

Inspection Report

Wah Yan College, Hong Kong

Address of School : 281 Queen's Road East, Hong Kong

Inspection Period : 15 to 23 April 2002



**Quality Assurance Division
Education Department**

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**Education Department
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1. Introduction

1.1 School Mission

The school states its school mission as follows:

- According to Catholic and Chinese traditions, the school aims at the greater development of each student in each of the following areas – moral, intellectual, physical, social, aesthetic and spiritual. Through care and concern for each individual, the school seeks to nurture students:
 - ◆ whose acquisition of knowledge and skills is joined to values;
 - ◆ who will become reflective and accept their strengths and limitations;
 - ◆ who know God's love and practise Christian values especially through serving the poor and working for justice.

The achievement of the above relies on a spirit of community, co-operation, trust and respect among the managers, supervisors, administrators, teaching and non-teaching staff, students, parents and past students.

The school states its school goals as follows:

1. To form students who are aware of God as the Father of all and who thus see all men as their brothers, giving them at the same time the opportunity to know Christ. To help those who already believe in Christ to come to a deeper appreciation of their faith.
2. To build a school community in which teachers, students and non-teaching staff have a spirit of mutual respect and co-operation.
3. To develop in our students a desire to work for a just society, and to teach them to be generous in placing their knowledge and competence at the service of others, particularly the disadvantaged.
4. To give our students a solid moral formation which will enable them to lead their lives in accordance with sound principles.
5. To encourage our students to be independent-minded in their search for knowledge, while being open to learning from the opinions of others.
6. To foster the emotional development of our students, thereby helping them to appreciate their abilities as well as their limitations, and to get on well with others.
7. To encourage our students to know and appreciate their own culture and to help them to develop the ability to express themselves in Chinese and English correctly, clearly and elegantly.

(School Plan of Wah Yan College, Hong Kong, 2001/02)

1.2 Basic information about the school

- This is a whole-day aided boys school sponsored by The Society of Jesus. It was founded at 60 Hollywood Road in 1919. In 1921, the College moved to 2 Robinson Road. It became a Grant-in-Aid school in 1922. In 1955, the College moved to its existing premises.
- The school campus covers an area of over 200 000 square feet consisting of a school hall, two football playgrounds and a covered playground. The teaching block is a 3-storey building, which includes 26 classrooms, four science laboratories, a computer self-learning center, a library and a chapel. In the Gordon Wu Hall, there are two computer rooms, a Geography Room, an Art Room, two squash courts and other special rooms.
- The College adopts English as the medium of instruction. In the current school year (2001/02), there are 26 classes with 971 students as at January 2001. Details are as follows:

Level	S1	S2	S3	S4	S5	S6	S7	Total
No of classes	4	4	4	4	4	3	3	26
Total Enrolment	172	168	160	155	149	88	79	971

- At S4 and 5 there is streaming with three Science and one Arts classes. At S6 and 7 there are two Science and one Arts classes.
- There are 52 full-time teachers including the Principal and two Assistant Principals, and one part-time teacher. The teacher-student ratio is 1: 19. They are supported by a team of non-teaching staff, including three laboratory technicians, two teaching assistants, seven office staff members and nine janitors. A social worker from the Caritas Family Service is stationed at the College for four days a week.

1.3 Inspection methodology

- The inspection took place from 15 to 23 April 2002. Thirteen inspectors, together with a lay member, conducted various activities to gather information about the College.
- *Before the actual inspection, the team:*
 - scrutinized documents provided by the College and relevant information available from various sections of the Education Department;
 - paid a preparatory visit to the school on 25 March 2002 to present and clarify issues regarding the quality assurance inspection framework and processes;
 - held a meeting with parents on the evening of 25 March 2002 to solicit their views on the College. The meeting, to which all parents were invited, were attended by 71 parents; and
 - issued pre-inspection questionnaires to all members of the teaching and non-

teaching staff as well as a random sample of 100 parents and 100 students to collect more views. The response rates were 58%, 45%, 56% and 67% respectively.

- *During the inspection:*

- 59 lessons from S1 to S6 were observed. The following subjects under the eight Key Learning Areas were inspected:

KLA	Chinese Lang. Ed.	English Lang. Ed.	Maths. Ed.	PSH Ed.	Science Ed.	Tech. Ed.	Art Ed.	Physical Ed.
Subjects inspected	Chinese Language, Chinese Language & Culture	English Language, Use of English	Mathematics, Pure Mathematics, Additional Mathematics, Mathematics & Statistics	Geography, Chinese History	Physics, Biology, Science	Computer Applications, Computer Literacy, Computer Studies	Art	Physical Education

- In addition, lessons in Religious Studies and Life Education were also observed to get a general impression of how the subjects were taught and these lessons were not covered in this report.

- Formal and informal meetings were also conducted. Interviews and discussions were held with the senior management and the middle management (namely the Supervisor, Principal, Vice-Principals, Heads of Departments), students, parents, teachers, laboratory technicians, the librarian, the school social worker, clerical staff and janitors.

- Samples of students' work and examination papers were scrutinized.

- Student activities including extra-curricular activities were observed.

