



St. Francis Xavier's School, T.W.
Annual School Report
2018 - 2019

School Mission & Vision

Vision

Our students will be capable, individual and responsible citizens of integrity, equipped with Christian values to serve the community.

Mission

1. To provide students with the opportunity of learning the Gospel of Christ in order to enrich their spiritual life.
2. To nurture a whole-person education for students so as to develop their moral, intellectual, physical, social and aesthetic potentials.
3. To instill into students the proper moral values so that they have positive goals in life, and have concern about others in society.
4. To provide a rich school life to students through various extra-curricular activities with a view to developing their interpersonal relationship and leadership skills.
5. To help students build up confidence in themselves so that they are able to meet future challenges and changes.

Major Concerns of 2018-2019

1. To nurture positive values for a healthy life
培養正向價值觀 活出健康人生
2. To foster a lifelong passion for learning for diversified achievements
促進樂於學習 建構多元成就
3. To optimize the administrative structure for a sustainable school development
優化行政架構 追求可持續發展

Our School

St. Francis Xavier's School (Tsuen Wan) was founded by the Marist Brothers in 1963. The school adopted St Marcellin Champagnat's approach to educate children and youth. The initial intention was to provide teenagers from less wealthy families with the chance of education. However, with the growth of economy in the local community, most of our students are now from the families of higher socio-economic status.

The school now occupies an area of about 3,300 square metres with 20 air-conditioned classrooms. It is a well-furnished school complex comprised of 4 laboratories for Science subjects; special rooms for Visual Arts, Computer Studies, Geography, Music, Computer Science; a Multi-media Learning Centre; a Library; a Student Activity Centre and a Conference Room. The School Hall is air-conditioned with a seating capacity of 450. In addition, there is an open playground, two covered playgrounds and a basketball court.

Incorporated Management Committee

Component	Sponsoring Body	Ex-officio	Alumni	Parent	Teacher	Independent
No. of representative (Total: 14)	7	1	1	2	2	1

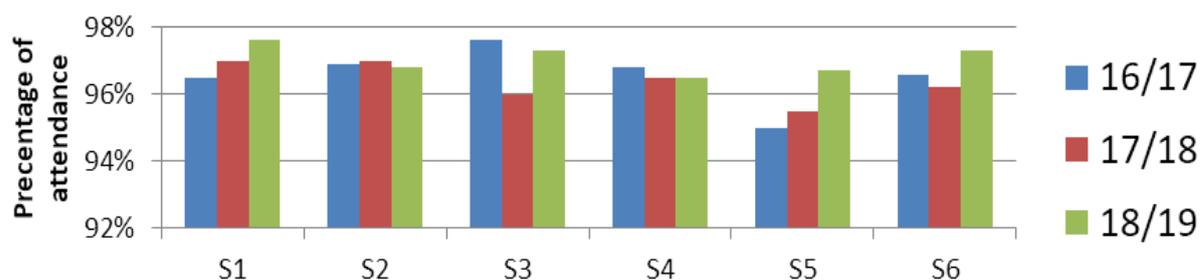
Our Students

Class structure

In 2018-2019, there were 720 students. The number of classes and students in each form were as follows:

	S1	S2	S3	S4	S5	S6
Number of classes	4	4	4	4	4	4
Number of students	124	127	112	121	132	104

Student's Attendance



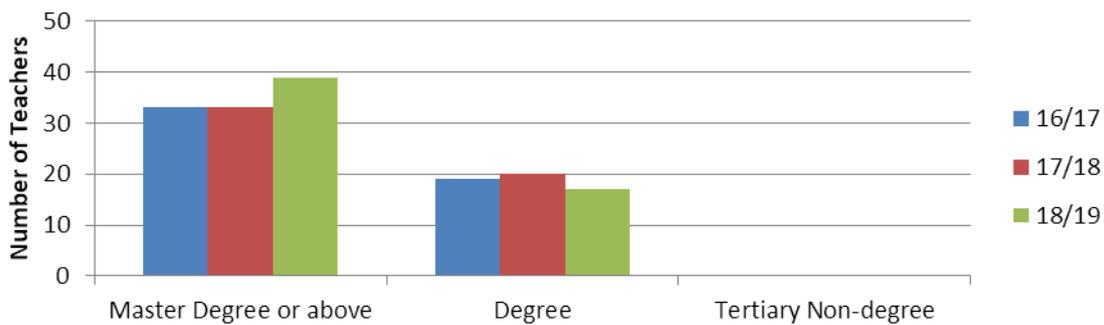
Destination of exit students (S6 graduates):

% of students	Degree Course	Associate Degree/ Higher Diploma Course	Post-secondary/ vocational training course	Employment	Repeat S6	Others
2019	36.8	50.0	7.9	0.9	3.5	0.9
2018	32.7	58.7	4.8	1.9	1.9	0
2017	41.4	47.5	5.4	0	5.4	0

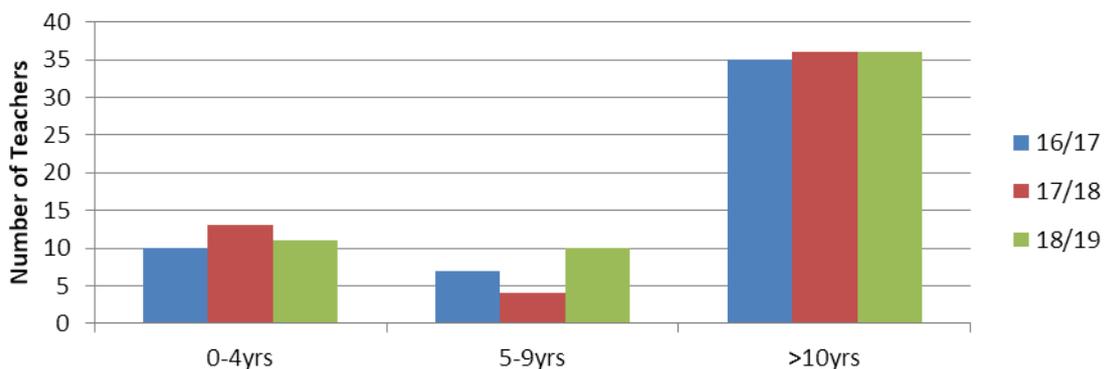
Our Teachers

In 2018-2019, 55 full-time teachers served regularly at our school, plus a Principal and a NET. All teachers are degree-holders with professional training.

