



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

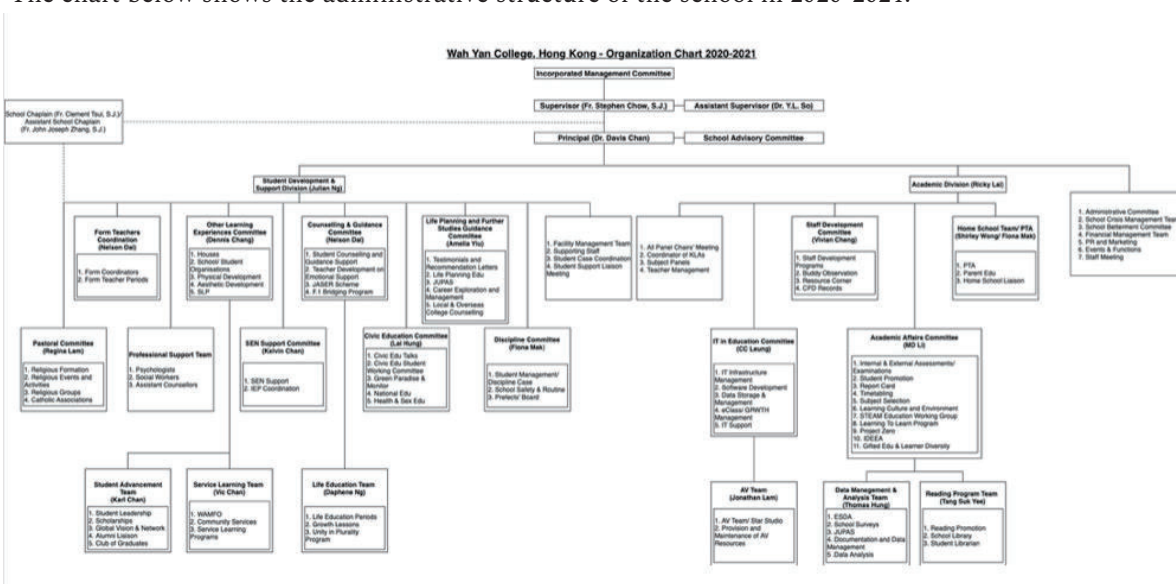
Annual School Report 2020-2021

1.	Our School
<p>Wah Yan College was founded at 60 Hollywood Road, Hong Kong on 16th December 1919, by Mr. Tsui Yan Sau Peter. It became the first grant-in-aid secondary school in 1922. The college was transferred to the care of the Jesuit Fathers on 22nd December in 1932 with Rev. Fr. R.W. Gallagher, S.J. as the first Rector. In 1955, the college moved from Robinson Road to the present premises at 281 Queen's Road East. From then on, new buildings have been constructed to improve the facilities for the students. In 1987, Sir Gordon Wu Ying Sheung, a past student, donated the new annex, the Gordon Wu Hall to Wah Yan College, H.K. In 2005, Phases I & II of the School Improvement Project were completed in April, the building was named Francis H. B. Wong Teaching Building. In 2014, Phase III of the project was completed and the building was named Wu Jieh Yee Building. The school celebrated the centenary anniversary in the 2019-2020 academic year, which marked a significant milestone of the school.</p> <p>In the long history of the provision of educational services in Hong Kong, Wah Yan College has observed the Ignatian Pedagogy and the guidance of the Society of Jesus to nurture our students.</p>	
2.	Vision of Jesuit Education in the Chinese Province
<p>"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."</p>	
3.	School Mission
<p>In accordance with our Catholic belief in God's love and Chinese culture, we aim:</p> <ol style="list-style-type: none"> 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. <p>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.</p>	

4.	School Motto		
<p>In Hoc Signo Vincas In the sign of Christ, we shall conquer</p> <p>Legend has it that the Roman emperor Constantine the Great, before his greatest battle, saw the sign of Christ in the sky. With the sign came the words ‘in hoc signo vincas’ - <i>In this Sign, you shall conquer</i>. Constantine did not know its meaning until Christ appeared in his dream and told him to adopt the sign of Christ. Constantine did so and won the day.</p> <p>While not all Wahyanites would engage in a physical battle in their lives, we are obliged, nevertheless, to engage in a lifelong struggle to conquer oneself. As stated in the Wah Yan Spirit, we believe that ‘for a man to conquer himself is the first and best of all victories.’ In the name of Christ, we shall conquer.</p>			
5.	The Five Categories of the Profile of the Jesuit Student at Graduation for the Chinese Province		
<ol style="list-style-type: none"> 1. Intellectually Competent 2. Loving as a Personal Orientation 3. Open to Life-long Growth 4. Religious and Moral 5. Committed to Acting on Justice 			
6.	School Management		
<p>Incorporated Management Committee (IMC) is the governing body of the school, which consists of representatives of Society of Jesus, our sponsoring body, the principal, teacher managers, parent managers, alumni manager and an executive secretary. The IMC met 4 times in 2020-21. In addition, a retreat with IMC members of Wah Yan College, Kowloon was held in June 2021.</p>			
<table border="1"> <tr> <td> Sponsoring Body Managers Alternate Manager </td> <td> Rev. Stephen Chow, S.J. (Supervisor) Rev. Thomas Leung, S.J. Rev. William Lo, S.J. Rev. Stephen Tong, S.J. Rev. Clement Tsui, S.J. Mr. Warren Chung Mr. Joseph Lai </td> </tr> </table>		Sponsoring Body Managers Alternate Manager	Rev. Stephen Chow, S.J. (Supervisor) Rev. Thomas Leung, S.J. Rev. William Lo, S.J. Rev. Stephen Tong, S.J. Rev. Clement Tsui, S.J. Mr. Warren Chung Mr. Joseph Lai
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	Dr. Y.L. So
Teacher Manager Alternate Teacher Manager	Mr. CP Li Miss Kathreen Cheung
Parent Manager Alternate Parent Manager	Mr. Edmond Yung Ms. Teresa Shung
Alumni Manager	Dr. Ashley Cheng
Independent Manager	Mr. Sam Yu
Principal (Ex-officio Manager)	Dr. Davis Chan

The chart below shows the administrative structure of the school in 2020-2021.



7. Campus and Facilities

Our College is located at the top of Mount Parish in Wanchai. The campus covers an area of over 220,000 sq. ft., in the middle of a lavish green environment with plenty of wildlife around. It is made up of a 3-storey spacious classroom wing and a laboratory wing built in 1955, together with more space and facilities gradually added over the years in the Gordon Wu Hall (1987), the Francis H. B. Wong Teaching Building (2004) and the Wu Jieh Yee Building (2014). We are also proud to have a beautifully-designed chapel and a lot of greenery at the center of the campus, providing a unique and cosy learning environment for our students.

School facilities include three playgrounds, a gymnasium, a library, two computer rooms, a STEAM laboratory, four science laboratories, Star Studio Production Centre, a music floor, a visual arts centre, an Integrated Humanities Centre, a prayer room, six interactive learning rooms, a student activity centre, a geography room and a canteen. The new school hall can seat about 900 persons and is large enough to accommodate all the staff members and students. Designed in a way that can be converted to a standard basketball court with spectator stands, the new hall is an excellent multi-purpose venue for a wide variety of sports, artistic, social as well as academic functions.

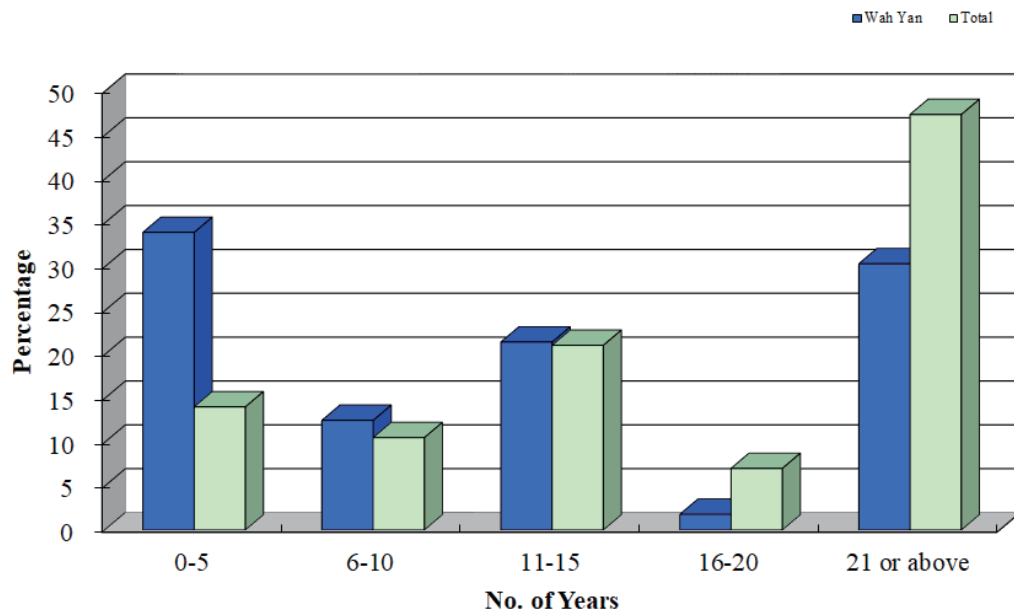
With a view to enhancing our classroom facilities, four LED interactive boards were installed in F1 classrooms in August 2019.

