

St. Francis Xavier's School, T.W.
Annual School Report
2019 - 2020

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 2019-2020

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

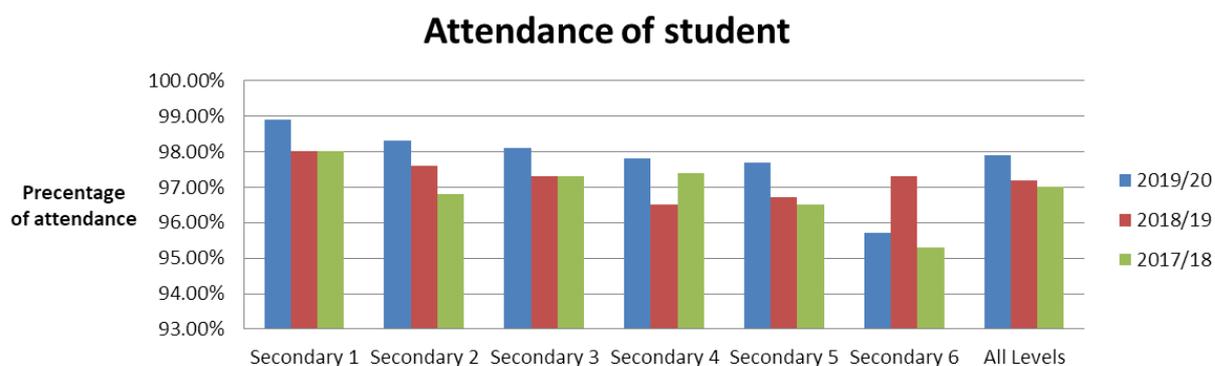
Component	Sponsoring Body	Ex-officio	Alumni	Parent	Teacher	Independent
No. of representative (Total: 14)	7	1	1	2	2	1

Our Students

Class structure

In 2019-2020, there were 683 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	125	120	114	125	99	100



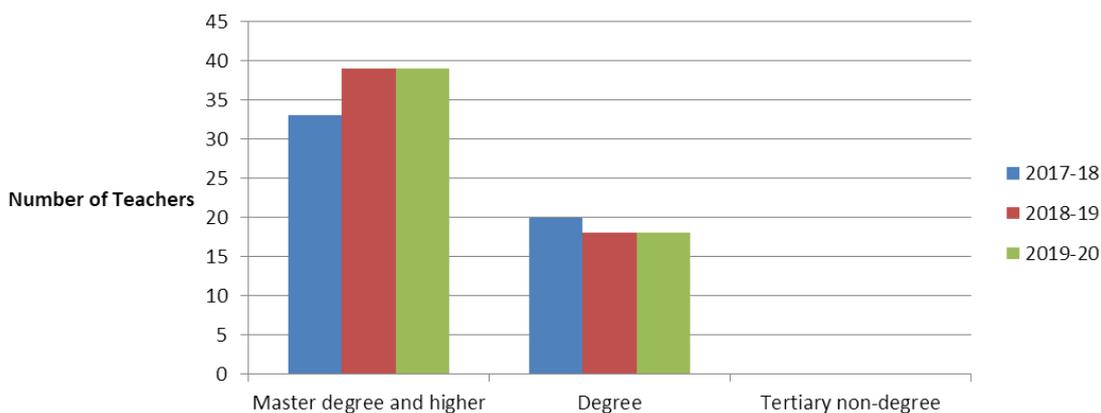
Destination of exit students (S6 graduates):

Year	% of students					
	Degree Course	Associate Degree/ Higher Diploma Course	Post-secondary/ vocational training course	Employment	Repeat S6	Others
2020	32.0	56.0	7.0	2.0	3.0	0.0
2019	36.8	50.0	7.9	0.9	3.5	0.9
2018	32.7	58.7	4.8	1.9	1.9	0.0

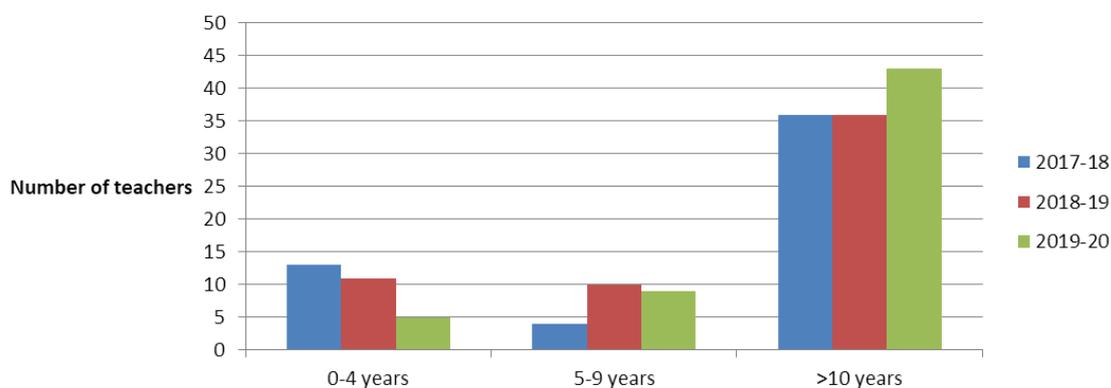
Our Teachers

In 2019-2020, 55 full-time teachers served regularly at our school, plus a Principal and a NET. All teachers are degree-holders with professional training.