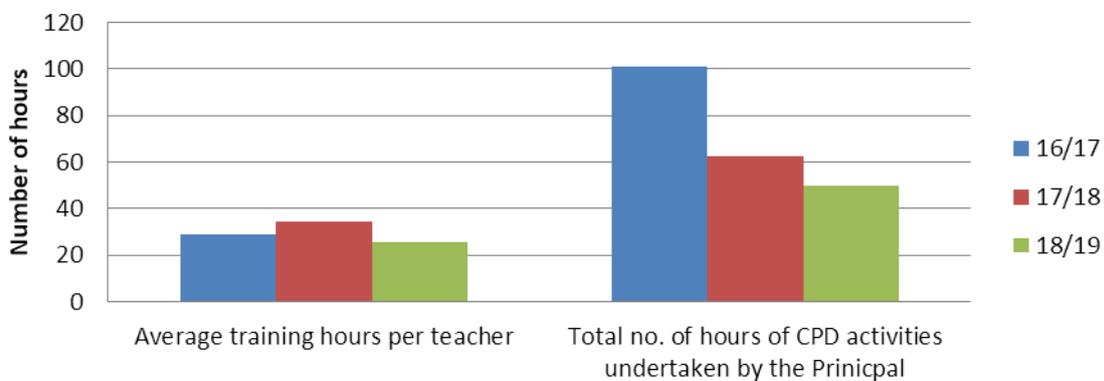
Qualification of Teachers



Teaching Experiences of Teachers



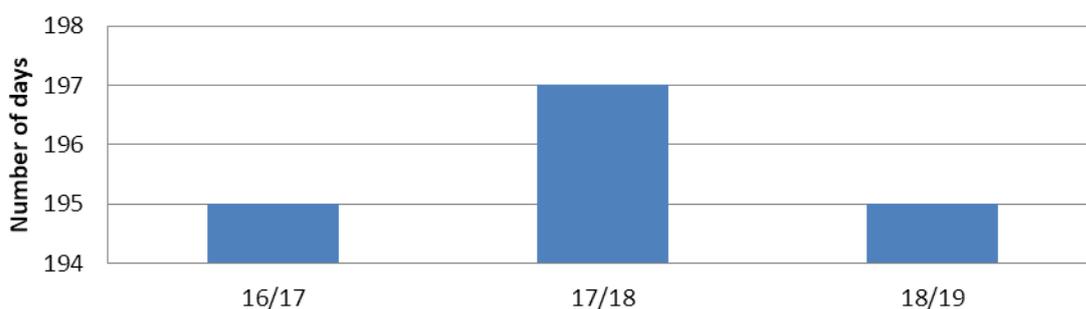
Continuous Professional Development



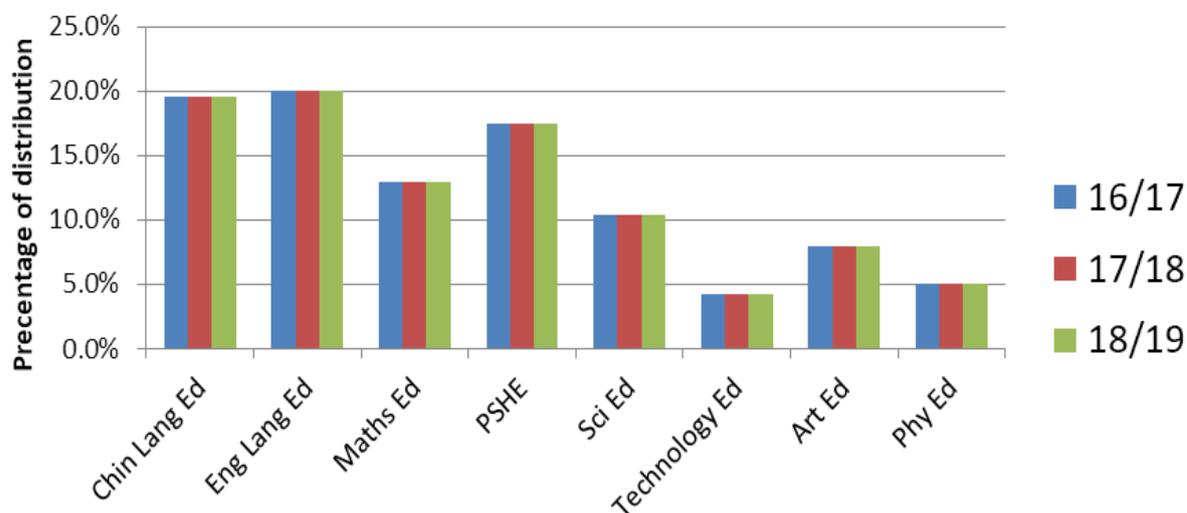
Our Learning and Teaching

In 2018-2019, the number of active school days was 195, among them, the number of actual school days was 165 days. Some of the school days were allocated for special activity days, such including the OLE days, sports days, swimming gala, etc.

Number of Active School Days



Lesson Time for the 8 Key Learning Areas



Achievements and Reflections on Major Concerns

Major concern 1: To nurture positive values for a healthy life

Achievements

1.1 Teaching staff are aware of positive education, applying it to stakeholders

The school has been promoting positive education systematically. In general, we began with teachers, followed by parents and students. In the previous academic year (18/19), we firstly fostered teachers' understanding of positive-value education. In terms of teacher training, we implemented the specific-to-general promotional strategy. In an attempt to advocate positive education, the management selected four teacher representatives, namely two from the Guidance and Discipline Team, and two from the core subject panels, to receive training provided by Geelong Grammar School and the Chinese University of Hong Kong. The post-training special committee was then created to establish school-based goals of positive education.

After that, the Staff Development Team invited an honourable alumnus - Prof CHIU Chi Yue, Dean of Social Science of the Chinese University of Hong Kong, as the guest speaker of the seminar 'How to Commence Positive Education at Secondary Schools', conducted for the teaching staff. In addition, the team invited another honourable alumnus – Mr. KWOK Kai Chun of the Positive Education Laboratory of the City University of Hong Kong, to host a series of workshops regarding character strengths (VIA) for teachers between September 2018 and May 2019, in order to consolidate the participating teachers' knowledge of positive education. The series of workshops involved 'Knowing Character Strengths', 'How to Utilise Language of Positive Education', 'Creating Students' Positive Mood', and 'Establishing Students' Sense of Achievement'. According to the stakeholder survey, teachers tended to agree that the staff professional development activities offered by school had been helpful to their work. The corresponding indicator was 3.4, which had increased

0.3. It suggested that teachers had recognised the effectiveness of the organised teacher training activities.

Positive education entails a wholehearted way of teaching and learning. Therefore, teachers could voluntarily participate in the abovementioned workshops. The participation rate was 84 among the four workshops, namely 21 on average, which was 40% of the teaching staff and this figure was encouraging. Moreover, the voluntary mechanism serves as direct reference for the management to identify interested teachers and this contributes to effective deployment when the school comprehensively executes positive education the next academic year. In addition, teaching staff were required to accomplish the questionnaire concerning character strengths, in hopes that teachers would develop hands-on experience of positive education. According to the term-end teacher survey, 97.9% of the teachers believed that they had ever applied their own character strengths onto stakeholders. The outcome has been unexpectedly desirable.

1.2 Developing positive interpersonal relations among students

One-family spirit is one of the major educational goals in SFXS. As a result, the school invariably emphasises the importance of interpersonal and social skills. It is a reasonable opportunity to develop students' interpersonal abilities further through promotion of positive education. According to the stakeholder survey, in terms of 'School can help students develop interpersonal skills.' among teachers, the indicator has been 0.1 higher than the previous year – 3.6 marks; in terms of 'My child gets along with his schoolmates.' among parents, the indicator has been 4.1.

