

Wah Yan College, Kowloon

EQUIP THE MIND AND SOUL



A.M.D.G.

LEARN TO LOVE AND RESPECT

Annual School Plan

2016 – 2017

Equip the Mind and Soul; Learn to Love and Respect

Our students deem learning as their mission and they strive to equip their mind and soul, preparing themselves to possess attributes of Human Excellence, that is, competence, commitment, compassion and conscience, so that they can develop to be leaders-in-service in the future. They form the habit of doing reflection, through which they grow and excel. When they graduate, they are intellectually competent, loving as a personal orientation, open to life-long growth, religious and moral and committed to acting on justice.

The vision of our education aims at forming the character of our students so that they can become young gentlemen who show compassion and respect to themselves and others, living out the spirit of Men for and with Others.

Our expectations:

- 1) We set learning as our mission, to learn actively through reflection.
- 2) We enjoy freedom with responsibility, purpose and passion.
- 3) We nurture unity through gratitude and respect.

Warren CHUNG
Principal

Prayer for Generosity (St. Ignatius of Loyola)

*Lord, teach me to be generous.
Teach me to serve you as you deserve;
to give and not to count the cost,
to fight and not to heed the wounds,
to toil and not to seek for rest,
to labour and not to ask for reward,
save that of knowing that I do your will.
Amen.*

With reference to:

The Characteristics of Jesuit Education

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.

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.

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.

Annual School Plan (2016-2017)

Equip the Mind and Soul; Learn to Love and Respect

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Chapter 1: Our School

A. Vision Statement

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

B. The Characteristics of Jesuit Education

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

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

13. **Jesuit education provides adequate pastoral care.** *Pastoral care enables each individual to respond to God's message of divine love and deepens a person's commitment to serve others. Jesuit education assists each student to respond to his or her own vocation of service in personal and professional life.*
14. **Jesuit education celebrates faith in personal and community prayer, worship and service.** *Prayer is an expression of faith, a continual reiteration of personal commitment, and a way to establish a relationship with God. A faith relationship with God, personal and communal, promotes an imitation of Christ as a "Man for Others." Catholic members of a Jesuit school are encouraged to express their faith in religious or spiritual celebrations to give witness to the purposes of the school.*
15. **Jesuit education is preparation for active life commitment.** *Father General Peter-Hans Kolvenbach addressed the Jesuit alumni at Versailles, France on July 20, 1986, "We ... challenge you and try to inspire you to put into practice - in concrete activity - the values that you cherish, the values that you have received in your formation."*
16. **Jesuit education serves the faith that does justice.** *The service of faith should include the promotion of justice through action for peace. The goal of the faith that does justice and works for peace is a new type of person in a new kind of society, in which each individual has the opportunity to be fully human and each one accepts the responsibility of promoting the human development of others. The focus of Jesuit education is on education for justice. Adequate knowledge joined to rigorous and critical thinking will make the commitment to work for justice in adult life more effective. In a Jesuit school, the treatment of justice issues should include a critical analysis of society; the policies and programmes should give counter-witness to the values of the consumer society; and there should be opportunities for actual contact with the world of injustice.*
17. **Jesuit education seeks to form "MEN AND WOMEN FOR OTHERS".** *Jesuit education helps students to realize that talents are gifts to be developed, with the help of God, for the good of the human community. In order to promote an awareness of others, Jesuit education stresses community values. Teachers should manifest in their lives concern for others and esteem for human dignity.*
18. **Jesuit education manifests a particular concern for the poor.** *Responding to the call of Christ who had a special love and concern for the poor, the church and the Society of Jesus have made a preferential option for the poor. Jesuit schools do not exist for any one class of students. Special services should be made available to those in need. Jesuit schools provide students with opportunities for contact with the poor and for service to them, coupled with reflection so that students may understand the causes of poverty.*

19. **Jesuit education is an apostolic instrument, in service of the church as it serves human society.** *The aim of Jesuit education is the formation of principled, value-oriented persons for others. As part of its service of the church a Jesuit school will serve the local civil and religious community and cooperate with the local bishop. The school community encourages collaboration and dialogue with all men and women of good will, whatever their faith and beliefs. Christians are a witness to the Gospel, in service to the human community.*
20. **Jesuit education prepares students for active participation in the church and the local community, for the service of others.** *Jesuit education is committed to the religious development of all students. Concrete experiences of church life are available to all students. Catholic students are taught to understand and love the church and the sacraments. Opportunities are provided for other students to learn more about the Christian faith.*
21. **Jesuit education pursues excellence in its work of formation.** *Jesuit education aims at the fullest possible development of every dimension of the person, linked to the willingness to continue this development throughout life and the motivation to use those developed gifts for others. Students are expected to become leaders in service rather than socio-economic elites. Service is founded on a faith commitment to God, a decision to follow Christ, which leads to a desire to always do “more.” The desire is converted into the necessary personal preparation in which a student dedicates himself or herself to the pursuit of academic excellence, to personal formation, and ultimately to action.*
22. **Jesuit education witnesses to excellence.** *The school policies are such that they create a climate which will promote excellence. The adult members of the educational community witness to excellence by joining growth in professional competence to growth in dedication.*
23. **Jesuit education stresses lay-Jesuit collaboration.** *Lay people and Jesuits, in different appropriate capacities, share a common mission and work together as a single apostolic body in the formation of students. The legal structure of the school allows for the fullest possible collaboration in the management of the school.*
24. **Jesuit education relies on a spirit of community among teaching staff and administrators, the Jesuit community, governing boards, parents, former students, and benefactors.** *There should be free and frequent communication, including formal discussions and social gatherings, between different parties that make up the school in an attempt to implement the characteristics that result from the Ignatian vision.*

