St. Francis Xavier's College



Annual School Plan (2025-2026)

Vision and Mission

1.1 St. Francis Xavier's College shall operate as a "Catholic" school. Its "Catholic" identity shall be recognized in so far as it conforms with the criteria set by the Catholic Church [see Canon 803 §§1-3 and related Canons 804-806 of the *Code of Canon Law* (promulgated in 1983), quoted in the Appendix; also refer to Vatican II, *Declaration on Christian Education* (28 October 1965), 8-9; Congregation for Catholic Education, Instruction "*The Religious Dimension of Education in a Catholic School*" (7 April 1988)].
With a determination to carry on the contribution of the Catholic Church to education, the School, as its vision and mission, shall uphold and pass on the following **core values** to young people to prepare them properly for their life and future responsibilities –

1.1.1 **Truth:** It is what the human intellect is searching for –
- (a) Human reason's capacity for truth must be upheld, and the desire for truth, especially the truth about God and about the meaning of life, must always be encouraged and kept alive.
- (b) Wisdom, which enables a person to distinguish right from wrong, and good from evil, must be treasured above all other kinds of knowledge.
- (c) Honesty demands that a person tell the truth and put it into practice, even at the cost of making a great sacrifice.

1.1.2 **Justice:** It is the moral virtue that consists of a constant and resolute will to give to God and one's neighbours their due –
- (a) Justice towards God is called the "virtue of religion"; and justice towards one's neighbours disposes one to respect the rights of others and to establish in human relationships the harmony that promotes equity with regard to individual persons and to the common good.
- (b) Human dignity can be protected and promoted, and the wellbeing of society can be achieved, only if human rights are respected and individuals undertake their responsibilities for one another, for their own families, and for society.

1.1.3 **Love:** It is the greatest of all virtues –
- (a) God, the source of life and goodness, has created everything out of love, and has called the whole human family to be His children. As a member of God's family, one's goals in life are to share God's happiness, to love God above all things and love one's neighbours as brothers and sisters.
- (b) Jesus Christ, the Son of God, the Saviour of humankind, is the model of selfless love and humble service to others.
- (c) The practice of all the virtues is to be inspired and motivated by love, so that all aspects of human life and interpersonal relationship may be bound together in perfect harmony.
- (d) Love surpasses the strict measure of justice and urges one to care for the poor and the needy, and to make a preferential option for the underprivileged and marginalized in society.

1.1.4 **Life:** It is a priceless gift from God and is sacred in itself –
- (a) Every human person is created in the image of God and has the right to life, which must be respected from its conception to its natural end.
- (b) In the spirit of the "Beatitudes" as taught in the Gospel, the tribulations and adversities in life are to be faced with serenity and hope.
- (c) Every person is entitled to have whatever is necessary for a decent and dignified existence.

1.1.5 Only a society which respects human life can bring happiness to all **Family:** It is the basic unit of society –
- (a) Only pure love, the unreserved mutual self-giving between husband and wife, is truly gratifying; a happy, wholesome marriage is prepared by the practice of the virtue of chastity and sustained by fidelity and an indissoluble, lifelong commitment.

(b) Inasmuch as sex is an integral part of conjugal life and has its own dignity, a balanced sex education must follow a holistic and in-depth approach, with emphasis on the virtues of self-discipline and mutual respect between a man and a woman.

(c) Marriage is the foundation of a family; an intact and united family is a permanent support for husband and wife, and for parents and children, in achieving their goals in life; an intact and united family is likewise a most favourable setting for the upbringing of children and young people, and a necessary condition for the wellbeing of human society.

1.2 The School shall cultivate the above **core values** by –

1.2.1 upholding the time-honoured practice of respecting and collaborating with stakeholders with diverse backgrounds in achieving the School's Vision and mission as set out in this Article, in the awareness that the success of education depends on the joint effort of all parties concerned;

1.2.2 providing a family environment imbued with mutual trust and love in the School; and

1.2.3 incorporating in the formal school curriculum Religious Education courses designed by the SSB (as defined herein), and fostering a Catholic spirit through religious practices held regularly in the School, such as morning prayers and religious activities held regularly for staff and students.

1.3 The School was established by "The Visitor in Hong Kong of the Institute of the Marist Brothers of the Schools" whose founder St. Marcellin Champagnat had passed on the following beliefs and ideals as an integral part of his educational vision and mission –

1.3.1 That we should make Jesus known and loved among the young and the children, especially the poor and the least favoured.