The first step towards improving interpersonal relations is to understand oneself and handle personal emotions properly. In the light of the belief, this year the Guidance Team have organised a series of activities aimed at upgrading students' abilities to handle personal emotions. The activities include – 1) Seminar(s): 'Getting along with emotions'; 2)

Hands-on workshop(s) (within school hours): ‘Extraordinary emotional missions’; 3) Game(s): ‘Stepping onto the emotional island’, as well as large-scale interactive exhibitions. In order to take students with special needs into account, the school have focused on particular students, formed a focus group concerning emotional growth and provided training as ‘emotional health ambassadors’. These helped investigate students’ special needs. At the same time, the school initiated positive education in S.1 – all S.1 ‘newbies’ completed the ‘VIA character strengths questionnaire’ at the orientation camp to recognise personal character features. The findings were promptly delivered to each form teacher and parent in hopes that the teachers would learn about each student’s personality as soon as possible, facilitating teacher-student rapport.

The Moral and Civic Education Team (MCE) organised activities through three aspects, namely ‘fulfilling responsibilities’, ‘cooperating with people’, and ‘guiding others’, in hopes of upgrading students’ interpersonal skills. ‘Planting sense of responsibility’ required students to take turns to look after roof garden plants. Each student took on his own responsibilities and shared his planting experience with others. The participant students learned to be responsible and established harmonious interpersonal relations through the activity. ‘One person, one duty’ made students carry out different jobs in class. They cooperated and created pleasant learning environment together. ‘Civic Ambassador Scheme’ nourished students’ leadership on top of basic interpersonal skills.

With reference to Key Performance Measures (KPM) 15.1, the ‘overall satisfaction’ among students has been higher than the local median. Also, KPM 15.3 ‘teacher-student relations’ & 15.4 ‘social relations’ indicators have both been equal to or higher than the local medians. What is more, in terms of ‘School proactively teach us how to get along with others’, students have contributed to a high mark – 3.7.

1.3 Parents could operate positive values towards students in coordination with school

Collaboration among different teams contributed to parents' positive impressions about student development assistance at school. The KPM 11.3 & 14 have stably been on high levels, namely 3.9 and 3.8 marks respectively. In terms of parent education as a three-year plan/milestone, the school tried to imbue parents with positive educational concepts in the first year, as preliminary introduction.

Parent-Teacher Association and The Evangelical Lutheran Church of Hong Kong co-organised a seminar for parents, namely 'The future trend and youngsters' development'. The parents were given information regarding 24 character strengths with explanation in the seminar. The post-seminar survey showed that 92% of the parents had agreed about the positive education notions and understood speakers' explanation.

To intensify parents' understanding of character strengths, MCE held an election regarding elements of positive education among parents. There were 47 respondents. MCE sorted the election results and passed them to the Reading Promotion Team for a follow-up. The Team produced tailor-made reading materials that catered to our parents' needs. Parents' reflection on education was encouraged – They should consider educating the next generation in positive ways. What is more, the Guidance Team organised a workshop to cultivate parents' positive mindset, namely 'To be an understanding and reasonable parent', in hopes that parents would handle children's emotional needs with positive attitudes.

1.4 Student organisations established activity goals of fostering positive values

The student organisations under the Discipline, Guidance, Pastoral Care, MCE Teams and so forth are the 'germinating origins' for promotion of positive education. In our blueprint for positive education development, the school focuses promotion of positive education on teaching staff in the first year, whereas for students, the first year resembles a pilot scheme. Therefore, four student leading organisations were selected in the past academic year – We tried to explain and publicise different character strength values through student activities, in

an attempt to foster positive values.

The major student organisation under the Discipline Team is the 'Prefect Team'. In the past year, the Discipline Team had acute determination to enhance prefects' disciplinary image – the prefects on duty demonstrated strictness and unity, advocating 'self-discipline' at school. The Guidance Team participated in 'Smarteen' organised by the Education Bureau, which involved considerable camp and post-camp activities to support student development. 'Smarteen' also made students become voluntary accompanying runners, 'S.1 big brothers' and so on. Students were able to look after the needy with kind-heartedness. Teachers of the Pastoral Care Team formed 'Legion of Mary', which allowed the participants to preach wisdom of 'transcendence' to their schoolmates, enjoying considerable freedom in organising activities. For example, in the S.1 orientation camp, the activities were prepared with the theme 'a love of life'. The MCE Team nominated some S.3 and S.4 students as 'civic ambassadors' (CAs). CAs aim to serve the local community, be concerned about society, and organise volunteering activities outside the school, to exhibit their passion and energy.

Reflections

In order to achieve the goal of 'To nourish students' positivity, to embrace healthy lifestyles', the school devoted a great deal of effort in the previous year. Teachers have already had understanding of positive education and reached agreement. However, positive education is a wide-ranging topic. There is a lack of specific implementation within the scope of positive education. The further implementation requires concentration – there is a need to induce further expertise exchange of positive education among teachers; or even to establish a regular special committee in the name of positive education, to continuously and systematically intensify implementation of positive education at school.

Besides, the teachers should shoulder the proactive role on top of the existing groundwork. They should enhance the connection with parents and students to arouse different stakeholders' passion for positive education. Parents should be especially reminded about positive communication with sons. Students should further be encouraged to organise different activities with a prerequisite of promoting positive values.

Major concern 2: To foster a lifelong passion for learning for diversified achievements

Achievements

2.1 Students could utilise suitable learning methods

To introduce learning methods and reading skills to students, relevant reading materials were prepared for use during S.1 and S.2 reading lessons. The students were then required to answer corresponding questions via online reading platforms. In S.1, 'S.1 reading handbooks' were printed and students would learn about reading skills with teachers' guidance before answering practice questions concerning reading skills. In S.2, 'New extraordinary student diary' was chosen as the learning material – chapters concerning time management and learning efficacy were taken out to imbue students with corresponding concepts and applications.

According to the survey, more than 63% of the students agreed that the reading materials could develop their learning and reading abilities. Teachers of the Reading Promotion Team discovered that students had understood the reading skills during discussion. This should be continued next year. We may also consider holding competitions to make students learn and apply. Although more than 80% of the students did log on the online reading platform and answered the questions concerning reading text, it was time-consuming for the teachers to chase students up about the assignments. Instead, Kahoot! will be used next year owing to its convenient login process and its competitive nature. It tends to motivate students.

To help students develop basic learning habits, the school suggested students be ready with all necessary textbooks and notebooks, as well as proactively jot notes all the time. According to the classroom diary records, the indicators concerning ‘No textbooks or notebooks’ were reasonable among different junior forms. The overall no-book percentage was lower than 2%. The Chinese panel held ‘Election of the best Chinese notes’ in both the first and the second terms. The end-term ‘my favourite assignments’ (using Mentimeter to suggest reasons for the selections online) were displayed onto the ground-floor noticeboards. The most satisfactory assignments were also chosen by students and displayed in the classrooms for peer appreciation.