In response to the rapidly changing education environment, a Campus Spatial Usage Study Task Group was set up in this school year to plan for a more effective and sustainable development of our school campus. The Task Group engaged an architecture firm to conduct a thorough study of the spatial usage of our campus and derive a master plan for campus development in the next decades. The architects met different stakeholders, including student representatives, parents, faculty members, and alumni, in various meetings, including SAC Meeting, Principal's Meeting, and PSA Council Meeting, to understand their needs and collect their ideas for the proposal. After a series of consultations and meetings, the architects developed a master plan proposal. The Task Group will present the proposal to the SSB and IMC for their consideration in the next school year.

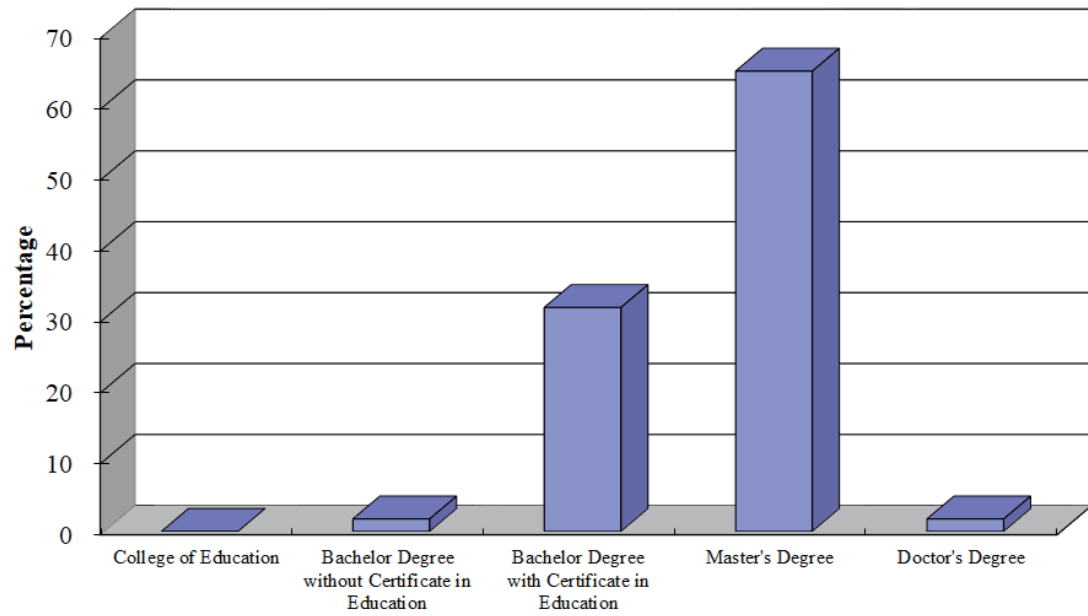
8.	Teaching Staff
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Our teaching staff consisted of 58 teachers, 2 laboratory technicians, 1 library assistant, 6 teacher assistants, 1 music coordinator, 1 pastoral assistant, 1 IT technician and 2 assistant counsellors. We believe teachers are key to nurturing promising students. The information below shows the profile of our teaching team.

Teachers' experience



Highest Qualification



9.	Students
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Students are what Wah Yan College exists for. There were a total of 810 students at the start of the academic year 2020-21. The breakdown of classes and number of students in each form is as follows:

Class Arrangement

Level	F.1	F.2	F.3	F.4	F.5	F.6	Total
2020-2021	4	4	4	4*	4*	4*	24

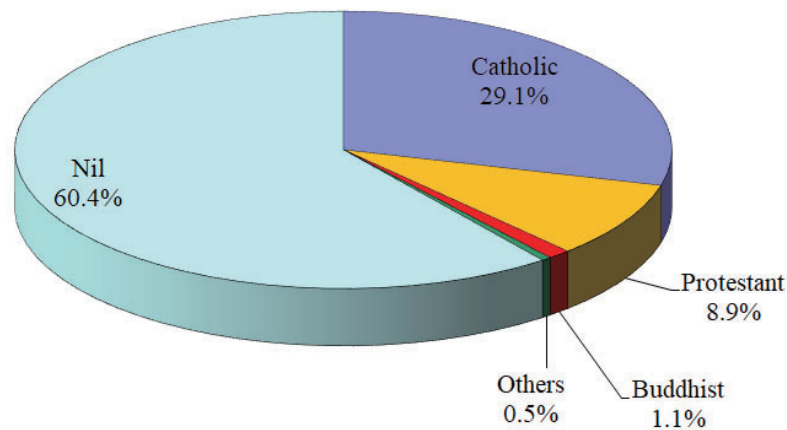
*4 classes based on government funding but split into F.5 classes in actual operation.

Number of students (At the end of Academic Year)

Level	F.1	F.2	F.3	F.4	F.5	F.6	Total
2020-2021	141	134	132	126	121	113	767

In 2020-2021, there were altogether 193 active learning days arranged for students. As the F.6 students had to take their public examinations during the second term, they had 108 learning days.

Statistics of Students' Religion



While ours is a Roman Catholic school with the vision of providing holistic Catholic education to our students, we respect the freedom of worship of them. Overseen by the Chaplain, the Pastoral Committee is in charge of Catholic activities in the school. In 2020-2021, 29.1% of Wah Yan students were Catholic.

10. Management and Organization

The 2020/2021 school year was another challenging year for the school as well as the entire society. Due to the COVID-19 pandemic, face-to-face classes were suspended for most of this school year, creating many challenges in learning and teaching for both our young gentlemen and our educators. It was a blessing that our face-to-face classes were resumed in the last months of the school year, although they were limited to half-day sessions. With the tremendous effort of our educators and students, some of our activities and events, including the Teacher-Student Debate, Annual Prize Presentation, Student Association Election, English Drama Show, Annual Concert 2021, “Restitutio”, MAGIS Lantau Exposure, etc. could be successfully organized in the last two months of school. These activities and events did not only provide our young gentlemen a vibrant schooling life but also brought our school year to a pleasant closure with some wonderful experiences for our gentlemen to learn and reflect upon.

The uncertain situation we faced in this school year also prevented us from organizing some of our planned 100th Anniversary celebrations, and so disappointed many of those who had long intended to join the events. However, gratefully and with the blessing of God, the Jesuit Education Forum was held on 17th October 2020, in which over 300 local and overseas educators, parents, alumni, and students

joined this centennial event. Jesuit Fathers, prominent academics, experts, professional practitioners, and Wahyanites gathered together to share their insights on how the timeless wisdom of Jesuit Education could nurture students to respond to contemporary challenges. As the finale event, our 100th Anniversary Mass of Thanksgiving which was held on 12th March 2021 successfully at St. Ignatius Chapel marked a beautiful ending to the celebration of our centenary.

Despite the challenges, the experiences brought by the suspension of face-to-face classes gave our educators a chance to practise and enhance our skills in eLearning, and also provided an opportunity for us to explore ways of teaching and learning in the highly technological society in which we now live. To build on this opportunity, and with the support of Project Zero, a research centre at the Harvard Graduate School of Education, we have been conducting a study, Envisioning Innovation in Education, to explore new approaches to teaching and learning at WYHK. We will continue the study next year, with the goal of bringing innovations in pedagogy and methods to strengthen our applications in eLearning in our school.

In addition, in this school year, we introduced a new school-based IDEEA (Innovation, Design, Engineering, Entrepreneurship, Arts) Initiative, through which all F.3 gentlemen had the opportunity to engage in Project-based Learning formulated through the Design Thinking model and “hands-on making” experience. To further strengthen our technology education, in the coming few years we will gradually transform the IDEEA Initiative into an independent subject in junior forms.

To better prepare teachers to support students, workshops on handling student conflicts through mediation skills, suicide prevention, and enhancing student motivation were conducted. In addition, a school-based self-directed learning package on safeguarding students for teachers was prepared and the draft version would be tried out in the coming academic year. In line with the school’s major concern relating to “developing the school into a committed learning community with a growth mindset”, a workshop on blended learning aimed at helping teachers to explore different online tools and strategies to cater to learning diversity and enhance student learning was organized. Besides, a joint school staff development program on growth mindset and unity in plurality was also conducted.

In response to the optimization of the Senior Secondary Core Subjects announced by the EDB, building a better balance in lesson allocation between different subjects and key learning areas while at the same time better reflecting and aligning with our vision and mission as a Jesuit School, we underwent a comprehensive review of our school timetable. After a series of consultations with various stakeholders, a new timetable was approved by our IMC and will be in place next school year. The new timetable does not only balance the lesson allocation but also incorporates a time for form teachers to meet gentlemen every day, including time for daily examen. This timetable will better facilitate our form teachers to act as our young gentlemen’s companions, guiding them to reflect upon and learn from their experiences. Starting from the next school year, with the new timetable, we will practise a 6-day cycle; school hours will be 8:15 am to 3:40 pm for the full-day order and 8:15 am to 1:10 pm for the half-day order.

Regarding school development in the longer term, we engaged an architecture firm in conducting a comprehensive campus spatial usage review. Having met and consulted different stakeholders, including staff members, student representatives, parent representatives, and alumni representatives, the architects will soon submit a proposed master plan to our IMC and the Jesuit Education Board for their consideration. We hope these studies and initiatives can strengthen our support for our young gentlemen, give us new insights into future possibilities for teaching and learning at Wah Yan College, Hong Kong, and guide us in preparing our young gentlemen for the rapidly-changing environment.