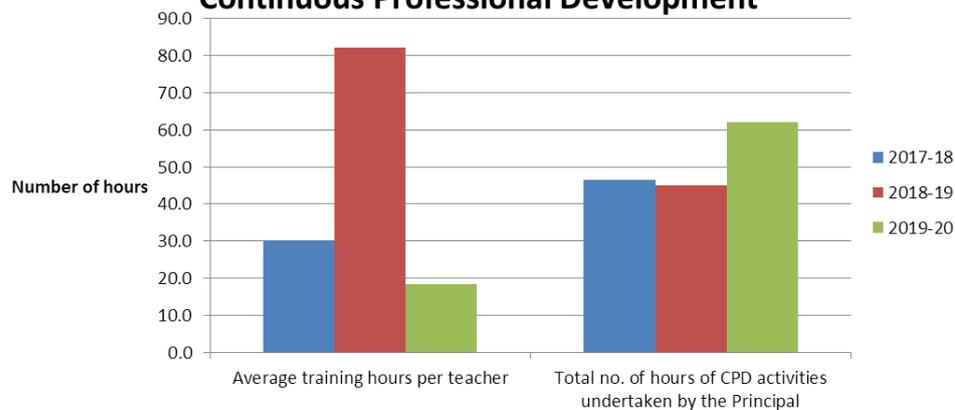
Qualification of Teachers



Teaching Experiences of Teachers



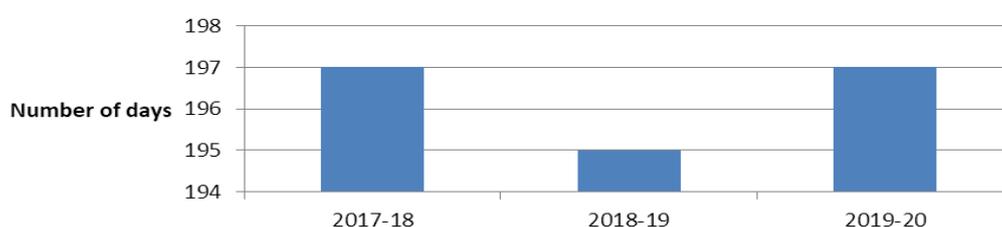
Continuous Professional Development



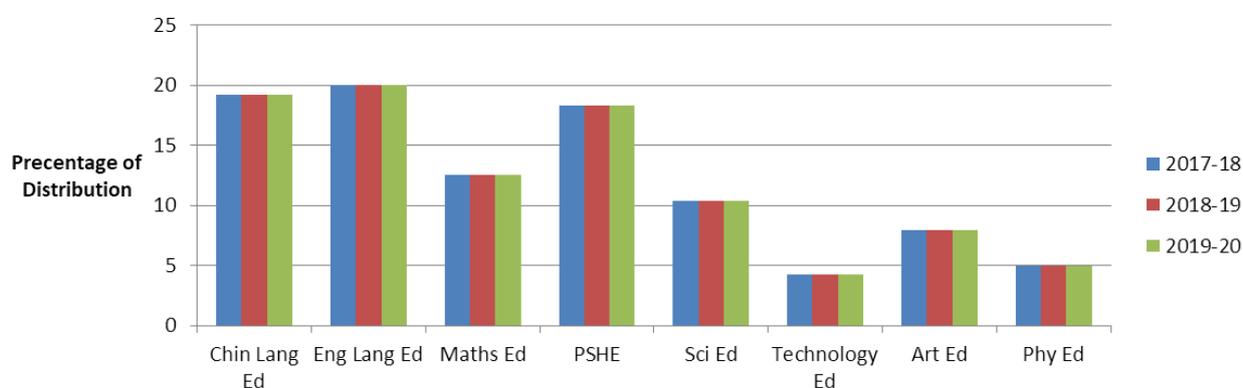
Our Learning and Teaching

In 2019-2020, in the plan submitted to the Education Bureau (EDB), the number of active school days was 197, within which there were 165 actual school days. However, because of the COVID-19 pandemic, the EDB had suspended school since 3rd Feb 2020. S.3-5 resumed classes on 27th May 2020 and S.1-2 resumed classes on 8th June 2020. On 13th July 2020, the EDB announced early commencement of summer vacation. Number of actual school days had been cut short. During the suspension, even though online lessons through ZOOM were provided for students, disturbance on teaching was great. In addition, planned activities included sports days, school picnic, excursions, second term test and year end examinations were cancelled because of the pandemic. Online supplementary classes had been arranged to compensate for the loss of lesson time.