In terms of promoting the idea of ‘hard work & great skills’, subject panels had distinctive understanding of it. For example, in S.3 Computer Studies, three assignments on Arduino made students produce videos as the submission format. To some extent, students could effectively save time from repeatedly demonstrating learning outcomes. Weekly quizzes, assignments and group discussions (Maths Ambassadors as tutors) were utilised in junior Mathematics to enhance learning efficacy. Chinese teachers taught effective reading strategies to junior form students, such as finding out key points in each paragraph of reading text. What is more, senior form students were taught to master exam skills in different papers.

The school aimed at providing different learning modes for students concerning a variety of learning dimensions so that students would recognise and use the most suitable methods for comprehensive applications. Most of the subject panels could place self-directed learning materials of junior forms onto Google Classroom or other common platforms so that students could freely get access to them. Subject panels could choose a particular form on trial and encourage students to prepare for one of the topics. Students could attempt the ‘self-directed learning’ mode. Some subject panels have also made the learning mode as the key element of peer lesson observation. Teachers could set extra or challenging questions

regarding online self-directed learning materials in tests and exams, to encourage students to learn on their own. A survey pointed out that 70% of the students attempted the corresponding questions in tests and exams.

In S.1 Computer Studies, e-books, LMS and 'BYOD Preliminary Scheme' were introduced so that students could try out different learning modes. In senior physical education, 'Sport Education' had been promoted – Teachers divided a module into three stages. Then, to cater for learner diversity, students were allocated to different teams. Each team had to nominate teammates as different roles on their own. Students then learned to take up their own responsibilities. In case students had been incapable, teachers would have prepared relevant information as reference for them. After that, each team had to form subgroups of adjudicators, organisers, narrators, first-aiders and so forth. Students might broaden their cognition and social circles through trials on a variety of roles.

2.2 The school systematically learned about students' characteristics

The non-stop technological advancement has made the school inevitably stay tuned. Teachers have been retrieving student information more conveniently through collection via different platforms and release of student data. According to the stakeholder survey, teachers rated 'School has systematically collected teaching and learning data for examination of students' learning progress and performance' as the best item under school management, which was 3.6 marks.

The school collected data in terms of students' personalities, capabilities and aptitudes. For students' personalities, the school required S.1 students to complete the 'character strength questionnaire (VIA)' (a psychological test), in which could find out each student's priority among 24 character strengths. The results were sorted by IT teachers, analysed and released by the Guidance Team. To understand students' capabilities, on top of utilising 'School Administration & Management System (SAMS)', the Discipline Team expanded use of the

e-School platform in the past year to record students' merits, demerits, in-class performances and so forth. The team regularly announced the data in form meetings to facilitate effective communication among form teachers, students and parents. Students' aptitudes and tendencies are also important key to understanding students. Therefore, the Career Guidance Team assigned 'Cambridge Occupational Analysts' (COA) to S.1, 'Basic Interest Marker' to S.3, and 'Career Interest Inventory' (CII) to S.6. Students could sustainably understand their vocational preferences and updated student information could always be sorted for teachers' reference.

To capture data, the IT team strengthened use of e-Class App on mobile devices. What is more, teacher, student and parent versions were available for convenience. The school intended to encourage different stakeholders and functional groups to work hand in hand collecting and releasing comprehensive student data. This made teachers and parents practically understand students' characteristics. Since the school attempted to systematically arrange students' distinctive data, teachers in general agreed that this had been the best part of school administration.

2.4 Students gained recognition for hard work

The school has endeavoured to promote multiple intelligences so that students may develop sense of achievement. According to school's Key Performance Measures (KPM) 15.5 & 15.6, students' indicators of 'opportunity' and 'sense of achievement' were both in the 75th percentile. According to the stakeholder survey, teachers, students and parents rated components regarding student participation in extra-curricular activities 3.6 or above. In particular, parents in general believed that 'extra-curricular activities' had been the best item under 'support for student growth' at school, which was 3.9 marks.

The school provided sufficient multifaceted learning opportunities for students so that on top of academics, they could have abundant learning experience. Arts Education Department

arranged a series of activities titled ‘a wealth of talent’ for all S.1 students. Each student enjoyed more than eight artistic mediums, instruments and different kinds of physical exercise for learning purposes. The Other Learning Experience (OLE) Team arranged a leadership training camp for all S.2 students so that they would be well-equipped for psychological development. The Guidance Team nominated 30 S.3 students for ‘Smarteen’, which trained up students who possessed leadership. For curriculum review, S.4 students were especially arranged to have ‘service learning in society’ sessions, in hopes that students would have opportunity to learn about theories of organising activities and put them into practice. S.5 students would mainly take up the leading roles in all student organisations. The OLE Team would likewise provide training for leaders in each student organisation so that students could learn and apply.

In an attempt to help students develop different interests, the school paid attention to students’ aptitudes and introduced darts, e-sports, long-distance running, Thai boxing, rope skipping and Kin-Ball onto the existing list of extra-curricular activities. Owing to the wide variety of interest clubs and students of ‘a wealth of talent’ becoming gradually mature, on top of the existing ‘SPARK!’ variety show, in May this year, the OLE Team introduced the activity titled ‘a wealth of talent show’ – This made students demonstrate what they had learned from the interest clubs and courses. There were 24 performers and more than 200 people for audience participation on the day. According to the survey responded by performers and participants, students were satisfied with the show atmosphere and the performances. In addition, the school 55th anniversary took place this year, each subject panel displayed students’ learning outcomes and talents on the open day in December. Besides traditional projects, there were STEM productions like 3D-printed works, Arduino models, smart campus tools and the solar car of SFXS.

In terms of academics, the school invariably encourages cross-curricular collaboration, such as devising and organising multifaceted competitions and learning activities for students’

participation. Personal, Social & Humanities Education Department, the MCE Team and the OLE Team organised a journey concerning manufacturing industries. The group visited the Daya Bay Nuclear Power Plant and factories of the Shenzhen BYD Company. The content was close to S.3 Economics, Geography and History. Students also participated in ‘Hong Kong students/schools entering ‘Chuan’ study tour – Technology’ organised by the Education Bureau and ‘Sichuan University STEAM experiencing tour’ organised by the Hong Kong Chinese Enterprises Association. According to the guiding teachers’ observation and interviews, the majority of the students demonstrated active participation and were satisfied with the activities.

In the past year, the school proactively participated in projects related to STEM. In collaboration with the Hong Kong Polytechnic University, all S.1 students took part in the university’s series of activities and workshops named ‘Knowledge from “PolyU” STEM’. Six groups of students proceeded to a pioneering competition related to biomedical engineering. They were successfully awarded prizes regarding user-friendliness and innovative design. A group of S.3 students were nominated for the ‘Second Chance Project’ co-organised between the Absolutely Fabulous Theatre Connection Company and the Eden Project. The project was also sponsored by Tin Ka Ping Foundation. The Geography panel and the STEM core group cooperated to make students write reports, construct models and do verbal presentations in front of adjudicators. They successfully received six prizes. Besides developing STEM, each department enrolled students into no less than 60 competitions out of the campus. The participation rate was no less than 300 and the prizes obtained were more than 90. The school believes that the students have effectively and gradually developed sense of achievement through these activities.

