



St. Francis Xavier's School, T.W.
Annual School Report
2020 - 2021

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 2020-2021

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 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, IT Studies, Geography, Music; a STEM Laboratory; a Library; a Student Activity Centre and a Conference Room. Interactive whiteboards are installed by phases. A LED display wall was installed in the School Hall which has 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

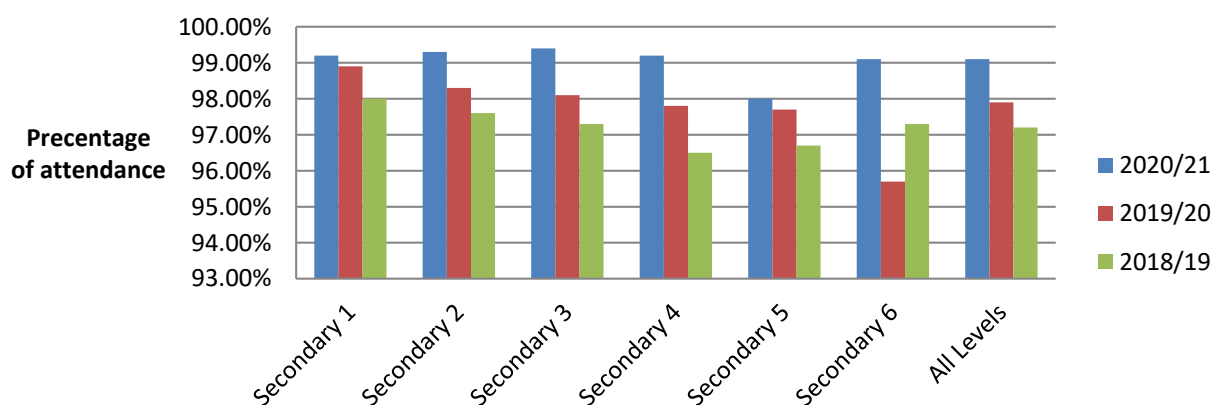
Our Students

Class structure

By the end of 2020-2021, 675 students studied in the school. 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	122	127	111	118	108	89

Attendance of student



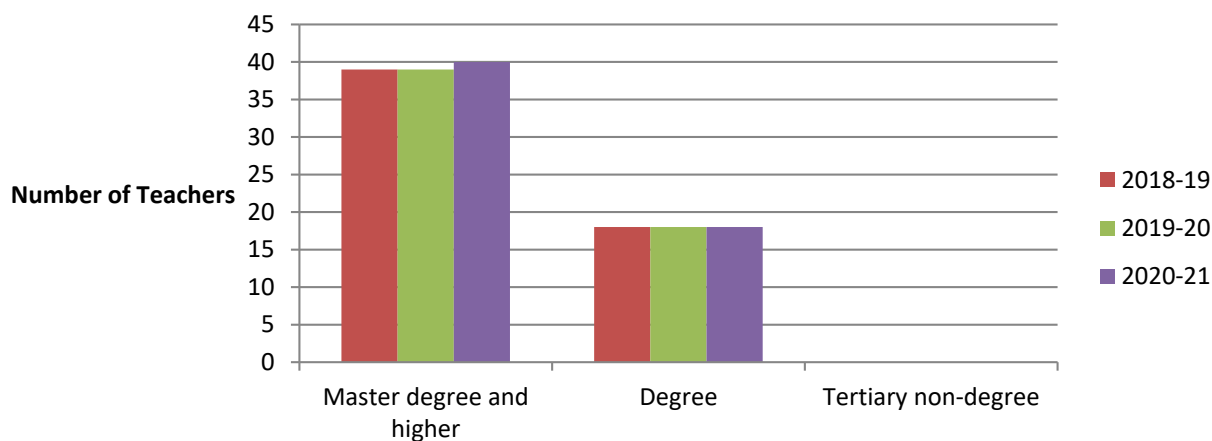
Destination of exit students (S6 graduates):

Year	% of students					
	Degree Course	Associate Degree/ Higher Diploma Course	Post-secondary/ vocational training course	Employment	Repeat S6	Others
2021	47.1	35.6	5.8	5.8	3.5	2.3
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

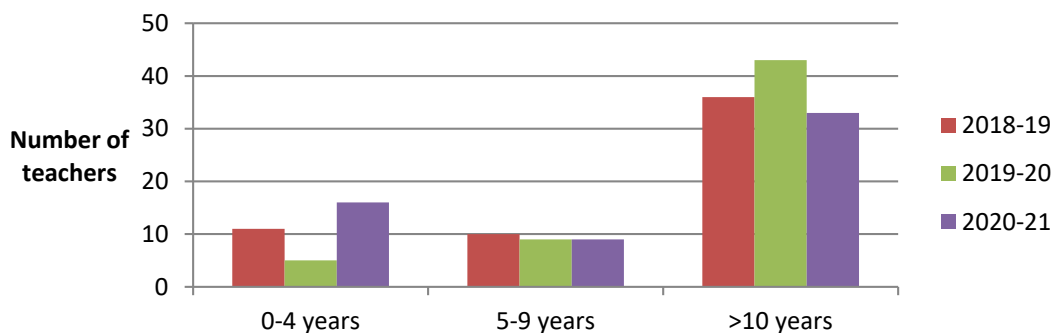
Our Teachers

In 2020-2021, 56 full-time teachers served regularly at our school, plus a Principal and a NET. All teachers are degree-holders with professional training.

