



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

**School Development Plan  
(2023-2026)**

## **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 Vincas***

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 and 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 such virtues.

Next comes 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 is the case that love overcomes hatred and violence.

This motto on its shield with a red cross symbolizes our school spirit, which is love and care – for ourselves, for others, and for 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, and 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. Inspiring students with Ignatian Pedagogical Paradigm (IPP)
3. Being a Caring Educator
4. Seeking Better Ways to Teach and Learn
5. Being a Fellow Builder of Community

#### **6. Universal Apostolic Preference of the Society of Jesus, 2019-2029**

1. Showing the way to God through Spiritual Exercises and discernment;
2. Walking with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice;
3. Accompanying young people in the creation of a hope-filled future;
4. Collaborating with one another in the care of our Common Home.

## **7. SWOT Analysis**

### **Strengths:**

- The school is committed to improving education, facilities, and equipment with strong support from the alumni network.
- The academic performance of students shows continuous improvement, with satisfactory public exam results in recent years.
- On average, teachers are experienced and dedicated to developing school-based curricula to suit students' needs.
- Companionship programs support new staff and follow Jesuit education principles closely.
- The brotherhood of students and their sense of belonging are strong, with a good number of student leaders involved in various activities.

### **Weaknesses:**

- The school needs to balance resources for different subjects and have a focal point for development when resources are limited.
- The introduction of BYOD requires students' self-discipline and self-control, particularly in the use of devices during non-instructional time.
- As more students seek opportunities to study overseas, the school needs to strengthen its support for students in overseas exams and university applications.
- Some students may place excessive focus on exams and lose sight of the school's vision of providing holistic education, while others may lack clear aspirations or life goals and feel lost.
- With the increasingly diverse needs among students, there is a need to address learning diversity and tailor teaching to both gifted students and students who face challenges.

### **Opportunities:**

- There are ample opportunities to leverage technology advancements in education, including NGOs, as well as the alumni network and support.
- Various grants offered by the EDB can support the school's developmental plans.
- The school can take advantage of the post-COVID normalcy to improve its operations.
- Political stability provides a conducive environment for the school's operations.
- There are more opportunities for further studies on the mainland and overseas.

### **Threats:**

- The declining birth rate and rising emigration rate pose a threat to student enrollment, especially in Wan Chai, where the school is located. Most primary schools in the area have affiliated secondary schools, while there are no new big residential projects boosting student intake in Wan Chai in the foreseeable future.
- There is a risk of higher drop-out rates due to competition from other schools, especially DSS or international schools.
- There is a high demand for overseas exam support and overseas college counselling from students and parents.
- The advancement of technology, including the development of AI, presents challenges to the traditional methods of teaching and learning in schools.

