



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

Annual School Plan
2025 – 2026

Contents

1	School Vision & Mission	3
1.1	Vision of Jesuit Education in the Chinese Province	3
1.2	School Mission	3
2	Major Concerns	3
2.1	Major Concern 1: Guiding students in identifying their interests and building their vision and self-confidence for the future	4
2.2	Major Concern 2: To equip students with skills and knowledge for advanced learning	8
2.3	Major Concern 3: To enhance administrative efficiency for extending Cura Personalis to teachers and unlocking their capacity to accompany students	12

1 School Vision & Mission

1.1 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.”

1.2 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 Ignatian 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.

2 Major Concerns

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

2.1 Major Concern 1: Guiding students in identifying their interests and building their vision and self-confidence for the future

Briefly list the feedback and follow-up actions from the previous school year:

1. Successful programs will be continued and enhanced. Existing initiatives, such as exchange programs, cultural weeks, specific curricula, and mentorship schemes, are deemed valuable and will be maintained, with plans to refine them and introduce more variety.
2. Support for students will be expanded and tailored to their individual needs. There is a focus on providing more individualized guidance, inviting diverse alumni, arranging industry mentors, and offering targeted workshops to help students with life planning and future pathways.
3. Greater emphasis will be placed on reflection and well-being. The school plans to allocate more time for debriefing sessions, deepen activities related to personal growth and discernment, and promote practices like the Examen to help students reflect on their experiences and reduce anxiety.
4. Efforts will be made to strengthen student engagement and understanding. This includes teaching the importance of reflective practices, providing teachers with ways to engage students, and nurturing the leadership skills of senior students to better support their peers.

Table 1: Major Concern 1

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Parties	Resource Required
Target: 1.1 Students can build awareness and appreciation of their nation and the world around them.					
1.1.1 To leverage technology, including virtual platforms, programs, and metaverse, to connect our students in the mainland and around the world	70% of students actively participate in these activities.	Teachers' observations Surveys after the activities	Whole year	IT in Education Committee Student Advancement Committee Civic Education Committee	Virtual platforms Panel Chairpersons
1.1.2 To further strengthen our cultural exchange programs to help students develop a deeper appreciation of their nation and the world around them	70% of students actively participate in these activities.	Teachers' observations Surveys after the activities	Whole year	Student Advancement Committee Civic Education Committee	Panel Chairpersons

Table 1: Major Concern 1 (Continued)

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Parties	Resource Required
1.1.3 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	70% of students actively participate in these activities.	Teachers' observations Surveys after the activities	Whole Year	Student Advancement Committee Civic Education Committee	Panel Chairpersons
Target: 1.2 Students can become ethical in the age of AI.					
1.2.1 To nurture students' ethics and social responsibility in the context of AI through our formal curriculum	70% of students are able to pass the related topic in the curriculum.	Assessment results	Whole year	IT in Education Committee Pastoral Committee	Curriculum Panel members
1.2.2 To organize various activities or guest talks to help students understand real-world ethical dilemmas related to AI, as well as the impact of their decisions, to develop positive qualities in response to technology and AI	70% of students agree that the activities can help them understand ethical dilemmas related to AI.	Surveys after the activities	Whole year	IT in Education Committee Pastoral Committee	Curriculum Panel members

Table 1: Major Concern 1 (Continued)

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Parties	Resource Required
Target: 1.3 Students aspire to set clear life goals.					
1.3.1 To support students in goal-setting, helping them set clear and achievable goals that align with their values and interests	At least 1 goal-setting programme is organized for junior form students.	Activity records	Whole year	Life Planning & University Counselling Committee	Life Education teachers
1.3.2 To provide students with information about different options available and the skills needed to pursue them through life planning activities	At least 1 life-planning programme is organized for senior form students.	Activity records	Whole year	Life Planning & University Counselling Committee	Life-wide learning days Form teachers
1.3.3 To provide mentorship opportunities with professionals in their fields of interest through the alumni network, which can allow students to gain insight into different career paths	A mentorship programme is organized for senior form students.	Activity records	Whole year	Student Advancement Committee	Support from PSA
1.3.4 To involve parents in the goal-setting process to help support their sons in setting and achieving clear life goals	At least 1 talk / workshop for parents is organized to help them support their sons in setting life goals.	Activity records	Whole year	Home School Committee	Support from PTA

Table 1: Major Concern 1 (Continued)

