

St. Francis Xavier's College



Annual School Plan (2022-2023)

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.

The SWOT analysis

Our Strengths

1. The Marist style as the key education ethos still has positive impact to the school. The atmosphere in school is caring and harmonious. A good rapport and family spirit have been established.
2. Our school has established a good reputation among parents and is well-known for strong student support in the district. Parents trust and respect the school by showing great support.
3. Our students and alumni are proud of being Xaverians and they have a strong sense of belonging to the school. A strong alumni network has been developed and the alumni are all very willing to provide different means of support to their alma mater.
4. The student intake is relatively good most students also have good proficiency in English and good learning capacity.
5. Teachers are cooperative, dedicated in teaching and willing to take challenge and to improve themselves for the benefits of the students.

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 the school building, environment and some facilities are relatively old.
3. Students lack the habits of independent learning and reading. Some students do not have strong motivation to strive for excellence.

Our Opportunities

1. Extra subsidy from the government and other external professional resources foster various aspects of school development.
2. The development of the I.T. in education and STEM education enhance the learning and teaching effectiveness.
3. The interflows and collaborations with both local and overseas schools enhance development of both our teachers and students in various aspects.

Our Threats

1. The decrease in the population of primary six graduates and increasing competitions from the school in the same district leads more intakes of lower banding students.
2. The changes in the social environment in local and in global context bring additional challenges to the school.
3. The integration policy of the government results in more intake of students of Special Education Needs (SEN) and non-Chinese Speaking (NCS) and demands to a stronger need in student support.
4. The pandemic situation in these years broke down the well-established school routines and lessen the learning time and opportunities in school.
5. Teenagers have low resilience and their emotional well-being need extra care.

Major concern 1: To further stretch students' academic potential through promoting self-directed learning

Intended outcome / Targets:					
i. Students develop awareness, skills and habits in self-directed learning.					
Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. Empower teachers' pedagogical skills and knowledge to enhance the learning and teaching efficacy for self-directed learning.					
-Arrange sharing sessions for teachers to share and enrich their skills and knowledge about self-directed learning. (e.g. pre-lesson preparation, notes-taking)	Sep 2022 and May 2023	- At least 2 sharing sessions can be organized in each term - 75% of the participating teachers find the training insightful and admit to their learning into the lessons.	Questionnaire	VP1+ Head of Learning and Teaching Enhancement Committee	Assistance from teaching consultant
b. Develop school-based self-reflection tools to assist students in planning and evaluating their learning goals and learning actions.					
- Implement SMART goal-setting practices and the follow-up routines, especially strengthening the Form one students' understanding in goal-setting practices.	Whole year	75% of the Form One students find the goal setting practice useful.	Questionnaire	VP1 + Head of Academic Affairs Committee +Head of Career Guidance Committee + Form teachers	Revised guideline for the goal setting routine for form teachers
- Use different learning and teaching strategies such as project-based learning to implement the goal setting and self-evaluation practice in subjects.	Whole year	At least one subject from the KLA (Chinese, PSHE, Aesthetics or etc.) adopt the goal setting practice. 75% of students find the goal setting practice useful to prompt academic improvement.	Evaluation meeting, student survey	VP1 + Head of Quality Assurance and Data Management Committee + Heads of subject panels	
c. Foster students to develop skills and habits (goal setting, pre-lesson preparation, notes-taking, record-keeping, monitoring and self-evaluation) for self-directed learning through various means.					
-Assist students to develop note taking routines adopted by different subject panels, especially fostering the development of note taking skills among Form One students	Whole year	75% of the Form One students find the note-taking practice useful to prompt academic improvement.	Evaluation meeting	VP1 + Head of Learning and Teaching Enhancement Committee + Heads of subject panels	

