



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

Annual School Report

(2023-2024)

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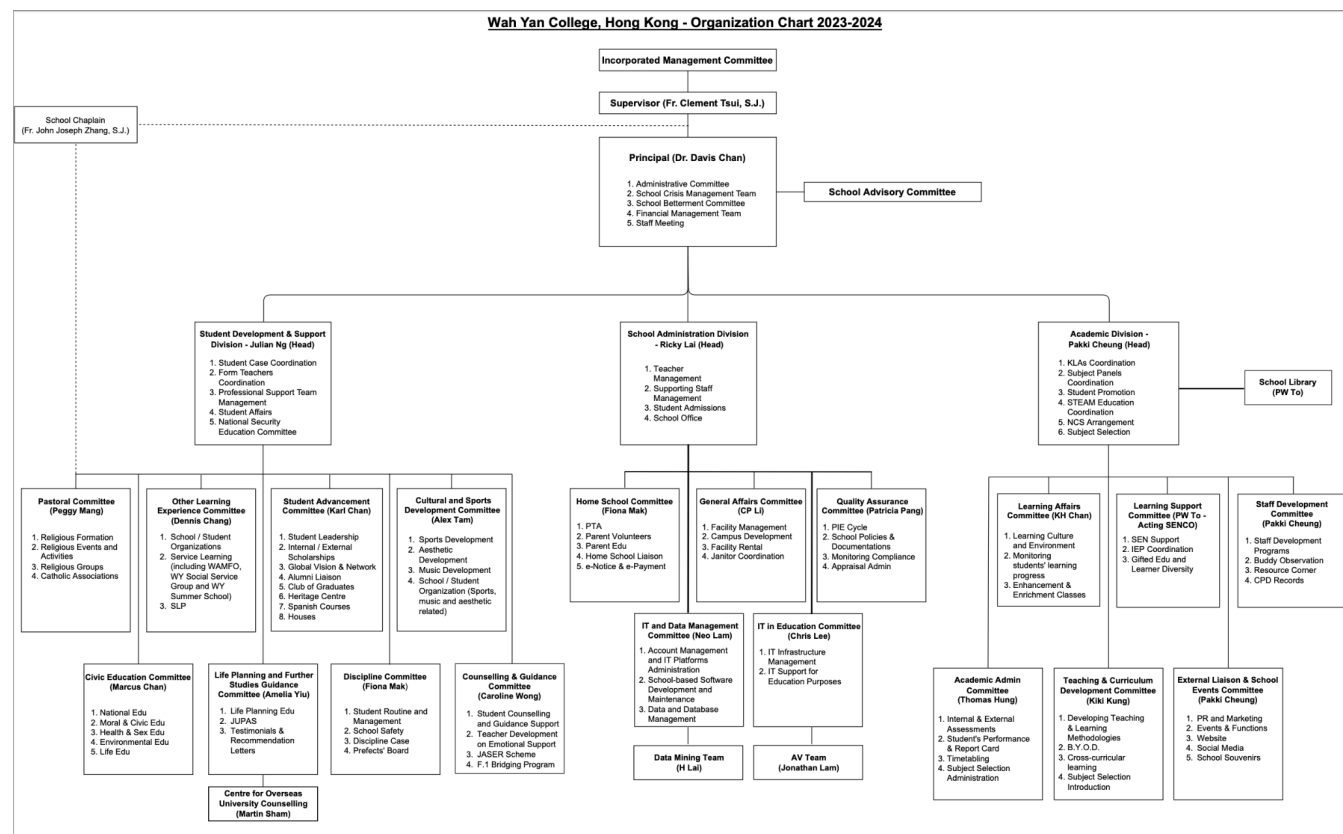
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1.	Our School
	<p>Wah Yan College was founded at 60 Hollywood Road, Hong Kong on 16th December 1919, by Mr. Tsui Yan Sau Peter. It became the first grant-in-aid secondary school in 1922. The college was transferred to the care of the Jesuit Fathers 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 2023-24. In addition, a retreat with IMC members of Wah Yan College, Kowloon was held in March 2024.</p>					
<table border="1"> <tr> <td>Sponsoring Body Managers</td><td> Rev. Fr. Clement Tsui, S.J. (Supervisor) Rev. Fr. Thomas Leung, S.J. Rev. Fr. John Joseph Zhang, S.J. Rev. Fr. Alan Wong, S.J. Ms. T.S. Chow, Cecilia Mr. Warren Chung Mr. Joseph Lai </td></tr> <tr> <td>Alternate Manager</td><td> Rev. Fr. William Lo, S.J. </td></tr> </table>		Sponsoring Body Managers	Rev. Fr. Clement Tsui, S.J. (Supervisor) Rev. Fr. Thomas Leung, S.J. Rev. Fr. John Joseph Zhang, S.J. Rev. Fr. Alan Wong, S.J. Ms. T.S. Chow, Cecilia Mr. Warren Chung Mr. Joseph Lai	Alternate Manager	Rev. Fr. William Lo, S.J.
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Alternate Manager	Rev. Fr. William Lo, S.J.				

Teacher Manager Alternate Teacher Manager	Mr. Dennis Chang Mr. Tommy Fan
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 2023-2024.



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 government subvention on various major repairs projects. Renewal of all the equipment and facilities in the Chemistry Laboratory and Music Room's sound-proofing renovation were completed at the end of 2024. Additionally, a new male changing room is being constructed to facilitate physical education by upgrading the facilities. This demonstrates the school's commitment to providing a comfortable and conducive learning environment.

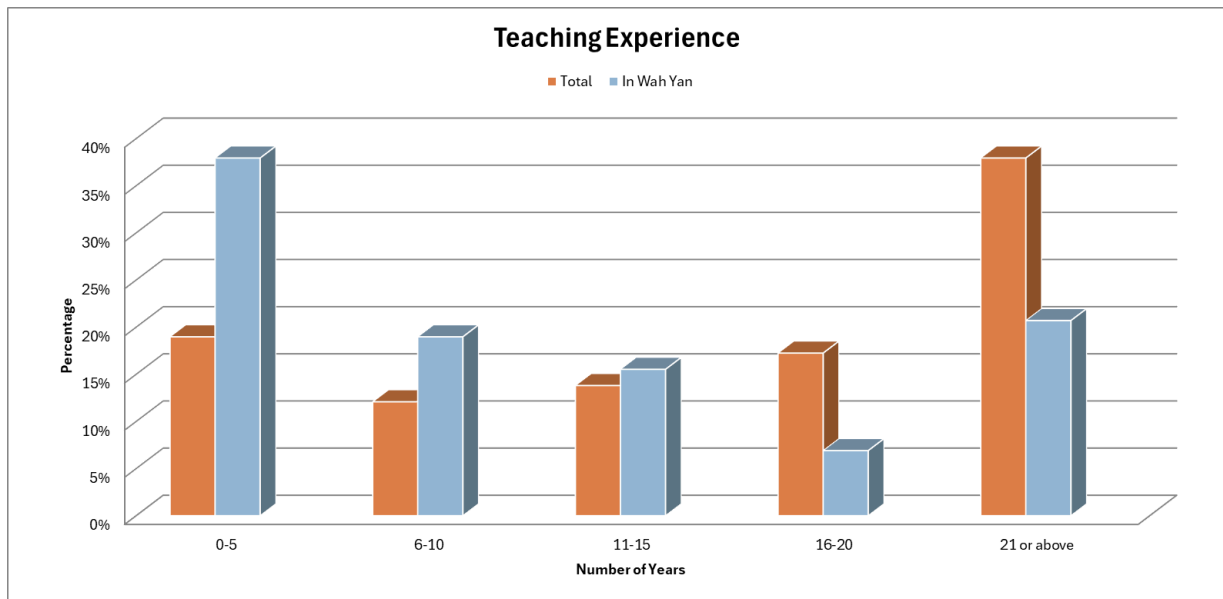
The school also received donations to upgrade campus facilities. These included building a kitchen for on-site cooking and transforming a tuck shop into a new, air-conditioned canteen cum innovators' hub, which would facilitate various interactive learning experiences and explorations. The works were completed in August 2024. The kitchen is currently equipped with town gas and it aims to provide decent lunch services for students and staff. Sodexo, an international catering company, has been contracted to be the food service provider. The new canteen area has also created a thematic STEAM student hub where students can have lunch, discussions, forums, and technology explorations in a leisurely atmosphere.

The school has also renewed the main entrance area, including the honor roll signs, and relocated the guards' reception office to the side. The corridors in the administration wing have been decorated, with the aim of giving the school a new and refreshed look. These works were completed in August 2024.

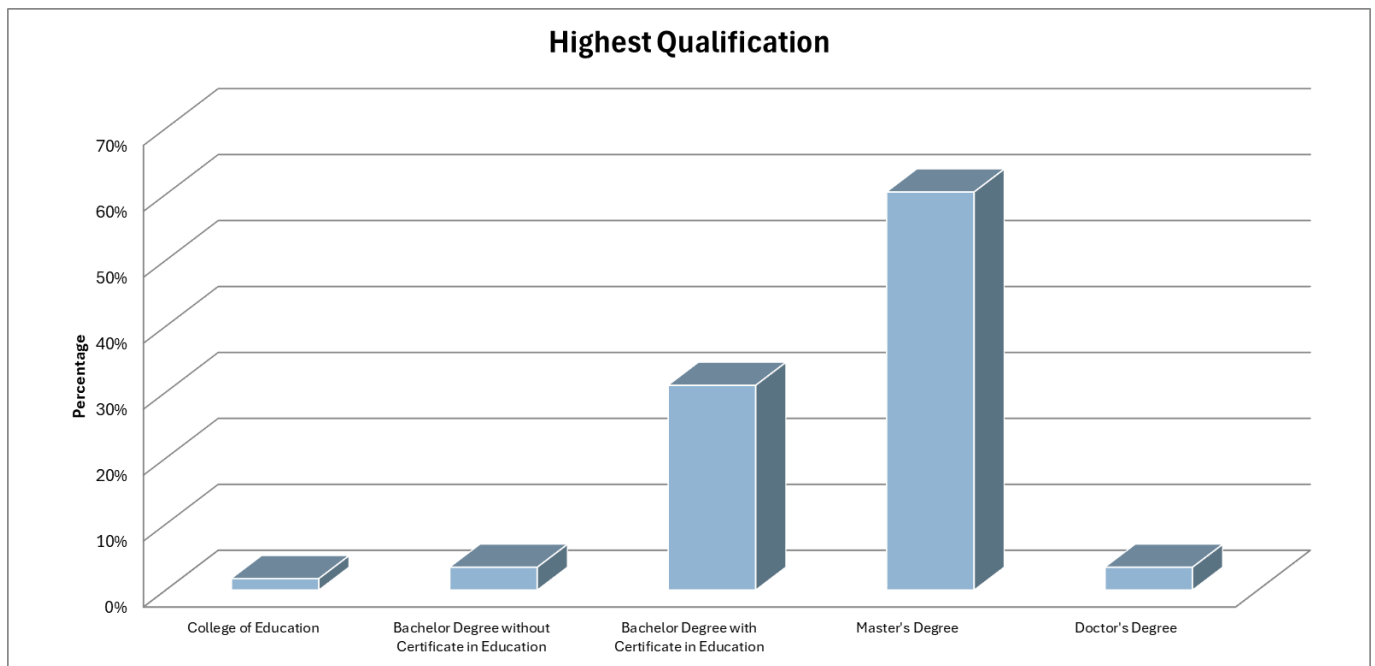
8.	Teaching Staff
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Our teaching staff consisted of 54 teachers, 3 laboratory technicians, 4 teacher assistants, 1 music coordinator, 1 pastoral assistant, 3 IT staff and 1 student counselor. We believe teachers are key to nurturing promising students. The information below shows the profile of our teaching team.

