



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

**School Development Plan**  
**(2014-2017)**

## ***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

#### ***4. Holistic Review and Rationales Behind the School Development Plan (2014-2017)***

While Major Concerns of recent years are all worthwhile goals (those for 2013-14 were Academic Excellence, Self-Discipline, Mutual Respect, Positive Thinking), they were found to be rather general. As pointed out in the report of the External School Review in 2010, our Major Concerns could be more specific, leading to more specific plans. Over-general Major Concerns also make evaluations difficult. On reflection, this might partly be due to the process through which the School Development Plan and Major Concerns were usually developed at the school. There is a need for more in depth discussion and clearer articulation of the focus and implications of the MCs. For them to be appropriate to the context and thus meaningful to colleagues, students and other stakeholders, better alignment with the school's unique tradition, vision, and student backgrounds as well as their ability to meet the challenges faced currently (or in the foreseeable future) by the school and students would be helpful.

Based on this reflection, the school set about developing the new School Development Plan 2014-17 (with its new set of Major Concerns) by making reference to (a) the tradition, vision, and mission of the school, (b) the unique challenges and opportunities faced by the school at this juncture, (c) the economic, social, technological and higher education environment faced by our students, (d) concerns and aspirations expressed by teachers as well as (e) feedbacks in the latest External School Review in 2010.

With these considerations in mind, and through a process of consultation by way of the Administrative Committee, the All Heads' Meeting (consisting of Panel Heads as well as Heads/Chairs of Functional Groups), the Principal's Meeting and the School Advisory Committee, the proposed new School Development Plan was amended, refined and polished. The proposal was then considered and approved by the School Management Committee in June, 2014.

The theme for the new School Development Plan is "Building Capacities for Sustainable Development". Under this theme are three Major Concerns : (1) Cultivating Self-directed Learners, (2) Facilitating Development of a Professional Learning Community and (3) Enhancing Organizational Effectiveness.

In terms of tradition, the School is renowned for its liberal approach and the MC on Self-directed Learners is in line with this tradition but with the focus put on responsibility for one's own learning. The MC on Learning Community is also in line with brotherhood but with an added emphasis on learning. Likewise, these two new MCs echo the vision statement, in particular

those parts relating to offering of a “liberating” education within a “learning community for students and staff” so that they can become “progressively competent”.

In terms of the current challenges of the School, we shall be celebrating our 95th Anniversary but there are very few Jesuits who are involved in frontline teaching or daily management now. How can the Jesuit approach to education be sustained over the long run and what adjustments do we need to make to our management approach and organizational structure / processes in the transition to daily leadership by lay staff? The theme of “Building Capacities for Sustainable Development” and its two MCs on Learning Community and Enhancement of Organizational Effectiveness address such issues directly. The new school hall complex will be in use from the new school year 2014/15 onwards. Together with the old buildings and facilities, they constitute the physical setting of the community. How can we make them more conducive to learning? What are the things we need to upgrade or revamp to enhance efficiency of the organization?

In terms of student characteristics, given that the overwhelming majority of our students are among the top students in Hong Kong, they do have the competence to become Self-directed Learners. With the “explosion” of information available at their fingertips, it is also imperative that they be given a bigger role in their learning. When we consider the post-industrial, knowledge economy and the pluralistic society they will face when they graduate, those who can be Self-directed Learners able to work with team members within a Learning Community would be able to contribute much.

As for teachers, their concerns relate to students’ academic performance as well as the transparency and effectiveness of the management. Thus, the first two MCs that focus on learning and the third on organizational effectiveness would in some way address their concerns.

The new MCs also address suggestions in the last External School Review. Besides advising that MCs could be more specific, the report also recommends that students develop independent learning skills, that the school should promote self-discipline and self-management and encourage students’ reflective learning. Such suggestions could somehow be incorporated into the MC on Self-directed Learners. The report also advises that the school should build staff capacity for continuous school development, and widen the scope of sharing and collaboration. These might be addressed through the MC on Learning Community.

So to conclude, based on reflection on the Major Concerns in the past and reference to the tradition, vision and current challenges of the school, student characteristics and the world they will be facing when they graduate, teachers’ concerns and feedback in the last External School Review, the School was able to develop a new School Development Plan with a new set of Major Concerns for implementation in 2014-17.

