



St. Francis Xavier's School, T.W.
Annual School Report
2017 - 2018

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 2017-2018

- 1. To further improve overall learning & teaching effectiveness in the classroom.**
持續提升整體課堂的學與教效能。
- 2. To explore students' potential, to plan their individual pathways.**
開展自我，創造前程。
- 3. To reinforce Marist Education as the foundation of Holistic Education.**
加強修會教育精神，作為全人教育基石。

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 23 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

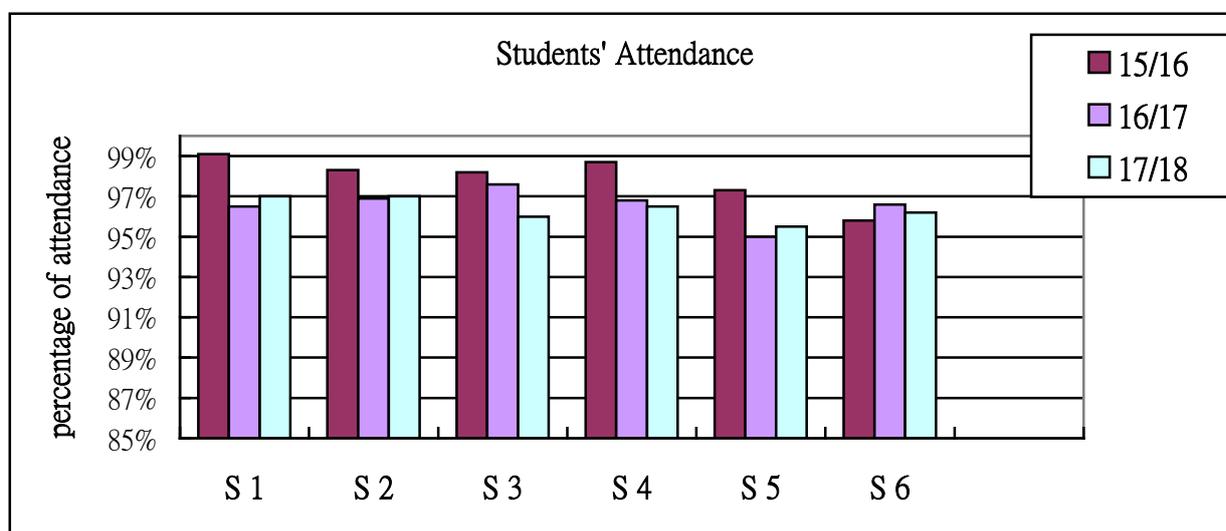
Component	Sponsoring Body	Ex-officio	Alumni	Parent	Teacher	Independent
No. of representative (Total: 14)	7	1	1	2	2	1

Our Students

Class structure

In 2017-2018, there were 718 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	126	112	120	132	104



