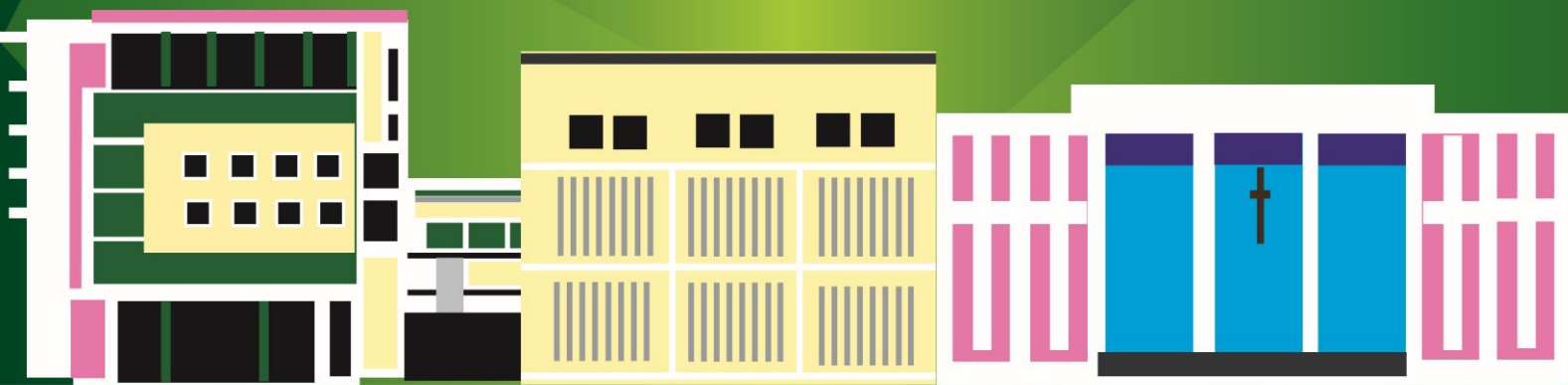


A Living Tradition in the 21st Century



School Development Plan 2020-2023

Nurturing lifelong & self-directed learning capabilities
Fostering whole-person development
Building a learning community



WAH YAN COLLEGE, KOWLOON

*To Nurture Men of Human Excellence;
To Form Men for and with Others;
To Build a Learning Community*

School Development Plan (2020- 2023)

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Chapter 1: School Vision, Mission and Ignatian Pedagogical Paradigm

Vision Statement

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

Mission: To Nurture Men of Human Excellence

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

Competence

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

Commitment

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

Compassion

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

Conscience

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

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

1. **Jesuit education is world-affirming.** *Jesuit education affirms the radical goodness of the world. It tries to create a sense of wonder and mystery in learning about God's creation.*
2. **Jesuit education assists in the total formation of each individual within the community.** *Jesuit education probes the meaning of life. Its objective is to assist in the fullest possible development of all the God-given talents of each individual as a member of the human community.*
3. **Jesuit education includes a religious dimension that permeates the entire education.** *Religious and spiritual formation is integral to Jesuit education. It is not added to, or separate from, the educational process. In all classes, in the climate of the school, and most especially in formal classes in religion, every attempt is made to present the possibility of a faith response to God as something truly human and not opposed to reason, as well as to develop those values which are able to resist the secularism of modern life.*
4. **Jesuit education is an apostolic instrument.** *Formation of the individual is not an abstract end; Jesuit education is also concerned with the ways in which students will make use of their formation within the human community, in the service of others.*
5. **Jesuit education promotes dialogue between faith and culture.** *Persons and cultural structures are human, imperfect, and sometimes affected by sin and in need of conversion. Being active in all creation and in all human history, God reveals Himself in various distinct cultural ways. Jesuit education encourages contact with and a genuine appreciation of all cultures, which include the sciences, in the hope that students will become creatively critical of the contributions and deficiencies of each.*
6. **Jesuit education insists on individual care and concern for each person.** *The curriculum is centred on the person rather than on the material to be covered. Growth in the responsible use of freedom is facilitated by the personal relationship between student and teacher. While respecting the privacy of students, teachers and administrators are ready to listen to their cares and concerns, to share with them life experiences, to help them with personal growth and interpersonal relationships.*
7. **Jesuit education emphasizes activity on the part of the student.** *The task of a teacher is to help each student to become an independent learner who is ready to assume responsibility for his or her own education. Active participation on the part of the student is promoted by programmes which encourage personal study and reflection, and which provide opportunities for personal discovery and creativity.*
8. **Jesuit education encourages life-long openness to growth.** *Jesuit education tries*

to instill a joy in learning and a desire to learn that will remain beyond the days in school.

9. **Jesuit education is value-oriented.** *Jesuit education includes formation in values, in attitudes and in an ability to evaluate criteria. Self-discipline, manifested in intellectual rigour, persevering application to serious study, and responsible conduct towards others that recognizes the human dignity of each individual, is expected of each student. In a Jesuit school, a framework of inquiry in which a value system is acquired through a process of wrestling with competing points of view is legitimate.*
10. **Jesuit education encourages a realistic knowledge, love, and acceptance of self.** *While emphasizing the happiness in life resulting from a responsible use of freedom, Jesuit education recognizes the reality of sin and the consequent obstacles to freedom. Students are encouraged to discern and remove such obstacles to growth through an examination of personal prejudice and an evaluation of relative goods and competing values. They are helped to reflect on their own personal experiences, accept their own gifts, accept their own limitations and overcome these as far as possible.*
11. **Jesuit education provides a realistic knowledge of the world in which we live.** *Jesuit education emphasizes the recognition of the imperfections of the world as it is without neglecting the essential goodness of creation. It helps the students to realize that persons and structures can change and be committed to working 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.*

Mission: To Build a Learning Community

We are committed to building a learning community, in which teachers and students are companions, walking and learning together, with gratitude, curiosity and a sense of wonder. As highlighted by Father General Arturo Sosa at 2017 JESSEDU-Rio:

1. It is important for our school to be spaces for educational investigation, true laboratories in innovation in teaching, from which we can draw new teaching methods or models.
2. We will explore what others do and what we can learn from them, as well as what educational science proposes for a world that is increasingly technical and shaped by the digital culture our students were born and raised in.
3. Our school needs to be aware of the anthropological and cultural change we are experiencing, and we need to know how to educate and train in a new way for a different culture.

In a word, our school should be a living tradition, in which there is an ongoing exercise of discernment for betterment, in the 21st century. Indeed, all Jesuit schools must embrace a sense of wonder and hope, cherishing the tradition, discerning the world's needs, and willing to experiment with new forms to achieve traditional goals. There are ten global identifiers as commitments that every Jesuit school can make:

- 1) Jesuit schools are committed to being Catholic and to offer in-depth faith formation in dialogue with other religions and worldviews.
- 2) Jesuit schools are committed to creating a Safe and Healthy Environment for all.
- 3) Jesuit schools are committed to Global Citizenship.
- 4) Jesuit schools are committed to the Care of all Creation.
- 5) Jesuit schools are committed to Justice.
- 6) Jesuit schools are committed to being Accessible for All.
- 7) Jesuit schools are committed to Interculturality.
- 8) Jesuit schools are committed to being a Global Network at the service of the Mission.
- 9) Jesuit Schools are committed to Human Excellence.
- 10) Jesuit schools are committed to Lifelong Learning.

