



St. Francis Xavier's School, T.W.
Annual School Plan
2018 - 2019

School Mission & Vision

Vision

Our students will be capable, individual and responsible citizens of integrity, 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 life.
2. To nurture a whole-person education for students so as to develop their moral, intellectual, physical, social and aesthetic potentials.
3. To instill into students the proper moral values so that they have positive goals in life, and have concern about others in society.
4. To provide a rich school life to students through various extra-curricular activities with a view to developing their interpersonal relationship and leadership skills.
5. To help students build up confidence in themselves so that they are able to meet future challenges and changes.

Rationale behind the school annual plan

In the reflection of implementation results of the last School Development Plan, colleagues generally agreed that in the period covered by the past two SDPs, the school has been investing a good amount of resources on academic growth of students and scaffold a well-structured present system of learning and teaching for our students. The results of the strategies applied were outstanding and obvious. While the strategies are becoming regular and routine practices, staff agreed to focus more on the well-beings of student as a man so as to allow a better yet balanced development of SFXS gentlemen. In the regular meetings for deriving the school development plans, staff expressed their raising concerns on developing the inner strength and positive values of students. With the transformation of inner quality of students may be a lengthy process, it was generally agreed that a well-integrated effective administrative mechanism would be beneficial to the help sustainable nurture of genteel and responsible students in one hand. In the

other hand, the rapid administrative changes introduced by the government in the past few years have also initiated us to reflect on how to adapt ourselves to respond to the ever changing ecology of education sector.

Major Concerns of 2018-2019

1. **To nurture positive values for a healthy life**
培養正向價值觀 活出健康人生
 2. **To foster a lifelong passion for learning for diversified achievements**
促進樂於學習 建構多元成就
 3. **To optimize the administrative structure for a sustainable school development**
優化行政架構 追求可持續發展
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Major Concern 1 – To nurture positive values for a healthy life

Explanation	Objective	Strategies	Success Criteria	Unit in charge	Time
<p>Values education has always been one of the utmost important issues as a Catholic school. Not only does cultivating students' positive values depend on their personality development, but also their familial and social healthcare development. Apart from teachers being responsible for nurturing students, parents, alumni and any staff in the school also bear such responsibility. The objective of Major Concern 1 is to facilitate the school's stakeholders to recognise the concept of positive values and receive relevant trainings. All teachers and students are expected to bear a</p>	<p>I. Staff understand the concept of Positive Education, thus treat stakeholders with positive attitudes</p>	<p>A. Focus of this year is to make teachers understand the basics of positive education. Strategies are to be derived include:</p> <ol style="list-style-type: none"> 1. Arrange training sessions of Positive Education for all staff. Instructor(s) will elaborate on the essences of positive education and 24 character strengths 2. Teachers can utilize their character strength and can apply on stakeholders 3. Teachers discuss on some foci on character strengths 	<p>a. Over 80% of the teaching staff believe they understand the content introduced by the instructors</p>	Staff development team	1 st term
			<p>b. Teachers complete VIA survey, over 80% of teaching staff agree the VIA survey is helpful in understanding their own character strengths</p>	Staff development team	1 st term
			<p>c. In the survey at the end of school year, over 80% of teachers agreed that they have applied their character strength(s) on our stakeholders</p>		2 nd term
			<p>d. Subject panels and functional groups include strategies that will respond to the character strength of students in</p>	Chairpersons of subject panel /	2 nd term

positive attitude and demonstrate it in and outside the school campus. Focus of work of this year is introduction of basics of positive education together with the building of atmosphere. Focus for the year after will be on implementation		which will be work on in 2019-20	2019-20.	functional group	
	II. Nurture students to have positive interpersonal relationship	B. Arrange trainers to introduce positive lifestyle to students	e. In the survey, over 70% of the students believe understand the concepts introduced in the seminars of positive education f. In the survey, over 70% of teachers believe interpersonal relations of students have been improved	MCE team	1 st term
	III. Parents can work in coordination with the school to nurture students' positive values	C. In this school year, the school will introduce seminar to introduce positive education	g. In the survey, over 70% of parents agreed that seminars on positive education is helpful for students to nurture their own positive-value	PTA with the assistance of the staff development team	2 nd term
	IV. Student organisations aim at facilitating Positive Values Education in one of their activities	D. Committee members of student organisations receive trainings to incorporate positive values in their activities.	h. In the survey, over 70% of student officials agreed that they will organize activities focus on character strength(s) in 2019-2020	OLE team and teacher advisors of student organisations	2 nd term

