



**Wah Yan College, Kowloon**

**School Development Plan**

**2023/24 - 2025/26**

# Wah Yan College, Kowloon

## A. Vision Statement

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

## B. The Characteristics of Jesuit Education

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

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

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

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

### **C. 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. 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:

### **i. 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.

### **ii. 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.

### **iii. 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 in 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.

**iv. 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.

**F. School Crest and School Motto**

The school crest takes the shape of a shield, and it has the meaning of protection. The red cross in the shield symbolizes the blood of Jesus Christ and the crucifix, representing God’s love for all of us. In the shield, there is a Latin phrase, ‘IN HOC SIGNO VINCES’, which means ‘By this sign, you shall conquer’. Wahyanites follow in the footsteps of Jesus Christ and conquer all difficulties with love.

#### 4. Holistic Review of School Performance

##### a. Effectiveness of the School Development Plan in the cycle of 2020/21 - 2022/23<sup>1</sup>

Major Concern and Target	Extent of the target achieved, e.g.  Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g.  Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
<p><b>Major Concern 1:</b></p> <p><b>Empower and engage our students in self-directed learning and Ignatian Pedagogical Paradigm (IPP) to create a hope-filled future.</b></p>			
<p><b>Target(s):</b></p> <p>(1) To nurture our students to be reflective learners</p> <p>(2) To reinforce note-taking, concept mapping, collaborative learning skills and thinking skills; To help students set</p>	<p>➤ Partly achieved</p> <p>Different panels adopted different strategies to help nurture our students to be reflective and self-directed learners. For example, online apps were used by various subject panels to encourage students to develop the habit of pre-lesson preparation. Students</p>	<p>Incorporated as routine work</p> <p>Continue to be a major concern for the next development cycle with</p>	

<sup>1</sup> At the end of a school development cycle, schools should conduct a holistic review of the overall performance in implementing the SDP. The following points should be considered when conducting the review: (1) The effectiveness of the SDP should be evaluated with reference to the targets and the corresponding success criteria set; (2) Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement; and (3) Schools should decide how individual major concerns are to be followed up if the targets are not fully achieved. They should consider revising the major concerns with enhanced implementation strategies. For major concerns with targets fully achieved, schools may incorporate them in their routine work or think of further development for the next school development cycle. For details, please refer to paragraph 3.3.1(a) of the related compilation guidelines.

<p>SMART learning goals in Action</p>	<p>were also encouraged to make notes. Students were also encouraged by some subject panels to set SMART goals and the students were also instructed to master time management skills to help reach their learning goals. Subject panels also worked hard to help the students to acquire the advanced SDL skills, which is important to help develop students into self-directed learners.</p> <ul style="list-style-type: none"> <li>➤ The ESDA survey in the current development cycle revealed the teachers’ satisfaction with the curriculum development of the school. The teachers’ aggregate agreement to the statement that “the curriculum development in our school is in line with the trend of the educational development” stood above 67% in these years. The aggregate agreement percentage even reached 86%. At the same time, although the students’ aggregate agreement to the statement relating to “teachers’ guidance to learning guidance” generally stood at about 60% in the current development cycle. These statistics generally reflected the teachers’ efforts in helping our students to master different learning strategies.</li> <li>➤ Pullout classes have been organized for students to stretch their potential. For example, an after-school Spanish Language class has been arranged for the junior secondary students who are good in English.</li> </ul>	<p>adjusted target(s):</p> <p>To enhance student core competencies.</p>	
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<p>(3) To bolster eLearning To further promote assessment as/ for learning to facilitate evaluation on learning</p>	<ul style="list-style-type: none"> <li>➤ Partly achieved The working group to promote BYOD has worked out some possible strategies for the teachers to adopt in their classroom teaching.</li> <li>➤ Workshops have been arranged for teachers to familiarize them with the use of the Digital Whiteboard.</li> <li>➤ Different subject panels help bolster eLearning through the arrangement of classroom learning activities using different kinds of apps like Kahoot, Quizizz, Microsoft Forms, Google Forms, etc. Microsoft Teams Classrooms were also set up to enable students to gain access to learning materials online to promote assessment as learning.</li> </ul>	<p>Incorporated as routine work</p> <p>Continue to be a major concern for the next development cycle with adjusted target(s):</p> <p>To enhance student core competencies.</p>	
<p>(4) To help students learn time management</p>	<ul style="list-style-type: none"> <li>➤ Partly achieved Workshops were arranged for S1 students to help them master the skills of note taking, memorizing and revision, etc., which would enable the students to use their time better.</li> </ul>	<p>Incorporated as routine work</p>	
<p>(5) To augment STEM education</p>	<ul style="list-style-type: none"> <li>➤ Partly achieved A “three-tier” model was adopted to promote STEM education in the current development cycle. “STEM for all” encompassed the provision of STEM education through the Junior ICT lessons. “STEM for some” involved activities arranged for some students who were interested in STEM activities. “STEM for elite” was promoted through recommending students who were talented in this area to participate in different external competitions, with the aim of broadening the students’ horizons.</li> </ul>	<p>Incorporated as routine work</p> <p>Continue to be a major concern for the next development cycle with adjusted target(s):</p> <p>To enhance student core competencies.</p>	