In order to recognise students’ hard work, the Staff Development Team provided school-based workshops such as ‘Utilising positive teaching language’ and ‘Building students’ sense of achievement’. The school hopes that teachers can give students more

recognition concerning their desirable performance in daily school life. The survey results indicated that all teacher participants agreed that the workshops had been helpful to their professional development. For students with intermediate ability, the PTA especially introduced ‘scholarships for improvement’ among junior form students this year, in hopes that intermediate students could also have sense of achievement. To further uplift students’ sense of achievement, ‘SFXS Spotlight’ was formed for teachers to upload students’ daily outstanding achievements and participation in important activities. They would then be placed onto the school website and social networking sites. This might make students feel treasured and recognised.

2.5 To prepare students for multiple opportunities

Students have systematically been understanding their developmental needs through strategic curriculum design and a variety of activities under triple efforts among teachers, students and parents. They have had clear goals and begun life planning. This year 80 of our students have received offers via JUPAS. The number is 21 more than the previous school year and the percentage rise is 23.8%. The performance has been encouraging.

Our teachers prepare students for multiple opportunities. Teachers of the Career Guidance Team continuously receive professional training and some of them have completed a relevant 100-hour course this year. Regarding in-school training, the Career Guidance Team have provided ‘Release of DSE results counselling workshops’ for S.6 form teachers, the Guidance Team and social workers. What is more, they co-organised ‘Job interest testing workshop’ with the Teacher Development Group and The Evangelical Lutheran Church of Hong Kong (ELCHK) for teaching staff. Over 80% of the teachers were satisfied with the abovementioned training. S.5 form teachers also had collaborative lesson planning sessions for the ‘life map’ course. In addition, teachers of the Career Guidance Team have even made use of lesson time to provide individual guidance and consultation for S.6 students – 77% of

the students find it helpful in planning the future.

Students prepare themselves for multiple opportunities. The Career Guidance Team provided opportunities for students in different forms to understand their aptitudes, kicking off life planning – S.1 had ‘Cambridge Occupational Analysts’ (COA); S.2 had ‘Boys pursue dreams scheme’; S.3 had ‘Writing to dream scheme’ and ‘Basic Interest Marker’ (BIM); S.4 and S.5 had ‘life planning’ courses; S.6 had ‘Career Interest Inventory’ (CII) and a series of seminars concerning further studies and career planning. What is more, the school contacted communal resources to organise different types of career-oriented activities, such as ‘JA Company Programme’ co-organised with Junior Achievement Hong Kong and ‘life planning activities’ co-organised with ELCHK. 13 different organisations were also contacted for our students’ career exploration.

Parents prepare children for multiple opportunities. The Career Guidance Team and ELCHK co-organised a parent talk titled ‘Further study opportunities and future social requirements’ – 90% of the parents felt satisfied. Also, the team organised a parents’ gathering for S.3, S.5 and S.6, in an attempt to explain subject choices in senior forms and introduce further studies in mainland China, Taiwan, Southeast Asia and overseas. In-depth analysis of JUPAS was likewise delivered. Parents were as well invited to attend S.6 students’ ‘individual guidance and consultation’ sessions. The service was further provided for students and parents after the release of HKDSE results.

Reflections

In order to make students ‘enjoy learning, demonstrate multiple intelligences’; the school has made a remarkable effort in terms of academic development, information processing, planning activities, reward schemes, life planning and so forth. However, to stay up-to-date, we still need to strive onwards and improve constantly.

Teachers are still within the stage of exploration for positive education. In the next school year,

subject panels will make use of students' VIA results provided by the Guidance Team to cater to individual needs, designing a variety of strategies. In terms of school administration, further implementation of e-learning has become a common goal, namely intensifying e-learning, setting up comprehensive e-platforms for student information, and putting mobile messaging apps in wide use. These all benefit students who will receive more appropriate learning assistance. The school will also form an e-learning core group which involves greener teachers from different subject panels. A designated S.2 class will be on trial to try out e-learning with specific learning topics. This will help explore the suitable learning modes for our students. In addition, subject panels can take advantage of life-wide learning grant to strengthen STEM education and organise cross-curricular functions such as reaching-out exchange programmes.

Other than academic development, learning opportunities like uniformed groups, physical education and art are needed for our students' growth. More importantly, through these aspects of learning, students should be encouraged at both home and school to develop thinking on growth, to bravely take on challenges themselves, and to participate in more extra-curricular activities and competitions either inside or outside school. Then, self-confidence and sense of achievement will be built.

Major concern 3: To optimize the administrative structure for a sustainable school development

Achievements

The school required each subject panel to explain in detail regarding the following – 'functions', 'missions and visions', 'contributions', 'division of labour', 'requirements for students', 'job-handling procedure' and 'collaboration with other units' in annual documents. All subject panels were able to accomplish the task, as well as reviewing the intra-panel job allocation. The school has made major changes in personnel, namely Vice Principal, Career Guidance Team Leader, Pastoral Care Team Leader, Moral and Civic Education Team Leader, Teacher

Development Team Leader, English Panel Head, and Liberal Studies Panel Head. Besides, after lesson observation as appraisal, the Principal openly praised particular teachers for excellent teaching. He also uploaded the corresponding teaching videos on the internet, in an attempt to boost morale within teaching staff and foster professional expertise exchange. The stakeholder survey revealed that in terms of ‘Principal can effectively carry out personnel management, teachers can utilise their talents and attributes’ among teachers, the indicator increased to 3.4, which was the highest under the category ‘Principal’s professional leadership’.

In addition, Vice Principals have tried to set up temporary committees concerning some important tasks, for example ‘out-of-town study tours’, ‘positive education’, and ‘student reward schemes’. The movements have contributed to a win-win situation – 1) to compensate for the existing clear delineation of duties between functional groups, and 2) to provide novice teachers with opportunities to experiment on school administration, which is beneficial to the future staff development. In the stakeholder survey, Vice Principals obtained 3.4 and 3.3 in terms of ‘Managing work among subject panels’ and ‘Facilitating communication between management and teachers’ respectively, which had both been better than before.

Reflections

School management should be up-to-date to optimise administrative structure and to pursue sustainable development. Since each subject panel have been clear about their position and role, systematising administrative structures in different subject panels is suitable in future. It will strengthen positioning of each team and simplify documentation. In addition, the existing structural deployment leaves chance of further consideration – The school might dismiss those ‘temporary committees’ after job accomplishment or make them regular, which will facilitate organisation in future.

