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



Annual School Plan
(2020-2021)

Contents

School Vision & Mission	1
Major Concern 1: Nurturing our students to be reflective and competent learners	2
Major Concern 2: Nurturing compassionate companions within the school community	5
Major Concern 3: Developing the school into a committed learning community with a growth mindset	8
Financial Plans	11

1. School Vision & Mission

Vision of Jesuit Education in the Chinese Province

“We offer a holistic, liberating and transforming Catholic education within a learning community for students and staff to become progressively competent, committed, compassionate, spiritual, and ethically discerning persons with a universal heart contributing to the welfare and happiness of all, in particular the poor and the neglected.”

School Mission

In accordance with our Catholic belief in God’s love and Chinese culture, we aim:

1. to be empathic role models for our students to grow into responsible and compassionate community members,
2. to inspire students to strive for excellence, and
3. to nurture caring leaders who are competent spiritually, morally and intellectually.

The underlying ethos of the school is based on the school motto “Men for and with others”. This is in alignment with the Jesuit Pedagogical Paradigm. It is this paradigm that informs all learning at Wah Yan College and makes it an experience that reaches far beyond that which goes on inside the classroom.

2. Major Concerns

1. Nurturing our students to be reflective and competent learners
2. Nurturing compassionate companions within the school community
3. Developing the school into a committed learning community with a growth mindset

Major Concern 1: Nurturing our students to be reflective and competent learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Party(ies) Responsible	Resources Required
1.1 Students become competent learners	1.1.1 To promote the use of Ignatian Pedagogical Paradigm (IPP) in students' learning as well as their daily lives	<ul style="list-style-type: none"> At least 60% of the students have illustrated the use of IPP in one of their assignment or diaries (IVE & JASER) Students have shown their use of IPP in their daily lives 	<ul style="list-style-type: none"> IVE assignments JASER Diaries Activity records 	Whole year	IVE Panel; JASER Scheme; OLE Committee	IVE teachers; teacher advisors of JASER Scheme
	1.1.2 To enhance the reading culture in school by launching the program "Libraries Everywhere"	<ul style="list-style-type: none"> Renovation tasks have been completed A new library management e-platform has been installed 80% of the students in junior form have joined the "Reading Awards Scheme" At least a 30% increase in library book borrowing rate has been recorded 	<ul style="list-style-type: none"> Task completion ESDA surveys Library record 	Whole year	Reading Promotion Team	QEFund; hiring a project coordinator; Funding for the new library management e-platform
	1.1.3 To develop students' reading skills through varied teaching practices in class	<ul style="list-style-type: none"> At least 50% of the students have shown improvements in reading assessment results At least 50% of the subject teachers have adopted some new teaching practices for reading skills 	<ul style="list-style-type: none"> Teacher's observation Assessment results Markers' reports 	Whole year	Language subject panels	Lesson time of language subjects; staff for data crunching

	1.1.4 To help students acquire project learning skills in areas like research, data analysis, organization, presentation and report writing	<ul style="list-style-type: none"> Completion of the design of curriculum for project learning skills At least 80% of the students can demonstrate satisfactory project learning skills in different cross-disciplinary projects 	<ul style="list-style-type: none"> School-based survey Teacher's observation 	Whole year	LS Panel; PSHE subject Panels; IDEEA initiative Team	Teachers responsible for designing a new curriculum on project-based learning
	1.1.5 To introduce the IDEEA (Innovation, Design, Engineering, Entrepreneurs hip, Art) initiative in junior forms to enhance students' compassion, communication, collaboration, and creativity	<ul style="list-style-type: none"> The IDEEA curriculum has been established At least 70% of the students have passed the IDEEA subject. 	<ul style="list-style-type: none"> Task Completion Assessment results 	Whole year	IDEEA Initiative Team	Funding for extra manpower in relevant subjects; Timetable arrangement
1.2 Students become reflective learners	1.2.1 To develop students' habit of practicing Examen in their daily lives	<ul style="list-style-type: none"> At least 60% of the students practiced Examen in their daily lives 	<ul style="list-style-type: none"> School-based survey 	Whole year	Pastoral Committee; IVE Panel & FTs	Form teachers; form teacher periods; student handbooks; assemblies
	1.2.2 To consolidate the Self-Directed Learning (SDL) skills of our students by extending the "Learning to Learn" program from F1 to other forms	<ul style="list-style-type: none"> At least 60% of the students have agreed that the program has helped them become more reflective 	<ul style="list-style-type: none"> School-based survey 	Whole year	Academic Affairs Committee	Form teacher periods; clinical and educational psychologists

