



Engage in School Life with Self-awareness and Commitment
Take a Global View with Discernment and Reconciliation



Annual Plan 2019-2020



WAH YAN COLLEGE, KOWLOON

Engage in School Life with Self-awareness and Commitment;

Take a Global View with Discernment and Reconciliation

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.

To be equipped with self-directed learning capabilities, students are expected to master learning skills such as concept mapping, note-taking, collaborative learning and eLearning, which are conducive to in-depth learning and have a high effect size, producing better learning outcomes¹. Students are also expected to learn from feedback on assessment performance for betterment. They set learning as their goal and they believe they can get smarter through their effort; they are willing to spend more time and work harder in order to learn better. They possess the Can-do Spirit, are curious, ready to learn through reflection and know exactly what they want to achieve through goal setting.

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 care. They care about themselves, their family, their neighbours, what is happening around them and in the world. They view news on social media platforms with discernment and walk with others with reconciliation, developing to be global citizens.

Our expectations for this school year are as follows:

- 1) We master self-directed learning skills such as concept mapping, note-taking, collaborative learning and eLearning in order to have in-depth learning;
- 2) We learn from feedback on assessment performance in order to get to a higher level;
- 3) We care about what is happening in the world and view issues with discernment and reconciliation, living life with fire, passion and vision.

Warren CHUNG
Principal

¹ John Hattie, Visible Learning and the Science of How We Learn, 2014.

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.*

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.*

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.*

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.

Annual School Plan (2019 - 2020)

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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 worldview. 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. 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.

D. 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.

E. 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

F. Universal Apostolic Preferences, the Society of Jesus (2019 - 2029)

The Universal Apostolic Preferences are the fruit of Discernment in Common. The desire of the Society of Jesus has been to find the best way to collaborate in the Lord's mission, seeking to do what is for the greater divine service and the more universal good. The four Universal Apostolic Preferences are a means for personal conversion and institutional conversion:

A. To show the way to God through the Spiritual Exercises and Discernment

The Holy Father insisted that “this preference is crucial because it presupposes as a basic condition, the relationship with the Lord in a personal and communal life of prayer and discernment.” We feel an urgent need to overcome secularisms as we experience secular society as a sign of the times. We need to listen to our heart and our true self to renew our presence.

The Spiritual Exercises of Saint Ignatius of Loyola and the Examen are privileged instruments for making the life of the Lord present in diverse social contexts of today's world. Therefore, we resolve to gain a deeper experience of the Spiritual Exercises and the Examen. We also resolve to promote reflection on experiences and discernment for a better choice as a habit, with regular use of spiritual conversation.

B. To walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice

We resolve to walk with individuals and communities that are vulnerable, excluded, marginalized, and humanly impoverished, in order to live out the spirit of Men for and with Others. The path we seek to be companions with the poor is one that promotes social justice and the change of economic, political, and social structures that generate injustice. We also resolve to defend multiplicity of cultures in a process of globalization. We commit ourselves to help eliminate abuses and bullying.

C. To accompany young people in the creation of a hope-filled future

Young people face enormous challenges in our world today, including reduced job opportunities, economic instability and increased political contentions, making it difficult for them to find meaning in their lives and to draw closer to God. On the one hand, we accompany them and equip them to seek to give meaning to their life and realize their dreams; on the other hand, we listen to young people and their perspective helps us to understand better the epochal change that we are living and its hope-filled newness. Indeed, we are living through a period of change from which will emerge a new humanity. We should open spaces to youthful creativity and help them discern the path by which they can achieve happiness, develop a vision and serve others. We promote unity in diversity, creating conditions that allow all to develop their full potential.