<p>(6) To form students' reading habit</p>	<ul style="list-style-type: none"> <li>➤ Partly achieved Resources for e-reading have been purchased from different service providers.</li> <li>➤ When purchasing e-reading resources, attention has also been paid to the reading needs of the NCS students. Special modules have been purchased from the EdCity and other service providers to address their reading needs.</li> <li>➤ E-books on environmental protection have also been suggested to the students during the environmental protection week through board display and book exhibition.</li> </ul>	<p>Incorporated as routine work</p> <p>Continue to be a major concern for the next development cycle with adjusted target(s):</p> <p>To enhance student core competencies.</p>	
<p>(7) To raise expectations of students and boost support for learner diversity</p>	<ul style="list-style-type: none"> <li>➤ Partly achieved Different support has been offered to students who need extra support in their academic studies. For example, special after-school tutorial classes or public examination classes are arranged for the Non-Chinese speaking students. Support programmes were also arranged in the second term for some F.5 students to enhance their learning skills and consolidate their learning.</li> </ul>	<p>Incorporated as routine work:</p> <p>Continue to be a major concern for the next development cycle with adjusted target(s):</p> <p>To enhance student core competencies.</p>	
<p>(8) To keep track of students' learning progress longitudinally</p>	<ul style="list-style-type: none"> <li>➤ Partly achieved An eClass module was purchased to enable the teachers to analyse the learning curves of students across different school years and levels. This would provide teachers with data for selecting students for further follow-up.</li> </ul>	<p>Incorporated as routine work:</p>	

<p>(9) To complement the coverage of the PSHE curriculum and to fine-tune the Science curriculum.</p>	<ul style="list-style-type: none"> <li>➤ Partly achieved Some subject panels like the Geography and History panels have identified some possible topics to complement the coverage of the PSHE curriculum.</li> <li>➤ A working group was also set up to help prepare for the introduction of CES in September 2024.</li> </ul>	<p>Incorporated as routine work:</p> <p>Continue to be a major concern for the next development cycle with adjusted target(s): To enhance student core competencies.</p>	
<p>(10) To reinforce Basic Law Education and National Security Education</p>	<ul style="list-style-type: none"> <li>➤ Fully achieved The subject panels concerned conducted the Basic Law and National Security Education with reference to the instructions of the EDB.</li> <li>➤ The ESDA survey findings also illustrated the strong alignment of the school curriculum to the learning goal of fostering the students' sense of national identity, with the aggregate agreement percentage standing at 82.5%.</li> </ul>	<p>Incorporated as routine work</p> <p>Continue to be a major concern for the next development cycle with adjusted target(s):</p> <p>To empower students to achieve self-actualization and become committed global citizens with Jesuit Values.</p>	
<p>(11) To network with universities to realize students' potential</p>	<ul style="list-style-type: none"> <li>➤ Partly achieved The Biology panel networked with the Chinese University of Hong Kong to organize biotechnology workshop. The Mathematics panel also recommended students who were strong at Mathematics to participate in programmes arranged by the Hong Kong Polytechnic University.</li> </ul>	<p>Incorporated as routine work:</p> <p>Continue to be a major concern for the next development cycle with adjusted target(s):</p> <p>To enhance student core competencies.</p>	

**Major Concern 2:**

**Equip our educators to build a learning community, with IPP, respect, unity and Magis.**

<p>Targets:</p> <p>(1) To promote spiritual conversation for policymaking</p>	<ul style="list-style-type: none"> <li>➤ Spiritual conversation has been deployed in policy-making processes.</li> </ul>	Incorporated as routine work	
<p>(2) To promote staff formation through IPP for all teachers</p>	<ul style="list-style-type: none"> <li>➤ Staff formation through IPP for all teachers was arranged.</li> <li>➤ IPP workshops will be provided to all new teachers and revision workshops will be arranged for all teachers on a timely basis.</li> </ul>	Incorporated as routine work	
<p>(3) To enhance the assessment literacy of educators</p>	<ul style="list-style-type: none"> <li>➤ Educators have gained a stronger understanding of assessment literacy through attending workshops on assessment as learning.</li> </ul>	<p>Incorporated as routine work</p> <p>Workshops on different topics or latest information will be arranged to educators.</p>	
<p>(4) To enhance educators' capabilities of using eLearning and online learning to teach</p>	<ul style="list-style-type: none"> <li>➤ Workshops on various e-learning applications, platforms and professional sharing have been arranged to enhance educators' capabilities of online teaching and eLearning.</li> </ul>	Incorporated as routine work	
<p>(5) To bolster educators' capacity for promoting self-directed learning</p>	<ul style="list-style-type: none"> <li>➤ Educators have acquired skills to promote self-directed learning and are able to provide quality feedback to help students get to a higher level.</li> </ul>	<p>Incorporated as routine work</p> <p>Continue to be a major concern for the next development cycle with adjusted target(s):</p> <p>To enhance student core competencies.</p>	