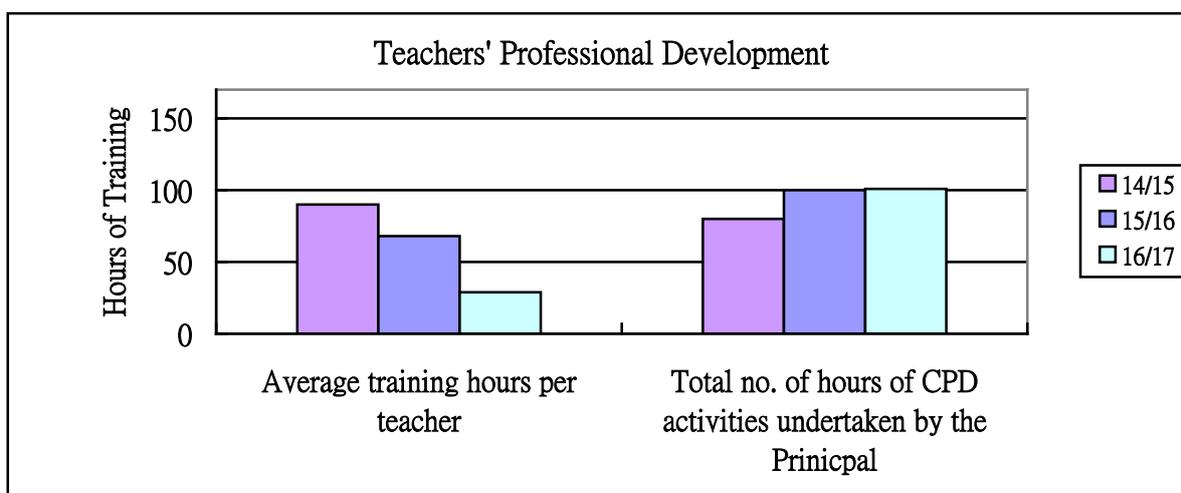
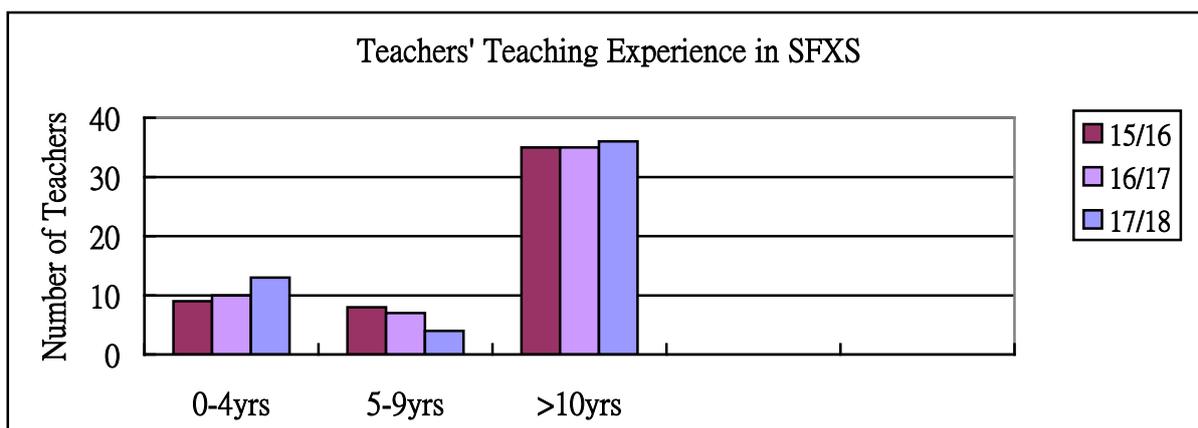
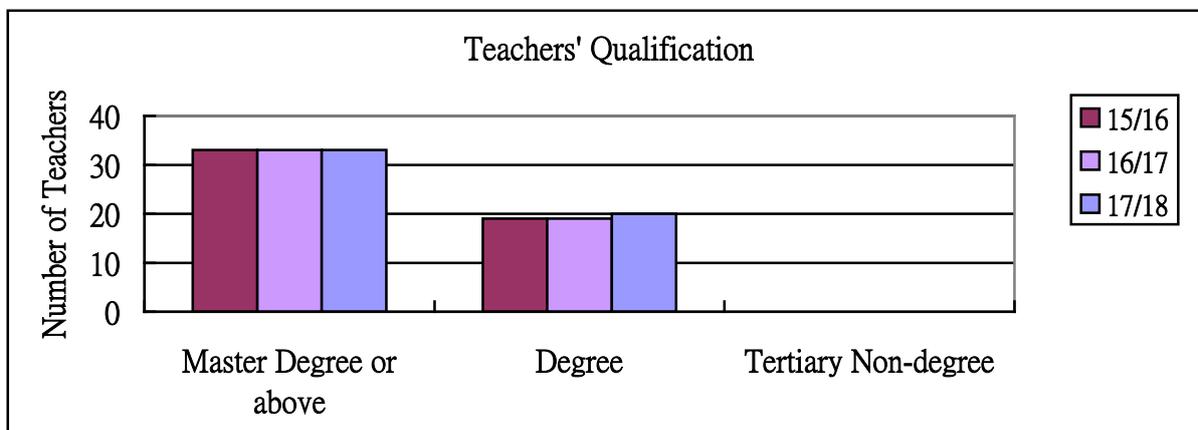
Destination of exit students (S6 graduates):

% of students	Degree Course	Associate Degree/ Higher Diploma Course	Post-secondary/ vocational training course	Employment	Repeat S6	Others
2018	32.7	58.7	4.8	1.9	1.9	0
2017	41.4	47.5	5.4	0	5.4	0
2016	34.7	52.5	5.9	0.8	5.9	0

Our Teachers

In 2017-2018, 53 full-time teachers served regularly at our school, plus a Principal and a NET.

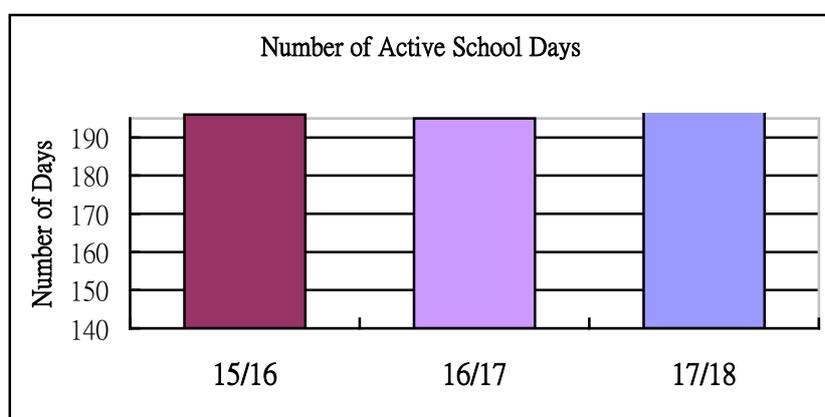
All teachers are degree-holders with professional training.



