

# **St. Francis Xavier's College**



## **School Development Plan**

**(2024/2025 - 2026/2027)**

## **1. Vision and Mission of St. Francis Xavier's College**

- 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 1.1, 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.

## **2. School Motto**

Our spirit is clearly stated in the School Motto: **“Gentle in Manner; Resolute in Action” (溫良剛毅)** and is rightly signified by the school colours: Green and White.

The habit of being “Gentle in Manner” arises out of our respect for others. The realization that each individual is as much the child of our Heavenly Father as ourselves, requires us to consider the well-being and feelings of others just as important as ours: hence the avoidance of hurting people whether intentionally or out of negligence.

Being “Resolute in Action” is a basic attitude of those who are to achieve anything worthwhile. The Patron Saint of our school, St. Francis Xavier himself, is a very fit example of firm resolution. When he was convinced that love of God is more important than fame or success, St. Francis Xavier spent the rest of his life leading people to a fuller life of grace.

Anyone who possesses the qualities described by our motto, is one who has sufficient confidence in himself. He does not need to boast, to show off, to despise others, or to possess expensive articles so as to uplift his self-esteem. At the same time, for worthwhile objectives in life, he takes steps and works hard to attain them.

Green is the colour of most plants, the best example of gentle strength. The growth is so “Gentle” that it is almost imperceptible, however, it is so “Resolute” that nothing seems able to stop it. This strength from within is the one that really lasts.

The white colour, that stands for purity, is another expression of this interior strength. We do not need pleasant and decorative colours to hide ourselves behind, for there is nothing ugly inside. Xaverians are courageous enough to accept their uniqueness and limitations, and are conscientious enough to develop and make use of their strengths and talents, simply and without arrogance.

In short, a true Xaverian is one who strives resolutely for excellence while being considerate and respectful to others.

**3. Holistic Review of School Performance**

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

Major Concern and target	Extent of the target achieved	Follow-up action(s), e.g.	Remarks
<p><b>Major Concern 1:</b> To further stretch students' academic potential through promoting self-directed learning</p> <p><b>Target(s):</b></p> <ul style="list-style-type: none"> <li>● Students develop effective self-directed learning skills and habits.</li> <li>● Teachers can effectively make use of pre-training practices to stimulate students' learning motivation and to enhance students' participation in the classroom</li> <li>● Outside classroom learning enrichment opportunities is provided to encourage self-directed learning.</li> </ul>	<p><b>Partly achieved</b></p> <ul style="list-style-type: none"> <li>- Obvious improvements shown as most students have developed a routine of taking notes. It is also noted from subject panel meetings that colleagues have the awareness of asking students to write notes.</li> <li>- Though self-directed learning skills have been developed, there is still room for improvement concerning learning motivation.</li> <li>- The original plan on outside classroom learning enrichment was disrupted due to pandemic. It was fortunate that many activities were resumed in the year 23-24 after the pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>- Self-directed learning skills and habits will be incorporated as routine work.</li> <li>- To capitalize on the existing practice, the school will focus on elevating the motivation of students.</li> </ul>	<p>/</p>
<p><b>Major Concern 2:</b> To promote the well-being of the Xaverian Family and equip them for challenges in life.</p> <p><b>Target(s):</b></p> <ul style="list-style-type: none"> <li>● (Learner-focused) The knowledge and skills vital to achieving a state of well-being are taught to students.</li> <li>● (Companion-focused) The knowledge and skills to help students achieve a state of well-being are equipped on staff and parents.</li> </ul>	<p><b>Partly achieved</b></p> <ul style="list-style-type: none"> <li>- The school promoted wellbeing through the PERMA model. Various measures have been implemented, for example, organizing workshops, extra-curricular activities, theme-based form assembly talks.</li> <li>- It was observed that students' knowledge and skills concerning well-being have improved. However, it was observed that students' self-management skills need to be improved.</li> <li>- Apart from students, strategies have been devised and implemented to promote well-being among parents and teachers. The feedback was generally positive.</li> </ul>	<ul style="list-style-type: none"> <li>- To promote a more holistic development of students' well-being, the school will continue strengthening values education. A school-based Values Education Curriculum will be implemented starting from the coming school year.</li> </ul>	<p>/</p>

**b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.**

◆ **How good is my students' performance in achieving the seven learning goals?**

### **Students' learning attitudes and academic performance**

Concerning students' academic learning attitudes, it is observed that students are generally engaged in learning and participated actively in lesson activities. Most students were able to complete their assigned tasks, liked to investigate, and some returned with assignments of high quality. Student survey results also showed that they were generally serious in completing their assigned tasks and were willing to take challenges. However, teachers generally have a much higher expectation on them, believing that many more students could perform better and their potentials were not yet stretched enough.

