

# **Wa Ying College**



**2022 – 2023 Annual Plan**

**Major Concern 1:**

**Cultivate a positive school culture for every student to shine in their uniqueness, embracing obstacles and setbacks as indispensable in the learning process.**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in Charge
1.1 Foster purpose-driven learners with positive pursuit in life-planning	1.1A Facilitate students to identify their goals, visualize the best possible outcomes, anticipate potential obstacles and develop coping strategies when encountering setbacks <ul style="list-style-type: none"> <li>• Empower co-class teachers to facilitate students' life-planning with useful data relating to students' background; together with the user-friendly IT support system</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers are able to use those data to offer guidance to students</li> <li>• Sufficient resources &amp; quality support measures are available</li> </ul>	<ul style="list-style-type: none"> <li>• SSDB meetings</li> <li>• CGC &amp; ITC meetings</li> <li>• Class teachers' meetings</li> <li>• Stakeholders' survey</li> </ul>	9/2022-7/2023	<ul style="list-style-type: none"> <li>• Heads of SSDB, Co-class teachers</li> </ul>
	1.1B Foster students' belief in their strengths in all possible aspects, with recognition of multiple intelligence and provision of multiple pathways	<ul style="list-style-type: none"> <li>• The holistic plan over the LLEs and OLEs for S1-6 is refined</li> </ul>	<ul style="list-style-type: none"> <li>• SSDB meetings</li> <li>• ECAC, SAC meetings</li> <li>• Class teachers' meetings</li> <li>• Questionnaires</li> <li>• APASO results</li> </ul>	9/2022-7/2023	<ul style="list-style-type: none"> <li>• SSDB, ECAC, Gifted Education Unit, SAC, KLA heads</li> </ul>
1.2 Provide positive learning experiences to enable students to view their intelligence as a malleable entity that can be increased with effort and learning	1.2B Cultivate students' positive mindset through positive tracking, positive dialogue, positive conversion and proper interventions during and after the learning experiences	<ul style="list-style-type: none"> <li>• Students experience a sense of achievement through tracking their improvement both in learning &amp; OLE</li> </ul>	<ul style="list-style-type: none"> <li>• SSDB meetings</li> <li>• ECAC &amp; ITC meetings</li> <li>• Class teachers' meetings</li> <li>• Questionnaires</li> <li>• APASO results</li> <li>•</li> </ul>	9/2022-7/2023	<ul style="list-style-type: none"> <li>• SSDB, ECAC advisers, Co-class teachers</li> <li>• CGC (SENCO)</li> </ul>

1.3 Foster positive network for support and mentorship in learning, personal growth and life pursuit	1.3A Maximize opportunities for students to work together in small groups for support and teamwork, in the same level and/or across levels, through the provision of a wide variety of meaningful activities and project works	<ul style="list-style-type: none"> <li>The culture of teamwork among classmates and/or schoolmates has been fostered</li> <li>Students can build their support network with group members</li> </ul>	<ul style="list-style-type: none"> <li>SSDB meetings</li> <li>Class teachers' meetings</li> <li>APASO results</li> <li>Stakeholders' survey</li> </ul>	9/2022-7/2023	<ul style="list-style-type: none"> <li>SSDB, CGC, ECAC</li> </ul>	
	1.3B Refine the mentorship scheme to ensure students in need will have a mentor from senior students, student leaders, alumni, teachers, coaches or parent volunteers for learning, personal growth or life pursuit	<ul style="list-style-type: none"> <li>Student in need can have at least one mentor to turn to for support or advice</li> <li>Student mentors can gain personal development in offering support to mentees with their help seeking strategies enhanced</li> </ul>	<ul style="list-style-type: none"> <li>SSDB meetings</li> <li>Class teachers' meetings</li> <li>ECAC, CGC, DC, LPEC, REC, ASCC meetings</li> <li>APASO results</li> </ul>	9/2022-7/2023	<ul style="list-style-type: none"> <li>PCS of CGC</li> <li>Prefects' Board of DC</li> <li>SU &amp; Houses of ECAC</li> <li>S3 class &amp; form committees</li> <li>SCF of REC, SENCO of CGC</li> </ul>	
	1.3C Offer training to student, parent, alumni, and teacher mentors	<ul style="list-style-type: none"> <li>Enroll student leaders as mentors of junior students, with teacher advisers as their coaches: PCS, Prefect, ECA leaders, Christian leaders of SCF etc.</li> <li>Enhance the S5-6 mentorship program by incorporating alumni, besides teachers, as mentors to provide career guidance for students in their pursuit for JUPAS</li> </ul>	<ul style="list-style-type: none"> <li>Training and timely supervisory support to student, alumni, teacher and parent mentors is offered</li> </ul>	<ul style="list-style-type: none"> <li>SSDB meetings</li> <li>ASCC, CGC, HSCC, MCE, meetings</li> </ul>	9/2022-7/2023	<ul style="list-style-type: none"> <li>ASCC, CGC, HSCC, LPEC, MCE</li> </ul>
	<ul style="list-style-type: none"> <li>Provide training, guidance or consultation to student mentors such as active listening, positive dialogue, leading groups, mediation, coping strategies, or boundary setting</li> <li>Enhance parents' education with a holistic framework</li> </ul>					
1.4 Foster positive campus life with enhanced school administrative system and facilities	1.4B Enhance the school facilities for students' joyful campus life	<ul style="list-style-type: none"> <li>There are sufficient space and resources for students' campus life</li> </ul>	<ul style="list-style-type: none"> <li>SSDB meetings</li> <li>CGC, ECAC, GAC, meetings</li> <li>Questionnaires</li> <li>APASO results</li> </ul>	9/2022-7/2023	<ul style="list-style-type: none"> <li>SSDB, CGC, ECAC, GAC</li> </ul>	
	1.4C Maximize opportunities to display students' success and achievements in the school campus or online media	<ul style="list-style-type: none"> <li>Students' success and achievements are showcased via campus TV or online media</li> </ul>	<ul style="list-style-type: none"> <li>SSDB meetings</li> <li>MCE, SIPC meetings</li> <li>Questionnaires</li> </ul>	9/2022-7/2023	<ul style="list-style-type: none"> <li>SSDB, MCE, SIPC</li> </ul>	

