



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

Annual School Report  
(2021-2022)

<b>1.</b>	<b>Our School</b>
<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 &amp; 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>	
<b>2.</b>	<b>Vision of Jesuit Education in the Chinese Province</b>
<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>	
<b>3.</b>	<b>School Mission</b>
<p>In accordance with our Catholic belief in God’s love and Chinese culture, we aim:</p> <ol style="list-style-type: none"> <li>1. to be empathic role models for our students to grow into responsible and compassionate community members,</li> <li>2. to inspire students to strive for excellence, and</li> <li>3. to nurture caring leaders who are competent spiritually, morally and intellectually.</li> </ol> <p>The underlying ethos of the school is based on the school motto “Men for and with others”. This is in alignment with the Ignatian 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>	

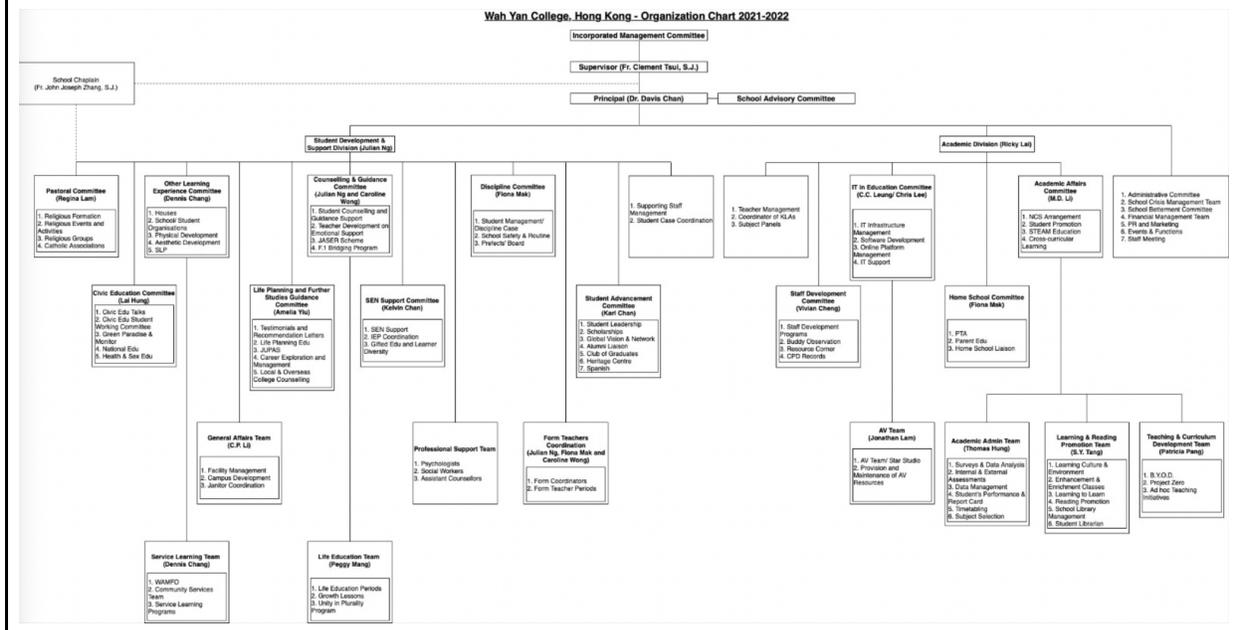
4.	<b>School Motto</b>
<p><b>In Hoc Signo Vinces</b>  <b>In the sign of Christ, we shall conquer</b></p> <p>Legend has it that the Roman emperor Constantine the Great, before his greatest battle, saw the sign of Christ in the sky. With the sign came the words ‘in hoc signo vinces’ - In this Sign, you shall conquer. 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.	<b>The Five Categories of the Profile of the Jesuit Student at Graduation for the Chinese Province</b>
<ol style="list-style-type: none"> <li>1. Intellectually Competent</li> <li>2. Loving as a Personal Orientation</li> <li>3. Open to Life-long Growth</li> <li>4. Religious and Moral</li> <li>5. Committed to Acting on Justice</li> </ol>	

**6. School Management**

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, an alumni manager and an executive secretary. The IMC met 6 times in 2021-22. In addition, a retreat with IMC members of Wah Yan College, Kowloon was held in June 2022.

Sponsoring Body Managers Alternate Manager	Rev. Clement Tsui, S.J. (Supervisor) Rev. Thomas Leung, S.J. Rev. William Lo, S.J. Rev. Stephen Tong, S.J. Rev. John Joseph Zhang, S.J. Mr. Warren Chung Mr. Joseph Lai Dr. Y.L. So
Teacher Manager Alternate Teacher Manager	Mr. C.P. 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 2021-2022.



<b>7.</b>	<b>Campus and Facilities</b>
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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 cozy 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.

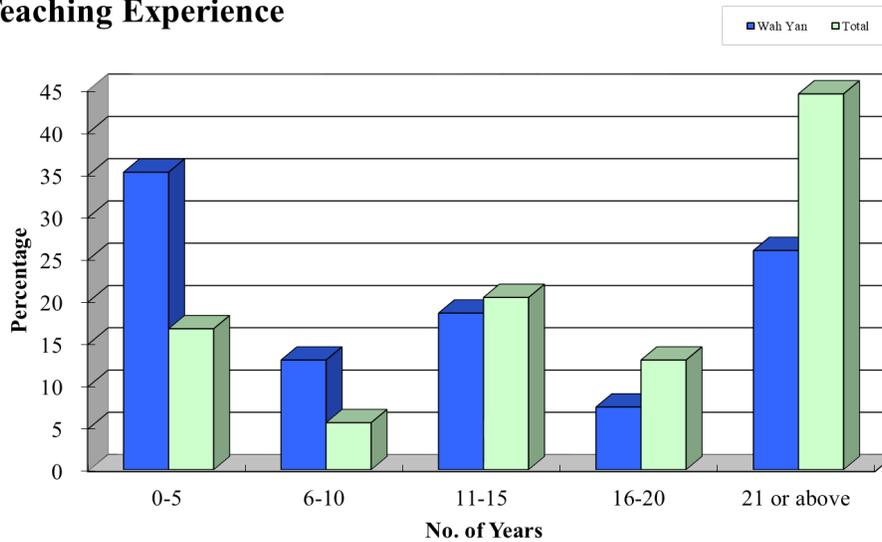
With a view to enhancing our classroom facilities, all classrooms will be equipped with interactive whiteboards in August 2022. These interactive whiteboards are smart screens that can connect to the Internet, play video, show presentations and even connect to students' devices in our classrooms. Concerning the School Heritage Centre, the renovation is expected to be completed by the end of September 2022. Custom exhibits and custom fabrication will then be designed by the exhibition designer. The Heritage Centre is targeted for opening in December 2022. Based on the Campus Spatial Usage Review and the demand for a new Vice-Principal Office and a medical room, a plan for renovation and room re-allocation for the main entrance, administrative office, and the tuckshop areas on the ground floor has been drafted. To move forward, we will engage an architect or designer to work out a detailed design of the areas.

## 8. Teaching Staff

Our teaching staff consisted of 58 teachers, 3 laboratory technicians, 1 library assistant, 4 teacher assistants, 1 music coordinator, 1 pastoral assistant, 1 IT technician and 2 assistant counselors. We believe teachers are key to nurturing promising students. The information below shows the profile of our teaching team.

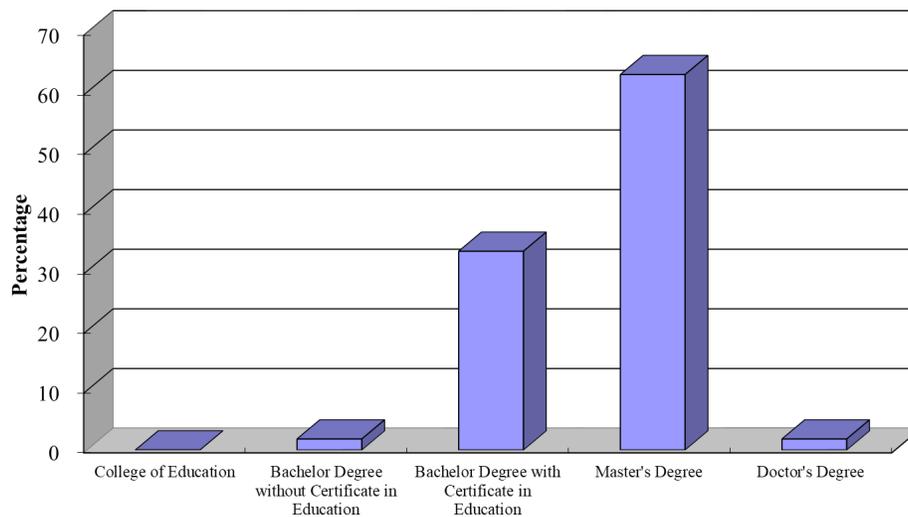
### Teachers' experience

#### 6. Teaching Experience



### Highest Qualification

#### 5. Highest Qualification



<b>9.</b>	<b>Students</b>
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Students are what Wah Yan College exists for. There were a total of 769 students at the start of the academic year 2021-2022. 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
2021-2022	4	4	4	4	4*	4*	24

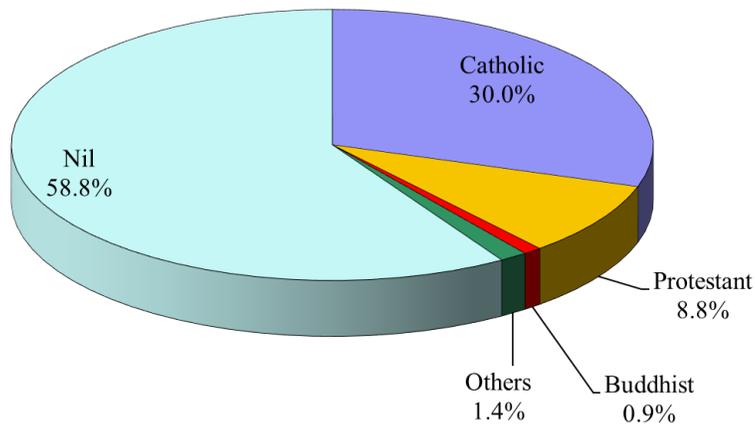
\*4 classes based on government funding but split into F.5 classes in actual operation.