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 personalizes 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: School Motto

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

A.M.D.G.

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

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

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

IN HOC SIGNO VINCES

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

School Prayer

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

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

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

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

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

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

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

Help me to be the kind of person you want me to be.
This I ask for your love's sake. Amen

Chapter 3: Catholic Core Values & School Core Values

1. Core Values of Catholic Education

With a determination to carry on the contribution of the Catholic Church to education, the School, as its vision and mission, shall uphold and pass on the following **core values** to young people to prepare them properly for their life and future responsibilities–

1.1 **Truth:** It is what the human intellect is searching for–

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

1.2 **Justice:** It is the moral virtue that consists of a constant and resolute will to give to God and one’s neighbours their due–

- (a) Justice towards God is called the “virtue of religion”; and justice towards one’s neighbours disposes one to respect the rights of others and to establish in human relationships the harmony that promotes equity with regard to individual persons and to the common good.
- (b) Human dignity can be protected and promoted, and the wellbeing of society can be achieved, only if human rights are respected and individuals undertake their responsibilities for one another, for their own families, and for society.

1.3 **Love:** It is the greatest of all virtues–

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

1.4 **Family:** It is the basic unit of society–

- (a) Only pure love, the unreserved mutual self-giving between husband and wife, is truly gratifying; a happy, wholesome marriage is prepared by the practice of the virtue of chastity and sustained by fidelity and an indissoluble, lifelong commitment.
- (b) Inasmuch as sex is an integral part of conjugal life and has its own dignity, a balanced sex education must follow a holistic and in-depth approach, with emphasis on the virtues of self-discipline and mutual respect between a man and a woman.
- (c) Marriage is the foundation of a family; an intact and united family is a permanent support for husband and wife, and for parents and children, in achieving their goals in life; an intact and united family is likewise a most favourable setting for the upbringing of children and young people, and a necessary condition for the wellbeing of human society.

1.5 **Life:** It is a priceless gift from God and is sacred in itself–

- (a) Every human person is created in the image of God and has the right to life, which must be respected from its conception to its natural end.
- (b) In the spirit of the “Beatitudes” as taught in the Gospel, the tribulations and adversities in life are to be faced with serenity and hope.
- (c) Every person is entitled to have whatever is necessary for a decent and dignified existence.
- (d) Only a society which respects human life can bring happiness to all.

2. School Core Values

- **I. Love and Care:**

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

- **II. Striving for Excellence:**

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

- **III. Respect and Justice:**

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

- **IV. Responsibility:**

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

- **V. Faith:**

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

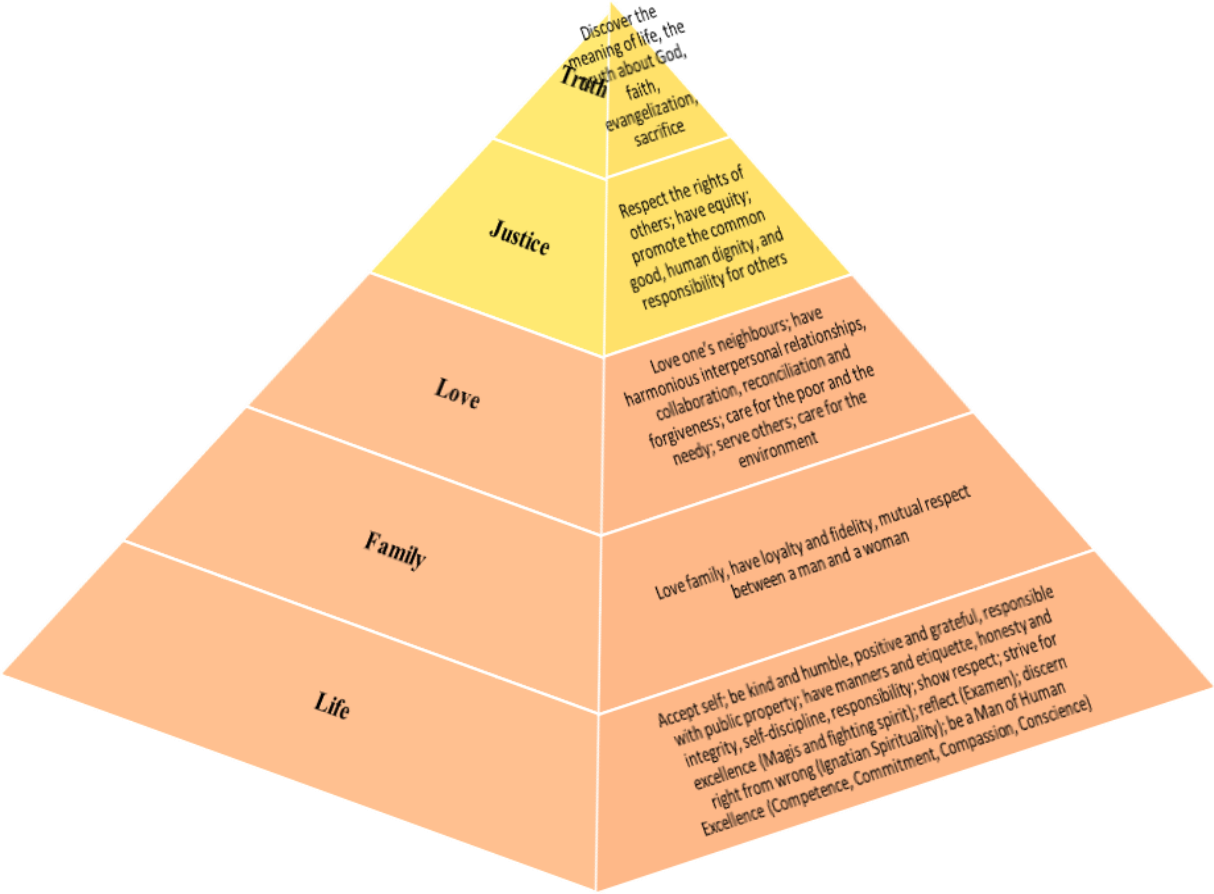
Core Values of Wah Yan College, Kowloon

- I. Love and Care
- II. Striving for Excellence
- III. Respect and Justice
- IV. Responsibility
- V. Faith

Sustaining Values

- I. Love and Care
 - Acceptance and positivity about self
 - Appreciation and gratitude
 - Empathy and compassion
 - Forgiveness and reconciliation
 - Service
 - Family as a basic unit of society; marriage is the foundation of a family
- II. Striving for Excellence
 - Reflection
 - Commitment
 - Perseverance
 - Curiosity and willingness to learn
 - Imagination and creativity
- III. Respect and Justice
 - Life is valuable and respectable
 - Openness to good in all things
 - Respect for self and others
 - Integrity
 - Faithfulness
- IV. Responsibility
 - Freedom and self-discipline
 - Care for the environment
 - Social identities: citizen identity, national identity and global citizen identity
- V. Faith
 - Experience of God
 - Exploration and practice of one's faith
 - Appreciation for religious liturgies

3.1 Pyramid Model for Promoting Catholic Values Education



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

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

3.2 Universal Apostolic Preference, 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 helping 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/ plurality, 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 analyze 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.