<p>(6) To empower educators to provide quality feedback to help students get to a higher level</p>	<p>➤ Educators have gained a better understanding of ways to provide quality feedback to students through workshops and sharing.</p>	<p>Lessons observations of panel heads and members were also conducted to seek better ways to teach and learn.</p> <p>Continue to be a major concern for the next development cycle with adjusted target(s):</p> <p>To enhance student core competencies.</p>	
<p>(7) To further reinforce the PIE process and Reflection, Action &amp; Evaluation</p>	<p>➤ The PIE process and Reflection, Action &amp; Evaluation have been integrated into different committees.</p>	<p>Incorporated as routine work</p>	
<p>(8) The Appraisal System authorizes panel heads to support panel members in continuing professional development</p>	<p>➤ The three phases of Appraisal System have been carried out to foster professional growth of educators, helping to build a learning community.</p> <p>➤ The effectiveness of the Appraisal System and the streamlined school organization will be reviewed and are open to refinement next year.</p>	<p>Continue to be a major concern for the next development cycle with adjusted target(s):</p> <p>To enhance student core competencies.</p>	
<p>(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</p>	<p>➤ School-based Continuing Professional Development (CPD) programmes were planned 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.</p>	<p>Incorporated as routine work</p>	

<p>(10) To cater for learner diversity at classroom level</p>	<p>➤ Different learning tasks and modes of teaching were adopted to cater for learner diversity at classroom level.</p>	<p>Incorporated as routine work</p>	
<p>(11) To raise the functions and effectiveness of committees</p>	<p>➤ School organization has been streamlined and delineations of duties of all committees are clearly stated.</p>	<p>Incorporated as routine work</p>	
<p>(12) To visit other grant schools to benefit teachers' professional growth</p>	<p>➤ Visiting other grant schools has been cancelled due to pandemic.</p>	<p>Continue to be a major concern for the next development cycle with adjusted target(s):</p> <p>To enhance student core competencies.</p>	

**Major Concern 3:**

**Accompany our students along the path to whole person development with empathy and discernment, becoming compassionate and reflective global citizens.**

<p>(1) To care for the well-being of our students</p>	<ul style="list-style-type: none"><li>➤ Stress Management Workshops were arranged for S6 students in the first term to help them identify and cope with the stressors. The School Social Workers and Psychologists had jointly held the workshops for students in November to identify students who suffered from anxiety and other mental problems and give emotional support. Resources and support provided by professionals were also introduced.</li><li>➤ Every S1 student was engaged in a sports activity (Basketball, football, volleyball and lacrosse). This has helped them to develop a healthy habit and better well-being.</li><li>➤ BYOD policy was started in S1 and S2. The BYOD working group had provided multiple perspectives to the formulation of the BYOD Policy and the Acceptable Use Policy for S1 students. A school policy for students' usage of electronic gadgets, including mobile phones, was formulated.</li><li>➤ Emotional support workshops, like supporting students with low motivation, mental health and recognition of suicidal behaviour among students have been held annually for teachers in equipping themselves in tackling cases related to students' emotion by social workers and psychologists.</li></ul>	<p>Incorporated as routine work</p> <p>Programme extended to S1-2</p> <p>Programme extended to S1-3</p> <p>Incorporated as routine work</p>	
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<p>(2) To create a safe and healthy environment for all, with unity in diversity / plurality</p>	<ul style="list-style-type: none"> <li>➤ Commendable student performances were promoted during Morning Formation lessons and Assemblies. Good habits and outstanding performances, for example, setting goals, displaying determination and showing empathy, striving for excellence were encouraged.</li>   <li>➤ The Policy on the Protection of Students and Young Adults was promoted during the First Staff Meeting 2020-2021 to raise the staff's awareness. The policy was also printed on the Reflective Journal and Teachers' Handbook for both students and teachers.</li>   <li>➤ Jesuit values such as love and care, respect and justice, responsibility, MAGIS and discernment were inculcated in the Morning Formation lessons every day. The lesson materials also facilitated students to develop empathy, have an open conversation and value diversity as well as their own culture and identity. Materials on Family union and Chinese culture were set especially during the festive time. Social and global issues were discussed in the class, and students were guided to do a fact check and have a non-violent conversation in the period about media literacy. Most of the teachers found the teaching material helpful and managed to complete all the tasks. Posters were put up in each classroom to promote the values for that form.</li> </ul>	<p>Incorporated as routine work</p> <p>Incorporated as routine work</p> <p>Incorporated as routine work</p>	
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<p>(3) To enrich the atmosphere of Catholic Education</p>	<ul style="list-style-type: none"> <li>➤ To celebrate the Ignatian Year, several activities were carried out to deepen the understanding of teachers and students about the conversion of St. Ignatius. A pilgrimage route including all the religious spots on the campus was designed for all students and teachers to do reflection. Station one (near the West Gate) was completed. In addition, the Mural Wall which described the interaction between St. Ignatius and Wah Yan students was painted outside the Common Room and the statue of St. Ignatius and the founding of the Society of Jesus was set up to help students understand how Jesuit Education is implemented at the school.</li> </ul>	<p>The design and set up of the other stations of the pilgrimage route will continue in the coming years</p> <p>Continue to be a major concern for the next development cycle with adjusted target(s):</p> <p>To empower students to achieve self-actualization and become committed global citizens with Jesuit Values.</p>	
<p>(4) To further promote the spirit of Men for and with Others</p>	<ul style="list-style-type: none"> <li>➤ Service programmes for S1 (Men for and with Others Mentorship Programme), adventure-Ship programme, serving the Dignity Kitchen by the Guidance Committee and Values Education Committee to guide students to respect others, uphold justice and value unity in plurality.</li> </ul>	<p>Incorporated as routine work</p>	
<p>(5) To enhance Sex Education</p>	<ul style="list-style-type: none"> <li>➤ 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 was adopted from S.1 to S.6.</li> <li>➤ A school-based sex education curriculum is developed. Workshops were arranged for S6 students. The students found the workshop practical and highly relevant to their daily lives.</li> </ul>	<p>Incorporated as routine work</p>	

