



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

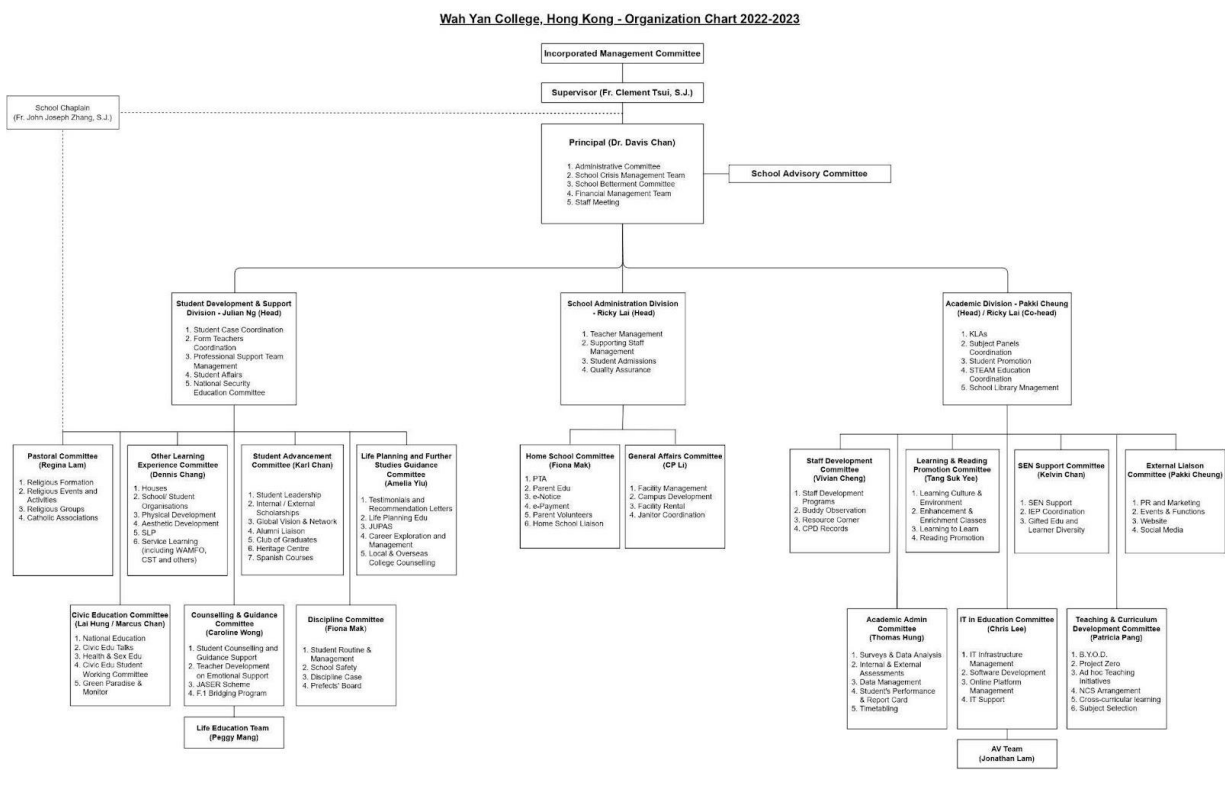
Annual School Report
(2022-2023)

1.	Our School
<p>Wah Yan College was founded at 60 Hollywood Road, Hong Kong on 16th December 1919, by Mr. Tsui Yan Sau Peter. It became the first grant-in-aid secondary school in 1922. The college was transferred to the care of the Jesuit Fathers on 22nd December in 1932 with Rev. Fr. R.W. Gallagher, S.J. as the first Rector. In 1955, the college moved from Robinson Road to the present premises at 281 Queen’s Road East. From then on, new buildings have been constructed to improve the facilities for the students. In 1987, Sir Gordon Wu Ying Sheung, a past student, donated the new annex, the Gordon Wu Hall to Wah Yan College, H.K. In 2005, Phases I & II of the School Improvement Project were completed in April, the building was named Francis H. B. Wong Teaching Building. In 2014, Phase III of the project was completed and the building was named Wu Jieh Yee Building. The school celebrated the centenary anniversary in the 2019-2020 academic year, which marked a significant milestone of the school.</p> <p>In the long history of the provision of educational services in Hong Kong, Wah Yan College has observed the Ignatian Pedagogy and the guidance of the Society of Jesus to nurture our students.</p>	
2.	Vision of Jesuit Education in the Chinese Province
<p>“We offer a holistic, liberating and transforming Catholic education within a learning community for students and staff to become progressively competent, committed, compassionate, spiritual, and ethically discerning persons with a universal heart contributing to the welfare and happiness of all, in particular, the poor and the neglected.”</p>	
3.	School Mission
<p>In accordance with our Catholic belief in God’s love and Chinese culture, we aim:</p> <ol style="list-style-type: none"> 1. to be empathic role models for our students to grow into responsible and compassionate community members, 2. to inspire students to strive for excellence, and 3. to nurture caring leaders who are competent spiritually, morally and intellectually. <p>The underlying ethos of the school is based on the school motto “Men for and with others”. This is in alignment with the 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.	School Motto		
<p>In Hoc Signo Vinces</p> <p>In the sign of Christ, we shall conquer</p> <p>Legend has it that the Roman emperor Constantine the Great, before his greatest battle, saw the sign of Christ in the sky. With the sign came the words ‘in hoc signo 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.	The Five Categories of the Profile of the Jesuit Student at Graduation for the Chinese Province		
<ol style="list-style-type: none"> 1. Intellectually Competent 2. Loving as a Personal Orientation 3. Open to Life-long Growth 4. Religious and Moral 5. Committed to Acting on Justice 			
6.	School Management		
<p>Incorporated Management Committee (IMC) is the governing body of the school, which consists of representatives of Society of Jesus, our sponsoring body, the principal, teacher managers, parent managers, an alumni manager and an executive secretary. The IMC met 4 times in 2022-23. In addition, a retreat with IMC members of Wah Yan College, Kowloon was held in June 2023.</p> <table border="1" data-bbox="207 1499 1409 1854"> <tr> <td data-bbox="207 1499 812 1854">Sponsoring Body Managers Alternate Manager</td> <td data-bbox="812 1499 1409 1854"> Rev. Fr. Clement Tsui, S.J. (Supervisor) Rev. Fr. Thomas Leung, S.J. Rev. Fr. William Lo, S.J. Rev. Fr. John Joseph Zhang, S.J. Rev. Fr. Alan Wong, S.J. Mr. Warren Chung Mr. Joseph Lai Dr. Y.L. So </td> </tr> </table>		Sponsoring Body Managers Alternate Manager	Rev. Fr. Clement Tsui, S.J. (Supervisor) Rev. Fr. Thomas Leung, S.J. Rev. Fr. William Lo, S.J. Rev. Fr. John Joseph Zhang, S.J. Rev. Fr. Alan Wong, S.J. Mr. Warren Chung Mr. Joseph Lai Dr. Y.L. So
Sponsoring Body Managers Alternate Manager	Rev. Fr. Clement Tsui, S.J. (Supervisor) Rev. Fr. Thomas Leung, S.J. Rev. Fr. William Lo, S.J. Rev. Fr. John Joseph Zhang, S.J. Rev. Fr. Alan Wong, S.J. Mr. Warren Chung Mr. Joseph Lai Dr. Y.L. So		

Teacher Manager Alternate Teacher Manager	Mr. Dennis Chang Miss Regina Lam
Parent Manager Alternate Parent Manager	Miss Sarah Chan Miss Beatrice Got
Alumni Manager	Mr. Julian Leung
Independent Manager	Miss Christina Lee
Principal (Ex-officio Manager)	Dr. Davis Chan

The chart below shows the administrative structure of the school in 2022-2023.



7. Campus and Facilities

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

School facilities include three playgrounds, a gymnasium, a library, two computer rooms, four science laboratories, a 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 have been equipped with interactive whiteboards since August 2022. These interactive whiteboards are smart screens that can connect to the Internet, play videos, show presentations and even connect to students' devices in our classrooms.

The school received special approval from the EDB REO to commence the alternation work of the new Medical Room, Public Address Room, and Vice-Principal Office from June to August 2023. The replacement of the trophy storage cabinets also began at the same time, and the relocation cost of the existing PA system was quoted and relocated accordingly. Renovation works to replace old electrical wires, conduits, sockets, lighting fixtures, and fans in the 1/F laboratories were completed by the end of July 2023.

The Staff Room decoration works, including the replacement of carpets, wall-mounted bookshelves, wooden cabinets in the pantry area, and teachers' desk cabinets, were completed on 19 August 2023. These renovations demonstrate the school's commitment to providing a comfortable and conducive learning environment for its staff and students.

The school is also working on renewing the main entrance area, including the honor roll signs, and relocating the guards' reception office to the side in the coming months, with the aim of giving the school a new and refreshed look.

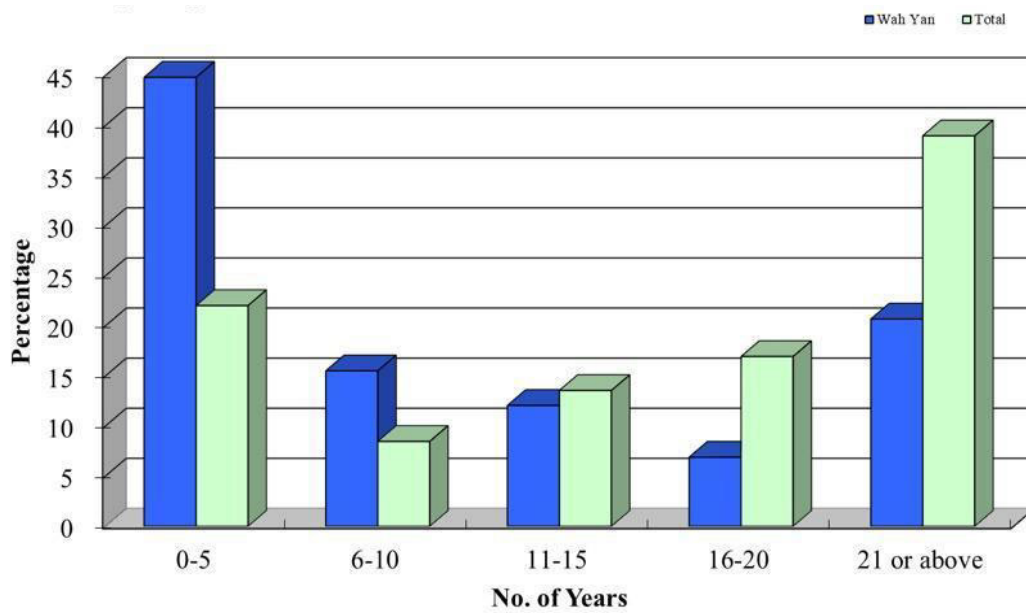
Regarding the tuckshop, Red Cross room, PE room, and Scout room area, the school is exploring the possibility of creating a thematic STEAM student hub where students can have lunch, discussions, forums, and technology explorations in a leisurely atmosphere, while keeping the PE room and adding a decent changing room for students. This initiative demonstrates the school's commitment to providing a dynamic and engaging learning environment that addresses students' needs.

8.	Teaching Staff
-----------	-----------------------

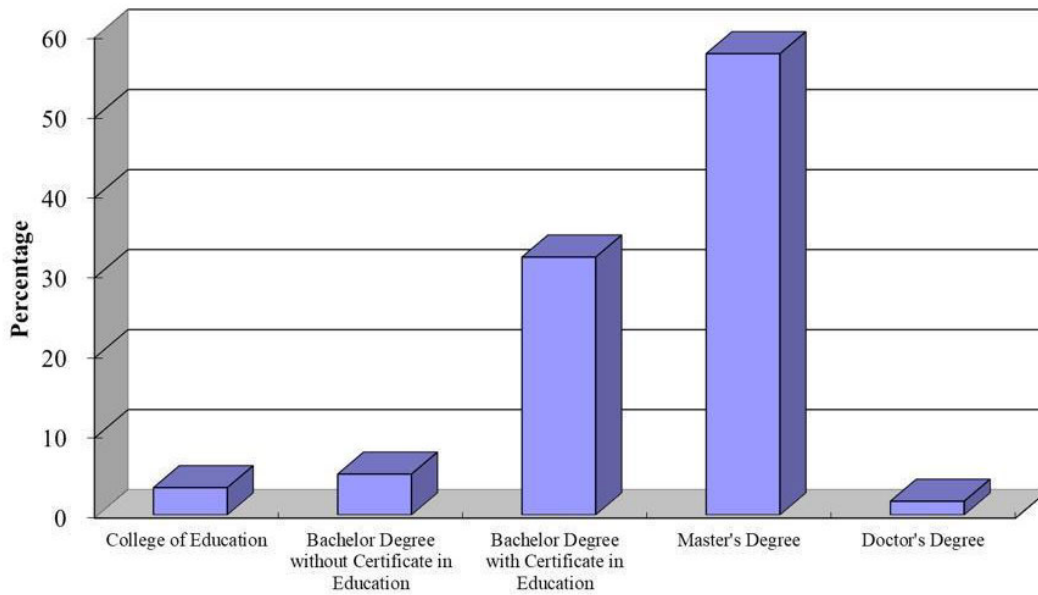
Our teaching staff consisted of 56 teachers, 3 laboratory technicians, 5 teacher assistants, 1 music coordinator, 1 pastoral assistant, 3 IT staff and 2 student counselors. We believe teachers are key to

nurturing promising students. The information below shows the profile of our teaching team.

