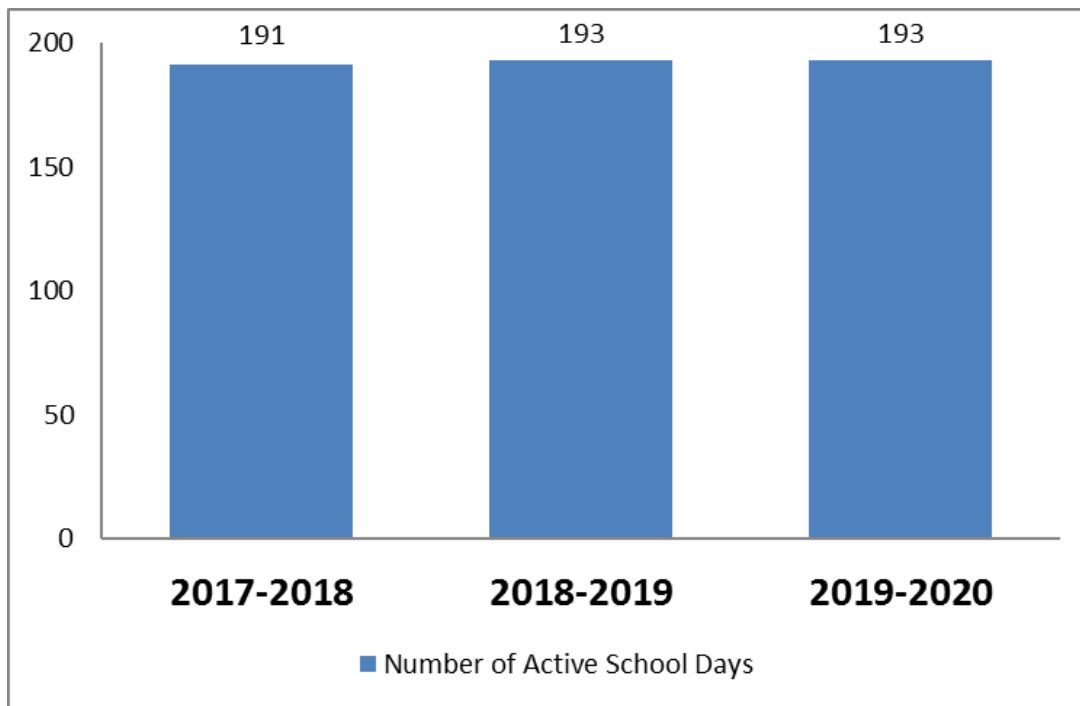
Categories of Managers	Number of Managers	Number of Alternate Managers
School Sponsoring Body	7	1
Independent Manager	1	0
School Principal	1	0
Teacher Manager	1	1
PTA Manager	1	1
Alumni Manager	1	0

School Administration Chart

Administrative Structure 學校架構

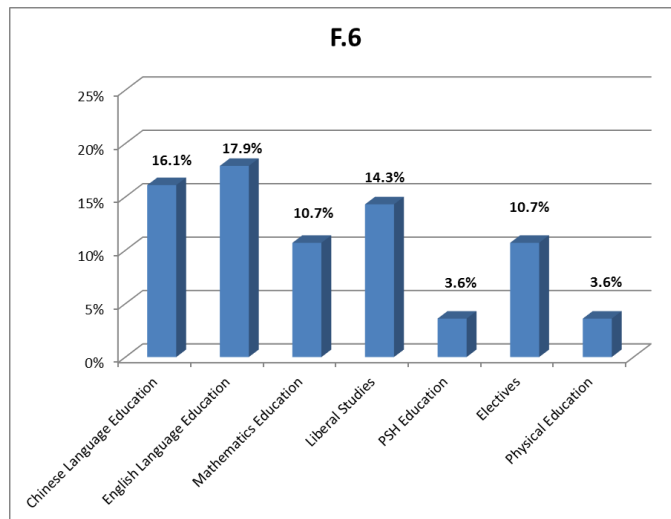
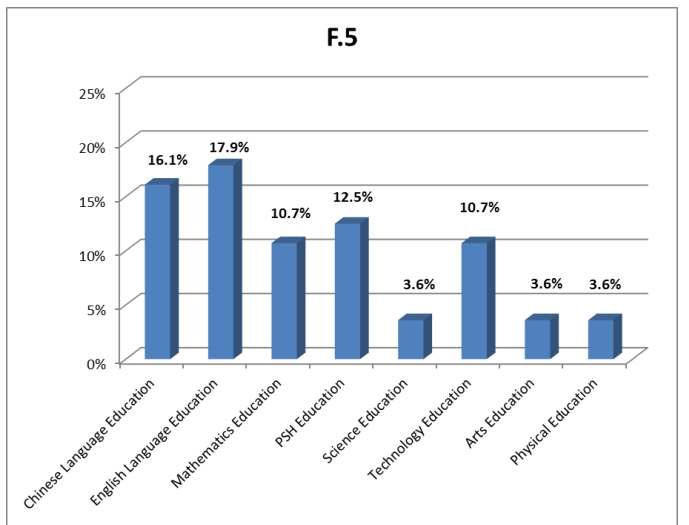
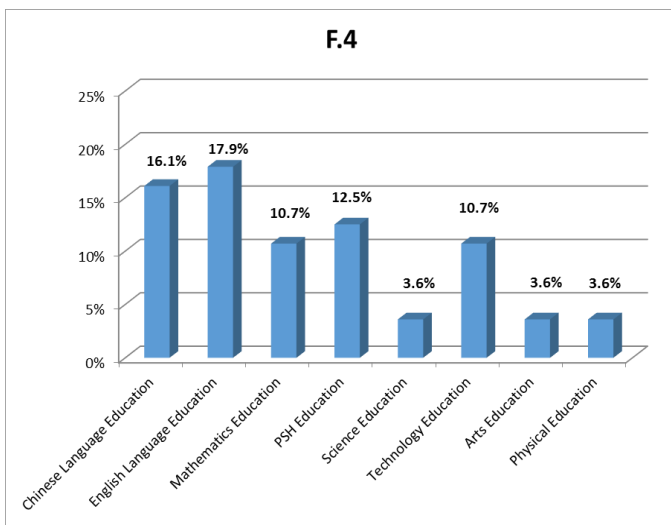
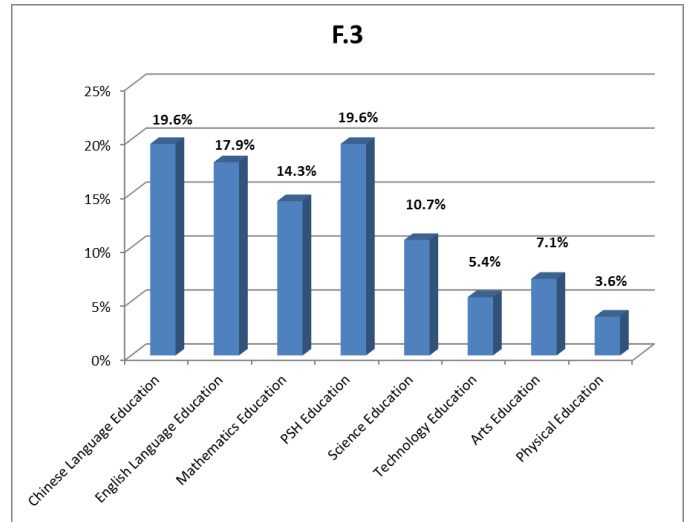
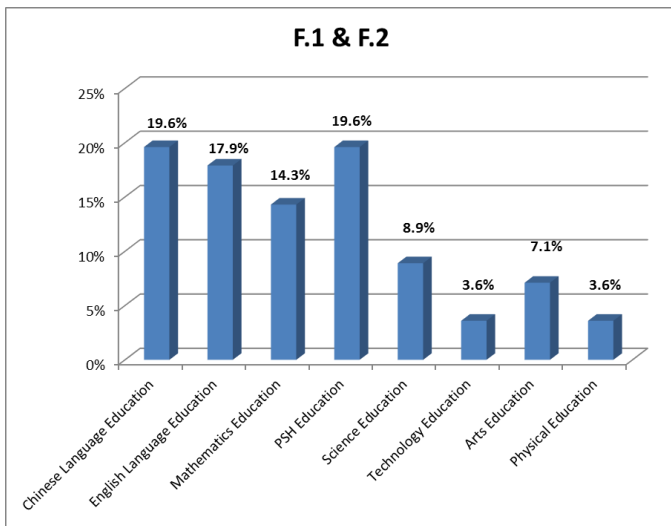


Number of Active School Days



Apart from regular school days, students participated in other activities like Athletics Meets, school picnic, Christmas party and Feast Days Celebration activities that provided students other essential learning experiences. However, due to the social movement in 2019 and the Covid-19 pandemic, many school activities were cancelled for example: Swimming Gala and Champagnat Day Celebration. The number of active learning days was also drastically reduced, including 7 days in the first term due to the social movement. The 2nd term was cut short significantly due to the Covid-19 school suspension, which began right after the Chinese New Year Holidays. The school resumed on 27th May (F.3-5) and 8th June (F.1-2), and decided to extend the school term to 31st July 2020 but was again cut short by the 2nd round of Covid-19 school suspension starting from 15th July 2020.

Lesson Time for the 8 Key Learning Areas (F.1 to F.6)



The 7-day cycle was maintained and each cycle day was divided into 8 regular periods of 40 minutes each. A 15-minute Form Teacher period was held before the first period every morning.

To facilitate F.3 students to make a better choice on deciding their F.4 electives, all electives in the senior forms were included in F.3 curriculum.