	<p>1.2.3 To develop students' ownership of learning by helping them earnestly embark on the process of identifying their life goals and aspirations via life planning programs</p>	<ul style="list-style-type: none"> At least 70% of the F1 to F3 students attended Life planning programmes have started to set goals and have aspirations in their academic and non-academic aspects 	<ul style="list-style-type: none"> Committee questionnaire 	<p>Whole year</p>	<p>Life Planning and Further Studies Guidance Committee</p>	<p>F.1 L&S teachers and revised curriculum; funding for hiring tutors</p>
	<p>1.2.4 To modify and strengthen the use of the Mid-year/ Annual Evaluation Form for facilitating students' reflection on their learning</p>	<ul style="list-style-type: none"> The forms are modified At least 70% of the students have found that the forms are helpful in developing their habit of reflection At least 70% of the students have reflected upon their learning with the help of the forms 	<ul style="list-style-type: none"> Teachers' observation School-based survey 	<p>Whole year</p>	<p>Academic Affairs Committee & Form Teachers</p>	<p>Online forms shared to students through FTP Google Classrooms</p>
	<p>1.2.5 To develop data collection tools, build a data management system and use data analytics to help students reflect on their learning needs in the "Diversity at Schools" Project</p>	<ul style="list-style-type: none"> Project server has been installed At least 50% of the form teachers have made use of the collected data to assist students in evaluating their learning needs 	<ul style="list-style-type: none"> Task completion School-based survey (for teachers) 	<p>Whole year</p>	<p>Data Analysis Team</p>	<p>Data Analysis Team under Academic Affairs Committee; Jockey Club "Diversity at schools" project fund</p>

1.3 The potential of high achievers and gifted students is realized	1.3.1 To develop a more flexible curriculum to cater for gifted and high achieving students	<ul style="list-style-type: none"> Curriculum for gifted and high achieving students is developed At least 3 core subjects have tailor-made assessment tasks for gifted and high achieving students 	<ul style="list-style-type: none"> Task completion Review of assessment items 	Whole year	Core subject panels; Academic Affairs Committee	Funding for extra core subject teachers; time and support for curriculum development
	1.3.2 To render our support to gifted and high achievers in their academic development	<ul style="list-style-type: none"> Gifted students have been identified to join pull-out gifted programs At least 3 gifted programs have been introduced to students 	<ul style="list-style-type: none"> Task completion 	Whole year	Academic Affairs Committee; Student Advancement Team	Program Support from gifted education institutions
	1.3.3 To consolidate and strengthen our college's counselling services to gifted and high achievers	<ul style="list-style-type: none"> Students' individual needs have been addressed At least two sessions will be held to prepare high achievers in senior secondary for overseas college applications 	<ul style="list-style-type: none"> Teacher's observation Committee records of the events held 	Whole year	Student Advancement Team; Life Planning and Further Studies Guidance Committee	Professional service providers; time slots for workshop sessions

Major Concern 2: Nurturing compassionate companions within the school community

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Responsible Party	Resources Required
2.1 Teachers and students become compassionate and caring persons "for and with others"	2.1.1 To cultivate students' compassion through service-learning and the IDEEA initiative	<ul style="list-style-type: none"> At least a 10% increase in the number of students fulfilling ten hours of community services All participating students have planned for their IDEEA projects based on the social needs 	<ul style="list-style-type: none"> WAMFO service hours Teacher's observation 	Whole year	Service Learning Team; IDEEA initiatives Team; WAMFO Committee	Financial resources; teachers of LS, CL and VA