4. Holistic Review

4.1 Effectiveness of the previous School Development Plan (2017-2020)

Major Concerns	Extent of targets achieved, e.g.: Fully achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Reflection & Recommendations
<p>1. To form self-directed and reflective learners, with attributes of competence, commitment, creativity and cultural curiosity.</p>	<p>The major concern to form students into self-directed learners, with attributes of competence, commitment, creativity and cultural curiosity, is partly achieved.</p> <p>SDL: Actions have been taken to enhance colleagues' awareness of promoting SDL through the organization of workshops and preparation of proper Scheme of Work templates. Note-taking, concept/ knowledge mapping and collaborative learning skills have been singled out to be the foci of the Academic Year 2019-2020. In fact, workshops on note-taking were conducted for F.1 and F.4 students with the support of the Guidance Team.</p> <p>Reading to Learn: Comprehensive Reading Scheme has been launched. Subject panels</p>	<p>Helping our students to acquire different SDL skills should be incorporated as routine work.</p> <p>The formation of students into self-directed and reflective learners should continue to be major concerns in the next SDP, with particular focus upon goal setting and the integration of evaluation with reflection.</p> <p>The Promotion of Comprehensive Reading Scheme should continue</p>	<p>According to the findings of the ESDA survey in this academic year, the teachers' aggregate agreement percentages to the statements relating to the promotion of SDL are mostly higher than 80%. The students' aggregate agreement percentages to similar statements also show promising improvement. Except for one statement, the aggregate agreements for the other statements have exceeded 70%, thus narrowing the discrepancies between teachers and students. In the next development cycle, we should focus upon goal setting and help our students to become better reflective learners with reference to evaluation data.</p> <p>Assessment as learning can be further promoted to facilitate our students to</p>

Major Concerns	Extent of targets achieved, e.g.: Fully achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Reflection & Recommendations
	<p>were invited to suggest books to be purchased and placed on a special shelf at the School Library. The Scheme is made compulsory for S.1 students. Students of other levels may also participate in the scheme. They are expected to read at least two books per month and prepare infographics and podcasts on the books they have read.</p>	<p>to be a strategy to address the major concern of forming students into self-directed and reflective learners.</p>	<p>acquire the necessary SDL skills.</p>
	<p>The renewal of the school curriculum, as a strategy to address the major concern to form students into self-directed learners, is <u>partly achieved</u>.</p> <p>eLearning: One junior secondary class, 2W, was selected as the pilot class to <u>promote eLearning</u>. Teachers assigned to 2W have agreed to conduct eLearning in this academic year. It can be observed that some teachers have already adopted eLearning in their daily teaching like English Language, Mathematics, Geography, etc. A working group has been set up to help the 2W teachers to share their experience and acquire the necessary skills for the promotion of eLearning.</p>	<p>eLearning should continue to be a strategy to address the major concern of forming students into self-directed and reflective learners.</p>	<p>The outbreak of the pandemic could be said as a blessing in disguise for the promotion of eLearning. Colleagues are generally able to master the skills to conduct online lessons but they still need to deal with challenges like fostering students' participation in online lessons and discussion, enhancing interactivity of lessons, functions of eLearning in our curriculum and fostering <i>cura personalis</i>, etc.</p>

Major Concerns	Extent of targets achieved, e.g.: Fully achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Reflection & Recommendations
	<p>eLearning: Teachers were provided training on the use of online platforms like Microsoft Teams and OneNote to conduct eLearning to address the challenges brought about by class suspension. Microsoft Teams has also been used by teachers of different subject panels to deliver and collect assignments to and from students.</p> <p>Renewing the curriculum: Efforts were made to renew the school curriculum to equip our students for the changing needs for changing times. Some cross-curricular outside classroom learning activities were arranged with the support of <u>life-wide learning</u> fund. Efforts were also made to promote Basic Law Education, Environmental Education, STEM Education and entrepreneurial spirit.</p> <p>Renewing the curriculum: A new timetabling arrangement was worked out and put into implementation in the Academic Year of 2019-2020 to allocate more time for the</p>	<p>Renewing the curriculum should continue to be a strategy to address the major concern of forming students into self-directed and reflective learners.</p>	<p>The revised junior secondary Chinese History and History curricula to be implemented in the Academic Year 2020-2021, together with other PSHE subjects in the junior secondary, should serve as proper platforms to cover the whole 50-hour Constitution and Basic Law learning modules as imposed by the government.</p> <p>To “form students who can think and act both locally and globally” for and with others, we should structure our school curriculum which aims at equipping our students for the changing needs for changing times with reference to the</p>

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	<p>technological education in the junior secondary.</p> <p>Renewing the curriculum: The <u>STEM Laboratory</u> was opened in the current development cycle and students were guided by teachers to take part in different STEM competitions as well as activities.</p> <p>Renewing the curriculum: Different panels and committees, like the Biology, English, Geography, History, Information and Communications Technology, Liberal Studies and Integrated Science Panels and STEM Committee, etc., formulated plans to arrange life-wide learning experiences and workshops to help extend the teaching and learning beyond the classroom. Life-wide learning activities like field trips and study tours were organized by different panels in the three academic years of the current development cycle with or without the support of external bodies.</p> <p>Renewing the curriculum: PSHE subject</p>		<p>framework of Jesuit citizenship education to form “young people who will work to influence structural change in local, regional and global contexts of the world we live in by peaceful means”.</p> <p>The renewal of school curriculum to promote Basic Law Education, Environmental Education, STEM Education and entrepreneurial spirit should be integrated into the planning of the PSHE curriculum.</p> <p>Strategies to cover the missing knowledge contexts of technology education has to be</p>

Major Concerns	Extent of targets achieved, e.g.: Fully achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Reflection & Recommendations
	<p>panels, like the Chinese History Panel, Ethics and Religious Education Panel, History Panel, etc., have identified possible topics to conduct Basic Law Education and promote entrepreneurship.</p> <p>Strengthening Technology Education: A new timetabling arrangement was worked out and put into implementation in the Academic Year of 2019-2020 to allocate more time for the technological education in the junior secondary.</p>	<p>Strengthening Technology Education should continue to be a strategy to address the major concern of forming students into self-directed and reflective learners.</p>	<p>worked out.</p>
	<p>Reinforcing assessment for learning, a strategy to address the major concern to form students into self-directed learners, is <u>partly achieved</u>.</p> <p>Different measures have been worked out to ensure accurate reporting of students' performance. For example, the script discussion period for the final examination has been extended to four days to allow teachers to verify marks with students.</p>	<p>Reinforcing assessment for learning should continue to be a strategy to address the major concern of forming students into self-directed and reflective learners.</p>	<p>In the current development cycle, the teachers generally believed that the subject panels could effectively evaluate the work of the panels and monitor the implementation of the curriculum. The aggregate agreement percentages to the statement on effective evaluation of panel work jumped by 18% in the current development cycle.</p> <p>Staff development activities in relation to assessment for learning can be further</p>