Teaching experience



Highest Qualification



9.**Students**

Students are what Wah Yan College exists for. There were a total of 722 students at the start of the academic year 2023-2024. The breakdown of classes and number of students in each form is as follows:

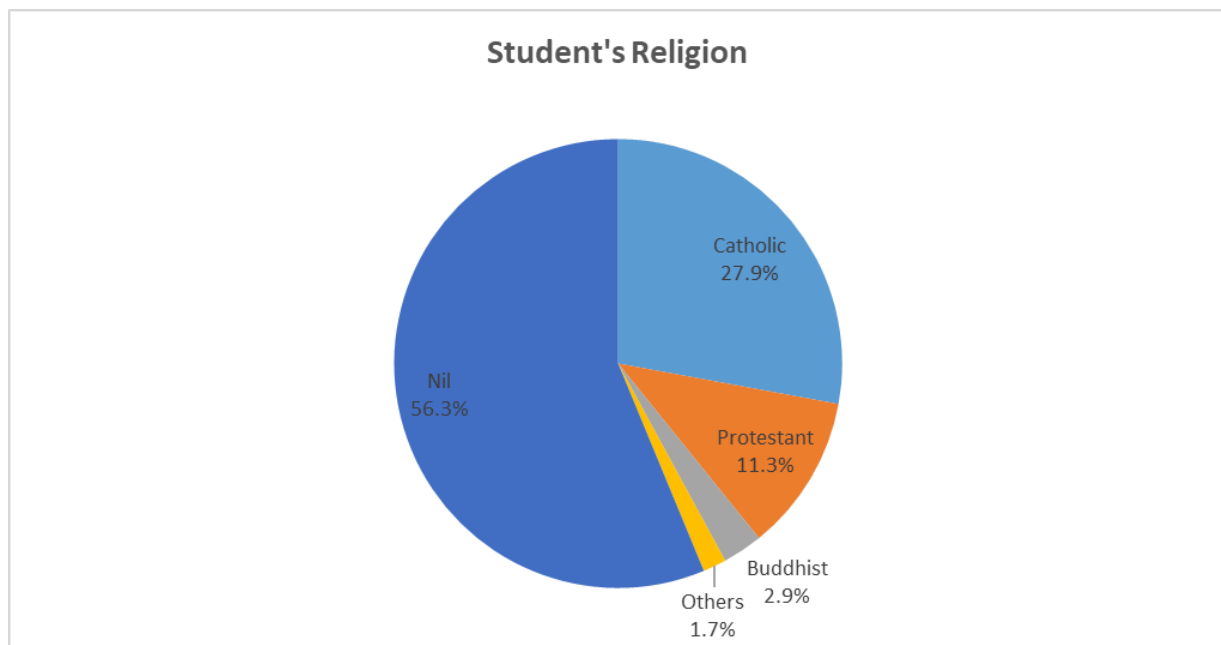
Class Arrangement

Level	F.1	F.2	F.3	F.4	F.5	F.6	Total
2023-2024	4	4	4	4	4	4	24

Number of students (At the end of Academic Year)

Level	F.1	F.2	F.3	F.4	F.5	F.6	Total
2023-2024	142	141	122	116	97	91	709

In 2023-2024, there were altogether 194 active learning days arranged for students. As the F.6 students had to take their public examinations during the second term, they had 104 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 2023-2024, 27.9% of Wah Yan students were Catholic.

10.	Management and Organization
<p>After navigating through a period of unconventional operations due to the COVID-19 pandemic, the school administration redirected its focus towards supporting and enriching students' learning experiences in the 2023/24 academic year. Demonstrating excellence across various domains, our students have actively participated in Division One Interschool Athletic competitions, basketball tournaments, football matches, orienteering challenges, music performances, debating contests, scouting events, and numerous other activities, not only achieving notable successes but also fostering personal growth. With the reopening of borders, our College reintroduced exchange programs, which were met with overwhelming enthusiasm. Students embarked on transformative experiences in visits to places outside Hong Kong, including the United Kingdom and Beijing, broadening their horizons and nurturing aspirations for esteemed universities worldwide.</p> <p>In response to the Focus Inspection by the Education Bureau in 2021 and the evolving technological landscape, our College continues to prioritize the advancement of technology education. The newly introduced IDEEA (Innovation, Design, Engineering, Entrepreneurship, and Algorithm) curriculum completed its inaugural 3-year cycle, culminating in an IDEEA Fiesta that showcased the innovative projects of Form 3 students. Through engaging in design thinking, coding, 3D printing, and other technical skills, students created interactive games that resonated with attendees. The school anticipates a surge in student participation and exploration in technology education in the upcoming years.</p> <p>In terms of school administration, the leadership roles of our vice principals and middle management have notably strengthened this academic year. The Academic Division, Student Development and Support Division, and School Administration Division have operated smoothly, witnessing significant progress under the guidance of the three Vice-Principals. There has been visible progress in the continued development of middle managers within the Administrative Committee and School Betterment Committee. A clearer delineation of roles and responsibilities, along with growing collaboration among different middle managers and committees, is in progress.</p> <p>This academic year marks a promising start to our three-year School Development Plan while enhancing administrative efficiency for extending Cura Personalis to teachers and unlocking their capacity to accompany students is one of the major concerns in our plan. The school has dedicated substantial efforts to clarify administrative procedures and documentation, striving to streamline processes and enhance transparency while aligning with the standards set by the Education Bureau and other departments. Continuing our efforts to shift our administrative work towards electronic and online platforms, the school is transitioning our school-based programs from Windows-based to web-based programs this academic year. Furthermore, an online All-in-One platform has been implemented for staff members to easily access essential documents from a single source. The school is progressing in establishing a systematic filing and documentation system on the cloud. This school year marks the</p>	

beginning of this enhancement process, with further refinement of our administrative systems expected to improve overall administrative efficiency in the next two school years.

Facility enhancements, supported by diverse funding from the Education Bureau, QEF, and donations, have transformed the school environment, including classroom and laboratory upgrades, the establishment of an IDEEA workshop and a changing room, and the conversion of the tuckshop into a modern canteen and innovators' hub. Future plans encompass further developments such as a Sports Center, an Innovation Education Centre, and a Student Hub, aligning with our College's vision when we are approaching the 105th Anniversary in the next school year, and the campus prepares to celebrate its 70th Anniversary in 2026.

As we approach the upcoming school year, 2024-2025, coinciding with the 105th Anniversary of our College, our institution engaged a professional consultant to conduct a study for a "School Advancement Plan for the Next 100 Years" in the second term of this academic year. During this study, the consultant performed contextual analysis and interviewed nearly 100 diverse stakeholders, including students, teachers, parents, alumni, school managers, and members of the Jesuit Education Board. The resulting report will be presented to staff members, the IMC, and the Jesuit Education Board for feedback and further exploration. The exercise aims to strengthen the school's management and organization, fostering a culture of quality education rooted in the spirit of Magis for our College's second centenary for the Greater Glory of God.

Staff Development

In this academic year, 7 school-based staff development programs, totaling 20.5 hours, were organized.

In order to fully equip our teachers with new trends in education, AI was the theme of several workshops. Teachers received hands-on experience and engaged in discussions regarding the use of AI in education. We also emphasized information literacy by introducing to teachers the importance of 'fact check' in the era where information abounds online.

With Project Zero entering its maturing stage in our school setting, we organized a miniscale teaching expo featuring our very own teachers who introduced their lessons, exercising various thinking tools and the element of redirecting authority.

Integrity and legal matters were also brought to the attention of teachers with two seminars conducted by professionals in the field.

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.

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. Students could develop their linguistic competence through a range of activities, such as dubbing and radio drama Competition hosted by M21, radio show interviews, school book fairs, Speech Festival competitions, etc. Meanwhile, our students are encouraged to know and appreciate their own culture. Seminars with prominent scholars in sciences and social sciences from Mainland China were conducted. A Chinese Culture Week was organized for students to learn more about how culinary art and literature were intertwined through a series of activities. We offered school-based Spanish class and encouraged students to take off-campus courses of other languages as well.

Experiential learning opportunities were provided for students, such as visits, film screening, IDEEA Fiesta, off-campus competitions, etc. More STEAM related activities in Biology, Physics and IT were conducted. Reading was also further promoted. A book exhibition was organized with keen responses. Students were recommended books of various themes through a reading promotion campaign, which was a collaboration between the school library, English Society, History Society and Film & TV Society. Library lessons were conducted for junior form students to introduce to them library resources.

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.

IDEAA was fully implemented in junior forms. 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 according to overall abilities. Meanwhile, we catered for learners' diversity by allotting students of strong abilities to different classes for smaller class teaching as an enrichment measure, including F.2 and F.3 students who had outstanding performance in English as well as F.1 and F.2 outstanding students in Mathematics. Small class teaching as an enhancement measure for F.1 and F.2 students in Chinese Language was also in effect this year.

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, IDEEA 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, Citizenship and Social Development, Physical Education, and Aesthetic Education. Besides, all Form 4 students studied 3 elective subjects. Elective subjects offered 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 all junior forms 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 the pedagogical use of AI, shifting authority in the classroom, the use of PZ thinking tools and promoting self-directed learning with BYOD, in response to teachers' needs.

New teacher members were introduced to The Project Zero team, initiated by Harvard Graduate School of Education. These new members, together with the existing members, participated in educational forums regarding thinking tools and redirecting authority. A school webpage was also set up for all teachers to access the related resources, including the six selected thinking tools.

IT in Education

ITEC launched an All-in-one website. Teachers and supporting staff utilized the website to access firsthand information, circulars, various application forms, photos, and videos of the school. The website saw widespread use this year, providing a centralized platform that enhanced efficiency.

Meanwhile, a cloud storage platform was used to collect documents. Committees and departments submitted documents such as minutes, program plans, evaluations, assignment records, and exam papers to the platform, rather than relying solely on the school server. This approach increased accessibility, allowing these documents to be accessed not only from within the school but also from anywhere with internet access.

Learning Support

The Learning 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 counselor, educational psychologist, and speech therapist. 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 the examinations. 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.

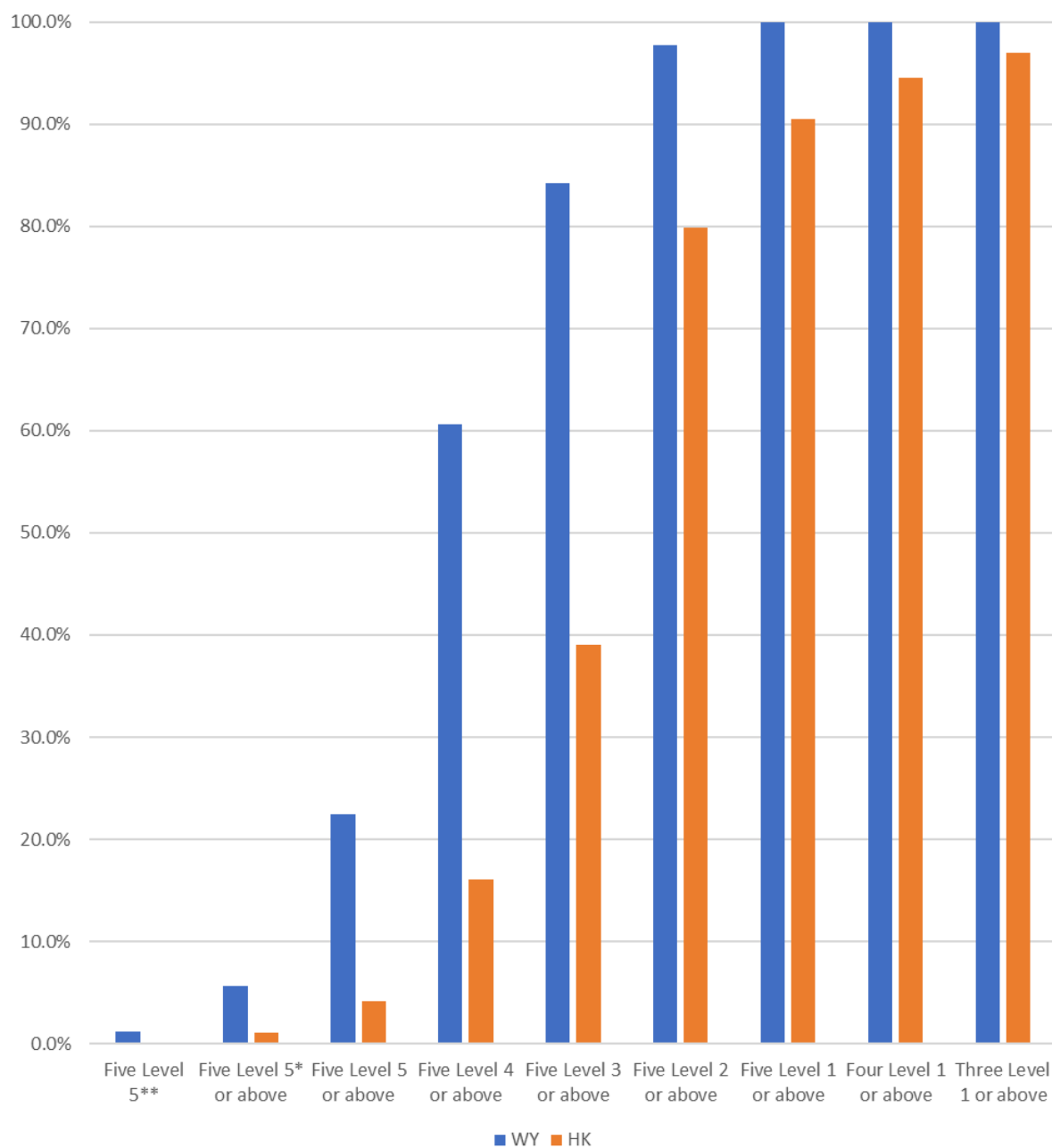
Academic Performance

The Class of 2024 performed commendably. One of our young gentlemen achieved five Level 5** scores. Additionally, five gentlemen excelled by obtaining five or more Level 5* or higher scores. Overall, our students performed significantly above the territory's average. (please refer to the chart on the next page).

The total number of students who joined JUPAS this school year was 85, and our JUPAS Main Round Undergraduate Degree offer rate was 83.5%, the same percentage as Level 3 in the Chinese Language. This was the second highest rate since 2012. Among the offers, 61.9% were admitted to the top three local universities: 15 (21%) were from HKU, 15 (21%) were from CUHK, and 14 (20%) were from HKUST. The programs in which our graduates have enrolled are quite diverse, including Dental Surgery, Medicine, Biomedical Science, Physiotherapy, Law, Education, Engineering, business-related programs, and many others. In addition to JUPAS, two students were admitted to HKUMed through the School Nominations Direct Admission Scheme (SNDAS) this school year.

