

SCHOOL DEVELOPMENT PLAN

WAH YAN COLLEGE, KOWLOON



2014-2017

School Development Plan (2014-17)

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Chapter 1: School Vision & Core Values

1. School Vision :

We offer a holistic, liberating and transforming Catholic education within a learning community for students and staff to become progressively competent, committed, compassionate, spiritual, and ethically discerning persons with a universal heart contributing to the welfare and happiness of all, in particular the poor and the neglected

2. Core Values of Catholic Education

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–

2.1 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.

2.2 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.

2.3 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 maybe 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.

2.4 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.

(d) Only a society which respects human life can bring happiness to all.

2.5 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.

3. Core Values of Wah Yan College, Kowloon :

- 3.1 Love and Care :

Love and care is a basic characteristic of Jesuit education. Our students have to learn to care about themselves, their lives, their families, and others, especially the poor and the neglected and live out the spirit “men for others; men with others”. We provide pastoral care that enables students to respond to God’s message of divine love and deepens a person’s commitment to serve others. We help our students with personal growth and interpersonal relationships. Our students learn to love and to be loved.

- 3.2 Strive for Excellence :

We have to fully develop every dimension of the student, help the students to find the joy of learning and become leaders-in-service. We have to develop the talents of the students to excellence, for the good of the human community. Our students live out the spirit of Magis and have a desire to always do “more”. Students dedicate themselves to the pursuit of academic excellence, to personal formation, and ultimately to action.

- 3.3 Respect and Justice:

Students are encouraged to discern and grow through reflection. They regard life as valuable and respectable. They accept their own gifts, accept their own limitations and are open to good in all things. They respect themselves and respect others. They live life with integrity and faithfulness. They realize that persons and structures can change and be committed to work for those changes to bring about human dignity and social justice.

- 3.4 Responsibility:

We provide freedom so that our students are “liberated from the constraints of ignorance, prejudice, limited horizons, distorted values and desires”, while accepting responsibilities. Our students are provided with choices and they are encouraged to discern and make a good choice. They should learn to have self-discipline and responsible conduct towards others. They should have a strong sense of responsibility for their study and become independent & active learners. Teachers serve as models for students and take advantage of opportunities for continuing education and continued personal development.

- 3.5 **Faith** : Jesuit education includes religious and spiritual formation: we have to help the students to have a faith relationship with God and follow the footsteps of Jesus. They learn to love, learn to forgive, learn to be grateful, and serve the faith that does justice. Catholic members of a Jesuit school are encouraged to express their faith in religious or spiritual celebrations to give witness to the purposes of the school.

Core Values of Wah Yan College, Kowloon

- I. Love and care
- II. Strive for excellence
- III. Respect and Justice
- IV. Responsibility
- V. Faith

Sustaining values

- I. Love and care
 - Accept & feel positive about himself
 - Appreciation & Gratitude
 - Empathy & Compassion
 - Forgiveness & Reconciliation
 - Service
 - Family as a basic unit of society; marriage is the foundation of a family
- II. Strive for excellence
 - Reflective
 - Commitment
 - Perseverance
 - Curiosity & willingness to learn
 - Value imagination and creativity
- III. Respect and Justice
 - Life is valuable and respectable
 - Openness to good in all things
 - Respect for himself & others
 - Integrity
 - Faithfulness
- IV. Responsibility
 - Freedom & Self-discipline
 - Care for the environment
 - Social Identities: citizen identity, national identity and global citizen identity
- V. Faith
 - Experience of God
 - Explore & practise one's faith
 - Appreciate religious liturgies

Chapter 2: Holistic Review of the School

(a) Evaluation of the Effectiveness of the Previous Cycle of School Development Plan (2009-2014)

Major Concerns	Extent of Achieving the Targets (e.g. completely achieve; partly achieve; fail to achieve), with evidence and statistics	Follow-up Measures (e.g. continue to implement as routine work; continue to be Major Concerns; others)	Recommendation & Remark
<p>1. Students strike a reasonable balance between freedom and self-discipline – while having the freedom to make certain choices, they understand the consequences of these choices and take responsibility for such consequences</p>	<p>A. The intended target for students to understand and take responsibility of the consequences of their choices when they exercise their freedom in deciding whether to attend school punctually on schooldays is completely achieved.</p> <p>This could be reviewed from the following areas:</p> <ul style="list-style-type: none"> - The students’ attendance is reported in the half-yearly school reports. Also students achieving 100% attendance or punctuality throughout a term are acknowledged on their school reports and transcripts. - Refinement and Implementation of stated consequences to undesirable behaviours and the school regulations are examined and revised with clear guidelines about discipline affairs to students, parents and teachers. - Set up of the e-Attendance system which increases the efficiency and effectiveness of handling the students’ attendance. The school informs parents each day about 	<p>The various strategies relating to the students’ attendance continue to be implemented.</p> <p>Continue the implementation of stated consequences to undesirable behaviors with a whole-school approach.</p> <p>Continue to use the e-Attendance system.</p> <p>Examine the attendance and punctuality of the students regularly with the figures in order to take prompt action for students who have attendance issues.</p>	<p>Examine the rationale about the acknowledgement of 100% attendance and 100% punctuality in the half-yearly school reports, as there are cases of students not reaching the criteria due to sickness or other rational reasons.</p> <p>Apart from attendance and punctuality, extend the targets to other areas of discipline affairs which aim at the improvement in students’ respect and self-discipline.</p> <p>Apart from handling adverse behavior, encourage positive behavior among students in exercising their freedom with self-discipline.</p> <p>Adopt a whole-school approach to character formation.</p>

