



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

Annual School Report
2024 – 2025

Contents

1	Our School	5
2	Vision of Jesuit Education in the Chinese Province	5
3	School Mission	5
4	School Motto	5
5	The Five Categories of the Profile of the Jesuit Student at Graduation for the Chinese Province	6
6	School Management	6
6.1	Members of the IMC	6
6.2	Organizational Chart	6
7	Campus and Facilities	7
8	Teaching Staff	8
8.1	Teaching Experience	8
8.2	Highest Qualification	9
9	Students	9
9.1	Class Arrangement	9
9.2	Number of students (At the end of Academic Year)	9
9.3	Student's Religion	10
10	Management and Organization	10
10.1	Mission H ³	10
10.2	Staff Development	12
11	Learning and Teaching	12
11.1	Students' Learning	12
11.2	Curriculum for Forms 1–3	13
11.3	Curriculum for Forms 4–6	13
11.4	Innovation in Education	14
11.5	IT in Education	14
11.6	Special Education Needs Support	14
11.7	Academic Performance	14

12 Student Support and Development	16
12.1 Spiritual Development	16
12.2 National Security and National Education; Moral and Civic Education	16
12.3 Other Learning Experiences	17
12.4 Life Planning and Further Studies Guidance	17
12.5 Discipline and Guidance	18
13 Achievements and Reflections on Major Concerns	19
13.1 Major Concern 1: Guiding students in identifying their interests and building their vision and self-confidence for the future	20
13.2 Major Concern 2: To equip students with skills and knowledge for advanced learning . .	30
13.3 Major Concern 3: To enhance administrative efficiency for extending Cura Personalis to teachers and unlocking their capacity to accompany students	37
14 Students' Achievements	39
14.1 (I) Chinese	39
14.2 (II) English	40
14.3 (III) Other Academic Subject-related Achievements	41
14.4 (IV) Music	43
14.5 (V) Sports	43
14.6 (VI) Arts	45
14.7 (VII) SA/ECA Clubs	45
14.8 (VIII) Uniform Groups	45
14.9 (IX) External recognition of outstanding students	46
15 Financial Reports - Financial Summary (unaudited)	47
16 Report on the programs financed by the Capacity Enhancement Grant	48
17 Report on Learning Support Grant	48
18 Report of Life-wide Learning Grant	49
19 Student Activities Support Grant	52
20 Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students	53
21 Report on Grant for Sister School Scheme 2024–25	55

22 Report on Use of Citizenship and Social Development Grant 2024–2025	60
23 Donors and Benefactors	61
23.1 The Wah Yan College Hong Kong Jesuit Education Trust	61
23.2 School Development Projects	61
23.3 Scholarships / Speech Day Awards	61

1 Our School

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.

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.

2 Vision of Jesuit Education in the Chinese Province

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

3 School Mission

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

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

The underlying ethos of the school is based on the school motto “Men for and with others”. This is in alignment with the 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.

4 School Motto

In Hoc Signo Vincas

‘In the sign of Christ, we shall conquer’

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 vincas’—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.

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.

5 The Five Categories of the Profile of the Jesuit Student at Graduation for the Chinese Province

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

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 2024–25. In addition, an overnight retreat with IMC members of Wah Yan College, Kowloon, was held in March 2025.

6.1 Members of the IMC

Table 1: Members of the IMC

Sponsoring Body Managers	Fr. Alan Wong, S.J. (Supervisor) Fr. Thomas Leung, S.J. Fr. John Joseph Zhang, S.J. Br. Joseph Wong, S.J. Ms. Cecilia Chow Mr. Warren Chung Mr. Joseph Lai
Alternate Manager	Fr. William Lo, S.J.
Teacher Manager	Mr. Tommy Fan
Alternate Teacher Manager	Ms. Kathreen Cheung
Parent Manager	Mr. Francis Ng
Alternate Parent Manager	Ms. Beatrice Got
Alumni Manager	Mr. Julian Leung
Independent Manager	Ms. Christina Lee
Principal (Ex-officio Manager)	Dr. Davis Chan

6.2 Organizational Chart

The chart below shows the administrative structure of the school in 2024–2025.