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Parties	Resource Required
Target: 1.4 Students can make informed choices through discernment that lead to personal growth and inner freedom.					
1.4.1 To educate students about the principles of discernment, which include prayer, reflection, consultation, and action through IVE lessons and pastoral activities	At least 70% of the students agree that they know how to discern to gain inner freedom.	Students' reflections Curriculum documents School-based surveys Teachers' observations	Whole year	IVE panel Pastoral Committee	Curriculum Panel members
1.4.2 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	At least 70% of students fulfill WAMFO requirements.	WAMFO records	Whole year	Other Learning Experiences Committee	Service Learning Team
1.4.3 To encourage students to reflect on their decisions and their impact during daily exams, so students will be better able to make informed decisions in the future through FTP	At least 70% of the students agree that they know how to discern and make informed decisions.	Students' reflections School-based surveys Teachers' observations	Whole year	Pastoral Committee	Form teachers
1.4.4 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 RF lessons and pastoral activities	At least 70% of the students agree that they know how to discern and make informed decisions.	Students' reflections Curriculum documents School-based surveys Teachers' observations	Whole year	Pastoral Committee	Curriculum

2.2 Major Concern 2: To equip students with skills and knowledge for advanced learning

Briefly list the feedback and follow-up actions from the previous school year:

1. Teachers tapped into the abundant resources, including the advent of AI, to develop learning tasks to exercise their creativity, discernment, and problem solving skills. Most teachers have embraced the new way of teaching where students take the lead and tackle real-life issues by identifying problems, proposing solutions, and most importantly, reflecting upon the findings for betterment.
2. PZ thinking tools and BYOD are now considered elements of redirecting authority. In the coming academic year, elements in IPP, which are summarized as “refractive learning”, as well as Understanding by Design (UbD), will be promoted as L&T initiative of the College. With the mature practice of lesson studies and a shared vision in pedagogical refinement, we hope to advance in both lesson design and execution.
3. To ensure sustained improvement in academic reporting and student performance analysis, a significant forthcoming initiative involves the comprehensive redevelopment of the report card. This endeavor will transition the report card to a standard reference report system, incorporating input from both panel heads and teachers. The primary objective is to enhance the clarity and utility of academic reporting.
4. We will take a more proactive approach in promoting on campus and off campus learning opportunities. Panels and Committees will focus on the learning element of each learning experience, with OLE Committee offering guidelines and recording students’ off-classroom engagement in learning.

Table 2: Major Concern 2

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Parties	Resource Required
Target: 2.1 Students can learn and apply skills to develop ownership of their learning.					
2.1.1 To refine and implement modules adopting inquiry-based learning across subjects	A collection of inquiry-based lessons across the forms is developed.	School documents Lesson observation Panel evaluation meetings	Whole year	Teaching & Curriculum Development Committee Panel Chairpersons KLA Coordinators STEAM Coordinator	Professional support for development Data from Panel Chairpersons’ Meetings Off-campus / Joint-school Interflow

Table 2: Major Concern 2 (Continued)

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Parties	Resource Required
2.1.2 To promote redirecting authority in the classroom across subjects	70% of teachers agree that they have applied strategies to redirect authority in their lessons.	School-based surveys	Whole year	Teaching & Curriculum Development Committee Panel Chairpersons KLA Coordinators STEAM Coordinator	Professional support for development Data from Panel Chairpersons' Meetings Off-campus / Joint-school Interflow
2.1.3 To enhance the quality and quantity of formative assessments in all subjects	70% of students express that they are aware of the importance of quality and punctuality in submitting their assignments.	Stakeholders' surveys School-based surveys Teachers' observations	Whole Year	Learning & Reading Promotion Committee Academic Admin Committee	Support from Discipline Committee Support from Form Teachers
Target: 2.2 Students' learning experience can be enriched through various academic measures and pedagogies.					
2.2.1 To enable students to plan their studies with the support of data analysis	70% of target students are able to use the tiered result analysis based on summative assessments to plan their learning strategies.	School-based surveys	Sept 2025 – Mar 2026	IT & Data Management Committee Learning & Reading Promotion Committee Academic Admin Committee	Support from Life Planning & University Counselling Committee

Table 2: Major Concern 2 (Continued)