## ***5. Theme & Major Concerns (2014-2017)***

**Theme:** Building Capacities for Sustainable Development

**Major Concern 1:** Cultivating Self-directed Learners

**Major Concern 2:** Facilitating Development of a Professional Learning Community

**Major Concern 3:** Enhancing Organizational Effectiveness.

## School Development Plan (2014-2017)

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			14/15	15/16	16/17
1. Cultivating students into self-directed learners	1.1 Developing habits, attitudes, knowledge and skills for lifelong self-directed learning.	1.1.1 Workshops / lessons for junior form students on expectations, attitudes, habits, skills and knowledge relating to becoming a self-directed learner during Orientation, FT / Life Ed periods.	✓	✓	✓
		1.1.2 Piloting introduction of weekly/daily <i>examen</i> to develop students' habits for self-reflection.			
		1.1.3 Piloting/facilitating formation of Study Groups for senior forms to foster mutual support in self-regulated learning.			
		1.1.4 Evaluation / self-evaluation of efforts and attitudes (besides actual assessment performance) for self-directed learning [e.g. informal report on "effort grade"]			
	1.2 Boosting motivation to excel	1.2.1 Enhancing students' fighting spirit to excel.	✓	✓	✓
		1.2.2 Helping students find meaning in their studies and their ECA.			
		1.2.3 Developing students' awareness, mindset, knowledge, reflections for Life Planning			
	1.3 Further developing assessment for Learning	1.3.1 Guiding and facilitating students to reflect on assessment performance to enhance learning.	✓	✓	✓
		1.3.2 Providing students with "HKDSE grade projections" for senior forms.			
1.3.3 Enhancing alignment of assessment tools with expected learning outcomes.					

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			14/15	15/16	16/17
	1.4. Building an environment to support students' self-directed learning	1.4.1 Collecting / developing resources for self-directed learning: e.g. library resources, web-based materials, free online learning materials (Khan academy, TED Talks, etc.) 1.4.2 Getting parents to be partners (e.g. less hands on, more as a consultants/companions) in their sons' journey to become self-directed learners.	✓	✓	✓

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			14/15	15/16	16/17
<b>2. Facilitating development of a Professional Learning Community</b>	2.1 Fostering a culture of sharing, mutual support and reflections.	2.1.1 Deepening teachers' appreciation of the profile of the Ignatian Educators and encouraging practice of IPP. 2.1.2 Developing regular platforms for sharing of (heard, read, self-developed) teaching approaches, education, interesting subject matters, good books, anything of general interest to colleagues. 2.1.3 Encouraging collection of feedbacks for continuous learning.	✓	✓	✓
	2.2. Developing policies and practices to support joint efforts to enhance teaching effectiveness.	2.2.1 School policies, administrative arrangements and/or provision of funding to facilitate team development of special teaching materials, provision of common lesson preparation periods (e.g. one-off funding), etc. 2.2.2 Intra-/Inter-school teacher exchanges / forums.	✓	✓	✓

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			14/15	15/16	16/17
	2.3 Review of implementation of NSS curriculum as teams.	2.3.1 School policies and resource planning. 2.3.2 Administrative arrangements. 2.3.3 Subject deliveries and learning materials.	✓	✓	✓
	2.4. Whole school approach in supporting SEN students.	2.4.1 Building a caring and supportive culture. 2.4.2 Provision of training and encouraging sharing of problems and good practices in handling SEN students. 2.4.3 Facilitate sharing of information about SEN students with a view to provide more appropriate support to them.	✓	✓	✓
	2.5. Developing a learning campus.	2.5.1 Developing an environment to promote intellectual curiosity. 2.5.2 Enhancing students' sense of belonging through taking up responsibilities for general upkeep of campus environment. 2. 5.3 Review of space utilization	✓	✓	✓ ✓

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			14/15	15/16	16/17
<b>3. Enhancing organizational effectiveness</b>	3.1. Develop more transparent systems	3.1.1 Develop a workload policy.	✓		
		3.1.2 Enhance documentation of current practices of the school.	✓	✓	✓
		3.1.3 Review system for budgeting and financial control.		✓	✓
	3.2. Review and upgrade of the IT environment and communication system.	3.2.1 Campus network system.	✓	✓	
		3.2.2 Hardware upgrades.			✓
		3.2.3 Formal and informal communication channels.			✓
3.2.4 Telephone system.		✓			
3.3. Improve corporate communication with external parties	3.3.1 Website revamp.		✓	✓	
	3.3.2 Production of corporate video and brochure.	✓	✓	✓	