<p>(6) To implement strategies to promote Care for the Common Home</p>	<ul style="list-style-type: none"> <li>➤ Promote theme-based projects on environmental conservancy. A week related to Conservancy and different projects, like recycling aluminum cans, Green Lunch were carried out in the school to raise the awareness of the students on the theme.</li> </ul>	<p>The Environmental Conservancy Committee and the students Affairs will work on another topic next year.</p>	
<p>(7) To nurture empathy through experiential learning</p>	<ul style="list-style-type: none"> <li>➤ Due to the pandemic, many of the experiential learning activities were cancelled. Only S1 and S5 catholic students were able to attend a workshop on 'Simple Lifestyle'. One of the focuses of the workshop was about empathy, and it was hoped that the students could live a simple lifestyle. In addition, the Samaritans: Counselling Ambassador Scheme was carried out to let our students have more understanding for the people who feel distressed and equipped them to give a helping hand.</li> </ul>	<p>Continue to be a major concern for the next development cycle with adjusted target(s):</p> <p>To empower students to achieve self-actualization and become committed global citizens with Jesuit Values.</p>	
<p>(8) To deepen the Examen 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</p>	<ul style="list-style-type: none"> <li>➤ Due to the pandemic, most of the Examen was held online and it was hard to go further.</li> <li>➤ Examen workshops for teachers were held by the Examen Team to the new teachers and the class teachers in September. Most teachers found the workshops helpful in giving practical suggestions on how to guide students to do the Examen.</li> </ul>	<p>Incorporated as routine work</p>	
<p>(9) To boost students’ exposure, confidence and communicative skills</p>	<ul style="list-style-type: none"> <li>➤ Many students joined external competitions and their performance showed gradual improvement in self-confidence and communicative skills</li> </ul>	<p>Incorporated as routine work</p> <p>Continue to be a major concern for the next development cycle with adjusted target(s):</p> <p>To enhance student core competencies.</p>	

<p>(10) To groom students to be leaders in service</p>	<ul style="list-style-type: none"> <li>➤ Throughout the year, several activities were conducted to support Gifted Education. For Level 1, a character-building workshop was carried out for all S.1 students so that they had better awareness of their character strength and self-understanding.</li> <li>➤ An outward bound adventure-based activity was organised for all S.4 students and a Class Stall activity was organised for all S.5 students. The two activities offered opportunities to develop leadership and communication skills. For Level 2, an overnight camp was organised for S.4-5 students (pull-out programme) to enhance the spirit of team building, leadership and service. For Level 3, a Scholar Club was established to provide a series of activities for 20 top achievers. The theme of the activities included Making Informed Careers Choices, Nurturing the Spirit of Brotherhood, Language and STEM Enhancement etc.</li> </ul>	<p>Incorporated as routine work</p>	
<p>(11) To arrange parenting education systematically</p>	<ul style="list-style-type: none"> <li>➤ A variety of parents workshops were organised by the Guidance Committee in relation to the school vision and mission and also the practical needs of the parents in dealing with the growth of their children. The content of the talks includes the spirit of Men for and with Others, understanding of Examen, character formation, parents-child relationship and mindfulness and so on.</li> </ul>	<p>Incorporated as routine work</p>	

**b. Based on the reflection against the seven learning goals<sup>II</sup>, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.**

◆ **(i) How good is my students' performance in achieving the seven learning goals?**

**Learning Performance (P.I.4.2)**

Based on students' prior knowledge, interests, abilities and learning styles, teachers set suitable learning objectives and content for learning activities within and beyond the classroom. They make flexible use of a diverse range of learning and teaching strategies to create purposeful contexts to connect student learning to their life experiences, so that they can engage in active learning, and develop their self-management skills, self-learning skills, critical thinking skills, creativity and so on. Teachers also design field studies (e.g. Biology and Geography) and exchange activities (English Panel) which dovetail curriculum aims and objectives for students to understand the nation and society from different perspectives in authentic contexts with the aid of suitable learning materials.

