



A M D G
Ad Majorem
Dei Gloriam



LIVE LIFE WITH PASSION AND POSITIVE ENERGY
LEARN WITH INITIATIVE AND PERSEVERANCE



ANNUAL PLAN 2018 - 2019



WAH YAN COLLEGE, KOWLOON



Live life with passion and positive energy; Learn with initiative and perseverance

At Wah Yan, our mission is to nurture Men of Human Excellence and form Men for and with Others. We accomplish our mission through cultivating lifelong and self-directed learning capabilities and fostering whole-person development, equipping our students with attributes of competence, commitment, compassion and conscience so as to develop them to be Men for and with Others, gentlemen who care for and work with others.

Students are expected to take the initiative in understanding their learning needs, setting learning objectives, searching for learning resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes for betterment. By and large, they are always curious and ready to learn, engage in the learning process and evaluate learning through reflection for improvement. There are always hard facts of life, but Wahyanites face them with grit, perseverance and passion for long-term goals¹. They possess a growth mindset, believing that they can get smarter, learning is their goal, effort makes them stronger and they would spend more time and work harder².

We provide *cura personalis*, caring for the heart, mind and soul of our students. It is expected that students form their character and learn to love and respect. They are humble and polite, and practise strong moral values and good manners. They feel good and do good, strengthening their relationships, building positive emotions, enhancing personal resilience, developing mindfulness and living a healthy lifestyle³.

Our expectations:

- 1) We set learning objectives, engage in learning and do evaluation through reflection for betterment.
- 2) We live life with grit and possess a growth mindset, living out the spirit of Magis.
- 3) We develop mindfulness and build positive emotions, reconciling relationships with others.

Warren CHUNG
Principal

¹ Angela Lee Duckworth, *Grit: The Power of Passion and Perseverance*, 2016

² Dr. Carol Dweck, *Mindset: Changing the way you think to fulfil your potential*, 2017

³ Geelong Grammar School: *Positive Education*.

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

Prayer for Generosity (St. Ignatius of Loyola)

Lord, teach me to be generous.

Teach me to serve you as you deserve;

to give and not to count the cost,

to fight and not to heed the wounds,

to toil and not to seek for rest,

to labour and not to ask for reward,

save that of knowing that I do your will.

Amen.

With reference to:

The Characteristics of Jesuit Education

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.*

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.*

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.*

Annual School Plan (2018—2019)

Live life with passion and positive energy; Learn with initiative and perseverance

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Chapter 1: School Vision

A. 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.

B. 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.*

C. 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.

D. The Three Priorities and Five Missions of the Chinese Province of the Society of Jesus

The three priorities:

- 1) Faith and Justice
- 2) Youth and Family
- 3) Ignatian Spirituality

The five missions:

- 1) Service of faith and promotion of justice
- 2) Response to greater needs of society
- 3) Ability to collaborate and network with others
- 4) Feasibility and sustainability
- 5) Ministries in line with Jesuit tradition

E. Features of the Ignatian Pedagogical Paradigm

We naturally welcome an Ignatian that speaks to the characteristics of Jesuit education and to our own goals as teachers. The continual interplay of **CONTEXT, EXPERIENCE, REFLECTION, ACTION and EVALUATION** provides us with a pedagogical model that is relevant to our culture and time. It is a substantial and appealing model that speaks directly to the teaching-learning process. It is a carefully reasoned way of proceeding, cogently and logically argued from principles of Ignatian spirituality and Jesuit education. It consistently maintains the importance and integrity of the interrelationship of teacher, learner and subject matter within the real context in which they live. It is comprehensive and complete in its approach. Most importantly, it addresses the realities as well as ideals of teaching in practical and systematic ways while, at the same time, offering the radical means we need to meet our educational mission of forming young men and women for others. As we continue to work to make Ignatian pedagogy an essential characteristic of Jesuit education in our schools and classrooms, it may help us to remember the following about the Paradigm itself:

1. The Ignatian Pedagogical Paradigm applies to all Curricula.

As an attitude, a mentality and a consistent approach which imbues all our teaching, the Ignatian Pedagogical Paradigm applies to all curricula. It is easily applicable even to curricula prescribed by governments or local educational authorities. It does not demand the addition of a single course, but it does require the infusion of new approaches in the way we teach existing courses.

2. The Ignatian Pedagogical Paradigm is fundamental to the teaching-learning process.

It applies not only to the academic disciplines but also to the non-academic areas of schooling, such as extra-curricular activities, sports, community service programmes, retreat experiences, and the like. Within a specific subject (History, Mathematics, Language, Literature, Physics, Art, etc.), the paradigm can serve as a helpful guide for preparing lessons, planning assignments, and designing instructional activities. The paradigm has considerable potential for helping students to make connections across as well as within disciplines and to integrate their learning with what has gone before. Used consistently throughout a school's programme, the paradigm brings coherence to the total educational experience of the student. Regular application of the model in teaching situations contributes to the formation for students of a natural habit of reflecting on experience before acting.

3. The Ignatian Pedagogical Paradigm promises to help teachers be better teachers.

It enables teachers to enrich the content and structure of what they are teaching. It gives teachers additional means of encouraging student initiative. It allows teachers to expect more of students, to call upon them to take greater responsibility for and be more active in their own learning. It helps teachers to motivate students by providing the occasion and rationale for inviting students to relate what is being studied to their own world experiences.