As for self-learning abilities, it has been a routine for different subject teachers to provide students with pre-lesson tasks and self-directed learning projects. Self-learning abilities were improved when compared with the previous developmental cycle and they displayed good use of various eLearning tools to complete their assignments, partly thanks to the pandemic.

The majority of students were confident in their language abilities. However, it has been a consensus, especially among language teachers, that there is room for improvement in the overall language proficiency, and there is a need to build confidence in their public speaking skills. Another key observation from statistics concerning our students' learning is that they did not like to read.

As for DSE results, our students' performances were consistently well above HK's average, with the majority of our students being admitted to degree programmes. Our students also received academic awards from different territory-wide and international-wide competitions. For example, HK Schools Speech Festival, Chinese Maths Olympiad (Hua Xia Cup), International Chemistry Quiz, etc.

### **Non-academic performance**

Students were engaged in participating in extracurricular activities, and many of them engaged themselves with at least a club, house or school team. All our Forms 1 and 2 students were required to take part in the X-project, which involves after-school training and learning of music, sports, STEAM or other interests.

Our senior forms students participated actively in volunteer work. Many of our students have accumulated 50 hours, 100 hours and even 200 hours of voluntary services through the years despite their busy academic schedule.

About 40% of our students participated in inter-school sports competitions, and it was encouraging to see that our school teams have glorious achievements. Our Football Team, Swimming Team and Table Tennis Team all won the overall championship in the Hong Kong Schools Football Competitions in the school year 23-24.

Our Chinese Orchestra, Wind Band and String Band participate in the inter-school competitions (e.g. Hong Kong Youth Music Interflows) every year, and have always been in the top three positions. Our school's Sing Sing Sing Competition and Talentine have also become two of the signature events of our school which witness many of our students displaying their musical and other talents.

◆ **How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?**

**Curriculum Organisation & Implementation & Evaluation**

In recent years, our curriculum has been revised with close reference to the EDB's curriculum guide to better include the key learning elements of different KLAs. The proportion of lesson time allocated to the KLAs has become more balanced, and the school put emphasis on enriching students' knowledge base and their understanding of contemporary issues by providing students with different learning experiences (e.g. by inviting different government departments, institutions and organizations) to conduct talks and workshops in Form Assembly periods. Teachers generally agree that the school aligns with Hong Kong's educational goals and seven learning objectives, establishing a clear development direction. The curriculum provides diverse learning experiences both inside and outside the classroom, tailored to meet students' varied needs.

The school monitors curriculum implementation by making use of various assessment methods to evaluate student performance. To better utilize assessment data to inform teaching and learning, the school has set up Quality Assurance and Data Management Committee, and one of its duties is conduct professional development sessions to equip teachers with the necessary skills to make use of platforms like eClass to analyse student performance data in order to enhance effectiveness in curriculum planning and implementation.

To better cater for various learners' needs, all junior forms are divided into 5 classes instead of 4. There are regular test arrangements for all forms which are administered weekly for the lower forms and bi-weekly for Form 5 (Term 2) and 6 students. Additional enhancement and remedial classes are also arranged by different subjects for students with different abilities and needs.

**Generic Skills**

In order to help students develop and apply generic skills in an integrative manner, our school put much emphasis on developing our students' independent learning skills (e.g. note-taking skills, study skills). Study skill workshops on self-directed learning were organised for our junior form students. A self-directed learning award scheme was also implemented to encourage and recognise students' effort in acquiring and applying their generic skills in their work.

### **National and Global Identity**

The report from APASO shows that students have a positive attitude toward national identity. After the pandemic, the school provided more opportunities for students to broaden their horizons by organizing visits to the Greater Bay Area, study tours to Inner Mongolia, Beijing, Malaysia and Japan. More talks on national education were also strategically arranged across the forms, which were conducted by our teachers and other recognised service providers.

As for our junior form curriculum, the school started to offer Life and Society in 2022-2023 in order to ensure a more holistic coverage of the PSHE curriculum. This has enriched our students' knowledge, values and attitude regarding their national and global identity. From our teachers' comments, most of our students respected and appreciated Chinese culture, and they respected people with different backgrounds and races. From the students' survey, their values on national and global identity were also generally satisfactory.

### **Student Support**

The school addresses student growth needs and provides ample opportunities for students to achieve all-round development. APASO results indicate that students actively participate in extracurricular activities. Goal-setting practices have been reinforced to increase their effectiveness.

**Life Planning** - To enhance life planning, a number of life education workshops were conducted for F1, F2 and F4 students, and the majority of them found them useful. A dream-catcher program has also been offered to Forms 2 to 5 students, providing them with a variety of career exploration opportunities throughout the school year through joining different workshops, seminars, visits and trips.

New co-curricular workshops were introduced to students to provide students with exposure to different careers (for example: coffee barista, pastry chef, etc.). Furthermore, personality and aptitude tests were administered in Form 3 to give them a better picture of their potential, and social games were played to engage them in various job roles. Overall, these initiatives have contributed to students' career readiness and personal development.

