



**St. Francis Xavier's School, T.W.**  
**Annual School Report**  
**2021 - 2022**

## 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 2021-2022

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

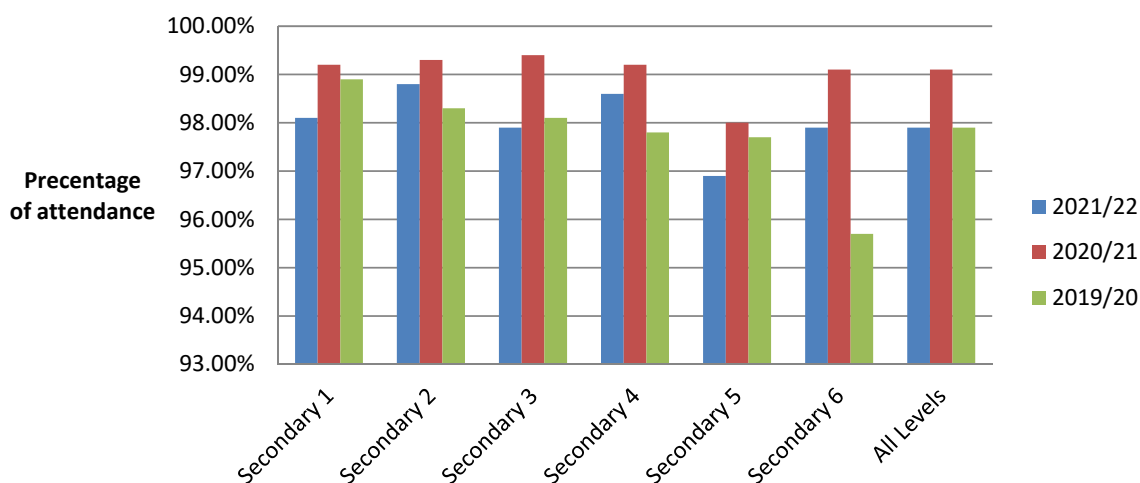
## Our Students

### Class structure

By the end of 2021-2022, 645 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	108	111	116	115	103	92

### Attendance of student



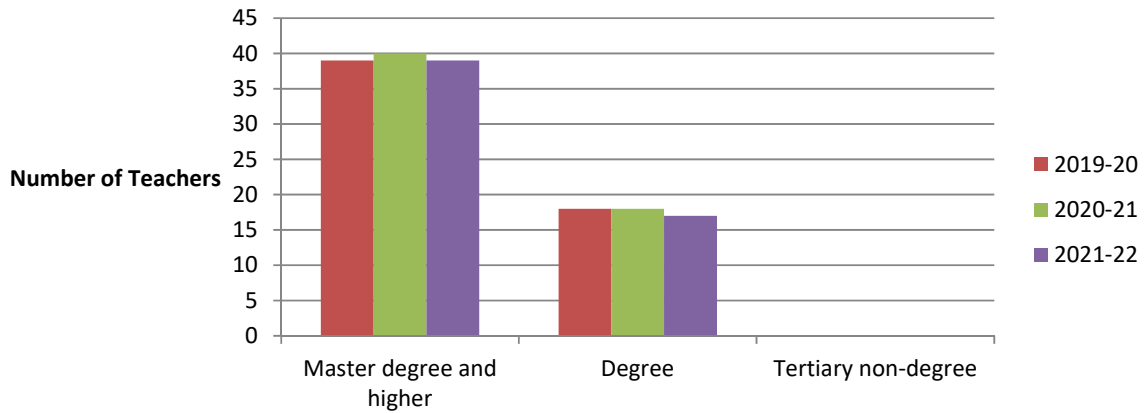
### Destination of exit students (S6 graduates):

Year	% of students					
	Degree Course	Associate Degree/ Higher Diploma Course	Post-secondary/ vocational training course	Employment	Repeat S6	Others
2022	37.4	45.1	14.3	2.2	0	1.1
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