To help nurture and strengthen students' positive values and attitudes, teachers strategically make use of learning content to guide students into reflecting on the underlying moral values behind their actions (e.g. Morning Formation and School Assemblies). Teachers effectively use subject resources and IT to thoroughly plan and enrich students' learning experiences within and beyond the classroom according to the learning objectives.

**Affective Development and Attitude (PI 7.1)**

Students have good self-concept and have high expectations of themselves in formation of good character. This could be shown in the results of the APASO II and III survey of the past three years. In nearly all the subscales under the area of Self-Concept in the APASO II survey, the mean scores of our students were above the mean score in the Hong Kong Year 2022 norm.

Students displayed a positive attitude to learning. Most students took initiative to learn and were confident in learning according to the teachers', students' and parents' view of the Stakeholder Survey of the past three years. The school stressed on the core values of Jesuit education which were stated clearly in the school's vision statement. The Values Education Committee has been working hard to enhance the formation of values of our students. Parties involved included the curriculum-based subjects Ethics and Religious Studies, Catholic Formation and Formation classes, Assemblies, and non-curriculum programmes like 'Men for and With Others' programme and other ECAs.

The school provides great support to encourage students to develop their self-management skills through guidance programmes and individual care

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<sup>II</sup> The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.



offered by the school guidance team, social worker, and psychologists. Most students could strike a balance between learning and ECA and attain a healthy lifestyle. Most students were emotionally balanced and were able to handle stress. This is shown by the results in the APASO II survey and the number of school discipline cases.

### **Social Development (P.I. 7.2)**

One of the major concerns in the last school development plan was to help the students to form their character with Jesuit values and fighting spirit. Students generally displayed care and respect towards each other. Most students acquired basic social skills and many student leaders possessed good leadership qualities, such as communication and organizing skills. They had many opportunities in exercising their leadership through various kinds of extra-curricular activities. From the students' view on support for student development in the school stakeholder survey, over 60% of the students agreed or strongly agreed that the school was intent on fostering leadership and their virtues. Most of them also actively participated in extra-curricular activities through which their learning opportunities in respect of extra-curricular knowledge and life skills increased.

### **Academic Performance (P.I. 8.1)**

The students performed excellently in the past 3 years of the HKDSE. Our students achieved a distinction rate (5\* or above) and a credit rate (4 or above) of 20% and 75% respectively in all subjects. Each year, there were students who attained exceptional results and were admitted to popular universities both internationally and locally. Some subjects had remarkable value-added results (Maths and ICT).

In other academic-related competitions, e.g. Mathematics Olympiad and International Science and Computer Competitions, our students achieved exceptional results. Our students received Grand School Prize in the HK Olympiad in Informatics and ranked World No.1 in the Canadian Computing Competition organized by the University of Waterloo.

### **Non-academic Performance (P.I.8.2)**

Our students participated actively in the extra-curricular activities. There were at least 100 school clubs, organizing various kinds of activities in our school yearly. Through these activities, the students were able to acquire various useful life skills like interpersonal skills, leadership skills, problem solving skills, etc. Our students also participated actively in the inter-school competitions organized by external parties. For example, they participated actively in Speech Festival and won numerous awards. The performance was particularly good in the English section. Other than Speech Festival, our students also performed well in competitions like the inter-school sport and STEM project competitions. At the same time, some of our students also received different prizes organized by various external parties like the Sir Edward Youde Memorial Fund, Yau Tsim Mong District School Liaison Committee, etc. Our students' promising performance could also be illustrated in the awards won in different non-academic competitions like Music Festival and various sports activities. Our students also did well in some sports competitions like athletics, ice hockey,

orienteering, swimming, tennis, etc. Other than non-academic competitions, our students also understood the importance of serving the community. They participated actively in Caritas Bazaar yearly though it was suspended in the past two years. The Organizing Committee manages to mobilize hundreds of students to serve the weak community. Through various activities, it helps our students to develop their potential and excel as an all-rounded entity and to foster student leadership.

