

St. Francis Xavier's College



School Development Plan (2015-2018)

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.
- (c) 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.

Our Strengths

1. Our mission and vision of loving all children as equal individuals are being upheld even under different changing demands of society.
2. As a Catholic school with a long history, our school has established a good reputation among parents and is well-known in the district.
3. The atmosphere in school is caring and harmonious. A good rapport and family spirit have been established among students and teachers.
4. Our students are proud of being Xaverians and they have a strong sense of belonging to the school.
5. Students' proficiency to learn in English and the long history of English learning environment allow us to continue to use English Language as our medium of instruction.
6. Most students are well-disciplined. They are obedient and willing to follow instructions.
7. Staff members are involved in making major decisions regarding school policies.
8. Both experienced teachers and young teachers are cooperative. They are willing to have lifelong learning by equipping themselves with up-to-date knowledge and ready to accept changes and challenges.
9. Parents trust and respect the school by showing great support. A good relationship is built between the school and parents.
10. A strong alumni network has been developed and the ex-students give unfailing support to the development of the alma mater.

Our Weaknesses

1. Decreasing number of Marist Brothers and the retirement of experienced teachers pose a difficulty in sustaining the Marist tradition.
2. The school campus is relatively small in size and there is insufficient space for activities.
3. The school premise is relatively old and certain facilities are deteriorating. Renovation and upgrading work are in great need.
4. Students lack extended reading habits and effective study skills. The learning motivation of some students needs to be improved.
5. Senior form students cannot set good role models for junior form students.
6. Teachers are busily involved in quality teaching and non-teaching workload which limit their pursuit in professional development.

Our Opportunities

1. The establishment of Incorporated Management Committee (IMC) brings in a mechanism by which all stakeholders help the school to strive for continuous improvement.
2. Special funding provided by EDB allows the school to cater for learner diversity, support students in life planning and benefit the professional development of teachers.
3. The streamlining and cancellation of SBA of some subjects reduce the workload of teachers and students.
4. The continuous development in YTM district brings an increase in population which enables us to have sufficient number of students.
5. The SFXC Foundation offers subsidies for the school to empower extra manpower in language teaching.

Our Threats

1. Due to the complexity in politics and inharmonious atmosphere in society, students' value judgment and emotions are negatively affected.
2. In recent years, teens are addicted to the electronic media, e.g. mobile phones, which lowers students' academic performance, and negatively affects the morality and family relationship of students.
3. The integration policy of the government results in more intake of students of Special Education Needs (SEN). This requires extra efforts from the teaching profession.

4. The decrease in the number of Band 1 students in Hong Kong brings uncertainty in our F.1 intake. The diversity of students threatens our EMI status and brings more challenges to our teaching.
5. The school is arriving at the final stage of the Voluntary Optimization of Class Structure Scheme, the extra manpower which was employed during the toleration period would be gradually dismissed.
6. The high expectations of parents and the new education system create stress to teachers and students.

Major Concerns for 2015-2018

To build on what have already been achieved, we pay particular attention to the following major concerns:

1. That teachers and students continue to strive for a better learning environment and atmosphere to build up a more effective learning community.
2. That the school ethos is further enhanced by emphasizing the spirit of the school motto.

School Development Plan (2015/16 - 2017/18)

Major concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			15/16	16/17	17/18
1. That teachers and students continue to strive for a better learning environment and atmosphere to build up a more effective learning community.	i. The teaching competence is further enhanced by professional exchange.	a. Arrange professional exchange with other schools	✓	✓	✓
		b. Encourage professional development of teachers	✓	✓	✓
		c. Arrange professional exchange among teachers	✓	✓	✓
	ii. The diversified learning needs of students are catered.	a. Input more resources to offer enhancement and remedial courses	✓	✓	✓
		b. Encourage professional development of teachers	✓	✓	✓
		c. Design graded learning tasks for students with diverse abilities	✓	✓	✓
		d. Promote professional pedagogical development	✓	✓	✓
	iii. Learning skills are enhanced by acquiring independent learning strategies.	a. Coordinate project learning	✓	✓	✓
		b. Provide resources for enhancing independent learning	✓	✓	✓
		c. Encourage independent learning strategies	✓	✓	✓
	iv. The English environment and support measures are enhanced.	a. Strengthen the use of English in the physical environment of the school campus	✓	✓	✓
		b. Strengthen the use of English in inter-personal communications	✓	✓	✓
		c. Promote reading atmosphere and habit	✓	✓	✓
		d. Allocate more resources for English Language development	✓	✓	✓
		e. Organize a variety of English activities	✓	✓	✓
f. Reinforce the LAC collaboration		✓	✓	✓	

Major concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			15/16	16/17	17/18
2. That the school ethos is further enhanced by emphasizing the spirit of the school motto - <i>Gentle in Manner. Resolute in Action</i>	Students live out the spirit of our school motto.	Set up a school-based award scheme.	✓	✓	✓
	Students should be gentle in manner by being self-disciplined and respectful to others.	Consolidate 'Self-discipline' and 'Respect' in junior forms across the curriculum.	✓	✓	✓
		Embed the ethos of 'Self-discipline' and 'Respect' in the hidden curriculum.	✓	✓	✓
		Organize related activities for students to enhance the qualities of the school motto.		✓	✓
	Students should be resolute in action by being confident, responsible, resilient and able to achieve their goals.	Incorporate 'Confidence', 'Responsibility', 'Resilience' and 'Self-actualization' in senior forms across the curriculum.	✓	✓	✓
		Organize related activities for students to enhance the qualities of the school motto.	✓	✓	✓
		Provide ample counselling and career guidance support.	✓	✓	✓