Major Concerns	Extent of targets achieved, e.g.: Fully achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Reflection & Recommendations
	<p>Mid-term collection points are set in the two school terms to enable different subject panels to keep track of the progress of teaching and learning.</p> <p>The eClass module of SDAS was purchased to enable colleagues to keep track of the students' performance in academic studies. Additional modules may be explored for further purchase.</p>		<p>arranged to help our colleagues to make good use of the assessment data to assess the effectiveness of teaching and learning.</p> <p>Assessment as learning can be further promoted to allow teachers and students to monitor the progress of teaching and learning.</p>
	<p>The provision of support for average students, a strategy to address the major concern to form students into self-directed learners, is <u>partly achieved</u>.</p> <p>Arrangement of tutorial sessions: Past students were recruited as tutors to offer the necessary support for the average students in the study of elective subjects like BAFS, Chemistry and core subjects like Chinese Language, English Language and Mathematics.</p> <p>Class Allocation Mechanism: Class</p>	<p>Provision of support for average students as a strategy to address the major concern of forming students into self-directed and reflective learners should be refined in view of the revised admission criteria of the local universities.</p>	<p>The revision of the admission criteria by the universities makes it necessary for the school to adjust its provision of support for different students, as the students would have to obtain better results in order to benefit from the revised formulae. Necessary adjustments to our curriculum can be made to help our students to scaffold, in a gradually progressive manner, the knowledge and skills which can help them excel in the public examinations.</p> <p>Analysis of internal assessment data</p>

Major Concerns	Extent of targets achieved, e.g.: Fully achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Reflection & Recommendations
	<p>Allocation Mechanism was refined in the junior secondary in the previous development cycle to eliminate labeling effect through the allocation of students of different academic capabilities and needs to different classes. In the Academic Year 2019-2020, it was decided that the Class Allocation Mechanism adopted in the junior secondary would be extended to the senior secondary through the adoption of a revised S.4 Subject Selection Mechanism.</p> <p>S4 Subject Selection Mechanism: S.4 Subject Selection Mechanism for the Academic Year 2020-2021 was worked out and adopted by the Academic Committee to provide students with more elective subject combinations. The Subject Selection Mechanism would be implemented alongside with the extension of the junior secondary Class Allocation Mechanism to the senior secondary, which can allow students of different academic capabilities to support each other in their learning.</p>		<p>should be made available to different parties like the Academic and Guidance Committees to provide the students with the necessary academic and non-academic support.</p> <p>Different levels of classroom, outside classroom and online learning tasks should be designed to stimulate the students' interests in their learning and stretch the academic potential of our students to nurture them into academically competent young gentlemen.</p>

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	<p>The target of reinforcing life-planning programmes and promoting entrepreneurial spirit is partly achieved.</p> <p>Life-planning activities for junior students like understanding careers aspirations and familiarizing with subject selection were arranged; for senior students, talks on university admissions and mentorship programmes were organized.</p>	<p>Reinforcing life-planning programmes and promoting entrepreneurial spirit should continue as routine work, with more focus on goal-setting and networking with universities to realize students' different potential.</p>	<p>It is of the utmost importance that students set goals for their studies and find purpose in life so as to realize their potential and live up to the spirit "Men for and with Others". Understanding their strengths, setting goals, and widening their horizons through collaboration with universities are essential.</p> <p>Entrepreneurial opportunities/ work experience/ mentorship programmes for senior students should be further enhanced.</p>

Major Concerns	Extent of targets achieved, e.g.: Fully achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Reflection & Recommendations
<p>2. To strengthen students' character formation within a positive learning community that</p>	<p>A. To reinforce values education, social etiquette and leadership training to 'help students to live as they ought to live'</p> <p><i>- Morning Formation</i> New sets of lesson materials for Formation Lessons and</p>	<p>- Values Education Committee</p>	<p>- More in-depth reflection</p>

<p>encompasses compassion, respect, collaboration, conscience and reconciliation.</p>	<p>activities prepared by the Values Education Committee with reference to the Pyramid Model for Promoting Catholic Values Education, Catholic Values and CST Pedagogical Paradigm and Social etiquette workshops for S1 and S5 students have helped students to establish a values system and learn how to respect people on different occasions.</p> <p>- Examen Guidelines for the Examen and sharing sessions developed for teachers and students positively deepen the awareness of reflection and raise the spirit of gratefulness and strive for betterment.</p> <p>- Religious Atmosphere To start the day with a prayer has become the habit of all S1-3 students. Some classes added an intention before the prayer which made the daily prayer more meaningful. Bible verses were added to the school website. A new statue of St. Ignatius and sets of display boards placed in the school corridor remind all members of the school community always to respond to God's love in action. The Catholic Youth Group was re-organized in order to engage more participants and build a community with stronger religious atmosphere.</p> <p>- Class Teachers Regular meetings were held for class teachers to manage students' matters. The eDiscipline module was introduced this year to facilitate data collection and effective communication between class teachers and parents. Class teachers can provide cura personalis more specifically and</p>	<p>and Guidance Committee will continue to provide updated learning materials for teachers and strengthen the core values of students.</p> <p>- It will continue to be implemented as positive feedback was received from students and teachers.</p> <p>- It will continue to be implemented and the role of class teachers will be enhanced.</p> <p>- It will continue to be implemented. Data collected would be used to enhance future measures appropriate for students.</p>	<p>could be carried out on the school system by which students experience and improve for their benefits.</p> <p>-The routine of doing Examen is helpful for students to develop a habit for reflection. The fruit of the exercise should be reflected in the development of the spirituality and betterment of the students.</p> <p>- Since we have several statues and Holy spots at different corners of the campus, it is suggested that a pilgrimage route with illustrations could be designed for students to experience Jesuit Education.</p> <p>- To support class teachers, a common period for meeting all class teachers of the same form to</p>
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	<p>effectively.</p> <p>- <i>Interpersonal Skills and Time Management</i> The S1 Orientation Programme, S2 Experiential Learning Programme, time management and leadership training workshops have successfully conveyed our expectations to students and guide them to live out the Spirit of Magis and School Prayer. Skills for interpersonal relationships were enhanced and students learnt to care for each other.</p>	<p>- It will continue to be implemented.</p>	<p>exchange ideas is suggested. For emotional support for students, psychologists and social workers could provide guidelines or training to class teachers.</p> <p>- A whole school leadership training curriculum plan could be organized to ensure all students benefit from the training.</p>
	<p>B. To enrich school life to achieve whole-person development, bolster active contribution to Others and cultivate a stronger sense of belonging</p> <p><i>Participation</i> - More than 80% of the S1 students joined at least 2 clubs or societies. Students were engaged in school life and received all round education.</p> <p><i>Member Enrolment System</i> - The Member Enrolment System was fine-tuned and PIE of clubs and societies was monitored. The record of students' participation was clear and comprehensive. The record showed a clear picture of the development of students.</p> <p><i>Extra-Curricular Activities Guidelines for Teachers</i> - A handbook was prepared to provide guidelines for teacher</p>	<p>- The policy should extend to S. 2 students in order to enrich their school life and widen their horizons.</p> <p>- It will continue to be implemented.</p> <p>- The handbook serves as guidelines for teachers and</p>	<p>- Participation in extra-curricular activities should be encouraged as this provides other learning experiences that normal classes cannot provide.</p> <p>- The handbook reminds both students and teachers</p>

