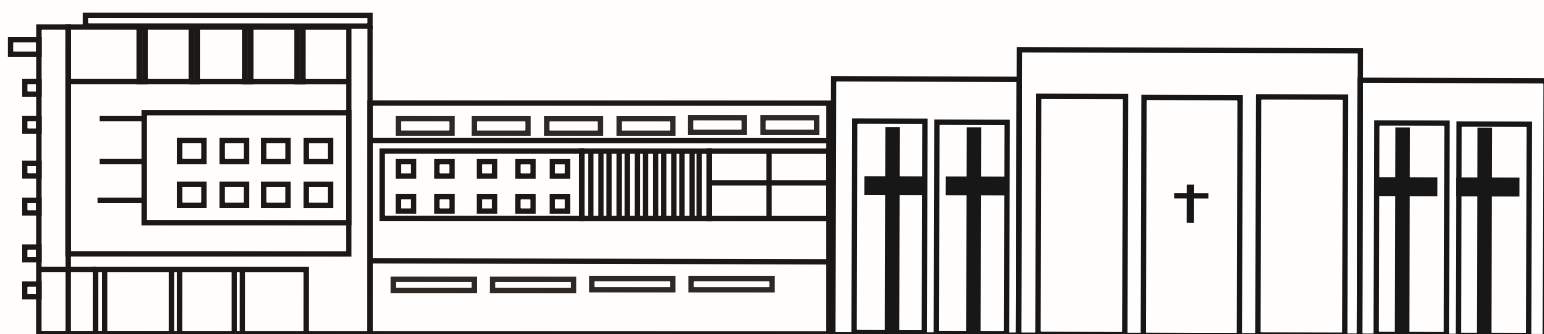




Wah Yan College, Kowloon



SCHOOL DEVELOPMENT PLAN (2017-2020)

Nurturing Men of Human Excellence; Forming Leaders-in-service

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Chapter 1: School Vision and Mission

Vision Statement

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.

Mission: To Form Men for and with Others (The Characteristics of Jesuit Education)

1. **Jesuit education is world-affirming.** *Jesuit education affirms the radical goodness of the world. It tries to create a sense of wonder and mystery in learning about God's creation.*
2. **Jesuit education assists in the total formation of each individual within the community.** *Jesuit education probes the meaning of life. Its objective is to assist in the fullest possible development of all the God-given talents of each individual as a member of the human community.*
3. **Jesuit education includes a religious dimension that permeates the entire education.** *Religious and spiritual formation is integral to Jesuit education. It is not added to, or separate from, the educational process. In all classes, in the climate of the school, and most especially in formal classes in religion, every attempt is made to present the possibility of a faith response to God as something truly human and not opposed to reason, as well as to develop those values which are able to resist the secularism of modern life.*
4. **Jesuit education is an apostolic instrument.** *Formation of the individual is not an abstract end; Jesuit education is also concerned with the ways in which students will make use of their formation within the human community, in the service of others.*
5. **Jesuit education promotes dialogue between faith and culture.** *Persons and cultural structures are human, imperfect, and sometimes affected by sin and in need of conversion. Being active in all creation and in all human history, God reveals Himself in various distinct cultural ways. Jesuit education encourages contact with and a genuine appreciation of all cultures, which include the sciences, in the hope that students will become creatively critical of the contributions and deficiencies of each.*

6. **Jesuit education insists on individual care and concern for each person.** *The curriculum is centred on the person rather than on the material to be covered. Growth in the responsible use of freedom is facilitated by the personal relationship between student and teacher. While respecting the privacy of students, teachers and administrators are ready to listen to their cares and concerns, to share with them life experiences, to help them with personal growth and interpersonal relationships.*
7. **Jesuit education emphasizes activity on the part of the student.** *The task of a teacher is to help each student to become an independent learner who is ready to assume responsibility for his or her own education. Active participation on the part of the student is promoted by programmes which encourage personal study and reflection, and which provide opportunities for personal discovery and creativity.*
8. **Jesuit education encourages life-long openness to growth.** *Jesuit education tries to instill a joy in learning and a desire to learn that will remain beyond the days in school.*
9. **Jesuit education is value-oriented.** *Jesuit education includes formation in values, in attitudes and in an ability to evaluate criteria. Self-discipline, manifested in intellectual rigour, persevering application to serious study, and responsible conduct towards others that recognizes the human dignity of each individual, is expected of each student. In a Jesuit school, a framework of inquiry in which a value system is acquired through a process of wrestling with competing points of view is legitimate.*
10. **Jesuit education encourages a realistic knowledge, love, and acceptance of self.** *While emphasizing the happiness in life resulting from a responsible use of freedom, Jesuit education recognizes the reality of sin and the consequent obstacles to freedom. Students are encouraged to discern and remove such obstacles to growth through an examination of personal prejudice and an evaluation of relative goods and competing values. They are helped to reflect on their own personal experiences, accept their own gifts, accept their own limitations and overcome these as far as possible.*
11. **Jesuit education provides a realistic knowledge of the world in which we live.** *Jesuit education emphasizes the recognition of the imperfections of the world as it is without neglecting the essential goodness of creation. It helps the students to realize that persons and structures can change and be committed to work for those changes to bring about human dignity and social justice.*
12. **Jesuit education proposes Christ as the model of human life.** *To be Christian is to follow Christ, imitating Him as a witness to the love and forgiveness of God, as one who lives in solidarity with all those who suffer, and as one who serves others without asking for rewards.*
13. **Jesuit education provides adequate pastoral care.** *Pastoral care enables each individual to respond to God's message of divine love and deepens a person's commitment to serve others. Jesuit education assists each student to respond to his or her own*

vocation of service in personal and professional life.

14. **Jesuit education celebrates faith in personal and community prayer, worship and service.** *Prayer is an expression of faith, a continual reiteration of personal commitment, and a way to establish a relationship with God. A faith relationship with God, personal and communal, promotes an imitation of Christ as a “Man for Others.” 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.*
15. **Jesuit education is preparation for active life commitment.** *Father General Peter-Hans Kolvenbach addressed the Jesuit alumni at Versailles, France on July 20, 1986, “We ... challenge you and try to inspire you to put into practice - in concrete activity - the values that you cherish, the values that you have received in your formation.”*
16. **Jesuit education serves the faith that does justice.** *The service of faith should include the promotion of justice through action for peace. The goal of the faith that does justice and works for peace is a new type of person in a new kind of society, in which each individual has the opportunity to be fully human and each one accepts the responsibility of promoting the human development of others. The focus of Jesuit education is on education for justice. Adequate knowledge joined to rigorous and critical thinking will make the commitment to work for justice in adult life more effective. In a Jesuit school, the treatment of justice issues should include a critical analysis of society; the policies and programmes should give counter-witness to the values of the consumer society; and there should be opportunities for actual contact with the world of injustice.*
17. **Jesuit education seeks to form “MEN AND WOMEN FOR OTHERS”.** *Jesuit education helps students to realize that talents are gifts to be developed, with the help of God, for the good of the human community. In order to promote an awareness of others, Jesuit education stresses community values. Teachers should manifest in their lives concern for others and esteem for human dignity.*
18. **Jesuit education manifests a particular concern for the poor.** *Responding to the call of Christ who had a special love and concern for the poor, the church and the Society of Jesus have made a preferential option for the poor. Jesuit schools do not exist for any one class of students. Special services should be made available to those in need. Jesuit schools provide students with opportunities for contact with the poor and for service to them, coupled with reflection so that students may understand the causes of poverty.*
19. **Jesuit education is an apostolic instrument, in service of the church as it serves human society.** *The aim of Jesuit education is the formation of principled, value-oriented persons for others. As part of its service of the church a Jesuit school will serve the local civil and religious community and cooperate with the local bishop. The school community encourages collaboration and dialogue with all men and women of good will, whatever their faith and beliefs. Christians are a witness to the Gospel, in service to the human community.*

20. **Jesuit education prepares students for active participation in the church and the local community, for the service of others.** *Jesuit education is committed to the religious development of all students. Concrete experiences of church life are available to all students. Catholic students are taught to understand and love the church and the sacraments. Opportunities are provided for other students to learn more about the Christian faith.*
21. **Jesuit education pursues excellence in its work of formation.** *Jesuit education aims at the fullest possible development of every dimension of the person, linked to the willingness to continue this development throughout life and the motivation to use those developed gifts for others. Students are expected to become leaders in service rather than socio-economic elites. Service is founded on a faith commitment to God, a decision to follow Christ, which leads to a desire to always do “more.” The desire is converted into the necessary personal preparation in which a student dedicates himself or herself to the pursuit of academic excellence, to personal formation, and ultimately to action.*
22. **Jesuit education witnesses to excellence.** *The school policies are such that they create a climate which will promote excellence. The adult members of the educational community witness to excellence by joining growth in professional competence to growth in dedication.*
23. **Jesuit education stresses lay-Jesuit collaboration.** *Lay people and Jesuits, in different appropriate capacities, share a common mission and work together as a single apostolic body in the formation of students. The legal structure of the school allows for the fullest possible collaboration in the management of the school.*
24. **Jesuit education relies on a spirit of community among teaching staff and administrators, the Jesuit community, governing boards, parents, former students, and benefactors.** *There should be free and frequent communication, including formal discussions and social gatherings, between different parties that make up the school in an attempt to implement the characteristics that result from the Ignatian vision.*
25. **Jesuit education takes place within a structure that promotes community.** *A Jesuit school should stress the cooperation of the Jesuit community, the lay teachers, the students, the parents, the alumni and the benefactors. Efforts should be made to ensure that all those involved have the opportunity to learn and share the vision of St. Ignatius. As far as possible, parents understand, value and accept the Ignatian world-view. There should preferably be consistency between the values promoted in the school and those promoted in the home.*
26. **Jesuit education adapts means and methods in order to achieve its purposes most effectively.** *An educator in the Jesuit tradition is encouraged to exercise great freedom and imagination in the choice of teaching techniques, pedagogical methods, etc. School policies and practices encourage reflection and evaluation.*

27. **Jesuit education is a “system” of schools with a common vision and common goals.** *Jesuit schools form a network, joined by a common vision with common goals. An ongoing exchange of ideas and experiences with other schools is encouraged.*
28. **Jesuit education assists in providing the professional training and ongoing formation that is needed, especially for teachers.** *All adult members of the education community need to take advantage of opportunities for continuing education and continued personal development.*

Chapter 2: School Goal

School Goal: To Nurture Men of Human Excellence

In 1993, Fr. Kolvenbach stated that “our goal as educators (is) to form **men and women of competence, conscience, and compassionate commitment**”. Lately, Fr. Nicolas has unpacked the meaning of the four Cs and their contribution to the vision of the human excellence we offer to our students: “These four adjectives express the ‘**human excellence**’ that the Society of Jesus wants for the youth who society has entrusted to us. The four Cs are also regarded as **the pillars and background for Jesuit Education**.”

Competence

The competent person is someone who is capable of creating, understanding and using knowledge and skills to live in his or her own context and transform it; able to develop the intellectual, academic, emotional and social skills required for professional and human achievement.

Commitment

A person of commitment is one of courageous action. Through our openness to the guidance of the Spirit and companion with Jesus, he or she will be able to discern the urgent needs of our time, so that our ways of serving will be as rich and deep as our ways of loving. An ecological commitment to the reconciliation and healing of the Earth, hand in hand with the commitment for social justice, are urgent needs as they affect all persons everywhere on the Earth.