25. **Jesuit education takes place within a structure that promotes community.** *A Jesuit school should stress the cooperation of the Jesuit community, the lay teachers, the students, the parents, the alumni and the benefactors. Efforts should be made to ensure that all those involved have the opportunity to learn and share the vision of St. Ignatius. As far as possible, parents understand, value and accept the Ignatian worldview. There should preferably be consistency between the values promoted in the school and those promoted in the home.*
26. **Jesuit education adapts means and methods in order to achieve its purposes most effectively.** *An educator in the Jesuit tradition is encouraged to exercise great freedom and imagination in the choice of teaching techniques, pedagogical methods, etc. School policies and practices encourage reflection and evaluation.*
27. **Jesuit education is a “system” of schools with a common vision and common goals.** *Jesuit schools form a network, joined by a common vision with common goals. An ongoing exchange of ideas and experiences with other schools is encouraged.*
28. **Jesuit education assists in providing the professional training and ongoing formation that is needed, especially for teachers.** *All adult members of the education community need to take advantage of opportunities for continuing education and continued personal development.*

C. Human Excellence

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

Competence

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

Commitment

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

Compassion

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

Conscience

The person of conscience will feel called to look at the world, at reality, with the eyes of God; to discover the goodness and beauty of creation and individuals but also places of pain, misery and injustice.

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

The three priorities:

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

The five missions:

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

E. Features of the Ignatian Pedagogical Paradigm

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

1. The Ignatian Pedagogical Paradigm applies to all Curricula.

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

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

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

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

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

4. The Ignatian Pedagogical Paradigm personalises learning.

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

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

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

Chapter 2: Major Concerns and Objectives

1. Develop diversified teaching strategies and cater for learners' diversity, with high expectations of students

- (i) Teachers can make better use of Small Class Teaching to make learning interactive and collaborative.
- (ii) Teachers can use Ignatian Pedagogical Paradigm to encourage students to be more reflective in their learning.
- (iii) The school can encourage professional collaboration and experience sharing within and among panels.
- (iv) Teachers can use curriculum planning to cater for different learning needs.
- (v) The school and teachers can review the curriculum, pedagogy and assessment to improve students' performance in the HKDSE.
- (vi) Teachers can make better use of assessment and evaluation to improve the quality of learning.
- (vii) The school and teachers can provide support and raise the learning motivation of average students.

2. Help students to form their character with Jesuit values and fighting spirit

- (i) The school can adopt a whole-school approach to character formation.
- (ii) Students can develop the attitude of striving for excellence and fighting spirit.
- (iii) The school can organize activities and programmes to enhance students' confidence and self-image.
- (iv) Students can develop self-discipline, respect and responsibility in a caring atmosphere.
- (v) Students can develop empathy and care for others and also the environment.
- (vi) The school promotes life-planning and can let students have more exposure to broaden their horizons.
- (vii) The school can promote a stronger class atmosphere so that students can have a stronger sense of belonging.

3. Build a learning community, with focus on staff formation and self-evaluation

- (i) The school can promote professional development and formation programmes to help teachers develop to be Ignatian educators.
- (ii) The school can strengthen the Planning-Implementation-Evaluation cycle and improve the quality of self-evaluation for sustainable school development.
- (iii) The school can promote cooperation and sharing among teachers and encourage collaborative lesson planning.
- (iv) The school can promote parent education and let parents understand the characteristics of Jesuit education.
- (v) The school can strive for community building and partnership with lay people, including teachers, alumni and other institutions.