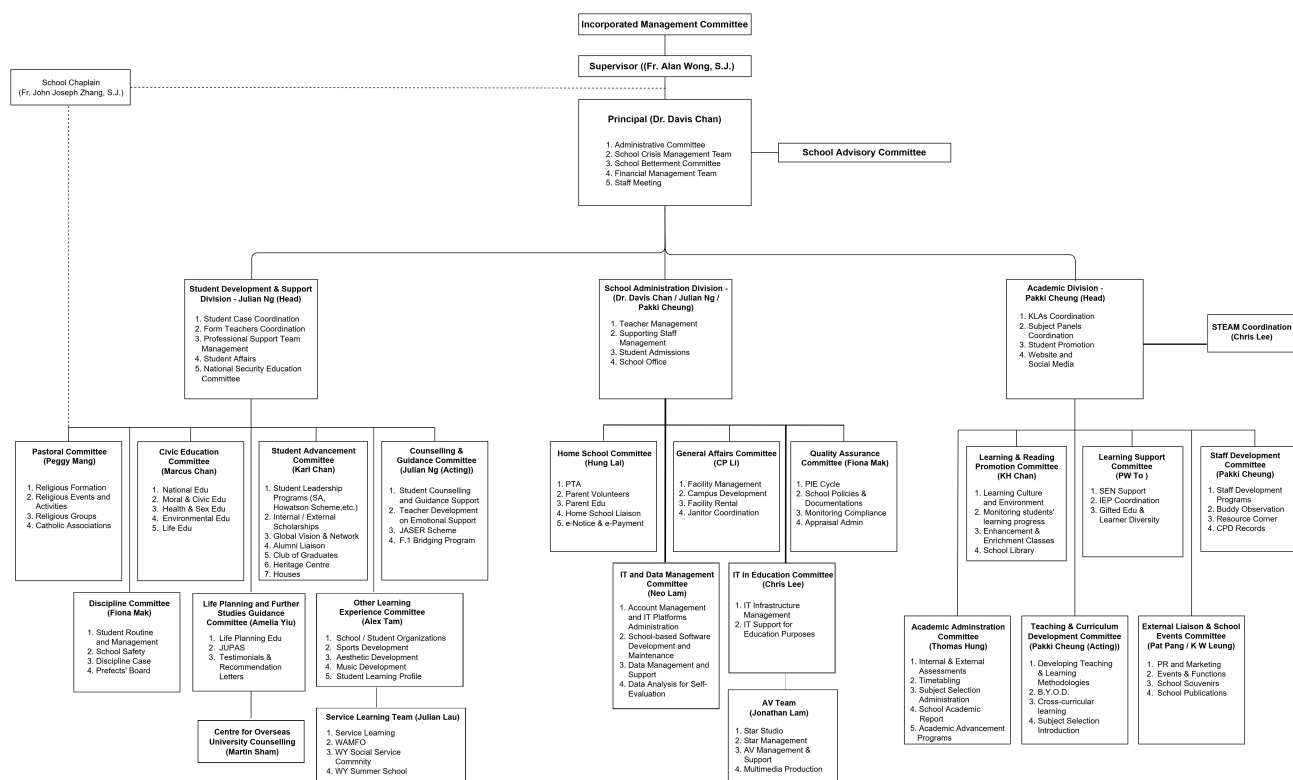


Figure 1: Wah Yan College, Hong Kong – Organization Chart 2024–2025

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 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.

Our campus facilities have undergone significant upgrades in 2024. These enhancements include the construction of a new kitchen for on-site cooking, equipped with town gas to provide high-quality lunch services for students and staff. These services are expertly managed by the international food service provider, Sodexo. Additionally, the former tuck shop has been transformed into a new, air-conditioned canteen and innovators' hub. This innovative space serves as a thematic STEAM student

hub, fostering a relaxed atmosphere for students to enjoy lunch, engage in discussions and forums, and explore technology.

For the 2024–25 school year, our school has significantly upgraded several key learning spaces, demonstrating a strong commitment to providing a comfortable and conducive environment for our students. The Citizenship and Social Development Learning Centre, located on the 2nd Floor of the Laboratory Wing, has been redecorated and outfitted with flexible furniture, including movable tables and chairs, to facilitate interactive learning. The classroom’s design is undergoing a series of consultations with teachers and the PolyU School of Design team to ensure its effective use in teaching. Additionally, a new Gym Room on the 5th Floor of the Francis Wong Building has been renovated to provide an excellent space for students to train. The new IDEEA Workshop at G/F Gordon Wu Hall has also been renovated to enhance the engineering learning experience.

8 Teaching Staff

Our teaching staff consisted of 53 teachers, 3 laboratory technicians, 4 teacher assistants, 1 music coordinator, 1 pastoral assistant, 4 IT technicians/coordinator, 1 speech therapist and 1 student counselor. We believe teachers are key to nurturing promising students. The information below shows the profile of our teaching team.