Compassion

The compassionate person is capable of evolving from feelings of charity and compassion towards a sense of justice and solidarity, which favours their contribution to changing the unjust social structures of the world they live in. Our educational reference for the compassionate person is the figure of Jesus, in his most human form: understanding our weaknesses, but steadfast in denouncing injustice.

Conscience

The person of conscience will feel called to look at the world, at reality, with the eyes of God; to discover the goodness and beauty of creation and individuals but also places of pain, misery and injustice. He or she has the ability to discern the rightness and goodness of their own actions.

Chapter 3: School Motto

School Motto: A.M.D.G. and IN HOC SIGNO VINCES

A.M.D.G.

A.M.D.G. is the abbreviation of *Ad majorem Dei gloriam*, the Latin motto of the Society of Jesus, and it means "For the greater glory of God".

The phrase has originated from the founder of the Jesuits, Saint Ignatius of Loyola, who used it to serve as the motto of the Society. It carries the meaning that any work that is done in order to give glory to God is significant.

Students at Jesuit schools and universities are reminded that they should strive for excellence and even their schoolwork should be dedicated to the glory of God.

IN HOC SIGNO VINCES

IN HOC SIGNO VINCES is the Latin motto of our school, and it means "By this sign, you shall conquer". Wahyanites follow in the footsteps of Jesus Christ and conquer all difficulties with love.

School Prayer

O Lord Jesus, be with me all through today to help me
to live as I ought to live.

Be with me at my lessons, so that I may grow in knowledge
and never give up any task, no matter how
hard and difficult it is, until I have tried my best.

Be with me at my games, so that, whether I win or lose,
I may play fair, and if I win I may not boast,
and if I lose I may not make excuses.

Be with me in my pleasure, so that I may enjoy your gifts
and never use them selfishly or to hurt others.

Be with me in my home, so that I may be kind and considerate,
and that I may try to make the work of others
easier and not harder.

Be with me in the streets, so that I may be a credit to my school
and to those who love me and to myself.

Be with me in my disappointments and sufferings,
so that I may have strength to overcome my problems
and accept my pain with courage and cheerfulness.

Help me to be the kind of boy you want me to be.

This I ask for your love's sake. Amen

Chapter 4: Catholic Core Values & School Core Values

1. 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–

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.

1.2 **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.

1.3 **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.

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

1.5 **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.

2. School Core Values

- i. **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.

- ii. **Strive for Excellence:**

We have to fully develop every dimension of the students, and help them to find the joy of learning and become leaders-in-service. We 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, personal formation, and ultimately action for betterment.

- iii. **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 working for those changes to bring about human dignity and social justice.

- iv. **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 and active learners. Teachers serve as models for students and take advantage of opportunities for continuing education and continued personal development.

- v. **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.

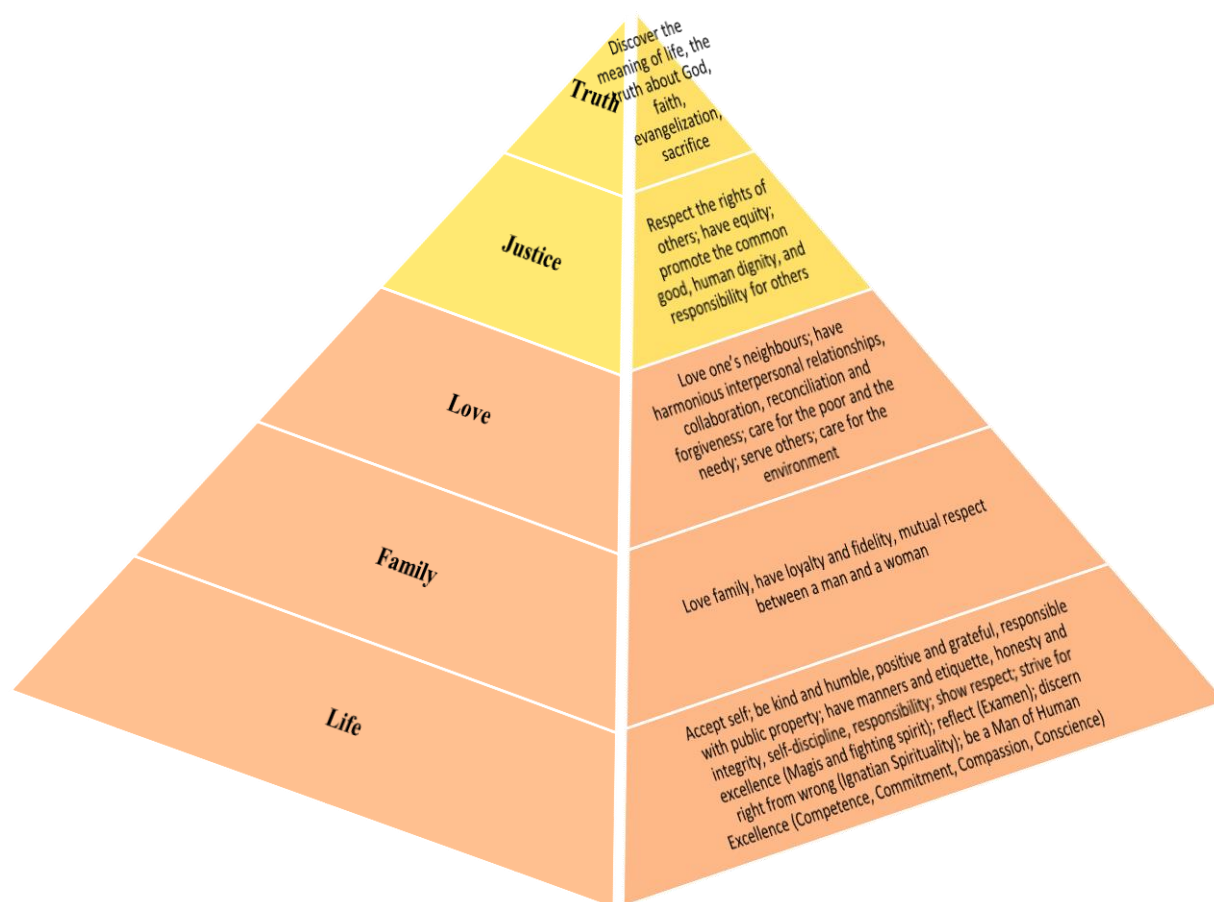
Core Values of Wah Yan College, Kowloon

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

Sustaining values

- I. Love and care
 - Acceptance and Positivity about self
 - Appreciation and Gratitude
 - Empathy and Compassion
 - Forgiveness and Reconciliation
 - Service
 - Family as a basic unit of society; marriage is the foundation of a family
- II. Strive for excellence
 - Reflection
 - Commitment
 - Perseverance
 - Curiosity and Willingness to learn
 - Imagination and Creativity
- III. Respect and Justice
 - Life is valuable and respectable
 - Openness to good in all things
 - Respect for self and others
 - Integrity
 - Faithfulness
- IV. Responsibility
 - Freedom and Self-discipline
 - Care for the environment
 - Social Identities: citizen identity, national identity and global citizen identity
- V. Faith
 - Experience of God
 - Exploration and Practice of one's faith
 - Appreciation for religious liturgies

4.1 Pyramid Model for Promoting Catholic Values Education



1. **Vision and Mission:** Nurture Men of Human Excellence; Form Men for and with Others.
2. **Guiding Principle:** Students learn how to live as they learn how to serve, as guided by the School Prayer: Help me to live as I ought to live.
3. **Pyramid Model for Promoting Catholic Values Education:**

Life	Accept self; be kind and humble, positive and grateful, responsible with public property; have manners and etiquette, honesty and integrity, self-discipline, responsibility; show respect; strive for excellence (Magis and fighting spirit); reflect (Examen); discern right from wrong (Ignatian Spirituality); be a Man of Human Excellence (Competence, Commitment, Compassion, Conscience)
Family	Love family, have loyalty and fidelity, mutual respect between a man and a woman
Love	Love one's neighbours; have harmonious interpersonal relationships, collaboration, reconciliation and forgiveness; care for the poor and the needy; serve others; care for the environment
Justice	Respect the rights of others; have equity; promote the common good, human dignity, and responsibility for others
Truth	Discover the meaning of life, the truth about God, faith, evangelization, sacrifice

4. **Priorities of the Chinese Province of the Society of Jesus:** Youth and Family; Ignatian Spirituality; Social Justice; Evangelization and Collaboration.

Chapter 5: Holistic Review

5.1 Effectiveness of the previous School Development Plan (2014-2017)

Major Concerns	Extent of Achieving the Targets	Follow-up Measures	Recommendation & Remark
1. Develop diversified teaching strategies and cater for learners' diversity, with high expectations of students	<p>A. Teachers can make better use of Small Class Teaching to make learning interactive and collaborative:</p> <ul style="list-style-type: none"> - With the support of Wah Yan One Family Foundation, small class teaching splitting 5 classes in one level into 6 has been implemented in our school for a number of years. Further support was also offered for language learning as smaller groups were also arranged for students who could benefit from learning in these groups. - Students were engaged in active inquiry and different levels of questions were asked by teachers in lessons as indicated from the findings of the 2016 ESDA survey that the agree figures for both teachers' and students' were generally high (higher than 60%). 	<ul style="list-style-type: none"> - The present mechanism of splitting 5 classes into 6, the refined class allocation mechanism and the creation of smaller groups for language learning will be continued. - Active inquiry to engage students in the learning process will continue to be pursued. - E-learning should be promoted to encourage panels to develop different online learning packages to extend students' learning beyond the classroom. 	<ul style="list-style-type: none"> - Evaluation of the effectiveness of the new class allocation mechanism in fostering collaboration among students should be conducted to assess the need of devising new strategies. - Panels should develop learning packages to help students to learn some of the topics online to extend their learning beyond the classroom. - Teachers should be encouraged to attend professional development activities to enable them to make better use of Small Class Teaching to make learning interactive and collaborative.

Major Concerns	Extent of Achieving the Targets	Follow-up Measures	Recommendation & Remark
	<p>B. Teachers can use Ignatian Pedagogical Paradigm to encourage students to be more reflective in their learning:</p> <ul style="list-style-type: none"> - Morning Formation and Examen session were introduced to allow the Class Teachers to have more contact with their classes, enabling the Class Teachers to know their students better and can, therefore, offer better guidance for their students so that they may improve their study method and develop positive Jesuit values. - Values Education Committee was also formed to prepare the necessary teaching materials for the Class Teachers to use in the classroom during Formation Class. - Different subject panels were also encouraged to introduce elements of Values Education in curriculum planning by stating the values which they can cover in various topics. 	<ul style="list-style-type: none"> - The current arrangements of Morning Formation and Examen session will be continued. - Values Education Committee will continue to support the Class Teachers in Values Education. - Pyramid model should be adopted in promoting Values Education. 	<ul style="list-style-type: none"> - The Academic Committee should work with the Values Education Committee to provide the panels with the necessary literature to promote the pyramid model for Values Education and assist the panels to develop relevant teaching and learning resources for Values Education. - Workshops can be arranged to help teachers gain better understanding about the pyramid model.
	<p>C. The school can encourage professional collaboration and experience sharing within and among panels:</p> <ul style="list-style-type: none"> - Professional collaboration was promoted within some panels through collaborative preparation of teaching and learning materials and sharing of teaching resources. - The Science KLA was able to develop a STEM teaching and learning package with the support of an external professional body, Hong Kong Association for Science and Mathematics Education. Although the main learning activities were conducted in the S3 Chemistry lessons in 	<ul style="list-style-type: none"> - Professional collaboration within and among different panels will continue to be promoted. - Different KLAs can be involved in the promotion of STEM Education. 	<ul style="list-style-type: none"> - Panel chairs should be empowered to observe lessons given by the panelists to promote experience sharing within the panel. - Panel chairs should allow their panelists to observe their teaching.