	<p>advisors to enhance their role in providing guidance and care to students. Extra-curricular activities were coordinated so that students from different forms enjoyed learning from the activities at various times throughout the year.</p> <p><i>House Cultural Activities</i></p> <p>- Inter-house Drama Competition, Chess Competition and other cultural activities organized by the House Committee have nurtured a sense of achievement and brotherhood among students of different forms.</p> <p><i>Celebrating 95th Anniversary</i></p> <p>- A joint school musical was produced by the school and an Open Day was organized to celebrate the 95th anniversary. School life was enriched by these rare opportunities for students to stretch their potential and nurture brotherhood.</p>	<p>students when organizing extra-curricular activities. It will be given to teachers at the beginning of the next school year.</p> <p>- It will continue to be implemented. Active participation should be encouraged.</p> <p>- Musical workshops for students will be continued.</p>	<p>the core values of the school and how to live out the school spirit while organizing the activities.</p> <p>- Mass cultural activities are precious learning experiences for students. The school should arrange more activities of the same kind.</p> <p>- These activities build up self-confidence and broaden horizons of students. Students should learn to treasure and be grateful for the experience.</p>
	<p>C. To strengthen reconciliation with Creation</p> <p><i>Solar Panels and Zero Plastics</i></p> <p>- The installation of the solar panels on the rooftop of the Ricci Building and zero use of plastic bottles on the campus show that the school is determined to protect the environment and raise the awareness of the students.</p>	<p>- It will continue to be implemented.</p>	<p>- The school could consider other policies which are environmentally friendly e.g. use less paper and recycling of waste.</p>

	<p>D. To augment our learning community</p> <p><i>Professional Development</i></p> <ul style="list-style-type: none"> - Five staff development programmes were organized every school year to meet the needs of the development of students, curriculum and school. They ensured teachers to receive the latest information and provide alternatives for considerations. <p><i>Sharing of Good Practices</i></p> <ul style="list-style-type: none"> - Good practices and study trip learning experiences shared among staff have promoted professional sharing and collaboration among panels and committees. <p><i>New Knowledge Management System (KMS)</i></p> <ul style="list-style-type: none"> - The New KMS helps to organize and allow sharing of some important school documents professionally. Being able to use outside of the school makes it convenient for teachers to teach during the class suspension period. <p><i>New Appraisal System</i></p> <ul style="list-style-type: none"> - A new appraisal system, lesson observation and dialogue with panel heads, was set up to comply with the requirements of school-based management and school self-improvement. The protocol can help to identify, evaluate and develop the work performance of teachers. A form based on Ignatian Educator Competencies Framework was designed to help teachers to plan for their continuing professional development. <p><i>Scheme of Work</i></p>	<ul style="list-style-type: none"> - It will continue to be implemented. - It will continue to be implemented. All panels are invited to do professional sharing during panel meetings. - It will continue to be implemented. Some folders could be shared among teachers of different panels for professional development. - The appraisal system will be launched officially in the school year of 2020-2021. It was delayed due to the outbreak of COVID-19. - It will continue to be 	<ul style="list-style-type: none"> - Measures to build a learning community have to be taken. - Sharing of good practices is important for teachers to learn from each other, especially the experience of eLearning during the class suspension period. - It is a very good system for documentation and sharing of resources. - More time will be given for teachers to understand, get used to the system and do preparation. - More workshops on
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	<ul style="list-style-type: none"> - The modified scheme of work which includes elements of self-directed learning has enhanced the school self-improvement mechanism by giving a more thorough planning and in-depth evaluation. <p><i>Parents' Education</i></p> <ul style="list-style-type: none"> - Talks for parents on Jesuit Education for S.1 students and Family Dynamics Seminar during the class suspension period have helped parents to understand the school and effectively enhanced home school cooperation. 	<p>implemented. Other elements of self-directed learning could also be included in the next 3- year plan.</p> <ul style="list-style-type: none"> - It will continue to be implemented. 	<p>self-directed learning could be organized to equip both teachers and students.</p> <ul style="list-style-type: none"> - The characteristics of Jesuit education can be included in the future topics for parents to understand more about the directions of the school.
<p>3. To enhance school facilities to support student learning and development.</p>	<p>A. To upgrade school facilities to support students' sports development</p> <ul style="list-style-type: none"> - The reopening of the Basketball Courts and resurfacing of the Tennis Courts and Outdoor Playground (Football Pitch) provided great support for students' sports development. - The project to discuss the feasibility of upgrading the swimming pool is still ongoing. 	<ul style="list-style-type: none"> - The sports grounds were ready to use and the school would encourage more students to use the facilities. - The team and other stakeholders will continue to explore possibilities that could upgrade the facilities. 	<ul style="list-style-type: none"> - It is grateful that the campus is spacious. The PE department and student bodies could make good use of it to develop the various potential of students.
	<p>B. To target facility renovation to support students' music development</p> <ul style="list-style-type: none"> - The design of UG03 of the Music Center to support music development has been completed. The renovation would be carried out next year for better utilization of space for students. 	<ul style="list-style-type: none"> - The tendering process and renovation would take place in the next school year. Students could make good 	<ul style="list-style-type: none"> - The music panel could organize activities with other panels for cross-curricular learning

		use of the space for music development.	and sharing resources.
	<p>C. To revamp school facilities for promoting eLearning and STEM education</p> <p><i>Wireless Display</i></p> <ul style="list-style-type: none"> -The installation of a wireless display system in the projectors of all classrooms and special rooms allowed teachers to bring their own device to classrooms and display on the screen for the whole class to see. This is a milestone in the IT development of the school. <p><i>STEM Education</i></p> <ul style="list-style-type: none"> -The conversion of a science laboratory to a STEM laboratory has provided optimum opportunities for students to innovate in science and technology. <p><i>Garbage Depot</i></p> <ul style="list-style-type: none"> -The reallocation of the garbage depot to UG level of the Ricci Building provided a clean and tidy school environment for students to enjoy. <p><i>Religious Atmosphere</i></p> <ul style="list-style-type: none"> -The renovation of G10 & 11, the statue of St. Ignatius and display boards have created a stronger religious atmosphere for the campus. Peace and consolation could be found by the souls visually. 	<ul style="list-style-type: none"> - It will continue to be implemented. - The STEM laboratory is open for students to have IT lessons and acts as a breeding ground for new ideas. - It will continue to be implemented. - All the religious facilities are open for students to use. 	<ul style="list-style-type: none"> - Other systems or devices which facilitate eLearning could also be provided, e.g. Wi-Fi. IT Department and Discipline Committee could work out a plan for good use of it. - Other than academic development, the STEM laboratory could encourage students to live out the spirit of Men for and with Others, that is, to create innovations that can serve society. - The original site of the garbage depot could be redecorated for a welcoming campus. - A pilgrimage route