Chapter 3: Annual Plan (2016-2017)

Major Concern 1: Develop diversified teaching strategies and cater for learners' diversity, with high expectations of students

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
The school and teachers can provide support and raise the learning motivation of average students.	<p>1. Instructions on Homework Guidance Class (HGC) for teachers would be modified to indicate clearly, the teachers' role in ensuring students hand in their homework on time.</p> <p>HGC figures would be released to form teachers at least monthly to improve follow-up work.</p>	<p>Instructions prepared.</p> <p>Students with academic problems identified and followed up promptly.</p>	Teachers' feedback.	Whole Year	Academic Committee	
	<p>2. Students' initiative to learn and learners' diversity would be addressed through including extended parts in schemes of work.</p>	Extended parts included.	Studying schemes of work prepared by different panels. Teachers and students' responses in ESDA survey.	Whole Year	Academic Committee	
	<p>3. Teachers would be encouraged to foster students' reflection through giving feedback.</p>	Teachers giving feedback in classroom interactions and marking assignments.	Assignment inspection. Teachers' and students' responses in ESDA survey.	Whole Year	Panel Chairpersons Academic Committee	
	<p>4. Junior ICT will be extended to F.2 and elements of programming will be included.</p>	Curriculum developed.	Scheme of work. Assignment inspection.	Whole Year	Panel Chairpersons Academic Committee	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
<p>Teachers can make better use of assessment and evaluation to improve the quality of learning.</p>	<p>1. The Academic Committee will work with the Assessment and Examination Committee to propose measures to conduct internal evaluation with the assessment data available and design the necessary supporting measures to support the internal evaluation.</p>	<p>Measures proposed and tested.</p>	<p>Teachers' feedback.</p>	<p>Whole Year</p>	<p>Academic Committee Assessment and Examination Committee</p>	
	<p>2. Quality of internal examination papers would be enhanced and workflow in relation to the management of internal examinations improved:</p> <p>(i) Panel Chairs and teachers will be reminded to eliminate errors in examination papers and ensure that the coverage of the examination papers matches with the scope of assessment;</p> <p>(ii) Mechanism for handling the workflow in relation to the management of internal examinations, particularly the preparation of report cards, will be refined to ensure accuracy.</p>	<p>Total elimination of mistakes in examination papers and report cards.</p>	<p>Records of errors. Evaluation in panel meetings.</p>	<p>Half Yearly</p>	<p>Academic Committee</p>	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Teachers can make better use of Small Class Teaching to make learning interactive and collaborative.	1. Workshops will be arranged to promote the use of Digital Lab and eLearning.	Workshops arranged.	Teachers' feedback. Teachers' and students' responses in ESDA survey.	Whole Year	Academic Committee	e-Class; fund for maintenance of Lab and consumables.
	2. Staff development activities would be arranged together with Staff Development Committee to help teachers address greater learners' diversity: (i) Sharing sessions; (ii) Collection of relevant materials relating to strategies addressing learners' diversity and IPP.	Teachers' comments on the staff development sessions. Materials collected and disseminated.	Questionnaire.	Whole Year	Academic Committee Staff Development Committee	Fund for purchasing relevant resources.
The school can encourage professional collaboration and experience sharing within the panel and among panels.	1. Project-based learning, peer observations and joint development of learning and teaching materials as strategies to foster cross-panel collaboration will be enhanced. 2. Feasibility to foster cross-panel collaboration through staff development activities will be further explored.	Peer observation conducted. Different phases of project-based learning completed in both F.1 and F.2. Strategies to extend to F.3 proposed. Staff development programme involving cross-panel sharing arranged and the culture of collaboration initiated.	Studying relevant documents. Analysing feedback from teachers and students. Quality of students' work.	Whole Year	Academic Committee	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Teachers can use curriculum planning to cater for different learning needs.	1. Students' initiative to learn and learners' diversity would be addressed through including extended parts in schemes of work.	Extended parts included.	Studying schemes of work prepared by different panels. Teachers and students' responses in ESDA survey.	Whole Year	Academic Committee	
	2. The Academic Committee would coordinate different panels to include elements of environmental protection in their annual plans and schemes of work.	Elements included in annual plans and schemes of work.	Studying annual plans and schemes of work prepared by panels.	First Term	Academic Committee	
	3. Support would be offered to panels which intend to arrange outside classroom learning activities through the provision of administrative and financial support.	More outside classroom learning experiences would be arranged.	Minutes of panel meetings. Teachers' and students' responses in the ESDA survey.	Whole Year	Academic Committee	
	4. "Reading to learn" will be promoted through the junior secondary cross-curricular project-based learning and morning reading sessions.	Students using online materials and library books as reference when completing their projects. Reading materials gathered for morning reading sessions.	Project work of students. Teachers' feedback.	Whole Year	Academic Committee	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
<p>The school and teachers can review the curriculum, pedagogy and assessment to improve students' performance in the HKDSE.</p>	<p>1. After-school tutorial classes to help senior secondary students to master public examination skills will be arranged with the resources available.</p>	<p>Students' positive feedback.</p> <p>Students' performance in the HKDSE and internal examinations.</p>	<p>Attendance rates of students.</p> <p>Questionnaire.</p> <p>Results of the HKDSE examination and internal examinations.</p>	<p>Whole Year</p>	<p>Academic Committee</p>	<p>Fund for instructors</p>
	<p>2. Evaluation of senior secondary curriculum would be conducted to enhance students' performance in the HKDSE.</p>	<p>Curriculum structure finalized and endorsed by the IMC.</p>	<p>Structure proposed and finalized.</p> <p>Positive feedback from different stakeholders.</p> <p>Proposed structure endorsed by the IMC.</p>	<p>First Term</p>	<p>Academic Committee</p>	