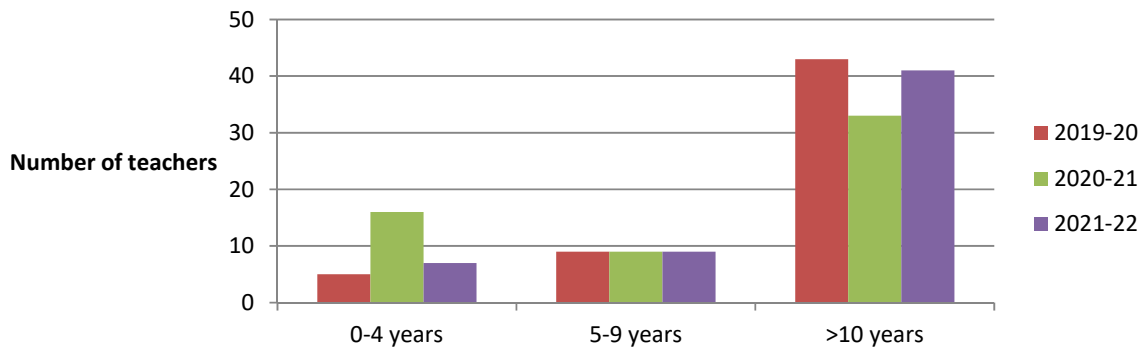
## Our Teachers

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.