Number of active school days (as planned)



Lesson Time for the 8 Key Learning Areas



Review of implementation of 2019-2020 annual school plan

Background

Originally, the school three-year development plan should commence from the academic year of 2018-2019 and be complete in 2020-2021. It was, however, due to social issues and COVID-19 pandemic, the school was inevitably under suspension, to abide by the government's policies. Accordingly, having the consent of teaching staff, the school agrees to an extension – the 2019-2020 annual plan to be applied to the year of 2020-2021, so that the planned tasks will be realistically performed.

The paragraphs below are evaluations of what our 2019-2020 annual plan had achieved.

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

Achievements

Upon the outcomes of the first year in the present 3-year development cycle, the school focuses on and intensifies positive values of three of our major stakeholders. The stakeholders include the teaching staff, the students, and the parents.

On the staff development days, the school arranged two positive-education-related activities this academic year. Out of the elements of the school motto and the 24 character strengths, 'love', 'transcendence' and 'wisdom' were chosen as emphases for the teacher training workshop. In the training, teachers were given well-designed worksheets to initiate self-reflection. During discussion, teachers reviewed on how to implement thoughts about positive education when facing different stakeholders. The stakeholder survey reveals 3.6 marks regarding '*the school's*

staff development activities are helpful to my job' among teachers, which is 0.2 better than the last year's data. It seems that our teachers agree to the effectiveness of the teacher training activities.

Besides, in terms of teaching arrangement, KLA panels attempted to incorporate relevant character strengths into pedagogy according to their subject-based characteristics, for example, further positive comments were given when teachers marked assignments. Peer assessment among students was likewise introduced to echo the character strengths 'humanity' and 'humbleness'. On top of creating students' online learning opportunities, the Science KLA promoted STEM learning activities among junior forms. They were 'Dream Starter' in S.1, 'Roof Gardening' in S.2 and 'Service-learning Project – Loving the Elderly' in S.3. Students' response was satisfactory, echoing the character strengths 'wisdom & knowledge'.

For students, the school continuously boosted students' positivity through their interpersonal relationships and student organisations. Regarding interpersonal relationships, the Counselling Committee specifically arranged adventure-based counselling activities for S.1 students so that they could experience teamwork early. At the same time, the committee also provided mentorship for S.1 students – each of them had a senior-form schoolmate who acted as a mentor. This helped senior students to strengthen their leadership and the S.1 students to establish interpersonal relationships. For the other forms, students mainly participated in voluntary work. The students were led to accumulate social intelligence. The corresponding activities involved 'Civic Ambassador Scheme', 'Love in the Neighbourhood Scheme', 'Care in the Community Scheme', and 'Cross-generational Integration Scheme'. The post-activity student survey results have been positive. Also, in the stakeholder survey, in terms of *'the school is able to help students develop interpersonal skills'*, teachers' response contributed to 3.8 marks, which was 0.2 better than last year's data; in terms of *'the school proactively teach us how to get along with others'*, students' response remained unchanged, contributing to 3.7 marks. Regarding student organisations, the

OLE Team consistently provided workshops for the 23 clubs and societies in the school. The workshops aimed at instructing students in organising school activities with positive awareness.

For parents, the school invariably adopted the ‘available to all’ approach to proceed with parent education in the past. On top of this, the school hopes to establish a volunteering team of parents, to help create an atmosphere of positive awareness on campus. In the school year of 2019-20, there were representatives of Counselling Committee and Parent-Teacher Association reaching out for training – planning to provide sharing and training for parents in the school. Nevertheless, due to environmental limitations, apart from the usual practice, class teachers directly contacted parents to learn of parent-child interaction and provide suggestions for getting along with one another. Having the collaboration between class teachers, despite school suspension, parents felt positive concerning student support given by the school – the KPM 11.3 & 14 stably remained at high levels, namely 3.9 and 3.8 marks respectively.

Reflections

Positive education has been cultivated for two years. It has been mainly through after-school support. The school should further consider using systematic positive education through pedagogy and home education, in hopes that teachers will put into practice through teaching and learning; parents might also apply positive education to their families, creating positive living environment for students.