Major Concerns	Extent of Achieving the Targets	Follow-up Measures	Recommendation & Remark
	<p>January, teachers of different disciplines like Biology, Chemistry and Physics, etc., were also involved. They held meetings with professionals from the Association to bring up ideas for the arrangement of STEM activities which aimed at deepening the students' understanding of some concepts in Chemistry through addressing the problem of lead contaminated water. Through participating in and organizing STEM activities, teachers of related subjects gained precious experience in coordinating STEM activities in their respective subjects.</p> <ul style="list-style-type: none"> - Professional interflow mainly occurred through the arrangement of peer lesson observation. Under the scheme, teachers were encouraged to observe lessons conducted by teachers of the same and other panels, and feedback could be given voluntarily by the lesson observers. The colleagues were required to fill in forms posted in eClass for the purpose of documentation. The adoption of this format would not add much pressure to the teachers so that they would be more willing to observe lessons conducted by different teachers. 	<ul style="list-style-type: none"> - Panel Chairs should assume a greater role in promoting professional growth of their panelists. 	<ul style="list-style-type: none"> - Professional collaboration can be promoted through involving different KLAs in the promotion of STEM education and reading across the curriculum.
	<p>D. Teachers can use curriculum planning to cater for different learning needs:</p> <ul style="list-style-type: none"> - Despite modifications for the S4 Subject Selection Mechanism, more than 40 subject combinations were still offered in this development cycle to meet the diverse learning needs of our Senior Secondary students and many of these combinations are made up of science and humanities, fulfilling the EDB and school vision of 	<ul style="list-style-type: none"> - Measures implemented in the present development cycle will be continued. - Students' motivation should be enhanced by incorporating 	<ul style="list-style-type: none"> - Extended parts should be included in the schemes of work of all panels. - Panel chairs should be empowered to observe lessons given by the

Major Concerns	Extent of Achieving the Targets	Follow-up Measures	Recommendation & Remark
	<p>broadening students' horizons academically.</p> <ul style="list-style-type: none"> - Efforts were made in the recent development cycle to encourage the subject panels to introduce extended parts in the planning of teaching and learning, to extend the breadth in a particular subject area. As stated in the scheme of work, the extended areas are not confined to students with good abilities but would be offered to all students once the core parts are covered by teachers and mastered by students. - At the junior secondary level, our school also responded to the needs of society by taking heed of the comments in the previous external school review to introduce Computer Literacy, an element of technology education, in the junior secondary curriculum. Together with Library and Learning, junior secondary students are now offered training in the use of Microsoft office software, Chinese input method and coding. In the Academic Year 2017-2018, Computer Literacy will be offered to all students at the junior secondary level, providing our students with learning experiences in technology education and enabling them to make informed decisions when choosing electives for Senior Secondary. 	<p>challenging learning tasks in the curriculum.</p> <ul style="list-style-type: none"> - The curriculum of Computer Literacy at the junior secondary level should be reviewed. - Elements of the revised secondary curriculum should be incorporated into our curriculum. 	<p>panelists to promote experience sharing within the panel.</p> <ul style="list-style-type: none"> - Panel chairs should allow their panelists to observe their teaching. - The junior secondary Computer Literacy curriculum will be reviewed with reference to the latest trends in technological education development. A revised curriculum will be designed in accordance with the results of the findings. - Panel Chairs should ensure that their panelists would attend respective training sessions to ensure that their panelists can develop a proper understanding of the

Major Concerns	Extent of Achieving the Targets	Follow-up Measures	Recommendation & Remark
			<p>latest trends in curriculum development.</p> <ul style="list-style-type: none"> - Internal training workshops will be organized to help the teachers to understand the latest development in the curriculum.
	<p>E. The school and teachers can review the curriculum, pedagogy and assessment to improve students' performance in the HKDSE:</p> <ul style="list-style-type: none"> - In the recent development cycle, uniform tests were arranged in the second term for S1 to S5. For S6, after-school revision tests were also arranged and these revision tests would make up a certain percentage of their continuous assessment grades. - Panel Chairs were given public examination statistics and SVAIS data for evaluation with their panelists. - Live scripts were purchased to enable different panels to analyze students' performance and make modifications to their curriculum. - Teachers were encouraged to be markers in the public examination or attend seminars organized by the HKEAA to enhance assessment literacy. 	<ul style="list-style-type: none"> - Measures implemented in the present development cycle will be continued. - The curriculum planning of different panels should allow sufficient time for public examination practice. - Interface between junior and senior secondary should be enhanced through better curriculum planning. 	<ul style="list-style-type: none"> - Panels should work out strategies to extend learning beyond the classroom to create room for examination practice. - Timely feedback should be given to students to enable them to learn of their own strengths and weaknesses. - Students' assessment literacy should be enhanced to help them develop goals for improvement.

Major Concerns	Extent of Achieving the Targets	Follow-up Measures	Recommendation & Remark
			<ul style="list-style-type: none"> - Curriculum planning in junior secondary should incorporate knowledge and skills to enable the students to excel in their senior secondary studies.
	<p>F. Teachers can make better use of assessment and evaluation to improve the quality of learning:</p> <ul style="list-style-type: none"> - In the current development cycle, the Assessment and Examination Committee was set up to oversee the logistics for internal assessments like Uniform Tests and Examinations and registration for public examination and was also entrusted with the task of exploring the proper methods to conduct evaluation on internal assessment data and promote assessment for learning. It is expected that when the mechanism for evaluating internal assessment data can be worked out, it would enable the subject panels to make good use of the data available to adjust their teaching and learning strategy to promote students' learning. 	<ul style="list-style-type: none"> - Measures implemented in the present development cycle will be continued. - A better monitoring system of curriculum implementation should be introduced to enhance the quality of teaching and learning. - Panels should evaluate the quality of teaching and learning with the use of assessment data. 	<ul style="list-style-type: none"> - Check points should be introduced at different times of each school term to allow the panels to monitor the implementation of the curriculum. - The Academic Committee should work with the Examination and Assessment Committee to arrange workshops for teachers to evaluate students' learning with reference to the assessment data.

Major Concerns	Extent of Achieving the Targets	Follow-up Measures	Recommendation & Remark
	<p>G. The school and teachers can provide support and raise the learning motivation of average students:</p> <ul style="list-style-type: none"> - With the support of Wah Yan One Family Foundation, small class teaching has been implemented in our school for a number of years and its effectiveness was also affirmed in a research led by HKU professor, Dr. Gary Harfitt. To build on our success, we further adopted the recommendations made by the HKU research team to refine our class allocation mechanism at the junior secondary level with the intention to create classes made up of students with different academic abilities so that they could learn from each other. - Morning Formation and Examen session were introduced to allow the Class Teachers to have more contact with their classes, enabling the Class Teachers to know their students better and can, therefore, offer better guidance for their students so that they may improve their study method. - Class Teachers were also given background information about their students to facilitate them to design proper strategies to address the needs of their classes. 	<ul style="list-style-type: none"> - Measures implemented in the present development cycle will be continued. - Assessment data should be made more accurate by introducing measures to improve students' attitude towards the assessments. - Support should be provided for students who need extra help. - Teaching and learning experiences within and outside the classroom should be arranged to enhance students' learning motivation. 	<ul style="list-style-type: none"> - Students' performance in different assessments should be considered in deciding promotion or retention. - Assessment plans for different subjects should be simplified to facilitate the understanding of different stakeholders. - The Academic Committee would work with the Assessment and Examination Committee to devise a proper mechanism to identify students who need extra help in their studies. - The Academic Committee would offer administrative support for panels which arrange extra support for students to enhance their learning motivation.

Major Concerns	Extent of Achieving the Targets	Follow-up Measures	Recommendation & Remark
2. Help the students to form their character with Jesuit values and fighting spirit	<p>A. The school can adopt a whole-school approach to character formation.</p> <ul style="list-style-type: none"> - The arrangement of the school assembly has successfully adopted a whole-school approach in fostering the character formation of the students. Starting from 2015, various committees were involved in planning and organizing all the 15 assemblies with different themes. - All subject panels have started to incorporate relevant Jesuit Education Values into the curriculum. The relevant values were shown in the scheme of work of each teacher on the school website. - The setting up of the Class Teacher Committee in 2015 has enhanced the communication among class teachers of the same form. Teachers are better supported in carrying out morning formation, Examen and giving guidance to students on developmental and disciplinary issues. - The roles of prefects were strengthened by a number of activities, e.g. leadership training camp, team-building activities, exchange programmes etc. 	<ul style="list-style-type: none"> - It will be continued to be implemented as positive feedback was received from students and teachers. - It will be continued to be implemented but in a more in-depth approach. Since not all teachers are familiar with introducing the values in class, more teacher training is required. - It will be continued. More sharing on handling students with problems during meetings was suggested. - The formation of the Prefects' Board is strengthened by the leadership training 	<ul style="list-style-type: none"> - All committees and subject panels will be invited in planning and organizing different assemblies of different themes so that the scope of exposure could be widened. - More students were encouraged to deliver effective speeches and presentations in assemblies. - Subject Panels can further explore the incorporation of relevant values to the curriculum. - More in-depth sharing on personal care / development of students should be promoted. Teachers' effort should

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		camp. A joint-school leadership training programme with the theme 'Prefection' has been organized every year since 2014 for prefects with other schools like Good Hope School, Belilios Public School, Tak Oi Secondary School and St. Joseph's College.	be acknowledged as well. - The roles of prefects should be reviewed with a balance between service and disciplinary support to the school.
	<p>B. Students can develop the attitude of striving for excellence and fighting spirit.</p> <ul style="list-style-type: none"> - The House System was restored in 2014. The number of students participating in the sports events has increased. All S1 and S2 students joined the cheering programme and the atmosphere of the event has improved. All student leaders of the House System attended a leadership training programme at the beginning of the year and the attitude of striving for excellence has greatly improved. - Various types of leadership training programmes were organized from 2014-2017 for students with different potentials. The roles of the teacher advisors were enhanced with the guidelines for teacher advisors delivered by the school authority. 	<ul style="list-style-type: none"> - The House System will continue and activities of different types will be organized so that more students could participate in the System. - All the leadership training programmes will continue and the role of the advisors will be enhanced. 	<ul style="list-style-type: none"> - In order to nurture the sense of belonging to the House System and facilitate communication, it is suggested that the S1 students of the same class should belong to the same House. (For S1 and S2) only. - The mechanism, guidelines and recommendations

Major Concerns	Extent of Achieving the Targets	Follow-up Measures	Recommendation & Remark
			should be developed for advisors so as to enhance their role to provide guidance and care for the students.
	<p>C. The school can organize activities and programmes to enhance students' confidence and self-image.</p> <ul style="list-style-type: none"> - The hard work and achievement of the students (e.g. Inter-school sports, music, drama, debate etc.) during the whole year were celebrated in assembly. Students were proud of their hard work and were eager to do better. - Make use of better school facilities to further develop students' potential in sports and music: artificial turf football pitch and Music Centre. 	<ul style="list-style-type: none"> - It will be continued. - More students have participated in sports and music activities. The overall atmosphere in sports and music is enhanced and both sports and music have significant achievements in the past three years. 	<ul style="list-style-type: none"> - More sharing on the process of striving for excellence is suggested before the prize presentation ceremony in assembly so that the experience and reflection is shared among students. - There were students who were inactive in participating in certain activities, strategies should be adopted to cater for such students.
	<p>D. Students can develop self-discipline, respect and responsibility in a caring atmosphere.</p> <ul style="list-style-type: none"> - A Class-teacher period was arranged every morning to create space for class teachers to follow up students' character formation and cultivate class atmosphere. Teaching materials prepared by the Values Education 	<ul style="list-style-type: none"> - The Class-teacher period will continue and Values Education and Discipline Committee 	<ul style="list-style-type: none"> - Teacher training is needed to provide for teachers and class teachers to help them to