Major Concern 2: Help students to form their character with Jesuit values and fighting spirit

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
<p>The school can adopt a whole-school approach to character formation.</p>	<p>1. Reinforce the arrangement of Morning Formation and inspire class teachers to accompany students, form their character and promote values education.</p>	<p>Students learn to have qualities of human excellence and cultivate better character building.</p>	<p>Reports from the Discipline Committee, Guidance Committee, Class Teacher Committee, Values Education Committee and feedback from class teachers and students.</p>	<p>Whole Year</p>	<p>Student Affairs Committee Class Teacher Committee Values Education Committee</p>	
<p>Students form their character with Jesuit values (Excellence and Reflection).</p>	<p>1. To improve the Examen further. 2. To strengthen the discipline system in relation to the implementation of Morning Formation and Examen.</p>	<p>Students learn to observe silence, form the habit of reflection and learn through reflection. Decrease in number of latecomers and students with discipline problems.</p>	<p>Reports from the Values Education Committee, Staff Development Committee, Discipline Committee and feedback from class teachers. Evaluation on the data with the eClass system and discipline records.</p>	<p>Whole Year</p>	<p>Values Education Committee Staff Development Committee Class Teacher Committee Discipline Committee</p>	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
The school can organize activities and programmes to enhance students' moral values, confidence and self-image.	<ol style="list-style-type: none"> 1. Leadership training programmes to promote Ignatian Leadership (Leaders in Service). 2. To promote the school's spirit Jesuit values, especially gratitude, respect and responsibility. 3. Prepare a new Student ID Card. 	<p>Students show qualities of competence, commitment, compassion and conscience in leadership training.</p> <p>Students have a better sense of identity and stronger sense of belonging.</p>	<p>Evaluation of discipline records and reports from Discipline Committee and Guidance Committee.</p> <p>Questionnaires from students.</p>	Whole Year	<p>Vice-Principal</p> <p>Discipline Committee</p> <p>Guidance Committee</p>	
Students can develop the attitude of striving for excellence and fighting spirit.	<ol style="list-style-type: none"> 1. To enhance the House System and organize cultural activities. 	<p>Higher participation rate of students in various House activities.</p> <p>Better cooperation between Houses and different committees.</p>	<p>Reports from House Committee.</p>	Whole Year	House Committee	
Students can develop self-discipline, respect and responsibility in a caring atmosphere.	<ol style="list-style-type: none"> 1. Nurture students to have a stronger fighting spirit in sports, music & external activities. 	<p>Surveys show the students' improved attitude and participation of various activities.</p>	<p>Reports from Music Committee, Sports Committee and Extra-curricular Activities Committee.</p>	Whole Year	<p>Music Panel</p> <p>P.E. Panel</p> <p>E.C.A. Committee</p>	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
The school promotes life planning and can let students have more exposure to broaden their horizons.	<ol style="list-style-type: none"> 1. The Career and Life Planning Programmes will be further extended to F.1 to F.5. 2. To involve the class teachers more to guide and monitor students' progress. 3. Arrange Mock JUPAS exercise for F.5 students. 	<p>Students' awareness of planning for career paths raised especially among the junior form students.</p> <p>Motivate F.5 students to take early action for their academic planning.</p>	Feedback and assessment data from the students.	Whole Year	Career and Life Planning Committee	
Students can develop empathy and care for others and also the environment.	<ol style="list-style-type: none"> 1. To improve the "Reconciliation with Creation" programmes further (2nd year). 	<p>Activities of environmental sustainability organized.</p> <p>Students' awareness of environmental conservation enhanced.</p>	<p>Number of participants.</p> <p>Activity reports.</p> <p>Feedback from students.</p> <p>Environmental Education Committee meetings.</p>	Whole Year	Environmental Education Committee	
The school can promote a stronger class atmosphere so that students have a stronger sense of belonging.	<ol style="list-style-type: none"> 1. To further encourage the formation of Class Clubs. 	<p>Number of Class Clubs formed.</p> <p>Higher participation rate of students in joining the class activities and extracurricular activities.</p>	Reports from Class Teacher Committee.	Whole Year	Class Teacher Committee	

Major Concern 3: Build a learning community, with focus on staff formation and self-evaluation