◆ **(ii) How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?**

**Curriculum Organization (P.I. 3.1)**

In accordance with Hong Kong's aims of education, the seven learning goals, latest trends of education development and Jesuit education vision and mission, the school has formulated well-defined and prioritized curriculum development targets, as well as clear and specific policies in relation to, for example, language and assessment based on students' needs. All these efforts, along with the creation of space and opportunities for students, promote their whole-person development effectively. Having a thorough grasp of the aims and targets of curricula of KLAs and subjects, the curriculum leaders, through the co-ordination among subject panels and committees, adopt the notion of "learning time" to plan and implement a broad and balanced curriculum. Under both normal and special situations (e.g. epidemic), the school is able to appropriately schedule students' learning time. It also adeptly integrates learning within and beyond the classroom to enable students to experience whole-person development in the domains of ethics, intellect, physical development, social skills and aesthetics. In terms of overall curriculum planning, there is robust vertical continuity and smooth interface between key stages. The school has increasing expectations of their students according to their learning progress. This helps students enhance their knowledge in different KLAs, sharpen their generic skills and develop positive values and attitudes, thereby becoming citizens with a sense of social responsibility and national identity, an affection for Hong Kong as well as an international perspective.

Grooming students for whole-person development was one of our major concerns to enhance growth of the students in ethics, intellect, physical development, social skills, and aesthetics. Various knowledge and experiences were provided both inside and outside campus to help the students to widen their scope of learning and help them to gain insight into their life. Based on the school's vision and mission, our aims and objectives are to 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. In order to achieve the above, the school establishes appropriate policies and measures for supporting student development.

## **Support for Student Development (P.I. 5.1)**

The school identifies students' varied needs for development support by means of internal surveys, SHS and APASO II and III. The results of these quantitative studies were followed up by relevant committees. Guidance, SEN, Discipline, Values Education, Pastoral and Careers and Life Planning Committee coordinated efficiently and effectively with each other to guide students to think from different perspectives and help them to reflect on the related Jesuit values. Various types of student activities, for example, visits, workshops, talks, experiential learning, and social service were conducted. The school also provided extra-curricular activities and leadership training to students by means of different student organizations, for example, the Students' Association, Prefect Council, Catholic Association and House System. However, due to the pandemic these few years, many of the activities were turned online, postponed, or even cancelled. According to the survey from teachers 學校推行的學生支援服務能配合學生的成長需要。3.9 rank of agreement is 4. For students 學校積極教導我們如何與人相處，例如尊重他人和為他人著想。3.8 rank of agreement 2. (2023)

The school could identify students who have special educational needs at an early stage and these students will receive help from relevant parties in the form of individual counselling or group training in a systemic and holistic way. Gifted students were identified by teachers and referred to variety of programme, like university programmes, workshops for enhancement, experiential learning and mentorship programme. According to the parents, teachers and students survey, they all agreed that the school provided substantial support to student development. (3.8 and above in this section) (2023)

The school made close connections between values education, guidance, career and life planning committees, subjects in providing students with diverse learning experiences. The above planning comprehensively developed students' positive values and attitudes, especially in nurturing their qualities of perseverance, respect for others, responsibility, national identity, commitment, integrity, care for others, empathy, as well as enhancing their media and information literacy. Capitalising on themes of daily life that were appropriate to students' abilities and mental and cognitive development, the school guides students to think from different perspectives and clarify the related values before making sensible judgements.

## **School Climate (P.I 5.2)**

There was a strong cohesion between the staff and the students at the school. All members loved the school as their family. Together they strived to implement the school's vision and mission and goals, and to uphold its tradition and culture. They were devoted in school activities. The school community received continuous support from the Jesuits, PA, PSA and Wah Yan One Family. According to the survey, (1) teachers' view on having a good relationship with students, and on whether the teachers and students have a good relationship score a mean of 4.4 and the rank of agreement is 1; (2) students' view on whether students like the school scores a mean of 4.1 and the rank of agreement is 1. (2023)

### **Home-school Cooperation (P.I. 6.1)**

The School identified the importance of home school cooperation and had organized more gatherings in recent years with the parents. For the S1 parents, besides an orientation event in late August, there were two half-day programmes, one in each term, with group discussions to promote communication between the class teachers and the parents as well as professional talks (emotional supports for children during pandemic) and to promote parent education. There were also two similar events for S2 parents. S3 parents were invited to the subject selection talk organized in March/April to acquire more information and skills so that they could help to advise their sons to choose HKDSE elective subjects. S6 parents were invited to accompany their sons to attend the preparation talk before the release of HKDSE results.

All parents were entitled to be members of the Parents' Association and members of the Parents' Association are enthusiastic and proactive. The Association was an important platform to collect and reflect parents' opinions to the school by organizing various functions, like picnic, museum visits, calligraphy class and so on, to build the sense of belonging among the parents to the School. To help promote parent education, there were also seminars and talks organized by the Association. There was a strong team of volunteers to help the daily work of the Reading Corner.

### **Links with External Organizations (P.I. 6.2)**

With an international network that covers many cities in the world, alumni of various decades of the school, together with the local Past Students' Association and Wah Yan One Family Foundation, provided strong and loyal support to current students and the school through workplace attachment programmes, awards and scholarship donations, financial sponsorship of student learning and co-curricular activities and school maintenance work. Alumni representatives were also a must in the compositions of various advisory committees and ad-hoc committees. Examples include Swimming Pool Management Committee and Fund-Raising Committee. It further illustrated the close companionship between the school and alumni.

