

**Wa Ying College**



**School Development Plan**

**2024/2025 – 2026/2027**

## A. School Vision and Mission

Being aligned with the school goal, “to foster whole-person education based on Christian principles; to nurture abundant life through the gospel and biblical truths; to carry on the school tradition of perseverance, diligence, frugality, respect for teachers and love for the school”, the school aims:

1. To enable students to know the Christian truth and face life’s challenges positively, leading an abundant life;
2. To provide students with a balanced development in moral, intellectual, physical, social, aesthetic and spiritual spheres so that they can exert their potential, build up self-confidence, assume responsibility and actualize the school motto, “we work together, we care, we serve”;
3. To nurture students to be life-long learners through their fervent strive for truth and their capability of independent thinking, self-reflection and self-improvement;
4. To cultivate students’ love for their family and school, concern for the community and environment, understanding of and adaptability to global changes, and commitment to the society and the country.

## B. School Goals

To foster whole-person education based on Christian principles  
to nurture abundant life through the gospel and biblical truths  
to carry on the school tradition of perseverance, diligence, frugality, respect for teachers and love for the school

## C. School Motto

We Work Together  
We Care  
We Serve

## D. Holistic Review of School Performance

### 1. Effectiveness of the School Development Plan in the cycle of 2021/22 – 2023/24

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 1: Cultivate a school for every student to shine in their uniqueness, embracing obstacles and setbacks as indispensable in the learning process.			
1.1 Foster purpose-driven learners with positive pursuit in life-planning	Partly achieved	<ul style="list-style-type: none"> <li>● To be continued as a major concern for the next development cycle with adjusted focus (refer to the following section ‘How Can My School Be Better’)</li> <li>● Some strategies will be incorporated as routine work (refer to the following section ‘Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals’)</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	Partly achieved	<ul style="list-style-type: none"> <li>● To be continued as a major concern for the next development cycle with adjusted focus (refer to the following section ‘How Can My School Be Better’)</li> <li>● Some strategies will be incorporated as routine work (refer to the following section ‘Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals’)</li> </ul>	
1.3 Foster positive network for support and mentorship in learning, personal growth and life pursuit	Partly achieved	<ul style="list-style-type: none"> <li>● To be continued as a major concern for the next development cycle with adjusted focus (refer to the following section ‘How Can My School Be Better’)</li> <li>● Some strategies will be incorporated as routine work (refer to the following section ‘Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals’)</li> </ul>	
1.4 Foster positive campus life with enhanced school administrative system and facilities	Partly achieved	<ul style="list-style-type: none"> <li>● To be continued as a major concern for the next development cycle with adjusted focus (refer to the following section ‘How Can My School Be Better’)</li> <li>● Some strategies will be incorporated as routine work (refer to the following section ‘Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals’)</li> </ul>	

2. Effectiveness of the School Development Plan in the cycle of 2021-22 – 2023/24

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
<p>Major Concern 2: Empower students to be effective and mature self-directed learners through comprehensive strategies in learning, teaching and assessment.</p>			
<p>2.1 Enhance students' self-directed learning capabilities with subject-based learning roadmaps, useful platforms and relevant resources</p>	<p>Fully achieved</p>	<ul style="list-style-type: none"> <li>● Will be incorporated as routine work (refer to the following section 'Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals')</li> </ul>	
<p>2.2 Enhance students to be effective mature learners with exposures and challenges for potentials development</p>	<p>Partly achieved</p>	<ul style="list-style-type: none"> <li>● To be continued as a major concern for the next development cycle with adjusted focus (refer to the following section 'How Can My School Be Better')</li> <li>● Some strategies will be incorporated as routine work (refer to the following section 'Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals')</li> </ul>	
<p>2.3 Enhance learning with effective teaching and assessment for learning</p>	<p>Partly achieved</p>	<ul style="list-style-type: none"> <li>● To be continued as a major concern for the next development cycle with adjusted focus (refer to the following section 'How Can My School Be Better')</li> <li>● Some strategies will be incorporated as routine work (refer to the following section 'Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals')</li> </ul>	
<p>2.4 Meet the challenges of current curriculum reform</p>	<p>Fully achieved</p>	<ul style="list-style-type: none"> <li>● Will be incorporated as routine work (refer to the following section 'Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals')</li> </ul>	

3. Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals (How good the school is in fostering whole-person development and lifelong learning of students:

*The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.*

- Significant progress and sound performance in achieving the seven learning goals have been demonstrated by our students in general.