Besides, during the school suspension, social circles of students shrank – parents’ response to ‘*my child gets along with his schoolmates well*’ contributed to a decrease of 0.1 mark. Likewise, the KPM 15.3 (teacher-student relations) & 15.4 (social relations) recorded decreases of 0.2 and 0.1 marks respectively. The numbers indicated alert for students’ interpersonal relationships. In the coming year, to prevent aggravation, the school should emphasise on ways of how to improve

students' social intelligence. In terms of student activities, teacher & student representatives of student organisations should review activity objectives regularly throughout various stages in which an activity was conducted. Positive education and its related values should be part of the objectives so that meaningful extra-curricular activities can be organised.

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

Achievements

In order to make students interested in learning, the school attempted to create an atmosphere of a 'trying-out' culture. This provided many opportunities for students and they were expected to become self-directed learners. At the same time, the school recorded students' data in various aspects so that catering for learner diversity and a sense of accomplishment among students would be possible.

The school created an atmosphere of a 'trying-out' culture – different KLAs planned various cross-curricular activities, training sessions and competitions so that students could try and broaden their horizons. The Music KLA organised instrumental classes in S.1. They included orchestras, violins, violas, cellos, flutes, and clarinets. The student attendances almost reached 90%. The Geography Panel and the MCE Team extended vision of students by joining an excursion organised by the government. It was found that S.5 students were passionate and positive in this programme 'Mainland Exchange Programme for Students – An Exploration into the History, Culture, Natural Resources and Conservation in Ningxia' organised by the Education Bureau. Besides, during the pandemic, besides online classes in regular curricula, the school even conducted online lessons for OLE classes – all junior form students could optionally join them, enriching their opportunities in engaging in self-directed learning.

Furthermore, self-directed learning is advocated by intensifying eLearning. Before the school suspension, the school already encouraged teachers to teach with videotaping, for example, the Maths KLA videotaped all junior form chapters and established a self-directed learning webpage. The students could learn on their own by that time. Sudden turn to eLearning during suspension became smoother and less difficult to adapt. The *'suspending classes without suspending learning'* strategies in SFXS could be divided into two stages – the first stage was between 3 Feb and 3 Apr (9 weeks) and there were online assignments given; the second stage was between 20 Apr and 26 May (S.3-S.5) and/or 20 Apr and 5 Jun (S.1-S.2) when online teaching was available. During the first stage, most of the KLAs used Google Classroom to upload educational videos and self-learning materials, and collect students' assignments. During the second stage, the school compiled a morning schedule for junior students; for the senior, teachers arranged their own lesson times. Teachers and students interacted through Zoom, Google Classroom, Loilonote, eClass, WhatsApp and so forth. Students were then able to maintain routine as if they were at school, to prepare school resumption in June.

Likewise, to help foster self-directed learning, the school advocated exploring individual learning methods among students. They were insinuated to jot notes proactively and organise information in their own ways. According to the records of classroom diaries, the figures concerning *'no textbooks and/or notes'* were reasonable among junior forms, given that the whole picture was similar to the previous year's. According to the 'stakeholder survey', 70% of the teachers and 80% of the parents (including the neutral) agreed that the students were able to learn on their own and seriously complete assignments; 87% of the teachers (including the neutral) agreed that the students usually utilised different learning resources, such as the internet and libraries.

With the aid of the abovementioned whole-school measures, the school also took advantage of data collection and individual consultation to recognise students' distinctive needs so that more

diversified support could be provided. The school collected data in terms of personalities, capabilities, and aptitudes among students. On top of widely using common platforms such as the SAMS and eSchool, the school also guided the S.1 students through VIA and COA analyses for S.1 teachers' reference. Besides, owing to considerable use of online learning platforms for homework collection, the school had interpreted empirical data on student learning. The eClass App further linked the school with parents and facilitated personal support to students. In the stakeholder survey, in terms of '*the school systematically collect teaching and learning data to examine students' academic performances and progresses*', the teachers' response contributed to 3.9 marks with a 0.3 increase, affirming considerable effectiveness. The Career Guidance Committee provided individual counselling and consultative services for all S.6 students. More than 80% of the students believed that the interactive sessions could help them with life planning. In order to make counselling services in line with social situation, the school encouraged teachers to keep engaging in professional development. In 2019-2020, two teachers were nominated for 100-hour and 20-hour corresponding courses. Concerning the admission, 56 students were able to receive offers through JUPAS – the number indicated 55.6% of the cohort, demonstrating steady performance.