**Number of students (At the end of Academic Year)**

Level	F.1	F.2	F.3	F.4	F.5	F.6	Total
2021-2022	135	134	114	113	100	111	707

In 2021-2022, there were altogether 191 active learning days arranged for students. As the F.6 students had to take their public examinations during the second term, they had 107 active learning days.

### 3. Students' Religion



While our school is a Roman Catholic school with the vision of providing holistic Catholic education to our students, we respect students' freedom of worship. 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.

<b>10.</b>	<b>Management and Organization</b>
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With the ongoing COVID-19 pandemic and all the unprecedented circumstances that entailed, the 2021/2022 school year was undoubtedly another challenging year for the school. Students underwent a sudden test of their resilience during the suspension of face-to-face classes and the “special vacation” in the middle of the school year. Schedules were repeatedly rearranged, and our young gentlemen only had three full-day classes on campus throughout the whole school year. That they were able to withstand the trials of these exceptional times was a testament to their strength and determination

Experiences from which we learn and upon which we may reflect have always been an important element of Jesuit Education. Due to all the unpredicted disruptions of recent years, our young gentlemen lost many valuable experiences that they should have enjoyed and reflected upon in normal school life. These included various types of after-school activities, inter-class and inter-school competitions, and more importantly, interactions with peers and teachers, no matter in class, during recess, or at lunchtime. For this generation of students, all of these were minimized. It was by the grace of God that some inter-school competitions could be held when classes were resumed before the end of the school year, granting us the opportunity to witness some of our young gentlemen contesting and cheering for their school, and more importantly, demonstrating the Wah Yan spirit of conquering our own weaknesses - In Hoc Signo Vincens!

During these challenging times, our team made good use of new technologies to enable our young gentlemen to continue their education as well as to experience many extracurricular activities in an adapted form. Our educators were using Google Classroom to send assignments and communicate with students, allowing ongoing learning while maintaining our community. In this school year, our administration office started using eNotice to communicate with parents and collecting payments via ePayment, facilitating the smooth flow of news and information. Also, aligning with our College’s commitment to promoting Self Directed Learning (SDL) and e-Learning, we launched the BYOD trial run in F.1. Although this was disrupted by the class suspension and “special vacation”, we witnessed teachers and students using mobile devices for learning in class when face-to-face teaching resumed in the last two months of the school year. We will continue the BYOD program in F.1 and F.2 next school year, taking further advantage of the potential of technology to unlock new ways of learning. Appreciation should be given to our educators and staff members for rising to the challenge of these initiatives, unselfishly striving for the advancement of the College and the education of our students.

Since its foundation in 1919, WYHK has had a long historical tradition alongside a willingness to adapt and look to the future. The current campus has stood proudly on Mount Parish for more than 65 years, providing a peaceful learning and praying environment for our young gentlemen while nurturing the brotherhood, care, and love of all alumni. As known by many, we conducted a comprehensive Spatial Usage Review of our campus in the last school year. In the coming years, we are going to bring into reality some of the recommendations derived from the review. Our aim is to enhance the facilities, developing all-round learning opportunities for the next generation of Wahyanites while simultaneously conserving the history and spirit of the school campus.

To support the continued betterment of the school, we kept revising the school’s internal operations administrative structure these few years. To strengthen our support for students’ advancement, including helping them in scholarship applications, broadening global vision, and nurturing leadership, we upgraded the Student Advancement Team into a Committee. Meanwhile, to strengthen our academic development, we formed three new teams, namely Academic Administration Team, Learning & Reading Promotion Team, and Teaching & Curriculum Development Team in the academic division. We formed a General Affairs Team to take care of issues including but not limited to facilities and campus management and development.

With the EDB’s audit inspection in January 2022, we noticed there were operations that we needed to address and be aligned with related guidelines set by EDB. We took immediate action to follow up on the recommendations stated in the report. We also set up a task force to review our current practices and recommend further follow-up actions to the IMC. Members of the task force include Fr. Clement Tsui (Supervisor), Dr. Davis Chan (Principal), Mr. Edmond Leung (Auditor), Fr. Alan Wong (SSB Representative), and Mr. Sam Yu (Independent Member).

According to the revised establishment by the EDB in 2020, our school is entitled three vice-principals since. After rounds of internal promotion and external recruitment exercises in these two school years, we finally recruited our third vice-principal, who will join us in the 2022/23 school year. We will continue revising our organizational and administrative structure to fit the needs of the ever changing society and the betterment of the school, in order to provide the best education to our young gentlemen, for the greater glory of God.

### **Staff Development**

2021-2022 was another fruitful year for the school in terms of staff formation. A total of 54.5 hours of 14 staff development programmes were organized.

During the Ignatian Year Reflection Workshop, teachers gathered to revisit the relevance of Jesuit Education to the needs of students in a changing era. Ideas related to nurturing students in an Ignatian way were discussed.

The school is committed to developing the school into a learning community with a growth mindset. Teachers of the school Project Zero Team shared with teachers their fruits of exploring innovative teaching and learning strategies in one of the staff development days. Participating teachers had hands-on experience of how redirecting authority to students and slow looking could be implemented in the classroom. Besides, a workshop on Assessment for Learning based on the school data management system was also conducted.

In order to provide better support to students, workshops on Catering for Learning Diversity and Crisis Management were organized. The pilot run of the school based self-directed learning package on Safeguarding Students Against Abuse was launched. Feedback was collected and the implementation strategy was revised.

To enhance teachers' understanding of National Security Law and the implementation of the related curriculum, a half-day seminar was organized. The school also joined an onsite workshop organized by the EDB regarding the same issue.

## 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 and special holidays in March/ April, we adopted virtual teaching mode with the aid of various online platforms and IT support. Assessment schedules and report days were rearranged too. Generally students and teachers were used to the blended learning mode. Different parties paid relentless effort to maintain our teaching and learning efficiency.

In response to the EDB optimization of core subjects and recent focus inspection on Technology Education, the college adopted a new timetable of 6-day cycles in 2021-2022. Teaching time for various KLAs was adjusted according to the requirements of the EDB.

### Curriculum for Forms 1-3

Our curriculum aims at establishing a solid foundation for our junior secondary students. Language Arts in English and Modern Chinese Literature 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. Students with different academic abilities were allotted evenly to different classes. IDEEA was newly introduced to F.1 students, which is a school-based curriculum under the Technology Education KLA. Project-learning activities across different subject panels were conducted too. The Reading Award Scheme launched by the School library successfully enhanced the reading atmosphere of our school, especially for the junior form students. Talks on STEAM education were held for F.1 and F.2 students. This year, the F.2 and F.3 students who had outstanding performance in English were allocated to enrichment classes for 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, IDEEA, 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, Modern Chinese Literature, a newly established subject under Chinese KLA, was offered in F.3 to help our students to appreciate the beauty of Chinese Literature through creative writing.

## **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/ Citizenship and Social Development, Physical Education, and Aesthetic Education. Besides, all Form 4 students studied 3 elective subjects. Elective subjects offered in 2021-2022 included Business, Accounting and Financial Studies, Biology, Chemistry, Chinese History, Ethics & Religious Studies, Geography, History, Information and Communication Technology, Music and Physics. Students may also take Spanish or other foreign languages and sit for the corresponding public examinations. Form 5 students were allowed to study Applied Learning subjects offered by other institutions. The school also assisted students in enrolling in overseas examinations, such as IAL and IGCSE.

### **Innovation in Education**

Individual research projects using design thinking methodology were carried out in F.1 and F.3 Computer Literacy. Students performed well and showed interest in the coursework.

The newly established subject focuses on problem solving, research skills and generic skills. Teachers set up tasks with various themes. Students needed to design a solution to a given situation. Various approaches to a problem including 3D design and laser cutting were introduced.

The second year of Project Zero entered the Inquiry Phase. Teachers researched the possibility of Redirecting Authority that allows students to take more responsibility in their learning. Four Learning Community events were held throughout the year. These allowed teachers at various participating schools to come together to explore how they can teach better using various Harvard University frameworks. Eight focus group meetings were held in this academic year.

A workshop on Project Zero was conducted in the framework of a BYOD lesson to give colleagues a taste of what blended learning was like.

### **IT in Education**

E-notice and e-payment were implemented on our intranet platform. Efficiency in handling the notices and payments was enhanced.

The server room was renovated to make more room for our IT equipment. An IT support center was set up next to the server room. IT technicians were stationed there to provide technical support for all teachers and students.

New notebook computers were purchased for all teachers. They can now use their own device to work at home as well as to teach in the classroom.