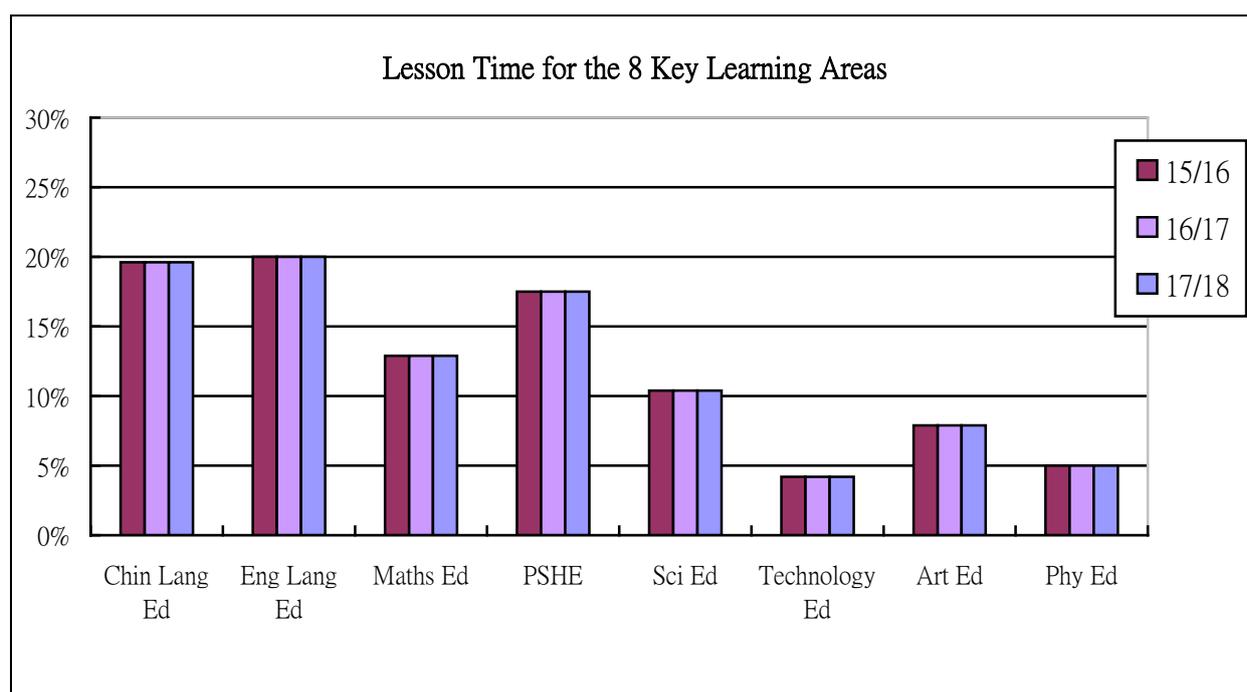
Our Learning and Teaching

In 2017-2018, the number of active school days (上學日) was 197, among them, the number of actual school days (excluding tests and examinations) was 171 days. To allow for a balanced curriculum, some school days were allocated for special activity days, such as 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 further improve overall learning & teaching effectiveness in the classroom.”*

Achievements:

This year, 104 S6 students sat for the HKDSE. They entered into 628 entries. 93.3% of our students (5.1% higher than that of the previous year) attained 22222 or above, including English and Chinese. 34.6% achieved 3322 in the four core-subjects (close to that of the previous year) and therefore met the basic entrance requirement for admission to the UGC-granted universities under the JUPAS system.

In respect of Target 1.1: Overall teacher capacity is enhanced.

- The school operated two operation modes of lesson observation. Peer observations and subject panel observations. KLAs have established peer lesson observation system that reinforces professional development through collaboration among subject teachers and focuses on (i) students’ learning difficulties as well as (ii) specified teaching strategies. Each teacher observed his/her peer’s lessons and was observed twice in school year 17/18.
- For core subjects, besides the peer, teachers at the same level also invited observers. A focus of observation is specified each year, e.g. newspaper reading and grammar teaching in English; teachers’ quality of lesson preparation and observation in Chinese; lesson study with spiral observation system in Mathematics; and art appreciation and DSE marking in Visual Art and Design.
- All teachers agreed that the debriefing after lesson observation is inspiring. They got better understanding of the curriculum and made awareness of lesson planning through professional interflow. Some of them demonstrated good use of IT. The lesson observation system is remarkably effective for (i) new teachers, (ii) teachers who are less sophisticated in learning and teaching and (iii) subject teachers who teach in the same level.
- Some subjects exercised common preparation period (共同備課節), together with lesson observation and debriefing, PIE were exercised in the level of teaching.
- The overall L&T questionnaire data exhibited a high rate of satisfaction with 90% of replies regarding teaching performance reached level 3.5 or above. Majority of teacher achieved an overall enhancement of professional capacity in conducting classroom teaching.
- In the KPM report 17/18, the mean score of students’ views on teaching was 3.8 and that

of students' view on their learning was 3.7. Teaching capacity kept in a steadily satisfactory record.

In respect of Target 1.2: Marking quality of homework is improved

- Three school level homework policies were explicitly conveyed to teachers through KLA meetings. They are: (1) assign homework with light loading but high frequency; (2) explain clearly the marking rubrics to students at the beginning of the school year; and (3) give comments in a constructive way. Marking qualities were monitored during the homework checking practices exercised by the panel chairpersons and principals. The checking was done once in a term. Almost all teachers marked the students' assignments in good order. The average L&T score of the question "teachers mark the assignments with the right time" was 4.04, and the question "teacher give adequate feedback in mark" was 3.96 against a 5-point scale. Continuous improvements in scores could be observed.