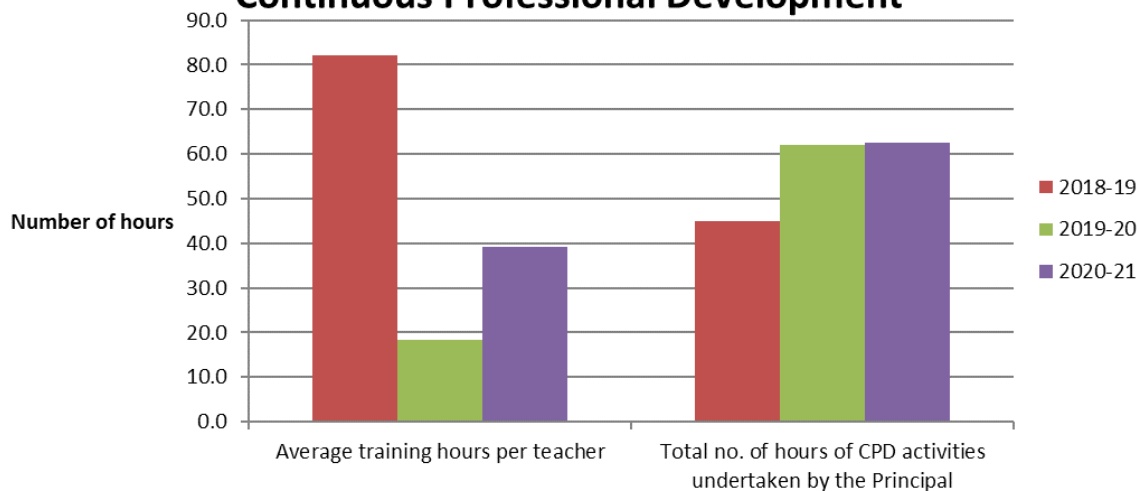
Qualification of Teachers



Teaching Experiences of Teachers



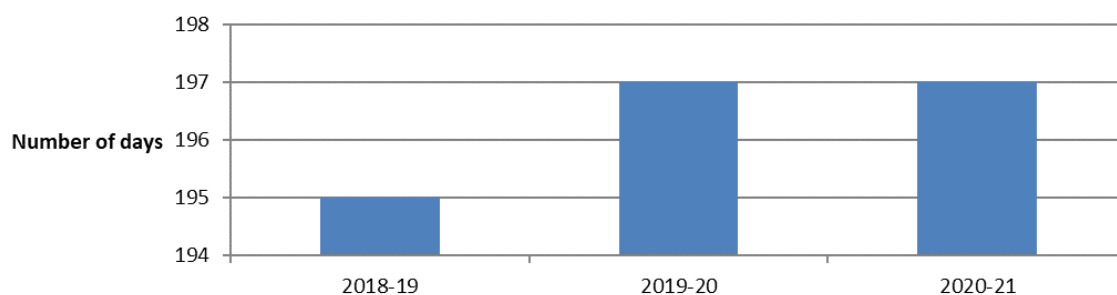
Continuous Professional Development



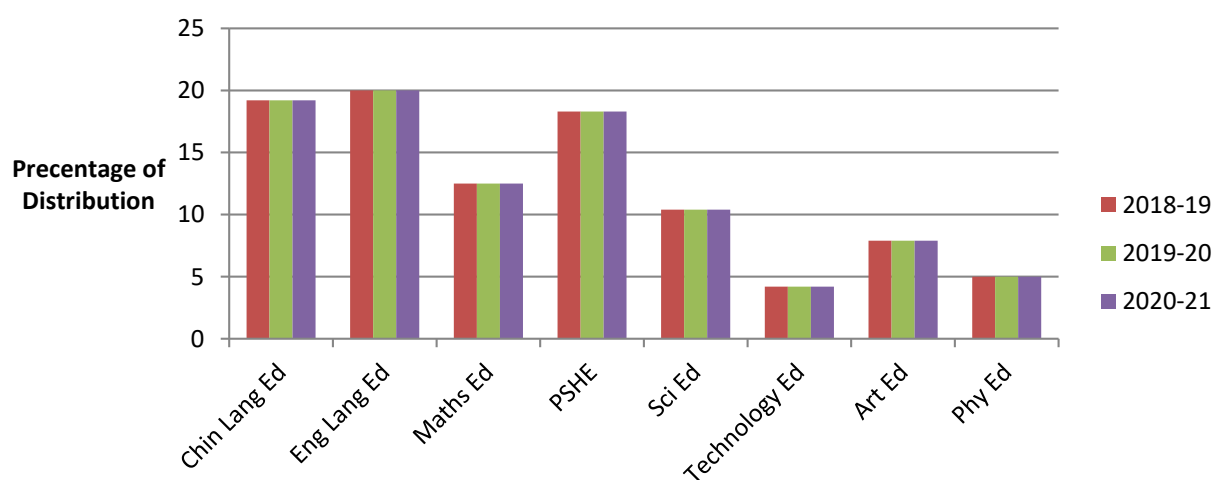
Our Learning and Teaching

In 2020-2021, 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. Number of face-to-face lessons were still limited by COVID-19 pandemic. Yet, with collaboration of teachers and students in improving the effectiveness of mixed-mode learning and teaching was encouraging, progress in learning could be maintained. Similar to what had happened in the previous academic year, planned activities included sports days, school picnic, excursions were cancelled because of the pandemic. Online Mass, seminars as well as excursions supplemented the reduction of OLE activities.

