

# **St. Francis Xavier's College**



## **Annual School Report (2015/2016)**

## 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 neighbours their due –

- (a) Justice towards God is called the "virtue of religion"; and justice towards one's neighbours 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 neighbours 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 favoured.
- (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 9<sup>th</sup> 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, 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.

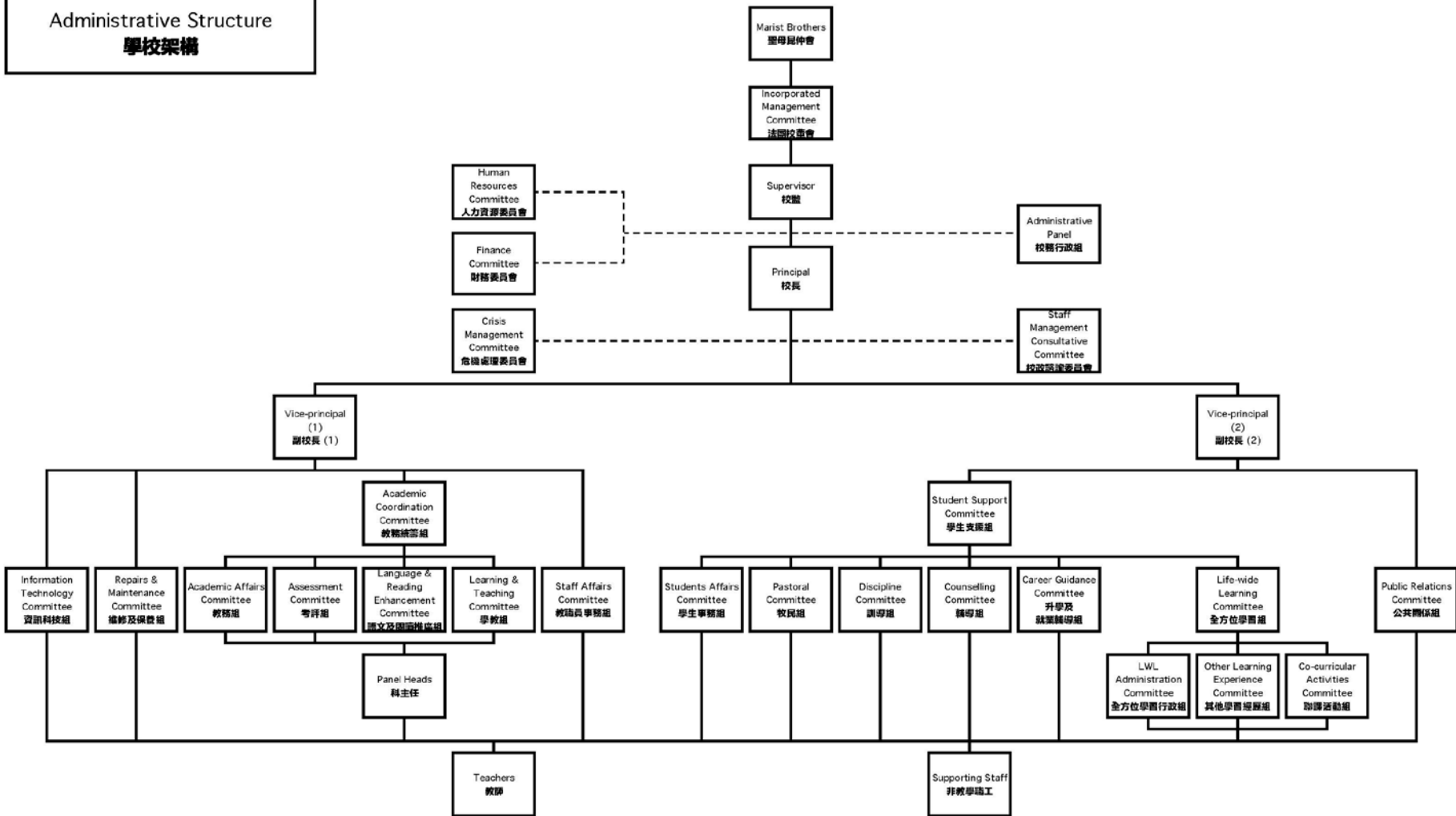
### **Incorporated Management Committee of St. Francis Xavier's College**

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

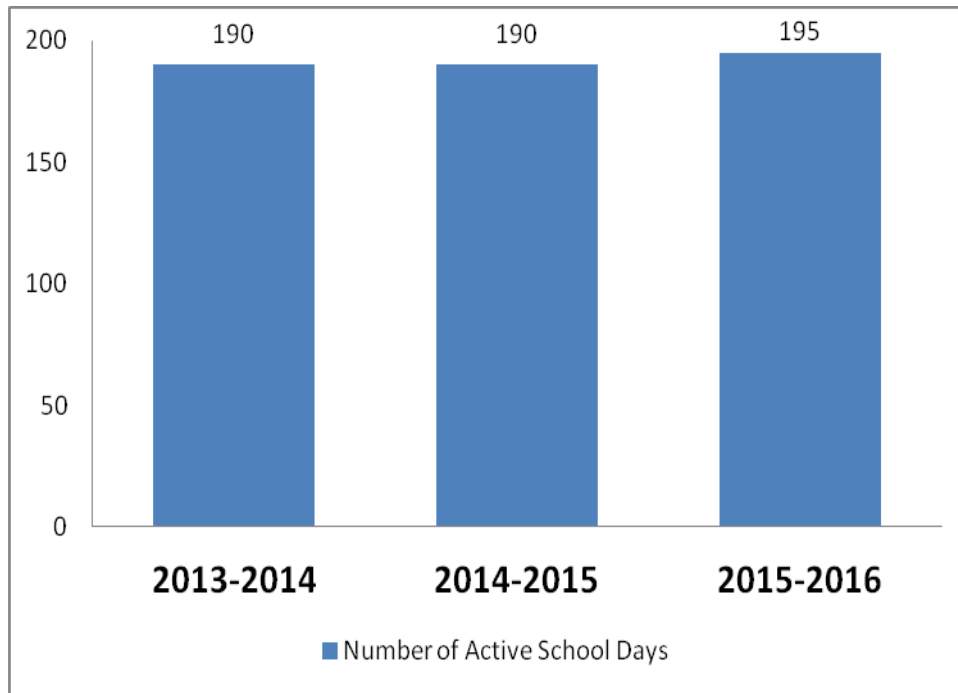
<b>Categories of Managers</b>	<b>Number of Managers</b>	<b>Number of Alternate Managers</b>
School Sponsoring Body	7	1
Independent Manager	1	0
School Principal	1	0
Teacher Manager	1	1
PTA Manager	1	1
Alumni Manager	1	0