Apart from local education, approximately 11% of our graduates have chosen to pursue their studies overseas in world-renowned institutions, including but not limited to the University of Cambridge, Imperial College London, King's College London, University of Toronto, and the University of Warwick.

2024 HKDSE Examination Performance (Best 5 Subjects)



Spiritual Development

Examen is an important Ignatian tool for us to build a reflective habit that fosters spiritual growth. This year, our Pastoral Committee continued to provide support for students and teachers in conducting Examen on a daily basis. The regular routine of daily Examen builds our students' readiness in doing personal reflection.

To celebrate the Feast Day of St. Francis Xavier, we invited three Jesuits to share with our students their calling and their experience as a missionary. It was inspiring to our students in what we can do more to spread the Gospel in different contexts. In the celebration of the Canonisation of St. Ignatius of Loyola, we shared the concept of ecological conversion and had a joyful and fruitful inter-house competition about nature on our Wah Yan campus. A series of Lent activities were held by the Catholic Association too, including the Stations of the Cross and famine lunch. This year the Catholic Association stepped it up and held a camp for our Catholic students to build relationships and faith in God. Other annual religious events, such as the Mass of Convocation, Midnight Mass, and the Thanksgiving Mass were successfully held too.

Apart from the usual F.5 and F.6 retreats, we also held a retreat for all F.3 students at the Ricci Hall in the University of Hong Kong. Through various retreats and Magis programs for F.6 graduates, our students learnt to know more about themselves and to discern their choices in life to become "Magis - more, better, greater" for the glory of God.

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

Throughout the year, our students demonstrated remarkable engagement and enthusiasm in various civic education initiatives, contributing to a deeper understanding of their civic responsibilities and national identity.

The Civic Education Committee organized several collaborative events and field trips that provided students with hands-on learning experiences. The annual Spring Cleaning event involved students from Forms 1 to 5, promoting teamwork and responsibility as students prepared for the Lunar New Year. Parents' Day this year featured a National Security Education Exhibition alongside a New Year Decoration Workshop, encouraging family involvement. This event saw active participation from students, parents, and teachers alike.

In addition, the Civic Education Committee prepared a series of educational materials to commemorate the National Memorial Day for the Victims of the Nanjing Massacre on December 12, 2023. These materials were displayed on TVs at the school entrance and outside the staff room, offering students an opportunity to learn about this significant historical event. Furthermore, students in Forms 1 to 3 engaged in the "My Favorite Historical Figure Election," organized by the National History Center, which fostered their interest in historical figures and events.

National Education continued to be a focal point throughout the school year, with students actively participating in numerous events and competitions that deepened their understanding of national affairs, history, and culture. For instance, students from Forms 1 to 5 took part in the "Hong Kong Schools National Security Knowledge

Challenge", showcasing their awareness of national security issues. Similarly, our Flag Guards attended the flag-raising ceremony at the Hong Kong Museum of Coastal Defence, reinforcing their commitment to national symbols and pride.

Students participated in an online competition on National Constitution Day, significantly enhancing their understanding of the Constitution and its importance within the country's legal framework. Additionally, a national education seminar was held, featuring a lecture by Mr. Kong Wing Tak on "Opportunities for Hong Kong Youth Development in Mainland China." This event was well-received by students from Forms 1, 3, 4, and 5.

Moreover, students from Forms 1 and 2 excelled in the "National Security Awareness Children's Song Lyric Writing Contest" co-organized by the Civic Education Committee and the Innovation Foundation, securing the championship in the Hong Kong and Greater Bay Area teacher-student group. National Security Education Day featured a series of activities for Forms 1 to 5, emphasizing the importance of national security in students' daily lives. A lecture series on the significance of the May Fourth Movement for young people was organized, with Professor Wu Minchao from the Chinese Academy of Social Sciences joining us and providing valuable insights into this pivotal historical event.

Other Learning Experiences

This year, the OLE Committee had a clear focus on providing programs that would encourage students to recognize their roles in the community, strengthen their sense of responsibility, and foster compassion and care for others. In pursuit of these objectives, we implemented several initiatives.

To actively engage students in community service, the WAMFO team organized form-based service learning activities for junior forms. These activities included a coastline clean-up in Sandy Bay, flag selling, dress casual day, service on Life Wide Learning Day, and another coastline clean-up in Sandy Bay. These initiatives were designed to raise students' awareness of and compassion for those in need, as well as instill a sense of environmental responsibility. We also successfully carried out various joint school service programs, such as donating New Year cards, artwork, and pots of narcissus to elderly homes, conducting outreach visits to the homeless in Sham Shui Po, and organizing a day camp. Additionally, we collaborated with Wah Yan College, Kowloon, St. Rose of Lima's College, and NGOs like the Windshield Charitable Foundation and Orbis for joint service activities. These included distributing blissful bags, visiting elderly homes, and participating in the Orbis Service Visit to the Visually Impaired. These joint service programs exemplify our school's commitment to promoting social responsibility and contributing to the betterment of society. Furthermore, the development of the "WAMFO App" has encouraged students to keep records and reflect on their experiences in a more efficient and effective manner.

Our English debating team also achieved remarkable success in inter-school debate competitions, earning numerous awards and bringing glory to our school.

To cultivate a reflective habit among students, we required student leaders to submit activity reports. This practice allowed them to acknowledge their achievements, reflect on areas for improvement, and make suggestions for future planning. Overall, these initiatives were implemented with the aim of nurturing students' sense of

responsibility, compassion, and care for their communities, preparing them to become individuals who are compassionate and caring "for and with others."

Life Planning and Further Studies Guidance

In this academic year, in alignment with the school Major Concern, we refined and implemented Life Planning programs for junior form students to help them develop a more thorough understanding of their interests, capabilities and aspirations. We achieved this through a variety of classroom activities and discussions within the Life Planning programs. Additionally, our committee prioritized providing students with up-to-date information on career opportunities and educational options, empowering them to make well-informed decisions throughout their lives. For senior students, we have offered personalized guidance and support for university admissions, course selection, and future career planning. Various career exploration programs, including interview workshops, in-house talks, seminars, career days, and university visits have also been held. Furthermore, the Centre for Overseas University Counseling was set up in October to provide more comprehensive support and guidance to students who are planning to study overseas. Featured events and programmes included UK University Fair, Joint-school seminars on university admission matters for parents and year-round personalized guidance.

Discipline and Guidance

The collaboration between the Discipline Committee and the Counseling and Guidance Committee proved to be highly effective. Our strategy for addressing misbehavior extended beyond merely imposing consequences; we focused on offering personal and long-term guidance to foster the character development of our young gentlemen and guide them toward the right path. Alongside our close cooperation and follow-up actions, we emphasized the importance of instilling values in our students. We organized thematic seminars and workshops relevant to some concerned issues, ensuring that all students had the chance to participate. We aimed for greater coordination among various panels, including IVE, RF, LE, FTP, Life Planning, and Sex Education, to enhance the mental and spiritual growth of our students. Additionally, we reinforced the role of form teachers to provide immediate support to students in need, while also prioritizing the support of students in all aspects of their development. The implementation of the Prefects' Board and JASER Scheme continued as usual, providing comprehensive support for our students' overall school experience.

13.	Achievements and Reflections on Major Concerns		
Major Concern 1: Guiding students in identifying their interests and building their vision and self-confidence for the future			
Strategies/Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
Target: 1.1 Students can build awareness of and appreciation for our nation and the world around them			
1.1.1 To leverage technology, including virtual platforms, programs, and metaverse, to connect our students in the mainland and around the world	<p>In terms of connections overseas, some student leaders participated in an online conference with fellow student leaders in countries such as Singapore, Japan, South Korea and the Philippines. Also, our top scholars in junior English participated in an online exchange programme with a school in Milan, Italy.</p> <p>We developed a metaverse platform that welcomed visitors from around the globe. Our students had the opportunity to participate as virtual ambassadors. This platform allowed students from various backgrounds to interact and immerse themselves in diverse experiences, thereby deepening their understanding of different cultures and global issues.</p>	<p>Most participants reported that they gained valuable insight into the culture and values of other people in the world. They believed that their international vision had been widened.</p> <p>The role of virtual ambassadors was particularly noted for enabling deeper cultural exchanges and fostering a sense of global community among students.</p> <p>In the school-based survey report, more than 70% of students appreciated and enjoyed learning about different cultures of the world.</p>	<p>The feedback was overwhelmingly positive. We will continue the current practice and try to expand its scale. Hopefully more students can participate and connect to more people around the world.</p>
1.1.2 To establish the Centre for Overseas University	<p>The Centre for Overseas University Counselling has been set up since October to provide more Comprehensive support and</p>	<p>Through participating in the events and programmes, students have become more aware of the various study pathways around the world</p>	<p>In view of the overwhelmingly positive feedback from participants, the events and programmes carried out will be kept and</p>

Counselling and introduce various pathways around the world to support our students' further studies	guidance for students who are planning to study overseas. A wide array of events and programmes were held throughout the academic year, mostly notably meetings with admissions officers and professors from overseas universities, UK University Fair, Joint-school Seminar on overseas education for parents (UK, US, Australia and Canada), US & UK Education talks and UCAS Application Workshop for students.	and they have acquired a lot of comprehensive and in-depth information about overseas studies.	further refined. We will also explore the possibility of organizing certain events on a joint-school basis.
1.1.3 To further strengthen our cultural exchange programs to help students develop a deeper appreciation for our nation and the world around them	<p>Multiple overseas exchange programmes were held this year, with destinations including the UK, Singapore, Thailand and South Korea.</p> <p>Through the sister school exchange program, students developed a deeper understanding of Chinese culture and heritage, while also sharing our own cultural values and traditions with their counter parts.</p>	<p>It is evident that most participants have gained valuable insight into different cultures.</p> <p>From the school-based survey report, more than 70% of students reported that they appreciated and enjoyed learning about different cultures of the world. Almost 60% reported to be well aware of our country's recent development.</p> <p>In terms of national identity, in APASO3, the Q-score is 116 in all four aspects regarding national identity.</p>	<p>The feedback was overwhelmingly positive. The programmes were extremely popular, with one being oversubscribed by more than 5 times. In the future, we will build on this year's success and create even more opportunities for students to participate in exchange programmes.</p> <p>The feedback was overwhelmingly positive. Participants in the sister school exchange program specifically highlighted the enriching experience of engaging with students from China.</p>

Target:**1.2 Students aspire to set clear life goals**

1.2.1 To support students in goal-setting, helping them create clear and achievable goals that align with their values and interests	<p>A F.3 retreat was held to help students reflect upon their past three years of learning experiences. By knowing more about themselves and listening to several alumni's sharing, they can have more information and different perspectives to discern who they want to become and what they aspire to do in the future.</p> <p>To further guide F.3 students to reflect on their purpose in life and to discern their life direction, IVE lesson activities and the Personal Growth Project were done.</p> <p>For F.6 students, a growth mindset for their goal setting was taught through lesson activities, Magis Lantau and Magis Thailand.</p>	<p>More than half of the F.3 students agreed that the retreat helped them to reflect more about themselves and to further discern their future career pathway.</p> <p>Students finished the Personal Growth Project seriously and appreciated the chance to review their growth all the way. It was a very helpful tool for them to understand more about who they are and who they would like to be.</p> <p>Magis trips, both to Lantau and Thailand, motivated our students to reflect deeper upon themselves, to see their own limitations and desires, and therefore be able to discern what way of life they desire to live.</p>	<p>In view of the comments about using the Life-wide Learning Day to conduct the retreat, we will see if there are other possible dates to hold the retreat instead. We will also try to include more different alumni to share their different life stories to inspire our students further and widen their horizon in the kind of a person they can become.</p> <p>We will continue to have the lesson activities and the Project.</p> <p>We will continue to have the lesson activities and the Magis journeys and to better promote the Magis trips so more students can be benefited from them.</p>
1.2.2 To provide students with information about different options available to them and the skills needed to pursue them through life planning activities	<p>Life Planning programmes have been incorporated in L&S and Life Education lessons Junior forms with different foci: F1 – basic understanding of LPE such as self-understanding and personal management skills; F2 – pursuit of dreams, understanding of the career world and future career</p>	<p>Students in both junior and senior forms have become more aware of Life Planning elements as well as the availability of various options related to further studies and career planning. They have also acquired crucial employability skills. The programmes and activities held throughout</p>	<p>With reference to the feedback from participants and survey results, the events and programmes will be kept. For further improvements, the debriefing session after an event can be lengthened so that students can have more time to reflect upon what they have acquired or</p>