1.3.2 That to bring up children properly, we must love them, and love them all equally.

1.3.3 That each of our students would cherish the love of God and accordingly develop his potentials fully, lead a meaningful life as an individual, and take a contributing role in society.

1.4 With due regard for the core values set out in Article 1.1, the School shall also strive to put the aforementioned beliefs and ideals into practice by inculcating in the school environment the following –

1.4.1 Opportunity be provided for the students to learn the Gospel of Christ in order to enrich their spiritual life.

1.4.2 Our students be nurtured with Marist Style of Education that they may get a whole-person education and develop their moral, intellectual, physical, social and aesthetic potentials.

1.4.3 That our students be instilled with the proper moral values so that they have positive goals of life, and have concern about others in the society.

1.4.4 That our students may build up with confidence, interpersonal relationship, and leadership skills so that they are able to meet future challenges and changes.

St. Francis Xavier's College

Annual School Plan (2025-2026)

Major Concern 1:

Elevating the learning motivation of Xaverians and fostering self-directed learning to achieve academic growth.

Major Concern 2:

Adopting a whole-school approach to Values Education with a focus on enhancing the self-management ability of Xaverians.

Major Concern 1: Elevating the learning motivation of Xaverians and fostering self-directed learning to achieve academic growth.

Follow-up actions from the previous school year:

In the previous cycle, our school adopted promoting self-directed learning as one of the major concerns. While it was found that good habits were formed among our students (e.g. note taking), there is still room for improvement concerning learning motivation. To capitalize on the existing practice, the school will focus on elevating students' motivation in this three-year cycle. For 2025–26 (per the SDP), we are in the refine-and-scale phase: deepen authentic learning tasks, strengthen SMART goal-setting through cross-committee collaboration, broaden student choice, and sustain practices that foster learning motivation and self-directed learning habits.

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resources required
1.1 Students find interest in their learning, understand the meaning of what they are learning, and feel a sense of achievement and ownership over their education.	1.1.1 all subjects review and enhance the provision of authentic learning tasks / experiences to engage students and arouse their interest in learning *(e.g. trips, visits, competitions, peer learning groups).*	Students' interest towards the subjects is raised.	APASO results Feedback from teachers Student survey	Whole year	VP2 + QCC head + All subject panel heads	APASO - School: Learning and Teaching - Learning Motivation (Intrinsic)
	1.1.2 all subjects continue to make the learning objective(s) of each lesson clear and important to students so they see the meaning of what they are learning.	Most students find the learning objectives clear and important to them.	APASO results Feedback from teachers Student survey	Whole year	VP2 + QCC head + LTE head + All subject panel heads	APASO - School: Learning and Teaching - Learning Motivation (Intrinsic)
	1.1.3 strengthen the goal setting practice to help raise the ownership of their learning. a. strengthen the existing activities through cross-committee collaboration in order to provide opportunities for students to set / review their smart goals more effectively.	Students agree the activities help them set SMART goals / review their goals	Feedback from teachers and students	Whole year	VP2 + VP3 + AAC head, LTE head, LCC head	
	b. use IT to facilitate the follow-up of the goal setting practice in a larger scale.	Teachers and students concerned agree the	Feedback from teachers and students	Whole year	VP1 + IT head, AAC head	

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resources required
		application facilitates the follow-up of the goal setting practice				
	1.1.4 all subjects provide choices for students to better cater for their interest, enhance their ownership of and sense of achievement in learning. *(e.g. a wider range of learning tasks like presentations/ sharings/ videos/ portfolios / mindmaps etc.)*	Most students find teachers provide more choices for them. Most students find the choices cater for their interests and enhance their ownership of learning.	Minutes of subject panel meetings and annual reports	Whole year	VP2 + LTE head + all subject panels	
	1.1.5 continue to create more opportunities to recognise students *(e.g. motivation, participation, attitudes, improvement)* in order to develop their sense of achievement *(e.g. competitions, certificates)*	Students agree that their sense of achievement at school has increased.	subject panel meetings and annual reports	Whole year	VP3 + SA head + VP2 + Subject panel heads + FTs	
1.2 Teachers learn and apply the strategies of elevating students' motivation and fostering self-directed learning in their lessons	1.2.1 Conduct workshops and sharing sessions organised by various panels and committees on factors affecting students' learning motivation and on effective teaching strategies, so as to reinforce theories and practices that help elevate students' motivation in learning.	Most teachers are willing to apply strategies learnt from the workshops.	Questionnaire, SHS Teacher Survey	Whole year	VP1+ SDWC head, VP2 + LTE head	SHS Teacher Survey - My views on teachers' professional development 31 & 33