Major Concern 2 – To foster a lifelong passion for learning for diversified achievements

Explanation	Objective	Strategies	Success Criteria	Unit in charge	Time
Through trainings and observation of students' learning performance, the school knows students' characteristics well and therefore adaptation is made to activities so as to stimulate their enthusiasm for learning, and encourage junior form students to attempt to enrol in different extra-curricular activities so that they can explore their strengths, master their most effective learning approaches on their interested aspects, and actualise their satisfaction and a sense of accomplishment towards learning.	I. Students can adopt appropriate learning approaches	A. Introduce various methods of reading and learning	a. Reading Promotion Team agrees that students know how to read effectively	Academic Team, Reading Promotion Team, form masters	Whole year
		B. Assist students to nurture their fundamental learning habits	b. In the survey, over 60% of student agreed that their frequency of reading increased		
			C. Promote "work smart & work hard"	c. In the survey, over 60% of student agreed that they manage to use the newly acquired methods to learn	Subject panels, function groups, teachers
		D. Provide more learning styles under different learning areas so that students will be able to adopt the appropriate ones to learn under		d. In the survey, over 60% of teachers agreed that students have fundamental learning habits	
e. In the survey, over 60% of parents agreed that students have fundamental learning habits	f. In the survey, over 60% of students agreed that they can learn/work by various methods				
g. In the survey, over 60% of teachers agreed that the atmosphere of "work smart & work hard" exists in school	h. In the survey, over 60% of students agreed that teachers have provided various modes of learning, and have led students to use their most effective learning mode				
			i. In the survey, over 80% of teachers		

		different circumstances	agreed that they have provided various modes of learning for students, and have led students to use their most effective learning mode		
	II. The school understands students' characteristics systematically	E. Create a database by effectively collecting data about students' personalities, capabilities, aptitudes and their mastered learning approaches	j. In the survey, over 80% of staff agreed that the school has sorted out the types and processes of data to be collected and stored k. In the survey, over 80% of teachers agreed that they are satisfied that the school has started collecting students data for learning	All teams of student support	Whole year
	IV. Students' effort put on learning is recognised	F. Provide more platforms and opportunities for students to demonstrate learning outcomes and abilities G. Panels design diversified competitions or activities for students H. Revamp current	l. In the survey, over 60% of students agreed that the school has provided platform and opportunities for students to demonstrate learning outcomes and abilities m. In the survey, over 60% of students agreed that the activities of school become diversified n. Annual reports of subject panels and functional groups showed that activities and themes have been more diversified o. In the survey, over 60% of students	Subject panels, function groups, societies, student association Subject panels, function groups, societies, student association Subject	Whole year Whole year Whole year

		<p>activities for developing students' strengths</p> <p>i. Recognise and reward the second tier students for their improvement made</p>	<p>agreed that activities help to extend their specialty(ies)</p> <p>p. In the survey, over 60% of students agreed that they are satisfied with the activities they participated</p> <p>q. In the survey, over 60% of students of average ability agreed that the school has encouraged them to improve</p>	<p>panels, function groups, societies, student association</p> <p>School office, examination team, subject panels, function groups</p>	<p>Second term</p>
	V. Prepare students for multiple pathways	J. Train more colleagues on life planning	r. Staff continuously joint training in career and life planning	Career and life planning team	Whole year

Major Concern 3 – To optimize the administrative structure for a sustainable school development

Explanation	Objective	Strategies	Success Criteria	Unit in charge	Time
To keep abreast of the school's vision in nurturing students, we provide with them opportunities and supports academically, multiple developments are also present with outstanding achievement so that they can contribute to society. At this point, the system of the school has been well-developed with certain positive outcomes. However, the school needs to prudently consider all related factors, carefully review the school's current policies and structure, and appropriately allocate resources in order to deal with the ever-changing education environment	I. Keep abreast of management on "Learning and Teaching", "Student Support", "Premises Maintenance", "Financial Management", "External Liaison" and "Performance Enhancement"	A. Review the current structure, procedures and functions of groups	a. Subject panels and functional groups finish their narration of function, vision, contribution, division of labour, requirement(s) for students, procedures of work, collaboration with other units	All subject panels and functional groups	Whole year
	II. Attain the following from the human resources management's point of view:	B. Review the functions of each post and the current division of labour			Whole year
	A. "Right man for the right job" B. Ample empowerment C. Strengthen colleagues' sense of belonging	C. Adopt different platforms to effectively collect and respond to colleagues' opinions D. assiduity and achievement of staff are recognized by school in subject level and school level	b. In the survey, over 60% of staff agreed that their opinions are effectively collected c. In the survey, over 60% of staff agreed that credits to their works are given	All staff	Whole year