Reflections

To prepare social unrest and the pandemic of COVID-19 in the coming school year, the school needs to utilise the experience of 'suspending classes without suspending learning'. Suitable distance learning platforms should be chosen and special timetables should be compiled in advance to prepare both full and partial suspending circumstances. Likewise, panels and teams should make use of student data more extensively to facilitate teaching and learning and to cater for learner diversity. Panels and teams should also display student achievements through different channels. What is more, subject panels should define respective guidelines of practice in

conducting online teaching. Subject panels should address concerns on their distinctive subject features so that suitable educational apps can be selected for handling homework in terms of deliver and collection, marking and storing. In whole school level, two more concerns should be addressed, (1) subject panels should exchange their experiences of conducting online teaching to develop more for the enhancing self-directed learning of students; (2) teaching & learning strategies, criteria of continuous assessment, summative assessment measures should also be devised in preparation for dealing with anomaly.

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

Achievements

In this academic year, the school achieved alteration of (1) handling of documents of subject panels and teams, (2) appraisal systems, (3) human resources deployment, and (4) administrative structure. Procedural reforms may then follow in the coming years.

On top of the documentation work done by subject panels and teams, they further developed their own administrative handbooks. A central administrative handbook covering all subject panels and teams could then be compiled. Likewise, the school re-delineated organisational structures and unit titles to facilitate inter-departmental communication. In terms of appraisal, the appraisal forms were under careful amendment so that emphasis was on the direction of development. The administration urged all teachers to experience the ‘Planning-Implementation-Evaluation (P-I-E)’ cycle in their routine of work to allow more professional growth. In terms of human resources arrangement, the school had latest deployment from the EDB for the school ethos and student support. There were a new vice principal for student support, a new discipline master and a new

counselling mistress. The arrangements done were all aimed at preparing the ever-changing learning environment and educational complications. What is more, since the Education Bureau allowed a school to have its third vice principal, the school took advantage of the chance to restructure the holistic administration, in an attempt to expand its capacity in providing better services in a more defined administrative structure. From the stakeholder survey, the marks concerning *'my opinions about school management'*, *'my opinions about the principal's leadership'* and *'my opinions about vice principals' leadership'* in 15 questions indicated remarkable increases – 0.5, 0.5 and 0.3 marks respectively. The corresponding scores were 3.8, 3.8 and 3.7. The colleagues seemed to approve of the administrative direction.

Besides, in terms of human resources management, the school strived to enhance colleagues' sense of belonging with humanistic approach in responding to teachers' needs. According to the stakeholder survey, there were six questions regarding *'my opinions about the school's atmosphere'* – the results indicated consistent increases and the average mark reached almost four – 0.3 higher than the last year's and the figures are encouraging. It is believed that the encouraging numbers are associated with the school's openness to colleagues' ideas, establishment of professional teams and restructuring the staff club.

Reflections

Restructuring administrations and positions requires coordination and collaboration. The school would be cautious with delineation of organisations and departments, job allocation and division of labour. The profound understanding helps prevent mistakes and chaos. To echo the improving administrative handbooks, positions and duties will be specified so that facilitation of administrative work is envisaged. In addition, the simplification of teaming requires further consideration to strike a balance. Under unforeseeable circumstances, abrupt changes in teaching

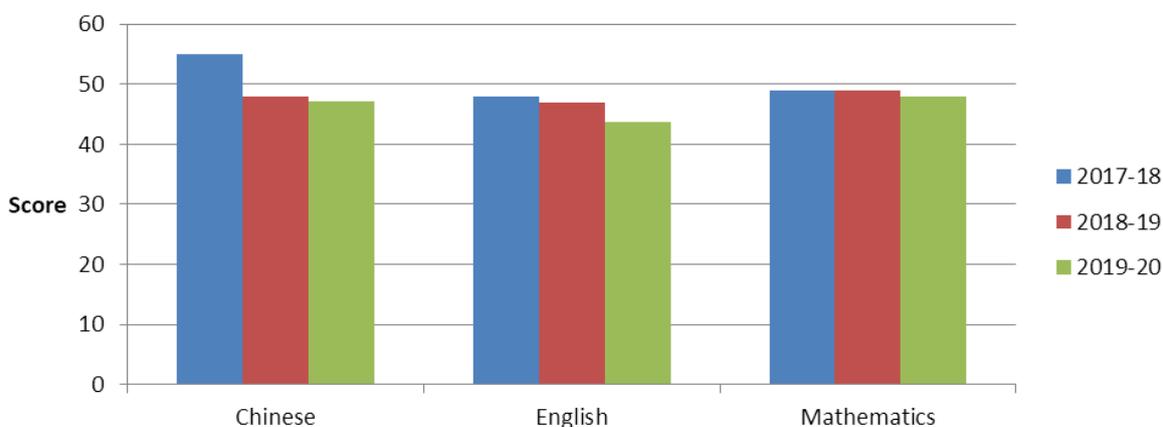
and learning as well as administrative practice will be unavoidable, the school would continue to understand and support teachers by providing sufficient spaces to relieve work-related stress. Moreover, the school has been encouraging the middle managers and leaders of subject panels to provide more positive and constructive comments as well as praises for teachers after lesson observation and homework inspection. Positive measures can boost morale of teachers. When appropriate, teachers should be encouraged to engage in out-of-campus sharing, to uplift job satisfaction and to improve by stepping out from the comfort zone.