C. OUR STUDENTS

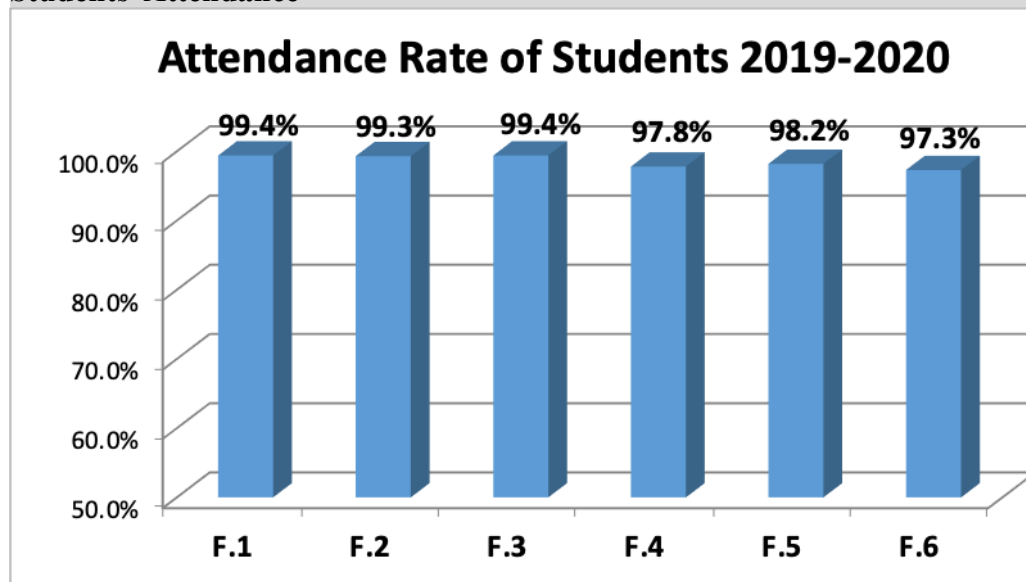
Enrolment

There were 27 classes in total in the year 2019-2020. The government set the maximum numbers of students in F.1 to F.6 to be 33, 32, 32, 32, 32 and 33 per class respectively.

Under the Voluntary Optimization of Class Structure Scheme, the school was entitled to open 24 classes, 4 classes in each level. On the other hand, the school used school funds to implement small class teaching in F.1, F.2 and F.3, adding one extra class to each of these forms while keeping the number of enrolments unchanged. In doing so, the school was able to reduce the class size in to 24 to 28 per class in F.1 to 3. For the senior forms, there were sufficient F.4 places to admit the whole population of F.3 students who were promoted to F.4, excluding the repeaters.

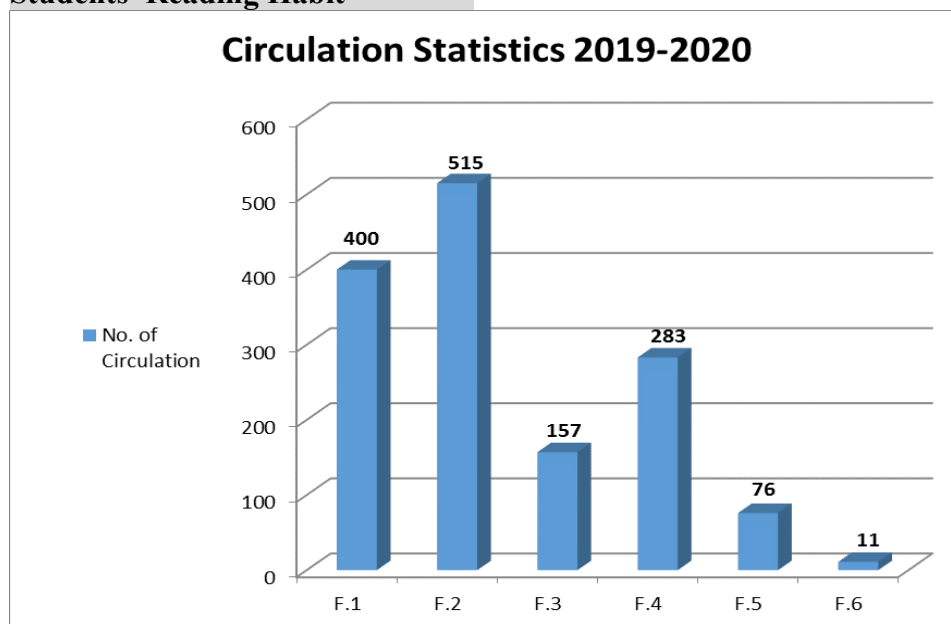
Level	F1	F2	F3	F4	F5	F6	Total
No. of Classes	5	5	5	4	4	4	27
2019/20 Enrolment	132	128	123	127	118	115	743

Students' Attendance



The attendance rates of students in all levels were high. Students enjoyed coming back to school.

Students' Reading Habit



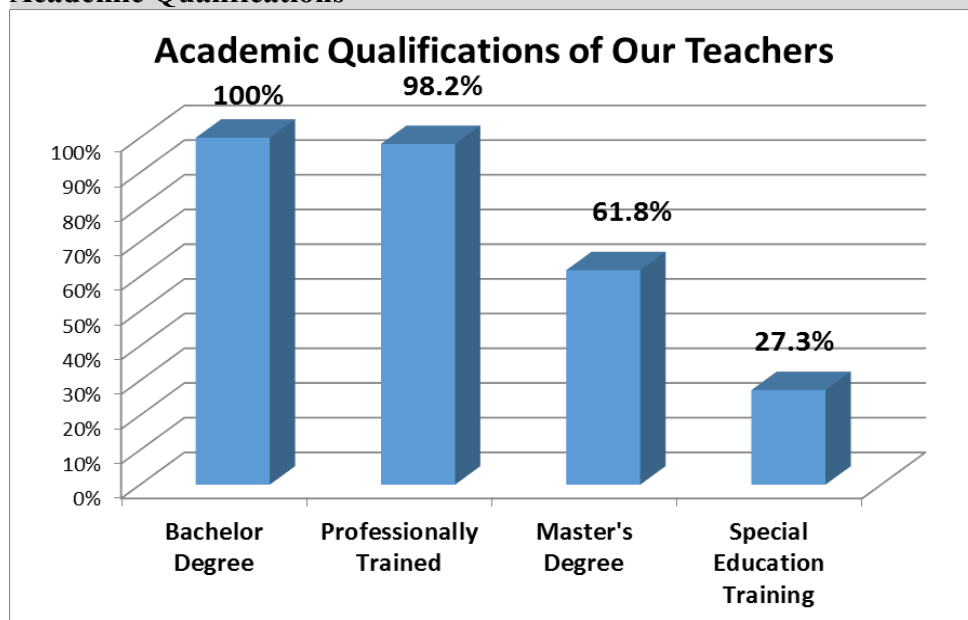
To facilitate learning, the school encouraged students to develop a good reading habit. In 2019-2020, the school purchased 320 English books, 99 Chinese books and 14 DVDs.

Various reading activities were organized by the school library, such as the new book display, book recommendations, book presentation competition, seminars, reading schemes, book exhibition, etc.

However, due the long period of class suspension arisen from the social movement and the Covid-19 pandemic, the numbers of library circulation for each form dropped quite significantly.

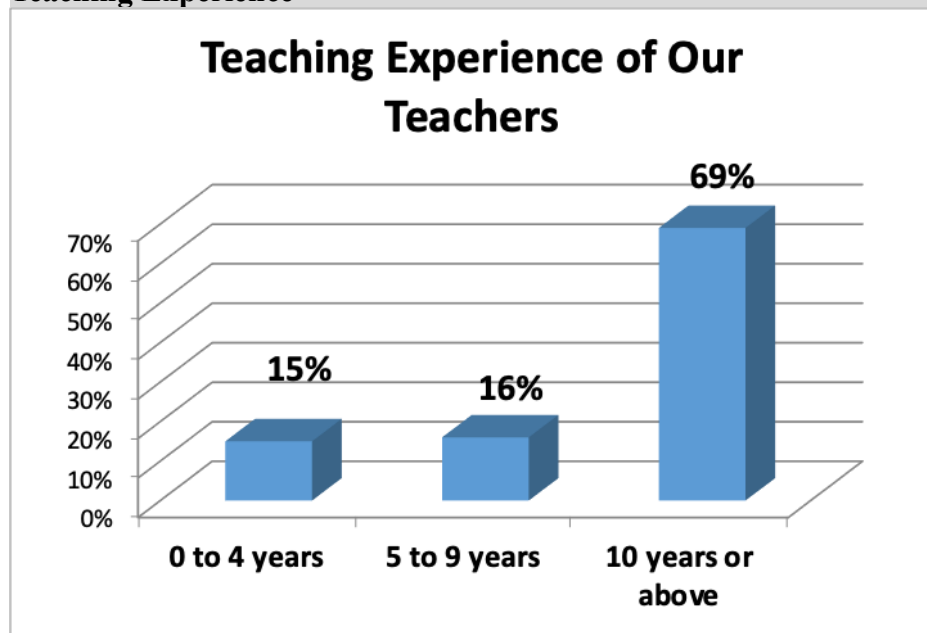
D. OUR TEACHERS

Academic Qualifications



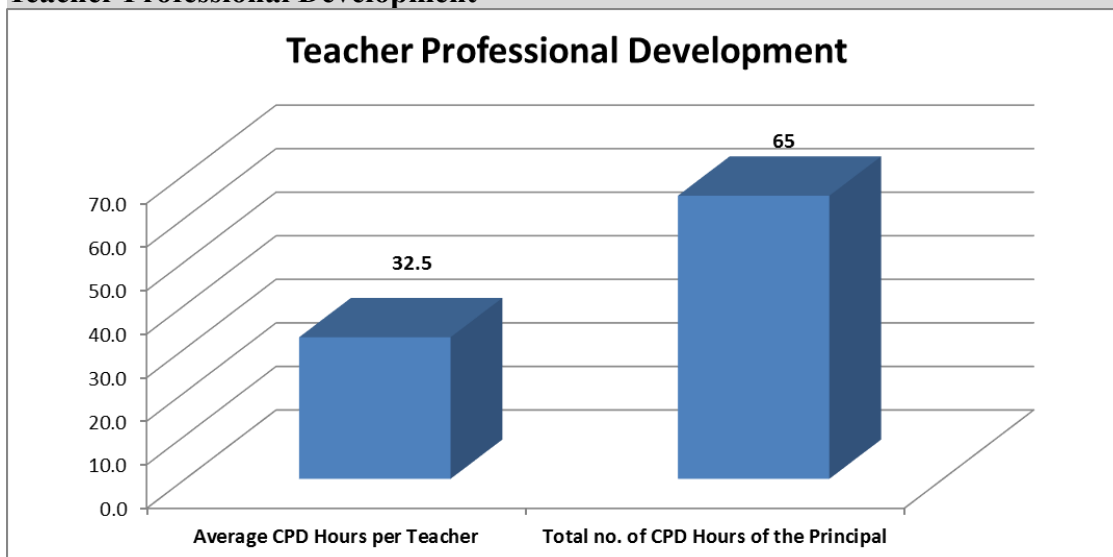
In 2019-2020, there were 55 teachers. Among them, 100% are Bachelor Degree holders and 98.2% have completed professional teacher training. In addition, 61.8% of the teachers have obtained Master's Degrees and 27.3% have received Special Education Training.

