



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

Annual School Plan  
(2023-2024)

# School Vision & Mission

## *Vision of Jesuit Education in the Chinese Province*

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

## *School Mission*

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

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

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

## *Major Concerns*

1. Guiding students in identifying their interests and building their vision and self-confidence for the future
2. Equipping students with skills and knowledge for advanced learning
3. Enhancing administrative efficiency for extending Cura Personalis to teachers and unlocking their capacity to accompany students

## Major Concern 1: Guiding students in identifying their interests and building their vision and self-confidence for the future

### Briefly list the feedback and follow-up actions from the previous development cycle:

- We enabled students to develop concrete life plans and make informed choices through the cultivation of a growth mindset, including support for goal setting and exposure to broader horizons.
- We did and will keep focusing on spirituality and religious formation as essential elements of nurturing students to become better individuals in a Jesuit school.
- The Centre for Overseas University Counselling will be established to support high achievers in admissions to top universities worldwide.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1. Students can build awareness of and appreciation for our nation and the world around them	1.1.1 To leverage technology, including virtual platforms, programs, and metaverse, to connect our students in the mainland and around the world	<ul style="list-style-type: none"> <li>• At least 70% of the participants agree that they appreciate more of our nation and the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' observation</li> <li>• Program evaluation</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Civic Education Committee</li> <li>• Student Advancement Committee</li> </ul>	<ul style="list-style-type: none"> <li>• QEF</li> <li>• LWL Grant</li> </ul>
	1.1.2 To establish the Centre for Overseas University Counselling and introduce various pathways around the world to support our students' further studies	<ul style="list-style-type: none"> <li>• The Centre was set up.</li> </ul>	<ul style="list-style-type: none"> <li>• School documents</li> </ul>	Sept 2023	<ul style="list-style-type: none"> <li>• Life Planning and Further Studies Guidance Committee</li> </ul>	<ul style="list-style-type: none"> <li>• School funds</li> <li>• Alumni support</li> </ul>
	1.1.3 To further strengthen our cultural exchange programs to help students develop a deeper appreciation for our nation and the world around them	<ul style="list-style-type: none"> <li>• At least 70% of the participants agree that they appreciate more of our nation and the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' observation</li> <li>• Program evaluation</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Civic Education Committee</li> <li>• Student Advancement Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Sister School Scheme</li> <li>• QEF</li> <li>• LWL Grant</li> </ul>

1.2 Students aspire to set clear life goals	1.2.1 To support students in goal-setting, helping them create clear and achievable goals that align with their values and interests	<ul style="list-style-type: none"> <li>The mean scores of “Goals of Life” in APASO-II are higher than the norm in the territory.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ observation</li> <li>APASO-II</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Life Education,</li> <li>Form Teachers Coordination</li> <li>Counseling and Guidance Committee</li> </ul>	<ul style="list-style-type: none"> <li>Form Teachers</li> <li>Social workers</li> <li>Educational Psychologist</li> </ul>
	1.2.2 To provide students with information about different options available to them and the skills needed to pursue them through life planning activities	<ul style="list-style-type: none"> <li>The mean scores of “Goals of Life” in APASO-II are higher than the norm in the territory.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ observation</li> <li>APASO-II</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Life Planning and Further Studies Guidance Committee</li> <li>Life Education</li> <li>Form Teachers Coordination</li> </ul>	<ul style="list-style-type: none"> <li>School funds</li> <li>Form Teachers</li> <li>Tutors from outside institutions</li> </ul>
	1.2.3 To provide mentorship opportunities with professionals in their fields of interests through the alumni network which can allow students to gain insight into different career path	<ul style="list-style-type: none"> <li>At least 70% of the participants agree that the program helps them to set clear life goals.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ observation</li> <li>APASO-II</li> <li>Program evaluation</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Life Planning and Further Studies Guidance Committee</li> <li>Student Advancement Committee</li> </ul>	<ul style="list-style-type: none"> <li>Partner school</li> <li>Alumni networks</li> </ul>
	1.2.4 To involve parents in the goal-setting process to help support their child in setting and achieve clear life goals	<ul style="list-style-type: none"> <li>At least 70% of the participants agree that the program helps them to set clear life goals.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ observation</li> <li>Program evaluation</li> <li>APASO-II</li> </ul>	1st term	<ul style="list-style-type: none"> <li>Home School Committee</li> </ul>	<ul style="list-style-type: none"> <li>PTA</li> <li>Parent Education Fund</li> </ul>