D. To collaborate in the care of our Common Home

All human beings share responsibility for care of creation, our “mother earth”. The damage done to the earth is also damage done to the most vulnerable. The damage not only affects those now living on earth, but it also jeopardizes the life of future generations. We should collaborate with others in the construction of alternate models of life that are based on respect for creation and on a sustainable development capable of ensuring a decent life for all human beings on our planet. We should analyse problems in depth and promote reflection and discernment that will guide us to heal the wounds already inflicted on the ecological balance. We should begin by changing the habits of life, based on a model of human life reconciled with creation.

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 (2019-2020)

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 in accordance with scholar's suggestion to focus upon notetaking, concept mapping, knowledge mapping and collaborative 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) Lesson observations conducted by panel chairpersons would focus upon the development of self-directed learning skills.</p>	<p>Scheme of work modified and used by all teachers.</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>Whole Year</p>	<p>Academic Committee</p> <p>Panel Chairs</p> <p>Teachers of different subject panels</p> <p>Staff Development Committee</p>	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
	2. Promote eLearning through the selection of a pilot class (2W) to practise eLearning and subject teachers would be provided with training.	At least two training sessions arranged in the whole academic year with more than 80% of the teaching staff attending these sessions. Students' survey showing 70% of the students are satisfied with the arrangement.	Studying teachers' feedback on development activities Studying feedback from subject teachers Studying feedback from students	Whole Year	Academic Committee Panel Chairs Subject teachers of the pilot class	
	3. Promote outside classroom learning activities through collaborating with external bodies in arranging experiential learning activities like visits, field trips, exchange tours, etc. 4. Use Life-wide Learning Grant to arrange more experiential learning like exchange programmes, collaboration and networking with overseas schools and schools in mainland China to inspire our	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. 90% of the students participating in overseas and mainland exchange tours can do reflection on	Feedback from participants Stakeholder Questionnaire Survey Study the Reflection of participants	Whole Year	Academic Committee KLAs and subject panels Academic and Cultural Exchange Committee	Life-wide Learning Grant and expenses for activities Sponsorship for students in need

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
	students to be global citizens.	and learn from the experiences.			Music Panel	
	5. Work with the Science KLA the arrangement of project-based learning conducted in S3.	Arrangements to introduce project-based learning in S3 developed.	Study and analyse the feedback of different stakeholders	Whole Year	Academic Committee STEM Education Committee Science KLA	Nil
2) To renew the school curriculum to equip our students for the changing needs for changing times	1. Evaluate the coverage of Basic Law Education in our school curriculum.	Panels indicating in their scheme of work the topics through which Basic Law education can be promoted. Teachers covering Basic Law Education in their teaching.	Analyzing teachers' input in the schemes of work Planning and Self-evaluation Tool for Basic Law Education Studying documents submitted by panels Lesson observation	Whole Year	Academic Committee KLAs and subject panels	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
	<p>2. Revamp the curriculum of Computer Literacy to include Coding, Droning, 3D Printing and Cutting, Electronics and Robotics, VR/AR, Laser Cutting.</p> <p>3. Promote STEM education by encouraging students to take part in competitions and partnership programmes with startup companies in Science Park.</p>	<p>80% of the students agree or strongly agree that they are interested to learn the new curriculum and they can use what they learn to solve real-life problems.</p> <p>Increase in students' participation in STEM competitions and programmes.</p>	<p>ICT Panel Meeting Evaluation</p> <p>Records and feedback from teachers</p>	<p>Whole Year</p> <p>Whole Year</p>	<p>ICT Panel</p> <p>STEM Education Committee</p>	<p>Resources for setting up a STEM laboratory</p>
	<p>4. Coordinate different panels to enhance students' interests in reading through launching a Comprehensive Reading Scheme.</p>	<p>All panels submitting recommended book lists.</p> <p>70% of the S1-S5 students fulfilling the requirements of the scheme. 90% of S1 students can read at least 2 books per month.</p>	<p>Collecting feedback from class teachers and language panels</p>	<p>Whole Year</p>	<p>Academic Committee</p> <p>Subject panels</p> <p>Library</p>	<p>Nil</p>
<p>3) To reinforce assessment for learning</p>	<p>1. Regular checkpoints and uniform tests would be arranged in the two terms to assess if the teaching and learning objectives are met.</p>	<p>Checkpoints and uniform tests arranged.</p> <p>All panel chairpersons</p>	<p>Feedback from panel evaluation</p> <p>Stakeholder</p>	<p>Whole Year</p>	<p>Academic Committee</p> <p>Subject</p>	<p>Nil</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
	2. Teachers provide feedback on students' performance in uniform tests. Students are encouraged to ask for feedback on their assessment performance.	collecting the files in correct excel format. More than 70% of the students agree or strongly agree to the statement: the teachers often tell us about our progress and problems in learning.	questionnaire survey		panels	
	3. Conduct longitudinal analysis of students' assessment data with the newly-purchased additional eClass modules.	Modules purchased. Training sessions arranged with 70% of the participants satisfied with the training sessions. Data released to panels.	Feedback from panels	Whole Year	Academic Committee Subject panels	Nil
4) To strengthen support for average students	1. Better support would be offered to students of average ability through the arrangement of special tutorial classes. 2. S6 class teachers encourage students to form study groups so that	Students' attendance rate. All S6 classes form study groups.	Feedback from students and tutors Feedback from S6 Class Teachers	Whole Year	Academic Committee Subject panels	Expenses for recruiting tutors