Teachers' experience



Highest Qualification



9. Students

Students are what Wah Yan College exists for. There were a total of 698 students at the start of the academic year 2022-2023. 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
2022-2023	4	4	4	4	4	4*	24

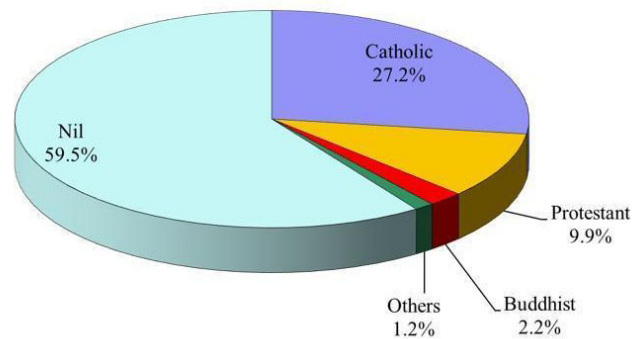
*4 classes based on government funding but split into F.5 classes in actual operation.

Number of students (At the end of Academic Year)

Level	F.1	F.2	F.3	F.4	F.5	F.6	Total
2022-2023	139	125	107	102	97	92	662

In 2022-2023, there were altogether 197 active learning days arranged for students. As the F.6 students had to take their public examinations during the second term, they had 111 active learning days.

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 2022-2023, 27.2% of Wah Yan students were Catholic.



10. Management and Organization

The ongoing COVID-19 pandemic presented challenges to our society, and our school was no exception as we began the 2022/23 school year. With the blessings of God, the precautionary measures were gradually eased during the second term. We were pleased to welcome our students back to campus, allowing for dynamic interactions between teachers and students and fostering a positive learning environment. Moreover, enabling students to engage in various extracurricular events and community outreach programs provided valuable experiences they had missed out on due to the unprecedented disruptions of recent years. These experiences should be an integral part of normal Wah Yan school life for our young gentlemen to learn from and reflect upon, as they have always been important elements of Jesuit Education. It was also gratifying to witness our students being given opportunities to showcase their talents and receive recognition for their accomplishments, while demonstrating the Wah Yan spirit of conquering their weaknesses - In Hoc Signo Vincas! However, in our efforts to resume as many activities as possible within a condensed time frame, both the school administration and students experienced a sense of being overwhelmed, particularly in the post-exam period. It is important that we learn from this experience and reflect on how we can better manage such situations in the future.

Regarding school administration, the role of our vice principals and middle management in the leadership of the school has been strengthened. We have successfully recruited a third vice principal and reorganized our administrative structure into three divisions: the Academic Division, the Student Development and Support Division, and the School Administration Division. Each division is led by one of the three vice principals under the guidance of the Principal.

To enhance our academic development and support for students' learning, we upgraded the Academic Admin Team, the Teaching and Curriculum Development Team, and the Learning & Reading Promotion Team in the Academic Division to committees. The General Affairs Team in the School Administration Division has also been transformed into a committee to enhance the operation of facilities and coordinate the development of our campus based on the comprehensive Spatial Usage Review conducted last school year. Thanks to the generous sponsorship from the Wah Yan One Family Foundation, interactive panels were installed in all classrooms. Furthermore, after years of hard work

and preparation, the Wah Yan Heritage Centre had its soft opening on 17th December 2022. Ongoing projects include the alteration of the new Medical Room, the Public Address Room, and the new Vice-Principal Office, as well as the renovation of the trophy cabinet area and the renewal of the main entrance area. Looking ahead, we are exploring the possibility of establishing a thematic STEAM student hub. This hub would provide a conducive environment for students to have lunch, engage in discussions, participate in forums, and explore technology in a relaxed atmosphere. Simultaneously, we remain committed to maintaining the existing PE room while adding a suitable changing room in the current tuckshop, PE room, and Scout room area. Our dedication to facility upgrades underscores our commitment to enhancing the quality of education we provide.

With the EDB's audit inspection in January 2022, we have identified areas that require attention and alignment with the guidelines set by the EDB. The college has followed the recommendations of the EDB audit team and made efforts to align our procedures with the related guidelines. The IMC also established an Audit Report Task Force, chaired by the supervisor, Fr. Clement Tsui, with members including the principal, Dr. Davis Chan, our auditor, Mr. Edmond Leung, our past IMC member, Mr. Sam Yu, and our current IMC member, Fr. Alan Wong, to review and further enhance our system. The Task Force held meetings with stakeholders and provided clarifications and recommendations to the IMC on areas such as Collection of Payment, Learning Activities for Students, Exceptions on Procurement Activities, Donations and Fundraising Activities, and Teacher Attendance. These recommendations were accepted by our IMC, and the school has been implementing them.

In line with our direction to transition our administrative work to electronic and online platforms, in addition to eNotice and ePayment, we started an internal online venue booking system called eBooking on eClass this school year. This system enables our colleagues to book venues for activities conveniently, regardless of location and time. Moreover, the school is in the process of establishing a sustainable and systematic filing and documentation system on the cloud. This initiative aims to facilitate easy retrieval of relevant documents by the appropriate personnel in the future.

To further enhance consistency and transparency in the school's policies, the three school divisions are consolidating their policies, guidelines, and procedures and creating handbooks for School Administration, Academic Affairs, and Student Development and Support. We will continue revising our management and organization to meet the needs of an ever-changing society and improve the school, providing the best education to our young gentlemen for the greater glory of God.

Staff Development

The school had a productive year in terms of staff development in 2022-2023. A total of 10 school-based staff development programs, totaling 33.5 hours, were organized.

The highlight of this year's programs was the joint school staff development day attended by teachers from both Wah Yans. They gathered to share how to be more compassionate and caring towards students and themselves. Additionally, parallel wellness sessions were conducted.

During one of the staff development days, the school Project Zero Team shared their insights on shifting of authority in the classroom. A government seconded teacher introduced the use of Microsoft Teams/OneNote to create ebooks. Furthermore, teachers discussed and reflected on their journey of promoting self-directed learning through the BYOD initiative.

A thought-provoking talk titled "Do we call ourselves professionals? Why, What and How?" inspired teachers to reflect on their professional roles.

To support the growth of new teachers to become better Ignatian Educators, not only did the school provide orientation programs at the beginning of the school year, the Staff Development Committee also continued organizing a two-year companionship program. This program focused on sharing and discussing the values of Jesuit Education.

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.

English is the major medium of instruction in the College. An English-rich environment is provided. Meanwhile, 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. A Jin Yong Week was organized for students to learn more about the masterpieces of the legendary author with a series of activities such as booths, a voice-dubbing workshop and a book exhibition. We offered school-based Spanish class and encouraged students to take off-campus courses of other languages as well.

School life resumed to the norm in this academic year. More experiential learning opportunities were provided for students, such as visits and off-campus competitions. Reading was also further promoted. Two book exhibitions were organized with keen responses. A wide range of items were purchased to enrich the library collection across disciplines. Some flexible afternoon sessions were arranged to expand students' scope of knowledge, such as water resource management, solar physics, and fintech.

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 continued to invigorate our English and Chinese Language curriculum. Putonghua was provided to help students to speak and listen to the national dialect.

IDEEA was extended from F1 to F2 to strengthen STEAM of our curriculum. 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. Reading across the Curriculum was promoted through assignments. Collaborative learning and explorative learning were also promoted in group work or mini projects.

There was no streaming in Forms 1, 2 and 3. Students with different academic abilities were allotted evenly to different classes. F.2 and F.3 students who had outstanding performance in English, as well as F.1 and F.2 students who had outstanding performance in Mathematics were allocated to enrichment classes for small class teaching.

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.

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 2022-2023 included Business, Accounting and Financial Studies, Biology, Chemistry, Chinese History, Geography, History, Information and Communication Technology, Music and Physics. Students might 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

The BYOD (Bring Your Own Device) policy was implemented in F1 and F2 this year. The school supported the implementation by teaching students the fundamental computer skills applicable across multiple subjects. This enabled students to utilize their own devices for learning purposes while also

acquiring essential computer skills beneficial for their future studies and careers. The staff development day program included discussions on shifting authority in the classroom, utilizing Microsoft OneNote to create e-books and promoting self-directed learning with BYOD, in response to teachers' needs.

The Project Zero, initiated by Harvard Graduate School of Education, entered its final year. During the innovation phase, team members extensively incorporated PZ thinking routines such as redirecting authority, pedagogy of play, part purposes and complexity, "I used to think... now I think," and the narrative approach in their lessons. Teachers were able to enhance students' learning motivation and foster a sense of ownership in their own learning.

IT in Education

The ITEC committee has consistently improved the IT infrastructure to facilitate IT in Education. We established a new WiFi system at the school, incorporating Cisco Meraki WiFi 6 technology. This upgrade resulted in a significant improvement in both network speed and stability, providing a more efficient and reliable WiFi experience for all users.

Moreover, the backbone of the network was also upgraded to a fiber network, which further enhanced the overall performance and reliability of the network. This upgrade has been a significant investment and will provide a more robust and future-proofed network infrastructure for the school.

The classroom projection system was upgraded, with the installation of an 86" interactive panel. This new system replaced the previous projection system and offers several significant advantages.

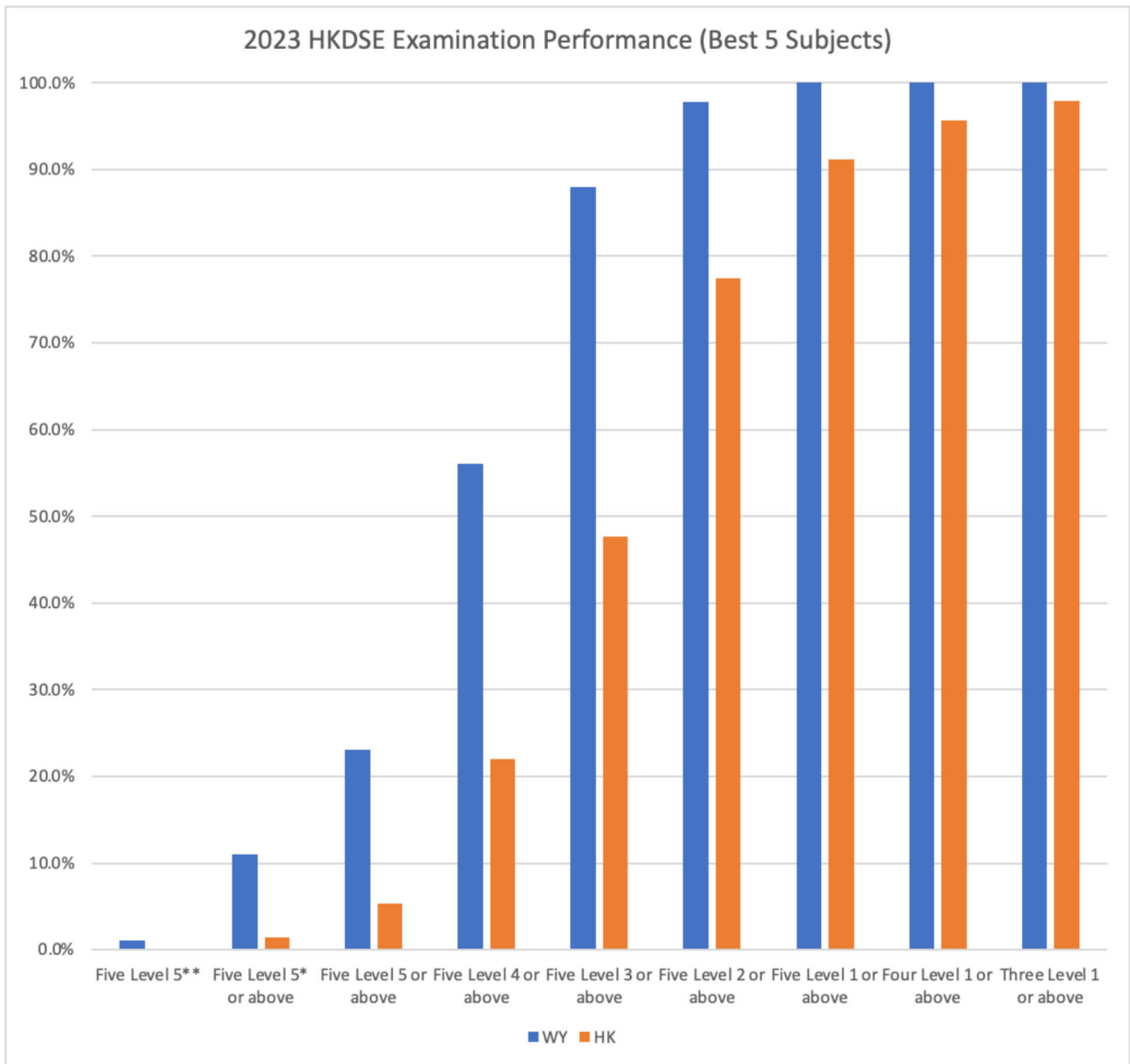
Special Education Needs Support

The SEN Support Committee 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, and speech therapists. The Committee 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. Regular meetings were conducted each cycle to review special cases. Tier 3 students were well taken care of with strategies concluded from IEP meetings for each of them.