4. The Ignatian Pedagogical Paradigm personalises learning.

It asks students to reflect upon the meaning and significance of what they are studying. It attempts to motivate students by involving them as critical active participants in the teaching-learning process. It aims for more personal learning by bringing student and teacher experiences closer together. It invites integration of learning experiences in the classroom with those of home, work, peer culture, etc.

5. The Ignatian Pedagogical Paradigm stresses the social dimension of both learning and teaching.

It encourages close cooperation and mutual sharing of experiences and reflective dialogue among students. It relates student learning and growth to personal interaction and human relationships. It proposes steady movement and progress toward action that will affect the lives of others for good. Students will gradually learn that their deepest experiences come from their relationship with what is human, relationships with and experiences of persons. Reflection should always move toward greater appreciation of the lives of others, and of the actions, policies or structures that help or hinder mutual growth and development as members of the human family. This assumes, of course, that teachers are aware of and committed to such values.

Chapter 2: Major Concerns and Objectives

- 1. To form self-directed and reflective learners, with attributes of competence, commitment, creativity and cultural curiosity.**
 - (i) To promote self-directed learning and experiential learning;
 - (ii) To renew the school curriculum to equip our students for the changing needs for changing times;
 - (iii) To reinforce assessment for learning;
 - (iv) To strengthen support for average students;
 - (v) To reinforce life-planning programmes and promote entrepreneurial spirit.

- 2. To strengthen students' character formation within a positive learning community that encompasses compassion, respect, collaboration, conscience and reconciliation.**
 - (i) To reinforce values education, social etiquette and leadership training to “help students to live as they ought to live”;
 - (ii) To enrich school life to achieve whole-person development, bolster active contribution to others and cultivate a stronger sense of belonging;
 - (iii) To strengthen reconciliation with Creation;
 - (iv) To augment our learning community.

- 3. To enhance school facilities to support student learning and development.**
 - (i) To upgrade school facilities to support students' sports development;
 - (ii) To target facility renovation to support students' music development;
 - (iii) To revamp school facilities for promoting eLearning and STEM Education.

Chapter 3: Annual Plan (2018-2019)

Major Concern 1: To form self-directed and reflective learners, with attributes of competence, commitment, creativity and cultural curiosity.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
<p>1) To promote self-directed learning and experiential learning</p>	<p>1. Promote self-directed learning through adopting different strategies:</p> <p>(i) Modify scheme of work template to allow different panels to indicate the self-directed learning skills which they would focus upon and subject teachers to indicate the topics during which they would cover the skills;</p> <p>(ii) Work with different panel chairpersons to ensure that all subject teachers would be using the modified scheme of work;</p> <p>(iii) Arrange workshops to help teachers acquire skills to promote self-directed learning.</p>	<p>Materials relating to self-directed learning collected and disseminated</p> <p>Scheme of work modified and used by all teachers</p> <p>Teachers following the decisions in the panel meetings and indicating the topics during which they would cover the self-directed learning skills</p> <p>More than 85% of the teacher respondents and 60% of the student respondents would “strongly agree” or “agree” to statements relating to self-directed learning</p>	<p>Analyzing teachers’ input in the schemes of work</p> <p>Studying documents submitted by panels</p> <p>Lesson observations</p> <p>ESDA survey</p> <p>Studying teachers’ feedback on development activities</p>	<p>Whole Year</p>	<p>Academic Committee</p> <p>Panel Chairs</p> <p>Teachers of different subject panels</p> <p>Staff Development Committee</p>	<p>Resources for workshops</p> <p>Purchase of relevant literature</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
	<p>2. Promote the use of eLearning platform as a strategy to develop students' self-directed learning skills through arranging workshops and encouraging panels to develop learning packages to help extend learning to online learning environments</p>	<p>At least three training sessions arranged in the whole academic year with more than 50% of the teaching staff attending at least one of these sessions</p> <p>Packages developed and uploaded to eLearning platform by panels</p> <p>All subject panels develop eLearning packages and make them available to students to learn online after class</p>	<p>Studying teachers' feedback on development activities</p> <p>Studying evaluation documents submitted by panels</p>	Whole Year	<p>Academic Committee</p> <p>Panel Chairs</p> <p>Teachers of different subject panels</p>	Expenses for eLearning platform like eClass
	<p>3. Promote outside classroom learning activities through collaborating with external bodies in arranging experiential learning activities like visits, field trips, exchange tours, etc.</p> <p>4. Encourage experiential learning like exchange programmes, collaboration and networking with overseas schools and schools in mainland China to inspire our students to be global citizens</p>	<p>More than 55% of the student respondents would "strongly agree" or "agree" to the statement relating to learning experience outside class in the ESDA survey</p> <p>Students can explain explicitly what they have learnt and share their experiences with others</p>	<p>Feedback from participants</p> <p>Stakeholder Questionnaire Survey</p> <p>Study the Reflection of participants</p>	Whole Year	<p>Academic Committee</p> <p>KLAs and subject panels</p> <p>Academic and Cultural Exchange Committee</p> <p>Music Panel</p>	<p>Expenses for activities</p> <p>Sponsorship for students in need</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
	<p>5. Develop materials to help students formulate proper research questions</p> <p>6. Work out with the Science KLA the arrangement of project-based learning conducted in S3</p>	<p>Materials developed</p> <p>Opinions of different stakeholders collected</p> <p>Arrangements to introduce project-based learning in S3 worked out</p>	<p>Study and analyse the feedback of different stakeholders</p>	<p>Whole Year</p>	<p>Academic Committee</p>	<p>Nil</p>
<p>2) To renew the school curriculum to equip our students for the changing needs for changing times</p>	<p>1. Evaluate the coverage of Basic Law Education in our school curriculum</p>	<p>Relevant materials and information collected and disseminated</p> <p>Panels indicating in their scheme of work the topics through which Basic Law education can be promoted</p>	<p>Analyzing teachers' input in the schemes of work</p> <p>Planning and Self-evaluation Tool for Basic Law Education</p> <p>Studying documents submitted by panels</p>	<p>Whole Year</p>	<p>Academic Committee</p> <p>KLAs and subject panels</p>	<p>Purchase of relevant literature</p>
	<p>2. Promote STEM education, creativity and innovation through collaboration among different KLAs and incorporate the relevant "critical thinking" and "problem solving" elements in their curriculum</p>	<p>Relevant panels incorporating elements of critical thinking and problem solving in their teaching curriculum</p>	<p>Evaluation reports submitted by panels</p>	<p>Whole Year</p>	<p>Science Panels</p> <p>Arts and PSHE KLAs</p>	<p>Nil</p>
	<p>3. Coordinate different panels to enhance students' interests in reading through helping students acquire reading skills and preparing reading materials</p>	<p>Relevant subject panels covering the reading skills in their teaching</p> <p>Reading materials prepared or suggested by different panels</p>	<p>Feedback from panels</p>	<p>Whole Year</p>	<p>Academic Committee</p> <p>Subject panels</p> <p>Library</p>	<p>Nil</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
3) To reinforce assessment for learning	1. Ensure accuracy in the report of students' performance which would foster accuracy in the analysis of assessment data through the provision of extra administrative support for the verification of marks	Mistakes in report cards eliminated Queries for assessment results reduced	Analyzing cases relating to mistakes in report card	Whole Year	Academic Committee Subject panels	Nil
	2. Regular checkpoints and standardized tests would be arranged in the two terms to assess if the teaching and learning objectives are met	Checkpoints and standardized tests arranged All panel chairpersons collecting the files in correct excel format	Feedback from panel evaluation	Whole Year	Academic Committee Subject panels	Nil
	3. Conduct longitudinal analysis of students' assessment data and release the results of analysis to different parties like class teachers, subject panels and guidance committee, etc.	Analysis conducted Data released to panels	Feedback from panels	Whole Year	Academic Committee Subject panels	Nil
4) To strengthen support for average students	Better support would be offered to students of average ability through the arrangement of special tutorial classes	Students' attendance rate Students showing improvement in academic results	Feedback from students and tutors Analysis of students' assessment data in different formative and summative assessment tasks	Whole Year	Academic Committee Subject panels	Expenses for recruiting tutors

