



St. Francis Xavier's School, T.W.
School Development Plan
2014 - 2017

Holistic Review

Part I: Effectiveness of the School Development Plan 2011 – 14

Major Concerns	Extent of targets achieved	Follow-up action	Remarks/Tasks to be regularized
1. To strategically prepare NSS students for the HKHKDSE.	<ul style="list-style-type: none"> Teachers are able to master the ASK required for HKDSE. (achieved) 		<ul style="list-style-type: none"> Teachers continue to apply to be HKDSE markers. Teachers regularly update their teaching materials.
	<ul style="list-style-type: none"> Both more & less able students are able to achieve significant value-addedness in the HKDSE. (partly achieved) 	<ul style="list-style-type: none"> Students' learning motivation needs to be further enhanced. Teachers should strategically encourage students with different abilities and aptitudes to pave for multiple pathways. 	<ul style="list-style-type: none"> Most students are able to attain "level 2 or above" in the HKDSE. However, the % of students attaining "level 4 or above" could be further enhanced.
2. To improve learning & teaching effectiveness in the classroom.	<ul style="list-style-type: none"> Teaching efficacy is further improved. (partly achieved) 	<ul style="list-style-type: none"> The overall L & T effectiveness should be further enhanced by minimizing fluctuations among teaching performance. 	<ul style="list-style-type: none"> English, Science and Math school-based curriculum are completed under EES (12/13) and REES (13/14). Most teachers adopt student-centered pedagogy. However, fluctuations of teaching performances were found.
	<ul style="list-style-type: none"> The benefits of peer 	<ul style="list-style-type: none"> Group activities become a 	<ul style="list-style-type: none"> More effort could be channeled to

	learning are explored in lesson time. (partly achieved)	common practice in classroom teaching. However, the positive impact of group activities could be further explored.	enhance the effectiveness of group activities.
	<ul style="list-style-type: none"> Students' study skills are integrated & enhanced (partly achieved) 	<ul style="list-style-type: none"> Interface btw S2 Project Learning (PL) school-based curriculum and IES is strengthened. 	<ul style="list-style-type: none"> S2 PL will be conducted regularly by the PSHE KLA.
3. To enhance students' sense of responsibility through Holistic Education.	<ul style="list-style-type: none"> Students equipped with Christian values to serve the community. (partly achieved) 	<ul style="list-style-type: none"> The spirit of Marist Education is stated as the foundation of Holistic Education. Two characteristics of Marist Education are stressed as one of the Major Concerns of the SDP 2014-17. 	<ul style="list-style-type: none"> All Catholic students attended the Mass on campus every Wednesday. The Pastoral Team, together with the MCE Team, organized various community & charity works. HKMEC was established in 2013 to oversee the schools sponsored by the Marist Brothers.
	<ul style="list-style-type: none"> Students are able to internalize proper life attitudes and behave in a proper manner. (partly achieved) 	<ul style="list-style-type: none"> The non-academic and academic curriculum will be closely incorporated to bring about the benefits of Holistic Education. The implementation of Holistic Education will be divided into 	<ul style="list-style-type: none"> Junior secondary: stressed on character formation chiefly by Pastoral/Discipline/OLE/Counseling/MCE Teams Senior secondary: stressed on capacity building chiefly by

		two stages to better cater for the developmental needs of junior students and senior students respectively.	Careers/OLE Teams.
4. To broaden students' life exposure.	<ul style="list-style-type: none"> • Students' inter-personal skills are fostered. (partly achieved) • Senior students' leadership skills are enhanced. (achieved) • Students' global views are promoted. (achieved) 	<ul style="list-style-type: none"> • To further enhance students' inter-personal skills, more emphasis will be placed on students' developmental needs. 	<ul style="list-style-type: none"> • Various interschool activities were organized. • SEN: social skills courses were offered regularly. • Wide-spread school-based leadership training and platform were provided for students. • Each and every student took part in study tours aboard. • More than 10 study tours were conducted in England, Shanghai, Singapore, Taiwan and Macau, etc. • Almost all teachers have passed an examination in First Aid Certificate Course. They are very confident in coaching outdoor activities.