Academic Performance

Due to a significant number of students pursuing overseas studies in recent years, the class of 2023 had a historically low number of students, with only 89 students sitting for the HKDSE examination. Despite the challenges posed by COVID-19 and the unexpected experiences they faced during their senior secondary school life, the students demonstrated their utmost dedication in preparing for the

HKDSE examination and achieved satisfactory overall results. They performed exceptionally well compared to the territory's average significantly (please refer to the chart below).



We are glad to see notable improvements in subjects such as Chinese History, Economics, and Physics. Furthermore, subjects like History and Geography showcased outstanding results. All of our Form 6 students achieved Level 3 or above in English Language, and 98% attained Level 2 or above in Math and LS. It is worth mentioning that one student achieved five Level 5** (including M2), and ten students excelled by obtaining five or more Level 5* or above.

However, there was a decline in the Chinese Language Level 3 rate, which we are committed to putting efforts into enhancing in the next school year. This decline had an impact on the overall results and affected the JUPAS offer rate, which stood at approximately 75% during the first round. Among the

offers received, 21 (32%) were from HKU, 16 (24%) from CUHK and 9 (14%) from UST. Our students enrolled in a diverse range of programs, encompassing fields such as Medicine, Dental Surgery, Computing and AI, Nursing, Law, Global Business, Quantitative Finance, Public Policy and Politics, Business, Global China Studies, Arts and Science, and more.

Furthermore, approximately 11% of our graduates have chosen to pursue their studies overseas, including prestigious universities like Imperial College London, University College London, and Durham University in the UK, University of Waterloo in Canada, among others.

Aside from the result, it was also the passion for learning and the drive for self breakthroughs that we witnessed in our F6 gentlemen throughout the year. These are indispensable elements that will open a lot of doors for their future endeavors. While more challenges are awaiting them, our graduates will achieve a lot more with the Wah Yan spirit deep rooted in them.

12. Student Support and Development

Spiritual Development

In order to foster the spiritual growth of our students, particularly in cultivating a reflective habit, our Pastoral Committee supported and trained both students and teachers in conducting Examen during the daily Examen session after homeroom and in various events. The rise in Examen frequency has significantly contributed to students becoming more open and prepared to engage in personal Examen even outside of the campus environment.

In this school year, Fr. John Wotherspoon was invited to come and share his missionary life in Hong Kong in celebration of the Feast Day of St. Francis Xavier. His perseverance and passion in serving the poor and the neglected in Hong Kong is truly inspirational to our students. A series of Lent activities were held as well, including the way of cross once a week for each form in the school chapel, famine lunch and other joint-school service projects, to enhance students' understanding and experience of the meaning of Lent. Other annual pastoral events were also held, such as the Mass of Convocation, Midnight Mass, and the Thanksgiving Mass.

With the end of the severe Covid-19 condition, retreats and Magis programs were resumed for our senior form students. These programs provided valuable experiences to our students in reflecting and discerning their choices in life to become "Magis - more, better, greater".

Moral & Civic Education (including National Security & National Education)

During the 2022-23 school year, the Civic Education Committee successfully secured the QEF funding (我的行動承諾加強撥款計畫) to enhance National Education and media literacy. Students actively participated in National Education events and competitions, such as the "2022 National Day Online Quiz Competition" and the "Basic Law Quiz Competition 2022-23, 第二十二屆《基本法》及一國兩制網

上問答比賽 by 中山大學法律系香港同學會," which deepened their understanding of national affairs and legal frameworks. Their engagement extended to National Education activities, including the MV production of "少年中國說," showcasing their talents and promotion of national values, with a notable achievement of a student securing the 2nd runner-up position in the "國家安全教育網上學習平台 : 『拍拍樂』網上挑戰賽," highlighting the effectiveness of the programs.

The NSE Committee prioritized safety and unity by reviewing and updating emergency protocols and enhancing student involvement in national flag raising ceremonies. They also facilitated various subject panels to integrate NSE curriculum frameworks into various subjects, equipping students with knowledge and skills related to national security and fostering a deeper understanding of civic responsibility and global challenges.

To further promote National Security education, a collaborative Parents' Day event was organized on February 11, 2023, by the Civic Education Committee and the Parent-Teacher Association. The event featured an exhibition on Basic Law and National Security Law, along with a Q&A competition for parents and students from F1 to F5, encouraging dialogue and reinforcing our commitment to civic education and community engagement.

In summary, the Civic Education Committee and the NSE Committee's initiatives during the school year encompassed securing funding, student participation in National Education events and competitions, integration of NSE curriculum frameworks, and organizing a Parents' Day event. These efforts aimed to foster a safe and nurturing environment that instills national pride, civic responsibility, and global awareness among students.

Other Learning Experiences

This year, the OLE Committee aimed to provide programs that helped students appreciate their roles in their communities, strengthen their sense of responsibility, and foster compassion and care for others. To achieve these goals, several initiatives were undertaken.

The New Year Art Tram Project was conducted successfully in December 2022, with over 50 students transforming the tram body into a large mobile drawing canvas to create and display their collective artwork. The project aimed to provide students with the opportunity to appreciate their roles in their communities and strengthen their sense of responsibility to the society. In January 2023, around 30 teachers and students visited the Tram depot and took part in a charter tour to convey the message of love and care to the public during the New Year period.

To motivate students to take part actively in community services, members of the WAMFO team organized form-based service learning activities in junior forms, including a coastline clean up activity in Sandy Bay and instant soup packet donations to raise students' awareness of caring for the environment and the elderly. Additionally, the two joint school service programs were held successfully. The first program was a collaboration with St. Paul Secondary School, which involved visiting street

sleepers and providing them with much-needed support. The second program, which aimed at serving abandoned or abused animals, was in partnership with Good Hope School, with assistance from House of Joy and Mercy. . These joint school service programs demonstrate our school's dedication to promoting social responsibility and contributing to the betterment of society. In addition, the development of the "WAMFO App" nurtured students' habit in keeping records and reflecting on their experiences effectively and efficiently.

The Joint School Student Fun Fair was held successfully with the support of St. Paul's Secondary School, Good Hope School, and Raimondi College. Various game booths and workshops were arranged for students and their family members to share their joy through the activity. The Local School Exchange Program and "Wah Yan Carnival" were also held successfully with Maryknoll Convent School (MCS).

In sports, our students achieved outstanding results in inter-school competitions, including 4th place in the Boys (Division 1) Overall in Hong Kong in Inter-School Athletics, overall champion in Inter-school Orienteering competition, and outstanding achievement in inter-school Badminton competitions.

In the field of aesthetic development, the long-awaited Matteo Ricci Student Concert was held successfully in June 2023. Besides, Wind Band, A cappella Team, and School Choir also made outstanding achievements this academic year, together with various awards in art areas.

Our English debating team also achieved an outstanding and glorious achievement in the inter-school debate competitions, taking home various awards.

To help students develop a reflective habit, student leaders were required to submit activity reports to appreciate what they did well, reflect on their weaknesses, and suggest improvements for future planning. Overall, these initiatives aimed to enhance students' sense of responsibility, compassion, and care towards their communities, preparing them to become compassionate and caring individuals "for and with others."

Life Planning and Further Studies Guidance

Throughout the academic year, we enhanced our life planning initiatives for junior students. Our goal was to foster their reflective learning abilities and promote self-understanding regarding their interests, aspirations, and capabilities. This was achieved through a wide array of classroom activities and discussions conducted during Life Planning programmes. The committee also prioritized equipping students with up-to-date information on career opportunities and study choices to empower them in making well-informed decisions at various stages of their lives. As for senior students, the focus was providing personalized guidance and support for university admissions, course selection, and future career planning. Additionally, diverse career exploration programs, as well as planning and management activities such as interview and CV writing workshops, in-school talks, seminars, careers day, and university visits were organised. Furthermore, we worked closely with the Student

Advancement Committee to implement Project Pharos with the aim of providing comprehensive support and guidance for overseas university applications, helping students unleash their potential. The committee also collaborated with the Parent-Teacher Association to organize a series of overseas education seminars for parents, who are important stakeholders in life planning education.

Discipline and Guidance

The cooperation between the Discipline Committee and the Counseling and Guidance Committee was close. We did not see giving consequences to misbehavior as an end of education, instead, personal and long-term guidance is pivotal to a young student’s character building and guides students on the right track. Besides the close cooperation and follow up actions, we also paid attention to charter formation of our students. Thematic seminars and talks related to common concerns in the campus were arranged for all students. Besides, we reviewed the reporting protocols to enhance the communication among all parties in different kinds of situations. More coordination among the formation of IVE, RF, LE, FTP, Life Planning and Sex Education was done for the mental and spiritual development of the students. Besides, the enhancement of the role of form teachers provided first hand support to students in need. Also, we supported students with special education needs in all aspects to help them grow. The Prefects’ Board and JASER Scheme were implemented as usual in support of the students’ school lives in all aspects.

13.	Achievements and Reflections on Major Concerns		
Major Concern 1: Nurturing our students to be reflective and competent learners			
Strategies/Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
<i>Target:</i>			
<i>1.1 Students become competent learners</i>			
1.1.1 To enrich students’ reading skills through varied teaching practices in classes	<ul style="list-style-type: none"> ● Students showed improvements in reading assessment results. ● Language teachers adopted some new teaching practices for reading skills. 	On average, 49% of F1-F5 students showed improvements in their English reading assessments. Notably, F1 students achieved an impressive 67.4% enhancement, while F3 students showed a commendable 68.8% improvement. Even F2, F4, and F5, which initially faced challenges, witnessed significant	The feedback received on the revamp of the junior English curriculum has been highly positive, setting a solid foundation for follow-up in the next school year. The increased emphasis on developing students' reading strategies and cultivating a reading habit has yielded encouraging results, with more than half of the junior form students

		<p>progress, with improvements of 34.2%, 43.4%, and 25.5% respectively. These outcomes strongly validate the success of the implemented teaching strategies in fostering students' reading skills.</p> <p>The implementation of varied teaching practices to enhance students' reading skills yielded remarkable success. Among the 11 English teachers involved, a significant majority of 7 adopted these new strategies, showcasing their enthusiasm for innovation and improvement. The impact on students' English reading assessment has been substantial, with notable improvements across multiple forms.</p>	<p>showing improvement in their reading assessments. Building upon this success, it is recommended to continue promoting extensive reading by encouraging students to read a minimum of 6 books in F1 and 5 books in F2 throughout the upcoming year.</p> <p>Additionally, the successful implementation of Jin Yong week, with its engaging activities and promotion of traditional Chinese martial arts fiction, presents an opportunity to further integrate inter-curricular elements to enhance the reading experience in Chinese Language. By incorporating these valuable feedback insights, the next school year can continue to advance students' reading skills and foster a love for literature, building a language rich environment.</p>
<p>1.1.2 To help students acquire project learning skills, including research, data analysis, and organization,</p>	<ul style="list-style-type: none"> ● The design of the curriculum for project learning skills in junior form was completed. ● 3 cross-disciplinary 	<p>The curriculum specifically tailored for project learning skills was a thoughtful and comprehensive approach. Additionally, the implementation of cross-disciplinary projects in the junior forms</p>	<p>The conducted projects have effectively nurtured students' project learning skills and promoted cross-disciplinary collaboration. Building on this success, the projects will undergo further refinement in the</p>

<p>presentation, report writing skills, etc. in different classes</p>	<p>projects were conducted in the junior forms.</p>	<p>provided students with opportunities to apply and develop essential skills such as research, data analysis, organization, presentation, and report writing across different subjects. The strategy's effectiveness was evident in the successful completion of these projects, showcasing the acquisition of valuable interdisciplinary skills by the students.</p> <p>It can be evaluated that the strategy to incorporate project learning skills in the junior forms has achieved success. Junior form students completed a total of 3 cross-disciplinary projects, showcasing their ability to apply research, data analysis, organization, presentation, and report writing skills. These projects encompassed a range of subjects, including F1 Music/Eng, F3 Bio/Eng, and F3 Hist/Geog/L&S. The successful completion of these projects demonstrated the effectiveness of the strategy in equipping students with valuable interdisciplinary skills and fostering their holistic development.</p>	<p>upcoming academic year.</p> <p>To enhance the effectiveness of project implementation, more consultation with panel chairs will be arranged to tap into valuable input and insights. This collaborative approach will enable the projects to evolve and better meet the needs of the students, fostering their growth in project-based learning and interdisciplinary engagement.</p>
---	---	---	--

<p>1.1.3 To extend IDEEA (Innovation, Design, Engineering, Entrepreneurship, Art/Algorithm) as an independent subject in F.2 to facilitate the application of PBL and SDL</p>	<ul style="list-style-type: none"> • IDEEA was extended smoothly in F.2 as an independent subject. • A robotics module and a video production module were incorporated into the F.2 curriculum to provide students with practical avenues to apply their Problem-Based Learning (PBL) and Self-Directed Learning (SDL) skills. 	<p>The strategy of extending IDEEA in F.2 has proven to be a resounding success. By teachers' observation, not only did this approach enhance students' understanding of IDEEA concepts, but it also cultivated their creativity, critical thinking, and collaboration abilities. The integration of PBL and SDL in these modules empowered students to actively engage in hands-on projects, fostering a deeper understanding of the subject matter and preparing them for real-world challenges.</p>	<p>Following the successful implementation of IDEEA modules in F1 and F2, the curriculum will progress to F3 in the upcoming school year. Students will continue their journey through all four IDEEA modules. This progressive integration of IDEEA subjects across multiple forms ensures a comprehensive and cumulative learning experience for students, equipping them with essential skills in innovation, design, engineering, entrepreneurship, and art/algorithm.</p>
<p>Target: 1.2 Students become reflective learners</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"> • Daily Examen after homeroom time was successfully introduced on each school day. • Form teachers were invited to facilitate the practice, guiding students in reflective exercises and self-evaluation. 	<p>The introduction of daily Examen has proven to be a remarkable success. With the concerted efforts of form teachers, students were guided in reflective exercises and self-evaluation. This daily ritual promoted mindfulness, personal growth, and a positive school atmosphere, fostering a deeper sense of self-awareness and well-being among</p>	<p>Based on the success of daily Examen, the practice will continue to be conducted by form teachers after homeroom sessions. This ongoing implementation ensures that students will consistently benefit from the reflective exercises and self-evaluation facilitated by their form teachers, promoting personal growth and self-awareness.</p>