## Major Concern 2:

### Empower students to be effective and mature self-directed learners through comprehensive strategies in learning, teaching and assessment.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in Charge
2.1 Enhance students' self-directed learning capabilities with subject-based learning roadmaps, useful platforms and relevant resources	2.1A Provide students with learning outlines and guidelines, homework and assessment plans and past examination/test papers so as to facilitate students' planning on how to master subject knowledge and address assessment requirements for the semester and/or school year.	<ul style="list-style-type: none"> <li>70% teachers and students find that such measures are useful to facilitate their teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>ACB evaluation meetings</li> <li>Subject/Department evaluation meetings</li> </ul>	9/2022-7/2023	<ul style="list-style-type: none"> <li>Head of ACB</li> <li>Heads of Subject/Department</li> </ul>
	2.1B Create space for self-directed learning by modifying the timetable structure. Timetable includes students' lesson preparation and revision, seeking academic counselling, or participating school activities/other learning experiences	<ul style="list-style-type: none"> <li>70% teachers &amp; students agree that the revised time-table can facilitate learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>ACB evaluation meeting</li> <li>CDC evaluation meeting</li> </ul>	9/2022-7/2023	<ul style="list-style-type: none"> <li>Head of ACB</li> <li>Head of CDC</li> <li>Heads of Subject/Department</li> </ul>
	2.1C Provide students with a self-directed learning resource system such as learning video for them to preview learning, review what they have learned and tackle learning difficulties on their own.	<ul style="list-style-type: none"> <li>70% teachers &amp; students find the learning resources useful.</li> </ul>	<ul style="list-style-type: none"> <li>ACB evaluation meeting</li> <li>Subject/Department meetings</li> <li>APASO &amp; Stakeholder survey</li> </ul>	9/2022-7/2023	<ul style="list-style-type: none"> <li>Head of ACB</li> <li>Heads of Subject/Department</li> </ul>
	2.1D Nurture students as self-directed learners who use apps effectively for note-taking, consolidating and organizing their learning within and across subjects. Workshop(s) will be provided to students to teach them how to build their learning habits using the apps.	<ul style="list-style-type: none"> <li>Apps which can facilitate students' self-directed learning are installed in students' BYOD devices.</li> <li>At least one workshop is held for students of S1 and S4 in which BYOD is implemented.</li> </ul>	<ul style="list-style-type: none"> <li>ACB meetings</li> <li>Subject/Department meetings</li> <li>APASO &amp; Stakeholder survey</li> </ul>	9/2022-7/2023	<ul style="list-style-type: none"> <li>Head of ACB</li> <li>Head of ITC</li> <li>Heads of Subject/Department</li> <li>Head of CDC</li> </ul>

