External School Review Report

Wah Yan College, Kowloon

Address of School: 56 Waterloo Road, Kowloon
External Review Period: 10, 12-14 and 19 January 2011

Quality Assurance Division
Education Bureau

March 2011
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Education Bureau
The Government of the Hong Kong
Special Administrative Region (2011)

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1. Introduction

1.1 External review methodology
- The previous Quality Assurance Inspection (QAI) was conducted at the school from 22 to 31 March 1999.
- The External School Review (ESR) team conducted the review on 10, 12-14 and 19 January 2011 to evaluate the school performance in school self-evaluation (SSE) and other areas of school work.
- The ESR team employed the following methods to understand the situation of the school:
  - Scrutiny of documents and data provided by the school before and during the school visit;
  - Observation of 53 lessons taught by 52 teachers;
  - Observation of various school activities, including lunch-time and after-school activities;
  - Meetings and interviews with the Supervisor, School Management Committee (SMC) members, Principal, Assistant Principals, panel chairpersons, heads of functional committees, teachers, school social worker, parents and students; and
  - Shadowing of a sample of 2 students for a half-day period to observe their school life.
- The review findings presented in this report were derived from the corporate judgment of the ESR team based on the information collected through the above-mentioned methods during the review period.

1.2 Basic information about the school (original text provided by the school)
- Vision Statement (VS) of the School Sponsoring Body: 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.

<table>
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<tr>
<th>Selected elements in School Mission 2009-14</th>
<th>Links to VS, Profile of the Jesuit Student at Graduation for the Chinese Province (JSP) and Profile of the Ignatian Educator for the Chinese Province (IEP)</th>
<th>Related strategies (including PIE measures and *measures to follow up the suggestions in the inspection reports of the QAI in 1999 and the Follow-up Inspection in 2007)</th>
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| Collaboration within and across subject panels and committees | VS: Learning community IEP: Fellow builder of community. | • Mapping whole school values education curriculum and follow up*  
• Collaboration between Library and |
While having the freedom to make certain choices, students understand the consequences of and take responsibility for their choices

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<td>core subjects*</td>
<td>• Appointment of level/module coordinators in core subjects*</td>
<td>• Assessment policy and rubrics for cross-curricular project learning*</td>
<td>• Collaborative lesson planning in some subjects</td>
<td>• Reward students attaining 100% punctual homework submission, attendance and punctuality</td>
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<td>• Homework Guidance Class after school to help students who have difficulty in completing homework on time</td>
<td>• Improve communication with parents on attendance and homework issues</td>
<td>• Peers evaluate student leadership and ECA quality*</td>
<td>• Communicate expectations to students and parents in class assemblies and written notices</td>
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<td>• Publicise assessment plans for all subjects in each form</td>
<td>• School-based standard-referenced level descriptors for New Senior Secondary (NSS) internal assessment reporting</td>
<td>• Other measures taken to follow up suggestions made in the inspection reports include improved system of coordinating maintenance matters, panel heads conducting lesson observation and giving feedback in assignment inspection, involving the assistant principals and panel/committee heads in staff appraisal; informal meetings to strengthen the link between the panel/committee’s evaluation report and annual plan; Ignatian Pedagogy sharing sessions; peer observation of lessons; self-audit of the F.1-3 curriculum; increase of Technical Education curriculum time; new cross-KLA Steering Group to plan, implement and evaluate curriculum; proposal to improve small class teaching (SCT) and change in Mathematics curriculum and assessment resulting from SCT assessment findings; piloting of assessment-led curriculum planning, learning and teaching; intensive and extensive parents’ support for student and school development; home-school communication and parent education.</td>
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2. School Performance

2.1 Continuous Development of the School

- Holding steadfastly to the Jesuit Education philosophy, including the Ignatian Pedagogical Paradigm (IPP), the school is devoted to offering “a holistic, liberating and transforming Catholic education”. This is reflected in the management, learning and teaching as well as in the student support programmes of the school. Equal attention is paid to the spiritual, moral and academic development of the students. Since the last QAI inspection, and alongside the change of Principal in 2009-10, there has been a growing atmosphere of positive change in the school. Improvement could be found in different areas of the development of the school.