# School Administration Chart

Administrative Structure  
學校架構

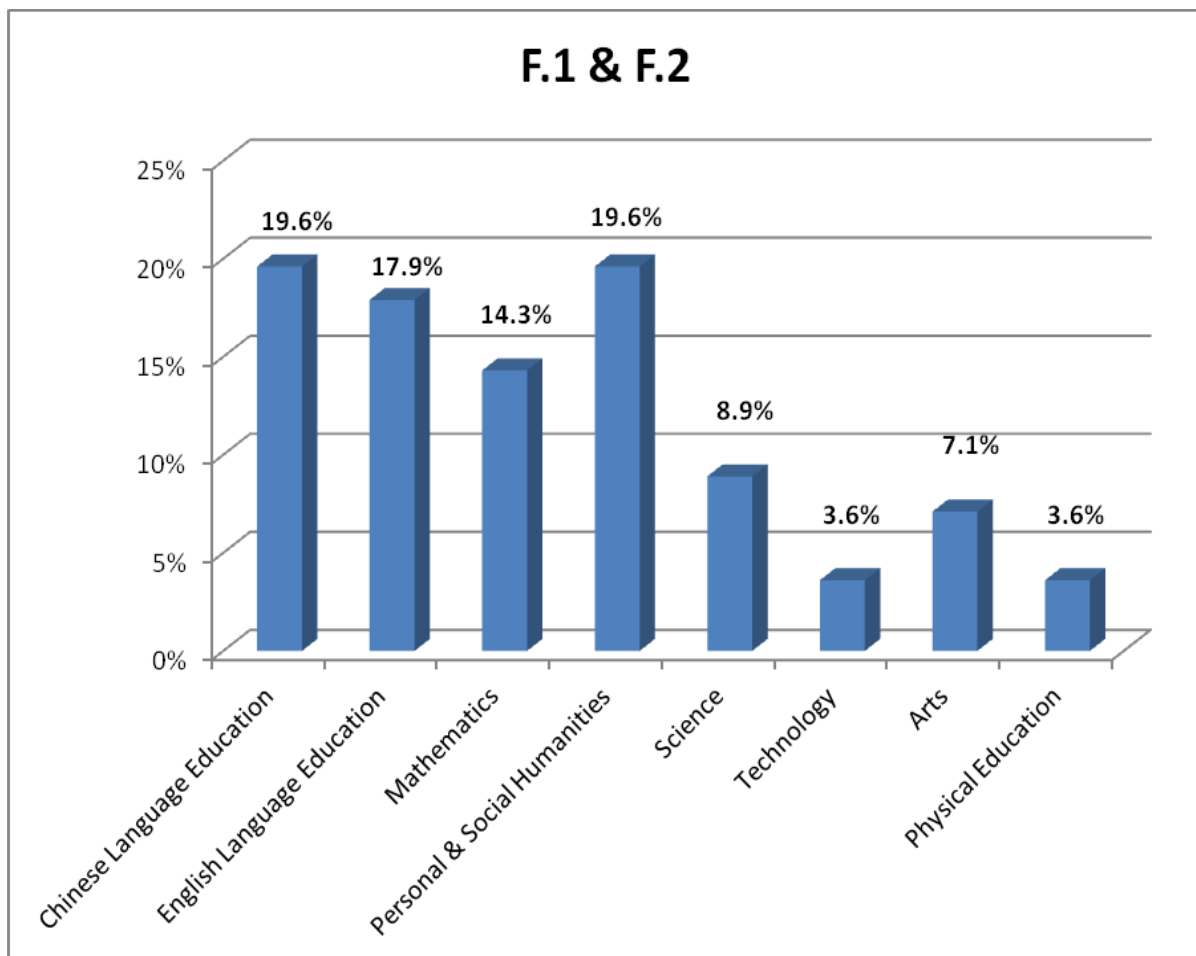


## Number of Active School Days

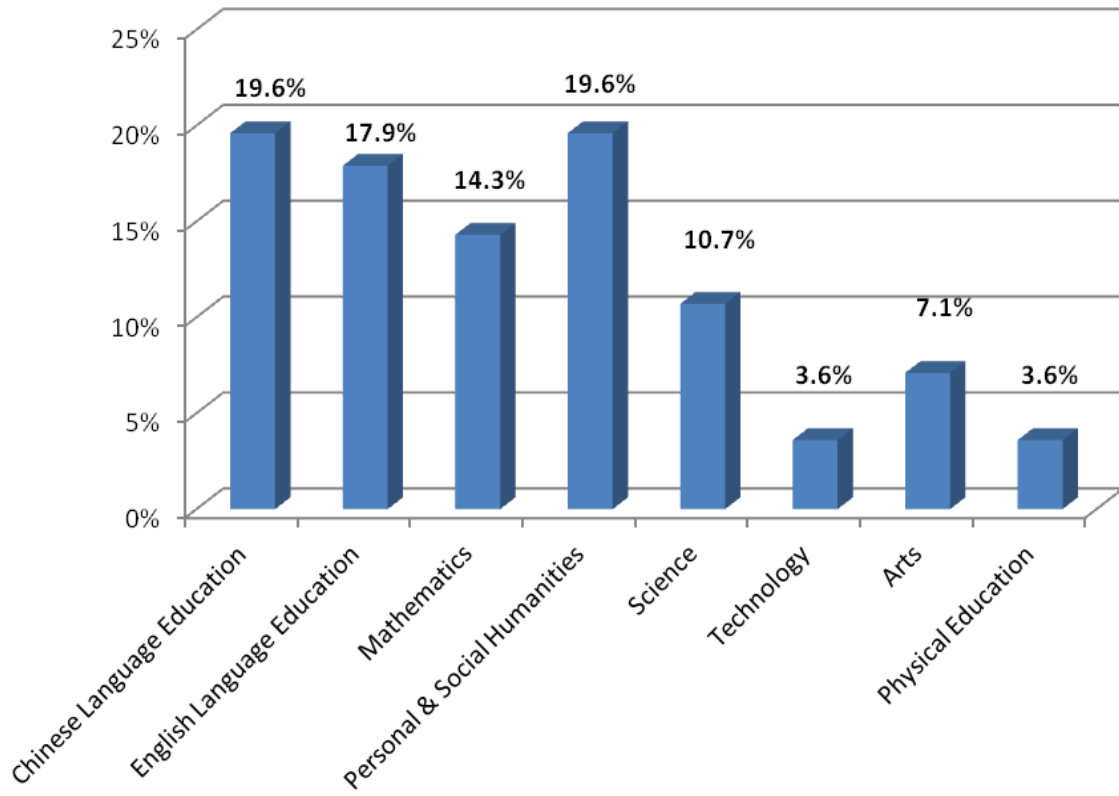


Apart from regular school days, students participated in other activities like Athletics Meets, school picnic, Swimming Gala, Christmas party, Feast Days Celebration and SFXC60 Anniversary Celebration activities which provided students other essential learning experiences.

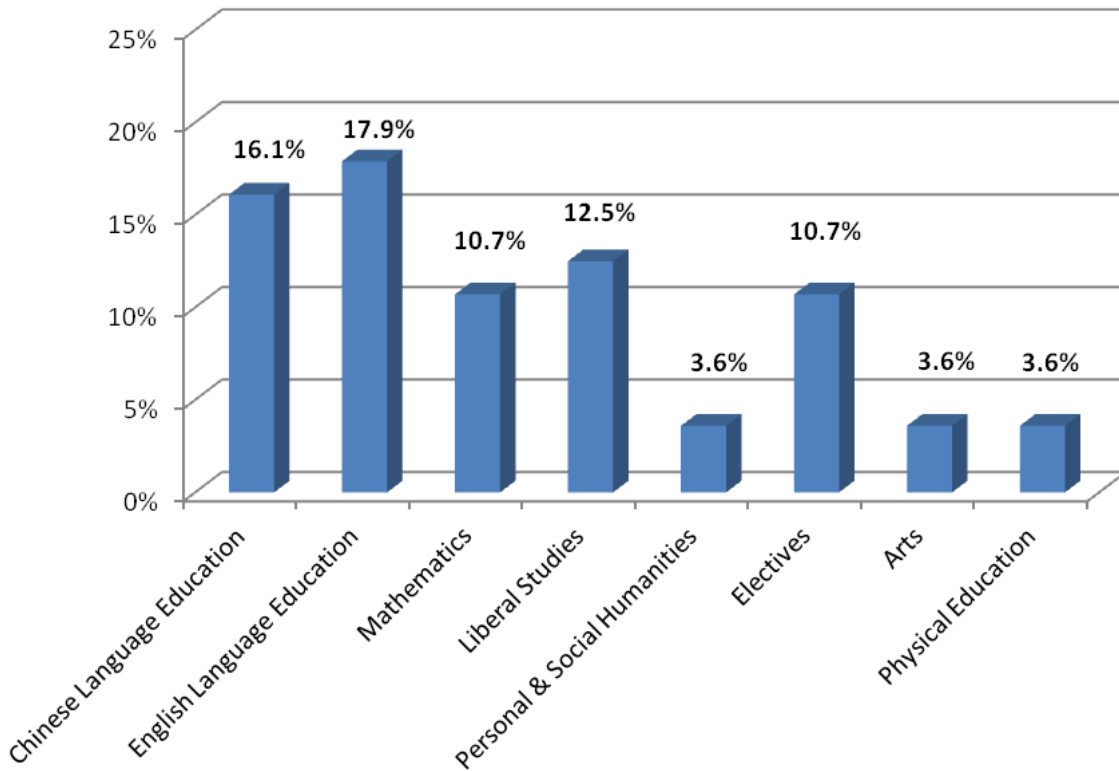
## Lesson Time for the 8 Key Learning Areas (F.1 to F.6)