			including all the religious spots on the campus could be designed for all students and teachers to do reflection. It could also reflect how Jesuit Education is implemented at the school.
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4.2 Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. Management & Organization: School Management	<p>1.1 The School Improvement Committee was set up in 2013 to supervise the School Self-evaluation (SSE) Mechanism and cultivate self-evaluation culture.</p> <p>1.2 We emphasize in-depth evaluation and reflection on teaching effectiveness. The stakeholder questionnaire survey is carried out every year to collect data. The Annual School Report is based on evaluation findings of panels and committees to provide feedback for the Annual School Plan.</p> <p>1.3 We do holistic review and take into account stakeholder expectations, education policies, our vision and mission, and students' attributes when formulating our Major Concerns, with clear targets and practicable strategies.</p> <p>1.4 Manpower, resources and grants are suitably utilized to create space for teachers.</p> <p>1.5 We do half-yearly evaluation on the Annual School Plan to adjust the strategies to strive for excellence.</p> <p>1.6 The SSE mechanism has brought about enhanced</p>	<p>1.1 The school is still working on improving the transparency of decision-making by involving more teachers in the process and having more communication like staff meetings with the teachers.</p>

	<p>learning outcomes: the JUPAS Offer Rate has been increased by 88% over the past few years.</p> <p>1.7 The Crisis Management Committee was set up in 2013 to formulate appropriate contingency measures. The School Executive Committee was set up in 2013 and holds its meeting once every two weeks, to monitor daily school operation. The System of Handling School Complaints has been in place since 2017 to deal with exigencies promptly and suitably.</p>	
<p>2. Management & Organization: Professional Leadership</p>	<p>2.1 The school management has vision and high expectations.</p> <p>2.2 The school management faces challenges with a positive attitude and aims at achieving a shared vision with the staff.</p> <p>2.3 The school management lives out the spirit of Magis and takes a proactive approach to drawing up school plans.</p> <p>2.4 More staff are appointed to administrative posts to empower educators to realize their potential; prepare them for their career aspirations; and engage them in valuable work experience.</p> <p>2.5 The Staff Development Committee was set up in 2014 to organize professional development activities at least 3 days per year and promote continuing professional development.</p> <p>2.6 Since 2018, teachers have been required to plan for their continuing professional development with the use of the Ignatian Educator Competencies Framework.</p> <p>2.7 A comprehensive and robust Appraisal System is in place to nurture a learning culture within a learning community for educators, living out the spirit of Magis and seeking for better ways to teach and learn, and identifying</p>	<p>2.1 A culture of striving for continuous self-improvement is being developed but a handful of teachers are still hesitant about stepping out of their comfort zone. They need more support and development to be better equipped.</p>

	strengths and weaknesses of educators in a systematic manner for maximizing their potential.	
3.Learning & Teaching: Curriculum and Assessment	<p>3.1 Our school provides Liberal Arts education and offers a broad and balanced curriculum.</p> <p>3.2 The Whole-School Language Policy and Assignment and Assessment Plan have been drawn up according to the curriculum objectives.</p> <p>3.3 The Assignment and Assessment Plan is uploaded to eClass to inform the parents.</p> <p>3.4 The school has continuous assessment, 2 uniform tests and 2 examinations to let teachers monitor students' performance and provide feedback to enhance learning. The Assessment and Examination Committee was set up in 2015 to follow up on assessment arrangements and help with result analysis.</p> <p>3.5 The Academic Steering Committee carries out plans for catering for learner diversity and the Gifted Education Committee helps to stretch students' potential.</p> <p>3.6 The Academic Steering Committee implements regular curriculum review to ensure vertical curriculum development and smooth interface between curricula in each key stage.</p> <p>3.7 We encourage our students to take part in experiential learning and do reflection afterwards in order to learn.</p> <p>3.8 The Values Education Committee was set up in 2015 to nurture values during the Morning Formation period.</p> <p>3.9 The school deploys Capacity Enhancement Grant and private funding to hire extra teachers and teaching assistants to create space for teachers to carry out the curriculum.</p> <p>3.10 We foster professional sharing through staff</p>	3.1 The promotion of self-directed learning has to be more focused and it is essential to include goal setting as the foundation of self-directed learning.

	<p>development activities, collaborative lesson preparation and lesson observation.</p> <p>3.11 A Comprehensive Reading Scheme is implemented through cross-curricular collaboration to help the students form the habit of reading.</p> <p>3.12 The Schemes of Work emphasize knowledge, skills and values, and the promotion of self-directed learning is our Major Concern.</p> <p>3.13 The Schemes of Work include extended parts to stretch students' potential.</p>	
4. Learning & Teaching: Student Learning and Teaching	<p>4.1 The score for "The learning atmosphere in lessons is good." is 3.9, according to the result of the stakeholder questionnaire survey.</p> <p>4.2 Students can learn independently and participate in learning activities actively.</p> <p>4.3 Students have good communication skills and are well versed in answering questions and making presentations.</p> <p>4.4 Students can do reflection for betterment.</p> <p>4.5 Teachers can skilfully and accurately use the medium of instruction to conduct learning and teaching activities.</p> <p>4.6 Teachers can engage students in collaboration and experiential learning to polish their generic skills.</p> <p>4.7 Teachers enjoy good rapport with students, which facilitates learning.</p> <p>4.8 The school has been promoting eLearning to extend and facilitate learning.</p> <p>4.9 Teachers are encouraged to provide feedback on students' assessment performance to help them to get to a higher level.</p>	<p>4.1 Students' initiative in learning should be further enhanced with better support and the habit of reading could be improved with a Comprehensive Reading Scheme.</p> <p>4.2 Teachers' capabilities of promoting self-directed learning and eLearning could be further reinforced through professional development activities.</p>
5. Student Support & School Ethos: Student Support	5.1 The Student Affairs Committee works together Guidance Committee, Discipline Committee, Values Education	5.1 The whole-school approach to character formation still has room for improvement