Teaching Experience



There were 55 teachers (including the Principal, the NET and the Teacher Librarian), of which 49 were in the regular staff establishment whereas the other 6 were hired by special funding including the Optional Cash Grant and the contribution from SFXC Foundation Ltd., an independent fund managed by a group of professional alumni. The teaching staff constituted a good balance of experienced teachers and young teachers. All English, Putonghua and content-subject teachers in the regular establishment have attained the language proficiency requirement.

Teacher Professional Development



It is a very positive sign that our teachers attained, on average, 32.5 hours of Continuous Professional Development (CPD) during the year of 2019-2020 even under a very tight teaching schedule and a very long shutdown period due to the Covid-19 pandemic.

Up to the year 2019-2020, we have 23 teachers who had undergone training to cater for the SEN students.

Teachers Development Days (TDD)

The First Teachers Development Day

The 1st TDD was held on 20th September 2020. Our teachers spent a day in St. Paul's House of Prayer in Sheung Shui to attend a full-day workshop called *Caring for Teacher's Inner Lives* hosted by the CUHK Spiritual Education Team. The event included a seminar, personal and group reflection, personal space and relaxation exercises. The post-event evaluation showed that more than 90% of the teachers found that they had better understanding of their "inner lives", 85% found that the event had brought deeper reflection on personal life, and around 85% considered the event inspirational to their future work and interaction with students.

The Second Teachers Development Day

Our 2nd TDD, called *Enhancing Pedagogical skills I: Questioning, Interaction and Feedback*, was held on 8th November 2020. Our teaching consultant Mr. Chiu gave us an inspirational seminar on effective questioning and giving feedback. Post-seminar evaluation found that more than 95% of the teachers found the seminar useful in sharpening their questioning skills.

The Third Teachers Development Day

The 3rd TDD originally scheduled for March 2020 was cancelled due to the Covid-19 school suspension. However, we were able to offer a special TDD called *Assessment Practice for Effective Learning and Teaching* on 15th January 2020 for teacher to enhance their knowledge on assessment literacy.

E. MAJOR CONCERNS (Achievements and Reflection)

Major Concern 1:

That maintains SFXC a vibrant learning community which brings about effectiveness and innovation in L&T practices.

I. The learning and teaching effectiveness is further enhanced by professional exchanges and development.

To bring about a vibrant learning community, teachers were encouraged to improve their teaching effectiveness through professional exchange both internally and externally.

a. Organize professional exchange for teachers by:

a1) Arranging professional exchange programmes with other schools on one TDD

The school had reserved half of the 3rd TDD (27th March) to conduct a professional exchange with another school. The event was cancelled due to the Covid-19 pandemic and the subsequent school suspension.

b. Arrange professional development programmes for teachers by:

b1) Arranging a TDD training session with response to the teacher training need survey

The 1st TDD on 20th September 2019 promoting teachers' spiritual health was part of the response from the school to address the need from teachers to relieve their mental and physical stress according to the teacher survey conducted last year. The school also reserved the other half of the 3rd TDD (27th March) for a workshop to promote teachers' physical health, which was unfortunately cancelled due to the Covid-19 school suspension.

b2) Arranging a TDD training session on pedagogical skills

The 2nd TDD on 8th November 2019 was designed to improve teachers' pedagogical skills especially on questioning. The workshop led by our teaching consultant was conducted successfully. From the post-event evaluation questionnaire, the teacher feedback was very positive.

b3) Carry out lesson study that includes lesson observations and pre-and-post lesson conferences for teachers to improve their pedagogical skills (questioning & feedback, small class teaching, catering LD, note-taking, etc.) with the assistance of teaching consultant

This part of the professional development programme was originally scheduled for the second term but had to be postponed to the first term of next school year due to the Covid-19 school suspension.

b4) Prioritising the sequence of taking SEN course among teachers

Given the rising need in SEN students in our school, we had successfully created a priority list for teachers needed SEN training according to their interests, seniority and duties. The school had invited 13 teachers to apply for SEN courses in 2020-2021 and 8 teachers have been successfully registered, including 3 in advanced SEN courses and 5 in basic SEN courses.

b5) Assigning teachers to attend SEN courses

Our intended goal was to have 3 teachers completing SEN courses in 2019-2020. The goal could not be achieved due to the pandemic. By the end of the school year, we had one teacher completing a basic SEN course and another completing a Thematic SEN course on taking care of students with mental health issues.

b6) Assigning teachers to take online course for Gifted Education

This year, we have one teacher completed the basic course in gifted education in the first term. Three other teachers had signed up for online courses in summer holidays.

c. Conduct Student Survey for individual professional development by:

c1) Conducting student survey for teachers' individual professional development across the forms

The intended goal for this year was for all teachers to carry out at least one student survey. The goal could not be achieved due to the sudden school suspension in both the first and second school term. In the end, 37 out of 55 teachers could complete at least once student survey and a total of 55 surveys were conducted in different classes or subject group. Among those teachers who had conducted the survey, 95% of them found the feedback from students useful for them to improve their L& T strategies, which is overwhelmingly positive.

Recommendations:

1. Due to the pandemic, it is suggested that the external exchange with other schools has to be suspended for one year.
2. As the pandemic affecting regular teaching may go online in the coming year, the school has to input measures to guarantee the effectiveness of the online teaching.
3. As the professional development for enhancing pedagogical capabilities of teachers was suspended, there would be a need for the school to continue in the coming year.
4. On top of enhancing teachers' pedagogies and professional knowledge, the school also saw the necessity to fulfil teachers' need in personal well-being. Therefore, teacher development programmes for the coming year would strike a balance to provide for the needs in these two areas.
5. As there is an increasing needs of catering for the SEN students, the school should keep on encouraging more teachers to take the SEN courses provided by the EDB.
6. Given the positive feedback from the teachers, the practice of student survey should continue in the coming academic year with additional suggestions to further promote the practice:
 - a) teachers who can masterfully use the data from student survey will be invited to share their experience in the staff meetings;
 - b) all panel heads should help coordinate their panel members to complete the surveys in either the first or the second term; and
 - 3) the progress of conducting student survey will be reviewed in the middle of the school year, which will help promote the completion of the practice in the second term.

II. The learning & teaching competence is fostered by innovative practices.

To build an effective learning community, the students' diversified learning needs must be catered for. In 2019-2020, the school had taken the following measures to address these needs:

a. Promote the use of IT in enhancing learning & teaching by:

a1) Further exploring e-Reading and e-Learning strategies to suit the needs of different subjects

In the first panel head meeting on 21st August, the Head of L&T Enhancement Committee had briefed the team concerned on possible e-Reading and e-Learning resources as well as sharing some successful strategies adopted thus far concerning promotion of reading.

With the Reading Promotion Grant provided by the EDB, it was originally planned that more theme-based books as well as reading workshops would be conducted during the second term. Unfortunately, they were all cancelled due to the school suspension.

a2) Purchasing online public examination question banks for self-directed learning

It has been the third consecutive year that the school purchased the online question bank offered by the HKEdCity and it has been well-received by both teachers and students. The online question bank provided a large database of questions written by both the HKEA and publishers. Our teachers were able to select materials for students according to topics, levels of difficulties and years of publication, etc.

Despite the fact that active learning days were cut short due to the school suspension, many of our subject teachers used materials from the online question bank as e-assignments. Teachers agreed that the platform helped save some preparation time given the well documentation and categorization of the database.

a3) Deploying additional resources to employ extra IT technician

In this school year, we employed an extra e-learning support officer through the Labour Department. The newly recruited staff helped the implementation of e-learning and teaching in school. He contributed a lot in making the Zoom Online Lessons smooth during school suspension.

a4) Purchasing enough tablets to further enhance the use of the IT resources

The school purchased 40 additional iPads and Apple Pencils in 2019-2020, increasing our in-class e-learning devices to 120 iPads. According to the lending record, there were, in average, 14 double lessons per cycle using iPad as a learning tool. The iPads were mostly used for information searching, viewing multimedia materials and accessing online platforms to conducting assessments or questionnaires.

In addition, there are about 40 iPad reserved for teachers to adopt e-teaching on iPad. Some teachers used iPads very frequently in their lessons. The most commonly used e-teaching apps included “Goodnote” and “Explain Everything”.

b. Build up an effective teaching community through lesson study by:

b1) Learning effective pedagogical practices through professional sharing in staff meetings

The original plan of this year for professional sharing was that our teaching consultant would observe our lessons and identify effective pedagogical practices to be shared in staff meetings. However, due to the school suspension, we had to change our plan. Instead, we set up a pilot team to try out various software, and later on arranged two workshops on the use of Zoom, a real-time meeting software, to equip all teachers on the necessary skills and strategies to use the platform to conduct effective live lessons online.

c. Encourage peer learning community among students by:

c1) Drafting a plan in building student peer learning community with the assistance of teaching consultant

The original plan was to draft a proposal on how to encourage peer-learning community through the information gathered from lesson observation by the teaching consultant. This part of the plan could not be achieved due to the school suspension but would be moved to the following school year.

d. Promote STEM education through cross-curriculum collaboration by:

d1) Reviewing the current STEM education and suggesting a curriculum plan in promoting the STEM education in a whole-school-approach manner

The STEM curriculum plan this year was focusing on developing and revising at least one appropriate cross-curricula project in each form. Due to the evaluation last year, the project in F.2 was thought to be inappropriate. A new project, involving Math, Computer Literacy and IS has been developed. Yet, the project could not be carried out due to school suspension.

d2) Providing STEM programmes to our junior form students

Some STEM programmes, including a paper vehicle design project for F.2 and a rocket car design project for F.1, were originally planned as post-examination activities. However, they were cancelled due to the school suspension.

d3) Encouraging students to participate in STEM related external activities / services / competitions / exhibitions

External STEM programmes such as the WWF Maipo Conservation Programme was originally planned for students during post-examination activity days. They were all cancelled due to school suspension.

d4) Establishing a new STEM Activity Room

The school proposed to build a Computer Room Cum STEM Room to promote STEM education. The proposal was approved by Quality Education Fund and the school received a budget of around one million for the facility upgrade. The revamping work is expected to begin in September 2020 and the room is expected to be ready for use in the second term in the 2020-2021 school year.

e. Promote reading across the curriculum by

e1) Utilising e-resources to promote reading during reading lesson

Starting from this academic year, we have adopted a new e-Reading platform, MySmartSTEAM to replace the one we have used for 6 years. Though teachers agreed that the new platform is more attractive in design, interactive in nature and authentic in terms of reading materials, students' participation rate was still much to be desired.

e2) Reform existing reading scheme to encourage students to read

As one of the F1 reading lessons (per cycle) has been allocated for our NET to conduct a more structured reading lesson, the teachers of the reading lessons generally found that there was much fewer room for conducting as many theme-based reading activities. In this regard, certain flexibility had been given to the teachers to strike a balance between theme-based reading activities and extensive reading.

e3) Organize cross-curricular theme-based reading activities during reading lessons

The newly created extra-curricular activities, including the World Book Days, Librarian Gatherings, Reading Circle/ workshops and talks etc., have all been cancelled due to the school suspension. It is hoped that they can be organised successfully in the coming academic year.

e4) Refining the extra-curricular activities to promote reading habits e.g. forming Reading Club and Librarians' reading group

Many of the reading promotion activities planned for this year were cancelled due to the school suspensions, including Reading Week, Bookcrossing Visit, Book Recommendations and Reading Club. The only successful events were a book fair and talks given by writer Ms. FAN during FA lessons. Ms. Fan's talks were consider successful because books recommended by her had seen a drastic increase in the number of circulation.