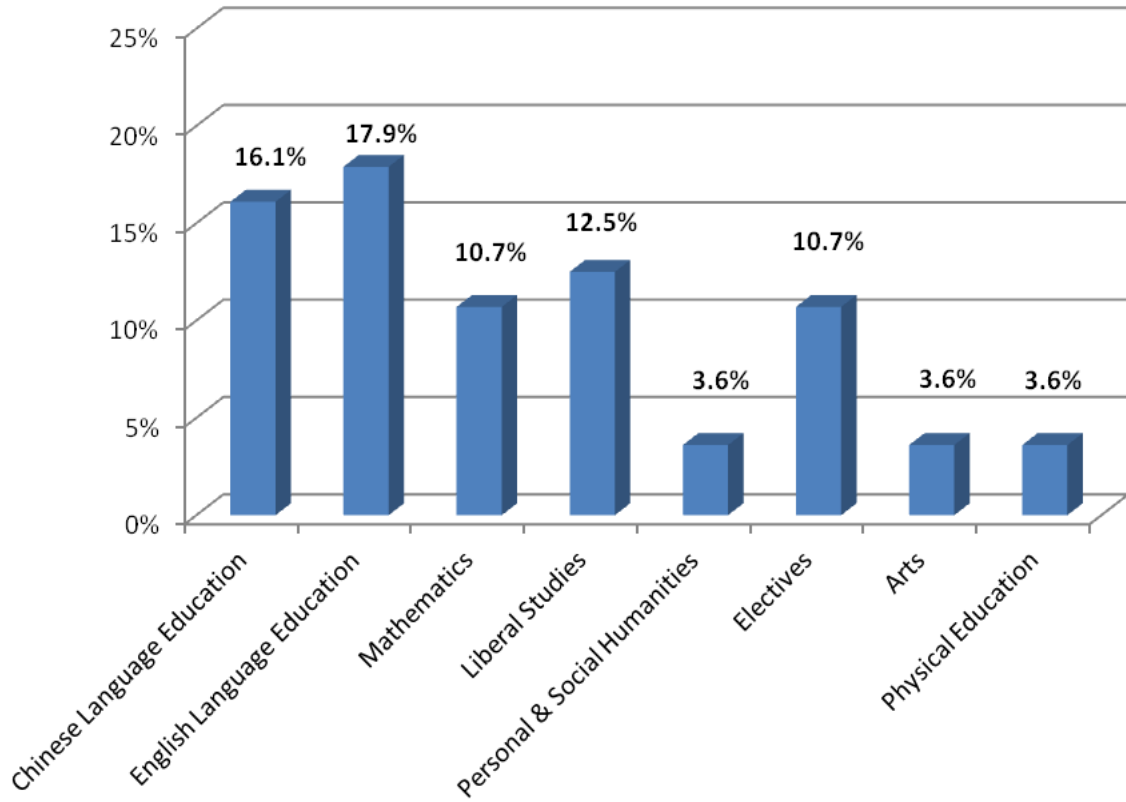
### F.3



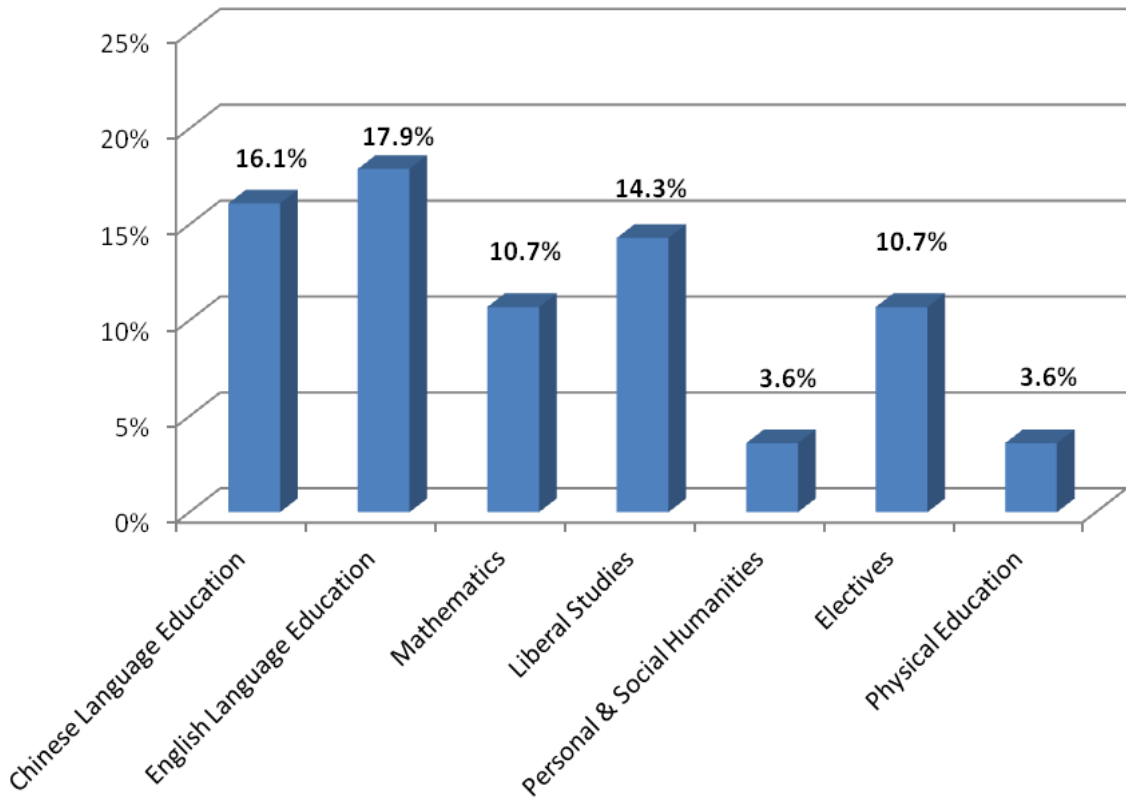
### F.4



### F.5



### 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.

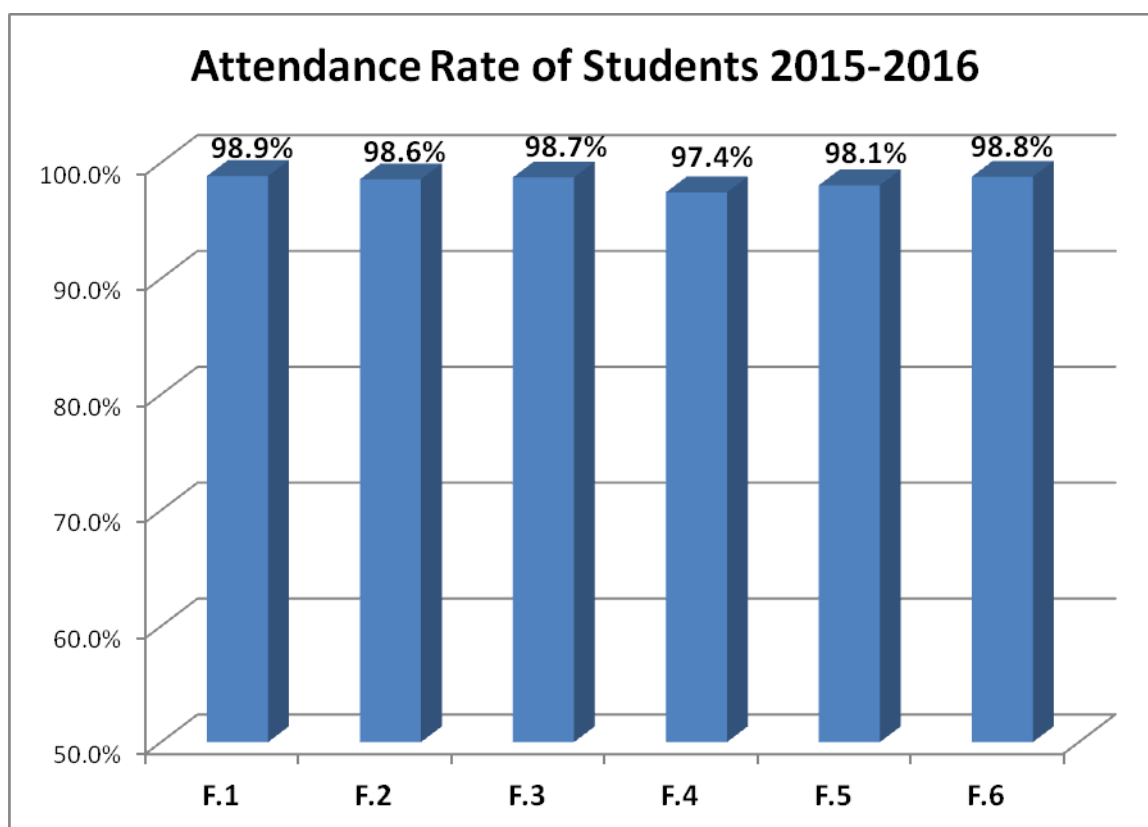
### C. OUR STUDENTS

#### **Enrolment**

The school joined the Voluntary Optimization of Class Structure Scheme in 2010. There were 25 classes in total in the year 2015-2016. The government set the maximum numbers of students in F.1, F.2 and F.3 to be 32, 33 and 34 per class respectively. There were sufficient F.4 places to admit the whole population of F.3 students who were promoted to F.4, excluding the repeaters.

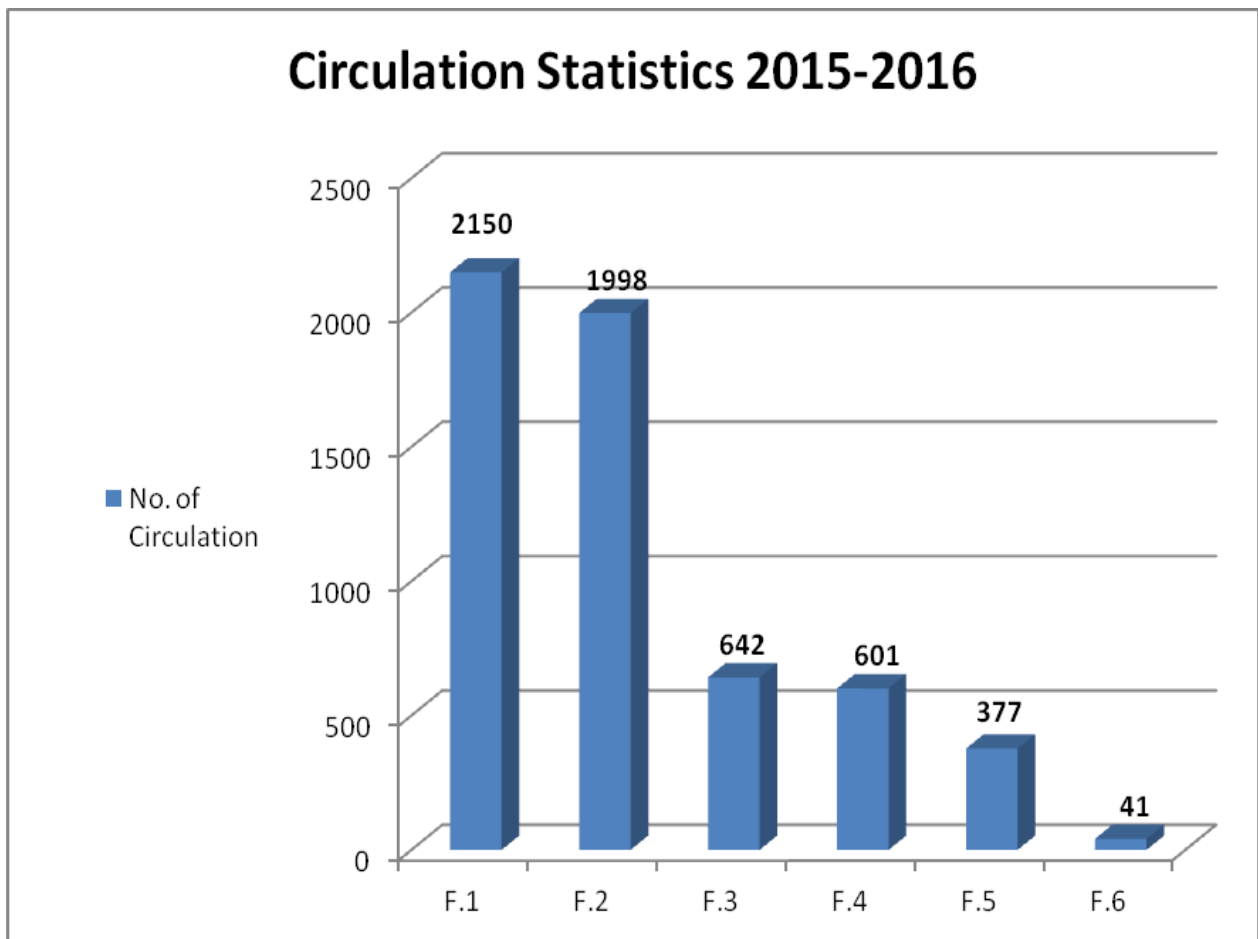
Level	F1	F2	F3	F4	F5	F6	Total
No. of Classes	4	4	4	4	4	5	25
2015/16 Enrolment	128	132	130	148	126	157	821

#### **Students' Attendance**



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

## Students' Reading Habit

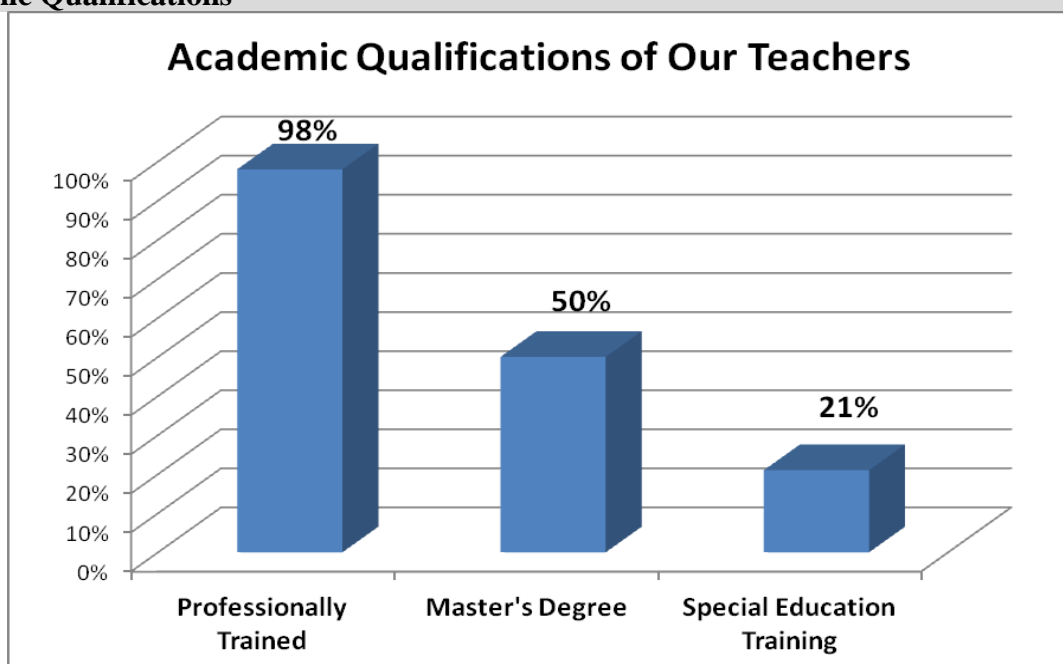


To facilitate learning, the school encouraged students to develop a good reading habit. In 2015-2016, the school purchased 294 English books, 290 Chinese books and 17 DVDs.