2. Management & Organization

2.1 Leadership

- The School Management Committee (SMC) performed its leadership role well in steering the school, setting the direction and monitoring the progress of work. The composition of the SMC consisted of representatives of teachers, parents and past students. It met regularly and made decisions on important matters like school goals and major policies. The Supervisor, head of the SMC, was dedicated to education and the continuous development of the school. Based on the school's ethos, he gave teachers freedom to contribute in the way that suited their disposition. With his rich experience in education, he saw not only to administrative issues, but also to matters pertaining to the well-being of students and their healthy growth to adulthood. Being the spiritual leader in the school, he could put in greater efforts to enhance the relationship between the senior management and some of the teaching staff which was at present not so harmonious.
- The Principal was concerned about the maintenance and development of the school. He rendered teachers the necessary freedom to initiate actions on their own, resulting in staff empowerment in most cases. At the same time, he understood that new measures had to be implemented in order to cope with changes and meet new challenges. He enforced programme budgeting and would ensure that the teachers use the funds allocated to their departments and committees in a timely manner. While he attached great importance to the good administration of the school, his leadership role could be further enhanced.
- The two Assistant Principals were committed to the school and worked closely with the Principal. They were experienced in their respective areas of work and worked efficiently. They were the think-tank of the Principal. They were also conscientious and independent workers who demonstrated good ability in co-ordinating the various tasks of the school.
- The middle managers, namely chairpersons of subject departments and functional committees, took personal initiative to enhance the work of their respective areas. While many of them made good efforts to co-ordinate activities and tasks which would benefit the students, a few were observed not to have sufficient motivation. In general, there was room for the middle managers to enhance their leadership role. They could lead their departments more in planning, implementation and evaluation work so as to enhance the effectiveness and efficiency of their departments.

2.2 Planning and administration

- The school had a clear mission that covered the various aspects of students' development ranging from intellectual, physical, social and aesthetic to moral and spiritual. The school mission as well as the school goals were stipulated and known to all stakeholders.

- There was a clearly defined administrative structure in the school. The SMC made decisions with regard to major school policies. There were other organizations and mechanisms like the School Advisory Committee, the Principal's Meeting and the Staff Meeting that discussed school issues and then either made decisions or made recommendations to the school authority. Under such a structure, the school was smooth in the day-to-day operation. Yet, with more issues to be tackled in this fast-changing era, the school should review the existing organizational structure with a view to streamlining it so that functional groups of similar nature could be grouped together to enhance co-ordination and collaboration as well as to increase efficiency.
- The general administration of the school was good. Guidelines for the performance of general duties were well documented for teachers' reference. School circulars were issued from time to time to inform teachers of new events and forth-coming tasks. Electronic devices were utilized whenever possible. With regard to personal data and sensitive information, the school handled them carefully in accordance with the regulations and guidelines set.
- The school made good use of information technology (IT) to help facilitate school administration. Other than utilizing the ED-devised School Administration Management System, the school designed its own computer systems for specific types of tasks, such as processing examination results and registering students' attendance. Efforts were also made to set up a data file system to register the data of new students. E-mail was used to speed up the distribution of school circulars and updated information to the teachers.
- Safety measures were in place in the school. Guidelines on the ways to handle the various kinds of emergency situations were well prepared and documented. However, to ensure laboratory safety, the school should establish the Standing Laboratory Safety Committee to implement safety measures and undertake regular checks and review.

2.3 Staff management

- In the assignment of teaching duties, the school ensured that teachers' expertise was not overlooked and teachers' preference respected. In the allocation of non-teaching duties, the teachers were given opportunities to express their wish. In general, the teachers were assigned responsibilities commensurate with their rank.
- Channels for communication in the school were adequate. Various communication channels existed to facilitate co-ordination among staff as well as communication between staff and the school authority. Functional committees existed to discuss matters of their respective disciplines. There was the Principal's Meeting at which the Principal made announcements and discussed issues that concerned the school. The Staff Meeting at which the Principal would not be present also served as a channel for teachers to discuss matters that concerned them. However, despite the various channels, some staff found their views not considered. There were also some who preferred not to use the channels at all. Attention to the effectiveness of communication would be needed.

- The way of staff monitoring in the school was unique. The supervisory role of the heads of departments and committees was not explicit. Following the philosophy of its Jesuit founder, the school authority valued the initiative and good will of the teachers. The teachers, therefore, enjoyed a lot of discretion in discharging their duties. In most cases, this trust induced self-respect and dedication in the teachers. Some teachers, for instance, made good use of the freedom to proactively enlighten students and to initiate projects that could help students grow. However, the school would need to explore ways to prevent the small minority of less motivated teachers from making use of the school philosophy to reject legitimate demands for progress and improvement. At the same time, the school should balance individuality and teamwork among the teachers so as to enhance the quality of education.
- A staff appraisal system was in place in the school. The compulsory part of it comprised self-appraisal and interview with the Principal before the end of each school year. There were optional appraisals of the Principal, Assistant Principals and chairpersons of subject departments and functional committees. Teachers were also encouraged to ask students to appraise their performance. Different appraisal forms for the above purposes were made available for teachers' use. However, in view of the current lack of popularity of the appraisal system, more efforts would be needed to help the teachers appreciate the system more as a means to perfect them than to monitor them. To get the message across, tighter links between staff appraisal and staff development should be established.
- With regard to professional development, the school was supportive. Other than organizing three school-based staff training and sharing activities for all teachers every year, the school made arrangements for the teachers to attend job-related courses and seminars on school days. Some teachers also pursued self-arranged studies in their spare time. Yet, the school still has to think of mechanisms whereby the teachers could have more formal professional dialogue and exchange in their respective areas of work and in the general educational trends. This would facilitate the professional development of the teachers, especially those who have less initiative to keep pace with educational changes and development.
- The school had an efficient team of clerical staff who were experienced, dedicated and cooperative. The school considered clerical services an essential part of school administration. The majority of the janitors were courteous and conscientious. Both the clerical staff and janitors had a harmonious relationship with the other members of the school.