	<p>students' uninformed absence and requests a letter of explanation.</p> <ul style="list-style-type: none"> - In terms of attendance rates and punctuality figures, there is an increase as the colleagues have a clearer understanding of the school's expectations on the students and more accurate figures are obtained after adopting the e-Attendance system. <p>B. The intended target for students to understand and take responsibility of the consequences of their choices when they exercise their freedom in deciding whether to submit homework punctually on schooldays is partly achieved. This could be reviewed from the following areas:</p> <ul style="list-style-type: none"> - Students achieving 100% punctual homework submission throughout a term is noted in their school reports. - Implementation of Homework Guidance Class for students who cannot submit their homework punctually. <p>C. The intended target for students to understand their responsibilities and receive their peers' evaluation of their work afterwards when they exercise their freedom to formulate plans and run student clubs and associations is partly achieved. This could be reviewed from the following areas:</p> <ul style="list-style-type: none"> - Peer evaluation on student leadership in clubs and societies is conducted in 2011/12 	<p>Examine the policy of acknowledgement in school reports as some colleagues may not make use of the HGC. This will cause discrepancy in the data.</p> <p>The HGC should be continued to let students know that they need to face consequences of not handing in homework punctually.</p> <p>Peer evaluation on student leadership in clubs and societies would continue.</p> <p>Further discussions continue before consolidation and conclusion to be made in the development of the school ECAs.</p>	<p>Criteria and procedures for following up students who did not attend the HGCs for a number of times with no proper explanation should be worked out and made clear to teachers and students.</p> <p>Teacher advisors are encouraged to take an active role as mentors and student leaders of various clubs and societies are encouraged to participate in leadership training programmes.</p>
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	<p>and 2012/13. 95% submitted the online evaluation. The data is shared among members and outgoing leaders.</p> <ul style="list-style-type: none"> - There are discussions in the SAC and with student bodies on the emphasis on accountability of club leaders, teachers' roles as mentors, and the importance of quality over quantity. 		
<p>2. Students clearly understand our School's expectations of them as effective learners, and have the motivation, desire and ability to learn well.</p>	<p>A. The intended target to help students clearly understanding the School's expectation of them submitting homework punctually on school days is partly achieved. This could be shown by:</p> <ul style="list-style-type: none"> - The number of HGC cases increased in the past two academic years despite the fact that the students knew about the requirement that they needed to go to the Class. - It was found that a substantial portion of the students did not attend the HGCs and thus not hand in their homework. <p>B. The intended target to help students understand the School's assessment requirements in terms of weightings in examination / continuous assessment is completely achieved as teachers informed students of the assessment plan in classroom teaching and the Academic Committee uploaded the plans to the e-class before the Examinations.</p> <p>C. The intended target to help students</p>	<p>Special arrangements were made with the School Office to spot out the names of students who did not attend the HGCs and copy these names to a separate page of "reminder" for follow up by the Academic Committee.</p> <p>The HGC should be continued as routine work to let the students know that they need to face the consequences of not handing in homework punctually.</p> <p>The present arrangement of uploading assessment plans to e-class should be continued.</p>	<p>Criteria and procedures for following up students who did not attend the HGCs for a number of times with no proper explanation should be worked out and made clear to teachers and students.</p> <p>Students' needs can be properly identified to arrange additional help so as to bring the number of HGC cases down.</p> <p>Form teachers can be informed of the assessment plans to enable them to help check if the students understand the assessment plans.</p>

	<p>understand the criteria of achieving different levels in different subjects is partly achieved. This could be revealed by the fact that:</p> <ul style="list-style-type: none"> - Senior Secondary students' performance was reported in levels with performance descriptors for each level printed on the report card. - The subject panels were required to link descriptors with paper-setting and marking in examinations and link assessment design and criteria with teaching and learning. However, there is not an effective way to assess whether or not the backward design model was followed in each panel. <p>D. The intended target to help students understand that even if they are lagging behind in their studies, they have the ability to catch up and the school will mobilize suitable resources to help them is partly achieved. This could be revealed from the arrangement of alumni sharing:</p> <ul style="list-style-type: none"> - In collaboration with the school administration, the producer and the lead actor of <i>'The Way We Dance'</i> were invited to share with the senior form students. - However, it might be difficult to expect drastic changes in the students' motivation by merely arranging a talk. <p>E. The intended target to help students understand that if they have potential to do</p>	<p>Under the present system, students with excellent performance would not be awarded levels 5** and 5*. There have been calls for including the two levels in the reporting scale. While at the same time, some teachers want a restoration of reporting by marks. In the academic year 2012-2013, the Academic Committee adopted the arrangement to allow students to apply for transcript showing the percentile ranks that they attained for each subject.</p> <p>The present strategy of inviting alumni to share their experiences with our students can be continued.</p> <p>The current strategy of</p>	<p>The Academic Committee initiated a consultation to collect the subject panels' views whether or not levels 5** and 5* should be included in the reporting scale. A decision will be arrived with reference to the opinions of different subject panels.</p> <p>The Academic Committee would continue to explore ways to motivate students who are not able to catch up. The committee can work with different subject panels to explore how to engage those who are lagging behind. Other ways that can be explored include a review of our class allocation system; a re-structuring of our curriculum, especially the junior form curriculum; our subject selection system; engaging the senior secondary students in supporting their junior schoolmates, etc. Different committees like the Academic Committee, Careers Committee, Guidance Committee,</p>
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	<p>better, the school will mobilize resources to help them excel is partly achieved. This is revealed from the arrangements made by different panels to prepare the students better for the HKDSE, with the Academic Committee offering the necessary support:</p> <ul style="list-style-type: none"> - The Academic Committee would recommend gifted students to participate in different types of learning programmes to develop their potential. - The Committee reserved time slots in the Mock Examination timetable to enable the Chinese Language panel to arrange joint school mock examinations with other schools. - The Academic Committee helped arrange the panels to purchase reference books that were to be placed in the school library. - Different subject panels strive to ignite a passion to excel and to impart methods to do well by inviting some “high performing alumni” to share their experiences with students and arrange different programmes to develop students’ abilities. 	<p>recommending students to attend courses and programmess organized by external institutes, arranging time slots for joint school examinations, purchasing special library reference, inviting high performing alumni to share experiences, organizing special programmes can be continued.</p>	<p>etc., can collaborate to arrange different programmes to better motivate our students.</p> <p>The Academic Committee can explore with the educational psychologists the feasibility of arranging some in-school programmes for our gifted students which would better suit their needs.</p> <p>It is recommended that the Ignatian Pedagogical paradigm be promoted to make learning more effective.</p>
<p>3. Students learn from models set by members of our professional learning community (i.e. teachers and administers) and show respect and empathy in action.</p>	<p>Members of our professional learning community have set good role models for our students. With reference to a student survey carried out among F1-5 students 2012-13 regarding character formation, 80% of the students believed that the teachers have set a good role model for them. Moreover, 74% of the students thought that they would greatly improve their bad habits if there were good role models at school.</p>	<p>Since the awareness of the values among students has been raised, bullying workshop will only be continued in F1 in the coming years.</p> <p>With reference to a student survey carried out among F1-5 students 2012-13 regarding</p>	<p>The role of teachers could be strengthened by creating more formal / informal platforms for communication between teachers and students. A good relationship is the foundation of good character.</p> <p>With reference to the students’ survey, respect among peers is only</p>