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

## D. OUR TEACHERS

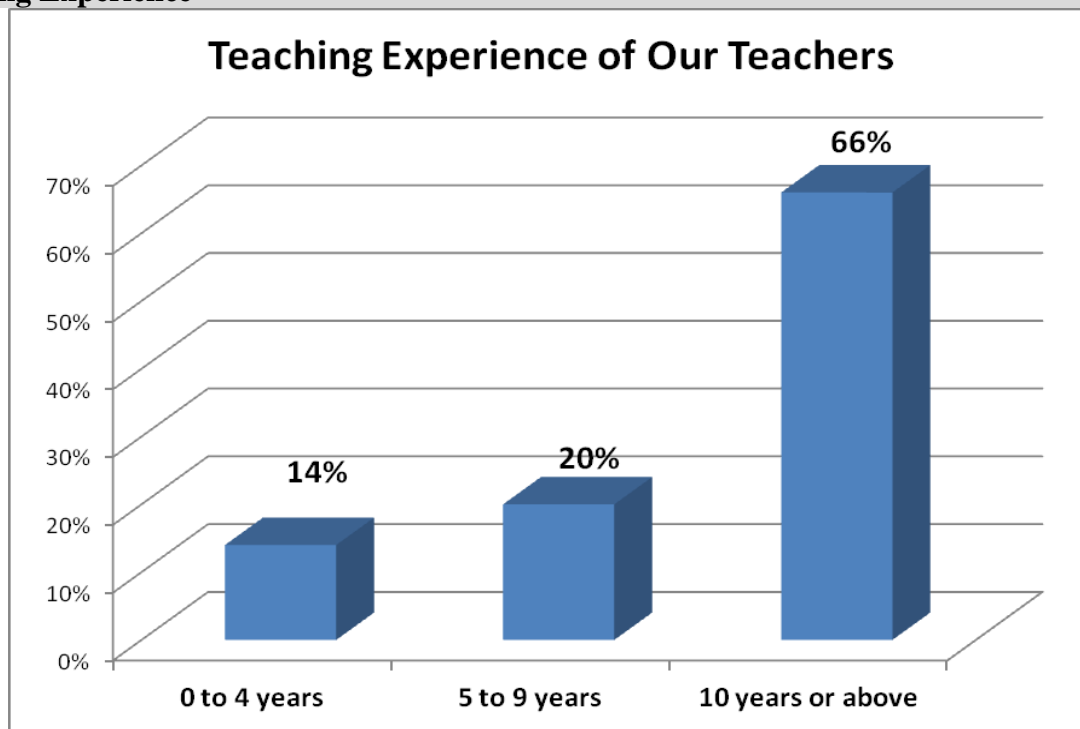
### Academic Qualifications



In 2015-2016, there were 59 teaching staff. Among them, 100% are Bachelor Degree holders and 98% have completed professional teacher training. In addition, 50% of the teachers have obtained Master's Degrees.

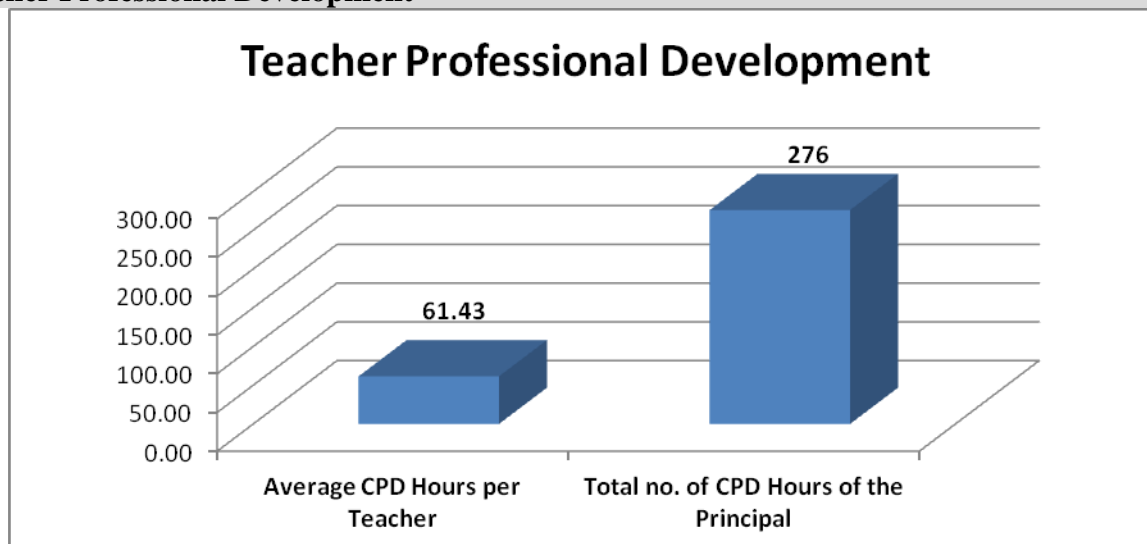
Up to the year 2015-2016, we have 13 teachers (21% of teacher staff) who had undergone training to cater for the SEN students.

### Teaching Experience



There were 59 teachers (including the Principal, the NET and the Teacher Librarian), of which 50 were in the regular staff establishment whereas the other 9 were hired by special funding including the Optional Cash Grant, Enhanced Senior Secondary Curriculum Support Grant, Fractional Post 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, 61.43 hours of Continuous Professional Development (CPD) during the year of 2015-2016 even under a very tight teaching schedule for alignment with the changing demand of the education reform and with the school's major concern in building an effective learning community.

## **Teachers Development Days (TDD)**

### **The First Teachers Development Day**

The First TDD was held on 20<sup>th</sup> October 2015. In the morning session, Mr. Ng Man Ching, an EDB officer was invited to deliver a seminar on ways to promote positive dynamics among students. According to the evaluation given by participating teachers, 30% agreed that 'the talk in the morning brought positive influences to (their) teaching'. 32% agreed that 'the talk equipped (them) with the skills of praising others'.

The rating given by teachers was unexpectedly lower than what the school had anticipated. To understand more about the low rating in the evaluation, members of the Admin Panel had several informal dialogues with teachers of various age groups and ranks. Teachers reflected that they did learn something from the content of the seminar, however, the strong tone of the speaker gave them negative feeling. The school concluded that teachers would be more receptive towards speakers with milder tone.

In the afternoon session, teachers attended a Joint School Film Appreciation in Hollywood Plaza. Teachers from 5 secondary schools watched the film 'My Voice, My Life' (爭氣). It was followed by a sharing given by Ms. Ho, the director of the film.

The film was a documentary record of the production of a musical performed by students from special schools or low banding schools. 90% of the teachers agreed that 'the film brought positive inspiration to (their) work as teachers'. 90% agreed that 'the theme of the film echoed the Marist belief that all students could be educated'. 74% of the teachers agreed that 'the sharing after the film brought positive inspiration to (their) work as teachers'.

The overall survey evaluation showed that the afternoon program brought positive inspiration to our teachers.

### **The Second Teachers Development Day**

The second TDD on 26<sup>th</sup> February 2016 was a new trial. In order to promote team spirit, the school organized a Team Building Activity called '*City Tracing*'. Teachers were put into groups and had to finish tasks in different parts of the city within a given time.

98% of the teacher 'enjoyed the activity'. 95% of the teachers agreed that 'team members (cooperated) well together' and 95% of the teachers agreed that 'communication among team members (was) good'. The overall remark was encouraging. 98% of the teachers agreed that 'the objective of the morning session (was) successfully reached'.

In the afternoon session, teachers were introduced to the new trend in 'e-learning and teaching'. They were given a workshop with demonstrations on how to use different e-learning tools to enhance the learning and teaching effectiveness.

In general, about 90% of the teachers showed interest in knowing more about various e-learning apps. And 76% believed that 'e-learning could enhance (their) teaching effectiveness' and 84% of them showed interest in 'adopting e-learning in (their) future lessons'.

On the whole, the second Teachers Development Day was successful in developing team spirit and echoing the school's major concern in building a learning atmosphere among teachers.

### **The Third Teachers Development Day**

There were two different programmes for the Third Teachers Development Day on 17<sup>th</sup> May 2016. In the morning session, an experience social worker, Mr. Kwok was invited to deliver a seminar on 'Boosting students' potential through effective praising'. Due to the tight schedule for the afternoon session, no evaluation was done for the morning session.

In the afternoon session, all the teachers joined the 'Catholic School Teachers' Day 2016' held in the Asia Exhibition Expo. Post-event evaluation showed that 85% of the teacher participants agreed or strongly agreed that they "(knew) more about the core values of Catholic education". More than 80% of the respondents agreed that the event in general, "(brought them) inspiration for (their) daily work".

### **E. MAJOR CONCERNS (Achievements and Reflection)**

#### **Major Concern 1:**

**That teachers and students continue to strive for a better learning environment and atmosphere to build up a more effective learning community.**

One of the main approaches the school took to foster an effective learning community was to start with the teachers. By encouraging professional exchange both internally and externally, our teachers continue to improve their teaching competence. Internally, core subject panels organized panel-wide and form-wide collaborative lesson planning (CLP) and experience sharing sessions. According to different surveys conducted within all the core subject panels, more than 80% of the teachers agreed or strongly agreed that the "CLP made a positive impact in (their) teaching last year". More than 70% of the teachers considered the internal exchanges "helped foster an atmosphere of learning among teachers". 100% of the respondents agreed that the CLP last year "contributed to (their) professional development". Moreover, all subject panels have set up channels to share teaching resources online such as uploading all their co-created materials onto the school's Aero Drive. The English and Chinese Language panels also collected exemplary writings from assignments and examinations for sharing and learning purposes. Teachers across different subject panels also conducted peer lesson observations and post observation conferences to promote professional growth beyond their experienced subject areas.

