



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

Annual School Plan
(2022-2023)

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 2022-2023

Major Concerns

1. Nurturing our students to be reflective and competent learners
2. Nurturing compassionate companions within the school community
3. Developing the school into a committed learning community with a growth mindset

Major Concern 1: Nurturing our students to be reflective and competent learners

Intended Outcomes / Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Responsible Party	Resources Required
1.1 Students become competent learners	1.1.1 To enrich students' reading skills through varied teaching practices in classes	<ul style="list-style-type: none"> ● At least 70% of the language teachers adopt some new teaching practices for reading skills ● At least 50% of the students have shown improvements in reading assessment results 	<ul style="list-style-type: none"> ● Lesson observation & Panel Evaluation Meetings ● Teachers; observation ● Assessment results ● Markers' reports 	Whole year	<ul style="list-style-type: none"> ● Teaching & Curriculum Development Committee ● Learning and Reading Promotion Committee ● Language subject panels 	<ul style="list-style-type: none"> ● Lesson time of language subjects ● Staff for data crunching
	1.1.2 To help students acquire project learning skills, including research, data analysis, and organization, presentation, report writing skills, etc. in different classes	<ul style="list-style-type: none"> ● The design of curriculum for project learning skills in junior forms is completed ● At least one cross-disciplinary project is conducted in each junior form 	<ul style="list-style-type: none"> ● Curriculum documents ● Teachers' observation ● Assessment results 	Whole year	<ul style="list-style-type: none"> ● Teaching & Curriculum Development Committee ● Subject panels 	<ul style="list-style-type: none"> ● Teachers responsible for designing the curriculum ● Time for meetings for curriculum development of project based learning

	<p>1.1.3 To extend IDEEA (Innovation, Design, Engineering, Entrepreneurship, Art/Algorithm) as an independent subject in F.2 to facilitate the application of PBL and SDL</p>	<ul style="list-style-type: none"> ● The F.2 curriculum is developed ● Students apply PBL and SDL skills in their projects 	<ul style="list-style-type: none"> ● Curriculum documents ● Teachers' observation 	Whole year	<ul style="list-style-type: none"> ● Academic Division ● IDEEA panel 	<ul style="list-style-type: none"> ● Teachers teaching IDEEA ● Time for curriculum development
1.2 Students become reflective learners	<p>1.2.1 To promote the practice of daily Examen and launch daily Examen after Homeroom time on school days</p>	<ul style="list-style-type: none"> ● At least 70% of the students express that practicing Examen helps them reflect upon their learning experiences ● At least 50% of the students practice Examen on their own at least once a day 	<ul style="list-style-type: none"> ● School-based survey 	Whole year	<ul style="list-style-type: none"> ● Pastoral Committee ● IVE Panel ● Form Teachers 	<ul style="list-style-type: none"> ● Form Teachers ● Homeroom Periods ● Student Handbooks ● Assemblies
	<p>1.2.2 To infuse Ignatian Pedagogical Paradigm (IPP) in students' experiential learning</p>	<ul style="list-style-type: none"> ● At least 70% of the students can identify the five elements of Ignatian Pedagogical Paradigm (IPP) ● At least 70% of the students agree that they have become more reflective 	<ul style="list-style-type: none"> ● Teachers' observation ● School-based survey 	Whole year	<ul style="list-style-type: none"> ● Whole School ● Form Teachers ● OLE Committee 	<ul style="list-style-type: none"> ● Online forms shared to students through Homeroom Google Classrooms
	<p>1.2.3 To further consolidate the Self-Directed Learning (SDL) skills of our students by continuous effort in extending the "Learning to Learn" program to different forms</p>	<ul style="list-style-type: none"> ● Self-Directed Learning (SDL) skills of our students are enhanced in general ● At least 70% of the participating students agree that the program has helped them become more reflective 	<ul style="list-style-type: none"> ● Teachers' observation ● SDL workshops/ seminar surveys 	Whole year	<ul style="list-style-type: none"> ● Learning & Reading Promotion Committee 	<ul style="list-style-type: none"> ● Form Teacher periods ● Educational psychologists