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
5) To reinforce life-planning programmes and promote entrepreneurial spirit	1. In order to enhance students' academic planning in senior forms, fresh S6 graduates are invited to do class visits to share their experience in goal setting and academic planning	Class visits are successfully delivered and students can engage actively in the sharing sessions Students can set their own learning goals	Teachers' feedback	First Term	Careers and Life Planning Committee	
	2. Workshops on honing entrepreneurial mindset will be arranged through external organizations such as JA HK (Junior Achievement Hong Kong) or through overseas/mainland tours	Workshops and tours are arranged as scheduled. Adequate number of students are enrolled in the workshops and tours, to broaden students' sense of entrepreneurial spirit	Teachers' feedback Students' behavior and performance in the workshops/ tours	Second Term	Careers and Life Planning Committee	
	3. Support different KLAs to renew their curriculum to equip our students for the changing needs in Hong Kong through the promotion of entrepreneurial spirit by disseminating relevant information and helping relevant KLAs and Panels to identify topics for promoting such education and spirit	Relevant materials and information collected and disseminated Panels identifying topics to promote entrepreneurial spirit Panels indicating in their scheme of work the topics through which entrepreneurial spirit can be promoted	Analyzing teachers' input in the schemes of work Studying documents submitted by panels	Whole Year	Academic Committee KLAs and subject panels	Purchase of relevant literature

Major Concern 2: To strengthen students’ character formation within a positive learning community that encompasses compassion, respect, collaboration, conscience and reconciliation.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
1. To reinforce values education, social etiquette and leadership training to ‘help students to live as they ought to live’	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. Workshops about social etiquette and manners in public organized for S1 (uniform and appearance) & S5 (social etiquette) so that they become more confident in different circumstances	Feedback from students	S1- First Term S5- Second Term	Guidance Committee	Guest Speaker \$1000
		2. Enhanced Anti-bullying and cyber safety training at Junior Forms for better interpersonal skills	Feedback from students	Whole year	Guidance Committee Discipline Committee	
		3. Enhanced lesson materials for formation lessons, visits and outings prepared to promote Values Education	Feedback from students	Whole year	Values Education Committee	
		4. Maintain low figures in discipline cases in Junior Forms through education and guidance	Statistics from Discipline Committee	Whole year	Discipline Committee	
	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. Morning prayer exercise extends from S1 to S3 to guide students to live as they ought to live	Feedback from students and class teachers	Whole Year	Pastoral Committee Class teacher Committee	
		2. Put up a statue of St. Ignatius on the school	Feedback from students and teachers	Second Term	Pastoral Committee	Fr. Kelly Educational

