



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

Annual School Plan
(2024-2025)

School Vision & Mission

Vision of Jesuit Education in the Chinese Province

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

School Mission

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

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

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

Major Concerns

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

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

Briefly list the feedback and follow-up actions from the previous school year:

- The Centre for Overseas University Counselling was set up to provide more comprehensive support and guidance for students who are planning to study overseas. A wide array of events and programs were held throughout the academic year. Plans to expand and refine these programs are underway, with a focus on increasing student participation and exploring joint-school events, as evidenced by high interest and engagement levels.
- Multiple overseas exchange programs have been held this year, with destinations including the UK, Singapore, Thailand, and South Korea. Participants gained valuable insights into different cultures and values, enhancing their global perspective, with over 70% of students expressing appreciation for learning about diverse cultures. In the future, we will build on this year's success and create even more opportunities for students to participate in exchange programs.
- In view of the comments about using the Life-wide Learning Day to conduct the F.3 retreat, we will see if there are other possible dates to hold the retreat instead. We will also try to include more alumni to share their different life stories to inspire our students and widen their horizons in what kind of a person they can become.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 Students can build awareness and appreciation of their nation and the world around them	1.1.1 To leverage technology, including virtual platforms, programs, and metaverse, to connect our students in the mainland and around the world	<ul style="list-style-type: none"> • At least 70% of the participants agree that they appreciate more of our nation and the world. • Students show appreciation for our nation and the world around them during activities and in their reflections. 	<ul style="list-style-type: none"> • Teachers' observation • Program evaluation • School-based surveys • APASO-III 	Whole year	<ul style="list-style-type: none"> • Civic Education Committee • Student Advancement Committee • OLE Committee • Centre for Overseas University Counselling 	<ul style="list-style-type: none"> • Committee members • IT support • Sister School Exchange Scheme • Jesuit Schools Network
	1.1.2 To further strengthen our cultural exchange programs to help students develop a deeper appreciation of our nation and the world around them	<ul style="list-style-type: none"> • The related APASO-III Q scores are over 100. 		Whole year		

	1.1.3 To host cultural events such as festivals, fairs, and cultural performances that celebrate the diversity of the school community, which can help students appreciate and respect different cultures					
1.2 Students can become ethical in the age of AI	1.2.1 To nurture students' ethics and social responsibility in the context of AI through our formal curriculum	<ul style="list-style-type: none"> At least 70% of the students agree that they use AI tools in an ethical way. At least 70% of the students agree that they use AI tools in an ethical way. Students demonstrate good ethical discernment in their daily work. 	<ul style="list-style-type: none"> Teachers' observation Teacher evaluation meetings Curriculum documents School-based surveys 	Whole year	<ul style="list-style-type: none"> Life Education F.3 Project Learning Panels 	<ul style="list-style-type: none"> Committee members
	1.2.2. To organize various activities and guest talks to help students understand real-world ethical dilemmas related to AI, as well as the impact of their decisions, in order to develop positive qualities in response to technology and AI			April 2025	<ul style="list-style-type: none"> Counselling and Guidance Committee Discipline Committee 	<ul style="list-style-type: none"> Committee members Speakers' remuneration
1.3 Students aspire to set clear life goals	1.3.1 To support students in goal-setting, helping them create clear and achievable goals that align with their values and interests	<ul style="list-style-type: none"> At least 70% of the students agree that they have clear life goals. More students are willing to share their aspirations during activities and reflections. The related 	<ul style="list-style-type: none"> Teachers' observation School-based surveys Program evaluation 	Whole year	<ul style="list-style-type: none"> Life Education, Form Teachers Coordination Counseling and Guidance Committee 	<ul style="list-style-type: none"> Committee members Time slots for activities and programs

	1.3.2 To provide students with information about different options available to them and the skills needed to pursue them through life planning activities	APASO-III Q scores are over 100.		Whole year	<ul style="list-style-type: none"> Life Planning and Further Studies Guidance Committee Life Education, Form Teachers Coordination 	<ul style="list-style-type: none"> Committee members Alumni
	1.3.3 To provide mentorship opportunities with professionals in their fields of interest through the alumni network, which can allow students to gain insight into different career paths			Whole year	<ul style="list-style-type: none"> Life Planning and Further Studies Guidance Committee Student Advancement Committee Home School Committee 	<ul style="list-style-type: none"> Committee members Alumni Partner Schools
	1.3.4 To involve parents in the goal-setting process to help support their child in setting and achieving clear life goals			Oct 24		<ul style="list-style-type: none"> External support from NGOs
1.4 Students can make informed choices through discernment that lead to personal growth and inner freedom	1.4.1 To educate students about the principles of discernment, which include prayer, reflection, consultation, and action through IVE lesson	<ul style="list-style-type: none"> At least 70% of the students agree that they know how to discern to gain inner freedom. At least 70% of the students agree that they know how to discern and make informed decisions. At least 70% of the students agree that they can develop 	<ul style="list-style-type: none"> Teachers' observation Curriculum documents School-based surveys WAMFO records 	Whole year	<ul style="list-style-type: none"> Ignatian Values Education Life Education 	<ul style="list-style-type: none"> Committee members NGOs
	1.4.2 To strengthen our WAMFO program (105 WAMFO Campaign) and provide more opportunities for service to make a positive impact in the			Whole year	<ul style="list-style-type: none"> Wah Yan Social Service Community Form Teachers Coordination 	<ul style="list-style-type: none"> Committee members NGOs Parents Alumni