- In response to the recommendations of the last inspection reports in 1999 and 2007, the school leadership has brought about perceptible improvement in the Planning-Implementation-Evaluation (P-I-E) cycle of school self-evaluation (SSE). The emphasis on students taking self-responsibility seriously and teachers performing the role of a caring educator, as depicted in the JSP and IEP respectively, are well manifested in the mission statement of the school 2009-14 and the major concerns of the School Development Plans (SDP) 2009-14. In comparison to the broad major concerns of the previous development cycle, the major concerns of 2009-14, that “students strike a reasonable balance between freedom and self-discipline … clearly understand our School’s expectations of them as effective learners … have the motivation, desire and ability to learn well … learn from models set by members of our professional learning community … show respect and empathy in action … and we … respond to students when they are not learning” are more focused. They are not only consistent with the key elements of the IPP, namely context of learning, experience, reflection, action and evaluation, but are also appropriate for the developmental needs of the students and the school.

- Whilst the major concerns have given clear directions for the development of the school, some relevant strategies to address them have been put in place. Nevertheless, the strategies formulated are sometimes inadequate or not strong enough to bring about effective improvement. For instance, more focused and specific strategies to foster students to become “effective learners” with “the motivation, desire and ability to learn well” are desirable. As the major concerns are addressed by the subject panels and functional committees, there are variations in the depth of the plans formulated by different panels. Some panels, such as those of English and Liberal Studies, have formulated effective specific strategies and action plans in line with the major concerns, targeting the enhancement of learning and teaching. They have, in fact, set good examples for the other subject panels to follow.

- Also in response to the recommendations of the previous inspection reports, the middle managers have been playing a more prominent leadership and monitoring
role in recent years. Closer monitoring of curriculum implementation has started with various strategies and mechanisms, including an enhanced role for the Assistant Principals and panel heads in staff appraisals, lesson observation by panel head, assignment inspection, appointment of level/module coordinators in core subjects and rubrics for cross-curricular project learning. However, many changes are still at an initial stage. There are differences between the leadership roles as performed by the different panel chairpersons. On the whole, the role of middle managers in supervising and monitoring the SSE process to enhance the effectiveness of learning and teaching needs to be enhanced.

- There is also perceptible strengthening of the link between evaluation and planning, with a number of informal meetings held for the purpose. Systematic evaluation of the school’s development around the major concerns is being gradually established. As seen in the School Report 2009-10, the school has used data analysis effectively to evaluate its achievements around the major concerns. Nevertheless, some of the success criteria set in the annual school plans are not well geared towards measuring the achievement of the objectives or specific enough for measuring the resulting growth or improvement in student learning and development, for example “positive change on learning motivation and behaviour” and “qualities of class work”. To ensure a better quality of evaluation, the success criteria could be defined in more specific and, where appropriate, quantifiable terms, focusing on student learning and development. This could, in turn, facilitate more concrete recommendations to inform subsequent planning.

- The school management structure is evolving into a more clearly defined framework of duties and responsibilities, with a clear line of reporting and monitoring. With the newly established Academic Committee Steering Sub-committee, more thorough strategic planning, coordinated implementation and effective evaluation are now in evidence. Besides, close communication and collaboration between the different committees have resulted in effective provision of various support services for students in need. Moreover, transparency in the school administration is guaranteed and communication between teachers and the school management enhanced through different mechanisms, including the elected teacher representatives in the SMC and the School Advisory Committee (SAC), the Staff Meeting without Principal and the vision building school development event. Another effective channel of communication is provided by the frequent informal consultative meetings which have become a feature of the school. Furthermore, the old boys and parents alike are enthusiastic and committed to sharing their views on school policies and providing personal assistance to help the school and students improve in different aspects. The Principal has responded appropriately by being prudent in consulting different stakeholders - students, old boys and parents – prior to making decisions on important school policies, for example, on the proposal to improve SMT.

