



St. Francis Xavier's School, T.W.
School Development Plan
2011 - 2014

Holistic Review

Part I: Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved.	Follow-up action	Remarks
<p>1. To enhance students' public examination performance.</p>	<ul style="list-style-type: none"> ● Teachers have completed the preparation for the NSS curriculum. (Fully achieved). 	<ul style="list-style-type: none"> ● Interface between PL and LS will be enhanced. ● Subject panels have been developing the school-based curriculum and teaching materials. 	<ul style="list-style-type: none"> ● More KLAs are willing to seek professional support.
	<ul style="list-style-type: none"> ● Students should be able to finish homework in a serious manner and hand it in punctually to enhance learning outcomes (Partly achieved). ● Teachers are capable of refining their skills of marking and giving feedback to students' assignments. An appropriate amount of quality homework is given to students (Partly achieved). 	<ul style="list-style-type: none"> ● Subject panels will continue to improve the quality of homework. 	

	<ul style="list-style-type: none"> To improve teaching effectiveness in the classroom. (Partly achieved) 	<ul style="list-style-type: none"> Collaboration of lesson preparation will be further encouraged. 	
	<ul style="list-style-type: none"> Student's interest in reading is promoted. (Not achieved) 	<ul style="list-style-type: none"> Reinforce the collaboration among reading team, library and KLAs. 	
	<ul style="list-style-type: none"> Provide more resources for self-study. (Fully achieved) Provide more after-school tutorial classes. (Fully achieved) 	<ul style="list-style-type: none"> Centralize the arrangement of timeslot and classroom allocation for smooth operation. 	
<p>2. To improve students' discipline in the classroom and develop their sense of responsibility for learning.</p>	<ul style="list-style-type: none"> Students are able to hand in homework punctually (Fully achieved) 		
	<ul style="list-style-type: none"> Students are responsible for their learning (Not achieved) 	<ul style="list-style-type: none"> Students' responsibility will be continuously cultivated with the help of Christian values through Life Education. 	<ul style="list-style-type: none"> A school-based Life Education curriculum will be implemented in the SDP, 2011-14.
	<ul style="list-style-type: none"> Students can follow the classroom codes (Partly achieved) 	<ul style="list-style-type: none"> Students' performance in the classroom will be further enhanced through Life Education. 	

Part II: Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • The leaders of functional groups (Discipline Team, Counseling Team, MCE Team and OLE Team) are well trained in counseling skills and related techniques to deal with students and manage routine work. • Leaders have been familiar with the KLA operation since its re-engineering in 2008 – 09. • They are self-motivated and cooperative. • They conform to the school's policies and expectation. • They cultivate themselves and their teams for PIE. 	<ul style="list-style-type: none"> • To avoid overlapping of activities. Too many activities are held throughout the year. • To enhance the collaboration within KLA and across KLAs.
2. Professional Leadership	<ul style="list-style-type: none"> • All leaders are willing to spend their leisure time to take courses in their own area of purview. 	<ul style="list-style-type: none"> • To revise the policy making process, i.e. from initializing ideas, formulating policy, consulting teachers, implementation and monitoring.
3. Curriculum and Assessment	<ul style="list-style-type: none"> • KLAs are aware of the impact of NSS. They have developed school-based curriculum / teaching materials for interface with JS. • They have also developed diverse modes of assessments which are embedded in the CAM. 	<ul style="list-style-type: none"> • To cater for the learning diversity through adjustments of the curriculum and assignments.
4. Student Learning and Teaching	<ul style="list-style-type: none"> • Most teachers are subject-specified. They have years of experience teaching examination classes as well as junior levels. • They have been aware of the importance of a student-centred approach and tried to make the transition. 	<ul style="list-style-type: none"> • Professional sharing among teachers should be more frequent, like lesson studies. • Classroom interaction should be enhanced. • To identify less motivated students and encourage them not to give up.
5. Student Support	<ul style="list-style-type: none"> • We offer a wide variety of activities to widen our students' exposure. There are good opportunities to show their talents. • We utilize the funds from the HK Jockey Club and the EDB to support our students to join school activities. 	<ul style="list-style-type: none"> • Overlapping of activities was observed in MCE, OLE & CCA. • More effort could be channeled into the management of the Student Support Section especially in light of the monitoring and coordination among the various but diversified functional groups.

