



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

Annual School Plan - Final Draft
(2021-2022)

1. School Vision & Mission

Vision of Jesuit Education in the Chinese Province

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

School Mission

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

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

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

WAH YAN COLLEGE, HONG KONG

Annual School Plan 2021-2022

2. Major Concerns

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

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

Intended Outcomes / Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Responsible Party	Resources Required
1.1 Students become competent learners	1.1.1 To enhance the reading culture in school in the second year of the QEF project “Libraries Everywhere”	<ul style="list-style-type: none"> The completion of the “Libraries Everywhere” QEF project The book borrowing rate increases by 50% The borrowing rate of iPads from the library for reading is higher than 70% 	<ul style="list-style-type: none"> Teachers’ observation Borrowing records 	Whole year	<ul style="list-style-type: none"> Learning & Reading Promotion Team 	<ul style="list-style-type: none"> QEF Library staff
	1.1.2 To enrich students’ reading skills through varied teaching practices in classes	<ul style="list-style-type: none"> At least 50% of the students show improvements in reading assessment results At least 70% of the language teachers adopt some new teaching practices for reading skills 	<ul style="list-style-type: none"> Teachers’ observation Assessment results Markers’ reports 	Whole year	<ul style="list-style-type: none"> Teaching & Curriculum Development Team Language subject panels 	<ul style="list-style-type: none"> Lesson time of language subjects Staff for data crunching

	1.1.3 To help students acquire project learning skills, including research, data analysis, and organization, presentation, report writing skills, etc. in different classes	<ul style="list-style-type: none"> • The completion of the design of curriculum for project learning skills in junior forms • At least one cross-disciplinary project is conducted in each junior form 	<ul style="list-style-type: none"> • Teachers' observation • Assessment results 	Whole year	<ul style="list-style-type: none"> • Teaching & Curriculum Development Team • Subject panels 	<ul style="list-style-type: none"> • Teachers responsible for designing a new curriculum on project-based learning
	1.1.4 To introduce the IDEEA (Innovation, Design, Engineering, Entrepreneurship, Art) as an independent subject in F1 to facilitate the application of PBL and SDL	<ul style="list-style-type: none"> • The completion of the F1 curriculum • Students apply PBL and SDL skills in their projects 	<ul style="list-style-type: none"> • Subject record • Teachers' observation 	Whole year	<ul style="list-style-type: none"> • Teaching & Curriculum Development Team • IDEEA panel 	<ul style="list-style-type: none"> • Teachers teaching the new subject
1.2 Students become reflective learners	1.2.1 To promote the practice of daily Examen and launch daily Examen after Homeroom time on school days	<ul style="list-style-type: none"> • At least 70% of the students express that practicing Examen help them reflect upon their learning experiences • At least 50% of the students practice Examen on their own at least once a day 	<ul style="list-style-type: none"> • School-based survey 	Whole year	<ul style="list-style-type: none"> • Pastoral Committee; • IVE Panel • Form Teachers 	<ul style="list-style-type: none"> • Form teachers • Homeroom Periods • Student Handbooks • Assemblies
	1.2.2 To promote the use of Ignatian Pedagogical Paradigm (IPP) in students' learning as well as their daily lives by fine tuning the student's evaluation forms	<ul style="list-style-type: none"> • 2 sets of self-evaluation forms are modified (Mid-year and Annual) • At least 70% of the students reflect upon their learning with the help of the forms • At least 70% of the students find that the forms are helpful in developing their habit of reflection 	<ul style="list-style-type: none"> • Teachers' observation • School-based survey 	Whole year	<ul style="list-style-type: none"> • Form Teachers • OLE Committee • Academic Admin Team 	<ul style="list-style-type: none"> • Online forms shared to students through Homeroom Google Classrooms