Recommendations:

1. Since all e-reading promotion activities planned for the 2nd term were cancelled. They should be organised in the coming academic year to fully utilize the Reading Promotion Grant provided by the EDB.
2. Given the usefulness the good feedback from teachers on the online question bank and the growing reliance on e-learning due to potential future school suspension caused by the persisting pandemic, the school should continue to subscribe to this online question database.
3. With growing need in e-learning, the school should continue to hire an e-learning support officer.
4. Since the school has a sizable stock of e-learning and teaching devices, an expanded Mobile Device Management (MDM) system along with an MDM server should be deploy to better manage these devices. The school should also organize more training sessions for teachers to share good practices on using iPad as an effective learning and teaching tool.
5. Since the planned lesson observations by our teaching consultant were postponed to next school year, the sharing on effective pedagogical practises and the drafting of the proposal for peer learning should also be postponed to the next school year.
6. The revising of the STEM curriculum was running smoothly until the school suspension. The newly developed cross-curricula project should be tried out in the next academic year along with

the internal STEM post-exam activities for junior form students and other external STEM programmes.

7. Given the funding from QEF and the soon available STEM Room, the execution of the STEM curriculum utilizing the STEM Room should be carefully monitored next year.
8. Given the improved e-reading platform with limited effect, the school should put more emphasis to promote it to students and remind them to complete the assigned reading tasks on time.
9. The Reading Club organized last year was very successful. Though none could be held this year, it should be organized on a regular basis next year instead of as isolated one-off events.
10. As there may have school suspension again in the coming year. The school has to offer help to students from the financially difficult families to engage in prolonged e-learning.

III. Learners' Diversity is catered

A prominent feature of an effective learning community is highly motivated students can learn independently. This year, the school had implemented the following measures to promote independent learning.

a. Note-taking is promoted across the forms by:

a1) Developing consensus on the skills (of note taking) to be promoted across the subjects

Note-taking skills have been taught and adopted in the classes in Chinese Language and Integrated Humanity. Due to the long period school suspension in this school year, the school had to focus on developing various online learning and teaching strategies. So the promotion of note-taking skills was not emphasized. In addition, the school suspension lasted for almost the whole second term, making the organization of generic note-taking skill workshop not possible.

b. Provide suitable gifted programmes to our gifted students in different academic subjects by:

b1) Providing the information of F.1 gifted students to the teachers concerned

After obtaining parental consent, we took one staff meeting to introduce our gifted students to their teachers about their special gifts, and to offer professional suggestions on how to tailor to their needs. As most teachers found this sharing session helpful, it should become an annual practice.

b2) Providing information of suitable gifted programmes to our gifted students and different academic subjects

Throughout the year, the I/C teacher of Academic Affairs Committee regularly disseminated gifted education programme information to our gifted students. The school also opened a special page on our school website listing all the gifted programmes for references to our parents.

b3) Offering special programmes to broaden the horizons of the elite students

All our certified gifted students were nominated by the school to obtain membership from Hong Kong Academy for Gifted Education (HKAGE). Three of the nominees were successfully enrolled. Furthermore, another online gifted education programme was promoted to our students and 124 students were enrolled in it. However, the sudden outbreak of Covid-19 caused all these programmes to be cut short or incomplete, suspending our post-programme evaluation.

Recommendations:

1. On top of enhancing teachers' pedagogies and professional knowledge, the school also saw the necessity to fulfil teachers' need in personal well-being. Therefore, teacher development programmes for the coming year would strike a balance to provides for the needs in these two areas.
2. Other than sending the information of gifted education programmes to our target students, the information should also be sent to their parents.

3. Most of the external gifted education programmes we promoted to our students were postponed or cancelled this year due to the school suspension. The related programmes should be promoted again next year and post-programme evaluations should be done carefully to monitor the usefulness of these programmes.
4. With the looming challenge of further class suspension in the coming year, the school need to prepare teachers and students to continue learning and teaching online. More effort should be devoted to improve the effectiveness of e-learning, and the development of note-taking skills can be out on hold.

Major Concern 2:

That SFXC keeps the tradition of being a Catholic School with the Marist Distinctive Styles.

In response to the rising need in value education and in properly positioning our school in the sweeping tide of education reform, the school had done the following to reinforce our tradition as a Catholic school with educational styles unique to the Marist Brothers.

I. The Marist styles and Catholic core values are promoted.

a. Review the curriculum and make an overall planning on the nurturing of the target values in our formal and informal curriculum by:

a1) Review the existing curriculum and make an overall planning on the teaching of the above topics through different curricula including:

- i. **Moral and Civic Education**
- ii. **Sex Education**
- iii. **Environmental education**
- iv. **Life education**

The progress of reviewing the curriculum of the school of 2019-2020 was affected by the school suspension. Yet we were still able to review the curriculum framework of MCE and implemented the updated curriculum this school year. The updated curriculum framework for Sex Education has been proposed, it will be finalized and implemented next school year.

b. Organize comprehensive Life Education programs for the following stakeholders:

b1) For students

b1i) Joining the Student Mental Health Support Scheme to offer help in improving students' mental health

The school has successfully joined and implemented the Student Mental Health Support Scheme (SMHSS 醫教社同心協作計劃) organized by EDB, Hospital Authority and Welfare Department. This service, included support from Clinical Psychologist (CP) and Psychiatric Nurse, mainly covered our F.2 students this year. These professionals organized screening for the whole form to identify cases involving mental health issues. Students identified were divided into 3 levels. For each student being classified into Level 3 and 2, a care plan was formulated and carried out for him by the Educational Psychologist (EP), CP, Psychiatric Nurse, School Social Workers and subject teachers. The whole programme ran smoothly and successfully this year.

After running for a year, the cooperation between CP, EP, Psy Nurse was well coordinated. All teachers involved agreed that the SMHSS was very helpful to address the mental health needs of our students.

b1ii) Joining CUHK Spiritual Education to promote students' spiritual and emotional health

The school joined the Spiritual Health Programme for teachers offered by CUHK during the 1st TDD. A pilot programme for students was in the progress of being formulated starting in February 2020 but was halted by the Covid-19 school suspension. It is recommended that the school should continue to work with CUHK to carry out the programme for our students.

b1iii) Implementing a 3-year Career Guidance workshop series in the aspect of Life Education to students in junior forms

We conducted two 1.5-hour Life Education workshops for our F.1 and F.2 students on 31st October 2019 and 5th December 2019 respectively. Over 80% of students participated find the workshops useful. Another F.2 workshop along with two F.1 workshops were cancelled due to the school suspension. These cancelled programs will be offered again in the next academic year.

b1iv) Implementing Class-based cleaning practice to advocate students' responsibility in the light of family spirit

Our class-based cleaning practice was successfully implemented this year. Cleaning routines and 90% of the cleaning records were properly followed by our students in the first term, reaching our pre-set goal. However, the goal for the second term could not be reached due to the school suspension. From our collected record, we are pleased to find that the class-based cleaning practice was able to raise students' awareness for maintaining the classrooms clean and helped foster a sense of responsibility for their classrooms among our students. This practice should be kept next year to properly show its full effect.

b1v) Implementing a Life & Death Education activity series in the evangelization week

Due to the school suspension of school caused, the scheduled Evangelization week for March 2020 was cancelled. But when classes resumed on 24th May and 8th of June (F.1-2), the Pastoral Committee added a morning prayer everyday for those who were affected by the Coronavirus and also for peace and stability of Hong Kong, which could be considered a Life Education for our students in the time of turbulence.

b1vi) Joining Adventure Programs for all levels to reinforce students' resilience and resolution

The outbreak of the Coronavirus has caused major disruptions to all the planned activities in this academic year, the Adventure Programmes for all levels were cancelled. We will offer the program again in the next academic year.

b1vii) Offering awards to honour students who show cares and concerns to 'little brothers'

Since all the school activities were cancelled the second term, there was not enough time and opportunity for the big brothers to show their love and care to the little brothers. All the year-end award ceremonies were also cancelled. So the award programmes have to be scrapped but they will be offered again in the next academic year

b2) For teachers

b2i) Arranging professional development programs offered by psychiatric nurse in the Student Mental Health Support Scheme for teachers.

Due to the school suspension, the progress of the SMHSS was seriously delayed. The originally planned professional development programme for teachers' mental and physical health could not be carried out and must be postponed to next year.

b2ii) Arranging professional development programs offered by CUHK Spiritual Education to promote teachers' spiritual and emotional health

As mentioned in the details in the 1st TDD report, the Spiritual Health Programme offered by CUHK to all teachers was organized successfully and the teacher feedback was very positive.

b3) For parents

b3i) Reforming the existing parent gatherings to reinforce the parent education in the aspect of students mental health issue

After reviewing parental feedback, it was observed that F.1 and F.2 parents faced very similar challenges and student issues. Therefore, we combined the parent gatherings for both forms into one. The topic covered included Adaptation to Secondary School Life, Academic Enhancement, and Teenage Development. Parental feedback for the event was very positive and this combined parent

gathering should be kept next year while more reforms could be extended to other forms.

b3ii) Arranging parent workshops offered by psychiatric nurse in the Student Mental Health Support Scheme

Due to the school suspension, the program was cancelled and the planned workshop will be held in the next school year.

b3iii) Arranging a 3-year seminars series in the aspect of Life Education and career guidance to parents in junior forms

A one-hour talk was conducted for our parents during the F.2 Parents' Gathering on 3rd November 2019. 100% of parents participated find the seminars useful and the feedback was overwhelmingly positive.