In respect of Target 1.3: Learning diversity is handled.

- Leveled assignments were provided in S1 – S3. They are designed in the way that less able student may handle and/or attempt the questions. It is done by rephrasing the questions, providing guidelines and/or examples. The average L&T score regarding the leveled assignment was 3.89.
- One bonus question, which was out of the foundation syllabus, was set in junior level examination and test papers. It attempted to encourage more able students to challenge. The question may be higher order thinking question or open-ended question. Percentage of students attempting the bonus question has been rising throughout the last 4 years.
- Owing to the S1 intake, some junior students felt difficult in English and Mathematics. To help those to catch up, the school recruited university students under the finance of Community-based Projects (區本計劃) to provide homework tutorials. The lessons were held on Monday and Thursday so as to avoid clash with other learning activities.
- In senior secondary, the school took a coordinator role in allocating timeslots for DSE tutorials. The tutorials were conducted by subject teachers and/or university students. University students were recruited under the finance of Diversity Learning Grant and After-school Support Grant. Tutorials are specifically organized for target groups, e.g. elite students, less able students. After school drillings were also provided for whole-class (mock paper drilling) and for certain examination paper or for specific skill(s). Students' performances in DSE were so encouraging when their S1 intake was considered.

In respect of Target 1.4: The MOI policy to strengthen students' learning by English is reinforced.

The collaboration among English KLA, Mathematics KLA and Science KLA has been continued. It was further enhanced in some aspects:

- English KLA adjusted S1 – S3 curricula, including assignments and assessments to further support the Mathematics and Science ones to achieve language across the curriculum. 82% of S1, 85% of S2 and 79% of S3 students expressed that they became more confident in learning Mathematics and Science in English. 80% of S3 student thought learning Mathematics and all Science subjects in English helped them prepare for their studies in senior forms.
- In order to share good practices in English lessons, English teachers opened their lessons to Mathematics and Science teachers in October 2017. 90% of the observers found the lesson observation useful.
- Additional science/STEM activities were arranged for elite classes. 82% of S1A and 85% of S2A students found the activities challenging for them. 95% of S2A students believed that the science book sharing boosted their confidence in public speaking.
- Mathematics Fun Day organized by service provider, Advantage, was welcomed by S1 – S3 students. About two hundred students attended the Fun Days.
- According to MOI surveys, almost all of the items were near or above 75% of satisfaction, showing that the work of the team was generally successful. After years of experience, the collaboration among English KLA, Mathematics KLA and Science KLA has been well-established in terms of curricula, activities and assessment. Nevertheless, there is room for improvement in providing more opportunities and platforms for students to display multiple achievements and talents in English, enriching the English learning environment in the meantime. This is to be addressed in Major Concern 2 of the School Development Plan 2018-2021.

Reflections:

- Teachers have got used to the strategies introduced for achieving Major Concern 1 in the current School Development Plan. Strategies which earned a high level of satisfaction have become regular practices so as to help improving the efficacy of learning and teaching. However, some strategies did not directly hit the Target 1.3, for example, could the inclusion of bonus question in examinations and tests be effective in handling learning diversity? Levelled assignments were given, yet the effectiveness was questionable because of the following reasons: (1) only specific topic(s) was/were adjusted, majority was left untouched; (2) there was no specific strategy to level up less able students through attempting successive levelled assignments. Target 1.4 focused on improving teaching practice in English by lesson observation which was teacher

centered, the improvement of which the students learned in using English as MOI in Science and Mathematics was not measured.

- With the effort paid by colleagues, results of students in HKDSE and admission rate in JUPAS had been improving in the current SDP. We affirmed the overall effects of strategies applied. To go further, colleagues generally agreed that efforts invested in mentality in students will help more. Major concern 1 in the 2018-2021 School Development Plan will address on positive value education.

Major concern 2: “To explore students’ potential, to plan their individual pathways.”

Achievements:

- A systematic series of educational activities have been formalized to realize students’ character formation & capacity building (‘From multiple talents to multiple pathways’).
- Before formally starting their secondary education, a systematic learning goal-setting course was offered to all Secondary One students in August. A 2-day camp was organized by the Pastoral Team and the school social worker respectively in the summer to help the new comers to fast adapt to their school life. In addition, a week-long English Bridging Program was offered to better prepare them for learning the EMI- subjects.
- Under the “體藝顯才華” Scheme, each S1 student was requested to join at least three interest-based courses ranging from musical instruments, VA, to physical education. A Variety Show, which was themed as “SPARK” was held during one of the evenings of the OLE days in the second school term by the Student Association to provide students a platform to show their talents and learning outcomes from the “體藝顯才華” Scheme as well as the other OLE activities. As it was the third year that the SA organized the variety show, they added new ideas, for instance, a LED screen as a backdrop, a sparkling flashlight effect, an instant voting program by mobile phone, etc. All these new support equipment/arrangement as well as the marvelous performances of the participants were highly appreciated by their peer schoolmates. The survey data revealed that over 95.3% of respondents were satisfied with the show. 「煙火裡的塵埃」, 「騷靈情歌」, 「喜帖街」 were the three most popular events. Given the warm response from the performers and audience, the SA has become more enthusiastic about organizing the variety show in the next school year.

