

# External School Review Report

## Wa Ying College

School Address: 8 Sheung Wo Street, Kowloon

Review Period: 20 to 21, 23, 27 and 30 October 2025



# 1. External School Review Methodology

- 1.1 The ESR team conducted the review in October 2025 to validate the school self-evaluation (SSE) and its impact on the school's development. Suggestions are made to facilitate the school's continuous improvement and development.
- 1.2 The ESR team employed the following methods to understand the situation of the school:
- Scrutiny of documents and data provided by the school before and during the ESR;
  - Observation of 37 lessons taught by 38 teachers;
  - Observation of various school activities, such as the national flag-raising ceremony, weekly assemblies, Principal's Tea Gathering; and
  - Meetings and interviews with the key stakeholders of the school including the school management<sup>1</sup>, teachers, specialist staff, parents and students.

# 2. Current Development of the School

- 2.1 The school upholds the motto "We Work Together. We Care. We Serve.", with an aim to fostering whole-person education grounded in Christian principles. Students are guided to nurture a fulfilling life in Christ through the gospel and biblical truths, whilst achieving a balanced development across moral, intellectual, physical, social, aesthetic and spiritual spheres to meet the challenges of the 21st century.
- 2.2 The class structure approved by the Education Bureau and the number of students<sup>2</sup> in the current school year are as follows:

Level	S1	S2	S3	S4	S5	S6	Total
Number of Classes	4	4	4	4	4	4	24
Number of Students	134	133	129	107	125	105	733

- 2.3 The principal has assumed leadership since the 2016/17 school year. Each of the three vice-principals has served in the school for over 17 years. Nearly 40% of teachers have taught in the school for less than five years.
- 2.4 The previous ESR report (2011) made the following recommendations: (1) streamlining school administrative structure and maximising the impact of SSE for continuous school development; and (2) sustaining pedagogical change to make continuous improvements in learning and teaching.

<sup>1</sup> The school management generally refers to the IMC, school head and deputy heads

<sup>2</sup> Based on administrative records kept in the Bureau's information system during the ESR

- 2.5 The major concerns of the previous school development cycle (2021/22 to 2023/24 school years) are: (1) Cultivate a school for every student to shine in their uniqueness, embracing obstacles and setbacks as indispensable in the learning process; and (2) Empower students to be effective and mature self-directed learners through comprehensive strategies in learning, teaching and assessment.
- 2.6 The major concerns of the current school development cycle (2024/25 to 2026/27 school years) are: (1) Fostering student potential with holistic school system; and (2) Improving our campus environment and school administration efficiency for enhancement of our teaching, learning and student development systems.

### 3. External School Review Findings

#### 3.1 The school formulates student-centred major concerns; more in-depth analysis of evaluation data is needed.

3.1.1 The school formulates its major concerns (MCs) with a clear student-centred vision, addressing both students' needs and education trends, while fostering students' learning and growth through close collaboration among subject panels and functional committees. In the last school development cycle (SDC), the school successfully nurtured students' self-confidence and resilience by encouraging them to embrace their uniqueness. Building on the initial success evidenced in the SSE information and data, the school advances to empowering students in leadership, organisation and caregiving roles in the current SDC in order to further unleash their potential. With students having acquired certain learning skills, such as using graphic organisers for note-taking, the school now strategically shifts its focus to enhancing their learning motivation to better foster active learning, supported by an improved campus environment and greater administration efficiency. On the whole, the MCs are thoughtfully formulated with student-oriented targets, ensuring steady progress across SDCs, and are complemented by comprehensive implementation strategies, covering classroom learning and teaching, students' life planning and teachers' professional development. Under the supportive leadership of the school management, subject panels and functional committees aptly formulate their work plans that are in line with the school's development focuses, and implement them in a systematic and orderly manner.