	<p>Students show improved respect during assemblies and religious liturgies. Students' uniform is generally tidy and have good manners in classrooms and the hall.</p> <p>Students understand the concepts of respect and empathy and acquire skills showing empathy. Class-based workshops regarding fighting and bullying to enhance empathy for junior forms were carried out since 2011.</p> <p>Two assemblies on 'respect and empathy' were held in the same year. Students' learning about the values was shown in the reflection collected after the workshop. The number of bullying cases recorded by the Discipline Committee was also reduced.</p> <p>Support was given to teachers to use experiential teaching methods to cultivate empathy among students. Two staff trainings were carried out for teachers to learn about bullying in an experiential way. Feedback given after the workshop from teachers showed appreciation and were positive to cultivate empathy among students.</p> <p>In 2013-14, activities were carried out in order to enhance the sense of belonging among students and to culture the values of respect in classrooms, e.g. Bulletin Board design competitions and inter-class writing / video competitions.</p>	<p>character formation, one-fifth (24%) of the students thought that there was little respect among peers and it requires room for improvement. Therefore class-based activities which enhance sense of belonging and respect will continue.</p>	<p>acceptable; and the number of cases from the school social worker and psychologists in junior forms regarding poor social skills and peer relationship has increased as well. In addition, the number of SEN students is increasing.</p> <p>Therefore it is suggested that a sense of acceptance among students is to be fostered so that they will be able to embrace differences in their lives in the future.</p> <p>It is suggested that values education be promoted.</p> <p>The hall assembly should have themes so that values could be instilled.</p> <p>The Staff Development Committee could be formed to promote both professional and spiritual development.</p>
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<p>4. We as a professional learning community devise ways to know at regular intervals what students have learned with respect to the above learning outcomes, and respond to students when they are not learning</p>	<p>A. The intended outcome to evaluate regularly the rates of non-submission of homework in junior secondary and follow-up on students as necessary is partly achieved.</p> <p>This is revealed from the reports and evaluation made at the SAC meetings. The homework of some students who failed to submit was followed up. The number of HGC cases were also reported at the Form-Teacher meetings.</p> <p>B. The intended outcome to evaluate academic learning at Form-Teacher meetings is completely achieved. This is revealed from the master score sheets, percentile rank tables and other related statistics prepared for the meetings.</p> <p>C. The intended outcome to evaluate internal and public assessment information to target strategies of “pulling up” low achievers and fully develop high achievers is partly achieved. This is revealed from the preparation of assessment results and statistics by the Academic Committee and the use of these data in the Form-Teacher meetings and panel meetings to evaluate the students’ performance and devise strategies to enhance students’ performance.</p>	<p>The current arrangement of producing reports on and evaluating the various types of HGC cases at SAC and Form-Teachers’ Meetings can be continued.</p> <p>The current arrangement of evaluating academic learning at Form-Teacher meetings and preparing relevant statistics can be continued.</p> <p>On top of master score sheets, various types of statistics e.g. percentile rank (or changes for between terms); changes in overall and 7 or 9-subject totals (second term); changes in positions (second term); absence, detention, ECA, HGC and late figures are also prepared.</p>	<p>HGC figures submitted to the SAC meetings can also be released to the Form-Teachers to facilitate follow-up work.</p> <p>Dates of Form-Teacher meetings can be made known to subject teachers to allow them to bring up issues for consideration. Subject teachers can also be allowed to sit in meetings with prior notice.</p> <p>Means have to be devised to ensure that mark input by teachers are correct to facilitate the compilation of accurate figures for evaluation purposes and the early delivery of these figures to Form-Teachers.</p> <p>Analysis of assessment results could be done regularly to understand students’ learning difficulty and come up with action plans.</p>
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(b) Evaluation of School Performance

Areas	Major Advantages, with evidence of performance	Areas for Improvement
<p>1. School Management</p>	<p>1.1 Planning The school conducts systematic review of its strengths and weaknesses, taking into account education policies set out by the EDB, the Jesuit Education philosophy, including the Ignatian Pedagogical Paradigm (IPP), and vision and students’ attributes. The school offers ‘a holistic, liberating and transforming Catholic education’. This is reflected in school management as with other areas of learning and teaching along with student support programmes. Based on the analysis of school self-evaluation (SSE) data and findings through Key Performance Measures, Stakeholder Surveys, Schools Value-Added Information System, and internal surveys conducted by Student Support Committees, appropriate development priorities are drawn up and work plans, with clear targets and practicable implementation strategies, are formulated. Through these tools, small-class teaching initiative has been set as a priority in all levels, with emphasis on Chinese, English and Mathematics in Junior forms where 6 classes are broken into 7 groups for effective personalized care (<i>cura personalis</i>). Subject panels and committees are encouraged to formulate concrete operational plans in line with the school development priorities and small-class teaching catering for learner diversity. Manpower and resources are mostly properly deployed, and external resources are for the most part strategically tapped to carry out the priority tasks. The overall planning by the school is thorough and comprehensive. Full consideration of the views of other stakeholders is taken into account; however, overall, the decision-making process is somewhat transparent with some teacher participation involvement.</p> <p>1.2 Implementation Most subject panels/committees have formulated their work plans in line with the development goals of the school and implemented and reviewed their work plans as scheduled. Subject panels and committees periodically report on work progress and review their work effectiveness. However, there is a need for better cross-panel/committee collaboration to facilitate effective and targeted implementation. In conducting reviews, most subject panels/committees report mainly on the progress of the implementation details in the work plans with some evaluation of their effectiveness in relation to targets set. The daily</p>	<p>Management could set up appropriate evaluation methods and success criteria for priority tasks.</p> <p>Grants for specific purposes could also be reviewed for suitable utilization especially with a growing population of SEN.</p> <p>There is a need for more teacher involvement in major policy decisions and transparency could be enhanced through more channels – staff meetings and forums.</p> <p>In terms of learning, the management could look into divesting resources in encouraging panels to assess for learning and further enhance the effectiveness of learning, with high expectations of our students.</p> <p>The school could appoint a suitable co-coordinator to take charge of the priority tasks – (a) in crisis management, setting up a protocol; (b) manage assessment policies; (c) catering for learner diversity</p>