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
The school can promote cooperation and sharing among teachers and encourage collaborative lesson planning.	1. To enhance collaboration within and among the panels through sharing in panel meetings, collaborative lesson planning, etc.	Peer observation conducted. Relevant teaching materials developed.	Studying relevant documents.	Whole Year	Academic Committee	
The school can strengthen the Planning – Implementation - Evaluation cycle and improve the quality of self-evaluation for sustainable school development.	1. Preparation of the School Development Plan (2017-20) to realize the quality assurance and self-improvement mechanism.	Carrying out a holistic review and actualizing the Plan-Implementation-Evaluation quality assurance cycle.	Review the quality of the School Development Plan at the meeting of the School Improvement Committee and the Incorporated Management Committee.	Whole Year	Principal School Improvement Committee	
	2. Fine-tuning of the lesson observation policy with enhancement on L&T quality assurance and colleagues' professional development.	Panel chairs observe all panelists' lesson at least once annually and give feedback.	Lesson observation record from panel chairs.		Vice Principal Panel Chairs	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
<p>The school can strive for community building and partnership with lay people, including teachers, alumni and other institutions.</p>	<ol style="list-style-type: none"> 1. Whole-day staff reunion and development day at Wah Yan College, Hong Kong. 2. Fr. Tong will be invited to give a talk on Companionship. 3. Organizing a Fund-raising Campaign to raise funds and nurture unity. 4. Organizing more student exchange programmes. 	<p>Teachers of both Wah Yans will join the Reunion Day. Colleagues can learn from each other, get inspired and thus further improve their own work as Ignatian Educators.</p> <p>The Past Students' Association will organize a Homecoming Concert and invite alumni and students to perform and enjoy and the show.</p> <p>F.1-5 students will organize a Fun Fair together with the Students' Association, and teachers.</p> <p>An exchange programme with a Jesuit school in Siberia, Russia will be organized to broaden students' horizons.</p>	<p>Evaluation meetings. Sharing and feedback from teachers.</p> <p>Post event questionnaire.</p> <p>Evaluation Meeting.</p> <p>Evaluation Meeting.</p> <p>Evaluation meeting and feedback from students.</p>	<p>29 Sep 2016</p> <p>8th Oct 2016</p> <p>11th Feb 2017</p> <p>Second Term</p>	<p>Staff Development Committee</p> <p>Past Students' Association</p> <p>Fund-raising Subcommittee</p> <p>Cultural Exchange Committee</p>	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
The School can promote parent education and let parents understand the characteristics of Jesuit education.	1. Form 1 and Form 2 Parent Days with a talk focusing on parent education.	Parents can have a deeper understanding of the essence of Jesuit Education.	Feedback from parents. Guidance Committee meetings.	Form 1 Whole Year Form 2 Second Term	Guidance Mistress	
	2. Form 3 Parents Day with a talk focusing on how parents can help guide their sons in making good choices in subject selection.	Parents can help in guiding their sons rather than just attaining information of subjects.	Feedback from parents. Careers and Life Planning Committee meeting.	Second Term	Careers Master	
	3. F.4-6 Parents Day with a talk focusing on how parents can help guide their sons to have a good learning attitude and studying habits.	Parents can help in guiding their sons rather than exerting pressure on their sons.	Feedback from parents. Academic Committee meeting.	First Term	Academic Committee Chairman	
	4. Advice to include parent education in activities organized by the Parents' Association, e.g. talk at AGM, tea gatherings, workshops.	Parents' Association can help to promote parent education.	Feedback from parents. PA meetings.	Whole Year	PA teacher coordinator	
The school can promote professional development and formation programmes to help teachers develop to be Ignatian educators.	1. Two staff development programmes on the role of class teachers and team building respectively. Staff development day (whole day) on 5 Dec 2016. Theme: Quality Assurance & the School Development Plan.	Teachers acquire useful information for enhancing their professional skills and team bonding. Teachers can conduct a holistic review of the School Development Plan to inform forward planning.	Post event questionnaire.	Whole Year	Staff Development Committee	1 school day and 2 half school days for holding the activities. Invitation for speakers. Honorarium \$6000.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
	2. Teacher mentoring scheme for new teachers.	Over 80% of teachers agree or strongly agree that the programme is useful. New teachers integrate smoothly into Wah Yan community.	Sharing and feedback from teachers. Post event questionnaire.	Whole Year	Staff Development Committee	One school day for holding the activity. Subsidy for transportation, lunch & facilities booking \$20000
	3. Five IPP sharing sessions and two 3-hour workshops organized for teachers who have taught in Wah Yan for less than two years.	New teachers attempt to use IPP in teaching. Teachers achieve basic understanding of Jesuit education and IPP.	Feedback from new teachers. Reflective journals written by teachers.	Whole Year	IPP Team	
	4. eClass platform for providing the latest information of professional development.	Teachers can acquire necessary information through e-Class.	Analysis of the click rate of the platform. Feedback from users.	Whole Year	Mr. Michael Mok	Nil

