



St. Francis Xavier's College

**Annual School Plan
(2017 - 2018)**

Vision and Mission

- 1.1 St. Francis Xavier's College shall operate as a "Catholic" school. Its "Catholic" identity shall be recognized in so far as it conforms with the criteria set by the Catholic Church [see Canon 803 §§1-3 and related Canons 804-806 of the *Code of Canon Law* (promulgated in 1983), quoted in the Appendix; also refer to Vatican II, *Declaration on Christian Education* (28 October 1965), 8-9; Congregation for Catholic Education, Instruction "*The Religious Dimension of Education in a Catholic School*" (7 April 1988)].

With a determination to carry on the contribution of the Catholic Church to education, the School, as its vision and mission, shall uphold and pass on the following **core values** to young people to prepare them properly for their life and future responsibilities –

1.1.1 **Truth:** It is what the human intellect is searching for –

- (a) Human reason's capacity for truth must be upheld, and the desire for truth, especially the truth about God and about the meaning of life, must always be encouraged and kept alive.
- (b) Wisdom, which enables a person to distinguish right from wrong, and good from evil, must be treasured above all other kinds of knowledge.
- (c) Honesty demands that a person tell the truth and put it into practice, even at the cost of making a great sacrifice.

1.1.2 **Justice:** It is the moral virtue that consists of a constant and resolute will to give to God and one's neighbours their due –

- (a) Justice towards God is called the "virtue of religion"; and justice towards one's neighbours disposes one to respect the rights of others and to establish in human relationships the harmony that promotes equity with regard to individual persons and to the common good.
- (b) Human dignity can be protected and promoted, and the wellbeing of society can be achieved, only if human rights are respected and individuals undertake their responsibilities for one another, for their own families, and for society.

1.1.3 **Love:** It is the greatest of all virtues –

- (a) God, the source of life and goodness, has created everything out of love, and has called the whole human family to be His children. As a member of God's family, one's goals in life are to share God's happiness, to love God above all things and love one's neighbours as brothers and sisters.
- (b) Jesus Christ, the Son of God, the Saviour of humankind, is the model of selfless love and humble service to others.
- (c) The practice of all the virtues is to be inspired and motivated by love, so that all aspects of human life and interpersonal relationship may be bound together in perfect harmony.
- (d) Love surpasses the strict measure of justice and urges one to care for the poor and the needy, and to make a preferential option for the underprivileged and marginalized in society.

1.1.4 **Life:** It is a priceless gift from God and is sacred in itself –

- (a) Every human person is created in the image of God and has the right to life, which must be respected from its conception to its natural end.
- (b) In the spirit of the “Beatitudes” as taught in the Gospel, the tribulations and adversities in life are to be faced with serenity and hope.
- (c) Every person is entitled to have whatever is necessary for a decent and dignified existence.
- (d) Only a society which respects human life can bring happiness to all.

1.1.5 **Family:** It is the basic unit of society –

- (a) Only pure love, the unreserved mutual self-giving between husband and wife, is truly gratifying; a happy, wholesome marriage is prepared by the practice of the virtue of chastity and sustained by fidelity and an indissoluble, lifelong commitment.
- (b) Inasmuch as sex is an integral part of conjugal life and has its own dignity, a balanced sex education must follow a holistic and in-depth approach, with emphasis on the virtues of self-discipline and mutual respect between a man and a woman.
- (e) Marriage is the foundation of a family; an intact and united family is a permanent support for husband and wife, and for parents and children, in achieving their goals in life; an intact and united family is likewise a most favourable setting for the upbringing of children and young people, and a necessary condition for the wellbeing of human society.

1.2 The School shall cultivate the above **core values** by –

- 1.2.1 upholding the time-honoured practice of respecting and collaborating with stakeholders with diverse backgrounds in achieving the School’s vision and mission as set out in this Article, in the awareness that the success of education depends on the joint effort of all parties concerned (refer to Canon 796§2 and Canon 800§2 of the *Code of Canon Law*, quoted in the Appendix);
- 1.2.2 providing a family environment imbued with mutual trust and love in the School; and
- 1.2.3 incorporating in the formal school curriculum Religious Education courses designed by the SSB (as defined herein), and fostering a Catholic spirit through religious practices held regularly in the School, such as morning prayers and religious activities held regularly for staff and students.

1.3 The School was established by “The Visitor in Hong Kong of the Institute of the Marist Brothers of the Schools” whose founder St. Marcellin Champagnat had passed on the following beliefs and ideals as an integral part of his educational vision and mission –

- 1.3.1 That we should make Jesus known and loved among the young and the children, especially the poor and the least favoured.
- 1.3.2 That to bring up children properly, we must love them, and love them all equally.
- 1.3.3 That each of our students would cherish the love of God and accordingly develop his potentials fully, lead a meaningful life as an individual, and take a contributing role in society.