Recommendations:

1. The curriculum review for the coming years should focus on Environment Education and Life Education and the National Education.
2. Since the originally planned Spiritual Health Programme under CUHK was cancelled due to the school suspension, it should be offered to our students in the coming school year.
3. Since Life and Death Education is a vital topic for the students, all planned activities in this topic should be offered in the coming school year. These include: guest talks (by members of Catholic Life Society, NGO or Celebrities with special experiences), Short quiz competition, Religious art appreciation on Life and Death, Mass offer for the death, Songs appreciation celebrating life and Poster design competition on the relevant topics.
4. Generally speaking, all planned activities that were cancelled this year should be carried forward to the next year.

F. SPECIAL REPORT: Special Arrangement during the Covid-19 Class Suspension Periods

Stage 1 (3rd Feb. to 13th Mar.): Distribution of e-Learning tasks

In late January, the EDB announced that all schools should be suspended till 16th February due to the Covid-19 Outbreak. As the second term was supposed to commence on 3rd February, to facilitate the continuation of learning, it was decided that subject-based e-learning tasks with teaching elements (e.g. in the form of detailed guidelines or video clips) would be assigned to students starting from 3rd February 2020. Some subject panels used the *Assessment For Learning* approach when designing the e-learning tasks, pathing the way for more self-directed learning.

	F.1 to F.3	F.4 & F.5
Core subjects	4 learning tasks (45 mins each)	3 learning tasks (60 mins each)
Other subjects I (Junior form: F.3 CL, BF, LS, IH, IS, Phy, Chem, Bio, C Hist, Geo, RS, Senior form: all electives)	2 learning tasks (30 mins each)	2 learning tasks (60 mins each)
Other subjects II (F.1 & 2 CL, PTH, VA, Music, PE, MCE)	1 learning task (30 min each)	1 learning tasks (30 min each)

After a week of implementation, a survey using google form was conducted to evaluate the submission rate of the e-learning tasks. It was found that the majority of teachers distributed and collected the learning tasks through Google Classroom and email, but the student submission rate was unsatisfactory. In response, e-notices were issued to parents to stress the importance of completing the assigned tasks, and teachers were reminded to keep in close contact with their students, or parents where necessary, and urge them to complete the assigned work. Suggestions on improving various forms of e-learning tasks and useful online resources were also sent to teachers for their reference when planning for more tasks.

In mid-February, it was announced by the EDB that the school suspension period was further extended. As it was found that many students, especially those weaker students, were not able to complete the assigned learning tasks properly, the school assigned a number of teachers to research on different real-time teaching platforms available, test them and consolidate both successful and unsuccessful experience, preparing for a full-scale implementation of online-teaching.

After two weeks of trial online teaching by the pilot team in late February, two teacher development workshops were conducted, one on 27th February for all panel heads, and another on 3rd March for the rest of the teachers, to equip them for the use of Zoom, an online conferencing platform widely used for online teaching. User manuals both teachers and students were prepared, and students were also required to sign an online declaration form, which acknowledged that they all knew the arrangements of online real-time teaching and what they were expected to do.

Stage 2 (16th Mar. to 5th Jun.): Conducting Zoom lessons

Starting from 16th March, Zoom lessons were arranged to all classes in all academic subjects, complementing the e-learning tasks which had been assigned to students till 22nd May for F4-5 and 5th June for F1-3 respectively. The framework used is as follows:

	F.1 to F.3	F.4 & F.5
Core subjects	<ul style="list-style-type: none"> • At least 7 learning tasks • For F.1 & F.2, 4 Zoom lessons, 1 zoom lesson per week per class 	<ul style="list-style-type: none"> • At least 6 learning tasks • 4 Zoom lessons, 1 zoom lesson per week per class • 2 e-learning tasks (60 min.)

	<ul style="list-style-type: none"> • For F.3, at least 3 Zoom lessons per class • 3 e-learning tasks for F.1 & 2, 4 e-learning tasks for F.3 (40 min.) 	
Other subjects	<ul style="list-style-type: none"> • At least 4 learning tasks • For F.1 & F.2, at least 3 Zoom lessons per class • For F.3, at least 2 Zoom lessons per class • 1 e-learning task for F.1 & 2, 2 e-learning tasks for F.3 (30 min.) 	<ul style="list-style-type: none"> • At least 4 learning tasks • 4 Zoom lessons, 1 zoom lesson per week per subject group • E-learning tasks optional (60 min.)
Other subjects with grade (F.1 & 2 CL, PTH, VA, Music, PE, MCE)	<ul style="list-style-type: none"> • At least 2 learning tasks (30 min each) • Either Zoom lesson or e-learning tasks 	<ul style="list-style-type: none"> • At least 2 learning tasks (30 min each) • Either Zoom lesson or e-learning tasks

Post-implementation evaluation found that the coverage of the scheme of work during Stage 2 of remote learning was quite satisfactory. Most subjects were able to cover the intended teaching content. On the other hand, various issues were encountered during the implementation of Zoom teaching, and they were summarized as follows:

Security concerns

Although Zoom was more stable and multi-functional than other platforms, there were occasionally cases reported by teachers concerning its security. Thanks to the effort of the IT Committee, alternative solutions were promptly disseminated to all teachers.

Attendance issues

At the beginning, teachers were reminded to keep a record of students' attendance and follow up on absentees where necessary. Every few weeks, teachers were requested to submit their e-class attendance record to the school for the discipline committee to follow up on habitual absentees.

Hardware and technical support

For teachers, despite the fact that they were encouraged to conduct the zoom lessons at home, not all teachers were fully equipped in hardware to do so. The school still offered the necessary hardware and technical support where necessary. A total of eight classrooms were installed with Zoom teaching equipment and with technicians on duty to provide support on each teaching day. A total of 10 school accounts were also purchased in order for teachers to conduct lessons for more than 40 minutes without interruption. (The Zoom platform has a 40-minute time limit for all its free-version users.)

As for students, assistance was given to those who did not have the necessary equipment (e.g. stable network, ample data, device, etc.).

Stage 3 (17th July to 31st July): Discussion of papers and extra lessons for the senior forms

As EDB announced school suspension again in mid-July, some examinations had to be cancelled, and the discussion of examination papers were conducted in the form of online teaching on 17th, 20th and 21st July. Extra lessons for F4 and F5 were also arranged from 23rd to 31st July in order to allow more time for teachers to prepare students for the HKDSE syllabus.

Student Support during Class Suspension

Despite the fact that most learning and extracurricular activities on campus were completely stopped during the class suspension. That did not stop the school from providing support to our students

mental and emotional health. Throughout the class suspension period, our school-based social workers, along with the counselling teachers, continued to offer therapies and counselling services to our students with needs.

Home-school Cooperation

Our parents played an important part in helping the school implement the online learning by providing us valuable feedback and paying more attention to their sons' studies at home.

Due to the pandemic, the school had to cancel our annual parent-school cheering meeting for our F.6 students as well as our Mock DSE Results Release Day. However, we were able to release the DSE results via the internet and offer career and counselling support to our F.6 graduates and their parents via various online platforms.