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
	the students can support each other in learning.				Class Teacher Committee	
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	NIL
	2. Develop a systematic development approach to life planning programmes from S1- S6 to inspire students to live life with fire, passion and vision.	The approach can be developed and students can see the connection between the life-planning programmes from S1 to S6 so that they can benefit more.	Committee evaluation meetings		Careers and Life Planning Committee and Student Affairs Committee	NIL
	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	Panels confirming topics to promote entrepreneurial spirit.	Studying documents submitted by panels	Whole Year	Academic Committee KLAs and subject panels	Purchase of relevant literature

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
	and helping relevant KLAs and Panels to identify topics for promoting such education and spirit.					

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’ 1.1 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 friendship and interpersonal relationships are organized for Junior Form students to learn reconciliation.	75% of the students find the workshop suitable. APASO II feedback related to interpersonal relationship levels improves.	Questionnaire survey APASO II survey	First Term	Guidance Committee SSW	
	2. Gathering stakeholders view and data on the issue of the usage of electronic gadgets (mobile phones) in order to set up a long-term school policy on students’ usage of electronic gadgets.	Form the school policy on students’ use of electronic gadgets with reference to data and opinion collected from stakeholders through Spiritual Conversation and staff development activities.	Feedback from teachers	Second Term	Discipline Committee and Student Affairs Committee	
	3. Enhanced Formation materials using the idea of ‘Marathon’ to bring out the	Students are eager to join the activities. APASO II feedback	Feedback from teachers	Whole Year	Values Education Committee	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
	theme perseverance, inspiring our students to live life with fire, passion and vision.	related to perseverance levels improves.	APASO II survey			
	4. Enhanced Formation materials include discussion and reflection on current issues to draw students' attention to what is happening in the world.	Discussion and reflection on current issues can be arranged at least two times per term	Feedback from Class Teachers	Whole Year	Values Education Committee	
	5. The usage of eDiscipline system at school to encourage more home and school cooperation. Maintain low figures in discipline cases in Junior Form through education and guidance.	Figures in discipline cases in Junior Form show a significant drop.	Feedback from Class Teachers and Parents' Association Statistics from Discipline Committee	Whole Year	Discipline Committee	
1.2 To boost values education and Catholic faith with reference to the Pyramid Model for Promoting Catholic Values Education, and Catholic	1. S1 – S3 Morning prayer exercise include prayer intentions related to the daily lives of students are encouraged.	90% of S1- S3 classes can do so.	Feedback from students and class teachers	Whole Year	Pastoral Committee Class teacher Committee	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
Values and CST Pedagogical Paradigm						
	2. Put up a statue of St. Ignatius and set up display boards on the school campus. It is to inspire students to follow in the footsteps of St. Ignatius and respond to the needs of the times.	Students and stakeholders attend to the statue and the display boards.	Feedback from students and teachers	January 2020	Pastoral Committee Campus Management Committee	Fr. Kelly Educational Fund
	3. Restructuring of the original Catholic Youth Group to include both non-Catholic students, so as to spread the Good News.	The number of the members of the Catholic Youth Group increases.	Feedback from students and teachers	Whole Year	Guidance Committee	
	4. Organize a Leadership Training Camp for Catholic student leaders to pass on the faith.	Catholic students joining the camp do reflection and show a stronger faith.	Feedback from students and teachers	Whole Year	Pastoral Committee	
1.3 Class teachers can accompany students, help them to set learning objectives, form study	1. Create a platform for class teachers to meet regularly and discuss ways to manage students' matters	APASO survey shows improved level of stress management.	Feedback from class teachers	Whole Year	Guidance Committee, Discipline Committee,	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
groups, and promote values education, Catholic values and CST pedagogical paradigm	(emotional support due to social instability and family dynamics, Uniform & Appearance, Attendance & Lateness (using e-discipline), Examen & Values Education material, ECAs, with the support from various committees to provide <i>cura personalis</i>).				Values Education Committee, Class Teachers Committee	
1.4 To deepen the Examen for students to raise their awareness, feel grateful, do reflection, discern and strive for betterment	1. Encourage discernment in daily life in the Examen period so that students find meaning in the things that happen around them. 2. Train more students to lead the Examen.	70% of the students find the Examen exercise positive.	Questionnaire survey Feedback from class teachers at class teachers' meeting	Whole Year	Examen Committee	