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
		<p>campus to inspire students to follow in his footsteps</p> <p>Renovation of Room G10 &11 for Catholic Activity Room to engage both Catholic and non-Catholic students in Catholic activities</p>			Campus Management Committee	Fund
		3. Adding Bible verse to the school website for evangelistic purpose	Feedback from stakeholders	Whole year	Pastoral Committee School Website Management Committee	
		4. Junior Forms Bulletin Board Design includes religious elements to bolster the religious atmosphere	Feedback from students and teachers	Whole year	Guidance Committee	
		5. Sharing sessions for Catholic teachers once every month to deepen their faith	Feedback from teachers	Whole year	Pastoral Committee	
	3. Class teachers can accompany students, help them to set learning objectives, form study groups, and promote values education, and catholic values and CST pedagogical paradigm	Create a platform for class teachers to meet regularly and discuss ways to manage students' matters (Uniform & Appearance, Attendance & Lateness (using e-discipline), Examen & Values Education material, ECAs) with the support from various	APASO survey	Whole year	Guidance Committee Discipline Committee Values Education Committee Class Teachers Committee	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
		committees to provide <i>cura personalis</i>				
	4. To deepen the Examen for students to raise their awareness, feel grateful, do reflection, discern and strive for betterment	Prepare guidelines of discernment in daily life and introduce to class teachers; At least half of the classes in Junior Forms use the guidelines to achieve mindfulness and discernment	Feedback from teachers	First term	Examen Committee	
	5. To launch positive education programmes to inspire students to stay positive and live life with purpose, confidence, passion and reconciliation	Include elements of positive education in S1 Morning Formation Curriculum or ERE lessons so that students understand themselves better and stay positive	Feedback from teachers & students	Whole year	Values Education Committee Guidance Committee	\$5000
	6. To arrange workshops on time management and stress management for students	Arrange an Experiential Learning Programme for S2 to learn goal setting and time management	Feedback from class teachers & students	1 st term	Careers & Life Planning Committee Class teachers Committee Student Affairs Committee	\$ 6000 (Careers) \$5000
2. To enrich school life to achieve whole-person development, bolster active contribution to others and cultivate a stronger sense of belonging	1. To encourage S1 & S2 students to join at least 2 student units (clubs, societies, team, groups, etc.)	S1 & S2 students actively join the activities	Records of S1 students' participation in the activities of at least 1 club or society	Whole year	Principals Vice-principals Teacher Advisors SA clubs coordination	
	2. To fine-tune member enrolment and supervise the planning,	1. Records of activities and membership collected using eClass system show	Relevant documents collected properly for analysis and statistics	Whole year	ECA Committee E-Learning	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
	implementation and evaluation of clubs and societies	that students take part in school life actively			Platform (eClass) Management Committee Principal Vice-principals Teacher Advisors SA Liaison Board	
		2. Year plan, constitution, annual report, reflection and evaluation documents submitted by each club and society show that activities are organized as planned for students.	Relevant documents collected properly for analysis and statistics	Whole year	ECA Committee Principal Vice-principals Teacher Advisors SA Liaison Board	
	3. To review the House System and aggrandize house cultural activities for students to feel a sense of achievement and have more opportunities for collaboration	3 activities other than sports activities are organized throughout the year to provide Liberal Arts learning experiences for students	Evaluation of House Committees and feedback from house advisors	Whole year	House Committee	
3. To strengthen reconciliation with Creation	1. To amplify the Policy on Environmental Sustainability by guiding our students to take up more responsibilities for the environment	1. A solar panel system will be installed and a DVD about the installation will be used for teaching and learning to raise students' awareness of using	Record of the amount of renewable energy produced and feedback from teachers and students	Whole year	Campus Management Monitoring Committee	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
		renewable energy				
		2. Reconciliation with Creation activities organized and students learn to reduce waste	Feedback from teachers and students	Whole year	Values Education Committee Pastoral Committee	
	2. To organize a classroom cleaning campaign	Implement a classroom cleanliness campaign for Junior Forms and students learn to keep their classrooms clean	Feedback from Class teachers	Whole year	Values Education Committee Guidance Committee Discipline Committee	\$1000
4. To augment our learning community	1. Besides staff development days, more workshops will be arranged for professional development	Organize workshops for teachers to learn more about Case formulation, handling SEN cases and IT training	Feedback from teachers	Whole year	Guidance Committee SEN Committee IT in Education Committee E-Learning Platform Management Committee Staff Development Committee	
	2. To provide training on assessment for learning	A staff development activity will be organized to help teachers to learn how to use assessment data and feedback to raise the effectiveness of teaching and learning	Questionnaire survey	2 nd term	Staff Development Committee	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
	3. To facilitate teachers to share good practices to promote collaboration	Strategies for promoting professional sharing will be made a compulsory item of the first panel meeting	Studying minutes of the panel meeting	Whole year	Academic Steering Committee	
	4. Panels and Committees set up a knowledge management system to share professional development & teaching and learning materials	Design, implement and fine-tune the use of the new knowledge management system for all panels and committees	Feedback from teachers	Whole year	IT Administration Committee	
	5. To develop the appraisal system and arrange lesson observation and dialogue by panel heads and the principal	Explore and set a feasible protocol of staff appraisal that can identify, evaluate and develop the work performance of teachers, so that the goals and objectives of the school are more effectively achieved, complying with the requirements of school-based management	Feedback from stakeholders	Whole year	Principal Vice Principals School Executive Committee	
	6. Teachers set their continuing professional development plans that suit the needs of the school	Prepare a form based on Ignatian Educator Competencies Framework for all teachers. Teachers can plan their own professional development with the framework	Feedback from teachers	First term	Principal Vice Principal Staff Development Committee	
	7. To enhance the School Improvement Mechanism by requiring panel/ committee heads to conceive more thorough plans and carry out in -	All teachers prepare their scheme of work with the modified scheme of work and indicate the topics during which they would address the elements of self-directed	Analyzing teachers' input in the schemes of work	Whole year	Academic Committee	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
	depth evaluation;	learning				
	8. To arrange talks and meetings on parenting and Jesuit Education for parents and foster family education	Parents talk to include elements of Jesuits Education	Questionnaires	Whole year	Guidance Committee	