With the support of our alumni, we installed on campus a statue of St. Ignatius of Loyola, the founder of the Society of Jesus. The statue celebrates the Ignatian Year, the 500th anniversary of the conversion of St. Ignatius - when Ignatius the soldier, struck by a cannonball, began his transformation into Ignatius the pilgrim. This does not only remind us, as a Jesuit school, that our mission is to nurture our young gentlemen to follow the footprint of St. Ignatius and be Men for and with Others, but also draws our attention to the Ignatian Year and its theme "To See All Things New in Christ." As we step into the second century of our school history, we trust the Holy Spirit will guide us to see things new in Christ and will give us insight and wisdom on how we should move forward in the next 100 years, for the greater glory of God.

11. Learning and Teaching

Students' Learning

The aim of Wah Yan's curriculum is to enable students to take their place as balanced young adults in the modern world. We seek:

- to develop fully in them skills and knowledge and to provide them with the enrichment which will be needed for life in its widest sense.
- to inculcate students with enthusiasm, honesty and open-mindedness, respect and consideration for others.
- to provide an environment in which students, staff and the Jesuit Fathers can work purposefully and live together harmoniously; and in which each student will find areas of happiness and have the fullest chance to develop the talents he possesses.

Although English is the major medium of instruction in the College, our students are encouraged to know and appreciate their own culture, and to develop the ability to express themselves both in Chinese and English precisely, clearly and eloquently. Religious Education, named Ignatian Values Education, is included in the basic curriculum of the College. Daily Mass and monthly Benediction are offered to students who are interested in attending. Due to the pandemic, we adopted virtual teaching mode with

the aid of various online platforms and IT support. Assessments for some subjects in the 1st term were changed to be conducted online. Generally students and teachers gradually adapted to the new teaching mode by blending the physical face-to-face lessons with online classes. Different parties paid endless effort to maintain our teaching and learning efficiency. In response to the EDB optimizing of core subjects and recent focus inspection on Technology Education, the college reviewed the present curriculum and the timetable. We would relocate the lesson time for various KLAs and offer some new subjects in 2021-2022.

Curriculum for Forms 1-3

Our curriculum aims at establishing a solid foundation for our junior secondary students. Language Arts in English and classical Chinese appreciation were embedded in our English and Chinese Language curriculum. Putonghua was provided to help students to speak and listen to the national dialect.

There was no streaming in Forms 1, 2 and 3. We were adopting a mixed ability mode in learning and teaching. Students with different academic abilities were allotted evenly to different classes. STEAM education was provided by conducting some project-learning activities across different subject panels in Form 1 and Form 2. Reading across the curriculum was promoted too. This year, we tried to group the F.2 and F.3 students who had outstanding performance in English or Mathematics together for the small class teaching. The feedback from students was positive.

All students in Forms 1 and 2 studied English, Chinese, Mathematics, Chinese History, History, Geography, Computer Literacy, Integrated Science, Music, Physical Education, Putonghua, Visual Arts, Life & Society, Life Education/Religious Formation and Ignatian Values Education.

All students in Form 3 studied English, Chinese, Mathematics, Chinese History, History, Geography, Computer Literacy, Physics, Chemistry, Biology, Music, Physical Education, Putonghua, Visual Arts, Life & Society, Life Education/Religious Formation and Ignatian Values Education. This year, Computer Literacy, Visual Arts and Life & Society panels initiated some teaching plans for IDEEA, a newly established subject in 2021-2022, so as to enrich student's knowledge and skills in technology education.

Curriculum for Forms 4-6

To prepare our students for the Hong Kong Diploma of Secondary Education Examinations and to promote an all-round learning experience in Wah Yan, all senior form students needed to study English, Chinese, Mathematics, Ignatian Values Education, Liberal Studies, Physical Education, and Aesthetic Education. Besides, all Form 4 students studied 3 elective subjects. Elective subjects offered in 2020-2021 included Business, Accounting and Financial Studies, Biology, Chemistry, Chinese History, Ethics & Religious Studies, Geography, History, Information and Communication Technology, Music and Physics. Form 4 students were allowed to study Applied Learning subjects offered by other institutions. Students may also take Spanish or other foreign languages and sit for the relevant public examinations. School assisted the students to enroll in the overseas examinations such as IAL and IGCSE too.

Innovation in Education

Individual research projects using design thinking methodology were carried out in F.1 and F.3 Computer Literacy. The passing rate was 70%, which was satisfactory.

The F.3 IDEEA initiatives used 9 double lessons to initiate a cross-subject project. VA, CL and L&S teachers facilitated 25 groups of students to carry out the IDEEA project. The result was satisfactory. Most students were able to investigate a problem in the community. 87% of students were able to get a pass in the assessment.

The full-day Program Launch event of Project Zero was held on 17th Nov 2020. Two Full Community Cohort meetings were held on 22nd Feb 2021 and 3rd May 2021. Teachers at various participating schools came together to explore how we can teach better using various Harvard University frameworks. Eight focus group meetings were held within this academic year.

IT in Education

To enhance the use of mobile devices in classroom teaching, we upgraded the wireless projection system in all the classrooms and special rooms. Microsoft wireless display adapters and Apple TVs were installed so that Windows, Android as well as Mac devices can be connected. Video qualities were also improved by upgrading all video connectors to HDMI quality.

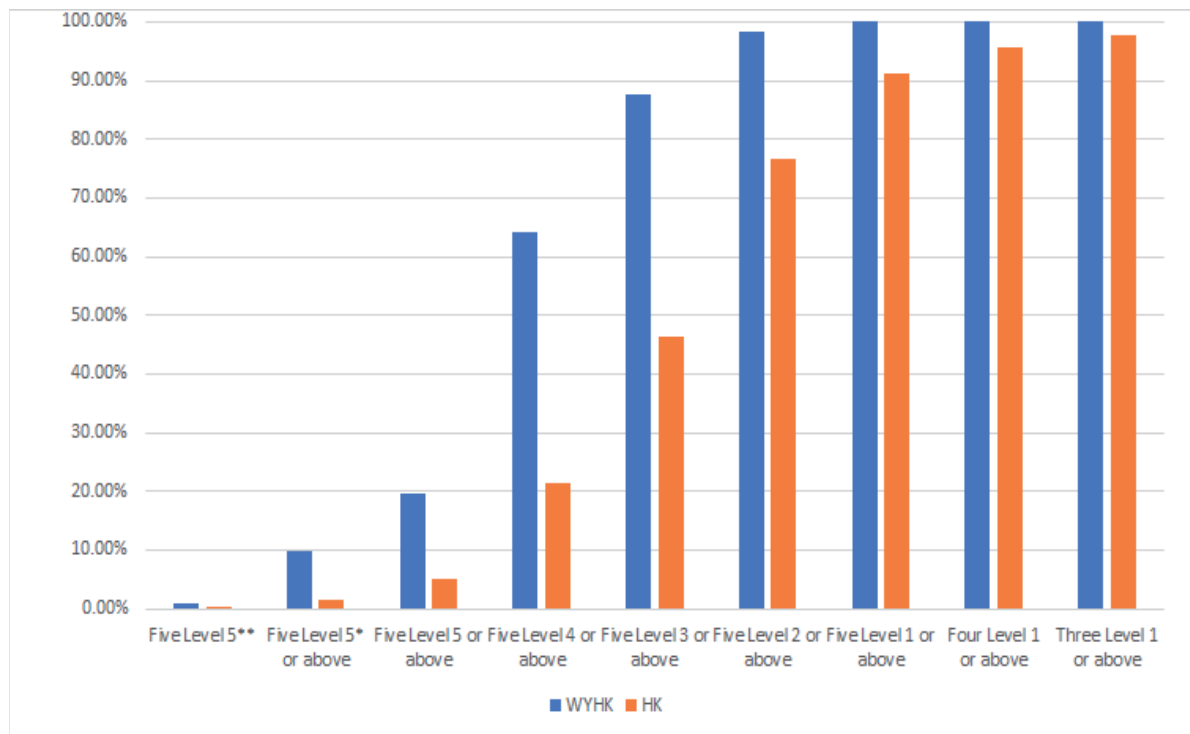
We joined the "Diversity at School" project to help us set up a computer system to analyse our student assessment data. Two modules were successfully installed. The eIEP (Electronic Individualized Educational Plan) module can help our SEN team to handle individual education plans for SEN students. The DSE Analysis module can help our subject panels to analyse their past HKDSE performances on individual topics or questions.

The BYOD task group was set up in preparation for the new initiative next year. The school network was tested to ensure adequate wifi coverage for the expected increase in network traffic. A tentative implementation plan was drafted with considerations of different stakeholders of the school.

Academic Performance

Despite all the challenges and unexpected experiences our Form 6 gentlemen faced, they put their very best efforts into preparing for their HKDSE examination and achieved satisfactory results overall. Based on many indicators, including the total number of 5**, and the percentage of students achieving the entry requirements of local universities, the HKDSE results of our students this year were one of the best in the HKDSE era. Although we did not have a straight-A student this year, three of our young gentlemen archived five Level 5** and eleven archived five Level 5* or above. In terms of the percentages of attaining at different levels, our students performed beyond the territory's average significantly in general (please refer to the chart below).

