

St. Francis Xavier's College



Annual School Plan (2019-2020)

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. As a Marist school, 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. Parents trust and respect the school by showing great support.
3. The atmosphere in school is caring and harmonious. A good rapport and family spirit have been established. Our students are proud of being Xaverians and they have a strong sense of belonging to the school.
4. 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.
5. A strong alumni network has been developed. The SFXC Foundation contributed by ex-students gives unfailing support to the development of the alma mater.
6. Teachers are enthusiastic and are willing to improve their pedagogical approaches to enhance the teaching effectiveness.

Our Weaknesses

1. It is difficult to pervade the Marist tradition due to the decreased small number of Marist Brothers.
2. The school campus has limited space for activities and some facilities cannot catch up with modern standard.
3. Students lack the independent learning ability and effective study skills.
4. Though the number of students is less than before, the workload to provide student support is increasing on the other hand.

Our Opportunities

1. Extra subsidy from the government and the external resources from different organizations foster school development.
2. The interflows and collaborations among schools in various aspects enhance teaching and non-teaching work.
3. The development of i-Teaching and STEM in education enhance the learning motivation and teaching effectiveness.
4. The continuous development in YTM district brings an increase in population which enables us to have sufficient number of students.

Our Threats

1. 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.
2. Over emphasis on academic results and a lack of proper life/value education has weakened students' overall well being.
3. The 'Integrated Policy' of the government results in more intake of SEN and NCS students and leads to a greater learners' diversity in school.
4. The unstable population in F.1 intake brings uncertainty to schools in HK.

Annual School Plan for 2019-2020

1. That maintains SFXC a vibrant learning community which brings about effectiveness and innovation in L&T practices.

Intended outcome / Targets:					
i. The learning and teaching effectiveness is further enhanced by professional exchanges and development.					
Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. Organize professional exchange for teachers.					
- Arrange professional exchange programmes with other schools on one TDD	Mar 2020	Arrange at least half TDD session for visiting other schools for professional exchange	Questionnaire	Head of School Development Committee	
b. Foster professional development for teachers.					
- Arrange a TDD training session with response to the teacher training need survey	Mar 2020	Arrange at least half TDD session that directly responds to teacher training needs	Questionnaire	Head of School Development Committee	
- Arrange a TDD training session on pedagogical skills	Nov 2019	Arrange at least half TDD session that directly responds to teacher training needs	Questionnaire	VP1 and Head of School Development Committee	Teaching consultant
- Carry out lesson study that includes lesson observations and pre-and-post lesson conferences for teachers to improve their pedagogical skills (questioning & feedback, small class teaching, catering LD, note-taking, etc.) with the assistance of teaching consultant	Nov 2019 to May 2020	75% of the participating teachers find this lesson study arrangement useful	Questionnaire and interview	VP1 and Head of L&T Enhancement Committee and KLA representatives	Teaching consultant

Intended outcome / Targets:					
i. The learning and teaching effectiveness is further enhanced by professional exchanges and development.					
Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
- prioritise the sequence of taking SEN course among teachers	Oct 2019 to May 2020	Finish the priority list in Oct 2019 and at least five teachers in the top priority can successfully enrol SEN course for 20/21 in May 2020	Committee report	VP2/ Head of School Development Committee	
- Assign teachers to attend SEN courses	Oct 2019 to May 2020	At least 3 teachers complete either Basic Course, Advanced or Thematic courses	Committee report	VP2/ Head of School Development Committee	
- Assign teachers to take online course for Gifted Education	Oct 2019 to Dec 2019	At least five KLA coordinators complete the courses	Committee report	VP1 and Head of Academic Affairs committee	
c. Conduct student survey for individual professional development.					
- Conduct student survey for teachers' individual professional development across the forms	Feb/ Jun 2020	All teachers have at least one student survey and 75% find the feedback from students can help improve L& T strategies.	Questionnaire and self-review evaluation	VP1 and Head of Academic Affairs committee and Panel heads	