	<p>running of the school is systematic and there is flexibility in handling ad hoc issues. There is timely review and re-engineering of workflow to enhance work effectiveness through the School Executive Committee, School Advisory Committee, Staff Meetings with the Principal and Staff Meetings without the Principal. Exigencies are handled properly and promptly and follow-up measures are taken to provide students with a safe and orderly learning environment.</p> <p>1.3 Evaluation</p> <p>Evaluation is one of the core tenets in a Jesuit school, be it in learning, teaching and at every stage in the development of the school. The school management encourages a self-evaluation culture free of vitriol. The SSE mechanism is but one tool recognizing and appreciating the positive impact of SSE. Other tools, more catered to identifying and implementing the Jesuit vision policies, assist in forming a more comprehensive means of evaluation. Some of the tools and data collected analyze and synthesize the evaluation findings of subject panels/committees and student performance, with an aim to reflect on work effectiveness. Subject panels/committees are advised to feed forward to the next planning cycle, with a focus on improving student learning outcomes. Overall, there is significant room for improvement in terms of advice from management and coordination between panels and committees which could strengthen the P-I-E cycle for effective and efficient learning and teaching. Through the spirit of <i>Magis</i>, teachers and students are encouraged to strive for excellence contributing to the school’s continuous improvement and sustained development.</p>	<p>Subject panels and committees could regularly report work progress, enabling the school management to effectively evaluate the outcomes of school work in conjunction with other evaluation data.</p> <p>In management, panels and committees, there could be stronger synchronization between implementation of plans and continuous evaluation throughout the year to address appropriate changes throughout the process. Strategies with specific and measurable success criteria could be conceived to bring forth further improvement.</p>
<p>2. Professional Leadership</p>	<p>2.1 Leadership and Monitoring</p> <p>The school management has a clear vision of Jesuit education and our expectations for our students and our teachers are expressed in five characteristics of a Jesuit Graduate and five characteristics of an Ignatian Educator. According to the result of teacher questionnaire survey, the item “The school has a clear direction of development” scores 3.8 and the rank of agreement is the first. School resources are deployed flexibly, according to our Annual School Plan and external resources, like funding from Wah Yan One Family Foundation, are solicited to implement small-class teaching and promote the development of sports, music and other learning experiences. We carry out evaluation and the result is included in our Annual School Report, which sheds light on the school plan. The school’s overall performance in the major concerns shows continuous improvement.</p>	<p>This year, we will take a whole-school approach to formulating our next cycle of School Development Plan and with reference to the data collected through the holistic school review, we will include measures that address the needs of the students.</p>

	<p>The school management and middle-managers mostly have professional knowledge of the work concerned. They are responsible and able to carry out their duties properly. Most middle-managers set their working plans to align with the major concerns and the direction of school development. The plans are implemented, but the effectiveness still has to be enhanced.</p> <p>2.2 Collaboration and Support The working relationship between the school management and most teaching staff is harmonious, but communication needs to be strengthened. Consensus has yet to be reached on the implementation of reform measures in school. Team collaboration and morale are only acceptable, with room for improvement. The school management encourages teachers to do reflection, with reference to the Ignatian Pedagogical Paradigm, but a small number of middle-managers still require more professional support from the school management to exercise their roles and perform their duties effectively.</p> <p>2.3 Professional Development The school management assigns tasks in accordance with existing principles. Yet, we still do not have the culture of evaluating working performance or appraisal so that teachers may understand their strengths and weaknesses in order to raise the effectiveness of teaching and learning. The school management arranges Staff Development Days and Ignatian Pedagogical Paradigm sharing sessions, and we plan to set up a staff development system that caters for the needs of school development and the needs of students.</p>	<p>The leadership role and the monitoring role need to be reinforced so that our school can have sustainable development.</p> <p>A culture of striving for self-improvement needs to be cultivated.</p> <p>The atmosphere of evaluation and professional development has to be further promoted before the school becomes a learning organization.</p>
<p>3. Curriculum and Assessment</p>	<p>3. Curriculum Organization, Implementation, Performance Assessment, Curriculum Evaluation The teachers' survey conducted in the academic years 2011-12, 2012-13, 2013-14 showed that 75.7%, 70.0% and 75.0% of our colleagues strongly agreed or agreed to the statement that the curriculum development of the school was in line with the trend of the education development respectively. At the same time, colleagues expressing disagreement and strong disagreement rose from 8.2% to 8.6% and finally reached 8.9% in the current academic year. This corresponded with the fluctuations in the percentages of colleagues who strongly agreed to the statement: 12.2% (2011-12), 15.7% (2012-13) and 10.3% (2013-14). The statistics indicated that while the teachers generally agreed that the curriculum development of the school was in line with the trend of education development, some areas of improvement are yet to be</p>	<p>The declining percentage of colleagues strongly agreeing to the statement and the rising percentage of those who disagreed and strongly disagreed to the statement that the curriculum development in the school aligned with that of the educational development might represent a difference in the</p>

	<p>sought. In the past two academic years, the panels were required to identify the assessment objectives for different assessment tasks and these had to be recorded in the assessment plans submitted to the Vice Principal. As the assessment objectives were set with reference to those objectives listed in the curriculum documents issued by the EDB, it should mean that the curriculum development in our school should be in line with the trend of education development.</p> <p>Similar situations can also be found in the teachers' assessment of whether or not the school-based curriculum has clearly defined objectives and policies. The percentages for strong agreement and agreement generally stood between 65.7% and 70.3% in the past three academic years. Those who expressed disagreement and strong disagreement generally fluctuated between 7.1% and 10.3%. This indicated that it was the general feeling of our colleagues that our school-based curriculum had clearly defined objectives and policies.</p> <p>The teachers were generally satisfied with the panel monitoring of curriculum implementation and the adopting of performance assessment methods. Although the lowest percentage for strong agreement and agreement stood at about 59%, the percentages generally stood above 60% and could reach as high as 71.6% in the past three academic years. This could be achieved because the school administration made lots of effort in enhancing the panel chairs' role in monitoring the curriculum implementation of their own subjects. Assignment inspection was arranged in the past several academic years and feedback forms were designed by the Academic Committee to enable panel chairs to give feedback to their panelists. Although the panel chairs were still not required by the school administration to observe the lessons of the panelists for the purpose of appraisal, the school administration did introduce a mechanism of appraisal for the contract staff under which the panel chairs were required to take up certain responsibilities. The requirement that all set question papers should be submitted through the panel chairs also enhanced the panel chairs' role in monitoring the questions papers set by their panelists. Lastly, the provision of assessment data for evaluation purposes could also enhance the panel chairs' roles in monitoring curriculum implementation and adopting the suitable performance assessment methods.</p>	<p>perspective of assessment, a difference in the understanding of curriculum development, a problem of miscommunication and/or even a misconceptions of curriculum development. Measures to ensure proper understanding of the curriculum development and effective communication are necessary. Moreover, as the percentage of disagreement and strong disagreement for clearly defined objectives and policies generally stood between 7% between 11%, it would be necessary for the school to communicate effectively to the colleagues through the subject panels the objectives and policies of the school-based curriculum. At the same time, we can explore ways to enhance the panel chairs' role in monitoring the curriculum implementation like the modification of assignment inspection, the study of ways to enhance panel chairs' role in the professional development of teachers, etc.</p> <p>Exploring ways to monitor the curriculum implementation, and effective deployment of resources to support the implementation are</p>
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		<p>important. There is a further need to strategically arrange the different learning modes and opportunities for students in the light of students' abilities, interests and needs, etc., as the ranks of agreement stood generally between 5 to 7 and the percentage of strong agreement and agreement never exceeded 64.5%. More effective and transparent mechanisms should be established in these areas. Staff development programmes to address greater students' diversity can also be explored.</p>
<p>4. Student Learning and Teaching</p>	<p>4. Learning Process, Performance, Teaching Organization, Process, Feedback and Follow-up</p> <p>The ESDA stakeholders' surveys conducted in the academic years 2011-12, 2012-13 and 2013-14 all indicated that the students were generally eager to learn. When we compared the assessments of the teachers and parents with those of the students, we could find that the average point ranged between 3.6 and 3.7. The relatively satisfactory and consistent average points indicate that the students are generally interested in their learning. Not only were the students interested in learning, they could also learn well. For three years in a row, the teachers' rankings for students' abilities to make use of a variety of resources in learning were the highest in the aspect of "teachers' views on student learning". This was also confirmed by the ESR report which stressed that the students were "attentive and eager to learn". They also "showed high potential by remaining on task, grasping lesson content and completing work without encountering much difficulty".</p> <p>In the area of teaching, the teachers' stakeholder survey indicated, for three consecutive academic years, that the teachers strongly agreed and agreed to the statements in the teaching section. The three most recent surveys all found that teachers showed the greatest level of agreement to the statement of "adjusting the teaching contents according to students' learning</p>	<p>Despite the facts that the students were interested in learning, the teachers believed that the students could show more initiatives in learning. The teachers also thought that the students could be more serious in completing their assignments and should develop greater interests in reading. These could be reflected from the facts that the percentages of teachers agreeing and strongly agreeing to related statements rarely exceeded 57%. We have to explore ways to help enhance the students' initiative for</p>