**Healthy Lifestyle** - 'Wellbeing', is an important keyword of our school's major concern II in this 3-year cycle. All subjects and committees make an effort to promote healthy lifestyle and mindset through various means using the PERMA model. A number of initiatives and programmes were implemented in this regard, like the Evangelization Week by Pastoral Committee, Joyful Fruit Week by PTA, Mindfulness Training to students and teachers, collaboration with the Jockey Club and PolyU to name but a few. Concerning the physical health of our students, it was found that the percentage of students within the acceptable weight range is above HK's average.

To encourage students to participate in and develop an interest in sports, we introduce new sports in the curriculum (e.g. IPSC, Archery, golf). Most students found the new sports interesting to them. More resources were put on enhancing the overall sports education, including increasing fitness training sessions for sports teams after school, employing additional coaches. Awards were given in order to develop students' appreciation towards



**Aesthetic development** - The school-based arts curriculum is revised and tailor-made every academic year based on the school's curriculum needs (e.g. STEAM, collaboration with Technology KLA). Latest technology was also capitalised on to better relate students to arts in their daily lives instead of confining it to museums. Students are adept at creating their arts using tablet computers, and have established a good habit of looking for information and inspiration on the Internet. Other than the formal music lessons, students are informed of and encouraged to join other Music Enrichment Programmes provided by external organisations.

Though students are given many opportunities to appropriate arts and do sports, and are encouraged to lead a healthy lifestyle, it is worth noting that parents reported in the survey that their sons generally did not have enough sleep.

◆ **How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?**

*(The school's performance in this aspect is primarily reflected in domain I of the PI. Schools could review their performance in leading continuous improvement and development in terms of consensus building among stakeholders, professional leadership and development, deployment of human and financial resources, collaboration and support, etc. They could also reflect on how to enhance the effectiveness of other domains of work through school management and organisation. Schools could refer to the PI for the focus questions under 1.1 Planning, 2.1 Leadership and Monitoring, etc.)*

Survey results show that teachers generally agree the leadership of the school is effective.

An appraisal system is well established, and the school administration assigns clear focus for lesson observations each year. Other than the annual lesson observations and scrutiny of assignments, the school also arranges additional lesson observations and study of teaching materials concerning the implementation of the National Security Curriculum.

Other than top-down initiatives, the school also empowers middle managers to engage in and arrange professional interflow for the school's continuous improvement with flexibility, recognition and trust. For instance, the Learning and Teaching Enhancement Committee invites colleagues to conduct professional sharing sessions with specific themes twice a year. The Curriculum Development Committee works closely with different subject panels to plan and implement different curriculum initiatives deemed important by the school administrative panel. For example, it reviews the PSHE and Technology KLAs, drafts the whole-school Values Education Curriculum framework and reviews the plans for the Overseas Learning Experiences. The Academic Affairs Committee leads the promotion of self-directed learning by implementing an award scheme, sharing useful learning and teaching resources among colleagues and students.

In recent years, the school further enhances the Planning-Implementation-Evaluation cycle by analyzing student performance data, including APASO, stakeholder surveys, and key performance measures. Extensive discussions involved personnel at all levels, from top management to subject teachers. Strategies in the school development plan and annual plans for the school, subjects, and committees were developed based on this data analysis. Additionally, the school development plan was created through thorough discussions among all teachers.

### **c. How Can My School Be Better**

#### **◆ What are my students' needs?**

*(Schools could consolidate the reflections on the first question in the previous part (4b) – students' performance in achieving the seven learning goals, and reflect on the areas that can be further promoted for the whole-person development of students in light of their interests, abilities, learning and developmental needs at different key stages.)*

From the feedback from the staff members, it was found that our students generally lack self management skills and some students are not motivated in learning while some essential learning skills like note-taking are taking shape and becoming more common. To further enhance their academic growth, we should capitalise on what we have implemented so far, and continue to stress the needs and methods of developing self management skills (e.g. time management, setting SMART goals, etc.) Another area our students need is more opportunities to stretch their academic potentials and be provided with more authentic learning experiences so as to develop their interest in learning. Our students, regardless of their academic achievement, need to be given more recognition. It is believed that by doing so, they will become more motivated in learning.

As for whole-person development, our school needs to put more emphasis on Values Education. Our school-based Values Education Curriculum should put into the consideration of the expectations of different stakeholders, including the guidelines from the EDB, the values of Catholic education and the vision and mission of our school's Sponsoring Body and the present situation.