1.5 To bolster support for SEN students	1. Appoint the SEN Coordinator and Deputy Coordinators	More teachers attend courses on Catering for Learner Diversity and better support for SEN students is provided.	Staff Development Record Feedback from teachers, parents and	Whole Year	SEN Coordination Committee	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
			SEN students			
1.6 To arrange workshops on goal setting and self-directed learning for students	1. Continue to arrange an Experiential Learning Programme for S2 to learn goal setting. 2. Organize Self-directed Learning Workshops for S1 and S4.	80% of the students find the programme useful.	Questionnaire survey Feedback from class teachers & students	First term	Careers and Life Planning Committee, Guidance Committee	\$12000 \$40000
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.) 2. Students take part in organizing the 95 th Anniversary Open Days 2020.	80% of S1 students' participation in at least 1 club or society. Students are eager to help organize the 95 th Anniversary Open Days 2020.	eClass records Feedback from teachers and students	Whole Year	Principal, Vice-principals, Teacher Advisors, ECA Committee	
	3. To prepare a handbook for student activities arrangement for both advisors and students.	The handbook provides guidelines on the organization of extra-curricular activities so that learning opportunities in	Stakeholder questionnaire survey Feedback on teachers/ students on the handbook	Whole Year	ECA Committee, eLearning Platform (eClass) Management	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
		respect of extra-curricular knowledge and life skills are increased.			Committee, Vice-principals, Teacher Advisors	
	4. To fine-tune member enrolment and monitor the PIE of clubs and societies.	Year plan, constitution, annual report, reflection and evaluation documents submitted by each club and society show that activities are organized as planned for students. 90% of the student units submitted the documents for analysis and statistics.	eClass records	Whole Year	ECA Committee, Vice-principals, Teacher Advisors	
	5. Activities other than sports activities are organized by the House Committee throughout the year to provide Liberal Arts learning experiences for	At least 3 liberal arts learning activities are organized by the House Committee.	Feedback from house advisors	Whole Year	House Committee	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
	students, e.g. Chess Competitions, Running Man.					
3. To strengthen reconciliation with Creation	1. To set up the Environmental Conservancy Committee to amplify the Policy on Environmental Sustainability and waste reduction.	1 assembly and 1 activity are carried out.	Feedback from students about educational programmes e.g. assembly, talks, workshops	Whole Year	Environmental Conservancy Committee, Campus Management Monitoring Committee, Values Education Committee	
	2. A Solar Panel System will be installed and opened for use to generate renewable energy.	Electric energy used will be reduced.	Record of electric use	Whole Year	Campus Management Monitoring Committee	
4. To augment our learning community 4.1 Besides staff development days, more	1. Organize workshops for teachers about the ‘Universal Apostolic Preferences’, ‘Mobile Phones and needs of students’ so that teachers can	80% of the teachers agree or strongly agree that the development programme is useful.	Questionnaire survey	Whole Year	Pastoral Committee, Student Affairs Committee, Staff	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
workshops will be arranged for professional development on the characteristics of Jesuit Education	<p>form a learning community and give a hope- filled future for our next generation.</p> <p>2. To celebrate the 95th Anniversary, a Jesuit Forum is organized for all teachers to learn more about Jesuit Education and have dialogue with the educators.</p>	80% of the staff who attend the Forum agree that the Forum is inspiring.	Questionnaire survey		Development Committee	
4.2 To facilitate teachers to share good practices to promote collaboration	<p>1. Strategies for promoting professional sharing and self-directed learning will be made a compulsory item of the first panel meeting.</p> <p>2. A workshop is arranged to share good practices among teachers.</p>	80% of the panels and committees share good practices.	Panel meeting minutes	Whole Year	Academic Steering Committee	
4.3 Panels and Committees set up a Knowledge	1. Panels and Committees upload the annual plans,	All Panels and Committees upload the	Records in the KMS	Whole Year	IT Administration	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
Management System (KMS) to share professional development & teaching and learning materials	reports and minutes of the recent two years to the KMS.	documents to the KMS.			Committee	
4.4 To develop the appraisal system, arrange lesson observation and dialogue by panel heads and the principal	1. To carry out the first stage of staff appraisal that can identify, evaluate and develop the work performance of panel heads, so that the goals and objectives of the school are more effectively achieved, complying with the requirements of school-based management.	All panel heads complete the appraisal exercise.	Appraisal records	Whole Year	Principal, Vice Principals	
4.5 To prepare the School Development Plan (2020-2023)	1. Workshops (Quality Assurance and School Development Plan), Stakeholders surveys and review of the school are arranged for colleagues of	100% of the colleagues attend the workshops and review.	Staff Development Records	Whole Year	Principal, Vice Principals, Staff Development Committee	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
	different levels.					