Chapter 4: Appendices

Appendix I: Plan of Career and Life Planning Grant

Objectives

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

Category	Objectives	Plans	Expected outcomes	Success Criteria (Implementation & Effectiveness) (Measurable & Observable)	Evaluation Methods (Qualitative & Quantitative)	Time	Teachers-in-charge	Resources Required
	1,2	<p>Life Planning Programmes in Junior Forms:</p> <p>Form 2 Life Planning Workshop.</p> <p>Form 3 Workshops on exploring their options in senior secondary studies.</p>	<p>Students are expected to explore their aspirations in future careers and to compile action plans.</p> <p>Students are able to make informed choices of elective subjects based on a full understanding of abilities, interests, limitations and prospects.</p>	<p>Workshops are delivered as scheduled through external service provider.</p> <p>Good students' participation in the workshop and completion of the tasks involved.</p> <p>Workshops are delivered as scheduled through external service providers.</p> <p>Over 80% of the students can be allocated to their preferred subjects.</p>	<p>Students' responses, both in terms of quantity and quality, in the tasks completed in the workshops.</p> <p>Analysis report of students' responses in career interest.</p> <p>Outcome of the subject allocation exercise.</p>	Whole year	Careers Master	<p>Course fee of HK\$34,000</p> <p>Course fee of HK\$34,000</p>

Category	Objectives	Plans	Expected outcomes	Success Criteria (Implementation & Effectiveness) (Measurable & Observable)	Evaluation Methods (Qualitative & Quantitative)	Time	Teachers-in-charge	Resources Required
		Career Interest Assessment for junior form students. To provide an additional dimension for exploring their career aspirations.	Students can get their preliminary career interest profile for further exploration.	Over 90% of Form 2 and Form 3 students can complete the tests.	Percentage of students completed the tests.			Subscription of online services: HK\$5,500
	3	Work Experience Programme.	Students are expected to participate actively and is able to complete the assigned tasks.	At least 10 Form 4 or Form 5 students can engage in the programme. Good attendance record and good work attitude observed.	Students' participation rate. Students' feedback and record in SLP. Evaluation and feedback from participating companies, universities and organizations.	July and August 2017	Careers Master	Travel allowance of HK\$7,000 for students participating in work experience programme.
	1,2,3,4	Help to carry out Life-wide Planning Programmes by employing a GM teacher and a Teaching Assistant.	Create space for Careers Master.	The teaching load and administration load of Careers Master can be reduced so that space is created for Life-wide Planning.	Appraisal records of the teacher and teaching assistant. Evaluation meetings of the committee.	Whole Year	Careers Master	Careers and Life Planning Grant: HK\$574,624

Appendix II: Diversity Learning Grant

Three-year plan:

Measures to broaden students' choices of elective subjects for the eighth cohort of senior secondary students (2016/17 to 2018/19)

DLG funded Programme (s)	Strategies & benefits anticipated	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					16/17	17/18	18/19		
Other Programmes - Music	Shall network with Heep Yunn School, Methodist College and Wah Ying College to offer holistic NSS music education in both large class and small group teaching.	NSS Music (network programme)	3 years	S4-6 students of this cohort	10	10	10	<ul style="list-style-type: none"> • Percentage of students staying in the programme in S6. • EDB Creative Music Showcase result. • HKDSE results. 	Music Panel Chair

Appendix III: Plan of Capacity Enhancement Grant

Category	Major Concerns/ Objectives	Strategies	Expected Outcomes	Time Scale	Resources Required/ Budget	Success Criteria/ Goals (Measurable & Observable)	Methods/ Means of Evaluation (Quantitative & Qualitative) e.g. records, results, questionnaires, evaluation meetings, observation	Teachers in charge
Teaching & Learning	(1) (i)(iv) (vii)	1) Employment of one full-time English teacher and one full-time Chinese teacher.	1) Implement Small Class Teaching in English and Chinese. 2) Create space for the English teachers and the Chinese teachers to cater for learners' diversity.	Whole Year	Whole year salary & MPF around HK\$656,057	1) Improvement of students' performance in the learning of the English language and the Chinese language. 2) Cater for learners' diversity in a better way.	1) Appraisal records of the two teachers 2) Evaluation meetings of the English Panel and the Chinese Panel.	English Panel Chair Chinese panel Chair

Appendix IV: Plan of Senior Secondary Curriculum Support Grant

Category	Major Concerns/ Objectives	Strategies	Expected Outcomes	Time Scale	Resources Required/ Budget	Success Criteria/ Goals (Measurable & Observable)	Methods/ Means of Evaluation (Quantitative & Qualitative) e.g. records, results, questionnaires, evaluation meetings, observation	Teachers in charge
Teaching & Learning	(1) (iii) (iv)(vii)	1) Employment of a full-time LS teacher. 2) Employment of 3.2 Teaching Assistants (LS, Chi, Maths, Pastoral).	1) Implement small-class learning in LS. 2) Create space for teachers to cater for learners' diversity. 3) The Teaching Assistants can help to prepare learning materials, arrange learning activities, extra tutorials, and help with the admin work of the panels.	Whole Year	Whole year salary & MPF around HK \$986,108	1) Improvement of students' performance in LS learning. 2) Cater for learners' diversity in a better way. 3) Build up learning resource banks and create more space for teachers.	1) Appraisal records of the LS teacher 2) Evaluation meetings of the core subjects 3) Quality learning resources deliverables	Panel Chairs of core subjects