- The SMC, comprising representatives of the sponsoring body, teachers, parents and old boys, shows passion and dedication in rendering full support to the school in
fulfilling its mission. They fully support the Principal in his striving for improvement in different aspects of the school. The Supervisor himself has led a school development event to help teachers build a common vision for the betterment of the school and the students, and in enlisting their commitment to the IPP. The Supervisor and SMC members frequently visit the school and are always ready to offer personal help to the students, is able to provide inspirational leadership. The Principal, although only in post since the 2009/10 school year, has shown inspirational leadership with a clear strategy for moving the school forward in line with today’s evolving educational landscape. His dedication and hard work in bringing about improvement for the school has inspired teachers of different seniority of service to realise the impending challenge for the school, mobilising them to work along with him in working towards excellence. Putting in action the Jesuit education philosophy that pedagogy is rooted in spirituality, the Principal has entrusted the Pastoral Committee with the task of launching a number of Ignatian Pedagogy sharing sessions, convincing teachers of the Jesuit education philosophy and the IPP. Moreover, the Principal has been able to gather, allocate and utilise different resources to support the development of the school’s priority tasks. The information technology facilities and equipment installed are well managed and ready for teachers’ use in improving the quality of learning and teaching. Crucially, for a school with such a vast surface area, the system of coordinating maintenance matters has improved. Furthermore, the school is endowed with the resourceful and motivational support of the alumni, who are seen as part of the “family”. Additionally, intensive and extensive use of support from a large number of volunteer teachers, parents and ex-staff members, has been secured. Both Assistant Principals have a deep understanding of the school and have thus been able to assist the Principal in familiarising himself with different matters quickly and in implementing the various improvement measures effectively. Moreover, they have been able to act as a channel of communication between the teachers and the school management.

- Congruent with the key IPP elements of experience and reflection, the school has been running a “Dialogue” programme for teachers which stresses meditation and sharing on various topics, such as “commitment of teachers” and “inspiring and creative teachers”. The programme, popular among teachers, has proved to be successful in helping them to develop themselves as Ignatian educators committed to the IPP. In addition, the school has arranged some staff development programmes suitable to the developmental needs of the teachers and the school, for example, training to familiarise teachers with the newly developed school-based level descriptors. However, to better equip teachers to implement effectively the various strategies and initiatives in the school, a more robust professional development plan is desirable. For instance, to help teachers groom the students to become “effective learners” with the “motivation, desire and ability to learn well”, more teacher development programmes, targeting enhancement of learning and teaching, should be devised. In recent years, the school has started an appraisal
system with monitoring mechanisms, such as lesson observation by the panel head and assignment inspection. Nevertheless, the scope of the system is still rather limited. It would be desirable if a more comprehensive appraisal system could be developed to provide feedback on the needs of individual staff members, helping them to formulate a personal plan for continuous growth and development. To promote continuous professional development is also consistent with the mission for teachers as stated in the major concern - to let “students learn from models set by members of our professional learning community”.

2.2 Learning and Teaching

- The curriculum has been designed to incorporate the vision of Jesuit Education, with due attention paid to the latest education reform initiatives in Hong Kong. Much emphasis is placed on character building, as evidenced in the ample curriculum time allotted for Formation/Catholic Formation periods and lessons on Ethics and Religious Studies at all levels. The school has started to coordinate the Formation Periods for S4 and S5 with more structured course outlines and teaching materials developed. Life events and social issues are used in a timely manner to strengthen the students’ personal and social development. In the next phase, this good practice should be further extended to the junior levels. Alongside Chinese History for S1 to S3, a school-based National Education curriculum is offered for S4 and S5 to enhance the students’ knowledge of China and to promote their sense of national identity. Complementing the curriculum is a rich array of life-wide learning activities to enrich the students’ learning experiences and provide opportunities for them to develop their potential in leadership, aesthetic appreciation and creativity.