	community, helping students develop empathy and a sense of responsibility	empathy and a sense of responsibility via WAMFO.				
	1.4.3 To encourage students to reflect on their decisions and their impact during daily examen, so students will be better able to make informed decisions in the future through FTP			Whole year	<ul style="list-style-type: none"> ● Pastoral Committee ● Form Teachers Coordination 	<ul style="list-style-type: none"> ● Committee members ● Form Teachers ● Centre of Jesuit Education
	1.4.4 To encourage students to pray, meditate and seek guidance from God when making important decisions which can help them develop a sense of purpose and direction in their lives through IVE lessons			Whole year	<ul style="list-style-type: none"> ● Pastoral Committee ● Ignatian Values Education 	<ul style="list-style-type: none"> ● Committee members

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

Briefly list the feedback and follow-up actions from the previous school year:

- IDEEA completed one 3-year cycle with a celebration of learning outcomes as in IDEEA Fiesta. Cross-disciplinary projects and subject-based projects were well executed. More research-based, exploratory, and experiential coursework will be introduced with a stronger focus on STEAM.
- Tiered result analysis was introduced and well-received by F5 and F6 students. We will begin to promote data-driven reflection and encourage students to use evidence and strategy to reflect on their studies, fostering intrinsic motivation for learning.
- PZ thinking tools were promoted explicitly, and it was agreed that PZ thinking tools, redirecting authority, and BYOD should be internalized in everyday teaching. The three directions will be consolidated while promoting pedagogical refinement through new facilities and professional interflow.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 Students can learn and apply skills to develop ownership of their learning	2.1.1 To extend the development of research-based and inquiry-based lessons in different subjects from F1 to F4 with the support of BYOD	<ul style="list-style-type: none"> • A collection of research-based and inquiry-based lessons across the forms is developed. • 70% of teachers agree that they have applied strategies to redirect authority in their lessons. 	<ul style="list-style-type: none"> • School documents • Lesson observation • Panel evaluation meetings • Stakeholders' survey • Teachers' observation • School-based survey 	Whole year	<ul style="list-style-type: none"> • Teaching and Curriculum Development Committee 	<ul style="list-style-type: none"> • Professional support for development • Panel Chairpersons' Meetings • Off-campus / Joint-school Interflow
	2.1.2 To promote pedagogies where redirecting authority takes place across subjects	<ul style="list-style-type: none"> • 70% of students express that they are aware of the importance of quality and punctuality in submitting their assignments. 		Whole year	<ul style="list-style-type: none"> • Teaching and Curriculum Development Committee • Staff Development Committee 	<ul style="list-style-type: none"> • Professional support for development • Panel Chairpersons' Meetings • Off-campus / Joint-school Interflow

	2.1.3 To assist students to manage the completion of their assignments well in order to raise their learning effectiveness				<ul style="list-style-type: none"> • Learning and Reading Promotion Committee 	<ul style="list-style-type: none"> • Discipline Committee • Form Teachers • Off-campus support
2.2 Students' learning experience can be enriched through various academic measures and pedagogies	2.2.1 To encourage students to analyse their own learning performance data and plan their studies	<ul style="list-style-type: none"> • 70% of F5 and F6 students are able to use the tiered result analysis based on summative assessments to plan their learning strategies. • 70% of teachers can observe that students' intrinsic motivation has been strengthened in general • 60% of gifted students agree that they have been offered additional support for developing their gifted areas • At least 2 subject panels organize visits and research as part of coursework 	<ul style="list-style-type: none"> • School documents • Panel evaluation meetings • Stakeholders' survey • Teachers' observation • School-based survey 	Oct 24-April 25	<ul style="list-style-type: none"> • Academic Administration Committee • IT and Data Management Committee • Learning and Reading Promotion Committee 	<ul style="list-style-type: none"> • Life Planning and Further Studies Guidance Committee
	2.2.2 To enable students to develop intrinsic motivation for pursuing academic excellence and breakthroughs through various activities that develop a positive learning atmosphere			Whole year	<ul style="list-style-type: none"> • Learning and Reading Promotion Committee 	<ul style="list-style-type: none"> • Subject Panels • KLA Coordinators • STEAM Coordinator
	2.2.3 To promote both subject-based and interdisciplinary gifted programmes by making use of the school-based talent pool			Whole year	<ul style="list-style-type: none"> • Learning Support Committee 	<ul style="list-style-type: none"> • Subject Panels • KLA Coordinators • STEAM Coordinator