For external professional exchange, the school organized multiple exchanges with teachers from schools such as Fanling Kau Yan College, Sacred Heart Canossian College and Our Lady's College. In particular, during October 2015, the school sent eight subject teachers to observe the open classes in Fanling Kau Yan College, which took pride in its promotion of Self-Directed Learning. Following up on that, in January 2016, the principal took all the senior teachers to participate in a TDD put together by Fanling Kau Yan College to learn from their experience in implementing "Self-directed Learning". These exchanges with external education bodies brought valuable insights that would otherwise be difficult to discover through internal exchanges. The knowledge learned by our senior teachers was then shared to all members of the teaching staff during sharing sessions in multiple staff meetings.

On top of professional exchanges with other schools, our teachers also engaged themselves actively in professional development by taking courses and CPD programs organized by different universities, EDB or Examination and Assessment Authority (HKEAA). On average, each of our teachers spent more than 61 hours in CPD. In particular, the principal, the heads of the English Language panel and the Mathematics Panel engaged in a month-long full-time course on "Effective Lesson Observation" offered by the Hong Kong Education University (then HKIED). The knowledge gained in "enhanced lesson study" and "learning difficulties" for various subjects were

then shared to all teachers through sharing sessions of staff meetings and other internal exchange channels.

To build an effective learning community, the students' diversified learning needs must be catered. In 2015-2016, many subjects offered enhancement courses for our high achieving students. English and Liberal Studies (LS) were the two subjects that offer regular academic enhancement courses on Saturdays. In addition, the Physics, Chemistry, Biology, Chinese History, Economics and Mathematics panels each offered 5-12 periods of enhancement courses throughout the year. It was reported that the overall attendance rate improved to about 80% and all the participants had found the courses useful in enhancing their knowledge in various subjects. For our less able students, many subject panels such as English Language and LS offered remedial courses to boost the participants' academic performances. Although the attendance rates of remedial courses were not as high compared to the enhancement courses, the improved passing rate for HKDSE 2016 reflected the satisfactory results of these remedial courses. In addition, subject panels including Chinese Language, LS, BAFS, Economics, Geography, Physics, Chinese History, Religious Studies (RS) and ICT, had designed graded learning tasks for students with diverse abilities, especially those in the junior forms. Most of these materials were uploaded to the Aero Drive and shared to panel members.

Another very important aspect of our work in catering for learners' diversity in 2015-2016 was the effort we put in helping the SEN students. Last year, the school sent two teachers to complete the elementary SEN training course, titled "Basic Course on Catering for Diverse Learning Needs". Many other teachers, especially the members from the LS panel and the Counselling Committee, had also invested their CPD hours heavily on SEN support. On 20<sup>th</sup> April, we invited our school-based education psychologist to give a sharing on identifying students with special needs and risks. Such sharing helped equip our teachers, who otherwise had little formal SEN training, with practical knowledge to better interact with our SEN students. The Chinese and English Language panels have also designed modified assessment criteria for specific SEN students based on suggestions given by HKEAA and our Counselling Committee.

In terms of enhancing independent learning, alternative form of assessments such as project-based or presentation-based activities were used in some forms by subjects such Physics, Chemistry, ICT, Visual Art and BAFS. According to a study conducted by the BAFS panel, 75% of the project participants found the project-based activities useful in their studies and in the application of their subject knowledge. We believed these project-based activities could credit our students for their non-academic talents and generic skills, such as teamwork, communication and presentation skills. These alternative assessment tools not only improved learning motivation, they also provided stages for those with less academic prowess to shine. Some subjects such as Chinese Language and Geography also incorporated the acquisition of note-taking skills into their junior form curriculums to equip our students with an important tool for independent learning. The school had also planned to arrange seminars and sharing sessions focusing on independent learning strategies for our students but the plan was later scrapped due to the lack of available Form Assembly sessions. On the other hand, the school did successfully promote the atmosphere of independent learning through maximizing the use of the student handbooks. According to the reports from FTs, most junior form students had formed the habit of recording down work-to-do in their student handbook. However, observation also showed that this good habit was less well-developed among senior form students.

To provide resources for enhancing independent learning, the school opened one more study room. Since October 2015, the school designated the Reading Room for self-study purpose after school. The Student Union was invited to oversee the use of the room. Unfortunately, this service was terminated by the end of the first term due to lack of manpower and low usage. Still, many form teachers reserved rooms after school to provide ad-hoc study tasks, oral practices and short term learning activities. It was noteworthy that teachers found it difficult to organize any regular in-school learning groups after school due to the busy schedules of our students, who mostly had already engaged in various after-school activities and tutorial classes.

As for the concern to enhance the English Speaking Environment, the school had implemented the following support measures:

### **Strengthening the use of English in the physical environment of the campus**

On top of displaying English proverbs and quotations from famous persons, the English panel also displayed exemplary student work on classroom display boards regularly. Besides, all club and team display boards materials were renewed in October 2015 with content strictly following the school's language policy. Except Chinese related clubs, all the club messages were either displayed in English or bilingually.

### **Strengthening the use of English in inter-personal communications**

As before, we had the English Ambassadors Scheme to help students expose themselves to an authentic English speaking environment. Last year, at least 40 Ambassadors were recruited from various levels to help promote the use of English beyond lessons time. The RS panel had also included the understanding of English Mass in the F.1 curriculum to familiarize our students with the language used in our Eucharistic Celebrations. In addition, except Putonghua Wednesday and special occasions like the National Day, all morning and afternoon assemblies were conducted in English, including prayers and announcements.

### **Enhancing the effectiveness of learning English**

The English panel and the library had pushed different reading schemes to promote the reading atmosphere and habit, especially for English books. According to the record, 100% of our junior form students had read at least 4 English books last year and more than 50% of our senior students had formed the habit of reading English newspaper regularly. On top of that, the English panel had put in extra resource in organizing English development activities and courses. As mentioned previously, the English enhancement courses across all levels had reached a very satisfactory attendance rate last year and all participants reported that they found the courses useful. Activities such as English Lunchtime Public Speaking Forum, Radio Broadcast, English Week, inter-class and inter-house English Debate, Drama Competition and Film Appreciation had also served as valuable co-curricular activities promoting the learning of English. They also help to create a more immersive English speaking environment on campus. On top of that, the English panel also tried to promote English debating in the senior forms by planning to replace Short Story, an existing English elective module, with Debating. But based on two surveys conducted separately asking students' and teachers' preference on the elective module, both groups preferred to keep Short Story. So English debating would not be in the formal curriculum shortly. On the other hands, the English panel had organized some inter-class English debate competitions with moderate success. This would help the teachers to identify potential candidates for the English Debate Team, which was desperately in need of new recruits.

### **Recommendations:**

1. In the coming year, the school should continue to encourage professional exchange with external education bodies, especially on the subject of Chinese Language, Liberal Studies and a few other electives.
2. After completing their courses in EdUHK, it was hoped that the heads of English Language and Mathematics panels would promote their learning in Lesson Study within their subject panels and try out the newly acquired techniques in their lessons.
3. The school would again remind all teachers to focus their effort during CLP on tailoring for learner diversities and upload all their material (such as graded learning tasks) to the shared resource folders online.
4. Due to the good attendance and response from our students regarding the enhancement courses, the school recommended that the courses would continue to be offered next year. The school would provide all the resources needed to hire tutors.

5. Since the school had already sent enough staff to attend the Elementary Training Course for SEN, the school would encourage at least two teachers to attend the Intermediate or Thematic SEN courses next year.
6. Other than inviting Counselling Committee members to share their experience on SEN cases, the school would continue to invite experts, such as Education Psychologists, to educate our teachers during staff meetings so as to better cater for the needs of SEN students.
7. Even though the attendance rates of our study rooms were low last year due to students' busy schedules, the school would continue to open enough study rooms for students' self-studies in the evening. This was mainly due to our observation that some students did not have a comfortable study environment at home.
8. To encourage the development of skills in independent study, the school would invite the teachers of Liberal Studies to teach note-taking skills to junior form students.
9. To inspire students to take initiative in their studies, the school would invite alumni to give sharing on self-directed learning and learning strategies during FA sessions next year.
10. In light of the usefulness of the student handbook in promoting good habits for independent learning, the school would review the format of the handbook to see whether it could further facilitate the recording of learning routines. The school would also remind FTs to do regular checking on the handbooks to ensure that our students could make full use of the handbook to facilitate their learning.
11. Due to the good work demonstrated in 2015-2016, the Learning and Teaching Enhancement Committee would continue to coordinate the use and display of English in the physical environment of the school campus.
12. Based on the report from the teacher-in-charge of the English Debate Team, the school recommended that the team should expand its recruitment to junior forms. This would ensure the continuity of the team and help promote English debate to students at an earlier stage.

### **Major Concern 2:**

**That the school ethos is further enhanced by the emphasis on the school motto – *Gentle in Manner. Resolute in Action.***

To address the concern for the character-building side of education, the school had taken the following steps last year:

#### **Enhancing the spirit of school motto by setting up a School-based Award Scheme**

Special meetings were called to review our current activities and awards in order to form a school-based award scheme for students able to live out the school motto. However, the feasibility study had identified several difficulties in an award system in this area. First, many of the attributes associated with our school motto were difficult to be quantified. It would be hard to set up criteria to make a fair and accurate judgment on who should be the winners. Second, the school worried that the award might encourage utilitarianism in character building which would contradict our original intention.

#### **Consolidating “Self-discipline” and “Respect” in Junior Forms across the Curriculum**

The school has embedded these two topics in the Moral and Civic Education (MCE) curriculum for all the forms. The Chinese Language Panel included two course materials with the theme “Self-discipline” and “Respect” in its junior form curriculum. The English Language panel used the movie “Like Stars on Earth” with the theme of respect for F.1 movie appreciation. For F.2 students, the panel used “Respecting Others” as the theme for inter-class competition and all F.3 students



were asked to write an autobiographical poem about self-discipline. In addition, the school had incorporated the Positive Dynamics Programme in F.1 MCE curriculum and used over half of the F.1 FA lessons to promote positive atmosphere. FTs reported that the FA workshops were useful but lacked post-activity support.

### **Embedding the Ethos of ‘Self-discipline’ and ‘Respect’ in the Hidden Curriculum**

The school reserved one FA session for all FTs to set up classroom regulations and behavioural guidelines with their classes. 100% of the classes had set their own daily classroom regulations with respect to the two target qualities. According to reports from FTs, most of the students observed daily classroom regulations with no troubles but the effects of some regulations were hard to be measured and quantified, such as “respecting others”. Towards the end of the school year, 3 students from each form with good conduct were awarded the Conduct Awards

### **Incorporating ‘Confidence’, ‘Responsibility’, ‘Resilience’ and ‘Self-actualization’ in senior forms across the curriculum**

The four target qualities were part of the lesson topics in the curriculum of MCE for F.3 – F.6. The Chinese Language panel incorporated the four qualities in two of their lesson materials for senior forms. As for the English Language Panel, the article “The Mountain Accident” and the movie “About a Boy” both with the theme of resilience were used as teaching materials for F.4 and F.5 respectively. The school also invited alumnus Stephen Chan to give a talk about self-actualization in the 2<sup>nd</sup> term to senior form students.