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resources required
	1.2.2 strengthen the use of technology (e.g. AI, apps, online learning platforms, etc.) in raising learning motivation. a. develop subject-based technology strategies to boost motivation; all subjects explore new tools/ practices and share outcomes in meetings.	Most subjects have strengthened the use of technology and learning motivation is raised.	Minutes of subject panel meetings and annual reports	Whole year	VP2+ Subject panel heads	
	b. Conduct workshops/ sharing sessions on the use of technology / IT / digital education.	Most participants find the sharing sessions useful	Questionnaire	Whole year	VP2+ LTE head + IT head	
	1.2.3 conduct peer lesson observation and appraisal lesson observation with a focus on students' motivation in learning, with a brief post-observation sharing to consolidate and spread effective practices. - *help students develop interest in the subject* - *help students see the learning is related to their lives / find meaning* - *help students build sense of achievement / ownership in their learning*	Teachers have applied strategies in raising learning motivation in their lessons and conducted post-observation sharing	Lesson observation forms, feedback from panel heads	Whole year	VP1 + QCC head	

Major Concern 2: Adopting a whole-school approach to Values Education with a focus on enhancing the self-management ability of Xaverians

[Reference: School-based Values Education Framework (VEdF); Virtues (V), Character Strengths (CS) and Performance Indicators (PI))

Follow-up actions from the previous school year:

The school promoted wellbeing through the PERMA model in the previous three-year cycle. To promote a more holistic development of students' well-being, the school will continue strengthening values in education. A school-based Values Education Curriculum will be implemented starting from this 3-year cycle, integrating the Catholic Core Values, 5 Distinctive Styles of Marist Education, Vision and Mission of our school, 12 Priority Values from the EDB and also consensus from our staff members. For 2025–26, as stipulated in the SDP virtue sequence, the annual focus is Self-Discipline (6.1 Respect for self, 6.2 Self-initiation, 6.3 Perseverance).

Targets	Outline of strategies	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resources required
2.1 Different stakeholders, especially teachers, students and parents, are familiar with and help to promote the *School-based Values Education Framework (VEdF)*	2.1.1 strengthen the promotion of the Values Education framework by enhancing visibility and engagement through different means.	Different stakeholders are familiar with the School-based Values Education Framework	Questionnaires Student Survey	Whole year	VP2 + CDC head, PC head, SRC head, SCC head	
	2.1.2 subjects and committees implement *the School-based Values Education Curriculum Framework* a. invite CDC committee members, representing a total of 5 subjects / committees, to conduct lesson/activity study, involving planning, pre- and post-tests and sharing of experiences.	The teachers involved have learnt how to implement Catholic Values education and shared their experiences learnt	Feedback from teachers Student survey	Whole year	VP2 + CDC members	
	b. all subjects and committees select at least one performance indicator as their focuses.	All subjects and committees	Minutes of subject panel	Whole year	VPs + CDC head + All subjects and	

Targets	Outline of strategies	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resources required
		have promoted the school-based values	meetings and annual reports		committee heads	
	2.1.3 reinforce Values Education by providing support for Form Teachers (e.g. ensure good understanding of the Values, Character Strengths and Performance Indicators)	The school-based values are reinforced by FTs. .	Minutes of Form Teacher Meetings	Whole year	VP3 + CDC head + Form teachers	
2.2 Students' self-discipline is strengthened through enhancing their *respect for self*, *self-initiation* and *perseverance*	2.2.1 organise experiential learning experiences *(e.g. visits, camps, trips, voluntary services)* for students to reinforce perseverance through generic skills	The activities organized have reinforced students' perseverance.	Observation Student survey	Whole year	VP3+ LWL head, DC head, CC head	
	2.2.2 organise activities to improve students' physical and mental health according to their needs	Students' physical and mental health are improved	Observation APASO Student survey	Whole year	VP3+ CC head, PE head, Pastoral Care head, SCC head, QCC head	
	2.2.3 invite students to take part in competitions / activities to recognize and develop students' potentials	Most participants agree that their potentials are recognised and developed through competitions and visits.	Minutes of meetings and annual reports Student survey	Whole year	VP2 + Subject panel heads, VP3+ LWL head, Advisors of student organizations / activities,	