3.1.2 In recent years, the school has broadened its collection of the SSE information and data. In addition to the Stakeholder Survey and the Assessment Program for Affective and Social Outcomes (APASO), the school properly employs teacher observations and student interviews to examine student performance. Relevant subscales of APASO related to the MCs are appropriately selected. For instance, the "Learning (Clear Goal)" subscale is adopted to gain insights into the needs of different student groups regarding

active learning. Currently, the school-level evaluation remains limited in depth, as it does not provide a comprehensive analysis of the underlying causes of students' weaknesses, particularly in active learning, thereby hindering the school from identifying the root issues and devising targeted improvement strategies. The school should continue to follow the recommendations of the last ESR report by making fuller use of multiple data sources to strengthen the evaluation to inform future planning. Moreover, the effectiveness of evaluation varies across subject panels and functional committees. While the evaluation findings of some subject panels and functional committees effectively reflect students' learning outcomes, others primarily focus on task completion, which does not provide a thorough understanding of the work effectiveness against the intended targets.

**3.2 The school actively collaborates with stakeholders to provide students with diverse learning experiences; professional development programmes are strategically arranged to foster a robust learning culture among teachers.**

3.2.1 The school management maintains good communication with stakeholders and demonstrates commitment to build understanding and consensus among teachers, fostering a culture of openness and collaboration. A series of meetings at various levels are thoughtfully arranged by the school to share the SSE information and data, while teachers are given ample opportunities to express their views, ensuring the school development is informed by collective inputs. The school effectively mobilises the unwavering support from alumni and parents, which significantly broadens students' learning experiences and fosters valuable connections for their future. Alumni play a crucial role in providing staunch support for students in various aspects through, for instance, proactively taking part in life planning activities. Parent volunteers work closely with the school, such as assisting in the Mainland study tours, to support teachers in facilitating meaningful learning opportunities for students. The school also operates a well-structured multi-tiered system that amplifies student voice. This empowers students to contribute confidently to school improvement and strengthens their sense of belonging and connection to the school community.

3.2.2 The school has a well-established professional learning culture to cater for the needs of teachers at different levels. Ample professional development (PD) programmes on themes such as active learning and national education (NE) are strategically arranged to address the school's MCs, whilst, in line with the education trends, a few teachers are invited to share their good experience in using artificial intelligence (AI) in learning and teaching, thereby fostering mutual professional exchange among them. With the increase in new middle managers in recent years, designated programmes are provided to enhance their capacity in planning and leading subject panels and functional committees. With a growing number of new teachers, structured PD programmes, together with the long-standing mentorship scheme, are well in

place to equip them with appropriate pedagogies and classroom management skills, while timely opportunities for self-reflections through reflective writing and collegial dialogue with the school management further support their professional growth. Apart from active involvement in inter-school sharing and lesson observations, the school is dedicated to establishing a cross-border communication network. Its deep-rooted connections with sister schools in Beijing and Foshan foster teachers' professional discourse on values education and teaching strategies, leveraging teachers' capacity to enhance student growth and learning, and the overall quality of teaching.

### **3.3 The curriculum is diversified and well designed to foster exploration.**

3.3.1 The school offers a wide range of life-wide learning activities with a broad curriculum to nurture students' whole-person development. A rich array of local visits, Mainland study tours and overseas exchanges are thoughtfully organised to provide students with comprehensive learning experiences that extend well beyond the classroom. The core learning elements of different Key Learning Areas (KLAs) at the junior secondary (JS) level are generally covered, providing students with a solid knowledge foundation. At the senior secondary (SS) level, the school offers a variety of elective subjects that cater to students' interests. In addition, most subjects conduct detailed analyses of both internal and external examination results and make effective use of the assessment data to identify students' learning difficulties and devise appropriate follow-up measures.