## ◆ **How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?**

### **School Management (P.I. 1.11-1.3)**

The school self-evaluation mechanism functions effectively with an emphasis on the importance of school self-evaluation (SSE) data upholding the evidence-based principle. Data based on the Key Performance Measures (KPM) collected from the Stakeholder Survey (SHS), Schools Value-Added Information System (SVAIS), Territory-wide System Assessment (TSA), students' performance in both academic and non-academic areas are used to evaluate the effectiveness of the planned strategies and set up appropriate development priorities to facilitate students' whole-person development and life-long learning. The school's development cycle in 2020-23 with the focus on empowering our students' as reflective self-directed learners and global citizens with compassion ties with the needs and trends of education under the volatile condition due to the COVID-19 pandemic. Taking into account with the school's vision and mission, the Universal Apostolic Preference of the society of Jesus (UAP), Hong Kong's aims of education, the seven learning goals and the context under the pandemic, the schools continuously review its strengths and weaknesses to implement and adjust for the best of our students both in learning and other areas.

The school nominates appropriate persons to lead and coordinate the priority tasks. However, the grooming and formation of potential teachers as middle leaders need to be enhanced as the school faces an out leak of experienced teachers in the last few years due to the emigration issue in Hong Kong. Most of the subject panels and committees plan their work in line with the school's development goals. They utilize resources effectively in order to implement the planned strategies. But there are levels of discrepancies in the evaluation of work effectiveness among subject panels and committees, the school emphasizes the importance of the evidence-based principle with measurable outcomes in the work. With the effect of the pandemic, the school responds effectively to the different needs and volatile changes of the condition to sustain the provision of qualified learning experiences. Subject panels and committees communicate and collaborate closely in both face-to-face and online contexts.

The school management has a clear vision and aspiration for education. A whole-school approach is adopted in setting the school development plan that opinions from different stakeholders are thoroughly gathered. With in-depth communications based on the effective mechanism through the platform of staff development, staff meetings, staff meeting without the Principal and School Advisory committee, the school achieves to create a professional learning community in a positive and mutually supportive learning environment. According to the data of the latest SHS, teachers give the four highest rank of agreement that (i) the school sets clear directions for development in accordance with Hong Kong's aims of education and the seven learning goals (mean score:4.1); (ii) the school sets appropriate development priorities to facilitate students; whole-person development (mean score:4.0); (iii) the school guides teachers to build a consensus on its directions for sustainable development (mean score:3.9); and (iv) the school establishes different channels for teachers, students and parents to express their opinions (mean score 3.9).

The school management and key middle managers have rich professional knowledge about their work and live out the spirit of Magis. As Ignatian educators, the Ignatian Pedagogical Paradigm (IPP) is the fruit of the Jesuits education that teachers facilitate students' deeper inquiry into subject matters through regular practices of preview, solicits students' active participation, encourages enquiry beyond existing cognitive frameworks to become life-long learners. The school management and the key middle managers keep on updating the curricula so that they better reflect the school's vision and mission as well as the changing needs of the social community. The school management works effectively with colleagues in building of a community of Ignatian educators which becomes a model; for the students to learn collaboration and to be men for and with others. The school management continues to foster respectful collegial communication with different stakeholders for better development of Jesuit education. All the staff and students are trusted, valued and respected.

The school enhances the decision-making process, communication and transparency of its operation by introducing the spiritual conversation which is a Jesuits tradition to attain deep and genuine communication among school members. The school-based Appraisal system is launched in three phases since the 2020-21 academic year to nurture a learning community for teachers. It helps to identify strengths and weaknesses of teachers in a systematic manner to maximize their potential. The appraisal system is reviewed after its completion in the 2022-23 academic year to consolidate the feedback from teachers to enhance its accountability in a positive manner with the growth mindset. However, according to the SHS's data from teachers' view about the transparency of the school's decision-making process, the mean score is 3.5 with eleventh (least) in the rank of agreement. A few of the middle manages need extra professional support from the school management so as to execute their roles in monitoring and evaluation.

### **c. How Can My School Be Better**

#### **◆ What are our students' needs?**

- Our students could acquire and construct a broad and solid knowledge base; discussions on contemporary issues that have impact on students' daily lives could be more inspirational and could lead them to think of and respond to the needs of people in society and serve them.
- Our students also need more opportunities to develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work.
- Our students could learn to become an informed and responsible citizen, with a sense of national and global identity, appreciation of proper values and attitudes as well as Chinese culture, and respect for pluralism in society.