	2.1.2 To foster students' sense of brotherhood through student leadership programs	<ul style="list-style-type: none"> At least 60% of the students have agreed the JASER scheme can help them become more caring to other schoolmates Over 70% of the participants have agreed the student leadership programmes can enhance their sense of brotherhood 	<ul style="list-style-type: none"> Record in JASER Diaries Half-year feedback from F.1 students Questionnaire Teacher's observation 	Whole year	JASER scheme; OLE Committee (Student Advancement Team)	Teacher advisors of JASER and the SAT Team; professional leadership training providers; funding for programme fees
	2.1.3 To revamp Relationship and Sexuality Education in IVE lessons	<ul style="list-style-type: none"> At least 60% of the students understand more about Relationship and Sexuality 	<ul style="list-style-type: none"> Teachers' observation and program survey 	Whole year	IVE Panel; Civic Education Committee	Meeting time slots; social workers
	2.1.4 To promote the awareness of safeguarding children and young adults as well as other vulnerable persons, including ethnic minorities and the elderly in the community	<ul style="list-style-type: none"> A self-directed learning package on safeguarding minors for teachers is to be developed. At least 60% of the students have become more aware of the issue after attending the activities 	<ul style="list-style-type: none"> Task completion Activity surveys 	Whole year	Staff Development Committee; Civic Education Committee; Service Learning Team	Staff members to prepare for the materials and accompany students to attend activities
2.2 Students become more empathic and respectful towards different values	2.2.1 To support students to put what they have learned into practice in their daily lives by further developing the "Unity in Plurality" program	<ul style="list-style-type: none"> At least 70% of the students have become better listeners 	<ul style="list-style-type: none"> School-based Survey 	Whole year	Counseling and Guidance Committee; Pastoral Committee	FTP's for the program; Additional teachers for conducting the lessons
	2.2.2 To help students become more open-minded and respectful to those who uphold different values through Class Formation activities	<ul style="list-style-type: none"> Class spirit has been strengthened and students are more respectful to others 70% of the students have had a stronger sense of belonging to their classes 	<ul style="list-style-type: none"> Feedback from students and Form Teachers School-based survey 	Whole year	Form Teacher Coordinators ; Form Teachers	Form teachers; FTP's

	2.2.3 To adopt a whole school approach in managing student behavior by setting clear expectations and follow-up measures	<ul style="list-style-type: none"> At least 60% of the students have agreed that the school sets clear expectations on them 	<ul style="list-style-type: none"> School-based survey 	Whole year	Discipline Committee; Counseling and Guidance Committee	Time slots for explaining expectations on student behavior; teachers to follow up cases
2.3 Students appreciate their roles and values and are responsible for their communities and the world	2.3.1 To help students appreciate their blessings and learn to be responsible to the world through service-learning and MAGIS programs	<ul style="list-style-type: none"> At least 70% of the students have gained insights into cherishing their possessions and shouldering responsibilities in the world. 	<ul style="list-style-type: none"> Students' feedback and written reports 	Whole year	IVE Panel, Pastoral Committee & Service Learning Team	Allowances for tickets, venues, etc.; teachers accompanying students in the programs
	2.3.2 To strengthen students' self-discipline through various programs	<ul style="list-style-type: none"> Over 60% of the students have shown behavioural changes after taking part in the leadership programs At least 70% of the participants have agreed that their sense of self-discipline has been strengthened through the Sunrise program. 	<ul style="list-style-type: none"> Surveys conducted by programme coordinators 	Whole year	Discipline Committee; OLE Committee (Student Advance ment Team); Social Workers	DC teachers; social workers; SAT team members; professional leadership training providers; funding for leadership training
	2.3.3 To strengthen students' sense of responsibility by revitalizing the House System and strengthening the roles of student leaders in different areas	<ul style="list-style-type: none"> At least 60% of the House members have agreed that their sense of responsibility is enhanced. At least 60% of the House leaders have agreed that their leadership roles are strengthened. 	<ul style="list-style-type: none"> School-based survey House Masters' observation Questionnaire by OLE Committee (SAT) 	Whole year	OLE Committee (Advance ment Team)	Teacher advisors of the House System and House Masters / Mistresses

	2.3.4 To help students broaden their vision and recognise their values in the community through mentorship programs, exchange programs, and other advancement programs	<ul style="list-style-type: none"> At least 60% of the students have agreed the programs can raise their awareness as part of the community. 	<ul style="list-style-type: none"> School-based Survey 	Whole year	OLE Committee (Student Advancement Team)	Funding for the exchange and advancement programs; teachers organising the exchange programmes and accompanying students in the programs
	2.3.5 To foster students' roles as good stewards of nature by organising activities including gardening, citizen science projects, and Green Monitor	<ul style="list-style-type: none"> At least 60% of the participants have agreed their awareness as the steward of nature is enhanced 	<ul style="list-style-type: none"> Project questionnaire 	Whole year	Civic Education Committee	Funding for hiring coaches; teachers for guiding students in the programs

Major Concern 3: Developing the school into a committed learning community with a growth mindset