Number of active school days (as planned)



Lesson Time for the 8 Key Learning Areas



Review of implementation of 2020-2021 annual school plan

Background

COVID-19 pandemic continued imposing strains on the school in 2020-21 academic year. Face-to-face lesson was not allowed when the school year began. Only until 16th September 2020, the school was allowed to have some forms to have half-day school. Face-to-face lesson was suspended again on 2nd December 2020 and resumed partially on 26th March 2021. Planned tasks of the second year of SDP (2019-20) were extended to 2020-21 academic year, yet COVID-19 seriously hindered the implementation of the planned tasks, many of them had been modified or even cancelled. One particular significant effect on school life was the impact on personal interaction among students as well as between students and teachers.

The paragraphs below are evaluations of what our 2020-2021 annual plan had achieved.

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

Achievements

Our school aims at cultivating students' positive values. The academic year 2020-21 was the third year (the extended year of the 2nd year of SDP) in which our school implemented positive education. On top of ongoing corresponding teacher training provided for newly appointed teaching staff, different functional groups endeavoured to foster students' healthy interpersonal relationships as follows:

- (1) The Positive Education Promotion Team implemented three programmes to address this major concern, including Big Brothers Scheme, Junior Secondary School-Based Positive Education Handbook (a collaboration with Positive Education Laboratory of the City

University), and S.1 Personal Growth Workshops (another collaboration with Positive Education Laboratory of the City University). 85% student participants agreed that Big Brothers Scheme had helped them socialise positively. 90% participants agreed that the programmes could help S.1 students with adaptation to campus life, developing healthy interpersonal relationships. 88% users of the school-based positive value handbook agreed that use of handbooks during class teacher periods had helped students build healthy interpersonal relationships. 60% class teachers and 80% students agreed that the workshops had helped students adopt proactive attitudes, improving interpersonal relationships. The results were encouraging.

- (2) Moral & Civic Education Team organised One-Student-One-Role Programme (一人一職計劃). Students chose their roles on their own. They paid attention to their surroundings in class, manifesting care for others. A total of 40% responsible students obtained ‘merits’ as appreciation from school. 80% teachers approved of the programme.
- (3) Other Learning Experience (OLE) Team implemented two activities, namely S.2 Leadership Training Camp (S.2 LTC) and S.1 Adventure Day Camp (S.1 ADC). S.2 LTC promoted positive values and the target character strength ‘self-discipline’ – 89.57% S.2 students agreed. In addition, 91.3% S.2 students agreed that their team building skills had been enhanced. S.1 ADC promoted positive values and the target character strength ‘team spirit and respect’ – 92.37% S.1 students agreed.
- (4) Careers Team implemented two activities, namely Visits to Workplaces-cum-Guest Sharing and Gerontechnology and Smart Ageing Project (S.4) of the Lingnan University. 99.3% students agreed that they understood the importance of ‘kind-heartedness and humbleness’ along a successful career path through visiting workplaces and sharing by guests. The project helped foster students’ awareness of use of technology among the underprivileged. 95.6% students agreed that they realised the elderly’s needs and had worked out the key attribute of positive value, ‘kind-heartedness’.

(5) Special Education Needs Support Team implemented two measures, namely (a) individual training & guidance, and (b) junior secondary inclusion workshops. Tutors and counsellors imbued training and guidance with key attributes of positive value including ‘Love’, ‘Kindness’, ‘Forgiveness’, ‘Social Intelligence’, and ‘Self-Regulation’. 86.67% parents and 98.67% students agreed that the attributes of positive value could be fostered. 85.2% S.1 & S.2 students, and 89.4% S.3 students agreed that the workshops could encourage the above-mentioned set of attributes.

(6) Discipline Team organised the Inter-Class Classroom Cleanliness Competition to foster students’ ‘Temperance’ and ‘Humility’. Counseling Team organised ‘Adventure-Ship’ to boost students’ self-confidence and resilience. There were 30 student participants. All of them approved of the activity.

What is more, KLAs were capable of implementations concerning particular character strengths over at least one form, for instance, Chinese Language teachers provided positive moral values education (品德情意教育) in class; English KLA facilitated learning through online resources; Technology KLA manifested ‘Prudence’ through programming; Science KLA manifested ‘Creativity’ through Elite STEM Programme.

Reflections

While pandemics had seriously affected the mode of learning and teaching, various teams, committees and KLAs shifted the focus onto blended learning in hopes that in terms of student support and values education, proper teaching could be continued under the new normal.

In terms of student support, Discipline Team offered student support to the online lesson absentees and reviewed the follow-ups. Social workers and level coordinators of Discipline Team remained responsible for student clients by means of continuous online communication. Careers Team undertook review concerning the pandemic in the previous year, to avoid proneness to event cancellations in the coming academic year. Instead, there will be a new mode of organisation, i.e.

JUPAS talks, faculty seminars, parents' meetings of different levels, elective subject briefings will all be held online.

Regarding values education, division of labour among different committees in response to such inadequacies had been achieved as follows:

- (1) Moral & Civic Education Team will focus on activities regarding national identity in future so that students will learn more about their mother country and homeland. For social relationships, through weekly assemblies and morning sharing, students will understand more about the society. 'Care in the Community Scheme', 'Joy Age Scheme', 'Love in the Neighbourhood Scheme' and so forth will also be launched for students to care for society through taking action.
- (2) Other Learning Experience (OLE) Team arranged for S.1 & S.2 students to receive training offered by youth uniformed groups, learning how to serve to raise their awareness of social relationships. For the senior secondary OLE curriculum, the service-learning component will be strengthened in the hope of systematically strengthening their awareness of the community.
- (3) Pastoral Team provided diversified religious activities to spread Catholic beliefs and the gospel through KATSO and Legion of Mary (societies) and BK/ET/ERS (lessons), as well as activities of changed modes (e.g. prayer meeting videos, online gatherings and worshipping the way of sorrows online). Also, taking advantage of the religious celebrations, we organised whole-school activities to improve the religious atmosphere and cultivate Christian values, in the hope that students would further care for peers, the school, the family, the society, the nation, as well as the world.

