



A. M. D. G.
WAH YAN COLLEGE, HONG KONG
(College of Christ the King)

School Development Plan
(2017-2020)

1. Vision of Jesuit Education in the Chinese Province

“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.”

2. School Mission

In accordance with our Catholic belief in God’s love and Chinese culture, we aim:

1. to be empathic role models for our students to grow into responsible and compassionate community members,
2. to inspire students to strive for excellence, and
3. to nurture caring leaders who are competent spiritually, morally and intellectually.

The underlying ethos of the school is based on the school motto “Men for and with others”. This is in alignment with the Jesuit Pedagogical Paradigm. It is this paradigm that informs all learning at Wah Yan College and makes it an experience that reaches far beyond that which goes on inside the classroom.

3. School Motto: In Hoc Signo Vinces

The words of our school motto are in the Latin language. They mean “In this sign you shall conquer”. They are written on a background of a shield with a red cross. Our school badge is in the shape of a shield.

The shield was used in ancient times by soldiers to protect them in battle, to defend them against attack. We interpret this shield as our readiness to stand up and defend the truth, justice, honesty and love in a world where people need these.

Next come the red cross. This cross reminds us of the sign of Christ’s love for us. He died for us shedding His blood on the cross because He loved us. This was the supreme sacrifice. “Greater love than this no man has than to lay down his life for his friends. You are my friends.”

It is with this love in us we will conquer or win – win hearts, friends, justice, peace and harmony. As light overcomes darkness so love overcomes hatred and violence.

So this motto on its shield with a red cross expresses our school spirit. Our spirit is a spirit of love and care – for ourselves, for others and our environment. This spirit is shown in the way we behave, in our respect for others, in our willingness to serve those especially in need, in our generosity in sharing our gifts with others, in our compassion for those unjustly treated.

4. Profile of the Jesuit Student at Graduation for the Chinese Province

1. Intellectually Competent
2. Loving as a Personal Orientation
3. Open to Life-long Growth
4. Religious and Moral
5. Committed to Acting on Justice

5. Profile Of the Ignatian Educator for the Chinese Province

1. Living out the Ignatian Vision
2. Inspire with Ignatian Pedagogical Paradigm (IPP)
3. A Caring Educator
4. Seeking for Better Ways to Teach and Learn
5. Fellow Builder of Community

6. Holistic Review and Rationales Behind the School Development Plan (2017-2020)

The SDP 2014-17 put emphasis on nurturing our students into "self-directed learners", creating a "learning community", and raising the efficiency of the school administration.

The new SDP 2017-20 will be a continual of the previous one, while new insights were added in order to address the results of the SWOT analysis and new threats from stakeholders' surveys and APASO-II results.

The outright distinction of the new SDP is the decision of having two major concerns instead of three. They are aimed at fostering our students' two essential attributes: to be committed, competent learners and compassionate, conscientious leaders in the modern era. This echoes the Jesuit 4Cs of Human Excellence, as well as the Jesuit Education Commission's Province Priorities – Youth and Family, Ignatian Spirituality, Social Justice, Evangelization and Collaboration.

To be committed, competent learners, it is a further enhancement of what we have started in the last SDP, that is, to cultivate our students to be self-directed learners. From the figures of the last three years' stakeholders' surveys and our teachers' observation, we believe that we have successfully instilled some learning skills into our students, but yet to be considered as a long lasting habit. In light of this, the First Major Concern for 2017-20 is "Enhancing self-directed learning".

The two intended outcomes will be developing our students to be "reflective learners" (an important component of self-directed learning) and making our campus favorable to self-directed learning. Possible strategies, still under careful scrutiny, may include learning skills workshops, cross-curriculum collaboration, reading across curriculum activities, STEM education and e-learning in classroom.

The Second Major Concern for 2017-20 is "Fostering a caring and respectful community". The formation of this Major Concern primarily came from some alarming figures in the APASO-II reports. While all other figures in the reports show Wahyanites are in general having better social and affective performance than the average Hong Kong students, but there is also a significantly high level of negative affect.

The intended outcomes will be helping students to be capable of caring for themselves, others, and the community. Possible strategies may include Examen, class/form management, civic education and Basic Law teaching.

Lastly, both Major Concerns will be focused upon equipping every Wahyanite with the prerequisites of becoming a committed, competent learner, which is at the same time a compassionate, conscientious leader in the modern era of Hong Kong.