1.4 With due regard for the core values set out in Article 2.1, the School shall also strive to put the aforementioned beliefs and ideals into practice by inculcating in the school environment the following –

- 1.4.1 Opportunity be provided for the students to learn the Gospel of Christ in order to enrich their spiritual life.
- 1.4.2 Our students be nurtured with Marist Style of Education that they may get a whole-person education and develop their moral, intellectual, physical, social and aesthetic potentials.
- 1.4.3 That our students be instilled with the proper moral values so that they have positive goals of life, and have concern about others in the society.
- 1.4.4 That our students may build up with confidence, interpersonal relationship and leadership skills so that they are able to meet future challenges and changes.

Major Concerns for 2017-2018

1. That teachers and students continue to strive for a better learning environment and atmosphere to build up a more effective learning community.

Intended outcome / Targets:					
i. The teaching competence is further enhanced by professional exchange.					
Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. Enhance the effectiveness of professional exchange by: - reserving a session on TDD for professional exchange with other schools - organizing lesson observations and sharing sessions with subject teachers in other schools	April 2018	At least 60% of teachers involved are satisfied with the visit and interflow with other schools.	Questionnaire	VP1	
	Oct 2017 to May 2018	At least 70% of teachers involved feel inspired by the sharing and lesson observation	Questionnaire	Heads of subject related	
b. Encourage professional development of teachers by: - inviting QSIP team from CUHK to help improve our teaching effectiveness through workshops on “Assessment for Learning & Teaching” - inviting QSIP team from CUHK to help improve our panel heads’ ability to align the appraisal standard through workshops and shadowing	Sept 2017 to July 2018	At least 70% of teachers involved feel inspired by the project.	Questionnaire provided by QSIP	VP1	TRG
	Oct 2017 to May 2018	At least 70% of panel teachers involved feel inspired by the project.	Questionnaire provided by QSIP	VP1	TRG

- joining the Lighthouse Schools Program HK (LSPHK) to help targeted teachers to improve their knowledge on using statistical data to improve L&T	Oct 2017 to May 2018	At least 70% of the teachers and 60% of students feel inspired by the project.	Questionnaire	Head of Assessment Committee	School Fund
- encouraging teachers to attend short courses outside of school to enhance professional development of teachers	Sept 2017 to June 2018	At least 50% of our teachers have attended two sessions of subject related professional training provided by different institutes.	Questionnaire	Heads of panels concerned (Eng. Maths., IS)	Subsidy from TRG
c. Arrange professional exchange among teachers by: - sharing teaching experience in collaborative lesson planning (CLP) meetings - sharing teaching resources on Aero Drive	Sept 2017 to May 2018 Sept 2017 to May 2018	At least 50% of teachers find the sharing in CLP meetings fruitful. 70% of subject panels have shared specific resources focusing on learner diversities in Aero Drive.	Questionnaire Report from panel heads	Panel heads of core subjects VP1	Subsidise the expense on additional storage in Aero Drive

Intended outcome / Targets:					
ii. The diversified learning needs of students are catered.					
Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. Input more resources to offer enhancement and remedial courses	Sept 2017 to May 2018	At least 6 subjects offer Sat. enhancement and remedial classes.	Report from different panels	VP1	DLG
b. Encourage professional development of teachers by					

- attending the thematic or intermediate SEN training offered by EDB.	Sept 2017 to May 2018	At least four teachers attend the thematic or intermediate SEN training.	Attendance record of teachers concerned	VP2	TRG
- conducting sharing sessions by experts	Sept 2017 to May 2018	At least 50% of teachers are satisfactory about the two sharing sessions conducted by experts.	Questionnaire	VP2	Supplementary Grant
c. Design graded learning tasks for students with diverse abilities by: - sharing teaching resources on Aero Drive	Sept 2017 to May 2018	70% of subject panels have shared specific resources focusing on learner diversities in Aero Drive.	Report from different panels	VP1	
- designing graded learning tasks for students with diverse abilities	Sept 2017 to May 2018	70% of subject panels have kept their graded learning tasks in Aero Drive.	Report from different panels	VP1	
- modifying assessment criteria for specific SEN students in language subjects	Sept 2017 to May 2018	Language subjects have devised their panel based assessment criteria for SEN students.	Report from different panels	VP1	
d. Promote professional pedagogical development catering for different levels of students by: - organising sharing sessions during Staff Meetings	Sept 2017 to July 2018	70% of teachers are inspired by the sharing sessions.	Questionnaire	VP2	
Intended outcome / Targets: iii. Learning skills are enhanced by acquiring independent learning strategies.					
Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required