	<p>progress in lessons”, jumping from 87.8% (2011-2012) to 94.2% (2013-2014). This could indicate the stronger teachers’ awareness of the more diverse learning needs of the students. At the same time, the teachers showed relatively high level of agreement of the statements in relation to helping “students to review their learning, so that they may have a clear idea about their learning performance and progress” and asking students “questions of different levels in lessons”. The lowest percentages (strongly agree and agree combined) for the two statements were 86.5% and 85.2% respectively (2011-2012) and the highest percentages were 92.8% and 89.9% respectively (2013-2014). The high percentages indicated the teachers’ emphasis on their role to help students know about their learning progress and the need to help students acquire the higher-order thinking skills.</p> <p>The teachers’ stakeholder survey also showed a high percentage of teachers strongly agreeing and agreeing to statements like the teaching of learning strategies and the engagement of students in active inquiry as well as knowledge constructions in lessons, although the ranks of agreement for these statements tend to be lower than the others in the surveys of the recent years. This indicated that the teachers were able to develop an awareness to help our students to become effective learners through helping them to acquire different kinds of learning skills and strategies. The teachers also appeared to believe that the engagement of students in active inquiry and construction of knowledge in lessons could enhance students’ ownership, thus making it easier for the teachers to consolidate the students’ learning.</p> <p>The survey in the recent three academic years also indicated that the learning atmosphere in the lessons were good. Given the teachers’ strong agreement for the other statements in the teaching section, it might reflect the teachers’ belief in the importance played by the teaching strategies which they adopted in bringing about the good learning atmosphere in the lessons.</p> <p>The ESR report also noted that the students were generally attentive in class and eager to learn. The report found that the teachers could generally show good mastery of the subject knowledge and organize the lessons with clear objectives. They could also use information technology appropriately to enrich their expositions and presentations. Some teachers could employ a wide range of teaching resources and diversified teaching strategies to ignite the students’ desire for learning. Stimulating and inspiring tasks were given to the students to allow them to share ideas and interact with one another. The findings of the ESR</p>	<p>learning.</p> <p>At the same time, we also need to work on the area of helping our students acquire higher-order thinking skills. Although the teachers indicated in the survey their awareness of asking different levels of questions. Only about 60-61% of our students believed that the teachers often asked thought provoking questions in lessons. The ESR report also commented that “more probing and challenging questions could be used to inspire the students to think more deeply”. Graded questions should also be asked and differentiated tasks assigned to address students’ diversity.</p> <p>Moreover, although the teachers developed awareness to engage students in the learning process and help them become effective learners, a substantial portion of our students were still not confident. It could be observed the facts the percentage of students who were confident in their learning did not exceed 60% in the past two academic years. The percentage of students who strongly agreed and agreed to the statement</p>
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	<p>corresponded, to a certain extent, with our teachers’ own reflection that they could engage the students in active inquiry and knowledge construction.</p>	<p>that they were able to apply the learning strategies (which were taught by teachers) never reached 60% in the survey of the three recent years. The big discrepancy between the teachers’ and students’ percentages might indicate the need for teachers to adopt some other strategies to help foster the students’ confidence through equipping them with different kinds of learning skills.</p> <p>With regard to the learning process, the ESR report believed that we could raise our expectations on students’ performance and should arrange tasks which were more challenging and could foster peer interaction.</p>
<p>5. Student Support</p>	<p>5.1 Support for Student Development</p> <p>The school identifies students’ varied needs for development support and is fully aware of their attitudes, behaviour and intellectual development. The Student Affairs Committee develops students in non-academic areas and coordinates the work of the Discipline Committee, Guidance Committee, Clinical Psychologist, Educational Psychologist and School Social Worker.</p> <p>A whole-school policy on support for student development is built up through the good coordination in planning and implementation of the student support. The school provides students with different kinds of supportive services and programs. The Careers Team helps the students to understand the significance of pursuing further studies and their career pathways by providing various career talks, career visits and job shadowing with the help of the Past Students' Association.</p>	<p>To develop students’ appropriate values on moral, civic and sex education in a value-oriented learning environment through the cooperation between various committees.</p> <p>In order to promote the students awareness of their career paths in junior forms, more career talks and career visits should be organized in the future.</p>