### **Organizing Related Activities for Students to Enhance the Qualities of the School Motto**

During the post exam period, a day camp was organized for F.5 students to train their survival skills and to build team spirit. To promote confidence, self-actualization and the sense of responsibility, F.4 and F.5 students were encouraged to take up leadership roles in school activities. Towards the end of the school year, more than 50% of our senior students had taken up leadership roles in clubs, school teams and house committees. For F.6 students, after they finished their HKDSE, the school invited them to be ‘Little Teachers’ to help F.1 to F.4 students in the final examinations preparation classes. Overall speaking, 27 “little Teachers” were recruited. 8 sessions of revision classes in the School Hall were organized with 143 participants (F.1 & 2: 64; F.3:52; F.4 27).

### **Providing Ample Counselling and Career Guidance Support**

The Career Guidance Committee had conducted career and life planning activities to help F.3 to F.6 students planning ahead for their future. The feedback survey showed that more than 75% of the participants were satisfied with the programs. For our F.6 students, the school provided individual counselling for each of them to help them prepare for their future studies. Reports showed that the attendance rate for these individual counselling sessions was 100%.

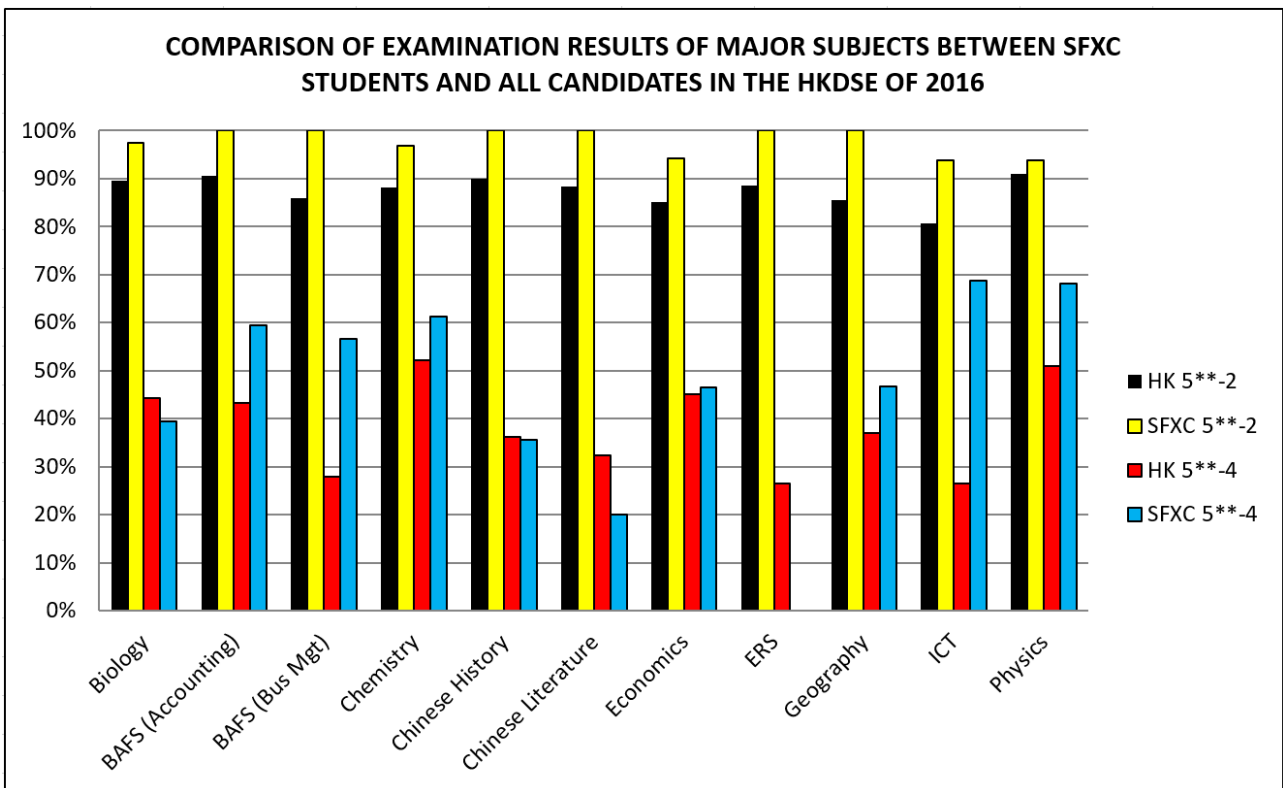
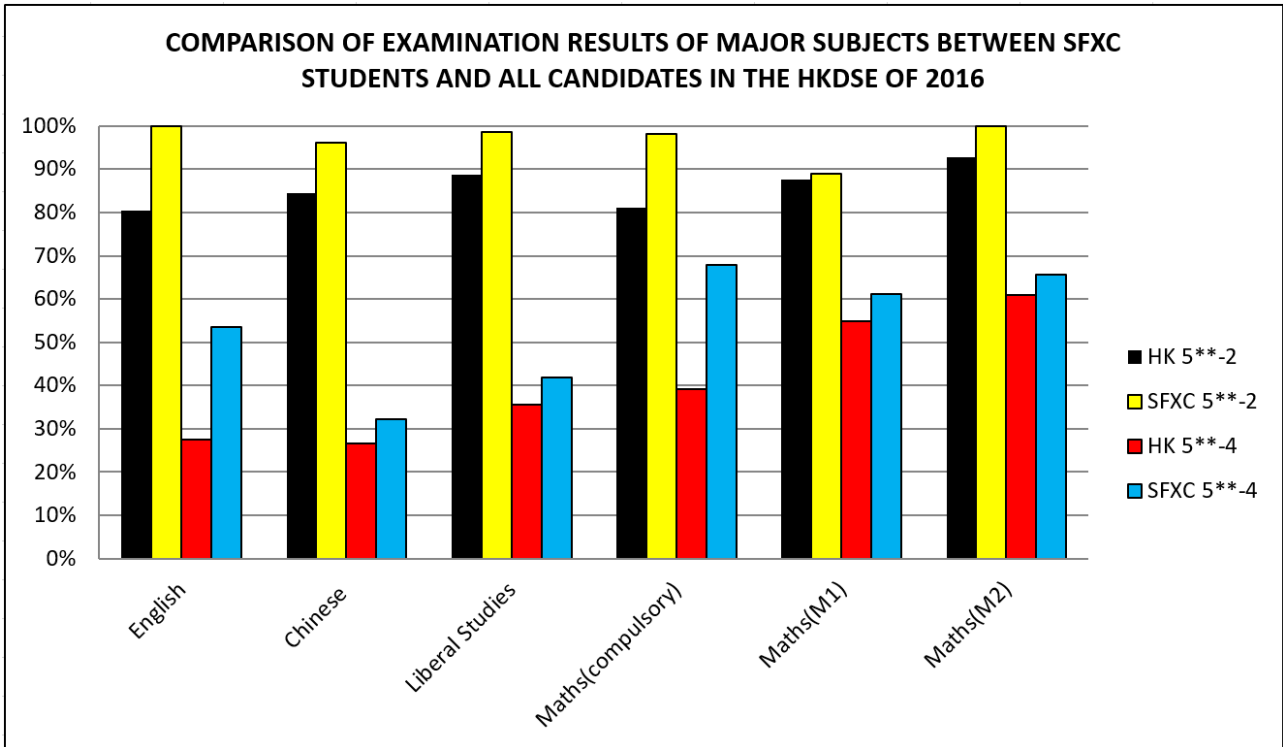
### **Recommendations:**

1. Based on the work done by the RS and MCE panels, the school recommended that both panels should continue to promote the school motto through formal curriculum. To increase students’ exposure to the school motto, the school would put up the motto in eye-catching places on campus.
2. Based on the good feedback towards the Positive Dynamics Program, it would be used again in F.1 in the coming year and even be extended to cover some of the F.2 FA periods.
3. The school recommended that the practice of inviting alumni to give sharing on the 6 target qualities should be carried on to next year. The school would also ask the alumni helping out in the mentoring scheme to highlight the qualities in their contacts with the students.
4. The school recommended that when setting up classroom regulations, FTs should set rules that could be more readily observable and quantifiable.

5. On top of rewarding the students winning the Conduct Awards, it was recommended that the school should also recognize those who demonstrated good qualities. Therefore, the school would give good points to all the nominees of the Conduct Award next year.
6. Based on the school's observation that our students cared deeply about their studies and the good responses we received from participants of the examination preparation classes, the school recommended that the pre-examination revision classes should continue to be offered next year.
7. Due to the fact that the school had applied for swopping the CLP Grant for employing an additional teacher, the school recommended that starting from next year, the Careers & Guidance Committee would cease to buy services from external parties and let our teachers tailor-make activities for our students.