For personnel management, the school will provide further opportunities. Colleagues will be sharing their pedagogical study outcomes and experience of student management. This will

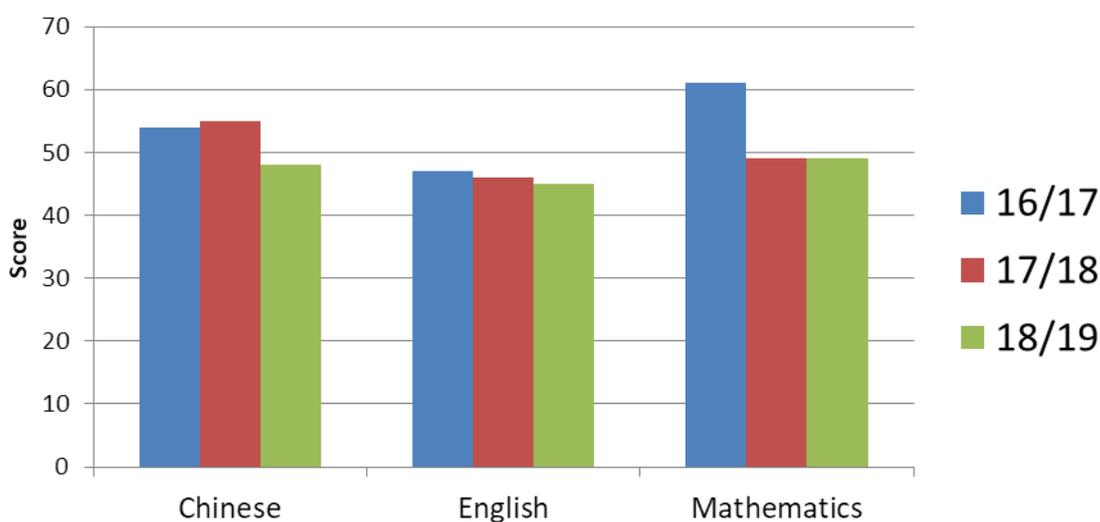
recognise teachers' achievements. They may do verbal sharing on staff development days and sharing in written forms. Furthermore, the school should encourage heads to give reassuring comments concerning lesson observation and homework inspection, in order to raise teaching staff's morale through recognition for 'achievement' and 'effort'.

Student Performance

1. HKDSE :

	16 / 17	17 / 18	18 / 19
No. of students sat	110	104	114
% of students awarded the minimum entrance requirement for tertiary education	35%	35%	40%

2. HKAT (Pre-S1) :



3. Inter-school Activities and Prizes

I. 中文科

第七十屆香港學校普通話校際朗誦比賽

中 五級普通話詩詞獨誦	亞軍	5A 陳葉楓
中一二級普通話詩詞獨誦	亞軍	2A 瀧口翼
中一二級普通話散文獨誦	亞軍	2B 黃禧仁
中一二級普通話散文獨誦	季軍	2A 蘇永熹
中一二級普通話散文獨誦	季軍	2A 鄭明揚
中一二級普通話散文獨誦	季軍	2B 黃禧仁
中 三級廣東話散文獨誦	季軍	3A 陳駿賢

第十四屆全港經典故事、小品、詩歌表演比賽

故事	冠軍	3B 陳樂謙
詩歌獨誦	冠軍	4A 鄒佳澎
散文獨誦(論語)	冠軍	2B 黃禧仁
散文獨誦	亞軍	2B 黃禧仁
詩歌獨誦	季軍	3A 陳溢朗
散文獨誦	季軍	4A 張永健
普通話戲劇小品(中學組)	金獎	

第十屆大學文學獎「少年作家獎」

少年作家獎	5A 楊銘賢
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文學之星：2018-2019 中國中學生作文大賽(香港賽區)

高中組	銅獎	6A 陳天浩
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文化盃辯論賽 2019 亞軍 2A 蕭洛熹 2B 何梓逸 4A 周文斌 5A 連梓渝

教協中文硬筆書法比賽(校內甄選)

初級組	冠軍	3A 陳駿賢
初級組	亞軍	2A 何衛傑
初級組	季軍	3A 馮志聰
高級組	冠軍	6A 陳天浩
高級組	亞軍	6A 周譽強
高級組	季軍	4A 林榆凱

II. 英文科

70th Hong Kong Schools Speech Festival (English Speech) 2018-2019

Solo Verse Speaking	1st prize	1A 饒博深
Solo Verse Speaking	1st prize	5D 屈子軒
Public Speaking	1st prize	5A 王源琛
Dramatic Duologue	2nd prize	4A 陳左乾
Dramatic Duologue	2nd prize	4C 郭兆樑
Solo Verse Speaking	2nd prize	5D 謝明杰
Solo Verse Speaking	3rd prize	2A 瀧口翼
Solo Verse Speaking	3rd prize	4A 關正煒
Solo Verse Speaking	3rd prize	5D 鄭浩宏
Dramatic Duologue	3rd prize	4D 張竣軒

Dramatic Duologue 3rd prize 4D 葉家鍵

The 20th HKPTU Secondary Debating Competition

Second Place 3A 黃天能 3A 陳溢朗 3A 陳駿賢 3A 王子桓 3A 古國灝
Best Speaker 3A 陳駿賢

III. 數理科

2019 港澳數學奧林匹克公開賽《港澳盃 HKMO Open》

中學一年級組	金獎	1A 陳梓軒	
中學一年級組	銀獎	1A 王浩霖	
中學一年級組	銅獎	1A 黃鴻燁	
中學二年級組	銀獎	2A 何靖	2A 何衛傑
中學二年級組	銅獎	2A 蕭洛熹	2A 瀧口翼
中學三年級組	銀獎	3B 湯耀程	
中學 高中組	銀獎	4A 劉宏達	4A 蕭鎮鋒
中學 高中組	銅獎	5A 黎浩澄	5A 廖樂天

IV. 數理科

香港理工大學中學數學學科比賽

數學科 高級優異	5A 楊銘賢	5A 黎浩澄	5A 李浚民
物理科 高級優異	5A 黎浩澄		
化學科 高級優異	5A 黎浩澄		
生物科 高級優異	5A 李澤焯		