	<p>The school has strategically fostered a caring and supportive campus. The students learn to establish positive values and attitude with emphasis on student leadership, self-discipline and self-management abilities through prefect leadership training programs, “Men For And With Others” Program, <i>Magis</i> Tutorial Service, Social Service Scheme and various extra-curricular activities. The school provides an excellent environment to guide the students in reflection and reinforcing their self-confidence and self-esteem.</p> <p>The SEN coordinator, together with the Social Worker, Clinical Psychologist and Educational Psychologist develops the professional plan for students with special educational needs (SEN). They provide therapy services, sufficient support and suitable arrangements for students with SEN, as well as good support to their family. Many teachers have been trained with the knowledge and skills to render appropriate support to these students.</p> <p>5.2 School Climate</p> <p>The teachers identify with the school’s mission and major concerns clearly and duly perform their duties. They are cooperative in school activities and affairs and they treasure the professional autonomy given by the school. The students are in general self-disciplined, diligent and respectful to others. The teacher-student relationship is good. According to the teacher questionnaire survey, the mean score of the item “The teachers and students have a good relationship” is 4.1 and the rank is the first in the category of “My views on support for student development”.</p> <p>The school receives continuous support from both the Parents’ Association and Past Students’ Association. Together, the three parties form an organic whole in the spirit of “Wah Yan One Family”. The students, teachers and alumni take pride in being members of the school. Peer relationships are harmonious and there is a strong sense of brotherhood among “Wahyanites” as they are nurtured to be supportive of one another. Within the ambience of Jesuit Education, the students are nurtured in a liberal environment and have ample opportunity to fully realize their potential, pursue excellence and live out the spirit of “Men for and with Others”.</p>	<p>There could be life-wide planning programmes to help students to set goals for their lives.</p> <p>The school should set up a policy to encourage students who are inactive in school to join at least two extra-curricular activities.</p> <p>More teachers, especially the new ones, are encouraged to attend SEN courses in the future.</p> <p>The school psychologists could help cultivate positive thinking culture and high expectations of our students.</p>
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<p>6. Partnership</p>	<p>6.1 Home School Cooperation</p> <p>The School identifies the importance of home school cooperation and has organized more meetings in recent years with the parents. All parents from Form 1 to Form 5 are invited to collect the mid-year report cards of their sons and discuss with their class teachers in January. For the Form 1 parents, besides an orientation event in late August, there are two half-day programmes, one in each term, with group discussions to promote communications between the class teachers and the parents as well as professional talks to promote parent education. There are also two similar events for the Form 2 parents. Form 3 parents are invited to the subject selection talk organized in March to acquire more information and skills so that they can help to advise their sons to choose HKDSE elective subjects. Form 6 parents are invited to accompany their sons to attend the preparation talk before the release of HKDSE results.</p> <p>The School takes full consideration of parents' views. There is a parent representative in the School Management Committee to help make decisions on school policy. There is also an online questionnaire to collect the views of the parents on the teaching and learning of the School. Regarding special issues, e.g. the collection of extra fee for air-conditioning, the School collects parents' opinions before implementation.</p> <p>The Parents' Association, in which teacher advisors are not members and have no voting rights, actively promotes home-school cooperation. All parents are entitled to be members of the Parents' Association and no membership fee is charged. The Association is an important platform to collect and reflect parents' opinions to the School by organizing tea gatherings for the parents of different class levels. They also organize various functions, e.g. picnic, sports day, barbeque, etc., to build up the sense of belonging among the parents to the School. To help promote parent education, there are also seminars and talks organized by the Association. There is a strong team of volunteers to help the daily work of the Students' Library and the Reading Corner. They also offer help in various events organized by the School and the Association.</p> <p>6.2 Links with External Organizations</p> <p>With a network that covers many cities in the world, alumni of the School, especially the local Past Students' Association and Wah Yan One Family Foundation, provide a strong</p>	<p>More meetings between teachers and parents can improve the communications between the both parties. Parents are longing for meeting subject teachers to discuss the performance of their sons in different subjects.</p> <p>More parent education activities can help parents understand Jesuit education.</p> <p>More diversified parent education activities could be organized to help parents enhance the knowledge and skills required for educating their sons.</p> <p>The school could bring in more external expertise to collaborate with the teachers to enhance the</p>
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	<p>support to the current students and the School through face-to-face mentorship, workplace attachment programmes and financial sponsorship of student activities, small-class teaching and school maintenance works.</p> <p>Sharing a common educational vision, the School is part of the Jesuit school system at three levels: the China Province including Hong Kong, Macau and Taiwan, the Asia-Pacific region, and Jesuit schools worldwide. From time to time, our school conducts or coordinates student exchange and staff development programmes with schools at one or more of these system levels.</p>	<p>effectiveness of teaching and learning.</p>
<p>7. Attitude and Behaviour</p>	<p>7.1 Affective Development and Attitude</p> <p>The students have a positive self-image and have high expectations of themselves in the area of formation of good character. This could be shown in the results of the APASO II survey of the past three years and the school-based character survey conducted in the year 2012-13. In all the subscales under the area of Self-Concept in the APASO II survey, the mean scores of our students are above the mean score Hong Kong Year 2010 norm.</p> <p>The students display a positive attitude to learning. More than half of the students agree or strongly agree on their view on student learning as reviewed by the Stakeholder Survey of the past three years, and only about 10% of students show negative views in this area. Most students take the initiative to learn and are confident in learning.</p> <p>The school has stressed the core values of Jesuit education which are stated clearly in the School’s vision statement and the Values Education Committee has been set up to enhance the formation of values of our students. This is achieved by both the curriculum- based subjects like Ethics and Religious Studies, Catholic Formation and Formation classes and non-curriculum programmes like ‘Men for and With Others’ programme and other ECAs.</p> <p>The school provides great support to encourage students to develop their self-management skills through guidance programmes and individual care offered by the school guidance team, social worker, and psychologists. Most students could strike a balance between their learning and attain a healthy lifestyle. Most students are emotionally balanced and are able to handle stress. This is shown by the results in the APASO II survey and the number of discipline cases.</p>	<p>There are gaps between our students’ self-expectation and actual performance in character building as reviewed in the school-based character survey conducted in the year 2012-13. More channels for better formation of the students’ character are needed.</p> <p>The values of national identity and global citizenship needs to be strengthened.</p> <p>Under the NSS curriculum, student leaders are less mature as they are mostly F.4 and F.5 students instead of F.6 as in the past. Feedback from teachers shows that the effect of senior students serving as good role models for junior students has declined. The school needs to enhance the leadership training of</p>

	<p>7.2 Social Development</p> <p>Respect and empathy have been the core values in the school major concerns in the last few years. The students generally show their care and respect for others. Most students have acquired basic social skills and many student leaders possess good leadership qualities, such as communication and organizing skills. They have many opportunities in exercising their leadership through various kinds of extra-curricular activities. From the students' view on support for student development in the school stakeholder survey, over 60% of the students agree or strongly agree that the school is intent on fostering leadership and their virtues. Most of them also actively participated in extra-curricular activities through which their learning opportunities in respect of extra-curricular knowledge and life skills increased.</p>	<p>our students. The role of the teacher advisors needs to be enhanced.</p> <p>With reference to the school-based character survey conducted in 2012-13, the students have reviewed that there are various misbehaviors in school which are related to 'respect for others or school property'.</p> <p>About 40% of students agree or strongly agree that their schoolmates are self-disciplined in the stakeholder survey which is about 20% lower than the other areas in the category of support of student development. Follow-up measures are needed in helping the students to strike a reasonable balance between freedom and self-discipline.</p>
<p>8. Participation and Achievement</p>	<p>8.1 Academic Performance</p> <p>The academic performance of our students was acceptable. For two consecutive academic years, the percentage of our students attaining the 3/3/2/2 or better in the core subjects of the HKDSE Examinations (2012: 62.7% Vs 37.7%, 2013: 71.4% Vs 38.9%) and 3/3/2/2 or better in core subjects with two electives at L4 or above (2012: 48.1% Vs 20.0%, 2013: 48.9% Vs 21.0%) exceeded that of the territory-wide percentage. As shown in the figures reported previously, we could get more students attaining the minimum requirement for university admissions. At the same time, students eligible for sub-degree programmes and civil service appointments were also on the rise in general and the percentage was also better than the territory-wide figures.</p>	<p>Although the students performed better in the HKDSE Examinations, it could be found that the gap between the brighter and weaker students appeared to widen. Measures need to be devised to deal with the greater students' diversity to boost public examination results.</p>