Appendix V: Plan of Learning Support Grant

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

Category	Objectives	Plans	Expected outcomes	Success Criteria (Implementation & Effectiveness) (Measurable & Observable)	Evaluation Methods (Qualitative & Quantitative)	Time	Persons-in-charge	Resources Required
Support for Teachers	Teachers understand the characteristics of SEN students and learn how to support SEN students in classroom.	Psychological Services: - Consultation to teachers - Staff development programs	Teachers learn knowledge and skills in supporting SEN students.	Teachers have knowledge about different needs of SEN students. Teachers acquire the skills about handling SEN students' difficulties.	Teachers' Feedback	Whole Year	EP CP Social Worker	
Support for Parents of SEN Students	Parents understand the characteristics of SEN children and learn how to support them at home.	Psychological Services: - Consultation - Parenting Skills Training/ workshop - Stress Management	Parents are empowered with skills and knowledge in supporting their children at home.	Parents have more effective parenting skills in supporting SEN children. Parents learn stress management skills and lower their expectations.	Parent's Feedback	Whole Year	EP CP Social Worker Alex Ng	

Category	Objectives	Plans	Expected outcomes	Success Criteria (Implementation & Effectiveness) (Measurable & Observable)	Evaluation Methods (Qualitative & Quantitative)	Time	Persons-in-charge	Resources Required
Support for Students with Autism Spectrum Disorder (ASD)	Help ASD students adapt better to the school environment by enhancing their social skills.	Take part in <i>JC A-Connect: Jockey Club Autism Support Network</i> (social skills training group), and form social skills training groups for Senior Form and Junior Form ASD students.	ASD students can learn appropriate skills through interaction with members and led by a professional worker (in groups).	Attendance: about 80 % participation rate in activities held. Oral feedback: good comments on SEN students' behaviour or performance. Positive feedback from parents.	Observation; oral feedback from teachers, students and parents; questionnaire.	12 sessions for each group (each session lasts for 1.5 hours)	Social Worker Alex Ng Cecilia Chow	

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

School-based After-school Learning and Support Programmes 2016/17 s.y.

School-based Grant - Programme Plan

Name of School: Wah Yan College, Kowloon

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

A. The estimated number of students (count by heads) benefitted under this Programme is 27 (including A. 5 CSSA recipients, B. 20 SFAS full-grant recipients and C. 2 under school's discretionary quota).

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner / service provider (if applicable)
					A	B	C		
<i>Music activities: Instrumental Class</i>	To offer focused instruction to students in playing musical instruments	High participation rate and improved performance	Questionnaire	Oct 16-May 17	2	3		15000	/
<i>Sports Activities</i>	To offer focused instruction to students in the aspects of sports activities	High participation rate and improved performance	Questionnaire	Oct 16-May 17	1	8		20000	/

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner / service provider (if applicable)
					A	B	C		
<i>Visit: Music Tour/ Study Tour</i>	To develop students' personal growth and broaden students' horizons	High participation rate and fruitful reflection	Questionnaire and reflection	Oct 15-May 16	1	7	1	50000	/
<i>Leadership Training</i>	To develop students' leadership	High participation rate and leadership enhanced	Questionnaire and reflection	Oct 15-May 16	1	2	1	2000	
Total no. of activities: <u>4</u>				@No. of participation counts	5	20	2		
				**Total no. of participation counts	27				

Note:

* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Participation counts: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of participation count: the aggregate of (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% discretionary quota (C) .

Appendix VII: Enhancement of WiFi Infrastructure

Category	Major Concerns / (Objectives)	Strategies	Expected outcomes	Success Criteria (Implementation & Effectiveness) (Measurable & Observable)	Evaluation Methods (Qualitative & Quantitative)	Time	Teachers-in-charge	Resources Required
Teaching & Learning	1 (1,2,4,7)	Promotion of the use of tablet PC in Digital Laboratory and Geography Room.	<ul style="list-style-type: none"> ➤ Students work and discuss the learning context collaboratively. ➤ Students work on group projects collaboratively in real-time with office 365 and SharePoint platform. ➤ Engage students with various interactive experience to enhance T&L effectiveness. ➤ Analyze learning outcomes and see teaching impact on real-time. 	<ul style="list-style-type: none"> ➤ Improvement of students' learning motivation in lesson. ➤ Improvement of students' performance in learning various subjects. 	<ul style="list-style-type: none"> ➤ Quality of classwork / project after collaborative activities. ➤ Learning outcomes shown by means of assignments or tests. 	Whole Year	Eric Wai	<p>One-off Grant from CITG \$121,450</p> <p>Recurrent Grant from CITG \$84,940</p>
Professional Development	3 (1,2,3)	Promotion of IT Education in Digital Laboratory through providing workshop training.	<ul style="list-style-type: none"> ➤ Teachers share their practices and lesson-plan with colleagues. ➤ Colleagues will form their professional circle. 	<ul style="list-style-type: none"> ➤ Increase in number of teachers using IT in their teaching process. ➤ Arranging sharing sessions among colleagues to promote IT in education. 	<ul style="list-style-type: none"> ➤ No. of teachers start to use IT in their teaching and learning process. ➤ No. of workshops or sharing sessions to be held. 	Whole Year	Eric Wai	