- Towards addressing the major concern of developing students to become “effective learners”, some relevant strategies have been formulated and implemented. In promoting reading to learn, the various strategies adopted include the extensive reading scheme, modular reading scheme, reading sharing sessions and reading award scheme for which parents from the Parents’ Association assist the students in oral review of books. These strategies have proved to be effective and the number of books borrowed from the school library has notably increased. Moreover, to develop the students’ generic skills, individual and group project learning has been regularly organised in, and across, subjects in junior forms. To minimise duplication of effort and to enhance the synergy of different panels in organising project learning, the school has taken timely and appropriate action to conduct a comprehensive review of project learning. Furthermore, the e-learning platform has been used to promote self-directed learning aptly and effectively. In this regard, several subjects have made further use of the platform to promote collaborative learning and peer evaluation. These good practices in using the e-learning platform could be further extended to other subjects.
The NSS Curriculum has been launched smoothly, with sufficient combinations of elective subjects to cater for the needs and aspirations of the students. Subsequent to the self-audit of the S1 to S3 curriculum carried out some years ago, the content of some subjects in the junior forms has been revised to provide a smoother interface between the junior secondary and the NSS curricula. However, the current provision in the Technology Education (TE) Key Learning Area (KLA) in junior forms is below that as recommended in the Basic Education Curriculum Guide. Although the TE curriculum elements are infused through different subjects in junior forms and short programmes, such as business studies, are arranged for the students, more time should be allotted to TE in S2 to S3. The different areas of moral and civic education, community service, aesthetic development, physical development and career-related experience are all covered in the current Other Learning Experiences arrangements. Furthermore, through the Formation/Catholic Formation Class, the students are properly guided to self-reflect and build up their "Personal Reflection Learning Portfolio" - the equivalence of the Student Learning Profile - the components of which are in line with the profile of Jesuit Graduates.

To help cater for learner diversity, the school offers SCT in S1 to S3 for the English Language, the Chinese Language and Mathematics. Consultancy service has been procured from an external agent to advise on the appropriate strategies for teaching small classes more effectively. Although more time is required for the impact to surface, SCT is well-received by the teachers and has provided an opportunity for them to form learning circles to collaborate and try out new pedagogies. Furthermore, a number of learning support measures, including the Homework Guidance Class, the Magis Learning Society and enhancement classes, have been arranged to help lower achievers and students who lack learning motivation. Some subject departments, such as English Language and Liberal Studies, have designed learning activities and differentiated tasks that help to foster student collaboration and peer learning. The Mathematics panel has also devised a core curriculum for S1 to highlight the basic subject content that the students should master. Nevertheless, as revealed from the subject programme plans and the lessons observed, there is, in general, insufficient attention and arrangements to cater for the diverse needs of the students. More holistic planning, at the school level, of strategies to tackle learner diversity is desirable. More variety in lesson design and assessment methods is recommended. On the whole, there could be higher expectations of students' learning performance. The curriculum should be designed so as to inspire the students to excel in their learning through performing learning tasks of progressive challenge.

The school respects and trusts the subject panel heads' expertise and experience and offers them much freedom to plan and manage the curriculum under their purview. However, insufficient thrust is seen in most panels to boost reform and curriculum initiatives. The Academic Steering Sub-Committee, set up the previous year, shows good mobility, responds quickly to emerging curricular and pedagogical
innovation and plays an important role in initiating changes in the school curriculum. A few subject departments have made very good attempts, in recent years, to strengthen curriculum leadership through panel-wide collaborative lesson preparation, co-teaching, peer lesson observation, assignment inspection and mutual sharing of learning and teaching resources. The good practices and experience gained from these panels could well be promulgated amongst others.

- The school places equal emphasis on continuous and summative assessment. Each subject has an assessment plan that clearly stipulates the modes of examination and areas to be evaluated in continuous assessment. Particularly worth commending is the assessment-led curriculum planning piloted. With assessment objectives set in detail before relevant learning activities are designed accordingly, the learning tasks, test and examination papers are closely geared to the assessment objectives. Furthermore, there is effective use of assessment data, as clear criteria are set for each attribute and the progress of the students in learning is illustrated graphically by a histogram. This helps to feedback to teachers, students and parents the strengths and weaknesses of the students in different aspects, leading to appropriate remedial action. Moreover, in line with the development of the Hong Kong Diploma of Secondary Education, the school has designed school-based level descriptors for different subjects at S4 and S5 to help reflect the students' achievement more accurately in report cards. Multi-perspective assessments, including peer evaluation, self-evaluation and parents' feedback, are also employed to shed light on where and how the students may improve. Nevertheless, there is insufficient variety in homework assignment. In order to offer better incentive to the students, more variety in homework design, with differentiated tasks for students of different abilities, should be considered.