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	<p>Committee and attendance record prepared by the Discipline Committee were given to support class teachers.</p> <ul style="list-style-type: none"> - The Discipline Committee was on-duty for both Morning Formation and Examen period in the school campus to help students be more punctual and have a greater sense of responsibility. The late record and the number of disciplinary cases of the students have reduced. 	<p>will continue to support the class teachers. Values Education Committee will provide appropriate teaching materials with reference to the needs of the students.</p> <ul style="list-style-type: none"> - The number of late records has been reduced significantly in the beginning when the measure was first carried out. The overall attitude of students being late has improved. Students have been more punctual and responsible. 	<p>support their students in character formation.</p> <ul style="list-style-type: none"> - More cooperation and collaboration between the discipline committee and class teachers is suggested so as to help students with lateness and other discipline problems.
	<p>E. Students can develop empathy and care about others and also the environment.</p> <ul style="list-style-type: none"> - The programme of Reconciliation with Creation has started preparation. The theme of the 90th Anniversary Open Day in 2015 and Fun Fair 2017 are both related to developing empathy and care about the environment. Students responded to the theme positively and collect recycled materials for decoration and games. 	<ul style="list-style-type: none"> - The programme will continue to develop and a working committee has been formed. 	<ul style="list-style-type: none"> - The working committee needs to explore the directions for the programme to help students develop empathy and care for the environment.

Major Concerns	Extent of Achieving the Targets	Follow-up Measures	Recommendation & Remark
	<ul style="list-style-type: none"> - The 'Men For and With Others' Service Programme was reinforced. Besides visiting elderly homes, in 2016 and 2017 some S1 students were arranged to visit senior citizens who lived alone and help them to clean their flats. Students learnt about the needs and living environment of the seniors and developed more empathy. 	<ul style="list-style-type: none"> - The programme will continue and more students will be sent to elderly home as well as the homes of senior citizens to understand their lives. 	<ul style="list-style-type: none"> - More training and debriefing should be given to students by the guidance committee so as to maximize the learning experience.
	<p>F. The school promotes life-planning and can let students have more exposure to broaden their horizons.</p> <ul style="list-style-type: none"> - Life-wide Planning Programmes were implemented to help students to make self-assessment of their abilities, qualities and achievements and to formulate academic and career goals to make wise subject choices with reference to their aspirations and limitations. Various programmes from the Careers Committee were organized. - Various social services, field trips and exchange tours were organized during the past 3 years to promote experiential learning. These included the Service Programme in Luoding of Guangdong province, the pilgrimage of CLC to Beijing in 2016 and Exchange Programme with Stonyhurst College. 	<ul style="list-style-type: none"> - Life planning education will continue to be delivered through formation periods, OLE classes, workshops and career exploration programmes, in order to help students to identify their interest, aptitude, goals and purpose in life. - These programmes will continue and different social services, field trips and both local and overseas exchange programmes will be organized to promote experiential learning. 	<ul style="list-style-type: none"> - Programmes in Junior forms can be enhanced to strengthen students' awareness in life planning. Senior form class teachers will be given additional support to enhance their capacity to deliver life planning programmes and to conduct counselling work. - Targeting students and follow-up support should be enforced so that these experiences could be consolidated and shared among other students.

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	<p>G. The school can promote stronger class atmosphere and a stronger sense of belonging.</p> <ul style="list-style-type: none"> - With the context of the successful anniversary such as the Walkathon, Gratitude Dinner, Open Days, Jesuit Education Forum and the Anniversary Concert, students' potential and sense of belonging were developed and enhanced. - Junior form students were encouraged to take part in at least 2 extra-curricular activities. 	<ul style="list-style-type: none"> - Stronger class atmosphere is promoted as routine work in class teacher period. - Students should be highly encouraged to join more activities at school so as to enhance their sense of belonging and social skills. 	<ul style="list-style-type: none"> - With the preparation of the 95th school anniversary celebration in 2019/20 academic year, a stronger sense of belonging could be promoted. - Responsible committees should work on how to implement and arrange this so that students could experience extra-curricular activities with quality and guidance.
<p>3. Build a learning community, with focus on staff formation and self-evaluation.</p> <p>A. The school can promote professional development and formation programmes to</p>	<p>The school identified the importance of home-school cooperation and organized numerous meetings between the parents and the school. All parents from S1 to S5 were invited to collect the mid-year report cards of their sons and discussed both the academic and co-curricular performances as well as their sons' personal growth with their class teachers by the end of January. For S1 parents, besides an orientation event in late August before the school reopened, there were two half-day programmes, one in mid-September to help the parents become familiar with the school at the very beginning and the other one in late April. There were group discussions to enhance communication between the class teachers and the parents as well as professional talks to promote parent education. There was a similar event for S2</p>	<ul style="list-style-type: none"> - It will continue to be implemented as routine work. 	<ul style="list-style-type: none"> - The meetings between S1 parents and class teachers were increased from one to two in the academic year. Both meetings were well received by the parents, showing that more communication between the school and the parents had been established. Parents were eager to meet

Major Concerns	Extent of Achieving the Targets	Follow-up Measures	Recommendation & Remark
<p>help teachers develop to be Ignatian educators.</p> <p>B. The school can strengthen the Planning-Implementation-Evaluation cycle and improve the quality of self-evaluation for sustainable school development.</p> <p>C. The school can promote cooperation and sharing among teachers and encourage collaborative lesson planning.</p> <p>D. The school can promote</p>	<p>parents in late April. S3 parents were invited to the subject selection talk organized in mid-March, three days after the subject selection talk to their sons, to acquire information and skills so that they could help advise their sons in choosing elective HKDSE subjects. S6 parents were invited to accompany their sons to attend a talk in early July a few days before the release of HKDSE results. There was also a talk for both students and their parents in mid-July for them to know more about studying abroad.</p> <p>Parent representatives were a must in the compositions of various administrative committees and ad-hoc committees. Examples include tendering committees, School Canteen Monitoring Committee, Swimming Pool Management Committee, Campus Management Committee and Fundraising Committee. The representatives were appointed by the Parents' Association. It further illustrated the close companionship between the School and the Parents' Association.</p> <p>With an international network that covers many cities in the world, alumni of various decades of the school, together with the local Past Students' Association and Wah Yan One Family Foundation, provided strong and loyal support to current students and the school through workplace attachment programmes, awards and scholarship donations, financial sponsorship of student learning and co-curricular activities, small-class teaching and school maintenance work, such as the repair work of the tennis courts in the school.</p>	<p>- It will continue to be implemented as routine work.</p>	<p>teachers of the three core subjects to discuss the performance of their sons.</p> <ul style="list-style-type: none"> - More parent education activities can help parents understand Jesuit education. - More diversified parent education activities could be organized to help parents enhance the knowledge and skills required for educating their sons. - Parenting reinforced – 1) balance parents' expectations, 2) how to help their children to manage stress, 3) reading to learn, 4) character formation. - Young alumni have to take into account of

Major Concerns	Extent of Achieving the Targets	Follow-up Measures	Recommendation & Remark
<p>parent education and let parents understand the characteristics of Jesuit education.</p> <p>E. The school can strive for community building and partnership with lay people, including teachers, alumni and other institutions.</p>	<p>The school took full consideration of alumni's opinions. There was an elected alumni manager in the Incorporated Management Committee to help make decisions on school policies. Alumni representatives were also a must in the compositions of various advisory committees and ad-hoc committees. Examples include Swimming Pool Management Committee and Fundraising Committee. The representatives were appointed by the Past Students' Association. It further illustrated the close companionship between the school and alumni.</p> <p>In order to better facilitate professional development for our staff, a seminar on Assessment for Learning and Exam reports' analysis given by Dr. Cheung Wing Ming, Francis (Former Secretary General of HKEAA) was held at The Clearwater Bay Golf and Country Club on the staff development day to inspire our teachers about making better use of assessment data to provide feedback on teaching and learning and implementing assessment for learning and raise assessment literacy. According to the results of the questionnaire, 90% of teachers agreed or strongly agreed that the programme was useful and the knowledge gained could be applied to their teaching.</p> <p>A seminar on the importance of Values Education in Catholic schools given by Dr. Francis Chan (Head of Caritas Religious and spiritual Life Education Unit) was held on a staff development day. According to the results of the questionnaire, 85% of teachers agreed or strongly agreed that the programme was useful and the knowledge gained could be applied to their teaching.</p>	<p>- Teachers appreciate the arrangement of outings with talk, sport and recreational activities. A full day outing with similar rundown will be considered in future years.</p>	<p>changes in societal expectations and education policies, the school mission and vision as well as students' backgrounds and attributes. Talks on Jesuit education can be organized for past students.</p> <p>- The school could bring in more expertise from universities to enhance teachers' professional development.</p> <p>- The school will continue to promote professional development and formation programmes to help teachers develop to be Ignatian educators.</p> <p>- The School Improvement Committee and Staff Development</p>

Major Concerns	Extent of Achieving the Targets	Follow-up Measures	Recommendation & Remark
	<p>In terms of promoting IPP to our teachers, a separate set of training activities, which consisted of five sharing sessions on features of Jesuit education and two workshops on IPP, was conducted exclusively for newly recruited teachers. In addition, a Teacher Mentor Scheme was also implemented, in which experienced teachers would introduce newcomers to the environment and values of our school.</p> <p>Several experienced teachers were assigned to new teachers and TAs as their mentors. In general, the mentors and mentees built up a good relationship. Most of the mentees agreed that the teacher mentoring scheme could help them to adapt to the new teaching environment.</p> <p>In our cooperation with Wah Yan College, Hong Kong on co-organizing the Reunion Day, Prof. Hau Kit Tai (CUHK) was invited to give a talk on Flipped classroom. The programme inspired teachers about the advancement in educational technology to foster students' self-directed learning and the importance of building a learning community and collective wisdom.</p> <p>In order to strengthen team bonding and cultivate a positive attitude and foster harmonious relationships through sharing, observation and appreciation, instructors from Passoverdance company were invited to arrange a Dance Workshop for our teachers. According to the results of the questionnaire, 85% of</p>	<ul style="list-style-type: none"> - Inspired by the successful experience in the IPP sharing sessions for new teachers, similar sessions can be held for more experienced staff members. Experienced teachers who would like to revisit IPP are free to join the sessions. - The teacher mentoring scheme will be continued next year. 	<p>Committee can cooperate and motivate the middle managers to strengthen the P-I-E cycle and improve the quality of self-evaluation for sustainable school development.</p> <ul style="list-style-type: none"> - Professional sharing and evaluation session can be included in the panel meeting agenda. Every panel can arrange collaborative lesson planning at least once a year in each form. - The Staff Development Committee and Pastoral Care Committee will deepen the use of Examen and Ignatius' Spiritual Exercises for teachers and students.