3.3.2 The school offers diverse and engaging experiences that encourage exploration and creativity. The well-structured C-cube classes in Secondary 2 (S2) exemplify this commitment by promoting curiosity, compassion and companionship. Students are able to select thematic classes aligned with their interests, covering eight themes across humanities, science and technology. They actively engage in experiential learning through well-structured collaborative projects, professional sharing and year-end presentations. As observed, students in a C-cube lesson make good use of AI tools to design posters for mock companies, streamlining the design process, while peers in other classes explored topic of Chinese tea and poetry, thereby deepening their appreciation of Chinese culture. In addition, the C-cube curriculum purposefully integrates life planning elements by connecting learning to future pathways. For example, the "Exploring the Sky" curriculum enhances students' curiosity through building Galilean telescopes, experiencing flight simulators and designing balloon rockets, while strategically leveraging the expertise of an alumnus pilot to inspire aspirations and provide real-world insights into aviation careers through a job-sharing session.

3.3.3 Having established a clear direction, the STEAM education of the school effectively enables students to consolidate and apply knowledge and skills through engaging hands-on and minds-on learning activities. The signature project "Smart City, Smart Transportation" exemplifies strong

collaboration across Science, Technology and Arts Education KLAs, providing students with authentic opportunities to connect theory with practice. Guided by well-designed worksheets, students apply principles of force and motion to analyse the strengths and limitations of public transport vehicle design, reflect on factors influencing product design, propose innovative improvements and create 3D models using digital applications. As evidenced in students' work, they are able to integrate knowledge and skills from various subjects, and demonstrate good collaboration, problem-solving and design thinking skills. Moreover, the school actively encourages students with potential to participate in local and international science competitions to showcase their talents, and Mainland exchange programmes that provide immersive science experiences.

3.3.4 The school purposefully promotes information literacy (IL) both inside and beyond the classroom to equip students with essential knowledge, skills and values to use information in an ethical and responsible manner. The learning content related to AI is aptly included in the school-based Computer Literacy curriculum at the JS level, while IL is further reinforced across different subjects with reference to the "IL for Hong Kong Students" Learning Framework (2024). The school makes proper use of external resources to organise workshops that help students understand the ethical issues arising from the application of emerging and advanced information technologies.

### **3.4 Much importance is attached to promoting Language across the Curriculum and fostering a welcoming reading atmosphere.**

3.4.1 In addressing students' language needs, the school places significant emphasis on implementing Language across the Curriculum (LaC) to support students' learning of subjects taught in English. The LaC and Library Unit closely collaborates with various subject panels to conduct curriculum mapping of language items to ensure clear progression targets at different year levels, enabling a coherent development of both language and content skills. Apart from this, LaC workshops and thematic weeks are purposefully arranged to further enhance students' specific skills such as vocabulary building and writing skills applicable across disciplines.

3.4.2 Recognising the need to enhance students' interest in reading, the school makes commendable efforts to create a welcoming reading atmosphere through a wide range of activities. Regular morning and afternoon reading periods are deliberately designated for students to read articles curated by subject panels and functional committees, and to enjoy book sharing videos produced by both teachers and students. As observed, most students are actively engaged with the reading materials and reflective questions during these sessions. In addition to arranging thematic book displays featuring topics such as National Day and priority values and attitudes, the school library proactively collaborates with other schools to organise literary creation activities, such as "Literary Walk", enhancing students' motivation to read.

3.4.3 In alignment with the school's MC to promote active learning, emphasis is placed on developing note-taking skills among students. As shown in students' assignments, students make effective use of thinking tools, such as graphic organisers, to structure their ideas, demonstrating their ability to apply these tools to consolidate their learning and strengthen independent study. Moreover, inquiry-based learning activities are insightfully integrated into assignments, which students are encouraged to investigate issues, seek evidence, construct knowledge and propose practical solutions via exploration and reflection. It not only nurtures students' critical thinking and analytical skills, but also fosters ownership of learning and sustained engagement.