- In class, the students are attentive, eager to learn and to answer teachers' questions. The teachers are friendly and have established a good rapport with the students. Classroom routines are generally well-established. The teachers have good subject content knowledge and organise their lessons with clear objectives. Their expositions are, in general, lucid and systematic. Most teachers use information technology appropriately to enrich their presentation and facilitate more effective learning. Nevertheless, the students could be more sensitised to the learning focuses if the teachers could introduce real life examples for scene-setting and share lesson objectives with them. Furthermore, as the students have shown their high potential by remaining on task, grasping lesson content and completing work without encountering much difficulty, the teachers could raise their expectations of students' performance. To groom the students to become "effective learners", the teachers could work towards strengthening their self-directed learning ability, through providing them with more challenging tasks and training them to take notes on their own, prepare for lessons, enquire more deeply into important issues by raising more questions and undertaking lesson reflection.

- In the more effective lessons, teachers are energetic and enthusiastic. They employ a wide range of teaching resources and diversified teaching strategies to
ignite the students’ desire for learning. There are stimulating and inspiring tasks as well as ample opportunities for the students to share ideas and interact with one another. The teachers demonstrate sound questioning and feedback skills by making good use of the students’ answers and ideas to initiate in-depth classroom discourse. There is effective assessment for learning as appropriate adjustment is made in accordance with the students’ learning needs and progress. It would be most valuable for these effective lesson practices to be shared among teachers to enhance learning and teaching.

- Questioning is the main teaching strategy adopted in class and is generally used to check students’ understanding. The teachers often ask a wide range of questions to prompt students to respond, successfully maintaining the interaction between teachers and students. Nevertheless, more probing and challenging questions could be used to inspire the students to think more deeply. The students could also be asked to elaborate more on their answers, allowing the teachers to understand their learning progress, thus facilitating better assessment for learning. The teachers could then provide more concrete and specific feedback conducive to more effective learning. To cater for learner diversity, some teachers render individual support to the students in need or use mixed ability grouping arrangements effectively. However, provision of strategies to cater for learner diversity is generally limited. More appropriate strategies, such as asking graded questions, assigning differentiated tasks and adjusting the coverage and pace of the lessons, could be adopted.

- Peer interaction is rare. In those lessons where peer learning activities are arranged, such as in Language and Liberal Studies, better learning motivation is to be found in the students. The students are aware of their contribution to the group and demonstrate good collaboration skills. When presenting group discussion outcomes in front of the class, not only are they able to express their ideas clearly and with confidence but they can also bring out innovative and critical ideas fluently and logically. In all, a student-centred lesson approach with more peer learning opportunities, including group discussion, presentation and peer evaluation, should be promoted across the subjects.

2.3 Student Support & School Ethos

- In line with the vision of Jesuit Education, the school’s core values are properly reflected in various aspects of student support services. Of particular prominence is the school’s emphasis on students’ autonomy and its commitment to provide a liberal environment to facilitate the development of students’ leadership, self-discipline and self-management abilities. In response to the students’ needs and societal change, some good initiatives have been introduced to improve the planning of student support services by different functional committees. Whilst the Student Affairs Committee is in place to serve as a platform for enhancing the communication among the discipline and guidance committees, educational and
clinical psychologists and social worker, informal communication contributes significantly to the close collaboration among various functional committees and smooth running of the student support services. In addition, there are discipline and guidance co-ordinators who work closely with the class teachers. In all, these mechanisms and practices provide an effective channel for the school to identify the students' problems in a timely manner so that appropriate intervention and preventive and developmental measures can be aptly devised. As part of the monitoring mechanism, the work of committees is regularly reviewed and appropriate modification or refinement of student support services are made with reference to the evaluation findings. For instance, responding to the Assessment Program for Affective and Social Outcomes data, which reveals the senior form students' stress from examinations, a programme has been launched with the aim of encouraging the students to stay positive in the face of adversity. Nevertheless, the current role of the class teachers in instilling values education could be enhanced. To build on the solid foundation of student support services in the school and in line with the major concern “students learn from models set by members of our professional learning community”, the class teachers could assume a more prominent guidance role in the character formation of the students, upholding the spirit of a whole-school approach in the support of student development.