1.3 Students can make informed choices that lead to personal growth and inner freedom through discernment	1.3.1 To educate students about the principles of discernment, which include prayer, reflection, consultation, and action	<ul style="list-style-type: none"> <li>At least 70% of the students agree that they know how to discern to gain inner freedom.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Curriculum documents</li> <li>School- based surveys</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>IVE Panel</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral Committee</li> </ul>
	1.3.2 To strengthen our WAMFO program and provide more opportunities for service to make a positive impact in the community, helping students develop empathy and a sense of responsibility	<ul style="list-style-type: none"> <li>At least 70% of the students agree that they can develop empathy and a sense of responsibility via WAMFO.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation</li> <li>WAMFO records</li> <li>School- based surveys</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>OLE Committee</li> </ul>	<ul style="list-style-type: none"> <li>WAMFO members</li> <li>Social workers</li> <li>Education Psychologist</li> </ul>
	1.3.3 To encourage students to reflect on their decisions and their impact during daily examen, so students will be better able to make informed decisions in the future	<ul style="list-style-type: none"> <li>At least 70% of the students agree that they know how to discern and make informed decisions</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation</li> <li>School- based surveys</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Pastoral Committee</li> <li>FT Coordination</li> </ul>	<ul style="list-style-type: none"> <li>FTs</li> <li>Pastoral Committee</li> </ul>
	1.3.4 To encourage students to pray, meditate and seek guidance from God when making important decisions which can help them develop a sense of purpose and direction in their lives	<ul style="list-style-type: none"> <li>At least 70% of the students agree that they know how to discern and make informed decisions</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Curriculum documents</li> <li>School- based surveys</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>IVE Panel</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral Committee</li> </ul>

## Major Concern 2: To equip students with skills and knowledge for advanced learning

### Briefly list the feedback and follow-up actions from the previous development cycle:

- We will enhance pedagogical approaches and promoting self-directed learning through research-based, exploratory, and experiential coursework.
- We will begin to promote data-driven reflection and encourage students to use evidence and strategy to reflect on their studies, fostering intrinsic motivation for learning.
- We will consolidate Project Zero learning tools for teachers and students to align with the Self-Directed Learning (SDL) and Bring Your Own Device (BYOD) initiatives, while promoting pedagogical refinement through new facilities and professional interflow.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 Students can learn and apply skills to develop ownership of their learning	2.1.1 To develop research-based and inquiry-based lessons in different subjects with the support of BYOD	<ul style="list-style-type: none"> <li>• At least 50% of subject panels conduct meetings to plan or develop such coursework.</li> <li>• At least 2 subjects implement a module / project of such L&amp;T design.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum documents</li> <li>• Lesson observation</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Teaching and Curriculum Development Committee</li> <li>• Panel Heads</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Support for development</li> <li>• Panel Chairpersons' Meetings</li> <li>• Off-campus / Joint-school Interflow</li> </ul>
	2.1.2 To promote the use of various PZ thinking tools and pedagogies such as redirecting authority across subjects	<ul style="list-style-type: none"> <li>• A "PZ Thinking Routines Toolbox" is developed for teachers' reference.</li> <li>• At least 50% of subject panels conduct meetings to plan or develop such coursework.</li> <li>• At least 2 subjects</li> </ul>	<ul style="list-style-type: none"> <li>• School documents</li> <li>• Curriculum documents</li> <li>• Lesson observation</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Teaching and Curriculum Development Committee</li> <li>• Panel Heads</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Support for development</li> <li>• Panel Chairpersons' Meetings</li> <li>• Off-campus / Joint-school Interflow</li> </ul>

		implement a module / project of such L&T design.				
	2.1.3 To enhance the quality and quantity of formative assessments in all subjects	<ul style="list-style-type: none"> <li>• A protocol is set up to enable students to adhere to homework requirements set by teachers.</li> <li>• At least 2 programmes are conducted to raise the awareness of students regarding good learning habits.</li> </ul>	<ul style="list-style-type: none"> <li>• School documents</li> <li>• Teachers' observation</li> <li>• School- based survey</li> <li>• Programme evaluation</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Learning Affairs Committee</li> <li>• Panel Heads</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline Committee</li> <li>• Form Teachers</li> <li>• Off-campus support</li> </ul>
2.2 Students' learning experience can be enriched through various academic measures and pedagogies	2.2.1 To encourage students to plan their studies with the support of data analysis	<ul style="list-style-type: none"> <li>• A tiered result analysis based on summative assessments corresponding to JUPAS application is developed for F5 and F6 students.</li> <li>• A workshop is conducted for students to analyze assessment data and devise study plans accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• School documents</li> <li>• Programme evaluation</li> </ul>	Oct - Dec 2023	<ul style="list-style-type: none"> <li>• Academic Administration Committee</li> <li>• IT and Data Management Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Life Planning and Further Studies Guidance Committee</li> <li>•</li> </ul>

	2.2.2 To promote both subject-based and interdisciplinary gifted programmes	<ul style="list-style-type: none"> <li>At least 3 programmes of such are conducted.</li> </ul>	<ul style="list-style-type: none"> <li>School documents</li> <li>Curriculum documents</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Teaching and Curriculum Development Committee</li> <li>Learning Support Committee</li> <li>Panel Heads</li> </ul>	<ul style="list-style-type: none"> <li>LWLG</li> <li>DLG</li> </ul>
	2.2.3 To establish a CS Learning and Teaching Centre to facilitate professional exchanges and enhance pedagogical approaches for better learning support to students	<ul style="list-style-type: none"> <li>The Centre is set up.</li> </ul>	<ul style="list-style-type: none"> <li>School documents</li> </ul>	Oct 2023 - Aug 2024	<ul style="list-style-type: none"> <li>Teaching and Curriculum Development Committee</li> <li>General Affairs Committee</li> <li>CS Panel</li> <li>Panel Heads</li> </ul>	<ul style="list-style-type: none"> <li>CS funding</li> <li>School fund</li> <li></li> </ul>
2.3 Students' different needs and aspiration can be catered to linguistically	2.3.1 To enrich the multilingual environment within and beyond the classroom	<ul style="list-style-type: none"> <li>At least 2 theme-based in-house events are conducted.</li> </ul>	<ul style="list-style-type: none"> <li>School documents</li> <li>Teachers' observation</li> <li>Programme evaluation</li> </ul>	Oct 2023 - May 2024	<ul style="list-style-type: none"> <li>Language subject panels</li> <li>Learning Affairs Committee</li> <li>School library</li> </ul>	<ul style="list-style-type: none"> <li>Student Advancement Committee</li> <li>Off-campus support</li> </ul>