Intended outcome / Targets:					
ii. The learning & teaching competence is fostered by innovative practices.					
Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. Promote the use of IT in enhancing learning & teaching.					
- Further explore e-Reading and e-Learning strategies to suit the needs of different subjects	Whole year	All subject panels have identified relevant strategies to implement IT in Education in their subject panels and evaluate their effectiveness	Questionnaire, Subject annual plan, subject annual report	Head of L&T Enhancement Committee + Subject Panels	

Intended outcome / Targets:					
ii. The learning & teaching competence is fostered by innovative practices.					
Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		Subject-based sustainable strategies/ plan on the use of IT in Education are identified			
- Purchase online public examination question banks for self-directed learning	Whole year	75% of the related senior-form subject teachers and students (Math, Phy, Chem, Bio, Econ, etc.) find the question banks useful in promoting learning effectiveness	Questionnaire	Head of L&T Enhancement Committee and Panel heads	
- Deploy additional resources to employ extra IT technician	Whole year	Employ an extra IT technician.	Annual staff review	Principal	
- Purchase enough tablets to further enhance the use of the IT resources	Whole year	Purchase additional tablets to allow three classes of students to learning through IT	Questionnaire and tablet using record	Principal and Head of I.T. Committee	
b. Build up an effective teaching community through lesson study.					
- Learn effective pedagogical practices through professional sharing in staff meetings	Nov 2019 to May 2020	All lesson observed by teaching consultants are video-recorded. At least three effective pedagogical practices are shared in staff meetings.	Staff Meeting record	VP1 and Head of L & T Enhancement Committee and Head of I.T. committee	Teaching consultant
c. Encourage peer learning community among students.					
- Draft a plan in building student peer learning community with the assistance of teaching consultant	Jun 2020	A proposal on how to encourage peer learning community is drafted	Report	VP1 and head of Academic Affairs committee	Teaching consultant
d. Promote STEM education through cross-curriculum collaboration.					
- Review the current STEM education and suggest a curriculum plan in promoting the STEM education in the whole school approach manner	Before Oct 2019	A whole-school approach plan in promoting the STEM education is drafted	Report	STEM Co-ordinator	
	Whole year	At least one activity for each junior			

Intended outcome / Targets:

ii. The learning & teaching competence is fostered by innovative practices.

Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
- Provide STEM programmes to our junior form students	Whole year	level.	Report	STEM Co-ordinator	
- Encourage students to participate in STEM related external activities / services / competitions / exhibitions		At least 20% of our junior form students attend STEM activities / services / competitions / exhibitions for students	Report and Statistics	STEM Co-ordinator	
- Establish a new STEM Activity Room.	Jun 2020	New STEM room is ready for use in Jun 2020.	Report	STEM Co-ordinator	
e. Promote reading across the curriculum					
- Utilise e-resources to promote reading during reading lesson	Whole year	60% of the teachers and students find the e-resources motivating	Report and Statistics	Head of L&T Enhancement Committee	
- Reform existing reading scheme to encourage students to read	Whole year	The total number of books borrowed increases by 10%.	Report and Statistics	Head of L&T Enhancement Committee	
- Organize cross-curricular theme-based reading activities during reading lessons	Whole year	At least three theme-based reading activities are organized throughout the year	Report and Statistics	Head of L&T Enhancement Committee	
- Refine the extra-curricular activities to promote reading habits e.g. forming Reading Club and Librarians' reading group	Whole year	Form a Reading Club or Librarians' reading group and organize reading	Report and Statistics	Librarian	

Intended outcome / Targets: iii. Learners' Diversity is catered.					
Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. Note-taking is promoted across the forms.					
- Develop consensus on the skills (of note taking) to be promoted across the subjects.	Sept 2019-Dec 2019	Teachers develop consensus on note-taking and can promote note-taking in lessons.	Questionnaire and interview	VP1 and KLA representatives	Teaching consultant
b. Provide suitable gifted programmes to our gifted students in different academic subjects-					
- Provide the information of F.1 gifted students to the teachers concerned.	Sep 2019	The details of the gifted education are provided the teacher concerned.	Committee Report	Head of Academic Affairs Committee	
- Provide information of suitable gifted programmes to our gifted students and different academic subjects	Whole year	A record of information provided to gifted students is kept	Committee Report	Head of Academic Affairs Committee	
- Offer special programmes to broaden the horizons of the elite students	Whole year	60% of the elite students are satisfied with the programmes attended	Committee Report	Head of Academic Affairs Committee	