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. Reopening of the Tennis courts	1. Redraw the lines on the Tennis courts. 2. Tennis Courts reopen in the first term.	Feedback from teachers	First Term	Sports Facilities Management Committee (Tennis), Campus Management Committee	\$30000
2.To target facility renovation to support students' music development	1. To expand the Music Centre to offer venues for small group practice and learning	Continue to explore the structural feasibility and solicit extra resources (e.g. fund-raising) for the facility.	Meetings and consultation of the working group	Whole Year	Working Group on Music Centre Expansion	1. Alumni professionals 2. Donations
3.To revamp school facilities for promoting eLearning and STEM education	1. Setting up a STEM laboratory 2. Design and plan for the usage and equipment of the STEM laboratory with relevant panels.	1. Complete the renovation and carry out activities in the STEM Laboratory. 2. More lessons and activities related to STEM education are arranged in the STEM laboratory.	Evaluation meetings	Second Term	STEM Education Committee	Donations from alumni

Chapter 4: Appendices

Appendix I: Plan of Diversity Learning Grant

Three-year plan: Measures to broaden students' choices of elective subjects for the tenth cohort of senior secondary students (2019/20 to 2021/22)

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
					19/20	20/21	21/22		
Other Language - Japanese	<ul style="list-style-type: none"> Equip students with skills of Japanese and enhance their language competency to meet the challenges of the world 	Japanese language courses offered by Pui Ching Education Centre	3 years	S4 students of this cohort	1	1	1	<ul style="list-style-type: none"> Attendance of student during the enrolled programme. Student will take AS-level exam offered by the Cambridge International Examinations and administered by the HKEAA. Results obtained by students will be reported in their HKDSE certificates. 	Chair of Academic Committee
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 Wa Ying College to offer holistic NSS music education in both large class and small group teaching. 	NSS Music (network programme)	3 years	S4-S6 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 II: 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)	Sponsor the employment of two English Language teachers and one Chinese Language teacher	1) Create space for language teachers to raise the effectiveness of teaching and learning.	Whole Year	Salary & MPF	1) Improvement of students' performance in the HKDSE examination and internal examinations 2) Catering for learner diversity in a better way	1) Appraisal records of the teachers concerned 2) Evaluation meetings of the English Language and Chinese Language Panels	English Language and Chinese Language Panel Chairs

Appendix III: 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 Psychologists (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 Questionnaire survey results indicate that most SEN students show 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	School EP and EP (EDB) CP Social Worker	Hiring additional EP and CP
Support for Teachers	Teachers understand the characteristics	Psychological Services: - Consultation	Teachers learn knowledge and skills in	Teachers have knowledge about different needs of SEN students	Teachers' Feedback Record of teachers	Whole Year	School SEN Coordin-	

Category	Objectives	Plans	Expected outcomes	Success Criteria (Implementation & Effectiveness) (Measurable & Observable)	Evaluation Methods (Qualitative & Quantitative)	Time	Persons-in-charge	Resources Required
	of SEN students and learn how to support SEN students in classroom	to teachers - Staff development programmes - case conference	supporting SEN students	SEN Coordinator, SEN Deputy Coordinators and more teachers will take courses on catering for learner diversity Teachers acquire the skills about handling SEN students' difficulties	taking courses on catering for learner diversity		ator EP and EP (EDB) CP Social Worker	
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 Two workshops will be arranged for parents	Parents' Feedback	Whole Year	School EP and EP (EDB) CP Social Worker	

Category	Objectives	Plans	Expected outcomes	Success Criteria (Implementation & Effectiveness) (Measurable & Observable)	Evaluation Methods (Qualitative & Quantitative)	Time	Persons-in-charge	Resources Required
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 (lunch time)	ASD students can learn appropriate skills through interaction with members and led by a professional worker (in groups)	Attendance: about 80% participation rate in the activities held Oral feedback: good comments on SEN students' behaviour or performance Positive feedback from parents	Observation; oral feedback from teachers, students and parents; questionnaires	First Term	Social Worker SEN Coordinator	
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. \$25,000

Category	Objectives	Plans	Expected outcomes	Success Criteria (Implementation & Effectiveness) (Measurable & Observable)	Evaluation Methods (Qualitative & Quantitative)	Time	Persons-in-charge	Resources Required
Support for students with mental illness (MI)	Identify students who have mental illness, and have early intervention to help them receive the most appropriate intervention and medication	Provide counselling service for individuals	MI students can have their symptoms alleviated	Students have their protective factors strengthened as well as their risk factors being reduced or better, removed. Oral feedback: good comments on SEN students' behavior, performance and intervention Positive feedback from parents	Observation; oral feedback from case workers, teachers, students and parents	Whole year	School EP and EP (EDB) CP Social Worker	

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

**School-based After-school Learning and Support Programmes 2019/2020 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. 17 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 19 - May 20	1	3	1	21,800	/
<i>Sports Activities</i>	To offer focused instruction to students in the aspects of sports activities	High participation rate and improved performance	Questionnaire	Oct 19 - May 20	1	6	1	10,000	/
<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 19 - May 20	1	8	1	31800	/