The BYOD task group was set up in preparation for the new initiative. The roadmap and timeline regarding the implementation of BYOD were drafted. In the first term, the three core subjects tried out blended learning strategies in F1 classrooms with the aims of enhancing collaboration and interaction among students, as well as facilitating teachers to give instant feedback. Piloting teachers were invited to share their experiences with other F1 teachers in a workshop in December, hoping to give them confidence in the implementation of BYOD trial-run in the second term. All F1 gentlemen were requested to bring their devices in the second term after introducing the AUP (Acceptable Use Policy) to them by discipline teachers. The school counseling team also gave them a lesson on Information Literacy.

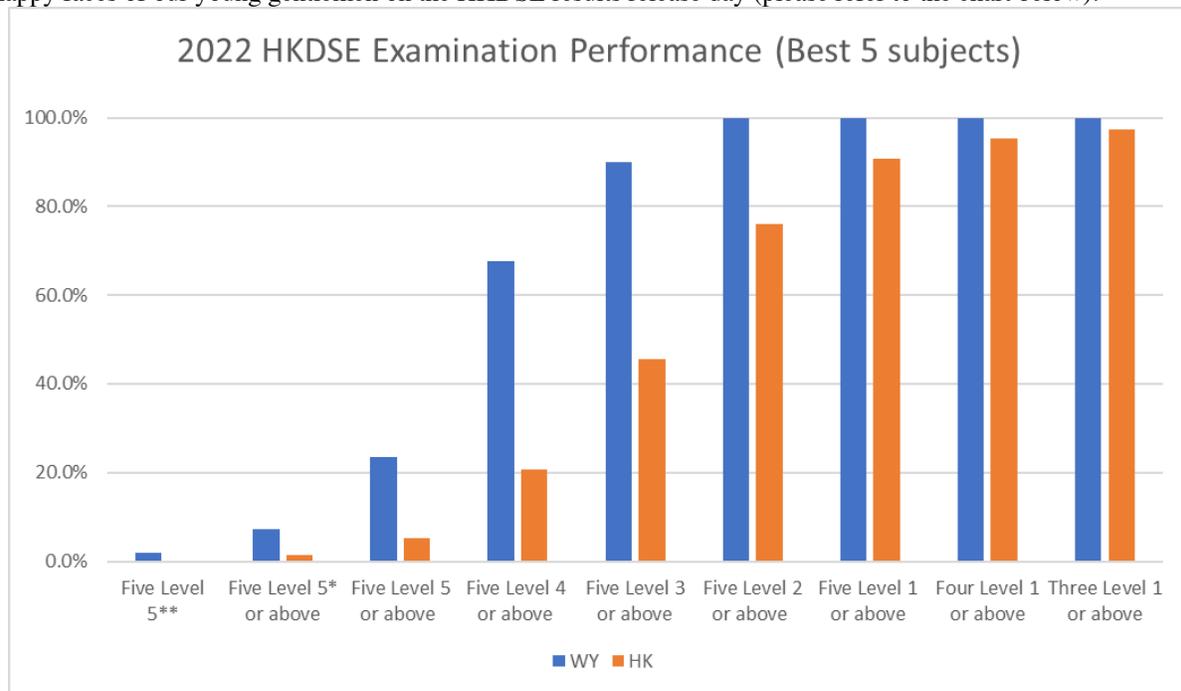
However, the implementation was not as smooth as planned. The schedule of the trial-run was interrupted by the special vacation. The progress of each subject was not significant and some teachers did not have a chance to try out strategies. The following issues were observed and follow-up actions were needed:

- The wifi network might not support adequately when many devices were engaged in live streaming

- A few students did not have the habit of bringing the device to school
- Progress of individual subjects in the trial run was difficult to monitor

### 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. According to many indicators, including the total number of 5\*\* and the percentage of students achieving the entry requirements of local universities, the HKDSE results for the class of 2022 hit a historical high in the HKDSE yet again. One of our young gentlemen achieved six Level 5\*\*, one achieved five Level 5\*\*, and eight achieved five Level 5\* or above. Overall speaking, our students performed beyond the territory's average significantly, and we were glad to see the happy faces of our young gentlemen on the HKDSE results release day (please refer to the chart below).



With the satisfactory HKDSE examination results, our young gentlemen obtained decent JUPAS offers. The JUPAS first-round undergraduate degree offer rate was 85.6% (95/111). Among the offers, 65.3% (62/95) were from the University of Hong Kong (HKU), the Chinese University of Hong Kong (CUHK), and the Hong Kong University of Science and Technology (UST), and the numbers of offers from the three universities were 33 (HKU), 16 (CUHK), and 13 (UST), respectively. Programs students enrolled in include Medicine, Physiotherapy, Radiotherapy, Law, Global Business, Quantitative Finance, Actuarial Science, Business, Architecture, Arts and Science, etc. Apart from local institutions, about 20% 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 and the University of Cambridge in the UK, and the University of Toronto and the University of British Columbia in Canada.

We commend our graduating gentlemen for their stamina in overcoming the extraordinary hurdles this year. Indeed, 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 Vincens!*

## 12. Student Support and Development

### Spiritual Development

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.

In December 2022, Fr. Nicolas de Francqueville came and shared his life as a missionary for the celebration of St. Francis Xavier Feast Day. An online liturgy of the word with follow-up activity was conducted as a highlighted event for Ignatian Year on 14 March 2022. The way of the cross was conducted online during Lent, once a week for each form. It was a blessing that annual events like Mass of Convocation, Midnight Mass, Thanksgiving Mass could be conducted face-to-face in this school year.

### Moral & Civic Education

This year, the College has established a routine of raising the national flag as well as playing and singing the national anthem. The national flag raising ceremony was held every Friday. 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 8th Territory-wide Inter-school Basic Law Competition", "The 2022 National Security Education Day Online Quiz Competition", and "全中國情知識大賽". We also provided through iMail some useful information and Internet resources for all students to help them get familiar with the Basic Law and National Security Law.

Furthermore, numerous talks were conducted, highlights of which include "One Belt One Road and Greater Bay Area" by our alumnus Mr. Sunny Chau, Assistant Director, Commercial and Market Development, Greater Bay Area of HKSTP, and a seminar on "Hong Kong Judiciary" given by our alumnus Mr. Justice Godfrey Lam, Judge of the Court of Appeal of the High Court.

### Other Learning Experiences

One of the main focuses of the OLE Committee in this academic year was to provide programmes for our students to appreciate their roles in their communities, to strengthen their sense of responsibility, and more importantly, to become compassionate and caring persons "for and with others". To achieve the above goals, our students participated in the Joint School Online Overseas Leadership Programme organized by St. Joseph's Institution (Singapore) this year. Two days of online workshops were conducted smoothly with four participating schools, Salesians of Don Bosco Ng Siu Mui Secondary School (Hong Kong), St. Joseph's College (Hong Kong), La Salle College (Hong Kong) and Seifu Nankai Jr. & Sr. High School (Japan). Moreover, a school service programme was organized by the Student Association on 10 and 17 June. 10 participants set different routes (e.g. Wan Chai and North Point) to serve the poor, elderly, homeless and underprivileged groups. In order to motivate our students to take part actively in community services, members of the OLE Committee designed a new WAMFO handbook. They were to explore the development of the "WAMFO App" where students could record and reflect their experiences effectively and efficiently. Besides, the local School Exchange Program and "Wah Yan Carnival" were held with St. Mary's Canossian College (SMCC) successfully from 21 to 31 May. Due to the "Special Vacation" under the pandemic, some online activities and workshops were organized 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 2019, OLE online information and applications were provided in OLE Google classrooms so that students could apply for external activities through the e-platform. To help students develop a reflective habit, our OLE Committee required student leaders to submit activity reports to appreciate what they did well, reflect on their weaknesses and suggest improvements in future plannings. In Sports, around 50 students took part in the Inter-School Athletics Competition,

which was held at Wan Chai Sports Ground on 7 and 10 June. Around 20 students took part in the inter-school swimming competition, which was held on 22 July 22. Moreover, 2 school basketball teams took part in the Inter-School 3 on 3 basketball competition on 20 and 22 July. In Aesthetic development, the Talent time was held on 22 July at the School Hall. We are glad to have invited Ms. Panther Chan and Mr. Kaho Hung as our guests. Around 400 tickets were sold. The Annual Concert was held successfully on 8 August at the School Hall. Around 30 musicians, including alumni, performed on stage.

### **Life Planning and Further Studies Guidance**

Life Planning education was 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, were 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. The theme for F2 was Pursuit of Dreams and Career World whereas the focus of F3 Life Planning programme was Making Informed Decisions and NSS Subject Selection. Concerning senior forms, programmes such as career-exploration talks, Career Day, and summer work experience schemes 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, university campus visits, in-school university admissions talks, interview workshops, seminars and sharing sessions were held. In collaboration with the Student Advancement Committee, additional resources were deployed to provide comprehensive support and guidance for gifted learners and high achievers to apply for overseas top-notch universities. Besides organizing talks on local and overseas studies, we also disseminated learning and career-related information, as well as provided timely advice and assistance on individual and group basis regarding study and career plans throughout the academic year for students.

### **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. 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. The coordination among the formation of IVE, RF, LE, FTP, Life Planning and Sex Education was further strengthened for the mental and spiritual development of students. The 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 throughout the first school term 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 examinations and HKDSE examination. To echo the Jesuit motto of 'men for and with others', our alumni offered tutorial classes for SEN students to enhance their learning motivation before and during the final examination.

<b>13.</b>	<b>Achievements and Reflections on Major Concerns</b>
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This school year was the second 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.

With the support of the Quality Education Fund (QEF), the renovation work of the school library was completed, which not only brought a new face to the school library but also made the library a more accessible and comfortable place for students to enjoy reading. With the full effort of the Reading Promotion Team, the number of books borrowed significantly increased, and the reading culture in school was enhanced.