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Responsible Party	Resources Required
3.1 Students possess an inner drive for excellence and are committed to being lifelong learners	3.1.1 To promote the growth mindset of students through <ul style="list-style-type: none"> MAGIS programs "Learning to Learn" program, F1 Bridging Programs 	<ul style="list-style-type: none"> At least 70% of the students have gained insight into the potentials they possess to achieve better and more 	<ul style="list-style-type: none"> Program surveys Teacher's observation 	Whole year	Academic Affairs Committee; Counseling and Guidance Committee	Teacher advisors; time slots; venues
	3.1.2 To help students explore their aspirations and learn to set life goals through life planning programs and life education	<ul style="list-style-type: none"> At least 70% of the students did set life goals 	<ul style="list-style-type: none"> School-based survey 	Whole year	Life Planning and Further Studies Guidance Committee & Life Ed	F.1 L&S teachers and revised curriculum; Life Planning tutors from outside agents

	3.1.3 To support and counsel students on college and scholarship applications	<ul style="list-style-type: none"> At least 70% of the students have agreed the support is helpful?? At least two sessions on overseas college applications have been held to provide students with relevant information on applications to overseas colleges 	<ul style="list-style-type: none"> School-based survey Record of the events held Committee survey 	Whole year	Life Planning and Further Studies Guidance Committee; Student Advancement Team	Professional service provider; time slots for meeting students
	3.1.4 To revise the approach and forms for students' annual self-evaluation and learning profile to develop their growth mindset, plan and evaluate their own learning	<ul style="list-style-type: none"> Forms are revised At least 70% of the students have found the forms useful in planning their learning, record keeping and reflection 	<ul style="list-style-type: none"> School-based survey 	Whole year	OLE Committee (SLP group); Life Planning and Further Studies Guidance Committee	SLP members ; LFS committee members
3.2 Teachers and parents possess a growth mindset	3.2.1 To develop teachers' growth mindset through staff formation programs, buddy observation, and staff appraisal	<ul style="list-style-type: none"> At least 60% of the participants have agreed that the programs help develop their growth mindset 	<ul style="list-style-type: none"> Program survey 	First term	Staff Development Committee	Financial resources; members of Staff Development Committee
	3.2.2 To formulate strategies that better support students' learning based on data analytics with an evidence-based and data-driven diversity management system	<ul style="list-style-type: none"> The System has been set up for school administrators to better understand the needs, progress and achievements of different classes and forms 	<ul style="list-style-type: none"> Task Completion 	Whole year	ITEC; Data Management Team	Trainers to conduct training programs
	3.2.3 To promote growth mindset among parents by organizing parent talks & workshops and providing online resources	<ul style="list-style-type: none"> At least 60% of the participants have agreed that the talks and workshops can help develop their growth mindset 	<ul style="list-style-type: none"> Questionnaire 	Whole year	Home School Team	Teachers; speakers; parent helpers; time slots for organizing the events

3.3 Teachers explore ways of enhancing teaching and learning	3.3.1 To explore innovative and effective teaching and learning strategies by setting up a task group to work with the Project Zero core team	<ul style="list-style-type: none"> • Task Completion • Project Zero team members have shared their findings with other colleagues once • At least 60% of the teachers are confident in applying new teaching strategies 	<ul style="list-style-type: none"> • School-based survey (for teachers) 	Whole year	Academic Affairs Committee; Project Zero Team	Project Zero team; sharing platforms for team members
	3.3.2 To organize staff formation programs on E-learning and innovative teaching and learning strategies	<ul style="list-style-type: none"> • At least 60% of the teachers have found the programs useful 	<ul style="list-style-type: none"> • Program survey 	Whole year	Staff Development Committee & ITEC	Honorarium for guest speakers; ITE team's planning time; SD Day training timeslots
	3.3.3 To develop a platform for subject panels to share E-learning resources	<ul style="list-style-type: none"> • The platform has been developed 	<ul style="list-style-type: none"> • Program record • Teachers' observation 	Whole year	Staff Development Committee; ITEC	Human resources - Committee members