Major Concern 3: To enhance school facilities to support student learning and development.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
1. To upgrade school facilities to support students' sports development	1. To upgrade the swimming pool into an all-weather indoor heated swimming pool	To explore the feasibility and improve the condition of the swimming pool	Meetings of the Ad Hoc Committee on Swimming Pool Improvement Project	Whole Year	Ad-hoc Committee on Swimming Pool improvement Project (Chairman: Mr. Tse Chun Ming)	1. Professionals who are alumni
	2. Reopening of the basketball courts	<ol style="list-style-type: none"> 1. Redraw the lines on the basketball court 2. Complete the procurement and install Basketball Stands 3. The basketball courts will be reopened according to schedule so that students can play basketball and volleyball there 	Feedback from students	First Term	Sports Facilities Management Committee Campus management committee	\$200,000
2.To target facility renovation to support students' music development	To expand the Music Centre to offer venues for small group practice and learning	Continue to explore the feasibility and find extra resources (e.g. fund-raising) for the facility	Meetings of the working group	Whole Year	Working Group on Music Centre Expansion	<ol style="list-style-type: none"> 1. Professionals who are alumni 2. Donations
3.To revamp school facilities for promoting eLearning and STEM education	1. Upgrade the infra-structure of classrooms and other learning environment to enhance eLearning	Install wireless display system in the projectors of all classrooms	Feedback of teachers	First Term	IT in Education Committee	\$30,000
	2. Building a STEM laboratory	1. Design and plan for the usage and equipment of the STEM lab with relevant	Meetings of the STEM Education Committee	Whole Year	STEM Education Committee	Donations from alumni

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
		<p>panels</p> <p>2. Start the procurement of equipment</p> <p>3. The STEM Laboratory can facilitate students' engagement in learning activities and development of creativity, collaboration and problem-solving skills</p>				
4. To create a clean and tidy campus for students	Renovation of the garbage depot	<p>To fix the venue of the garbage depot and explore materials needed</p> <p>The construction work will be completed in the second term</p>	Meetings of the committee	Whole year	Campus management committee	\$50,000
5. To create a stronger Catholic atmosphere on the campus	To target facility renovation to support students' catholic faith development	<p>1. Put up a statue of St. Ignatius on the school campus to inspire students to follow in his footsteps.</p> <p>2. Renovation of Room G10 &11 for Catholic Activity Room to engage both Catholic and non-Catholic students in Catholic activities</p>	Feedback from students and teachers	Second Term	Pastoral Committee Campus Management Committee	Fr. Kelly Educational Fund

Chapter 4: Appendices

Appendix I: Plan of Career and Life Planning (CLP) Grant

Objectives:

1. To help students to understand their interests, abilities and career inclinations
2. To help students to develop entrepreneurial spirit and life planning skills including goal setting, problem solving, reflective thinking and personal planning
3. To allow students to explore different pathways of further studies
4. To assist students to make well-informed and responsible further studies and career choices

Objectives	Plans	Expected outcomes	Success Criteria (Implementation & Effectiveness) (Measurable & Observable)	Evaluation Methods (Qualitative & Quantitative)	Time	Teachers-in-charge	Resources Required
1,2,3,4	<p>By turning the CLP grant to a GM post to reduce the teaching load of and create space for Careers Master and Deputy Careers Mistress, the following initiatives/enhancement in life planning are proposed:</p> <ol style="list-style-type: none"> 1. Implementation of life goal setting process in S2 <ul style="list-style-type: none"> - A half-day class based experiential learning activity will be arranged in October and November 2018. The CLP Committee will source relevant activity options for the students to explore. - CLP Committee will work with the Guidance Committee to provide support to class-teachers for delivering follow- 	Students engage actively in the experiential learning session and set their life goal successfully.	<p>Experiential activity day delivered as scheduled.</p> <p>80% of S2 students complete the goal setting task with reflection.</p>	<p>Students' feedback Class-teachers' observation Questionnaire Students' reflection</p>	Whole Year	Careers Master & Deputy Careers Mistress	Funding for course/activity fee