To help our students to become competent learners, we planned to put the effort into promoting project learning skills this school year. Unfortunately, due to the uncertain circumstances brought about by the COVID pandemic, some of the planned learning activities were minimized or canceled. Thus, we plan to put more effort into promoting project learning skills next school year, which is the last year of our SDP.

We launched daily Examen during Homeroom time this school year, which was well received. Students believed that Examen was good practice for self-reflection and started practicing Examen in their daily lives. We hope the practice can be further strengthened in the next school year.

This school year, we also put tremendous effort into helping our young gentlemen identify their life goals and aspirations via different life planning programs. With clearer goals and aspirations, our F.6 young gentlemen performed well in their HKDSE, and their JUPAS first round offer rate was satisfactory. A program called "Project Pharos" was also launched to support students who have aspirations in applying to top universities around the world. The project helped two students get admitted to Oxford and Cambridge successfully.

Despite the challenges brought by the disruption due to the COVID pandemic, the trial run of BYOD was conducted in F.1. The roadmap and timeline regarding the implementation of BYOD were drafted in order to support innovative education and self-directed learning (SDL) in our lessons.

To nurture our young gentlemen to become compassionate companions, we strengthen our WAMFO program. A new handbook was designed to motivate our students to take part in community services and it was well received. Various services programmes were organized by the school and different student bodies. Looking forward, we will develop a WAMFO app for students to record their service hours in a more convenient way in the next school year.

The development programs on growth mindset for our teachers, students, and parents were well received. We will consolidate this initiative in the next school year. Hopefully, the growth mindset will be internalized in our community.

While we are completing the second school year of our SDP, we will make plans for the last 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.

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

Strategies/Tasks	Achievements/ Tasks Accomplished	Evaluation & Reflection
<p><i>Target:</i>  <b>1.1 Students become competent learners</b></p>		
<p>1.1.1                      To enhance the reading culture in school in the second year of the QEF project “Libraries Everywhere”</p>	<ul style="list-style-type: none"> <li>● The renovation work of the school library was completed which not only brought a new face to the school library but also made the library a more accessible and comfortable place for students to enjoy reading.</li> <li>● Library CEO, a new library management e-platform, was installed to facilitate the smooth operation of the school library.</li> <li>● Various reading and self-directed learning programs, such as study area renewal, iPads borrowing scheme, and eBooks reading, were launched according to the QEF proposal.</li> </ul>	<ul style="list-style-type: none"> <li>● Due to the suspension of face-to-face lessons for the majority of students, certain library services were partly affected.</li> <li>● With the support of the QEF and the formation of the library management team, the operation of the library improved significantly. We now have a flourishing reading environment. Different types of electronic equipment were installed, including interactive TV sets and touch screen display boards.</li> <li>● The daily routine of operation was reinforced. Reading promotion activities were held, such as A Book A Week, where teachers and students were invited to introduce books on a weekly basis. Book loan rate increased significantly by 138%. Students borrowed more books, and teachers made use of iPads for their teaching activities. With the resumption of school, it is expected students will make good use of the library resources.</li> </ul>
<p>1.1.2                      To enrich students’ reading skills through varied teaching practices in classes</p>	<ul style="list-style-type: none"> <li>● Special library lessons were arranged for F.1 Chinese Language classes. F.5 students had regular reading tests throughout the year.</li> <li>● Enrichment and enhancement classes for F.6 Chinese Reading were held so as to prepare students for the DSE.</li> <li>● English reading strategies were highlighted in schemes of work at all levels and explicitly taught in class.</li> <li>● Students’ English book sharing sessions were conducted in class at various levels.</li> <li>● Extensive reading lessons were assigned to F1 classes. A digital library was set up to facilitate the extensive reading program and BYOD initiative for F1 students.</li> </ul>	<ul style="list-style-type: none"> <li>● Over 60% of students showed improvement in their English reading assessment, in which F.4 students took up the largest percentage (around 74% of the form), and F.5 the second (around 70% of the form). Improvement in students’ reading assessment of other levels was also significant.</li> <li>● All F1 students read at least 7 English extensive reading books in the year.</li> <li>● Over 70% of students read at least 3 English books this year.</li> <li>● All students kept reading records.</li> <li>● Around 75% of students conducted book sharing in various formats at all levels.</li> </ul>

<p>1.1.3 To help students acquire project learning skills, including research, data analysis, organization, presentation, report writing skills, etc. in different classes</p>	<ul style="list-style-type: none"> <li>● F.1 students learned and applied project skills in their IDEEA projects.</li> <li>● F.1-F.3 students learned some basic project skills in the L&amp;S lessons, for example, inquiring skills and data analytical skills. Despite the special vacation, some simple online individual presentations were still conducted for students to share their learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>● Due to the suspension of full-day face-to-face classes, some of our planned project learning activities were minimized or canceled.</li> <li>● More learning activities for equipping the project learning skills should be arranged among different subjects in the next school year. In the long run, we should have a holistic plan for teaching project learning skills, either through collaboration among different subject panels or relying on one particular panel to work on it.</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>● The completion of the F1 IDEEA curriculum</li> <li>● Students learned and applied PBL and SDL skills in their IDEEA projects.</li> </ul>	<ul style="list-style-type: none"> <li>● The F.1 curriculum is completed with various tasks and projects. Students are able to solve the pre-defined problem by using technology and equipment, e.g. laser cutter and 3D printer. We will review and extend the strategy of PBL and SDL to F2 next year and introduce more modules and problem-solving tools and strategies.</li> </ul>
<p><b>Target:</b> <b>1.2 Students become reflective learners</b></p>		
<p>1.2.1 To promote the practice of daily Examen and launch daily Examen after Homeroom time on school days</p>	<ul style="list-style-type: none"> <li>● Daily Examen was carried out during Homeroom sessions.</li> </ul>	<ul style="list-style-type: none"> <li>● Over 70% of students practiced Examen in daily life.</li> <li>● 75% of F.6 students agreed that Examen was good practice for self-reflection.</li> <li>● We will continue to carry out Examen during Homeroom time on school days and continue to promote daily Examen in the next school year.</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>● Elements of Ignatian Pedagogical Paradigm (IPP), including reflection, were introduced, and promoted in assemblies and lessons. Students were encouraged to practice them in their learning and daily lives.</li> <li>● 2 sets of self-evaluation forms were modified, and form teachers guided students to complete the evaluation after mid-year and final examinations.</li> </ul>	<ul style="list-style-type: none"> <li>● Fine-tuning of the student's evaluation forms made the reflection and evaluation more precise.</li> <li>● Over 70% of F.6 students agreed that Wah Yan had nurtured them to become reflective people.</li> </ul>

<p>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</p>	<ul style="list-style-type: none"> <li>• The Learning and Reading Promotion Team was responsible for launching various activities, such as old boys’ sharing to promote self-directed learning skills.</li> <li>• Form teachers were invited to share examination preparation skills with their classes with the self-input examination handbooks</li> <li>• Follow-up workshops for F.1 and F.2 were planned. However, due to the pandemic and special vacations, activities were postponed. The evaluation of the whole program was suspended as well, as we could not cover all the planned items.</li> </ul>	<ul style="list-style-type: none"> <li>• Having a team to lead SDL activities and form a school-based Learning to Learn framework is effective in guiding students to acquire various learning skills.</li> <li>• Form teachers were invited to guide students in preparing for examinations with the support of the Reading and Learning Promotion Team.</li> <li>• An SDL learning skill package can truly reflect the characteristics of Jesuit Education, thus further implementation is recommended.</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>• 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 successfully held with the aim of helping students develop a better understanding of themselves (interests, personality, and skills) and make informed decisions regarding New Senior Secondary subject selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Over 70% of F1 students acknowledged the importance of goal setting and set goals related to their academic studies, participation in extracurricular activities, and interpersonal relationships.</li> <li>• Over 70% of F2 students agreed that they had a better understanding of their personalities, skills, and talents, which was conducive to setting more realistic goals.</li> <li>• Over 70% of F3 students commented that they understood the relationship between NSS subject selection and factors such as personality and interest, career aspiration and university admissions.</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>• A Power BI app with DSE results was developed, and a sharing session on assessment for learning based on the school data management system was arranged.</li> </ul>	<ul style="list-style-type: none"> <li>• All participating teachers agreed that the session enhanced their awareness of different assessment data available to inform teaching and learning. They were impressed by the Power BI app introduced and found the session relevant, informative and useful.</li> </ul>
<p><b>Target:</b> <b>1.3 The potential of high achievers and gifted students is realized</b></p>		