#### **◆ What is my school's capacity for continuous improvement and development?**

*(Schools could consolidate the reflections on the second and third questions in the previous part (4b) – schools' enrichment of students' learning experiences and their leadership in fostering continuous improvement and development –, and consider their own strengths and areas for further improvement, such as SSE effectiveness, professional capacity of and consensus among teaching staff, support of parents as well as human and financial resources available, so as to strengthen their professional leadership and enhance their capacity for continuous improvement and development with a view to promoting the effectiveness of learning and teaching.)*

Starting from 24-25, a new school administrative structure will be adopted, with an additional Vice Principal overseeing various school's administrative issues as well as some restructuring of functional committees (e.g. the setting up of STEAM Education Committee, Quality Assurance

and Administrative Compliance Development Committee, Staff Development and Welfare Committee, Staff Policy Consultative Committee, etc.). It is believed that the new structure will enable the school to enhance the overall professional capacity, increase transparency of policy making and allow more thorough communication on various school issues.

Thanks to the updated guidelines and templates from the EDB on SSE Mechanism, our school has revised our consultation mechanism, comprising rounds of workshops / interviews / questionnaires, collecting both qualitative and quantitative data on our performance in different domains. Though it certainly takes more time for teachers to familiarize themselves with the change in routine and expectations, it is believed that in the coming years, we will become more accustomed to the enhanced PIE cycle and be able to devise and implement measures even more smoothly.

◆ **What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?**

*(Schools could consolidate the reflections on the first two questions in this part – students' needs and school's capacity for continuous improvement and development –, and deliberate how to optimise the school's capacity to foster the whole-person development of students as well as formulate the key focuses of work in the next school development cycle.)*

Putting our students' needs and our capacity for continuous improvement and development into consideration, two key priorities will be addressed in the new school development cycle.

One priority is to cultivate a motivating learning environment that encourages our students to become lifelong learners. This involves a strategic focus on elevating their learning motivation and empowering them to take charge of their learning by building a robust foundation for self-directed learning. We hope to prepare them not only for learning within class time, but also extending their learning beyond the classroom setting.

Another priority is to support their whole-person development with a focus on enhancing their self-management ability. This is achieved by adopting a whole-school approach to Values Education. This involves an integration of the Catholic Core Values, 5 Distinctive Styles of Marist Education, Vision and Mission of our school, 12 Priority Values from the EDB and also consensus from our staff members. We hope that with clear priorities set for every year, the overall effectiveness of Values Education will be enhanced.

**4. Major Concerns of the 2024/25 – 2026/27 School Development Cycle**

Based on the above holistic review of school performance, the major concerns in order of priority are:

1. Elevating the learning motivation and fostering self-directed learning of Xaverians to achieve academic growth.
2. Adopting a whole-school approach to Values Education with a focus on enhancing the self-management ability of Xaverians

**School Development Plan (2024/25 - 2026/27)**

Major Concerns	Targets	Outline of strategies	Time Scale			Seven Learning Goals
			24/25	25/26	26/27	
1 Elevating the learning motivation and fostering self-directed learning of Xaverians to achieve academic growth.	1.1 Students find interest in their learning, understand the meaning of what they are learning, and have a sense of achievement and ownership over their education.	1.1.1 provide <b>authentic learning tasks / experiences</b> which arouse students' <b>interest</b> in learning	✓	✓	✓	Breadth of Knowledge Language Proficiency Generic Skills Healthy Lifestyle
		1.1.2 make the <b>learning objective(s)</b> of each lesson clear and relatable to students (so they see the <b>meaning</b> of what they are learning)	✓	✓	✓	Breadth of Knowledge Language Proficiency Generic Skills
		1.1.3 review and reinforce the <b>goal setting</b> practice to help raise the <b>ownership</b> of their learning.	✓	✓	✓	Breadth of Knowledge Language Proficiency Generic Skills Life Planning
		1.1.4 provide appropriate <b>choices</b> for students to better cater for their <b>interest</b> and help them develop <b>sense of achievement</b>	✓	✓	✓	Breadth of Knowledge Language Proficiency Generic Skills Life Planning
		1.1.5 Create more opportunities to recognise students in order to develop their <b>sense of achievement</b>	✓	✓	✓	Breadth of Knowledge Language Proficiency Life Planning
1.2 Teachers learn and apply the strategies of elevating students' motivation and fostering self-directed learning in their lessons		1.2.1 conduct <b>workshops/ sharing sessions</b> on factors affecting motivation and effective teaching strategies to elevate students' motivation in learning. <i>- enhance the <b>questioning skills of teachers</b> in raising classroom participation</i> <i>- deepen teachers' understanding of theories and practices concerning raising students' interest in learning / learning motivation</i>	✓	✓	✓	Breadth of Knowledge Language Proficiency Generic Skills
		1.2.2 strengthen the <b>use of technology (e.g. AI, apps, online learning platforms, etc.)</b> in raising learning motivation <i>- work collaboratively on lesson planning / subject-based strategies</i> <i>- upload useful learning materials</i>	✓	✓		Breadth of Knowledge Language Proficiency Information Literacy
		1.2.3 conduct peer lesson observation and appraisal lesson observation with a specific focus on <b>students' motivation</b> in learning and <b>self-directed learning</b> . <i>- help students develop interest in the subject-</i> <i>- help students see the learning is related to their lives / find meaning</i> <i>- help students build sense of achievement / ownership in their learning</i>	✓	✓	✓	Breadth of Knowledge Language Proficiency Generic Skills Healthy Lifestyle