and new challenges, for carrying out the current effective policies continuously and achieving sustainable development in the coming future. Working focus of 2019-20 is put on reviewing the present structure.

關注事項 1：培養正向價值觀 活出健康人生

關注事項解說	目標	策略	成功準則	負責單位	實行時間
<p>作為天主教學校，價值教育一向是本校重視之一環。培養學生的正向價值觀，關乎學生的性格發展之餘，甚至關乎學生的家庭及社會的健康發展；而負起培育責任的除了教師，作為楷模的家長、舊生、學校職員也同樣有責。本關注事項的目標為：促進學校各持分者接受正向價值觀念並接受訓練，全校師生皆以正向價值觀待人處事，並在校園內外展現。本學年的工作重點在於介紹正向教育的基本，着重建立氣氛。來年的周年計劃則着重實踐性格強項。</p>	<p>I. 教職員認識正向價值教育的觀念、以正向教育的方針對待持分者</p>	<p>A. 本學年主要讓教師瞭解正向教育的理念，策略包括：</p> <ol style="list-style-type: none"> 1. 安排導師為全校教職員講解正向教育主旨及二十四個性格強項 2. 教師能依照其某些性格強項應用在持分者上 3. 商議在一九至二零學年學校能聚焦的學生性格強項 	<p>i. 在問卷調查中八成以上教職員認為他們瞭解導師介紹的內容</p> <p>j. 教師完成 VIA 問卷，八成以上教職員認為 VIA 問卷能幫助他們瞭解他們的性格強項</p> <p>k. 學年終結時的問卷調查中，八成以上教師認同他們曾將本身的性格強項應用在持分者上</p> <p>l. 科組及功能小組在其 2019-2020 的周年計劃中包含有關針對學生性格強項的策略</p>	<p>教師發展組</p> <p>教師發展組</p> <p>科組及功能小組主管</p>	<p>上學期</p> <p>上學期</p> <p>下學期</p> <p>下學期</p>
	<p>II. 培養同學有正向的人際關係</p>	<p>B. 本學年安排導師向各級學生講解正向理念</p>	<p>m. 問卷調查中，七成以上的學生認為他們瞭解正向教育講座提及的理念</p> <p>n. 問卷調查中，七成以上的教師認為學生的人際關係有所改善</p>	<p>德育及公民教育組</p>	<p>上學期</p>
	<p>III. 家長能配合學校共同培養學生正向價值觀。</p>	<p>C. 本學年安排聚會由導向家長介紹正向理念</p>	<p>o. 問卷調查中，七成以上的家長認同正向教育講座有助培養學生正向價值觀</p>	<p>家長教師會 主導、教師發展組輔助</p>	<p>下學期</p>

	IV. 學生組織以促進正向價值教育作為一個活動目標	D. 學生組織幹事接受訓練將正向價值元素融入活動	p. 問卷調查中，七成以上的學生幹事表示在籌劃 2019-2020 的計劃時包含有關針對學生性格強項的活動	其它學習經歷組、學會顧問老師	下學期
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關注事項 2：促進樂於學習 建構多元成就