	2.2.4 To incorporate experiential learning such as visits and research as part of coursework in different subjects			Whole year	<ul style="list-style-type: none"> Teaching and Curriculum Development Committee 	<ul style="list-style-type: none"> Subject Panels KLA Coordinators STEAM Coordinator
2.3 Students' different needs and aspiration can be catered to linguistically	2.3.1 To enrich the multilingual environment within and beyond the classroom through reading promotion and off-classroom activities.	<ul style="list-style-type: none"> The existing reading promotion scheme is enhanced. At least 1 book is recommended by the school library each month. 	<ul style="list-style-type: none"> School documents Lesson observation Panel evaluation meetings Stakeholders' survey Teachers' observation School-based survey Activity evaluation 	Whole year	<ul style="list-style-type: none"> Learning and Reading Promotion Committee 	<ul style="list-style-type: none"> School Library Subject Panels
	2.3.2 To refine the management of other language courses, such as establishing Spanish Language in the formal curriculum	<ul style="list-style-type: none"> 70% of student participants of related activities express that they are given a chance to develop their linguistic skills 		March-May 25	<ul style="list-style-type: none"> Academic Administration Committee 	<ul style="list-style-type: none"> Subject Panels Off-campus support
	2.3.3 To conduct a feasibility study to introduce the use of Putonghua as the medium of instruction in Chinese Language to cater for students' different needs	<ul style="list-style-type: none"> A taster module of Spanish is arranged for F1 students. A task force in the Chinese Language Panel is set up to study the operation of PMI for students in need. 		Whole year	<ul style="list-style-type: none"> Chinese Language Panel Putonghua Panel 	<ul style="list-style-type: none"> Academic Administration Committee Learning and Teaching Promotion Committee

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

Briefly list the feedback and follow-up actions from the previous school year:

- Administrative processes were streamlined, especially procurement procedures. We will continue to enhance and smoothen related procedures.
- Teachers were developing their file management on the cloud drive. A full migration from the schools server to the cloud is underway.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.1 Administrative policies and procedures are transparent and easily accessible	3.1.1 To consolidate the handbooks for each of the three school divisions to facilitate a clear and transparent understanding of practices among stakeholders	<ul style="list-style-type: none"> • 70% of committee/ department heads show an understanding of the administration practices at school. • 70% of teaching staff agree that the refined measures can facilitate document accessibility and exchange. 	<ul style="list-style-type: none"> • School documents • Evaluation by teachers and staff concerned • School-based survey 	Whole year	<ul style="list-style-type: none"> • Vice-principals / Division Heads • Quality Assurance Committee 	<ul style="list-style-type: none"> • Network infrastructure • Google shared drive
	3.1.2 To develop an all-in-one website and central filing of documents using cloud drive for staff members to access school documents easily			Whole year	<ul style="list-style-type: none"> • IT in Education Committee 	<ul style="list-style-type: none"> • Network infrastructure • Google shared drive
3.2 Administrative processes are streamlined and enhanced	3.2.1 To streamline the administrative process of student enrolment and registration and explore ways to automate these procedures	<ul style="list-style-type: none"> • 70% of teaching staff agree that the administrative process is streamlined and more efficient. • Member lists of ECA units are compiled and accessible by 	<ul style="list-style-type: none"> • School-based survey • School documents • ECA Member lists 	Whole year	<ul style="list-style-type: none"> • Vice-principals • Academic Administration Committee • IT and Data Management Committee 	<ul style="list-style-type: none"> • School Office

	3.2.2 To enhance the coordination and compliance of all OLE activities through operating procedures and tracking	relevant staff members.		Whole year	<ul style="list-style-type: none"> Other Learning Experiences Committee 	<ul style="list-style-type: none"> IT and Data Management Committee
	3.2.3 To move school-based desktop applications to web applications to enhance administrative processes	<ul style="list-style-type: none"> 70% of teaching staff agree that the new web applications can enhance administrative processes. 	<ul style="list-style-type: none"> School-based survey 	Whole year	<ul style="list-style-type: none"> IT and Data Management Committee 	<ul style="list-style-type: none"> Network Infrastructure Full-stack web developer