2.4 Financial management

- The school had established a good financial management system. The school managed its funds optimally by involving the key school personnel and teachers concerned in planning the school budget, allocating funds according to priorities and needs, and monitoring effectively the use of different funds available to the school.
- To supplement the standard provisions of funds and grants by the Government, the school sought extra financial support from the SMC, Parent-teacher Association

(PTA), Past Students' Association, Quality Education Fund (QEF), etc. to enhance the school programmes in pursuit of quality education. Besides, fund-raising campaigns were launched to obtain extra financial resources for various school programmes and to cover the deficit budgets, e.g. PTA Walkathon, relief fund for students suffering from cancer diseases, and fund-raising for the School Improvement Project (SIP). The school made good use of the fund raised to improve the school facilities and organize various programmes, e.g. subsidies for students in economic hardships, scholarships for students with outstanding academic achievements, subsidies for students to participate in cultural exchange programmes. The senior management's efforts in making known the financial needs of the school and securing additional funds from the school sponsoring body and other alternative sources were commendable.

- The school looked after its financial matters in accordance with the rules and ambits as promulgated in the regulations, circulars and guidelines issued by the Education Department. Financial procedures were well documented. The budget proposals were made by individual heads of department according to the guidelines and procedures laid down. The senior management scrutinized the budget which was then submitted to the SMC for its final approval. Generally speaking, programme budgeting was effectively practised.
- With the good assistance of the financial controller, the school secretary and the school accounts clerk, the senior management managed to keep the school accounts in a systematic way. There was flexibility in the funding arrangement. The Principal adjusted the funds on a need basis. There were also provisions for contingency requirements. The funds and grants were fully utilized. There was generally no last minute spending by the close of the year. Records of income and expenditure were systematically kept and monitored.

2.5 Resources and accommodation

- Good efforts had been put forth to deal with the issue on radioactive waste storage in the tunnel underneath the school campus. In this regard, the school had set up the Radioactive Co-ordinating Committee. Due attention had also been paid to other safety aspects of the school campus, e.g. slope stability, security of equipment and facilities. Besides, the school had made full use of the space available in the school premises for holding various types of school functions and varied types of extra-curricular activities.
- The school had also put in great efforts to manage and maintain its physical resources. With respect to this, the school optimized the use of its physical facilities, e.g. the covered playground and the basement of the Gordon Wu Annexe. At the school level, the senior management bid resources to upgrade the existing facilities and equipment, e.g. installing air-conditioners in the School Hall, procuring more LCD projectors and screens, installing a one-way PA system for broadcasting, etc. An in-house maintenance team with students serving as audio-visual helpers had been set up to enhance the provision of timely support to teachers. However, the management and maintenance of equipment at departmental level should not be neglected.

- The school was very supportive in providing sufficient teaching resources to support the instructional programmes and to enhance effective teaching and learning. Each classroom was equipped with sufficient hardware, e.g. a LCD projector, screen and microphone outlet. Sufficient funds were allocated to each subject department for the procurement of teaching resources.
- The school made good use of the Capacity Enhancement Grant to employ additional non-teaching staff to help in relieving the workload of teachers. These additional staff included one music programme co-ordinator, one Pastoral Assistant, one Junior IT Assistant, and one Teaching Assistant. They provided good supporting services to the school with respect to their relevant fields.
- The school had a strong wish to establish a pervasive IT culture and had put in great efforts and resources. For instance, the school had made good efforts and progress in improving the IT facilities to enhance teaching and learning. The school had successfully applied for QEF to set up a multi-media learning centre (MMLC) and the Millennium Multi-media Classrooms. Good efforts had been made to establish an Intranet system and to equip the school with relevant software for multi-media teaching.
- Owing to its long history, the maintenance of facilities and equipment in the school had always been an area of great concern of the school administration. With respect to this, the school had put in great efforts to maintain the facilities and equipment. To ensure the carrying out of timely repair works, free consultancy services from the old Wahyanites were sought. Non-teaching staff and janitors were also suitably deployed to help in the maintenance and repair works. Other than these, the school should pay greater attention towards the creation of a more pleasant environment inside the school campus. For instance, intellectual awards and artistic works of the students should be displayed to give due recognition to students' efforts and good work and to improve the general atmosphere. Besides, in line with the school's policy to advocate moral education and Jesuit Education, posters depicting positive values and the Wah Yan Spirit should be mounted at various locations in the school campus, e.g. corridors and classrooms. Furthermore, the school should allocate more space for the installation of storage lockers for use by students.
- The school library was managed by a teacher-librarian who had received relevant professional training and possessed relevant experience in the field of information science. The management and administration of the library was on the whole satisfactory. However, to cope with the increasing demand from both teachers and students and to cater to students' varied needs and interest, the school should allocate more funds to the library to expand the existing library stock and improve the provision of multi-media resources inside the library. Besides, the teacher-librarian should attempt to organize more comprehensive library programmes to support the school curriculum and contribute towards the implementation of various curriculum reform initiatives, e.g. extensive reading, project learning, self-learning skills, etc. In the long run, the school should explore the feasibility and practicality of amalgamating the Teachers' Library with the School Library, especially in anticipation of the launch of the forthcoming SIP.