## 8. Holistic Review of School Performance

### a. Effectiveness of the School Development Plan in the cycle of 2020 - 2023

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
<p><b>Major Concern 1: Nurturing our students to be reflective and competent learners</b></p> <p>Target(s):</p> <ol style="list-style-type: none"> <li>1. Students become reflective learners</li> <li>2. Students become competent learners</li> <li>3. The potential of high achievers and gifted students is realized</li> </ol>	<p><b>The targets were achieved to a large extent.</b></p> <p>Our students made progress in becoming reflective and competent learners.</p> <p>The school implemented measures to encourage reflection and provide a good learning environment where both teachers and students were willing to explore new approaches and technologies for learning. Reflection took place after adopting such novelty. Most importantly, the newly introduced daily Examen helped students start building a habit of daily reflection.</p> <p>Student evaluations were conducted on Report Days and throughout the school year. Selected students had meetings with the Principal/Vice-Principals after mid-year exams. Students were encouraged to reflect on their learning and effort, set goals, and develop plans for enhancement and enrichment. All of these practices encouraged students to learn through reflection.</p> <p>Academically, students showed more ownership in their learning. To promote SDL, which was the main task of the Teaching and Curriculum Development Committee, teachers were introduced to ideas such as BYOD, Project Zero thinking tools, etc., Naturally, classroom learning shifted to a more student-centred nature.</p> <p>To encourage learning beyond the classroom, the Reading and Promotion Committee coordinated A Question A Day and A Book A Week to construct a knowledge-based environment. The school library also underwent regular maintenance and updates to cater to the learning needs of students.</p> <p>The consistently encouraging DSE and JUPAS results in recent years have been a result of the school's effort in developing competent learners.</p>	<p>We will continue to strengthen students' awareness of the need to reflect and implement additional activities or programs focusing on developing students' reflective skills. Additional measures will be taken to support students' reflective behaviour, such as providing more training for teachers to lead Examen. This will be incorporated as routine work.</p> <p>Aside from Examen, we will also promote the use of data for students to reflect on their studies with evidence, and follow up with strategic planning. Developing an intrinsic motivation for learning is what students shall be committed to.</p> <p>We will enhance our pedagogical approaches. This includes integrating technology into teaching and learning further. As the school has already established a BYOD infrastructure and updated some facilities/resources, efforts could be made to integrate technology more fully into teaching and learning. Also, Project Zero thinking tools and the idea of redirecting authority will be consolidated to promote SDL in</p>	

	<p>Students of higher calibres in their own gifted areas were provided ample opportunities to expand their scope of learning, be they in-house or off-campus. Not only did these activities develop a conducive environment for learning, they also enabled gifted students to be leaders of their domains, such as Reading Week, Putonghua Week, and a range of STEM events.</p> <p>We also introduced new schemes and new sponsorships run or coordinated by new committees, such as the Student Advancement Committee, focusing on students' own development in pursuit of their goals of further studies or careers. In particular, more students have been admitted to top universities around the world through the support of Project Pharos in these 3 years. This shows that high achievers and gifted students have been able to select the most suitable pathways to further their studies.</p>	<p>coursework, where research-based, exploratory, and experiential learning takes place.</p> <p>We will continue to strengthen our support for high achievers in admissions to top universities around the world by establishing a Centre for Non-local University Counselling with the support of our alumni.</p>	
<p><b>Major Concern 2: Nurturing compassionate companions within the school community</b></p> <p>Target(s):</p> <ol style="list-style-type: none"> <li>1. Teachers and students become compassionate and caring persons "for and with others"</li> <li>2. Students become more empathic and respectful towards different values</li> <li>3. Students appreciate their roles and values and are responsible for their communities and the world</li> </ol>	<p><b>The targets were achieved to a large extent.</b></p> <p>There are indications that the school was successful in nurturing compassionate companions within the school community. According to the findings of APASO-II in the years 2019-2020, 2020-2021 and 2021-2022, the mean scores of our students in the subscales of "Care for others" and "Respect for others" were much higher than the norm in the territory. During our teaching staff's evaluation meetings, it was agreed that the school had had a tight-knit and warm community with a healthy growth mindset. Teachers acknowledged their role as students' companions and were willing to be by students' side.</p> <p>From teachers' observation, students became more compassionate, as seen in their behavior during social occasions, various voluntary services and visits. MAGIS service programs, with the aim to help students do "more and better", were organized locally in Lantau and overseas in Cambodia and Thailand. The school motto "For and with others" was fully put into practice. Our service learning scheme WAMFO also enabled students to commit long service hours despite COVID.</p> <p>The school also provided satisfactory pastoral and personal care to students, which contributed to the development of compassion, empathy, and a sense of community among students. The SEN Support Committee and The Counselling and Guidance Committee were working closely with social workers, education psychologists,</p>	<p>We will continue to implement specific programs or initiatives focusing on developing the qualities this major concern entails. More community service projects or empathy-building activities will be organized. Additionally, the school will continue to emphasize the importance of reflection and self-awareness, as these qualities are often foundational for developing compassion and empathy towards oneself and others.</p> <p>Besides, the school has always been aware of the impact of technology on the growth of teenagers, and in particular, AI, in recent years. The school will stay alert to its development and enhance our work on developing students' ethics, which can include empathy, responsibility, and discernment.</p>	