		<p>students.</p> <p>Over 70% of students expressed that practicing Examen helped them become more reflective and self-aware. This positive feedback highlighted the effectiveness of the initiative in fostering introspection and personal growth among students.</p>	
<p>1.2.2 To infuse Ignatian Pedagogical Paradigm (IPP) in students' experiential learning</p>	<ul style="list-style-type: none"> To enhance student engagement and promote personal growth, modifications were made to the students' activity reports and WAMFO recording platform. The elements of (IPP), such as reflection, were introduced and emphasized during chairpersons' meetings, WAMFO gatherings, and council meetings. Students were encouraged to apply these elements in organizing 	<p>The fine-tuning of students' activity reports and the development of the WAMFO apps significantly enhanced the precision of reflection and evaluation.</p> <p>74% of student leaders acknowledged that submitting activity reports had helped them become more reflective, enabling them to think comprehensively and improve their arrangements based on their experiences. This positive feedback underscored the effectiveness of these tools in fostering self-reflection and continuous improvement among student leaders.</p>	<p>The students' activity reports and the WAMFO service record will be regularly evaluated and updated to improve their effectiveness in fostering reflective learning and supporting students' development.</p> <p>The approach of submitting activity reports and maintaining WAMFO service records for students' experiential learning will be continued in the future. This ongoing practice aims to nurture our students to become reflective learners, facilitating their personal and academic development. The regular evaluation and updating of these reports and records will ensure their effectiveness in fostering reflective learning and</p>

	<p>school activities and participating in service programs, fostering a holistic development approach.</p>		<p>supporting students' growth.</p>
<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"> • During examination preparation periods, F1-F5 students were guided to plan their studies with the help of study planners to enhance their study habits. • A series of talks were conducted to develop students’ learning strategies and metacognitive skills. These initiatives aimed to empower students to take control of their learning, improve their study techniques, and cultivate a deeper understanding of their own learning processes. 	<p>The implementation of the program has generally enhanced the Self-Directed Learning (SDL) skills of our students.</p> <p>Over 70% of participating students agreed that the program had helped them become more reflective, fostering their ability to take ownership of their learning and engage in self-directed inquiry.</p>	<p>To optimize the program and address the diverse learning needs of our students, it is advisable to incorporate a broader range of topics that align with their interests and requirements. This holistic approach will ensure a comprehensive learning experience. Furthermore, seeking external support will aid in conducting effective class-based instructions, allowing for enhanced engagement and personalized guidance. By fostering a supportive and inclusive learning environment, we can empower our students to thrive academically and holistically.</p>
<p>1.2.4 To develop students’</p>	<ul style="list-style-type: none"> • Life planning programs were 	<p>Based on the survey data, the objectives of the life</p>	<p>In light of the participants’ positive</p>

<p>ownership of learning by helping them to earnestly embark on the process of identifying their life goals and aspirations via life planning programs</p>	<p>conducted for Form 1 to 3 students, aiming to enhance their understanding of interests, goals, and career inclinations.</p> <ul style="list-style-type: none"> • Students were exposed to various study options, learning how to set goals and make informed decisions by considering relevant factors. • Senior form students participated in a series of life planning programs and activities throughout the academic year, further supporting their personal and career development. 	<p>planning programs and activities were successfully achieved. Participants demonstrated an improved understanding of life planning concepts. Over 70% of participants in the life planning programs and activities recognized the significance of goal setting and demonstrated aspirations in both academic and non-academic domains. This positive feedback highlighted the effectiveness of the programs in fostering a sense of purpose and motivating students to strive towards their desired outcomes in various aspects of their life.</p>	<p>feedback by observation and from the survey data, these programs will be continued in the upcoming school year, with a focus on reinforcing the significance of setting clear goals at an earlier stage, ensuring that students are equipped with essential skills for personal and academic success.</p>
--	---	--	--

Target:

1.3 The potential of high achievers and gifted students is realized

<p>1.3.1 To develop a more flexible curriculum/assessment mechanism to cater for gifted and high</p>	<ul style="list-style-type: none"> • A policy for nurturing gifted and high achieving students was developed so as 	<p>Enrichment classes in subjects like Chinese and Mathematics received enthusiastic participation and positive feedback.</p>	<p>To further cater to high achievers, the development of off-campus learning opportunities, leveraging our strong alumni network, is recommended.</p>
--	---	---	--

<p>achieving students</p>	<p>to assign students to appropriate pull-out programmes according to their edges and interests.</p> <ul style="list-style-type: none"> ● A series of gifted programmes were offered to students with a selection system, tapping into resources such as DLG and alumni support. ● Subject panels tailor-made assessment tasks for gifted and high achieving students across all forms, such as bonus parts in summative assessment. 	<p>In response to the idea of 'gifted education for all', subject panels deliberately created room in their curriculum to allow more flexibility. Students were able to develop their own topic and manage their own pace in various subjects to develop self-directed learning in their coursework.</p>	<p>This would provide additional avenues for advanced learners to explore and apply their knowledge, fostering their intellectual growth and connection with real-world contexts.</p>
<p>1.3.2 To enhance our support to gifted and high achievers in their academic development</p>	<ul style="list-style-type: none"> ● A range of gifted education programs, including international Physics, Mathematics, and Science competitions, as well as international English, Science, and Mathematics 	<p>The talents of gifted students were nurtured across various disciplines in pull-out gifted programs. More than 60 gifted students were identified and selected to participate in these programs, which have proven to be a resounding success. Aside from subject-based training or courses,</p>	<p>More subject-based learning opportunities can be offered and further coordinated. High achievers can also be offered chances to take part in competitions or research reports for advanced learning.</p>

	<p>tests, were arranged for students.</p> <ul style="list-style-type: none"> • Leadership training courses offered by local and overseas universities, as well as international academic institutions, were also made available. 	<p>students were also offered opportunities to explore other new domains such as FinTech, AI, Solar Physics, etc.</p>	
<p>1.3.3 To consolidate and strengthen our College's counseling services to gifted and high achievers</p>	<ul style="list-style-type: none"> • Four high-achieving F.6 students seeking admission to top universities overseas received individualized support throughout their application process. • Four sessions on overseas college applications were conducted, with two sessions dedicated to parents and two for students. These sessions aimed to provide comprehensive guidance and support to ensure 	<p>The individualized support and attention given to the needs of gifted and high-achieving students in university applications was a resounding success. The provision of at least two tailor-made sessions for senior secondary high achievers preparing for overseas college applications effectively equipped them to navigate the competitive admission process. Moreover, the personalized support provided to selected F.6 students in interview preparation resulted in their successful readiness to pursue studies at top universities.</p>	<p>To ensure the success of high achievers in their college applications, it is crucial to identify interested students early on and assist them in building their profiles. Teachers from the Student Advancement Committee and the Life Planning & Further Studies Guidance Committee will take on the roles of F.3 class teachers, prioritizing goal-setting and identification, thus providing focused support for these students' academic and personal growth.</p>

	successful applications to prestigious international universities.		
--	--	--	--

Major Concern 2: Nurturing compassionate companions within the school community

Strategies/Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
------------------	--------------	-------------------------	----------------------

Target:
2.1 Teachers and students become compassionate and caring persons “for and with others”

2.1.1 To launch the revised self-directed learning package on “Safeguarding Students Against Abuse” for teachers	<ul style="list-style-type: none"> The package and accompanying quiz on “Safeguarding Students Against Abuse” for teachers were timely revised and launched. 	<p>The revised package was proven to be effective tools in promoting teachers' awareness of the policy. These resources successfully engaged and informed teachers so that they understood the policy's objectives and guidelines.</p> <p>The implementation procedure was successfully revised. 94% of teaching staff completed the quiz and/or the package, indicating a high level of engagement and awareness among the staff regarding the revised procedure.</p>	To ensure teachers remain informed about the latest development of the issue, it is crucial to continuously update the related materials. By regularly refreshing and providing up-to-date resources, teachers can stay aware of any changes or advancements in policies, procedures, and practices, enabling them to adapt and implement them effectively.
2.1.2 To provide individual support and academic guidance after Mid-term examination to low achievers,	<ul style="list-style-type: none"> Counselors, social workers and counseling teachers worked closely to provide support for students with low learning motivation. Group counseling and individual 	<p>Target students were met by Vice-Principals. Regular meetings between teachers and target students proved successful in monitoring their learning progress.</p> <p>These students</p>	Group counseling, individual counseling, and special tutoring groups will continue in the upcoming academic years. The focus will be on strengthening the significance of a growth mindset, encouraging

<p>including repeaters, through conversations</p>	<p>counseling were conducted to help repeaters and the low academic achievers (CP).</p> <ul style="list-style-type: none"> • The CGC and SENSC organized special tutoring groups to help students with special learning needs. 	<p>acknowledged our school's supportive measures and environment, which contributed to their academic development and positive study experience.</p>	<p>students to embrace challenges, persist in their efforts, and view setbacks as opportunities for learning and personal growth. These initiatives aim to support students' holistic development and academic success.</p>
<p>2.1.3 To cultivate students' compassion, communication, collaboration, and creativity through the IDEEA curriculum</p>	<ul style="list-style-type: none"> • Entrepreneurship and pitching skills were imparted through video editing and the use of professional editing tools, chromakey, and drones. • Robotics education introduced block coding, computational thinking skills, and artificial intelligence (AI) in the curriculum. 	<p>The IDEEA curriculum was successfully established in F2.</p> <p>The successful implementation of Project-Based Learning (PBL) and open-ended projects has enabled students to utilize advanced video editing software effectively for video production.</p> <p>In Robotics, block coding was successfully employed to solve defined problems, fostering students' problem-solving skills and computational thinking abilities. This comprehensive approach equipped students with practical skills and knowledge in multimedia production and robotics technology.</p>	<p>The IDEEA curriculum will be extended to include F3 students.</p>

<p>2.1.4 To organize sharing and teacher workshop on topics including fostering a positive environment for students with diverse needs and becoming a more compassionate companion</p>	<ul style="list-style-type: none"> • A sharing session and a teacher workshop were organized, focusing on fostering a positive environment for students with diverse needs and promoting compassion. 	<p>The impact of the sharing session and teacher workshop was evident. Over 80% of participants reported a greater understanding of the needs of students with special educational needs (SEN) and an increased repertoire of ideas to support and accompany them effectively.</p> <p>The participants' responses were highly encouraging, as they were impressed by the speakers' genuine and practical sharing of relevant advice. Teachers demonstrated a strong awareness of their compassion towards students' needs.</p>	<p>Teachers will be equipped with skills to provide concrete support and foster a growth mindset, creating an environment that promotes effective support and nurtures students' development.</p>
--	---	--	---

<p>2.1.5 To foster students' sense of caring and brotherhood through JASER scheme</p>	<ul style="list-style-type: none"> • The JASERs program was successfully launched to support F1 freshmen and develop a stronger sense of brotherhood among the students. 	<p>The success of the JASERs program was evident from the beginning of the academic year. Although students' initial closeness waned over time, they persevered and fostered a strong sense of brotherhood.</p> <p>F1 commended the JASERs for their achievements, and the JASERs reciprocated by providing valuable support to F1 in both academic and interpersonal matters.</p> <p>Over 60% of F1 students, along with all the JASERs, recognized the JASER Scheme as a powerful catalyst in fostering a stronger sense of brotherhood among the students.</p>	<p>Further attention can be given to providing personalized follow-up for the JASERs, focusing on addressing their specific needs and supporting their personal growth and development.</p>
---	---	---	---

Target:

2.2 Students become more empathic and respectful towards different values

<p>2.2.1 To further integrate elements of the "Unity in Plurality" program into the teaching curriculum of Life Education, Ignatian Values Education, and</p>	<ul style="list-style-type: none"> • F3 Life Education and Religious Formation played a crucial role in shaping students' understanding of effective communication. They were taught the importance of silence as a means of reflection and contemplation, enabling them to 	<p>An impressive majority of students agreed that their listening skills had significantly improved. Moreover, they actively demonstrated empathy and respect towards diverse values in their daily interactions with peers. This positive shift in attitude fostered a more inclusive and harmonious environment, promoting understanding and</p>	<p>The importance of silence and listening will be kept in the curriculum in F3 life education and religious formation, while more concepts and skills in non-violent communication will be included in Life Education lessons.</p> <p>The theme of empathy will be continually taught in the F5 IVE curriculum.</p>
---	--	--	--