- A common data bank: e-School, has been newly formed to record the discipline and counseling services provided to individual student. In this year, discipline, counseling, career counseling and SEN teachers are the frequent users of the e-School system. The four functional groups have been using the e-School system to better implementing their group functions: (1) collection of data (2) processing of data (3) use of data (4) report of data. The e-School system did speed up the information flow among the four functional groups as well as the class teachers.
- Service of individual career counseling for S.6 students was continued. It was anticipated that the increase in number of S.6 students entered the 3 top universities was due to the right application of selection tactics given by the counseling teachers.
- All new coming S1 students were attended the scientific survey of character strengths hosted by the VIA Institute on Character. Data obtained are to be referred to provide suitable assistance and plan of growth to individual students.

Reflections:

- The e-School system has been used for a school year. Data have been shared among teachers for provision of support for students. With the e-School system, data can be transferred easily when students are promoted and enable convenient reference. It is expected that teachers increase their frequencies of reference to the e-School system in the coming years when positive values are emphasized.
- Individual counseling in career and life planning was beneficial to S.6 students. The school ought to explore the ways how to continue this service with more efficient human resource deployment.
- Students are varied in their potentials and abilities, yet they have demonstrated their various talents in the activities provided by the school. This initiates organizing bodies, no matter they are student organizations or school teams, to include more activities in their lists. The school should also focus on balanced OLE activities with academic growth in development of teenagers.

Major concern 3: “*To reinforce Marist Education as the foundation of Holistic Education.*”

Achievements

- In respect of targeting students and teachers learn to live ‘In the Way of Mary’ and

internalize 'Love of Work' in their study, the Pastoral Team, with the help of class teachers/subject teachers, focused on nurturing students' seriousness during Mass and Prayer. All S1 students were arranged to participate in the summer camp organized by the Pastoral Team. Every Wednesday, all Catholic students were arranged to take part in the Mass conducted by the Supervisor of the School. Teachers were able to ensure that all students participate in saying prayers. It was observed that most students have become more engaged when the pastoral teachers or the Catholic students share messages from the Bible during the school assemblies.

- Mega-sized banners were made to remind members of SFXS the five pillars of Marists Education, 'In the Way of Mary', 'Love of Work', 'Presence', 'Simplicity', 'Family Spirit'. The banners were hang in the 2/F, 3/F and 4/F facing the football court. The five virtues were frequently addressed in various occasions. New teachers and teaching assistants are requested to attend the orientation workshop organized by the Catholic Diocese to learn the core values of the Catholic Education.

Reflection

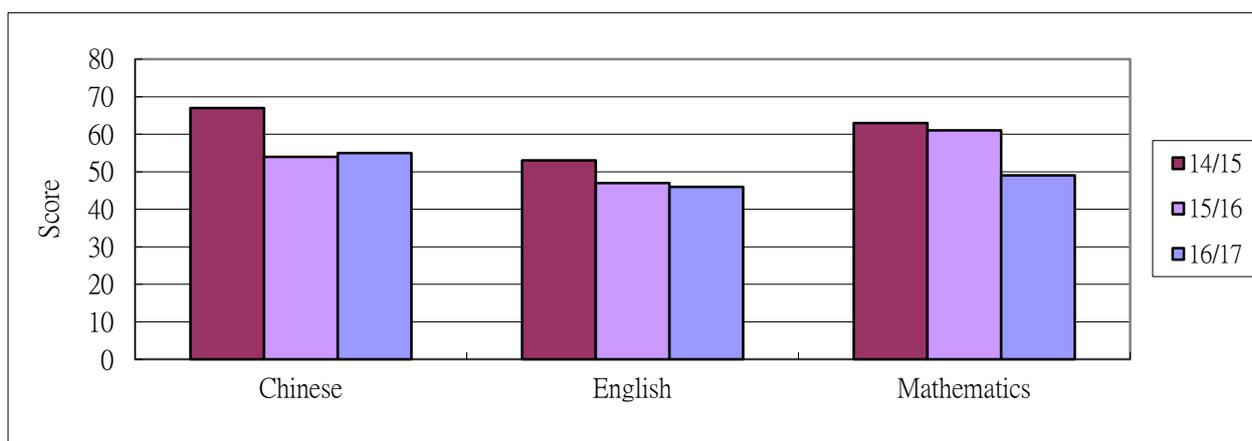
- Religious formation is always an indispensable component of education in SFXS. This year, the Pastoral Team has explored various approaches to collaboration with different functional teams to promote Catholic education. Results were encouraging. Collaboration among functional teams is certainly a feasible strategy. As a right direction of promoting Catholic value education has been found in the current SDP, Catholic education will be embedded into regular school activities in the coming School Development Plan. The most challenging task in SFXS is to foster our students to internalize the Catholic education and to live in the way of Mary, we teachers will continue to realize the teaching of Jesus in our daily teaching and interaction with our students.