	1.2.3 To further consolidate the Self-Directed Learning (SDL) skills of our students by continuous effort in extending the “Learning to Learn” program to different forms	<ul style="list-style-type: none"> Self-Directed Learning (SDL) skills of our students are enhanced in general At least 70% of the participating students agree that the program has helped them become more reflective 	<ul style="list-style-type: none"> Teachers’ observation SDL workshops/ seminar surveys 	Whole year	<ul style="list-style-type: none"> Learning & Reading Promotion Team 	<ul style="list-style-type: none"> Form teacher periods Educational psychologists
	1.2.4 To develop junior form students’ ownership of learning by helping them to earnestly embark on the process of identifying their life goals and aspirations via life planning programs	<ul style="list-style-type: none"> At least 70% of the participating F1 to F3 students acknowledge the importance of goal setting and have aspirations in their academic and non-academic aspects 	<ul style="list-style-type: none"> Program survey 	Whole year	<ul style="list-style-type: none"> Life Planning and Further Studies Guidance Committee 	<ul style="list-style-type: none"> Funding for the Life Education programs
	1.2.5 To consolidate the “Diversity at Schools” Project and provide staff development opportunities for teachers to learn how to use the data to help students reflect on their learning needs	<ul style="list-style-type: none"> At least one staff development program is held for sharing the use of data At least 50% of the subject teachers make use of the data to assist students in evaluating and reflecting on their learning 	<ul style="list-style-type: none"> Tasks completion Teacher’s observation and focus group discussion 	Whole year	<ul style="list-style-type: none"> Academic Administration Team 	<ul style="list-style-type: none"> Time for staff development Jockey Club “Diversity at schools” project fund
1.3 The potential of high achievers and gifted students is realized	1.3.1 To develop a more flexible curriculum/ assessment items to cater for gifted and high achieving students	<ul style="list-style-type: none"> The policy for nurturing gifted and high achieving students is developed At least 50% of the subject panels have tailor-made assessment tasks for gifted and high achieving students 	<ul style="list-style-type: none"> Policy formulation Review of assessment items 	Whole year	<ul style="list-style-type: none"> Learning and Reading Promotion Team SEN Committee 	<ul style="list-style-type: none"> Professional support for developing gifted education
	1.3.2 To enhance our support to gifted and high achievers in their academic development	<ul style="list-style-type: none"> Gifted students are identified to join pull-out gifted programs At least 5 gifted programs are introduced to students 	<ul style="list-style-type: none"> Tasks completion Committee record 	Whole year	<ul style="list-style-type: none"> SEN Committee Student Advancement Committee 	<ul style="list-style-type: none"> DLG Program Support from

						gifted education institutions
	1.3.3 To launch the “Project Pharos” and consolidate and strengthen our college counselling services to gifted and high achievers	<ul style="list-style-type: none"> Individual needs in university applications of gifted and high achievers are addressed At least two sessions will be held to prepare high achievers in senior secondary for overseas college applications Individual support in preparation for interviews is provided to at least two F6 students who are aspiring to study in top universities 	<ul style="list-style-type: none"> Teachers’s observation Evaluation meetings Committee records Project record 	Whole year	<ul style="list-style-type: none"> Student Advancement Committee Life Planning and Further Studies Guidance Committee 	<ul style="list-style-type: none"> Professional service providers Time slots for workshop sessions Sponsorship by Alumni

Major Concern 2: Nurturing compassionate companions within the school community

Intended Outcomes / Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Responsible Party	Resources Required
2.1. Teachers and students become compassionate and caring persons “for and with others”	2.1.1 To try out and revise the self-directed learning package on “Safeguarding Students Against Abuse” for teachers	<ul style="list-style-type: none"> The package is revised All teachers try out the self-directed learning package Teacher’s awareness of the policy of Safeguarding Students Against Abuse is enhanced 	<ul style="list-style-type: none"> Teachers’ feedback 	Whole year	<ul style="list-style-type: none"> Staff Development Committee 	<ul style="list-style-type: none"> Online learning platform Time to do the self-learning
	2.1.2 To provide individual support to repeaters and F.5/6 students who have dropped an elective subject through conversations and academic guidance	<ul style="list-style-type: none"> Target students will be met by the teacher regularly to monitor their learning situation. Target students have found our school supportive and helpful for their studying 	<ul style="list-style-type: none"> Teachers’ observation 	Whole year	<ul style="list-style-type: none"> Academic Affairs Committee 	<ul style="list-style-type: none"> Extra meeting time slots with students