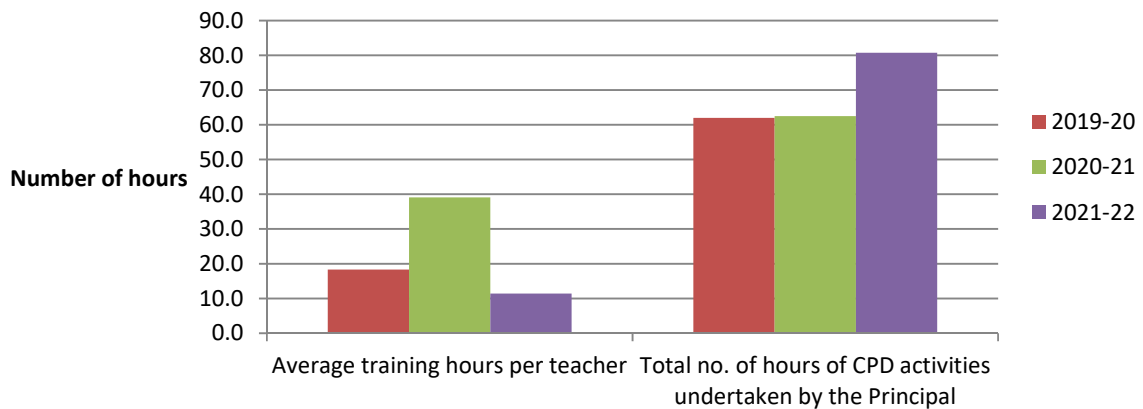
### Qualification of Teachers



### Teaching Experiences of Teachers



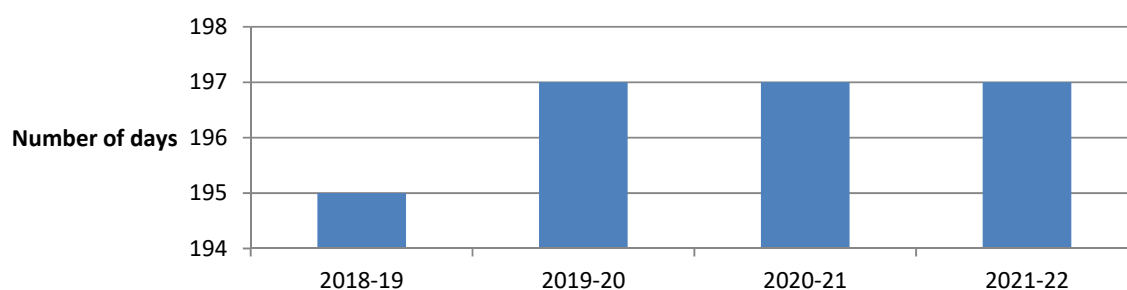
### Continuous Professional Development



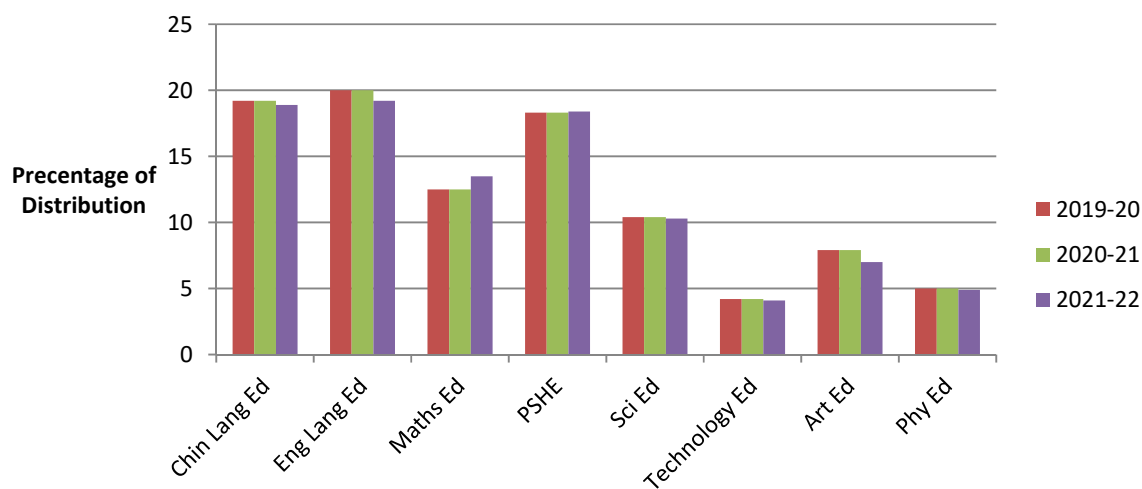
## Our Learning and Teaching

In 2021-2022, number of face-to-face lessons was 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. Different from what had happened in the previous academic year, except the school picnic, planned activities included sports days, limited afternoon sports activities, limited number of excursions have been carried out.

### Number of active school days (as planned)



### Lesson Time for the 8 Key Learning Areas



## **Review of implementation of 2021-2022 annual school plan**

### ***Background***

COVID-19 pandemic continued imposing strains on the school in 2021-22 academic year. Half day of face-to-face lesson prevailed throughout the school year. Because of serious resurgence of COVID-19 in spring 2021. Face-to-face lesson was suspended on 14<sup>th</sup> March 2021 due to a sudden holiday announced by the government. Face-to-face lesson resumed on 29<sup>th</sup> April 2021, 2021-22 academic year extended till 5<sup>th</sup> August 2021. 2021-22 was the last year of the SDP (2018-22), similar to the previous years, COVID-19 seriously hindered the implementation of the planned tasks, many of them had been modified or even cancelled. The impact on personal interaction among students as well as between students and teachers continued to be a major issue in this school year.

The paragraphs below are evaluations of what our 2021-2022 annual plan had achieved.

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

#### **Achievements**

This academic year is the last year of the 3-Year Development Plan. The School keeps focusing on positive education and students' diverse talent development. Owing to the COVID-19 pandemic, the school suspension lasted for 3 months and the half-school day practice was adopted throughout the year. With the school's enormous endeavors, most school activities could still be carried out, though in different forms. Students could still be able to enjoy their school life, nurture their positive values and develop their talents. The implementation details are as follows:

The CSL Team conducted the Big Brother Scheme. 70% S1 participants agreed that the

Scheme could help them adapt to the new school environment. 80% agreed that the caring atmosphere had increased. 90% of the senior form Big Brothers agreed that the Scheme could help them with their personal growth. In addition, the CSL Team, with the assistance of the CITYU Positive Education Laboratory, guided the S1 students to use the “School-Based Positive Values Handbook” 《校本正向手冊》 in order to identify their character strengths and weaknesses and learn to appreciate others. Apart from this, the “S1 Personal Growth Lesson” (中一成長課) has also improved students’ interpersonal relationships. 72% S1 students agreed that the lessons could help them develop a positive attitude and 72% agreed that they could learn how to improve interpersonal relationships during the lessons. As for emotional management, the CSL Team actively promoted emotional health information to students of different levels (S2: 92%, S3: 96%, S4: 94%, S5: 96% & S6: 88%) through talks and workshops so that they could handle pressure. The CSL Team also organized farewell activities to cheer up the S6 students. 78% S6 students agreed that such activities could raise their sense of belonging to the school and 80% agreed that the caring atmosphere had increased.

The SEN Team infused both the individual counselling sessions and the group training sessions with positive education elements. Although the COVID-19 pandemic affected the Team’s regular supporting work, the counselors still carried out individual counselling and training via phone and audio-visual platforms, and tried to resume face-to-face individual counselling after school resumption. 88.9% parents agreed that such measures could raise students’ positive values. 98.4% student respondents agreed that their positive values had increased. In the “Embrace Difference Workshops” (共融工作坊) conducted in the Junior Form Teacher Periods, the school social worker nurtured in students positive values with the focus on “gratitude” through activities. 94% S1, 82.3% S2 and 90% S3 students agreed that the workshops could enhance their positive values of Gratitude, Respect for Others and Care for Others.