2.6 Self-evaluation

- There was a general awareness of school self-evaluation (SSE) among teachers. The preparation of annual school plans and reports was an established practice. Four sets of appraisal forms designed by the school administration were in use and the annual interviews between the Principal and individual teachers had been practised. There were also occasional efforts to evaluate certain aspects of the school's work, e.g. review of the school curriculum. However, teachers generally played a reactive role with regard to SSE. Evaluation activities were not rigorous enough. As revealed from the programme plans compiled by individual departments, there was insufficient linkage between the school mission, aims/objectives and actions. Targets and success criteria as appeared in the programme plans were lacking in clarity. A limited range of strategies and means were used for gathering data/information. There was so far little evidence of the assessment information being used systematically to inform future actions for improvement and development.
- Contents as included in the school annual report were on the whole relevant. Essential information related to the school's recent development, school curriculum, organizations and activities, students' achievements in sports, etc. were included. On top of these, the school should also incorporate such contents as the performance of the school, areas of strengths, major areas of concern for the forthcoming year, etc. Besides, the format and style of presentation of the school annual report should be made more comprehensible and attractive so as to enhance its impact on the stakeholders and the general readers.
- Generally speaking, there were inconsistencies in staff's understanding of the policies and strategies for SSE. Teachers were uncertain about the very nature of staff appraisal – whether it should be meant for “accountability” and/or “development”. The present culture and climate was not so conducive to systematic SSE. In line with the school's mission to nurture a reflective culture amongst teachers and students, the school administration should devise strategic plans to establish a systematic approach towards SSE.

3. Learning & Teaching

3.1 Curriculum

- The school's aim of providing an all-round education to students through the inclusion of moral, intellectual, physical, social, aesthetic and spiritual education in its formal and informal curricula was clearly stated in the school mission statement.
- The planning of the school curriculum was under the purview of the Curriculum and Teaching Development Team of the Academic Committee which was in the process of reviewing the school curriculum to take into account the needs of subjects and students. Proposals had been submitted to the school administration to extend the teaching of Putonghua and Computer Literacy to S3 to broaden the junior curriculum, and to allocate more teaching time to Chinese Language at S4 and S5.
- While the delivery of the different subject curricula was generally satisfactory, heads of subject departments could take a more active role as curriculum leaders to bring about more effective curriculum planning, implementation and evaluation. Peer class observation should be encouraged within and across subject departments to facilitate professional development.
- The junior curriculum was in general broad and diversified. In the present curriculum, the subjects of Art, Computer Literacy and Putonghua were offered up to S2. While the extension of Computer Literacy and Putonghua beyond S2 was being considered in the school's curriculum review, the same should be considered for Art so that students' interest and abilities in the subject could be developed throughout the junior curriculum.
- The senior curriculum offered a range of subjects to cater to the needs and interest of students. The students were given the choice of opting for a combination of science and humanities subjects in their study programmes. The sixth form curriculum was particularly flexible, allowing students to choose from a wide range of subjects.
- The school offered a wide range of extra-curricular activities to allow students to acquire different learning experiences. Such activities contributed to the all-round development of the students.
- A variety of support programmes were organized to cater to the needs of different students. A summer bridging course was conducted annually to prepare pre-S1 entrants for English medium instruction. Remedial teaching in Chinese and English was delivered to the academically less able students of S1 to S3 and to S1 students less able in Mathematics. The overall arrangements for remedial teaching were good. Students of S1 to S3 less able in Chinese and English and S3 students less able in Mathematics were encouraged to take part in after-school enhancement courses for additional support. Students were also given the opportunity to enroll in gifted education programmes organized in the school or by tertiary institutions to develop their creativity and thinking skills.

- The school had, over the years, been working on the initiatives recommended in the recent curriculum reforms proposed by the Education Department. A balanced cross-curricular programme covering issues in moral, civic and sex education was delivered through Religious Studies periods in S1 to S5 and through Ethics periods in S6 and S7. Particular attention was also paid to moral education by providing weekly pre-school-time morning sessions on moral education for S1 students. Extra-curricular activities related to moral, civic, sex and environmental education were also provided to complement the programme in the formal curriculum.
- The school was well aware of the need to instill in students a love for life and the importance of adopting a positive attitude towards life. Aside from including topics on life education in the Religious Studies, Religious Instruction Class and Ethics periods, messages related to life education were also conveyed to students on other occasions such as school assemblies and form-teacher periods.
- Good efforts were made to promote reading in the school through the private reading lessons from S1 to S5, the Chinese and English Extensive Reading Schemes, and through the use of the reading grants from the Education Department. However, a reading culture in the school could be further developed by strengthening the role of the school library and by the teachers through introducing to students books on different genres during the private reading lessons.
- Project work was encouraged in individual subjects. Projects by some students were impressive and demonstrated good use of computer skills. However, while expertise and resources were shared among some subject panels, more cross-curricular collaboration would be desirable as a means to maximize existing resources, broaden students' learning experiences and develop their generic skills.
- The school had provided sufficient hardware for the teachers to utilize IT in teaching. The actual use of IT was at the discretion of individual teachers, some of whom were able to use it very effectively in a number of lessons observed. Sharing sessions on the effective use of IT in teaching could be conducted for the benefit of the teachers who might be less proficient in its use.

3.2 Teaching

- The teachers on the whole possessed good subject knowledge in their respective subjects. They were sincere and friendly. Most of the lessons observed were well prepared and systematically conducted. Presentation and explanation were generally clear. The classroom management was good and English was effectively used as the medium of instruction.
- IT was put to good use in some lessons, where PowerPoint slides, information downloaded from the web-sites on the Internet and multi-media resources were used to facilitate teaching and promote students' interest. However, with the adequate provision of IT equipment in the school, IT in teaching could be further extended to enhance the effectiveness of teaching and learning.
- Interaction between the students and teachers and that amongst the students was generally inadequate. The teachers did not put enough emphasis on students'

response. Given that most students had good academic abilities and a positive learning attitude, an interactive learning atmosphere could be cultivated. In this regard, a wider range of student-centred teaching strategies should be adopted to extend students' capabilities and develop their potential. More challenging learning tasks, e.g. group discussions, problem-solving activities, cooperative learning tasks, etc. could be assigned to students to develop their generic skills and make learning more challenging, interactive and interesting.