3. Financial Plans

i) Plan for Diversity Learning Grant

DLG funded Programmes	Strategic & benefits anticipated	Name of programmes / courses & providers	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of students learning / success indicators	Teacher-in-charge
					2020-21	2021-22	2022-23		
Applied Learning	To offer a range of ApL courses for students with different learning needs and interests -To broaden students' diversified learning experiences and develop their career aspirations	Applied Learning courses in the following area of studies: - Interior Design - Western Cuisine - Accounting for E-Business	240 hours in 2 years for each course	F6 students	3	10	5	Successful completion of the ApL courses by students as shown in their learning records Assessment of students' performance	Mr. MD Li, <i>Chairperson of the Academic Affairs Committee</i>
Applied Learning	To offer a range of ApL courses for students with different learning needs and interests -To broaden students' diversified learning experiences and develop their career aspirations	Applied Learning courses in the different areas of studies, such as: - Applied psychology -Practical Psychology -Fashion Image Design -Animal Care	240 hours in 2 years for each course	F5 students	10	5	5	Successful completion of the ApL courses by students as shown in their learning records Assessment of students' performance	Mr. MD Li, <i>Chairperson of the Academic Committee</i>
Other Programmes: Network	In view of the small number of students opting for HKDSE Music, this network programme can help to cater for students' diverse needs	HKDSE Music Provider : NSS Wan Chai Partnership Music Programme	3 years	F4-6 students of this cohort of students	2	4	5	Students will take the HKDSE Examination Assessment of students' performance	Co-ordinator : Mr. Vincent Tang <i>Music Panel Head</i> Jointly organized with True Light Middle School of Hong Kong, Hotung Secondary School, Salesian English School

Other Programmes: Network	In view of the small number of students opting for HKDSE PE, this network programme can help to cater for students' diverse needs	HKDSE PE Provider : Joint School Team with teachers from SKHTSK Sec School and St Paul's Convent School Host school : Wah Yan College, Hong Kong	3 years	F4-6 students of this cohort of students	0	5	5	Students will take the HKDSE Examination Assessment of students' performance	Co-ordinator : Mr. CW Chan, <i>PE teacher</i> Jointly organized with SKHTSK Sec School and St Paul's Convent School
------------------------------	---	--	---------	--	---	---	---	---	--

ii) Plan of Capacity Enhancement Grant

Category	Major Concerns/ Objectives	Strategies	Expected Outcomes	Time Scale	Resources Required/ Budget	Success Criteria/ Goals (Measurable & Observable)	Methods/ Means of Evaluation (Quantitative & Qualitative) e.g. records, results, questionnaires , evaluation meetings, observation	Teachers in charge
Student Support and Development	Support students to develop on music / pastoral and OLE activities.	Sponsor the employment of a pastoral assistant and two teacher assistants (responsible for OLE and music activities)	Create space for teachers to concentrate on critical tasks in the education reform	Whole year	Salary & MPF	- More activities on pastoral, music and others OLE can be organized. - Higher level of participation in students activities.	Evaluation meetings of the committees and subject panel	Chair persons of Pastoral Committee, OLE Committee & Music Panel

iii) Plan of Learning Support Grant

Category	Objectives	Plan	Expected Outcomes	Time Scale	Resources Required/ Budget	Success Criteria/ Goals (Measurable & Observable)	Methods/ Means of Evaluation (Quantitative & Qualitative) e.g. records,	Teachers in charge
	Cater for the needs of students with SEN	<p>a) Employ 2 student counselors to perform administrative tasks in SEN support committee, provide counselling service and conduct training workshop to SEN students</p> <p>b) Arrange Speech therapist services including diagnosis and training to SEN students</p> <p>c) Arrange interpersonal and communication skills training workshops to ASD students</p>	<p>a) Reduce administrative workload of SEN coordinator and SEN support teacher</p> <p>b) SEN students receive various kinds of training (e.g. social skill, self-management) by student counselors</p> <p>SEN students with speech therapy needed receive diagnosis and training from Speech Therapist</p> <p>c) The interpersonal and communication skills of ASD students are enhanced</p>	<p>Whole academic year</p> <p>Whole academic year</p> <p>2nd term</p>	<p>\$538,000</p> <p>\$31,500</p> <p>\$10,008</p>	<p>a) At least one training workshop is conducted by each councilor in a month to SEN students</p> <p>b) The appraiser(s) satisfies(y) with the councilors performance in performing their duties in SEN Support Committee</p> <p>c) Relevant SEN students receive at least 3 sessions (about 30 min@) of speech therapy services in the academic year</p> <p>d) SEN students, recommended by student counsellors/social worker, receive diagnosis from speech therapist</p> <p>e) Two groups of “JA Connect” (喜伴同行) training workshop can be offered to 2 groups (Form 3&4 and Form 2) of ASD students respectively</p>	<p>a) Performance Appraisal, Training record</p> <p>b) Training record, Questionnaire</p> <p>c) Training record, evaluation meeting with organizer and Questionnaire</p>	<p>a) SEN Coordinator and Counselling and Guidance Committee head</p> <p>b) SEN Coordinator</p> <p>c) Student Counsellor</p>

iv) Plan of School-based After-School Learning Support Grant

A. The estimated number of students (count by heads) benefitted under this Programme is 13 (including A.3 CSSA recipients, B. 8 SFAS full-grant recipients and C.2 under school's discretionary quota).