4. Plan on Learning Support Grant 2024/25

Category	Objectives	Plan	Expected Outcomes	Time Scale	Resources Required/ Budget	Success Criteria/ Goals (Measurable & Observable)	Methods/ Means of Evaluation (Quantitative & Qualitative) e.g. records, results, questionnaires, evaluation meetings, observation	Teachers in charge
	Cater for the needs of students with SEN	a) Employ 1 SEN teaching assistant to perform administrative tasks in Learning Support Committee, provide counselling service and conduct training workshop to SEN students	i) Reduce administrative workload of SEN coordinator and SEN support teacher ii) SEN students receive various kinds of training (e.g. social skill, self-management) by student counselors	Whole academic year	\$219,429	i) The appraiser(s) satisfies(y) with the counsellor's performance in performing their duties in Learning Support Committee	Performance Appraisal, Training record	SEN Coordinator
		b) Employ 1 part time student counsellors to provide counselling service to SEN students	i) Counsel SEN students or student with mental illness individually or in group ii) Communicate with parents on providing counselling advice with their sons	Whole academic year	\$74,800	i) The appraiser(s) satisfies(y) with the counsellor's performance in performing their duties in Learning Support Committee	Performance Appraisal	SEN Coordinator
		c) Arrange after-school tutorials to SEN students	i) The academic performance of the students can be enhanced ii) Students can complete their assignment on time with the aid of our alumni tutors	Whole academic year	\$22,500	i) 4 to 6 SEN students join the after-school tutorials once to twice a week. ii) Students find the tutorials useful to enhance their academic performance iii) At least 75% of assignment can be submitted on time	Attendance record, evaluation meeting with tutors and Questionnaire	SEN Coordinator
		d) Buy service for personal development with Growth Mindset Program	i) Develop student growth mindset and enhance student mental health	Whole academic year	\$49,500	Counselling session by Clinical Psychologist	Questionnaire	SEN Coordinator
		d) Activities	i) 4 to 6 SEN students with ASD and ADHD receive study skill and social skill training from professional	Whole academic year	\$8,000	i) SEN students with ADHD At least 75% of students who joined the program find the program useful in enhancing their study skill and social skills.	Attendance record, Questionnaire	SEN Coordinator and SENST