<p>Religious Formation, and Class Formation</p>	<p>better listen and understand others.</p> <ul style="list-style-type: none"> • Non-violent communication principles were also introduced, emphasizing the use of compassionate and respectful dialogue to resolve conflicts. • The F5 IVE curriculum focused on developing empathy in students. This involved cultivating their ability to put themselves in others' shoes, understand others' perspectives, and respond with kindness and understanding. 	<p>acceptance among students.</p> <p>Over 70% of the students agreed that they became better listeners. Over 70% of the students agreed that they were empathic and respectful towards different values.</p>	
<p>2.2.2 To organize formation programs for different forms in Flexible Periods to help students become more empathic and respectful towards different values</p>	<ul style="list-style-type: none"> • A series of four thematic talks was arranged for all students, addressing diverse subjects and providing comprehensive content. These talks aimed to engage and educate students on various relevant topics, fostering a well-rounded and informed learning experience. 	<p>Over 70% of the students thought they were more empathic and respectful towards different values after the programs.</p>	<p>The thematic talks for various forms will be held again in the coming school year. Different topics are introduced to fit students' needs.</p>

Target:

2.3 Students appreciate their roles and values and are responsible for their communities and the world

<p>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</p>	<ul style="list-style-type: none">• Howatson Scheme was created to provide training and exposure for 21 potential leaders in F.4. In July 2023, a leadership training camp in Singapore was held for 30 F.4 student leaders before they assumed top leadership roles.	<p>The sense of responsibility of student leaders is enhanced in general.</p> <p>Over 70% of the participants agree that they appreciate their leadership roles and values after the program.</p>	<p>More than 90% of the participants in the Howatson Scheme felt that the programme was helpful towards their future roles in leadership. For the next cohort, more elements of service learning will be explored.</p>
<p>2.3.2 To bring in service activities in joint school programs so that our young leaders can shoulder their responsibility for the communities and the world</p>	<ul style="list-style-type: none">• Two Joint school service programs were held successfully this year. The first program was a collaboration with St. Paul Secondary School, which involved visiting street sleepers and providing them with much-needed support. The second program was in partnership with Good Hope School, with assistance from House of Joy and Mercy, and aimed at serving abandoned or abused animals.	<p>Over 70% of the participants agree that the activities can teach them to shoulder their responsibility for the communities and the world. The evaluation showed that the sense of responsibility among student leaders, in general, was enhanced. Not only did the programs have a positive impact on the participants, they also benefited student leaders in terms of fostering their commitment to community service.</p>	<p>Building on the success of these programs, it is suggested additional service initiatives that align with the students' interests and concerns be explored. This will allow a more diverse range of community engagement opportunities and a platform for students to address different social issues.</p>
<p>2.3.3 To launch a new WAMFO App and to motivate our</p>	<ul style="list-style-type: none">• The development of the WAMFO App was successfully completed as of May 23. It would undergo	<p>Over 90% of the students joined the community services and they reflected that the activity could raise their awareness of caring</p>	<p>As the App is currently undergoing a trial period, the launching of the app has to be postponed to next academic year.</p>

<p>students to take initiative to work and serve the less privileged in the community</p>	<p>a trial period, with members of the OLE Committee testing its functionality and providing feedback for further improvements.</p> <ul style="list-style-type: none"> • Two form-based service learning activities (coastline cleaning up in Sandy Bay and instant soup packet donations) were organized for F1 and F2 students in order to raise their awareness of caring for the environment and the elderly. 	<p>for the less privileged and the environment.</p>	
<p>2.3.4 To strengthen students' sense of self-discipline through Sunrise program</p>	<ul style="list-style-type: none"> • 15 students actively enrolled in the Sunrise scheme to enhance their sense of self-discipline through reflections and school services. 	<p>The majority of these students demonstrated notable improvements, while their sense of self-discipline was significantly strengthened as a result of their participation. By observations, the scheme was effective. A significant number of participants showed noticeable improvements in their self-discipline.</p>	<p>The scheme will be retained to continue supporting the improvement of students' behavior. It has proven effective in fostering positive changes and will continue to play a valuable role in enhancing student conduct and behavior.</p>

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

Strategies/Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
------------------	--------------	-------------------------	----------------------

Target:

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

<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">• Throughout the academic year, a diverse range of life planning programs and activities were organized, including university admission talks, seminars, campus visits, alumni sharings, and interview and skills workshops. These initiatives aimed to equip students with essential life planning skills and assist them in discovering their aspirations at different stages of life.	<p>Over 70% of students developed a better understanding towards goal setting at various stages of life, making informed decisions and the importance of acquiring employability skills.</p>	<p>Based on the positive feedback received, it has been decided that these effective strategies for life planning programs and activities will continue. The continuation of these initiatives reflects the school's commitment to providing ongoing support to students in developing their life planning skills and pursuing their aspirations.</p>
<p>3.1.2 To provide support and guidance on college and scholarship applications</p>	<ul style="list-style-type: none">• In the first term, two sessions were specifically held to provide guidance on college and scholarship applications and overseas institutes.• Individual counseling was given to students.	<p>Students gained valuable information on college and scholarship applications and overseas institutes, which supported them in navigating the application process effectively.</p>	<p>In order to provide enhanced support, individualized counseling will be offered to students at an earlier stage, specifically in F3. This proactive approach aims to address students' needs and concerns earlier, ensuring that they receive personalized guidance and assistance in their academic and personal development.</p>

<p>3.1.3 To organize different SDL talks for junior form students and Magis in learning programs for senior form students in order to boost their learning motivation and reinforce their learning skills</p>	<ul style="list-style-type: none"> • To aid our junior form students in their academic journey, we arranged two lectures during the flexible periods. The lectures focused on essential skills such as time management, note-taking, and study planning. These sessions aimed to equip students with effective study strategies and promote their overall academic success. 	<p>Over 70% of the students agreed that the talk could help them consolidate their learning and plan their study pathways in the future.</p>	<p>Based on the positive reception and feedback, it has been decided to continue organizing similar lectures in the future. The commitment to providing students with valuable guidance and support in areas such as time management, note-taking, and study planning remains a priority, ensuring their ongoing academic success.</p>
<p>3.1.4 To enrich the school physical environment with growth mindset messages</p>	<ul style="list-style-type: none"> • Students were taught to design posters to promote a growth mindset in V.A. lessons. It was hoped that students could have an ownership of the activity. • Posters and a banner were put on the bulletin boards and beside the playground respectively. 	<p>Teachers' observations consistently revealed that students' growth mindset had been further developed. They noted that students exhibited an increased willingness to embrace challenges, persevere in the face of obstacles, and demonstrate a belief in their ability to learn and improve.</p>	<p>The strategy will be incorporated into the V.A. curriculum and become an ongoing activity to promote the growth mindset of the Wah Yan community in the coming school years.</p>
<p>Target: 3.2 Teachers and parents possess a growth mindset</p>			

<p>3.2.1 To develop teachers' growth mindset through buddy observation and staff appraisal</p>	<ul style="list-style-type: none"> The implementation of buddy observation and staff appraisal aimed to foster the growth mindset among teachers. All participating teachers expressed the professional and personal benefits they gained from lesson observations. 	<p>It was observed that teachers were open and receptive to discussing areas of growth and improvement during post-observation discussions and appraisal meetings. This reflective approach encouraged a culture of continuous learning and development among the teachers.</p>	<p>The practices can be continued and teachers can be encouraged to share what they have learnt with other teachers in panel meetings and staff development programmes.</p>
<p>3.2.2 To promote the growth mindset among parents by organizing parent talks & workshops</p>	<ul style="list-style-type: none"> On October 15, 2022, a school talk was conducted. Our in-house psychologist Dr Matthew Chu shared valuable insights and ideas on parenting and the importance of cultivating a growth mindset in children. The talk provided attendees with valuable guidance and strategies to support their children's development and foster a positive mindset for lifelong learning. 	<p>The talk on parenting and growth mindset was well-received by parents, indicating their positive response to the valuable information shared.</p> <p>According to the evaluation survey, over 70% of the participating parents learned more about growth mindset and they expressed they would try to apply growth mindset in daily life.</p>	<p>Based on parents' positive feedback, it has been decided to continue organizing similar talks in the future. These talks will cover a range of topics relevant to parents and address various school concerns, ensuring ongoing support and engagement between parents and the school community.</p>
<p>Target: 3.3 Teachers explore ways of enhancing teaching and learning</p>			

<p>3.3.1</p> <p>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 Google Classroom and lesson observation</p>	<ul style="list-style-type: none"> • During the second staff development day, the Project Zero team had the opportunity to share their learning experiences and insights from the project with teachers. Valuable materials and resources from the sharing were uploaded to the Google Classroom, allowing teachers to access and reference them at their convenience. This enabled a wider dissemination of knowledge and supported ongoing professional development among the teaching staff. 	<p>69.4% participants agreed that the sharing enabled them to think about their practice in promoting SDL in their classrooms.</p> <p>53% participants were confident in adopting strategies to promote SDL in their classrooms.</p> <p>Members of the Project Zero Team gained valuable experiences in different events of the program, like the learning community meetings and open houses. They also conducted outstanding presentations that were well-received by other participants.</p>	<p>A representative of the team will join the Project Zero Alliance (a HK school network) in the next academic year to seek opportunities for further enhancement in learning and teaching.</p>
<p>3.3.2</p> <p>To explore ways to enhance teaching and learning via BYOD which includes extending the policy to F.2 & organizing a teacher workshop on blended learning and BYOD</p>	<ul style="list-style-type: none"> • A BYOD sharing session was organized for teachers during the first Principal’s Meeting. • The 2nd staff development day program included discussions on utilizing Microsoft OneNote to create e-books and promoting 	<p>71.4% of participants found the workshop effective in letting him explore new ideas in learning and teaching.</p> <p>Some teachers found the sharing and the practical session useful in the 2nd staff development day, although a few expressed that the workshop content could be more relevant</p>	<p>The policy will be extended to all junior forms in the next academic year, with the focus of academic research skills.</p>

	<p>self-directed learning with BYOD.</p>	<p>to our school context.</p> <p>It was observed that F1 and F2 students were familiar with the BYOD policy and they were confident in learning with their devices in various ways. However, some teachers still needed more encouragement in adopting blended learning strategies in their classrooms.</p>	
--	--	---	--

14. Students' Achievements		
(I) Chinese		
Event	Award	Awardees
至善盃中文辯論比賽2022		
	Champion	5W CHAN Pui Yin (陳沛彥) 5W FAN Yuk Ki (范昱祺) 5W TAM Wistan Yeung Hin (譚揚軒) 4W HUI Kwan Hei (許君熙) 4W KO Tsz Fung (高梓峰) 3K LAI Chin Shun (黎展迅)
74th Hong Kong Schools Speech Festival (2022) (Cantonese/ Putonghua Sections)		
中三級粵語散文獨誦	冠軍	3W KO Hei Shun (高晞舜)
中三、四級普通話散文獨誦	亞軍	3H LIN Chun Yu (林震宇)
中四級粵語詩詞獨誦	季軍	4Y LAU Fei Fan (劉非凡)
中一、二級普通話詩詞獨誦	季軍	1H CHAN Man Ho (陳文濤)
中三、四級普通話散文獨誦	季軍	3K CHAN Chun Yu (陳俊宇)
(II) English		
Event	Award	Awardees
23 rd Lions International Youth Exchange Scholarship English Essay Competition		
	2 nd Runner-up	5K WONG Leong Ching Elton (黃亮程)
Secondary Schools Debating Competition Junior Division (Enhanced Format)		
	1 st Runner-up	1Y IAM Cheuk Nam Perry (任倬楠) 1Y LOK Yong Heng Ian (駱勇衡) 1Y TAO Kwan Yeung Jayden (陶均揚)
The 38 th Sing Tao Inter-school Debating Competition		
Quarter-final	Best Speaker	2K WONG Tin Yeung Daniel (黃天揚)
Overall	2 nd Runner-up	Wah Yan College, Hong Kong
74th Hong Kong Schools Speech Festival (2022) (English Section)		

Solo Verse Speaking	1 st Place	4K LI Sze Chai Sean (李思齊) 3W KO Hei Shun (高晞舜) 2Y AU-YEUNG Joshua (歐陽雋謙) 1Y LOK Yong Heng (駱勇衡) 1Y IAM Cheuk Nam Perry (任倬楠)
Solo Verse Speaking	2 nd Place	2Y CHAN Timothy Chi Yau (陳子佑) 2Y PUN Cheuk Hin Benett (潘焯軒) 1W CHAN Man Ho (陳文濤) 1W NG Long Ching (吳朗程)
Solo Verse Speaking	3 rd Place	5K WONG Leong Ching Elton (黃亮程) 4W MOK Ching Hin (莫政軒) 3Y CHAN Ricardo Mario (陳得謙) 2W YUNG Ho Chun (翁浩晉) 2H MOK Cho Kiu (莫祖僑) 2H YIU Yan Tsun (姚欣雋) 2K LI Chi Yuen (李志遠) 1W CHAN Chi San Alfred (陳智燊) 1H HUNG Pak Hei Ambrose (洪栢熙)
Public Speaking	3 rd Place	5K WONG Leong Ching Elton (黃亮程)
Princeton Club of Hong Kong 2023 Book Award		
	Awardee	5Y LEE Yin Lung Max (李彥龍)
International Competitions and Assessments for Schools (ICAS)		
English Section	Distinction	5Y CHAN Hiu Nam Max (陳曉嵐)
English Section	Distinction	3H KUO Kin Lok Darren (郭建樂)
English Section	Merit	3W KO Hei Shun (高晞舜)
English Section	Participation	5W YU Shing Long (余承朗)
UNSDGs Debating Competition 2022/23		