The MCE Team organized “A Duty A Student” for students to select a class duty in order to develop a care of public properties and build up team spirit. Despite the lack of face-to-face lessons due to the COVID-19 pandemic, the participation rate of “A Duty A Student” was over 95%. Students’ service performance was very good and over 80% students was awarded a merit by their form teachers. There were 30 Civic Ambassadors who participated in different activities which enhanced their caring attitude towards the community. These activities included Community Creativity Club (社會創新學會), S1 CLUB, S3 Gerontech & Innovation (樂齡科技), S4 DREAMSTARTER and Green Ambassadors(環保大使). In the “Care for Our Neighbours” Programme(鄰舍關愛計劃), S2 and S5 students joined the “Cross-Generation Buddies (跨代同行) in December and served the elderly in Bo Shek Mansion. 85% participants agreed that the activity could increase the positive value of Care for Others. The total service hours in this academic year was 3963.

The OLE Team also played a part to nurture in students positive values via arranging students to join experiential learning activities. For S1, there was an adventure day camp. 95% S1 students learnt the importance of cooperation. Throughout the activity the participants learnt to support and care each other. As for S2, there was a leadership training camp. 89.57% participants agreed that they had enhanced their self-discipline, 98% agreed that they had learnt better team work and 96% agreed that the activity had increased their sense of belonging to their own class.

The CRE Team helped students to identify their character strengths via life planning activities from which they could match and develop their individual interests and enhance positive values. One of the examples was to arrange a visit to SH Designer House for 30 S2 students who had immense interest in media technology. 97% participants agreed that the visit had raised their interest and knowledge of the industry. Another activity was S3 Gerontech & Innovation (樂齡科技). 82.1% participants agreed that the activity had enhanced their knowledge of aging society. 80.3%

participants agreed that they were more aware of the needs of the elderly. 74.1% participants agreed that the activity had encouraged them to communicate more with elders and show gratitude for their past contributions to society. Students need to care more for the elderly as well as society.

The PTR Team changed the form of activities in face of the COVID-19 pandemic. In November and December, donated items were collected at school and delivered to Caritas eCharity Shop and Caritas Second Hand Recycling Shop. 90% Catholic participants agreed that the activity could develop their caring attitude to the needy. Regarding the Catholic Week, short yet diverse activities were organized. They included contributions to Kung Kao Pao, Catholic Hymns Appreciation during recess, Online Movies Appreciation after school, Book Recommendation during morning assembly, Catholic Books Exhibition in Library and Junior Biblical Knowledge Competition. They were found effective to enhance positive values of Care for Others and Respect for Others.

## Reflections

Avoiding cancellation of co-curricular activities and allowing students to experience and participate in them even in a limited manner are one of the targets of this academic year. With the school's endless effort, students could finally enjoy their normal school life. The School realized the influence on the students' personal growth owing to the last 3-year online lessons. This emerged the need for enhancing students' abilities on "pressure management", "entertainment" and "interpersonal relationships (social behavior, social skills, respect for others, sharing and support)", etc.

From the APASO figures in these few years, the aspects of "Respect for Others", "Interpersonal Relationships" and "National Identity" need to be improved. In the 3-Year Development Plan for the Academic Years 2022-2025, we will extend the focus from "nurturing in students positive values" to "placing emphasis on the Catholic Values and Values Education". Both

the content and the form of education will be optimized in order that students can be better off from experiential learning. The following strategies will be considered:

- (1) To enhance cooperation between teams. For example, the MCE Team, the English Department and the Reading Team will co-organize activities to increase the knowledge of the Mainland hometowns. A reading competition will be organized to increase the knowledge of the Basic Law and the National Security.
- (2) To make good use of external resources to enhance students' sense of national identity. The School has successfully applied for the My Pledge to Act (enhanced edition) funded by the Quality Education Fund. The School will receive a funding of HKD300,000.00 in total for two academic years to subsidize the training of the School Flag-Raising Team, national education lessons, and information technology and literacy lessons in order to strengthen the school's values education. Moreover, the School has successfully applied for the Sister School Scheme Grant in 2020 and has conducted an art exchange and an online exchange with Shanghai Beihong Senior High School (formerly known as St Francis Xavier's College, Shanghai). It is expected that both schools can conduct field trips after the resumption of normal traveler clearance so that students can experience the development of China in person.
- (3) To make good use of the Assembly Periods and the Form Teacher Periods. Arrangements have been made to the Assembly Periods and the Form Teacher Periods in order to facilitate cross-form lessons and same-form common lessons. This creates possibilities to invite more external organizations to provide talks and allow students to gain real experience from outside school visits and activities. This arrangement promotes a more systematic and diverse values education.