B. Information on Activities to be subsidized / complemented by the Grant.

* Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students #			Estimated expenditure (\$)
					A	B	C	
Art Activity	To introduce students to Art Knowledge	80% of participants find the art interesting	Questionnaire	Oct 2020 - Feb 2021	1	2	1	2,000
Music Instrumental Class	To introduce students to improve students' Music instrumental knowledge and skills	80% of participants find the music interesting	Questionnaire	Oct 2020 – May 2021	2	2	1	17,500
Sports Training Courses	To introduce students' improve sports knowledge and skills	80% of participants find the sports interesting	Questionnaire	Oct 2020 - June 2021		1		3,500
Maths Elite Courses	To improve students' Maths knowledge & skills	80% of participants find the Maths interesting	Questionnaire	Oct 2020 – May 2021		3		2,400
Total no. of activities: 4				@ No. of man-times	3	8	2	
				** Total no. of	13			

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C) .

v) Plan of One-off Grant for the Promotion of Chinese History and Culture

項目	內容	預期效果	預算	使用方法
1	支助師生中國/台灣考察團開支	<ul style="list-style-type: none"> • 幫助學生認識中國文化 • 增強學生國民身份認同 • 提升老師閱歷，有助改善教學質素 	50000元	向旅行社招標
2	購買與中國文化/歷史相關書籍/電子書籍	<ul style="list-style-type: none"> • 幫助學生認識中國文化 • 豐富高中學生學養 • 提升學生公開試成績 	10000元	向書局訂購 從書商目錄中訂購
3	購買與中國文化/歷史相關的教材/電子資源	<ul style="list-style-type: none"> • 幫助學生認識中國文化 • 增加教學趣味，推動初中學生學習中國文化及歷史 	15000元	向供應商訂購 從供應商目錄中訂購

vi) Plan of the Use of the Promotion of Reading Grant

The major objectives for Promotion of Reading:

- To cultivate a reading culture in campus
- To facilitate self-directed learning
- To encourage reading across curriculum

	Items	Estimated Expenses (\$)
1	Purchase of Books <ul style="list-style-type: none">• Printed books• English Magazine	\$56,414
2	Reading Activities <ul style="list-style-type: none">• Hiring writers, professional storytellers, etc. to conduct talks• Subsidizing students for their participation in and application for reading related activities or courses	\$5,000 \$1,000

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:

- To cultivate a reading culture in campus: With increasing number of printed books and some renovation work in library, students are motivated to read more and visit school library more frequently. However, due to the prolonged school suspension, the school library was closed for a certain period of time. It reduces
- To facilitate self-directed learning: Students were encouraged to suggest library to buy what books/magazines they want to read, sharing on reading was carried out via social media during the school suspension.
- To encourage reading across curriculum: All panels have formulated subject-based extended reading lists, which were introduced to all students. Some non-language subjects started to integrate some reading elements into their assessments, for example, Mathematics department required students to read a designated reference book before doing their projects.
- Overall speaking, students were more alert about the need of reading with the assistance of Promotion of Reading Grant.

2. Evaluation of strategies:

- Different strategies were planned to create a reading culture, such as theme-based book exhibitions, active reader reading scheme for junior forms and new books recommendation. Nevertheless, the school suspension negatively affected the implementation of relevant programs.
- About the number of books borrowed by students, it was dropped largely as students could not come back to the school to borrow books.
- New categories of books were purchased, such as Japanese literature, which could extend the scope of reading.