	<p>trends; F3 - making informed decisions and NSS subject selection (with assessment of students' strengths and interests) For senior students, we have offered personalized guidance and support on further studies and career planning. Various career exploration programs, including interview workshops, in-school talks and seminars on university admission and career exploration, Life Planning days, and university visits have been held. Throughout the academic year, support has also been given to help students apply for various schemes related to their career planning (such as taster program, internship and placement).</p>	<p>the academic year are related to the domain of Life Planning in the 7 Learning Goals of secondary education. They aim at helping students to understand their own interests, aptitudes and abilities, reflect upon personal goals and make informed decisions related to further studies and future career. According to the data from APASO-III, our school's average performance in the subscales concerned is higher than that of all schools in Hong Kong.</p>	<p>experienced.</p>
<p>1.2.3 To provide mentorship opportunities with professionals in their fields of interests through the alumni network which can allow students to gain insight into different career path</p>	<p>The Mentorship Programme continued to be a highlight for F.5 students, with more than half of the cohort participating in the optional events. Joint with Marymount Secondary School, events held this year included Mentors' Pairing, Careers' Fair, Interview Workshop and Job Shadowing. All participants were able to gain a deeper insight into their interested fields and make valuable</p>	<p>Among participants, the response was very positive. However, there are still some students who did not participate in the programmes and they could be encouraged to look deeper into their aspirations.</p>	<p>The feedback was very positive. We will continue the Mentorship Programme and try to engage even more students in the exercise of goal-setting and finding their aspirations.</p>

	<p>connections with alumni.</p> <p>Also, active mentoring sessions were held by an alumnus who was an HKSES mentor for our student leaders in F.4 & 5.</p>		
<p>1.2.4</p> <p>To involve parents in the goal-setting process to help support their child in setting and achieve clear life goals</p>	<p>A talk by an educational psychologist was arranged for parents to equip them in assisting their sons to set their goal. Also, some talks related to parenting and family support were held to help parents to create a harmonious family environment and positive parent-child relationships so that parents may effectively help their sons to set and achieve life goals.</p> <p>A talk related to subject selection was also arranged for F.3 parents.</p> <p>Finally, some talks and gatherings for parents related to overseas studies were arranged, so that parents may know more about how they could help during their son's application to overseas colleges for further studies.</p>	<p>The talks were successful and raised parent's confidence to support their sons in goal setting and improve parent-child relationships.</p>	<p>Most of the talks were arranged on Saturdays. We should consider arranging some activities during weekday nights so that more parents may join our activities. Also, more professional speakers may be invited to give wider support to parents.</p>
<p>1.2.4</p> <p>To involve parents in the goal-setting process to help support their child in setting and</p>	<p>A talk by an educational psychologist was arranged for parents to equip them in assisting their sons to set their goal. Also, some talks related to parenting and</p>	<p>The talks were successful and raised parent's confidence to support their sons in goal setting and improve parent-child relationships.</p>	<p>Most of the talks were arranged on Saturdays. We should consider arranging some activities during weekday nights so that more parents may join our</p>

achieve clear life goals	<p>family support were held to help parents to create a harmonious family environment and positive parent-child relationships so that parents may effectively help their sons to set and achieve life goals.</p> <p>A talk related to subject selection was also arranged for F.3 parents.</p> <p>Finally, some talks and gatherings for parents related to overseas studies were arranged, so that parents may know more about how they could help during their son's application to overseas colleges for further studies.</p>		activities. Also, more professional speakers may be invited to give wider support to parents.
Target: 1.3 Students can make informed choices that lead to personal growth and inner freedom through discernment			
1.3.1 To educate students about the principles of discernment, which include prayer, reflection, consultation, and action	The F.1 IVE curriculum focused on teaching and helping our students to develop a habit of discernment by talking about two opposite values in each chapter and teaching them how to make a decision.	From students' reflection and assignments, they were able to reflect upon the choices they made in daily life and are aware of how to make a better choice.	Students in general participated well in class and are able to apply the values we taught into daily life circumstances.
1.3.2 To strengthen our WAMFO program and provide more opportunities for service to make a positive impact in	A range of form-based service learning activities were arranged in junior forms, including a flag selling activity, dress casual day, service on LWLD and coastline clean up activity in	Participants were required to input their service hours and provide a brief reflection on their participation through the WAMFO Google form. The majority of students expressed that these service	The feedback from students was overwhelmingly positive, with many expressing that the service activities were valuable and impactful. Students mentioned that these

the community, helping students develop empathy and a sense of responsibility	<p>Sandy Bay. The purpose of these activities was to raise students' awareness and compassion towards those in need as well as fostering a sense of environmental responsibility.</p> <p>Various joint school service programs were held successfully this year, including the donation of New Year cards, artwork and pot of narcissus to Elderly homes, the outreach visit to the homeless in Sham Shui Po and a Day camp.</p> <p>Furthermore, some service activities were collaborated with NGOs, like the Windshield charitable foundation and the Orbits. Activities included the distribution of blissful bags and visiting the elderly homes and the Orbis Service Visit to the Visually Impaired.</p>	<p>activities held great value and contributed to the development of their compassionate nature towards the less privileged.</p> <p>Around 80% students agreed the OLE activities and WAMFO help them to develop their empathy and sense of responsibility.</p>	<p>activities helped them develop a sense of empathy and compassion towards the less privileged in society. The members in the school service group should recognize the importance of continuing and expanding these service initiatives, especially the continuation of working closely with the NGOs. Moreover, the school should continue to encourage participants to share their reflections and insights on the service activities they engage in. This will not only foster self-reflection but also allow us to continuously improve and refine our service initiatives.</p>
1.3.3 To encourage students to reflect on their decisions and their impact during daily examen, so students will be better able to make informed	Daily examen was conducted by Form Teachers &/or Examen monitor in the Homeroom period. Various support was given to FTs to help conduct Examen in class, e.g. examen resources available in Google Drive, music files in the monitors in classrooms.	Despite the regular time slot of daily examen, several difficulties were observed, including the shortened time of examen due to class matters and students being distracted and not doing examen seriously.	Students may not be willing to do examen properly because they have not realized how powerful it can be in helping us to reflect and make better decisions. We will focus more on teaching students and staff the meaning and importance of examen and provide more

decisions in the future			ways for FTs to help engage students in doing examen.
1.3.4 To encourage students to pray, meditate and seek guidance from God when making important decisions which can help them develop a sense of purpose and direction in their lives	We conducted Ignatian retreats for F.3, 5 and 6 and incorporated related elements into our RF lessons.	The retreats were held with different themes according to the needs of different forms, but they all required participants to be in silence and pray to God. In general students were able to do so with the help from Br. Wong. As for RF lessons, prayers, various stories in the Bible and stories about different saints were shared in all forms. Catholic students were able to learn from the prayers and stories.	The students found the retreats useful in soothing their anxiety for F.6 and they were engaging in both F.5-6. The retreats offered them a chance to do deeper reflection upon their daily life experiences. RF students were also engaging in doing prayers, such as imaginative prayer in F.5.

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

Strategies/Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
Target: 2.1 Students can learn and apply skills to develop ownership of their learning			
2.1.1 To develop research-based and inquiry-based lessons in different subjects with the support of BYOD	Students in junior forms successfully utilized BYOD to conduct research in various science and technology subjects. They applied research-based skills in cross-curricular projects within PSHE subjects. Students also did inquiry-based pre-lesson research tasks in various subjects such as Chinese, English, and Putonghua.	Junior form students were given opportunities to conduct research using devices. The integration of BYOD effectively facilitated the development of research-based and inquiry-based lessons across different subjects. The incorporation of pre-lesson tasks provided students with valuable opportunities to promote self-directed learning.	It is essential to continue encouraging students to utilize BYOD for research-based activities and inquiry-based learning. The scheme will be extended to F4 in 24/25. Providing more support and guidance in developing these skills will be crucial for further enhancing students' ownership of their learning.

<p>2.1.2</p> <p>To promote the use of various PZ thinking tools and pedagogies such as redirecting authority across subjects</p>	<p>Students actively engaged with posters displaying 6 PZ thinking tools and routines in their classrooms. The teaching staff was introduced to thinking tools and routines through the Teaching and Curriculum Development Committee website and staff development programs. A booth was set up during the IDEEA Fiesta in April, encouraging students and staff to provide feedback using the "Appreciate, Wonder, Suggest" thinking tool. Subjects like English, Music, History, and MCL incorporated thinking tools and routines into their curriculum and project work.</p>	<p>The majority of teachers agreed that junior form students can generally apply various learning skills in cross curricular projects.</p> <p>It is important to continue encouraging students to utilize thinking tools and routines in their daily learning.</p>	<p>Some students expressed that they were not aware of the thinking tools and routines used in lessons. While we have to step up the effort in promoting the use of thinking tools, it is more important to emphasize redirecting authority as a pedagogy, where thinking tools are elements for doing so. This means that a very explicit presentation of some particular tools in lesson materials may not be necessary. We aim to make the tools a habit for students to conceptualize ideas and consolidate their thinking process.</p>
<p>2.1.3</p> <p>To enhance the quality and quantity of formative assessments in all subjects</p>	<p>Students were encouraged to enhance their quality of work in various modes of formative assessments, particularly in homework assignments, through seminars, workshops and posters. Students who needed help were also identified through teachers' feedback and assessment data throughout the academic year.</p>	<p>Some severe cases of late homework submission were identified according to the student's performance in CA in the first term. They were then met by the LAC committee and the Vice-principal to monitor their follow-up work. Improvement was seen, as students in general could improve their quality of work and punctuality in submission according to LAC and panel evaluation meetings.</p>	<p>More education and positive reinforcements can be put forward to further develop students' awareness of enhancing their learning outcomes' quality and punctuality. Some supportive schemes could be provided to low achievers to support their learning.</p>

Target:**2.2 Students' learning experience can be enriched through various academic measures and pedagogies**

2.2.1 To encourage students to plan their studies with the support of data analysis	F.6 students were provided with a projected level report based on their F5 final examination for better study planning, which was complemented by a workshop conducted to educate them on how to effectively utilize the report. F5 students were also provided the projected level analysis after their mid-year examination. High achievers were met by the Principal, showing the school's support for their aspiration in future studies.	Based on the graduate survey conducted in January 2024, the data revealed that nearly 70% of students felt adequately prepared for HKDSE. The same survey also indicated that 74.1% of students reported feeling well-prepared for pursuing their career goal(s). The projected level report also comes with a tiered-result analysis with reference to university entrance requirements for students to set a more concrete target for improvement.	Students expressed that the projected level report helped them gain a clearer understanding of their academic standing and provided valuable guidance for study planning. This will be implemented in the coming years as a regular academic measure.
2.2.2 To promote both subject-based and interdisciplinary gifted programmes	Students of various gifted areas were located through the development of a talent pool for high achievers. Talented students were also nominated to participate in off-campus gifted programmes and competitions of various disciplines.	There were 178 students in our talent pool. Teachers provided positive feedback that the talent pool helped them to comprehensively understand students' diverse talents.	We will continue to update the talent pool list and encourage subject panels to make good use of the talent pool to unleash the potential of students.
2.2.3 To establish a CS Learning and Teaching Centre to facilitate professional exchanges and enhance	Two engagement workshops conducted in the second term allowed for the expression of students' and staff members' needs pedagogically, which were subsequently communicated for further design elements.	The engagement workshops proved fruitful and advantageous for the school and the design firm to proceed with integrating design elements to cater to the needs of teaching and learning, enabling teachers	Due to technical reasons, the Centre is yet to be set up. Yet, the design has been finalized. Going forward, the school will collaborate closely with the design firm to develop a prototype for a teaching and learning space

pedagogical approaches for better learning support to students		to reimagine how classroom setting can facilitate the operation of lessons promoting student agency and redirecting authority.	that could enrich students' learning experience and accommodate various pedagogies aimed at student agency and redirecting authority.
Target: 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	<p>Students were introduced to Chinese culinary art with the complement of Chinese literature in the Chinese Culture Week. Booths, performances, teachers' drama and interhouse's Teacher-student Cooking Competition were held.</p> <p>Students could develop their linguistic competence through a range of activities, such as dubbing and radio drama Competition hosted by M21, radio show interviews, school book fairs, Speech Festival competitions, etc.</p> <p>Students were recommended books of various themes through a reading promotion campaign, which was a collaboration between the school library, English Society, History Society and Film & TV Society.</p> Me	<p>Students were actively joining the event. Around 400 students joined the whole 3-day Culture Week.</p> <p>Students did exceptionally well in those language-related events.</p>	<p>Whole-school academic events such as Chinese Culture Week will be organized regularly. More student involvement will be made possible for the preparation stage with the introduction of Learning Ambassadors.</p> <p>Students will be invited to share their experience and showcase their presentation ability in the form of forums or talks during lunch hours or after school.</p>

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

Strategies/Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
Target: 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	The handbooks, namely General, Academic and Student Development and Support were developed and uploaded to the all-in-one website.	The school-based survey showed that most teachers knew how to find the handbooks on the All-in-one website.	The handbooks will be updated annually.
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	<p>The all-in-one website was successfully launched. Teachers and staff can easily access most of the electronic documents and forms on the website.</p> <p>The school utilized a cloud platform to collect documents, including year plan and evaluation. The filing system was accessible outside school. Panel heads and committee heads could review and submit documents when working from home.</p>	<p>The school-based survey showed that most teachers knew how to find documents, including teacher circulars, appraisal forms and access documents in the All-in-one website.</p> <p>All departments and committees were able to submit documents in the cloud drive.</p>	<p>The website will be continuously updated.</p> <p>The storage and file system should gradually be relocated to the cloud platform.</p>

Target:

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	Personal particulars of transfer students and new F1 applications were input by the parents online.	Administration work was facilitated while accuracy was enhanced.	Other forms of enrolment, such as 'door-knocking' will be explored.
3.2.2 To enhance the coordination and compliance of all OLE activities through operating procedures and tracking	<p>The OLE Google calendar was created where teachers were required to input the relevant information about OLE activities.</p> <p>The OLE handbook was established.</p> <p>Guiding videos on "Preparing a parent short notice" and "Setting a Push message to cancel the OLE activities" were uploaded to the OLE Google drive.</p>	<p>The creation of the OLE Google calendar was completed in Sep 24. This significantly improved efficiency by ensuring that all relevant information regarding OLE activities were readily accessible to colleagues. This centralized platform streamlined communication and coordination, allowing for better planning and execution of OLE events.</p> <p>The clear and appropriate procedures outlined in the handbook provided guidance and direction when organizing activities, both within and outside the school campus. This resulted in a more structured approach to planning and executing OLE initiatives.</p>	Members of the OLE Committee have to continue to monitor the implementation of these measures and gather feedback from teachers. This will allow us to make any necessary adjustments or improvements to further enhance the coordination and compliance of OLE activities.