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

### **Achievements**

The School put emphasis on developing students' various learning achievements apart from formal lesson learning. In the academic aspect, the KLAs responded to this major concern as follows:

Learning approach: e-learning and challenging questions. 2. Frequent smart practice and drilling. For example, the PSHE Department adopted a "little but frequent" approach in the homework policy. 3. Try culture. Joining in-school and outside school competitions. 4. Showing off. For example, displaying students' achievements on the web via FB and IG and on the campus TV. The KLAs also gained experience from last year's "Learning Never Stops" practice. In face of alternate face-to-face and online lessons, through the adapted curriculum, the KLAs used e-learning platforms like LoiLoNote and Google Classroom to give, mark and collect school assignments. The School also flexibly used the am/pm in-person lessons approved by the EDB to complete the first term tests and examinations, and the second term examinations. S6 students received ideal results in the HKDSE as well as the JUPAS. All the teaching staff agreed to let students receive face-to-face lessons on condition that the COVID-19 pandemic stayed in its new normal state. A special timetable was redesigned and well-balanced activities were provided. Teachers got adapted to the "Optimizing the Four Senior Secondary Core Subjects" policy. To enhance the learning and teaching strategies, the School encouraged students to create their personalized notebooks. At the same time, the cooperation between different KLAs and the STEM Team was put forward to attain experience-driven learning experiences.

In regard to the Student Support and School Ethos aspect, the School's APASO figures in general on student achievements, experiences and overall satisfaction were higher than those of the Hong Kong ones. These were as a result of the cooperation between different functional groups in different activities. Details are as follows:

The OLE Team arranged S2 students to participate in “Diverse Talent Programme” and “A Uniform Team A Student”. There were 16 interest classes and 3 uniform teams (Civic Aid Service, St. John Ambulance Brigade and Scout Troop). Due to the COVID-19 pandemic, regular gatherings were absent but the School flexibly displayed their learning outcomes from the interest classes. 86% students agreed that their diverse talent could be developed and self-actualization could be attained. 83% students agreed that they could learn new skills through the activities.

As for the regular activities and curriculum in career planning, students of different forms joined the supporting programmes: S1 COA, S2 Chasing Dreams, S3 Write Your Dreams and S4 Test My Capabilities. All these programmes could systematically collect the data and analyze students’ characters, abilities and aptitudes, etc. hence, the CRE Team could keep evaluating the suitability of the activities held. This could also ensure that the activities matched students’ interests and character traits, which could in turn enhance their interests and abilities. Senior form students participated in the JA Company Programme which developed their leadership and team spirit, and implemented the “try culture”. The JA Company name was Sunny Boy, selling solar-powdered recharging devices and 24-colour pens. The products were sold in a commodities fair at K11 Art Mall (18 Hanoi Road, Tsim Sha Tsui). Students had a chance to taste how to start a business in the real trade market. In this academic year, students were nominated to join the “Youth Career Planners Competition” organized by The Youth Employment Start. Through table games, career potential assessments and mock career planning, students knew more about themselves and mastered basic career planning knowledge.

The DCP Team put emphasis on leadership development for the Prefect Team. The outstanding prefects were nominated to join outside school competitions and exchange programmes including but not limited to “Tsuen Wan, Kwai Chung and Tsing Yi District Outstanding Students Award”, “Outstanding Student Leaders Selection” and “Hong Kong Student Service Leaders Award”, etc. Some students were proudly awarded in these programmes. The PTR Team changed the “Bible Story Drama Competition” to “S1S2 Biblical Knowledge Competition”. 97% students

agreed that the Catholic Month could help non-Catholic students to know more about the Catholic religion. The SEN Team organized a “One-Page Profile” activity which collected SEN students’ background and personality, allowing the School to systematically master such students’ characteristics. Counsellors, tutors of service providers and form teachers could accurately understand the SEN students and therefore provided the most suitable counselling and supporting services. The above could effectively make students of diverse abilities and aptitudes develop their strengths.

## Reflections

Developing students’ abilities and confidence to organize activities and guiding students to discover their diverse talents are of utmost importance. Giving room and concrete support to students to initiate in-school diverse activities is the focus of the School’s future target. The following is a series of strategies to be implemented:

1. To allocate more resources to offer facilities for student activities. The Library will arrange a “Student Workspace” to provide students with a regular location for meetings and organizing preparation work. At the covered playground, there will be a “Students’ Say Corner” to allow students to organize activities during recess and lunch time. This aims to build up and show off students’ leadership. Furthermore, the School will use the HKD 1,000,000.00 funding for the “School Campus TV Project” funded by the Quality Education Fund in order to upgrade the facilities concerned so that students can participate in the multi-media productions.
2. To provide more learning activity choices. For S1 students, they will join “A Service A Student” Programme. They will serve as librarians, Civic Ambassadors and Flag-Raising Team members, etc. in order to extend their other learning experiences. Apart from this, there will be STEM lessons, IT Creativity Laboratory and Avionics System courses funded by the Life-Wide Learning Grant. These offer more interesting learning activities, supported with the necessary facilities, which increase more experiential learning opportunities.