5. Plan on Life-wide Learning Grant 2024/25

19	AIAR Learning Camp and P.E. Camp are organized for equipping the students with writing and positive attitude	Coordinating and Monitoring Committee (Mr. Julian Ng)	Aug-23	P.4	156	\$20,000.00	\$150.00	To train P.4 AIARs and P.E. Students to be seen for and with others	Leadership Training	Teachers' observation and feedback from AIARs' duties and P.E. camp facilities		✓			✓	
20	P.3 Festival, for the whole school to do science and reflections to do some	Paternal Committee (Mrs. Peggy Mwangi)	Nov 2024, Mar 2025	P.3	144	\$15,000.00	\$104.17	To guide students to document on their future facilities, including water pathway and what kind of a person God wants them to be.	Paternal Committee	Teachers' observation and questionnaire feedback from students		✓			✓	
21	Whole Schooler	Child Education Committee (Mr. Alan Chan)	Whole year	P1-P5	50	\$4,000.00	\$200.00	To engage students in environmental conservation efforts and educate them about the importance of sustainability, while also enhancing the school's green space to create a more pleasant and eco-friendly environment.	Miscel, Child and National Education	questionnaires, teachers' observation and feedback		✓		✓		
22	Eng. grade's Interest and Creat. education	Child Education Committee (Mr. Alan Chan)	Nov 2024, May 2025	P1-P5	500	\$0.00	\$0.00	To promote a sense of interest, pride and civic responsibility among students by involving them in flag-raising ceremony and teaching them the importance of civic duties and social values.	Leadership Training	questionnaires, teachers' observation and feedback		✓		✓		
23	Photo Year	Photo Year	Whole Year	P2-P5	50	\$3,000.00	\$200.00	To develop students' photography skills and creativity, while also fostering a sense of responsibility and the skills as they document and share the school's activities.	Leadership Training	questionnaires, teachers' observation and feedback				✓	✓	
	Movie Activities	Student Achievement Committee	Whole Year	P1 - P.6	756	\$10,000.00	\$13.23	To develop students' sense of belonging to their House and the school, and to develop students' leadership qualities.	Leadership Training	questionnaires, teachers' observation and feedback		✓	✓	✓		
Academic Division (Pakki Cheung)																
24	Organizing different workshops and activity learning groups	Learning Support Committee (Miss PW To)	Whole year	P.1 - P.6	30	\$0,000.00	\$200.00	To capture and develop our students to have positive learning attitudes	Second Studies	Teachers and students' verbal feedback		✓			✓	
25	Organizing Art Workshops & Visits	Visual Arts Subject Panel (Mr. K.W. Tang)	Jul-24	P.2	520	\$15,000.00	\$46.90	To cater for students' interests and abilities for stretching students' potential in Art Engagement	Arts (Others)	Teachers and students' verbal feedback, survey and questionnaire			✓			
26	Organizing Lego, Origami, Programming, Mathematics and Lane cutting games and activities. Participants will take part in inter-school competitions	STEAM Subject Panel (Mr. Chris Lam)	Whole year	P.1 - P.5	450	\$48,000.00	\$106.67	To broaden their horizons on STEAM education in HK, and to develop their sense of achievement throughout the process	Cross-Disciplinary (Others)	Teachers and students' verbal feedback and questionnaire	✓					
27	Whole person development programme (WPD) for sports team members will be organized. Self-planning, management workshops and sharing will be designed by psychologists, teachers and past sportspersons	PE Subject Panel (Mr. K.W. Tang)	April-24	P.1 - P.5	50	\$15,000.00	\$300.00	To capture sports team members' positive values and attitudes towards students' performance	Physical Education	Questionnaires and verbal feedback from participants		✓		✓		
28	Organizing activities for P4 English Learning	English Panel (Miss Patsy Fung)	2nd term	P.4 - P.5	140	\$15,000.00	\$107.14	To enrich students' other learning experiences in English	Language Learning	Student survey and reflection		✓				
29	Organizing English Activities for Junior Form students	English Panel (Miss Patsy Fung)	2nd term	P.1 - P.3	200	\$15,000.00	\$75.00	To enrich students' other learning experiences in English	Language Learning	Student survey and reflection			✓			
30	Organizing Learning Activities for whole school	Learning & Teaching Professional Committee (S21 Chan)	Whole year	P1-P5	500	\$15,000.00	\$30.00	To promote positive learning atmosphere in school	Cross-Disciplinary (Others)	Verbal feedback from students		✓				
31	Organizing Activities for Math High Achievers	Math Panel (Thomas Hung)	Whole year	P.3-5	50	\$10,000.00	\$200.00	To implement engaging and challenging activities tailored to the needs of mathematics high-achieving students, fostering their intellectual growth, problem-solving skills, and positive learning attitudes.	Mathematics Education	Teachers and students' verbal feedback, survey and questionnaire	✓					
32	Organizing Learning Activities for F.3-P.3 students	Biology Panel (Sharon Wu)	Whole year	P.3-5	50	\$0,000.00	\$266.67	To facilitate students' awareness of and appreciation for the local natural environment and the world around them. 1. To nurture students' research skills and scientific mindset. 2. To cater to students' interests and abilities for stretching their potential in Biology.	Science Education	Questionnaires and verbal feedback from participants	✓	✓				
33	Organizing Experiential Learning Activities for F.4 students	PE Panel (Julian Lau)	2nd term	P.4	100	\$20,000.00	\$142.86	To promote students' awareness of the needs of the less privileged and enhance students to be an empathetic person	Values Education	Teachers and students' verbal feedback, survey and questionnaire		✓		✓		
34	Organizing Experiential Learning Activities for F.6 students	PE Panel (Julian Lau)	2nd term	P.6	50	\$4,000.00	\$200.00	To promote students' awareness of their relationship with the world and provide real-life exposure experience	Values Education	Teachers and students' verbal feedback, survey and questionnaire		✓		✓		
Please insert row numbers if the space permitted in																
Sub-total of Items 1-3					4,882	\$1,490,000.00	\$160.20									
Category 2: To promote environment, community or learning resources for supporting life-wide learning (Compulsory)																
1.2	Class 3 and Activities: To register or participate in non-local exchange activities or non-local competitions to broaden students' horizons															
1	Student Exchange Programme (Non-local exchange activity)	Student Achievement Committee (Mr. Karl Chan)	Whole year	P.4 - P.6	150	\$150,000.00	\$1,133.33	To broaden students' horizons and get some life experience from other countries	Community and Social Development	Teachers' observation and verbal feedback from students			✓			
2	Organizing Exchange Leadership Programme	Student Achievement Committee (Mr. Karl Chan)	Jul 2024	P.4 - P.5	50	\$150,000.00	\$2,000.00	1. To exchange ideas of leadership skills and strategies among students in schools from different countries. 2. To nurture our leaders of the school organization, clubs, societies, sports and sports teams capable to be responsible leaders.	Leadership Training	Students' questionnaire and verbal feedback			✓		✓	
3	Sportsmen Overseas Training Programme	PE Panel (Mr. Lung Kam Wai)	Jul 2024	P.1 - P.5	50	\$15,000.00	\$300.00	1. To promote students' sense of responsibility for sportsmen to experience training, competition, and cultural immersion in a different environment. Participants may travel to other countries to engage in sports-related activities and interact with athletes from diverse backgrounds. 2. To promote cultural exchange and understanding among athletes which fosters mutual respect and appreciation among sportsmen from various backgrounds. 3. To provide sportsmen with international exposure, expanding their horizons and knowledge about global sports culture.	Physical Education	Students' questionnaire and verbal feedback				✓		
Please insert row numbers if the space permitted in																
Sub-total of Items 1-3					338	\$315,000.00	\$1,460.55									
Total for Category 2					5,220	\$1,490,000.00	\$160.89									