- A liberal learning atmosphere prevailed in the campus. Students were provided with considerable liberty to progress with their learning. This was beneficial to the more self-motivated students. Yet, more reinforcement and guidance should be given to those less motivated students and those relatively less able students so as to help them catch up with their peers.

3.3 Student learning

- On the whole, the students demonstrated a positive learning attitude in class. From the lessons observed, the students were attentive, well behaved and cooperative. They respected their teachers and appreciated the teachers' efforts in teaching.
- Among the lessons observed, junior form students were more active and motivated. They showed interest in learning and took the initiative to raise questions and express their views. They exhibited confidence in their response to teachers' questions. However, students in senior forms should play a more active part in learning through greater involvement in class activities.
- Most students were keen on learning. Some students took the initiative to make use of different learning strategies, e.g. pre-class preparation, post-lesson revision and doing assignments on their own, to help themselves achieve better learning outcomes. To broaden their learning repertoire further, the students could take greater initiative to pursue self-learning by making full use of library materials and Internet resources and to learn through interactive activities with their teachers and schoolmates.
- Students' performance in written assignments was in general satisfactory. Students were able to apply the subject knowledge and skills taught in lessons to complete the exercises.
- Students' attitude towards IT was very positive and proactive. Some students could use the Internet effectively to search for data and information for projects and assignments. The school's official web-site was maintained by the students. The overall design was good. The performance of the students in this aspect was highly commendable.
- Some students showed high standards of presentation and communication skills. They were able to present their ideas fluently. However, to promote an all-English learning environment, the school should encourage students to use English more frequently, both inside and outside the classroom.

3.4 Performance assessment

- The school had set clear guidelines and procedures on student assessment for teachers' reference as stated in the Staff Handbook. The heads of subject departments were held responsible for the implementation of the guidelines and procedures, and to achieve this, the subject panel heads should take a more active role to lead their panel members and provide guidance and support as appropriate.
- The amount, frequency and mode of assignments varied a lot among the teachers within the same subject panel. Teachers should collaborate to agree on the contents and amount of core assignments which would provide information on the general ability of students. The core assignments should be complemented by extended assignments to meet the varied needs of individual students, sustain their interest in learning, and help them strive for excellence. In general, students' assignments were properly marked. Yet, more encouraging and informative feedback could still be provided.
- Students' academic performance was basically reflected in the summative assessment, i.e. examinations. The frequency of examinations was appropriate. In some subjects, markers' reports were provided and such good practice should be extended to other subjects. With an informative markers' report, constructive feedback could be provided to students in the checking of examination scripts. This could help students identify their mistakes and weaknesses.
- Continuous assessment was carried out in several subjects to inform teachers of students' performance and progress in learning so that teaching strategies could be adjusted accordingly. However, the current weighting accorded to continuous assessment in individual subjects was far too low and should be increased. Moreover, to fully attain the goal of assessment for learning, formative assessment should be introduced through varied modes of assessment such as project work and portfolio assessment.
- For the subjects that involved continuous assessment, the marks for continuous assessment were recorded in the students' reports. The school should extend this practice to other subjects as appropriate with a view to providing more information to parents.

4. School Ethos & Support for Students

4.1 Pastoral care

4.1.1 Discipline, guidance and counselling

- The pastoral aim of the school was care and concern for each individual, and helping students to maintain their responsibility and self-discipline through a positive approach. It was an established practice for form-teachers to interview individual students at least twice a year to provide personal care to them. Though there was variation in its implementation among the teachers, this measure could enable teachers to identify students who needed help at an early stage so that timely and appropriate help could be offered.
- Instead of placing emphasis on punishment, the school attached due importance to the use of recognition and awards to reinforce good behaviour and good attitude. Adopting an educative approach to discipline work, the school allowed great flexibility in handling student problems. However, some teachers were not clear about the reward and punishment system. The Discipline Committee should share with teachers their strategies and experience in handling disciplinary cases during staff meetings so as to enhance teachers' understanding of discipline affairs and to minimize inconsistencies.
- Special care and concern were rendered to all new students through Parents' Day, Orientation Camps and a "Big Brother Scheme" called the "JASER" (Joy, Advice, Service, Encouragement and Responsibility). All these helped new students adapt to the new environment more easily. However, the care and concern given to the less able students in senior forms were generally inadequate.
- Preventive programmes, e.g. Family Life Education Programme for S2 students and talks on various topics targeted for all students, were organized to facilitate students' social adaptation. The school could further make use of internal and external resources to put forth guidance programmes of a greater variety to meet the varied developmental needs and interest of the students.
- The Discipline Committee and the Counselling Committee worked independently: there were only a few programmes co-organized by them. To enhance the effectiveness of pastoral care, co-ordination and collaboration within and between the two Committees and with the school social worker should be strengthened. The two Committees should put in concerted efforts to analyze students' specific needs and devise action plans accordingly.
- The school had the good intention to adopt a whole-school approach to discipline and guidance work, involving all form-teachers to give regular attention to individual students through interviews. However, to fully realize the whole-school approach and to enhance its effectiveness, the school management should provide more support to the form-teachers for consensus building and enrichment of their knowledge and skills in pastoral care. Such support could take the form of training or regular case sharing sessions. At the same time, the teachers should put in

concerted efforts towards helping students and implementing personal growth programmes.