2021 HKDSE Examination Performance (Best 5 subjects)



With the satisfactory HKDSE examination results, our young gentlemen obtained decent JUPAS offers. Among local university offers, HKU, CUHK, and HKUST made up over 70%. Programs students enrolled in include medicine, dental surgery, quantitative finance, government and law, architecture, economics and business, arts, science, etc. Apart from local institutions, about 30% of our graduates have chosen to continue their studies in prestigious educational institutions overseas around the world, including but not limited to the University of Oxford in the UK, the University of Toronto in Canada, and International Christian University in Japan.

We feel grateful about our graduating gentlemen for their stamina in overcoming the extraordinary hurdles this year. However, we believe that their results were a reflection of the effort they made in the past. No matter what their results turned out to be, there would still be numerous challenges awaiting them. We hope that they can look forward and embrace the challenges ahead. By continuing to work to the best of their abilities, they would be able to conquer adversities- In Hoc Signo Vinces!

12.	Student Support and Development
	<p data-bbox="199 376 475 409">Spiritual Development</p> <p data-bbox="199 456 1396 645">To enhance our students’ spiritual development, especially with a view to helping them develop a reflective habit, our Pastoral Committee provided assistance and training to our students and teachers in conducting Examen in different activities and occasions. The gradual increase in the frequency of Examen has greatly helped students to become more receptive and ready to do Examen on their own, without confining to the campus.</p> <p data-bbox="199 694 497 723">Moral & Civic Education</p> <p data-bbox="199 739 1396 1164">The Civic Education committee encouraged students to participate in several online quizzes to raise their awareness of national security as well as the National Security Law. These competitions were “The 2020 National Constitution Day Online Competition”, “The 7th Territory-wide Inter-school Basic Law Competition” and “The 2021 National Security Education Day Online Quiz Competition”. We also designed some posters to promote the knowledge of Basic Law and National Security Law. All these posters were posted on the “School Special announcement board”. We also provided through iMail some useful information and Internet resources for all students to facilitate their self-directed learning of the Basic Law and National Security Law. Joseph Chan (an old boy of 1994), Under Secretary for Financial Services and the Treasury, exchanged views with our student leaders on 23 June. He covered a wide range of topics including Hong Kong’s economy, positioning of Hong Kong as an international financial center, and policy matters that interested the students like the anti-epidemic measures.</p> <p data-bbox="199 1211 539 1243">Other Learning Experiences</p> <p data-bbox="199 1254 1396 1912">One of the main focuses of the OLE Committee in this academic year was to provide training to our students, so that they could become responsible and reflective leaders. The Junior Leadership Programme (JLP) was organized successfully from 27 October, 2020 to 24 November, 2020. There were 23 participants this year. Positive feedback was received and students’ training reports were sent to their class teachers. To help students develop a reflective habit, our OLE Committee required our student leaders to submit activity reports to appreciate what they did well, reflect on their weaknesses and suggest improvements in future plannings. Moreover, a local Joint School Exchange Program was held with Sacred Heart Canossian College (SHCC) successfully from 17 to 24 March. Due to the suspension of school activities under the pandemic, some e-activities for students were organized (e.g. online student festival) so as to help students establish a balance between academic and OLE development in different areas. Student-based online activities were also arranged by chairpersons of school clubs/ societies with the coordination of the Student Association. Starting from last year, OLE online information and applications were provided in OLE Google classrooms so that students could apply for external activities through the e-platform. The number of students participating in the OLE activities had increased by around 5% this year. Although all overseas exchange programmes were canceled due to the pandemic, we organized the Online Overseas Leadership Programme from 7 to 14 July with four other schools: Wah Yan College, Kowloon, St. Joseph’s Institution (Singapore), St. Aloysius’ College (Australia) and Rokko</p>

High School (Japan). In Aesthetic development, the Annual Concert was held successfully on 10 July at the School Hall. Around 30 musicians, including alumni, performed on stage. Around 120 tickets were sold.

Life Planning and Further Studies Guidance

Life Planning education has been conducted to help nurture our students to be reflective learners with a growth mindset. For F.1, life planning elements, in particular time management and goal setting, have been incorporated into the F.1 Life & Society curriculum. A talk was held for the parents of F.1 students to enable them to know more about Life Planning programmes and workshops organized for students throughout the academic year. Besides, Life Planning programmes for F.2 and F.3 were successfully held and the themes were pursuit of dreams as well as making informed decisions and NSS subject selection respectively. For senior forms, programmes such as talks, Career Day, Mentorship Programmes (organized in collaboration with Student Advancement Team), summer work experience schemes and interview workshops were conducted to help students nurture positive attitudes towards learning and work as well as develop their skills in making their study or career decisions. To assist our students in making informed decisions in JUPAS applications, two in-school university admission talks and five seminars and sharing sessions were held. Additional resources were deployed to consolidate and strengthen our overseas college counselling services provided for gifted and high achievers. Besides organizing talks on local and overseas studies, we disseminated learning and career-related information, as well as providing timely advice and assistance on individual and group basis regarding study and career plans throughout the academic year.

Discipline and Guidance

The cooperation between the Discipline and Counselling Committees has been increasingly close in recent years. As we do not see giving consequences to misbehavior as an end of education and we understand personal, long-term guidance is pivotal to a young student's character building, the two Committees often work closely when taking care of our students. During the social unrest in the beginning of the school year 2020-21, our Discipline and Counselling Committees helped to review the campus safety and security. Teachers-on-duty system was implemented and security measures were strengthened. In view of the mental health of the students, the theme "Unity in Plurality" for all students was integrated in the curriculum of IVE, RF and LE in order to address their emotional and interpersonal needs in the long run. More coordination among the formation of IVE, RF, LE, FTP, Life Planning and Sex Education was done for the mental and spiritual development of the students. JASER Scheme was implemented as usual in support of the junior form students. Besides, a crisis management workshop for teachers was held in response to the current social atmosphere.

Special Education Needs Support

The SEN Support Team interviewed all SEN students individually in September and October 2020 to identify their needs and concerns. They then received professional support from various parties, including social workers, student counsellors, educational psychologists, clinical psychologists and speech therapists. The Team also helped SEN students to apply for appropriate adjustments both in internal exams and HKDSE examinations. To echo the Jesuit motto of 'men for and with others', our alumni come back to school to offer tutorial classes to SEN students before and during the final examination.

13.	Achievements and Reflections on Major Concerns
	<p>This school year was the first year of our School Development Plan (SDP) 2020-23. Despite the uncertainties and challenges of this year, we put effort into building the foundation to address our Major Concerns (MCs) stated in the SDP, which included, Nurturing our students to be reflective and competent learners, Nurturing compassionate companions within the school community, and Developing the school into a committed learning community with a growth mindset. Programs like “Libraries Everywhere” were in progress, electronic devices were purchased and our library renovation would be completed by the end of the summer break. Together with the full effort of the Reading Promotion Team, the reading culture in school would be enhanced. In line with the MCs, development programs on topics including growth mindset, self-directed learning, and unity in plurality were conducted for our teachers, students, as well as parents. A trial run study for adopting BYOD in order to enhance teaching and learning had also been developed, which would be conducted in the next school year.</p> <p>While we are completing the first school year of our SDP, it is a good time for us to evaluate what we have done, or is yet to be implemented, and make plans for the next two years of our SDP. With the systematic Planning-Implementation-Evaluation (P-I-E) cycle in place, we hope that we can bring continuous improvements to our school, according to our SDP.</p>

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

Strategies/Tasks	Achievements/ Tasks Accomplished	Evaluation & Reflection
Target: 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	The use of IPP was adopted in students' assignments for IVE, L&S and Biology, in student leaders' OLE reports and JASERs' diaries. It became a part of a student's schooling routine.	Over 70% of the students illustrated the use of IPP in their learning and activities. The quality, however, varied among students. Some students might not treat it as a serious way to improve themselves. We need to strengthen students' understanding of IPP through lessons or assemblies. More subject panels may incorporate the elements of IPP into their curriculum or classroom activities.
1.1.2 To enhance the reading culture in school by launching the program "Libraries Everywhere"	The first round of renovation work started in the summer of 2020 with extensive clearance of old books and magazines. Books were then relocated and categorized. Some decoration materials were added so that the library looked more welcoming and neat. The 2nd round of renovation work funded by the QEF was launched in June 2021 by replacing all the bookshelves, adding a partition and demolishing the back office etc. Library CEO, a new library management e-platform, was installed to facilitate the smooth operation of the school library.	Due to the suspension of face-to-face lessons for the majority of students, library service was affected. The "Reading Awards Scheme" was still pending. Under such a circumstance, the number of library books borrowed was only 184 and the borrowing rate of students was 21.5% only. With the support of the QEF and the formation of the library management team, the operation of the library improved significantly. The daily routine of operation was reinforced. Nevertheless, some reading promotion activities had to be postponed due to the pandemic. Students' eagerness to borrow books was adversely affected. Hopefully, the reading atmosphere