**Major Concern 3: To enhance administrative efficiency for extending Cura Personalis to teachers and unlocking their capacity to accompany students**

**Briefly list the feedback and follow-up actions from the previous development cycle:**

- We will introduce new committees and administrative systems to enhance students' learning and development.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.1 Administrative policies and procedures are transparent and easily accessible	3.1.1 To consolidate the handbooks for each of the three school divisions to facilitate a clear and transparent understanding of practices among stakeholders	<ul style="list-style-type: none"> <li>• The handbooks are developed.</li> </ul>	<ul style="list-style-type: none"> <li>• School documents</li> </ul>	1st Term	<ul style="list-style-type: none"> <li>• Administration Division</li> </ul>	<ul style="list-style-type: none"> <li>• Vice-principals</li> </ul>
	3.1.2 To develop an all-in-one website and central filing of documents using cloud drive for staff members to access school documents easily	<ul style="list-style-type: none"> <li>• The all-in-one web page is created and available for teachers.</li> <li>• Cloud drive is created and used for document submission to facilitate document exchange and accessibility for more effective communication within the school.</li> </ul>	<ul style="list-style-type: none"> <li>• School documents</li> <li>• School- based survey</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• IT in Education Committee</li> <li>• General Office</li> </ul>	<ul style="list-style-type: none"> <li>• Network infrastructure</li> <li>• Google shared drive</li> </ul>

3.2 Administrative processes are streamlined and enhanced	3.2.1 To streamline the administrative process of student enrolment and registration and explore ways to automate these procedures	<ul style="list-style-type: none"> <li>The administrative procedure is easier to follow.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by teachers and staff concerned</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>General Office</li> </ul>	
	3.2.2 To enhance the coordination and compliance of all OLE activities through operating procedures and tracking	<ul style="list-style-type: none"> <li>The operating procedures and tracking system are in place.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' evaluation</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>OLE Committee</li> </ul>	<ul style="list-style-type: none"> <li>General Office</li> <li>OLE Committee members</li> <li>Teacher advisors of school organizations</li> </ul>
	3.3.3 To set up a new administrative group IT and Data Management Committee to move school-based desktop applications to web applications to enhance administrative processes	<ul style="list-style-type: none"> <li>70% of the teachers agree that the modified application systems can facilitate them in information submission and retrieval</li> </ul>	<ul style="list-style-type: none"> <li>School- based survey</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>IT &amp; Data Management Committee</li> </ul>	<ul style="list-style-type: none"> <li>Server/network resources</li> <li>IT supporting staff</li> </ul>

#### 4. Plan on Learning Support Grant 2023/24

Category	Objectives	Plan	Expected Outcomes	Time Scale	Resources Required/ Budget	Success Criteria/ Goals (Measurable & Observable)	Methods/ Means of Evaluation (Quantitative & Qualitative) e.g. records, results, questionnaires, evaluation meetings, observation	Teachers in charge
	1 Cater for the needs of students with SEN	a) Employ 2 SEN teaching assistant to perform administrative tasks in Learning Support Committee, provide counselling service and conduct training workshop to SEN students	i) Reduce administrative workload of SEN coordinator and SEN support teacher ii) SEN students receive various kinds of training (e.g. social skill, self-management) by student counselors	Whole academic year	\$356, 159	i) The appraiser(s) satisfies(y) with the counsellor performance in performing their duties in Learning Support Committee	Performance Appraisal, Training record	Acting SEN Coordinator
		b) Employ 1 part time student counsellors to provide counselling service to SEN students	i) Counsel SEN students or student with mental illness individually or in group ii) Communicate with parents on providing counselling advice with their sons	Whole academic year	\$160, 000	i) The appraiser(s) satisfies(y) with the counsellor performance in performing their duties in Learning Support Committee	Performance Appraisal	Acting SEN Coordinator
		c) Arrange after-school tutorials to SEN students	The academic performance of the students can be enhanced ii) Students can complete their assignment on time with the aid of the our alumni tutors	Whole academic year	\$50,000	i) 4 to 6 SEN students join the after-school tutorials once to twice a week. ii) Students find the tutorials useful to enhance their academic performance iii) At least 75% of assignment can be submitted on time	Attendance record, evaluation meeting with tutors and Questionnaire	Acting SEN Coordinator
		d) Arrange training workshop for ADHD	i) 4 to 6 SEN students with ADHD receive study skill and social skill training from professional	2 <sup>nd</sup> term	\$6,000	i) SEN students with ADHD At least 75% of students who joined the program find the program useful in enhancing their study skill and social skills.	Attendance record, Questionnaire	Acting SEN Coordinator
		e) Acquire learning and teaching resources for SEN students	Students can learn the social and executive skills, through the resources, such as board game and emotional expression cards	1 <sup>st</sup> term	\$5,000	At least 5 learning and teaching materials can be acquired	Acquisition record	Acting SEN Coordinator

