



# Ying Wa College

Ying Wa College is an Anglo-Chinese school for boys. The school traces its history back to 1818 when Dr. Robert Morrison, a noted missionary of the London Missionary Society, founded the Anglo-Chinese College (Ying Wa being the translation of "Anglo-Chinese") in Malacca.

In 1843 the school was moved to Hong Kong by the renowned missionary and Sinologist, Rev. James Legge. The school is at present operated by the Hong Kong Council of the Church of Christ in China. According to the College Deed of 1821, the objective of Ying Wa College was the reciprocal cultivation of English and Chinese literature and the diffusion of Christianity. These aims remain today in the context of a very different world.

We are committed to a policy of providing a free and positive learning environment that students could develop into healthy and responsible citizens through a balanced educational programme which recognizes the needs of young people in all areas covering ethics, intellect, physique, social skills and aesthetics.

With the school motto: "Steadfast faith, beneficent deeds", we encourage our students to live a meaningful life.

#### 4. Holistic Review of School Performance

##### a. Effectiveness of the School Development Plan in the cycle of 2018/2019 - 2022/2023

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
<b>Major Concern 1:</b> Purposeful Learning  <b>Targets</b> 1.1 Developing Ownership in Learning 1.2 Fostering Effective Learning	<b>Partly achieved</b> <b>Partly achieved</b>	<ul style="list-style-type: none"> <li>• These two targets have been incorporated as the daily routine of teachers and students. Positive impact to students were observed.</li> <li>• They will be further developed in the next 5-year cycle with enhanced measures</li> </ul>	Some planned activities were postponed or cancelled due to pandemic
<b>Major Concern 2:</b> Positive School  <b>Targets:</b> 2.1 Character Building 2.2 Developing Potential 2.3 Forging Brotherhood 2.4 Collaborating with Parents	<b>Partly achieved</b> <b>Partly achieved</b> <b>Partly achieved</b> <b>Full Achieved</b>	<ul style="list-style-type: none"> <li>• The strategies of all four targets were well implemented. Good responses from students and teachers were noticed.</li> <li>• These four targets will be part of the daily routine of the schools.</li> <li>• It is expected that more could be achieved in the next 5-year cycle as the normal school operations have been resumed.</li> </ul>	
<b>Major Concern 3:</b> Serving Community  <b>Targets:</b> 3.1 Cultivating the Spirit of Service 3.2 Service in Action	<b>Partly achieved</b> <b>Partly achieved</b>	<ul style="list-style-type: none"> <li>• These two targets have been incorporated as daily routine and will be further developed in the school.</li> </ul>	

**b. Based on the reflection against the seven learning goals<sup>11</sup>, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.**

◆ How good is my students' performance in achieving the seven learning goals?

In a broader context, the school has consistently aligned its plans and strategies with the overarching framework of the seven learning goals. These learning goals have been seamlessly integrated across various subjects, functional committees, and the broader spectrum of school development. As a result, students have been steadily progressing toward these goals and have generally demonstrated satisfactory performance.

In the realm of academic achievement, the results of the Hong Kong Diploma of Secondary Education (HKDSE) examinations have shown remarkable improvement when compared to previous development cycles. The percentage of students meeting the university entrance requirements has surged from 60% to an impressive 90%, with over 50% of our S6 graduates receiving offers from the top three universities in Hong Kong (the University of Hong Kong, the Chinese University of Hong Kong, and the Hong Kong University of Science and Technology). Several students have also been chosen to represent the Hong Kong Special Administrative Region (HKSAR) in prestigious international competitions, such as the International Mathematics Olympiad, International Physics Olympiad, and International Geography Olympiad, among others.

In terms of non-academic accomplishments, our students have consistently reached new heights across a multitude of areas. The Basketball Team has consistently secured championship titles in numerous regional and all Hong Kong inter-school competitions. Members of both the Swimming Team and Life-saving Team have broken official records in inter-school competitions and represented HKSAR in continental and global competitions. Our students have also achieved notable success in various local and international competitions related to STEAM (Science, Technology, Engineering, Arts, and Mathematics) and IT. They have harnessed their creativity, technical skills, critical thinking, and collaborative abilities to design prototypes and devices for various contests, consistently achieving excellent results. In the realm of Music, students have had diverse opportunities to explore various musical genres, including Chinese instruments and music, and have showcased outstanding performances.