		can be enhanced when the school can run normally in the next year.
1.1.3 To develop students' reading skills through varied teaching practices in class	<p>Special library lessons were arranged for F.1 Chinese Language classes. F.5 students had regular reading tests throughout the year.</p> <p>Enrichment and enhancement classes for F.6 Chinese Reading were held so as to prepare students for the DSE.</p> <p>For English, reading strategies were highlighted in schemes of work at all levels and explicitly taught in class.</p> <p>Students' English book sharing sessions were conducted in class at various levels.</p>	<p>With reference to the English reading assessment results, only an average of 26.8% of students showed improvement in reading, in which F.4 students took up the largest percentage (63.7% of the form), and F.2 the second (42.7% of the form). No significant improvement was noted in students of other levels.</p> <p>There is a need to look further into teachers' pedagogy in teaching reading and strengthening students' habit of reading English books. Other areas that might need attention include the level of difficulty of the papers in the 2 terms and the consistency of setting/marking of papers.</p>
1.1.4 To help students acquire project learning skills in areas like research, data analysis, organization, presentation and report writing	<p>The F.3 IDEEA initiatives used 9 double lessons to initiate a cross-subject project. VA, CL and L&S teachers facilitated 25 groups of students to carry out the IDEEA project. Yet, the design of curriculum for project learning skills was not finished as students had not completed the planned project work in this school term due to school suspension.</p> <p>Moreover, F.1-F.3 students learnt some basic project skills in the L&S lessons, for example</p>	<p>More learning activities for equipping the project learning skills should be arranged. Stakeholder surveys showed around 25% of students disagreed that teachers often arranged learning activities outside the classroom, while over 50% of students agreed that teachers arranged oral presentations in lessons. In the long run, we should have a holistic plan for teaching project learning skills under the supervision of the Academic Affairs Committee,</p>

	inquiring skills and data analytical skills.	either through collaboration among different subject panels or relying on one particular panel to work on it.
1.1.5 To introduce the IDEEA (Innovation, Design, Engineering, Entrepreneurship, Art) initiative in junior forms to enhance students' compassion, communication, collaboration, and creativity	The IDEEA initiative was launched on 2nd November 2020. Nine double lessons were carried out this year. Students formed groups of 4-6 to complete the project. Each group was assigned a teacher advisor. Due to the pandemic situation, the five-stage design thinking process was scaled down to three stages.	The result of IDEEA implementation was satisfactory. Most students were able to investigate a problem in the community. 87% of students were able to get a pass in the assessment. To strengthen the Technology Education in junior forms, IDEEA can be set as an individual subject under the Technology KLA in the future. Teachers with engineering background or design thinking should be recruited for this subject panel.
Target: 1.2 Students become reflective learners		
1.2.1 To develop students' habit of practising Examen in their daily lives	Examen was conducted every Wednesday and during IVE and RF classes. Students are familiar with the practice of Examen. The Student Handbook was re-designed in a way to help students reflect and record their reflection.	10% and 39% of students strongly agreed and agreed respectively that they were encouraged to develop the habit of Examen. The survey result is promising, students are now familiar with Examen. This provides a ground to further practising Examen in the school, so that students can do it on their own beyond the classroom in the future.

<p>1.2.2</p> <p>To consolidate the Self-Directed Learning (SDL) skills of our students by extending the “Learning to Learn” program from F1 to other forms</p>	<p>A Task group to help develop students’ Self-Directed Learning skills was formed under the leadership of Dr. So Ying-lun. Various subject teachers and form teachers in F.2 were invited to join the team and explored suitable activities for F.2. Dr. So Ying-lun shared examination preparation skills with F.1 and F.2 students before the 1st term examination.</p> <p>Some follow-up workshops were planned. However, due to the restriction of face-to-face lessons, all of them were postponed. The evaluation of the whole program was suspended as well, as we could not run through all the planned items.</p>	<p>There is a need to have a working group for the Learning to Learn program in the coming years, consisting of school administrators, subject teachers and form teachers in junior forms. Our target is to form a school-based Learning to Learn teaching framework that can guide students with various learning skills. An SDL learning skill package can truly reflect the characteristics of Jesuit Education, thus it is worth further implementation. A more concrete and practical framework should be established in the near future under the supervision of the Academic Affairs Committee.</p>
<p>1.2.3</p> <p>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>	<p>Life Planning Elements (LPE) such as goal setting and time management were incorporated in F.1 Life and Society Curriculum. F.2 and F.3 Life Planning Programmes were conducted in the second term with the aim of helping students develop a better understanding about themselves (interests, personality and skills) and make informed decisions regarding New Senior Secondary subject selection.</p>	<p>Committee questionnaire survey revealed that more than 70% of students acknowledged the importance of goal setting and about 70% of respondents had set goals related to their academic studies, participation in extracurricular activities and interpersonal relationships. As life planning is essential to our students, we should undoubtedly pay more effort to assist students in this aspect.</p>

1.2.4 To modify and strengthen the use of the Mid-year/Annual Evaluation Form for facilitating students' reflection on their learning	The students' Annual Evaluation Form was modified and released to all students on 1 June 2020. They also made use of it when they finished the mid-year examination in February 2021.	Around 71% of students reflected that the forms were helpful in developing their reflection habit and learning. We may try to combine the forms created by different committees in the school, so that students need not repeat filling in similar evaluation forms after the examinations.
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	A new server was installed in the school server room. IEP and DSE analysis modules were in use. These modules were introduced to the SEN coordinator, SEN committee members and all panel heads to evaluate the students' needs.	Most of our student data is not stored in WEBSAMS. Therefore, we need to input or find ways to convert existing data to WEBSAMS before we can fully utilize the platform. This is why it is reasonable for us to develop more data management tools in which operations may not be affected by personnel changes. This can sustain the school operation in the long run.
Target: 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	Extra lessons were arranged for F.6 high achieving students in Chinese Language. The lessons were divided into 2 sessions (Paper 1 and Paper 2). 13 selected students joined the programme. Extra Math lessons were arranged for F.6 students. 30 selected students joined the programme. Enrichment classes for F.1-3 Maths and F.2-3 English were arranged. Tailor-made learning activities were designed for these	The feedback from students in small classes was very positive. They found these courses very different from the normal lessons and more interesting. In short, we tried different approaches to helping the high achievers, yet we still have much room to explore more opportunities to enrich their learning experiences by further collaboration among different subject panels.

	<p>students.</p> <p>Bonus questions in Chinese, L&S, as well as Chinese History tests for F.1-F.3 were set to motivate high achievers.</p>	
<p>1.3.2</p> <p>To render our support to gifted and high achievers in their academic development</p>	<p>40 students took part in the Gifted Education Program, such as summer programs/ online seminars, offered by the Gifted Academy and the HKUST.</p>	<p>Student's enrollment rates for these programs were fair. In view of the pandemic, most of the programs adopted an online mode, which reduced the willingness of students to join the programs.</p> <p>The status of Gifted Education should be reviewed, as it involves student advancement and SEN support. It is recommended that Gifted Education should be under the SEN Support Committee which can identify the students' needs and provide proper psychological support.</p>
<p>1.3.3</p> <p>To consolidate and strengthen our college's counselling services to gifted and high achievers</p>	<p>Four students applied for Oxbridge this year and were given individual support for their applications and personal statements. They were also guided to apply for scholarships for Oxbridge (e.g. Swire). One student secured an offer from Oxford.</p> <p>Two live webinars on drafting personal statements for business, science and humanities programmes were held in October to prepare students for their applications to top-notch universities in the UK and US.</p>	<p>The webinars were informative and participants found the advice very practical for their overseas college applications. Thus, we can consider arranging such activities for the student in the coming years.</p>

Major Concern 2: Nurturing compassionate companions within the school community

Strategies/Tasks	Achievements/ Tasks Accomplished	Evaluation & Reflection
Target: 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	Some online service programmes, e.g. “Walk with U”, were carried out. There was a 25% increase in the number of students fulfilling ten service hours. The IDEEA projects were held successfully in F.3 this year. Students planned their projects smoothly with the guidance of teachers.	Due to the pandemic and the suspension of face-to-face classes in the first semester, all off-campus activities were forbidden. Most of the community services were suspended and the scope of the IDEEA project was scaled down to a school-based level. The project scope will be resumed once the pandemic is over. Based on the score of students’ work, it was reflected that students were able to emphasize the situation, define a problem and ideate a solution.
2.1.2 To foster students’ sense of brotherhood through student leadership programs	The JASER scheme was carried out successfully this year. The Junior Leadership Programme (JLP) was organized successfully from 27 October 2020 to 24 November 2020. The Joint-school leadership online programme with two overseas schools (in Japan and Singapore) and Wah Yan College, Kowloon was held successfully in July 2021.	Over 70% of JASERs agreed the scheme could enhance their brotherhood. On the other hand, the effects on the relationship were not that desirable under the pandemic when compared with that in the previous years. Over 70% of participants agreed that their sense of brotherhood was enhanced through group activities and problem-solving games. Around 83% of participants agreed that their sense of brotherhood was enhanced after the programme.

