

WAH YAN COLLEGE, HONG KONG
Triennial Plan 2007/08 – 2009/10

Major Concerns	Expected Outcomes	Strategy	Time scale		
			07/08	08/09	09/10
<p>Jesuit Values</p> <p>1. Justice</p>	<ul style="list-style-type: none"> ● Students treasure justice in their daily live ● students become more aware of injustice ● students become increasingly concerned and compassionate towards those who suffer injustice ● students become increasingly committed to work for justice 	<ul style="list-style-type: none"> ● Teaching the life of Christ in RS lesson ● offer greater awareness through examining the nature and particular circumstances of injustice ● Participating and organising fund-raising activities to motivate our students to reflect on the focus of the outreach activities and serving the underprivileged ● Participating and organising outreach / social service programs, such that <ul style="list-style-type: none"> ■ they introduce students to the notion of community work and their role in the community ■ they contribute to the local and/or wider community 	✓		
<p>2. Excellence</p>	<ul style="list-style-type: none"> ● Excel in academic performance ● Excel in non-academic performance <ul style="list-style-type: none"> - sports - aesthetic - service - personal growth 	<ul style="list-style-type: none"> ● Cater for learning diversity through small class or split class teaching ● Outsourcing PE, music and art courses to provide a wider range of activities to meet the different aspirations of students ● Encourage students to serve the community through awards and recognition ● Effective use of Form Teachers Period/ Assembly/ Life Education 		✓	

	<ul style="list-style-type: none"> ● Provision of good physical learning environment to students 	<ul style="list-style-type: none"> ● Renovation of the school premises to meet the NSS requirement ● Revision of regular checking system of school facility ● Preparation for construction of a new hall that allow whole school assembly 		✓	
3. Love and Care	<ul style="list-style-type: none"> ● Students realise and practise the command of our Lord – “to love our neighbour as ourselves” ● To an even higher extent, the whole school community should love every members of the family, or co-religionists, or fellow-citizens, or strangers or to all the units of the human kind, to social outcasts, and even to enemies ● Realize our motto “we are men for and with others” 	<ul style="list-style-type: none"> ● Teaching the life of Christ in RS lesson ● Jaser scheme for F.1/F.4; F.2/F.5 & F.3/F.6 ● Mentorship porgramme for F.6 with Wahyanites in universities ● Counselling programme ● Serving the society through the activities arranged by the Interact Club, Moral and Civic Working Committee 			✓ ✓ ✓ ✓ ✓

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Collaboration	<ul style="list-style-type: none"> ● To enhance communication among teachers and to work towards more effective teaching 	<ul style="list-style-type: none"> ● Inter-disciplinary projects ● Collaborative lesson planning ● Collaborative lesson planning for NSS curriculum ● Collaborative lesson planning for NSS curriculum and also others ● Activities between teachers/students/parents/past students 	✓	✓	✓
			✓	✓	✓
			✓	✓	✓
			✓	✓	✓
			✓	✓	✓
	<ul style="list-style-type: none"> ● To promote a collaborative culture in our school community. - between teachers, students, parents and past students 	<ul style="list-style-type: none"> ● Friendly matches between teachers/students/parents - Football, basketball ● Friendly matches between teachers/students/parents/past students ● To extend the friendly matches between teachers/students/parents/past students to Athletic Meet and Swimming Gala 	✓	✓	✓
			✓	✓	✓
			✓	✓	✓
			✓	✓	✓
			✓	✓	✓
<ul style="list-style-type: none"> ● To cultivate a reading culture in the school on a collaborative basis. 	<ul style="list-style-type: none"> ● Promote students' reading habit – a book-corner set up in each class ● Promote a reading culture in the school - book-shelves also set up in fish pond, canteen etc. 	✓	✓	✓	
		✓	✓	✓	

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Self-Discipline and Respect	<ul style="list-style-type: none"> ● Students show respectful behaviors at school 	<ul style="list-style-type: none"> ● Developing the guidelines of proper behaviors in school assembly ● Conducting a campaign on “Politeness” ● Promoting the Importance of Role Models 		✓	
				✓	
				✓	✓

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Major Concern: Excellence in Academic Performance

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Small class teaching in F.1-3 Chinese, English and Mathematics with the weaker boys match with suitable teachers	whole year	<ul style="list-style-type: none"> ● Students are more motivated to learn ● More student participation in classroom learning ● Improvement in Chinese, English and Mathematics performance 	<ul style="list-style-type: none"> ● Questionnaire surveys (SSE) ● Feedbacks from teachers of the three panels 	<ul style="list-style-type: none"> ● Teachers of the Chinese, English and Mathematics panels ● Academic Committee 	<ul style="list-style-type: none"> ● Additional teachers
Preparing F3 students for NSS Liberal Studies through <ul style="list-style-type: none"> ● personal project study ● book review 	whole year	<ul style="list-style-type: none"> ● Every Form Three student hand in report of project study ● Every Form Three student hand in a book report of his selected material 	<ul style="list-style-type: none"> ● Students peer evaluation of reports ● Teachers' observation 	<ul style="list-style-type: none"> ● L.S. teachers 	<ul style="list-style-type: none"> ● Additional materials relating to L.S. curriculum ● Over 10 teachers in guiding the students to do peer evaluation
Outsourcing PE, music and art courses to provide a wider range of activities to meet the different aspirations of students	whole year	<ul style="list-style-type: none"> ● An increase in number of student participants by 2% ● An increase in number of awards or prizes by 2% 	<ul style="list-style-type: none"> ● Number of student participants ● Number of awards or prizes 	<ul style="list-style-type: none"> ● PE, music and art panels 	Additional financial resources needed