Part 2: Financial Report

	Item	Actual expenses (\$)
1	Purchase of Books <ul style="list-style-type: none">• printed books	\$ 6492.25
2	Reading Activities <ul style="list-style-type: none">• Hiring writers, professional storytellers, etc. to conduct talks• Subsidizing students for their participation in and application for reading related activities or courses	\$0 \$0
	Total Expenditure	\$ 6492.25
	Balance	\$ 55487.75 (surplus)

vii) Plan of the Use of the Life-wide Learning Grant

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities										
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)										
Mathematics	Gifted Education	To provide effective educational needs and supporting strategies for gifted students		F.1 – F.5	Teachers and students' verbal feedback	\$4,000	✓				
Life Education/ Civil Education	Outgoing Education 1. Dialogue in Dark 2. Mai Po	To nurture students' positive values and attitudes		F.3 F.5	Teachers and students' verbal feedback and questionnaire	\$20,000	✓				
Science	Gifted Education	To provide effective educational needs and supporting strategies for gifted students		F.1 – F.5	Teachers and students' verbal feedback	\$6,000	✓				
Cross-KLA (e.g. STEM)	To organize Lego Robotics Courses and Robotic Activities. Participants will take part in inter-school competitions	To broaden their horizons on STEM education in HK To develop their sense of achievement throughout the process	Whole year	F.1 – F.5	Teachers and students' verbal feedback and questionnaire	\$7,000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)													
							I	M	P	S	C									
1.2 To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)																				
OLE Modules	Magic Courses	To cater for students' interests and abilities for stretching students' potential and nurturing in our gentlemen's positive values and attitude	Mid Sept – Oct 2020	F.5	Teachers and students' verbal feedback, survey and questionnaire	\$8,000			✓											
	Ceramic Flowing Courses					\$8,000			✓											
	Sports Management Courses					\$8,000			✓											
	Movie Appreciation					\$8,000			✓											
	Public Speaking & Socializing Etiquette					\$10,000			✓											
	Cooking Courses					\$10,000			✓											
	Painting Courses					\$8,000			✓											
Careers & Further Studies Committee	Programmes included:	1.To enable students to acquire generic skills and do reflections 2.To enable students to have a better understanding of their interests, goals and career inclinations 3.To enhance students' awareness of the NSS curriculum 4.To enable students to know more about the career world through engaging in experiential learning 5.To increase students' understanding of their academic aspirations, master life planning skills and develop skills 6.To enable students to acquire updated information about various study opportunities and choices	2 nd term	F.1	Questionnaire	\$230,000														
	1. Personal management and cultivation of generic skills and good habits such as time management and positive thinking											2 nd term	F.2	Questionnaire						
	2. Pursuit of dreams in life planning and an introduction to the career world														F.3	Questionnaire				
	3. Decision making and NSS subject selection																F.4	Questionnaire		
	4.Career assessment 'DISC' and Career exploration Sessions																		F.5	Questionnaire
	5.Release of JUPAS mock results and sharing session, life game and mentorship programme																			
6. Talks on JUPAS, further studies and briefing on release of DSE results for F.6 parents and students	1 st term																			
	2 nd term on Career day																			
Counselling and Guidance Committee	JASER Training Camp is organized for equipping the senior students with caring and positive attitudes	To train JASER leaders to take care of our F.1 freshmen	Jun and Sept 2020	F.1 & F.4	Teachers' observation and feedback from JASER diaries	\$10,000						✓								

Discipline Committee	Prefects Training Camp and workshops are organized for equipping the prefects with expectations, attitudes, habits, skills for knowledge relating to becoming responsible leaders	To train our students to be responsible leaders in the school and society	July 2021	F.1-F.6	Questionnaire and DC teachers' observation	\$32,000						✓
OLE Committee	Junior Leadership Programme is organized with relevant youth organizations to provide professional leadership skills for Junior form students	To train our students especially class representatives and monitors to be responsible leaders	Oct to Nov 2020	F.1-F.3	Students' activity report, evaluation report and verbal feedback	\$10,000						✓
	Overseas Leadership Programme is organized with relevant youth organizations to provide professional leadership skills for students chairpersons	To train our leaders of school organizations, clubs/ societies, sports and music team captains to be responsible leaders	July 2021	F.4-F.5	Students' activity report, evaluation report and verbal feedback	\$200,000						✓
	Civic and Moral Education Citizen Science Projects	To enable students appreciate their roles and values and are responsible for their communities and the world To raise students' awareness and to educate in science	Whole year	F.1	Project's survey	\$50,000		✓				
	Chinese Debate (e.g. coach & competition fee)	To cater for students' interests and abilities for stretching students' potential	Whole year	F.1-F.6	Students' activity report and verbal feedback	\$10,000			✓			
	English Debate (e.g. coach & competition fee)		Whole year	F.1-F.6	Students' activity report and verbal feedback	\$10,000			✓			
	English Drama (e.g. tutorial & competition fee, stage production, costume & props)		Whole year	F.1-F.6	Students' activity report and verbal feedback	\$30,000			✓			
	Red Cross Annual Training Camp Annual Enrollment Ceremony	To strength members' first aid skills To signify the completion of the new members	Nov 2020 Aug 2021	F.1-F.6	Students' activity report and verbal feedback	\$5,000					✓	
	Scout	To train our students to be responsible leaders in the society	Whole year	F.1-F.6	Students' activity report and verbal feedback	\$3,000					✓	
	Wah Yan Cats	To nurture our students to be caring and service to the less privileged	Whole year	F.1-F.6	Verbal feedback from students	\$11,300		✓				
School Clubs and Societies (e.g. organizing activities fee)	To cater for students' interests and abilities for stretching students' potential	Whole year	F.4-F.5	Students' activity report and verbal feedback	\$20,000						✓	
Music Department	Conductor Fee for Chinese and Symphonic Orchestra, instrumental classes	To strength members' cooperative power in both chinese & symphonic orchestra	Whole year	F.1-F.6	Verbal feedback from students	\$100,000			✓			
Pastoral Committee	Retreat for F.6 students To organize a camp (e.g. Lantau island) and provide spaces for prayer and reflection practice through Ignatian retreats to F.6 students	To help students to have a reflective habit		F.6	Verbal feedback from students	\$8,000					✓	