Student Performance

I. HKDSE :

	17 / 18	18 / 19	19/20
No. of students sat	104	114	97
% of students awarded the minimum entrance requirement for tertiary education	35%	40%	34%

II. HKAT (Pre-S1) :



III. Inter-school Activities and Prizes

A. Under subject panels

1 中文科

第七十一屆香港學校普通話校際朗誦比賽

中五、六年級普通話散文獨誦

冠軍

5A 鄒佳澎

中五、六年級普通話散文獨誦

亞軍

5A 林榆凱

中三、四年級普通話詩詞獨誦

季軍

3A 瀧口翼

中國中學生作文大賽(香港賽區)(高中組)

銅獎

6A 莫兆豐

中國中學生作文大賽(香港賽區)

優異獎

4A 朱晉宏

星島第三十五屆全港校際辯論比賽

最佳辯論員

5A 周文斌

「家傳瑰寶」中文創作比賽

中級組優異獎

4A 陳溢朗

5C 陳左乾

護齒增健康大行動標語創作比賽
積極參與獎 1B 曾駿熙
1D 陳曉朗
2D 王偉軒
5B 陳樂然
5C 梁振熙

2 English Language Panel

The 71st Hong Kong School Speech Festival (English Speech)

Dramatic Duologue	First runner-up	1B	劉耀森
	First runner-up	1B	梁柏浩
	Second runner-up	1B	鄭諾行
	Second runner-up	1B	郭家寶

21st Hong Kong Professional Teachers' Union English
Debating Competition 2019-20 (Secondary Division)

First Prize	4A	陳駿賢
	4A	陳溢朗
	4A	王子桓

3 科學科

中學新能源電動車設計挑戰賽 2019 全場 總冠軍

中學新能源電動車設計挑戰賽 2019	能源效益獎	季軍		
6A 張正謙	6A 李海民	6A 廖樂天	6A 譚兆康	6A 黃文亨
6A 王源琛	6B 陳君翰	6B 李子駿	6C 林凱鴻	6D 蕭洛汶

香港有機資源中心主辦-

有機生活推廣攝影比賽	冠軍	1A 郭汶滔
	最受歡迎獎	2A 鄭志南

2020 年大灣區 STEM 卓越獎(香港區) (中學組) 十佳學校

4 企業、會計與財務概論科

HKICPA/HKABE Joint Scholarships for BAFS 獎學金 5A 何天祐

The HKICPA Accounting & Business Management Case Competition 2019-20

Level 1 Award	5A 何苗光	5A 何天祐	5A 李浩然
	5B 陳華鋒	5B 蔡恒祿	5B 張哲浩

	5A 周景軒
	3C 黃耀才
男子組個人	季軍 5A 周景軒

青協背包跑 2019

學校組	冠軍	1B 王柏賢	1B 林御榮	2C 江頌彥
		2C 黃鍵樂	3A 李諾軒	3B 黃杞然
		3B 蔡承恩	3C 黃卓晞	3D 樊浩然
		4C 鍾鍵泓	5B 崔家僑	5C 單焯基
		6D 蘇渭軒	6D 黃日君	

2019 國慶盃足球賽(中學組)	冠軍	2C 黃鍵樂	4B 江濠
		5C 李卓謙	4C 鍾鍵泓
		4C TAMANG SHUBHAM	
		4C 吳彥南	5B 崔家僑
		5C 楊澤輝	5D 鄭俊彥
		5D 郭思硯	5D 黎同晞
		6A 招均樺	6B 蔡卓言

第十九屆跆拳道錦標賽

博擊競技	冠軍	2A	黃日雄
跳高側踢挑戰	冠軍	2A	黃日雄

7TH DAEDO TAEKWOND OPEN CHAMPIONSHIPS

個人獎	冠軍	4C 楊諾維
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8 其他

尤德爵士紀念獎學金	6A	洪家文	6A	楊銘賢
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2019 明田遊藝學金	5A	陳潤南
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2019 年關愛校園獎勵計劃	榮譽大獎
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B. 校內獎項

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

6A	LI CHAK WAI	李澤煒	(1st in S6)
6A	HO CHUNG LAM	何宗林	(2nd in S6)
6A	KWOK TSZ SHING	郭梓城	(3rd in S6)