Appendix VIII: Plan of the Use of Strengthening School Administration Management Grant

Category	Major Concerns / (Objectives)	Strategies	Expected outcomes	Success Criteria (Implementation & Effectiveness) (Measurable & Observable)	Evaluation Methods (Qualitative & Quantitative)	Time	Teachers-in-charge	Resources Required
Teaching & Learning	1 (ii, vii)	Implementation and promotion the use of eEnrollment System.	<ul style="list-style-type: none"> ➤ Teacher can plan and record their extra-curricular activities. ➤ The student information will be integrated into iPortfolio in more detail and clearer data flow. 	<ul style="list-style-type: none"> ➤ Student activity records will be recorded in a more accurate manner. 	<ul style="list-style-type: none"> ➤ Number of enrolment in activities 	Whole Year	Coordinator: Eric Wai Anthony Fung; Cecilia Chow	SSAMG \$35,000
	1 (iii)	Implementation of Digital Routing system.	<ul style="list-style-type: none"> ➤ Administrators and teachers create workflow scenario to circulate documents. 	<ul style="list-style-type: none"> ➤ More teachers will involve in admin documents routing before discussion. 	<ul style="list-style-type: none"> ➤ Frequency of usage at the year end 	Whole Year	Eric Wai Anthony Fung	SSAMG \$25,000
Values education	2 (ii)	Implementation and use of eSports System in Sports Department.	<ul style="list-style-type: none"> ➤ System facilitates the student online enrolment and support participation statistics by event, house and class. ➤ Students develop the fighting spirit. 	<ul style="list-style-type: none"> ➤ Lessen the workload of Sports Department during sports events. ➤ Student participation in sport events. 	<ul style="list-style-type: none"> ➤ Questionnaire return from teachers in Sports Department. ➤ Number of student participation 	Aquatic & Athletic meet	Coordinator: Eric Wai Terrence Tse	SSAMG \$35,000

Category	Major Concerns / (Objectives)	Strategies	Expected outcomes	Success Criteria (Implementation & Effectiveness) (Measurable & Observable)	Evaluation Methods (Qualitative & Quantitative)	Time	Teachers-in-charge	Resources Required
	2 (iv)	Implementation and use of eDiscipline System in Discipline Committee.	<ul style="list-style-type: none"> ➤ Increase the effectiveness and efficiency of data updating and daily management on student discipline records. 	<ul style="list-style-type: none"> ➤ Discipline members use it as data input common interface for recording. ➤ Form teachers monitor their students' record. 	<ul style="list-style-type: none"> ➤ Questionnaire return from discipline committee members 	Whole year	Coordinator: David Cheung Members of Discipline Committee	SSAMG \$35,000
Professional Development	3 (ii & iii)	Implementation of Digital Archive system.	<ul style="list-style-type: none"> ➤ Promote cooperation and sharing among teachers and encourage collaborative lesson planning. ➤ Strengthen PIE cycle and archive various formats of documents. 	<ul style="list-style-type: none"> ➤ Allow administrator to define and organize its archive structure for administrative documents with different versioning. 	<ul style="list-style-type: none"> ➤ Feedback from administrator 	Trial use first	Eric Wai	SSAMG \$25,000
Miscellaneous		Exploration and design of eForm module with eClass.	<ul style="list-style-type: none"> ➤ Build-up an useful information collection and return system to facilitate the school administrative routine. 	<ul style="list-style-type: none"> ➤ Completion of eForm module design and implementation of system. 	<ul style="list-style-type: none"> ➤ System design progress 	Whole year	Eric Wai Anthony Fung	SSAMG \$45,000

Category	Major Concerns / (Objectives)	Strategies	Expected outcomes	Success Criteria (Implementation & Effectiveness) (Measurable & Observable)	Evaluation Methods (Qualitative & Quantitative)	Time	Teachers-in-charge	Resources Required
		eClass on the Cloud.	➤ Lessen the workload on server maintenance and daily backup routine.	➤ Completion of reallocation and achieve the eClass basic performance after reallocation to the cloud.	➤ Feedback from colleagues' daily usage.	2 years	Eric Wai Chan Wing Tat	SSAMG \$50,000