	1.2.4 To develop students' ownership of learning by helping them to earnestly embark on the process of identifying their life goals and aspirations via life planning programs	<ul style="list-style-type: none"> Students take more ownership and initiative in their learning in general Senior forms students set clear goals for their studies F.6 students make informed decision on JUPAS choices and/or overseas college applications according to their aspirations At least 70% of F.2 and F.3 students attending life planning programmes acknowledge the importance of goal setting and have aspirations in their academic and non-academic aspects 	<ul style="list-style-type: none"> Teachers' observation Program survey 	Whole year	<ul style="list-style-type: none"> Life Planning and Further Studies Guidance Committee Form Teachers 	<ul style="list-style-type: none"> Funding for the Life Education programs Form Teacher periods
1.3 The potential of high achievers and gifted students is realized	1.3.1 To develop a more flexible curriculum/ assessment items to cater for gifted and high achieving students	<ul style="list-style-type: none"> Policy for nurturing gifted and high achieving students is developed At least 50% of subject panels have tailor-made assessment tasks for gifted and high achieving students 	<ul style="list-style-type: none"> Policy formulation Curriculum documents Review of assessment items Surveys of the relevant policy 	Whole year	<ul style="list-style-type: none"> Academic Division Learning and Reading Promotion Committee Academic Administration Committee SEN Support Committee 	<ul style="list-style-type: none"> Professional support for developing gifted education
	1.3.2 To enhance our support to gifted and high achievers in their academic development	<ul style="list-style-type: none"> Gifted students are identified to join pull-out gifted programs At least 5 gifted programs are introduced to students 	<ul style="list-style-type: none"> Committee records 	Whole year	<ul style="list-style-type: none"> SEN Support Committee 	<ul style="list-style-type: none"> DLG Program support from gifted education institutions
	1.3.3 To consolidate and strengthen our College's counselling services to gifted and high achievers	<ul style="list-style-type: none"> Individual needs in university applications of gifted and high achievers are addressed At least two sessions are held to prepare high achievers in senior secondary for overseas college applications Individual support in preparation for interviews is provided to selected F.6 students who aspire to study in top universities 	<ul style="list-style-type: none"> Teachers' observation Evaluation meetings Committee records Project record 	Whole year	<ul style="list-style-type: none"> Student Advancement Committee Life Planning and Further Studies Guidance Committee 	<ul style="list-style-type: none"> Professional service providers Time slots for workshop sessions Sponsorship by Alumni

Major Concern 2: Nurturing compassionate companions within the school community

Intended Outcomes / Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Responsible Party	Resources Required
2.1. Teachers and students become compassionate and caring persons “for and with others”	2.1.1 To launch the revised self-directed learning package on “Safeguarding Students Against Abuse” for teachers	<ul style="list-style-type: none"> The package is revised All new teachers make use of the self-directed learning package and take an assessment Teachers’ awareness of the policy of Safeguarding Students Against Abuse is enhanced 	<ul style="list-style-type: none"> Teachers’ feedback 	Sep 2022 - Nov 2022	<ul style="list-style-type: none"> Staff Development Committee 	<ul style="list-style-type: none"> Online learning platform Time to go through the package and complete the quiz
	2.1.2 To provide individual support and academic guidance after Mid-term examination to low achievers, including repeaters, through conversations	<ul style="list-style-type: none"> Target students will be met by teachers regularly to monitor their learning situation Target students find our school supportive and helpful for their studying 	<ul style="list-style-type: none"> Teachers’ observation 	Whole year	<ul style="list-style-type: none"> Learning and Reading Promotion Committee Counselling and Guidance Committee 	<ul style="list-style-type: none"> Extra meeting time slots with students
	2.1.3 To cultivate students’ compassion, communication, collaboration, and creativity through the IDEEA curriculum	<ul style="list-style-type: none"> The IDEEA curriculum is established and extended to F.2 70% of the IDEEA teachers agree that students’ compassion, communication, collaboration, and creativity are improved after taking IDEEA 	<ul style="list-style-type: none"> Assessment of IDEEA projects Teachers’ evaluation meetings 	Whole year	<ul style="list-style-type: none"> IDEEA panel 	<ul style="list-style-type: none"> Lesson time for the new IDEEA subject Teachers to plan and teach the IDEEA curriculum
	2.1.4 To organize sharing and teacher workshop on topics including fostering a positive environment for students with diverse needs and becoming a more compassionate companion	<ul style="list-style-type: none"> At least 70% of the participating teachers express that they have more ideas of providing a positive environment for students with diverse needs At least 70% of the participating teachers express that their understanding of the guiding principles for supporting students with diverse learning needs, including compassion, is enhanced 	<ul style="list-style-type: none"> Program survey 	First term	<ul style="list-style-type: none"> Staff Development Committee SEN coordinator Student Support Division 	<ul style="list-style-type: none"> Time slots for the sharing and teacher workshop