Major Concerns	Extent of Achieving the Targets	Follow-up Measures	Recommendation & Remark
	<p>teachers agreed or strongly agreed that the programme was useful and can strengthen team bonding by facilitating communication among colleagues.</p> <p>For the training for managerial staff members, a retreat focusing on Jesuit leadership was held in Xavier House in Cheung Chau. The retreat was hosted by Fr. Tong. Most of the middle managers admired the silent and beautiful environment. They also agreed that the retreat could help them to reflect on their roles as educators.</p> <p>To enhance collaboration within the panels, strategies like panel meetings, peer lesson observation and collaborative lesson planning were adopted this year, as in previous years.</p>	<ul style="list-style-type: none"> - Teachers were satisfied with this programme. A stress relaxation programme has been suggested to be held at the end of the year. It can be an opportunity for teachers to do exercise and communicate with others. - It will continue to be implemented as routine work. 	

5.2 Evaluation of the School's Overall Performance

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
1. School Management	<p>1.1 Planning</p> <p>The school highly emphasized the importance of school self-evaluation (SSE) data based on the E-platform for School Development and Accountability, Schools Value-Added Information System (SVAIS) and Territory-wide System Assessment (TSA). These systematic reviews have close alignment with the Jesuit Education Mindful philosophy, Ignatian Pedagogical Paradigm (IPP), and students' learning attributes. Based on the analysis of the SSE data and feedback, appropriate development priorities are drawn up and work plans, with clear targets and practicable implementation strategies, are formulated.</p> <p>According to the survey data from teachers' view about the school strategically formulating its development plan(s) in line with its direction of development, the mean score is 3.7 with second in the rank of agreement. The most important plan such as proposing small-class teaching for additional personalized care (<i>cura personalis</i>) provided a platform for initiating diversified teaching strategies for catering for learner diversity. However, the school's decision-making process still required more transparency by having more teacher involvement.</p>	<p>The school could consider allowing a more serious nomination and election process for wider staff participation in the School Advisory Committee Council to cultivate a stronger sense of ownership for school policies.</p>
	<p>1.2 Implementation</p> <p>The school effectively coordinates the work of committees and subject panels but the survey data showed that it was not effective enough to monitor the implementation process at subject panel and committee level. Subject panels and committee heads have a congenial working relationship with teachers and provide effective guidance to the development of their panels/committees. However, subject panels and committee heads require more effort on promoting teachers' professional collaboration once evaluating the effectiveness of the panel work with the use of other evaluation data such as SVAIS and TSA.</p>	

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
	<p>The daily school operation is systematic and smooth, and is closely monitored by School Executive Committee, Staff Meetings with the Principal and Staff Meetings without the Principal. As more and more challenges lie ahead in the school operation, it is an obligation for the school to review and re-engineer the workflow to enhance work effectiveness and to maintain the firm integrity of school data. Recently, school has endeavoured to nurture middle managers to take up leadership roles and some important managerial work but the management support towards effective coordination is still at large and the pace still lags behind.</p> <p>With well establishment of crisis management team and completion of guidelines for handling school complaints, 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>One of the core elements in IPP is the evaluation. The school management encourages a self-evaluation culture free of vitriol to achieve the spirit of Magis. However, the lack of in-depth critical evaluation tradition hindered the true evaluation in an objective way. Teachers have strong opinion on the fairness of current staff appraisal system, as the mean score for the appraisal part is 3.1 with the lowest in the rank of agreement. The appraisal system should be refined or re-developed to reflect the school expectations of staff and be directed to professional development of staff. With utilization of the SSE tools developed by the EDB together with SVAIS and TSA data from HKEAA, the well-informed decision through the P-I-E SSE cycle could be made for strengthening school's sustained development and improving student learning outcomes.</p>	<p>formation to increase the managerial effectiveness.</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>Management could set up appropriate evaluation methods and appraisal system to provide feedback on teaching and learning.</p> <p>Provide a template for in-depth evaluation.</p>
<p>2. Professional Leadership</p>	<p>2.1 Leadership and Monitoring</p> <p>The school management has a clear vision, mission and goals, which are shared frequently in staff meetings and staff development activities. According to the survey</p>	<p>Teachers have to be aware of changes in societal</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
	<p>of teachers' views about the school, the view that the school has a clear direction of development scores a mean of 3.8 and the rank of agreement is 1. The school adopts a whole-school approach towards setting the school development plan to cater for the needs of the students, with the Major Concerns as top priorities. The school deploys resources according to the plans and budgets of committees and panels and a lot of external resources are solicited to support the implementation of Small Class Teaching, extra-curricular activities and various initiatives, supporting the whole-person development of the students. The School Executive Committee and School Improvement Team conducted reviews on the effectiveness of work, with a focus on students' learning outcomes. The performance of students has shown breakthroughs in the academic area as well as the areas of sports and music.</p> <p>The school management has rich professional knowledge and leads the school to be aligned with the latest educational trends. The school management is visionary and is committed to building a learning community. According to the survey of teachers' views about the school, the view that the principal provides effective guidance to the continuous development of the school scores a mean of 3.6 and the rank of agreement is 1.</p> <p>2.2 Collaboration and Support</p> <p>Members of the School Executive Committee work in collaboration and support one another. The staff are on harmonious terms and they can cooperate. According to the survey of teachers' views about the school, the view that the staff are on harmonious terms and cooperate with one another happily scores a mean of 3.7 and the rank of agreement is 2.</p> <p>A culture of striving for continuous self-improvement is being developed and collaboration is being fostered. IPP induction workshops are arranged for new teachers and mentors are assigned to support them.</p>	<p>expectations, education policies and students' attributes.</p> <p>The school culture of striving for continuous self-improvement has to be reinforced.</p> <p>More professional development training should be provided for middle managers so that they can play a prominent role in leading the school to have sustainable development. They could take more initiative to undertake responsibilities and monitor the progress and quality of work at appropriate levels through in-depth, evidence-based and critical evaluation.</p> <p>Staff Development Committee organizes staff activities to nurture good morale.</p> <p>Besides staff development days, more workshops will be</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
	<p>2.3 Professional Development</p> <p>The school management strategically delegates authority and lets teachers gain more work experience so as to empower them. The Staff Development Committee has been set up to arrange professional development activities related to the Major Concerns. The school management encourages teachers' professional exchange in order to enhance the professional capacity of teachers.</p>	<p>arranged for professional development.</p> <p>Panels and committees nominate teachers to attend EDB training courses and then share with other teachers.</p> <p>Panels and committees set up a knowledge management system to share professional development materials.</p> <p>Teachers set their continuing professional development plans that suit the needs of the school.</p> <p>The appraisal system and staff development have to be strengthened through lesson observation in order to keep abreast of the latest trends in educational development.</p>
<p>3. Curriculum and Assessment</p>	<p>3.1 Curriculum Organization</p> <p>As a Jesuit school, our school aims at promoting whole person development of our students through the provision of a holistic education. Committed to forming our students into intellectually competent individuals who are open to life-long growth, the school follows the directives of the Hong Kong Education Bureau to offer a curriculum</p>	<p>Despite the positive development noted in the current development cycle, the school should devise</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
	<p>covering the eight key learning areas. For a long time, students opting for science streams at our school are required to study some humanities. With the implementation of the New Senior Secondary system in 2009, we continue to offer some subject combinations composed of science and humanities. At present, we are offering more than 40 subject combinations for our students to choose from at the senior secondary level and many of these combinations are made up of science and humanities, fulfilling the EDB and school vision of broadening the students' horizons academically.</p> <p>At the junior secondary level, our school also responds to the needs of society by taking heed of the comments in the previous external school review to introduce Computer Literacy, an element of technology education, in the junior secondary curriculum. Together with Library and Learning, junior secondary students are now offered training in the use of Microsoft Office software, Chinese input method and coding. In the Academic Year 2017-2018, Computer Literacy will be offered to all students in the junior forms, providing our students with learning experiences in technology education and enabling them to make informed decisions when choosing electives for the senior secondary level.</p> <p>Apart from offering subjects in the eight key learning areas, efforts were also made in the recent development cycle to encourage the subject panels to introduce extended parts in the planning of teaching and learning, to extend the breadth in a particular subject area. As stated in the scheme of work, the extended areas are not confined to students with good abilities but would be offered to all students once the core parts are covered by teachers and mastered by students. The introduction of extended parts can match with the EDB's learning goal of helping the students to acquire "a breadth and foundation of knowledge in the eight key learning areas" and the vision of the school sponsoring body of "striving for academic excellence".</p> <p>Efforts were not only made to extend the breadth of our curriculum but also in promoting vertical curriculum development and enhancing a smooth interface between</p>	<p>effective strategies to communicate the objectives behind the school-based curriculum and the curriculum policy of the school to the teachers to ensure that the curriculum policy can be properly implemented.</p> <p>Attention should also be given to the aspect of enhancing students' motivation and capacity to learn. The ESDA survey findings indicated that more than 83% of the teacher respondents had taught students different learning strategies like doing pre-lesson preparation, using concept maps, tool books and on-line resources. However, for a similar statement, the agree figures of the student respondents were much lower and just stood at 59.1%. The discrepancies between the</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
	<p>curricula in each key stage. In this development cycle, the Chinese Panel received external curriculum support and refined their curriculum in the senior secondary. At the same time, learning materials were also edited for the junior secondary to help the students acquire some basic knowledge to prepare them for studies at the senior secondary level. The Academic Committee also worked with the Mathematics Panel to find the best arrangements for offering the Extended Modules in senior form to help the Mathematics teachers to better prepare the students for the public examination, which assess the students' mastery of mathematical knowledge acquired throughout their six years of secondary school study. The Ethics and Religious Study Panel also incorporated more biblical knowledge in the junior secondary curriculum to enhance the religious knowledge of our students. With a better foundation in religious knowledge, our students can also think about whether or not they should study Ethics and Religious Studies as an elective at the senior secondary level. Other than these panels, different panels also developed their own strategies to enhance a smooth interface between curricula in different key learning stages.</p> <p>Progress has also been made in the promotion of STEM education. In this development cycle, STEM education was promoted in our school through encouraging our students to participate in different science competitions and exhibitions to provide the students with different learning opportunities to apply what they have learnt. They could also share their ideas and observations with students of other schools, and comments given by the adjudicators also helped our students to identify the strengths and weaknesses in their exploration, prompting them to seek for improvements in future endeavours. We also worked with a professional institute to design learning experiences which enabled the students to relate what they have learnt with the resolution of some real life problems. These approaches were also affirmed by the colleagues. Although the agree figures (63.2%) in the ESDA survey this year was not as high as the figures in the 2014 survey, the figures were 9% higher than that of the previous year, which showed that the teachers believed that the school had strategically arranged different learning modes</p>	<p>teachers' and students' agree figures revealed the possible problems in our students' mastery of learning strategies. As our students could not master the learning strategies effectively, the students' confidence in learning was not high enough. The ESDA survey this year showed that the teachers', students' and parents' agree figures stood between 52% and 59%. The observation that the students were not confident enough in their learning might possibly be brought about by the inability of the students to master learning skills, as the students' agree figures show that learning activities like group discussion and oral presentation were arranged in lessons were relatively low.</p> <p>To enhance the students' capacity to learn, which would in turn enhance the</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
	<p>and opportunities for students with different learning needs.</p> <p>As a school emphasizing cura personalis, the school also pays attention to the issue of learner diversity. With the support of Wah Yan One Family Foundation, small class teaching has been implemented in our school for a number of years and its effectiveness was also affirmed in a research led by HKU professor, Dr. Gary Harfitt. To build on our success, we further adopted the recommendations made by the HKU research team to refine our class allocation mechanism at the junior secondary level with the intention to create classes made up of students with different academic abilities so that they could learn from each other. At the same time, some support measures were introduced in this development cycle to enhance the ties between the Class Teachers and their classes. Morning Formation and Examen session were introduced to allow the Class Teachers to have more contact with their classes, enabling the Class Teachers to know their students better and can, therefore, offer better guidance for their students so that they may improve their study method. Class Teachers would also be given some background information about their students to facilitate them to design proper strategies to address the needs of their classes.</p> <p>On top of offering better personal care, the school also strived to improve the Values Education in this development cycle. As stressed in the previous paragraph, Morning Formation was introduced in the present cycle to enhance Values Education, with Class Teachers responsible for conducting the Morning Formation. In order to provide the Class Teachers with the best support, Values Education Committee was also formed to prepare the necessary teaching materials for the Class Teachers to use in the classroom during Formation Class. Other than this arrangement, different subject panels were also encouraged to introduce elements of Values Education in the curriculum planning by stating the values which they can cover in various topics. The introduction of the Examen session also provided the students with an opportunity to reflect upon their learning and their everyday experience which could serve as a kind of consolidation for Values Education.</p>	<p>students' confidence in learning, more diverse learning activities which involve students in the learning process can be arranged. As indicated from the ESDA survey this year, although both the teachers' and students' agree figures for the statement that students were engaged in active inquiry and different levels of questions were asked in lessons were generally high (higher than 60%), it was observed that more outside class learning activities could be organized. According to the ESDA findings in these three years, the agree figures for the statement concerning the organization of outside class learning activities have never exceeded 40%, which is definitely an area requiring improvement. Efforts should be made by different panels to make good use of community</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
	<p>The introduction of these measures has brought about some positive changes in our school. For example, the curriculum support for the Chinese Language Panel helped the Panel to better understand the strengths and the weaknesses of the students and devise the proper strategy to help the students. As a result, the percentage of students attaining Level 3 or above jumped from 65% in HKDSE 2012 to about 78% in HKDSE 2016. The improvement in the students' performance in Chinese Language, together with the achievements attained in other core subjects and electives, helped to bring up the percentage of students receiving a JUPAS offer from about 49% in 2012 to more than 70% in 2016. This could illustrate the effectiveness of the measures which we implemented in the recent development cycle in bringing about improvements in the academic results. It is anticipated that the measures we introduced in these years would bring about further improvements.</p> <p>Findings from the ESDA survey also indicated some positive changes stated in previous paragraphs. Teachers' survey this year showed that a majority of the teachers, about 67% of the respondents, agreed to the statement that the curriculum development of the school was in line with the trend of the educational development. 63% of the respondents also held that the school-based curriculum had clearly defined objectives and policies. As the teachers generally agreed that our curriculum had clearly defined objectives and policies and our curriculum development was in line with the trend of curriculum development, it was surely a positive sign of development.</p> <p>3.2 Curriculum Implementation</p> <p>As indicated in the previous section, our school is a school emphasizing cura personalis and the school vision of providing our students with the best personal care is also shared by different stakeholders, particularly our alumni. With the support of Wah Yan One Family Foundation, small class teaching splitting 5 classes in one level into 6 has been implemented in our school for a number of years. Further support was also offered for</p>	<p>resources to provide our students with different kinds of learning activities.</p> <p>It should also be noted that the adoption of small class teaching and split class arrangements was insufficient to enhance the effectiveness of students'</p>