<p>1.3.1 To develop a more flexible curriculum/ assessment items to cater for gifted and high achieving students</p>	<ul style="list-style-type: none"> <li>• Extra lessons were arranged for F.6 high achievers in Chinese Language, which focused on writing. 10 students were chosen to join the programme.</li> <li>• Enrichment classes for F.1-2 Math and F.2-3 English were arranged. Tailor-made learning materials and activities were designed for these students.</li> <li>• Bonus questions in F.1-F.3 L&amp;S and Chinese History tests were set to motivate high achievers.</li> </ul>	<ul style="list-style-type: none"> <li>• The feedback on the small class arrangement from students was positive. They found these courses very different from the normal lessons and more interesting.</li> <li>• We tried different approaches to help the high achievers. There is room to explore more opportunities to enrich their learning experiences by further collaboration among different subject panels.</li> </ul>
<p>1.3.2 To enhance our support to gifted and high achievers in their academic development</p>	<ul style="list-style-type: none"> <li>• Various gifted education programs were organized or arranged for students, which include, international Physics competitions, Mathematics competitions, Science competitions, international English, Science and Mathematics Tests and leadership training courses organized by local, overseas universities and international academic institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Over 70 students took part in gifted education programs.</li> <li>• Despite the suspension of face-to-face lessons, students' interest in online gifted courses increased and their willingness to advance their learning in the areas they were interested in was high.</li> <li>• The performance of 11 F.6 and 5 students who participated in the International Biology Olympiad 2022 was remarkably good. Two students were awarded High distinction honours, and the whole team was awarded one of the best achievement schools in the competition.</li> </ul>
<p>1.3.3 To launch “Project Pharos” and consolidate and strengthen our college counselling services to gifted and high achievers</p>	<ul style="list-style-type: none"> <li>• Two students applying for Oxbridge were given individual support for their applications and personal statements. They were also guided to apply for scholarships for Oxbridge (e.g. Swire).</li> <li>• 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.</li> <li>• Two IELTS courses were held for F.5 high achievers who were interested in applying to universities overseas.</li> </ul>	<ul style="list-style-type: none"> <li>• The two students receiving individual support for their applications and personal statements were admitted to Oxford and Cambridge successfully, which made the success rate of the Project Pharos individual support 100%..</li> <li>• The webinars were informative, and participants found the advice very practical for their overseas college applications. Thus, we can consider arranging such activities for students in the coming years.</li> <li>• Around 20 students were enrolled in the IELTS courses. They performed well in their learning.</li> </ul>

**Major Concern 2: Nurturing compassionate companions within the school community**

Strategies/Tasks	Achievements/ Tasks Accomplished	Evaluation & Reflection
<p><b>Target:</b>  <b>2.1 Teachers and students become compassionate and caring persons “for and with others”</b></p>		
<p>2.1.1                      To try out and revise the self-directed learning package on “Safeguarding Students Against Abuse” for teachers</p>	<ul style="list-style-type: none"> <li>The pilot run of the self-directed learning package on safeguarding students against abuse for teachers was launched, and feedback was collected.</li> </ul>	<ul style="list-style-type: none"> <li>The package was revised. Google Forms appeared to be more feasible for colleagues to complete the package than Nearpod.</li> <li>Timing of the implementation needed to be further revised.</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>Target students were met by the principal, vice principals, and some senior teachers to monitor their learning situation.</li> </ul>	<ul style="list-style-type: none"> <li>Target students found our school supportive and helpful in their studies.</li> <li>It was meaningful to meet the students in need and give them advice on learning.</li> <li>It is suggested that Form Teachers and subject teachers be involved so that more concrete advice on revision skills for particular subjects can be given.</li> </ul>
<p>2.1.3                      To cultivate students’ compassion, communication, collaboration, and creativity through the IDEEA curriculum</p>	<ul style="list-style-type: none"> <li>The IDEEA projects were held successfully in F.1 this year. Students planned their projects smoothly with the guidance of teachers.</li> </ul>	<ul style="list-style-type: none"> <li>The structure and strategies in the F.1 IDEEA curriculum were evaluated. Adjustments will be made next year.</li> <li>Based on the scores of students’ work, it was reflected that students were able to emphasize the situation, define a problem and ideate a solution.</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>A sharing session on catering for learning diversity was arranged for teachers.</li> <li>A workshop on crisis management was conducted.</li> </ul>	<ul style="list-style-type: none"> <li>Over 90% of participants agreed that they knew more about the needs of students, and the session enabled them to better communicate with students.</li> <li>Nearly all participants revealed that the session enlightened them to adopt various learning and teaching strategies to meet the needs of students.</li> <li>Around 90% of participants agreed that the workshop enhanced their awareness of crisis management and the importance of social support in facing a crisis.</li> </ul>
<p>2.1.5                      To foster students’ sense of caring and brotherhood through JASER scheme</p>	<ul style="list-style-type: none"> <li>The JASER scheme was carried out successfully.</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% of JASERs agreed the scheme could enhance their brotherhood.</li> <li>Compared with that in the previous</li> </ul>

		years, the effects on relationship building could have been stronger if not for the pandemic.
<b>Target:</b>		
<b>2.2 Students become more empathic and respectful towards different values</b>		
2.2.1 To further develop the “Unity in Plurality” program and to support students in putting what they have learned into practice in their daily lives	<ul style="list-style-type: none"> <li>The “Unity in Plurality” program was implemented successfully. Emotional Management and Non-Violence Communication were conducted through RF, LE, and IVE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Students actively participated in the “Unity in Plurality” program.</li> <li>More than 50% of students agreed that they had become better listeners. Subject teachers will continue to review and strengthen the curriculum.</li> </ul>
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"> <li>The class formation activities were held successfully.</li> </ul>	<ul style="list-style-type: none"> <li>Over 50% of students agreed that they had become more empathic and respectful towards different values.</li> <li>More Form Teacher Periods during Flexible Afternoons should be arranged for solid class formation.</li> </ul>
<b>Target:</b>		
<b>2.3 Students appreciate their roles and values and are responsible for their communities and the world</b>		
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"> <li>The Junior Leadership Programme (JLP) was canceled in the end due to the disruptions caused by the pandemic and conflicting schedules with Wah Yan Kowloon.</li> </ul>	<ul style="list-style-type: none"> <li>The JLP will continue next year. A leadership training programme for potential student leaders in F.4 will be carried out from 2022 - 23 onwards.</li> </ul>
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"> <li>Due to the travel restrictions brought by the COVID pandemic, the face-to-face overseas leadership program was canceled.</li> <li>Our student leaders took part in the Joint School Online Overseas Leadership Programme with St. Joseph’s Institution (Singapore), Salesians of Don Bosco Ng Siu Mui Secondary School (Hong Kong), St. Joseph’s College (Hong Kong), La Salle College (Hong Kong) and Seifu Nankai Jr. &amp; Sr. High School (Japan).</li> </ul>	<ul style="list-style-type: none"> <li>Teachers observed that participants had become more aware of the international context and their own standing in the world. Also, teachers reported that the participants had a better understanding of their roles as global citizens.</li> <li>All participants agreed that their global vision had been improved.</li> <li>More students would be encouraged to participate in future exchange programmes.</li> </ul>

<p>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,</p>	<ul style="list-style-type: none"> <li>● A new WAMFO handbook was designed to motivate our students to take part in community services actively.</li> <li>● Various services were conducted by students, including making DIY handmade coasters for the elderly by F.1 students, setting different routes (e.g. Wan Chai and North Point) to care for and serve the poor, elderly, homeless, and underprivileged groups, raising funds for the Magis Cambodia program, and other service programmes organized by the Student Association.</li> </ul>	<ul style="list-style-type: none"> <li>● With the help of the newly designed WAMFO handbook and reform of the scheme, there was a 30% increase in the number of students fulfilling ten service hours.</li> <li>● 35% of students agreed that the new WAMFO handbook could motivate them to take initiative to work and serve the poor in the community.</li> <li>● As many of the community services were suspended and students were difficult to take part in during the COVID pandemic, the feedback was not as satisfactory as expected.</li> <li>● A “WAMFO app” was developed to facilitate better record keeping in the future.</li> </ul>
<p>2.3.4 To strengthen students’ sense of self-discipline through Sunrise program</p>	<ul style="list-style-type: none"> <li>● The Sunrise Programme was held successfully.</li> </ul>	<ul style="list-style-type: none"> <li>● Around 70% of the participants agreed that their sense of self-discipline had been strengthened.</li> </ul>

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

Strategies/Tasks	Achievements/ Tasks Accomplished	Evaluation & Reflection
<p><b>Target:</b>  <b>3.1 Students possess an inner drive for excellence and are committed to being lifelong learners</b></p>		
<p>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</p>	<ul style="list-style-type: none"> <li>● Life Planning elements, for example, Goal Setting, were incorporated into the F.1 Life &amp; Society Curriculum.</li> <li>● Life Planning Programmes were implemented during F.2 and F.3 Life Education lessons. Life planning programmes, campus visits, and seminars were also held for senior students.</li> </ul>	<ul style="list-style-type: none"> <li>● Over 70% of junior secondary students expressed they understood the importance of having aspirations and learned the strategies of setting goals through life planning programmes.</li> <li>● Around 80% of F5 students agreed that the life planning programmes and related activities had enabled them to be more aware of their own attitudes and value orientation, which were conducive to their future personal and career planning.</li> </ul>
<p>3.1.2                      To provide support and guidance on college and scholarship applications</p>	<ul style="list-style-type: none"> <li>● Two live webinars on drafting personal statements for business, science, and humanities programmes were held to prepare students for their applications to top-notch universities in the UK and US.</li> <li>● Individual counselling was given to students on college, and scholarship applications</li> <li>● We launched mock JUPAS in the 2nd term FTPs for F.5 students and advised them how to make an informed decision for DSE and in their JUPAS application.</li> </ul>	<ul style="list-style-type: none"> <li>● The webinars provided participants with handy and practical advice on how to write and polish personal statements for various disciplines.</li> <li>● Around 20% of F.6 graduates were admitted to overseas universities, including the University of Oxford, the University of Cambridge, the University of Toronto, and the University of British Columbia, etc.</li> <li>● The JUPAS first round offer rate of F.6 graduates was around 86%, which was satisfactory.</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>● The Reading and Learning Promotion Team was set up to lead activities related to Self-Directed Learning skills.</li> <li>● Examination Preparation Handbooks were distributed to students before the examinations. Form Teachers were invited to guide their classes to complete their study schedules.</li> <li>● Experience sharing workshops by some old boys were conducted for F.1 and F.2 students.</li> <li>● Talks on studying skills planned for F.3 and F.4 were canceled due to the special vacation.</li> </ul>	<ul style="list-style-type: none"> <li>● Due to the pandemic, we needed to change the format and scale of the seminars, which affected their effectiveness.</li> <li>● The series of programs, which truly demonstrated the characteristics of Jesuit Education, was well-designed. Teachers concerned could run these activities effectively.</li> <li>● The success of promoting SDL was a result of repeated trial runs throughout the years with the concerted efforts of many teachers. We can keep arranging similar workshops/seminars for the students in the coming years.</li> </ul>