Overall evaluation and recommendation

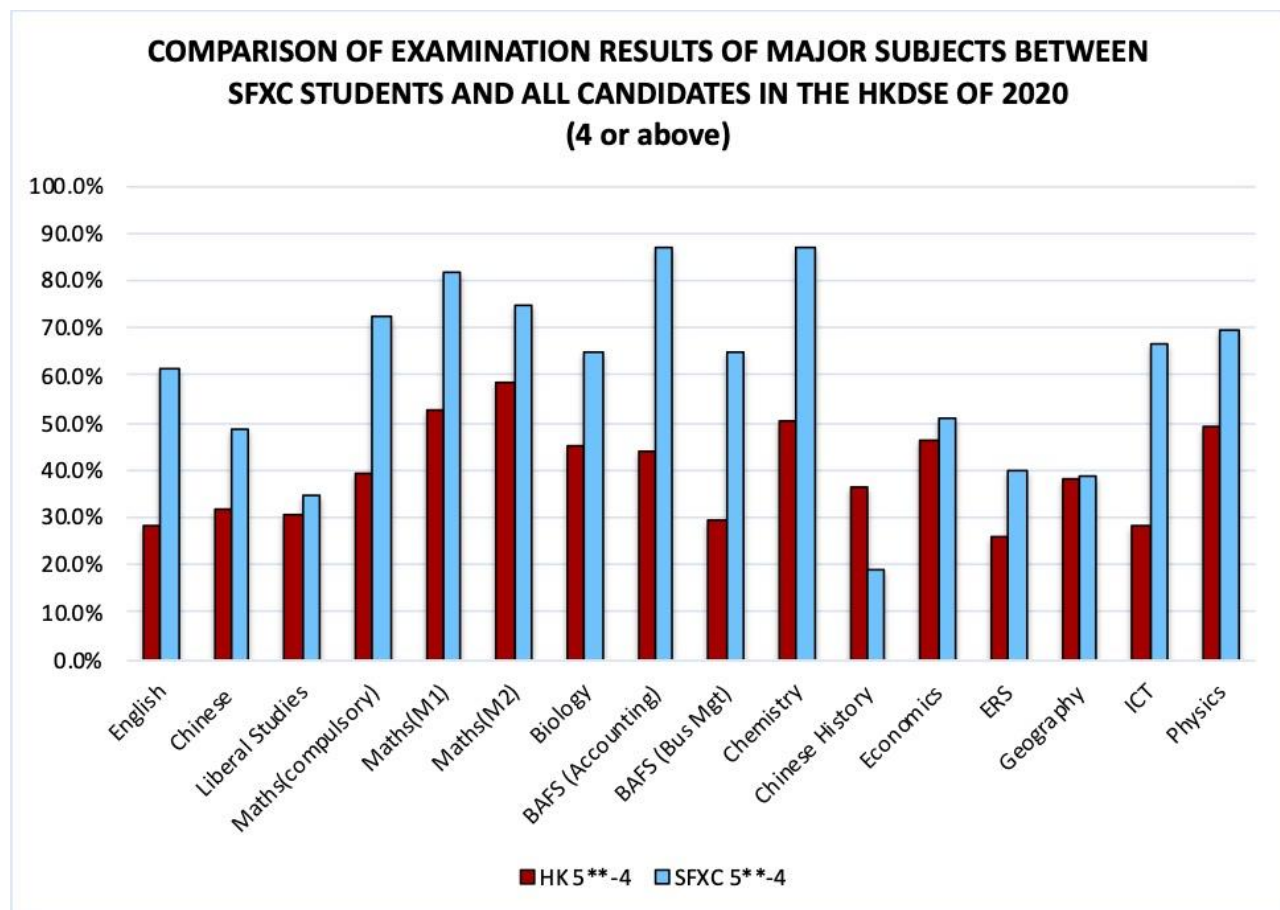
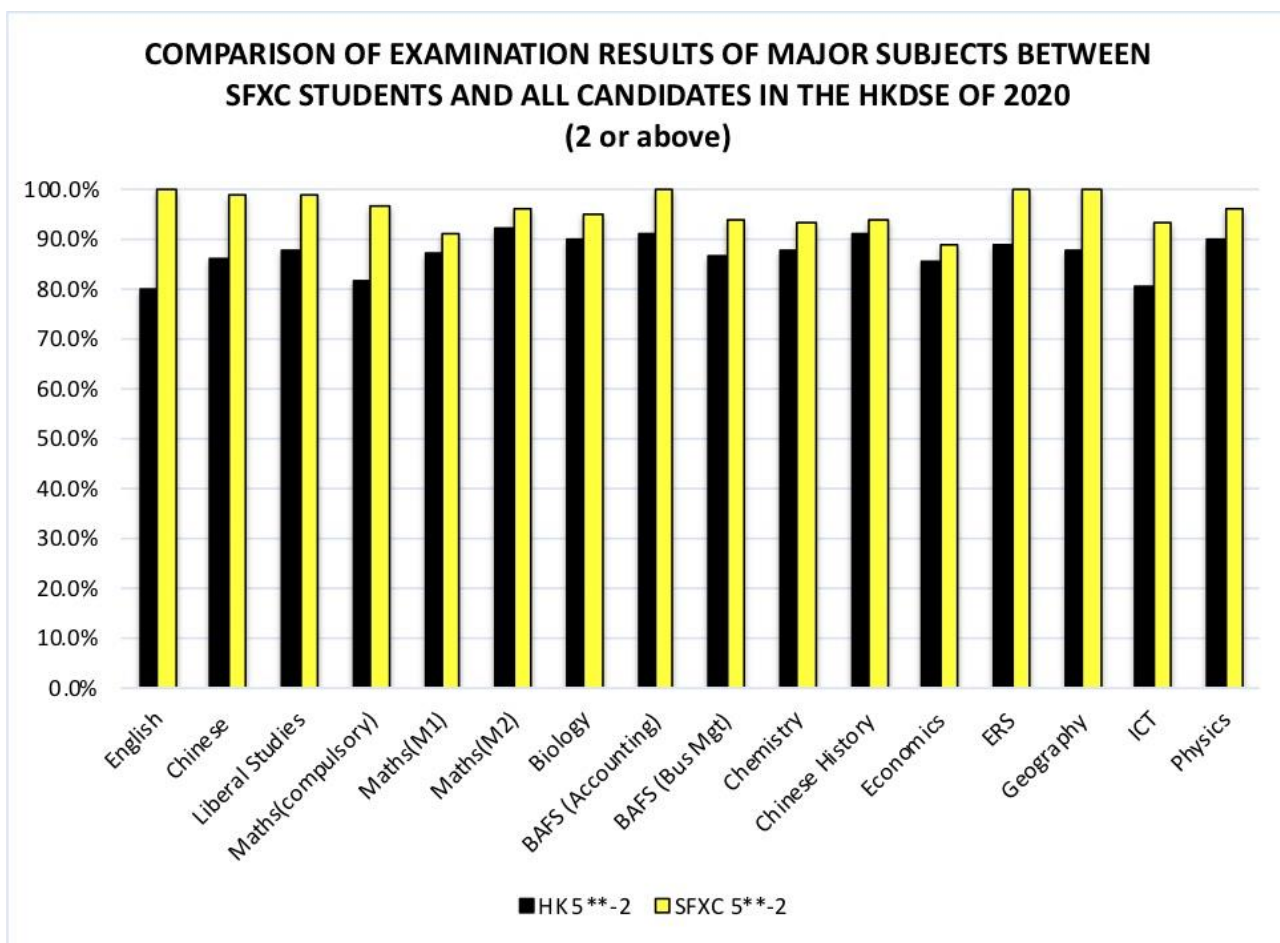
It was agreed that by offering real-time teaching online, students were more motivated to learn and submit their work when compared with merely distributing e-learning tasks, and Zoom enabled teachers to address students' learning difficulties on the spot. Nevertheless, there were also many constraints, which means it can never replace face-to-face teaching in classrooms.

As the school has to be prepare for more school suspension in the coming academic year, summarizing the experience we have had so far, there are a number of recommendations.

1. The possibility of using another platform (e.g. Google Meet) should be explored, given that there are security concerns with Zoom.
2. A separate timetable for online teaching should be prepared in addition to the original timetable.
3. More effort should be devoted to the following up of the attendance record, so that habitual absentees could be identified early and offer timely intervention.
4. A routine for the submission and the return of assignments to student should also be clearly established.
5. It may be necessary to further assist students to acquire needed IT equipment for online lesson at home.

G. OUR STUDENTS' PERFORMANCE IN PUBLIC EXAMINATION

Students' Performance in Public Examination



H. Statistics of pathways of 2019-2020 F.6 graduates

	2020	
Admitted to the degree programmes	83	73%
HKU	12	11%
CUHK	13	11%
HKUST	12	11%
PolyU	12	11%
CityU	6	5%
HKBU	5	4%
LU	0	0%
EdUHK	1	1%
Open U	4	4%
Others Local Higher Education Institutes	10	9%
Universities Overseas	8	7%
Taking associated degree programmes	17	15%
Taking higher diploma programmes	3	3%
Taking other overseas courses	4	4%
Taking foundation diploma programmes	1	1%
Engaging in full-time jobs	3	3%
Re-attempting HKDSE	3	3%
Total	114	100%

I. JOINT-SCHOOL ACTIVITIES AND COMPETITIONS 2019-2020

Inter-School Activities Achievements in 2019-2020

1. Interschool Sports – held by Hong Kong Schools Sports Federation

Events	Division	Grade			
		A	B	C	Overall
Basketball Competition	II (Kowloon)	Cancelled	Cancelled	Cancelled	Cancelled
Football Competition	III (Kowloon Three)	Cancelled	Cancelled	Cancelled	-
Hockey Competition	II	-	-	-	Cancelled
Swimming Championships	III – (Kowloon Two) <i>Team</i>	3	7	2	3
Athletics Championships	II - <i>Team</i>	Cancelled	Cancelled	Cancelled	Cancelled
Badminton Competition	II (Kowloon) - <i>Team</i>	Cancelled	Cancelled	Cancelled	Cancelled
Table-Tennis Competition	III (Kowloon Three)	Cancelled	Cancelled	Cancelled	Cancelled
Fencing	N/A	Cancelled	Cancelled	Cancelled	Cancelled

2. The 71st Hong Kong Schools Speech Festival

Awards	English	Chinese	Putonghua
Champion	1	1	---
1st Runner-up	2	1	---
2nd Runner-up	---	---	---
Certificate of Merit	5	1	3
Certificate of Honours	1	---	---

3. The 71st Hong Kong Schools Music Festival (*Cancelled*)

4. Other Awards

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
English Language Panel	Daily Readers “Read Out Loud” Competition 2019- 2020 (Hong Kong and Macao District)	The Bronze Award, Junior Secondary (S1- S2)	KEA Learning International Limited
Mathematics Panel	高中數理學科比 賽 2019	數學科高級優異獎	香港理工大學
Science Panel	國際初中科學奧 林匹克 – 香港 選拔賽 2019	二等獎 1 名、 三等獎 1 名	教育局、香港資優教育 學苑及香港數理教育 學會
Physics Panel	全港學界天文問 答比賽 2019	冠軍	香港中文大學
	香港聯校天文協 會天文問答比賽 2019	亞軍及季軍各 1 名	香港聯校天文聯會
	香港物理奧林匹 克 2019	二等獎 1 名	教育局、香港資優教育 學苑及香港科技大學
	高中數理學科比 賽 2019	物理科高級優異獎 2 名、 物理科優異獎 2 名	香港理工大學
Chemistry Panel	澳洲國家化學測 試（香港區）2019	卓越表現獎（滿分）2 名、 特別優異獎 3 名	澳洲皇家化學學院
	高中數理學科比 賽 2019	化學科高級優異獎 3 名、 化學科優異獎 3 名	香港理工大學
Biology Panel	高中數理學科比 賽 2019	生物科優異獎 1 名	香港理工大學
BAFS Panel	香港會計師公會 及香港商業教育 學會企會財科聯 合獎學金	1 名	香港會計師公會及香 港商業教育學會
Music Panel	2019 香港青年音 樂匯演 - 管樂團 比賽	管樂團獲中學中級組銀獎 中樂團獲中學 A 組銀獎	康樂及文化事務署
Visual Arts Panel	全港「面具設計比 賽」活動 2019-20	優異作品獎 1 名	愛滋寧養服務協會
	2019 國際化學元 素週期表年美術 設計創作比賽創 作比賽	香港賽三等獎 4 名	保良局
Photo and Video Taking Team	青年無人機挑戰 賽 2019	無人機競速比賽亞軍、季軍及總季軍	香港專業教育學院
Fencing Team	隊際外展劍擊（花 劍）比賽 2019/20	高級組亞軍	康樂及文化事務署