Student Performance

- **HKDSE :**

	15 / 16	16 / 17	17 / 18
No. of students sat	118	110	104
% of students awarded the minimum entrance requirement for tertiary education	34%	35%	35%

- **HKAT (Pre-S1) :**



- **Inter-school Activities and Prizes Won in 2017-2018** (*refer to Appendix 1*)

Financial Summary: Financial Report 1st September 2017 to 31st August 2018

Code	Name of Accounts	Bal. b/f (\$)	Income (\$)	Expenditure (\$)	Balance c/f (\$)
Government Funds A/Cs:					
Expanded Operating Expenses Block Grant (EOEBG):					
A2701	EOEBG Baseline Reference		1,880,075.51	1,694,083.48	185,992.03
A2002	Noise Abatement Grant		378,388.00	417,120.00	(38,732.00)
A2005,6	Administration Grant,CA grant		3,291,960.00	3,307,407.00	(15,447.00)
A2072	Composite Information Technology Grant		397,670.00	231,926.80	165,743.20
A3003	SB Support Sche for newly arrived Child		5,331.00	4,655.00	676.00
A3017	Capacity Enhancement Grant	1,457.00	599,381.00	595,100.00	5,738.00
	Foundation Fund donation: TAx2				0.00
Balance of 31st August:					303,970.23
Balance b/f from last year:		1,060,858.29			
Balance of EOEBG:					1,364,828.52
Grant Outside EOEBG:					
A1009	Other Recurrent Grant A/C	0.64	650,600.00	650,600.00	0.64
A1017	Salary A/C:001 Teaching Staff (Incl.		40,194,681.79	40,194,681.79	0.00
	003 Lab. Technician		956,700.00	956,700.00	0.00
A1018	Employer's Cont to PF Scheme for NT		412,692.00	415,036.68	(2,344.68)
A1043	Grant A/C for Fringe Benefits under NET		330,175.25	330,175.25	0.00
A1062	Substitute Teacher grant		112,850.00	112,850.00	0.00
A1088	School -based After school Learning & Sup	21,675.20	121,800.00	107,152.50	36,322.70
A1092	Teacher Relief Grant	282,845.10	202,662.50	28,049.00	457,458.60
A1101	Learning Support Grant (SEN)	179,944.55	895,104.00	866,796.45	208,252.10
A1103	Teacher Training Grant (SEN) for IMC School		39,900.00	39,900.00	0.00
A1105	Diversity Learning APL		341,300.00	341,300.00	0.00
A1107	Diversity Learning Other Programme	33,096.00	93,600.00	60,167.50	66,528.50
A1109	Fractional Post Cash Grant	158,596.57	122,382.00	139,121.40	141,857.17
A1116	Moral & National Ed Subject Support Grant	398,380.00		29,000.00	369,380.00
A1118	Senior Secondary Curriculum Support Grant	157,449.88	700,272.00	687,173.49	170,548.39
A1124	Career and Life Planning Grant		583,560.00	568,970.48	14,589.52
A1127	4th Strategy on IT in Ed. One-off Grant				0.00
	3yr recurrent grant		93,613.00	93,613.00	0.00
A1129	Strengthening School Admin. Grant	2,620.00			2,620.00
A1130	Special Home-School Co-op grant				0.00

A1133	One-off IT Grant for e-Learning in School	195,850.00			195,850.00
A1134	Promotion of STEM Grant	147,249.62	24,245.93	171,495.55	0.00
A1135	One off Promo. C.Hist & Culture Grant		150,000.00		150,000.00
A1136	IT Staff Support Grant		300,000.00	284,140.50	15,859.50
A1011	Committee on Home-Sch-Co-op Proj Grant		14,772.00	14,772.00	0.00
Outside EOEBG Balance:					1,826,922.44
Government Grant Total:					3,191,750.96

Feedback on Future Planning

The major concerns in the current School Development Plan (SDP 2014-18) are listed below:

- (1) To further improve overall learning & teaching effectiveness in the classroom.*
- (2) To explore students' potential, to plan their individual pathways.*
- (3) To reinforce Marist Education as the foundation of Holistic Education.*

The school has been investing its resources on academic growth of students in the past two school development plans to establish the present system of learning and teaching, results of the strategies applied were obvious. While the strategies are becoming regular and routine practices, staff generally agreed that our efforts may be spent on something other than academics. In the regular meetings for deriving the school development plans, staff expressed their raising concerns on developing the inner strength and positive values of students. With the transformation of inner quality of students may be a lengthy process, it was generally agreed that a well-integrated effective administrative mechanism would be beneficial to the help sustainable nurture of genteel and responsible students. Staff came to an agreement that the items below are the three major concerns for the School Development Plan 2018-2021:

- 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 optimise administrative structure for a sustainable school development**
優化行政架構 追求可持續發展

