

WAH YAN COLLEGE, HONG KONG

(College of Christ the King)



Annual School Plan 2019-2020

A.M.D.G.

School Vision & Mission

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.”

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.

WAH YAN COLLEGE, HONG KONG

Annual School Plan 2019-2020

Major Concerns:

1. Enhancing self-directed learning
2. Fostering a caring and respectful community

Major Concern 1: Enhancing self-directed learning

Intended Outcomes

1.1 To raise the awareness of new students and their parents about self-directed learning (SDL)

| Strategies/Tasks | Success Criteria | Evaluation Methods | Time Scale | People in charge | Resources Required |
|--|--|---------------------------|---------------------|-------------------------|---------------------------|
| 1.1.1 To introduce Major Concerns to new students and parents in F.1 orientation | At least 70% of new students are aware of self-directed learning | Questionnaire | Sep 2019 | Principal | Human resources |
| 1.1.2 To brief students about how they can become better self-directed learners during school assemblies | At least 70% of the students find themselves more aware of how they can become better self-directed learners | Questionnaire | Sep 2019 – Jul 2020 | Principal | Human resources |

Major Concern 1: Enhancing self-directed learning

Intended Outcomes

1.2 To enhance students' attributes conducive to becoming self-directed learners

| Strategies/Tasks | Success Criteria | Evaluation Methods | Time Scale | People in charge | Resources Required |
|--|--|-----------------------|---------------------|--|--------------------|
| 1.2.1 To organize programs to enhance self-directed learning 1 F.1 <i>Learning to Learn</i> Bridging Program 2. F.2: Self-control 3. F.3: Project Learning Skills 4. F.4 Magis in Learning Programme (Time management in the context of senior secondary education) 5. F.5 Magis in Learning Programme (Mock JUPAS Exercise & Operation Astrum) | At least 70% of the students find the courses/activities can enhance their self-directed learning skills | Student questionnaire | Jul 2019 – Jul 2020 | Academic Committee, ECA Committee, Counselling Committee Counselling Committee Academic Committee Academic Committee & Psychologists Academic Committee, Careers & Further Studies Committee, Pastoral Committee | Human resources |

| Strategies/Tasks | Success Criteria | Evaluation Methods | Time Scale | People in charge | Resources Required |
|---|--|---------------------------|---------------------|---|---------------------------|
| 1.2.2 To continue organizing the “Whole person development programme” for enhancement of self-directed learning among sportsmen in junior forms | At least 70% of the sportsmen find the course useful in helping them become self-directed learners | Student questionnaire | Sep 2019 – Jul 2020 | Physical Education Panel & Academic Committee | Human resources |

Major Concern 1: Enhancing self-directed learning

Intended Outcomes

1.3 To help students develop a habit for reflection, evaluation and planning

| Strategies/Tasks | Success Criteria | Evaluation Methods | Time Scale | People in charge | Resources Required |
|--|---|---|---------------------|--|---------------------------|
| 1.3.1 To help students reflect, evaluate and plan their learning and activities 1. Using Student Handbook 2. Writing reflection reports 3. Completing Mid-year and Annual Self Evaluation Forms | At least 70% of the students find the tasks useful to help them becoming more reflective and better in self-evaluation and planning | Questionnaire survey, Teachers' qualitative feedbacks | Sep 2019 – Jul 2020 | Form Teachers, Subject teachers, ECA Committee, Pastoral Committee | Human resources |
| 1.3.2 To conduct Examen during the Form Teachers Period & Assemblies | At least 70% of the students find Examen helpful in their reflection of their life experiences | Questionnaire survey & collection of feedbacks from teachers & students | Sep 2019 – Jul 2020 | Form Teachers, Pastoral Committee | Human resources |
| 1.3.3 To encourage students to conduct Examen at home | At least 50% of the students have voluntarily tried Examen at home. | Feedback collection from students | Sep 2019 – Jul 2020 | Pastoral Committee | Human resources |