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"> • PIE-management mode has become a common practice. 	<ul style="list-style-type: none"> • Use of data could be strengthened with a more purposeful assessment.
2. Professional Leadership	<ul style="list-style-type: none"> • The IMC, though newly set up, entrusts the professionalism of the teaching staff. • The infrastructure of collaboration and support system is already established in both academic and non-academic domains. 	<ul style="list-style-type: none"> • Fluctuations among staff performances are found. • Cascading monitoring is needed. • CPD could be more in focus to achieve an overall high quality of performances.
3. Curriculum and Assessment	<ul style="list-style-type: none"> • Development of school-based curriculum has become a common practice among various KLAs. • Teachers have adjusted the homework for elite classes and normal classes in terms of level of difficulties and quantities. 	<ul style="list-style-type: none"> • In terms of assessment, detailed marking rubrics for specified homework could be designed to provide formative feedback to students. To better cater for learning diversity, leveled assignments could be refined and challenging questions in examination/tests could be set for S1 – S3.
4. Student Learning and Teaching	<ul style="list-style-type: none"> • All teachers scored higher than level 2 against the 4-point scale in the lesson observation while most of them attained level 3. • Teachers of the Science KLA, Mathematics KLA and English KLA have collaborated closely for REES. 	<ul style="list-style-type: none"> • In terms of pedagogy, discrepancies among teachers were observed. To remedy, professional development could be reinforced through collaboration among subject teachers. • Collaboration among Science KLA, Mathematics KLA and English KLA could be enhanced to enrich the English learning environment.

5. Student Support	<ul style="list-style-type: none"> ● Support for student development: a wide and balanced Holistic Education curriculum has been established “vertically and horizontally”. ● School climate: a high cohesion and sense of ownership shared among students and teachers. 	<ul style="list-style-type: none"> ● Could further differentiate the developmental needs of junior secondary and senior secondary students. ● Could formalize the various non-academic activities in a more systematic way.
6. Partnership	<ul style="list-style-type: none"> ● EDB: SBSS, EES, REES completed. ● Alumni: 50th anniversary reunion increases the bonding between the alumni and the school. ● Parents: help release teachers’ workload by HW collection and organize leisure activities to foster students’ family and community spirit. ● Community: Tsuen Wan Safety and Health Community Program, the Youth Association and Caritas have been giving great support to the school. 	<ul style="list-style-type: none"> ● The IMC is newly set up and needs time to increase cohesion among stakeholders. ● The communications between parents and teachers could be more interactive.
7. Attitude and Behavior	<ul style="list-style-type: none"> ● Affective development and attitude: Students enjoy their school life. They enjoy a high “Family spirit and brotherhood”. ● Social development: the KPM found that the students showed a wide life exposure and a high sense of achievement. 	<ul style="list-style-type: none"> ● Students’ life expectations could be more diversified to pave fir multiple pathways. ● Social development: APASO reflected that junior students’ social skills could be further enhanced.
8. Participation and Achievement	<ul style="list-style-type: none"> ● S6 students have attained satisfactory results in the HKDSE. Positive Value-Addedness is shown by the 	<ul style="list-style-type: none"> ● Fluctuations in HKDSE results among elective subjects could be minimized.

	<p>SVAIS.</p> <ul style="list-style-type: none"> • Apart from the continual success in sports, the annual Visual Arts Exhibitions demonstrate the gallery of artworks created by both the junior and senior students. 	<ul style="list-style-type: none"> • The school will continue to create opportunities for students to explore their interests and stretch their potential. • Platforms, e.g. a Variety Show, could be provided to show students' multiple talents.
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Part III SWOT Analysis

Our Strengths:

- A strong family spirit is shared among all stakeholders of the school.
- A close cross domain/cross KLA/functional groups collaborative relationship is in place.
- Students are energetic and keen to take part in school activities.