	2.1.3 To cultivate students' compassion, communication, collaboration, and creativity through the IDEEA curriculum	<ul style="list-style-type: none"> • The IDEEA projects created by students are started from their empathy towards the community • 70% of the IDEEA teachers agree that students' compassion, communication, collaboration, and creativity are improved after taking IDEEA 	<ul style="list-style-type: none"> • Assessment of IDEEA projects • Teachers' evaluation meetings 	Whole year	<ul style="list-style-type: none"> • IDEEA panel 	<ul style="list-style-type: none"> • Lesson time for the new IDEEA subject • Teachers to plan and teach the IDEEA curriculum
	2.1.4 To organize sharing and teacher workshop on topics including catering for learning diversity, crisis management focusing on our support to students in need	<ul style="list-style-type: none"> • At least 70% of the participating teachers express that their understanding of the needs of SEN students is enriched • At least 70% of the participating teachers express that their understanding of how to support and care for students who are facing a crisis 	<ul style="list-style-type: none"> • Program survey 	Aug-Nov 2021	<ul style="list-style-type: none"> • Staff Development Committee • SEN coordinator • Student Support Division 	<ul style="list-style-type: none"> • Time slots for the sharing and teacher workshop
	2.1.5 To foster students' sense of caring and brotherhood through JASER scheme	<ul style="list-style-type: none"> • The completion of F1 Orientation Camp • At least 70% of the participants of F1 Orientation Camp find the JASER supportive • At least 70% of the participants agree the JASER scheme can help them become more caring to other schoolmates and can enhance their sense of brotherhood 	<ul style="list-style-type: none"> • Record in JASER Diaries • Half-year feedback from F.1 students • Teachers' observation • Reflective letter 	Whole year	<ul style="list-style-type: none"> • Counselling and Guidance Committee 	<ul style="list-style-type: none"> • Camp fee • Funding from Jockey Club • Life Wide Learning Grant
2.2. Students become more empathic and respectful towards different values	2.2.1 To further develop the "Unity in Plurality" program and to support students in putting what they have	<ul style="list-style-type: none"> • At least 70% of the students agree that they become better listeners after the program. • At least 70% of the students agree that they are empathic and respectful towards different values. 	<ul style="list-style-type: none"> • School-based survey • Teachers' observation 	Whole year	<ul style="list-style-type: none"> • Counselling and Guidance Committee • Life Education Team 	<ul style="list-style-type: none"> • FTPs for the program • Additional teachers for conducting the lessons

	learned into practice in their daily lives.					
	2.2.2 To organize Form Formation programs in Flexible Afternoons to develop students to become more empathic and respectful towards different values.	<ul style="list-style-type: none"> At least 70% of the students think they are more empathic and respectful towards different values after the programs. 	<ul style="list-style-type: none"> School-based survey Teachers' observation 	Whole year	<ul style="list-style-type: none"> Form Teachers' Coordination 	<ul style="list-style-type: none"> Psychologists and social workers
2.3. Students appreciate their roles and values and are responsible for their communities and the world	2.3.1 To bring in new modules in the leadership training programs to teach our student leaders to appreciate their roles and values as leaders at school	<ul style="list-style-type: none"> The sense of responsibility of student leaders is enhanced in general At least 70% of the participants agree that they appreciate their leadership roles and values after the program 	<ul style="list-style-type: none"> Teachers' observation Program evaluation Program survey 	Oct 2021 Feb 2022	<ul style="list-style-type: none"> OLE Committee Student Advancement Committee 	<ul style="list-style-type: none"> Life Wide Learning Grant
	2.3.2 To bring in service activities in the overseas leadership program so that our young leaders can shoulder their responsibility for the communities and the world	<ul style="list-style-type: none"> At least 70% of the participants agree that the activities can teach them to shoulder their responsibility for the communities and the world The sense of responsibility of student leaders is enhanced in general 	<ul style="list-style-type: none"> Program evaluation Program survey Teachers' observation 	Jul 2022	<ul style="list-style-type: none"> OLE Committee Student Advancement Committee 	<ul style="list-style-type: none"> Life Wide Learning Grant Time slots for leadership training during post-exam time
	2.3.3 To design a new WAMFO service handbook and to motivate our students to take initiative to work and serve the less privileged in the community	<ul style="list-style-type: none"> The completion of the new WAMFO service handbook At least 70% of the students agree that the new WAMFO handbook can motivate them to take initiative to work and serve the poor in the community 	<ul style="list-style-type: none"> Program record School-based survey 	Whole year	<ul style="list-style-type: none"> OLE Committee 	<ul style="list-style-type: none"> Support from the VA department Flexible Afternoon Time Slots for promoting WAMFO

		<ul style="list-style-type: none"> At least 70% of the students join community services and achieve the expectations of WAMFO 				
	<p>2.3.4</p> <p>To strengthen students' sense of self-discipline through Sunrise program</p>	<ul style="list-style-type: none"> Students' sense of responsibility and self-discipline is improved in general Students with serious late records show improvement 	<ul style="list-style-type: none"> Observation Teachers' evaluation meetings Case record 	Whole year	<ul style="list-style-type: none"> Discipline Committee Counselling and Guidance Committee 	<ul style="list-style-type: none"> Support from Social workers

