2011 to 2012 was a challenging but productive year for Wan Yan College Hong Kong. The overall aim of all that we do continues to be to provide a holistic, liberating and transforming Catholic education to the young gentlemen in our care.

This year was the double cohort of examination classes with both the last year for the HKAL students (Form 7) and the first year of the HKDSE students (Form 6). With a total of 27 classes to accommodate there was significant pressure on space and resources but the school responded well to the needs of both groups and the year ran smoothly.

It was particularly important that the teachers and students understood the less familiar requirements of the NSS curriculum fully. It was also essential that remedial measures were implemented to ensure that the Form 6 gentlemen were well prepared for their public exams and were able to achieve results that qualified them to be able to pursue tertiary education, either locally or overseas. To this end, the school allowed some struggling students to drop one elective subject after Form 5 so that they could better prepare for the other two elective subjects. Supplementary lessons and practice papers were also arranged during the holiday breaks to assist students, principally those who had been identified as needing the extra help. Teachers have worked hard to support students in these first HKDSE examinations and it has been a steep learning curve for the staff and students alike.

The results are encouraging. 74% of students have qualified to apply for university against the territory wide total of 35%. What is more, across all the subjects 15.1% of students achieved a distinction (Levels 5* and 5**) while 62.5% achieved a credit (Level 4 or above). Overall 95.5% achieved a pass of Level 2 or above. 94% of Form 6 graduates continue their tertiary education either locally or overseas. In addition to these HKDSE results, the HKAL results were satisfactory with the vast majority of Form 7 graduates gaining places in Hong Kong universities or heading abroad to pursue degree or associate degree courses. It has been noted that there is a continuing increase in the number of students leaving the school at earlier levels to continue their secondary school studies overseas.

There is always room for improvement and our focus will be on upgrading the HKDSE results, especially in the language subjects in order to ensure that all our graduates qualify to enter university. Our teachers will continue to work towards academic excellence for all as they continue their efforts to nurture our gentlemen through a wide and varied range of ECAs and an extensive social service program to become ‘Men for and with Others’.

With the generous sponsorship of the Wah Yan One Family Foundation (WYOFF), the school has been
able to continue the implementation of small class teaching in the junior forms for English, Chinese, and Mathematics. These smaller classes help weaker students to build a stronger foundation in their skills through more individual help and tailored teaching so that they can better manage the demands of the senior forms curriculum. WYOFF sponsorship also supports the employment of sports coaches to train our athletes in a number of areas. We have seen marked improvement in our sporting activities, especially in cross-country, athletics, swimming, and basketball. Along with the management and skills of our PE teachers, the hours of training, and the consistent and determined participation of our sports team members, the school’s results in interschool competitions have been outstanding and the school was promoted to Division 1 in all these teams in the coming year. Alongside these achievements on the track, court, and pool, there has been a clear sense of school and team spirit to motivate, encourage and unite the participants and their supporters. This fighting spirit has been a source of inspiration to many and it is hoped that it translates into successes beyond the sporting arena and into the classrooms and academic learning.

There have been many achievements in our school clubs and societies. Our Chinese Debating Team won the championship in the Inter-school Chinese Debate Competition. This success came 15 years after our last championship in the same challenging competition and so it is a victory fiercely won. Also, students in the school continue to dedicate themselves to serving the society through various organisations and activities as they live out the schools motto in deeds. With a total of 40236.5 hours of service in 2011 to 2012, that is an average of 40 hours per student. This is indeed impressive. Furthermore, the exchange programmes with schools in mainland China and overseas Jesuit secondary schools as well as local girls’ schools continue to help our gentlemen to learn from others and to be exposed to other cultures and systems.

In terms of the School Administration, we have continued to implement the structure of an Administrative Committee (AC) in order to create a flatter management structure. This Committee is responsible for determining and implementing school policies and the day-to-day operation of the school. This group of senior teachers aims to ensure effective and efficient decision-making procedures in a collaborative and inclusive manner.

The School Development Project is continuing apace and it is exciting to see the foundation work and the superstructure under way. The target is for all work to be completed by the end of 2013, however this is contingent upon raising the final 20 million dollars needed to complete the project.