## 5. Plan on Life-wide Learning Grant 2023/24

7	Red Cross - Annual Training Camp and Enrollment Ceremony	OLE Committee Red Cross (Mr. KW Leung)	Nov 2023 Aug 2024	F.1 – F.6	50	\$5,000.00	\$100.00	1. To strengthen members' first aid skills 2. To signify the completion of the new members	Leadership Training	Students' activity report and verbal feedback				✓		
8	Scout Training Course	OLE Committee Scout (Mr. CP Lam)	Whole year	F.1 – F.6	50	\$3,000.00	\$60.00	To train our students to be responsible leaders in the society	Leadership Training	Students' activity report and verbal feedback				✓		
9	Wah Yan Cats	OLE Committee (Miss Peggy Mang)	Whole year	F.1 – F.6	20	\$11,000.00	\$550.00	To nurture our students to be caring and serve to the less privileged	Values Education	Verbal feedback from students		✓				
10	Junior Leadership Programme and School Clubs and Societies Subsidies (e.g. organizing activities fee)	OLE Committee (Mr. Dennis Chang)	Whole year	F.4 – F.5	100	\$11,000.00	\$110.00	To cater for students' interests and abilities for stretching students' potential	Leadership Training	Students' activity report and verbal feedback					✓	
11	Joint School Wah Yan Summer School Programme	OLE Committee (Mr. SO Man)	Jul - Aug 24	F.4 – F.5	40	\$15,000.00	\$375.00	To nurture our students to be caring and serve to the less privileged through organizing different learning activities	Values Education	Questionnaire, verbal feedback from participants		✓		✓		
12	Post exam activities Programmes	OLE Committee (Mr. Dennis Chang, Miss Teresa Wong)	七月 24	F.1 – F.5	500	\$25,000.00	\$50.00	To organize different workshops and activity classes to students	General Studies	Verbal feedback from students			✓		✓	
13	Organizing different workshops (e.g. Expressive arts, Lighting design workshop, Watercolor workshop, Sound designing, Ways of seeing, Acrobatics and Tumbling workshops, etc.)	Culture and Sports Development Committee (Mr. Alex Tam)	—月—24	F.5	100	\$20,000.00	\$200.00	To cater for students' interests and abilities for stretching students' potential and nurturing in our gentlemen's positive values and attitude	Arts (Others)	Teachers and students' verbal feedback, survey and questionnaire		✓	✓			
14	Coach Fee for Sports Teams (e.g. Athletics, Basketball, Football, Volleyball and Swimming Team) (Mr. KW Leung, Mr. CW Chan)	Culture and Sports Development Committee (Mr. Alex Tam)	Whole year	F.1 – F.5	150	\$380,000.00	\$2,533.33	To strengthen sportsmen's skills on relevant sports' activities		Verbal feedback from students			✓			
15	Citizen Science and Rural Science Projects	Civic Education Committee (Marcus Chan)	Whole year	F.1	144	\$20,000.00	\$138.89	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	Project Survey				✓		
16	Life Planning and Further Studies Guidance 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	Life Planning and Further Studies Guidance Committee (Miss Amelia Yin)	2nd term 2nd term 1st term 2nd term on Career day 2nd term on Career day	F.1 F.2 F.3 F.4 F.5 F.6	728	\$130,000.00	\$178.57	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	Others, please specify: Career related experiences	Questionnaire Questionnaire Questionnaire Questionnaire Questionnaire and feedback from				✓ ✓ ✓ ✓ ✓		
17	Prefects Training Camp and workshops are organized for equipping the prefects with expectations, attitudes, habits, skills for knowledge relating to becoming	Discipline Committee (Miss Fiona)	July 2023	F.3 – F.6	70	\$27,000.00	\$385.71	To train our students to be responsible leaders in the school and society	Leadership Training	Questionnaire and DC teachers' observation					✓	

**Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)**

No.	Item	vision/Commit	Purpose	Estimated Expenses (\$)
e.g.	STEM Learning Kits		STEM Interest	\$50,000.00
1	STEM Learning Kits (Maintenance and consumables)	IDEEA Subject Panel	IDEEA Subject Panel	\$10,000.00
2	Sports Learning Kits	PE Subject Panel	PE Subject Panel	\$35,000.00
3	WAMFO App Maintenance	OLE Committee	OLE Committee	\$8,000.00
(Please insert rows above if the space provided is insufficient.)				
Estimated Expenses for Category 2				\$53,000.00
Estimated Expenses for Categories 1 & 2				\$1,349,000.00

**Category 3: Estimated Number of Student Beneficiaries (Compulsory)**

Total number of students in the school:	728
Estimated number of student beneficiaries:	728
Percentage of students benefitting from the Grant (%):	100%

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

## 6. Plan on School-based After-school Learning and Support Grant 2023/24

A. The estimated number of students (count by heads) benefitted under this Programme is 50 (including A. 3 CSSA recipients, B 38 SFAS full-grant recipients and C. 9 under school's discretionary quota).