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	<p>language learning as smaller groups were also arranged for students who could benefit from learning in these groups. In the current development cycle, the school implemented the proposal made by Dr. Gary Harfitt to refine our class allocation mechanism at the junior secondary level with the intention to minimize labeling effects and allow classes made up of students with different backgrounds can be formed. Arrangements for split groups in language learning have also been modified with the intention to enhance the effectiveness of classroom learning. It is believed that the introduction of these measures would promote interaction between teachers and students and effectiveness in teaching and learning could also be enhanced.</p> <p>The ESDA findings also showed that teachers tended to believe that the school effectively deployed resources to support the curriculum implementation of various KLA (3.4, 58.9% agree) and strategically arranged different learning modes and opportunities for students in the light of students' abilities, interests and needs (3.6, 63.2% agree). The observation was understood because the school was supported by the Wah Yan One Family Foundation and other funding to implement small class teaching.</p> <p>As for the monitoring of curriculum implementation, the teachers somewhat agreed that the school and the panel heads can monitor the curriculum implementation and offer guidance and leadership for the subject panels (Mean= 3.4-3.6, 53.0%-66.2%). In the current development cycle, collaborative lesson preparation was adopted in some core subject panels. With the curriculum support of the EDB in the recent development cycle, the Chinese Language Panel was able to promote collaborative lesson preparation in some levels and could prepare some learning materials which could enhance the examination skills of the students. Teachers in the Liberal Studies Panel also developed teaching and learning packages which would be shared by colleagues at the same level. For the English Language Panel, teachers of the same level would</p>	<p>learning, if the teaching methodologies adopted in the small groups did not differ much from the big groups. Resources should be deployed in this aspect to enhance the effectiveness in the teaching and learning in the small groups to help our students to become capable and motivated learners.</p> <p>According to the ESDA survey this year, it was found although collaboration among teachers was conducted in some subject panels, it was definitely not effectively promoted in every panel. That was why only 63.3% (mean mark=3.5) of the teachers agreed that the panel/committee heads can effectively promote teachers' professional interflow and collaboration even though the agree percentages and the mean mark were satisfactory.</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
	<p>develop different teaching and learning materials which were to be shared with other panelists of the same level.</p> <p>Other than the core subjects, some elective subjects also attempted to promote collaborative lesson preparation in the current development cycle. In the Academic Year 2016-2017, the Science KLA was able to develop a STEM teaching and learning package with the support of an external professional body, Hong Kong Association for Science and Mathematics Education. Although the main learning activities were conducted in the S3 Chemistry lessons in January, teachers of different disciplines like Biology, Chemistry and Physics, etc., were also involved. They held meetings with the professionals from the Association to bring up ideas for the arrangement of the STEM activities which aimed at deepening the students' understanding of some concepts in Chemistry through addressing the problem of lead contaminated water. Through participating in and organizing STEM activities, teachers of related subjects gained precious experience in coordinating STEM activities in their respective subjects.</p> <p>Collaborative preparation of learning activities was not only promoted in the arrangement of STEM activities but was also conducted through cross-curricular project studies. The cross-curricular project studies have been conducted at the junior secondary level for some years which promoted collaboration among subjects like Chinese Language, English Language, Chinese History, History, Ethics and Religious Education as well as Geography. It aimed at helping the students to acquire generic skills like communications skills, problem solving skills, time management skills, etc. Students at the junior secondary level would be required to work on different cross-curricular projects to provide them with opportunities to integrate knowledge and skills learnt from different subjects together to conduct an inquiry.</p>	<p>It could be observed that teacher collaboration only occurred in some subject panels as collaboration within a subject panel could only be promoted when there was room for such collaboration and a strong will among the panelists to promote such collaboration. The Academic Committee should consider if cross-panel collaboration can be promoted through the arrangement of different teaching and learning activities and curriculum mapping.</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
	<p>Other than collaborative preparation of teaching and learning activities, professional interflow mainly occurred through the arrangement of peer lesson observation. Under the scheme, teachers were encouraged to observe lessons conducted by teachers of the same and other panels and feedback could be given voluntarily by the lesson observers. The colleagues were required to fill in forms posted in the e-class for the purpose of documentation. It was believed that the adoption of this format would not add much pressure to the teachers so that they would be more willing to observe lessons conducted by different teachers. As the promotion of teachers' professional interflow and collaboration would bring about an improvement in teaching and learning, it is necessary for the Academic Committee to consider promoting professional interflow through encouraging lesson observations within the panels. It is believed that panel heads can be empowered to monitor the curriculum implementation through lesson observations. As the panel heads are generally experienced teachers in the subject discipline, their professional advice would indeed be helpful in bringing about improvements in teaching and learning of the whole panel.</p> <p>3.3 Performance Assessment</p> <p>Panel heads were required to submit assessment plans to the school administration every year and the assessment plans would consist of continuous assessments and examinations. The continuous assessment tasks included different assessment tasks like assignments, projects, tests, attitude, etc. In the recent development cycle, uniform tests were also arranged in the second term for S1 to S5. For S6, after-school revision tests were also arranged and these revision tests would make up a certain percentage of their continuous assessment grades. In the assessment plans submitted by the subject panels, panel chairs were required to give some descriptions about the assessment tasks arranged, the frequency of different assessment tasks and the percentage of different assessment tasks, etc. Other than the continuous assessment tasks, the panel chairs were also required to provide the School Administration with information on the</p>	<p>Although we have laid down these assessment related measures, the figures in the stakeholders' survey this year were just average. In the ESDA survey this year, only 56% (mean mark = 3.6) of the teachers agreed that performance assessment methods adopted by subject panels could effectively assess students' performance,</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
	<p>arrangements for Mid-Year and Final Examinations which include the number of papers set, the weighting of different papers, the percentage of the examinations in subject grades, etc.</p> <p>When preparing the assessment plans, the panels were given a template by the Academic Committee, which outlined the brief requirements which they had to note. For example, in the second term, the Panels were clearly instructed that the weightings of assignments, uniform test and final examinations should be 20%, 20% and 60% respectively. They would be required to state the assessment items and the frequency of conducting different kinds of assessments in the term. Other than preparing the assessment plans, the subject panels would also be required to indicate the assessment items to be conducted at different times of the school terms. Not only would this allow different stakeholders to learn when the continuous assessments would be conducted, it could also enable teachers of different subject panels to design the best assessment tasks to consolidate students' learning.</p> <p>In the current development cycle, the Assessment and Examination Committee was set up to oversee the logistics for internal assessments like Uniform Tests and Examinations and registration for the public examination. With the establishment of this Committee, more colleagues were involved to deal with the related examination logistics. Other than handling the logistics, the Committee was also entrusted with the task of exploring the proper methods to conduct evaluation on internal assessment data and promote assessment for learning. It is expected that when the mechanism for evaluating internal assessment data can be worked out, it would enable the subject panels to make good use of the data available to adjust their teaching and learning strategies to promote students' learning.</p>	<p>which saw a significant drop. This illustrated the fact that the current assessment arrangements could still be further improved by implementing relevant supportive measures. For example, greater importance should be given to continuous assessments so that the students would develop proper attitude towards these assessment tasks. Uniformity of continuous assessment tasks should be promoted across the same level to ensure fairness. Assessment plans should be standardized to allow different stakeholders to learn about the importance of different assessment tasks.</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
	<p>3.4 Curriculum Evaluation</p> <p>In this development cycle, as in previous cycles, the school required the panel heads to submit an annual plan and annual report every year to ensure that the panels would evaluate the work by following the PIE cycle. Annual plans were plans prepared by subject panels which would be implemented throughout the school year. The plans were prepared with reference to the School Development Plan and the specific needs of the subject panels. Panels were required to specify the strategies with which they would attain the goals stated in the plans, the success criteria for the strategies stated, the methods with which the panels would evaluate the achievements of the panels' initiatives, etc. The evaluation report required the panels to report what they had done and what they had achieved.</p> <p>For the effectiveness of the subject panel/committee heads in evaluating the effectiveness of the work of their panels/ committee, the ESDA survey found that 60.3% of the teachers agreed to the statement, representing a drop of nearly 14% in a period of three years. At present, statistical data for internal and external examinations were compiled by both the administration and different panels for the purpose of panels' evaluation. For example, at the beginning of every school year in this development cycle, panel heads of core and elective subjects would receive HKDSE statistical data from the administration for their evaluation. When SVAIS data were received, different subject panels would also be informed. Evaluations would be conducted by each panel and, in the case of SVAIS evaluation, some specific panels together with the Academic Committee. For internal examinations, both the administration and subject panels would prepare data for evaluation.</p>	<p>In general, different subject panels prepared their annual plan and recorded their progress in the evaluation reports which allowed different stakeholders to gain a better understanding about what they had achieved and what they intended to achieve. Therefore, it is important for different panels to prepare these documents in a way which can facilitate different stakeholders to tell with ease what they have planned and how successful their plans are. However, it could be noted that, in the current development cycle, some of these reports and plans might lack details in parts. This could also explain why some teachers thought that the effectiveness of the school to monitor curriculum implementation should be further enhanced.</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
		<p>Moreover, despite the improvement of students' performance in public examinations and the requirements to evaluate students' performance, there was still a drop of nearly 14% in the agree figures concerning the effectiveness of panel heads' evaluation of the work of the panel. The figure was still satisfactory but the continued downward trend still spelt the need for improvement. Other than the present mode of evaluation stated in the previous paragraph and assignment inspection, measures like lesson observations conducted by panel chairs, professional dialogues between panel chairs and panelists, etc., can be considered to allow the panel chairs to conduct evaluation work in a more effective manner.</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
4. Student Learning and Teaching	<p>4.1 Learning Process</p> <p>In the section “My views on student learning” of the ESDA teacher and parent surveys conducted in the academic years 2014-15, 2015-16 and 2016-17, it showed a declining trend (average score from 3.7 to 3.3 and from 3.6 to 3.4) in students’ learning interest. The average score in the students’ survey showed the stable value (average score around 3.7 and 3.6) across three academic years. In general, half of students are attentive in class and their learning attitude is positive. In general, the students are active learners with reasonable learning attitude although the teacher and student survey ranks lowest in learning initiative (score 3.2 and 3.5). Teachers agree that most students are capable of using variable resources in learning but the students are not confident enough to apply different learning strategies in assisting their learning. It could be observed that the percentage of students who were confident in their learning did not exceed 55% in the past academic year. Most students are skilled in utilizing information technology such as the Internet in their learning. However, more self-directed learning needs to be further improved e.g. reading habits and pre-lesson preparation.</p>	<p>Students can develop the habit of doing pre-lesson preparation and skillfully apply learning strategies for triggering the students’ learning initiative and helping our students to set learning objectives.</p> <p>Better strategies should be adopted for nurturing students’ reading habits.</p>