2.1.3 To revamp Relationship and Sexuality Education in IVE lessons	A couple of sex education activities were held across different forms. For F. 1 and F. 2 students, a talk regarding curiosity towards sex and bombardments in the cyber world was arranged. Moreover, a talk regarding premarital sex and masturbation was given to all F. 3 students in April as well. Last but not least, all F. 5 students attended a talk about sexuality and intimacy in May 2021.	Over 60% of students agreed they understood more about the areas of sex education through these activities.
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	The first draft of the self-directed learning package on safeguarding minors for teachers was prepared and planned to be tried out in August, 2021. The IVE Social Awareness Project was carried out. Members in the Civic Education Committee were trained to provide support to the ethnic minorities in the community.	The self-directed learning package will be further revised. Over 60% of students demonstrated their awareness of caring for the needy through the IVE Social Awareness Project. The results might be more varied than last year owing to the pandemic situation.
Target: 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	The “Unity in Plurality” program was implemented successfully. Emotional Management and Non-Violence Communication were conducted through RF, LE and IVE lessons.	66% of students agreed that they had become better listeners. Owing to the pandemic situation, the topics conducted were limited by the online platform.
2.2.2 To help students become more open-minded and respectful to those who uphold different values	The class formation activities were held successfully.	Over 65% of students agreed that their class spirit was enhanced. This suggested that informal meetings among form coordinators and class teachers could enhance better arrangements on the class

through Class Formation activities		formation activities.
2.2.3 To adopt a whole school approach in managing student behavior by setting clear expectations and follow-up measures	Some school regulations and guidelines were revised this year.	60% of students agreed that the school set clear expectations and follow-up measures on their behavior. Some student behaviour problems were selected as a major focus in the coming school year. Seminars and activities will be organized next year.
Target: 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	The exposure to Cambodia was cancelled due to the pandemic. However, the fund-raising program continued and HKD 28,000 was raised. The donation of second-hand laptops and tablets to underprivileged students organized by the Wah Yan Social Service Community (WYSSC) was conducted successfully this year.	51% of participants of MAGIS Cambodia programme agreed that the programme helped them to understand their identity as global citizens. There were around 40 electronic devices donated by students, alumni and parents. Moreover, donations were received and 26 laptops were bought and donated to the students who were in need of e-learning under the pandemic.
2.3.2 To strengthen students' self-discipline through various programs	Owing to the pandemic, the Joint School Overseas Leadership Exchange Online Programme was arranged and held smoothly on 9, 12-14 July 2021. The Sunrise Programme was held successfully.	81% of the participants believed that their leadership roles were strengthened after taking part in the workshops. Although the programme was smoothly held, the selection of student leaders was challenging as time was tight for the teacher advisors. Also, classes in some of the participant schools overseas were suspended, resulting in not showing up in the programme.

		<p>It is suggested that the programme should be held in the second week of September so that time will be enough for the teacher advisors to select their leaders.</p> <p>70% of the participants agreed that their sense of self-discipline had been strengthened.</p>
<p>2.3.3</p> <p>To strengthen students' sense of responsibility by revitalizing the House System and strengthening the roles of student leaders in different areas</p>	<p>Most House activities were cancelled due to the pandemic.</p>	<p>A more comprehensive reform of the House System will begin in the next academic year.</p>
<p>2.3.4</p> <p>To help students broaden their vision and recognise their values in the community through mentorship programs, exchange programs, and other advancement programs</p>	<p>The Mentorship programme matched over 50 students with alumni mentors from different walks of life. An interview workshop was held with Marymount Secondary School on 10 July 2021.</p> <p>The Joint School Overseas Leadership Exchange Online Programme with two overseas schools (in Japan and Singapore) and Wah Yan College, Kowloon was held successfully in July.</p>	<p>More than 90% of students believed that their awareness of a part of the Wah Yan community had been improved after participating in the mentorship programme.</p> <p>77% of the participants believed that the overseas leadership exchange online programme widened their horizons in understanding the learning cultures from different countries.</p>
<p>2.3.5</p> <p>To foster students' roles as good stewards of nature by organising activities including gardening, citizen science projects, and Green Monitor</p>	<p>A new recycling bin was installed in the staff room to encourage teachers to recycle plastic bottles and cans. The rate of recycling was high.</p> <p>An online version of Ecology Walk - Introduction of the ecology and history on our campus - was</p>	<p>The recycling habit was extended to a class-based matter. However, due to the suspension of face-to-face lessons under the pandemic, it was hard to establish the habit of recycling in classes. Only some F.1 classes had such a habit in this school year.</p>

	completed in collaboration with the Life Education Committee.	
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Major Concern 3: Developing the school into a committed learning community with a growth mindset

Target:

3.1 Students possess an inner drive for excellence and are committed to being lifelong learners

<p>3.1.1 To promote the growth mindset of students through</p> <ul style="list-style-type: none"> • MAGIS programs • “Learning to Learn” program, • F1 Bridging Programs 	<p>The MAGIS programs were launched in senior forms. For F.4, Dr. Matthew Chu held a talk about mentality towards virtual learning and how to cope with the differences between JS and SS education in April 2021; for F.5 students, we invited an old boy to share how he prepared himself for studying in uncertainties in Nov 2020. The Growth Mindset was stressed during the talks.</p> <p>For F.3, we invited two F.5 students to share how to make a good choice among DSE electives and how to prepare for their studies during the FTP in April 2021.</p> <p>We launched mock jupas for F.5 and advised the students how to make a wise choice for DSE and in their JUPAS application in the 2nd term FTPs.</p> <p>A task group promoting Self-Directed Learning skills was formed under the leadership of Dr. So Ying-lun. Various subject teachers and form teachers in F.2 were invited to join the team and explored the suitable activities for F.2. Dr. So Ying-lun shared the examination preparation skills</p>	<p>The response of the MAGIS programs was fair. Due to the pandemic, we needed to modify the format of the program such as holding the talk through Zoom, which limited the interaction between the speakers and audience. The follow-up work of Form Teachers is important too. The progress of Mock JUPAS was delayed as we had reduced the scale of Career Day for the students. Limited manpower for data analysis hindered the operation too.</p> <p>So far the series of programs which can truly demonstrate the characteristics of Jesuit Education were designed properly. Teachers concerned can run these activities spontaneously. It is a result of repeated trial runs throughout the years and great contributions and team work of many teachers.</p> <p>Growth Mindset was introduced to the students through different programs in different forms and we can</p>
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	with F.1 and F.2 students before the 1 st term examination.	keep arranging similar workshops/ seminars for the students in the coming years. A holistic arrangement for SDL workshops is needed.
3.1.2 To help students explore their aspirations and learn to set life goals through life planning programs and life education	Life Planning elements, for example Goal Setting, were incorporated into the F.1 Life & Society Curriculum. Life Planning Programmes were implemented during F.2 and F.3 Life Education lessons.	Committee questionnaire survey revealed that more than 70% of students acknowledged the importance of goal setting and about 70% of respondents set goals related to their academic studies, participation in extracurricular activities and interpersonal relationships
3.1.3 To support and counsel students on college and scholarship applications	Two live webinars on drafting personal statements for business, science and humanities programmes were held in October 2020 to prepare students for their applications to top-notch universities in the UK and US.	Over 90% of scholarship applicants found individual help regarding scholarship application helpful. The webinars were informative and participants found the advice very practical for their overseas college applications.
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	The annual self-evaluation forms for both junior and senior forms were modified to enable students to have a more comprehensive record of their learning experiences, concerning the academic and non-academic aspects. This facilitated reflection and was conducive to the development of students' growth mindset.	71% of students reflected that the forms were helpful in planning their learning, developing their reflection habit and record keeping.

Target:

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	A staff development programme on growth mindset and unity in plurality was carried out on 30 September 2020. Very positive feedback was received.	89% of participants expressed that the programme enhanced their understanding of growth mindset and 86% revealed that they had more ideas of nurturing growth mindsets among students.
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	A DM Server was installed in September 2020. Student data was captured from WEBSAMS for data analysis. A new platform of eIEP (electronic Individualized Educational Plan) was installed to handle the education plan of SEN students. Our school SEN team did a trial on the platform. A DSE analysis module was installed to analyse the performance of students in the DSE examination. The module was introduced in the All Panel Chairs' Meeting. .	The next step for us is to promote the use of these data analysis tools so that we can promote "assessment for learning" among different subject panels.
3.2.3 To promote growth mindset among parents by organizing parent talks & workshops and providing online resources	A parents' workshop on growth mindset was conducted for parents on 10 October 2020. Over 300 parents attended the workshop and 72.2% of the parents were satisfied with the workshop. 63.3% of them expressed that they acquired the basic knowledge of the growth mindset and would try to apply it in their daily life.	The parent workshops conducted by Dr. Matthew Chu were of very good quality. Parents actively engaged in them and most of them found the learning very useful. We successfully helped a number of parents to possess a growth mindset. Looking forward, we should organize similar workshops for the parents of

		our freshmen, and workshops on growth mindset at advanced levels for parents who attended the workshops this year.
Target: 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	The full-day Program Launch event was held on 17 November 2020. Two Full Community Cohort meetings were held on 22 February 2021 and 3 May 2021. Teachers of various participating schools came together to explore how we can teach better using the PZ frameworks introduced by Harvard University . Eight focus group meetings were held within this academic year.	During the envisioning stage, participating teachers were familiar with the framework provided by the PZ. Due to the pandemic situation, the schedule was delayed and we were not able to do the sharing. Looking forward, we should organize the sharing session with our colleagues, so that more teachers can improve their teaching strategies in this new teaching era.
3.3.2 To organize staff formation programs on E-learning and innovative teaching and learning strategies	Dr. Deng Lisa was invited to conduct a workshop on online learning to our teachers on 9 March 2021. Different modes of online learning and strategies to enhance student engagement were explored.	81% of responding teachers found the workshop useful in helping teachers explore ways of enhancing teaching and learning. Overall, teachers found it informative, practical and enriching.