7. Major Concerns (2017-2020)

Major Concern 1: Enhancing self-directed learning

Major Concern 2: Fostering a caring and respectful community

School Development Plan (2017-2020)

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			17/18	18/19	19/20
1. Enhancing self-directed learning	1.1 To raise the awareness of parents and students about self-directed learning	1.1.1 To introduce Major Concerns to parents in F1 orientation	✓	✓	✓
		1.1.2 To brief students about how they can become a self-directed learner during school assemblies	✓	✓	✓
		1.1.3 To give seminars to parents by our in-house educational psychologist, clinical psychologist, and social worker	✓	✓	✓
		1.1.4 To set up and make use of parents' and students' mobile phone apps to send information of talks, forums and exhibitions for them to join	✓	✓	✓
		1.1.5 To give a talk to parents and sportsmen to explain the aim of Whole Person Development (WPD) programme in relation to self-directed learning	✓	✓	✓
	1.2 To enhance students' self-directed learning skills	1.2.1 To formulate a school-based curriculum for self-directed learning skills	✓	✓	
		1.2.2 To organize workshops related to self-directed learning a. F2 Learning Skills course b. F4 Revision Skills course c. F5 Time Management course	✓	✓	✓
		1.2.3 To launch the "Whole person development programme" to equip sportsmen with self-directed learning skills	✓		
		1.2.4 To organize self-directed learning activities for students by various departments, e.g. STEAM	✓	✓	✓

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			17/18	18/19	19/20
		1.2.5 To foster mutual support in self-regulated learning through formation of self-study groups in senior forms	✓	✓	✓
	1.3 To help students develop a reflective habit	1.3.1 To help students reflect, evaluate and plan their learning (e.g. setting learning targets, self-evaluation forms, reflection groups, written/verbal reflection after lessons) 1.3.2 To help students reflect, evaluate and plan their activities (e.g. reflection reports, reflection meetings after activities) 1.3.3 Introduce weekly Examen during the Form Teachers Period (FTP) 1.3.4 To revise the student handbook as a spiritual journal for students to write down their relections	✓	✓	✓
	1.4 To motivate students become active readers	1.4.1 To promote reading through various reading schemes, competitions, projects, and activities 1.4.2 To enhance “Reading across the curriculum” by providing more subject related books, articles and reading materials in the library 1.4.3 To introduce school library resources to students for self-directed learning 1.4.4 To organize book exhibitions and authors’ talks To enhance reading across curriculums	✓	✓	✓

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			17/18	18/19	19/20
	1.5 To enhance students' motivation in learning	1.5.1 To engage students more actively in e-learning	✓	✓	✓
		1.5.2 To enhance the relevance of their learning to their daily life through STEAM education (e.g. STEAM Lab, a new club)	✓	✓	✓
		1.5.3 To provide opportunities for the students to take part in subject-based seminars or workshops	✓	✓	✓
		1.5.4 To enhance students' motivation through interactive activities (e.g. mini-drama, film reviews)	✓	✓	✓

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			17/18	18/19	19/20
2. Fostering a caring and respectful community	2.1 To be respectful gentlemen	2.1.1 To increase students' self-awareness as a respectful person through practicing Examen	✓	✓	✓
		2.1.2 To let student acquire social etiquettes through experiential learning	✓	✓	✓
	2.2 To be caring companions	2.2.1 To enhance F1 students' bonding through F1 orientation programs	✓	✓	✓
		2.2.2 To foster a good parent-child relationship by giving talks on parenting styles	✓	✓	✓
		2.2.3 To promote a caring class spirit through class formation activities	✓	✓	✓
		2.2.4 To launch the "Companion Lunch Gathering" program	✓	✓	✓
		2.2.5 To promote collaborative learning opportunities among students	✓	✓	✓

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			17/18	18/19	19/20
	2.3 To be responsible leaders	2.3.1 To organize leadership training camps/workshops/activities	✓	✓	✓
		2.3.2 To raise our students' civic spirits by participating in events that can let them understand more about the Basic Law	✓	✓	✓
		2.3.3 To organize activities to enhance our students' leading skills (e.g. MAGIS programs, Global Youth Leaders' Summit)	✓	✓	✓
	2.4 To be good stewards of Nature	2.4.1 To enhance students' understanding of their roles and responsibilities in the natural environment by introducing relevant topics in the curriculum	✓	✓	✓
		2.4.2 To raise students' awareness in the upkeep of the school environment by setting up Green Monitors in each class	✓	✓	✓
		2.4.3 To promote green living among students through experiential activities	✓	✓	✓
		2.4.4 To appreciate the beauty of nature by labeling plants in the campus	✓		
	2.5 To be respectful global citizens	2.5.1 To organize in exchange programs with other Jesuit institutions over the world	✓	✓	✓
		2.5.2 To instill the concept of global solidarity through the curriculum and activities (e.g. Magi Programs)	✓	✓	✓
		2.5.3 To organize guest talks and workshops on global issues	✓	✓	✓
		2.5.4 To encourage students to participate in experiential activities on global issues by NGOs (e.g. World Vision)	✓	✓	✓