PE Department	Whole person development programme (WPD) for Sports team members A WPD camp is organized. Workshops, sharing and games designed by psychologists, teachers and past students are conducted	To nurture sports team members' positive values and attitudes towards academic performance	Apr 2021	F.1-F.2	Questionnaire and verbal feedback from participants	\$20,000		✓	✓				
	Coach Fee for Sports Teams (e.g. Athletics, Basketball, Football, Volleyball and Swimming Team)	To strengthen sportsmen's skills on relevant sports' activities	Whole year	F.1-F.6	Verbal feedback from students	\$330,000			✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
							I	M	P	S	C		
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
1.3	To organise or participate in non-local exchange activities or competitions to broaden students' horizons												
OLE	Student Exchange programme Non-local exchange areas: Guangdong, Hangzhou, Nanjing, Macau, Hungary and Seattle	To broaden students' horizons and get some life experiences from other countries	Whole year	F.4-F.6		\$50,000				✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
							I	M	P	S	C		
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
1.4	Others												
OLE	Life wide learning day for F.2 classes Wiseland Adventure - Wild Cooking	To build up students' problem solving and decision-making ability. To enhance their collaborating skill and caring among others so that a team spirit can be developed	Nov 2020 Mar 2021	F.2	Teachers' observation and verbal feedback from students	\$30,000@ 200 * 144 + 6 teachers				✓		✓	
Estimated Expenses for Category 1						\$1,256,300							

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
OLE Committee	Consumables (Walkie Talkie, Movable display boards, Banners & Promotion fee, etc.)		\$10,000
STEM	Equipment - Laser Cutter, 3D Printer, Robotics kits & Others		\$200,000
	Consumables (Computer Software, Maintenance & Others)		\$67,000
PE	Consumables (Balls, Electronic scoreboards, basketball stand and hoops, soccer goals, etc.)		\$40,000
Music	Equipment, Repair & Maintenance		\$15,000
Arts			
Others			
		Estimated Expenses for Category 2	\$332,000
		Estimated Expenses for Categories 1 & 2	\$1,588,300

Estimated Number of Student Beneficiaries

Total number of students in the school:	810
Estimated number of student beneficiaries:	800
Percentage of students benefitting from the Grant (%):	98%

viii) Plan on Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students

1. Overall Planning	2. Use of Additional Funding for School-based Support	3. Evaluation Methods
<p><u>Form One NCS student</u> Pull out approach is adopted. An experienced teaching assistant is deployed to teach. Assessment tools and Learning Framework developed by EDB are used to develop appropriate teaching strategies.</p> <p><u>Form Four NCS student</u> The school will help the student to apply for the recommended Applied Learning programme offered by various institutions. He is also encouraged to sit for recognized public examinations in the appropriate time.</p>	<p>A teaching assistant is deployed for the teaching duties.</p>	<p><u>Form One NCS student</u> He will have separate examination/test papers during mid-year examination, uniform test and final examination.</p> <p><u>Form Four NCS student</u> Evaluation by the Applied Learning programme he takes.</p>