Major Concern 1: Enhancing self-directed learning

Intended Outcomes

1.4 To improve students' reading habit

| Strategies/Tasks | Success Criteria | Evaluation Methods | Time Scale | People in charge | Resources Required |
|---|--|---|---------------------|---------------------------------|--------------------------------------|
| 1.4.1 To increase the uses of the Library through enhancing its management | 70% of teachers and students find the library more user friendly | Library records, Questionnaire survey | Sep 2019 – Jul 2020 | Academic Committee, Library | Human resources, Financial resources |
| 1.4.2 To organize different reading programs: 1. Active reader scheme 2. A book a weekend 3. Teacher-student book sharing 4. Book exhibitions | The number of books borrowed from the library increased by 15% | Questionnaire survey, Library's records | Sep 2019 – Jul 2020 | Reading Promotion Working group | Human resources, Financial resources |
| 1.4.3 To have a library lesson for F.1 students to cultivate them a proper reading habit | At least 70% of the F.1 students find the lesson useful to help them improve their reading habit | Questionnaire | Sep 2019 | F.1 Language teachers | Human resources, Financial resources |

Major Concern 1: Enhancing self-directed learning

Intended Outcomes

1.5 To enhance students' motivation in learning

| Strategies/Tasks | Success Criteria | Evaluation Methods | Time Scale | People in charge | Resources Required |
|--|---|----------------------------|---------------------|------------------------------------|---------------------------|
| 1.5.1 To engage students more actively through e-learning | At least 70% of the students find e-learning is useful to motivate their learning | Students' survey | Sep 2019 – Jul 2020 | Subject Panels | Human resources |
| 1.5.2 To engage students more actively through various teaching strategies (e.g. flipped classroom) | At least 70% of the students find the various teaching strategies useful to motivate their learning | Students' survey | Sep 2019 – Jul 2020 | Subject Panels | Human resources |
| 1.5.3 To implement the strategic plan to promote STEAM education through collaboration among relevant panels and functional groups | Completion of tasks | Teacher's observation | Sep 2019 – Jul 2020 | Relevant Subject Panels | Human resources |
| 1.5.4 To carry out cross- curricular projects | More than 2 cross-curricular projects are completed | Subject Panels' evaluation | Sep 2019 – Jul 2020 | Subject Panels | Human resources |
| 1.5.5 To showcase student learning achievement in Open Days | At least 70% of the students find showcasing their projects is motivating | Questionnaire survey | Sep 2019 – Apr 2020 | Subject Panels, Academic Committee | Human resources |

Major Concern 2: Fostering a caring and respectful community

Intended Outcomes

2.1 To be respectful gentlemen

| Strategies/Tasks | Success Criteria | Evaluation Methods | Time Scale | People in charge | Resources Required |
|---|---|---|---------------------|--|--------------------------------------|
| 2.1.1 To let students acquire social etiquettes through experiential learning 1. high table dinner 2. anniversary events: student ambassadors | Students have improvements in social etiquettes | Teachers' observation, Questionnaire survey | Sep 2019 – Jul 2020 | Arts Programs, ECA Committee, Open Day Committee | Financial resources, Human resources |

Major Concern 2: Fostering a caring and respectful community

Intended Outcomes

2.2 To be caring and respectful companions

| Strategies/Tasks | Success Criteria | Evaluation Methods | Time Scale | People in charge | Resources Required |
|---|--|---|---------------------|--|---------------------------|
| 2.2.1 To enhance F.1 students' bonding through the revised F.1 orientation programs | At least 75% of the students think their classmates are caring | Questionnaire survey, Teachers' observation | Jul 2019 – Jul 2020 | Counseling Committee, Academic Committee, F.1 Form Teachers. ECA Committee | Human resources |
| 2.2.2 To build up a more caring classroom through various activities | At least 75% of the students think their classmates are caring | Questionnaire survey, Teachers' feedbacks | Sep 2019 – Jul 2020 | Chief Form Teacher Coordinator & Form Teachers | Human resources |
| 2.2.3 To launch the "Companion Lunch Gathering" program | At least 75% of the participants feel being cared for | Questionnaire survey, Teachers' feedbacks | Sep 2019 – Jul 2020 | Pastoral Committee | Human resources |
| 2.2.4 To provide Ignatian retreats to teachers | At least 70% of the teachers find being loved and cared and care more about others | Teachers feedback | Dec 2019 | Pastoral Committee | Human resources |
| 2.2.5 To encourage F.6 students to be "mentors" of F.4 or 5 students | At least 2 capable Form 6 students are invited for sharing with and assisting the Form 4 or 5 students | Questionnaire | May 2020 | Subject Panel | Human resources |