<p>3.3.3</p> <p>To develop a platform for subject panels to share E-learning resources</p>	<p>Research on using different platforms was done. The development is still in progress. It takes some more time to be completed.</p>	<p>The program will be carried on to the next academic year.</p>
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14.	Students' Achievements	
(I) Chinese		
Event	Award	Awardees
The 72nd Hong Kong Schools Speech Festival (Putonghua Section)		
男子組 - 中學一、二年級 普通話詩詞獨誦	亞軍	1Y LIN Chun Yu (林震宇)
男子組 - 中學一、二年級 普通話散文獨誦	亞軍	1Y LIN Chun Yu (林震宇)
男子組 - 中學三、四年級 普通話詩詞獨誦	季軍	4Y HUI Hui (許昀)
Joint School Chinese Debating Competition (聯校中文辯論比賽)		
	亞軍	Wah Yan College, Hong Kong

(II) English

Event	Award	Awardees
The 72nd Hong Kong Schools Speech Festival (English Section)		
S6 Boys Solo Verse Speaking	Champion	6W TING Pok Man (丁博文)
S3 Boys Solo Verse Speaking	Champion	3Y WONG Leong Ching Elton (黃亮程)
S2 Boys Solo Verse Speaking	Champion	2W SIN Roger Haogang (冼浩鋼) 2Y MOK Ching Hin (莫政軒)
S4 Boys Solo Verse Speaking	2nd Place	4Y HUI Hui (許珣)
S3 Boys Solo Verse Speaking	2nd Place	3Y AU YEUNG Hong Sidney (歐陽匡) 3Y FAN Yuk Ki (范昱祺)
S1 Boys Solo Verse Speaking	2nd Place	1H CHENG Yan Ho Harold (鄭恩灝)

S5 Boys Public Speaking Solo	3rd Place	5Y WONG Chun Ming Maurice (黃俊明)
S4 Boys Public Speaking Solo	3rd Place	4K SZE Ray Regis (施維)
S4 Boys Solo Verse Speaking	3rd Place	4K SZE Ray Regis (施維)

(III) Other Academic/ Subject-related Achievements

Event	Award	Awardees
International Biology Olympiad – Hong Kong Contest 2020		
Best Schools Awards	6th Place	Wah Yan College, Hong Kong
Outstanding Student Performance Awards	2nd Runner-up	6W MALIWAT Elijah (馬嘉慶)
	Gold Award	6W MALIWAT Elijah (馬嘉慶)

	Bronze Award	6W CHAN Kai Him Ambrose (陳啟謙) 6W CHENG Hok Kun Duncan (鄭學勤) 6W PANG Cho Lung (彭楚龍) 6C TUNG Chuen Kei (董川琦)
	Honourable Mention	6W MA Chun Man (馬雋旻)

(IV) Arts

Event	Award	Awardees
Australian Christmas Card Competition 2020		
Senior Secondary School Category	Champion	4W YAM An Bong (任晏邦)
「保護香港海洋環境」四格漫畫創作比賽2020		
Junior Secondary Group (F.1-F.3)	3rd Place	3K LAU Pui Hong (劉培康)
2020-2021 年度全港中學「有Hear」攝影比賽		

高中組	冠軍	4K CHAN Nicholas (陳俊光)
世界心臟日2020繪畫比賽		
網上最受歡迎獎	季軍	1H CHAN Ricardo Mario (陳得謙)
International Painting Competition by Hong Kong International Youth Artist Society “Art Box”		
Children’s Group	Most Planned Award	4W YAM An Bong (任晏邦)
都會國際青年藝術節2021年全港繪畫大賽		
	Bronze Award	1K CHEUNG Kai Chi (張繼之)

(V) External recognition of outstanding students

Event	Award	Awardees
Sir Edward Youde Memorial Prizes 2020/21		
	Awardees	6Y TANG Tsun Leung Chris (鄧縉樑) 6C TUNG Chuen Kei (董川琦)

(VI) Graduates

Event	Award	Awardees
The Hong Kong University of Science and Technology		
	HKUST Dean of Engineering Scholarship 2020	KWAN Tsz Chun (關子駿) LEUNG Yik Hin (梁翊軒)
The Hong Kong Baptist University		
	President's Honour Roll	CHAN Pak Hei Anson (陳柏熹) CHEUNG Felix Vitor (張子珍)

	Dean's List	CHOI Hin Miu (蔡衍苗)
The Hong Kong Polytechnic University		
	FCE Outbound Exchange Scholarship	SO Yui Man Wyman (蘇睿民)
Wu Yee Sun College, The Chinese University of Hong Kong		
	Outstanding Athletic Achievements Bronze Award	WONG Ming Chun (黃明晉)

15.	Financial Reports
	Financial Summary (unaudited)

The IMC of Wah Yan College, Hong Kong
Financial Report as at 31 August 2021 (unaudited)

	(unaudited)		
	Actual Income	Actual Expense	Surplus / (Deficit)
Government Funds - EOEBG (I)	(1)	(2)	(3) = (1) - (2)
Baseline	1,865,133.16	3,066,936.46	
Air-Conditioning Grant	503,656.00	440,980.00	
Composite Information Technology Grant	490,804.00	210,294.00	
Administration Grant (Clerks and Janitors Salary Grant)	3,853,020.00	3,901,030.00	
Capacity Enhancement Grant	638,461.00	629,164.20	
School-based Management Top-Up Grant	50,350.00	1,200.00	
Others Income	313,934.45	170,716.64	
Sub-total (I)	7,715,358.61	8,420,321.30	(704,962.69)
Government Funds - Outside EOEBG (II)			
Salaries Grant - Teaching Staff (Net Salary)	40,419,491.99	40,419,491.99	
Salaries Grant - Teaching Supporting Staff - Lab Technicians	1,214,160.00	1,214,160.00	
Teacher Relief Grant - Recurrent	222,335.00	135,978.50	
Teacher Relief Grant - Optional	3,695,562.00	3,599,926.34	
School Executive Officer Grant	534,660.00	524,133.00	
Other Recurrent Grant - Rent & Rates	899,170.40	899,170.40	
Diversity Learning Grant - Other Programmes (DLG - OP)	93,600.00	75,696.25	
Diversity Learning Grant - Applied Learning (DLG - APL)	120,575.00	120,575.00	
Grant for Fringe Benefits under the Enhanced NET scheme (NTG)	125,595.00	120,195.00	
Learning Support Grant	646,140.00	573,531.00	
Senior Secondary Curriculum Support Grant (SSCSG)	-	92,956.56	
Grant for the Sister School Scheme	156,035.00	-	
Information Technology Staffing Support Grant	319,559.00	305,172.00	
One-off Grant for Promotion of Chinese History and Culture	-	68,381.70	
Home School Co-operation Grant	45,740.00	45,740.00	
Provide Support Student with Financial Needs	20,150.00	13,650.00	
School-based After-school Learning and Support Programmes	22,800.00	-	
Life-wide Learning Grant	1,166,106.00	1,211,435.32	
Promotion of Reading Grant	62,414.00	98,867.20	
Provide to Secondary School to Sup NCS Learning Chi-History and Culture	-	94,620.00	
One-off Special Support Grant	100,000.00	136,188.40	
Opening Up School Facilities for Sports Development Scheme	30,000.00	-	
WS Approach to Integrated Education - SEN	37,800.00	37,800.00	
Grant for Support for NCS Students	150,000.00	150,000.00	
Salary Grant - Teaching Staff (EE's Contribution to PF/MPF Scheme)	2,079,778.34	2,079,778.34	
Admin Grant - ER's Contribution to PF/MPF Scheme (Clerical & Janitors)	311,259.50	313,756.50	
Admin Grant - ER's Contribution to PF/MPF Scheme (Lab. Technicians)	182,124.00	182,124.00	
Sub-Total (II)	52,655,055.23	52,513,327.50	141,727.73
Total (I) + (II)	60,370,413.84	60,933,648.80	(563,234.96)
Total Surplus / (Deficit) of Government Funds	(563,234.96)		
School Funds (III)	Actual Income	Actual Expense	Surplus / (Deficit)
	(1)	(2)	(3) = (1) - (2)
Subscriptions / Approved Collection for Specific Purpose Account	2,452,312.26	2,578,926.12	(126,613.86)
Donations : Wah Yan One Family Foundation	2,300,000.00	2,014,794.21	285,205.79
Donations : Jesuit Educations Trust	334,771.49	445,617.15	(110,845.66)
Total (III)	5,087,083.75	5,039,337.48	47,746.27
Total Surplus / (Deficit) of School Funds	47,746.27		
Summary	Actual Income	Actual Expense	Surplus / (Deficit)
	(1)	(2)	(3) = (1) - (2)
Government Funds - EOEBG	7,715,358.61	8,420,321.30	(704,962.69)
Government Funds - Outside EOEBG	52,655,055.23	52,513,327.50	141,727.73
School Funds	5,087,083.75	5,039,337.48	47,746.27
Total (III)	65,457,497.59	65,972,986.28	(515,488.69)
Total Government Funds + School Funds	(515,488.69)		

The Capacity Enhancement Grant (CEG) is provided by the government for relieving teachers' workload so that teachers will have enhanced capacity to concentrate on critical tasks in the education reform.

In 2020-21 school year, the CEG was used to employ a pastoral assistant and two teacher assistants (responsible for ECA and music activities) to relieve the workload of IVE, Music and ECA teachers. They were employed in 2020-21 in helping religious formation, ECA and music activities.