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

Achievements

Our school takes students' other learning achievements into account as well as academic achievements. Academically, KLAs reacted to this school major concern from four aspects as follows: 1) learning methods – eLearning and offering bonus questions in assessments; 2) strategic assignment – e.g. homework policy of PSHE KLA subjects promotes 'less demanding assignments with increasing frequency'; 3) tasting culture – extend student interests through organising internal competitions or participating in external ones; 4) high exposure – showcasing students' achievements online (e.g. Facebook and Instagram) and/or through Campus TV. Each KLA also learned through the experience of 'continuous learning and development in time of epidemic' last year – in the light of alternation between online and face-to-face lessons, there were adapted courses; setting, marking and collecting assignments on eLearning platforms (e.g. LoiLoNote and Google Classroom); making the most of flexibility between morning and afternoon face-to-face sessions across the forms offered by EDB to successfully complete First Term Test & Exam, and Second Term Exam. S.6 graduates obtained desired results through HKDSE and JUPAS. Lastly, the whole teaching staff agreed to maximise students' face-to-face lesson time under the 'COVID New Normal', to redesign the special timetable which provides integrated learning activities and is adapted to the policy of 'Optimising the Four Senior Secondary Core Subjects'.

In terms of school ethos and support for students, our school worked through knowledge, skills and attitudes. Different functional groups planned collaboratively to bring success for students as follows:

- (1) Student Guidance Committee implemented two activities, namely the Social Circus Training component of the Get Positive programme and teaching "*The New Top-notch Student Handbook*" during reading lessons (sponsored by LPD Educational Foundation).

The Social Circus Training helped develop tasting culture and self-confidence. 73% students completed the training and 93% students agreed about acquiring new knowledge. Learning & reading strategies, time & stress management were introduced to students through reading lessons. Students were engaged and results were found satisfactory.

- (2) Other Learning Experience (OLE) Team implemented two activities, including ‘A Wealth of Talents’ (體藝顯才華) and ‘One-Student-One-Uniform’ (一人一制服) (S.1 & S.2). The former included courses in bowling, Kin-Ball, swimming, karate, taekwondo, and magic. 74.5% participants agreed about learning new skills. Under ‘One-Student-One-Uniform’ programme, Boy Scouts and St. John Ambulance Brigade were able to continue their training by organising online and face-to-face gatherings.
- (3) Careers Team administered COA My Favourite Career Interest Test, allowing students to discover their own strengths, to realise the most effective learning strategies for themselves, to enhance satisfaction and sense of accomplishment. 87% S.1 students believed that ‘My Favourite Career Search’ (我最喜愛的職業探索) could deepen understanding about their personalities, interests, and abilities; 90% S.2 students believed that ‘Boys after Dreams’ (男求夢) could help them understand significance of work, communication skills, creativity and collaboration; 96% S.3 students agreed that ‘Pens for Dreams’ (筆生夢) had helped students understand their interests to facilitate choice of senior secondary elective subjects. The Careers Team also organised exploration-based visits to workplaces for senior forms. Alumni came as guests in ‘Live-Action Library’ to share their career stories with students. Student participants interviewed alumni who worked for different industries. Students took the initiative to opt for the professions they had hoped to know. 98% students were satisfied with the alumni’s sharing.
- (4) SEN Support Team helped the school systematically understand students’ characteristics by means of ‘one-page profile’. 100% students completed the one-page profiles. This allowed counsellors, in-service tutors and/or class teachers to further understand student

backgrounds, facilitating provision of suitable guidance and support.

Reflections

For the school year 2021-22, the school will further make use of Facebook to showcase students' diversified achievements. Classroom management has been planned to serve as a medium to extend positive education and maintain the tradition of friendly teacher-and-student relationships. The school will likewise strengthen work related to national education, more frequent exchange programmes will be scheduled with our sister school Shanghai Beihong Senior High School to broaden students' horizons. For well-established 'A Wealth of Talents' programme in S.1 & S.2, the school plans to extend the programme to other levels with more diversified modes to broaden student horizon and help them exploring potential.

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

Achievements

Over the past three years, improvement of administrative practise has been done through standardizing KLAs' documentation on one hand. On the other, negotiation on the change of administrative structure has been in progress. Implementation of new administrative structure and management for the school year 2021/2022 was achieved in this school year to address the rapidly changing learning & teaching environment, and future needs.

The principal reshuffled the duties of the vice principals with the expansion of establishment of an additional PGM. Delegation of some management functions of the principal has enabled the principal to concentrate more on strategic planning for school development. With the restructure of

management, the principal assigned vice principals to serve in their areas of expertise. Results are encouraging. In the stakeholder survey, regarding ‘the impression on vice principals’ professional leadership’, teachers’ ratings remained at a high level with a slight improvement.

With the announcement of implementation of Safeguarding National Security and Promoting National Security Education by the Education Bureau in early 2020, the school address the issue with addition of new functional committees. Safeguarding National Security & Promoting National Security Education Central Steering Committee was set up to coordinate the necessary works. School Promotion Committee was established to organise and deliver update information of the school systematically to our stakeholders. The school management has also come to consensus to have ad hoc teams set up for addressing pop-up issues. On top of the reshuffle of duties among vice principals, the IMC approved the establishment of post of ‘assistant principal’. Recruitment will be started in March 2022. Term of office of assistant principal is two years. Purpose of establishment is to open up more opportunities for colleagues to experience administrative work and to offer training in senior management.