Objectives	Plans	Expected outcomes	Success Criteria (Implementation & Effectiveness) (Measurable & Observable)	Evaluation Methods (Qualitative & Quantitative)	Time	Teachers-in-charge	Resources Required
	<p>up work.</p> <p>2. Through organizing overseas/mainland tours</p> <p>Trip to visit Silicon Valley, Greater Bay Area or elite overseas universities can be arranged. Overseas alumni sharing can offer inspiration to our students to pursue life goal opportunities outside Hong Kong.</p> <p>3. Enrichment in Work Experience/Attachment for students</p> <ul style="list-style-type: none"> - Collaboration with JAHK to offer more attachment opportunities - Explore new channel/network in popular areas such as investment banking, law and medicine 	<p>Students can devise their academic/career plan after engaging in the tour.</p> <p>More students can participate in the work experience/attachment programme.</p>	<p>Broaden our students' sense in entrepreneurial spirit and global citizenship</p> <p>Students' academic plan drafted.</p> <p>2 JAHK attachment events are arranged in May 2019.</p> <p>No less than 15 summer attachment posts in various areas can be offered.</p>	<p>Students' feedback</p> <p>Observation from Teacher-in-charge</p> <p>Performance of students in workshop / tour</p> <p>Students' feedback</p> <p>Feedback of partner companies/organizations</p> <p>Students' reflection</p>	<p>To be confirmed</p> <p>April, July-August 2019</p>	<p>Careers Master & Deputy Careers Mistress</p> <p>Careers Master & Deputy Careers Mistress</p>	<p>Sponsorships for tour expenses from external organizations or alumni</p> <p>Subsidy for students in Summer Work Experience Programme</p>

Appendix II: Plan of Diversity Learning Grant

Three-year plan:

Measures to broaden students' choices of elective subjects for the tenth cohort of senior secondary students (2018/19 to 2020/21)

DLG funded Programme(s)	Strategies & benefits anticipated	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					18/19	19/20	20/21		
Other Programmes - MUSIC	(Network Programme) <ul style="list-style-type: none"> Shall network with Heep Yunn School, Methodist College, Wah Yan College Hong Kong and Wah Ying College to offer holistic NSS music education in both large class and small group teaching 	NSS Music (network programme)	3 years	S4-6 students of this cohort	10	10	10	<ul style="list-style-type: none"> Percentage of students staying in the programme in S6 EDB Creative Music Showcase result HKDSE results 	Chair of Music Panel and jointly organized with other schools

Appendix III: Plan of Capacity Enhancement Grant

Category	Major Concerns/ Objectives	Strategies	Expected Outcomes	Time Scale	Resources Required/ Budget	Success Criteria/ Goals (Measurable & Observable)	Methods/ Means of Evaluation (Quantitative & Qualitative) e.g. records, results, questionnaires, evaluation meetings, observation	Teachers in charge
Teaching & Learning	(i)	Employment of one full-time Physics teacher	1) Create space for Physics teachers to raise the effectiveness of teaching and learning.	Whole Year	Salary & MPF	1) Improvement of students' performance in the learning of Physics 2) Catering for learner diversity in a better way	1) Appraisal records of the Physics teacher 2) Evaluation meetings of the Physics Panel	Physics Panel Chair

Appendix IV: Plan of Senior Secondary Curriculum Support Grant

Category	Major Concerns/ Objectives	Strategies	Expected Outcomes	Time Scale	Resources Required/ Budget	Success Criteria/ Goals (Measurable & Observable)	Methods/ Means of Evaluation (Quantitative & Qualitative) e.g. records, results, questionnaires, evaluation meetings, observation	Teachers in charge
Teaching & Learning	(i)	1) Employment of a full-time Visual Arts teacher 2) Employment of 4 Teaching Assistants (LS, Chinese, Mathematics, English)	1) Create space for teachers to raise the quality of teaching and learning. 3) The Teaching Assistants can help to prepare learning materials, arrange learning activities, extra tutorials, and help with the administrative work of the panels and stage management of the hall.	Whole Year	Salary & MPF	1) Improvement of students' performance in learning 2) Catering for learner diversity in a better way 3) Building learning resource banks	1) Appraisal records of the Visual Arts teacher 2) Evaluation meetings of Visual Arts and core subjects 3) Quality learning resources deliverables	Panel Chairs of Visual Arts and core subjects

Appendix V: Plan of Learning Support Grant

Category	Objectives	Plans	Expected outcomes	Success Criteria (Implementation & Effectiveness) (Measurable & Observable)	Evaluation Methods (Qualitative & Quantitative)	Time	Persons-in-charge	Resources Required
Support for SEN Students	Help SEN students in learning and social adjustment	Psychological services by Educational Psychologist (EP), Clinical Psychologist (CP) and social worker: - Casework - Training programme	SEN students can benefit from the support given to cater for their learning needs SEN students can enjoy school life with positive peer support	Positive classroom behaviour (e.g. on-task behaviour, submission of schoolwork, active participation in extra-curricular activities, etc.) Progress of academic performance Positive peer relationships (e.g. in social aspect and collaboration in project work)	Questionnaire to collect feedback from teachers Oral feedback from parents Observation from peers Individualized Education Programme for tier 3 student(s)	Whole Year	EP CP Social Worker	
Support for Teachers	Teachers understand the characteristics of SEN students and learn how to support SEN	Psychological Services: - Consultation to teachers - Staff development	Teachers learn knowledge and skills in supporting SEN students	Teachers have knowledge about different needs of SEN students Teachers acquire the skills about handling SEN	Teachers' Feedback	Whole Year	EP CP Social Worker	