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> • We got full support from the PTA and Alumni. Some of our activities are sponsored by our parents and old boys, such as the Singing contest and Forum. • The alumni are involved actively in school functions and are willing to serve as speakers on many occasions. We invited our ex students who have higher achievement in their career to share their experience with our current students and encourage them to learn hard. 	<ul style="list-style-type: none"> • To ensure our students have sufficient opportunities to fulfill the requirement of OLE, we could establish long-term connections with the local NGOs.
7. Attitude and Behaviour	<ul style="list-style-type: none"> • The behaviour of our boys reflects the success of our school's emphasis on character formation. Brothers present good role models & provide spiritual support for students and teachers. • Our boys are polite and cheerful. They participate actively in Courtesy Campaigns & the election of Mr Polite. • They have good relationships with teachers and peers. They demonstrate high 'family spirit' and have a high sense of belonging to school. 	<ul style="list-style-type: none"> • To strive for excellence, there is room for them to shoulder more responsibility for their own learning. • Our boys are allowed to exercise a high degree of autonomy in decisions affecting their school lives. They should learn to become responsible decision-makers.
8. Participation and Achievement	<ul style="list-style-type: none"> • Under the guidance and encouragement of teachers, most students can attain academic results higher than expected. It is reflected by HKCEE and HKAL results. • Our boys are willing to participate in public competitions. • We have attained excellent achievements in sports. Our boys won the championship for 20 consecutive years in a swimming competition, the Hong Kong Schools Sports Federation (Tsuen Wan & Island Secondary School Area). 	<ul style="list-style-type: none"> • Students should develop more positive attitude towards academics and strive for excellence.

Part III: SWOT Analysis

Our Strengths:

- ✧ Our school management has a good ethos and clear vision of education;
- ✧ Our teachers have a close relationship and good communication with students;
- ✧ Our students have a strong sense of belonging, and even graduates are eager to offer help in various aspects;
- ✧ Strong networks have been established with parents and alumni;
- ✧ A family spirit is well instilled among students, teachers, and old boys.

Our Weaknesses:

- ✧ Students' learning strategies need improvement;
- ✧ Overlapping of activities and clash of manpower in the Student Support Section need better coordination.

Our Opportunities:

- ✧ Special grants (e.g. EEG, REES) from the EDB and partnership with established organizations enable our students to stretch their potentials not covered by standard public money.
- ✧ A culture of self-evaluation has been developing among our teachers;.
- ✧ Students' participation of joint school sports and academic competitions is keen;

Our Threats:

- ✧ With the rising of some secondary schools in the district, the school is facing keener and keener competition in admitting S1 students with similar learning abilities;
- ✧ Owing to the great diversity in students' learning differences, there is a great challenge to pedagogy.

Major Concerns for our school in 2011-14 (*in order of priority*):

- (1) To strategically prepare NSS students for the HKDSE.** 帶領學生備戰新高中文憑試。
- (2) To improve learning & teaching effectiveness in the classroom.** 提高課堂的學與教效能。
- (3) To enhance students' sense of responsibility through Life Education.** 透過生命教育，提升學生責任感。
- (4) To broaden students' life experience.** 擴闊學生視野，豐富其人生經驗。