Goals	Significant progress and sound performance
National and global identity	<ul style="list-style-type: none"> <li>● With the resumption of classes, our school actively invited guest speakers in various fields, each with notable achievements and valuable insights, to share their experiences with students. In the meantime, students were encouraged to engage in a variety of competitions and activities. To enrich their perspectives, deepen their knowledge, and foster self-confidence and values, we initiated visits and excursions to the mainland and established sister schools once the pandemic started to subside. Previously, we established a sister school partnership with Foshan No. 1 Middle School. After the end of the epidemic, we formed sister school pairs with Foshan Huaying School, Foshan Gaoming Huaying School and Beijing National Day Experimental School in Haidian District of Beijing. This collaboration allowed us to gain insight into the latest educational development of our country. It also deepened students’ understanding of the abilities of mainland students, fostering sincere and healthy exchanges of ideas.</li> <li>● Students exhibited a strong sense of national and global identity through their participation in exhibitions and activities, and performances in exchange programmes. Students’ national identity and their understanding of the Motherland and Chinese culture have been strengthened through various talks, programmes, sister school visits and other immersive programs the school offered to them.</li> </ul>
Breadth of knowledge	<ul style="list-style-type: none"> <li>● During the pandemic, our school experienced three teaching modes: full-day online classes, half-day online and half-day face-to-face classes, and full-day face-to-face classes. To ease the strain on the administrative team and help teachers and students adapt to the new timetable, we launched a versatile set of lesson arrangements that can accommodate three teaching modes in the early stages of the epidemic. This approach facilitated easier adjustments and responsiveness for both teachers and students whenever needed. The timetable adopted in this transitional period has distinctive characteristics. The sixth and seventh periods of each day were utilized to create more opportunities and platforms for each subject to arrange programs beyond regular teaching, thereby enhancing students’ learning experiences and supporting balanced development in junior forms. For example, English drama programs, Chinese reading and writing programs, integrated humanities projects for Form 1 students, self-selected scientific inquiry activities for Form 1 and Form 2 students, and arts education workshops were arranged.</li> <li>● Starting in the 2022 school year, our school set up an academic support unit under the Academic Board to integrate various existing and newly established tasks, providing support to students who need assistance with their learning progress.</li> <li>● Since 2022, our school established a talent pool under the Gifted Education Unit to recruit students who were the award winners or those nominated by teachers. We aimed to increase their exposure to various competitions and</li> </ul>

	<p>training opportunities and facilitated the sharing and communication among the students.</p> <ul style="list-style-type: none"> <li>● Students actively participated in academic programmes and co-curricular activities, developing lifelong learning skills and attitudes through the educational initiatives the school offers. They had ample opportunities to develop critical thinking and problem-solving skills.</li> </ul>
Language proficiency	<ul style="list-style-type: none"> <li>● Many students had to adapt to changes in the language of instruction after enrolling at Waying. Furthermore, the epidemic has exacerbated the challenges faced by many students. Hence, we extended the Language Across Curriculum program to Form 2 during the pandemic. As the number of participating subjects and teachers increased, continued support could be provided to individual students after they were promoted to Form 3.</li> <li>● The unique features of the new timetable offered us unprecedented flexibility. More class time was allocated to cultivate regular reading habits among students. A series of activities were launched, including the introduction of e-reading pilot programs and platforms, three-minute reading sharing, reading camps, and other initiatives designed to encourage students to maintain a habit of reading both at school and at home, to lay a foundation for more in-depth pursuit of knowledge.</li> <li>● Learning through reading, followed by organizing and applying the knowledge through writing, is an essential part of the language learning process. The Chinese subject rolled out a project in junior high schools to develop a school-based curriculum that integrates reading and writing. The English subject also selected specific reading materials at all levels to help students engage with academic articles or popular topics in various fields.</li> <li>● Students demonstrated their ability in biliteracy and trilingualism in general.</li> <li>● Student leaders were more willing and able to take up roles to provide academic support to students in junior forms, as well as to provide both focused and comprehensive assistance to newcomers in Peer Counselling Scheme.</li> </ul>
Generic skills	<ul style="list-style-type: none"> <li>● In the past three years, our school focused on nurturing students to be more mature learners. To achieve this goal, we established regular study workshops for junior forms, to guide students to develop effective learning habits. The student handbook was revised to allow students to set learning plans and facilitate the sharing among students and the inspections of class teachers. Students were also encouraged to plan their personal learning progress based on the subject guidelines and syllabus they got at the beginning of the term.</li> <li>● To offer diverse support for students with different needs and learning styles, we organized sharing and workshops to address their needs at different stages. Alumni and senior students shared their insight with junior form students, on methods to adapt to the new learning environment, the selection of C-cube classes in Form 2, preparation for subject choices in Form 3, the ways to face academic challenges in senior forms, the choice of a university path, preparation for HKDSE in summer vacation, the planning of revision schedule with an appropriate mindset and suitable strategies.</li> <li>● Students demonstrated their sense of purpose and commitment in both academic and non-academic areas. For example, the service program which all Form four students should complete by the end of the school year was resumed. Through workshops and hands-on field service, students participated with a positive attitude towards community service. The three-day Christmas Market featured diverse activities and stalls that fostered a spirit of joy</li> </ul>