2. That SFXC keeps the tradition of being a Catholic School with the Marist Distinctive Styles.

Intended outcome / Targets: The Marist styles and Catholic core values are promoted through Life Education.					
Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. Review the curriculum and make an overall planning on the nurturing of the target values in our formal and informal curriculum - Review the existing curriculum and make an overall planning on the teaching	Sept 2019 to May 2020	A blue print of the whole school planning is ready	Report	Head of Curriculum and	

<p>of the above topics through different curricula including</p> <ol style="list-style-type: none"> i. Moral and Civic Education ii. Sex Education iii. Environmental education iv. Life education 				Assessment Committee	
<p>b. Organize comprehensive Life Education programs for the following stakeholders:</p> <ol style="list-style-type: none"> - Students <ol style="list-style-type: none"> i. Join the Student Mental Health Support Scheme to offer help in improving students' mental health ii. Join CUHK Spiritual Education to promote students' spiritual and emotional health iii. Implement a 3-year Career Guidance workshop series in the aspect of Life Education to students in junior forms iv. Implement Class-based cleaning practice to advocate students' responsibility in the light of family spirit. v. Implement a Life & Death Education activity series in the evangelization week vi. Join Adventure Programs for all levels to reinforce students' resilience and resolution vii. Offer awards to honour students who show cares and concerns to 'little brothers' 	<p>Sept 2019 to May 2020</p> <p>March 2020 to April 2020</p> <p>Jan 2020 to May 2020</p> <p>July 2020</p>	<p>Over 70% of students participated find the scheme useful.</p> <p>Over 70% of students participated find the scheme useful.</p> <p>Over 70% of students participated find the workshop useful.</p> <p>Over 70% of students consider the practice helpful in building their sense of responsibility</p> <p>Over 70% of students participated find the activities useful</p> <p>Over 70% of students participated find the scheme useful</p> <p>Over 70% students find the award scheme can help cultivate the caring culture on campus</p>	<p>Questionnaires</p> <p>Questionnaires</p> <p>Questionnaires</p> <p>Questionnaires</p> <p>Questionnaires</p> <p>Questionnaires</p> <p>Questionnaires</p>	<p>Head of Counselling Committee</p> <p>VP2</p> <p>Head of Career Guidance Committee</p> <p>Head of Student Affair Committee</p> <p>Head of Pastoral Committee</p> <p>Head of LWL Committee</p> <p>Head of LWL Committee</p>	

<ul style="list-style-type: none"> - Teachers <ul style="list-style-type: none"> i. Arrange professional development programs offered by psychiatric nurse in the Student Mental Health Support Scheme for teachers. 	<p>Sept 2019 to May 2020</p>	<p>Over 70% of teachers participated find the programs useful</p>	<p>Questionnaires</p>	<p>VP2 & Head of Counselling Committee</p>	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ii. Arrange professional development programs offered by CUHK Spiritual Education to promote teachers' spiritual and emotional health 	<p>Sept 2019 to May 2020</p>	<p>Over 70% of teachers participated find the scheme useful</p>	<p>Questionnaires</p>	<p>VP2</p>	
<ul style="list-style-type: none"> - Parents <ul style="list-style-type: none"> i. Reform the existing parent gatherings to reinforce the parent education in the aspect of students mental health issue. 	<p>Sept 2019 to May 2020</p>	<p>Over 70% of parents participated find the gathering useful</p>	<p>Questionnaires</p>	<p>Head of Public Relation committee</p>	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ii. Arrange parent workshops offered by psychiatric nurse in the Student Mental Health Support Scheme. 	<p>Sept 2019 to May 2020</p>	<p>Over 70% of parents participated find the workshops useful</p>	<p>Questionnaires</p>	<p>Head of Counselling Committee</p>	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> iii. Arrange a 3-year seminars series in the aspect of Life Education and career guidance to parents in junior forms 	<p>Sept 2019 to May 2020</p>	<p>Over 70% of parents participated find the seminars useful</p>	<p>Questionnaires</p>	<p>Head of Career Guidance Committee</p>	