	<p>4.2 Learning Performance</p> <p>The learning performance of our students has significant improvement in the last two academic years. 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 (2015: 72.8% vs 35.3%, 2016: 76.6% vs 36.6%) and 3/3/2/2 or better in core subjects with two electives at L3 or above (2015: 67.1% vs 28.1%, 2016: 70.1% vs 29.3%) exceeded that of the territory-wide percentage. Our students not only have a good improvement in HKDSE, but also the students’ performance in the TSA was highly satisfactory as most S3 students could attain basic competency in Chinese, English and Mathematics. Although the academic performance is satisfactory, however teachers’ survey shows increasing concern on student learning initiative and their serious completion of</p>	<p>Some measures on assignment arrangement could let students be more serious in completing their assignments with setting checkpoints and increasing the mark proportion in continuous assessment.</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
	<p>assignments.</p> <p>4.3 Teaching Organization</p> <p>The teachers' stakeholder survey showed agreement (score of 4.0) on the statement on whether teachers like to teach various learning strategies such as concept maps and online resources for engaging the students in knowledge construction. It indicated that more teachers showed the awareness to help our students taking learning challenges and acquiring different learning skills and strategies to thrive in a fast-paced and intelligent society. However, the percentage of students who strongly agreed and agreed to the statement that they were able to apply the learning strategies (which were taught by teachers) is just about 58% in the survey last year. 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>4.4 Teaching Process</p> <p>Teachers are experienced with sound subject and strong professional knowledge. They are able to select learning content matching the teaching objectives and flexibly adopt teaching strategies according to learner diversity and students' learning progress. They also provide numerous opportunities in teaching processes such as group discussion and oral presentation. They are friendly and establish a good rapport with students. Teachers infuse the elements of values education into suitable topics across different subjects. The teaching process is conducted in an orderly manner and class routines are well set, creating a harmonious learning atmosphere in the classroom. At subject level, different panels such as the Chinese Language panel has made use of school-based support programme to provide advice and to enhance teaching effectiveness. Remedial classes for lower achievers and enrichment classes for students with better academic performance are organized.</p>	<p>Arrange more experiential learning activities with learning opportunities beyond the confines of the classroom.</p> <p>More collaborative lesson preparation, sharing and peer or panel heads observation should take place.</p> <p>Establish learning circles among teachers as a think tank to set up some teaching and learning strategies.</p> <p>Promotion of active self-directed learning, interactive learning and skills of note taking can be further enhanced.</p> <p>Well-planned continuous assessment for students needed.</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
	<p>4.5 Feedback and Follow-up</p> <p>Teachers often provide verbal and written feedback to their students about the learning progress. Students are informed of their strengths and weaknesses promptly for striving for excellence and seeking improvement. Teachers have a good understanding of students' learning progress and arrange opportunities for students to learn beyond the classroom.</p>	<p>Teachers be encouraged to join more training courses.</p> <p>Learner diversity is mainly addressed through monitoring students' progress and rendering support to those who lag behind.</p> <p>Prompt feedback required for formative assessment.</p>
<p>5. Student Support</p>	<p>5.1 Support for Student Development</p> <p>The school effectively identifies students' varied needs for development support by means of internal surveys, SHS and APASO II. The results of these quantitative studies are followed up by relevant committees. Guidance, SEN, Discipline, Values Education, Pastoral and Careers Committee coordinated efficiently and effectively with each other to guide students to think from different perspectives and help them to reflect on the related Jesuit values. Various types of student activities, for example, visits, workshops, talks, job shadowing, and mentoring were conducted at Morning Formation Period, Examen Period, Class time and afterschool to bring out the Jesuit values. The school has also provided a rich experience of extra-curricular activities and leadership training to all students by means of different student organizations, for example, the Students' Association, House System and clubs. According to the survey of (1) teachers' view about the school, the view that the school's extracurricular activities can help extend students' learning experiences scores a mean of 4.1 and the rank of agreement is 1; (2) students' view about the school on whether the school fosters our virtues scores a mean</p>	<p>The Guidance Committee and Values Education Committee could provide more training and initiate more dialogues among teachers to develop students' individual characters and cultivate Jesuit values and reflection habit among students. The cultivation of the values among students could be carried out in all kinds of activities and in a holistic</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
	<p>of 4.0 and the rank of agreement is 1.</p> <p>The school is able to identify students who have special educational needs at an early stage and these students will receive help from relevant parties in the form of individual counselling or group training in a systemic and holistic way. Gifted students are identified by teachers and referred to university programmes or workshops for enhancement. According to the parents, teachers and students survey, they all agreed that the school provides excellent support to student development.</p> <p>The school has strategically helped students to realize the significance of life planning education from an early stage through which they are guided to understand their interests, abilities and orientations for making informed and responsible decisions. The school also makes good use of resources (funds, past students' connection) to widen and deepen their scope as well as enhance teachers' professional capacity. According to APASO II, all students have clear goals in life and high expectations on their career.</p> <p>5.2 School Climate</p> <p>There is a strong cohesion between the staff and the students of the school. All members love the school as their family. The teacher identifies with the school's mission and major concerns and duly performs their duties. They are devoted in school activities. The school community receives continuous support from the Jesuits, PA, PSA and Wah Yan One Family. According to the survey, (1) teachers' view on having a good relationship with students, and on whether the teachers and students have a good relationship score a mean of 4.1 and the rank of agreement is 1; (2) students' view on whether students like the school scores a mean of 4.2 and the rank of agreement is 1.</p>	<p>approach.</p> <p>The Student Affairs Committee may consider strengthening students' self-discipline and logical consequence. A consensus among teachers is also an essential part of the execution process.</p> <p>Individual care should be given to each teacher in the school as well e.g. the school could celebrate the hard work of teachers in a timely manner in order to show appreciation and recognition.</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
<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. For the S1 parents, besides an orientation event in late August, there are two half-day programmes, one in each term, with group discussions to promote communication between the class teachers and the parents as well as professional talks to promote parent education. There are also two similar events for S2 parents. S3 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. S6 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' opinions. There is an elected parent manager (and also an alternative parent manager) in the Incorporated Management Committee to help make decisions on school policies. There was also an online questionnaire to collect the views of the parents on the teaching and learning in the school. Regarding special issues, e.g. the collection of additional fees, the school collected parents' opinions before implementation.</p> <p>Parent representatives were also a must in the compositions of various administrative committees and ad-hoc committees. Examples include tendering committees, School Canteen Monitoring Committee, Swimming Pool Management Committee, Campus Management Committee and Fundraising Committee. The representatives were appointed by the Parents' Association. It further illustrated the close companionship between the School and the Parents' Association.</p> <p>All parents are entitled to be members of the Parents' Association and no membership</p>	<p>The meetings between S1 parents and class teachers were increased from one to two in the academic year. Both meetings were well received by the parents, showing that more communication between the school and the parents had been established. Parents were eager to meet teachers of the three core subjects to discuss the performance of their sons.</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>Parenting reinforced –</p> <p>1) balance parents'</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
	<p>fee is charged. Members of the Parents' Association are enthusiastic and proactive. 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 an international network that covers many cities in the world, alumni of various decades of the school, together with the local Past Students' Association and Wah Yan One Family Foundation, provided strong and loyal support to current students and the school through workplace attachment programmes, awards and scholarship donations, financial sponsorship of student learning and co-curricular activities, small-class teaching and school maintenance work.</p> <p>The school took full consideration of alumni's opinions. There was an elected alumni manager in the Incorporated Management Committee to help make decisions on school policies. Alumni representatives were also a must in the compositions of various</p>	<p>expectations, 2) how to help their children to manage stress, 3) reading to learn, 4) character formation.</p> <p>The Parents' Association had developed into a strong self-governed organization purely composed of parents. More parents with passion, especially those from the junior form, had to be identified and encouraged to be elected into the Council so that sustainable development of the Association could be attained.</p> <p>Young alumni have to take into account of changes in societal expectations and education policies, the school mission and vision as well as students' backgrounds and attributes.</p> <p>The school could bring in</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
	<p>advisory committees and ad-hoc committees. Examples include Swimming Pool Management Committee and Fund-Raising Committee. The representatives were appointed by the Past Students' Association. It further illustrated the close companionship between the school and alumni.</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>more expertise from universities to enhance teachers' professional development.</p> <p>Exchange programmes and visits could broaden our students' global views and Jesuit values. Such programmes could be set as regular annual events if possible.</p>
7. Attitude and Behaviour	<p>7.1 Affective Development and Attitude</p> <p>The students have good self-concept 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. 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 in the Hong Kong Year 2010 norm.</p> <p>The students display a positive attitude to learning. Most students take the initiative to learn and are confident in learning according to the teachers', students' and parents' view of the Stakeholder Survey of the past three years.</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 working 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</p>	<p>The school has to work on the area of students' moral behaviour. In the area of Ethical conduct in the APASO II survey, the mean scores of our senior students are similar to the mean score in the Hong Kong Year 2010 norm. The junior students are more positive to have good ethical conduct.</p> <p>The values of national identity and global</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
	<p>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>7.2 Social Development</p> <p>To help the students to form their character with Jesuit values and fighting spirit is one of 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>citizenship needs to be strengthened.</p> <p>Under the findings in the school-based survey of stress management, some students are impulsive and would take revenge in conflict resolution. They have room to improve in stress management as well as test anxiety in the junior form result in the APASO II survey.</p> <p>The school needs to enhance the leadership training of our students. The role of the teacher advisors needs to be enhanced.</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</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
		a reasonable balance between freedom and self-discipline. The school should strengthen value-based discipline action and promote individual care towards students by teachers.
8. Participation and Achievement	<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 3/3/2/2 or better in the core subjects of the HKDSE Examinations (2015: 72.8% vs 35.3%, 2016: 76.6% vs 36.6%) and 3/3/2/2 or better in core subjects with two electives at L3 or above (2015: 67.1% vs 28.1%, 2016: 70.1% vs 29.3%) 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>The students' performance in the TSA was satisfactory. For three consecutive academic years, our students could attain basic competency in Chinese (89% / 94% / 96%), English (96% / 98% / 99%) and Mathematics (93% / 98% / 98%) by the time they completed S3. This could show that our teachers could help our students improve in their languages and mathematics.</p> <p>8.2 Non-academic Performance</p> <p>Our students participated actively in the extra-curricular activities. There were at least 100 school clubs, organizing various kinds of activities in our school yearly. Through these activities, the students would be able to acquire various useful life skills like interpersonal skills, leadership skills, problem solving skills, etc. Our students also</p>	<p>Bimodal distribution of student academic performance. <i>Measures need to be devised to deal with greater student diversity.</i></p> <p>Most students attained the basic competency in Chinese and English Languages as well as Mathematics, but ways such as <i>continuous assessment framework reform</i> could be explored to better maintain students' learning morale and foundation to help them excel at the senior secondary level.</p>