Category 2: To promote environment, community or learning resources for supporting life-wide learning (Compulsory)

No.	Item	Division/Committee	Purpose	Estimated Expenditure for 2024-25 (\$)	Estimated Expenditure (\$)
1	STEAM Learning Kits (Maintenance and replacement)	STEAM Subject Panel	STEAM Subject Panel	\$10,000.00	\$10,000.00
2	Sports Learning Kits	PE Subject Panel	PE Subject Panel	\$15,000.00	\$15,000.00
3	WAMFO App Maintenance	CLE Committee	CLE Committee	\$0,000.00	\$0,000.00
4	STEAM workshop facilities	STEAM Subject Panel	STEAM Subject Panel	\$10,000.00	

	19	2024-25 Training Camp and P.I. Camp are organized for enriching the students with sailing and positive attitudes	Coordinating and Guidance Committee (Mr. Ashish Nig)	Aug-25	P-3 P-4	130	\$15,000.00	\$150.00	To train P-4 students and P-3 students to be seen for and with others	Leadership Training	Teachers' observation and feedback from 2024-25 students and P.I. camp facilities				✓			✓
	20	P-3 Exhibit, for the whole term to do science and reflection to do some achievement for their future	Parental Committee (Miss. Pooja Mang)	Nov 2024, Mar 2025	P-3	144	\$15,000.00	\$104.17	To guide students to disseminate on their future decisions, including career pathway and what kind of a person they want them to be.	Parental Committee	Students' observation and questionnaire feedback from students	✓					✓	
	21	Green Paradise	Child Education Committee (Mrs. Chaiti Chao)	Whole year	P1-P5	20	\$4,000.00	\$200.00	To engage students in environmental conservation efforts and educate them about the importance of sustainability, while also enhancing the school's green spaces to create a more pleasant and eco-friendly environment.	Board, Child and National Education	questionnaire, teachers' observation and feedback	✓			✓			
	22	Flag guards' Moral and CSR education	Child Education Committee (Mrs. Chaiti Chao)	Nov 2024, May 2025	P1-P5	200	\$0.00	\$0.00	To promote a sense of national pride and civic responsibility among students by involving them in flagposting exercises and teaching them the importance of civic duties and moral values.	Leadership Training	questionnaire, teachers' observation and feedback	✓			✓			
	23	Photo Tours	Photo Tours	Whole Year	P2-P5	20	\$5,000.00	\$250.00	To develop students' photography skills and creativity, while also fostering a sense of responsibility and the skills as they document and share the school's activities.	Leadership Training	questionnaire, teachers' observation and feedback				✓	✓		
	24	House Activities	Student Achievement Committee	Whole Year	P-3 - P-6	756	\$10,000.00	\$13.23	To develop students' sense of belonging to their houses and the school, and to develop students' leadership qualities.	Leadership Training	questionnaire, teachers' observation and feedback	✓	✓	✓	✓			
Academic Division (Pakki Cheung)																		
	25	Organizing different workshops and activity learning groups	Learning Support Committee (Miss PWW Tin)	Whole year	P-1 - P-6	30	\$6,000.00	\$200.00	To nurture and develop our students to have positive learning attitude	Student Studies	Teachers and students' verbal feedback			✓			✓	
	26	Organizing Art Workshops & Clubs	Visual Arts Subject Panel (Mr. KKK Shiu)	Feb-24	P-2	100	\$15,000.00	\$40.00	To cater for students' interests and abilities for stretching students' potential in Art Programme	Arts (Kkkun)	Teachers and students' verbal feedback, survey and questionnaire				✓			
	27	Organizing Lego, Design, Programming, Multimedia and Laser cutting courses and activities. Participants will take part in inter-school competitions	IT/CCA Subject Panel (Ms. Chiu Lai)	Whole year	P-1 - P-5	630	\$48,000.00	\$160.00	To broaden their horizons on IT/ED education in HK, and to develop their sense of achievement throughout the process	Cross-Disciplinary (Kkkun)	Teachers and students' verbal feedback and questionnaire	✓						
	28	Whole person development programme (WPDP) for Sports team members will be organized. Self-planning, management workshops and meetings will be designed by psychologists, teachers and past sportsmen	PE Subject Panel (Ms. KKW Loring)	Apr-24	P-1 - P-5	20	\$15,000.00	\$750.00	To nurture sports team members' positive values and attitudes towards academic performance	Physical Education	Questionnaire and verbal feedback from participants			✓	✓			