2 SFXS Award 聖芳濟獎

5A CHOY HEI LAAM 蔡晞嵐

3 SFXSAA - Bro. Leo Memorial Awards 李保華修士紀念獎學金

6A TAM SIU HONG 譚兆康 (Best Computer Studies in S6)
6A IEONG MING YIN 楊銘賢 (Best Biology in S6)
6A HO CHUNG LAM 何宗林 (Best Chemistry in S6)
6A LAI HO CHING 黎浩澄 (Best Physics in S6)
6A HUNG KA MAN 洪家文 (Best Mathematics in S6)
6A IEONG MING YIN 楊銘賢 (Best Mathematics - Module 2 in S6)

4 Subject Awards 學科成績優異獎

6C NG KWOK TO 吳國濤 (Best Chinese Language in S6)
6A PANG SZE LUNG 彭思龍 (Best Chinese History in S6)
6D TSE MING KIT 謝明杰 (Best Liberal Studies in S6)
6A LIN TSZ YU 連梓渝 (Best Geography in S6)
6A CHEN YEFENG 陳葉楓 (Best History in S6)
6A LAM WING SING 林榮星 (Best History in S6)
6A LI CHAK WAI 李澤煒 (Best English Language in S6)
6A YU KAM TO 俞錦韜 (Best BAFS in S6)
6A LI CHAK WAI 李澤煒 (Best Economics in S6)
6B LAM DIJOE 林狄祖 (Best Visual Arts in S6)
6D CHENG HO WANG 鄭浩宏 (Best Visual Arts in S6)

5 PTA Scholarship 家長教師會獎學金

5C CHEUNG WAN KEUNG 張運強 (好學生獎)
5A CHAN YUN NAM 陳潤南 (服務獎)
5D LAI TUNG HEI 黎同晞 (服務獎)
4D OR CHUN YIN 柯俊言 (音樂科)
6B LAM DIJOE 林狄祖 (美術科)
6D TAM JASON 譚志舜 (體育科)

6 SFXSAA Conduct Award 校友會操行獎

6A HO CHUNG LAM 何宗林
6A PANG SZE LUNG 彭思龍
6B LAM DIJOE 林狄祖
6B SIN CHUN KIT 冼駿傑
6C NG KWOK TO 吳國濤
6C WONG TAT HUGO 黃達

6D CHENG HO WANG 鄭浩宏

6D TSE MING KIT 謝明杰

7 Scholarship for Pathfinder 探驪獎學金

5A ZOU JIA PENG 鄒佳澎 (最佳編輯)

3A SO WING HEI 蘇永熹 (最佳攝影記者)

8 Yu's Brothers Scholarship 余氏獎學金

3A SIU LOK HEI 蕭洛熹

6A WONG KWUN KIT 王冠傑

Financial summary (1st September 2019 to 31st August 2020)

St. Francis Xavier's School, T.W.- Sept 2019 to August 2020

Government Funds A/Cs:

Code	Name of Accounts	Bal. b/f (\$)	Income (\$)	Expenditure (\$)	Balance c/f (\$)
Expanded Operating Expenses Block Grant (EOEBG):					
A2701	EOEBG Baseline Reference		1,975,571.80	1,288,851.64	686,720.16
A2074	Air-Conditioning Grant	139,406.50	434,191.00	330,670.00	242,927.50
A2005,6	Administration Grant,CA grant		3,482,136.00	3,469,961.51	12,174.49
A2072	Composite Information Technology Grant	99,986.20	420,652.00	170,682.82	349,955.38
A3003	SB Support Sche for newly arrived Child				0.00
A3017	Capacity Enhancement Grant	195,199.00	634,017.00	592,357.50	236,858.50
	Foundation Fund donation: TAx2				
A3027	Sch.base Speech Therapy Admin. Grant		8,000.00	7,624.80	375.20
A3028	Sch.base Management Top-up grant		50,000.00		50,000.00
					0.00
Balance b/f from last year:		1,390,746.82			
Balance of EOEBG:		1,825,338.52	7,004,567.80	-5,860,148.27	2,969,758.05
Grant Outside EOEBG:					
A1009	Other Recurrent Grant A/C	0.64	655,500.00	655,500.00	0.64
A1017	Salary A/C:'001 Teaching Staff (Incl.		48,211,377.03	48,210,318.70	1,058.33
	003 Lab. Technician		1,042,330.00	1,042,330.00	0.00
A1018	Employer's Cont to PF Scheme for NT		471,664.50	460,631.14	11,033.36
A1043	Grant A/C for Fringe Benefits under NET		344,481.25	344,481.25	0.00
A1062	Substitute Teacher grant				0.00
A1078	Wh.Sch. Approach to Integrated Education		15,120.00	15,120.00	0.00
A1088	School -based After school Learning & Sup	73,351.04	109,800.00		183,151.04
A1092	Teacher Relief Grant	413,662.10	218,832.50	232,816.20	399,678.40
A1101	Learning Support Grant (SEN)	353,981.94	789,000.00	917,818.55	225,163.39
A1103	Teacher Training Grant (SEN) for IMC School				0.00
A1105	Diversity Learning APL		314,895.00	314,895.00	0.00
A1107	Diversity Learning Other Programme	84,000.00	84,000.00	74,964.50	93,035.50
A1109	Fractional Post Cash Grant	190,190.17	142,845.00	188,154.40	144,880.77
A1116	Moral & National Ed Subject Support Grant	367,380.00		25,700.00	341,680.00
A1118	Senior Secondary Curriculum Support Grant	391,965.09	770,400.00	791,663.67	370,701.42
A1124	Career and Life Planning Grant	55,946.91	642,000.00	584,541.50	113,405.41
A1127	4th Strategy on IT in Ed. Recurrent Grant	1,931.00	66,740.00	68,671.00	0.00
A1133	One-off IT Grant for e-Learning in School	-258.00	258.00	0.00	0.00
A1135	One off Promo. C.Hist & Culture Grant	17,390.00		17,390.00	0.00
A1136	IT Staff Support Grant	34,960.50	317,338.00	309,242.00	43,056.50
A1138	Promotion of Reading Grant	92.60	61,980.00	24,053.30	38,019.30
A1141	School Executive Officer Grant		534,660.00	368,835.00	165,825.00