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>Persons in Charge</b>
2.2 Enhance students to be effective mature learners with exposures and challenges for potentials development	2.2A Provide students with the opportunities to read cross-disciplinary/subject-based reading materials for exposure and enrichment.	<ul style="list-style-type: none"> <li>• 70% students foster reading habit.</li> <li>• Teachers can stretch talented/potential students to participate enrichment courses and competitions more efficiently.</li> <li>• Students can identify the elective subjects which are suitable for them.</li> </ul>	<ul style="list-style-type: none"> <li>• ACB evaluation meeting</li> <li>• LACLU evaluation meeting</li> <li>• APASO &amp; Stakeholder survey</li> </ul>	9/2022-7/2023	<ul style="list-style-type: none"> <li>• Head of ACB</li> <li>• Head of LACLU</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop student's reading habit by using the Reading Time in both morning and afternoon session.</li> </ul>				
	<ul style="list-style-type: none"> <li>• Provide students with some feature articles to widen their exposures by different KLA/subject.</li> </ul>				
	<ul style="list-style-type: none"> <li>• Encourage students to use e-book platforms for reading and provide students with more e-books on the platforms</li> </ul>				
	2.2B Encourage / Nominated students participate in subject-based and cross-disciplinary competitions, activities or enrichment courses for their aspiration or potentials development through talented pool system.		<ul style="list-style-type: none"> <li>• ACB evaluation meeting</li> <li>• GEU evaluation meeting</li> </ul>	9/2022-7/2023	<ul style="list-style-type: none"> <li>• Head of ACB</li> <li>• Head of GEU</li> </ul>
	2.2C Offer Taster Programs for S3 students to explore which senior form elective subjects would interest them and develop their potential		<ul style="list-style-type: none"> <li>• ACB evaluation meeting</li> <li>• LPEC meeting</li> </ul>		<ul style="list-style-type: none"> <li>• Head of ACB</li> <li>• Heads of Subject/ Department</li> <li>• Head of CDC</li> </ul>
2.3 Enhance learning with effective teaching and assessment for learning	2.3A Reform Curriculum Development Committee to develop lesson study in different KLA/ subjects to enhance learning with effective teaching.	<ul style="list-style-type: none"> <li>• At least one of the refined instructional design is practiced in peer lesson observation and evaluated for further improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• ACB evaluation meeting</li> <li>• CDC meeting</li> </ul>	9/2022-7/2023	<ul style="list-style-type: none"> <li>• Head of ACB</li> <li>• Head of CDC</li> <li>• Heads of Subject/ Department</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify difficult points of teaching and learning in the common lesson preparation. The expectations are to be matched in teaching and assessments.</li> </ul>				
	<ul style="list-style-type: none"> <li>• Conduct peer lesson observation in subject</li> </ul>				
	2.3B Implement a learning system of language across curriculum in junior forms which consists of note-taking, reading skills, vocabulary built-up, writing skills and examination skills in order to enhance their learning effectiveness in EMI subjects.	<ul style="list-style-type: none"> <li>• 70% students can adapt to EMI subjects more smoothly.</li> </ul>	<ul style="list-style-type: none"> <li>• ACB evaluation meetings</li> <li>• LACLU meeting</li> <li>• Students' performance in EMI subjects</li> </ul>	9/2022-7/2023	<ul style="list-style-type: none"> <li>• Head of ACB</li> <li>• Head of LACLU</li> <li>• Head of CDC</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in Charge
2.3C Reform Academic Support Unit to provide timely measures to students who need academic support.	• Offer study groups or remedial classes which are conducted by alumni or retired teachers during the SDL period.	• Low achievers who's subject performance improved/ worsen a lot are identified for follow-up.	• ACB evaluation meeting • ASU evaluation meeting	9/2022-7/2023	• Head of ACB • Head of ASU
	• Offer academic counselling such as study foundation workshops for those students.				
2.4 Meet the challenges of current curriculum reform	Reform Curriculum Development Committee to address the change of the latest curriculum and develop different modes of learning and teaching	• The revised curricula are implemented according to the teaching schedules.	• ACB evaluation meeting • CDC meeting • Subject/Department meetings	9/2022-7/2023	• Head of ACB • Head of CDC • Head of Subject/Departments Concerned
	• Revise the curricula of Chinese Language, PSHE, Sciences Education, Technology Education in alignment with the learning elements of national security education				
	• Develop Theme based learning in S1 & S2 during SDL: Chinese Language: "From reading to Writing". PSHE: Integrated Humanities Project. English Language: Language Art				

Full names for abbreviation:

*P: Principal*

*AB: Administration Board*

*ITC: Information Technology Committee*

*SIPC: School Image & Publication Committee*

*DC: Discipline Committee*

*LPEC: Life Planning Education Committee*

*LACU: Language Across Curriculum Unit*

*BYOD: Bring Your Own Device*

*VP: Vice Principal*

*ACB: Academic Board;*

*GAC: General Affair Committee*

*HSCC: Home School Cooperation Committee*

*CGC: Counselling & Guidance Committee*

*MCEC: Moral & Civic Education Committee*

*SSE: School Self Evaluation*

*SENCO: Special Educational Needs Coordinator*

*EB: Executive Board*

*SSDB: Student Support & Development Board*

*SAC: Student Affairs Committee*

*ASCC: Alumni-School Cooperation Committee*

*ECAC: Extra Curricular Activities Committee*

*REC: Religious Education Committee*

*KLA: Key Learning Areas*

*STEM: Science, Technology, Engineering & Mathematics*