- With clear procedures and good collaboration among the related parties, the school was able to manage crises efficiently and effectively.
- The school had set up a web-based database for recording students' attendance and tardiness. This had helped to facilitate the management of data and information on punctuality. Good efforts were also put forth in setting up a student data file system to help the teachers to better understand their students. The school could make use of these records for analyzing students' needs and devising programmes to further strengthen its pastoral care for students.

4.1.2 Further studies and careers guidance

- The overall performance of the Careers & Further Studies Guidance Committee was good enough to fulfill its assigned role. In addition to the basic programmes on further studies and careers guidance, the Committee frequently invited relevant speakers and past students to deliver talks and conduct sharing sessions. A few tailor-made careers talks were also arranged to cater to students' interest as revealed in the students' survey. Further to these good practices, the chairperson of this Committee should take a more active role in planning, implementing and evaluating the guidance work. A greater variety of programmes, such as workshops on interviewing techniques, studies skills and proper ways to cope with stress, etc., could be organized. The Committee might join hands with the Counselling Committee and the school social worker to provide support and practical advice to students before public examinations, in particular those with a slight chance of securing sixth form places at school or places in universities.
- Information and reference materials on education and careers opportunities were of various kinds and kept systemically. However, many students were not aware of their existence. Promotion for usage of these materials should be strengthened. Besides, the school might consider creating a careers web page on the school's homepage, with hyperlinks to the homepages of popular universities, and offering useful web-sites to facilitate students' search of first-hand information from the Internet.

4.2 Personal, social and cultural development

4.2.1 Extra-curricular activities (ECA)

- The overall performance of the school in extra-curricular activities (ECA) was excellent. It was the school's belief that the balanced growth of students could be best developed through ECA. The school culture, characterized by freedom, independence and a willingness to serve, provided a favourable environment for students' keen participation and the subsequent good achievements in ECA. Most of the activities were organized by the students themselves.

- Fully utilizing the available resources, the school provided a great variety of ECA ranging from the academic aspects to sports, art, interest, social services and religious activities, to complement the formal curriculum in promoting life-wide learning, developing students' multiple intelligences and enriching their life experiences. Currently, over 50 organizations, interest clubs, school teams, and numerous school events such as Student Festival, Drama Night and Year-end Concert, etc. were available, catering to the varied needs and interest of the students and providing ample opportunities for them to develop their talents and skills.
- The Parent-Teacher Association and the Past Students' Association gave full support to the school in running ECA. With their financial support and the additional funding from the QEF, many new ideas and new programmes, such as the establishment of a school orchestra, the Wah Yan College Cats, the cultural exchange programmes, etc. were launched.
- A well-structured mechanism was in place to ensure good planning and co-ordination among various types and modes of activities. Student leaders had to apply for running the clubs and societies. They submitted an application with a whole year programme plan and financial budget to the ECA Committee for endorsement and election. Briefings and training were given to the successful applicants. All these had helped to prepare them to take up a leadership role. They also had to submit half-yearly plans, financial reports, and annual reports to the school for monitoring purposes. At the end of the year, there was the Best Chairman Election. In general, the ECA Committee performed well in its supervisory and monitoring roles.
- The school's tradition of developing students' leadership potential had been vital to the success of ECA. A well-established comprehensive leadership training programme was offered to the student leaders, who had been inculcated with a sense of mission to serve others and to strive for excellence. Student leaders were expected to train their successors through role modeling. In every committee, there was at least one office-bearer coming from the junior form so that the junior form students could learn and prepare themselves to take up more senior posts in future. Leadership training camps and workshops were regularly organized to develop students' leadership qualities and skills. Trust and freedom were given to the students, allowing them to learn from achievements and mistakes. Thus, the students had the confidence to organize big functions, such as joint school programmes and inter-school competitions. The students had sufficient chances to practise the leadership skills they had learned through training and acquired leadership qualities through actual participation.
- The Student Association (SA) had a well-defined structure, constitution and evaluation mechanism and was established through general election by all students. The SA co-ordinated effectively with the organizers of various activities for joint programmes through monthly meetings.
- The extent of teachers' involvement in ECA depended on the nature of the activities and also the attitudes and interest of individual teachers. The quality of the activities organized by the different clubs and associations varied. Those with more teacher contribution usually had better quality and better

development. To further enhance the quality of ECA programmes, teacher advisors of certain clubs and societies should play a more active role.

- Students' achievements in ECA were recognized through a merit system and the Best Chairman Election. An annual prize presentation ceremony was held at the end of each school year to honour students with outstanding performance in ECA.
- Students were highly motivated in organizing both inter-school and joint school activities. They were keen in sports activities, e.g. swimming, badminton and athletics. Regarding the music activities, the school had devised a good strategy whereby all S1 students were exposed to a year's musical instrument training so as to develop their musical appreciation capabilities. There were different kinds of musical instrument classes, enabling the establishment of a Western Orchestra and a Chinese Orchestra in the school. Various performances were organized both inside and outside school for students to gain performing experience and a sense of achievement. Further to these sports and musical activities, due emphasis was also given to the organization of community service work with a view to upholding the school motto of "We Are Men For And With Others". The students served the community through a great number of social services programmes including the Red Cross, Scouts, Interact Club, Social Concern Association, Catholic Association and the Hong Kong Award Scheme for Young People (AYP). They had gained many social services awards. Through their dedication and outstanding performance, a good reputation and a good school image had been established in the community.