## F. OUR STUDENTS' PERFORMANCE IN PUBLIC EXAMINATION

### Students' Performance in Public Examination Hong Kong Diploma of Secondary Education Examination 2016



## Statistics of pathways of 2015-2016 F.6 graduates

<b>No. of graduates (2016)</b>	<b>156</b>	
<b>Admitted to local degree programmes</b>	70	45%
HKU	9	6%
CUHK	14	9%
HKUST	8	5%
PolyU	10	6%
CityU	10	6%
HKBU	6	4%
LU	0	0%
EdUHK	1	1%
Others Higher Institutes	12	8%
<b>Taking associated degree programmes</b>	44	28%
<b>Taking higher diploma programmes</b>	18	12%
<b>Taking overseas courses</b>	16	10%
<b>Taking foundation diploma programmes</b>	2	1%
<b>Engaging in full-time jobs</b>	3	2%
<b>Re-attempting HKDSE</b>	3	2%
Total =	156	100%

## G. JOINT-SCHOOL ACTIVITIES AND COMPETITIONS 2015-2016

### Inter-School Activities Achievements in 2015-2016

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

Events	Division	Grade			
		A	B	C	Overall
<b>Basketball Competition</b>	II (Kowloon)	6 <sup>th</sup>	6 <sup>th</sup>	6 <sup>th</sup>	9 <sup>th</sup>
<b>Football Competition</b>	III (Kowloon Two)	6 <sup>th</sup>	5 <sup>th</sup>	1 <sup>st</sup>	1 <sup>st</sup>
<b>Hockey Competition</b>	II	---	---	---	4 <sup>th</sup>
<b>Swimming Championships</b>	II - <i>Team</i>	14 <sup>th</sup>	9 <sup>th</sup>	9 <sup>th</sup>	13 <sup>th</sup>
<b>Athletics Championships</b>	II - <i>Team</i>	12 <sup>th</sup>	15 <sup>th</sup>	8 <sup>th</sup>	10 <sup>th</sup>
<b>Badminton Competition</b>	II (Kowloon) - <i>Team</i>	5 <sup>th</sup>	5 <sup>th</sup>	8 <sup>th</sup>	3 <sup>rd</sup>
<b>Table-Tennis Competition</b>	III (Kowloon Three)	---	6 <sup>th</sup>	5 <sup>th</sup>	11 <sup>th</sup>

#### 2. The 67<sup>th</sup> Hong Kong Schools Speech Festival

Awards	English	Putonghua
<b>Champion</b>	2	---
<b>1<sup>st</sup> Runner-up</b>	---	1
<b>2<sup>nd</sup> Runner-up</b>	4	1
<b>Certificate of Merit</b>	27	1
<b>Certificate of Proficiency</b>	5	1

#### 3. The 68<sup>th</sup> Hong Kong Schools Music Festival

Awards	Number of Winners
<b>Champion</b>	Solo 2
<b>1<sup>st</sup> Runner-up</b>	Choir 1, solo 1
<b>2<sup>nd</sup> Runner-up</b>	---
<b>Certificate of Merit</b>	7
<b>Certificate of Proficiency</b>	11

#### 4. Other Awards

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
Chinese Panel	第十屆善言巧論：全港學生口語溝通大賽	小組優異獎	香港教育學院與理性溝通教育學會合辦
	第二十屆全港中小學中英文硬筆書法比賽(初級組)	高級組優良獎	香港教育專業人員協會與香港硬筆書法家協會
	華辯菁英邀請賽	- 中文辯論隊獲冠軍 - 初賽、複賽及決賽最佳辯論員	香港華語辯論會
	第九屆聯校文學創作比賽	-新詩組亞軍	協恩中學主辦， 文理書院、民生書院、 英華書院、喇沙書院及 聖芳濟書院協辦
English Language Panel	The 10 <sup>th</sup> Speaking Contest for Hong Kong Students	Group Discussion and Individual Response : Certificate of Merit	Hong Kong Institute of Education and the Rational

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
	(English Section)		Communication Educational Society
	Hong Kong Secondary Schools Debating Competition	Term 2 Division's 2 <sup>nd</sup> Runner Up	HKSS Debating
	English Drama Fest 2016	Outstanding Directing	The Association of English Medium Secondary Schools
Mathematics Panel	第十四屆培正數 學邀請賽決賽	優異獎	香港培正中學主辦
	第十八屆香港青 少年數學精英選 拔賽	三等獎	保良局及香港數理教 育學會合辦
	2016《華夏杯》初 賽	一、二及三等獎	香港數學奧林匹克協 會
	2016《華夏杯》晉 級賽	二等獎及三等獎	香港數學奧林匹克協 會
	2016《港澳盃》初 賽	金、銀及銅獎	香港數學奧林匹克協 會
Chemistry Panel	香港中學「數碼化 學」短片製作比賽 2015-2016	亞軍	教育局科學教育組、香 港數理教育學會及香 港化學學會合辦
Physics Panel	2015 香港物理奧 林匹克競賽	優異獎	香港資優教育學苑
	全港學界天文問 答比賽 2015	冠軍	香港中文大學
	香港聯校天文協 會天文問答比賽 2015	季軍	香港聯校天文聯會
BAFS Panel	企會財考試	優良證書、良好證書及傑出學生獎	香港會計師公會
	JA 學生營商體驗 計劃	- 企業社會責任獎、首六名公司之一 - 最佳匯報獎、創意及創新獎、企業可 持續發展獎及團隊精神獎 - 最有價值隊員獎	國際成就計劃香港部 (JA)
ICT Panel	香港電腦奧林匹 克競賽	銀獎 1 名, 銅獎 3 名	教育局及香港電腦教 育學會
Music Panel	「2016 好聲音@ 油尖旺」歌唱比賽	亞軍	油尖旺區校長會主辦
	2015 香港青年音 樂匯演—管樂團 比賽	銀獎	康樂及文化事務署
Visual Arts Panel	第十五屆全國少 年兒童美術書法 攝影大賽	一等獎 6 名、二等獎 15 名及三等獎 15 名	中國少年兒童美術書 院

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
Fencing Team	劍擊隊際邀請賽 2015	公開組男子組花劍銅獎	ByJOSS Limited
Badminton Team	2015-2016 中學校 際羽毛球比賽（第 二組）	-丙組殿軍 -全場總季軍	香港學界體育聯會— —港島及九龍地域中 學分會
Athletics Team	香島中學第六十 二屆聯校田徑運 動會	中學男子 4x100 米友校接力亞軍	香島中學
	中學校際田徑錦 標賽（第二組）	-甲組跳遠季軍及跳高冠軍 -乙組三級跳亞軍 -丙組擲鐵餅亞軍、一百米跨欄亞軍及 跳高冠軍	香港學界體育聯會
	香港青少年分齡 田徑賽	-400 米跨欄季軍 -跳高冠軍 -一百一十米跨欄亞軍	香港學界體育聯會
	南華會學界田徑 比賽	跳高亞軍	香港學界體育聯會
Orienteering Team	2015/2016 年學界 分區野外定向錦 標賽—九龍區	男子丙組季軍	香港定向總會
	2015 年分區公園 定向錦標賽—九 龍區	-男子丙組季軍 -丙組團體冠軍	香港定向總會
	2015/2016 年學界 分區野外定向錦 標賽	-男子公開組季軍及殿軍	香港定向總會
	第三屆校際定向 錦標賽—三人接 力賽	-初中男子冠軍及季軍 -高中男子冠軍 -3 人接力賽最佳出席及最佳表現獎	香港定向運動教育工 作協會
	第四屆校際定向 錦標賽—團隊賽	初中男子冠軍	香港定向運動教育工 作協會
	中學校際越野比 賽 2015-2016—第 三組（三區）	-男子丙組隊際殿軍 -男子隊際全場殿軍	香港學界體育聯會
Swimming Team	荃灣聖芳濟中學 週年水運會男子 4x50 米捷泳友校 邀請賽	冠軍	荃灣聖芳濟中學
	2015-2016 中學校 際游泳比賽（第 二組）	-男子乙組 200 米捷泳季軍 -男子乙組 50 米蝶泳亞軍	香港學界體育聯會
Life-wide Learning Committee	九龍城及油尖旺 區義工嘉許禮 2015	40 位同學獲義工嘉許狀優異獎	社會福利署九龍城及 油尖旺區義工服務分 區辦事處

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
	義工運動	- 團體/機構嘉許狀金狀 - 服務 10,000 小時嘉許狀 - 105 位同學獲義務工作嘉許狀銅狀 - 75 位同學獲義務工作嘉許狀銀狀 - 24 位同學獲義務工作嘉許狀金狀	社會福利署
	民間。港。故事中 學生創業比賽	- 中學組優異獎	東華三院賽馬會大角 咀綜合服務中心
Community Youth Club	電影欣賞暨徵文 比賽	中學組冠軍及優異獎	油尖旺區公益少年團
Red Cross	漸進式活動計劃 深造章	榮譽章	香港紅十字會青年及 義工事務部