關注事項解說	目標	策略	成功準則	負責單位	
學生能在學習中得到成就感並能藉此增強他們的學習意欲。但學生存在能力、志向、意欲差異，要讓他們有效學習，學校可通過訓練及觀察學生的學習表現，掌握學生的特性並調適活動以刺激學生的學習熱情。學校希望增加初中學生嘗試多項課外活動的機會，讓學生發掘本身的長處，並掌握個人最有效的學習方法，用於他們有興趣的範疇，充實他們對學習的滿足感和成就感，並得到認同。	I. 學生能運用適合的學習方法	A. 向學生介紹學習方法、閱讀方法	s. 閱讀推廣組認同學生懂得有效閱讀 t. 問卷調查顯示六成以上學生認同閱讀次數增加 u. 問卷調查顯示六成以上學生認同能夠使用新學得到的學習方法	學務組、閱讀推廣組、班主任	全年
		B. 幫助學生培養基本的學習習慣	v. 問卷調查顯示六成以上教師認為學生具備基本的學習習慣 w. 問卷調查顯示六成以上家長認為學生具備基本的學習習慣	學務組、輔導組、班主任	全年
		C. 宣揚「勤做巧作」(work smart & work hard)	x. 問卷調查顯示六成以上學生認同他們會運用數個方法學習/工作 y. 問卷調查顯示六成以上教師認同「勤做巧作」的氛圍已經在學校建立	所有科組、老師	全年
		D. 在各學習範疇為學生提供不同的學習模式，讓學生懂得用最適合的方法在不同範疇學習	z. 問卷調查顯示六成以上學生認同科任老師向他們提供不同的學習模式，並促成學生運用最適合的模式 aa. 問卷調查顯示八成以上教師認同向學生提供了任教科目的多個學習模式，並促成學生運用最適合的模式學習	所有科組、老師	全年
	II. 學校有系統地瞭解學生的特性	E. 學校有效地搜集學生的性格、能力、性向、所掌握的學習方法等數據並建成數據庫	bb. 問卷調查顯示八成以上教職員認同學校確立了要搜集及儲存的數據類別、過程 cc. 問卷調查顯示八成以上教職員滿意學校開始試行在部分班級執行過程	各學生支援組別	全年

		<p>F. 提供更多平台和機會讓學生展示成果和才能</p> <p>G. 科組設計多元化比賽或活動給同學參與</p> <p>H. 改良現有活動，讓學生發展個人專長</p> <p>I. 認同並獎勵中游學生的改進</p>	<p>dd. 問卷調查顯示六成以上學生認同學校增設平台展示學生的才能</p> <p>ee. 問卷調查顯示六成以上學生認同學校的活動趨向多元化</p> <p>ff. 科組周年報告顯示所舉辦的比賽及活動較往年在性質或主題較多元化</p> <p>gg. 問卷調查顯示六成以上學生認同活動讓本身的專長得到發展</p> <p>hh. 問卷調查顯示六成以上學生認同他們滿意所參加的活動</p> <p>ii. 問卷調查顯示六成以上中游組別學生認同學校鼓勵他們改進</p>	<p>所有科組、學會、學生會</p> <p>所有科組、學會、學生會</p> <p>所有科組、學會、學生會</p> <p>校務處、考試組、所有科組</p>	<p>全年</p> <p>全年</p> <p>全年</p> <p>下學期</p>
	III. 為學生預備多元出路	J. 訓練更多同事接受生涯規劃概念及資訊	jj. 持續有同事參與生涯規劃訓練	就業學業輔導及生涯規劃組	全年

關注事項 3：優化行政架構 追求可持續發展

關注事項解說	目標	策略	成功準則	負責單位	實行時間
為了緊貼本校的教育理念培育學生，讓學生除了在學術上增值外，並多元發展獲取成就；以及應付急劇改變的環境，學校需要審時度勢，檢視現有學校政策及架構，適當分配資源，以應付新的挑戰、延續有效的政策及可持續發展。本學年的主要工作聚焦在檢視現有架構。	I. 在「學與教」、「學生支援」、「校舍維護」、「財務管理」、「對外聯繫」、「提升效能」的管理上與時並進	A. 檢視現有架構、程序、組別功能	d. 各科組完成文件描述本身的功能、追求的理想、對學校的貢獻、組內分工、對學生的要求、工作處理程序、與其它單位的合作等	所有科組、功能小組	全年
	II. 人力資源管理上達致	B. 檢視職位的職能及現有分工情況			全年
	A. 「知人善任」 B. 充分賦權 C. 增加同事的歸屬感	C. 善用平台收集並回應同事的意見 D. 在科組及學校層面廣泛認同教職員的「功」、「勞」	e. 問卷調查顯示六成以上教職員認同他們的意見被有效收集 f. 問卷調查顯示六成以上教職員認為得到工作上的認同	所有教職員	全年