4.2.2 Cross-curricular programmes

- The overall performance of the school in cross-curricular programmes was good. The school placed due emphasis on values education. A balanced cross-curricular programme was implemented through the formal and informal curricula to nurture positive values and attitudes for the all-round development of the students.
- In the formal curriculum, a structured and comprehensive values education teaching schedule, including moral, civic and sex education, with appropriate themes and proper sequencing, was infused into the curriculum of Religious Studies and Ethics from S1 to S7. Teachers of this subject collaborated effectively to co-ordinate the planning and delivery of the curriculum. Together with the school social worker, they worked hard to instill in students positive values including Christian values and a positive attitude towards life.
- Spiritual education was promoted not only through Religious Studies. There was the Religious Instruction Class for the Catholic students to deepen their religious belief. The Catholic Association organized numerous religious activities for both the Catholic and non-Catholic students. Adequate opportunities were provided for the students to live up to their religious belief.

- In the informal curriculum, due emphasis was given to civic, moral, health, sex and environmental education through a great variety of value-oriented activities. Several committees, namely, the Civic Education Working Committee, Moral Education Working Committee and Health & Sex Education Student Working Committee, were responsible for promoting values of their respective aspects, catering to the developmental needs of the students. Some ECA societies, such as the Law Society, Debating Teams and social services groups etc., also played a significant role in promoting cross-curricular programmes.
- Students' civic awareness was inculcated through a great variety of activities, such as quizzes on current affairs, debates and election activities. Community services, e.g. blood donation, the Caritas Bazaar, walkathon, the Green Paradise and social services, were organized to enhance students' civic awareness and commitment. Overseas trips were also organized to broaden students' exposure.
- Most of the activities were planned and organized by students who were self-motivated. The teachers played an advisory role. The various committees worked independently. Co-ordination and collaboration among these committees could be further strengthened. Further to this, co-ordination with the subject departments could be strengthened so that co-curricular activities could be arranged to support classroom learning on focused themes. For instance, the Moral Education Working Committee had put in good efforts to produce a set of moral education teaching materials on certain themes. Yet, there were no concrete plans for its use. The Committee should co-ordinate with the related parties so as to facilitate the effective use of these materials. In the long run, the school could consider amalgamating some of the committees of similar nature to facilitate the organization of programmes and to enhance communication.
- All in all, students' actual participation in and the life experiences gained through the cross-curricular programmes had enhanced the development of a sense of responsibility and commitment.

4.3 Support for students with special educational needs

- There was only one student classified as student with special educational needs. Appropriate seating arrangement was provided for him. His dedicated form-teacher frequently contacted his mother for concerted efforts to help this student with respect to learning and peer relationships. In order to help him overcome learning obstacles and gain a greater sense of achievement, the school provided chances for him to participate in competitions outside the school. Under such care and concern, the student made good progress and enjoyed his school life.

4.4 Links with parents

4.4.1 Home-school co-operation

- The school stressed partnership with parents in educating the students. As such, formal and informal communication channels were provided to parents whereby they could express their views on the school as well as enquire into the progress of their children. Parent-teacher communication was effective and efficient, and parents found the teachers responsive to their requests and enquiries. The membership of a parent representative in the SMC ensured that parents' views were heard and considered by the highest decision-making body of the school. In view of the good will of the parents at large and their possession of different expertise, the school could still consider making arrangements for them to contribute to the school by taking part in more school activities.
- The school's PTA best exemplified home-school co-operation. The PTA was strong and rendered the school all possible kinds of support. It not only helped facilitate communication between parents and the school in matters concerning individual students but also helped mobilize parents in support of school activities and projects such as fund raising. The PTA also helped in promoting parent education, particularly in the education of values. Parents and the school had a high regard for the work of the PTA.

4.4.2 Parents' perception of the school

- With regard to the perception of parents on the school, the parents who responded to the questionnaires and/or attended the parents' meeting shared the view that the school had a good tradition. They considered the school to have given due emphasis to nurturing students' moral character, self-esteem, confidence and independent thinking. The school provided parents with the necessary information and encouraged them to take an active part in school activities. As for the teachers, the parents found most of them caring. Yet, the parents also showed concern about the variation in performance among the teachers; they had high expectations that their children's well-being was taken care of. Overall, the parents had respect for the school and took pride in it.

4.5 Links with the community

- The school performed outstandingly in tapping community resources for the development of the students. Other than getting funds from external organizations so as to offer students greater variety of activities and services, the school established ties with public bodies and voluntary agencies like the Ruttonjee Hospital and Red Cross. The students thus had opportunities to serve the community in different ways and put into practice the school motto of "We are Men For and With Others". In the process of serving others, the students

broadened their horizons, acquired new knowledge and skills and widened their life experience.

- The school had ties with other schools in the territory. At times, there were joint functions. The activities were not solely targeted at students; some were for parents. Response from participants of these activities was good.
- Links with organizations outside Hong Kong were also established. Other than maintaining close contacts with past students who had gone overseas, educational tours, for instance, were arranged and students had the chance to meet their counterparts in other parts of the world. All in all, the school stressed an all-round education for students. The school authority could still ponder over increased utilization of community resources for the promotion of staff professional activities and school self-evaluation.

4.6 School culture and climate

- The school climate was liberal, and there was a relaxed atmosphere. Both the teachers and students expressed pleasure in teaching and learning in the liberal and democratic school environment.
- Teachers were amicable and displayed a caring attitude towards their students. Students were provided with ample opportunities to take up responsible posts in the student bodies. Students found teachers friendly and supportive. They showed respect for their teachers.
- The students generally held a positive attitude towards their peers. A harmonious and cooperative peer relationship was prevalent. Student leaders participated actively in school activities. Teamwork was evident and a strong sense of team spirit prevailed, especially among the senior form students. Besides, the senior form students took good care of their junior counterparts. They were willing to serve their fellow students and behaved as respectable role models. An overwhelming majority of them had a strong sense of belonging to the school. They were proud of being a member of it.
- The school's liberal tradition gave the bright and self-motivated students ample scope to fully realize their potential and stimulate them to strive for excellence. Yet, there also existed some students who lacked the motivation and self-discipline to learn independently. They would need more positive reinforcement, more guidance and greater support.
- The old Wahyanites displayed a strong sense of belonging to the school and were keen to make contributions to the school, both in monetary and non-monetary terms.