	<p>Committee and Careers & Life Planning Committee to adopt a whole-school approach to helping students set and achieve their personal goals, and form their character.</p> <p>5.2 Every day, students have 10 minutes for doing the Examen and reflection in order to arrive at discernment.</p> <p>5.3 The school empowers students to organize activities by themselves in order to acquire leadership skills and leadership training workshops are also provided for student leaders.</p> <p>5.4 The school uses private funding to hire an educational psychologist and a clinical psychologist to work together with the educational psychologist of the Education Bureau and two social workers to provide developmental, preventive and remedial counselling services.</p> <p>5.5 There are life planning events for each form, from understanding personal aptitudes, goal setting, subject choices to careers aspirations, further studies planning and university applications.</p> <p>5.6 The school has strategically fostered a caring and supportive campus, with cura personalis, care for the whole person.</p> <p>5.7 The Values Education Committee has set a school-based curriculum from S1 to S6, with foci on Responsibility (S1), Compassion (S2), Forgiveness (S3), Love and Service (S4), Magis (S5), Discernment (S6).</p> <p>5.8 The Academic Steering Committee and Chinese History Panel work together to promote Basic Law Education and National Education.</p> <p>5.9 Students have a strong sense of belonging and the score</p>	<p>in the area of tardiness, uniform and use of electronic gadgets.</p> <p>5.2 Education for forming the national identity could be more systematic.</p> <p>5.3 Gifted Education could be further bolstered to make it more comprehensive, stretching students' potential and whole person development.</p> <p>5.4 The Student Affairs Committee and Careers & Life Planning Committee could collaborate to adopt a systematic approach to life planning programmes to let students see the connection between them.</p>
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	<p>for “I like my school.” is 4.1, according to the result of the stakeholder questionnaire survey.</p> <p>5.10 The school engages students in experiential learning and exchange programmes (around 15 per year) to broaden their horizons and develop a global vision.</p> <p>5.11 The Gifted Education Committee and SEN Coordination Committee adopt a comprehensive and systematic approach to supporting diverse learning needs.</p> <p>5.12 The students are respectful of and courteous to others, and the score for “I get along well with my schoolmates.” is 3.9.</p>	
6. Student Support & School Ethos: Partnership	<p>6.1 Parents are supportive and the score for “I am pleased to let my child study in this school.” is 4.3.</p> <p>6.2 Members of the Parents’ Association are enthusiastic and eager to serve the school.</p> <p>6.3 The Parents’ Association helps organize workshops and talks to enhance parenting skills.</p> <p>6.4 There are Parents’ Day for S1, S1-2, S3 and S1-5 to strengthen communication with parents.</p> <p>6.5 The school strategically brings in external expertise through the Staff Development Committee for enhancing professional development, refining the school-based curriculum, promoting STEM education, reinforcing student support and promoting character formation.</p> <p>6.6 The alumni are extremely supportive and donate HK\$5,000,000 per year to support Small Class Teaching, staff development, music and sports development.</p> <p>6.7 The alumni offer internship, scholarships and professional support for current students.</p>	<p>6.1 More external support could be sought, especially collaboration with universities, to enrich students’ learning experiences and teachers’ professional development.</p> <p>6.2 More Jesuit Education Talks could be arranged for parents and alumni to inform them of the latest development in Jesuit education.</p>
7. Student Performance:	7.1 The students have good self-concept and have high	7.1 The students are still learning to have

Attitude and Behaviour	<p>expectations of themselves in the formation of good character.</p> <p>7.2 The scores for “I take the initiative to learn.” and “I am confident in learning.” are both 3.5.</p> <p>7.3 The students are respectful and polite and have good interpersonal relationships.</p>	better stress management and self-management.
8. Student Performance: Participation and Achievement	<p>8.1 Students’ academic performance has been improving and the JUPAS Offer Rate has been raised by 88% over the years.</p> <p>8.2 The Choir won the title Choir of the World in B.C. Canada in 2016.</p> <p>8.3 The Ice-hockey Team won the inter-school championship for four consecutive years.</p> <p>8.4 The Tennis Team and the Athletic Team won the inter-school 2nd Runner-up trophies (Division 1).</p> <p>8.5 The Swimming Team took the inter-school 3rd Runner-up trophy (Division 1).</p> <p>8.6 The score for “My schoolmates actively participate in extra-curricular activities.” is 3.9.</p>	<p>8.1 Students leadership skills could be developed in a more systematic way.</p> <p>8.2 The school spirit Magis has yet to permeate to every corner of the school.</p>

4.3 SWOT Analysis

Our Strengths

- The Ignatian Pedagogical Paradigm and the Examen have nurtured most students to be reflective learners.
- The school spirit Magis encourages students to be Men of Human Excellence and Men for and with Others.
- All our students are Band 1 students and they display competence in learning effectively.

Our Weaknesses

- The school spirit Magis has yet to permeate to every school corner, for the greater glory of God.
- Building a learning community is still in progress.
- Measures to cater for learner diversity at classroom level have to be explored and implemented.

Our Opportunities

- Teachers make concerted efforts to bring about continuous development of the school.
- The centenary of the school is right around the corner.
- The school has managed to take a great leap in eLearning and self-directed learning during the class suspension period.

Our Threats

- Competition from DSS Grant Schools and fluctuating student population affect quality of student intake.
- Dwindling financial support from alumni reduces resources for school development.
- In an extremely competitive society, stakeholders make enormous demands on the school.
- In view of social turmoil, parents might prefer to send their children to study overseas, affecting student intake.

5. Major Concerns for a period of 3 school years (in order of priority)

- 1. Empower and engage our students in self-directed learning and Ignatian Pedagogical Paradigm (IPP)** to create a hope-filled future.
- 2. Equip our educators to build a learning community**, with IPP, respect, unity and Magis.
- 3. Accompany our students along the path to whole-person development** with empathy and discernment, becoming compassionate and reflective global citizens.

(To make it simple, the essence of the Major Concerns is highlighted in bold type.)

6. School Objectives for 2020-2023

(2020-21) Be a self-directed and reflective learner; Brace yourself for the fast-changing and volatile future

(2021- 22) Learn to be a leader-in-service with companionship; Create a hope-filled future with Magis

(2022-23) Achieve whole-person development with discernment; Learn to be a compassionate and reflective global citizen

7. School Development Plan (2020-2023)

Major Concerns:

1. **Empower and engage our students in self-directed learning and Ignatian Pedagogical Paradigm (IPP)** to create a hope-filled future.
2. **Equip our educators to build a learning community**, with IPP, respect, unity and Magis.
3. **Accompany our students along the path to whole-person development** with empathy and discernment, becoming compassionate and reflective global citizens.

Major Concerns	Targets	2020-21	2021-22	2022-23	Outline of Strategies
1. Empower and engage our students in self-directed learning and Ignatian Pedagogical Paradigm (IPP) to create a hope-filled future.	1) To nurture our students to be reflective learners	✓	✓		1) Promote the use of Ignatian Pedagogical Paradigm (IPP) as a tool of self-directed learning.
	2) To reinforce note-taking, concept mapping, collaborative learning skills and thinking skills	✓	✓		1) Arrange note-taking and concept mapping workshops for students; 2) Arrange Edward de Bono's Six Thinking Hats workshops for students.
	3) To bolster eLearning	✓	✓	✓	1) Arrange eLearning workshops for students; 2) The eLearning scheme is extended to S2-3; 3) Further increase the lesson

				time for Technology Education; 4) Revamp the infra-structure of fibre broadband needed for the promotion of eLearning.
4) To help students set SMART learning goals in Action	✓	✓	✓	1) Class Teachers work with Academic Steering Committee/ Life Planning Committee to help S1-6 students to understand their strengths and weaknesses, and set SMART learning goals for their learning profiles.
5) To help students learn time management	✓	✓	✓	1) Arrange workshops on time management for students.
6) To augment STEM education	✓	✓		1) Set a school-based curriculum of STEM education, with specific goals to be attained at different year levels, targeting at 3 groups: all, some and elites; 2) Promote Design Thinking and enhance students' knowledge of Business Environments, Operations & Organizations, Resources Management and Marketing through whole form activities; 3) Enhance STEM-related Project-based Learning in collaboration with related

				subjects.
7) To form students' reading habit	✓	✓	✓	<p>1) Make the library a cozy reading environment;</p> <p>2) Engage students in the newly renovated school library;</p> <p>3) Engage parents and alumni to support the promotion of reading;</p> <p>4) Make the Comprehensive Reading Scheme compulsory for S1-3;</p> <p>5) Teach students reading skills and to read to learn;</p> <p>6) Organize whole-school reading activities like book sharing and promote reading across the curriculum;</p> <p>7) Make the library lesson more interactive, with greater hands-on experiences.</p>
8) To raise expectations of students and boost support for learner diversity	✓	✓	✓	<p>1) Set a thorough plan for supporting students with SEN;</p> <p>2) Set a comprehensive plan for stretching the potential of talented students, addressing their</p>