Reflections

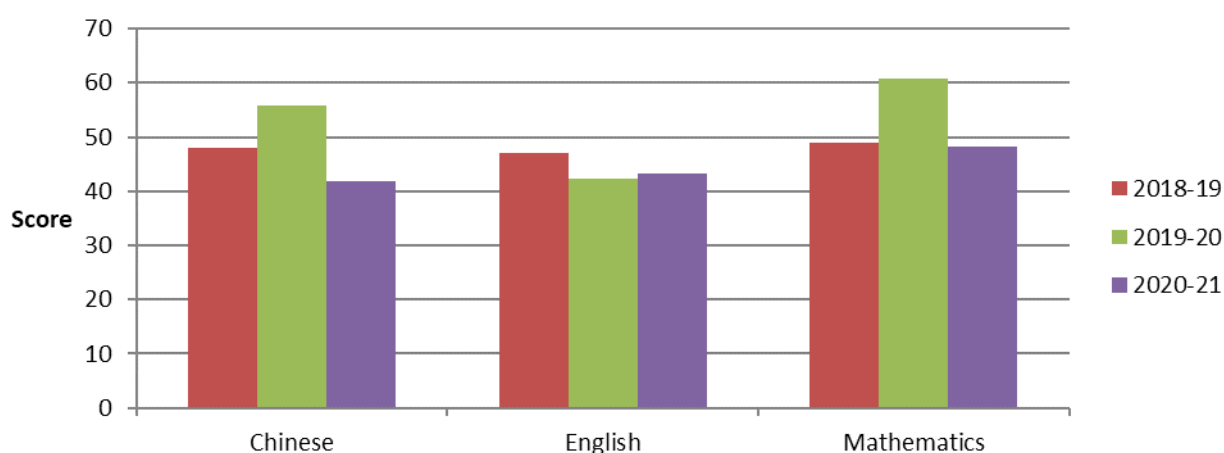
Concerning changes of external environment and internal structure, the school spared no effort to maximise students’ learning opportunities via various new conditions. Swifter cooperation is required for administrative work. With the recent perfection of the school-based administration guide, unified practise may be made possible with regular procedures such that a stable mode of operation for quality schoolwork is possible. The school will likewise continue to empower teachers with appreciation, utilising appraisal to enhance teacher effectiveness and development fuelled with job satisfaction.

Student Performance

I. HKDSE :

	18 / 19	19/20	20/21
No. of students sat	114	97	90
% of students awarded the minimum entrance requirement for tertiary education	40%	34%	34.5%

II. HKAT (Pre-S1) – Average Score (by subject):



III. Inter-school Activities and Prizes

A. Under subject panels

1 中文科

- 2020 年調解徵文比賽

優異獎

2B 邱智勛

優異獎

4A 蘇永熹

- 星島第三十六屆全港校際辯論比賽

第三回合初賽最佳辯論員

5A 陳溢朗

第二回合初賽最佳辯論員，最佳交互答問辯論員

4A 蕭洛熹

- 學思盃 2021

最佳辯論員

5A 吳品蔚

- 新地會「相愛相融」百科大募集
 - 中級組優異獎 2A 郭汶滔
 - 中級組優異獎 4A 鄭旭堯
 - 中級組優異獎 4A 蘇永熹
 - 中級組優異獎 4A 黃學易
- 第十屆奇趣盃
 - 最佳辯論員 4A 談衍均
- 香港聯校調解競賽 2021
 - 最佳合作隊伍獎 5A 陳溢朗
 - 5A 吳品蔚
 - 4A 蕭洛熹
 - 4A 談衍均
- 培菁盃(中學組)2021
 - 分組冠軍 5A 陳溢朗
 - 分組冠軍、最佳辯論員 5A 吳品蔚
 - 分組冠軍、最佳辯論員、最佳自由辯論員 4A 蕭洛熹
 - 分組冠軍 4A 談衍均
- 「細聽聲音」故事創作比賽(兒童事務委員會)
 - 優異獎 2B 邱智勛

2 English Language Panel

- 72nd Hong Kong Schools Speech Festival 2020
 - Solo Verse:1st Prize 5A 陳駿賢
 - Public Speaking:2nd Prize 5A 陳溢朗
 - Solo Prose:2nd Prize 3A 馬汶彬
 - Solo Prose:3rd Prize 3A 何熙林
 - Solo Verse:3rd Prize 1A 陳熙朗
- 22nd Hong Kong Professional Teachers' Union English Debating Competition
 - Second Prize in Secondary School 5A Chan Chun Yin
 - Division (S5) 5A Wong Tsz Wun
 - 5A Chan Yat Long
 - Second Prize in Secondary School 4A Siu Lok Hei
 - Division (S4) 4A Wong Kwun Leong
 - 4B Chan Ka Hei

3 科學科

- 深港澳資優邏輯比賽
 - 銀獎 3A 陳梓軒
 - 銀獎 2A 楊浩一
 - 銀獎 1A 陳朗霆
 - 優異獎 1A 胡文迪
- 粵港澳大灣區數學競賽預選賽 2020 (香港選區)
 - 二等獎 2A 楊皓一
 - 3A 陳梓軒
 - 三等獎 2A 廖朗軒
 - 3A 黃維恩
 - 5A 梁宇衡
 - 5A 梁韶鴻