	<p>and mutual support in the past two years could serve as another example. A variety of new activities were designed and implemented through the collaboration of students and other stakeholders.</p>
Information literacy	<ul style="list-style-type: none"> <li>● In line with the changes in the subjects of Civic and Social Development and Civic, Economic and Social Development, the Academic Board has been coordinating the continuous update of the entire school-based Life Education curriculum system over the past two years to further provide students with comprehensive information literacy education.</li> <li>● During this development cycle, the school held a number of information literacy seminars to enhance students' awareness and vigilance in the use of information media. For example, our school has been continuing to collaborate with the Quality Education Fund through the Hong Kong Press Council to provide information literacy lectures for students. We have also strongly encouraged students to participate in various competitions to enhance their understanding and application of information literacy.</li> <li>● The school has also been utilizing another QEF-funded program, “My Pledge to Act – Be Grateful and Treasure What We Have, Stay Positive and Optimistic” to promote values education both inside and beyond the classroom, and to encourage students to develop information literacy.</li> <li>● Overall, students were able to review information obtained from the Internet and share information on the Internet in a responsible manner. Occasionally, we may encounter individual students who need more advice. In that case, our school effectively offered guidance to the student through discipline, counseling teams and class teachers. Our students were generally educated and willing to learn how to process, analyze and use information maturely.</li> </ul>
Life planning	<ul style="list-style-type: none"> <li>● Throughout the epidemic, the school provided diversified activities to engage students learning from home. Beyond regular online interactions between class teachers and students, the school organized over 40 sharing sessions covering topics involving daily life, university experiences and career talks. Once classes resumed, we planned a series of events to warmly welcome students back to campus, ensuring they felt a sense of care and belonging upon their return.</li> <li>● Since 2022, development plans for each grade level have been introduced at the beginning of the school year. These plans encompass life education, life planning, study workshop, reading time and assemblies, enabling class teachers to formulate comprehensive year-long strategies to assist students' growth. In addition, the principal, vice-principals and assistant principal also serve as advisors in all levels, offering class teachers support and guidance.</li> <li>● Over the past two years, we have refined our school-based career planning system. Based on the support of the Alumni Association and various social resources, we have categorized student development into five key domains, utilizing a more structured and tailored model to facilitate the career exploration of our students.</li> <li>● Throughout the past 3 years, our school continued to optimize the mentoring system for Form 3 students to help them select suitable electives for their senior years. In addition to our previous programs, we implemented new initiatives including ‘taster lessons’, HKDSE questions try-out sessions, senior student-led course introductions, counseling during assemblies as well as sharing with the principal during lunch. With the available resources, students were arranged to participate in senior lessons, allowing them to experience the learning mode and atmosphere in senior forms.</li> <li>● We constantly refine our strategies to support Form 6 students. The new measures included launching a study room</li> </ul>