				<p>academic needs as well as socio-psychological needs;</p> <p>3) Provide Gifted Education in a more systematic and comprehensive way, with reference to the 3-tier Implementation Model;</p> <p>4) Revise and reinforce Small Class Teaching.</p>
9) To further promote assessment as/ for learning to facilitate Evaluation on learning	✓	✓	✓	1) Promote the use of on-going assessment by students in order to monitor their own learning.
10) To keep track of students' learning progress longitudinally	✓	✓	✓	1) Use the eClass module concerned to show the learning curves of students across different year levels for class teachers to follow up.
11) To complement the coverage of the PSHE curriculum and to fine-tune the Science curriculum.	✓	✓		<p>1) Review the curriculum and cover "Resources and Economic Activities" and "Social Systems and Citizens" in Geography and History;</p> <p>2) Adjust proper names used in the Science curriculum, in line with the recommendations of the Curriculum development Council.</p>

	12) To reinforce Basic Law Education	✓	✓		1) Implement 50 hours of Basic Law Education in S1-3.
	13) To network with universities to realize students' potential		✓	✓	1) Network with universities in the areas of STEM Education, Gifted Education and Life Planning.
2. Equip our educators to build a learning community, with IPP, respect, unity and Magis.	1) To promote spiritual conversation for policy-making	✓			1) Arrange spiritual conversation for the promotion of Universal Apostolic Preferences.
	2) To promote staff formation through IPP for all teachers	✓	✓		1) Arrange staff development days on IPP for all teachers.
	3) To enhance the assessment literacy of educators	✓			1) Arrange workshops on assessment literacy; assessment as learning; assessment for learning.
	4) To enhance educators' capabilities of using eLearning and online learning to teach	✓	✓		1) Arrange workshops on eLearning and online learning to foster students' self-directed learning.
	5) To bolster educators' capacity for promoting self-directed learning	✓	✓		1) Arrange workshops on note-taking and concept mapping for educators; 2) Arrange workshops on Six Thinking Hats for educators; 3) Arrange workshops on time management for educators.
	6) To empower educators to provide		✓	✓	1) Arrange workshops on quality

quality feedback to help students get to a higher level				feedback for educators.
7) To further reinforce the PIE process and Reflection, Action & Evaluation	✓	✓	✓	1) Subjects/ committees do in-depth evaluation: i) Analyze students' performance; ii) Identify areas for improvement/ students' learning difficulties; iii) Set specific follow-up measures for betterment.
8) The Appraisal System authorizes panel heads to support panel members in continuing professional development.	✓	✓	✓	1) Educators set SMART goals for continuing professional development.
9) To plan for the School-based Continuing Professional Development (CPD) for Newly-Joined Teachers and In-Service Teachers with reference to the Professional Ladder for Teachers and "T-Standard" as set by the Education Bureau	✓	✓	✓	1) The Staff Development Committee provides guidance to help teachers meet the respective CPD requirements, regularly review teachers' participation in the CPD activities and report to the IMC.
10) To cater for learner diversity at classroom level	✓	✓		1) Teachers set challenging tasks/ bonus questions for talented students; 2) Teachers promote collaborative/ peer learning and

				support students through assigning different roles in group activities to deepen student learning.	
	11) To raise the functions and effectiveness of committees		✓	✓	1) Streamline the school organization; 2) Delineate duties of the committees.
	12) To visit other grant schools to benefit teachers' professional growth		✓	✓	1) Set Staff Development Days for visits to other grant schools.
3. Accompany our students along the path to whole-person development with empathy and discernment, becoming compassionate and reflective global citizens.	1) To care for the well-being of our students	✓	✓	✓	1) Arrange workshops on stress management; 2) Engage every S1 student in a sports activity; 3) Set a policy on the use of electronic gadgets; 4) For emotional support for students, psychologists and social workers could provide guidelines or training to class teachers; 5) Promote celebration of commendable student performance.
	2) To create a safe and healthy	✓	✓	✓	1) Promulgate the Policy on the

environment for all, with unity in diversity/ plurality				<p>Protection of Students and Young Adults;</p> <p>2) Morning Formation inspires students to have empathy, to respect, to have open conversation and value diversity as well as their own culture and identity;</p> <p>3) Morning Formation guides students to be aware of social / global issues, do fact check and have non-violent conversation once in two weeks.</p>
3) To enrich the atmosphere of Catholic education			✓	1) A pilgrimage route including all the religious spots on the campus could be designed for all students and teachers to do reflection. It could also reflect how Jesuit Education is implemented at the school.
4) To further promote the spirit of Men for and with Others		✓	✓	1) Provide service programmes for the outcasts locally and overseas.
5) To enhance Sex Education	✓	✓	✓	1) Adopt an integrated and

				values-oriented approach, with emphases on reflection, discussion and discernment, to helping our students learn about transforming from boys to men; getting along with the opposite sex and loving relationships; marriage, family and sex.
6) To implement strategies to promote Care for the Common Home		✓	✓	1) Promote theme-based projects on environmental conservancy.
7) To nurture empathy through experiential learning	✓	✓	✓	1) Organize pastoral activities for both Catholic and non-Catholic students, with the theme on empathy.
8) To deepen the Examen	✓	✓	✓	1) Focus more on “What do I desire to do next?” and “How can I do better?” to achieve betterment and discernment in the Examen to enlighten our students.
9) To boost students’ exposure, confidence and communicative skills		✓	✓	1) Every student joins an overseas exchange programme at least once in six years; 2) Enhance entrepreneurial opportunities/ work experience/ mentorship programmes for senior students at form levels; 3) Arrange workshops on relationship management and

				communication skills; 4) Boost Life Planning for junior form students and delineate intended learning outcomes.
10) To groom students to be leaders-in-service		✓	✓	1) Provide leadership training programmes for both junior and senior forms to foster the following attributes: i) Self-understanding; ii) Goal setting; iii) Time-management; iv) Problem-solving and Adaptability; v) Team Building Skills; vi) Growth Mindsets 2) Promote leadership attributes highlighted by Chris Lowney: i) self-awareness; ii) ingenuity; iii) love; iv) heroism
11) To arrange parenting education systematically		✓	✓	1) Arrange parenting workshops for S.1-3 parents on the following

				<p>themes:</p> <ul style="list-style-type: none"> i) The characteristics of Jesuit Education ii) How to help young people learn self-management; iii) How to communicate and walk with youths
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