4 STEM

- Facebook VR for Food Challenge 香港中學生虛擬現實設計比賽
 - 最佳十強優秀隊伍 2A 張信彥
 - 2A 姜翔天
 - 2A 郭家寶
 - 2A 郭汶滔
 - 2A 賴己由
 - 2A 黎文軒
- 2020-2021 有機大使培訓計劃
 - 金獎 1A 楊宗祐
 - 最投入參與獎(校園組) 1A 何天佑
 - 1A 林志朗
 - 1A 劉浩言
 - 1A 黃焯杰
 - 1A 黃政禹
 - 1B 朱曉東
 - 1B 關逸棧
 - 1B 郭啟鏞
 - 1B 李竣瀧
 - 1B 岑駿熙
 - 1B 蕭籽軒

- | | | | |
|---|---|----|---|
| | | 1C | 林景峰 |
| | | 1C | 劉博熙 |
| | | 1C | 李雪雄 |
| | | 1C | 李梓鑫 |
| | | 1C | 梁傲庭 |
| | | 1C | 尹嘉裕 |
| | | 1D | 林紹華 |
| | | 1D | 俞俊涵 |
| ● | 思科創意解難挑戰賽
「傑出表現獎」、「產品創意獎」 | 4A | 張灝泓 |
| | | 4B | 姚浩然 |
| | | 4D | 何卓泓 |
| ● | 「揀露行」車中泊概念比賽
學生組-冠軍 | 4D | 丘進達 |
| | | 4A | 石浩林 |
| | | 4D | 伍珀希 |
| | | 4B | 陳子俊 |
| ● | 「綠色空間 由我創造」學生比賽 2020-21
中學組創新意念獎 及 初中組優異獎
獲獎作品 --荃灣綠化雙層天橋 (VR 作品) | 2A | 楊浩一 |
| | | 2A | 田宇洋 |
| | | 2A | 黃汶皓 |
| | | 2A | 胡啟業 |
| ● | 英國迷你火箭車比賽(香港站) Race For The Line Micro:bit
一等獎 | 2A | 林御榮 賴己由 羅溢軒 謝栢朗
郭家寶 林家振 沈哲賢 余宗祐
龐世豪 張信彥 林以諾 劉崇熙 |
| | | 2B | 張禹軒 黃哲朗 張樂賢 李卓衡 |
| | | 2C | 李旻峰 李睿穎 蘇俊謙 蔡梓烽
李啟樂 盧煜華 鄺梓賢 |
| | | 2D | 張家良 楊迦軒 曾駿熙 高啟銘
何子謙 中浩華 李樂天 鄭俊廷 |
| ● | 第二屆生物醫學工程創意競賽之「愛創耆樂」設計賽
設計產品 -長者專用快樂單車機
最受用者喜愛獎
最有效滿足用者需要獎 | 1D | 蔡易誠 鄭緯庭
周天樂 朱錦禧
馮可祺 |

設計產品 - 音樂手拉腳踏機 最受用者喜愛獎	1D	譚 琛 黃柏熹	黃冠昌 黃彥融
設計產品 - 老友 Disco 具開發潛力設計獎 (中學組)	1A	陳立言 胡文迪 林駿泓	李孔正 何晨毅 溫諾軒
設計產品 - 蛇蛇的奇幻冒險 具開發潛力設計獎 (中學組)	1B	朱曉東 何嘉濠 江明諾	鍾証皓 何文理 江逸朗
設計產品 - 史上最強手握力遊戲柄 具開發潛力設計獎 (中學組)	1B	關柏軒 郭啟鏞 李峻灑	關逸棧 郭天樂

5 企業、會計與財務概論科

- 香港會計師公會/香港商業教育學會「企會財」獎學金
5D 溫捷升
- The HKICPA Accounting & Business Management Case Competition 2020-21
Level 1 Award
5C 易文皓
5C 陳智謙
5C 劉浩雲
5D 陳卓羲
5D 溫捷升
5B 廖宏曦
5C 梁逸桐
5D 陳沛明

6 中史科

- 中國歷史研習獎勵計劃
高級組二等獎 6A 陳潤南
高級組嘉許獎 6A 張永健
6A 鍾豪然
6D 楊熙晉

7 音樂科

- 第 73 屆香港學校音樂節
大提琴獨奏中級組一銀獎 1B 關逸棧
鋼琴獨奏 Grade 4—銅獎 3B 馬嘉俊
鋼琴獨奏 Grade 8—銀獎 5D 柯俊言

8 藝術科

- 「荃城愛動物」繪畫比賽
中學組季軍 5D 劉智佳
中學組優異獎 5C 蘇成俊
- 學生視覺藝術作品展 2020/21
金獎-動畫創作<在雨中> 6B 鄒希宇

9 體育科

- 全港學界保齡球公開賽
男子三人賽亞軍 4B 翁榮笙
4C 黃耀才
5A 梁焯赫
- 第二屆校際體能挑戰賽
男子組團體冠軍 U19 小組第三名 1B 江逸朗
U19 小組第三名 3A 馬汶彬
U19 小組第三名 1A 龍立珩
U19 小組第三名 2B 何譜紜
U16 組破紀錄 3D 江頌彥
U16 小組冠軍 3D 黃昊炫
U16 小組冠軍 3A 梁韶峰
U16 小組冠軍 3A 薛后凡
U14 小組亞軍 1A 黃政禹
U14 小組亞軍 1B 葉鎧毅
U14 小組亞軍 1A 陳朗霆
U14 組破紀錄 1A 黃焯杰