Collectively, these accomplishments serve as a testament to our students' strong commitment to learning and their acquisition of essential life skills. In the forthcoming development cycle, the College intends to build upon these strengths to further enhance students' understanding and proficiency in relation to the seven learning goals. Additionally, in the new cycle, the College will continue its efforts to cultivate students' reading habits and promote positive school values and national education programs.

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<sup>11</sup> The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. 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.

◆ How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?  
Ying Wa education has a rich tradition of fostering holistic personal development and promoting lifelong learning. Our students are offered a wealth of learning opportunities both inside and outside the classroom, all carefully aligned with our comprehensive curricula. Our co-curricular activities, including club and society-sponsored events and training programs, provide an excellent platform for students to explore and cultivate their academic potential.

Notably, our special program tailored for S.1 students offers opportunities to engage in sports training or music-related activities, further enriching their educational journey.

Post-event evaluations have consistently demonstrated that students respond positively to our event organization, program content, and the valuable learning experiences they gain from these events.

In this educational cycle, we have successfully implemented the educational philosophy of "Purposeful Learning," ensuring that it is integrated into every subject. Our dedicated teachers wholeheartedly believe that learning and teaching should serve a higher purpose beyond mere examination preparation. We continually refine our subject curricula to connect students' learning experiences with real-life applications and their career aspirations. Specific learning outcomes are clearly articulated in our lessons and assignments, ensuring a tangible link between classroom instruction and practical knowledge.

Through the comprehensive implementation of Learner-oriented Assessment (LoA) across all subjects, our teachers establish a transparent connection between what students learn and how they are assessed in our daily evaluations, including Assessment for Learning (AfL) and Assessment as Learning (AaL). At the outset of each teaching module, our teachers explicitly outline learning objectives and expected outcomes. Student assignments are thoughtfully designed to reflect these anticipated learning outcomes. We employ a set of rubrics that describe the desired knowledge, skills, and attitudes to assess student performance.

Furthermore, we encourage students not only to set their personal learning goals, fostering self-directed learning, but also to support one another in their educational journeys. Students engage in self-evaluation and peer evaluation, utilizing the rubrics as a valuable resource. This collaborative approach fosters a dynamic and supportive learning environment where students actively participate in their own growth and development.

To cater to the diverse learning needs of our students, a comprehensive set of programs has been introduced, aimed at providing support to those requiring assistance. These initiatives include, but are not limited to, in-class differentiation, additional timetabled lessons for specific subjects in senior forms, regular after-school tutorial classes, and subject-based enhancement classes.

Despite the challenges posed by the pandemic and school suspensions, our College has been proactive in launching various new programs designed

to expand our students' horizons. For instance, the STEAM program has empowered a group of students passionate about IT and engineering to delve deeper into their interests. Our sister school exchange activities have provided an excellent platform for students to explore their homeland and gain a deeper understanding of national identity and security. Additionally, inter-school activities, such as music performances, the Christmas Ball, leadership training camps, and community service opportunities, have allowed students to strike a balance between personal growth and development.

Based on the findings from APASO and other evaluation surveys, it became evident that students were in dire need of a more positive learning environment. The social challenges and the impact of the pandemic undoubtedly cast a shadow over the school's overall atmosphere. To address this, a comprehensive series of student development programs and school activities will be reinstated to rejuvenate our school environment, fostering a more vibrant and productive atmosphere.

Notably, the school atmosphere has undergone a remarkable transformation since returning to a semblance of normalcy in our educational practices and routines post-pandemic. This positive shift should be a continued priority in our forthcoming school development cycles.

Furthermore, it's worth highlighting that the service-learning program has been seamlessly integrated into the curriculum for S.4 students. Feedback from students overwhelmingly affirms that they see themselves as active contributors to the betterment of our community, particularly in supporting those who are less fortunate. Throughout their participation in the program, students have come to truly understand the essence of empathy and have developed the ability to consider the needs of others with greater depth and sincerity.

◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

The College is committed to continuously reviewing and revising its programs to support students' holistic development and lifelong learning. In light of the changes in the learning environment brought about by the pandemic, we actively sought feedback from both students and teachers to understand the challenges they faced.

This collaborative effort involved senior teachers and members of the executive committee engaging in discussions to identify new initiatives. These initiatives were then opened up for consultation and suggestions from all teachers. One notable outcome of this process was the introduction of the DELTA X pilot program, which places a strong focus on promoting students' well-being and meeting their developmental needs across different key stages and year groups.

In order to assess the effectiveness of our existing programs and lay the groundwork for a new school development plan, we conducted a series of brainstorming sessions and staff development sessions over the past two years. These sessions served as invaluable forums for gathering qualitative feedback and suggestions from our dedicated teachers and staff members.

To further align our efforts with the seven learning goals embedded in our school's development, subject panels undertook a comprehensive review of their curricula and teaching schedules. The overall findings from this review were positive and promising.

Recognizing the importance of continuity and staff development, we acknowledge the impact of staff turnover. As such, we are committed to providing on-the-job training for newly promoted senior teachers and middle managers, and this will be a key component of our upcoming school development plan.

### c. How Can My School Be Better

◆ What are my students' needs?

*Based on the comprehensive evaluation survey, valuable feedback from stakeholders, keen observations, and a deep understanding of the latest trends in education, it has become evident that a range of programs geared towards character development, values education, nurturing national identity, and promoting overall well-being are the pressing needs for our young learners.*

*In the realm of cognitive development, our strategic priorities for the upcoming years will center around purposeful learning, the enhancement of reading programs, the cultivation of 21st-century and generic skills, and the creation of diversified learning experiences. These areas will serve as our primary focal points in ensuring our students are well-equipped for the challenges and opportunities that lie ahead.*

◆ What is my school's capacity for continuous improvement and development?

The College has consistently upheld commendable practices in its daily operations, emphasizing a commitment to P-I-M-E (Planning, Implementation, Monitoring, and Evaluation). Our dedicated teaching staff have remained receptive to new development plans and strategies aimed at continually enhancing school operations and enriching students' learning experiences.

It is worth noting that the College has benefited significantly from several key pillars of support, including robust IT facilities and assistance, a reliable external network, the unwavering support of our alumni, the profound knowledge of our teaching staff, and productive through-train collaborations. These elements collectively form a sturdy foundation upon which the College can not only excel but also explore new and exciting opportunities for growth and development.

◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

In the forthcoming school development cycle, key priorities have been identified to shape the educational approach and enrich students' experiences. These priorities reflect a comprehensive evaluation and reflection process, aligning with a commitment to holistic education and the nurturing of well-rounded individuals who thrive in both academic and personal spheres.

First and foremost, Character Building remains a focal point, with an emphasis on fostering qualities such as integrity, empathy, and resilience.



Values Education plays an integral role in instilling core principles like respect, tolerance, and inclusivity.

To prepare students for the ever-evolving world, a focus on 21st Century/Generic Skills will be enhanced, including critical thinking, communication, collaboration, and digital literacy.

Furthermore, the promotion of Christianity will persist as part of the institution's heritage, instilling spiritual values alongside ethical responsibility.

Recognizing diversity among learners, dedicated efforts will be made to provide tailored support and resources. Emphasis will also be placed on the importance of Ownership of Learning, encouraging students to actively engage in their educational journey by setting goals and taking responsibility for their growth.

These priorities, balanced and comprehensive, will guide the institution's development, ensuring the meeting of evolving needs of students and society, and empowering them to make a meaningful impact on the world.