The coming years will present further challenges due to the significant decrease allowed in staffing now that the double cohort have exited. Yet, we now move forward with confidence that Wah Yan will
continue to provide a quality education according to the principles of the school’s Mission Statement and the Vision Statement of Jesuit Education in the Chinese Province. We aim to be one of the best schools in Hong Kong while continuing the traditions that the Jesuit Fathers have established for us and which we hold dear.
Reflection on Major Concerns of 2011-2012

2011-2012 was the second year when the three major concerns were implemented. The three major concerns adopted in 2010-2011 continued in 2011-2012. Many of the strategies adopted had been fine-tuned so as to be more effective.

Academic Excellence

Intellectually competent was one of the 5 major categories in the Profiles of Students at Graduation in Jesuit Education. Colleagues had prepared various strategies and invested resources to boost students’ academic performance. Good works of students were displayed in public areas as a recognition of their efforts and to provide a way in which fine works were shared. Biology, Chemistry, Economics, English, Geography, Integrated Science, Liberal Studies subject panels adopted this strategy. To add flying colours to this method, students who did well in Putonghua were publicly praised and were invited to join broadcasting in Putonghua session of Star Radio. All know that students come with various abilities, they learn better if we can introduce timely intervention. Biology and Liberal Studies panels had provided timely intervention during the learning of students and English panel referred students who were suspected to have special education needs to our psychologists. To further address the difference in learning capacity of students, more challenging tasks were given to high achievers while less able students were treated with supplementary lessons. BAFS, English, Geography, IVE, Liberal Studies, Putonghua panels adopted this strategy. The following examples illustrated what we did in the previous year. The BAFS panel reported that 80% of F.7 students participated in group discussion held for difficult topics. The Putonghua panel reported that “每月每班有一至兩位同學參加增潤課程。全年 20 人次上過增潤課程，反應相當正面。” The IVE panel reported that “class atmosphere was initiated by more capable students. Learning difficulties were concerned by panel during lesson time.” Students were encouraged to participate in activities and competitions to expose themselves for chances of achieving higher standards. The Chemistry panel arranged students to join ‘Chemistry Olympiad’, ‘Chem Tech Viva, a touch of science and textile’ and ‘Analysis in Modern Chemistry’ organized by the Polytechnic University. The BAFS panel reported that eight F.4 students attempted LCCI Level 1 examination, thirty-one F.5 students attempted LCCI Level 2 examination. Twenty five F.5 students attempted HKAAT examination. For mathematics students, they were recruited into training classes and provided with opportunities to join inter-school competitions. Teachers of Visual Arts had invited students to participate in competitions, and students were reported to find it effort-worthy. Students were encouraged to read. Besides the language panels which had traditional book-reading schemes and online reading programs, English Builder and 敵慧中國語文網上閱讀計劃。The Integrated Science panel had bought books about scientists and science stories for students. The IVE panel reported that
colleagues developed reading habit through reading scriptures together with students in lessons. To extend circulation of information among students, materials and references were put online. The IS panel uploaded science-related news and articles to eClass. The LS panel put references online for students in doing IES, in addition to good articles and news uploaded on eClass. The BAFS panel also reported that 50% of students attempted on-line learning tasks provided by textbook publisher, and more than 80% students ordered additional summer online exercise plus paper exercises. Teaching effectiveness had been catered for by coordinating co-curricular activities among subjects, collaboration among English, Mathematics, and Geography panels continued. Emerging as a common practice among subject panels, teaching materials and references have been put online and shared in order to maximize resource utilization.

Character Formation

Deriving from the school mission, ‘to nurture caring leaders who are competent spiritually, morally and intellectually’, the school believes our education should help our students to know themselves better and to develop positive values while their character is forming in their adolescence. To this end, the school emphasizes sense of responsibility, punctuality, collaboration as critical elements in this major concern.