The students' performance in the TSA was satisfactory. For five consecutive academic years, more students could attain basic competency in Chinese, English and Mathematics by the time they completed F.3. For Chinese, we were able to help at least 81% of our F.3 students attain the basic competency, compared to 65% \pm 3% when they were in F.1. In English and Mathematics, we were able to help about 93-99% of our students attain the basic competency by the end of F.3. This could show that our teachers could help our students improve in their languages and mathematics.

8.2 Non-academic Performance

Our students also showed enthusiasm in participating in the extra-curricular activities. In the past several academic years, there were about 100 school clubs in our school, organizing various kinds of activities. Through these activities, the students would be able to acquire different kinds of useful life skills like interpersonal skills, leadership skills, problem solving skills, etc. Our students also participated actively in the academic and non-academic competitions and programmes organized by external parties. For example, they participated actively in the Schools Speech Festival and won numerous awards. The performance was particularly good in the English section. Other than Speech Festival, our students also performed well in competitions like the project learning competitions organized by the Hong Kong Education City, writing competitions organized by the Yau Tsim Mong District Council, etc. At the same time, some of our students also received different prizes organized by various external parties like the Sir Edward Youde Memorial Fund, Yau Tsim Mong District School Liaison Committee, etc.

Our students' promising performance could also be illustrated in the awards won in different non-academic competitions like the Schools Music Festival and various sports activities. Our choirs won numerous awards in the Schools Music Festival and have participated in different kinds of international competitions. At the same time, our students also did well in some sports like ice hockey, orienteering, rugby, tennis, baseball, etc. Other than non-academic competitions, our students also understood the importance of serving the community. They participate actively in the Caritas Bazaar and, every year, the Organizing Committee manages to mobilize hundreds of students to serve.

Most students attain the basic competencies in Chinese and English Languages as well as Mathematics, but ways could be explored to better consolidate students' foundation in the core subjects to help them excel in the senior secondary. This could help improve public examination results.

Although students were keen to participate in the extra-curricular activities, it should be noted that some were not interested in joining any. Measures to encourage students to be more active in school life while at the same time assisting them in identifying their interest is necessary.

With better school facilities like the new artificial turf football pitch and Music Centre, students' potential in sports and music could be further developed.

	The distinctive performance of our students in both academic and non-academic areas could illustrate the fact that our school could help our students develop their potentials in academic and non-academic areas.	
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(c) “SWOT” Analysis and Major Concerns

Strengths

- Most students have high potential and good relationship with teachers.
- Strong support from past students and the school sponsoring body to implement initiatives like small class teaching.
- School has a long history, good traditions and a clear vision.
- We have a spacious and green campus, with good facilities.

Weaknesses

- Collaboration and cooperation among teachers should be strengthened and policy setting process more transparent.
- Some students lack confidence and have low learning motivation; more support for them is required.
- Some students misinterpret “freedom” and lack self-discipline.
- Students should have better academic performance.

Opportunities

- The new principal can lead the school to improve.
- We can do evaluation and have further improvement after two rounds of HKDSE.
- In response to the EDB requirements, the school administration can be fine-tuned and further developed to cope with the changing world.
- Setting up the IMC helps to assure quality education and the 90th anniversary can unite all stakeholders.

Threats

- The wash-back effect of the HKDSE result and the JUPAS admission rate.
- Pressure from parents and other stakeholders concerning students’ performance.
- The decreasing number of Band 1 boys in Yau Tsim Mong district affects the intake of students.
- Weaker students have weaker sense of responsibility and student leaders are not always mature and competent.
- Rumors, defamation, irresponsible comments about teachers and the school.

3 Years' Major Concerns (In order of priority)

1. **Develop diversified teaching strategies and cater for learners' diversity, with high expectations of students**
2. **Help the students to form their character with Jesuit values and fighting spirit**
3. **Build a learning community, with focus on staff formation and self-evaluation.**

Major Concerns	Expected Outcomes/ Objectives
1. Develop diversified teaching strategies and cater for learners' diversity, with high expectations of students	<ol style="list-style-type: none"> 1) Teachers can make better use of Small Class Teaching to make learning interactive and collaborative. 2) Teachers can use Ignatian Pedagogical Paradigm to encourage students to be more reflective in their learning. 3) The school can encourage professional collaboration and experience sharing within the panel and among panels.. 4) Teachers can use curriculum planning to cater for different learning needs. 5) The school and teachers can review the curriculum, pedagogy and assessment to improve students' performance in the HKDSE. 6) Teachers can make better use of assessment and evaluation to improve the quality of learning. 7) The school and teachers can provide support and raise the learning motivation of average students
2. Help the students to form their character with Jesuit values and fighting spirit	<ol style="list-style-type: none"> 1) The school can adopt a whole-school approach to character formation.. 2) Students can develop the attitude of striving for excellence and fighting spirit. 3) The school can organize activities and programmes to enhance students' confidence and self-image. 4) Students can develop self-discipline, respect and responsibility in a caring atmosphere. 5) Students can develop empathy and care about others and also the environment. 6) The school promotes life-planning and can let students have more exposure to broaden their horizon. 7) The school can promote stronger class atmosphere and students have a stronger sense of belonging.
3. Build a learning community, with focus on staff formation and self-evaluation.	<ol style="list-style-type: none"> 1) The school can promote professional development and formation programmes to help teachers develop to be Ignatian educators. 2) The school can strengthen the Planning-Implementation-Evaluation cycle and improve the quality of self-evaluation for sustainable school development. 3) The school can promote cooperation and sharing among teachers and encourage collaborative lesson planning. 4) The school can promote parent education and let parents understand the characteristics of Jesuit education. 5) The school can strive for community building and partnership with lay people, including teachers, alumni and other institutions.