## **5. Major Concerns of the 2023/24 – 2027/28 School Development Cycle**

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

- 1. To grow capable and decent young gentlemen**
- 2. To widen students' learning experience through diversified opportunities**
- 3. To enhance school's operational efficiency and effectiveness**

**Ying Wa College**  
**2023 – 2028**  
**5-Year School Development Plan**

Major Concerns	Targets	Time Scale (Please insert ✓)					Outline of Strategies	Seven Learning Goals  (Related Learning Goals of <a href="#">Secondary Education</a> ) <sup>m</sup>
		23- 24	24- 25	25- 26	26- 27	27- 28		
<b>1. To grow capable and decent young gentlemen</b>	<ul style="list-style-type: none"> <li>● To establish a Ying Wa Values Statement based on Christian Faith and with reference to EDB's corresponding framework</li> <li>● To equip students with the 21st century skills</li> <li>● To refine the student development programme and empower Ying Wa boys to further contribute to this Home of Our Youth</li> <li>● To further strengthen the brotherhood within the Ying Wa community (e.g. YWPS, Old boys)</li> <li>● To deepen parents' education on the importance of values education</li> </ul>	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>● Review and restructure plans in both academic and student development areas to echo Ying Wa Values Statement</li> <li>● Review existing student development policies and programmes to define the 21st century skills that our boys should be equipped with based on reference like OECD</li> <li>● Refine student development programme (e.g. DELTA X) across all forms to promote well-being, positive values, moral, civic and national education using a whole school approach (e.g. incorporation in subject curricula, assembly presentations, talks and co-curricular activities) and empower Ying Wa boys to contribute to the Home of Our Youth</li> <li>● Create space for the implementation of the student development programmes by restructuring the timetable</li> <li>● Continue the successful alumni and home-school collaboration with the objective of nurturing student well-being e.g. organizing Parents' Academy with the relevant theme, arranging well-being awareness programme for parents and students through collaboration with PTA/ OBA</li> <li>● Enhance teachers' capabilities to promote well-being and instill positive values in students through:</li> </ul>	<ul style="list-style-type: none"> <li>● National and Global Identity</li> <li>● Breadth of Knowledge</li> <li>● Language Proficiency</li> <li>● Generic Skills</li> <li>● Information Literacy</li> <li>● Life Planning</li> <li>● Healthy Lifestyle</li> </ul>

							<ul style="list-style-type: none"> <li>• joining the UNESCO HK ESD Member School Network</li> <li>• attending EDB seminars</li> <li>• joining staff development programmes organized by external organizations</li> </ul>	
<b>2. To widen students' learning experience through diversified opportunities</b>	<ul style="list-style-type: none"> <li>• To further enhance 'purposeful learning' in order to deepen students' ownership in learning, student-centeredness learning and engagement in lessons</li> <li>• To raise students' awareness of global sustainable development issues</li> <li>• To introduce the International Curriculum</li> </ul>	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>• Putting an equal emphasis on the promotion of culture and STEAM Education</li> <li>• Enhancing classroom teaching through the enhancement of ICT support and various pedagogies</li> <li>• Continuation of LoA in the revision of curriculum and assessment framework</li> <li>• Infusing a strong reading culture through RaC and whole school reading promotion activities</li> <li>• Embedding National Education into curriculum</li> <li>• RaC and cross-curricular activities among subjects, SDSC committees and student clubs &amp; societies</li> <li>• Encouraging students to participate in mainland/overseas tours and competitions</li> </ul>	<ul style="list-style-type: none"> <li>• National and Global Identity</li> <li>• Breadth of Knowledge</li> <li>• Language Proficiency</li> <li>• Generic Skills</li> <li>• Information Literacy</li> <li>• Life Planning</li> </ul>
<b>3. To enhance school's operational efficiency and effectiveness</b>	<ul style="list-style-type: none"> <li>• To streamline the administrative work</li> <li>• To enhance the school environment and upgrade school hardware</li> </ul>	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>• Introducing/implementing electronic/online systems</li> <li>• Fine-tuning school administrative policies and procedures</li> <li>• Reviewing and redesigning the Performance Appraisal System</li> <li>• Reviewing and redesigning the school organizational structure and management structure</li> <li>• Implementing capital improvement projects</li> <li>• Upgrading learning &amp; teaching facilities</li> <li>• Renewing office computer systems</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Lifestyle</li> <li>• Information Literacy</li> </ul>