<p><b>Target:</b>  <b>3.2 Teachers and parents possess a growth mindset</b></p>		
<p>3.2.1  To develop teachers' growth mindset through buddy observation and staff appraisal</p>	<ul style="list-style-type: none"> <li>● 95% of teachers who were not involved in teacher appraisal completed buddy observation.</li> </ul>	<ul style="list-style-type: none"> <li>● Good practices identified were shared after the observation.</li> <li>● Teachers would be invited to open their classrooms for lesson observation in the coming academic year.</li> </ul>
<p>3.2.2  To organize teacher workshops on assessment for learning based on the school data management system</p>	<ul style="list-style-type: none"> <li>● A workshop was organized for all panel heads.</li> <li>● Various kinds of assessment data are available, and the application of Power BI app was introduced.</li> </ul>	<ul style="list-style-type: none"> <li>● All participants agreed that the sharing enhanced their awareness of different assessment data to inform teaching and learning.</li> <li>● Participants were impressed by the Power BI app introduced and found the session relevant, informative, and useful.</li> </ul>
<p>3.2.3  To promote the growth mindset among parents by organizing parent talks &amp; workshops and providing online resources</p>	<ul style="list-style-type: none"> <li>● Parent workshops on growth mindset were conducted for parents.</li> </ul>	<ul style="list-style-type: none"> <li>● The parent workshops were of very good quality.</li> <li>● Over 300 parents attended the workshops, and they actively engaged with the speakers</li> <li>● 82% of the participants were satisfied with the workshop.</li> <li>● More than 60% of them expressed that they acquired the basic knowledge of the growth mindset and would try to apply it in their daily life.</li> <li>● Looking forward, we should organize similar workshops for parents of our freshmen and workshops on growth mindset at advanced levels.</li> </ul>
<p><b>Target:</b>  <b>3.3 Teachers explore ways of enhancing teaching and learning</b></p>		
<p>3.3.1  To explore innovative 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 Programme</p>	<ul style="list-style-type: none"> <li>● Teachers of the Project Zero team not just shared with all teachers their fruits of exploring innovative education strategies: redirecting authority to students and slow looking, they also provided hands-on experience on how they could be implemented in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>● Around 60% of respondents agreed that the workshop helped them to enhance their teaching &amp; learning effectiveness.</li> <li>● There could only be limited hands-on experience sharing due to insufficient time.</li> <li>● Further sharing through lesson observation could be arranged in the coming academic year so that teachers could have more ideas about the application and practicality of the strategies.</li> </ul>

<p>3.3.2 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"> <li>● The goals, road map, timeline, and concept of blended learning were introduced in an introductory session about the BYOD initiative in the school</li> <li>● The roadmap and timeline regarding the implementation of BYOD were drafted.</li> <li>● F1 teachers were invited to pilot blended learning strategies in the pre-trial run period with the aim of identifying possible problems and offering solutions.</li> <li>● Teachers of 3 subjects, namely English, Chinese, and ICT, were invited to share good practices with other colleagues in an experience sharing session held in early December. By the end of the event, different subject teachers submitted their plans on how they would incorporate BYOD strategies in their classrooms.</li> <li>● The Acceptable Use Policy (AUP) was drafted and implemented by the school's Discipline Committee. Discipline teachers explained the key points to students. Parents were informed of the Policy to promote home-school cooperation in this aspect.</li> <li>● Sharing sessions on Information Literacy were conducted in all F1 classes by Counseling Team members and social workers. The team explained the importance of online safety, making proper use of devices, and avoiding addiction.</li> <li>● The trial run of BYOD was implemented in the second term. Blended learning strategies could be observed in F1 classrooms.</li> <li>● Some subjects adopted e-book, while others designed lessons to facilitate students' interaction and collaboration with the introduction of mobile devices.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers were more aware of the paradigm shift and the need to change. They had a better understanding of how they could incorporate blended learning in their classrooms.</li> <li>● Teachers' sharings were effective. Data in the evaluation survey showed that colleagues preferred concrete examples and good practices to be shared. The event inspired F.1 teachers with the possibilities of blended learning in our school context.</li> <li>● The event promoted a sharing culture in the school and paved the way for future collaboration among colleagues.</li> <li>● Each subject submitted a plan on how they would implement the initiative and what the expected outcomes were.</li> <li>● Students' response was satisfactory, and the messages delivered were well-received.</li> <li>● All parents signed the AUP online.</li> <li>● Given the limitations and uncertainties, the overall result of this year's BYOD implementation was satisfactory.</li> <li>● Some changes could be observed in teachers' mindset, who became more receptive in incorporating Information and Technology in the classroom.</li> </ul>
<p>3.3.3 To develop a platform for subject panels to share E-learning resources</p>	<ul style="list-style-type: none"> <li>● A Google site was built for sharing e-learning tools and resources for subject panels to use.</li> <li>● All Project Zero teaching &amp; learning materials were stored in Google drive and will be shared with subject panels to use in the next</li> </ul>	<ul style="list-style-type: none"> <li>● The site was completed, updated with various tools and resources. Teachers expressed it was a useful platform and their online lessons were much facilitated.</li> <li>● The related Project Zero materials were uploaded to the designated</li> </ul>

	<p>school year</p> <ul style="list-style-type: none"><li>• A testing site for sharing past panel documents had been built on the Google platform and subject panels were consulted.</li></ul>	<p>Google Classroom for staff development. Entering the third year, the Team will share more materials and learning experience on the platform.</p> <ul style="list-style-type: none"><li>• A better site is to be explored and developed for storage purposes. Meanwhile, the current server at school still provides a user-friendly platform of high security for users to access related documents.</li></ul>
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<b>14.</b>	<b>Students' Achievements</b>	
<i>Students' Achievements 2021-2022 (from 1<sup>st</sup> September, 2021 to 31<sup>st</sup> August, 2022)</i>		
(I) Chinese		
<b>Event</b>	<b>Award</b>	<b>Awardees</b>
<b>The 73rd Hong Kong Schools Speech Festival (Cantonese and Putonghua Sections)</b>		
中五及中六級男子普通話詩詞獨誦	亞軍	5Y HUI Hui (許响)
中一及中二級男子普通話詩詞獨誦	亞軍	2Y LIN Chun Yu (林震宇)
中三級男子粵語詩詞獨誦	季軍	3H HO Long Yin (何朗彦)
中三及中四級男子普通話散文獨誦	季軍	3K MOK Ching Hin (莫政軒)
中一及中二級男子普通話詩詞獨誦	季軍	2Y LIN Chun Yu (林震宇)
中一及中二級男子粵語散文獨誦	季軍	2H KO Hei Shun (高晞舜)
中一級男子粵語詩詞獨誦	季軍	1H CHAN Cho Chak (陳祖澤)
中一級男子粵語散文獨誦	季軍	1K NG Chi Leung Felix (吳子樑)
<b>至善盃中文辯論賽 2022</b>		
	冠軍	香港華仁書院
(II) English		
<b>Event</b>	<b>Award</b>	<b>Awardees</b>
<b>The 73rd Hong Kong Schools Speech Festival (English Section)</b>		
S4 Boys Solo Verse Speaking	First Place	4W TAM Wistan Yeung Hin (譚揚軒)
S1 Boys Solo Verse Speaking	First Place	1K WONG Tsz Kiu (黃子翹)
S5 Boys Solo Verse Speaking	Second Place	5Y HUI Hui (許响)
S1 Boys Solo Verse Speaking	Second Place	1W LAI Miles (黎樂行)
S4 Boys Solo Verse Speaking	Third Place	4K WONG Leong Ching Elton (黃亮程)

S2 Boys Solo Verse Speaking	Third Place	2W CHAN Ricardo Mario (陳得謙)
<b>Hong Kong Secondary Schools Debating Competition</b>		
2021-2022 Grand Final HKI & NT Junior Division I	Champion	Wah Yan College, Hong Kong
2021-2022 Grand Final HKI & NT Junior Division I	Best Speaker	2W SALCEDO Lucius Augustine (宋其知)
2021-2022 Grand Final HKI & KLN Senior Division I	1st Runner-up	Wah Yan College, Hong Kong
(III) Other Academic/ Subject-related Achievements		
<b>Event</b>	<b>Award</b>	<b>Awardees</b>
<b>The Chemists Online Self-study Award Scheme</b>		
	Diamond Award	6Y MAK Hoi Man (麥凱文) 6C MA Chun Fai (馬駿輝) 6K HUNG Ling Yam (孔令任) 6K SUNG Hung Shing (宋鴻盛) 5W CHAN Pak Wing (陳柏咏) 5C CHEUNG Chi Yuen (張知元) 5H LEUNG Hoi Wen (梁凱雲)
	Platinum Award	5Y YEUNG Siu Fai (楊兆輝) 5C LO Chun Wai Kenneth (盧俊緯)
	Gold Award	5W TSANG Siu Hin (曾兆軒)
	Silver Award	6W TSANG Ka Ho (曾嘉濠) 5K LI Cheuk Nam (李卓楠)
	Bronze Award	6W LAI Yu Tak Marcus (黎于德) 5Y LI Nok Hang (黎諾衡)
<b>Hong Kong Olympiad in Informatics</b>		