Major Concerns (in order of priority)	Intended Outcomes / Targets	Strategies	Time Scale		
			11/12	12/13	13/14
(1) To strategically prepare NSS students for the HKDSE.	<ul style="list-style-type: none"> Teachers are able to master the ASK required for the HKDSE. 	<ul style="list-style-type: none"> Teachers constantly keep themselves abreast of the latest developments in the HKDSE. Teachers are encouraged to be markers in public examinations. Each KLA refreshes teaching notes to meet the new learning & assessment requirement. Centralized support is provided continuously to teachers in charge of SBA at school & KLA levels. 	√	√	√
	<ul style="list-style-type: none"> Both more able & less able students are able to achieve significant value-addedness in the HKDSE. 	<ul style="list-style-type: none"> Core KLAs design leveled assignments to cater for the needs of different students. Tutorials with different learning targets are arranged beyond lesson time. Enlist HKDSE-related data to give feedback to teachers on students' learning outcomes. 	√	√	√

(2) To improve learning & teaching effectiveness in the classroom.	<ul style="list-style-type: none"> Teaching efficacy is further improved. 	<ul style="list-style-type: none"> Teachers raise HOT questions & give constructive feedback to students to bring about the benefits of interactive learning. English KLA consolidates school-based curriculum in the junior levels and develops innovations for the NSS with the funding from the EES. Owing to the REES, Math & Science KLAs start to design & practice the school-based curriculum in JSS on a trial-basis. Curriculum Team strengthens the interface between JS & NSS curriculum by providing support to LS through school-based PL. Value-added measures and student questionnaires are conducted. Staff Development Team continues to disseminate good practices of pedagogy. 	√	√	√
	<ul style="list-style-type: none"> The benefits of peer learning are explored in lesson time. 	<ul style="list-style-type: none"> Group activities are encouraged to systematically facilitate peer learning. 	√	√	√
	<ul style="list-style-type: none"> Students' study skills are integrated & enhanced. 	<ul style="list-style-type: none"> Four-Key Tasks strengthen collaboration with KLAs to train students' integrated study skills. 	√	√	√

Major Concerns (in order of priority)	Intended Outcomes / Targets	Strategies	Time Scale		
			11/12	12/13	13/14
(3) To enhance students' sense of responsibility through Life Education	<ul style="list-style-type: none"> Students equipped with Christian values to serve the community 	<ul style="list-style-type: none"> Topics of 'Love God & Love our Neighbor' are incorporated into Ethics & Bible lessons. 	√	√	√
		<ul style="list-style-type: none"> Convey the message of 'Love, faith, hope & charity' during school events. 	√	√	√
		<ul style="list-style-type: none"> Encourage students to participate in community service & charity works. 	√	√	√
	<ul style="list-style-type: none"> Students are able to internalize proper life attitudes and behave in a proper manner. 	<ul style="list-style-type: none"> Counseling Team organizes activities to promote students' positive thinking as well as train their emotional management skills & self-management skills. 	√	√	√
		<ul style="list-style-type: none"> MCE Team organizes talks or forums on major events of world affairs to instill students' personal values & foster promoting their concern about our society and our own country. 	√	√	√
		<ul style="list-style-type: none"> Discipline Team together with class teachers ensure students behave properly on campus. 	√	√	√

(4) To broaden students' life exposure	<ul style="list-style-type: none"> Students' inter-personal skills are fostered. 	<ul style="list-style-type: none"> Counseling Team together with class teachers foster students' social skills to make our school as a “關愛校園” Counseling Team focuses on increasing students' gender awareness & their techniques to work with female counterparts. Students' Association organizes inter-school activities to provide students chances to work with female counterparts in neighboring schools. 	√	√	√
	<ul style="list-style-type: none"> Senior students' leadership skills are enhanced. 	<ul style="list-style-type: none"> School conducts a variety of leadership training programs. 	√	√	√
	<ul style="list-style-type: none"> Students' global views are promoted. 	<ul style="list-style-type: none"> Career Team enlists corporations to conduct pseudo-business operation programs for students to obtain career-related experiences. OLE Team together with PTA organizes 'Military Camp' to the mainland. Some KLAs arrange cultural or language-themed study tours overseas. 	√	√	√
			√	√	√
			√	√	√
			√	√	√
			√	√	√

ASK: attitude, skills, knowledge; HOT: higher-order thinking