PI Areas	Major Strengths, with evidence of performance	Areas for Improvement
	<p>participated actively in the inter-school competitions organized by external parties. For example, they participated actively in 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 inter-school sport and science project competitions. 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.</p> <p>Our students' promising performance could also be illustrated in the awards won in different non-academic competitions like Music Festival and various sports activities. Our choirs won numerous awards in Music Festival and participated in different kinds of international competitions. Our students also did well in some sports competitions like athletics, ice hockey, orienteering, swimming, tennis, etc.</p> <p>Other than non-academic competitions, our students also understood the importance of serving the community. They participated actively in Caritas Bazaar yearly. The Organizing Committee manages to mobilize hundreds of students to serve the weak community.</p> <p>Through various activities, it helps our students to develop their potential and excel as an all-rounded entity and to foster student leadership.</p>	<p>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 and to develop students' potential in sports and music and enjoy more in school life while at the same time assisting them in identifying their interests is necessary.</p>

5.3 SWOT Analysis

Our Strengths

- The school has a long history with good traditions.
- We have a clear school vision that is shared among stakeholders and character formation is our major concern.
- Our students are Band 1 students and they have prodigious talent.
- Strong support from alumni, parents and other stakeholders for the development of the school.
- We have a vast green campus that is admired by stakeholders.

Our Weaknesses

- The history and traditions may hold the school back when responding to the latest trends of development in education.
- Older students and even some teaching staff have misconceptions that have been passed down.
- Students need better time management and to learn to strike a balance between activities and studies.
- Students should take more initiative to learn and responsibility for the school environment.

Our Opportunities

- Young teachers are willing to try and serve the school and students.
- There are more and more international Jesuit formation opportunities for teachers and this will surely increase their exposure and facilitate our renewal.
- Improving student performance in study, sports and music will entice quality students to enter the school.
- The 95th anniversary of the school can unite different stakeholders to further support school development.

Our Threats

- The awareness of threats is low among the teaching staff.
- Some students are self-centred and do not think it is essential to respect others.
- Some students lack motivation and spend too much time on gaming instead of joining school activities.
- DSS schools can admit students half a year early and make it difficult for the school to admit quality students.

Chapter 6: Major Concerns for a period of 3 school years (in order of priority)

- i)** To form self-directed and reflective learners, with attributes of competence, commitment, creativity and cultural curiosity.
- ii)** To strengthen students' character formation within a positive learning community that encompasses compassion, respect, collaboration, conscience and reconciliation.
- iii)** To enhance school facilities to support student learning and development.

Objectives:

(2017-18) Be a self-directed learner; Be a caring and respectful companion

(2018-19) Live life with passion and positive energy; Learn with initiative and perseverance

(2019-20) Enjoy school life with self-awareness and commitment; Hold a global view with discernment and reconciliation

Chapter 7: School Development Plan (2017-2020)

Major Concerns	Targets	Time Scale			Outline of Strategies
		2017 – 18	2018 – 19	2019 – 20	
i) To form self-directed and reflective learners, with attributes of competence, commitment, creativity and cultural curiosity.	1) <i>To promote self-directed learning and experiential learning;</i>	✓	✓		1.1) <i>To conceive a school-based curriculum that incorporates self-directed learning skills such as reading to learn, note-taking and looking up words in the dictionary;</i>
		✓	✓	✓	1.2) <i>To augment peer interaction and collaboration, including group work and discussion, presentation and peer evaluation;</i>
		✓	✓	✓	1.3) <i>To advocate the use of flipped classroom and eLearning platform, pre-lesson preparation, training of thinking and learning skills, raising questions, reflection on learning;</i>
		✓	✓	✓	1.4) <i>To inspire students to excel in learning through performing learning tasks of progressive challenge and searching for information on the internet;</i>
		✓	✓	✓	1.5) <i>Panel develop learning packages to help students to learn online to extend learning beyond the classroom;</i>
		✓	✓	✓	1.6) <i>Panel heads are empowered to monitor curriculum implementation through lesson observation;</i>
		✓	✓	✓	1.7) <i>To encourage experiential learning outside the classroom, exchange programmes, collaboration and networking with overseas schools and schools in mainland China to inspire our students to be global citizens;</i>
		✓	✓	✓	1.8) <i>Panel Heads form learning circles as think tanks to promote effective teaching and learning strategies;</i>
		✓	✓	✓	1.9) <i>To arrange staff development programmes on self-directed learning.</i>

	2) <i>To renew the school curriculum to equip our students for the changing needs for changing times;</i>	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	2.1) <i>To renew the school curriculum and promote STEM education, creativity and innovation;</i> 2.2) <i>To promote collaboration between different KLAS in the promotion of STEM education;</i> 2.3) <i>To reinforce Basic Law Education;</i> 2.4) <i>Panels play a more prominent role in promoting Values Education by using the Catholic Values and CST Pedagogical Paradigm;</i> 2.5) <i>The teacher librarian plays a more prominent role in collaborating with subject panels to implement a reading across the curriculum scheme.</i>
	3) <i>To reinforce assessment for learning;</i>	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	3.1) <i>To align curriculum with assessment requirements, realize 'practice makes perfect', monitor students' learning and provide feedback in a timely way;</i> 3.2) <i>To review assessment plans and variety of assignments to connect learning with assessment, provide more variety in assignments and actualize the spirit of Magis;</i> 3.3) <i>Panel heads monitor the progress of learning, set checkpoints for continuous assessment data and regularly report progress;</i> 3.4) <i>Panel heads lead their panels to make better use of assessment data and do in-depth and critical evaluation to provide timely feedback on teaching and learning;</i> 3.5) <i>To nominate teachers to be markers or examiners of the public examination to provide firsthand information to help students to get to a higher level.</i>
	4) <i>To strengthen support for average students;</i>	✓ ✓	✓ ✓	✓ ✓	4.1) <i>To conduct enhancement programmes for S5 and S6 students who drop one elective;</i> 4.2) <i>To provide enhancement and remedial tutorials for S5 and S6 students to cater for learner diversity;</i>

		✓	✓	✓	4.3) To carry out longitudinal study of students' learning progress and provide support accordingly.
	5) To reinforce life-planning programmes and promote entrepreneurial spirit.	✓	✓	✓	5.1) To bolster life planning across all forms to help students to understand themselves, set learning objectives and do reflection; 5.2) To encourage students to take initiatives and responsibilities and uphold perseverance in times of uncertainty; 5.3) To provide entrepreneurial opportunities for senior students.
ii) To strengthen students' character formation within a positive learning community that encompasses compassion, respect, collaboration, conscience and reconciliation.	1) To reinforce values education, social etiquette and leadership training to "help students to live as they ought to live";	✓	✓	✓	1.1) To help students to learn respect, personal and social skills, social etiquette and manners in order to have better interpersonal relationships and reconciliation with others; 1.2) To boost values education and Catholic faith with reference to the Pyramid Model for Promoting Catholic Values Education, and Catholic Values and CST Pedagogical Paradigm; 1.3) To guide the students to start the morning formation with a prayer; 1.4) To arrange workshops on time management and stress management for the students; 1.5) Class teachers can accompany the students, help them to set learning objectives, form study groups and promote values education, especially self-discipline, self-management, respect, honesty and integrity, manners and etiquette, and responsibility with public property; 1.6) To deepen the Examen for students to raise their awareness, feel grateful, do reflection, discern and strive for betterment; 1.7) To encourage students to put down their

		✓	✓	✓	<p><i>reflection in the Reflective Journal;</i></p> <p>1.8) To organize an Orientation Programme for S1 students so as to convey our expectations to them and guide them to live out the spirit of the School Prayer;</p> <p>1.9) <i>To launch positive education programmes to inspire students to stay positive and live life with purpose, confidence, passion and reconciliation;</i></p> <p>1.10) To empower prefects and student leaders through leadership training and experiences to provide both service and support;</p> <p>1.11) <i>To reinforce Sex Education and Health Education for students to live a healthy life;</i></p> <p>1.12) To invite non-Catholic students to join pastoral activities.</p>
	2) <i>To enrich school life to achieve whole-person development, bolster active contribution to Others and cultivate a stronger sense of belonging;</i>	✓	✓	✓	<p>2.1) <i>To encourage S1 students to join at least two clubs or societies;</i></p> <p>2.2) <i>To fine-tune member enrolment and monitor the PIE of clubs and societies;</i></p> <p>2.3) <i>To provide guidelines for teacher advisors to enhance their role in providing guidance and care for the students;</i></p> <p>2.4) <i>To co-ordinate activities and set a year planner of co-curricular activities;</i></p> <p>2.5) To review the House System and aggrandize house cultural activities for students to feel a sense of achievement and have more opportunities for collaboration;</p> <p>2.6) <i>To celebrate the 95th Anniversary and produce a joint school musical.</i></p>
	3) <i>To strengthen reconciliation with Creation;</i>	✓	✓	✓	<p>3.1) To amplify the Policy on Environmental Sustainability by guiding our students to be responsible with public property and take up more responsibilities for the environment;</p> <p>3.2) <i>To organize a classroom/campus cleaning campaign.</i></p>

		✓	✓	✓	4.15) <i>To arrange talks and meetings on parenting and Jesuit Education for parents and foster family education.</i>
iii) To enhance school facilities to support student learning and development.	1) <i>To upgrade school facilities to support students' sports development;</i>	✓	✓	✓ ✓	1.1) <i>To upgrade the swimming pool into an All-weather Indoor Heated Swimming Pool;</i> 1.2) <i>To explore the feasibility of revamping the hall into a Multi-purpose Gymnasium.</i>
	2) <i>To target facility renovation to support students' music development.</i>	✓	✓		2.1) <i>To expand the Music Centre to offer venues for orchestral practice.</i>
	3) <i>To revamp school facilities for promoting eLearning and STEM Education.</i>	✓	✓		3.1) <i>To acquire mobile computing devices and new equipment for promoting eLearning and STEM Education.</i>