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

Intended Outcomes / Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Responsible Party	Resources Required
3.1. Students possess an inner drive for learning and are committed to being lifelong learners	3.1.1 To organize sharings, talks, and life planning programs to inspire and help students explore their aspirations and learn the strategies to set goals through life planning programs	<ul style="list-style-type: none"> At least 70% of the participating students have aspirations for their academic studies and other domains, and understand strategies of goal setting Teachers agree that students are more committed to their learning in general 	<ul style="list-style-type: none"> Program survey Teachers' observation Evaluation meetings 	Whole year	<ul style="list-style-type: none"> Life Planning and Further Studies Guidance Committee 	<ul style="list-style-type: none"> F1 L&S subject teachers Professional trainers
	3.1.2 To provide support and guidance on college and scholarship applications	<ul style="list-style-type: none"> At least two sessions are held to provide students with relevant information on applications for scholarships and overseas institutes Individual counseling is given to students 	<ul style="list-style-type: none"> Program record Program survey 	Whole year	<ul style="list-style-type: none"> Life Planning and Further Studies Guidance Committee Student Advancement Committee 	<ul style="list-style-type: none"> Professional service providers Time slot for meeting students
	3.1.3 To organize different SDL talks for junior form students and Magis in learning programs for senior form students which can boost their learning motivation and reinforce their learning skills	<ul style="list-style-type: none"> At least 70% of the students find the talk can help them to strengthen their learning and plan their study path in the future Teachers agree that students' learning motivation and learning skills are enhanced in general 	<ul style="list-style-type: none"> School-based survey Teacher's observations Evaluation meetings 	Whole year	<ul style="list-style-type: none"> Academic Affairs Committee Learning & Reading Promotion Team 	<ul style="list-style-type: none"> Professional speakers or trainers Timeslot for the activities
3.2. Teachers and parents possess a growth mindset	3.2.1 To develop teachers' growth mindset through buddy observation and staff appraisal	<ul style="list-style-type: none"> Teachers explore ways to improve teaching & learning through sharing of good practices in post-observation discussion and appraisal meetings Teachers are open and willing to discuss areas and possible ways for growth and improvement in post- 	<ul style="list-style-type: none"> Buddy observation forms Staff appraisal meetings 	Oct 2021- May 2022	<ul style="list-style-type: none"> Staff Development Committee Principal, Vice-Principals, Appraisers 	<ul style="list-style-type: none"> Time for buddy observation and post-observation discussion Time for appraisal meetings

		observation discussion and appraisal meetings				
	3.2.2 To organize teachers' workshop(s) on assessment for learning based on the school data management system	<ul style="list-style-type: none"> ● Subject panel chairs acquire the skills in using assessment data to enhance teaching & learning effectiveness ● 70% of the participating teachers agree that they gain insights from the assessment data to develop strategies that enhance students' learning outcomes 	<ul style="list-style-type: none"> ● Program survey 	Nov 2021	<ul style="list-style-type: none"> ● Staff Development Committee ● Academic Administration Team 	<ul style="list-style-type: none"> ● Time slots for teachers' workshop(s)
	3.2.3 To promote the growth mindset among parents by organizing parent talks & workshops and providing online resources	<ul style="list-style-type: none"> ● At least 70% of the participating parents learn more about growth mindset ● At least 70% of the participating parents express they will try to apply a growth mindset in their daily life 	<ul style="list-style-type: none"> ● Program survey 	Oct / Nov 2021	<ul style="list-style-type: none"> ● Home School Committee ● Educational Psychologist 	<ul style="list-style-type: none"> ● Time slots for parent talks & workshops
3.3. Teachers explore ways of enhancing teaching and learning	3.3.1 To explore innovation education strategies including redirecting authority, inquiry-based learning, student agency, etc. in the school context via the "Project Zero" study and share the findings with teachers through Staff Development Programs	<ul style="list-style-type: none"> ● The completion of the exploration in innovation education strategies in the school context via the "Project Zero" study ● The completion of the sharing of the findings of "Project Zero" study through Staff Development Programs ● At least 70% of the participating teachers are willing to explore ways of enhancing teaching and learning 	<ul style="list-style-type: none"> ● Program record ● Program survey 	Mar 2022	<ul style="list-style-type: none"> ● Staff Development Committee ● Teaching and Curriculum Development Team 	<ul style="list-style-type: none"> ● Time slots on PD Day or other occasions for the sharing