Intended outcome / Targets:					
i. Students develop awareness, skills and habits in self-directed learning.					
Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
-Assist students to keep their learning or assignment records of individual subjects with a record-keeping system	Whole year	75% students can own proper records.	Evaluation meeting, assignment inspection	VP1 + Head of Quality Assurance and Data Management Committee + Heads of subject panels	
-Estimate students' DSE level for all F.5 and F.6 students for student as reference after school examinations	Whole year	All F.5 and F.6 subject teachers estimate the DSE level for students. 75% students find estimated levels useful to prompt them perusing academic excellence.	Questionnaire , Record of level estimation	VP1 + Head of Quality Assurance and Data Management Committee + Heads of subject panels	
-Develop encouragement schemes for Form One self-directed learners in all subjects.	Whole year	Form One self-directed learners can be awarded.	Evaluation	VP1 + Head of Academic affairs Committee + Head of Discipline Committee	

Intended outcome / Targets:					
ii. Teachers can effectively make use of pre-training practices to stimulate students' learning motivation and to enhance students' participation in the classroom.					
Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. Through collaborative lesson planning, teachers share and communicate on how to design an effective pre-lesson tasks that can stimulate students' thinking and learning motivation.					
-Adopt at least two pre-lesson practices in each term for each class. Share and discuss the practices in collaborative lesson planning/ subject panel meetings.	Whole year	Each teacher shares at least 3 pre-lesson tasks in the collaborative lesson planning meeting or subject panel meetings.	Record of pre-lesson tasks	VP1 + subject panel heads	
b. Through professional training, collaborative lesson planning and lesson observation, teachers modify teaching approach to enhance students' participation, interaction, and their ownership in their learning.					

Intended outcome / Targets:					
ii. Teachers can effectively make use of pre-training practices to stimulate students' learning motivation and to enhance students' participation in the classroom.					
Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
-Arrange peer observation with a new lesson observation form focusing on self-directed learning	Whole year	75% of lesson observed shows the element of self-directed learning.	Evaluation meeting, lesson observation	Head of Learning and Teaching Enhancement Committee + Head of subject panels	New peer lesson observation form

Intended outcome / Targets:					
iii. Outside classroom learning enrichment opportunities is provided to encourage self-directed learning.					
Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. Adopt a variety of learning strategies such as online learning platform, e-learning, flipped classroom, learning guide, experiential learning, competition, etc. to promote self-directed learning outside the classroom.					
-Arrange enrichment tasks/ assignments for different forms of students within school	Whole year	-Each teacher prepare at least 2 to 3 enrichment assignments.	Record of enrichment tasks	VP1 + Heads of subject panel	
-Encourage students to join other enrichment programmes provided by external organizations	Whole year	-Each subject arranges 2 to 3 external enrichment programmes for students to join.	Record of external enrichment programme	VP1 + Head of Academic affairs Committee + Heads of subject panel heads	
b. Keep students well-informed about various external enrichment opportunities and encourage students.					
-Develop a system to inform both parents and students about external enrichment opportunities.	Whole year	A system for information circulation is set. 75% of parents and students find the system useful to know external enrichment opportunities.	Questionnaire , Evaluation meeting	VP1 + Head of Information Technology Committee + Heads of subject panel	
-Encourage needy students to participate external enrichment programmes with financial subsidy	Whole year	75% needy students receive subsidy when they successfully join external enrichment programmes.	Evaluation meeting	VP2 + Head of School Development Committee	

Major concern 2: To promote the well-being of the Xaverian Family and equip them for challenges in life