		<p>The inclusion of guiding videos on the OLE Google Drive was highly beneficial for teacher advisors. They were well-received and further enhanced the efficiency and effectiveness of OLE communication.</p>	
<p>3.2.3 To set up a new administrative group IT and Data Management Committee to move school-based desktop applications to web applications to enhance administrative processes</p>	<p>WARMS, the web application version of ARMS (Assessment Records Management System), was launched in late June. Colleagues can enter exam scores while panel heads can confirm mark input and reset confirmations via WARMS on any web browser and device, both on and off campus. Additionally, new features such as filtering were introduced, enabling users to target the group of students they teach more easily and increase the accuracy of mark input.</p>	<p>The transition to WARMS significantly improved the accessibility and efficiency of entering exam scores. Users reported increased convenience and a reduction in time spent on administrative tasks. However, some initial technical issues were identified and promptly resolved.</p>	<p>Feedback from colleagues has been largely positive, emphasizing the ease of use and accessibility of WARMS. Moving forward, the IT and Data Management Committee will conduct regular reviews and gather ongoing feedback to further refine and enhance the system. Support resources will also be provided to ensure all users are fully comfortable with the new platform. Besides exam scores input, new features of WARMS will be added, such as LAG (Learning Attitude Grades), conduct, and remarks input.</p>

14.	Students' Achievements	
(I) Chinese		
Event	Award	Awardees
第55屆聯校中文辯論比賽總決賽		
	季軍	香港華仁書院
	最佳辯論員	5W HUI Kwan Hei (許君熙)
第七十五屆校際朗誦節		
中一、中二級普通話詩詞獨誦	冠軍	2Y NG Long Ching (吳朗程)
中一、中二級普通話詩詞獨誦	冠軍	2W CHAN Man Ho (陳文濤)
中一級粵語散文獨誦	冠軍	1W CHAN Cheuk Wan (陳卓昀)
中四級粵語詩詞獨誦	亞軍	4W KO Hei Shun (高晞舜)
中五、中六級普通話散文獨誦	亞軍	5W MOK Ching Hin (莫政軒)
中學粵語宗教作品獨誦	季軍	1W CHAN Cheuk Wan (陳卓昀)
中三、中四級普通話詩詞獨誦	優良	3W NG Shing Hin (吳承軒)
中二級粵語詩詞獨誦	優良	2H CHOI Ho Yeung (蔡皓揚)
中一、中二級普通話詩詞獨誦	優良	2W CHEUNG Ching Long Clement (張晴朗)
(II) English		
Event	Award	Awardees
SOW Motivational Talk Contest		
Junior Secondary Division	Commendable Award	3Y YUNG Ho Chun (翁浩晉)
Hong Kong Secondary School Debating Competition 2023-2024 (Term 1)		
Junior Enhanced Format Division	2nd Place	Wah Yan College, Hong Kong
The 75th Hong Kong Schools Speech Festival (English Section)		
S.4 Solo Verse Speaking	First	4H CHAN Ricardo Mario (陳得謙)
S.1 Solo Verse Speaking	First	1Y LAU Chi Hei (劉智熹)
S.4 Solo Verse Speaking	Second	4W KO Hei Shun (高晞舜)

S.2 Solo Verse Speaking	Second	2W CHEUNG Ching Long Clement (張晴朗)
S.1 Solo Verse Speaking	Second	1K ZHAO Yan Yin (趙胤然)
S.4 Solo Verse Speaking	Third	4H YU Tsz Fung (余子鋒)
S.3 Solo Verse Speaking	Third	3Y AU-YEUNG Joshua (歐陽雋謙)
S.2 Solo Verse Speaking	Third	2W CHENG Pak Yeung (鄭柏揚)
S.1 Solo Verse Speaking	Third	1K CHOY Preston Ting Him (蔡庭謙)
S.1 Solo Verse Speaking	Third	1K MA Kwong Yui Kyle (馬廣睿)
The 39th Sing Tao Inter-school Debating Competition		
	2nd Runner-up	5Y WONG Wai Lok Wesley (王懷樂) 4W MAO Hayden (繆瀚霆) 4H YU Tsz Fung Adrian (余子鋒) 3W LAI Chun Kit Elvis (賴俊杰) 3H PUN Cheuk Hin Bennett (潘焯軒)
	Most Outstanding Debater Award	3H PUN Cheuk Hin Bennett (潘焯軒)
ICAS Assessments		
English	Distinction	2W BEA Berros Amen (麥謙宥) 2H LOK Yong Heng (駱勇衡) 1Y CHEUNG James (張百川)
Hong Kong Bar Association Debating Competition (Grand Finals)		
	1st Runner-up	Wah Yan College, Hong Kong
Hong Kong Secondary Schools Debating Competition (HKSSDC) (Enhanced format) - Term 2 Finals		
	1st Runner-up	Wah Yan College, Hong Kong
Inter-School Model United Nations		
	Best Delegate	4W MAO Hayden (繆瀚霆)
(III) Other Academic/ Subject-related Achievements		
Event	Award	Awardees
Hong Kong Physics Olympiad 2023		
	Second Class Award	5W WAI O Tsun, Max (韋傲峻)
International Junior Science Olympiad 2024 – Hong Kong Screening		
	Second Class Honors	3W LAI Chun Kit (賴俊杰)

	Third Class Honors	3W MUI Hamilton (梅凱傑) 3H LAU Man Cheuk (劉紋綽) 3K MAK Chai Sang (麥齊生)
The Chemists Online Self-Study Award Scheme 2023		
	The Platinum Award	6W NG Hin Pong (吳衍邦) 6Y HOU Ka Yin (侯嘉賢)
	The Diamond Award	6W CHAN Chun Lai (陳臻禮) 6Y CHUNG Ka Long (鍾家朗) 6Y NG Yat Wing (吳溢穎) 6Y WONG Gabriel Y. (王進彥) 6Y WONG Kwan Chak (黃均澤) 6H CHAN Kin Hang (陳建衡) 6K WONG Tin Long Terran (黃天朗) 5W WONG On Yin (王安然) 5W Yeung Tsun Lok Matthew (楊浚樂)
	The Gold Award	5Y PENG Tung Yeung (彭東洋)
	The Silver Award	5W CHAN Hugo (陳曉高) 5Y CHOY Yuk Wai Ryan (蔡昱瑋)
“Student Mentorship Programme on Innovation and Technology” (2023/24)		
	Certificate of the Best 15 Teams	3H LAU Man Cheuk (劉紋綽) 3H TANG Cheuk Hang (鄧卓恒) 3K MA Chi Kin (馬誌鍵) 2Y IAM Cheuk Nam Perry (任倬楠) 1Y WONG Ka Yiu Don (王嘉堯)
全港學界無人機挑戰賽		
遙控競速大挑戰編程避障過關戰	一級認證 三級認證	3H LAU Man Cheuk (劉紋綽) 3H TANG Cheuk Hang (鄧卓恒) 2H NG Yau Hei (吳祐希) 1Y WONG Ka Yiu Don (王嘉堯) 1K WU Yat Hong Braxton (胡逸鏹)
ICAS Assessments		
Mathematics	Distinction	5Y TAI Ka Yin (戴嘉言) 4W KUO Kin Lok Darren (郭建樂) 4Y LO Long Yin (盧堃然) 3H MEI Tsz Yeung (梅子揚) 2H LEE Shing Wang (李承泓) 1Y SIU Tsz Cheung (邵梓翔)
Science	High Distinction	3H MEI Tsz Yeung (梅子揚) 2W BEA Berros Amen (麥謙宥) 1Y NG Pak Yin Xavier (吳柏言)
	Distinction	1Y CHEUNG James (張百川)
Mathconception 2024		
Secondary 1 Section	Merit Award (Group Award)	Wah Yan College, Hong Kong
Secondary 2 Section	Merit Award (Group Award)	Wah Yan College, Hong Kong

Secondary 3 Section	Merit Award (Group Award)	Wah Yan College, Hong Kong
Secondary 1 Section	Silver Award	1H MAK Yat Kiu (麥一翹) 1K CHEUNG Hin Pui Nicolas (張軒菩)
Secondary 1 Section	Bronze Award	1H KUNG Chik (龔稷)
Secondary 2 Section	Gold Award	2K CHAN Ting Hang (陳霆鏗) 2H WONG Chun Kit (黃俊傑)
Secondary 2 Section	Silver Award	2H CHOW Ting Hong Felix (鄒珽匡)
Secondary 3 Section	Silver Award	3W LAM Yu Kit (林宇傑)
Secondary 3 Section	Bronze Award	3W LI Tai Yin (李泰然)
Senior Secondary Section	Silver Award	4K LAU Chun Hei Issac (劉俊熙)
Senior Secondary Section	Bronze Award	5Y TAI Ka Yin (戴嘉言)
Hong Kong Olympiad in Informatics		
Senior Group	Silver Medal	6Y MAK Git Lun (麥哲倫)
Senior Group	Bronze Medal	6Y CHENG Lok Hang (鄭樂恆)
ICE Challenge 2023-24		
Hong Kong Island & Outlying Islands	2nd Runner-up	1W YANG Chun Kit (楊竣傑)
Hong Kong Secondary School Coding Challenge		
	Silver Medal	6Y MAK Git Lun (麥哲倫)
	Bronze Medal	1W CHEUNG Chun Hei (張俊熙)
Canadian Computing Competition		
Junior Section	Distinction	4W WANG Yuwei (王煜崴) 4Y MAI Tak Hin (馬德軒) 1W CHEUNG Chun Hei (張俊熙) 1Y WONG Ka Yiu Don (王嘉堯)
騰訊創科見習計劃		
	最佳方案獎	4W WANG Yuwei (王煜崴) 4Y MAI Tak Hin (馬德軒)
機甲大師系列賽2024		
中學組	16強	5Y XU Zehan (徐澤翰) 3H LAU Man Cheuk (劉紋綽) 3H TANG Cheuk Hang (鄧卓恒) 2Y IAM Cheuk Nam Perry (任偉楠) 2Y CHENG Ching Nam (鄭青楠) 2Y VRIJMOED Joshua (韋竣文) 2K LI Junxi (黎駿熙)
「國。家。我」短片製作比賽		

	優異獎	4W LIU Choi Hei (廖在熙) 4W LIU Zile (柳梓樂) 4Y CHOI Kam Sheung Michael (蔡金尚) 3Y AU-YEUNG Joshua (歐陽雋謙)
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(IV) Music

Event	Award	Awardees
Hong Kong Joint School Music Association Competition 2023		
Secondary School Chinese Musical Instrument (Zhongruan) Solo	Gold Award	3H SZE Mendel Juhan (施宇軒)
Raising National Security Awareness through Nursery Rhyme Lyrics Writing Competition 國家安全意識兒歌填詞比賽		
Hong Kong Division and the Guangdong-Hong Kong-Macao Greater Bay Area Division (Teacher-Student Category)	Champion	4K HUNG Ka Hei Ansel (洪嘉禧) 4K LOK Wing Fung (駱永鋒) 4K WONG Long Hei (黃朗熙)
Hong Kong Division (Teacher-Student Category)	Outstanding Award	4H CHAN Cheung Shun Anthonio (陳翔順) 4H KO Long Ching (高朗呈) 4H LAM Ki Cheung (林祺翔) 4H LO Chun Him (盧進謙) 4H WONG Tsan Tung (王贊東) 4H WU King Tsun (胡景浚) 4H YEUNG Chung Hei Johnson (楊頌禧)
Hong Kong Youth Music Interflows		
Symphony Orchestra Interflow in Secondary School (Class A)	Silver Award	Wah Yan College, Hong Kong
Symphonic Band Interflow in Secondary School (Intermediate Class)	Silver Award	Wah Yan College, Hong Kong
Hong Kong Inter-school Choral Festival		
Treble Choir	Gold Award	Wah Yan College, Hong Kong
Men's Chorus	Silver Award	Wah Yan College, Hong Kong
	Special Award for the Most Promising Conductor	5W HUNG Long Tsai Samuel (洪朗齊)
The 76th Hong Kong Schools Music Festival		
Piano Solo	Gold Award	5H LEE Paak Yu Jethew (李珀羽)
Flute Solo - Secondary School – Junior	Gold Award	4H LIN Chun Yu (林震宇)
Secondary School Choir - Foreign Language - Boys - Second Division - Junior	First Place	Wah Yan College, Hong Kong