2018/19 機關王影片賽

中學組及公開組 金獎

STEM「沙螺灣再生計劃」創意計劃書撰寫比賽

最佳跨學科運用	第一名
最佳藝術表達	第一名
最佳匯報	第一名
最佳活學營地方案	第一名
最佳計劃	第一名
最佳展現價值觀方案	第一名

思科創意解難挑戰賽

學校積極參與獎 金獎

中學可載人太陽能車設計比賽

最具安全意識獎 亞軍

第五十二屆聯校科學展覽計劃書設計比賽 季軍 5A 廖樂天 5B 蕭洛汶
5A 譚兆康 5A 黃文亨

智慧城市專題研習計劃 2018/19
優秀智慧城市專題研習獎

香港理工大學「第一屆生物醫學工程創意競賽」
「最受用者喜愛獎」 中一級
「具開發潛力設計獎」 中一級

V. 企業、會計與財務概論科

HKICPA/HKABE Joint Scholarships for BAFS (2018-2019) 5A 俞錦韜

香港商業教育學會及妙法寺劉金龍中學合辦 2018 – 2019 聯校會計比賽
優異獎 5A 俞錦韜 5C 邱正林

股壇達人桌上遊戲校內比賽

冠軍 5C 鍾嘉禧
亞軍 5C 鄭子聰
季軍 5A 李浚民

VI. ICT

電腦科學挑戰賽 2019 高級組別 優秀獎

VII. 音樂科

第 71 屆香港學校音樂節

鋼琴獨奏 Grade 3 季軍 1D 馬嘉俊
鋼琴獨奏 Grade 7 季軍 3D 柯俊言
圓號獨奏初級組 季軍 4D 楊熙晉

第 2 屆(台灣)亞洲.愛琴海藝術講堂及音樂大賽

鋼琴小奏鳴曲 D 組 第一名 5D 謝明杰

第二屆亞洲愛琴海音樂大賽 2018 香港選拔賽

Piano Sonitia 亞軍 5D 謝明杰

台灣愛琴海音樂大賽

2018 台灣決賽 第一名 5D 謝明杰

OS-(F1-F6) Sonata in CK 545 1st Mvt 5D 謝明杰

第六屆香港國際青少年表演藝術節

莫札特奏鳴曲組 銅獎 5D 謝明杰

鋼琴六級組 銅獎 5D 謝明杰

VIII. 視覺藝術科

「拍.影.畫」慈善創作比賽 繪畫組別（高中組） 亞軍 4A 鄒佳澎

「2019 喜樂四格漫畫創作比賽」（初級組） 優異獎 3B 梅晉軒

THE SOVEREIGN ART FOUNDATION

STUDENTS PRIZE HONG KONG 2019 入選最後十強 6D07 周展樂

IX. 體育科

荃灣及離島區中學校際游泳錦標賽(香港學界體育聯會)

甲組團體 亞軍

丙組 50 米背泳 季軍 1A 梁韶峰

荃灣及離島區中學校際籃球錦標賽(香港學界體育聯會)

U15 組別 亞軍

第二十八屆荃灣體育節-荃灣區校際羽毛球比賽

男子乙組 季軍

第 3 屆港青京士柏健球盃

男子團體 季軍

荃灣區新春敬老慈幼盃青少年足球邀請賽(荃灣足球會及荃灣區敬老慈幼會)

男子組碟賽 冠軍

高雷中學健球邀請賽 冠軍

屈臣氏集團香港學生運動員獎 2018-2019 4B 崔家僑

二零一八仁愛堂跆拳道大賽

男子色帶青少年組冠軍 6D 黎梓聰

X. 圖書館

哈佛圖書獎(校內甄選)

第一名	5A 何宗林
第二名	5A 王冠傑
第三名	5A 王源琦

XI. 制服團體

聖約翰救傷隊新界少青團隊際比賽 2018

制服檢閱比賽	第二名
家居護理比賽	第二名
急救比賽	第三名

XII. 服務/領袖才能

2018 荃灣區青少年暑期活動傑出義工服務獎	傑出義工 4A 徐弘昌
2018 荃灣區明愛賣物會	遊戲設計 冠軍

XIII. 電競運動

2019 英雄聯盟校際盃港澳區預選賽 亞軍	5C 鄭子聰、5C 黃子昇、5D 譚健明、 6B 黃敏充、6C 丘均裕
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Digital Entertainment Leadership Forum (DELFF) 2019 Celebrity Invitational Game

Champion	4D 鍾森華	5C 鄭子聰	5C 黃子昇
	5D 譚健明	6B 黃敏充	6C 丘均裕

「少訊電競同樂日 JPC E-Sports Fun Day」	嘉許狀
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XIV. 其他

尤德爵士紀念獎學金	6A 馮灝樑	6A 趙灝倫
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2018 第四屆全港青少年進步獎	5B 張駿生
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2018 明日之星 — 上游獎學金	6A 趙俊	6A 岑添朗
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應用學習課程(2017-19 學年)首 SCENE 放映展 2018

現場最受歡迎影片及評委特別獎	6C 彭天朗
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應用學習課程(2017-19 學年)-羅氏慈善基金	6B 鍾俊穎
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「撐香港體壇精英」全港學界微電影比賽 2018

中學組 銅獎	主題: 「拼搏吧, 運動員!」
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校內獎項

Marist Brothers Scholarship - Academic Award 聖母昆仲會獎學金

6A	CHEN TIAN HAO	陳天浩	(1st in S6)
6A	PAK KA HO	白嘉浩	(2nd in S6)
6A	AU KING KEUNG	區景強	(3rd in S6)
6A	FUNG HO LEUNG LOUISE	馮灝樑	(3rd in S6)

SFXS Award 聖芳濟獎

5A	CHEN YEFENG	陳葉楓
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SFXSAA - Bro. Leo Memorial Awards 李保華修士紀念獎學金

6A	YEUNG LOK YIN	楊樂賢	(Best Computer Studies in S6)
6C	SHI KA WONG	施嘉煌	(Best Computer Studies in S6)
6A	PAK KA HO	白嘉浩	(Best Biology in S6)
6D	CHAN HEI LOK	陳禧樂	(Best Chemistry in S6)
6A	FUNG HO LEUNG LOUISE	馮灝樑	(Best Physics in S6)
6A	CHIU HO LUN	趙灝倫	(Best Mathematics in S6)
6A	FUNG HO LEUNG LOUISE	馮灝樑	(Best Mathematics - Module 2 in S6)

Bros Konrad & Leo Bauer's Co-curricular Scholarship

孔納德及李保華修士聯課活動紀念獎學金

科學學會

Yu's Brother Scholarship 余氏獎學金

2B	葉翱熙	5C	蕭洛汶
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PTA Scholarship 家長教師會獎學金

S3	Rolling Souls	(音樂科)
4D	LI MAN CHUN	李旻駿 (服務獎)
5A	CHEN YEFENG	陳葉楓 (服務獎)
5A	HO CHUNG LAM	何宗林 (服務獎)
5D	CHAN SHUN YIN	蘇渭軒 (體育科)
6A	HO HAU HEI MATTHEW	丘卓熹 (美術科)

PTA Academic Improvement Award 家長教師會成績進步獎

中一	第一名	1B 余淇滔
	第二名	1D 梁浩綸

中二	第一名	2C 林佑徽
	第二名	2D 張肇晞
中三	第一名	3B 易文皓
	第二名	3D 黎仲楠

Subject Awards 學科成績優異獎

6A	CHEN TIAN HAO	陳天浩	(Best Chinese Language in S6)
6A	CHEN SHENG	陳 晟	(Best Chinese History in S6)
6C	CHOW WING CHIT	周詠哲	(Best Liberal Studies in S6)
6A	WONG CHI HEI	黃智熙	(Best Geography in S6)
6A	AU KING KEUNG	區景強	(Best History in S6)
6A	AU KING KEUNG	區景強	(Best English Language in S6)
6A	CHAN CHUN KIT	陳俊杰	(Best BAFS in S6)
6A	CHAN YEE PUI	陳義培	(Best Economics in S6)
6A	WONG CHI HEI	黃智熙	(Best Visual Arts in S6)
6B	LI MING HIN	李銘軒	(Best Visual Arts in S6)

SFXSAA Conduct Award 校友會操行獎

6A	CHAN TIN HO	陳天浩
6B	LEUNG WAI HO	梁偉灝
6B	LEUNG YIK HEI NELSEN	梁翊禧
6C	CHOW WING CHIT	周詠哲
6C	FUNG KIN HANG	馮建衡
6D	FOK SIU HEI	霍兆希
6D	WONG CHI HO	王智浩

Scholarship for Pathfinder 探驪獎學金

5A	LI CHAK WAI	李澤煒(最佳編輯)
4A	ZOU JIA PENG	鄒佳澎(最佳攝影記者)