3. To optimize the student talent bank. The bank aims to precisely nominate the right students to match to the outside school courses and exchange programmes. Students can therefore obtain more external resources to participate in exchange programmes with other school students. Another strategy is to nominate students to compete in outside school scholarships and bursaries aiming to increase students' confidence. The exchange programmes information and outside school achievements will be displayed in different school platforms including Morning Assembly, school webpage, school FB and school campus TV. The above can effectively promote the atmosphere of diverse achievements.

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

#### **Achievements**

After four years of optimizing the administrative structure, the School has straightened out the administrative documents of the KLAs and the Functional Groups as well as the administrative handbook. The School restructured the administrative structure and realigned the duties of various parties starting from the bottom level. This included the job duties of the office clerks, new teams, new positions and the vice principals, etc. Assistant principals were added into the administrative structure to smooth future succession. Through a series of reformation work, teachers have largely been empowered while the administrative transparency has been enhanced. This strategic initiative laid a sound foundation for the teachers who target at entering the school management level, thereby actualizing the School's sustainable development.

#### **Reflections**

The restructure of the school documents and the administrative structure plays a prominent

part for the staff training and development, which benefits the School's long-term development. As such, in the future staff employment process, on top of the present interview practice, an additional vice principal will sit in to ensure the right candidates who can potentially contribute to the school development will be selected. As for the new staff training, there will be in-school training, "Work Buddies" (同行老師) and "My Mentor, My Friend" (師友計畫) which support the fresh teachers. Regular meetings will be arranged to ensure a smooth communication. A "Teacher Expertise Sharing Team" (專家教師) is proposed to be formed. This can commend the experienced teachers for their long-term contribution to the school whereas the other staff can experience a stronger sharing atmosphere. It is believed that with these three measures, the school development can become confidently sustainable.

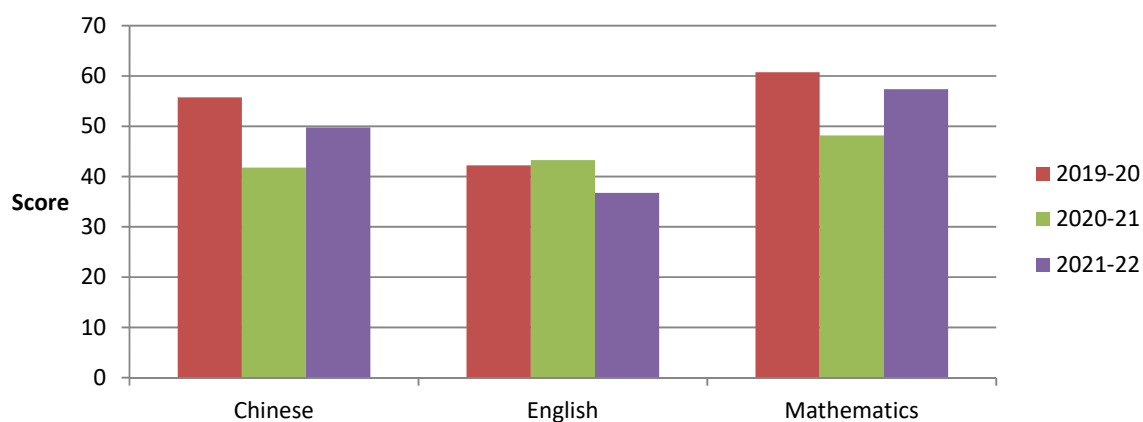


## Student Performance

### I. HKDSE :

	19/20	20/21	21/22
No. of students sat	97	90	<b>91</b>
% of students awarded the minimum entrance requirement for tertiary education	34%	34.5%	<b>31.9%</b>