EMI 5 (F.5)	Champion	Wah Yan College, Hong Kong
EMI 4 (F.4)	Champion	Wah Yan College, Hong Kong
EMI 1 (F.1)	1 st Runner-up	Wah Yan College, Hong Kong
EMI 1 (F.1)	Best Speaker	1Y TAO Kwan Yeung Jayden (陶均揚)

(III) Other Academic/ Subject-related Achievements

Event	Award	Awardees
The Chemists Online Self-study Award Scheme		
	Diamond Award	6W CHAN Pak Wing (陳柏詠) 6W TSANG Siu Hin (曾兆軒) 6H LEUNG Hoi Wen (梁凱雲) 6K LI Cheuk Nam (李卓楠) 5Y NG Yat Wing (吳溢穎)
Wah Yan Inter-school Olympiad in Informatics		
	Gold Award	5Y MAK Git Lun (麥哲倫)
	Silver Award	5Y CHENG Lok Hang (鄭樂恆) 4W WONG Yin Ho (黃彥皓)
	Bronze Award	5Y PO Yat Yin (布日言) 4Y PENG Tung Yeung (彭東洋)
The 11 th Inter-school Competition of Project Learning on Hong Kong's History and Culture		
Written Report in Senior Division	1 st Runner-up	6W CAO Han (曹瀚) 6C FUNG Chun Hei Justin (馮俊曦) 6C CHAN Wang Ngai Marcus (陳弘毅) 6C CHAN Yin Long (陳彥朗) 6C LEE Yu Hin (李宇軒)
International Junior Science Olympiad 2023 - Hong Kong Screening		
	Third Class Honors	3W SALCEDO Lucius Augustine (宋其知) 3K WONG Tsz Hin (黃子軒)
International Biology Olympiad – Hong Kong Contest 2022		
	Gold Award	6W CHAN Pak Wing (陳柏詠)
Hong Kong Olympiad in Informatics 2022/23		
Senior Group	Bronze Medal	5Y MAK Git Lun (麥哲倫)

Senior Group	Honourable Mention	6Y NG Ka Hei (吳家熙) 5Y PO Yat Yin (布日言) 5Y CHENG Lok Hang (鄭樂恆)
Canadian Computing Competition		
Senior Section	Distinction	5Y MAK Git Lun (麥哲倫) 5Y CHENG Lok Hang (鄭樂恆)
Junior Section	Distinction	5Y PO Yat Yin (布日言) 4Y LAU Fei Fan (劉非凡) 4Y PENG Tung Yeung (彭東洋) 2K LAU Yiu Hei (劉曜熙)
全港學界無人機挑戰賽		
遙控競速大挑戰項目	一級認證	2W CHEUNG Ngou Tin (張翹天) 2W TANG Cheuk Hang (鄧卓恒) 2H LAU Man Cheuk (劉紋綽) 2K WONG Kwok Kwan (黃國君)
The 40th Hong Kong Mathematics Olympiad		
Heats (Individual Event)	Honorable Mention	4Y HO Yu Hin (何宇軒)
International Competitions and Assessments for Schools (ICAS)		
Mathematics Section	Distinction	3Y LO Long Yin (盧壘然)
Mathematics Section	Distinction	3H KUO Kin Lok Darren (郭建樂)
Mathematics Section	Merit	1Y BEA Berros Amen (麥謙宥)
Mathematics Section	Credit	5Y CHAN Hiu Nam Max (陳曉嵐)
Mathematics Section	Credit	2Y MEI Tsz Yeung (梅子揚)
Mathematics Section	Credit	1H CHEUNG Ching Yeung Josiah (張證揚)
Mathematics Section	Credit	1H LUI Yuen Chit (呂願喆)
Mathematics Section	Participation	5W YU Shing Long (余承朗)
Science Section	Distinction	1Y BEA Berros Amen (麥謙宥)
Science Section	Merit	3W KO Hei Shun (高晞舜)
Science Section	Credit	4W CHAN Long Yiu (陳朗堯)
Science Section	Credit	3W CHAN Ryan (陳立祺)
Science Section	Credit	3Y CHEUNG Kai Chi Lucas (張繼之)
Science Section	Credit	3H KUO Kin Lok Darren (郭建樂)

Science Section	Credit	1Y IAM Cheuk Nam Perry (任倬楠)
Smart Water Detectives – A STEM Student Ambassador Programme		
	Most Innovative Award	4W HUNG Long Tsai Samuel (洪朗齊) 4W O Sheung Yin (柯尚延) 4Y WONG Chun Ling (黃振凌) 4H CHENG Ho Tin (鄭浩滇) 4H LAM Chi Fung (林志峰) 4H WONG Lok Hang Curtis (黃樂恒)
(IV) Music		
Event	Award	Awardees
第二屆香港Groovy聯校作曲大賽		
中學組	優異獎	2K NG Cheuk Lam Manex (吳卓臨)
Participation in the production of Music Video 《少年中國說》		
	Certificate of Participation	4W HUNG Long-tsai (洪朗齊) 4Y LAI Dik-hei (黎滌希) 3W JUAI Ho-Yin (芮浩然) 3W LIU Zile (柳梓樂) 3W POON Wai-leung (潘瑋亮) 3Y KHOO Yu Ze Leo (邱宇澤) 3H HUNG Kai-hei Ansel (洪嘉禧) 2Y AU-YEUNG Joshua (歐陽雋謙) 2Y LAM Tsz Kit Jeffrey (林子傑)
The 2022 Hong Kong Youth Music Interflows		
Symphony Orchestra Interflow	Bronze Award	Wah Yan College, Hong Kong
Creating • Appreciation • Performing Music Competition		
	Commendable Award	5W LIU Yi Kai (劉宜佳) 5W SOON Wing Nam (孫穎楠) 4W HUNG Samuel (洪朗齊)
Inter-School International Performance Challenge 2022		

Grade 7 Violin	Champion	5W MAN Ho Yin Daniel (文皓賢)
Hong Kong Inter-School Choral Festival 2023 Competition cum Masterclass		
	Silver Award	Wah Yan College, Hong Kong
The 75th Hong Kong Schools Music Festival		
Male Voice Vocal Ensemble (Foreign Language)	Silver Award	Wah Yan College, Hong Kong
Mixed Voice Vocal Ensemble (Foreign Language)	Bronze Award	Wah Yan College, Hong Kong
Piano Solo – Composer of the Year	Third Place	2H YIU Yan Tsun (姚欣僑)
String Orchestra (Intermediate)	Silver Award	Wah Yan College, Hong Kong
Woodwind Ensemble (Junior – Combination of Different Instruments)	Bronze Award	Wah Yan College, Hong Kong
Brass Ensemble (Junior)	Silver Award	Wah Yan College, Hong Kong
Clarinet Solo (Junior)	Second Place	1K Leung Nok Hin (梁諾軒)
Clarinet Solo (Junior)	Gold Award	1K WONG Tsz Chun (黃梓駿)
Alto Saxophone Solo (Senior)	First Place	2W Chan Cho Chak (陳祖澤)
Marimba Solo	Third Place	5Y Wong Wai Lok (黃瑋樂)
Xylophone Solo	Third Place	5Y Wong Wai Lok (黃瑋樂)
Joint School Music Association (JSMA) Music Competition		
Wind Band Competition	Gold Award	Wah Yan College, Hong Kong
Choir Competition	Silver Award	Wah Yan College, Hong Kong
Hong Kong A Cappella Contest		
	Bronze Diploma	Wah Yan College, Hong Kong

(V) Sports

Event	Award	Awardees
Inter-school Swimming Competition (Division I)		
Boys Overall	9 th Place	Wah Yan College, Hong Kong
A Grade Overall	10 th Place	Wah Yan College, Hong Kong
B Grade Overall	8 th Place	Wah Yan College, Hong Kong
C Grade Overall	8 th Place	Wah Yan College, Hong Kong
Boys B Grade 50m Butterfly	4 th Place	3H FONG Yik Yuen (方奕元)
Inter-school Fencing Competition		
A Grade Individual Foil	Champion	5W YUEN Chi Shun Michael (原子舜)
A Grade Individual Foil	2 nd Runner-up	6C WONG Hay Tao Bosco (黃熙陶)
B Grade Individual Foil	2 nd Runner-up	4H CHUNG Ho Ching (鍾皓晴)
C Grade Individual Sabre	2 nd Runner-up	1Y YUE Chung Hei Sean (余頌曦)
C Grade Individual Epee	1 st Runner-up	1W YAN Ho Lam (殷浩霖)
Inter-school Athletics Competition (Division I)		
Boys Overall	4 th Place	Wah Yan College, Hong Kong
A Grade Overall	4 th Place	Wah Yan College, Hong Kong
B Grade Overall	4 th Place	Wah Yan College, Hong Kong
C Grade Overall	7 th Place	Wah Yan College, Hong Kong
B Grade Discus	Champion	4W FUNG Ho Kwan Johnathan (馮浩鈞)
C Grade Discus	Champion	1Y OU Chun Ngai (歐俊毅)
A Grade Triple Jump	2 nd Place	5Y HUI Ting Lok (許庭樂)

B Grade Javelin	2 nd Place	4W FUNG Ho Kwan Johnathan (馮浩鈞)
C Grade 100m	2 nd Place	2H YIP Chun Ho (葉竣皓)
C Grade 4x100m Relay	2 nd Place	Wah Yan College, Hong Kong
A Grade Javelin	3 rd Place	5Y CHONG Wing Yat Carlos (莊穎壹)
B Grade 200m	3 rd Place	4H LEUNG Ting Long (梁庭朗)
B Grade 100m	3 rd Place	4H LEUNG Ting Long (梁庭朗)
B Grade 1500m	3 rd Place	3W MA Yung Sang (馬榕生)
C Grade 200m	3 rd Place	2H YIP Chun Ho (葉竣皓)
A Grade High Jump	4 th Place	6W TAO Tsz Sum (涂紫琛)
A Grade 110m Hurdles	4 th Place	5Y HUI Ting Lok (許庭樂)
A Grade 400m	4 th Place	6Y MA Ho Lung (馬昊龍)
B Grade Javelin	4 th Place	3H YIP Tin Ching Walter (葉天正)
B Grade Triple Jump	4 th Place	2K LEUNG Tsz Hin Bosco (梁梓軒)
B Grade Long Jump	4 th Place	2K LEUNG Tsz Hin Bosco (梁梓軒)
Inter-school Badminton Competition (Division I)		
Boys Overall	4 th Place	Wah Yan College, Hong Kong
Boys C Grade	2 nd Runner-up	2W YEUNG Chak Hang (楊澤衡) 2H LEW Pak Tik (雷柏迪) 2H MA Chi Kin (馬誌鍵) 1W TAM Chun Hei (譚俊熙) 1W YAN Ho Lam (殷浩霖)
學校體育推廣計劃2022 - 運動攀登比賽		
男子12-13歲組	冠軍	1K HA Chung Him (夏仲謙)
香港學界短距離定向錦標賽 (初賽) 港島區		
男子甲組 (團體)	冠軍	Wah Yan College, Hong Kong
男子乙組 (團體)	冠軍	Wah Yan College, Hong Kong
男子丙組 (團體)	冠軍	Wah Yan College, Hong Kong

全場男子 (團體)	冠軍	Wah Yan College, Hong Kong
香港學界定向錦標賽精英組		
男子甲組 (團體)	冠軍	Wah Yan College, Hong Kong
男子乙組 (團體)	冠軍	Wah Yan College, Hong Kong
男子丙組 (團體)	冠軍	Wah Yan College, Hong Kong
全場男子 (團體)	冠軍	Wah Yan College, Hong Kong
BOCHK Rising Star Award 2022-23		
	Awardee	1Y Ou Chun Ngai (歐俊毅)

(VI) Arts

Event	Award	Awardees
Portrait Drawing Competition		
	Silver Award	1Y IAM Cheuk Nam Perry (任倬楠)
	Bronze Award	1Y LI Ka Long Longus (李家朗)
2022 《徐悲鴻盃國際青少年兒童美術比賽》		
中國畫系 (中學組)	一等獎	3K CHAN Cheung Shun Anthonio (陳翔順)
2022 A HAPPY MOMENT Drawing Competition		
	Bronze Award	1Y LI Ka Long Longus (李家朗)

(VII) Community Service

Event	Award	Awardees
Kiwanis Community Service Award 2023		
	Awardees	6C LO Chun Wai Kenneth (盧俊緯)

(VIII) SA/ ECA Clubs

Event	Award	Awardees
HK Inter-school Chess Championships 2023		
Secondary Division (Team)	2 nd Runner-up	6Y CHAN Cheung Man (陳昶民) 4Y HOU To Hang (侯道亨) 4K LEONG Yat Anson (梁軼) 3W CHENG Tsz In (鄭子絃)

Board 3 (Individual)	1 st Runner-up	6Y CHAN Cheung Man (陳昶民)
Board 3 (Individual)	2 nd Runner-up	4Y WONG Yin Shun Adrian (黃彥舜)
Board 4 (Individual)	Champion	4K LEONG Yat Anson (梁軼)
Board 4 (Individual)	4 th Runner-up	3K TSANG Hui Tsun (曾煦榛)
“傳承·想創”積極推廣中國歷史與中華文化學校年度大獎(2021/22)		
	積極推廣中國歷史與中華文化學校年度大獎	Wah Yan College, Hong Kong
The Third Anniversary of the Promulgation of The Hong Kong National Security Law - National Security Education Online Learning Platform: “Pat Pat Play” Online Competition		
Secondary School Section	2 nd Runner-up	3W LIU Zile (柳梓樂)