The Financial Statement for Capacity Enhancement Grant for the Year 2020/21

Income (\$) Grant Received : **\$634,461.00**

Expenses(\$) Salaries : **\$629,164.20**

Balance for the year (\$) : **\$ 5,296.80**

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17	Report on Learning Support Grant		
The Financial Statement for Learning Support Grant for the Year 2020/21			
Income (\$)			
Grant Received :			\$646,140.00
Expenses (\$)			
Salaries :		\$524,475.00	
Speech Therapy Service :		\$38,900.00	
After school learning activities for SEN students :		\$10,156.00	\$573,531.00
Balance for the year (\$)			<u>\$72,609.00</u>

**School-based After-school Learning and Support Programmes 2020/21 s.y.
School-based Grant - Programme Report**

Name of School: Wah Yan College, Hong Kong

Staff-in-charge: Ng Siu Man Julian

Contact Telephone No.: 25978500

A. The number of students (count by heads) benefitted under the Grant is NIL (including A. _____ CSSA recipients, B. _____ SFAS full-grant recipients and C. _____ under school's discretionary quota).

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Art Activity					Cancelled	Nil			
Music Instrumental Class					Cancelled	Nil			
Sports Training Courses					Cancelled	Nil			
Maths Elite Courses					Cancelled	Nil			
Total no. of activities:									
@No. of man-times					Total Expenses	Nil			
**Total no. of man-times									

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).

Wah Yan College Hong Kong
Life-wide Learning Grant
Report on the Use of the Grant
2020 - 2021 School Year

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)	Evaluation Results	Actual Expenses (\$)	Nature of 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)											
Science	Gifted Education	To provide effective educational needs and supporting strategies for gifted students		F.1 – F.5		\$1,500	E6	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of 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					
1.2	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	Expressive arts experiential workshop	To cater for students' interests and abilities for stretching students' potential and nurturing in our gentlemen's positive values and attitude	Mid Apr – May 2020	F.5 (123 students)			E6			✓			
	Lighting design workshop						E6			✓			
	Watercolor workshop						E6			✓			
	Sound designing and making loudspeaker					Total \$60,547.4	E6			✓			
	Procreate drawing						E6			✓			
	Ways of seeing (Photography and movie)						E6			✓			
	Introduction to Contemporary Dance						E6			✓			
Careers & Further Studies Committee	Programmes included:	To enable students to acquire generic skills and do reflections To enable students to have a better understanding of their interests, goals and career inclinations To enhance students' awareness of the NSS curriculum	2 nd term	F.1		\$199,500	E5						
	1 personal management and cultivation of generic skills and good habits such as time management and positive thinking												
	2 pursuit of dreams in life planning and an introduction to the career world												

	3	decision making and NSS subject selection	To enable students to know more about the career world through engaging in experiential learning	2 nd term on Career day									
	4	Career assessment 'DISC' and Career exploration Sessions	To increase students' understanding of their academic aspirations, master life planning skills and develop skills		F.5								
	5	Release of JUPAS mock results and sharing session, life game and mentorship programme	To enable students to acquire updated information about various study opportunities and choices	2 nd term on Career day	F.6								
	6	Talks on JUPAS, further studies and briefing on release of DSE results for F.6 parents and students		Jun & Jul 2021									
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 (184 students)	\$5,471.7	E1						✓
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 (25 participants)	\$13,000	E5, E6						✓
		Exchange Online Leadership Programme is organized with Wah Yan Kowloon and relevant overseas schools to provide professional leadership skills for students chairpersons	To exchange ideas of leadership skills and strategies among students from different school organizations To nurture our leaders of the school organizations, clubs/ societies, sports and music team captains to be a responsible leaders	July 2021	F.4-F.5 (26 participants)	\$143,000	E5, E6				✓		✓
		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	\$49,500	E6			✓			
		Chinese Debate (e.g. coach & competition fee)		Whole year	F.1-F.6	\$15,000	E5				✓		
		English Drama (e.g. tutorial & competition fee, stage production, costume & props)	To cater for students' interests and abilities for stretching students' potential	Whole year	F.1-F.6	\$37,350	E5, E6				✓		
		Wah Yan Cats	To nurture our students to be caring and service to the less privileged	Whole year	F.1-F.6	\$6,804	E1			✓			

	Post Exam activities for students	To cater for students' interests and abilities for stretching students' potential	Whole year	F.4-F.5 (256 students)		\$15,445	E5, E6						✓
Music Department	Tutor Fee for Chinese and Symphonic Orchestra, instrumental classes	To strength members' cooperative power in both chinese & symphonic orchestra	Whole year	F.1-F.6		\$27,000	E5				✓		
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	Feb 2021	F.6		\$6,863	E6						✓
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 (284 students)		\$9,600	E5		✓		✓		
	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 (175 students)		\$200,000	E5				✓		
	Fitness Scanning Programme for Health and Wellness in Junior form students.	To enhance students' awareness of their lifelong health and fitness through fitness programmes	Apr-Jun 2021	F.1-F.3 (416 students)		\$268,000	E5, E6				✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Estimated Expenses (\$)	Nature of 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											
Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Estimated Expenses (\$)	Nature of 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											

Actual Expenses for Category 1 \$1,058,581.1

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
STEM	Equipment - Laser Cutter, 3D Laser Cutter, Robotics kits & Others		\$133,800
PE	Consumables (Balls, Electronic scoreboards, basketball stand and hoops, soccer goals, etc.)		\$19,054
Music			
Arts			

Others			
		Actual Expenses for Category 2	\$152,854
		Actual Expenses for Categories 1 & 2	\$1,211,435.1

^ Input using the following codes; more than one code can be used for each item.

Code for Expenses	
E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2 Transportation fees	E7 Purchase of equipment, instruments, tools, devices, consumables
E3 Fees for non-local exchange activities / competitions (students)	E8 Purchase of learning resources (e.g. educational softwares, resource packs)
E4 Fees for non-local exchange activities / competitions (escorting teachers)	E9 Others (please specify)
E5 Fees for hiring expert / professionals / coaches	

Category 3: Number of Student Beneficiaries

Total number of students in the school:	785
Number of student beneficiaries:	~700
Percentage of students benefitting from the Grant (%):	~89.1%

<i>Contact Person for Life wide Learning (Name and Post)</i>	Chang Ka Ming Dennis (Master of OLE Committee)
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The IMC of Wah Yan College Hong Kong
Report on the Use of the Student Activities Support Grant
2020/21 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$20,150.00
B	Expenditure in the Current School Year:	\$13,650.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$6,500.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	1	\$1,100.00
Full-grant under the School Textbook Assistance Scheme	1	\$7,600.00
Meeting the school-based financially needy criteria	3	\$4,950.00 (capped at 25% of the total allocation for the school year)
Total	5	\$13,650.00

(Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)

III. Details of Expenses

III. Income & Expenses									
No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person times of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Maths Elite Courses	Mathematics	2	\$1,650.00	✓				
2	Spanish Courses	Others : Language	3	\$12,000.00	✓				
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1				\$13,650.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3				\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3				\$0.00					
Total				5	\$13,650.00				

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for L/WL (Name & Post): Mr. Ng Siu Man (Vice-Principal)

Education Support Provided for NCS Students School Support Summary for the 2020/21 School Year

2020/21 學年為非華語學生提供的教育支援學校支援摘要

Our School was provided with additional funding by the EDB in the 2020/21 school year. With reference to school-based circumstances, we provided support for our NCS students and assigned a dedicated teacher to coordinate relating matters. Details are as follows:

本校在 2020/21 學年獲教育局提供額外撥款，並配合校本情況，為該學年錄取的非華語學生提供支援。有關支援由專責教師統籌。詳情如下：

(1) With reference to the learning progress and needs of NCS students, our adopted the following mode to enhance the support for learning of Chinese of NCS students in the 2020/21 school year:

- **Appointing 1 teaching assistant to support the learning of NCS students.**
- **Pull-out learning (F.1) provided in Chinese Language lessons**

(1) 本校按非華語學生的學習進度和需要，在 2020/21 學年採用了以下方式加強支援他們的中文學習：

- 聘請一名教學助理，以支援非華語學生學習中文。
- 中文科課堂上提供的支援：抽離學習（中一）

(2) Our school's measures for creating an inclusive learning environment included:

- **Organising activities which promote cultural integration – Writing “Fai Chun” during Chinese New Year.**
- **Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school or outside school: NCS student was appointed as the member of Altar Society to prepare the religious activities in the school.**

(2) 本校建構校園的措施包括：

- 舉辦促進文化共融的活動 - 農曆新年寫揮春活動
- 提供機會讓非華語學生在校內或校外與華語同儕一起學習和交流：選任非華語學生為天主教輔祭會成員，為校內各宗教活動作準備。

(3) Our school's measures for promoting home-school cooperation with parents of NCS students included:

- **Translating school circulars/ important matters on webpage**
- **Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis**
- **Providing parents of NCS students with information on school choices/ further studies/ career pursuits for their children.**

(3) 本校向非華語學生家長推廣家校合作的措施包括

- 翻譯學校通告/學校網頁的重要事項
- 定期與非華語學生的家長討論其子女的學習進度（包括中文學習）
- 為非華語學生的家長提供有關其子女選校／升學／就業的資訊。

For further enquiries about the education support our school provides for NCS students, please contact Mr. Li Men Dik at 25722251.

如就本校為非華語學生提供的教育支援有進一步查詢，請致電 25722251 與李民迪老師聯絡。

22	Donors and Benefactors
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The Wah Yan College Hong Kong Jesuit Education Trust

Chan Yu Ting Irene
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School Development Project / Maintenance Fund

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Wah Yan Post Secondary Education Trust Fund

Chan Leung Leo	Ng Chun Hung
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Lam Wai Nang	Poon Che Kin
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Leung Chung Man Alvin	Wong Wai Ming
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