A1144	Life-wide Learning Grant		1,158,000.00	467,291.62	690,708.38
A1144a	Provision Sub. Student with fin. Hardship		92,950.00	28,675.00	64,275.00
A1146	One-off Sch-based Speech Therapy Set up Grant		20,000.00		20,000.00
A1147	Special Anti-epidemic grant		25,000.00	25,000.00	0.00
A1149	Special one-off Enhance Cleansing grant		100,000.00		100,000.00
A1011	Committee on Home-Sch-Co-op Proj Grant				0.00
A1801	Open Sch. Facilities for Sports Dev. Scheme		130,000.00	110,980.30	19,019.70
A1802	Pro. NRG for NCS student learn Chist & cult.		100,000.00		100,000.00
A1803	Alipay trf. a/c		335,170.00	335,170.00	0.00
A1804	School Base Professional Support Programme	6,100.00			6,100.00
A1805	CCFAP-Needy buy Mobile Grant		390,770.00	390,770.00	0.00
Outside EOEBG Balance:		1,990,693.99	57,145,111.28	56,005,013.13	3,130,792.14
Government Grant Total:					6,100,550.19

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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

I 政策	<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
II 資源	<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● 加強校本言語治療服務
III 支援措施及資源運用方式	<ul style="list-style-type: none">● 成立特殊教育支援組● 聘請 1 名助理教師和 2 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● 安排言語治療師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 學生進行生涯輔導● 購買「職業治療」服務去改善 SEN 學生的書寫技巧● 安排家長講座，題目為「家長如何為有特殊教育需要同學作生涯規劃」，由信義會青年職涯發展服務社工主講● 為個別 SEN 學生設計個別學習計劃去實踐● 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● 為同事提供 SEN 相關培訓課程資訊

Appendix 2: Report on Diversity Learning Grant, 2019-2020

Balance brought from 18/19	\$96,008.50		
DLG (OP) received in 19/20	S4	S5	S6
	\$28,000.00	\$28,000.00	\$28,000.00
Items:			
1. Chinese enhancement programme		\$3,600.00	\$3,600.00
2. Mathematics enhancement programme		---	
1. LS enhancement programme			\$11,270.00
2. Art enhancement programme			\$3,300.00
3. Chemistry enhancement programme			\$4,103.75
4. Economics enhancement programme			\$15,190.00
5. History enhancement programme			\$7,105.00
6. Book-keeping enhancement programme			\$3,307.50
7. ICT enhancement programme			---
8. Geography enhancement programme			\$4,593.75
9. Chinese history enhancement programme			\$5,145.00
10. Biology enhancement programme		\$5,602.50	\$8,597.00
Total:		\$74,964.50	
Balance forwarded to 20/21		\$105,044.00	

Appendix 3: 2019-20 學年校本課後學習及支援計劃 校本津貼 - 活動報告表

因新冠肺炎疫情影響，三項活動都未能進行，故此項支援計劃沒有開支。

A. 本計劃受惠學生人數共 0 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：0 及，C. 學校使用 10%酌情權的清貧學生人數：0 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						
中一至中三試前溫習班	0	0	0	-	2020 年 4-6 月	0	校內成績		
中一迎新營	0	0	0	-	2020 年 7 月	0	活動問卷調查		
中一歷奇訓練營	0	0	0	-	2020 年 8 月	0	活動問卷調查		
活動項目總數： <u>3</u> 項									
@學生人次	0	0	0		總開支	0			
**總學生人次	0								

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 2019-2020