	<p>3.3.2</p> <p>To explore ways to enhance teaching and learning via BYOD by launching a BYOD trial run in F.1</p>	<ul style="list-style-type: none"> • The completion of the trial run • Teachers explore strategies in applying BYOD to enhance teaching and learning 	<ul style="list-style-type: none"> • Program record • Observation • Evaluation meetings 	Term 2	<ul style="list-style-type: none"> • Teaching and Curriculum Development Team • IT in Education Committee 	<ul style="list-style-type: none"> • Laptops for teachers • Admin support for parents to buy their devices for BYOD
	<p>3.3.3</p> <p>To develop a platform for subject panels to share E-learning resources</p>	<ul style="list-style-type: none"> • The completion of the platform • Teachers share their E-learning resources via the platform 	<ul style="list-style-type: none"> • Platform record 	Whole year	<ul style="list-style-type: none"> • Academic Affairs Committee • IT in Education Committee 	<ul style="list-style-type: none"> • Technical Support

4. Financial Plans

i) Plan for Diversity Learning Grant

Three-year plan – Measure to broaden students’ choices of elective subjects and provision of gifted education programmes for the ninth cohort to eleventh cohort of senior secondary students (from 2021-22 to 2023-24 school year)
The following programmes are adopted with the support of EDB’s Diversity Learning Grant (DLG):

DLG funded Programmes	Strategic & benefits anticipated	Name of programmes / courses & providers	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of students learning / success indicators	Teacher-in-charge
					2021-22	2022-23	2023-24		
Applied Learning	To offer a range of ApL courses for students with different learning needs and interests -To broaden students’ diversified learning experiences and develop their career aspirations	Applied Learning courses in the following area of studies: - Applied psychology -Practical Psychology -Animal Care	240 hours in 2 years for each course	F6 students	5	-	-	Successful completion of the ApL courses by students as shown in their learning records Assessment of students’ performance	Mr. MD Li, <i>Chairperson of the Academic Affairs Committee</i>
Applied Learning	To offer a range of ApL courses for students with different learning needs and interests -To broaden students’ diversified learning experiences and develop their career aspirations	Applied Learning courses in the different areas of studies, such as: - Sports Science	240 hours in 2 years for each course	F5 students	1	1	-	Successful completion of the ApL courses by students as shown in their learning records Assessment of students’ performance	Mr. MD Li, <i>Chairperson of the Academic Affairs Committee</i>
Other Programmes: Network	In view of the small number of students opting for HKDSE Music, this network programme can help to cater for students’ diverse needs	HKDSE Music Provider : NSS Wan Chai Partnership Music Programme	3 years	F4-6 students of this cohort of students	5	5	5	Students will take the HKDSE Examination Assessment of students’ performance	Co-ordinator : Mr. Alex Tang <i>Music Panel Head</i> Jointly organized with True Light Middle School of Hong Kong, Hotung Secondary School, Salesian English School

ii) Plan of Capacity Enhancement Grant

Category	Major Concerns/Objectives	Strategies	Expected Outcomes	Time Scale	Resources Required/Budget	Success Criteria/ Goals (Measurable & Observable)	Methods/ Means of Evaluation (Quantitative & Qualitative) e.g. records, results, questionnaires, evaluation meetings, observation	Teachers in charge
Student Support and Development	Support students to develop on music / pastoral and OLE activities.	Sponsor the employment of a pastoral assistant and two teacher assistants (responsible for OLE and music activities)	Create space for teachers to concentrate on critical tasks in the education reform	Whole year	Salary & MPF	<ul style="list-style-type: none"> - More activities on pastoral, music and others OLE can be organized. - Higher level of participation in students' activities. 	Evaluation meetings of the committees and subject panel	Chairpersons of Pastoral Committee, OLE Committee & Music Panel

