



St. Francis Xavier's School, T.W.
Annual School Plan
2016 - 2017

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

2016 - 2017

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. ● 50% 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 Level 2+ rate is 	<ul style="list-style-type: none"> ● Study LOF ● Study teacher questionnaire. ● Study SVAIS ● Study students' HKDSE results ● Study L&T questionnaire 	Sept 2016-Aug 2017	KLA leaders Subject heads	LOF Teacher questionnaire HKDSE results L & T questionnaire

		<p>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 questionnaire. 	<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

<p>1.3 Learning diversity is handled.</p>	<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"> ● All subjects can provide sample sets of leveled assignments per level. ● Most subject teachers can modify challenging questions for bonus marks in S1 – S3 examinations and tests. ● 50% 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 arrange after school tutorials for students of different abilities. 	<ul style="list-style-type: none"> ● Study HW inspection record. ● Study the post-examination reports. ● Study L&T questionnaire. ● Study KLA tutorial record 	<p>ditto</p>	<p>All KLA leaders Subject teachers</p>	<p>HW inspection record L&T questionnaire KLA tutorial record DLG After-school Support Grant 區本計劃</p>
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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 Math school-based materials is completed by the English teachers. 80% teachers agree that MOI lesson observations can increase their teaching effectiveness. 	<ul style="list-style-type: none"> Annual report of MOI task team 	ditto	Math/Science/Eng KLA leader	
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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 activities are formalized to realize students' character formation & capacity building	<ul style="list-style-type: none"> The school coordinates various parties to strategically utilize the Career & Life Planning Grant to help students explore their talents and build up their life-long learning goals. Students' learning goals are differentiated. Junior students are provided opportunities to explore their 	<ul style="list-style-type: none"> Each S1 student sets up their learning goals. 90% S3 students are satisfied about their subject selection. 75% S6 students 	<ul style="list-style-type: none"> Study functional groups' annual plans APASO S6 students' survey 	Sept 2016-Aug 2017	Functional group Careers Team OLE Team Class teachers	Career & Life Planning Grant Overview of Holistic Education Questionnaire for Student Survey

<p>(From multiple talents to multiple pathways).</p>	<p>general potential. Senior students are given opportunities to enhance their special capacity.</p> <ul style="list-style-type: none"> The Careers Team provides individual career planning for each S6 student and extends career counseling services to S3 students. 	<p>are satisfied about their pathways.</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. 	<ul style="list-style-type: none"> % of misbehaved students decreases. 	<ul style="list-style-type: none"> Study Misbehaved Students' Record 	<p>ditto</p>	<p>Discipline Team Counseling Team</p>	<ul style="list-style-type: none"> Misbehaved Students' Record
<p>2.3. Students' social skills are enhanced.</p>	<ul style="list-style-type: none"> The SDT invites teachers to attend the courses provided by local universities in strengthening class management. 	<ul style="list-style-type: none"> 80% target students agree that the programs provided by the Counseling Team can help them improve their self-discipline. 	<ul style="list-style-type: none"> Study Progress Reports of Regular Misbehaved Students 	<p>ditto</p>	<p>Class teachers SDT</p>	<ul style="list-style-type: none"> Progress Reports of Regular Misbehaved Students
<p>2.4. Students' civic responsibilities are fostered.</p>	<ul style="list-style-type: none"> The Counseling Team and SEN Team co-provide activities to nurture students' social skills. The MCE Team collaborates with the SSH and the PSHE KLA in educating and facilitating students to actualize civic responsibilities in their school life. 	<ul style="list-style-type: none"> 80% teachers agree that the Class Diary can increase their class management. Index of social skills in APASO > 3.5 	<ul style="list-style-type: none"> Study minutes of CTM Study APASO - KPM13 Checklist by SSH Team observation 	<p>ditto</p>	<p>MCE Team SSH Team</p>	<ul style="list-style-type: none"> Class Diary APASO Checklist by SSH Team

		<ul style="list-style-type: none"> Index of civic responsibilities in APASO > 3.5 				
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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 2016 – Jul 2017	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

附件(1): 二零一六/一七學年校本課後學習及支援計劃校本津貼 — 活動計劃表

I) 校本津貼受惠學生人數(人頭)預計共 52 名
 (包括 A. 領取綜援人數: 7 名, B. 學生資助計劃全額津貼人數: 38 名及 C. 學校使用酌情權的清貧學生人數: 7 名)

II) 獲校本津貼資助/補足費用的各項活動資料:

*活動名稱/類別	活動目標	成功準則 (例如:學習成果)	評估方法 (例如:測試、問卷等)	活動舉辦時期 / 日期	# 預計獲資助合資格 學生名額			預計開支 (\$)	合辦機構/服務供應 機構名稱 (如適用)
					A	B	C		
中一學習策略初探	協助參加者認識多種學習策略	掌握基本的學習策略	問卷調查	16 年 8 月	2	8	7	20 000.0	外判導師中心
中六選修科功課輔導	協助參加者的 DSE 成績達標	參加者 DSE 成績達標等於或高於校內成績	DSE 成績及校內成績紀錄	17 年 1-4 月	4	40	5	80 000.0	
領袖生訓練營	增強參加者的領袖能力及報執行任務能力	成為領袖生及具備基本的執行任務的能力	領袖生紀錄	16 年 7 月	0	4	1	20 000.0	路德會
抒壓班	提升參加者的應考壓力承受力	應考壓力減少	觀察及面見紀錄	16 年 10 月至 17 年 2 月	1	1	2	10 000.0	青協
活動項目總數: <u>4</u>				@學生人數	7	53	15		
				**總學生人次	75				

備註:

* 活動類別如下: 功課輔導、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

合資格學生: 指(A)領取綜援、(B)學生資助計劃全額津貼及(C)學校使用不超過 25%酌情權的清貧學生

@ 學生人次: 上列參加各項活動的受惠學生人數的總和** 總學生人次: 指學生人次(A) + (B) + (C) 的總和