學界音樂達人大挑戰		
	金獎	Wah Yan College, Hong Kong
	最佳合作獎	Wah Yan College, Hong Kong
	全港積極參與達人獎 (初賽) 金獎	Wah Yan College, Hong Kong
	學界音樂達人獎 (初賽)	Wah Yan College, Hong Kong
	18區積極參與達人獎 (人數最多) (初賽)	Wah Yan College, Hong Kong
	18區積極參與達人獎 (平均得分最高) (初賽)	Wah Yan College, Hong Kong
	學界音樂達人之星	2Y MA Cheuk Nam (馬卓楠)

(V) Sports

Event	Award	Awardees
Inter-school Swimming Competition (Division I)		
Boys Overall	9th Place	Wah Yan College, Hong Kong
A Grade Overall	12th Place	Wah Yan College, Hong Kong
B Grade Overall	7th Place	Wah Yan College, Hong Kong
C Grade Overall	10th Place	Wah Yan College, Hong Kong
Boys B Grade 50m Butterfly	4th Place	4W FONG Yik Yuen (方奕元)
Inter-school Fencing Competition		
HK - Boys Foil A	Champion	6W YUEN Chi Shun Michael (原子舜)
HK - Boys Foil A	Co-3rd Place	5H CHUNG Ho Ching (鍾皓晴)
HK - Boys Sabre C	Champion	1Y LAW Tsz Ho Marcus (羅鈺濤)
HK - Boys Sabre C	2nd Place	1K CHOW Chun Long Quinson (周竣朗)
HK - Boys Epee C	Champion	2Y YAN Ho Lam (殷浩霖)
Team Men's Foil	4th Place	Wah Yan College, Hong Kong
Team Men's Saber	6th Place	Wah Yan College, Hong Kong
Inter-school Badminton Competition (Division I)		
Boys A Grade	3rd Runner-up	6W LEE Kwan Nok (李鈞諾) 6Y KWOK Ching Ting (郭政廷) 6K CHOW Ching Ho (周政皓) 5W FUNG Ho Kwan Johnathan (馮浩鈞) 5W HO Yi Lok (何懿洛) 5Y LAU Fei Fan (劉非凡)

Boys B Grade	3rd Runner-up	4W LEUNG Shek Hin (梁碩軒) 4W LUI Jun Yin (雷竣然) 4H LEONG Cheuk Lun (梁倬綸) 3W CHIU Tsz Wai (趙梓為) 3W YEUNG Chak Hang (楊澤衡) 3K MA Chi Kin (馬誌鍵)
Inter-school Athletics Competition (Division I)		
Boys Overall	7th Place	Wah Yan College, Hong Kong
Boys A Grade Overall	7th Place	Wah Yan College, Hong Kong
Boys B Grade Overall	3rd Place	Wah Yan College, Hong Kong
Boys C Grade Overall	9th Place	Wah Yan College, Hong Kong
Boys B Grade Triple Jump	Champion (NEW RECORD)	3W LEUNG Tsz Hin Bosco (梁梓軒)
Boys B Grade Long Jump	Champion (NEW RECORD)	3W LEUNG Tsz Hin Bosco (梁梓軒)
Boys B Grade Discus	Champion	4H YIP Tin Ching Walter (葉天正)
Boys C Grade Discus	Champion	2Y OU Chun Ngai (歐俊毅)
Boys A Grade Triple Jump	2nd Place	6Y HUI Ting Lok (許庭樂)
Boys B Grade Javelin	2nd Place	4H YIP Tin Ching Walter (葉天正)
Boys A Grade Javelin	3rd Place	6Y CHONG Wing Yat Carlos (莊穎壹)
Boys A Grade Discus	3rd Place	5W FUNG Ho Kwan Johnathan (馮浩鈞)
Boys B Grade 200m	3rd Place	3W YIP Chung Ho (葉竣皓)
Boys B Grade 4x100m Relay	3rd Place	Wah Yan College, Hong Kong
Boys A Grade 800m	4th Place	4K MA Yung Sang (馬榕生)
Boys A Grade 4x100m Relay	4th Place	Wah Yan College, Hong Kong
Inter-school Basketball Competition (Division 1)		
Boys B Grade	2nd Place	Wah Yan College, Hong Kong
Inter-school Football Competition (Division 1)		
Boys C Grade	2nd Place	Wah Yan College, Hong Kong
Hong Kong Inter-school Orienteering Championships (Middle Distance) 2023/24 – Final		
Overall	Champion	Wah Yan College, Hong Kong
A Grade	2nd Place	Wah Yan College, Hong Kong

B Grade	Champion	Wah Yan College, Hong Kong
C Grade	Champion	Wah Yan College, Hong Kong
Hong Kong Junior Age Group Athletics Competition 2024 -2		
Boys' U16 100m	Champion	3W YIP Chun Ho (葉竣皓)
Boys' U16 Discus Throw	Champion	2Y OU Chun Ngai (歐俊毅)
Boys' U16 Javelin Throw	1st Runner-up	2Y VRIJMOED Joshua (韋竣文)
Boys' U18 Discus Throw	1st Runner-up	5W FUNG Ho Kwan Johnathan (馮浩鈞)
Boys' U16 60m	2nd Runner-up	3W YIP Chun Ho (葉竣皓)
Boys' U16 Triple Jump	2nd Runner-up	3K MAK Wai Lok (麥瑋洛)
Boys' U20 Long Jump	2nd Runner-up	5W TAN Kwan Ho (陳堃濠)
Boys' U20 Triple Jump	2nd Runner-up	5W TAN Kwan Ho (陳堃濠)
Boys' U16 60m Hurdles	3rd Runner-up	3H CHENG Chi Chung (鄭智聰)
Boys' U16 Triple Jump	3rd Runner-up	3H LAU Yiu Hei (劉耀熙)
Boys' U16 Triple Jump	5th Place	1K LO Hau Ming (盧孝明)
Boys' U16 Long Jump	8th Place	3K MAK Wai Lok (麥瑋洛)
La Salle College - Brother Thomas Cup		
Futsal Invitation Tournament (under 13)	Champion	Wah Yan College, Hong Kong
Hong Kong Junior Age Group Athletics Championships 2024		
U16 100m	1st Place	3W YIP Chun Ho (葉竣皓)
U18 Javelin	1st Place	4H YIP Tin Ching Walter (葉天正)
U18 Discus	2nd Place	4H YIP Tin Ching Walter (葉天正)
U16 60m	3rd Place	3W YIP Chun Ho (葉竣皓)
U18 Long Jump	3rd Place	3W LEUNG Tsz Hin Bosco (梁梓軒)
香港青少年田徑分齡賽(二)2024		
U16 100m	3rd Place	2Y LAM Tsun Hei (林峻希)
香港青少年田徑分齡賽(三)2024		
U16 60m	1st Place	3W YIP Chun Ho (葉竣皓)
U18 800m	1st Place	4K MA Yung Sang (馬榕生)
U18 Javelin	1st Place	4H YIP Tin Ching Walter (葉天正)

U18 Discus	2nd Place	4H YIP Tin Ching Walter (葉天正)
U16 60m	3rd Place	2Y LAM Tsun Hei (林峻希)
U16 100m	3rd Place	2Y LAM Tsun Hei (林峻希)
U18 1,500m	3rd Place	4K MA Yung Sang (馬榕生)
公民田徑錦標賽第一站		
MD	全場個人總冠軍	2Y LAM Tsun Hei (林峻希)
MD 200m	冠軍	2Y LAM Tsun Hei (林峻希)
MD 100m	亞軍	2Y LAM Tsun Hei (林峻希)
香港青少年體育節及兒童日田徑		
U16 200m	3rd Place	2Y LAM Tsun Hei (林峻希)
第九屆全港運動會田徑比賽		
MC 100m	2nd Place	2Y LAM Tsun Hei (林峻希)
MB Discus	2nd Place	4H YIP Tin Ching Walter (葉天正)
MC 1,500m	3rd Place	3W LAW Tsun Lam (羅浚霖)

(VI) Arts

Event	Award	Awardees
PORTRAIT Drawing Competition 2023		
	Bronze Award	1Y LI Ka Long Longus (李家朗)
藝術家的靈感筆記— 青少年兒童創藝繪畫大賽2023		
	4th Place	2W CHENG Pak Yeung (鄭柏揚)
CASA MUSEO PICASSO		
D category (born in 2009)	Gold Award	3Y LEUNG Yan Nok Ethan (梁殷諾)
"國壽小畫家2023" Painting Competition		
Junior Category 少年組	Silver Award	2Y IAM Cheuk Nam Perry (任倬楠)

(VII) SA/ ECA Clubs

Event	Award	Awardees
Hong Kong Junior Rapid and Inter-School Chess Championships 2023		
Team Prize	2nd Runner-up	Wah Yan College, Hong Kong
Individual Prize	3rd Runner-up	4H CHENG Tsz In (鄭子紘)
中大盃 全港國際象棋公開賽 (中學組)		
Team Prize	Champion	5W CHAN Long Yiu (陳朗堯) 5Y WONG Yin Shun Adrian (黃彥舜) 4H CHENG Tsz In (鄭子紘) 4H LEONG Yat Anson (梁軼) 3K HO Ka Hin (何嘉軒)
Individual Prize	Gold medal	4H CHENG Tsz In (鄭子紘)

Individual Prize	Silver medal	4H LEONG Yat Anson (梁軼)
HKJCC HK Inter-School Chess Championships 2024		
Team Prize	2nd Runner-up	5H LEE Paak Yu Jetthaw (李珀羽) 5Y WONG Yin Shun Adrian (黃彥舜) 4W TSANG Hui Tsun (曾煦榛) 3Y HO Lokton (何樂同)
Individual Prize (Board one)	2nd Runner-up	5H LEE Paak Yu Jetthaw (李珀羽)
Individual Prize (Board one)	4th Runner-up	4H CHENG Tsz In Aiden (鄭子絃)
Individual Prize (Board three)	4th Runner-up	3Y HO Lokton (何樂同)
Individual Prize (Board three)	5th Runner-up	3K NG Manex Cheuk Lam (吳卓臨)
Individual Prize (Board four)	2nd Runner-up	5H LEUNG Pak To (梁柏滔)
2023-24年度全港中學生中國象棋個人賽		
Team Prize	2nd Runner-up	1Y LEE Anson Yat Long (李逸朗) 1H LEE Yik Lam (李易霖)
Individual Prize	3rd Runner-up	1Y LEE Anson Yat Long (李逸朗)
Hong Kong Junior Rapid and Inter-School Chess Championships 2024		
Team Prize	1st Runner-up	4H CHENG Tsz In Aiden (鄭子絃) 3W TEO Victor Chi Wai (張智偉) 3Y HO Lokton (何樂同) 3K WONG Tin Yeung Daniel (黃天揚)
Individual Prize	4th Runner-up	4H CHENG Tsz In Aiden (鄭子絃)
(VIII) Uniform Groups		
Event	Award	Awardees
Hong Kong Red Cross - City Orienteering 2024		
	青年團冠軍	4W CHAN Shun Ting (陳信廷) 4Y CHUNG Cheuk Long (鍾卓朗) 1W CHAN Cheuk Wan (陳卓昀) 1W Yu Mingxuan Matthew (余明軒)
	全場總冠軍	4W CHAN Shun Ting (陳信廷) 4Y CHUNG Cheuk Long (鍾卓朗) 1W CHAN Cheuk Wan (陳卓昀) 1W Yu Mingxuan Matthew (余明軒)
Scout Association of Hong Kong - Carlton Trophy 2024		
Hong Kong Island Regional Competition	1 st Runner-up	Wah Yan College, Hong Kong
(IX) External Recognition of Outstanding Students		

Event	Award	Awardees
Princeton Club of Hong Kong – Book Award 2024		
	Awardee	5W KO Tsz Fung (高梓峰)
2023灣仔區傑出青年選舉		
	Awardee	6Y HUI Cheuk Fung (許焯峰)
Hong Kong Island Top Ten Outstanding Students Award 2023		
	Awardee	6W TAM Wistan Yeung Hin (譚揚軒)
Harvard Prize Book		
	Awardee	5W KO Tsz Fung (高梓峰) 5W WONG On Yin (王安然) 5Y GURUNG Moksa Deva (顧啟新)

15. Financial Reports

Financial Summary (unaudited)

Wah Yan College Hong Kong (Financial Summary 2023-2024)