	2.1.5 To foster students' sense of caring and brotherhood through JASER scheme	<ul style="list-style-type: none"> ● F.1 Orientation Camp is organized ● At least 70% of the participants of F1 Orientation Camp find the JASER members supportive ● At least 70% of the participants agree that JASER scheme can help them become more caring to other schoolmates and can enhance their sense of brotherhood 	<ul style="list-style-type: none"> ● Record in JASER Diaries ● Half-year feedback from F.1 students ● Teachers' observation ● Reflection letter 	Whole year	<ul style="list-style-type: none"> ● Counselling and Guidance Committee 	<ul style="list-style-type: none"> ● Camp fee ● Fund from LCSD ● Life Wide Learning Grant
2.2. Students become more empathic and respectful towards different values	2.2.1 To further integrate elements of the "Unity in Plurality" program into the teaching curriculum of Life Education, Ignatian Values Education, and Religious Formation, and Class Formation.	<ul style="list-style-type: none"> ● Students demonstrate empathy and respect towards different values in their daily interactions with their peers ● At least 70% of the students agree that they become better listeners. ● At least 70% of the students agree that they are empathic and respectful towards different values. 	<ul style="list-style-type: none"> ● Teachers' observation ● School-based survey ● Teachers' observation 	Whole year	<ul style="list-style-type: none"> ● FT Coordination ● Pastoral Committee ● Life Education Team 	<ul style="list-style-type: none"> ● FTPs for the program ● Additional teachers for conducting the lessons
	2.2.2 To organize Formation programs for different forms in Flexible Periods to develop students to become more empathic and respectful towards different values.	<ul style="list-style-type: none"> ● At least 70% of the students think they are more empathic and respectful towards different values after the programs. 	<ul style="list-style-type: none"> ● School-based survey ● Teachers' observation 	Whole year	<ul style="list-style-type: none"> ● Form Teachers' Coordination 	<ul style="list-style-type: none"> ● Psychologists and social workers
2.3. Students appreciate their roles and values and are responsible for their communities and the world	2.3.1 To bring in new modules in the leadership training programs to teach our student leaders to appreciate their roles and values as leaders at school	<ul style="list-style-type: none"> ● The sense of responsibility of student leaders is enhanced in general ● At least 70% of the participants agree that they appreciate their leadership roles and values after the program 	<ul style="list-style-type: none"> ● Teachers' observation ● Program evaluation ● Program survey 	Whole year	<ul style="list-style-type: none"> ● OLE Committee ● Student Advancement Committee 	<ul style="list-style-type: none"> ● Life Wide Learning Grant

<p>2.3.2 To bring in service activities in joint school programs so that our young leaders can shoulder their responsibility for the communities and the world</p>	<ul style="list-style-type: none"> ● At least 70% of the participants agree that the activities can teach them to shoulder their responsibility for the communities and the world ● The sense of responsibility of student leaders is enhanced in general 	<ul style="list-style-type: none"> ● Program evaluation ● Program survey ● Teachers' observation 	<p>Jul 2023</p>	<ul style="list-style-type: none"> ● OLE Committee ● Student Advancement Committee 	<ul style="list-style-type: none"> ● Life Wide Learning Grant ● Time slots for leadership training during post-exam time
<p>2.3.3 To launch a new WAMFO App and to motivate our students to take initiative to work and serve the less privileged in the community</p>	<ul style="list-style-type: none"> ● The new WAMFO App is completed and launched ● At least 70% of the students agree that the new WAMFO App can motivate them to take the initiative to work and serve the poor in the community ● At least 70% of the students join community services and achieve the expectations of WAMFO 	<ul style="list-style-type: none"> ● Program record ● School-based survey 	<p>Whole year</p>	<ul style="list-style-type: none"> ● OLE Committee 	<ul style="list-style-type: none"> ● Support from the VA Panel ● Flexible Afternoon Time Slots for promoting WAMFO ● Life Wide Learning Grant
<p>2.3.4 To strengthen students' sense of self-discipline through Sunrise program</p>	<ul style="list-style-type: none"> ● Students' sense of responsibility and self-discipline is improved in general ● Students with serious late records show improvement in punctuality 	<ul style="list-style-type: none"> ● Observation ● Teachers' evaluation meetings ● Case records 	<p>Whole year</p>	<ul style="list-style-type: none"> ● Discipline Committee ● Counselling and Guidance Committee 	<ul style="list-style-type: none"> ● Support from Social workers

Major Concern 3: Developing the school into a committed learning community with a growth mindset