Junior Group	Honourable Mention	4Y CHENG Lok Hang (鄭樂恆) 4Y MAK Git Lun (麥哲倫)
<b>Hong Kong Physics Olympiad 2021</b>		
	Honourable Mention	5K LAW Tsz Hei (羅梓羲) 5W LOUIE Pak hei Allan (呂柏晞) 5C PANG Suk Yuen (彭錫源)
	Third Class Honour	5W CHAN Pak Wing (陳柏咏) 5Y NG Ka Hei (吳家熙)
(IV) Music		
<b>Event</b>	<b>Award</b>	<b>Awardees</b>
<b>Hong Kong Youth Catania Music Competition 2021</b>		
Open Class-Violin	The First Prize	3K AU Chun Ning Gabriel (歐晉寧)
<b>2021 Piano Competition for Elite Performers</b>		
Diploma Class	1st Prize	3K AU Chun Ning Gabriel (歐晉寧)
(V) Sports		
<b>Event</b>	<b>Award</b>	<b>Awardees</b>
<b>Watsons Athletic Club Annual Challenge 2021</b>		
U14 - 4x100m Relay	Third Place	2W LEE Shing Nok Osmond (李承諾) 2W LEUNG Ching Shun Jensen (梁靖舜) 2Y CHAN Chak Sum (陳澤心) 2K CHAN Yat Nam (陳日楠)
U16 - 2000m	Third Place	3K AU Chun Ning Gabriel (歐晉寧)
<b>Asian Junior &amp; Cadet Fencing Championship 2022</b>		
Cadet Team Men's Foil	First Place	4W YUEN Chi Shun Michael (原子舜)

Cadet Individual Men's Foil	Third Place	4W YUEN Chi Shun Michael (原子舜)
Junior Team Men's Foil	Third Place	4W YUEN Chi Shun Michael (原子舜)

(VI) Arts

Event	Award	Awardees
<b>International and Local Student Mail Art Competition</b>		
	Second Prize	2W CHAN Ricardo Mario (陳得謙)
<b>“Little Hearts. Great Minds” 3rd Asian Youth &amp; Children Art Competition</b>		
	Bronze Award	1K LAM Pak Yui (林柏灑)

(VII) External recognition of outstanding students

Event	Award	Awardees
<b>HKICPA/HKABE Joint Scholarships for BAFS</b>		
	Awardee	6K LAW Ho Kwan (羅灝均)
<b>2021年香港島傑出學生選舉</b>		
高中組	香港島十大優秀學生	6K LAM Tsz Long Isaac (林子朗)
初中組	香港島十大優秀學生	3Y WONG Yin Chun (黃彥臻)
<b>2021 Wan Chai Outstanding Youth Award</b>		
	Awardee	(Graduate of 2021) CHEUNG Siu Hang (張紹衡) 5C WONG Hay Tao Bosco (黃熙陶)
<b>HKEAMA Commendation Scheme 2021-2022</b>		
	Student with Outstanding Performance in	5C WONG Hay Tao Bosco (黃熙陶)

	Extra-curricular Activities	
(VIII) Graduates		
<b>Event</b>	<b>Award</b>	<b>Awardees</b>
<b>The Hong Kong University of Science and Technology - School of Engineering</b>		
	Dean's List Award 2020-21 (Fall recipients)	KWAN Tsz Chun (關子駿) LI Chung Yu (李宗儒)
	Dean's List Award 2020-21 (Spring recipients)	KWAN Tsz Chun (關子駿) KWONG Marcus Alaric (龐民浩) WONG Timothy Bryan Co (黃英豪)



**16. Report on the programs financed by the Capacity Enhancement Grant**

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 the 2021-22 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 2021-22 in helping religious formation, ECA and music activities.

**The Financial Statement for Capacity Enhancement Grant for the Year 2021/22**

<b><u>Income (\$) Grant Received:</u></b>	<b><u>\$ 642,934.00</u></b>
<b><u>Expenses(\$). Salaries:</u></b>	<b><u>\$ 563,745.92</u></b>
<b><u>Balance for the year (\$):</u></b>	<b><u>\$ 79,188.08</u></b>

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<b>17.</b>	<b>Report on Learning Support Grant</b>	
<b>The Financial Statement for Learning Support Grant for the Year 2021/22</b>		
Income (\$)		
Grant Received:		
\$714,192.00		
Expenses (\$)		
Salaries:		\$677,183.04
Speech Therapy Service:		\$37,500.00
Expenses for whole-school approach activities for SEN students:		\$28,706.60
		<u>\$743,389.64</u>
<b>Balance for the year (\$)</b>		<b>\$(29,197.64)</b>

**18. Report on School-based After-school Learning and Support Grant**

**School-based After-school Learning and Support Programmes 2021/22 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.: 2572 2251

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			
<b>Total no. of activities:</b>									
@No. of man-times					<b>Total Expenses</b>	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).

## 19. Report on 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.

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	Actual 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
<b>Category 1 To organise / participate in life-wide learning activities</b>												
1.1	<b>Local Activities:</b> 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 <b>Objective:</b> To strengthen members' cooperative power in both Chinese & symphonic orchestra	Arts (Music)	Whole year	F.1 – F.6	70	Teachers and students' verbal feedback, survey and questionnaire  Instrumental classes suspended due to pandemic Orchestra trainings were conducted through face to face as well as online mode under CHP guidelines There were two performances this school year, WY'100+ and the Annual Concert The conductor is well received by the students.	\$97,750.00			✓		

\* 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.  
 1Jul 2021 version

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	Actual 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
2	Organizing different workshops (e.g. Expressive arts, Lighting design workshop, Watercolor workshop, Sound designing, Ways of seeing, Acrobatics and Tumbling workshops, etc.) <b>Objective:</b> 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  Neon Light workshop was arranged to F.5 students successfully on 3 Jan 22. Students participated actively in making their own Neon light canvas.	\$51,425.90			✓		
3	Organizing Lego, Drone, Programming, Multimedia and Laser cutting courses and activities. Participants will take part in inter-school competitions <b>Objectives:</b> 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  A LASER cutting course was held on 13 July. The programming platform, HKOI online judge, was subscribed for programming competition training. Two students managed to get "Honourable mention" in the HKOI content.	\$96,280.00	✓				
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  This year, many of the competitions were cancelled due to the pandemic.	\$1,000.00	✓				

2Jul 2021 version

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	Actual 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	
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 <b>Objective:</b> 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  This year, the WPD was cancelled due to the pandemic.	\$0.00			✓			
6	Coach Fee for Sports Teams (e.g. Athletics, Basketball, Football, Volleyball and Swimming Team) <b>Objective:</b> To strengthen sportsmen's skills on relevant sports' activities		Whole year	F.1 – F.6	150	Verbal feedback from students  The subsidy of the coach fee was fully utilized to support the sports teams training.	\$381,496.00			✓			
7	Fitness Scanning Programme for Health and Wellness in Junior form students <b>Objective:</b> 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  The Fitness Scanning Programme was held smoothly on 16, 17 and 20 June during the F.1 PE lessons. Reports were given to students after their physical training exercises.	\$6,800.00			✓			

3Jul 2021 version

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	Actual 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
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 <b>Objectives:</b> 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  2nd term  1st term 2nd term on Career day  2nd term on Career day Jun & Jul 2022	F.1  F.2  F.3 F.4  F.5 F.6	800	Questionnaire  F1 (whole form) - Life planning elements were incorporated into F1 Life and Society curriculum. F2 (whole form) - The 4-lesson life planning was held from late May to late June 2022. F3 (whole form) - Life Planning Programme was held in September and October 2021. F4 - The programme was cancelled due to the commencement of the special vacation amid serious COVID situation. F5 (whole form) - Life Planning Programme - Life Game - was held on July 14, 2022. F5 (whole form) - Mock JUPAS programme will be held on August 5. F6 (whole form) - Talks on JUPAS and release of results were held in October 2021 and July 2022 respectively. Talk on E-App was held in December 2021. Talk on overseas education was held in July 2022.	\$98,700.00					✓ ✓ ✓ ✓ ✓ ✓

4Jul 2021 version

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	Actual 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	
9	JASER Training Camp is organized for equipping the senior students with caring and positive attitudes <b>Objective:</b> 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  A training camp and two workshops were held at school for the JASERs' development. An orientation program and an online activity was held by the JASERs with the F.1 freshmen successfully throughout the year. Monthly meetings were held to evaluate the JASERs' performance	\$0.00					✓	✓
10	Organizing different workshops and activity groups <b>Objective:</b> To nurture and develop our students to have positive learning attitudes		Whole year	F.1 – F.6	30	Teachers and students' verbal feedback  The motivation enhancement classes were arranged successfully in the following periods: Sept-Nov,2021 Apr-Jun,2022 The motivation enhancement activities will be held on 9,12 Aug,2022.	\$54,500.00						✓