Appendix 1: Inter-school Activities and Prizes Won in 2017-2018

I. 中文科

2017-2018 年校際朗誦節

中三、四男子普通話散文 冠軍 3A 鄒佳澎

中五、六男子普通話散文 季軍 5A 趙 俊

第十三屆全港經典故事、小品、詩歌表演比賽（2018）

普通話中學小品 金獎 2A 陳駿賢

普通話中學小品 金獎 2A 陳溢朗

普通話中學小品 金獎 2A 詹汶軒

普通話中學小品 金獎 2A 古國灝

普通話中學小品 金獎 2A 林子傑

普通話中學小品 金獎 2A 梁韶鴻

普通話中學古詩獨誦 冠軍 3A 張永健

普通話中學散文獨誦 冠軍 3A 鄒佳澎

普通話中學故事 亞軍 3A 陳左乾

普通話中學故事 季軍 2A 吳品蔚

普通話中學詩歌獨誦 季軍 3A 何嘉豪

II. 英文科

69th Hong Kong Schools Speech Festival (English Speech) 2017-2018

Solo Verse Speaking 1st prize 4D 屈子軒

Solo Verse Speaking 2nd prize 1D 黃杞然

Dramatic Duologue 1st prize 2D 梁文俊 2D 楊諾維

Dramatic Duologue 3rd prize 2A 陳溢朗 2A 鄧嘉鏘

Public Speaking 1st prize 4A 李澤煒

Public Speaking 2nd prize 4A 王源琛

Public Speaking 3rd prize 5A 白嘉浩

III. 數學科

華夏盃：

中一級：	1A 何衛傑	初賽	二等獎
		晉級賽	二等獎
		總決賽	二等獎
	1A 李昊軒 1A 黃健銘	初賽	三等獎
中二級：	2A 梁宇衡	初賽	三等獎
		晉級賽	三等獎
中三級	3A 蕭鎮鋒	初賽	二等獎
		晉級賽	三等獎

AIMO 港澳盃：

初賽	銅獎	3A 蕭鎮
初賽	銅獎	3B 黎昭樂
初賽	銅獎	5A 陳晟
初賽	銅獎	5D 陳家志

COMO 兩岸菁英奧林匹克數學邀請賽

初賽	三等獎	1A 何衛傑
初賽	特等獎	2A 梁宇衡

IV. 數理科

Secondary School Mathematics and Science Competition

Distinction in Mathematics	5A 陳義培	5A 趙灝倫	5A 馮灝樑
Credit in Mathematics	5A 李立穎	5A 岑添朗	5A 黃雋傑
	5A 鄒志濠	5C 施嘉煌	
Credit in Biology	5D 陳禧樂		

Credit in Chemistry	5A 馮灝樑	5A 區智榮	
Credit in Physics	5A 趙灝倫		
理工大學機電超級氣球戰車大賽障礙賽組			亞軍
理工大學機電超級氣球戰車大賽馬尼奧賽車校際聯賽組			季軍
Go Green Act Green 全港中學環保問答比賽			殿軍
	3A 鍾豪然	3A 劉宏達	3A 蕭鎮鋒

V. 通識教育科

「青 Teen 講場 2017」模擬法庭活動

最佳律師獎		4A 何宗林
最佳證人獎		4A 楊銘賢

VI. 音樂科

第 70 屆香港學校音樂節

鋼琴獨奏 Grade 5	季軍	2C 勞亦樂
鋼琴獨奏 Grade 7	季軍	2B 柯俊言
第 2 屆(台灣)亞洲·愛琴海藝術講堂及音樂大賽		
鋼琴普及作品組小奏鳴曲組	亞軍	4D 謝明杰
第 6 屆校園精英盃音樂朗讀比賽		
法國號 公開組	季軍	3B 楊熙晉

VII. 視覺藝術科

中學生視覺藝術創作展 2017-18	金獎	6B 溫恒杰
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VIII. 體育科

荃灣中小學國慶盃足球賽	中學組	冠軍
第二屆全港青年社區體育節團跑比賽	U14 組	亞軍

荃灣及離島區中學校際籃球比賽	丙組團體	季軍
荃灣及離島區中學校際游泳比賽	甲組團體	殿軍
	乙組團體	殿軍

Samsung 第 61 屆體育節-2018 保齡球錦標賽

場館青少年挑戰盃四人隊際	冠軍	3A 周景軒
青少年男子雙人賽	季軍	3A 周景軒

IX. 制服團體

聖約翰救傷隊少青團新界區隊際比賽

急救比賽	冠軍
制服及裝備檢閱比賽	亞軍

X. 閱讀推廣

哈佛圖書獎	5 A 趙 俊	5A 馮灝樑	5A 岑添朗
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XI. 服務/領袖才能

第 28 屆荃葵青傑出學生選舉	5A 趙 俊	
傑出公民學生獎勵計劃 - 和富香港學生公民大使	5D 朱慶麟	
青年協會 - 《香港 200》領袖計劃	5A 趙俊	5A 岑添朗
	5A 劉峻	5B 文浚彥

校園耕作大賽 2018 (荃葵青區中學)

最佳自選作物獎	小組冠軍
最佳耕作技術獎	小組亞軍
最佳農田規劃獎	小組亞軍
都市農夫大獎	小組季軍
最佳收成大獎	小組季軍

XII. 其他

SFXS Award 聖芳濟獎 5A 趙俊

祁良神父教育紀念獎學金 5A 趙俊

香港會計師公會獎學金 (中學組) 5A 岑添朗

尤德爵士紀念獎學金 6A 朱漢豪 6A 李政毅

2017 廠商會獎學金 5A 馮灝樑 6A 孫嘉朗

Yu's Brothers Scholarship 余氏兄弟獎學金 2C 謝子鍵 5B 陳彥謙

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

6A CHU HON HO 朱漢豪 (1st in S6)