a. Coordinate the number of projects in each form	Sept 2017	A blueprint of the whole school project learning is drafted.	Report from the Academic Committee	VP1	
b. Provide resources for enhancing independent learning by: - renovating the library and change it into a place for private study	April 2018 to Aug 2018	To set up revision tables for about 40 students.	Report from Teacher Librarian	Teacher Librarian	
- encouraging peer learning groups in senior forms	Sept 2017 to May 2018	50% of F.6 students have set up peer learning groups.	Report from the FT	VP2	
c. Encourage independent learning strategies by: - applying for the School-based Support Service (STEM)	Sept 2017 to June 2018	60% of the teachers find the support from the EDB useful.	Evaluation meeting	STEM co-ordinator	Lab Tech.
- providing learning activities which promote STEM education with the help from the School-based Support Service (STEM)	Sept 2017 to June 2018	At least 4 STEM related learning activities are provided for junior form students.	Evaluation meeting	STEM co-ordinator	Lab Tech.
- promoting note-taking skills in junior form students	Sept 2017 to May 2018	50% of non-core teachers have required students to jot note.	Report from Panel Heads concerned	VP1	
- arranging sharing sessions focusing on 'independent learning strategies' for junior form students	Sept 2017 to May 2018	At least 70% of students find the sharing sessions fruitful.	Questionnaire	FA co-ordinator	
- maximizing the use of student handbook	Sept 2017 to May 2018	At least 50% of students have the habit of writing down list of work to be done in handbook.	Questionnaire	VP2	

Intended outcome / Targets:

iv. The English environment and support measures are enhanced.					
Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. Strengthen the use of English in the physical environment of the school campus by: - displaying students' works in English	Sept 2017 to Aug 2018	Teachers of each class display students' work in English on the notice board in the classroom.	Annual Report of the LTE Committee	Head of LTE Committee	
	Sept 2017 to Aug 2018	Update all club/house notice boards with messages in English by the end of October 2015.	Observation	Head of LWL Committee	
b. Strengthen the use of English in inter-personal communications by: - organising regular English programmes for all in morning assemblies - organising English Ambassadors Scheme to help students expose themselves to an authentic English speaking environment - having public announcements / prayers in English (except PTH days and special events)	Sept 2017 to Aug 2018	At least a Mass Programme for all students in the morning assembly in each month.	Oral Report from the NET	NET	
	Sept 2017 to Aug 2018	At least 40 Ambassadors are recruited from various levels.	Annual Report from LTE Committee	Head of LTE Committee	Included in the budget of the LRE Committee
	Sept 2017 to Aug 2018	At least 90% of announcements and prayers are in English.	Observation	VP2	
c. Enhance the effectiveness of learning English by: - promoting reading across subjects - allocating more resources for English Language development e.g. organising Enhancement courses - encouraging students to participate in English Debate Competition	Sept 2017 to May 2018	At least 50 % of students read at least 4 English Books assigned by subjects teachers.	Report of the LTE Committee	Head of LTE Committee	
	Sept 2017 to May 2018	At least 50% of students taking the Enhancement Courses find it useful	Evaluation from English panel	Head of English Panel	
	Sept 2017 to May 2018	At least two teams of students would participate in Joint schools	Report from the head of	Head of English Panel	

- reinforcing the LAC collaboration, e.g. coordinating with other subjects to expose students to a wide range of English	Sept 2015 to May 2017	English Debate Competition At least 50% of teachers find the collaboration work beneficial to students.	English Report from the head of LTE	Head of LTE Committee	
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2. That the school ethos is further enhanced by the emphasis on the school motto – *Gentle in Manner. Resolute in Action.*

Intended outcome / Targets:					
i. Students live out the spirit of our school motto.					
Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Strengthen the award scheme to encourage students to live out the spirit of our school motto.	Sept 2017 to May 2018	A new proposal is recommended to the school before Nov 2017.	Report from the Student Support Committee	Head of the Student Support Committee	
a. Consolidate ‘Self-discipline’ and ‘Respect’ in junior forms across the curriculum by: - including the above topics in RSC and MCE	Sept 2017 to May 2018	Teachers of RSC and MCE have covered the topics in their teaching plan.	Report from Panel Heads concerned	VP1	
- selecting relevant teaching resources and activities inculcating the two qualities	Sept 2017 to May 2018	The two language subjects have included materials and activities relating to the two qualities in their teaching	Reports from the language panels	Heads of the two Language panels	
- incorporating a small scale Positive Discipline Programme in F.1 FA lessons	Oct 2017 to May 2018	At least 70% of students find the programme useful.	Report from VP2	VP2	
- inviting alumni to share the importance of the two qualities in FA lessons	Oct 2017 to May 2018	At least 70% of students find the sharing useful.	Report from VP2	VP2	Supplementary Grant