Our Weaknesses:

- Fluctuations between teachers in light of HKDSE results and class management are found.
- Wide learner differences are found among students both academically and non-academically.

Our Opportunities:

- The upcoming ESR by the EDB stimulates the need for self-evaluation.
- The 50th Anniversary Reunion fosters a closer bonding among stakeholders.
- The Career and Life Planning Grant by the EDB enriches the school with more resources to extend students' multiple talents and pave for multiple pathways.

Our Threats:

- S1 intake is still on a falling trend in the coming three years.
- Students' family background becomes more complicated.

Major Concerns of SDP 2014 – 17

Major Concerns	Intended Outcomes/Target	Strategies
1. To further improve overall learning and teaching effectiveness in the classroom.	1.1. Overall teacher capacity is enhanced	<ul style="list-style-type: none"> ● Arrange organized peer lesson observation <ul style="list-style-type: none"> ● Modify the lesson observation form to focus on lesson design, subject content and group activities. ● Reinforce professional development through collaboration among subject teachers. ● Enlist HKHKDSE-related data to give feedback to teachers on students' learning outcomes.
	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.
	1.3. Learning diversity is handled.	<ul style="list-style-type: none"> ● Refine leveled assignments for S1 – S3. ● Set challenging questions in S1 – S3 examinations and tests. ● Tutorials with different learning targets are arranged for senior students beyond lesson time.
	1.4. The MOI policy to strengthen students' learning	<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.

	by English is reinforced.	<ul style="list-style-type: none"> ● Conduct lesson observation of SCI and Math with English Teachers. ● Conduct further collaboration among English, SCI and MATH KLAs for designing and implementing English learning activities. ● Enrich the English learning environment.
<p>2. To explore students’ potential, to plan their individual pathways.</p>	<p>2.1. A systematic series of educational activities are formalized to realize students’ character formation & capacity building (From multiple talents to multiple pathways).</p> <p>2.2. Students’ self discipline is further consolidated.</p> <p>2.3. Students’ social skills are enhanced.</p> <p>2.4. Students’ civil responsibilities are fostered.</p>	<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 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. ● The Discipline and Counseling Teams make use of the CTM to work with class teachers to foster students’ self discipline and social skills. ● The MCE Team focuses on educating students to acquire civil responsibilities. ● The MCE Team supports class teachers to reinforce “一人一職”. ● The SSH Team monitors the safety & health conditions regularly. ● The SDT provides training for teachers in strengthening class management.

<p>3. To reinforce Marist Education as the foundation of Holistic Education.</p>	<p>3.1. Students and teachers learn to live “in the Way of Mary”.</p> <p>3.2. Students are able to internalize “Love of Work” in their school life.</p>	<ul style="list-style-type: none"> ● Pastoral Team leads to consolidate the characteristics of Marist Education at the school level. ● Convey the message of “In the Way of Mary” & “Love of Work” in school events. ● Collaborate with MCE Team to provide a platform for students to serve the community (“from mottos to deeds”).
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Key: HKDSE: Hong Kong Diploma of Secondary Education; EES: English Enhance Scheme; REES: Refined EES; L & T: Learning and Teaching; IES: Independent Enquiry Study; PSHE KLA: Personal, Social, and Humanities Education Key Learning Areas, MCE: Moral and Civic Education; HKMEC: Hong Kong Marist Education Council; OLE: Other Learning Experiences; SEN: Special Education Needs; PIE: Planning, Implementation, Evaluation; IMC: Incorporated Management Committee; SBSS: School Based Support Scheme; HW: Home Work ; KPM: Key Performance Indicators; APASO: Assessment on Personal Affection & Social Outcomes; SVAIS: Schools Value Added Information System; MOI: Medium of Instruction; CTM: Class Teachers’ Meeting; SSH: School Safety and Health; SDT: Staff Development Team.