- With the emphasis on values education, the school culture, grounded in Christianity, lays a strong foundation for instilling positive values and attitudes in students. In addition to Ethics and Religious Studies, values-based education programmes, including assemblies and talks, have been arranged to incorporate essential elements of moral, civic and sex education. Apart from the S4-5 school-based national education curriculum, diversified activities have been organised by the National Education Committee and student-led National Education Team to complement the curriculum. Realising the Jesuit educational vision and addressing the school's major concern “to show respect and empathy in action”, the school provides ample opportunities for students to participate extensively in school and community service. For example, the Social Service Scheme is designed to engage the students in voluntary service, both at home and in the community. To develop the students' sense of responsibility and to foster peer relationships, the “Men for Others” programme is in place to train some senior form students to help those in S1 to adapt to secondary school life. Furthermore, the school has provided sufficient support and suitable arrangements for students with special educational needs (SEN). A professional development plan has been devised with the aim of equipping the teachers concerned with the knowledge and skills to render appropriate support to these students.

- School regulations are set out clearly but the teachers have great flexibility in handling student disciplinary problems. In recent years, much effort has been devoted by the school towards actualising the major concerns of nurturing students to “strike a reasonable balance between freedom and responsibility” and to develop
them as "effective learners". The school has, rightly, acknowledged the need to reduce the rate of tardiness, absence and non-submission of homework. In this connection, thorough follow-up procedures and a number of measures, including regular form teachers' meetings and homework guidance classes, have been implemented to monitor the students' learning performance and the behavioural concerns. These measures have proven to be effective in reducing undesirable behaviour and helping the students to take responsibility for the consequences of their choices, as reflected in the noticeable improvement in student attendance, punctuality and submission of homework. Nevertheless, to build on this good practice, a whole-school approach still needs to be advocated to provide the students with consistent guidance in observing school regulations and to help them understand the importance of self-discipline and self-management in the liberal school environment.

- Appropriate career guidance programmes, such as talks and dissemination of information on further studies, are arranged to support the students in planning for their future. Job shadowing and career visits are also organised to widen the students' career exposure. However, to further enhance career awareness, the school should promote the students' understanding of their own interests and career orientation progressively from junior forms. Students of varied abilities should also be encouraged to develop broader career perspectives, based on their interests and personal attributes.

- The students are provided with a good range of life-wide learning activities which serve to support their all-round development. The range of musical activities, including public performance, provides great scope for the students to develop and present their skills, contributing significantly to the strong musical culture in the school. As the students are free to join the various life-wide learning activities, it is important that the school puts in place a mechanism to ensure that they benefit from the rich array of activities provided and are able to strike a balance between their academic and non-academic pursuits. Many opportunities are given for the students to exercise responsibility and leadership. The senior students are not only given positions of responsibility within the school but also have the autonomy to plan, organise and evaluate the activities. The views of the Student Association (SA) are respected by the school. The Student Council serves as an active forum through which the students can express their views on school policy and activities organised by the SA. At present, there is a tradition whereby senior students act as mentors in supporting their junior counterparts in carrying out the duties of the service posts. Nevertheless, more structured leadership training with teacher guidance could be provided for the junior form students to help develop their potential early and groom them for taking up the future leadership roles.

- The school receives continuous support from both the Parents' Association and Past Students' Association. Together, the three parties form an organic whole in the spirit of "Wah Yan one family". Both the parents and the alumni have their representatives in the SMC to listen to the needs of the school and they offer their
help enthusiastically. Among the multifarious support measures are the financial support given through the “Wah Yan One Family Foundation” to help the school in carrying out various sports, music, art and other extra-curricular activities, job shadowing opportunities provided by the Parents’ Association and the mentorship programme provided by the Past Students’ Association. In fact, the alumni, together with the parents, provide guidance to the students both academically and emotionally. The school also invites external professional bodies, such as tertiary institutions and the Education Bureau, to help them enhance curriculum planning and teaching effectiveness. Furthermore, to widen the exposure of the staff and enable them to learn from the successful experience of others, professional sharing with teachers of other schools of the same sponsoring body is being promoted. The benefits from such sharing could be enriched if the liaison network could be widened to encourage sharing with teachers from schools of different sponsoring bodies.