## H. FINANCIAL CONSOLIDATION 2015-2016

### 1. Financial Summary:

<b>The IMC of St. Francis Xavier's College</b>					
<b>Income and Expenditure Account for the period from 1 September 2015 to 31 August 2016</b>					
A/C Code	Name of Grant	Surplus (Deficit) brought forward	Income	Expenditure	Accumulated Surplus (Deficit) brought forward
		\$	\$	\$	\$
<b>A2701</b>	<b>Expended Operating Expenses Block Grant (EOEBG)</b>				
501	EOEBG	3,014,464.45	-	25,957.25	2,988,507.20
	<b>School Specific</b>				
502	Administrative Grant	982,136.36	3,513,781.71	3,040,995.58	1,454,922.49
503	Capacity Enhancement Grant	(211,899.26)	574,415.00	559,311.29	(196,795.55)
504	Composite Information Technology Grant	106,012.85	419,709.00	369,690.66	156,031.19
505	Noise Abatement Grant	152,808.33	521,978.00	409,137.31	265,649.02
	<b>Non-School Specific</b>				
600	Baseline Reference	3,574,278.75	1,794,931.46	-	5,369,210.21
601	Admin Gr for Additional Clerical Assistant	-	-	-	-
602	A/Con Grant for Prep Room of Lab.	-	-	-	-
603	Composite Furniture & Equipment Grant	(1,060,685.00)	-	737,682.29	(1,798,367.29)
604	Subject Grant	(313,525.64)	-	148,925.18	(462,450.82)
605	Enhancement Grant	-	-	-	-
606	Lift Maintenance Grant	(97,384.56)	-	52,820.61	(150,205.17)
607	Prog Fund for WSA to Guidance & Discipline	21,460.38	-	21,899.10	(438.72)
608	Supplementary Grant	(184,127.74)	-	21,170.00	(205,297.74)
609	School & Class Grant	(2,112,746.93)	38,705.30	1,082,650.23	(3,156,691.86)
610	Training & Development Grant	(6,260.10)	-	21,382.50	(27,642.60)
	<b>EOEBG Total</b>	<b>3,864,531.89</b>	<b>6,863,520.47</b>	<b>6,491,622.00</b>	<b>4,236,430.36</b>
	<b>Non-EOEBG</b>				
A1017	Salary Grant				
001	- Teaching Staff	-	36,949,807.39	36,949,807.39	-
002	- Supply Teacher Grant	-	307,838.40	307,838.40	-
003	- Lab Tech	-	1,021,795.00	1,021,795.00	-
A1018	Employer's Cont to PF Scheme for NT	-	255,513.08	255,513.08	-
A1009	Rent and Rates	0.28	532,000.00	532,000.00	0.28
A1011	Home School Co-operation Project	-	15,129.00	15,129.00	-
A1043	Fringe Benefits under Enhan. NET Scheme	-	-	-	-
A1088	School-based After-school Learning & Support	59,854.10	96,230.90	48,085.00	108,000.00
A1092	Teacher Relief Grant	574,564.97	2,969,591.13	3,222,253.60	321,902.50
A1101	Learning Support Grant for Sec. Sch	-	387,838.25	387,838.25	-
A1103	Teacher Training Grant (SEN) for IMC Schools	-	24,072.00	24,072.00	-
A1107	Diversity Learning Grant (Other Programmes)	98,000.00	82,097.00	84,297.00	95,800.00
A1109	Fractional Post Cash Grant	69,511.36	220,844.00	229,331.42	61,023.94
A1114	Extra Senior Secondary Curriculum Support Grant	19,654.70	250,000.00	-	269,654.70
A1116	Moral and National Education Subject Support Grant	530,000.00	-	-	530,000.00
A1118	Senior Secondary Curriculum Support Grant	320,707.07	704,028.00	502,080.00	522,655.07
A1124	Career and Life Planning Grant	69,976.10	500,756.05	462,420.15	108,312.00
A1127	Fourth Strategy on IT in Education - One-off IT Gr	-	162,170.00	-	162,170.00
A1129	Strengthening School Administration Management (SAM) Grant	-	250,000.00	-	250,000.00
A1130	Special Home-School Co-operation (HSC) Grant	-	5,000.00	5,000.00	-
A1062	Substitute Teacher Grant	146,030.99	-	-	146,030.99
	<b>Non-EOEBG Total</b>	<b>1,888,299.57</b>	<b>44,734,710.20</b>	<b>44,047,460.29</b>	<b>2,575,549.48</b>
	<b>Government Grants Total</b>	<b>5,752,831.46</b>	<b>51,598,230.67</b>	<b>50,539,082.29</b>	<b>6,811,979.84</b>
	<b>SCHOOL FUND</b>				
A1701	Subscription A/C	3,520,768.84	396,444.23	528,458.55	3,388,754.52
A1751	Student General Affairs	-	626,121.10	626,121.10	-
A1752	SFXC Foundation (for Additional Teachers & Renovation of G/O and Lecture Room)	(737,443.57)	737,443.57	-	-
A1753	SFXC Education Fund	(75,824.96)	296,924.96	264,000.00	(42,900.00)
A1754	Jockey Club Life Wide Learning Fund	-	42,711.66	42,711.66	-
A1757	SFXC60	521,808.14	1,018,824.11	388,712.53	1,151,919.72
	<b>School Fund Total</b>	<b>3,229,308.45</b>	<b>3,118,469.63</b>	<b>1,850,003.84</b>	<b>4,497,774.24</b>
	<b>TOTAL</b>	<b>8,982,139.91</b>	<b>54,716,700.30</b>	<b>52,389,086.13</b>	<b>11,309,754.08</b>
	<b>Balance of Bank Accounts:</b>				
	<b>Funding Source</b>	<b>Current Account</b>	<b>Fixed Deposit</b>	<b>Cash in Hand</b>	
		\$	\$	\$	
A5001/A5201	Government Fund	512,912.59	6,024,040.90	N/A	
A5002/A5202	School Fund	1,427,981.68	4,502,649.15	N/A	
A5004	REES Fund	ZERO	N/A	N/A	
A5101	Petty Cash	N/A	N/A	10,000.00	

## 2. Report on the use of Diversity Learning Grant 2015-2016

Balance brought from 2014-15	\$98,000.00
DLG (OP) received in 2015-16	\$91,000.00
<b>Total:</b>	<b>\$189,000.00</b>
<b>Expenditure</b>	
Physics Olympiad Training Course Tutor Fee	\$3,000.00
拔尖班導師費	\$1,020.00
社區文學創作坊	\$27,300.00
Publication of Mathematics Magazines	\$10,347.00
Training Sessions for F.4, 5 Elite Students	\$7,680.00
Tutorial Fee for F.6 Top Notch Class (\$120 per hour) (\$120x120)	\$14,400.00
Course Fee for F.4-5 English Drama Workshop (15 lessons + writing of the script)	\$11,500.00
綠新青國際樂隊 (Gen Verde) START NOW 工作坊	\$1,250.00
Robotics and Programming Training	\$1,600.00
Course Fee for Ethics & RS Network Prog	\$11,000.00
<b>Total:</b>	<b>\$89,097.00</b>
<b>Amount Refundable to EDB</b>	
	<b>\$8,903.00</b>
<b>Balance carried forward to 2016-17</b>	<b>\$91,000.00</b>

### 3. Report on the use of Careers and Life Planning Grant 2015-2016

Balance brought from 2014-15	\$69,976.10
CLP received in 2015-16	\$541,560.00
<b>Total:</b>	<b>\$611,536.10</b>
<b>Expenditure</b>	
Purchase of reference	\$665.00
Mentorship closing ceremony expense	\$336.0
Subsidy Hok Yau Club program fee for Ambassadors for Counselling Training Scheme for 8 students	\$5,300.00
Purchase of F3 booklets (Finding Your Colour of Life) 150 copies for \$15@	\$2,200.00
Purchase of F5 Career Mapping 140 copies for \$27@	\$2,260.00
Purchase of F5 & F6 MyCareer Map (CII) 250 accounts for \$15@	\$1,500.00
Teacher Assistants' salary & MPF	\$408,465.75
F3 Life Planning Education Camp (Camp site expenses and NGO training services)	\$29,041.40
NGO Career Activities F2 & F6 service fees	\$9,700.00
F4 university visits coaches rental expenses	\$2,900.00
Careers Team Mis. Expenses	\$52.00
<b>Total:</b>	<b>\$462,420.15</b>
<b>Amount Refundable to EDB</b>	<b>\$40,803.95</b>
<b>Balance carried forward to 2016-17</b>	<b>\$108,312.00</b>

#### 4. Report on School-based After-school Learning & Support Programmes

Annual Report of the School-based After-school Learning and Support Programmes 2015/2016													
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: 3rd September, 2016				
Information on Activity Organized in 2015/2016 Academic Year under the Programme											Total Allocation:	48,085.0	
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	Music School Team Uniform	6	100	2015-2016	300 480	Clothes Shop	Attendance Record	300 480 240	0 0 0	1 4 0	0 0 1	\$2,460.00	
2	15-16 Music Instrumental Courses (Lesson1-15)	11	80	9/2015 - 3/2016	1650	SFXC	Attendance Record	1650	1	10	0	\$18,150.00	
3	15-16 Music Instrumental Courses (Lesson16-30)	9	80	3/2016 - 7/2016	1650	SFXC	Attendance Record	1650	1	8	0	\$14,850.00	
4	X'mas Overnight Party	2	100	24/12/2015-25/12/2015	100	SFXC	Attendance Record	100	0	2	0	\$200.00	
5	IS Visit	2	100	29/2/2016 - 3/3/2016	50	SFXC	Attendance Record	50	1	1	0	\$100.00	
6	Maths Enhancement Class (F.1)	6	80	10/2015 - 3/2016	400	SFXC	Attendance Record	200 400	0	0 3	3 0	\$1,800.00	
7	Maths Enhancement Class (F.2)	1	80	10/2015 - 3/2016	500	SFXC	Attendance Record	500	1	0	0	\$500.00	
8	Maths Enhancement Class (F.3)	2	80	10/2015 - 3/2016	540	SFXC	Attendance Record	270 540	0	0 1	1 0	\$810.00	
9	F.4 Picnic	6	100	1/22/2016	120 145	SFXC	Attendance Record	120 145	0 1	4 1	0	\$770.00	
10	F.4 Day Camp	17	100	7/8/2016	160	SFXC	Attendance Record	160	2	15	0	\$2,720.00	
11	F.5 Picnic	8	100	1/22/2016	100 145	SFXC	Attendance Record	100 145	0	3 5	0	\$1,025.00	
12	F.5 Day Camp	17	100	1/22/2016	160	SFXC	Attendance Record	160	2	15	0	\$2,720.00	
13	F.3 Post Exam Activity - War Game	12	100	4/7/2016 - 5/7/2016	160	CQB	Attendance Record	160	0	12	0	\$1,920.00	
14	Singing Contest	1	100	2/7/2016 - 30/8/2016	60	香港青年協會	Attendance Record	60	0	1	0	\$60.00	
<b>Total:</b>								<b>8</b>	<b>111</b>	<b>2</b>	<b>\$48,085.00</b>		

## 5. Report on the use of Jockey Club Life-wide Learning Fund (2015-2016)

Annual Report of the Jockey Club Life-wide Learning Fund 2015/16												
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: 3rd September, 2016				
Information on Activity Organized in 2015/2016 Academic Year under the Programme											Total Allocation:	\$42,711.66
No.	Name of Learning Activities (Teacher I/C)	Actual no. of Grant Beneficiaries Served	Average Attendance Rate (%)	Period of Activities	Actual Expenses (\$) per student	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	Music School Team Uniform	9	100	2015-2016	380	Attendance Record	100	0	0	9	\$900.00	
2	15-16 Music Instrumental Courses (Lesson1-15)	5	80	9/2015-3/2016	1650	Attendance Record	825	0	0	9	\$7,425.00	
3	15-16 Music Instrumental Courses (Lesson16-30)	8	80	3/2016-7/2016	1650	Attendance Record	825	0	0	8	\$6,600.00	
4	JPC War-game	2	100	5/17/2016	90	Attendance Record	45	0	0	2	\$90.00	
5	VA Drawing Course	1	80	14/10/2015-20/4/2016	600	Attendance Record	300	0	0	1	\$300.00	
6	Summer Service Trip	3	100	16/7-22/7	3120	Attendance Record	1560	0	0	3	\$4,680.00	
7	F.4 Picnic	3	100	22/01	120 145	Attendance Record	60 72.5	0	0	3	\$192.50	
8	F.4 Day Camp	10	100	7/8/2016	160	Attendance Record	80	0	0	10	\$800.00	
9	F.5 Picnic	6	100	22/01	100 145	Attendance Record	50 72.5	0	0	6	\$390.00	
10	F.5 Day Camp	12	100	6/28/2016	160	Attendance Record	80	0	0	12	\$960.00	
12	F.3 Post Exam Activity - War Game	8	100	4/7/2016-5/7/2016	160	Attendance Record	80	0	0	8	\$640.00	
13	Music Course (Orchestra)	19	80	2015-2016	1038.64	Attendance Record	1038.64	0	17	3	\$19,734.16	
							<b>Total:</b>	<b>0</b>	<b>17</b>	<b>48</b>	<b>\$42,711.66</b>	