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Learning Skills workshop	To develop self-directed learning	Students learnt some SDL habits and skills	Programme evaluation	Feb-April 2024	3	20	9	\$15,000	
Total no. of activities: <u>1</u>				@No. of man-times	3	20	9		
				**Total no. of man-times	32				

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)

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## 7. Plan on Student Activities Support Grant 2023/24

Student Activities Support Grant

Budget Plan

A	Budget Income in the Current School Year:	\$ 21,450
B	Budget Expenditure in the Current School Year:	\$ 21,450
C	Unspent Amount to be Returned to the EDB (A – B):	\$ 0



## 8. Educational Support for NCS Students 2023/24

### 加強支援非華語學生的中文學與教 額外撥款 2023/24學年學校計劃（普通中學適用）

學校名稱：香港華仁書院  
學校註冊編號：514802（6位數SCRN）  
學校電話號碼：2572 2251  
學校傳真號碼：2572 9370  
總統籌人員姓名：張柏基老師  
總統籌人員電郵：pakkicheung@wahyan.edu.hk

按2023/24學年收生實況調查指定的參照日期（一般為9月中旬）<sup>1</sup>，本校全校共錄取 6 名非華語學生（不包括在校內修讀非本地課程的非華語學生），並已在網上校管系統（WebSAMS）內核實及更新非華語學生的資料。按教育局通告第8/2020號，本校在2023/24學年獲提供額外撥款<sup>2</sup>。本校知悉教育局會根據收生實況調查指定的參照日期收集所得的學生人數與結果（當中包括經學校核實的非華語學生資料），計算本校在2023/24學年應獲提供的額外撥款額。若本校所呈報的預計合資格的非華語學生人數與收生實況調查結果有差異而影響全年的額外撥款額，教育局會在2024年第一季按需要調整或安排收回已發放的資助。本校承諾會在2023/24學年內將額外撥款差額（如適用）全數歸還教育局。

本校確保非華語學生與華語同儕享有同等學習中文的機會，並將充分及適時運用額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園的事宜）。

<sup>1</sup> 實況學校的額外撥款額一般會按學校每年9月底錄取的非華語學生人數而定。

<sup>2</sup> 錄取1至5名和6至9名非華語學生的普通中學於2020/21學年分別獲提供15萬元和30萬元的額外撥款。額外撥款額會以此為基數，分別根據綜合消費物價指數變動和公務員薪則調整幅度按學年調整。經調整後的2022/23學年額外撥款額（如適用）會於2022年8月中旬在教育局專電網頁（網址：[https://www.edb.gov.hk/ncs\\_chi](https://www.edb.gov.hk/ncs_chi)）公布。

園，包括加強與非華語學生家長的溝通和家校合作）。

本校2023/24學年的學校計劃已獲法團校董會 / 校董會 / 學校管理委員會通過。

### （一）整體規劃

#### （1）安排專責統籌人員（教師 / 小組）

本校已安排以下專責人員統籌加強支援非華語學生的中文學與教及建構共融校園的事宜：

姓名及職位	教授中文科的經驗	教授非華語學生中文科的經驗
總統籌人員姓名： 張柏基老師 <input type="checkbox"/> 副校長	<input type="checkbox"/> 不適用	<input type="checkbox"/> 不適用

#### （2）確保教職員了解有關事宜及提升其文化敏感度

本校的專責統籌人員將於2022/23學年透過以下方式，確保教職員了解學校支援非華語學生的政策及措施，以及提升他們的文化敏感度（可選多於一項）：

- 向教職員闡釋有關政策及措施 / 匯報推行有關措施的進展

#### （3）安排教學人手

本校於2022/23學年教授有非華語學生班別 / 組別中文科的教學人員及其相關經驗如下：

職位	人數	教授有非華語學生班別 / 組別中文科的經驗	人數
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☐ 請在適當的方格內加上「0」號

科任教師	( 1 ) 名	1年以下	( ) 名
		1年至少於4年	( 1 ) 名
		4年至少於7年	( ) 名
		7年或以上	( ) 名
教學助理	( 1 ) 名	1年以下	( ) 名
		1年至少於4年	( ) 名
		4年至少於7年	( ) 名
		7年或以上	( 1 ) 名

#### (4) 安排教師專業培訓

為提升中文科教學人員教授中文作為第二語言的專業能力，本校將於2023/24學年：

- 初步計劃安排他們參加的相關培訓如下（可選多於一項）：
  - 教育局舉辦有關「中國語文課程第二語言學習架構」（「學習架構」）及／或《中國語文校內評估工具—非華語學生適用》（《評估工具》）的研討會、工作坊等
  - 教育局專業人員／教育局委託專上院校提供的校本支援服務
  - 教育局透過語文基金推行的「教授中文作為第二語言專業進修津貼計劃」
  - 教育局委託香港教育大學開辦為期五星期的「為非華語學生而設的中國語文教學專業進修課程證書」