Major Concerns	Targets	Outline of strategies	Time Scale			Seven Learning Goals
			24/25	25/26	26/27	
2 Adopting a whole-school approach to Values Education with a focus on enhancing the self-management ability of Xaverians	2.1 Different stakeholders, especially teachers, students and parents, are familiar with and help to promote the <i>School-based Values Education Framework (VEdF)</i> – Refer to Appendix 1 on pages 15-19	2.1.1 set monthly themes, promote and explain them to different stakeholders through various means ( <i>e.g. school opening / closing ceremonies, morning assemblies, campus decoration, staff meetings, parents' gatherings, etc.</i> )	✓	✓	✓	National and Global Identity Life Planning Healthy Lifestyle
		2.1.2 subjects and committees implement the <i>School-based Values Education Curriculum Framework</i>	✓	✓	✓	National and Global Identity Life Planning Healthy Lifestyle
		2.1.3 strengthen the role of Form Teachers in reinforcing Values Education ( <i>e.g. ensure good understanding of the Values, Character Strengths and Performance Indicators</i> )	✓	✓	✓	National and Global Identity Life Planning Healthy Lifestyle
		2.1.4 hire professional support to assist some subjects and committees in implementing and evaluating the Values Education ( <i>e.g. conduct internal sharings</i> )	✓			National and Global Identity Life Planning Healthy Lifestyle
	2.2 Students' sense of belonging is strengthened through enhancing their <i>commitment, respect for others</i> and <i>brotherhood</i>	2.2.1 provide / create opportunities for students to reflect on their commitment	✓			National and Global Identity Generic Skills
		2.2.2 reinforce the concept of respect for others	✓			National and Global Identity
		2.2.3 provide / create opportunities for students to reflect on the value of brotherhood	✓			National and Global Identity
	2.3 Students' self-discipline is strengthened through enhancing their <i>respect for self, self-initiation</i> and <i>perseverance</i>	2.3.1 organise <b>experiential learning experiences</b> for students to reinforce perseverance	✓	✓	✓	Generic Skills Life Planning
		2.3.2 organise activities to improve students' physical and mental health	✓	✓	✓	Healthy Lifestyle
		2.3.3 invite students to take part in competitions / visits to recognize and develop students' potentials	✓	✓	✓	Life Planning
	2.4 Students live out the virtues of Hail Mary with the emphasis on <i>empathy, hope</i> and <i>care for others</i> to embrace life.	2.4.1 invite <b>external resources</b> to help teachers and students <b>develop emotion management</b>			✓	Healthy Lifestyle
		2.4.2 offer learning opportunities outside class time for students to care for others and develop empathy			✓	National and Global Identity
		2.4.3 let students appreciate the beauty of life through organizing different activities.			✓	Life Planning Healthy Lifestyle

**Appendix 1 School-based Values Education Framework (Virtues, Character Strengths and Their Performance Indicators)**

- St. Francis Xavier's College, being a Marist school, offers an education that is inspired by St. Marcellin Champagnat.
- The 6 School-based Virtues consist of the 5 distinctive characteristics of the Marist Style (i.e **Presence, Simplicity, Family Spirit, Love of Work and In the Way of Mary**) and '**Self-discipline**' which has been a long-standing key word emphasized in our school ethos.
- The consensus built in the 1<sup>st</sup> Staff Development Day on 20<sup>th</sup> October, 2023 on the 6 prioritized values are as follows:
  - **Kindness and Honesty/ Integrity** 善良正直
  - **Respect for self and Respect for others** 自重重人
  - **Brotherhood** 兄弟情誼
  - **Empathy** 同理心
  - **Commitment** 勇於承擔
  - **In the Way of Mary (Care for others)** 效法聖母 (關愛別人需要)

- The consensus (6 priorities) is regrouped/ renamed as character strengths under the 6 School-based Virtues as follows:

School-based Virtues	Character strengths	Consensus (6 priorities)
1 Presence	<b>1.1 Care for others</b> 1.3 Social Intelligence	<b>Care for Others</b> 關愛別人需要, <b>Kindness</b> 善良, <b>Brotherhood</b> 兄弟情誼 <i>Empathy</i> 同理心
2 Simplicity	<b>2.1 Integrity</b>	<b>Integrity</b> 正直
3 Family Spirit	<b>3.1 Commitment</b> <b>3.2 Respect for others</b> <b>3.3 Brotherhood/ Sense of belonging</b>	<b>Commitment</b> 勇於承擔 <b>Respect for others</b> 重人 <b>Brotherhood</b> 兄弟情誼
4 Love of Work	4.3 Responsibility	<i>Commitment</i> 勇於承擔, <i>Brotherhood</i> 兄弟情誼
5 <b>In the Way of Mary</b>	<b>5.1 Empathy</b>  5.3 <b>Care for Others</b>	<b>Empathy</b> 同理心 <i>Care for Others</i> 關愛別人需要, <b>Kindness</b> 善良, <i>Brotherhood</i> 兄弟情誼 <b>Care for Others</b> 關愛別人需要, <b>Kindness</b> 善良, <i>Brotherhood</i> 兄弟情誼
6 Self-discipline	<b>6.1 Respect for self</b>	<b>Respect for self</b> 自重