	29	Organizing extension for PE activities	English Panel (Ms. Chiu Lai)	2nd term	P-3 - P-5	140	\$15,000.00	\$107.14	To enrich students' after learning experiences in English	Language Learning	Student survey and reflection			✓				
	30	Organizing English Activities for Junior form students	English Panel (Ms. Chiu Lai)	2nd term	P-1 - P-3	200	\$15,000.00	\$57.57	To enrich students' after learning experiences in English	Language Learning	Student survey and reflection				✓			
	31	Organizing Learning Activities for whole school	Learning & Reading Committee (Ms. Chiu Lai)	Whole year	P1-P5	500	\$15,000.00	\$40.00	To promote positive learning atmosphere in school	Cross-Disciplinary (Kkkun)	Verbal feedbacks from students	✓						
	32	Organizing Activities for Math High Achievers	Math Panel (Thomas Hong)	Whole year	P-3-P	20	\$10,000.00	\$500.00	To implement engaging and challenging activities tailored to the needs of mathematically high-achieving students, fostering their intellectual growth, problem-solving skills, and passion for mathematics.	Mathematics Education	Teachers and students' verbal feedback, survey and questionnaire	✓						
	33	Organizing Learning Activities for P-3-P-5 students	History Panel (Thomas Wu)	Whole year	P-3-P	20	\$10,000.00	\$500.00	1. To facilitate students' awareness of and appreciation for the local natural environment and the world around them. 2. To nurture students' research skills and scientific mindset. 3. To cater to students' interests and abilities for stretching their potential in Biology.	Science Education	Questionnaire and verbal feedback from participants	✓		✓				
	34	Organizing Experiential Learning Activities for P-4 students	PE Panel (Julian Lau)	2nd term	P-4	140	\$20,000.00	\$142.86	To promote students' awareness of the code of the law philosophy and enhance students to be an empathetic person	Civics Education	Teachers and students' verbal feedback, survey and questionnaire			✓			✓	
	35	Organizing Experiential Learning Activities for P-6 students	PE Panel (Julian Lau)	2nd term	P-6	20	\$4,000.00	\$200.00	To promote students' awareness of their relationship with the world and provide real-life experience	Civics Education	Teachers and students' verbal feedback, survey and questionnaire			✓			✓	
(Please insert rows above if the space permitted in)																		
Sub-total of Items 1.1						6,080	\$1,490,000.00	\$160.20										
1.2																		
Sports-related Activities: To organize or participate in non-local exchange activities or non-local competitions to broaden students' horizons																		
	1	Student Exchange Programme (Non-local exchange areas)	Student Achievement Committee (Ms. Karl Chao)	Whole year	P-4 - P-6	130	\$1,70,000.00	\$1,133.13	To broaden students' horizons and get some life experience from other countries	Interdisciplinary and Social Development	Teachers' observation and verbal feedback from students				✓			
	2	Organizing Exchange Leadership Programme	Student Achievement Committee (Ms. Karl Chao)	Jul 2024	P-4 - P-5	50	\$1,30,000.00	\$2,600.00	1. To exchange ideas of leadership skills and strategies among students in schools from different countries 2. To nurture our leaders of the school organization, clubs/programmes provide an opportunity for questions to experience training, competition, and cultural immersion in a different environment. Participants may travel to other countries to engage in sports-related activities and interact with athletes from diverse backgrounds. Objectives: 1. To promote cultural exchange and understanding among athletes which fosters mutual respect and appreciation among sportsmen from various backgrounds. 2. To provide sportsmen with international exposure, expanding their outlook and leadership skills.	Leadership Training	Students' questionnaire and verbal feedback				✓		✓	
	3	Sportsmen Overseas Training Programme	PE Panel (Ms. Loring Kate Wai)	Jul 2024	P-1 - P-5	20	\$15,000.00	\$750.00		Physical Education	Students' questionnaire and verbal feedback					✓		
(Please insert rows above if the space permitted in)																		
Sub-total of Items 1.2						320	\$3,15,000.00	\$1,369.47										
Total for Category 1						7,400	\$1,455,000.00	\$199.87										