#### (5) 評估非華語學生的中文學習需要

(a) 按2023/24學年收生審視調查指定的參照日期，本校非華語學生的分布如下：

	中一	中二	中三	中四	中五	中六	總數
(i) 非華語學生人數 <b>（請注意：此項資料必須與學校透過WebSAMS呈報的學生資料一致）</b>	1	2	2	1	0	0	6
(ii) 未曾就讀提供本地課程幼稚園／小學的非華語學生人數							
(iii) 新來港（即在入讀本校前抵港不足一年，或未曾有任何本地學校（包括幼稚園及小學）就讀超過一年）的非華語學生人數							
(iv) 就讀以普通話教授中文（普教中）班別／組別的非華語學生人數							
(v) 只供有普教中班別／組別的學校填寫 本校 <input type="checkbox"/> 全部／ <input type="checkbox"/> 部分年級（如為部分年級，請說明有關級別： _____） <b>全面</b> （即該年級所有班別／組別）實施普教中。 <input type="checkbox"/> 有關級別的非華語學生 <b>可選擇</b> 是否就讀普教中班別／組別。 <input type="checkbox"/> 本校為就讀普教中班別／組別非華語學生（如適用）提供的支援措施包括： _____							

- (b) 本校將於2023/24學年適時評估所有錄取的非華語學生（特別是第(5)(a)(ii)至(iv)項所述的非華語學生）的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：

(i)	<input type="checkbox"/> 未有採用《評估工具》，原因是：  <input type="checkbox"/> 本校已發展多元化的校本評估方法，評估非華語學生的中文學習表現。
(ii)	<input type="checkbox"/> 未有實施「學習架構」，原因是（可選多於一項）：  <input type="checkbox"/> 本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生循序漸進，學習中文。

(6) 安排非華語學生考取合適的中國語文資歷

本校不會劃一為錄取的非華語學生預設一個內容較淺易的中文課程。本校會就非華語學生的學習進展提出以實證為本的建議，並讓就讀高中的非華語學生因應其學習進展、需要和志趣，選讀香港中學文憑考試中國語文科或應用學習中文（非華語學生適用）及／或考取國際認可的其他中國語文資歷，並提供輔導及支援。

本校於2023/24學年提供的中國語文資歷考試，以及預計參加有關考試的高中非華語學生人數如下：（可選多於一項）

☐ 請在適當的方格內加上「□」號

中國語文資歷考試		提供有關考試	預計參加有關考試的非華語學生人數		
			中四	中五	中六
(a)	香港中學文憑考試	<input type="checkbox"/>	/		
(b)	香港中學文憑考試應用學習中文（非華語學生適用）	<input type="checkbox"/>			
(c)	普通教育文憑試（GCE）高級程度（A-Level）	<input type="checkbox"/>			
(d)	普通教育文憑試（GCE）高級補充程度（AS-Level）	<input type="checkbox"/>			
(e)	國際普通中學教育文憑（IGCSE）	<input type="checkbox"/>			
(f)	綜合中等教育證書（GCSE）	<input type="checkbox"/>			

(二) 運用額外撥款提供校本支援措施

- (7) 本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校計劃運用2023/24學年獲提供的額外撥款 A 321,799 元<sup>4</sup>，以及2022/23學年額外撥款累積餘額<sup>3</sup>（如適用）B 100,789.01 元（**請注意：此項資料必須與「加強支援非華語學生的中文學與教 額外撥款 2022/23學年學校報告」的金額一致**），按校本情況及非華語學生的學習需要，提供以下的校本支援措施（可選多於一項）：

（有關學校運用額外撥款的一般指引，請參閱本局通告第8/2020號附件一）

校本支援措施	運用額外撥款	整合其他資源 <sup>4</sup>
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<sup>3</sup> 資助學校、官立學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。學校不得將這項額外撥款／餘款調往其他項目。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

<sup>4</sup> 學校必須善用和適當分配額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園）。

☐ 請在適當的方格內加上「□」號

(a)	<input type="checkbox"/>	聘請額外員工 <sup>5</sup> (請於第(8)(a)項提供補充資料)		
	<input type="checkbox"/>	教學助理 (1) 名	\$327,159	<input type="checkbox"/>
	<input type="checkbox"/>	不同種族的助理 ( ) 名	\$	<input type="checkbox"/>
	<input type="checkbox"/>	教師 ( ) 名	\$	<input type="checkbox"/>
(b)	<input type="checkbox"/>	購買促進非華語學生學習中文的教學資源 (請於第(8)(b)項提供補充資料)	\$10,000	<input type="checkbox"/>
(c)	<input type="checkbox"/>	僱用專業服務 (請於第(8)(a)項及 / 或第(8)(c)項提供補充資料)		
	<input type="checkbox"/>	翻譯 / 傳譯服務	\$	<input type="checkbox"/>
	<input type="checkbox"/>	校外導師 / 機構舉辦課後中文學習班	\$	<input type="checkbox"/>
	<input type="checkbox"/>	校外導師 / 機構協助教師舉辦共融校園活動	\$	<input type="checkbox"/>
	<input type="checkbox"/>	其他(請說明):	\$	<input type="checkbox"/>
(d)	<input type="checkbox"/>	由學校籌辦的推廣共融校園活動 (請於第(8)(c)項提供補充資料)	\$10,000	<input type="checkbox"/>
(e)	<input type="checkbox"/>	其他(請說明):	\$	<input type="checkbox"/>
運用額外撥款總支出 C [(a) + (b) + (c) + (d) + (e)]			\$347,159	
(請注意: 運用額外撥款總支出 C 應小於或等於 A 及 B 的總和)				

(f) 本校預計2023/24學年獲提供的額外撥款累積結餘為 **D 75,429.01 元** [A + B - C], 累積結餘佔2022/23學年額外撥款的百分比為 **23.44 %** [D ÷ A × 100%].