- The following are considered when drafting the character strengths:
  - EDB 10 Priority Values and Attitudes (2021)
  - 24 Character Strengths (Peterson & Seligman, 2004)
  - Practical inheritance of our sponsoring body (i.e. the Marist Brothers) and school
  - Response to present situations (e.g. APASO results)
- In drafting this document, the following key references are referred to:
  - *<sup>A</sup>'In the footsteps of Marcellin Champagnat –A Vision for Marist Education Today'* published by the Institute of the Marist Brothers of the Schools in 1998.
  - *<sup>EDB</sup>'Values Education Curriculum Framework (Trail Version)'* published by the Education Bureau in 2021
- The sequence for implementing the School-based Virtues is as follows:  
**Family Spirit (24-25), Self-Discipline (25-26), In the Way of Mary (26-27), Love of Work (27-28), Presence (28-29) & Simplicity (29-30)**

School-based Virtues 校本美德	School-based Character Strengths 校本品格強項	School Motto 校訓	Marist Style of Education 聖母昆仲會教育風格	Catholic Education 5 Core Values 天主教教育五大核心價值	EDB 12 Priority Values and Attitudes 教育局十二項首要價值觀												美德與品格強項 (Peterson & Seligman, 2004)												
☼ = same ✓ = related		Gentle in manner 溫良																											
		Resolute in action 剛毅																											
		Presence																											
		Simplicity																											
		Family Spirit																											
		Love of Work																											
		In the Way of Mary																											
		Truth 真理																											
		Life 生命																											
		Family 家庭																											
		Love 愛德																											
		Justice 義德																											
		Respect for Others 尊重他人																											
		Empathy 同理心																											
		Benevolence 仁愛																											
		Responsibility 責任感																											
		Commitment 承擔精神																											
		Perseverance 堅毅																											
		National Identity 國民身份認同																											
		Integrity 誠信																											
		Law-abidingness 守法																											
		Diligence 勤勞																											
		Unity 團結																											
		Filial Piety 孝親																											
		Courage 勇氣																											
		Humanity 仁愛																											
		Transcendence 靈性與超越																											
		Justice 公義																											
		Moderation 節制																											
		Wisdom and Knowledge 智慧與																											
3 Family Spirit (24-25)	3.1 Commitment 勇於承擔	✓	✓			☼	✓		✓	✓					✓	☼	✓						✓						
	3.2 Respect for others 重人	✓	✓			☼			✓	✓			☼	✓		✓	✓							✓					
	3.3 Brotherhood 兄弟情誼	✓	✓	✓		☼			✓	✓			✓	✓	✓	✓	✓							✓	✓	✓	✓	✓	
6 Self Discipline (25-26)	6.1 Respect for self 自重	✓	✓			✓		✓										✓					✓						
	6.2 Self initiation 自動自覺	✓	✓			✓	✓	✓		✓								✓	✓	✓									✓
	6.3 Perseverance 堅毅	✓	✓			✓		✓									☼					✓							
5 In the Way of Mary (26-27)	5.1 Empathy 同理心	✓						✓		✓	✓			☼	✓									✓					
	5.2 Hope 希望	✓	✓						✓	✓	✓			✓	✓														✓
	5.3 Care for Others 關愛	✓				✓			✓	✓	✓			☼										✓					
4 Love of Work (27-28)	4.1 Diligence 勤勞	✓	✓				☼		✓													☼							✓
	4.2 Self control 自我控制	✓	✓		✓		☼		✓																			✓	
	4.3 Responsibility 責任感	✓	✓				☼																✓						
1 Presence (28-29)	1.1 Care for Others 關愛	✓	✓	☼		✓		✓		✓			✓	✓	✓								✓						
	1.2 Leadership 領導才能	✓	✓	☼		✓				✓	✓									✓								✓	✓
	1.3 Social Intelligence 社交智慧	✓		☼		✓		✓			✓		✓	✓									✓						
2 Simplicity (29-30)	2.1 Integrity 正直	✓	✓			☼		✓															☼						✓
	2.2 Humility 謙遜	✓				☼		✓															✓					✓	
	2.3 Fairness 公平公正	✓	✓			☼																	✓						