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
Orienteering Team	2019 分區公園定向錦標賽	九龍區男子丙組亞軍 1 名、季軍 1 名	香港定向總會
	Pro-Active 短距離系列賽 2019	男子甲組第一站冠軍及第三站冠軍、男子乙組第三站冠軍	Pro-Active 定向會
	Y2Y 公園定向巡迴賽 2019	男子乙組第六站季軍及第八站亞軍	Y2Y Orienteering
	2019 年第三屆亞洲青年與青少年越野識途錦標賽	6D 任啓睿代表香港參加男子組 18 中距離比賽，榮獲亞洲區第五名	日本越野識途比賽協會
公益少年團	公益少年團	5D 張翱然獲選為優秀團員	教育局公益少年團及油尖旺區委員會
Life-wide Learning Committee	義工運動	- 團體/機構嘉許狀金狀 - 服務 10,000 小時嘉許狀 - 9 位同學獲義務工作嘉許狀金狀 - 36 位同學獲義務工作嘉許狀銀狀 - 58 位同學獲義務工作嘉許狀銅狀 - 41 位同學獲義務工作嘉許狀優異狀	社會福利署
Student Affairs Committee	2018-2019 油尖旺區學生獎勵計劃	優異獎 2 名	旺角街坊會與國際聯密佛教慈航會
	2018-2019 油尖旺區傑出學生選舉—中學及專業書院組	傑出學生金獎 2 名	油尖旺區校長會
	第十屆九龍城地域傑出學生選舉	高中組優秀學生獎 1 名	九龍城地域校長聯會及香港青年協進會
	尤德爵士獎學金	高中學生獎 2 名	尤德爵士紀念基金會

J. FINANCIAL CONSOLIDATION 2019-2020

1. Financial Summary:

The IMC of St. Francis Xavier's College					
Income and Expenditure Account for the period from 1 September 2019 to 31 August 2020					
A/C Code	Name of Grant	Surplus (Deficit) brought forward	Income	Expenditure	Accumulated Surplus (Deficit) brought forward
		\$	\$	\$	\$
A2701	Expended Operating Expenses Block Grant (EOEBG)				
501	EOEBG	2,943,180.08	-	43,036.50	2,900,143.58
	School Specific				
502	Administrative Grant	1,972,766.38	3,859,147.32	3,985,265.77	1,846,647.93
503	Capacity Enhancement Grant	(360,679.54)	713,723.10	155,413.30	197,630.26
504	Composite Information Technology Grant	398,534.22	468,652.00	341,730.27	525,455.95
505	Noise Abatement Grant	569,207.18	-	-	569,207.18
506	Air-conditioning Grant	-	536,795.00	402,254.26	134,540.74
507	School-based Management Top-up Grant	-	50,000.00	-	50,000.00
508	School-based Speech Therapy Administration Recurrent Grant	-	8,000.00	688.50	7,311.50
	Non-School Specific				
600	Baseline Reference	10,721,304.02	1,883,771.93	-	12,605,075.95
603	Composite Furniture & Equipment Grant	(4,729,122.43)	-	462,153.58	(5,191,276.01)
604	Subject Grant	(1,105,394.86)	-	132,728.56	(1,238,123.42)
606	Lift Maintenance Grant	(317,255.47)	-	60,341.35	(377,596.82)
607	Prog Fund for WSA to Guidance & Discipline	(24,757.61)	-	2,391.50	(27,149.11)
608	Supplementary Grant	(296,198.17)	-	3,094.50	(299,292.67)
609	School & Class Grant	(5,587,069.02)	124,166.26	559,474.98	(6,022,377.74)
610	Training & Development Grant	(29,761.60)	-	-	(29,761.60)
	EOEBG Total	4,154,753.18	7,644,255.61	6,148,573.07	5,650,435.72
	Non-EOEBG				
A1017	Salary Grant				
001	- Teaching Staff	(10,980.15)	41,290,128.92	41,278,737.37	411.40
002	- Supply Teacher Grant	(194,326.10)	194,326.10	-	-
003	- Lab Tech	(7,500.00)	1,513,487.00	1,605,480.50	(99,493.50)
A1018	Employer's Cont to PF Scheme for NT	-	296,092.65	296,092.65	-
A1009	Rent and Rates	0.28	559,500.00	559,500.00	0.28
A1011	Home School Co-operation Project	-	5,633.00	5,633.00	-
A1043	Fringe Benefits under Enhan. NET Scheme	-	15,123.78	15,123.78	-
A1088	School-based After-school Learning & Support	44,800.00	54,053.00	13,653.00	85,200.00
A1092	Teacher Relief Grant	2,500,936.18	4,182,374.74	3,614,280.89	3,069,030.03
A1101	Learning Support Grant for Sec. Sch	111,067.75	615,000.00	557,487.62	168,580.13
A1103	Teacher Training Grant (SEN) for IMC Schools	-	15,102.00	15,102.00	-
A1106	Diversity Learning Grant (Other Languages)	-	15,600.00	-	15,600.00
A1107	Diversity Learning Grant (Other Programmes)	65,955.00	53,485.00	35,440.00	84,000.00
A1114	Extra Senior Secondary Curriculum Support Grant	269,654.70	-	269,654.70	-
A1116	Moral and National Education Subject Support Grant	530,000.00	-	-	530,000.00
A1127	Fourth Strategy on IT in Education - One-off IT Gr	-	62,824.00	62,824.00	-
A1135	One-off Grant - Promotion of Chinese History & Culture	150,000.00	-	4,265.20	145,734.80
A1136	Information Technology Staffing Support ITSS Grant	-	360,374.50	360,374.50	-
A1137	Grant for the Sister School Scheme	58,087.38	96,862.62	-	154,950.00
A1138	Promotion of Reading Grant	10,740.91	61,980.00	44,772.80	27,948.11
A1141	School Executive Officer Grant	-	534,660.00	528,540.00	6,120.00
A1144	Life-wide Learning Grant	-	1,158,000.00	331,180.38	826,819.62
A1145	Student Activities Support Grant	-	43,200.00	43,200.00	-
A1146	One-off School-based Speech Therapy Set-up Grant	-	20,000.00	17,814.00	2,186.00
A1147	Special Anti-epidemic Grant	-	25,000.00	25,000.00	-
A1148	One-off Grant for Gift of Printed Book Pilot Scheme (2020)	-	62,800.00	33,216.50	29,583.50
A1149	One-off Special Support Grant	-	100,000.00	-	100,000.00
A1761	NRG for Supporting NCS to learn C. Hist. & Culture	50,000.00	50,000.00	-	100,000.00
	Non-EOEBG Total	3,578,435.95	51,385,607.31	49,717,372.89	5,246,670.37
	Government Grants Total	7,733,189.13	59,029,862.92	55,865,945.96	10,897,106.09
	SCHOOL FUND				
A1701	Subscription A/C	3,204,202.45	391,293.09	218,312.16	3,377,183.38
A1751	Student General Affairs	-	361,286.00	344,266.55	17,019.45
A1752	SFXC Foundation (for Additional Teachers)	20,030.00	800,365.97	848,352.45	(27,956.48)
A1753	SFXC Education Fund	-	195,960.00	195,960.00	-
A1757	SFXC60	837,517.72	13,597.00	538,200.00	312,914.72
A1760	SFXC65	(770.00)	-	-	(770.00)
	School Fund Total	4,060,980.17	1,762,502.06	2,145,091.16	3,678,391.07
	TOTAL	11,794,169.30	60,792,364.98	58,011,037.12	14,575,497.16
	Balance of Bank Accounts:				
	Funding Source	Current Account	Fixed Deposit	Cash in Hand	
		\$	\$	\$	
A5001/A5201	Government Fund	3,387,904.61	8,008,414.13	N/A	
A5002/A5202	School Fund	1,477,685.17	3,044,057.40	N/A	
A5101	Petty Cash	N/A	N/A	10,000.00	

2. Report on the use of Diversity Learning Grant for 2019-2020

Domain	Name of programme(s)	Targets (No. / level / selection)	Duration /Start Date	Deliverables	Evaluation	Expense
English	Enhancement course for S5 elite students in English	<ul style="list-style-type: none"> 20 S5 elite students Nominated by English Panel with specific criteria 	12 sessions for S5 (1.5 hours each)	Course material, home assignments	<ul style="list-style-type: none"> -The course was cancelled due to the school suspension in light of the coronavirus outbreak. -This programme would continue for 2020/21. 	\$0
English	Enhancement course for s6 elite students in English	<ul style="list-style-type: none"> 20 S6 elite students Nominated by English Panel with specific criteria 	18 sessions for S6 (1.5 hours each)	Course material, home assignments	<ul style="list-style-type: none"> -29 students were selected to participate in the course. -The course focused on teaching them DSE listening and writing skills. -This programme would be recommended for 2020/21. 	\$14,400
Chinese	中五寫作拔尖	<ul style="list-style-type: none"> 30 S5 elite students Nominated by Chi. Panel with specific criteria S5 elite students in Chinese 	4 copies of writing	Course material, students' work	<ul style="list-style-type: none"> -The course was cancelled due to the school suspension in light of the coronavirus outbreak. -This programme would continue for 2020/21. 	\$0
Chinese	中六寫作拔尖	<ul style="list-style-type: none"> 30 S6 elite students Nominated by Chi. Panel with specific criteria 	6 copies of writing	Course material, students' work	<ul style="list-style-type: none"> - 20 S6 students joined the programme -Each student had submitted 5 copies of writing and totally 95 copies were collected and marked. -This programme would be recommended for 2020/21. 	\$3,800
Maths	Enhancement course for elite students in Maths.	<ul style="list-style-type: none"> 15 S4 & 15 S5 elite students Nominated by Maths. Panel with specific criteria 	4 sessions for each form (2 hours each)	Course material, home assignments	<ul style="list-style-type: none"> -The course was cancelled due to the school suspension in light of the coronavirus outbreak. -This programme would continue for 2020/21. 	\$0
Maths	Publishing a Maths Magazine by elite students	<ul style="list-style-type: none"> 5 S5 elite students Nominated by Maths. Panel with specific criteria 	800 copies	Maths magazine would be published at the term end.	<ul style="list-style-type: none"> -The magazine was around 90 pages. - All articles in the magazine are written by students. - 800 copies were printed and all students and teachers could get a copy. - This programme would be recommended for 220/21. 	\$9,520