5Jul 2021 version

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	Actual 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	
11	Prefects Training Camp and workshops are organized for equipping the prefects with expectations, attitudes, habits, skills for knowledge relating to becoming responsible leaders <b>Objective:</b> 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  The Prefect training workshops were held successfully on 10/8 to 11/8 in the school.	\$0.00						✓
12	Citizen Science and Rural Science Projects <b>Objective:</b> 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  This year, the project was cancelled due to the pandemic.	\$1,000.00					✓	
	Outgoing Education 1 Dialogue in Dark 2 Mai Po <b>Objective:</b> To nurture students' positive values and attitudes		Nov 2021 Mar 2022	F.3 F.5	288	Teachers and students' verbal feedback and questionnaire  This year, all outgoing education programmes were cancelled due to the pandemic.	\$25,000.00	✓					
13	Chinese Debate (e.g. coach & competition fee) <b>Objective:</b> To cater for students' interests and abilities for stretching students' potential		Whole year	F.1 – F.6	50	Students' activity report and verbal feedback  The subsidy was fully utilized (e.g. coach fee, competition fee) to support the Chinese debating team's training.	\$19,190.00				✓		

6Jul 2021 version

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	Actual 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	
14	English Debate (e.g. coach & competition fee) <b>Objective:</b> To cater for students' interests and abilities for stretching students' potential	Other Learning Experiences (OLE) Committee	Whole year	F.1 – F.6	40	Students' activity report and verbal feedback  The subsidy was fully utilized (e.g. coach fee, competition fee) to support the English debating team's training.	\$12,540.00			✓			
15	English Drama (e.g. tutorial & competition fee, stage production, costume & props) <b>Objective:</b> To cater for students' interests and abilities for stretching students' potential		Whole year	F.1 – F.6	70	Students' activity report and verbal feedback  The subsidy was fully utilized (e.g. regular training and coach fee) to support the development of English Drama team.	\$32,000.00			✓			
16	Red Cross - Annual Training Camp and Enrollment Ceremony <b>Objective:</b> 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  The subsidy was fully utilized (e.g. first aid training course) to support the development of Red Cross.	\$0.00					✓	
17	Scout <b>Objective:</b> To train our students to be responsible leaders in the society		Whole year	F.1 – F.6	50	Students' activity report and verbal feedback  The subsidy was fully utilized (e.g. footdrill training, competition fee) to support the Scout's activity.	\$0.00					✓	

7Jul 2021 version

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	Actual 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	
18	Wah Yan Cats <b>Objective:</b> To nurture our students to be caring and service to the less privileged		Whole year	F.1 – F.6	20	Verbal feedback from students  Budget was used on medical expenses for taking care of the cats.	\$11,897.00		✓				
19	School Clubs and Societies (e.g. organizing activities fee) <b>Objective:</b> To cater for students' interests and abilities for stretching students' potential		Whole year	F.4 – F.5	100	Students' activity report and verbal feedback  Due to the "Vaccine Bubbles" and the "Special Vacation" arrangement, many of the activities were suspended, the above subsidy will be continue next year. About 70% of activity reports were received this year.	\$0.00					✓	
20	Life wide learning day for F.2 classes - Wild Cooking <b>Objectives:</b> 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  Although wild cooking activities cannot be arranged under pandemic, two in-house experiential learning activities were arranged successfully for F.1 and F.2 students on 19 Nov 21.	\$18,970.00			✓			✓
21	Basketball Interest Class for SEN students <b>Objective:</b>		2 <sup>nd</sup> semester in 21-22	F.1-F.3	30	Questionnaire, verbal feedback from participants and coaches' feedback	\$0.00		✓				

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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	Actual 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		
	To enhance their body coordination, concentration, communication skill and collaborative ability					The activity was further extended to physical fitness group activities and fun days for F.1 to F.3 both SEN and non-SEN students for promoting inclusive education. To be held on July 25 and 26, 2022. Around 12 students were invited to join this activities. Focus group interview would be conducted to evaluate the effectiveness of the program.								
22	Retreat for F.6 students Organizing a camp and provide spaces for prayer and reflection practice through Ignatian retreats to F.6 students <b>Objective:</b> To help students to have a reflective habit	Values Education (Pastoral Committee)	Jan 2022	F.6	120	Verbal feedback from students A retreat camp was held successfully for the F6 students on 30 Sept - Oct 2022 in Cheung Chau.	\$0.00							✓
Sub-total of Item 1.1							\$908,548.90							

9Jul 2021 version

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 <b>Objective:</b> 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  This year, all non-local areas student exchange education programmes were cancelled due to the pandemic.	\$0.00					✓
2	Organizing Exchange Leadership Programme <b>Objective:</b> 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 4 student leaders took part in the Joint School Online Overseas Leadership Programme in Sept 21 which was organized by St. Joseph's Institution (Singapore) this year. Two days of online workshops were conducted smoothly with four participating schools, the Salesians of Don Bosco Ng Siu Mui Secondary School, St. Joseph's College, La Salle College and Seifu Nankai Jr. & Sr. High School (Japan).	\$35,000.00				✓	✓
Sub-total of Item 1.2							\$35,000.00					
<b>Estimated Expenses for Category 1</b>							\$943,548.90					

10Jul 2021 version

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Estimated Expenses (\$)
<b>Category 2 To procure equipment, consumables or learning resources for promoting life-wide learning</b>				
1	Maintenance/replacement of teaching equipment	Cross-Disciplinary (STEM)	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.	\$0.00
2	Consumable			\$0.00
3	Procure photo taking equipment for school photography team	Other Learning Experiences (OLE) Committee	To cater for students' interests and abilities for photo taking	\$3,800.00
4	Consumables (Balls, Electronic scoreboards, basketball stand and hoops, soccer goals, etc.)	Physical Education		\$39,451.00
<b>Estimated Expenses for Category 2</b>				\$43,251.00
<b>Estimated Expenses for Categories 1 &amp; 2</b>				\$986,799.90

**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%

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

## 20. Report on Student Activities Support Grant

The IMC of Wah Yan College Hong Kong  
Report on the Use of the Student Activities Support Grant  
2021-22 School Year

Jun 2022 ver.

### I. Financial Overview

A	Allocation in the Current School Year:	\$24,590.00
B	Expenditure in the Current School Year:	\$0.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$24,590.00

### II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance		
Full-grant under the School Textbook Assistance Scheme		
Meeting the school-based financially needy criteria		(capped at 25% of the total allocation for the school year)
<b>Total</b>	<b>0</b>	<b>\$0.00</b>

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

### III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> 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)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. <b>Local activities:</b> 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									
2									
3									

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> 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)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
4									
5									
(Please insert rows above if the space provided is insufficient.)									
<b>Expenses for Category 1</b>			<b>0</b>	<b>\$0.00</b>					
2. <b>Non-Local activities:</b> 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.)									
<b>Expenses for Category 2</b>			<b>0</b>	<b>\$0.00</b>					
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.)									
<b>Expenses for Category 3</b>			<b>0</b>	<b>\$0.00</b>					
<b>Total</b>			<b>0</b>	<b>\$0.00</b>					

<sup>1</sup> 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 LWL (Name & Post): Mr. Ng Siu Man (Vice-Principal)

**Education Support Provided for NCS Students School Support Summary for the 2021/22 School Year**

**2021/22 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 2021/22 school year. With reference to school-based circumstances, we provided support for our NCS students and assigned a teacher to coordinate matters related. Details are as follows:

本校在 2021/22 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, we adopted the following mode to enhance the support for learning of Chinese of NCS students in the 2021/22 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習進度和需要，在 2021/22 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:
  - Organizing 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 Vice-principal Mr. Cheung Pak Ki 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 與張柏基副校長聯絡。

**Report on Use of Citizenship and Social Development Grant**

1. Our school has spent the Citizenship and Social Development Grant (the CS Grant) for the following use:

	Area	Actual Expenses (\$)
i.	Developing or procuring relevant learning and teaching resources	Nil
ii.	Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	Nil
iii.	Organising school-based learning activities relating to the CS curriculum	Nil
iv.	Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	Nil
v.	Others (please specify): _____ _____	Nil
	<b>Total Expenditure:</b>	Nil
	<b>Unspent Balance:</b>	\$300,000.00

23	<b>Donors and Benefactors</b>
<b><u>The Wah Yan College Hong Kong Jesuit Education Trust</u></b>	
<p>Martin Y Lam Charitable Foundation  Chan Chuck Yan  Gary Ching  Ng Kwong Hung Robert  So Ying Lun  Wong Suk Man Jannie</p>	
<b><u>School Development Project / Maintenance Fund</u></b>	
<p>Class of 1972  Chan Wing Tim  Chan Ka Kin  Chan Yu Kwan Eric  Cham Shek Yuen  Chau Wing Cheong Raymond  Chan Ka Wai  Cheng Kat Hong Simon  Gordon Wu Ying Sheung  Lam Chi Wan Edwin  Lau Ngau Siu  Liu Hon Por Francis  Patrick Kevan Wong  Sung Nee  Wong Charn Wah Felix  Wong Ping Yee Natalis  Wong YK William  Yu Mun Kee Roy  Yung Kai Tai</p>	
<b><u>Wah Yan Post Secondary Education Trust Fund</u></b>	
<p>Chan Leung Leo  Chan Nim Pong  Chow Kiang Cheong  Joseph Ngan Sau Fung  Lam Wai Nang  Lau Sik Tim, Richard  Lee Chun Sang</p>	

Lui Tai Lok  
Ng Chun Hung  
Poon Che Kin  
Tam Kin Wai  
Tong Kwok Lung  
Wong Wai Ming  
Yung Robert

**Scholarships / Speech Day Awards**

Tak Shing Investment Co. Ltd  
Au Sai Chak Michael  
Chan Shiu Lun Christopher  
Ng Man Sang Alan  
Wong Suk Man Jannie