



St. Francis Xavier's School, T.W.
Annual School Plan
2015 - 2016

School Mission & Vision

Vision

Our students will be capable, individual and responsible citizens full of integrity and equipped with Christian values to serve the community.

Mission

1. To provide students with the opportunity of learning the Gospel of Christ in order to enrich their spiritual lives.
2. To nurture a whole-person education for students so as to develop their moral, intellectual, physical, social and aesthetic potential.
3. To instill into students the proper moral values so that they have positive goals in life, and have concern for others in society.
4. To provide a rich school life to students through various extra-curricular activities with a view to developing their interpersonal relationships and leadership skills.
5. To help students build up confidence in themselves so that they are able to meet future challenges and changes.

Annual School Plan

2015 - 2016

Major Concerns:

1. **To further improve overall learning & teaching effectiveness in the classroom.** 持續提升整體課堂的學與教效能。
2. **To explore students' potential, to plan their individual pathways.** 開展自我，創造前程。
3. **To reinforce Marist Education as the foundation of Holistic Education.** 加強修會教育精神，作為全人教育基石。

Major Concern 1: To further improve overall learning & teaching effectiveness in the classroom.

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
1.1. Overall teacher capacity is enhanced.	<ul style="list-style-type: none"> ● Arrange organized peer lesson observation <ul style="list-style-type: none"> ➢ Reinforce professional development through collaboration among subject teachers. ➢ Modify peer lesson observation with focus on: <ul style="list-style-type: none"> - Students' learning difficulties, - Teaching strategies : questioning or/and group activities ● Enlist HKDSE-related data to give feedback to teachers on students' learning outcomes. 	<ul style="list-style-type: none"> ● Each teacher observes his/ her peers' lessons and is observed twice a year. ● 30% of teachers obtain level 3 in the lesson observation for appraisal. ● Over 75% of teachers agree that the lesson observation is useful to improve their teaching effectiveness. ● All subjects attain Level 6 or above in SVAIS. ● In the HKDSE, the 	<ul style="list-style-type: none"> ● Study LOF ● Study teacher questionnaire. ● Study SVAIS ● Study students' HKDSE results ● Study L&T questionnaire 	Sept 2015-Aug 2016	KLA leaders Subject heads	LOF Teacher questionnaire HKDSE results L & T questionnaire

		<p>Level 2+ rate is higher than that of the territory; the Level 4+ rate is the same as that of the territory for elective subjects while it is slightly lower than that of the territory for core subjects.</p> <ul style="list-style-type: none"> • Students give positive feedbacks (about 3.5) in L & T questionnaire. 				
1.2. Marking quality of homework is improved	<ul style="list-style-type: none"> • Develop detailed marking rubrics for specified homework to provide formative feedback to students. • Conduct regular Homework Inspections twice. 	<ul style="list-style-type: none"> • All subject teachers can mark the specified homework according to the designed rubrics. • Students give positive feedbacks (about 3.5) in L & T 	<ul style="list-style-type: none"> • Study the marking rubrics of each subject. • Study HW inspection record. • Study L&T questionnaire. 	ditto	All KLA leaders Subject teachers	Marking record HW inspection record L&T questionnaire

		questionnaire.				
1.3 Learning diversity is handled.	<ul style="list-style-type: none"> ● Refine leveled assignments for S1 – S3 ● Modify challenging questions in S1 – S3 examinations and tests. ● Tutorials with different learning targets are arranged for senior students beyond lesson time. 	<ul style="list-style-type: none"> ● Most subject teachers have refined the leveled assignments for learning diversity. ● Most subject teachers can modify challenging questions for bonus marks in S1 – S3 examinations and tests. ● 30% of students attempt to answer the bonus questions ● Students give positive feedbacks (about 3.5) in L & T questionnaire regarding the leveled assignments ● Most subjects 	<ul style="list-style-type: none"> ● Study HW inspection record. ● Study the post-examination reports. ● Study L&T questionnaire. ● Study KLA tutorial record 	ditto	All KLA leaders Subject teachers	HW inspection record L&T questionnaire KLA tutorial record DLG After-school Support Grant 區本計劃

		arrange after school tutorials for students of different abilities.				
1.4. The MOI policy to strengthen students' learning by English is reinforced.	<ul style="list-style-type: none"> Strengthen the roles of the MOI Team to support the MOI policy. Refine the English aspect of SCI and MATH curriculum. Conduct lesson observation of SCI and Math with English Teachers. Conduct further collaboration among the English, SCI and MATH KLAs for designing and implementing English learning activities. Enrich the English learning environment. 	<ul style="list-style-type: none"> Review of the IS school-based materials is completed by the English teachers. Lesson observations of Science and Maths lessons are carried out as scheduled. 	<ul style="list-style-type: none"> Annual report of MOI task team 	ditto	Math/Science/Eng KLA leader	

Major Concern 2: To explore students' potential, to plan their individual pathways.