Financial summary (1st September 2018 to 31st August 2019)

Name of Accounts	Bal. b/f (\$)	Income (\$)	Expenditure (\$)	Balance c/f (\$)
Expanded Operating Expenses Block Grant (EOEBG):				
EOEBG Baseline Reference		1,913,548.19	1,833,671.69	79,876.50
Air-Conditioning Grant		420,316.50	280,910.00	139,406.50
Administration Grant, CA grant		3,441,757.51	3,449,530.40	(7,772.89)
Composite Information Technology Grant		407,214.00	307,227.80	99,986.20
SB Support Sche for newly arrived Child				0.00
Capacity Enhancement Grant		613,766.00	418,567.00	195,199.00
Foundation Fund donation: TAx2				
Special Grant on Typhoon Disturbance		28,000.00	28,000.00	0.00
Balance of 31stOct:				506,695.31
Balance b/f from last year:		1,347,333.22		
Balance of EOEBG:				1,854,028.53
Grant Outside EOEBG:				
Other Recurrent Grant A/C	0.64	664,000.00	664,000.00	0.64
Salary A/C:'001 Teaching Staff (Incl. 003 Lab. Technician		42,531,224.26	42,531,224.26	0.00
Employer's Cont to PF Scheme for NT		970,080.00	970,080.00	0.00
Grant A/C for Fringe Benefits under NET		427,728.00	428,018.90	(290.90)
Substitute Teacher grant		517,984.25	517,984.25	0.00
School -based After school Learning & Sup	36,322.70	36,662.00	36,662.00	0.00
Teacher Relief Grant	457,458.60	109,800.00	72,771.66	73,351.04
Learning Support Grant (SEN)	457,458.60	211,422.00	249,118.50	419,762.10
Teacher Training Grant (SEN) for IMC School	208,252.10	1,236,370.00	1,090,640.16	353,981.94
Diversity Learning APL		73,719.00	73,719.00	0.00
Diversity Learning Other Programme	66,528.50	345,600.00	353,200.00	(7,600.00)
Fractional Post Cash Grant	66,528.50	84,000.00	54,520.00	96,008.50
Moral & National Ed Subject Support Grant	146,940.17	182,970.00	139,720.00	190,190.17
Senior Secondary Curriculum Support Grant	369,380.00		2,000.00	367,380.00
Career and Life Planning Grant	171,031.39	731,880.00	510,946.30	391,965.09
4th Strategy on IT in Ed. Recurrent Grant	14,589.52	609,900.00	568,542.61	55,946.91
One-off IT Grant for e-Learning in School	195,850.00	66,740.00	64,809.00	1,931.00
Promotion of STEM Grant	0.00		196,108.00	(258.00)
One off Promo. C.Hist & Culture Grant	150,000.00			0.00
IT Staff Support Grant	15,859.50	307,200.00	288,099.00	34,960.50
Promotion of Reading Grant		60,000.00	59,907.40	92.60
Committee on Home-Sch-Co-op Proj Grant		20,374.00		20,374.00
Outside EOEBG Balance:				2,015,185.59
Government Grant Total:				3,869,214.12

Appendix 1: 推行「全校參與」模式融合教育的政策、資源及支援措施的報告

<p>I 政策</p>	<ul style="list-style-type: none"> ● 本校致力建立共融文化，以「全校參與」模式支援有特殊教育需要的學生；透過資源調配，為學生提供適切和多元化的支援服務，以提升學生的學習效能及協助他們融入校園生活； ● 學校重視家校合作，透過不同渠道，與家長一起商議有關支援學生的策略。
<p>II 資源</p>	<ul style="list-style-type: none"> ● 中學學習支援津貼 (Learning Support Grant) ● 校本教育心理服務
<p>III 支援措施及資源運用方式</p>	<ul style="list-style-type: none"> ● 成立特殊教育支援組； ● 增聘 1 名教師、1 名助理教師和 1 名輔導員以「全校參與」模式照顧個別差異； ● 購買「情緒社交及學習動機提升」服務，為有情緒問題及學業成績稍遜的學生提供相關技巧訓練，讓家長了解有特殊教育需要學生的學習特性，從而配合學校的措施； ● 購買「言語治療服務」課程，為有言語障礙的學生提供改善言語表達技巧； ● 購買「共融工作坊」去推行學校共融文化； ● 參加「賽馬會喜伴同行」計劃支援有自閉症學生的小組訓練及加強支援服務； ● 參加協康會「啟晴職聘計劃」去協助 SEN 學生進行自我認識； ● 為個別 SEN 學生設計個別學習計劃去實踐； ● 教育局實習教育心理學家為初中專注力不足/過度活躍症同學提供執行技巧訓練； ● 每個 SEN 同學都有一個跟進老師，跟進老師與其跟進同學定期面談，了解同學的學習情況和在學校的生活； ● 安排有需要學生於特別課室進行測驗考試調適； ● 協助有需要學生向考評局申請公開考試特別安排； ● 在教師發展日安排教育心理學家為全體老師提供培訓，主題為「認識及支援有精神健康需要的學生」 ● 為同事提供 SEN 相關培訓課程資訊； ● 提供外界機構的家長服務予 SEN 學生及其家長。

[Appendix 2: Report on Diversity Learning Grant, 2018-2019](#)

Balance brought from 17/18	\$66,528.5		
DLG (OP) received in 18/19	S4	S5	S6
	\$28,000.0	\$28,000.0	\$28,000.0
Items:			
1. Chinese enhancement programme			\$6,500
2. Chinese debate enhancement programme	\$5,000	\$5,000	
3. Mathematics enhancement programme		\$4,500	
4. Enrichment Programme for Young Mathematics Talents held by CUHK (1 student claimed for the entry fees)		\$3,840	
5. Art enhancement programme	\$,5000	\$5,000	\$5,280
6. LS enhancement programme			\$14,400
Total:	\$10,000	\$18,340	\$26,180
Balance forwarded to 17/18	\$96,008.5		

Appendix 3: 學年校本課後學習及支援計劃 校本津貼 - 活動報告表

A. 本計劃受惠學生人數共 97 名(包括 A.領取綜援人數：0 名，B. 學生資助計劃全額津貼人數：24 及，C. 學校使用 10%酌情權的清貧學生人數：73 名)

B. 計劃的各項活動資料

*活動名稱/類別	參加對象學生人數#			平均出席率	活動舉辦期間/日期	實際開支(\$)	評估方法(例如:測驗,問卷等)	合辦機構/服務供應機構名稱(如適用)	備註(例如:學生的學習及情意成果)
	A	B	C						
高中選修科功課輔導	0	24	73	90%	19 年 1-4 月	\$72771.66	DSE 成績	明愛	滿意
活動項目總數：1 項									
@學生人次	0	24	73		總開支	\$72771.66			
**總學生人次	97								

備註:*活動名稱/類別如下：功課輔導、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

@學生人次：指參加各項活動的受惠學生人數總和； **總學生人次：指 (A) + (B) + (C) 的總數； # 對象學生：指領取綜援/學生資助計劃全額津貼及學校使用 10%酌情權的清貧學生

End of Annual School Report 2018-2019