<p>b. Embed the ethos of ‘Self-discipline’ and ‘Respect’ in the hidden curriculum by:</p> <p>- refining clear regulations and implementing daily classroom routines</p> <p>- devising behaviour guidelines of the above qualities and request students to follow</p>	Sept 2017 to May 2018	<p>At least 70% of classes have set their own daily classroom regulations.</p> <p>At least 70% of students have observed daily classroom routines</p>	<p>Reports from Form Teachers</p> <p>Questionnaire</p>	<p>VP2</p> <p>VP2</p>	
	Sept 2017 to May 2018	<p>A set of behaviour guidelines is set.</p> <p>At least 70% of students observe the guidelines.</p>	<p>Report from Discipline Committee</p> <p>Questionnaire</p>	<p>Head of Discipline Committee</p> <p>VP2</p>	
	July 2018	<p>At least 70% of students concerned find the camp beneficial</p>	<p>Report from Head of Pastoral Committee</p>	<p>Head of Pastoral Committee</p>	<p>Subsidy from Admin Grant</p>
	Sept 2017 to May 2018	<p>At least 3 alumni are invited to share to students in senior forms</p>	<p>Statistical report from teacher concerned</p>	<p>VP2</p>	
Dec 2017	<p>Career Expo</p>	<p>Report from Head of Careers Guidance Committee</p>	<p>Head of Careers Guidance Committee</p>		

Intended outcome / Targets:

ii. Students should be resolute in action by being confident, responsible, resilient and able to achieve their goals.

Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>a. Incorporate ‘Confidence’, ‘Responsibility’, ‘Resilience’ and ‘Self-actualization’ in senior forms across the curriculum by: - including the above topics in RSC and MCE</p> <p>- selecting relevant teaching resources and activities inculcating the above qualities</p> <p>- inviting guests to share the importance of the above qualities and how to develop these qualities</p>	<p>Sept 2017 to May 2018</p> <p>Sept 2017 to May 2018</p> <p>Oct 2017 to May 2018</p>	<p>Teachers of RSC and MCE have covered the topics in their teaching plan.</p> <p>The two language subjects have included materials and activities relating to the qualities in their teaching</p> <p>At least 70% of students find the sharing useful.</p>	<p>Report from Panel Heads concerned</p> <p>Reports from the language panels</p> <p>Questionnaire</p>	<p>VP1</p> <p>Heads of the two Language panels</p> <p>I/C teacher of the FA</p>	<p>Supplementary Grant</p>
<p>b. Organize related activities for students to enhance the qualities of the school motto by: - organizing outward bound activities for F.5 students</p> <p>- encouraging F.4 and F.5 students to take up leading roles in activities so as to be more responsible and confident</p> <p>- assigning F.6 students to be ‘Little Teachers’ to help F.1 to F.4 students to prepare for the final exam</p>	<p>Sept 2017 to May 2018</p> <p>Sept 2017 to May 2018</p> <p>May 2018</p>	<p>At least 70% of students find the activity useful.</p> <p>At least 50% of students take up leading roles in clubs and big functions.</p> <p>At least 20 F.6 students are willing to serve as ‘Little Teachers’.</p>	<p>Questionnaire</p> <p>Questionnaire</p> <p>Attendance Record</p>	<p>Head of the LWL Committee</p> <p>Head of the LWL Committee</p> <p>I/C teachers of the AAC</p>	<p>Included in the budget of the LWL Committee</p> <p>Included in the budget of the AAC</p>

c. Provide ample counselling and career guidance support by: - conducting activities to help F.3 to F.6 students set their career and life planning - conducting individual counselling for F.6 in preparing for their future studies - deploying extra manpower to cater for students' needs for counselling support - applying for the QEF to organize special programme to cater for the emotional well-being of students	Sept 2017 to May 2018	50% of students are satisfied with the career and life planning programmes.	Questionnaire	Head of Career Guidance Committee	Included in the budget of the CGC
	Sept 2017 to July 2018	At least 70% of F.6 students have attended the individual counselling session.	Report from the Career Guidance Committee	Head of Career Guidance Committee	Included in the budget of the CGC
	Sept 2017 to Aug 2018	Buy service from an NGO to provide an extra social worker	Report from the Head of Counselling Committee	Head of Counselling Committee	\$500,000 Included in the budget of CC
	Sept 2017 to Aug 2018	60% of the targeted students find the programmes helpful.	Report from the i/c agency	Head of the Counselling Committee	QEF