	<p>specifically for Form 6, year-round mini-activities to encourage students, academic tutoring catering for students of different levels, alumni experience sharing and a second mock test. Since the summer of 2024, we conducted a uniform test for Form 6 students scheduled from late August to early September. This allowed students to apply the knowledge they had revised during the summer vacation. For the past two years, all graduating Form 6 students received a 'Wa Ying bear'. This gift symbolizes our blessings and appreciation for their hard work and dedication shown throughout the school year.</p>
Healthy lifestyle	<ul style="list-style-type: none"> <li>● We resumed morning assemblies that were suspended for several years. These assemblies served as a platform for teachers and various groups to share messages, hymns and life stories, encouraging students to cultivate the character and behavior we valued. We also introduced upcoming activities and engaged students in simple physical exercise. In addition, weekly assemblies, previously held in the morning, were shifted to the afternoon, to provide more preparation time for those organizing them.</li> <li>● During the pandemic, students and their families spent significantly more time together at home compared to the past while the time for learning taking place at school reduced. In response to this, we introduced various initiatives to support families, such as movie appreciation and workshops for parents, 'Sunshine calls', Wa Ying letters and evening tea gatherings. Over the past two years, membership in the Parent Volunteer Group has steadily increased. This indicates the close home-school cooperation, for which we are grateful.</li> <li>● PROSPER framework is the guiding principle we base on when planning the support we offer to our students' growth. Over the past three years, to facilitate a better understanding of this framework among our colleagues, study groups and training sessions were organized for middle-managers, staff and new colleagues respectively. The school-based life education curriculum, assemblies and training offered by social workers of our school also helped forge our consensus in the ways we integrate elements of Positive Education in daily teaching.</li> <li>● Wa Ying is home to numerous student leadership organizations, with dedicated teachers working to help students take on leadership roles and serve the community. In recent years, our school has enhanced the role and service opportunities for student leaders. Initiatives include organizing leadership training camps, mentoring prefects to provide academic support to students in junior forms, as well as empowering students in Peer Counselling Scheme to provide both focused and comprehensive assistance to newcomers.</li> </ul>



#### 4. How Can My School Be Better:

- Students need to cultivate a deeper belief in their potential and build more confidence in learning both inside and outside the classroom.
- Explore more measures to ask students to engage in their learning by thinking, discussions, investigation, and creation.
- Explore more teaching strategies to encourage students to practise skills, solve problems, tackle complex questions, make decisions, propose solutions, and explain ideas in their own words through writing and discussions.
- The policy of promoting preview and pre-lesson preparation can be retained and further enhanced.
- Provide more opportunities and space for teacher-student interaction on the campus.
- Provide more opportunities for students to showcase their talent in school (e.g. exhibiting students' artwork) to build students' confidence and sense of accomplishment, the key is to make the students' effort visible, especially for the whole school level.
- Enhance students' ownership (through renovating school campus), students should be given opportunities to express their creativity in a supportive framework, considering the availability of sufficient resources and guidance.
- Encourage senior form students to use the glass room for self-study during free periods or after school, but the facilities may have to be renovated for a better learning environment.
- Plaques listing the names of the chairpersons of the Alumni Association / PTA can be put up on the wall of the hall.
- More prize-giving assemblies can be organized to recognize students' abilities and build their self-confidence.
- Small-sized awards in short assemblies can appreciate students' work frequently.
- Provide step-by-step opportunities for students to gain more experience in joining external activities and taking up leading roles (e.g. responsible for booths in Christmas Market).