*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	3	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 V: 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	1.5	- 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	9/2019-8/2020	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 questionnaires completed by audience	Music Panel Academic Committee
Teaching and Learning	1.2	- Purchase of high quality 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 History Panels	9/2019 – 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

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
Exchange Programme	1.5	- 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 doing reflection and 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	1.5	- 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

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
Service Programme	1.5	- Promote students' understanding about and care for the current situation in the Mainland	- Service Tour to the Mainland	4/2019 – 4/2020	Subsidy for Service Tour to the Mainland: \$10,000	<ul style="list-style-type: none"> - Tours arranged - 80% of the participants are satisfied with the trips - Students doing reflection and writing about their understanding about the current situation in the Mainland 	<ul style="list-style-type: none"> - Analysis of questionnaires and students' reflection - Evaluation report of different committees 	<p>Academic and Cultural Exchange Committee</p> <p>Pastoral Committee</p>

Appendix VI: Plan on the Use of the Promotion of Reading Grant

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	
	<input checked="" type="checkbox"/> Printed books	17200
	<input checked="" type="checkbox"/> e-Books	24800
2.	Web-based Reading Schemes	
	<input checked="" type="checkbox"/> e-Read Scheme	
	<input checked="" type="checkbox"/> Other scheme : Britannica Online	24000
3.	Reading Activities	
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	3000
	<input type="checkbox"/> Hire of service from external service providers to organise student activities related to the promotion of reading	
	<input checked="" type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading	1000
4.	Other : _____	

* Please tick the appropriate boxes or provide details.