**3.5 Students are attentive and actively engaged in learning tasks; strategies to address the needs of more able students remain limited.**

3.5.1 Lessons are generally well structured, with clear learning objectives and appropriate tasks that help students grasp the learning content. In response to the school's MC to enhance students' learning motivations to foster active learning, teachers employ a variety of strategies to enhance student engagement, such as pair work and group activities that promote participation and learning interest. Students display a serious attitude towards learning; they are attentive in class and actively engaged in learning tasks, showcasing good collaboration skills. While most students are accustomed to copying notes as instructed, a few students who are active learners take the initiative to jot down key learning points and organise the learning content, demonstrating their independent learning capability. Most students are fluent in Putonghua and readily use it when opportunities arise.

3.5.2 Questioning is frequently employed to check students' understanding and sustain engagement. Following the recommendations of the last ESR, the school actively equips teachers with strategies to enhance learning and teaching effectiveness. Teachers become more adept at using prompts and probes to guide students to elaborate on their answers. Teachers' feedback is mostly timely and positive, helping students consolidate their learning and motivating them to keep trying. In certain lessons, priority values, such as responsibility and benevolence, are naturally integrated into the learning topics that foster students' positive values and attitudes. While most teachers monitor students' learning progress and provide individual support when necessary, strategies to address the needs of more able students remain limited. Teachers could incorporate a wider range of higher-order thinking questions, or introduce tiered tasks and challenging extended activities to stretch the potential of more able students.

3.5.3 In the lessons with high learning and teaching effectiveness, teachers create a vibrant and open learning environment where tasks are purposefully designed to promote ongoing engagement and inquiry. Students are strongly motivated to raise questions, explore alternative ideas and delve deeper into the topics, reflecting ownership of their learning. Under teachers' clear and

supportive guidance, they actively contribute to meaningful peer discussions and whole-class interactions, displaying critical thinking and problem-solving skills. Teachers' constructive feedback further enriches students' learning experiences, effectively guiding them to reflect on and evaluate their own work while encouraging productive peer feedback and continuous self-improvement.

### **3.6 Meaningful learning experiences are in place to cultivate students' national identity.**

3.6.1 The elements of NE are naturally integrated into subjects and connected with their topics to enhance students' understanding of the history, culture and latest developments of our country, and major fields of national security. Beyond the classroom, the school is dedicated to cultivating students' sense of national identity through meaningful learning experiences. During the "Chinese Culture Week", a variety of activities, including tea art, traditional costume experiences and Wing Chun martial arts, are organised to deepen students' cultural identity. Mainland study tours are suitably designed to enable students to connect knowledge with real-life historical and social contexts. As shown in students' post-trip reflections, they gain a deeper understanding of the lives and contributions of key Chinese figures, appreciating how their courage and convictions awakened the national spirit during times of adversity. In close collaboration with sister schools, activities such as lesson observations and creative performances are arranged to broaden students' understanding of the Mainland education and foster mutual friendship. To strengthen the effectiveness of promoting national security education, teachers could further create more authentic scenarios in lessons that connect national security to daily-life contexts, in order to foster students' awareness and sense of responsibility for safeguarding national security.

3.6.2 The school organises thematic activities aligned with key dates on the "NE - Event Planning Calendar". For instance, the "Rice Brings Its Own Fragrance" activity is thoughtfully designed to foster cross-disciplinary learning on food security. Having close collaboration with various subject panels and functional committees, different booth games and a food-tasting event are set up to enable students to explore national strategies for food security and discover the pioneering contributions of Chinese scientists in hybrid rice technology, a milestone that significantly safeguards the food security of our country. Additionally, commendable efforts are made to reinforce national identity through weekly national flag-raising ceremonies. As observed, student ambassadors reminded their peers of the proper etiquette, while members of the uniform group marched in and raised the national flag with coordination. Student representatives led the singing of the national anthem with confidence, and the rest of the students participated respectfully.