Category	Objectives	Plans	Expected outcomes	Success Criteria (Implementation & Effectiveness) (Measurable & Observable)	Evaluation Methods (Qualitative & Quantitative)	Time	Persons-in-charge	Resources Required
	students in classroom	programmes - case conference		students' difficulties				
Support for Parents of SEN Students	Parents understand the characteristics of SEN children and learn how to support them at home	Psychological Services: - Consultation - Parenting Skills Training / workshop - Stress Management -	Parents are empowered with skills and knowledge in supporting their children at home	Parents have more effective parenting skills in supporting SEN children Parents learn stress management skills and adjust their expectations	Parents' Feedback	Whole Year	EP CP Social Worker Alex Ng	
Support for Students with Autism Spectrum Disorder (ASD)	Help ASD students adapt better to the school environment by enhancing their social skills	Set up social skills training groups (lunchtime)	ASD students can learn appropriate skills through interaction with members and led by a professional worker (in	Attendance: about 80% participation rate in activities held Oral feedback: good comments on SEN students' behaviour or performance	Observation; oral feedback from teachers, students and parents; questionnaires	1 st term	Social Worker Alex Ng Cecilia Chow	

Category	Objectives	Plans	Expected outcomes	Success Criteria (Implementation & Effectiveness) (Measurable & Observable)	Evaluation Methods (Qualitative & Quantitative)	Time	Persons-in-charge	Resources Required
			groups)	Positive feedback from parents				
Support for Students with Autism Spectrum Disorder (ASD)	Help ASD students feel more at ease in school by enhancing their social skills	Overnight camp for SEN students(2 days, 1 night)	ASD students or SEN students with poor social skills can learn how to get along with others	Attendance, No. of SEN students who enroll Positive feedback from the participants	Observation by workers , oral feedback from SEN students	2 nd term	Social worker	LSG grant, approx.. \$8,000
Support for students with Speech and Language Impairment (SLI)	Help students increase their self-confidence in speaking and also their communication skills	Buy service for individual counselling in improving their speech (speech therapy)	SLI students can further improve their speaking	Attendance: above 80% Positive feedback from students and parents	Observation; oral feedback from teachers, students and parents; questionnaires	Whole year	Social worker	LSG grant, approx.. \$30,000

Appendix VI: Plan of School-based After-school Learning and Support Grant

School-based After-school Learning and Support Programmes 2018/19 s.y.

School-based Grant - Programme Plan

Name of School: Wah Yan College, Kowloon

Project Coordinator: Chow Tze Sze Cecilia **Contact Telephone No.:** 2384 1038

A. The estimated number of students (count by heads) benefitted under this Programme is 27 (including A. 3 CSSA recipients, B. 15 SFAS full-grant recipients and C. 3 under school's discretionary quota).

B. **Information on Activities to be subsidised/complemented by the grant.**

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner / service provider (if applicable)
					A	B	C		
<i>Music activities: Instrumental Class</i>	To offer focused instruction to students in playing musical instruments	High participation rate and improved performance	Questionnaire	Oct 18-May 19	2	3	1	15,000	/
<i>Sports Activities</i>	To offer focused instruction to students in the aspects of sports activities	High participation rate and improved performance	Questionnaire	Oct 18-May 19	1	6	1	8,000	/
<i>Visit: Music Tour/ Study Tour</i>	To develop students' personal growth and broaden students' horizons	High participation rate and fruitful reflection	Questionnaire and reflection	Oct 18-May 19	1	8	1	32,010	/

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner / service provider (if applicable)
					A	B	C		
Total no. of activities: <u> 3 </u>				@No. of man times	4	17	3		
				**Total no. of man times	25				

Note:

- * Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.
- @ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.
- ** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)
- # Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C)

Appendix VII: Plan of One-off Grant for the Promotion of STEM Education

Objectives:

1. To equip students to be logical thinkers who are eager to integrate and apply knowledge and skills across disciplines to solve authentic problems.
2. To build the infrastructure in order to facilitate students' creativity, collaboration and problem-solving skills.
3. To sustain the promotion of STEM education through staff and leadership development.

Category	Objectives	Plans	Expected outcomes	Success Criteria (Implementation & Effectiveness) (Measurable & Observable)	Evaluation Methods (Qualitative & Quantitative)	Time	Persons-in-charge	Resources Required
Teaching & Learning	1	To design and implement a STEM curriculum for learners of different levels.	Students will become logical thinkers who are eager to integrate and apply knowledge and skills across disciplines to solve authentic problems.	➤ Students' performance in assignments and projects	<ul style="list-style-type: none"> ➤ By teachers and students' feedback ➤ By Post-event questionnaire 	Whole year	All Science KLA Panel Heads	
Teaching & Learning	1, 2	To build a STEM Laboratory that includes four areas: Area 1: ICT Area for coding, robotics, use of 3D printers and laser-cutters Area 2: Bio-chemistry Area Area 3: Physics area	To build the infrastructure in order to facilitate students' creativity, collaboration and problem-solving skills.	➤ The first phase of the STEM Laboratory can be completed by Apr 2019	➤ By teachers and students' feedback	Whole year	Mr. Michael Mok	STEM Lab equipment, e.g. 3D printer, Laser Cut Machine, Drill & Robot Kits.