Category 2: To enhance curriculum, co-curricular or extracurricular resources for progressive life-wide learning (if compulsory)					
No.	Item	Initiative/Committee	Purpose	Estimated Expenditure for 2024-25 (\$)	Estimated Expenditure (\$)
1	STEAM Learning Kits (Autonomous and non-autonomous)	IT/CCA Subject Panel	IT/CCA Subject Panel	\$10,000.00	\$10,000.00
2	Sports Learning Kits	PE Subject Panel	PE Subject Panel	\$15,000.00	\$15,000.00
3	IT/AMPO App Maintenance	IT/CCA Committee	IT/CCA Committee	\$0,000.00	\$0,000.00
4	IT/CCA Workshop Facilities	IT/CCA Subject Panel	IT/CCA Subject Panel	\$0,000.00	\$0,000.00

(Please insert rows above if the space provided is:				
Estimated Expenses for Category 2				\$83,000.00
Estimated Expenses for Categories 1 & 2				\$1,488,000.00

Category 3:
Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	756
Estimated number of student beneficiaries:	756
Percentage of students benefiting from the Grant (%):	100%

Name of Contact Person for LWL:	Tam Shun Yin
Post of Contact Person for LWL:	Master of Other Learning Experiences

28	Science KLA	Science (Mr. So Man	2nd term during flexible afternoon periods.	F.2	143	\$15,000.00	\$104.90 To cater for students' interests and abilities for stretching students' potential in Science Activities	Science Education	Verbal feedback from teachers and students
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6. Plan on School-based After-school Learning and Support Grant 2024/25

Annex 1

School-based After-school Learning and Support Programmes 2024/25 s. y. School-based Grant-Programme Plan

Name of School: Wah Yan College Hong KongStaff-in-charge: Mr. Cheung Pak-Ki Contact Telephone No.: 2572 2251

A. The estimated number of students (count by heads) benefitted under this Programme is 55 (including A. 3 CSSA recipients, B. 44 full grant recipients under the SFA schemes and C. 8 under school's discretionary quota).

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Learning Skills Workshop	To develop self-directed learning habits and strategies	Students can analyse their strengths, weaknesses and changes after the course	Questionnaire	Feb-Apr 2025	3	10	8	20,000	
Total no. of activities: <u>1</u>				@No. of man-times	3	10	8		
				**Total no. of man-times	31				

Note:

* Types of activities are categorized as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, 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), full grant under the SFA Schemes (B) and needy students identified by the school under the discretionary quota (not more than 25%) (C).

7. Plan on Student Activities Support Grant 2024/25

Student Activities Support Grant

Budget Plan

A	Budget Income in the Current School Year:	\$29,500
B	Budget Expenditure in the Current School Year:	\$29,500
C	Unspent Amount to be Returned to the EDB (A - B):	\$0

8. Plan on Grant for Sister School Scheme 2024/25

香港華仁書院

姊妹學校交流計劃書

24 / _25_ 學年

+

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

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

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

甲. 管理層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

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

香港華仁書院

乙. 教師層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

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

丙. 學生層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目		預期目標	
編號	描述	編號	描述
G1	<input 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 checked="" type="checkbox"/> 專題研習	H4	<input checked="" type="checkbox"/> 建立友誼
G5	<input type="checkbox"/> 遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/> 促進文化交流
G6	<input checked="" type="checkbox"/> 文化體藝交流	H6	<input checked="" type="checkbox"/> 增強語言/表達/溝通能力
G7	<input type="checkbox"/> 書信交流	H7	<input checked="" type="checkbox"/> 提升自理能力/促進個人成長
G8	<input type="checkbox"/> 其他(請註明)：	H8	<input checked="" type="checkbox"/> 豐富學習經歷
		H9	<input type="checkbox"/> 其他(請註明)：

香港華仁書院

丁. 家長層面（*擬舉辦 / *不擬舉辦）(*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)：

擬運用的監察/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 checked="" 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)：

津貼用途及預算開支：			
編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$147,000
N2	<input checked="" type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$20,000
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註：不可超過學年津貼額的 20%)	HK\$
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$20,000
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$10,000
N6	<input checked="" 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%)	HK\$3,000
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%)	HK\$
N8	<input type="checkbox"/>	其他(請註明)：	HK\$
N9	<input checked="" type="checkbox"/>	學年預計總開支	HK\$200,000
N10	<input type="checkbox"/>	沒有任何開支	不適用

9. Plan on Use of Citizenship and Social Development Grant 2024/25

Wah Yan College Hong Kong
Citizenship and Social Development
Plan on the Use of the Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject 2024-25
Citizenship and Social Development

Subsidized items	Content	Assessment and evaluation	Targets	Teacher-in charge	Budget
Learning and teaching resources, applications and software and reference materials for CS.	Procuring relevant learning and teaching resources (e.g. multi-media, e-learning resources and furnishing of the CS Room).	Lesson observation, teaching plan and students' assessment.	Form 4-6 CS students and subject teachers	Panel Chairperson & Teaching and Curriculum Development Committee Head	\$241500
Organise school-based learning activities.	Organising talks and workshops for students (e.g. Basic Law, One Country two systems and National Security Education) in order to enhance the motivation of students in learning CS.	Feedback from teachers and students.	Form 4-6 CS students and subject teachers	Panel Chairperson	\$5000
Subsidising fees and travelling expenses incurred by students and teachers when participating in school-based learning activities in Hong Kong.	Subsidising fees and travelling expenses incurred by students and teacher's participation in school-based learning activities in Hong Kong (e.g. visits to the Legislative Council).	Feedback from teachers and students.	Form 4-6 CS students and subject teachers	Panel Chairperson	\$5000
Total estimated Budget:					\$251500