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



### III. Inter-school Activities and Prizes

## Financial summary (1st September 2021 to 31st August 2022)

### Government Funds A/Cs:

Code	Name of Accounts	Bal. b/f (\$)	Income (\$)	Expenditure (\$)	Balance c/f (\$)
<b>Expanded Operating Expenses Block Grant (EOEBG):</b>					
A2701	EOEBG Baseline Reference	2,435,256.36	2,009,703.01	2,001,256.59	2,443,702.78
A2074	Air-Conditioning Grant	492,300.50	440,283.50	162,756.00	769,828.00
A2005,6	Administration Grant,CA grant		3,531,024.00	3,479,771.00	51,253.00
A2072	Composite Information Technology Grant	351,225.83	494,240.00	417,277.18	428,188.65
A3003	SB Support Sch for Newly Arrived Child		11,654.00	11,654.00	0.00
A3017	Capacity Enhancement Grant	253,407.40	642,934.00	583,236.10	313,105.30
A3027	Sch.base Speech Therapy Admin. Grant	2,779.80	8,112.00	10,633.00	258.80
A3028	Sch.base Management Top-up grant	84,350.00	50,702.00	8,500.00	126,552.00
<b>Balance b/f from last year:</b>		3,619,319.89		Balance as at: 01/21:	4,132,888.53
<b>Grant Outside EOEBG:</b>					
A1009	Other Recurrent Grant A/C	0.64	525,400.00	525,400.00	0.64
A1017	Salary A/C:'001 Teaching Staff (Incl.	0.00	43,922,286.50	43,922,286.50	0.00
	:003 Lab. Technician	0.00	1,031,730.00	1,031,730.00	0.00
	:004 EO Salary		424,855.00	424,855.00	0.00
A1018	Employer's Cont to PF Scheme for NT		294,834.60	266,776.55	28,058.05
A1018a	SEO MPF		21,242.75	21,242.75	0.00
A1043	Grant A/C for Fringe Benefits under NET	0.00	332,909.00	332,909.00	0.00
A1062	Substitute Teacher				0.00
A1088	School -based After school Learning & Sup	60,000.00	56,000.00	43,901.00	72,099.00
A1092	Teacher Relief Grant (Basic) 168030.9	176,389.90	270,997.00	134,240.00	313,146.90
	Teacher Relief Grant (Optional)	254,994.60	4,560,900.00	3,583,856.88	1,232,037.72
A1101	Learning Support Grant (SEN)	185,136.89	881,513.00	823,879.20	242,770.69
A1103	Teacher Training Grant (SEN) for IMC School	(10,068.00)	10,068.00	16,780.00	(16,780.00)
A1105	Diversity Learning APL	0.00	897,920.00	890,170.00	7,750.00
A1107	Diversity Learning Other Programme	84,000.00	84,000.00	77,625.00	90,375.00
A1116	Moral & National Ed Subject Support Grant	341,680.00		72,757.60	268,922.40
A1124	Career and Life Planning Grant	50,390.91	642,000.00	511,685.00	180,705.91
A1136	IT Staff Support Grant	59,333.50	321,796.00	306,432.00	74,697.50
A1137	Grant for the Sister School Scheme		157,127.00	36,800.00	120,327.00
A1138	Promotion of Reading Grant	62,414.00	62,851.00	47,443.10	77,821.90
A1141	School Executive Officer Grant	252,120.00		88,844.75	163,275.25

A1144	Life-wide Learning Grant	1,122,965.81	1,174,267.00	985,126.18	1,312,106.63
A1145	Provision Sub. Student with fin. Hardship		91,000.00	79,238.10	11,761.90
A1146	One-off Sch-based Speech Therapy Set up Grant	1,923.00			1,923.00
A1150	Top-up Grant Support OnLine learning				0.00
A1151	One-off Citizenship&Social Develop Grant-CS Grt.		300,000.00	53,727.00	246,273.00
A1011	Committee on Home-Sch-Co-op Proj Grant		25,780.00	25,780.00	0.00
A1152	Special Anti-epidemic Grant (March 2022)		37,500.00	12,747.00	24,753.00
A1801	Open Sch. Facilities for Sports Dev. Scheme		110,000.00	104,261.00	5,739.00
A1802	Pro. NRG for NCS student learn Chist &cult.	125,577.00	151,050.00	203,092.00	73,535.00
A1805	CCFAP-Needy buy Mobile Grant	0.00		40,208.00	(40,208.00)
A1808	JC InnoPower Fellowship for teachers		70,000.00	59,569.00	10,431.00
	Outside EOEBG Balance:	2,766,858.25			4,501,522.49
	Other Govt A/C:				
A5701	Sundry debtor (Govt Fund)	0.00		5,490.00	(5,490.00)
A5704	Receivable from EDB	(3,300.00)			(3,300.00)
A5705	Prepayment	0.00			0.00
A7303*	Creditor	31,683.20	70,105.00	84,571.00	17,217.20
A7305	Grant in advance		1,098,819.00		1,098,819.00
A7351*	Payable to EDB	474,905.04	26,000.00	474,905.04	26,000.00
	Other Govt A/C:				1,133,246.20
	<b>Government Grant Total:</b>				<b>9,767,657.22</b>