## **(1) Major concerns:**

Based on the above holistic review of school performance, the major concerns in order of priority are:

### **MC1. Fostering student potentials with holistic school system.**

- *Through the collaborative efforts of three boards, we aim to enhance students' potential cohesively with classroom teaching, curriculum design, life and life planning education system- and phased-approach.*

### **MC2. Improving our campus environment and school administration efficiency for enhancement of our teaching, learning and student development systems.**

- *To exhibit the school's educational ethos and distinctive features through the revitalization of the campus environment, providing teachers and students with a beautiful and modern setting for teaching, learning and personal wellness.*
- *To strengthen the communication among colleagues by reorganizing and refining the school's policies, circulars, documents and use of resources.*

## School Development Plan (2024/25 - 2026/27)

### MC1. Fostering student potential with holistic school system.

- *Through the collaborative efforts of three boards, we aim to enhance students' potential cohesively with classroom teaching, curriculum design, life and life planning education system- and phased-approach.*

Targets	Time Scale			Outline of Strategies	Related Learning Goals
	24-25	25-26	26-27		
1.1 Empower students by unleashing their potential in leadership, organization and taking care of others in all 3 boards	✓	✓	✓	a. Provide opportunities for students to shoulder responsibilities and to experience the leading roles in different activities, clubs and societies. b. Recognize students who try to shoulder leadership responsibilities and personal advancement. c. Organize service activities for people in need and students take the initiative to plan, to organize and to execute. d. Encourage students to participate in territory-, national- and world-class-level activities and competitions. e. Encourage senior form students to organize excursions, life planning, mentorship or tutorial programmes for themselves and their serving groups.	National and global identity Generic skills Information literacy Life planning Healthy lifestyle
1.2 Enhance students' potential by life and life planning education system- and phased-approach	✓	✓	✓	a. Encourage S.1 students to serve primary students and other people in need. b. Optimize the development of C-cube classes and incorporate the following elements: services, organizing activities and broadening career and life planning experience into C-cube classes. c. For S.3-S.4, enable them to make informed decisions for streaming and planning for OLE for personal pursuit. d. Optimize the development of the Mentorship Programme for academic aspirations and career pursuit.	Life planning Healthy lifestyle
1.3 Enhance students' potential by the instructional and curriculum design	✓	✓	✓	a. Introduce and conceptualize active learning at school and subject levels. b. Identify the criteria for active learning in a lesson. c. Build up our mutual understanding by adopting students' perspective on active learning.	Breadth of knowledge Language proficiency Generic skills Information literacy
1.4 Enhance students' potential by staff training	✓	✓	✓	a. Arrange sharing sessions or mini conferences on unleashing student potential in leadership, organization and taking care of others. b. Foster teacher professional exchange culture by arranging sharing sessions or mini conferences of active learning teaching approach, holding open classroom, encouraging peer observation in the same and across Departments/Subjects, and arranging school visits. c. Organize interschool sharing and visits to exchange how to implement active learning in school and in classrooms.	

**MC2. Improving our campus environment and school administration efficiency for enhancement of our teaching, learning and student development systems.**

- *To exhibit the school's educational ethos and distinctive features through the revitalization of the campus environment, providing teachers and students with a beautiful and modern setting for teaching, learning and personal wellness.*
- *To strengthen communication among colleagues by reorganizing and refining the school's policies, circulars, documents and use of resources.*

Targets	Time Scale			Outline of Strategies	Related Learning Goals
	24-25	25-26	26-27		
2.1. Provide a beautiful and modern setting for personal wellness and to showcase our school vision and spirit	✓	✓	✓	a. Enhance the school's physical environment such as recreation area and hospitality area for students and staff's wellbeing. b. Maximize opportunities to display school culture and students' achievements in the school campus or online media.	Life planning Healthy lifestyle
2.2. Improve campus environment for instructional and curriculum development needs	✓	✓	✓	a. Tap external resources and funding to upgrade facilities in classrooms for improving the effectiveness of the teaching and learning. b. Enhance and upgrade the hardware in special rooms such as laboratories and study rooms for developing students' potential. c. Upgrade classroom equipment and furnishings to improve the learning environment and outcomes.	Breadth of knowledge Language proficiency Generic skills Information literacy
2.3. Strengthen communication among colleagues by reorganizing and refining the school's policies, circulars, documents and use of resources	✓	✓	✓	a. Reorganize the policies, circulars and documents in a systemically filing system to facilitate their usage and storage. b. Enhance our school administrative system in order to facilitate efficient communication and effective use of student and school data	
2.4. Strengthen communication among colleagues by staff training and nurturing middle management	✓	✓	✓	a. Foster staff IT literacy in their management of resources such as teaching, learning and administrative related materials. b. Offer training such as management and communication skills for middle managers.	