### **3.7 A diverse spectrum of programmes is designed to foster students' proper values and healthy lifestyle; alumni's strengths are strategically leveraged to enrich life planning education.**

3.7.1 Coupled with the MCs to foster students' potential, the school is dedicated to creating diverse opportunities. In recent years, the school has shifted from teacher-led planning to student-initiated actions, effectively empowering students to organise and coordinate activities. These include senior prefects helping design training activities for "Prefect Training Camp", demonstrating higher-level initiative and leadership, while the "3.7 Expresso" team organising the annual Christmas Market to showcase students' handmade products. In the meantime, students are encouraged to propose new interest clubs, taking ownership by drafting proposals and managing the clubs themselves that fosters leadership skills and responsibility.

3.7.2 Reflecting the school motto "We Work Together. We Care. We Serve.", the school demonstrates a sustained and purposeful commitment to promoting values education as an integral part of students' whole-person development. The school-based life education curriculum adopts a thoughtful and progressive approach to nurturing students' character through engaging real-life stories and self-reflections. For example, students at the JS level are systematically guided from building self-awareness and confidence to developing healthy relationships and emotional resilience, ultimately exploring aspirations and personal goals. The emphasis on service education at the SS level further reinforces the cultivation of proper values and attitudes among students, including care, responsibility and unity through ample opportunities to serve their peers within the school community. Beyond campus, activities such as the "Box of Love" project and local outreach programmes help students connect with the community and develop compassion. Reflections shared during the assembly indicate that students found these opportunities eye-opening and transformative, expressing appreciation for the value of service.

3.7.3 In response to the recommendation of the last ESR report to engage less active students, the school deliberately expands the types of student ambassadors to include a wider variety of roles, providing opportunities for broader involvement in school life and building confidence. The "Prefect Shadowing" program allows S2 students to experience the responsibilities of serving the school community, fostering a sense of belonging and commitment. As reflected from students, these roles made them feel valued and motivated to embrace greater responsibilities, highlighting the school's success in creating inclusive opportunities for growth.

3.7.4 The life planning education, which spans across all year levels and progresses from self-exploration to career readiness, provides a structured pathway for students to realise their aspirations. At the JS level, students reflect on their interests and strengths, while their counterparts at the SS level engage in practical experiences, such as summer attachment, enhancing their understanding of workplace expectations. The school also offers a number of impactful activities, including "Career Expo" and "Greater Bay Area Career Exploration Tour", which effectively broaden students' horizons and empower

them to make well-informed decisions about career pathways.

3.7.5 Having identified students' well-being needs, the school proactively adopts a strategic approach to promoting a healthy lifestyle, aiming to enhance their self-confidence, emotional resilience and physical fitness. In addition to diverse counselling and guidance activities, students' mental well-being is well supported by the newly-introduced "Mental Wellness Boxes", which allow students to relieve stress and build peer connections through engaging games during breaks. The increased involvement of social workers in emotional well-being-related life education lessons, together with class teachers, ensures that students have easy access to professional assistance when needed, fostering a culture of openness and trust. Moreover, the school prioritises students' physical health through a variety of initiatives, such as "Health Week", in which Health Ambassadors engage with peers in exercise-related activities and skipping challenges. Opportunities for physical activities are further broadened through energising events in selected morning assemblies and new sports that combines fitness with peer bonding in a natural setting.

### **3.8 Students are respectful and self-disciplined, actively participating in co-curricular activities; their academic performance is good.**

3.8.1 Students demonstrate respect and self-discipline, fostering a positive learning environment characterised by strong relationships with teachers and peers. Living by the principle of "Once a Wa Ying mate, a Wa Ying mate for life", they display a strong sense of belonging, interacting warmly and courteously across campus. This distinctive culture of bonding is evident in the way that senior students mentor junior counterparts, reinforcing traditions of care and continuity. Student leaders stand out for their initiatives and responsibilities, confidently organising events that enrich their school life and strengthen school spirit. They show good communication and organisational skills with a genuine commitment to service and teamwork.