(IX) External recognition of outstanding students

Event	Award	Awardees
Sir Edward Youde Memorial Prizes 2022/23		
	Awardees	6W CHAN Pak Wing (陳柏咏) 6C WONG Hay Tao Bosco (黃熙陶)
Future City School Ambassador Scheme 2023		
	School Ambassador	1K WONG Chun Kit (黃俊傑)

(X) Graduates

Event	Award	Awardees
The Hong Kong Polytechnic University		
	Entry Scholarships	LAW Wai Kwok Adrian (羅瑋國) (Class of 2022) LO Tsz Ue (盧子煦) (Class of 2022) ZOU Muk Yin (鄒牧言) (Class of 2022)
Lingnan University		
Bachelor of Social Sciences (Hons)	First Class Honours	TANG Yuk Cheung (鄧育翔) (Class of 2018)
Hong Kong Baptist University		
Bachelor of Arts (Hon.) in Music (Performance Concentration)	President's Honour Roll	CHAN Pak Hei Anson (陳柏熹) (Class of 2019)

Bachelor of Chinese Medicine and Bachelor of Sciences (Hons) in Biomedical Science	Dean's List	CHOI Hin Miu (蔡衍苗) (Class of 2019)
Hong Kong University of Science and Technology		
	Dean's List Award (2021-2022 Fall recipients)	KWAN Tsz Chun (關子駿) (Class of 2020) LEUNG Yik Hin (梁翊軒) (Class of 2020) WONG Timothy Bryan Co (黃英豪) (Class of 2019)
	Dean's List Award (2021-2022 Spring recipients)	CHAN Pak Ho (陳柏豪) (Class of 2019) LEUNG Yik Hin (梁翊軒) (Class of 2020)
The Chinese University of Hong Kong		
Bachelor of Systems Engineering and Engineering Management	Professor LI Duan Memorial Scholarship	CHAN Kwan Leong Marco (陳君亮) (Class of 2018)

Financial Summary (unaudited)

The IMC of Wah Yan College, Hong Kong									
Financial Report as at 31 August 2023 (Unaudited)									
Type of Grant	Note	2022-2023							
		Actual Opening Balance (\$) (as at 31.8.2022) (1)	Budgeted Annual Income (\$) (2)	Budgeted Annual Expenditure (\$) (3)	Budgeted Annual Balance (\$) (4)=(1)+(2)-(3)	Actual Annual Income (\$) (5)	Actual Annual Expenditure (\$) (6)	Actual Closing Balance (\$) (7) = (1)+(5)-(6)	
(I) Government Funds - EOEBG									
EOEBG - School Specific Grants									
Administration Grant	1		3,949,823.70	3,853,810.50	96,013.20	3,949,872.00	3,751,758.61	198,113.39	97.35%
Air-Conditioning Grant	2		516,299.00	516,299.00	-	516,304.00	516,304.00	-	100.00%
Capacity Enhancement Grant	3		654,502.00	563,983.50	90,518.50	654,502.00	608,897.01	45,604.99	107.96%
Composite Information Technology Grant	4		503,136.00	487,079.00	16,057.00	503,136.00	504,112.88	(976.88)	103.50%
School-based Management Top-up Grant	5		51,615.00	3,000.00	48,615.00	51,615.00	2,000.00	49,615.00	66.67%
Sub-total			5,675,375.70	5,424,172.00	251,203.70	5,675,429.00	5,383,072.50	292,356.50	
EOEBG - Non-School Specific Grant (Baseline Reference)									
School & Class	6			2,457,000.00			2,635,099.78		107.25%
Lift Maintenance	7			185,000.00			205,200.00		110.92%
Composite F & E	8			566,511.00			307,377.24		54.26%
Subject Grant	9			238,300.00			258,646.81		108.54%
Functional Groups	10			252,980.00			109,935.29		43.46%
Sub-total			1,911,996.49	3,699,791.00	(1,787,794.51)	1,911,996.49	3,516,259.12	(1,604,262.63)	
(I) Government Funds - EOEBG Sub-total			7,587,372.19	9,123,963.00	(1,536,590.81)	7,587,425.49	8,899,331.62	(1,311,906.13)	
(II) Government Funds - Outside EOEBG									
Salaries Grant									
Salaries Grant - Teaching Staff	11		46,993,000.00	46,993,000.00	-	40,957,851.23	40,957,851.23	-	87.16%
Salaries Grant - Teaching Supporting Staff - Lab Tech.	12		1,582,000.00	1,582,000.00	-	1,215,458.50	1,215,458.50	-	76.83%
Admin Grant - EE's Contribution to PF / MPF Scheme (Teaching)	13		2,350,000.00	2,350,000.00	-	18,000.00	18,000.00	-	0.77%
Admin Grant - ER's Contribution to PF / MPF Scheme (Lab. Tec)	14		220,000.00	220,000.00	-	63,971.50	63,971.50	-	29.08%
Admin Grant - ER's Contribution to PF / MPF Scheme (Clerical)	15		300,000.00	300,000.00	-	161,715.45	161,715.45	-	53.91%
Sub-total			51,445,000.00	51,445,000.00	-	42,416,996.68	42,416,996.68	-	

Type of Grant		2022-2023							
		Actual Opening Balance (\$) (as at 31.8.2022) (1)	Budgeted Annual Income (\$) (2)	Budgeted Annual Expenditure (\$) (3)	Budgeted Annual Balance (\$) (4)=(1)+(2)-(3)	Actual Annual Income (\$) (5)	Actual Annual Expenditure (\$) (6)	Actual Closing Balance (\$) (7) = (1)+(5)-(6)	
Teacher Relief Grant - Recurrent	16		222,553.00	220,000.00	2,553.00	227,900.00	370,248.00	(142,348.00)	168.29%
Teacher Relief Grant - Optional	17	700,497.62	4,978,826.76	5,015,363.00	663,961.38	4,574,688.00	4,980,663.92	294,521.70	99.31%
Committee on Home-School Co-operation Project	18		25,780.00	25,780.00	-	40,855.00	40,855.00	0.00	158.48%
Grant Account for Fringe Benefits under NET Scheme	19		40,000.00	40,000.00	-	171,770.83	171,770.83	0.00	429.43%
Cash Grant for School-based After-school Learning and Support	20	24,000.00	24,432.00	24,432.00	24,000.00	32,400.00	-	56,400.00	0.00%
Reimbursement of Government rent and rates	21		850,000.00	850,000.00	-	805,170.50	805,170.50	0.00	94.73%
Learning Support Grant for Secondary Schools	22	110,917.36	727,048.00	681,370.40	156,594.96	646,955.00	676,718.52	81,153.84	99.32%
Diversity Learning Grant (Other Programmes)	23	57,360.00	84,000.00	84,000.00	57,360.00	93,600.00	63,219.50	87,740.50	75.26%
Diversity Learning Grant (Applied Learning Courses)	24		100,000.00	100,000.00	-	7,100.00	-	7,100.00	0.00%
Moral and National Education Support Grant	25	530,000.00	-	-	530,000.00	-	-	530,000.00	
Information Technology Staffing Supporting Grant	26	27,861.00	327,588.00	312,732.00	42,717.00	327,588.00	318,743.25	36,705.75	101.92%
Grant for the Sister School Scheme	27	157,127.00	159,955.00	159,955.00	157,127.00	159,955.00	18,880.00	298,202.00	11.80%
Promotion of Reading Grant	28	6,699.26	63,982.00	67,700.00	2,981.26	63,982.00	50,317.40	20,363.86	74.32%
Life-wide Learning Grant	29	770,015.34	1,195,404.00	1,821,800.00	143,619.34	1,195,413.00	1,584,304.38	381,123.96	86.96%
School Executive Officer Grant	30		548,040.00	393,555.00	154,485.00	548,040.00	537,079.12	10,960.88	136.47%
One-off School-based Speech Therapy Set-up Grant	31		-	-	-	28,904.00	-	28,904.00	
Grant for Support For Non-Chinese Speaking (NCS) Students	32	138,970.00	305,400.00	243,050.00	201,320.00	307,500.00	345,680.99	100,789.01	142.23%
Special Anti-epidemic Grant (2022)	33	37,500.00	-	-	37,500.00	-	37,500.00	0.00	
of the Senior Secondary Subject Citizenship and Social Development	34	300,000.00	-	-	300,000.00	-	-	300,000.00	
Services Provider Subsidy Scheme for Non-government Schools and Kindergartens*	35		-	-	-	18,000.00	18,000.00	0.00	
* Student Activities Support Grant	36		24,590.00	24,590.00	-	21,450.00	1,650.00	19,800.00	6.71%
Provision of Mobile Computer Devices and Internet Services Support	37		-	-	-	-	-	0.00	
Sub-total		2,860,947.58	9,677,598.76	10,064,327.40	2,474,218.94	9,271,271.33	10,020,801.41	2,111,417.50	
(II) Government Funds - Outside EOEBG Sub-total		2,860,947.58	61,122,598.76	61,509,327.40	2,474,218.94	51,688,268.01	52,437,798.09	2,111,417.50	

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 2022-23 school year, the CEG was used to employ a pastoral assistant and three teacher assistants (responsible for ECA, AV and music activities) to relieve the workload of IVE, Music, AV and ECA teachers. They were employed in 2022-23 in helping religious formation, ECA and music activities.

The Financial Statement for Capacity Enhancement Grant for the Year 2022/23

Income (\$) Grant Received : \$654,502

Expenses(\$ Salaries : \$608,897.01

Balance for the year (\$) : \$45,604.99

=====

17. Report on Learning Support Grant

The Financial Statement for Learning Support Grant for the Year 2022/23

Income (\$)		
Grant Received :		\$646,955.00
Expenses (\$)		
Salaries :	\$604,895.95	
Speech Therapy Service :	\$40,500.00	
Expenses for Whole-school approach activities for SEN students :	\$8,429.99	<u>\$653,825.94</u>
Balance for the year (\$)		<u>\$(6,870.94)</u>

18.

Report on School-based After-school Learning and Support Grant

**School-based After-school Learning and Support Programmes 2022/23 s.y.
School-based Grant - Programme Report**

Name of School: Wah Yan College, Hong KongStaff-in-charge: Cheung Pak KiContact 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						
Total no. of activities:									
@No. of man-times									
**Total no. of man-times					Total Expenses	Nil			

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 Yun College Hong Kong
Report on the Use of the Life-wide Learning Grant
2022-2023 School Year

Jan 2023 ver

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs/ BMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice. 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.