	<p>and counsellors to offer support to students. Our peer counselling team JASER continuously provided pivotal support to our freshmen.</p> <p>In addition, the school has always emphasized whole-person development and provided various activities to develop students' different skills, which helped students become well-rounded individuals who are able to relate to others with empathy and understanding. Our commitment to Tramplus, in which students decorated the exterior of a tram with Wah Yan features and virtues, showed students' dedication to promoting our spirit to the community.</p> <p>To nurture potential student leaders in junior forms, the Howatson Scheme was launched. Student leaders in senior forms were invited to participate in an Overseas Student Leadership Training Camp in Singapore to further develop their vision and commitment toward their school and the wider community. Student leaders have been shouldering more responsibility by taking up significant roles in different school events, including serving as MCs in school assemblies and making morning announcements. Additionally, students have been taking the initiative in setting up new organizations, activities, and events.</p>	<p>We will continue our ongoing efforts to nurture and develop our students' leadership and a sense of responsibility to serve their communities and the world. Our goal is to ensure that every student has a role in an area which they can lead within the school. By doing so, we hope to instil a sense of purpose and belonging in our students and encourage them to take an active role in shaping their future and that of their communities.</p>	
<p><b>Major Concern 3: Developing the school into a committed learning community with a growth mindset</b></p> <p>Target(s):</p> <ol style="list-style-type: none"> <li>1. Students possess an inner drive for excellence and are committed to being lifelong learners</li> <li>2. Teachers and parents possess a growth mindset</li> <li>3. Teachers explore ways of enhancing teaching and learning</li> </ol>	<p><b>The targets were achieved to a large extent.</b></p> <p>The school made significant progress in developing a committed learning community with a growth mindset.</p> <p>Teachers and students were willing to tap into new learning resources and adopt new technologies in the classroom, with the support of BYOD initiative. Also, the introduction of the Learning Handbook by the Reading and Learning Promotion Committee enabled students to develop their own learning plans to manage their learning pace and achieve their goals. The newly introduced school-based subjects such as IDEEA and MCL brought students to new domains of learning. Students' performance in such innovation showed their willingness to embrace the ever changing world of knowledge and become lifelong learners.</p> <p>The school has had a strong emphasis on personal and pastoral care, with teachers acting as companions and mentors to students. The growth mindset has been instilled in both teachers and parents, allowing them to inspire students to learn from mistakes and pursue breakthroughs. Our in-house psychologist gave talks on growth</p>	<p>With a growth mindset developed, we will enable our students to develop concrete life plans and make informed choices. These include providing support for goal setting and exposure for boarding horizons. Work on spirituality and religious formation will also be strengthened as we believe this is how a Jesuit school nurtures students to be better, greater, and more.</p> <p>To align with the SDL and BYOD initiatives we have been promoting for years, the Teaching and Curriculum Development Committee and Staff Development Committee will consolidate selected Project Zero</p>	

	<p>mindset to all F.1 freshmen and their parents at the beginning of the new school year. This was also achieved through various occasions such as meetings with parents on Reports Day and professional development workshops for teachers, especially the companionship program for new teachers.</p> <p>With the collaboration of the Teaching and Curriculum Development Committee and Staff Development Committee, teachers were introduced to new teaching strategies, such as adopting electronic knowledge platforms and e-books, to elevate teaching and learning effectiveness. Numerous Project Zero workshops, open-house visits, and other professional exchanges with guest schools showed the readiness of our teaching team to explore new pedagogies.</p>	<p>learning tools for teachers and students in our school.</p> <p>We will also promote more pedagogical refinement through new facilities and professional interflow. New committees and administrative systems will also be introduced to enhance students' learning and development.</p>	
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***b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.***

The school has made efforts to foster whole-person development and lifelong learning of students through various means. For example, in order to enhance our students' breadth of knowledge and language proficiency, the school has provided a conducive learning environment. Teachers have been willing to engage in professional development to explore and adopt various teaching strategies to adapt to the changes during the COVID pandemic.