3.8.2 In the past three years, the percentages of students meeting the general entrance requirements for local undergraduate university programmes in the Hong Kong Diploma of Secondary Education (HKDSE) Examination and sub-degree programmes were above the territory averages of day school students. With consideration of the S1 intake and the school performance in the HKDSE Examination over the past three years, the school has performed as expected in general.

3.8.3 Students actively participate in various co-curricular activities and external competitions across multiple fields, including language, music and sports. Their performance in debate, drama and STEAM competitions is particularly outstanding. Over the past two years, students have won Championship in the Hong Kong Secondary School Debating Competition. A group of students have earned a Gold Medal at the International Genetically Engineered Machine (iGEM) competition recently.

## 4. Conclusion and Way Forward

The school upholds a clear vision addressing both students' needs and education trends, and formulates student-centred major concerns (MCs) with an emphasis on unlocking their potential and promoting active learning. A robust learning culture is fostered among teachers through a wide array of professional development programmes that are strategically aligned with the school's MCs and teachers' needs. Leveraging unwavering support from alumni and parents, the school significantly broadens students' learning experiences. The well-structured C-cube classes effectively nurture students' interests through experiential learning, whilst purposeful STEAM activities enable them to consolidate and apply their knowledge and skills. A variety of strategies are employed to support students' learning of subjects taught in English and enhance their reading motivation. In the lesson, students display a serious attitude towards learning and are actively engaged in learning tasks, demonstrating good collaboration skills. In addition to cultivating students' sense of national identity, diversified opportunities are created to maximise students' abilities and promote a healthy lifestyle, enhancing their self-confidence, emotional resilience and physical fitness. The school-based life education curriculum and life planning education thoughtfully nurture students' character and provide a structured pathway to realise their aspirations. Guided by the principle of "Once a Wa Ying mate, a Wa Ying mate for life", students exhibit a strong sense of belonging and interact courteously. They demonstrate respect and self-discipline, establishing a positive learning environment built on strong relationships among teachers and peers. Student leaders display their responsibilities and good organisational skills, with a genuine commitment to service and teamwork. Students actively participate in various co-curricular activities and competitions, and achieve pleasing results.

Looking ahead, the school needs to make reference to the following suggestions to facilitate self-improvement and enhance continuous development.

- 4.1 The effectiveness of the school self-evaluation (SSE) needs enhancement and the strategies for addressing the learning needs of the more able students in lessons should be improved. The school should conduct more in-depth analysis of various SSE data to better inform future planning. To nurture the potential of the more able students in lessons, teachers could incorporate a broader range of higher-order thinking questions, or introduce tiered tasks and challenging extended learning activities.

## School Response

The school response on the draft ESR report was received on 3 February 2026. The original text of the school response is incorporated as follows.

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#### School Response to ESR Report

The school extends its sincere gratitude to the External School Review (ESR) team for their professional evaluation and the recognition of our performance across all domains. We are deeply encouraged by the positive remarks on the supportive leadership of the school management, our diversified curriculum, the strategic arrangement of professional development programs for teaching staff, as well as our robust and comprehensive programs to nurture the whole-person development of students. We would strive to ensure these strengths could sustain.

We are also pleased that our ongoing efforts to optimize the EPIE Cycle and provide students with diverse and enriching learning experiences have been recognized. We have been making an effort to broaden the scope of our SSE data collection and initiate pedagogical strategies to cater for learner differences. Building on this foundation, we will explore strategies to conduct more in-depth analysis of the data and explore methods to further enhance the effectiveness of learning and teaching to unleash our students' potential.

We highly value the ESR process as a meaningful opportunity for comprehensive reflection. This feedback is a definitive acknowledgement of the unified efforts of our entire staff and school community. Their insights will serve as a vital reference in our future strategic planning.

尹志華

Rev. TO Man Ling

School Supervisor