Domain	Name of programme(s)	Targets (No. / level / selection)	Duration /Start Date	Deliverables	Evaluation	Expense
Physics	Enhancement course for elite students in Physics	<ul style="list-style-type: none"> 10 S4 elite students Nominated by Physics Panel with specific criteria 	8 sessions (3 hours each)	Course material, students' work	<ul style="list-style-type: none"> -The course was cancelled due to the school suspension in light of the coronavirus outbreak. -This programme would continue for 2020/21. 	\$0
Physics	Enhancement course for elite students in Physics	<ul style="list-style-type: none"> 10 S5 elite students Nominated by Physics Panel with specific criteria 	6 Saturday sessions (2 hours each)	Course material, students' work	<ul style="list-style-type: none"> -The course was cancelled due to the school suspension in light of the coronavirus outbreak. -This programme would continue for 2020/21. 	\$0
Chemistry	Enhancement course for elite students in Chemistry	<ul style="list-style-type: none"> 10 S5 elite students Nominated by Chemistry Panel with specific criteria 	6 sessions (3 hours each)	Course material, students' work	<ul style="list-style-type: none"> -The course was cancelled due to the school suspension in light of the coronavirus outbreak. -This programme would continue for 2020/21. 	\$0
Biology	Enhancement course for elite students in Biology	<ul style="list-style-type: none"> 10 S5 elite students Nominated by Biology Panel with specific criteria 	5 sessions (2 hours each)	Course material, students' work	<ul style="list-style-type: none"> -The course was cancelled due to the school suspension in light of the coronavirus outbreak. -This programme would continue for 2020/21. 	\$0
ICT	Enhancement course for elite students in ICT	<ul style="list-style-type: none"> 5 S4 & 5 S5 elite students Nominated by ICT Panel with specific criteria 	4 sessions (2 hours each)	Course material, students' work	<ul style="list-style-type: none"> -The course was cancelled due to the school suspension in light of the coronavirus outbreak. -This programme would continue for 2020/21. 	\$0
Various Subjects	Enhancement course for elite students in Maths. M1, Phy., Chem., Bio. and BAFS-acc.	<ul style="list-style-type: none"> 40 S6 elite students Nominated by subject panels with specific criteria 	6 sessions (2 hours each),total 6 subjects	Course material, students' work	<ul style="list-style-type: none"> -The course includes subject Phy., Bio., Eng., Math. and M2 and BAFS-acc. - Totally, 70 participant counts were recorded among different enhancement courses. - This programme would continue for 2020/21. 	\$15,120
Ethnic and Religious Studies	Enhancement course for students in Ethnic and Religious Studies	<ul style="list-style-type: none"> 7 S4 students Nominated by Religious Studies panels with specific criteria 	30 Saturday sessions (3 hours each)	Course material, students' work	<ul style="list-style-type: none"> -7 S4 students joined the Ethnic and Religious Studies DSE course provided by the - This programme would continue for 2020/21. 	\$7,000

3. Report on School-based After-school Learning & Support Programmes (2019-2020)

Annual Report of the School-based After-school Learning and Support Programmes 2019/2020													
Name of School: St. Francis Xavier's College						Prepared by: Miss Lo Mei Yan			P.1				
Project Coordinator: Miss Lo Mei Yan				Contact no.: 2393 3111			Date: 23rd July, 2020						
Information on Activity Organized in 2019/2020 Academic Year under the Programme											Total Allocation:	13,653.0	
Name of Learning Activities (Teacher I/C)	Actual no. of Grant Beneficiaries Served	Average Attendance Rate (%)	Period of Activities	Actual Expenses (\$) per student	Name of Service Provider	Method of Evaluation	Subsidy per Student	No. of CSSA Students Assisted	No. of Full Grant SFAA Students Assisted	Other Students with Financial Needs Assisted	Total Subsidy per Activity(\$)	Uncommitted Allocation	
1	音樂校隊團服	6	100	01/10/2019-30/08/2020	480	浦東	Attendance Record	480 (2) 240 (4)	0	2	4	\$1,920.00	
2	聖誕聯歡會	2	100	24/12/2019	70	SFXC	Attendance Record	70 (1) 35 (1)	0	1	1	\$105.00	
3	中一至中三數學拔尖班	17	100	02/10/2019 - 10/04/2020	F.1 (446) F.2 (780) F.3 (1070)	伴您同行計劃教育服務機構	Attendance Record	F.1: 223(1) F.1:446(5) F.2:390(3) F.2:780(1) F.3:535(4) F.3:1070(3)	1	8	8	\$9,753.00	
4	日本動漫班	1	100	30/10/2019 - 30/04/2020	150	C01 設計學校	Attendance Record	1	0	0	1	\$75.00	
5	樂器訓練班	1	75	01/10/2019-30/06/2020	3600	SFXC	Attendance Record	1800	0	0	1	\$1,800.00	
							Total:	1	11	15	\$13,653.00		

4. Report on the use of Life-wide Learning Grant (2019-2020)

St. Francis Xavier's College
Life-wide Learning Grant
Report on the Use of the Grant
2019-2020 School Year (Updated on 23/07/2020)

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
Category 1	To organise / participate in life-wide learning activities											
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)											
Cross-KLA (STEM)	STEM workshop	To broaden students' horizons by joining STEM activities	01/11/19-19/12/19	F.1-F.5 (80)	Good Performance	14,260.43	E6 E7					✓
Cross-KLA (STEM)	STEM workshop	To broaden students' horizons by joining STEM activities	01/11/19-19/12/19	F.1-F.5 (80)	Good Performance	165	E2					✓
Chinese	聯校文學創作班	To arouse students' interest on composition	10/19-11-19	F.2-F.4 (9)	Good Performance	2,070	E1	✓				
Expenses on Item 1.1						16,495.43						

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
1.2	Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)												
LWL	F.3 Education Camp (coach)	To provide students with the opportunity to engage in an array of extra-curricular activities	12/12/19 - 13/12/19	F.3 (123)	Good Performance	5,700	E2		✓				
LWL	F.1-F.2 Picnic (coach)	To provide students with the opportunity to engage in an array of extra-curricular activities	13/12/19	F.1 & F.2 (260)	Good Performance	11,400	E2		✓				
Cross-KLA (STEM)	STEM: Drone Team Training Workshop	To provide students with the opportunity to engage in Drone activities and competitions.	01/10/19- 07/06/20	F.1-F.4 (30)	Good Performance	40,760	E7			✓			
Cross-KLA (STEM)	Drone Programming 3D Modelling Course (Equipment)	To provide students with the opportunity to engage in Drone activities.	14/11/19 - 19/12/20	F.1-F.5 (16)	Good Performance	16,025	E6 E7			✓			
Cross-KLA (STEM)	3D Workshop with CraftBot XL 3D Printer Bundle	To provide students with the opportunity to engage in STEM activities.	22/11/19	F.3-F.5	Good Performance	31,760	E6 E7			✓			
Personal, Social and Humanities Education	Career-related experience activity	To equip students with working skills and positive working attitude by visiting work places a seminar and training workshop	07/11/19	F.1-F.3 (20)	Good Performance	2,000	E6						✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Personal, Social and Humanities Education	Life Planning Workshop	To introduce students the knowledge of the world of work and equip the ability of the goal setting skills	12/12/19	F.3 (123)	Good Performance	16,500	E6						✓
Personal, Social and Humanities Education	Life Skills Training Workshop	To provide students interview skills and up-to -date information	07/01/20 - 15/01/20	F.6 (115)	Good Performance	19,000	E6						✓
Music	1. Chinese Orchestra 2. Wind Band 3. String Orchestra 4. Instrumental Classes	To provide students with opportunities to develop musical interest and talents	09/19 – 06/20	F.1-F.6 (200)	Good Performance	79,890	E5			✓			
English	English Drama Workshop	To organize a drama workshop for students to learn production and drama skills	07/11/19 - 05/12/19	F.1-F.5 (22)	Good Performance	3,960	E5			✓			
English	71 st HK Schools Speech Festival	To Promote students' speech skills	11/19- 12/19	F.1-F.5 (30)	Good Performance	2,955	E1			✓			
English	71 st HK Schools Speech Festival	To Promote students' speech skills	09/12/19	F.1 (37)	Good Performance	1,300	E2			✓			
Expenses on Item 1.2						231,250							

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.3	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons											

Expenses on Item 1.3						0
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1.4	Others									

Expenses on Item 1.4						0
Expenses for Category 1						247,745.43

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting LWL		
LWL	Resources for House Cheering team & services (Two sets microphone)	Cheering Team Training	1,176.95

Domain	Item	Purpose	Actual Expenses (\$)
PE	Subsidy of Team uniform	To enhance students' responsibilities and cater the students' need	27,900
Personal, Social and Humanities Education	F.3 Career Booklets	Workshop Booklets	2,045
Personal, Social and Humanities Education	Mentorship Scheme	Banner	700
Music	Repair and Maintenance (Musical Instruments)	Repair and Maintenance of Woodwind and Brass Musical Instruments	12,200
Expenses for Category 2			44,021.95
Expenses for Categories 1 & 2			291,767.38

*: Input using the following codes; more than one code can be used for each item.

Code for Expenses			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches	COVID	Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak

Number of Student Beneficiaries

Total number of students in the school:	743
Number of student beneficiaries:	743
Percentage of students benefitting from the Grant (%):	100%

Contact Person for Life-wide Learning (Name & Post): Miss Lo Mei Yan
(Head of School Development Committee)

St. Francis Xavier's College
Report on the Use of the Student Activities Support Grant
2019-2020 School Year (updated on 23/07/2020)

I. Financial Overview

A	Allocation in the Current School Year:	\$ 72,800
B	Expenditure in the Current School Year:	\$ 43,200
C	Unspent Amount to be Returned to the EDB (A – B):	\$ 29,600

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	0	\$ 0
Full-grant under the School Textbook Assistance Scheme	7	\$ 25,200
Meeting the school-based financially needy criteria	10	\$ 18,000 (capped at 25% of the total allocation for the school year)
TOTAL	17	\$ 43,200 (Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)

III. Details of Expenses

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ¹	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
1.1	Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises)							
	Expenses on Item 1.1							

¹ Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ¹	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
				I	M	P	S	C		
				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
1.2	Local activities: To subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)									
Music	Music Instrumental Classes	43,200	17			✓				
	Expenses on Item 1.2	43,200								
1.3	Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
	Expenses on Item 1.3									
1.4	To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
	Expenses on Item 1.4									
1.5	Others									
	Expenses on Item 1.5									
1.6	To pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak under the one-off measure									
	Expenses on Item 1.6									
	Total	\$ 43,200								

Miss Lo Mei Yan (Lo)

Contact Person for Life-wide Learning (Name & Post): Head of School Development Committee

End of Annual School Report