#### **◆ What is our school's capacity for continuous improvement and development?**

- Our students have rich and diverse learning experience. A school-based cross curriculum in S4-5 which focuses on core competencies in lesson time could facilitate student development on generic and language skills
- Our extensive alumni network would be an excellent support to provide new exposure and work place experience for our students. These connections allow in-depth exploration and stretch one's potential.
- We had very good relationship with the Parents' Association and together we did our best to nurture our teenagers for the future society.
- Teachers are professional and the SSE are effective. Each year the school identifies challengers of the students and find ways to tackle them.

#### **◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?**

- It is important to develop sound language and generic skills in order to stay ahead in the 21<sup>st</sup> Century. Core competencies across the curriculum would enable the students to be creative and put their words into action.
- Extensive reading would expand the vocabularies of the students and allow them to be more expressive of their ideas. Their motivation in learning may be enhanced and be a self-directed learner.
- It is important that students learn to be reflective and live with positive values. All students should be reaching towards the qualities in the Jesuit graduate profile.
- As the Centenary of the school is approaching, students can make use of this opportunity to develop their collaboration and leadership skills. They also learn how to serve and be with the people who are neglected.
- Students also learn more about Chinese culture and build a stronger sense of national identity. Through school activities and overseas excursions, students learn to be committed global citizens as well.

## **5. Major Concerns of the 2023/24 - 2025/26 School Development Cycle**

- ◆ Based on the above holistic review of school performance, the major concerns in order of priority are:
  1. Enhance students' 21<sup>st</sup> century core competencies
  2. Empower students to achieve self-actualization and become committed global citizens with Jesuit Values



## School Development Plan (2023/24 - 2025/26)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals  (Related Learning Goals of <a href="#">Secondary Education</a> *) <sup>III</sup>
		Year 1	Year 2	Year 3		
1. Enhance students 21 <sup>st</sup> century core competencies	<ul style="list-style-type: none"> <li>Nurture students' creativity, digital competence, problem-solving and communication skills through diverse learning opportunities for and with others.</li> </ul>	✓			<ul style="list-style-type: none"> <li>To enhance STEAM/ STEAM education</li> <li>To support learners' diversity</li> <li>To prepare for CES in junior forms</li> <li>To boost students' exposure, confidence, and communicative skills</li> </ul>	Breadth of knowledge Language proficiency Generic skills Information literacy

<sup>III</sup> All along, school work has always been related to the seven learning goals. Schools could consider how the major concerns relate to the seven learning goals and list the related learning goal(s) in this column when setting major concerns. Apart from the major concerns, schools should help students achieve the seven learning goals to foster their whole-person development and lifelong learning through routine work, which does not need to be recorded in the SDP. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

	<ul style="list-style-type: none"> <li>Bolster reading and foster cross-curricular collaborations</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>To further promote reading and particularly reading across curriculum</li> <li>To foster collaboration among panels and committees for curriculum design and Centenary Activities</li> <li>Establish a school-based curriculum for S.4-5 to nurture their core competencies from contemporary issues</li> </ul>	Language proficiency
	<ul style="list-style-type: none"> <li>Align classroom education with life planning and career development through the analysis of real-life materials or situations, arrangement of life-wide learning experiences and exploration of the career world</li> </ul>		✓	✓	<ul style="list-style-type: none"> <li>To network with universities to provide more possibilities for students</li> <li>To network with alumni (PSA) to create more workplace experience for students to explore the career world</li> </ul>	Language proficiency, Generic skills Life planning

<p>2. Empower students to achieve self-actualization and become committed global citizens with Jesuit Values.</p>	<ul style="list-style-type: none"> <li>Foster Jesuit Values in order to foster to be Life-long Growth  (Reflection, Self-acceptance and Positivity, Curiosity and Creativity, Freedom and Self-discipline, Participation and Responsibility)</li> </ul>	<p>✓  ✓</p>	<p>✓  ✓</p>	<p>✓  ✓</p>	<ul style="list-style-type: none"> <li>To enrich the atmosphere of Catholic Education</li> <li>To share our gift of Ignatian Spirituality creatively including students of non-faith and deepen examen</li> </ul>	<p>Healthy Lifestyle</p>
	<ul style="list-style-type: none"> <li>Support students to reach their potential and be leaders in service.</li> </ul>				<ul style="list-style-type: none"> <li>To empower students to see the needs of others and actively plan and lead how to serve</li> <li>To nurture students to serve and take lead in the Centenary events (e.g. Sports, Music, Heritage Development Project etc...)</li> </ul>	<p>Generic skills Healthy Lifestyle</p>
	<ul style="list-style-type: none"> <li>Strengthen students' national identity and global awareness to be committed global citizens.</li> </ul>	<p>✓</p>	<p>✓  ✓</p>	<p>✓  ✓</p>	<ul style="list-style-type: none"> <li>To reinforce Basic Law Education and National and National Security Education which bolster students' understanding of the development of our country</li> <li>To encourage students to be aware of global environmental issues and work towards a future filled with hope and joy</li> </ul>	<p>National and global identity</p>