According to the reports of subject panels, on the whole, situation of punctuality has been improving. Punctuality to class was better than before, over 80% of F.4 to F.6 students were reported by Biology panel that they had tried their best to arrive at their respective classrooms within the first 5 minutes. Geography panel reported that students presented punctually. On the other hand, punctuality in handing in assignments was also achieved. For instance, in BAFS panel, reward system for those who were punctual in handing-in assignments. For F.5 classes, 15 out of 52 students got the awards, for F.6, 19 out of 29 got the awards, and for F.7 classes, 4 out of 18 got the awards. Though the above measures had been positively enforced, some students were not doing well in handing in their assignments punctually. To help students who do not hand in their assignments on time, in addition to our SMS service, our Student Support Committee derived a policy of Homework Suspension Class to force our gentlemen to hand in their assignments if they forgot to do so.

As an indicator of civil responsibility, classroom and campus cleanliness has been emphasized for years. Teachers closely monitored the cleanliness of the campus. For instance, in the IVE panel, cleanliness of their classroom had been cultivated before the start of each lesson. In all science subjects, students are requested to take good care of laboratory apparatus. In Biology lessons, students had been asked to clean their apparatus in at least 70% of their experiments and they were also asked to put their stools under the table after each lesson in the laboratory. It was reported that breakage was not serious and there was no accident. Cleanliness was generally maintained except in some senior classes.
To promote a collaborative culture in our school community among teachers, students, parents and past students, past students and parents were informed and consulted in every important and critical issue. Strong ties among the school, Parents Teachers Association and Past Student Association were emphasized in every occasion in which students were present. Alumni and parents were eager to help and cooperate with the school. A quote from the report of the Physics panel frankly elucidated the present situation in campus, ‘students are trained to work cooperatively in group. Students can cooperate with different people.’

**Nurture Positive Thinking**

Ever since the research conducted by Dr. Elizabeth Hurlock in 1925, we know that praise is the most effective method of fostering improvement. Positive emotions are contagious so having a teacher or student who is positive can help the other students to be positive and work to the best of their abilities. Being positive is a crucial property of what a competent, complaisant leader should possess. The school believes that students who think and act positively, not only benefit themselves, but help to bring the community towards optimism and altruism. The following strategies were implemented to meet the objective.

Students were encouraged to participate in community services. The AYP and Interact Club were responsible for this duty. In 2011-2012, 33 Green Bird (GB) in Action Awards, 2 bronze and 27 silver awards were granted. All these were recorded in the portfolios of individual students to recognize their contribution.

Many colleagues established ‘positive’ class rules to nurture positive thinking among students. Most of the panels felt that it was fruitful. The Liberal Studies panel observed that students show respect to speakers and actively learn during group discussions. The IS panel reported that teachers found the students’ discipline in the laboratory was improved, teachers were generally satisfied with the students’ behaviour. Economics panel also reported that students’ behaviour improved a small extent.

Positive thinking was also encouraged in lessons. Through the IVE lessons, students’ effort are being recognized by members of the IVE panel and responded by giving constructive feedbacks in most of their assignments. BAFS adopted positive marking, i.e. correct answers were ticked while wrong answers were not crossed out. 80% students reported that this way of marking would encourage them. Continuous encouragement and suggestions were given in positive wordings and tone, this strategy was implemented in Visual Arts panel.

In the Mathematics panel, members showed appreciation of students using alternative methods in solving mathematical problems. Good solutions were posted on the notice board to encourage students to pursue alternative methods. In the PE panel, there was positive feedback from most of the students who were
challenged by intensive skills training. Similar to the Mathematics panel, the Visual Arts panel encouraged students to use different ways to solve problems and difficulties. It was reported that students had demonstrated creativity and problem-solving skills. PE panel presented problem solving techniques and training for tackling adverse situation to students in training camps. It was reported that social skill and cooperation skill of students were improved. Students also enjoyed the training camps very much and agreed their horizons were broadened.

Positive thinking was emphasized not only among students, but also among colleagues. Dialogue camp aimed at providing a reflecting opportunity for teachers in our Jesuit education, so as to empower colleagues to take a more assertive role. Seven teachers had attended the ‘Dialogue’ camp in December 2011, and twelve teachers attended it in June 2012. More than 50% of participants found the programme useful. Buddy Observation was continued for the sharing of the good practices of teachers. The Staff Development Committee reported that over 80% of teachers did take time to have a look at the good practices filed. Co-teaching was especially emphasized in the English Language panel in the junior forms to ensure colleagues learnt from one another. Collaboration with the Student Support Committee also ensured timely assistance was provided.