iii) Plan of Learning Support Grant

Appendix III : Plan of Learning Support Grant

Category	Objectives	Plan	Expected Outcomes	Time Scale	Resources Required/ Budget	Success Criteria/ Goals (Measurable & Observable)	Methods/ Means of Evaluation (Quantitative & Qualitative) e.g. records, results, questionnaires, evaluation meetings, observation	Teachers in charge
	1 Cater for the needs of students with SEN	a) Employ 2 student counselors and 1 SEN teaching assistant to perform administrative tasks in SEN support committee, provide counselling service and conduct training workshop to SEN students	i) Reduce administrative workload of SEN coordinator and SEN support teacher ii) SEN students receive various kinds of training (e.g. social skill, self-management) by student counselors	Whole academic year	\$628,430	i) At least one training workshop is conducted by each councilor in each term to SEN students ii) The appraiser(s) satisfies(y) with the councilors performance in performing their duties in SEN Support Committee	Performance Appraisal, Training record	SEN Coordinator
		b) Arrange speech therapy services including diagnosis and training to SEN students	SEN students with speech therapy needed receive diagnosis and training from Speech Therapist	Whole academic year	\$31,500	i) Relevant SEN students receive at least 4 sessions (about 30 min@) of speech therapy services in the academic year ii) SEN students, recommended by student counsellors/social worker, receive diagnosis from speech therapist	Training record, Evaluation meeting with Speech Therapist	SENST
		c) Arrange after-school tutorials to SEN students	i) The academic performance of the students can be enhanced ii) Students can complete their assignment on time with the aid of the our alumni tutors	Whole academic year	\$50,000	i) 4 to 6 SEN students join the after-school tutorials once to twice a week. ii) Students find the tutorials useful to enhance their academic performance iii) At least 75% of assignment can be submitted on time	Attendance record, evaluation meeting with tutors and Questionnaire	SEN Coordinator
		d) Acquire learning and teaching resources for SEN students	Students can learn the social and executive skills, , through the resources, such as board game and emotional expression cards	1 st term	\$5,000	At least 5 learning and teaching materials can be acquired	Acquisition record	SEN Coordinator

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

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

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Art Activity	To introduce students to Art Knowledge	80% of participants find the activity interesting	Questionnaire	Whole year	1	2	1	2000	
Music Instrumental Class	To improve students' knowledge and skills in music instruments	80% of participants find the class interesting	Questionnaire	Whole year	2	2	1	17500	
Sports Training Courses	To improve students' sports knowledge and skills	80% of participants find the class interesting	Questionnaire	Whole year		1		3500	
Elite Maths Courses	To improve students' Maths knowledge and skills	80% of participants find the class interesting	Questionnaire	Whole year		3		2400	
Total no. of activities: <u>4</u>				@No. of man-times	3	8	2		
				**Total no. of man-times	13				

Note:

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

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

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

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

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

The major objectives for Promotion of Reading (2021-2022):

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

	Items	Estimated Expenses (\$)
1	<p>Purchase of Books</p> <ul style="list-style-type: none">• Printed books• English Magazine• e-Books	\$56,851

2	<p>Reading Activities</p> <ol style="list-style-type: none"> 1. Hiring writers, professional storytellers, etc. to conduct talks 2. Subsidizing students for their participation in and application for reading related activities or courses 	<p>\$5,000</p> <p>\$1,000</p>
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vi) Plan of the Use of the Life-wide Learning Grant

Wah Yan College Hong Kong
Plan on the Use of the Life-wide Learning Grant
2021-2022 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.

plan to deploy the Grant for promoting the following items.												
No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			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	<u>Local Activities:</u> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or 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											
1	Tutor Fee for Chinese and Symphonic Orchestra, instrumental classes Objective: To strengthen members' cooperative power in both Chinese & symphonic orchestra	Arts (Music)	Whole year	F.1 – F.6	70	Verbal feedback from students	\$100,000			✓		
2	Organizing different workshops (e.g. Expressive arts, Lighting design workshop, Watercolor workshop, Sound designing, Ways of seeing, Acrobatics and Tumbling workshops, etc.) Objective: To cater for students' interests and abilities for stretching students' potential and nurturing in our gentlemen's positive values and attitude	Arts (Others)	3 Jan 2022	F.5	130	Teachers and students' verbal feedback, survey and questionnaire	\$15,000			✓		

* Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

3	Organizing Lego, Drone, Programming, Multimedia and Laser cutting courses and activities. Participants will take part in inter-school competitions Objectives: To broaden their horizons on STEM education in HK and to develop their sense of achievement throughout the process	Cross-Disciplinary (STEM)	Whole year	F.1 – F.5	500	Teachers and students' verbal feedback and questionnaire	\$102,500	✓				
4	To provide effective educational needs and supporting strategies for gifted students in Mathematics and Science	Gifted Education	Whole year	F.1 – F.5	20	Teachers and students' verbal feedback	\$4,000 + \$6,000	✓				
5	Whole person development programme (WPD) for Sports team members will be organized. Workshops, sharing and games will be designed by psychologists, teachers and past students Objective: To nurture sports team members' positive values and attitudes towards academic performance	Physical Education	Apr 2022	F.1 – F.2	80	Questionnaire and verbal feedback from participants	\$20,000			✓		
6	Coach Fee for Sports Teams (e.g. Athletics, Basketball, Football, Volleyball and Swimming Team) Objective: To strengthen sportsmen's skills on relevant sports' activities		Whole year	F.1 – F.6	150	Verbal feedback from students	\$330,000			✓		
7	Fitness Scanning Programme for Health and Wellness in Junior form students Objective: To enhance students' awareness of their lifelong health and fitness through fitness programmes		Nov-Dec 2021	F.1 – F.2	280	Questionnaire and Fitness report for junior students	\$70,000			✓		

8	Programmes included: 1. personal management and cultivation of generic skills and good habits 2. pursuit of dreams in life planning and an introduction to the career world 3. decision making and NSS subject selection 4. Career assessment 'DISC' and Career exploration sessions 5. Release of JUPAS mock results and sharing session, life game and mentorship programme 6. Talks on JUPAS, further studies and briefing on release of DSE results for F.6 parents and students Objectives: 1. To enable students to acquire generic skills and do reflections 2. To enable students to have a better understanding of their interests, goals and career inclinations 3. To enhance students' awareness of the NSS curriculum 4. To enable students to know more about the career world through engaging in experiential learning 5. To increase students' understanding of their academic aspirations, master life planning skills and develop skills 6. To enable students to acquire updated information about various study opportunities and choices	Careers & Further Studies Committee	2nd term	F.1		Questionnaire					✓
			2nd term	F.2		Questionnaire					✓
			1st term	F.3		Questionnaire					✓
			2nd term on Career day	F.4		Questionnaire					✓
			2nd term on Career day	F.5		Questionnaire					✓
			Jun & Jul 2022	F.6	800	Questionnaire and feedback from students	\$230,000				
9	JASER Training Camp is organized for equipping the senior students with caring and positive attitudes Objective: To train JASER leaders to take care of our F.1 freshmen	Counselling and Guidance Committee	Jun and Sept 2021	F.1 & F.4	50	Teachers' observation and feedback from JASER diaries	\$10,000				✓
10	Organizing different workshops and activity groups Objective: To nurture and develop our students to have positive learning attitudes		Whole year	F.1 – F.6	30	Teachers and students' verbal feedback	\$50,000				
11	Prefects Training Camp and workshops are organized for equipping the prefects with expectations, attitudes, habits, skills for knowledge relating to becoming responsible leaders Objective: To train our students to be responsible leaders in the school and society	Discipline Committee	July 2022	F.3 – F.6	70	Questionnaire and DC teachers' observation	\$32,000				✓

12	Citizen Science Projects Objective: 1. To enable students appreciate their roles and values and are responsible for their communities and the world 2. To raise students' awareness and to educate in science	Moral, Civic and National Education	Whole year	F.1	144	Project's survey	\$50,000				✓	
	Outgoing Education 1 Dialogue in Dark 2 Mai Po Objective: To nurture students' positive values and attitudes		Nov 2021 Mar 2022	F.3 F.5	288	Teachers and students' verbal feedback and questionnaire	\$20,000	✓				
13	Chinese Debate (e.g. coach & competition fee) Objective: To cater for students' interests and abilities for stretching students' potential	Other Learning Experiences (OLE) Committee	Whole year	F.1 – F.6	50	Students' activity report and verbal feedback	\$15,000			✓		
14	English Debate (e.g. coach & competition fee) Objective: To cater for students' interests and abilities for stretching students' potential		Whole year	F.1 – F.6	40	Students' activity report and verbal feedback	\$10,000			✓		
15	English Drama (e.g. tutorial & competition fee, stage production, costume & props) Objective: To cater for students' interests and abilities for stretching students' potential		Whole year	F.1 – F.6	70	Students' activity report and verbal feedback	\$40,000			✓		
16	Red Cross - Annual Training Camp and Enrollment Ceremony Objective: 1. To strengthen members' first aid skills 2. To signify the completion of the new members		Nov 2021 Aug 2022	F.1 – F.6	50	Students' activity report and verbal feedback	\$5,000				✓	
17	Scout Objective: To train our students to be responsible leaders in the society		Whole year	F.1 – F.6	50	Students' activity report and verbal feedback	\$3,000				✓	
18	Wah Yan Cats Objective: To nurture our students to be caring and service to the less privileged		Whole year	F.1 – F.6	20	Verbal feedback from students	\$11,300		✓			