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
2.1. A systematic series of educational	<ul style="list-style-type: none"> The school coordinates various parties to strategically utilize the Career & Life Planning Grant to help students explore 	<ul style="list-style-type: none"> Functional groups include careers education in their 	<ul style="list-style-type: none"> Study functional groups' annual plans 	Sept 2015-Aug 2016	Functional group Careers Team OLE Team	Career & Life Planning Grant Overview of Holistic

<p>activities are formalized to realize students' character formation & capacity building (From multiple talents to multiple pathways).</p>	<p>their talents and build up their life-long learning goals.</p> <ul style="list-style-type: none"> Students' learning goals are differentiated. Junior students are provided opportunities to explore their general potential. Senior students are given opportunities to enhance their special capacity. The Careers Team provides individual career planning for each S6 student and extends career counseling services to S3 students. 	<p>annual plans.</p> <ul style="list-style-type: none"> Each S1 student sets up their learning goals. Each S3 student completes an informed elective selection. 75% S6 students are satisfied about their pathways. 	<ul style="list-style-type: none"> APASO S6 students' survey 		<p>Class teachers</p>	<p>Education Questionnaire for Student Survey</p>
<p>2.2. Students' self-discipline is further consolidated.</p>	<ul style="list-style-type: none"> The Discipline and Counseling Teams strategically work with class teachers to enhance students' self discipline and social skills. 	<ul style="list-style-type: none"> % of misbehaved students decreases. Counseling Team can arrange remedial workshops for regular misbehaved students and submit progress reports to class teachers four times. 	<ul style="list-style-type: none"> Study Misbehaved Students' Record Study Progress Reports of Regular Misbehaved Students Study minutes of CTM 	<p>ditto</p>	<p>Discipline Team Counseling Team Class teachers SDT</p>	<ul style="list-style-type: none"> Misbehaved Students' Record Progress Reports of Regular Misbehaved Students
<p>2.3. Students' social skills are enhanced.</p>	<ul style="list-style-type: none"> The SDT provides training for class teachers in strengthening class management. 	<ul style="list-style-type: none"> workshops for regular misbehaved students and submit progress reports to class teachers four times. 	<ul style="list-style-type: none"> Study APASO - KPM13 	<p>ditto</p>	<p>MCE Team SSH Team</p>	<ul style="list-style-type: none"> Class Diary APASO
<p>2.4. Students' civic responsibilities are</p>	<ul style="list-style-type: none"> The MCE Team focuses on educating and facilitating students to actualize 	<ul style="list-style-type: none"> Index of Social skills 				

fostered.	<ul style="list-style-type: none"> civic responsibilities in their school life. The SSH Team monitors hygiene condition regularly. 	<ul style="list-style-type: none"> in APASO > 3.5 Hygiene condition on campus improved. 	<ul style="list-style-type: none"> Checklist by SSH Team observation 			<ul style="list-style-type: none"> Checklist by SSH Team
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Major Concern 3: To reinforce Marist Education as the foundation of Holistic Education.

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
3.1. Students and teachers know the message of “In the Way of Mary”.	<ul style="list-style-type: none"> The Pastoral Team leads to consolidate the characteristics of Marist Education at the school level. Highlight the message of “In the Way of Mary” in school events and BK lessons. 	<ul style="list-style-type: none"> Most students know the message of “In the Way of Mary.” Most teachers and students give prayers properly. 	<ul style="list-style-type: none"> Evaluation on students’ knowledge about Marist Education in BK lessons. Observe teachers’ and students’ prayers. 	Sept 2015 – Jul 2016	Pastoral Team BK MCE Team	Annual reports of Pastoral Team & BK MCE Program questionnaires
3.2. Students and teachers give prayers properly.	<ul style="list-style-type: none"> Teachers and students give prayers properly in school. The MCE Team initiates programs to nurture students’ care and love to the society and the country. 					

Key: SVAIS: Schools Value Added Information System; CDT: Curriculum Development Team; DLG: Diversity Learning Grant; LOF: Lesson Observation Form; KLA: Key Learning Areas, L & T: Learning and Teaching; SDT: Staff Development Team; HW: Home Work ; MOI: Medium of Instruction; LD: learning diversities; APASO: Assessment on Personal Affection & Social Outcomes; OLE: Other Learning Experiences; CTM: Class Teachers’ Meeting; MCE: Moral and Civic Education; SSH: School Safety and Health; BK: Biblical Knowledge