Chapter 3 : School Development Plan (2014-2017)

Major Concern: (1) Develop diversified teaching strategies and cater for learners' diversity, with high expectations of students

Expected Outcomes/ Objectives	Strategies	Committees in charge	Time Scale		
			14-15	15-16	16-17
1) Teachers can make better use of Small Class Teaching to make learning interactive and collaborative.	- The school will organize “Staff development Days” to raise teachers’ competency of questioning, using strategies of collaborative learning and catering for learners’ diversity. -Promote the use of Digital Lab and eLearning to help students to collaborate more, communicate more and create more.	Staff Development Committee, Digital Lab Committee	✓	✓	✓
2) Teachers can use Ignatian Pedagogical Paradigm to encourage students to be more reflective in their learning.	-The school will organize workshops on “Ignatian Pedagogical Paradigm” and arrange lesson observation.	Staff Development Committee, Academic Committee	✓	✓	✓
3) The school can encourage professional collaboration and experience sharing within the panel and among panels.	-The school will arrange lesson observation, cross-curricular peer lesson observation and experience sharing. -The school will join School-based Support Services Programme provided by EDB.	Academic Committee	✓	✓	✓
4) Teachers can use curriculum planning to cater for different learning needs.	- The school-based scheme of work covers knowledge, skills (higher-order thinking and exam skills) and attitude (values), and the curriculum includes both core and extension parts.	Academic Committee	✓	✓	✓

5) The school and teachers can review the curriculum, pedagogy and assessment to improve students' performance in the HKDSE.	<ul style="list-style-type: none"> - Review the DSE curriculum, junior and senior curriculum interface, lesson allocation and combination of elective subjects to strike a balance between a wide and broad curriculum and limited resources. - Teaching and learning emphasizes knowledge, skills and attitude. - For DSE, the curriculum is completed early in the first term of F.6 so as to create space for assessment & feedback. 	Academic Committee	✓	✓	✓
6) Teachers can make better use of assessment and evaluation to improve the quality of learning.	<ul style="list-style-type: none"> - Promote Assessment for Learning and Continuous Assessment- teachers give immediate feedback & follow up students' assessment performance, including self-assessment, so as to help them to learn better. - Arrange a Uniform Test in the 2nd term to keep track of students' learning progress. - Evaluation of internal assessment should be carried out, with concrete recommendation for improvement. 	Academic Committee	✓	✓	
7) The school and teachers can provide support and raise the learning motivation of average students	<ul style="list-style-type: none"> - Review the class allocation and Small Class teaching arrangement and provide more support for the average students. 	Academic Committee	✓	✓	✓

Major Concern: (2) Help the students to form their character with Jesuit values and fighting spirit

Expected Outcomes/ Objectives	Strategies	Committees in charge	Time Scale		
			14-15	15-16	16-17
1) The school can adopt a whole-school approach to character formation.	-Adopt a thematic approach to arranging hall assemblies -Panels can incorporate Jesuit education values into the curriculum. -Strengthen the roles of form-teachers. -Strengthen the roles of Prefects.	Student Affairs Committee	✓	✓	✓
2) Students can develop the attitude of striving for excellence and fighting spirit.	-Support students' whole-person development with the House system. -Enhance the leadership training of our students and the roles of the teacher advisors.	House Committee, ECA Committee	✓	✓	✓
3) The school can organize activities and programmes to enhance students' confidence and self-image.	-Celebrate students' achievements together to raise their morale and self-image. -Make use of better school facilities to further develop students' potential in sports and music: new artificial turf football pitch and Music Centre.	Student Affairs Committee, P.E. Panel, Music Panel	✓	✓	✓
4) Students can develop self-discipline, respect and responsibility in a caring atmosphere.	- Reinforce the roles of form-teachers: 1) attendance, 2) handing in homework; 3)uniform and appearance, 4) cultivation of class atmosphere: spiritual exchange, games, activities, parties -Arrange form-teacher periods to create space for form-teachers to follow up students' character formation and cultivate class atmosphere as a family.	Student Affairs Committee		✓	✓
5) Students can develop empathy and care about others and also the environment.	-Launch "Environmental Protection Campaign" and "Keep the Campus Clean Campaign". -Reinforce "Men for and with Others Service Programme".	Environmental Conservation Committee, Guidance Committee	✓	✓	✓

6) The school promotes life-planning and can let students have more exposure to broaden their horizon.	-For DSE students, implement the Life-wide Planning Programme to help students to set goals for their lives. - Promote experiential learning like social services, visits, field trips, and exchange tours, particularly in mainland China.	Careers Committee, Academic Committee, Cultural Exchange Committee	✓	✓	✓
7) The school can promote stronger class atmosphere and students have a stronger sense of belonging.	-Use the context of anniversary activities to provide other learning experiences to develop students' potential and their sense of belonging. -Arrange the junior form students to take part in at least two extra-curricular activities.	Anniversary Committee, ECA Committee	✓	✓	✓

Major Concern: (3) Build a learning community, with focus on staff formation and self-evaluation.

Expected Outcomes/ Objectives	Strategies	Committees in charge	Time Scale		
			14-15	15-16	16-17
1) The school can promote professional development and formation programmes to help teachers develop to be Ignatian educators.	<ul style="list-style-type: none"> - Set up the Staff Development Committee to set the staff development policy, coordinate and arrange both spiritual development and professional development, and new staff orientation. - School psychologists arrange development programmes and guidance workshops for both teachers and students to cultivate positive thinking culture and high expectations of our students. - Foster a Catholic spirit through religious practices and services held regularly in the School for staff & students. -Promote the use of Examen and Ignatius’ Spiritual Exercises for teachers and students. 	Professional Development Committee	✓	✓	✓
2) The school can strengthen the P-I-E cycle and improve the quality of self-evaluation for sustainable school development.	-.Set up the School Improvement Committee to supervise and plan for the work of quality assurance, staff appraisal and sustainable development to strengthen the PIE cycle and improve the quality of SSE.	School Improvement Committee	✓	✓	✓
3) The school can promote cooperation and sharing among teachers and encourage collaborative lesson planning.	<ul style="list-style-type: none"> -Every Panel Meeting should include Professional Sharing and Evaluation. -Every panel arranges collaborative lesson planning at least once a year in each form. -Promote knowledge management in panels and committees. 	Academic Committee	✓	✓	✓

4) The school can promote parent education and let parents understand the characteristics of Jesuit education.	<ul style="list-style-type: none"> -Organize talks and sharing sessions on understanding Jesuit education, skills of communicating with teenagers and skills of guiding boys to grow and live out the spirit of “Men for and with Others”. -Provide more channels for parents and subject teachers to meet and communicate. 	Guidance Committee, PA	✓	✓	✓
5) The school can strive for community building and partnership with lay people, including teachers, alumni and other institutions.	<ul style="list-style-type: none"> -Use the context of anniversary activities to let different stakeholders join our community -Strengthen External Communication and Connection to support the sustainable development of school. -Organize talks on Jesuit education for past students. 	Anniversary Committee, PSA	✓	✓	✓