5. Academic & Non-academic Performance of Students

5.1 Academic performance of students

- In the past three years, the percentages of students obtaining Grades A to C, the passing percentages, the percentages of students with five or more passes, and the percentages of students with 14 or more points from the best six subjects in the Hong Kong Certificate of Education Examination (HKCEE) were all significantly higher than the territory levels (*Appendix 2*). With regard to students' performance in individual subjects, both the percentages of students achieving Grades A to C and the passing percentages in the majority of academic subjects were well above the territory levels in the past three years. Furthermore, the percentages of students obtaining Grade A in Chinese Language, English (Syllabus B), Mathematics, Additional Mathematics, Computer Studies, Biology, Chemistry, Physics, Economics and Principles of Accounts were consistently above the territory levels in the past three years (*Appendix 3*).
- In the past three years, the passing percentages in the Hong Kong Advanced Level Examination (HKALE) were well above the territory levels. The percentages of students obtaining Grades A to C in 1999 and 2001 were also well above the territory levels (*Appendix 4*). The percentages of students obtaining Grades A to C and the passing percentages in the Advanced Supplementary Level subjects were all well above the territory levels. With regard to students' performance in individual subjects, the percentages of students achieving Grade A in Use of English (AS-Level), Biology and Physics were consistently above the territory levels in the past three years (*Appendix 5*).

5.2 Non-academic performance of students

- The non-academic performance of students was outstanding. Under the liberal climate and the inviting atmosphere of the school, the students participated actively and voluntarily in a wide range of extra-curricular activities, both inside and outside the school, and won many prizes (*Appendix 6*). They had good performance in many aspects, including verse speaking, music and sports. Further to this, the students were particularly dedicated in performing community service. Their performance in social services was outstanding.
- The student leaders organized most of the school activities. They also took a leading role in organizing inter-school competitions and joint school functions. They were self-reliant, competent and ready to serve. They demonstrated strong leadership and a sense of commitment.
- The students were generally courteous, independent, confident and self-disciplined. The average attendance rate in the past three years was 98.6% which was considered to be good. The punctuality rate in the past three years was 99.5% which was regarded as excellent. Relevant charts are at *Appendix 7*.

6. Key Issues for Action

Regarding the effectiveness of learning and teaching of individual subjects, the areas for improvement are listed in the relevant subject sections (i.e. Appendix 1 of this report). Subject departments should use the points raised in the areas for improvement when reviewing and planning their work. As regards the school's overall performance (as stated in Parts 2, 3,4 and 5), the key issues for action are summarized in the bullet points below. The school is responsible for drawing up an action plan within four months upon receipt of this report, showing what the school is going to do about the key issues identified. Due consideration should also be given in the action plan to the main findings as reported in Parts 2-6. ED officers will offer advice where appropriate.

Based on the Catholic faith and the Jesuit philosophy, the school management had a high regard for individuality, personal initiative, mutual trust and respect. In most of the cases, this positive attitude generated self-respect, a willingness to take up responsibility and desire to serve in the staff and students. Overall, the students performed well academically; in non-academic aspects, they had outstanding performance. Other than participating in extra-curricular activities of various kinds, quite a lot of the students took part in voluntary services inside and outside the school, practising the school motto of "We Are Men For and With Others". For the teachers, the trust put in them very often induced dedication. Some teachers proactively enlightened the students and initiated projects that could help them grow. As for the management, good efforts were made to maintain close links with the past students and to fully tap resources of all kinds so as to enhance the liberal learning environment for the students. The management also made great efforts to establish ties with the parents. The Parent-Teacher Association, having high regard from the parents, best exemplified home-school cooperation.

To build on existing strengths and bring the school to further heights of excellence, the school should put in special efforts to address the following issues of concern.

- (1) Due regard must be paid to ensure a balance between individuality and teamwork among the teachers on the one hand, and the harmonious relationship between the senior management and some of the teaching staff on the other. This will help to bring about collaboration and synergy which the school needs for sustaining its further development. After taking stock of the school's current scenarios, it is now an opportune time to conduct a strategic review on the style and practices of management and leadership of the senior management and middle management with particular reference to the following areas:
 - team building and collaboration within and among departments/committees through the strengthening of the professional leadership of the school managers and heads of departments
 - strategic planning regarding school development planning and school self-

evaluation (e.g. cascading the development planning at school level with programme planning at departmental level; integrating staff performance appraisal with staff professional development)

- (2) Under the liberal climate and inviting atmosphere of the school, the majority of the students have outstanding performance in both the academic and non-academic areas. On this basis, the school should have every confidence to stretch further students' learning potential. Greater efforts should be put in the following aspects:
- adopting more student-centred teaching/learning strategies with a view to cultivating an interactive learning atmosphere and enhancing students' generic skills, such as critical thinking skills, problem-solving skills, presentation skills, etc.
 - adopting more varied modes of assignments and assessment with a view to practising formative assessment so that teachers could derive feedback on students' learning progress more readily
 - providing more positive reinforcement, guidance and support to those less able students so as to boost their confidence and interest in learning