Intended outcome / Targets:					
i. (Learner-focused) The knowledge and skills vital to achieving a state of well-being are taught to students.					
Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. In-curriculum - Teaching the knowledge of well-being and skills to promote it explicitly in regular lessons, such as Moral and Civic Education, RSC and Form Assembly, and implicitly in a wide range of subjects, such as languages, mathematics, and the sciences.					
-Revise and implement the relevant curricula or teaching strategies of MCE, RSC and FA to better foster students with highlights on the core values of well-being.	Whole year	Improvement plans / strategies are devised/ revised and implemented.	Annual plan and annual report of departments	VPI	Evaluation results of implementation of the related parts of the explicit curriculum in 2122 s.y.
- Revise and implement the related hidden curriculum of the below subjects to better foster in the students the core values of well-being: i. Chinese Language (F.1 & F.3) ii. English Language (F.2 & F.4) iii. Citizen and Social Development (F.4) iv. At least one subject in PSHE and Science KLAs respectively (F.1 or F.2)	Whole year	Improvement plans/ strategies are devised/ revised and implemented. Over 75% of the involved teachers agree that the teaching and learning materials / activities have positive effects on students Over 60% of students agree that the curriculum elements with core values of well-being have positive effects on them	Annual plan and annual report of departments Questionnaire administration	Subject panel heads	Evaluation results of implementation of the related part of the hidden curriculum in 2122 s.y.
- Improve the integration of the core values of well-being in Reading Period.	Whole year	Improvement plans/ strategies are devised/ revised and implemented based on the result of evaluation of the effectiveness in the previous school year.	Annual plan and annual report of departments Teachers' observation and Questionnaire administration	Head of Learning and Teaching Enhancement	Evaluation results of the integration of the core values of well-being in Reading Period in 2122 s.y.

		Over 60% of students agree that the learning materials / activities have positive effects on them			
b. Co-curriculum - Elements to achieve a state of well-being through positive education is infused into the student support programs and school activities.					
-Implement educational programs/ activities to facilitate the students to set personal goals via finding out their own strength and interest.	Whole year	Over 75% of students participated find the educational programs/ activities useful	Questionnaire administration	Head of Career Guidance Committee	
-Further strengthen the peer career counselling scheme to promote peer support for subject choice from senior students to junior students.	Whole year	Improvement plans/ strategies are devised and implemented based on the result of evaluation of the effectiveness in the previous school year. Over 75% of students agree that the activities have positive effects on them.	Annual plan and annual report of departments Questionnaire administration	Head of Career Guidance Committee	Evaluation results of implementation of the program/ activities in 2122 s.y.
- Devise the reward system with clear guidelines to teachers to help students to develop self-management skills.	Whole year	Reward system with clear guidelines to teachers is ready Over 75% of teachers agree that the guidelines are useful and the reward system have positive effects on students.	Annual plan of the committees Questionnaire administration	Heads of Discipline Committee and Student Affairs Committee	
-Join Adventure-Ship scheme to reinforce senior form students' resilience and resolution.	2 nd Term	Over 75% of students agree that the activities have positive effects on them.	Questionnaire administration	Head of Life Wide Learning Committee	

-Implement value education activities coherent to the PERMA elements in the evangelization week.	March 2023 to April 2023	Over 75% of students agree that the activities have positive effects on them.	Questionnaire administration	Head of Pastoral Committee	
-Devise and implement training programs/ activities collaboratively by the Counselling Committee and the LWL committee to enhance the awareness of mental health among students and strengthen the mutual support and watchfulness between peers.	Whole year	Over 75% of students agree that the programs/ activities have positive effects on them	Questionnaire administration	Heads of Counselling Committee and LWL Committee	

Intended outcome / Targets:

ii. (Companion-focused) The knowledge and skills to help students achieve a state of well-being are equipped on staff and parents.

Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. Staff are trained with the skills to teach positive education in class and enabled to enjoy a state of well-being themselves so as to act as genuine role models for students.					
-Arrange a half-day teacher development program to promote well-being of teachers.	Mar 2023	Over 75% of teachers agree that the activities have positive effects on them.	Questionnaire administration	VP2	
b. The parents are offered positive education programs to help them foster an environment supporting well-being at home.					
-Arrange educational programs/ activities to promote mental healthiness in family and offer emotional support for parents.	Oct 2022 to May 2023	Over 75% of parents agree that the workshops have positive effects on them.	Questionnaire administration	Heads of Counselling Committee and Public Relations Committee	
-Integrate the positive education in parents' gatherings.	Whole year	Over 75% of students agree that the workshops have positive effects on them.	Questionnaire administration	Head of Public Relation Committee	