Appendix VII: Plan on the Use of the Life-wide Learning Grant

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences				
							(Please put a <input type="checkbox"/> in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1 1.1	To organise / participate in life-wide learning activities To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)										
Integrated Science	STEM Programme – Forensic Science	To promote STEM education through forensic science workshops, especially through the understanding of application of engineering and scientific knowledge	February to March 2020	20-30	Studying feedback of teachers, instructors and students Studying questionnaire results	10,000	✓				
ICT	After school STEM Workshop 1 (Drones / Coding / AI and etc)	To develop our students to be lifelong learners of STEM	2019-20 1 st Term	10-20 (Junior)	Attendance, Survey	25,000	✓				
ICT	After school STEM Workshop 2 (Drones / Coding / AI and etc)	To develop our students to be lifelong learners of STEM	2019-20 2 nd Term	10-20 (Junior)	Attendance, Survey	25,000	✓				
Geography	Geography field trip to Hoi Ha Wan Marine Park	By doing field study in different coastal habitats	11 th November	36 students (S1-S6)	Student’s reflection	\$6,400	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences				
							(Please put a <input type="checkbox"/> in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	<ul style="list-style-type: none"> • Field study at coastal habitats • Coral observation on Glass-bottomed boat 	and observing the marine animals, students can find out the high ecological value of the marine park and understand the interrelationship between habitats and ecosystem	2019			(\$100 per head x 38 participants including 36 students and 2 teachers, \$2500 coach fee, \$100 insurance)					
STEM Education	After school Environmental Science & Technology program for students	<p>Helps students to explore the complex relationships between humans and the environment</p> <p>Develops students' skills in thinking, analysis and problem solving applied to environmental issues</p>	2 nd Term	S1-S3	<p>By teachers and students' feedback</p> <p>By Post-event questionnaire</p>	180,000	✓				
Study Skills	<p>Study Skills Workshop</p> <p>1. Note Taking</p> <p>2. Revision</p>	Workshops to enhance students' self-directed learning skills	September 2019 – October 2020	S1 S4	Students Submission of a reflection and evaluation	48,000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences				
							(Please put a <input type="checkbox"/> in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.2	To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)										
Careers and Life Planning	S2 Experiential Learning Activities <ul style="list-style-type: none"> Class-based experiential learning activities to be arranged in the second term of the academic year Appropriate activities such as team-building workshops, leadership training, careers exploration will be arranged. 	Students can be directed to set their life goals through reflection and follow-up work after engaging in the experiential learning activities	5 th - 14 th February 2020	All S2 students	Questionnaires to collect Students' feedback and students' reflection Class teachers' observation	20,000					✓
Sports	School Athletics Team Training	Help for the team training, building up the team spirit and persistence	1 st September 2019 - 31 st August 2020	50 students (S1 to S6)	The student attendance and the result of the Athletics Competition	86,400			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences				
							(Please put a <input type="checkbox"/> in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
	School Basketball Team Training	Help for the team training, building up the team spirit and persistence	1 st September 2019 - 31 st August 2020	40 students (S1 to S6)	The student attendance and the result of the Basketball Competition	156,000			✓		