Intended Outcomes / Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Responsible Party	Resources Required
3.1. Students possess an inner drive for learning and are committed to being lifelong learners	3.1.1 To organize sharings, talks, and life planning programs to inspire and help students explore their aspirations and learn the strategies to set goals through life planning programs	<ul style="list-style-type: none"> At least 70% of the participating students develop aspirations for their academic studies and other domains, and understand strategies of goal setting Teachers agree that students are more committed to their learning in general 	<ul style="list-style-type: none"> Program survey Teachers' observation Evaluation meetings 	Whole year	<ul style="list-style-type: none"> Life Planning and Further Studies Guidance Committee Form Teachers 	<ul style="list-style-type: none"> F.1 L&S subject teachers Professional trainers Form Teacher periods
	3.1.2 To provide support and guidance on college and scholarship applications	<ul style="list-style-type: none"> At least two sessions are held to provide students with relevant information on applications for scholarships and overseas institutes Individual counselling is given to students 	<ul style="list-style-type: none"> Program record 	Whole year	<ul style="list-style-type: none"> Life Planning and Further Studies Guidance Committee Student Advancement Committee 	<ul style="list-style-type: none"> Professional service providers Time slot for meeting students
	3.1.3 To organize different SDL talks for junior form students and Magis in learning programs for senior form students in order to boost their learning motivation and reinforce their learning skills	<ul style="list-style-type: none"> At least 70% of the students find the talk can help them to strengthen their learning and plan their study pathways in the future 	<ul style="list-style-type: none"> Program survey Teachers' observations Evaluation meetings 	Whole year	<ul style="list-style-type: none"> Learning & Reading Promotion Committee 	<ul style="list-style-type: none"> Professional speakers or trainers Timeslot for the activities
	3.1.4 To enrich the school physical environment with growth mindset messages	<ul style="list-style-type: none"> Banners with growth mindset messages are hoisted on campus Bulletin boards are decorated with growth mindset posters designed by students Teachers agree that students' growth mindset has been further developed 	<ul style="list-style-type: none"> Task completion Teachers' observations 	Whole year	<ul style="list-style-type: none"> Vice-Principals Visual Arts panel 	<ul style="list-style-type: none"> Financial resources for making banners and decorating bulletin boards

3.2. Teachers and parents possess a growth mindset	3.2.1 To develop teachers' growth mindset through buddy observation and staff appraisal	<ul style="list-style-type: none"> Teachers explore ways to improve teaching & learning through sharing of good practices in post observation discussion and appraisal meetings Teachers are open and willing to discuss areas and possible ways for growth and improvement in post-observation discussion and appraisal meetings 	<ul style="list-style-type: none"> Buddy observation forms Staff appraisal meetings 	Oct 2022-May 2023	<ul style="list-style-type: none"> Staff Development Committee Principal, Vice-Principals, Appraisers 	<ul style="list-style-type: none"> Time for buddy observation and post-observation discussion Time for appraisal meetings
	3.2.2 To promote the growth mindset among parents by organizing parent talks & workshops	<ul style="list-style-type: none"> At least 70% of the participating parents learn more about growth mindset At least 70% of the participating parents express they will try to apply a growth mindset in their daily life 	<ul style="list-style-type: none"> Program survey 	First term	<ul style="list-style-type: none"> Home School Committee Educational Psychologist 	<ul style="list-style-type: none"> Time slots for parent talks & workshops
3.3. Teachers explore ways of enhancing teaching and learning	3.3.1 To explore innovative education strategies including redirecting authority, inquiry-based learning, student agency, etc. in the school context via the "Project Zero" study and share the findings with teachers through Staff Development Google Classroom and lesson observation	<ul style="list-style-type: none"> The Google Classroom is updated with materials and sharing provided by the "Project Zero" Team At least 70% of the participants express they will try to apply innovative education strategies explored in the sharing 	<ul style="list-style-type: none"> Teachers' observation Subject Documents 	Mar 2023	<ul style="list-style-type: none"> Teaching and Curriculum Development Committee (Project Zero) Staff Development Committee 	<ul style="list-style-type: none"> Admin support and coordination of PZ teachers

	<p>3.3.2 To explore ways to enhance teaching and learning via BYOD which includes extending the policy to F.2 & organizing a teacher workshop on blended learning and BYOD</p>	<ul style="list-style-type: none"> ● Teachers explore strategies in applying BYOD to enhance teaching and learning ● At least 70% of participants find the workshop effective in helping them explore ways of enhancing teaching and learning 	<ul style="list-style-type: none"> ● Observation ● Evaluation meetings ● Questionnaire survey ● Subject Documents 	<p>Whole year</p>	<ul style="list-style-type: none"> ● Teaching and Curriculum Development Team ● IT in Education Committee ● Staff Development Committee ● Subject panels 	<ul style="list-style-type: none"> ● Admin support for parents to buy their devices for BYOD ● Technical support for teachers and students
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