圖)。當學校運用額外撥款出現不敷之數時，可運用其他資源，作整體性的規劃。此外，如學校計劃安排華籍學生參加上述校本支援措施，同樣應按比例整合其他資源，以支援華籍學生學習中文和共融文化的需要。

<sup>5</sup> 如學校運用額外撥款支付額外員工的部分薪金 / 非全職員工 (包括日薪員工、兼職員工等) 的薪金，請以小數表示。舉例學校聘請一名額外教學助理，其全學年總薪金為20萬元。學校以額外撥款15萬元支付其總薪金的75%，並整合其他資源5萬元支付其餘25%。就額外撥款的運用，學校應於第(7)(a)項註明學校以額外撥款15萬元聘請0.75名額外教學助理 (該教學助理工作時間不少於75%用作加強支援非華籍學生的中文學科及建構共融校園)，並撥過整合其他資源，支付其餘薪金。

☐ 請在適當的方格內加上「0」號

只供預計額外撥款的餘額[D]累積至高水平 (70%或以上) 的學校填寫

本校預計於2022/23學年完結時，額外撥款的餘額累積至高水平，有關原因，以及就充分及適時運用額外撥款的計劃詳述如下：

(i) 原因：因應疫情，大部份活動皆未能舉行

(ii) 運用餘額的計劃：疫情過後，舉辦全校性活動推廣共融校園及中華文化

(8) 本校於2023/24學年的校本支援措施詳情如下：

(a)	本校聘請的額外員工 / 僱用的專業服務，負責以下工作：	
<input type="checkbox"/>	提供中文科的課堂支援：(可選多於一項)	
<input type="checkbox"/>	抽離學習 (年級： <u>中一、二、三、四</u> )	
<input type="checkbox"/>	安排推廣共融校園活動 / 提供有關服務 (請於第(8)(c)項提供補充資料)	

☐ 請在適當的方格內加上「0」號

(b)	本校計劃購買促進非華語學生學習中文的教學資源，詳情如下： (請注意：有關額外撥款一般不可用於購買流動電腦裝置及電子器材等)		
	<u>教學資源</u>	<u>年級</u>	<u>用途</u>
	(i)		
	(ii)		
(c)	本校計劃籌辦／僱用專業服務協助教師舉辦共融校園／多元文化活動及／或提供有關服務，詳情如下：  (請注意：學校可運用部分額外撥款及／或整合現有措施和資源，為非華語學生及其家長舉辦共融校園／多元文化活動及／或提供相關服務)		
	(i) 舉辦推廣共融校園／多元文化的活動 (請簡述活動如何推廣共融校園／多元文化)		
		年級：中	
	1. 活動內容：	一、二、	
	中華文化週	三、四	
	> <input type="checkbox"/> 由學校籌辦 > <input type="checkbox"/> 使用此額外撥款		
	(ii) 加強與非華語學生家長的溝通和家校合作 (例如家長日、家長講座及家長教育活動等) (可選多於一項)		
	<input type="checkbox"/> 僱用傳譯服務或聘請會說英語及／或其他語言的教職員協助講解學校政策及其他安排		年級： 一、二、 三、四
	<input type="checkbox"/> 僱用翻譯服務或翻譯學校通告／學校網頁／其他資料，闡釋學校政策及其他安排		年級： 一、二、 三、四

<input type="checkbox"/> 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)，強調學好中文的重要性	年級：一、二、三、四
<input type="checkbox"/> 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	年級：三、四

A

☐ 請在適當的方格內加上「□」號

☐ 請在適當的方格內加上「□」號

### (三) 評鑑、問責及支援

(9) 2022/23學年中期 / 結束時，本校會透過不同模式，評估落實校本支援措施的情況：

(i) 加強支援非華語學生的中文學與教（可選多於一項）

- ☐ 透過自我評鑑／同儕觀課等，評估教學人員教授非華語學生中文專業能力
- ☐ 透過多元化的校本評估結果，評估非華語學生的中文學習進度
- ☐ 透過非華語學生在中文課堂／課外活動的表現（例如戲劇、校園小记者、朗誦、徵文比賽等），評估非華語學生學習中文的信心和態度

(ii) 建構共融校園（可選多於一項）

- ☐ 透過問卷調查／自我評鑑等，評估教職員對學校支援非華語學生的政策及措施的了解和文化敏感度
- ☐ 透過非華語學生在中文課堂／課外活動的表現，評估推廣共融校園的成效
- ☐ 透過問卷調查等，評估非華語學生的家長對其子女的學習進度（包括中文學習）、選校／升學／就業的資訊，以及學校政策和其他安排等的了解

(10) 本校已知悉須按有關規定，並會依時提交以下文件：

- (i) 在2023年9月或之前，於《中學概覽》「非華語學生的教育支援」欄目，列出學校為加強非華語學生學習中文及建構共融校園的額外支援措施；
- (ii) 在2024年11月30日或之前，提交經法團校董會／校董會／學校管理委員會通過，並經校監簽署的2022/23學年學校報告；以及
- (iii) 在2024年11月30日或之前，透過教育局提供的中、英文對照學校支援摘要表格，闡述學校於2022/23學年如何加強支援非華語學生學習中文及建構共融校園，並上載學校網頁，以供家長參閱。學校必須在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽有關資料。

## 9. Plan on Grant for Sister School Scheme 2023/24

香港華仁書院

姊妹學校交流計劃書  
23 / 24 學年

學校名稱：	香港華仁書院		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	陳思駿老師

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	香港華仁書院師生到訪北京十一學校進行學習及考察
2.	教師工作會議
3.	虛擬校園開放參觀
4.	
5.	