School-based virtues	Interpretations	Character strengths	Practical inheritance	Response to present situations
<p>3 Family Spirit (24-25)</p>	<ul style="list-style-type: none"> <li>By relating each other as <b>the members of a loving family</b>, we foster a <b>sense of belonging and connection to each other</b>. When individuals feel a part of a supportive and caring community, they are more likely to <sup>3.1</sup> <b>commit themselves to collective goals and contribute their time and effort towards the betterment of the group</b>. Committed individuals are <b>willing to shoulder responsibilities to improve the welfare of the public</b>. They <b>prioritize the concerns of others</b> over their personal enjoyment (「先天下之憂而憂，後天下之樂而樂」<sup>EDB</sup>)</li> <li><sup>3.2</sup> Since the establishment in 1955, the school has been following the golden rule of Marist Education to teach and nurture children: “<b>To bring up children properly, we must love them and love them all equally.</b>” This principle demonstrates the essence of the whole-school pedagogical approach to genuinely embracing diversity in the learning and teaching communities at various levels.</li> <li><sup>3.2</sup> Students are taught and encouraged to respect their peers’ different learning styles, abilities and opinions in the learning process (「互尊其所以異」，實踐「和而不同」，「懂得包容和尊重不同意見，與人建立和平友好關係」<sup>EDB</sup>).</li> <li>A <b>warmth of welcome, acceptance and belonging</b> should prevail where <b>everyone has a sense of being valued and believed in</b>, regardless of their role or social standing.<sup>108</sup></li> <li><sup>3.3</sup> Xaverians relate to each other like <sup>107</sup> <b>members of a loving family</b>. The Xaverian family does not only stress the strengths of members, but also dedicate timely care and attention to the ones who need guidance and assistance.</li> </ul>	<p>3.1 <b>Commitment</b> <i>(not only fulfill assigned duties, but also to shoulder responsibilities to improve the welfare of the community)</i></p>	<ul style="list-style-type: none"> <li>St. Marcellin Champagnat led a <b>committed</b> life in fraternal care for the youths in community.<sup>A10</sup>.</li> </ul>	<ul style="list-style-type: none"> <li>People in this day and age become more self-centered and care about their own needs. Sense of commitment is an important character strength to make the world a more caring place.</li> </ul>
		<p>3.2 Respect for others</p>	<ul style="list-style-type: none"> <li>As in a good family, we <b>share</b> life with its successes and failures ... mutual respect and tolerance.<sup>109</sup></li> <li>The 1<sup>st</sup> half of our school motto, “<b>Gentle in manner</b>”, illustrates the values and attitudes of respecting others.</li> <li><sup>108</sup>We are determined to <b>build community</b> among all stakeholders concerned.</li> </ul>	<ul style="list-style-type: none"> <li>It was found that the results of subscale “care for others” in APASO 2022-23 among F5 students were lower than the Hong Kong mean, which means that <b>senior form students generally perceived themselves not caring enough/effectively for others</b>.</li> <li>Using the same evaluation tool, they reflected that they were <b>not confident in their social skills</b>.</li> </ul>
		<p>3.3 Brotherhood / Sense of belonging</p>	<ul style="list-style-type: none"> <li>The school gives <b>preferential attention</b> to those whose <b>needs are greatest</b>, who are <b>most deprived</b>, or who are <b>going through hard times</b>.<sup>110</sup></li> </ul>	<ul style="list-style-type: none"> <li>The pandemic has made the <b>gap of resources</b> among students with different socioeconomic statuses even more obvious. Amid the transition to the new normal, students need <b>more backup and practical support from teachers and peers at school</b>.</li> <li>The school has been offering additional tutorial classes to cope with the needs.</li> </ul>