	Opening Balance (as at 1.9.2023)	Income (\$) (as at 31.8.2024)	Expenditure (\$) (as at 31.8.2024)
Government Funds and School Funds			
I. Government Funds (EOEBG)			
- Basic Baseline/ per class- IMC	149,055.95	1,948,324.42	
- Composite Furniture & Equipment Grant			219,148.53
- Lift Maintenance Grant			187,190.00
- School & Class Grant			1,922,463.42
- Administration Grant		4,024,884.00	3,687,969.70
- Composite Information Technology Grant		512,696.00	333,200.98
- Capacity Enhancement Grant		666,935.00	523,561.75
- Air Conditioning Grant		526,108.00	526,108.00
- School-based Management Top-up Grant		52,596.00	2,480.00
- School-based Speech Therapy Administration Grant		8,415.00	0.00
- Other Income (Hall rental and Handling charge)		24447.2	70
Sub-total	149,055.95	7,764,405.62	7,402,192.38
II. Government Funds (Outside EOEBG)			
Salary Grant - Teaching Staff		40,665,920.63	40,665,920.63
Salary Grant - Teaching Supporting Staff		1,421,846.93	1,421,846.93
Non-Teaching Provident Fund Scheme -Employer's Contribution		2,395,376.34	2,387,061.06
Committee on Home-school Co-operation Grant		42,978.00	42,978.00
Teacher Relief Grant		238,500.00	200,356.88
Teacher Relief Grant - Temporary Freezing of Teaching Post	281,533.70	5,251,715.40	4,747,119.16
Teacher Training Grant - Special Education Needs		57,600.00	57,600.00
School-based after School Learning & Support Program	32,400.00	35,400.00	0.00
Diversity Learning Grant - Applied Learning Courses		32,820.00	32,820.00
Diversity Learning Grant - Other Language		4,300.00	4,300.00
Diversity Learning Grant - Other Programme	87,740.50	84,000.00	30,262.50
Grant Account for Fringe Benefits under NET Scheme		6,120.50	6,120.50
Grant for Support For Non-Chinese Speaking (NCS) Students	100,789.01	321,799.00	344,955.69
Learning Support Grant for Secondary School	104,046.42	553,799.00	491,705.72
Moral and National Education Subject Support Grant	530,000.00	0.00	0.00
Grant for the Sister School Scheme	159,955.00	162,994.00	246,320.97
Promotion of Reading Grant	20,363.86	65,198.00	58,875.46
Life Wide Learning Grant	381,143.96	1,218,131.00	1,107,786.63
Information Technology Staffing Support ITSS Grant	36,705.75	333,812.00	331,227.75
Reimbursement of Government rent and rates		810,170.40	810,170.40
School Executive Officer Grant	15,649.92	580,738.52	569,455.00
Student Activities Support Grant		29,250.00	17,550.00
One-Off School-based Speech Therapy Set-Up Grant	20,646.00	20,646.00	0.00
One-Off Citizenship & Social Develop Grant	300,000.00	0.00	48,500.00
One-Off Mental Health at School Grant		60,000.00	18,295.80
One-Off Mental Health of Parents and Students Grant		20,000.00	4,800.00
One-Off Grant on Parent Education		200,000.00	0.00
One-Off Grant for Promotion Chinese Culture Immersion Activities		300,000.00	0.00
One-Off Grant for Promotion Sport Ambience & MVPA60		150,000.00	0.00
QEF - e-Learning Funding Programme		13,560.00	13,560.00
Sub-total	2,070,974.12	55,076,675.72	53,659,589.08
Surplus			3,999,329.95
III. School Funds (General Funds)			
(1) Subscriptions / Approved Collection for Specific Purpose		5,462,531.34	5,610,549.40
(2) Donations	1,219,200.00	3,797,123.40	5,534,074.56
Sub-total	1,219,200.00	9,259,654.74	11,144,623.96
Surplus			(665,769.22)
Total surplus for the school year			(105,669.34)
Accumulated surplus as at the end of the school year			3,333,560.73

16.	Report on the programs financed by the Capacity Enhancement Grant
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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 2023-24 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 2023-24 in helping religious formation, ECA and music activities.

The Financial Statement for Capacity Enhancement Grant for the Year 2023/24

Income (\$) Grant Received : \$666,935

Expenses(\$) Salaries : \$523,561.75

Balance for the year (\$) : \$143,373.25

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17.	Report on Learning Support Grant		
The Financial Statement for Learning Support Grant for the Year 2023/24			
Income (\$)			
Grant Received :			\$553,799.00
Expenses (\$)			
Salaries :	\$434,299.70		
Speech Therapy Service :	\$49,400.00		
Expenses for Whole-school approach activities for SEN students :	\$8,006.00	<u>\$491,705.70</u>	
Balance for the year (\$)			\$62,093.28

18.

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

School-based After-school Learning and Support Programmes 2023/24 s.y.
School-based Grant - Programme Report

Name of School: Wah Yan College, Hong Kong

Staff-in-charge: Cheung Pak Ki

Contact Telephone No.: 2572 2251

A. The number of students (count by heads) benefitted under the Grant is NIL (including A. _____ CSSA recipients, B. _____ SFAS full-grant recipients and C. _____ under school's discretionary quota).

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

[illegible]

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).

Wah Yan College Hong Kong
Plan on the Use of the Life-wide Learning Grant
2023-2024 School Year

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	V	P	C	C
								I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical and Aesthetic Development C: Community Service C: Career-related Experiences				
Category 1 To organise / participate in life-wide learning activities												
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes											
1	Retreat for senior form students Organizing a camp and provide spaces for prayer and reflection practice through Ignatian retreats to senior form students" Objective: To help students to have a reflective habit	Pastoral Committee	Jan 2024	F.4 – F.6	110	Verbal feedback from students A retreat camp was held successfully.	\$7,775.00		✓			
2	Tutor Fee for Chinese and Symphonic Orchestra, instrumental classes Objective: To strengthen members' cooperative power in both Chinese & symphonic orchestra	Arts (Music)	Whole year	F.1 – F.6	70	Teachers and students' verbal feedback, survey and questionnaire Instrumental classes have been conducted and all orchestras and bands were able join the competitions. The conductor is well received by the students.	\$138,643.59			✓		
3	The WAMFO Community Service Training Programmes Objective:	Other Learning Experiences (OLE) Committee	Whole year	F.1 – F.5	400	Students' activity report and verbal feedback.	\$788.00		✓		✓	

* Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.
1 Jul 2021 version

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	V	P	C	C
	"a. To prepare students' heart to serve the less privileged through experiential learning projects b. To cultivate empathy and compassion within students c. To liaise with community service groups and organize training courses for students"					A talk has been held for the students about Community Service Training.						
4	Chinese Debating (e.g. coach & competition fee) Objective: To cater for students' interests and abilities for stretching students' potential	Other Learning Experiences (OLE) Committee	Whole year	F.1 – F.6	50	Students' activity report and verbal feedback The subsidy was fully utilized (e.g. coach fee, competition fee) to support the Chinese debating team's training.	\$0.00			✓		
5	English Debating (e.g. coach & competition fee) Objective: To cater for students' interests and abilities for stretching students' potential	Other Learning Experiences (OLE) Committee	Whole year	F.1 – F.6	40	Students' activity report and verbal feedback The subsidy was fully utilized (e.g. coach fee, competition fee) to support the English debating team's training.	\$3,910.00			✓		
6	Model United Nations Conferences Objective: "a. To enhance students' confidence and competence for engagement in internationally minded conversations with global perspectives through experiences in Model United Nations settings b. To increase students' awareness in global issues through research and discussions"	Other Learning Experiences (OLE) Committee	Whole year	F.1 – F.6	20	Students' activity report and verbal feedback The subsidy was fully utilized (e.g. coach fee, competition fee) to support the Model United Nations Conferences training.	\$6,225.00		✓	✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	V	P	C	C
								I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical and Aesthetic Development C: Community Service C: Career-related Experiences				
7	English Drama (e.g. tutorial & competition fee, stage production, costume & props) Objective: To cater for students' interests and abilities for stretching students' potential.	Other Learning Experiences (OLE) Committee	Whole year	F.1 – F.6	70	Students' activity report and verbal feedback. The subsidy was fully utilized (e.g. regular training and coach fee) to support the development of the English Drama team.	\$28,800.00			✓		
8	Red Cross - Annual Training Camp and Enrollment Ceremony Objective: 1. To strengthen members' first aid skills 2. To signify the completion of the new members	Other Learning Experiences (OLE) Committee	Nov 2023 Aug 2024	F.1 – F.6	50	Students' activity report and verbal feedback. The subsidy was fully utilized (e.g. first aid training course) to support the development of Red Cross.	\$4,500.00				✓	
9	Scout Training Course Objective: To train our students to be responsible leaders in the society	Other Learning Experiences (OLE) Committee	Whole year	F.1 – F.6	50	Students' activity report and verbal feedback. The subsidy was fully utilized (e.g. football training, competition fee) to support the Scout's activity.	\$0.00				✓	
10	Wah Yan Cats Objective: To nurture our students to be caring and serve to the less privileged	Other Learning Experiences (OLE) Committee	Whole year	F.1 – F.6	20	Verbal feedback from students Budget was used on medical expenses for taking care of the cats.	\$11,268.00	✓				
11	Junior Leadership Programme and School Clubs and Societies Subsidies (e.g. organizing activities fee)	Other Learning Experiences (OLE) Committee	Whole year	F.4 – F.5	100	Students' activity report and verbal feedback. Junior Leadership Programme has been held	\$6,007.00					✓

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No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	V	P	C	C
								I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical and Aesthetic Development C: Community Service C: Career-related Experiences				
	Objective: To cater for students' interests and abilities for stretching students' potential					and the budget was used for school clubs and societies.						
12	Joint School Wah Yan Summer School Programme Objective: To nurture our students to be caring and serve to the less privileged through organizing different learning activities	Other Learning Experiences (OLE) Committee	Jul - Aug 24	F.4 – F.5	40	Students' activity report and verbal feedback. The subsidy was fully utilized to support Joint School Wah Yan Summer School Programme.	\$8,000.00		✓		✓	
13	Post exam activities Programmes Objective: To organize different workshops and activity classes to students	Other Learning Experiences (OLE) Committee	Jul 24	F.1 – F.5	500	Teachers and students' verbal feedback, survey and questionnaire Aesthetic workshop was arranged to F.1-5 students successfully at the post-exam period. Students participated actively.	\$17,240.00			✓		✓
14	Organizing different workshops (e.g. Expressive arts, Lighting design workshop, Watercolor workshop, Sound designing, Ways of seeing, Acrobatics and Tumbling workshops, etc.) Objective: To cater for students' interests and abilities for stretching students' potential and nurturing in our gentlemen's positive values and attitude	Culture and Sports Development Committee	Jan-24	F.5	100	Teachers and students' verbal feedback, survey and questionnaire Candle workshop was arranged to F.5 students successfully on 3 Jan 22. Students participated actively in making their own candle.	\$18,482.14		✓	✓		
14	Coach Fee for Sports Teams (e.g. Athletics, Basketball, Football, Volleyball and Swimming Team) Objective: To strengthen sportsmen's skills on relevant sports activities	Culture and Sports Development Committee	Whole year	F.1 – F.5	150	Verbal feedback from students The subsidy of the coach fee was fully utilized to	\$380,000.00			✓		

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No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	V	P	C	C
						support the sports teams training.						
15	Citizen Science and Rural Science Projects Objective: 1. To enable students appreciate their roles and values and are responsible for their communities and the world 2. To raise students' awareness and to educate in science	Civic Education Committee	Whole year	F.1	144	We organized several workshops aimed at educating students in science and promoting their roles in community responsibility. Attendance was recorded, and active participation was encouraged through interactive tasks and discussions, ensuring engagement.	\$21,097.31				✓	
16	Life Planning and Further Studies Guidance Programmes included: 1. personal management and cultivation of generic skills and good habits 2. pursuit of dreams in life planning and an introduction to the career world 3. decision making and NSS subject selection 4. Career assessment and Career exploration sessions 5. Release of JUPAS mock results and sharing session, life game and mentorship programme 6. Talks on JUPAS, further studies and briefing on release of DSE results for F.6 parents and students	Life Planning and Further Studies Guidance Committee	2nd term 2nd term 1st term 2nd term on Career day 2nd term on Career day Jun & Jul 2024	F.1 F.2 F.3 F.4 F.5 F.6	728	Teachers' observation and students' verbal feedback, committee survey The programmes and events for various forms were organized as scheduled with the aim of helping students set achievable goals in various stages of their lives, have a better understanding of the multiple study pathways available as well as acquire various employability skills which are conducive to their future career planning.	\$340.00					✓ ✓ ✓ ✓ ✓ ✓