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：  
(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

交流項目		預期目標	
編號	描述	編號	描述
A1	<input type="checkbox"/> 探訪/考察	B1	<input type="checkbox"/> 增進對內地的認識和了解
A2	<input type="checkbox"/> 校政研討會/學校管理分享	B2	<input type="checkbox"/> 增加對國家的歸屬感/國民身份的認同
A3	<input checked="" type="checkbox"/> 會議/視像會議	B3	<input checked="" type="checkbox"/> 交流良好管理經驗和心得/提升學校行政及管理的能
A4	<input type="checkbox"/> 與姊妹學校進行簽約儀式/商討交流計劃	B4	<input type="checkbox"/> 擴闊學校網絡
A5	<input type="checkbox"/> 其他(請註明)：	B5	<input type="checkbox"/> 擴闊視野
		B6	<input checked="" type="checkbox"/> 建立友誼/聯繫
		B7	<input checked="" type="checkbox"/> 訂定交流計劃/活動詳情
		B8	<input type="checkbox"/> 其他(請註明)：

香港華仁書院

乙. 教師層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

交流項目		預期目標	
編號	描述	編號	描述
D1	<input checked="" type="checkbox"/> 探訪/考察	E1	<input checked="" type="checkbox"/> 增進對內地的認識和了解
D2	<input checked="" type="checkbox"/> 觀課/評課	E2	<input type="checkbox"/> 增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/> 示範課/同題異構	E3	<input type="checkbox"/> 建立學習社群/推行教研
D4	<input checked="" type="checkbox"/> 遠程教室/視像交流/電子教學交流	E4	<input checked="" type="checkbox"/> 促進專業發展
D5	<input type="checkbox"/> 專題研討/工作坊/座談會	E5	<input checked="" type="checkbox"/> 提升教學成效
D6	<input type="checkbox"/> 專業發展日	E6	<input type="checkbox"/> 擴闊視野
D7	<input type="checkbox"/> 其他(請註明)：	E7	<input checked="" type="checkbox"/> 建立友誼/聯繫
		E8	<input type="checkbox"/> 其他(請註明)：

丙. 學生層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

交流項目		預期目標	
編號	描述	編號	描述
G1	<input checked="" type="checkbox"/> 探訪/考察	H1	<input checked="" type="checkbox"/> 增進對內地的認識和了解
G2	<input checked="" type="checkbox"/> 課堂體驗	H2	<input checked="" type="checkbox"/> 增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/> 生活體驗	H3	<input checked="" type="checkbox"/> 擴闊視野
G4	<input checked="" type="checkbox"/> 專題研習	H4	<input checked="" type="checkbox"/> 建立友誼
G5	<input type="checkbox"/> 遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/> 促進文化交流
G6	<input checked="" type="checkbox"/> 文化體藝交流	H6	<input checked="" type="checkbox"/> 增強語言/表達/溝通能力
G7	<input type="checkbox"/> 書信交流	H7	<input checked="" type="checkbox"/> 提升自理能力/促進個人成長
G8	<input type="checkbox"/> 其他(請註明)：	H8	<input checked="" type="checkbox"/> 豐富學習經歷
		H9	<input type="checkbox"/> 其他(請註明)：

## 10. Plan on Use of Citizenship and Social Development Grant 2023/24

### Plan on the Use of the Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject

#### Citizenship and Social Development

Subsidized items	Content	Assessment and evaluation	Targets	Teacher-in charge	Budget
Learning and teaching resources, applications and software and reference materials for CS.	Procuring relevant learning and teaching resources (e.g. multi-media, e-learning resources and furnishing of the CS Room).	Lesson observation, teaching plan and students' assessment.	Form 4-6 CS students and subject teachers	Panel Chairperson & Teaching and Curriculum Development Committee Head	\$290000
Organise school-based learning activities.	Organising talks and workshops for students (e.g. Basic Law, One Country two systems and National Security Education) in order to enhance the motivation of students in learning CS.	Feedback from teachers and students.	Form 4-6 CS students and subject teachers	Panel Chairperson	\$5000



Subsidising fees and travelling expenses incurred by students and teachers when participating in school-based learning activities in Hong Kong.	Subsidising fees and travelling expenses incurred by students and teacher's participation in school-based learning activities in Hong Kong (e.g. visits to the Legislative Council).	Feedback from teachers and students.	Form 4-6 CS students and subject teachers	Panel Chairperson	\$5000
<b>Total estimated Budget:</b>					<b>\$300000</b>