- The students, teachers and alumni take pride in being members of the school. Peer relationships are harmonious and there is a strong sense of brotherhood among the “Wahyanites” as they are nurtured to be supportive of one another. Mutual trust and respect are apparent among teachers as they treasure the professional autonomy given by the school. The alumni show a strong sense of belonging to, and maintaining, a strong bond with their alma mater as they play a pivotal role to facilitate school development. Within the ambience of Jesuit Education, the students are nurtured in a liberal environment and have ample opportunity to fully realise their potential and pursue excellence.

### 2.4 Student Performance

- The students display a positive attitude to learning. They have a positive self-image and are confident in expressing themselves, both in class and in voicing their views on school policies and activities. A spirit of brotherhood is displayed as the students show enthusiasm in serving the community. Many student leaders possess good leadership qualities, such as social and organising skills, and are able to cooperate closely with teachers in rendering service to the school. Nevertheless, to ensure that they serve as good role models in guiding their fellow schoolmates in organising various school activities, it is essential that the students’ self-discipline continues to be strengthened, as they are groomed to realise freedom, by taking responsibility seriously.

- In the Hong Kong Certificate of Education Examination (HKCEE), the percentages of students awarded 14 points or more in the best six subjects were above the territory averages for day-school students over the past three years; and there was an upward trend. In comparison with schools with similar S1 intake, the school performed unsatisfactorily in the HKCEE for the past three years and the performance fell below the expected level. In the Hong Kong Advanced Level Examination, the percentages of students awarded the minimum entrance
requirements for local degree courses were above the territory averages of day-school students; and there was an upward trend.

- The students participate actively in school activities, such as academic competitions, social service and interest groups. They have achieved outstanding performance in a wide range of inter-school competitions, especially in music, athletics, aquatics and chess. They have won group and individual awards in many local and various international competitions.
3. Concluding Remarks

Congruent with the Jesuit education philosophy, equal attention is paid to the spiritual, moral and academic well-being of the “Wahyanites”. Recent improvement in SSE is apparent, with the major concerns in the SDP targeting well the developmental needs of the students and the school. There is strong support from the alumni and the parents in different areas of school development. Improvement in the school-based curriculum is also noted, such as the assessment-led curriculum planning. With the school’s emphasis on nurturing students’ self-discipline, improvement in student attendance, punctuality and submission of homework is in evidence. Furthermore, the close communication and collaboration between the different functional committees in providing comprehensive student support services has resulted in effective intervention, preventive and developmental measures being put in place.

In order to build further on these significant strengths, the school should address the following issues

3.1 Strengthening the P-I-E cycle and improving the quality of SSE for continuous school development

- To strengthen the P-I-E cycle and improve the quality of SSE, whilst more specific strategies are desirable to effectively address the major concerns of the school, the senior and middle managers could further enhance their roles in supervising and monitoring the implementation of the relevant strategies. This will ensure that the concerted effort of all departments and committees is enlisted to widen and deepen the changes which have been started. Furthermore, to ensure good quality and effective evaluation to inform future planning, more specific and measurable success criteria should be developed, both at the school level and by individual departments and committees. There is also a need for more specific recommendations geared towards measuring the achievement of the objectives and focusing on student learning and development,

3.2 Enhancing classroom strategies for raising learning and teaching effectiveness

- In view of the high potential of the students, the teachers should raise their expectation of students’ performance. They should engage them in learning tasks of progressive challenge and ask more probing questions to foster inquisitive learning. In addition, more self-directed and peer learning opportunities should be provided to encourage the students to take charge of their own learning. In all, a student-centred approach should be further promoted in the classroom. In this regard, the professional development of teachers should be strengthened and the effective lesson practices of some teachers be shared and adopted by all.