| Strategies/Tasks | Success Criteria | Evaluation Methods | Time Scale | People in charge | Resources Required |
|---|--|---------------------------|-------------------|-----------------------------|---------------------------|
| 2.2.6 First Staff Development Day: Joint school staff development day with Wah Yan College, Kowloon on Safeguarding of Minors | At least 70% of the teachers find the programme effective to achieve its aim | Questionnaire survey | 13 Sep 2019 | Staff Development Committee | Human resources |

Major Concern 2: Fostering a caring and respectful community

Intended Outcomes

2.3 To be responsible citizens

| Strategies/Tasks | Success Criteria | Evaluation Methods | Time Scale | People in charge | Resources Required |
|--|--|----------------------------|------------------------|---|---|
| 2.3.1 To enhance student's understanding of the Basic Law through PSHE subjects | Task completion At least 75% of the students have a better understanding of the Basic Law | Internal assessment result | Sep 2019– Jul 2020 | PSHE Subject Panels | Financial resources, Human resources |
| 2.3.2 To raise our students' civic spirit by participating in events that can let them understand more about the Basic Law | At least 75% of the students find the events can enhance their civic spirits | Questionnaire survey | Sep 2019 – Jul 2020 | Civic Education Committee, Exchange program Coordinator, Subject Panels | Funds from EDB, Human resources |

Major Concern 2: Fostering a caring and respectful community

Intended Outcomes

2.4 To be good stewards of Nature

| Strategies/Tasks | Success Criteria | Evaluation Methods | Time Scale | People in charge | Resources Required |
|--|---|---------------------------|---------------------|--|---------------------------|
| 2.4.1 To enhance organization and management of Green Monitors | Students are more aware of their responsibility in environmental protection | Teachers' observation | Sep 2019 – Jul 2020 | Civic Education Committee, Form Teachers | Human resources |
| 2.4.2 To complete the labeling of plants on campus and produce a guidebook | Students appreciate greeneries more | Teachers' observation | Sep 2019 – Jul 2020 | Civic Education Committee | Human resources |
| 2.4.3 To inspire students to appreciate our environment | At least 70% of the students showed positive reflection on their work or behavior | Teachers' observation | Sep 19-Jul 20 | Geography Panel | Human resources |
| 2.4.4 To promote green living among our students | At least 50% of the students tried green living | Survey | Sep 19-Jul 20 | Geography Panel | Human resources |

Major Concern 2: Fostering a caring and respectful community

Intended Outcomes

2.5 To be respectful global citizens

| Strategies/Tasks | Success Criteria | Evaluation Methods | Time Scale | People in charge | Resources Required |
|--|---|--|---------------------|---|--------------------------------------|
| 2.5.1 To organize exchange programs with Jesuit institutions over the world | At least 75% of participants think the programs enhance their understanding of other cultures | Questionnaire survey | Sep 2019 – Jul 2020 | Exchange Program Coordinator | Financial resources, Human resources |
| 2.5.2 To organize guest talks and sharing on global issues | At least 75% of the students find their awareness of global issues is enhanced with such activities. | Questionnaire survey | Sep 2019 – Jul 2020 | Civic Education Committee, Subject Panels | Human resources |
| 2.5.3 To carry out a cross-curricular research project (Life & Society, Chin. History and History panels) in F.3 on global issue | All F.3 students can complete their work on time and with quality | Teachers' assessment and Peers' assessment | Sep 2019 – Jul 2020 | Subject Panels | Human resources |
| 2.5.4 To organize the MAGIS Cambodia program | At least 70% of the students find the program(s) help them to know more about their identity as global citizens | Student survey | Sep 2019 – Jul 2020 | Pastoral Committee | Financial resources, Human resources |
| 2.5.5 To build up a network with other Jesuit Schools i. To study the possibility of organizing (or co-organizing) a working project with one Jesuit Institution this year. | At least 70% of the students find the program(s) help them to know more about their identity as global citizens | Student survey | Sep 2019 – Jul 2020 | Pastoral Committee | Human resources |