	School Badminton Team Training	Help for the team training, building up the team spirit and persistence	1 st September 2019 - 31 st August 2020	25 students (S1 to S6)	The student attendance and the result of the Badminton Competition	62,400			✓		
	School Chess Team Training	Help for the team training, building up the team spirit and persistence	1 st September 2019 - 31 st August 2020	20 students (S1 to S6)	The student attendance and the result of the Chess Competition	30,000			✓		
	School Chinese Chess Team Training	Help for the team training, building up the team spirit and persistence	1 st September 2019 - 31 st August 2020	20 students (S1 to S6)	The student attendance and the result of the Chinese Chess Competition	24,000			✓		
	School Football Team Training	Help for the team training, building up the team spirit and persistence	1 st September 2019 - 31 st August 2020	66 students (S1 to S6)	The student attendance and the result of the Football Competition	115,440			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a <input type="checkbox"/> in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
	School Hockey Team Training	Help for the team training, building up the team spirit and persistence	1 st September 2019 - 31 st August 2020	25 students (S1 to S6)	The student attendance and the result of the Hockey Competition	48,000			✓		
	School Tennis Team Training	Help for the team training, building up the team spirit and persistence	1 st September 2019 - 31 st August 2020	12 students (S1 to S6)	The student attendance and the result of the Tennis Competition	128,000			✓		
	School Volleyball Team Training	Help for the team training, building up the team spirit and persistence	1 st September 2019 - 31 st August 2020	42 students (S1 to S6)	The student attendance and the result of the Volleyball Competition	72,000			✓		
1.3	To organise or participate in non-local exchange activities or competitions to broaden students' horizons										
Pastoral Committee	Service in China	To serve students in mountain areas in china	April 2020	15 students and 2 teachers	Students will be asked to do reflection on the experience	5,000		✓			
Ethics and Religious Studies	Magis-Taiwan An experiential learning for students. It is divided into 6 domains (Farming, Ecology, Migrant Workers, Religious	To enhance students' personal growth and cultivate their values through experiences. Through different encounters, students reflect	April – July 1 week	30 S2-S4	Students will be asked to do reflection on the experience	90,000		✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a <input type="checkbox"/> in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
	Culture, Hiking and Religious Encounter)	on their own abilities and get to know more about the marginalized and our common home									
Sports	Oversea Training Camp -Athletics Team -Badminton Team -Football Team -Volleyball Team	Build up the team spirit.	27-12-19 to 31-12-19 15-8-20 to 21-8-20	F.1 to F.6 120 Students	IPP evaluation form,	120,000			✓		
Music	Joint Junior Choir Overseas Choir Performance	Build up the team spirit.	July 2020	60 students (S1-S3)	Students will be asked to do reflection on the experience	70,000			✓		
1.4	Others										
Estimated Expenses for Category 1						1,321,640					

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
STEM	Bioscience classroom starter package	Biotechnology Learning Experience	48,653
PE			
Arts			
Others			
		Estimated Expenses for Category 2	48,653
		Estimated Expenses for Categories 1 & 2	1,370,293

Estimated Number of Student Beneficiaries

Total number of students in the school:	946
Estimated number of student beneficiaries:	800
Percentage of students benefitting from the Grant (%):	85%