The daily Examen has been implemented to instil a habit of reflection in students, and many have become better at reaching their inner peace and thus developed a healthy lifestyle. The school has also placed great emphasis on whole-person development and provided various activities to develop students' different life planning and generic skills, for instance, the career fairs and talks about growth mindset. Furthermore, the school has committed tremendously to pastoral care, providing timely and individualized personal care to students. This includes giving support and guidance to students, emotionally and practically.

Despite the challenges posed by COVID-19, we remained committed to organizing online virtual exchange programs with our overseas partner schools and sister schools in Beijing. Additionally, we were able to resume the MAGIS programs in Cambodia and Thailand and initiate several new programs, including the Singapore Leadership Training Camp, the CS Mainland Study Tour, and the summer mainland exchange program. These programs were launched as soon as COVID-19 precautionary measures were relaxed. Our students also actively participated in activities and competitions related to Chinese history and national identity. All of these initiatives have successfully enhanced our students' national and global identity. The school has also established BYOD infrastructure. Some of the school facilities/resources have been updated and equipped in these three years, enhancing the quality of teaching and learning efficiency in areas of information literacy.

The school's focus on academic excellence has been steadfast, with consistently encouraging DSE results in recent years and satisfactory JUPAS results. This reflects the ability of students to apply what they have learned and to demonstrate their competence in various subject areas. The



school has aimed to nurture students to be reflective learners, and reflection has become the core in different areas, ranging from classwork to school events.

However, there are still areas in which the school can improve in fostering whole-person development and lifelong learning of students. For example, the school could provide more guidelines or suggestions about the etiquette of BYOD to encourage students to engage in self-directed learning while developing good habits and well-being. The school could also emphasize religious formation to expand students' spiritual awareness and religious identity. Additionally, the school could streamline administrative work to enable teachers to be students' companions and to provide education for developing advanced learners, which could further support the whole-person development and lifelong learning of students.

### ***c. How Can My School Be Better***

Based on the needs of our students, we have identified several areas in which our school can improve its approach to education. Over the next few years, we will be implementing a range of strategies to create a positive, supportive, and inclusive environment for our students.

One of the key areas we will be focusing on is information technology. We recognize the importance of ensuring that all students and teachers have adequate access to technology and that teachers receive training on integrating technology effectively into their teaching. We will be developing clear guidelines and policies for the responsible and safe use of technology in the classroom to ensure that our students are using technology in a productive and safe manner.

Another area of focus will be ongoing teacher development. We will provide professional development opportunities for teachers to enhance their pedagogies and consolidate the teaching and learning strategies our team has learned and developed from the Project Zero Study. We will encourage more professional development programs similar to Project Zero, which allow educators to explore new teaching methods and develop their teaching skills. We will also make BYOD more feasible by developing clear policies and guidelines and providing technical support and resources to teachers and students. We believe the learning goals of enriching students' breadth of knowledge, generic skills, and language proficiency will be greatly enhanced.

To foster students' national and global identity, we will be providing opportunities for students to participate in community service projects and exchange programs and create a supportive and inclusive school culture that values diversity and promotes mutual respect.

To promote a healthy lifestyle and reflection on values and beliefs, we will be incorporating Examen and spiritual conversation into the curriculum or daily routines and providing opportunities for students to develop generic skills through activities and projects. We will also be developing life planning programs and activities that help students make informed choices, set clear goals in life and aspire to their fullest potential to acquire their inner freedom.