6A WONG CHUN WAI 黃雋煒 (2nd in S6)

6A LI CHING NGAI 李政毅 (3rd in S6)

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

6A TO SIU FUNG 涂兆鋒 (Best Biology in S6)

6A CHU HON HO 朱漢豪 (Best Chemistry in S6)

6A CHAN YIN WAN 陳彥允 (Best ICT in S6)

6A YUNG NIN HONG 翁年涯 (Best Mathematics in S6)

6A YUNG NIN HONG 翁年涯 (Best Mathematics - Module 2 in S6)

6A CHAN YIN WAN 陳彥允 (Best Physics in S6)

Bros Konrad & Leo Bauer's Co-curricular Scholarship

Multi Media Club (多媒體學會)

Subject Awards 學科成績優異獎

6A CHU HON HO 朱漢豪 (Best Chinese Language in S6)

6B CHEN NGA CHI 陳雅智 (Best English Language in S6)

6A NG KA FAI 吳嘉輝 (Best Liberal Studies in S6)

- 6D CHU YUNG FAI 朱榕輝 (Best Chinese History in S6)
 6B PANG CHI HAU 彭梓厚 (Best Geography in S6)
 6A NG KA FAI 吳嘉輝 (Best History in S6)
 6D CHU YUNG FAI 朱榕輝 (Best History in S6)
 6A SUEN KA LONG 孫嘉朗 (Best BAFS in S6)
 6A CHU HON HO 朱漢豪 (Best Economics in S6)
 6D LAM WAI 林偉 (Best Visual Arts in S6)

SFXSAA Conduct Award 校友會操行獎

- 6A CHAN HOI LOK 陳凱樂
 6A OR ALSTON WAI CHING 柯煒程
 6B KIANG MAN KI 江萬棋
 6B TSOI SIU FUNG 蔡肇峰
 6C HUI KA LUNG 許嘉龍
 6C YAN YIU CHUNG 殷耀宗
 6D HUI CHUN HO 許俊皓
 6D LAM HON CHEUNG 林瀚翔

Scholarship for Pathfinder 探驪獎學金

- 5A PAK KA HO 白嘉浩 (最佳編輯)
 4A LI CHAK WAI 李澤煒 (最佳攝影記者)

PTA Scholarship 家長教師會獎學金

- 5D CHAN HEI LOK 陳禧樂 (好學生)
 4D TSE MING KIT 謝明杰 (音樂科)
 6D LAM WAI 林偉 (美術科)
 5C MAK CHIT KIT 麥嘉傑 (體育科)

Appendix 2: 推行「全校參與」模式融合教育的政策、資源及支援措施 2017-2018 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
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； ● 增聘 1 名教師及 1 名助理教師以「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； ● 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； ● 購買初中中文讀寫班，為初中有特殊學習困難的學生提升中文能力； ● 購買初中英文讀寫班，為初中有特殊學習困難的學生提升英文能力； ● 購買「共融工作坊」去推行學校共融文化； ● 安排「情緒社交及學習動機提升」導師與家長見面，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； ● 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； ● 參加香港傷健協會「摘星計劃」去協助 SEN 學生進行生涯規劃； ● 為個別 SEN 學生設計個別學習計劃去實踐； ● 為高中自閉同學提供學習通識技巧培訓； ● 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评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「自閉症學生支援策略」 ● 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 3: Financial Report on Diversity Learning Grant, 2017-2018

Balance brought from 16/17	\$33,096		
DLG (OP) received in 17/18	S4	S5	S6
	\$31,200	\$31,200	\$31,200
Items:			
1. Chinese enhancement programme			\$4,000
2. Chinese debate enhancement programme (Cancelled)			
3. English enhancement programme	\$6,200		
4. Mathematics enhancement programme	\$6,000	\$7,500	
5. Enrichment Programme for Young Mathematics Talents held by CUHK (2 students claimed for the entry fees)	\$7,680		
6. Art enhancement programme	\$5,637.5	\$8,750	
7. LS enhancement programme			\$14,400
Total:	\$25,517.5	\$16,250	\$18,400
Balance forwarded to 18/19	\$66,528.5		

Appendix 4: Report on School-based After-school Learning & Support Programmes

(2017/18 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 50 名(包括 A.領取綜援人數: 4 名·B. 學生資助計劃全額津貼人數: 58 及·
C. 學校使用 10%酌情權的清貧學生人數: 9 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						
中六選修科功課 輔導	3	30	3	95%	2017年11 月至 2018年4 月	87033	DSE 成績	明愛	
領袖生訓練營	1	12	2	100%	2018年7 月21-22日	9000	領袖生紀錄	青協	
中一迎新營	0	8	2	100%	2018年7 月19-20日	3000			
輔導組 外購工作坊	0	8	2	100%		9000			
活動項目總 數: <u>4</u> 項									
@學生人次	4	58	9		總開支	\$108033			
**總學生人次	71								

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