10 應用學習課程 ApL

- 羅氏慈善基金應用學習獎學金 5C 崔家僑
- 羅氏慈善基金應用學習獎學金 6A 陳漢榮

11 其他

- 電競運動
 - 「星光計劃」國際交流 Rainbow Six 戰術射擊遊戲電子競技比賽
促成國際性合作 5B 陳瑋彤
交流賽勝出 3A 劉一言
4C 文富榮
4C 黃卓晞
4D 李卓希
4D 李靖雨

B. 校內獎項

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

1st in S6	6A HO KA HO	何嘉豪
2nd in S6	6A CHAN YUN NAM	陳潤南
3rd in S6	6A IEONG MENG KUN	楊銘權

- 2 SFXS Award 聖芳濟獎

5A JIM MAN HIN	詹汶軒	
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- 3 SFXSAA - Bro. Leo Memorial Awards 李保華修士紀念獎學金

Best ICT in S6	6A WAT WING HUEN	屈永翹
Best Biology in S6	6A IEONG MENG KUN	楊銘權
Best Mathematics in S6 6	6A HUNG SIU YIN	洪兆彥
Best Mathematics in S6	6A KAM YU CHING	甘宇程
Best Chemistry in S6	6A SIU CHUN FUNG ERIC	蕭鎮鋒
Best Physics in S6		
Best Mathematics –Module 2 in S6		

- 4 Subject Awards 學科成績優異獎

Best Chinese Language in S6	6A LAM YU HOI	林榆凱
Best Liberal Studies in S6	6A CHEUNG WING KIN	張永健
Best History in S6	6B WONG CHUN SHEK	黃俊碩
Best English Language in S6	6B LO WAI LUNG	盧煒龍
Best BAFS in S6	6A HO TIN YAU	何天祐
Best Economics in S6	6A IEONG MENG KUN	楊銘權
Best Visual Arts in S6	6A ZOU JIA PENG	鄒佳澎
Best Chinese History in S6	6A CHAN YUN NAM	陳潤南
Best Geography in S6		

- 5 SFXSAA Conduct Award 校友會操行獎

	6A CHOY HEI LAAM	蔡晞嵐
	WONG CHUNG YAN	黃頌恩
	6B CHEUNG CHI LAM	張智林
	LO WAI LUNG	盧煒龍
	6C WONG SIU YUK	黃兆煜
	YEUNG CHAK FAI	楊澤輝
	6D HO PAK KI	何柏錡
	TAM TIN LONG	譚天朗

- | | | | | |
|---|---|----|-------------------------|-----|
| 6 | Scholarship for Pathfinder 探驪獎學金 | | | |
| | 最佳編輯 | 4A | SO WING HEI | 蘇永熹 |
| | 最佳攝影編輯 | 4A | HO WAI KIT | 何衛傑 |
| 7 | Yu's Brothers Scholarship 余氏獎學金 | | | |
| | | 4A | LAW KA LOK | 羅家樂 |
| | | 3B | YAU CHUN HIN
JOHNNY | 邱俊軒 |
| 8 | PTA Scholarship 家長教師會獎學金 | | | |
| | 好學生獎 | 4A | SHEK HO LAM | 石浩林 |
| | 服務獎 | 5C | LIO CHEUK HIM | 廖卓謙 |
| | 服務獎 | 5A | TANG KA CHEONG | 鄧嘉鏘 |
| | 美術獎 | 4B | LIN KWAN LUNG | 林君龍 |
| | 美術獎 | 6A | ZOU JIA PENG | 鄒佳澎 |
| | 影創獎 | 3B | CHEUNG YIU HEI
MACRO | 張曜曦 |
| 9 | PTA Academic Improvement Award 家長教師會成績進步獎 | | | |
| | 中一 第一名 | 1D | 何雄駿 | |
| | 第二名 | 1C | 齊以簡 | |
| | 中二 第一名 | 2C | 吳家偉 | |
| | 第二名 | 2A | 林華俊 | |
| | 中三 第一名 | 3D | 劉旭 | |
| | 第二名 | 3C | 戴奕熙 | |

Financial summary (1st September 2020 to 31st August 2021)

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	2,019,785.83	1,988,711.09	1,658,569.70	2,349,927.22
A2074	Air-Conditioning Grant	242,927.50	437,233.00	187,860.00	492,300.50
A2005,6	Administration Grant,CA grant		3,506,484.00	3,382,487.00	123,997.00
A2072	Composite Information Technology Grant	376,828.38	490,804.00	516,406.55	351,225.83
A3003	SB Support Sche for newly arrived Child				0.00
A3017	Capacity Enhancement Grant	236,858.50	646,466.70	629,917.80	253,407.40
A3027	Sch.base Speech Therapy Admin. Grant	375.20	8,056.00	5,651.40	2,779.80
A3028	Sch.base Management Top-up grant	50,000.00	50,350.00	16,000.00	84,350.00
Balance b/f from last year:		2,926,775.41		Balance as at 01/21:	3,657,987.75
Grant Outside EOEBG:					
A1009	Other Recurrent Grant A/C	0.64	613,600.00	613,600.00	0.64
A1017	Salary A/C:001 Teaching Staff (Incl.	1,058.33	45,284,396.96	45,285,455.29	0.00
	Supply teacher	(123,412.00)	123,412.00		0.00
	003 Lab. Technician		1,021,080.00	1,021,080.00	0.00
A1018	Employer's Cont to PF Scheme for NT		455,127.00	448,169.10	6,957.90
A1043	Grant A/C for Fringe Benefits under NET		566,830.00	566,830.00	0.00
A1062	Substitute Teacher			40,272.00	(40,272.00)
A1078	Wh.Sch. Approach to Integrated Education		15,332.00	15,332.00	0.00
A1088	School -based After school Learning & Sup	109,800.00	60,000.00	41,340.00	128,460.00
A1092	Teacher Relief Grant (Basic)	431,282.40	231,144.50	486,037.00	176,389.90
	Teacher Relief Grant (Optional)		1,885,923.60	1,630,929.00	254,994.60
A1101	Learning Support Grant (SEN)	225,163.39	887,820.00	927,846.50	185,136.89
A1103	Teacher Training Grant (SEN) for IMC School	(14,346.00)	14,346.00	10,068.00	(10,068.00)
A1105	Diversity Learning APL		589,040.00	589,040.00	0.00
A1107	Diversity Learning Other Programme	84,000.00	84,000.00	80,822.50	87,177.50
A1109	Fractional Post Cash Grant	144,880.77		141,596.00	3,284.77
A1116	Moral & National Ed Subject Support Grant	341,680.00			341,680.00
A1118	Senior Secondary Curriculum Support Grant	202,644.07		203,384.70	(740.63)
A1124	Career and Life Planning Grant	113,405.41	642,000.00	705,014.50	50,390.91
A1136	IT Staff Support Grant	43,056.50	319,559.00	303,282.00	59,333.50
A1138	Promotion of Reading Grant	38,019.30	62,414.00	37,600.00	62,833.30