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Parties	Resource Required
2.2.2 To enable students to develop intrinsic motivation through refractive learning of IPP	70% of teachers can observe that students' intrinsic motivation has been strengthened in general.	Teachers' observations School-based surveys	Whole year	Teaching & Curriculum Development Committee Panel Chairpersons KLA Coordinators STEAM Coordinator	Off-campus resources
2.2.3 To promote both subject-based and interdisciplinary gifted programmes	A collection of gifted programmes is developed in accordance with the talent pool.	School documents Panel evaluation meetings	Whole year	Learning Support Committee Panel Chairpersons KLA Coordinators STEAM Coordinator	Off-campus resources Diversity learning grant
2.2.4 To incorporate experiential learning, such as visits and research, as part of coursework in different subjects	At least 4 subject panels organize visits and research as part of coursework.	School documents Panel evaluation meetings	Whole year	Teaching & Curriculum Development Committee Panel Chairpersons KLA Coordinators STEAM Coordinator Other Learning Experiences Committee	Off-campus resources Life-wide learning grant

Table 2: Major Concern 2 (Continued)

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Parties	Resource Required
2.2.5 To conduct a series of lesson observation through mock ESR, panel-based lesson studies and buddy observation in order to enhance pedagogies	80% of teachers are involved in lesson observation as an observee or an observer for pedagogical exchanges.	School documents Lesson observation	Early 2026	Quality Assurance Committee Staff Development Committee	Off-campus resources
Target: 2.3 Students' different needs and aspirations can be catered to linguistically.					
2.3.1 To enrich the multilingual environment within and beyond the classroom	Students' work related to languages is displayed and updated on campus regularly.	School documents	Whole year	School Library Learning & Reading Promotion Committee Chinese Panel English Panel Putonghua Panel	English one-off grant
2.3.2 To refine the management of other language courses	A task force is set up to look into the setting up of Spanish Language as an elective.	School documents	Dec 2025 – May 2026	Academic Admin Committee	Off-campus resources
2.3.3 To develop a proposal for using Putonghua as the medium of instruction in Chinese Language to cater to students' different needs	A plan is developed to start a PMI group in Chinese Language in Form 1.	School documents Panel evaluation meetings	Dec 2025 – May 2026	Chinese Panel Putonghua Panel	Putonghua one-off grant

2.3 Major Concern 3: To enhance administrative efficiency for extending Cura Personalis to teachers and unlocking their capacity to accompany students

Briefly list the feedback and follow-up actions from the previous school year:

1. The All-in-One webpage has been functioning very well, making it an accessible portal for all teaching and non-teaching staff to locate essential information for everyday operation.
2. Administrative handbooks, namely Staff, Academic, Student Support, and OLE, have been developed and updated annually. Administration transparency and clarity have been elevated tremendously.
3. We will develop more school-based web applications, including an online admissions system, to handle various administrative tasks.

Table 3: Major Concern 3

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Parties	Resource Required
Target: 3.1 Administrative processes are streamlined and enhanced.					
3.1.1 To automate and streamline the student admissions and application process by developing the beta version of a dedicated Online Admissions System	A stable system is developed for a trial run	Technical Testing Suite: Verify system stability and functionality through functional, load, and error-handling tests. Internal User Acceptance Testing (UAT): Confirm readiness for trial through a task-completion checklist and issue log, managed by a controlled group of administrative staff.	Whole year	IT & Data Management Committee Senior Leadership Team	Admin Division General Office

Table 3: Major Concern 3 (Continued)

Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Parties	Resource Required
3.1.2 To centralize and streamline the management of student OLE records through the implementation of the eClass iPortfolio module	A successful trial run of generating an OLE report is completed by the end of the school year.	User Acceptance Testing (UAT): Collect feedback from administrative staff via a structured questionnaire and direct observation to evaluate ease of use and efficiency gains. Trial Run Completion Log: Formally document the date, personnel, and outcome of the trial run as official proof of completion.	Whole year	IT & Data Management Committee Other Learning Experiences Committee	Academic Admin Committee Budget for the activation of accounts in the eClass iPortfolio module.
3.1.3 To review the school-wide documentation system and transition the storage system to a cloud-based solution	Documents from committees and subject panels are systematically organized in the cloud-based system and easily retrievable by authorized personnel.	Test on document retrieval	Whole Year	Senior Leadership Team	Admin Division
3.1.4 To conduct the next stage of our school advancement plan by implementing a mock ESR document and administration review to gather feedback on how to further enhance our administration	The mock ESR report indicates that our administrative processes are smooth, and the team is open to feedback for further improvement.	Mock ESR	Early 2026	Senior Leadership Team	Admin Division Panel Chairpersons Budget for the School Advancement Plan with a Mock ESR