Category	Objectives	Plans	Expected outcomes	Success Criteria (Implementation & Effectiveness) (Measurable & Observable)	Evaluation Methods (Qualitative & Quantitative)	Time	Persons-in-charge	Resources Required
		Area 4: Cross-curricular common area for eLearning and collaboration.						\$50,000
Teaching & Learning	2, 3	To arrange students and teachers to participate in various STEM-related local or overseas competitions.	➤ Teachers and students are more familiar with STEM Education. They become confident in leading the changes.	➤ Teachers and students' participation in STEM competitions	➤ By teachers & students' reflection & feedback	Whole year	Mr. Michael Mok	\$30,000
Teaching & Learning	1	To enhance technology education with the introduction and extension of computer literacy in the junior secondary and by organizing after-school STEM education workshops for talented students.	➤ To renew the school curriculum in order to equip our students for the changing needs for changing times.	➤ The number of students joining the workshops ➤ Student leaders' participation in STEM training	➤ By teachers and students' feedback.	Whole year	ICT Panel Head	\$50,000

Appendix VIII: Plan of the One-off Grant for the Promotion of Chinese History and Culture

Category	Major Concerns/ Objectives	Strategies	Expected Outcomes	Time Scale	Resources Required/ Budget	Success Criteria/ Goals (Measurable & Observable)	Methods/ Means of Evaluation (Quantitative & Qualitative) e.g. records, results, questionnaires, evaluation meetings, observation	Teachers in charge
Teaching and Learning Extra-curricular Activities	3.2	- Enhance students' interests and knowledge in traditional Chinese music through the arrangement of Cantonese Opera and Chinese Instrumental Classes	- Purchase of relevant traditional Chinese musical instruments; - Chinese Instrumental and Cantonese Opera Classes arranged for senior secondary students studying music - Chinese Instrumental Classes arranged for other students - Students performing in school activities	9/2018-8/2020	Purchase of Instruments: 10,000 Recruiting instructors: 15,000	- Average attendance rate of students: 80% - Average level attained by students studying DSE Music: L4 - 70% of the audience are satisfied with the students' performance	- Analysis of the students' attendance records - Analysis of students' assessment results - Analysis of questionnaire completed by audience	Music Panel Academic Committee
Teaching and Learning	3.1	- Purchase of learning and teaching materials	- Purchase of electronic and other teaching and learning resources to enhance students' understanding of Chinese culture by the Chinese Language, Chinese History and	9/2018 – 8/2020	Purchase of relevant electronic and other types of teaching and learning resources: 5,000	- Resources purchased - Resources used for the development of teaching and learning materials	- Minutes of panel meetings - Evaluation reports of various panels	Chinese History, Chinese Language and History Panels Academic Committee

			History Panels					
Exchange Programme	3.1	- Promote students' understanding of Chinese culture and appreciation of its impact through the arrangement of exchange tour	- Exchange/ Study Tour to Macau - Exchange/ Study Tour to the Mainland - Exchange/ Study Tour to Japan	1/2019 – 8/2020	Subsidy for transportation to Macau: 5,000 Subsidy for tour to Japan: 50,000 Subsidy for tour to the Mainland: 40,000	- Tours arranged - 80% of the participants are satisfied with the trips - Students writing about their understanding about Chinese culture and its impact on other regions	- Analysis of questionnaires and students' reflection - Evaluation report of different committees	Academic and Cultural Exchange Committee Music Committee
Exchange Programme	3.7	- Promote teachers' understanding about the current situation in the Mainland	- Exchange/ Study Tour to the Mainland	1/2019 – 8/2020	Subsidy for tour to the Mainland: 15,000	- Tours arranged - 80% of the participants are satisfied with the trips - Participants sharing their experiences with their fellow panelists or committee members	- Analysis of questionnaires - Evaluation report of different panels and committees - Minutes of different panels and committees	Academic and Cultural Exchange Committee Academic Committee
Service Programme	3.1	- Promote students' understanding about the current situation in the Mainland	- Service Tour to the Mainland	4/2019 – 4/2020	Subsidy for Service Tour to the Mainland: 10,000	- Tours arranged - 80% of the participants are satisfied with the trips - Students writing about	- Analysis of questionnaires and students' reflection - Evaluation report of different committees	Academic and Cultural Exchange Committee Pastoral Committee

						their understanding about the current situation in the Mainland		
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Appendix IX: Plan on the Use of the Promotion of Reading Grant

Plan on the Use of the Promotion of Reading Grant 2018-2019 School Year

The major objectives for Promotion of Reading:

- 1) to nurture students' interest in reading to learn to build students' self-directed learning skills, creativity, critical thinking and entrepreneurial spirit
- 2) to enhance reading across the curriculum by encouraging collaboration among panels and foster a reading culture and atmosphere
- 3) to boost students' mastery in their use of language across the curriculum

	Item	Estimated Expenses (\$)
1.	Purchase of Books	
	i) Printed fiction and non-fiction books to implement Classroom Library for at least 2 levels e.g. S1 and S3/S4. ii) Modular/Theme-based reading books for boosting language across the curriculum Students can read for pleasure or do follow-up activities such as join Reading Club/Literature Circles; do Reading-based Projects; Readathon; Book Dramatizations; Campus TV Book Recommendations etc.	54000
2.	Subscriptions	
	Subscription to journals to provide more text types to students e.g. The English Channel; The English Corner; Typhoon Club etc.	10,000
3.	Reading Activities	
	Talks e.g. by authors, storytellers etc. to expose students to professionals in fields related to reading	6000