Overall, we are committed to improving our approach to education and creating a better school environment for our students. By implementing these strategies and fostering a positive, supportive, and inclusive school culture, we believe that our students will be better equipped to succeed academically and in life.

## 9. Major Concerns of the 2023 - 2026 School Development Cycle

1. Guiding students in identifying their interests and building their vision and self-confidence for the future
2. Equipping students with skills and knowledge for advanced learning
3. Enhancing administrative efficiency for extending Cura Personalis to teachers and unlocking their capacity to accompany students

Major Concerns	Targets	Time Scale (Please insert v)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
<b>1. Guiding students in identifying their interests and building their vision and self-confidence for the future</b>	Students develop awareness and appreciation of our nation and the world around them	v	v	v	<ul style="list-style-type: none"> <li>To leverage technology, including virtual platforms, programs, and metaverse, to connect our students in the mainland and around the world</li> </ul>	National and global identity, breadth of knowledge, language proficiency, information literacy and life planning
		v	v	v	<ul style="list-style-type: none"> <li>To establish a Centre for Non-local University Counselling and introduce various pathways around the world to support our students' further studies</li> </ul>	National and global identity and life planning
		v	v	v	<ul style="list-style-type: none"> <li>To further strengthen our cultural exchange programs to help students develop a deeper appreciation of their nation and the world around them</li> </ul>	National and global identity, breadth of knowledge, language proficiency and life planning
			v	v	<ul style="list-style-type: none"> <li>To host cultural events such as festivals, fairs and cultural performances that celebrate the diversity of the school community which can help students appreciate and respect different cultures</li> </ul>	National and global identity, breadth of knowledge, language proficiency and life planning
	Students can become ethical in the age of AI	v	v	v	<ul style="list-style-type: none"> <li>To nurture students' ethics and social responsibility in the context of AI through our formal curriculum</li> </ul>	Breadth of knowledge, generic skills, information literacy and healthy lifestyle
		v	v	v	<ul style="list-style-type: none"> <li>To organize various activities and guest talks to help students understand real-world ethical dilemmas related to AI, as well as the impact of their decisions, in order to develop positive qualities in response to technology and AI</li> </ul>	Breadth of knowledge, generic skills, information literacy and healthy lifestyle
	Students aspire to set	v	v	v	<ul style="list-style-type: none"> <li>To support students in goal-setting, helping</li> </ul>	Generic skills, life planning

	clear life goals				them create clear and achievable goals that align with their values and interests	and healthy lifestyle
		v	v	v	<ul style="list-style-type: none"> <li>To provide students with information about different options available to them and the skills needed to pursue them through life planning activities</li> </ul>	Generic skills, life planning and healthy lifestyle
		v	v	v	<ul style="list-style-type: none"> <li>To provide mentorship opportunities with professionals in their fields of interests through the alumni network which can allow students to gain insight into different career paths</li> </ul>	Breadth of knowledge, generic skills, life planning and healthy lifestyle
		v	v	v	<ul style="list-style-type: none"> <li>To involve parents in the goal-setting process to help support their child in setting and achieve clear life goals</li> </ul>	Life planning and healthy lifestyle
	Students can make informed choices that lead to personal growth and inner freedom through discernment	v	v	v	<ul style="list-style-type: none"> <li>To educate students about the principles of discernment, which include prayer, reflection, consultation, and action through IVE lessons</li> </ul>	Generic skills and healthy lifestyle
		v	v	v	<ul style="list-style-type: none"> <li>To strengthen our WAMFO program and provide more opportunities for service to make a positive impact in the community, helping students develop empathy and a sense of responsibility</li> </ul>	Generic skills and healthy lifestyle
		v	v	v	<ul style="list-style-type: none"> <li>To encourage students to reflect on their decisions and their impact during daily examen, so students will be better able to make informed decisions in the future through FTP</li> </ul>	Generic skills, life planning and healthy lifestyle
		v	v	v	<ul style="list-style-type: none"> <li>To encourage students to pray, meditate and seek guidance from God when making important decisions which can help them develop a sense of purpose and direction in their lives through IVE lessons</li> </ul>	Generic skills, life planning and healthy lifestyle
<b>2. Equipping students with skills and knowledge for</b>	Students can learn and apply skills to develop ownership of their learning	v	v	v	<ul style="list-style-type: none"> <li>To develop research-based and inquiry-based lessons in different subjects with the support of BYOD</li> </ul>	Information literacy, generic skills and breadth of knowledge