15 Sept 2024 version

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	V	P	C	C
	Objective: 1. To enable students to acquire generic skills and do reflections 2. To enable students to have a better understanding of their interests, goals and career inclinations 3. To enhance students' awareness of the NSS curriculum 4. To enable students to know more about the career world through engaging in experiential learning 5. To increase students' understanding of their academic aspirations, master life planning skills and develop skills 6. To enable students to acquire updated information about various study opportunities and choices											
17	Prefects Training Camp and workshops are organized for equipping the prefects with expectations, attitudes, habits, skills for knowledge relating to becoming responsible leaders Objective: To train our students to be responsible leaders in the school and society	Discipline Committee	July 2023	F.3 – F.6	70	Questionnaire and DC teachers' observation The Prefect training workshops were held successfully.	\$26,992.00					✓

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No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	V	P	C	C
18	JASER Training Camp is organized for equipping the senior students with caring and positive attitudes Objective:	Counselling and Guidance Committee	Aug-23	F.4	30	Teachers' observation and feedback from JASER diaries A training camp and two workshops were held at school for the JASERs' development. An orientation program and an online activity was held by the JASERs with the F.1 freshmen successfully throughout the year. Monthly meetings were held to evaluate the JASERs' performance	\$12,899.00		✓			✓
Academic Division												
19	Organizing different workshops and activity learning groups Objective: To nurture and develop our students to have positive learning attitudes	Learning Support Committee	Whole year	F.1 – F.6	30	A peer activity for ASD students to enhance social skills.	\$1,048.39		✓			✓
20	Organizing Art Workshops & Visits Objective: To cater for students' interests and abilities for stretching students' potential in Art Programme	Visual Arts Subject Panel	Feb-24	F.2	320	Teachers and students' verbal feedback, survey and questionnaire Art programme has been conducted for F2 students about ceramic. And talented students have been invited to join the Portfolio preparation workshop.	\$13,971.20			✓		

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No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	V	P	C	C
21	Organizing Lego, Drone, Programming, Multimedia and Laser cutting courses and activities. Participants will take part in inter-school competitions Objective: To broaden their horizons on STEM education in HK and to develop their sense of achievement throughout the process	IDEEA Subject Panel	Whole year	F.1 – F.5	450	Teachers and students' verbal feedback and questionnaire	\$49,800.00	✓				
22	Whole person development programme (WPD) for Sports team members will be organized. Self-planning, management workshops and sharings will be designed by psychologists, teachers and past sportsmen Objective: To nurture sports team members' positive values and attitudes towards academic performance	PE Subject Panel	Apr-24	F.1 – F.5	20	Questionnaire and verbal feedback from participants	\$20,000.00		✓	✓		
23	science KLA or Chemistry Objective: To cater for students' interests and abilities for Science knowledge.	science KLA	Whole year	F.1 – F.5	450	Teachers and students' verbal feedback and questionnaire A talk has been held for F1-F5 students in the second Term.	\$15,000.00	✓				
				Sub-total of Item 1.1			\$792,786.63					

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1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons										
1	"Student Exchange Programme (Non-local exchange areas)" Objective: To broaden students' horizons and get some life experiences from other countries	Student Advancement Committee	Whole year	F.4 – F.6	60	Teachers' observation and verbal feedback from students This year, exchange programmes to Beijing and the UK were held. In both trips, students visited our sister schools and visited top universities such as Tsinghua & Oxford.	\$100,000.00			✓	
2	Organizing Exchange Leadership Programme Objective: 1. To exchange ideas of leadership skills and strategies among students in schools from different countries 2. To nurture our leaders of the school organizations, clubs/ societies, sports and music team captains to be responsible leaders	Student Advancement Committee	Jul 2024	F.4-F.5	30	Students' questionnaire and verbal feedback 30 F.4 student leaders from the Howatson Scheme visited Singapore for a leadership training tour for 4 days, visiting St. Joseph's Institution and having leadership training.	\$150,000.00			✓	✓
3	"Sportsmen Exchange Programme" The programme provides an opportunity 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. 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 horizons and broadening their global perspective.	PE Panel	Jul 2024	Jul 2024	30	Students' questionnaire and verbal feedback. Two overseas exchange programmes were held this year, one to Taiwan and one to South Korea.	\$30,000.00			✓	

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				Sub-total of Item 1.2	\$280,000.00					
				Estimated Expenses for Category 1	\$1,072,786.63					

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning			
1	STEM Learning Kits (Maintenance and consumables)	IDEEA Subject Panel	IDEEA Subject Panel	\$10,000.00
2	Sports Learning Kits	PE Subject Panel	PE Subject Panel	\$35,000.00
3	WAMFO App Maintenance	OLE Committee	OLE Committee	\$8,000
			Estimated Expenses for Category 2	\$53,000.00
			Estimated Expenses for Categories 1 & 2	\$1,359,000.00

Category 3: Estimated Number of Student Beneficiaries

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

Contact Person for LWL (Name & Post): Tam Shun Yiu (Master of Other Learning Experiences Committee)

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20. Report on Student Activities Support Grant

The IMC of Wah Yan College Hong Kong
Report on the Use of the Student Activities Support Grant
2023-24 School Year

Aug 2023 ver.

I. Financial Overview

A	Allocation in the Current School Year:	\$29,250.00
B	Expenditure in the Current School Year:	\$17,550.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$11,700.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance		
Full-grant under the School Textbook Assistance Scheme		
Meeting the school-based financially needy criteria	27	(capped at 25% of the total allocation for the school year)
Total	27	\$17,550.00

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

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times 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
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Music Instrumental Class	Music	9	\$5,850.00	✓				
2	Sports Team	Sport	18	\$11,700.00			✓		

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
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			27	\$17,550.00					
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									
(Please insert rows above if the space provided is insufficient.)									
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									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			27	\$17,550.00					

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)
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21. Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students 2023-24

**Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2023/24 School Year**

Name of School: Wah Yan College Hong Kong

Our school was provided with additional funding by the Education Bureau in the 2023/24 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 2023/24 school year (one or more options can be selected)#:

- ☒ Appointing additional 1 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, F.4</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, 4</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):
Chinese Culture Week (Culinary Art meet Literature)
 - ☒ 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 2023-24

香港華仁書院

姊妹學校交流報告書
2023 / 24 學年

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

本學年已與以下內地姊妹學校進行交流活動：	
1.	北京十一學校交流團
2.	北京十一學校教育論壇
3.	
4.	
5.	

本校曾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✓(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	<input type="checkbox"/>	探訪/考察	B1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
A2	<input checked="" 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 checked="" type="checkbox"/>	擴闊視野
			B6	<input checked="" type="checkbox"/>	建立友誼/聯繫
			B7	<input checked="" type="checkbox"/>	訂定交流細節/ 活動詳情
			B8	<input type="checkbox"/>	其他(請註明):

管理層面 達至預期目標程度	C1 <input checked="" type="checkbox"/> 完全達到	C2 <input type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
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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 checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" 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 checked="" 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
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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 checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input checked="" type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input checked="" 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):

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
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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
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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 checked="" type="checkbox"/>	觀察
M7	<input checked="" 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 checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$246,320.97
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
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 type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input type="checkbox"/>	交流物資費用	HK\$
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%)	HK\$
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"/>	學年總開支	HK\$246,320.97
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> 兩校將積極探討進行接待家庭計劃的可行性。
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 <i>[如適用，請註明]</i> 本校參與了十一學校舉辦的教育論壇，兩校同意繼續加學老師和管理層的交流。
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i> 兩校同意每年一度的交流活動，輪流於北京和香港舉行。
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 type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	__0__ 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	__21__ 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	__21__ 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	__5__ 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	__2__ 總人次

備註：

姊妹學校交流計劃報告

前言

為了增進學生對中國改革開放歷史的了解，拓展他們的國際視野以及培養其跨文化交流能力，我們學校今年組織了一次與北京十一學校的姊妹學校交流計劃，通過一系列的學術與文化交流活動，讓學生們深入體驗中國的歷史文化和現代科技發展。

活動目標

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本次交流計劃的主要目標有兩個：首先，通過深入學習和實地參觀，讓學生們更加深入地了解中國改革開放的歷史進程及其對現代中國的影響；其次，通過與北京十一學校的學生共同學習和互動，促進彼此之間的交流與學習，培與本校學生的對於國家的感情。

活動行程

此次交流活動由 3 月 25 日開始，至 4 月 2 日結束，共計 9 天。我校共有 21 位學生和 5 位老師參加了這次活動。北京十一學校作為我們的姊妹學校，全程為我們提供了豐富的國家認識及文化課程，以幫助學生深入了解中國的傳統文化與現代發展。

在北京十一學校的學習過程中，學生們參加了多樣的文化課程，例如書法課和茶道課等，這些課程不僅讓學生們親身體驗了中國的文化藝術，也增強了他們對中國傳統文化的認識。此外，十一學校還為我們的學生安排了住宿，讓兩校學生有更多的機會進行深入交流，建立友誼。這樣的住宿安排使我們的學生能夠更直接地感受到中國學生的日常生活和學習環境，促進了兩校之間的文化互動。

除了校內的文化課程和交流活動，我們的學生還參觀了北京的許多著名文化和歷史景點，包括北京中國學中心、利瑪竇墓、慕田峪長城、天安門廣場、故宮、古觀象台等，這些活動進一步豐富了學生對中國歷史文化的了解。我們還安排了京劇體驗和老舍茶館的文化活動，這些活動讓學生們對中國傳統藝術有了更深入的感受。

在學術交流方面，學生們參觀了北京的兩所著名大學，包括北京大學和清華大學。通過與大學教授和學生的交流，我們的學生不僅對中國高等教育有了更深的理解，還激發了他們追求學術卓越的動力。

活動成果

此次交流計劃取得了顯著的成效，學生們不僅加深了對中國改革開放歷史的理解，也通過參加多樣的文化課程，對中國的傳統文化有了更深入的認識。與北京十一學校的學生共同學習和生活，促進了兩校學生之間的友誼和文化交流，增強了他們的合作精神和跨文化溝通能力。這次交流活動還使學生們開闊了眼界，對未來的學習和發展具有重要的指導意義。

結語

本次與北京十一學校的姊妹學校交流計劃圓滿結束，學生們在這次活動中收穫了寶貴的經驗和知識。未來，我們將繼續推動類似的交流活動，讓更多的學生有機會參與，進一步促進他們的全面發展。

23. Report on Use of Citizenship and Social Development Grant 2023-2024

**Report on the Use of the Citizenship and Social Development Grant
(Updated Version)**

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

	Area	Actual Expenses (\$)
i.	Developing or procuring relevant learning and teaching resources	NIL
ii.	Subsidising students and/or teachers to take part in Mainland interflow activities or study tours in relation to the CS curriculum	NIL
iii.	Organising school-based learning activities in relation 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): <u>Design fees for enhance the learning environment of the CS learning centre for better collaboration and creating communities space for group work and events.</u>	\$48,500
	Total Expenditure:	NIL
	Unspent Balance:	\$251,500

24.	Donors and Benefactors								
<table><tr><td><u>The Wah Yan College Hong Kong Jesuit Education Trust</u></td></tr><tr><td>Choy Anthony Joseph Gordon Wu Ying Sheung Ng Kwong Hung Robert So Ying Lun Yim Hong Cheuk Foster</td></tr><tr><td><u>School Development Projects</u></td></tr><tr><td>15th Hong Kong Group Chan Pui Yan Stephen Ching Seto Cynthia Class of 75 Dominic Ko Graduate Club 2023 Hui Kam Ping Wah Yan Family Foundation Limited Wu Ting Yuk Anthony Yu Man Wai Raymond</td></tr><tr><td><u>Wah Yan Post Secondary Education Trust Fund</u></td></tr><tr><td>Chan Leung Leo Chow Kiang Cheong Joseph Ngan Sau Fung Lam Wai Nang Lau Sik Tim, Richard Lee Chun Sang Leung Chun Man Alvin Lui Tai Lok Ng Chun Hung Tam Kin Wai Tong Kwok Lung Wong Wai Ming</td></tr><tr><td><u>Scholarships / Speech Day Awards</u></td></tr><tr><td>Ko Sai Cheung Eric Martin Y Lam Charitable Foundation Ng Man Sang Alan Tak Shing Investment Co. Ltd The Lo's Family Charity Fund Limited</td></tr></table>		<u>The Wah Yan College Hong Kong Jesuit Education Trust</u>	Choy Anthony Joseph Gordon Wu Ying Sheung Ng Kwong Hung Robert So Ying Lun Yim Hong Cheuk Foster	<u>School Development Projects</u>	15th Hong Kong Group Chan Pui Yan Stephen Ching Seto Cynthia Class of 75 Dominic Ko Graduate Club 2023 Hui Kam Ping Wah Yan Family Foundation Limited Wu Ting Yuk Anthony Yu Man Wai Raymond	<u>Wah Yan Post Secondary Education Trust Fund</u>	Chan Leung Leo Chow Kiang Cheong Joseph Ngan Sau Fung Lam Wai Nang Lau Sik Tim, Richard Lee Chun Sang Leung Chun Man Alvin Lui Tai Lok Ng Chun Hung Tam Kin Wai Tong Kwok Lung Wong Wai Ming	<u>Scholarships / Speech Day Awards</u>	Ko Sai Cheung Eric Martin Y Lam Charitable Foundation Ng Man Sang Alan Tak Shing Investment Co. Ltd The Lo's Family Charity Fund Limited
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