## Appendix 1

### 推行「全校參與」模式融合教育的政策、資源及支援措施 (2021/2022 學年)

I 政策	<ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> </ul>
II 資源	<ul style="list-style-type: none"> <li>● 中學學習支援津貼 (Learning Support Grant)</li> <li>● 校本教育心理服務</li> <li>● 加強校本言語治療服務</li> </ul>
III 支援措施及資源運用方式	<ul style="list-style-type: none"> <li>● 成立特殊教育支援組</li> <li>● 聘請助理教師和輔導員以「全校參與」模式照顧個別差異</li> <li>● 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</li> <li>● 購買「共融工作坊」去推行學校共融文化</li> <li>● 參加「全校參與分層支援有自閉症的學生」計劃(第二部分)支援有自閉症的學生小組訓練</li> <li>● 購買「SEN 生涯輔導」服務去協助 SEN 學生增加對生涯規劃及就業需要的認識</li> <li>● 購買「職業治療」服務去改善 SEN 學生的書寫技巧</li> <li>● 安排家長講座，題目為「家長如何促進子女多元發展」，由信義會青年職涯發展服務社工主講</li> <li>● 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</li> <li>● 為個別 SEN 學生設計個別學習計劃去實踐</li> <li>● 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</li> <li>● 安排有需要學生於特別課室進行測驗考試調適</li> <li>● 協助有需要學生向考評局申請公開考試特別安排</li> <li>● 為同事提供 SEN 相關培訓課程資訊</li> </ul>

## Appendix 2

### Financial Report on Diversity Learning Grant, 2021-2022

Brought forwarded from 20/21 (Updated on Jul 20, 2021)	\$87,117.5		
DLG (OP) received in 21/22	S4	S5	S6
	\$28,000	\$28,000	\$28,000
Expenses in 21/22			
1. Chinese enhancement programme	NA		
2. Chinese debate programme	\$10,000* (To be confirmed)		
3. Mathematics enhancement programme	\$3,430		
4. LS enhancement programme	\$12,800		
5. Art enhancement programme	\$15,000* (To be confirmed)		
6. Chemistry enhancement programme	\$3,920		\$6,860
7. Economics enhancement programme	\$5,625		
8. History enhancement programme	\$4,410		
9. Book-keeping enhancement programme	\$6,125		
10. ICT enhancement programme	NA		
11. Geography enhancement programme	\$4,410		
12. Chinese history enhancement programme	\$2,940		
13. Biology enhancement programme	\$6,000		
Total:	\$81,520* (To be confirmed)		

## Appendix 3

### 二零二一/二二學年校本課後學習及支援計劃 校本津貼 - 活動報告表

學校名稱: 荃灣聖芳濟中學

負責人姓名: 羅翠蓮

聯絡電話: 24920226

A. 校本津貼實際受惠學生人數 (人頭) 53 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: 34 名及 C. 學校使用酌情權而受惠的清貧學生人數: 14 名)

B. 受資助的各項活動資料

*活動名稱/類別	參加合資格學生人數#			平均出席率	活動舉辦時期/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						
中一歷奇訓練日營(歷奇活動)	4	17	0	100%	2021年 11月25-26日	3 150	問卷調查	香港青年協會	93%中一同學同意欣賞行為有助完成任務。95%同學認同互相聽取意見和合作才能完成任務。
中二領袖訓練日營(領袖訓練)	0	17	0	100%	2021年 11月25-26日	4 080	問卷調查	導航訓練中心	89.57%同學同意訓練加強了他們的自律能力。98%同學同意這次訓練加強了他們團隊合作技巧。96%同學認為他們能增加對本班的歸屬感

初中考試前溫習班 (功課輔導)	4	17	14	76%	2022年 6月20, 22, 27, 29日 7月4, 6, 7, 8, 11, 12, 13, 14, 15日	35 880	問卷調查 考試成績		86%學生認為自己比以往更用功·81%學生比以往更自發的溫習·71%學生認同生活比以往更充實·48%學生覺得減少了玩手提電話遊戲及減少了瀏覽互聯網· 52%學生認同多了與同學社交互動·46%學生多了與同學討論功課·  54%學生下學期總平均分比上學期進步。
樂器班 (藝術)	0	0	0	-	-	0	-	-	支出由學生活動支援津貼 SAS 資助同一批對象。
多元顯才華 (興趣班)	0	0	0	-	-	0	-	-	支出由學生活動支援津貼 SAS 資助同一批對象。
活動項目總數：5									
@學生人次	8	51	14			總開支	43 110		
**總學生人次	73								

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