<b>advanced learning</b>		v	v	v	<ul style="list-style-type: none"> <li>To promote the use of various PZ thinking tools and pedagogies such as redirecting authority across subjects</li> </ul>	Generic skills and breadth of knowledge
		v	v	v	<ul style="list-style-type: none"> <li>To enhance the quality and quantity of formative assessments in all subjects</li> </ul>	Generic skills and breadth of knowledge
	Students' learning experience can be enriched through various academic measures and pedagogies	v	v	v	<ul style="list-style-type: none"> <li>To encourage students to plan their studies with the support of data analysis</li> </ul>	Generic skills and life planning
			v	v	<ul style="list-style-type: none"> <li>To enable students to develop intrinsic motivation for pursuing academic excellence and breakthroughs through form-based seminars and workshops</li> </ul>	Generic skills and life planning
		v	v	v	<ul style="list-style-type: none"> <li>To promote both subject-based and interdisciplinary gifted programmes</li> </ul>	Generic skills and breadth of knowledge
			v	v	<ul style="list-style-type: none"> <li>To incorporate experiential learning such as visits and research as part of coursework in different subjects</li> </ul>	Generic skills and breadth of knowledge
		v			<ul style="list-style-type: none"> <li>To establish a CS Learning and Teaching Centre to facilitate professional exchanges and enhance pedagogical approaches for better learning support to students</li> </ul>	Breadth of knowledge
	Students' different needs and aspiration can be catered to linguistically	v	v	v	<ul style="list-style-type: none"> <li>To enrich the multilingual environment within and beyond the classroom</li> </ul>	National and global identity, language proficiency, generic skills and breadth of knowledge,
			v	v	<ul style="list-style-type: none"> <li>To refine the management of other language courses, such as establishing Spanish Language in the formal curriculum</li> </ul>	Language proficiency and life planning
		v	v	<ul style="list-style-type: none"> <li>To conduct a feasibility study to introduce a choice of using Putonghua as the medium of instruction in Chinese Language to cater for students' different needs</li> </ul>	Language proficiency and life planning	
<b>3. Enhancing administrative efficiency for</b>	Administrative policies and procedures are transparent and easily	v	v		<ul style="list-style-type: none"> <li>To consolidate the handbooks for each of the three school divisions to facilitate a clear and transparent understanding of practices</li> </ul>	Strengthening administrative management to achieve learning goals

<b>extending Cura Personalis to teachers and unlocking their capacity to accompany students</b>	accessible				among stakeholders	
		v	v		<ul style="list-style-type: none"> <li>To develop an all-in-one website and central filing of documents using cloud drive for staff members to access school documents easily</li> </ul>	Strengthening administrative management to achieve learning goals
	Administrative processes are streamlined and enhanced	v	v	v	<ul style="list-style-type: none"> <li>To streamline the administrative process of student enrolment and registration and explore ways to automate these procedures</li> </ul>	Strengthening administrative management to achieve learning goals
		v	v		<ul style="list-style-type: none"> <li>To enhance the coordination and compliance of all OLE activities through operating procedures and tracking</li> </ul>	Strengthening administrative management to achieve learning goals
		v	v		<ul style="list-style-type: none"> <li>To set up new administrative groups such as IT and Data Management Committee to continue the work and make progress in achieving the goals</li> </ul>	Strengthening administrative management to achieve learning goals