School-based virtues	Interpretations	Character strengths	Practical inheritance	Response to present situations
6 Self discipline (25-26)	<ul style="list-style-type: none"> <li>Our ultimate goal is to develop <b>self-discipline</b> in our students.<sup>SP</sup></li> <li><sup>6.1</sup><b>Respect for self</b> refers to a <b>positive regard and esteem</b> that individuals have for themselves. It involves <b>recognizing one's worth and origins</b>, valuing one's abilities and qualities and striving to put them into good use. <b>Self-discipline</b> forms the foundation for these.</li> <li><b>Self-disciplined</b> individuals also demonstrate a high level of <sup>6.2</sup><b>perseverance</b>. They <b>set SMART goals</b> for themselves, and <b>stick to them</b> despite difficulties. They stay positive and <b>will not give up easily</b>. (「自強不息」、「迎難而上」<sup>EDB</sup>) They are ready for <b>changes and difficulties</b> with a serious attitude.</li> <li><b>Self-disciplined</b> individuals display a <b>proactive mindset</b> by <b>taking the initiation</b> to identify, analyze and find solutions to problems and challenges <b>without needing reminders and instructions from others</b>. They have <b>developed good habits and routines</b>, which involve <b>consistent and repeated practices over time</b>. Such regularity has created a sense of familiarity that <b>make</b> <sup>6.3</sup><b>self-initiation</b> automatic.</li> </ul>	6.1 <b>Respect for self</b>	<ul style="list-style-type: none"> <li>Marist educators <b>respect the dignity and need</b> of each young person.<sup>110</sup></li> <li><sup>111</sup>School leaders and teachers encourage the <b>responsible autonomy</b> of each person involved in the <b>educative process</b>.</li> </ul>	<ul style="list-style-type: none"> <li>With reference to the APASO results, junior form students had a more positive self-concept while <b>senior students</b> did not. In particular, they were <b>not confident in themselves</b>.</li> </ul>
		6.2 <b>Perseverance</b> <i>(set goals and stick to them, ready for challenges)</i>	<ul style="list-style-type: none"> <li><b>“Resolute in Action”</b>, the second half of <b>our school motto</b>, aligns closely with the character strength of <b>“perseverance”</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Children are born and raised in a relatively more caring environment. This could make children less ready to face challenges and give up easily. From time to time, sad news about young people choosing to end their lives illustrate the important to develop in our students the quality of ‘perseverance’</li> </ul>
		6.3 <b>Self-initiation</b> <i>(act without reminders and instructions from others, develop good routines/ habits)</i>	<ul style="list-style-type: none"> <li>Self-Initiation is one of the ‘Three Selves Spirit’<sup>wiki</sup> advocated by our school since the 70s.</li> </ul>	<ul style="list-style-type: none"> <li>It is a widely observed phenomenon that students need to be reminded constantly to fulfill their duties and there is a need to emphasize self discipline, with self-initiation being an important component.</li> </ul>

School-based virtues	Interpretations	Character strengths	Practical inheritance	Response to present situations
<p>5 In the Way of Mary (26-27)</p>	<ul style="list-style-type: none"> <li>5.1 Our students are at the centre of our concerns. <sup>130</sup> They are given the family unity and love, they needed to grow as a person. They are also given the space to establish their own identity. That's why it is important for them to be understood and to understand others.</li> <li>5.1 As a member of the global village and the future pillars of our society, students should learn to be empathetic, and <b>think from different perspectives</b> in order to achieve harmony among their peers, and with other members of their communities at different levels. (凡事秉持「惻隱之心」，並以「己所不欲，勿施於人」的態度體驗儒家思想「仁」、「海納百川，有容乃大」EDB)</li> <li>5.2 Students are inspired to imitate Mary's <b>tenderness, strength, and constancy in faith.</b> <sup>122</sup></li> <li>5.3 Students are taught to have a <b>loving attitude towards people around them and the environment.</b> With the appropriate attitudes, students could <b>develop connections</b> with the aforementioned people, things and events; and translate their virtues into actions in caring for others. (實踐「親親而仁民，仁民而愛物」<sup>EDB</sup>)</li> </ul>	<p>5.1 Empathy (very similar to 1.3)</p> <p>it's more about the thinking perspectives</p>	<ul style="list-style-type: none"> <li>Mary is of us <b>the perfect model of the Marist educator.</b> <sup>117</sup></li> <li>Both teachers and students know that <b>students differ in regards to natural giftedness and cultural, family, religious and financial circumstances.</b> <sup>131</sup> Mutual understanding is crucial in maintaining harmony in the family of SFSC.</li> </ul>	<ul style="list-style-type: none"> <li>With the <b>prevalence of “individualism” and low birth rate in Hong Kong</b>, teenagers are found to be more self-centred than before. They need more training and reminders about thinking from the perspectives of others. It is also a concern from other colleagues as well.</li> </ul>
		<p>5.2 Hope</p>	<ul style="list-style-type: none"> <li>With the strong values of Marist schools, <b>students are assisted</b> to acquire learning, competence and values, through discovering the world, others, themselves and God. <sup>130</sup> Academic performance is not the only learning goal in school.</li> </ul>	<ul style="list-style-type: none"> <li>To <b>avoid learned helplessness 學習無助感</b>, students need more academic and mental support in identifying their own roles, strengths and weaknesses. <b>Personalised guidance and assistance</b> is crucial.</li> </ul>
		<p>5.3 Care for Others (repeated 1.1, overlap 5.1)</p> <p>it's more about “attitudes towards others”</p>	<ul style="list-style-type: none"> <li><b>St. Marcellin Champagnat</b> founded the Marist Brothers with the goal of educating young people, especially <b>those most neglected.</b> This shows <b>selfless love</b> and <sup>1.1</sup><b>care for others.</b></li> <li><b>Voluntary services</b> have been an important component of our OLE.</li> </ul>	<ul style="list-style-type: none"> <li>Hong Kong is a diverse and multicultural society. Teaching students to <b>care for others</b> helps foster <b>social harmony and mutual respect</b> among individuals from different backgrounds, cultures, and beliefs.</li> </ul>