19	School Clubs and Societies (e.g. organizing activities fee) Objective: To cater for students' interests and abilities for stretching students' potential		Whole year	F.4 – F.5	100	Students' activity report and verbal feedback	\$20,000					✓
20	Life wide learning day for F.2 classes - Wild Cooking Objective: 1. To build up students' problem solving and decision-making ability. 2. To enhance their collaborating skill and caring among others so that a team spirit can be developed		Mar 2022	F.2	144	Teachers' observation and verbal feedback from students	\$30,000			✓		✓
21	Basketball Interest Class for SEN students Objective: To enhance their body coordination, concentration, communication skill and collaborative ability		2 nd semester in 21-22	F.1-F.3	30	Questionnaire, verbal feedback from participants and coaches' feedback	\$20,000		✓			
22	Retreat for F.6 students Organizing a camp and provide spaces for prayer and reflection practice through Ignatian retreats to F.6 students Objective: To help students to have a reflective habit	Values Education (Pastoral Committee)	Jan 2022	F.6	120	Verbal feedback from students	\$8,000					✓
Sub-total of Item 1.1							\$1,201,800					

1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons										
1	Student Exchange programme Non-local exchange areas: Guangdong, Hangzhou, Nanjing, Macau, Hungary and Seattle Objective: To broaden students' horizons and get some life experiences from other countries	Cross-disciplinary (Others)	Whole year	F.4 – F.6	60	Teachers' observation and verbal feedback from students	\$50,000			✓	
2	Organizing Exchange Leadership Programme Objective: 1. To exchange ideas of leadership skills and strategies among students in schools from different countries 2. To nurture our leaders of the school organizations, clubs/ societies, sports and music team captains to be responsible leaders	Leadership Training	Sept 2022	F.4-F.5	50	Students' questionnaire and verbal feedback	\$200,000			✓	✓
Sub-total of Item 1.2							\$250,000				
Estimated Expenses for Category 1							\$1,451,800				

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Estimated Expenses (\$)
Category 2 To procure equipment, consumables or learning resources for promoting life-wide learning				
1	Maintenance/replacement of teaching equipment	Cross-Disciplinary (STEM)		\$7000
2	Consumable		Students are able to prepare a drawing to laser cut and understand what different line colours mean. They are able to operate a laser cutter and rotary to cut curve surfaces.	\$10,000
3	Procure photo taking equipment for school photography team	Other Learning Experiences (OLE) Committee	To cater for students' interests and abilities for photo taking	\$40,000
4	Consumables (Balls, Electronic scoreboards, basketball stand and hoops, soccer goals, etc.)	Physical Education		\$40,000
Estimated Expenses for Category 2				\$97,000
Estimated Expenses for Categories 1 & 2				\$1,548,800

Category 3: Estimated Number of Student Beneficiaries

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

Contact Person for LWL (Name & Post): Chang Ka Ming Dennis
(Master of Other Learning Experiences Committee)

Wah Yan College Hong Kong

Plan on the One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development (“CSD”) 2021-2024

Objectives

- To nurture our students to be compassionate and competent learners
- To reinforce the self-directed learning skills through CSD learning activities
- To promote National Security Education and Basic Law Education through CSD experiential learning

	Item	Successful criteria	Evaluation Method	Year	Estimated Expenses (\$)
1	Developing or procuring relevant learning and teaching resources (e.g. reference books, multi-media and e-learning resources) for CSD	Teachers can utilize the teaching resources purchased	Teacher’s observation	21-24	\$24,000
2	Getting students and teachers involved in school organized learning activities	Participants find the activities meaningful and inspirational	Teacher’s observation Student’s survey	22-24	\$80, 000
3	Having students and teachers to participate in joint-school / cross-curricular activities relating to the curriculum of CSD held in Hong Kong or the Mainland	Participants find the activities meaningful and inspirational	Teacher’s observation Student’s survey	23-24	\$196,000
				Total	\$300,000