A1141	School Executive Officer Grant	135,660.00	534,660.00	418,200.00	252,120.00
A1144	Life-wide Learning Grant	533,759.11	1,166,106.00	604,054.80	1,095,810.31
A1144a	Provision Sub. Student with fin. Hardship		91,000.00	19,019.80	71,980.20
A1146	One-off Sch-based Speech Therapy Set up Grant	20,000.00		18,077.00	1,923.00
A1148	Special Grant for Book Purchases	58,600.00		58,600.00	0.00
A1149	Special one-off Enhance Cleansing grant	100,000.00		48,000.00	52,000.00
A1150	Top-up Grant Support OnLine learning		4,400.00	4,000.00	400.00
A1011	Committee on Home-Sch-Co-op Proj Grant		41,740.00	41,740.00	0.00
A1801	Open Sch. Facilities for Sports Dev. Scheme		130,000.00	129,067.00	933.00
A1802	Pro. NRG for NCS student learn Chist & cult.	100,000.00	150,000.00	23,223.00	226,777.00
A1805	CCFAP-Needy buy Mobile Grant		281,090.00	281,090.00	0.00
	Outside EOEBG Balance:	2,545,251.92			3,007,502.79
Other Govt A/C:					
A5701	Sundry debtor (Govt Fund)	(88,153.33)	88,162.33	9.00	0.00
A5704	Receivable from EDB	(3,590.90)	290.90		(3,300.00)
A5705	Prepayment	(47,193.00)	47,193.00	0.00	0.00
A7303*	Creditor	41,242.20	50,106.00	85,066.00	6,282.20
A7305	Grant in advance		1,419,776.33		1,419,776.33
A7351*	Payable to EDB	198,723.10		12,008.50	186,714.60
	Other Govt A/C:				1,609,473.13
Government Grant Total:					8,274,963.67

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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● 安排家長網上講座，題目為「疫情下家長與學生的相處之道」，由信義會青年職涯發展服務社工和本校駐校社工主講● 安排動物輔助治療小組去提升同學社交技巧、溝通技巧和學習動力● 購買桌遊小組去訓練同學思考、學習與別人相處及面對成敗得失● 舉辦下學期初中 SEN 課後功輔班● 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, 2020-2021

Brought forward from 19/20	\$84,000		
DLG (OP) received in 20/21	S4	S5	S6
	\$28,000	\$28,000	\$28,000
1. Chinese enhancement programme			
2. Mathematics enhancement programme			
3. LS enhancement programme			\$9,555
4. Art enhancement programme			\$18,470
5. Chemistry enhancement programme			\$3,675
6. Economics enhancement programme			\$1,960
7. History enhancement programme			\$8,452.5
8. Book-keeping enhancement programme	\$11,270		\$2,940
9. ICT enhancement programme			\$5,512.5
10. Geography enhancement programme			\$5,390
11. Chinese history enhancement programme			\$10,290
12. Biology enhancement programme			\$6,615
Total:			\$84,130
Balance forwarded to 21/22			\$83,870

Appendix 3: 2020-21 學年校本課後學習及支援計劃 校本津貼 - 活動報告表

校本津貼實際受惠學生人數共 27 名 (包括 A. 領取綜援人數: 1 名, B. 學生資助計劃全額津貼人數: 16 名及 C. 學校使用酌情權而受惠的清貧學生人數: 10 名)

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						
初中考試前溫習班	1	16	10	78.6%	5月 17,20,24,27,31 , 6月 3,7,9 日 (1:00-3:00pm) 6月 10, 11, 15,16,17,18 日 (10:00am- 12:00pm)	41340	問卷、上/下 學期成績比較	-	-
中一迎新營	0	0	0		原定於 2021 年 7 月舉行兩 日一夜宿營， 因疫情未完， 活動轉為在學 校進行半日免 費活動。	0			
活動項目總數: <u>1</u> 項									
@學生人次	1	16	10		總開支	41340			
**總學生人次	27								

備註:*活動類別如下: 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: 上列參加各項活動的受惠學生人數的總和

**總學生人次: 指學生人次(A) + (B) + (C) 的總和

合資格學生: 指(A)領取綜援、(B)學生資助計劃全額津貼及(C)學校使用不超過 25%酌情權的清貧學生

End of Annual School Report 2020-2021