<p>Cooperation among subjects is enhanced through</p> <ul style="list-style-type: none"> ● regular all panel-chairpersons meetings are to be held to plan for co-curricular activities ● curriculum mapping of L.S. with other subjects ● Academic Committee includes KLA coordinators as members 	<p>whole year</p> <p>whole year</p> <p>whole year</p>	<p>Planned co-curricular activities are implemented as planned</p> <p>Cross-curricula schemes are produced in junior forms and senior forms</p> <p>---</p>	<p>Book keeping of the implemented co-curricular activities</p> <p>Academic Committee keep track of the progress of curriculum mapping</p> <p>---</p>	<p>Academic Committee</p> <p>Academic Committee</p> <p>---</p>	
<p>Quality of assignments is monitored</p>	<p>whole year</p>	<p>A large portion (70% or above) of the inspected assignments were satisfactorily completed according to the knowledge of subject chairpersons</p>	<p>The assignments of 5% of students of each form are inspected by subject panel-chairpersons or subject form-coordinators. Records are kept by the Academic Committee</p>	<ul style="list-style-type: none"> ● Subject chairpersons / subject form-coordinators; ● Academic Committee 	
<p>Teaching time is fully utilized by excluding non-key student activities after 3:15 p.m. or Saturday</p>	<p>whole year</p>	<p>Students and teachers feel that more teaching time is better used for learning activities</p>	<ul style="list-style-type: none"> ● Observation by all school organizations ● Questionnaire surveys (SSE) 	<p>Academic Committee</p>	

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Major Concern: Excellence (Develop Teachers' Potential)

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Implementation of Buddy Lesson Observation	whole year	All teachers carry out buddy lesson observation once.	<ul style="list-style-type: none"> ● School office keeps lesson observation forms ● Self evaluation by individual teachers 	Staff Development Committee	Additional cabinet / storage space and staff for record keeping and filing
IPP teacher seminar/workshop	whole year	Increase in proportion of teachers trying out IPP in the classroom	<ul style="list-style-type: none"> ● Survey 	● Staff Development Committee	Fund for organizing IPP seminar/workshop

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Major Concern: Excel in non-academic performance in personal growth

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>Effective use of Form Teachers Period/ Assembly/ Life Education:</p> <ul style="list-style-type: none"> ● Continue the implementation of PATHS programme in F1 and F2 in academic year 08-09 ● Develop a school-based programme for F.1 and 2 form teachers 	<p>Whole Year</p> <p>Whole Year</p>	<p>Students adopt the skills introduced by the PATHS workshops and become mature in their personal growth</p> <p>Schemes of work, worksheet and supporting materials are produced</p>	<ul style="list-style-type: none"> ● Observation by form teachers ● Questionnaire surveys by PATHS ● Opinion of form teachers 	<p>PATH coordinators</p> <p>PATH coordinators and F1, F2 form teachers</p>	<p>HKJC funding</p>

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Major Concern: Collaboration

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Collaborative lesson planning	whole year	Curriculum are designed in such a way that overlapping topics is avoided and learning activities among subjects are mutually supplementary	Feedback from panel-chairpersons	Panel-chairpersons	
Inter-disciplinary projects	whole_year	5 inter-disciplinary projects completed	Count the number of inter-disciplinary projects reported by various panels	Panel chairpersons	
Friendly matches between teachers/students/parents - Football, basketball	Twice a year - Christmas celebration, Teachers' Day	Teachers, students, parents, alumni are participated in the matches	Observation	Teachers welfare committee Sports office	

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Major Concern: Self-discipline and Respect

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Developing the guidelines of proper behavior with the students	First Term	<ul style="list-style-type: none"> ● Product of the guidelines ● Improvement of student behavior in gatherings (e.g. assembly, school functions, extra-curricular activities, etc.) 	<ul style="list-style-type: none"> ● Evaluation of the guidelines by the School Betterment Team ● Observation by teachers 	<ul style="list-style-type: none"> ● Disciplinary Team ● School Betterment Team ● Teachers 	
Conducting a campaign on "Politeness" (e.g. slogan competition, ceremony, classroom board decoration, etc.)	Whole Year	90% of students will greet when they meet others (e.g. teachers, peers, janitor, guests)	Observation	<ul style="list-style-type: none"> ● Principal ● Vice-Principals ● Moral and Civic Working Committee 	Funding for printing banners and purchasing decorative materials
Promoting the Importance of Role Models in School Assembly and Parent Programs	Whole Year	Majority of students (50% or above) demonstrate the positive attitude and behavior of the role models	Observation	<ul style="list-style-type: none"> ● Principal ● Parent-Teacher Association ● SA Ex. Co and Perfect Board 	Fee (Inviting Guest Speakers)