Category 1: To organize / participate in life-wide learning activities

No.	Activity Name	Proposed Date	Target Students		Actual Expenses (\$)	Estimated Expenses (\$)	Estimated Expense per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate boxes, more than one option can be selected)					Subject Panel / Teacher In-charge	
			Level	Estimated Number of Participants							Professional Development (closely related with curriculum)	Values Education	Cross-curricular and Interdisciplinary Learning	Community Service	Co-curricular Experiences		
<p>1.1 Level Activities: To organize life-wide learning activities in different KLA(s)/cross-KLA / curriculum areas to enhance learning effectiveness, or to organize diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes</p>																	
<p>e.g. Career Experience Activity</p>																	
1	Maker Fun for Chinese and Synthesis: Orchestra, instrumental class	Nov 2022	SI-SS	200		\$20,000.00	\$20,000.00		Arts (Music)	Verbal feedback from students. Students who have not learned a musical instrument have the opportunity to learn a new instrument, and the school has received positive feedback from the students. For the orchestra and bands, the musicians had a fruitful year with various performances and several competition wins.						Mr. Tam Shun Yiu Alex	
2	Organizing different workshops (e.g. Expressive arts, Lighting design workshop, Watercolor workshop, Social designing, Ways of writing, Academic and Learning workshops, etc.)	---2023	F.3	100	\$13,760.00	\$15,000.00	\$150.00	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 questionnaires. There are weekly making workshop and introduction of several dance workshops for F3 students on 4th, 16th, 2023. Positive feedbacks were received from F3 students.		✓	✓			Miss Wang Lai Tung Teresa	
3	Organizing Art Workshop	Feb 2023	F.2	132	\$35,470.47	\$13,136.00	\$99.52	To cater for students' interests and abilities for stretching students' potential in Art Programme	Arts (Others)	Teachers and students' verbal feedback, survey and questionnaires. This is a opportunity for F2 students during the art program after-school. The whole first semester was aimed to attend at least one program for artistic education.			✓			Miss Wang Lai Tung Teresa	
4	Organizing Lego, Drone, Programming, Multimedia and Laser cutting course	Whole year	F.1 - F.3	450	\$191,936.00	\$160,000.00	\$355.56	To broaden their horizons on STEM education in HK and to develop their sense of achievement throughout the process	Cross-Disciplinary (STEM)	To facilitate the coding and problem solving skills, we organized a robot competition in carried out on 21th November, 2022. Students have been invited to submit entries for the external competition, which had been held on 23th July 2023.	✓					Mr. Lee Kwun King Chris	
5	Global Education Competitions and Activities	Whole year	F.1 - F.5	20	\$10,500.00	\$10,000.00	\$500.00	To provide effective educational needs and supporting strategies for gifted students in Mathematics and Science	Global Education	Teachers and students' verbal feedback. Students were active in joining external competitions and assessments and some received outstanding results. Some students also stated courses that would be beneficial to their career pathway.	✓					Mr. Julian Lau	
6	Whole person development programme (WPD) for Sports team members	April 2023	F.1 - F.5	80	\$16,120.00	\$20,000.00	\$250.00	To nurture sports team members' positive values and attitudes towards academic performance	Physical Education	Most of our athletes found the program useful. This year, we also provided life program to the upper forms, they welcomed and appreciated the school arrangement.		✓	✓			Mr. Loung Kam Wa	
7	Coach Fun for Sports Teams (e.g. Athletics, Basketball, Football, Volleyball)	Whole year	F.1 - F.3	150	\$410,000.00	\$410,000.00	\$2,733.33	To strengthen sportsmen's skills on relevant sports activities	Physical Education	As there were more financial support in the Athletic Teams, students got an outstanding results in various sports competition this year.			✓			Mr. Loung Kam Wa	
8	Finance Scanning Programme for Health and Wellness in Junior form stage	Nov-Dec 2022	F.1 - F.2	280	\$69,990.00	\$70,000.00	\$250.00	To enhance students' awareness of their lifelong health	Life Planning & Further Studies / Guidance	The Finance Scanning Programme was held on 25 May to 2 June during the F.1-F.2 lessons. Reports were given to students after their physical training exercises.			✓			Mr. Chan Chin Wan	
9	Life Planning and Further Studies Guidance Programme included: 1. Personal management and cultivation of generic skills and good habits 2. Journal of dreams in life planning and an introduction to the career world 3. Decision making and NSS subject selection 4. Career awareness "DISE" and Career exploration activities 5. Release of EPAS result and sharing session, life goals and mentorship programme 6. Talks on EPAS, further studies and briefing on release of DISE results for F.6 parents and students	2nd term 2nd term 1st term 2nd term on Career Day 2nd term on Career Day Jan & Jul 2022 F.6	F.1 F.2 F.3 F.4 F.5 F.6	800	\$16,000.00	\$230,000.00	\$287.50	1. To enable students to acquire generic skills and do reflective 2. To enable students to have a better understanding of their interests, goals and career trajectories 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	Life Planning & Further Studies / Guidance	Questionnaire F1 (whole form) - Life planning activities were incorporated into F1 Life and Society curriculum. F2 (whole form) - The 46-week life planning was held from April to May 2023. F3 (whole form) - Life Planning Programme was held in September and October 2022. F4 (whole form) - The programme was held on March 15, 2023 during Career Day. F5 (whole form) - The Life Planning Programme was held on March 31, 2023 during Career Day. F6 (whole form) - Much EPAS programme will be held on July 14, 2023. F6 (whole form) - Talks on EPAS and release of results were held in September 2022 and July 2023 respectively.				✓			Miss Yiu Wing Sze, Annita
10	JASER Training Camp is organized for equipping the senior students with caring and positive attitudes	Sept 2022	F.4	30	\$4,080.00	\$10,000.00	\$333.33	To train JASER leaders to take care of our F.1 freshmen	Co-curricular and Outdoors Committee	Teachers' observation and feedback from JASER director A training camp and two workshops were held at school for the JASER's development. An orientation program and an outdoor activity was held by the JASERs with the F.1 freshmen immediately throughout the year. Monthly meetings were held to evaluate the JASERs' performance.		✓			✓	Ms. Wong Pui Ling, Caroline	
11	Organizing different workshops and activity learning groups	Whole year	F.1 - F.6	30	\$47,000.00	\$50,000.00	\$1,666.67	To nurture and develop our students to have positive learning attitudes	Co-curricular and Outdoors Committee	Teachers and students' verbal feedback. The music voice enhancement classes were arranged periodically in the following periods: Sep-Nov 2022, Apr-Jun 2023. The music voice enhancement activities were held on 3/12, Aug 2023.		✓				Ms. Wong Pui Ling, Caroline	
12	Leadership Training Camp and workshops are organized for equipping the students with responsible attitudes, habits, skills for knowledge relating to becoming responsible leaders	July 2023	F.3 - F.6	70	\$21,300.00	\$32,000.00	\$457.14	To train our students to be responsible leaders in the school and society	Discipline Committee	Questionnaire and 2AC teachers' observation. The Leadership Training Camp was held successfully on 23th to 25th in Don Bosco Youth Centre.				✓		Mr. Chan Ka Ho	

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ 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									
<i>(Please insert rows above if the space provided is insufficient.)</i>									
Expenses for Category 1			2	\$2,300.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
<i>(Please insert rows above if the space provided is insufficient.)</i>									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
<i>(Please insert rows above if the space provided is insufficient.)</i>									
Expenses for Category 3			0	\$0.00					
Total			2	\$2,300.00					

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

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

21. Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students 2022-23

**Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2022/23 School Year**

Name of School: Wah Yan College Hong Kong

Our school was provided with additional funding by the Education Bureau in the 2022/23 school year. With reference to school-based circumstances, we provided support for our NCS student(s) and assigned a dedicated teacher/team to coordinate relating matters. Details are as follows (if applicable, please put a tick in the box(es) and fill in the required information):

(1) With reference to the learning progress and needs of NCS student(s), our school adopted the following mode(s) to enhance the support for learning of Chinese of NCS student(s) in the 2022/23 school year (one or more options can be selected)#:

- Appointing additional 0 teacher(s) and 1 teaching assistant(s) (including assistant(s) of different race(s)) to support the learning of Chinese of NCS student(s).

In-class support provided in Chinese Language lessons:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Pull-out learning
(Level(s): <u>F.1, F.2, F.3</u>) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input type="checkbox"/> Co-teaching/In-class support
(Level(s): _____) |
| <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>F.1, 2, 3</u>) |

- Others (please specify): _____

Other support:

- | | |
|--|---|
| <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided reading
(Level(s): _____) |

Others (please specify): _____

(2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:

Translating major school circulars/important matters on school webpage

Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

Organising Jin Yong Week for NCS students to know more about the masterpieces of the legendary author

Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school or outside school (e.g. engaging NCS students in uniform groups or community services) (please specify):

Enabling them to participate in various ECA on campus

Other measure(s) (please specify):

(3) Our school's measures for promoting home-school cooperation with parents of NCS student(s) included (one or more options can be selected)#:

Appointing assistant(s) who can speak English and/or other language(s) facilitating the communication with parents of NCS student(s)

Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis, as well as explaining and emphasising the importance for their children to master the Chinese language as appropriate

Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children

Other measure(s) (please specify):

[#: The support measures mentioned in Parts (1) to (3) above are for reference only. Depending on the different learning progress and needs of NCS student(s) of each school year, as well as allocation of school resources, our school will adjust the support measures concerned.]

For further enquiries about the education support our school provides for NCS student(s), please contact Vice-principal Mr Cheung Pak Ki (Name of Contact Person) 2572 2251 (Tel. No.).

22. Report on Grant for Sister School Scheme 2022-23

香港華仁書院

乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
D1	<input type="checkbox"/>	探訪/考察	E1	<input type="checkbox"/>	增進對內地的認識和了解
D2	<input 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):

教師層面 達至預期目標程度	F1 <input checked="" type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
------------------	---	----------------------------------	----------------------------------	----------------------------------

丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
G1	<input type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input 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 type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input type="checkbox"/>	促進文化交流
G6	<input 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):

學生層面 達至預期目標程度	I1 <input checked="" type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
------------------	---	----------------------------------	----------------------------------	----------------------------------

香港華仁書院

丁. 家長層面 (*已舉辦-/*未有舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

監察/評估方法如下:

編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input checked="" type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:

編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HKS
N2	<input checked="" type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HKS
N3	<input type="checkbox"/>	姊妹學校活動行政助理的新金 (註: 不可超過學年津貼額的 20%)	HKS
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HKS
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$18,880
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支 (註: 不可超過學年津貼額的 2%)	HKS
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用 (註: 不可超過學年津貼額的 1%)	HKS
N8	<input type="checkbox"/>	其他(請註明):	HKS
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$18,880
N10	<input type="checkbox"/>	沒有任何開支	不適用

香港華仁書院

反思及跟進：		
編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 <i>[如適用，請註明]</i> 兩校同意安排學生分享在疫情下如何學習/教學的經驗，一起克服疫情帶來的困難。
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 <i>[如適用，請註明]</i> 由於暫時未能作實體交流，本年兩校充份利用資訊科技，進行網上虛擬世界流驗。
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i> 是次交流安排在考試前舉行，比較趕急，經檢討後決定日後盡量在下學期舉行。
O4	<input type="checkbox"/>	有關交流活動的津貼安排 <i>[如適用，請註明]</i>
O5	<input type="checkbox"/>	有關承辦機構的組織安排 <i>[如適用，請註明]</i>
O6	<input type="checkbox"/>	其他(請註明)：

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	<u> 15 </u> 人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	<u> 0 </u> 人次
P3	<input type="checkbox"/>	本校學生參與交流的總人次	<u> 15 </u> 總人次
P4	<input type="checkbox"/>	本校教師參與交流的總人次	<u> 2 </u> 總人次
P5	<input type="checkbox"/>	本校學校管理人員參與交流的總人次	<u> 1 </u> 總人次

備註：
香港華仁書院和北京十一學校於 2022 年 11 月舉行的一次別開生面的網絡交流活動。這次交流活動是以 VR 元宇宙的形式進行，為兩校的學生帶來了一個全新的學習體驗。

考慮到當時北京因疫情停課，我們決定利用虛擬技術進行交流活動，讓學生們能夠在家中參與。這是一個具有挑戰性的任務，但通過兩校的共同努力，我們成功地創造了一個虛擬的學習環境。

在這次交流活動中，兩校的校長特意出席並發表了講話，肯定了這次交流活動的重要意義。這次活動不僅提供了學生們互相交流的機會，還展示了虛擬技術在教育中的潛力。

香港華仁書院

香港華仁書院的學生們為這次交流活動準備了一個精心設計的元宇宙虛擬校園，讓北京十一學校的師生可以進行虛擬參觀。這個虛擬校園不僅展示了華仁書院的校園風貌和設施，還提供了豐富的互動體驗。兩校的學生們通過這次活動分享了他們在疫情下學習的困難和克服困難的經驗，這在培養他們的創新和適應能力方面起到了重要作用。

儘管這次活動面臨著各種困難，但香港華仁書院和北京十一學校通過同心協力，最終成功地完成了這次難能可貴的交流活動。我們相信這次活動不僅加深了兩校學生之間的友誼和理解，還為我們開拓了教育交流的新途徑。

我們要特別感謝兩校的校長、老師和學生的努力和參與。沒有你們的支持和貢獻，這次活動將無法順利舉行。最後，我們期待著未來更多的交流合作，並希望能夠繼續深化我們兩校的姐妹學校關係。

23.

Report on Use of Citizenship and Social Development Grant 2022-2023

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
	Total Expenditure:	Nil
	Unspent Balance:	\$300,000.00

24.	Donors and Benefactors						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="310 285 1412 342" style="text-align: center;"><u>The Wah Yan College Hong Kong Jesuit Education Trust</u></td> </tr> <tr> <td data-bbox="310 342 1412 636"> <p>Martin Y Lam Charitable Foundation Chan Chuck Yan Gary Ching Ng Kwong Hung Robert So Ying Lun Wong Suk Man Jannie</p> </td> </tr> <tr> <td data-bbox="310 636 1412 693" style="text-align: center;"><u>School Development Project / Maintenance Fund</u></td> </tr> <tr> <td data-bbox="310 693 1412 1442"> <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> </td> </tr> <tr> <td data-bbox="310 1442 1412 1499" style="text-align: center;"><u>Wah Yan Post Secondary Education Trust Fund</u></td> </tr> <tr> <td data-bbox="310 1499 1412 1864"> <p>Chan Leung Leo Chan Nim Pong Chow Kiang Cheong Joseph Ngan Sau Fung Lam Wai Nang Lau Sik Tim, Richard Lee Chun Sang Lui Tai Lok Ng Chun Hung</p> </td> </tr> </table>	<u>The Wah Yan College Hong Kong Jesuit Education Trust</u>	<p>Martin Y Lam Charitable Foundation Chan Chuck Yan Gary Ching Ng Kwong Hung Robert So Ying Lun Wong Suk Man Jannie</p>	<u>School Development Project / Maintenance Fund</u>	<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>	<u>Wah Yan Post Secondary Education Trust Fund</u>	<p>Chan Leung Leo Chan Nim Pong Chow Kiang Cheong Joseph Ngan Sau Fung Lam Wai Nang Lau Sik Tim, Richard Lee Chun Sang Lui Tai Lok Ng Chun Hung</p>
<u>The Wah Yan College Hong Kong Jesuit Education Trust</u>							
<p>Martin Y Lam Charitable Foundation Chan Chuck Yan Gary Ching Ng Kwong Hung Robert So Ying Lun Wong Suk Man Jannie</p>							
<u>School Development Project / Maintenance Fund</u>							
<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>							
<u>Wah Yan Post Secondary Education Trust Fund</u>							
<p>Chan Leung Leo Chan Nim Pong Chow Kiang Cheong Joseph Ngan Sau Fung Lam Wai Nang Lau Sik Tim, Richard Lee Chun Sang Lui Tai Lok Ng Chun Hung</p>							

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