8.1 Teaching Experience

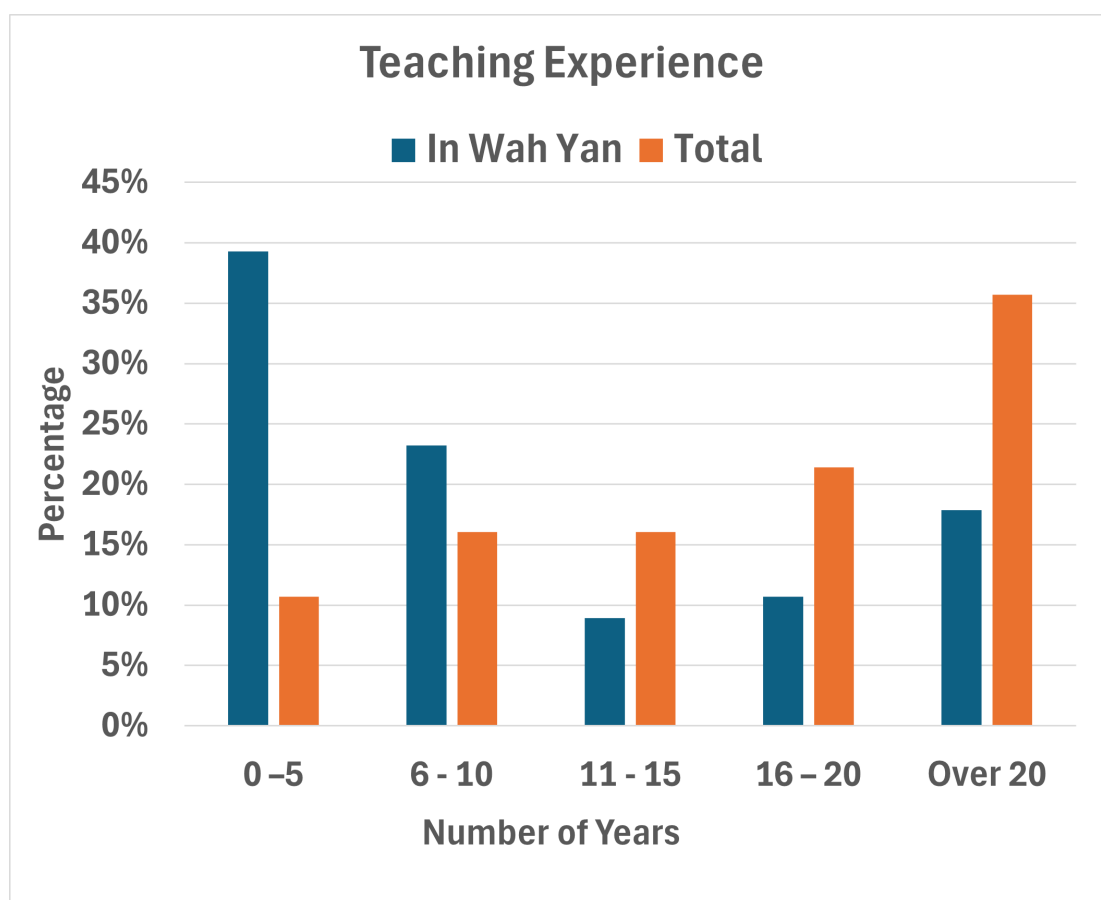


Figure 2: Teaching Experience

8.2 Highest Qualification

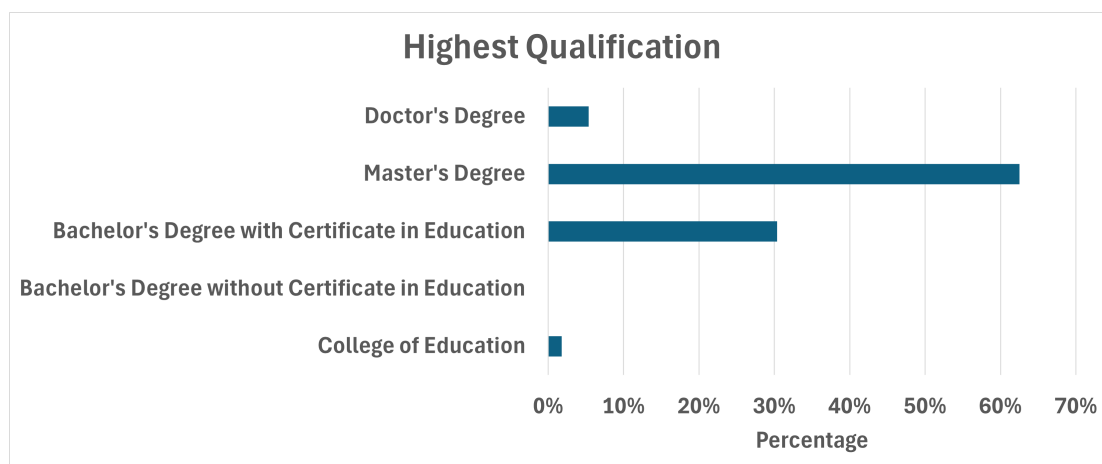


Figure 3: Highest Qualification

9 Students

There were a total of 750 students at the start of the academic year 2024–2025. The breakdown of classes and number of students in each form is as follows:

9.1 Class Arrangement

Table 2: Class Arrangement 2024–2025

Level	F.1	F.2	F.3	F.4	F.5	F.6	Total
2024–2025	4	4	4	4	4	4	24

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

Table 3: Number of Students 2024–2025

Level	F.1	F.2	F.3	F.4	F.5	F.6	Total
2024–2025	142	142	143	122	106	92	747

In 2024–2025, there were altogether 191 active learning days arranged for students. As the F.6 students had to take their public examinations during the second term, they had 105 active learning days.

9.3 Student's Religion

While our school is a Roman Catholic school with the vision of providing holistic Catholic education to our students, we respect students' freedom of worship. Overseen by the Chaplain, the Pastoral Committee is in charge of Catholic activities in the school. In 2024–2025, 28.6% of Wah Yan students were Catholic.

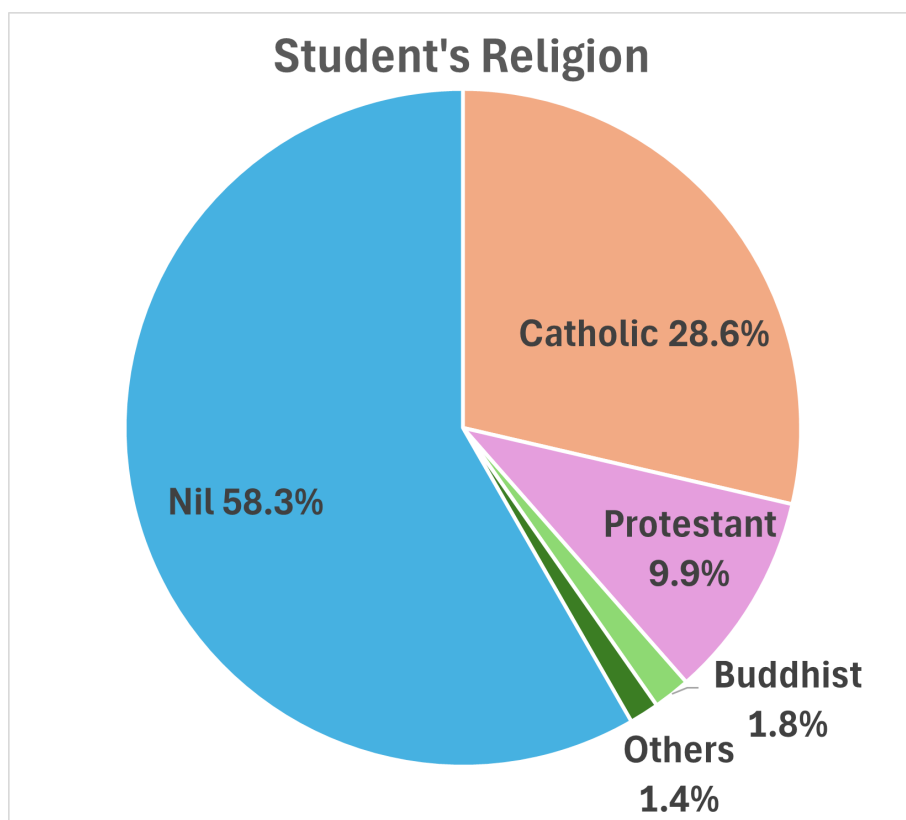


Figure 4: Student's Religion

10 Management and Organization

The 2024–2025 academic year was a landmark period for Wah Yan College, Hong Kong, defined by the celebration of our 105th anniversary. This milestone provided a pivotal opportunity not only to honour our enduring legacy but also to formalise a strategic direction for our second century of quality education. The year's commemorative events, including the Back to School Day, the 105th Anniversary Dinner, and the Anniversary Concert, served as a powerful reminder of our strong community bonds and provided the platform for unveiling our new strategic blueprint for school advancement: Mission H³.

10.1 Mission H³

This plan was the culmination of a year-long development process involving a series of meetings, discussions, consultations, and spiritual conversations with stakeholders, including the Jesuit Education Board, the IMC, past students, parents, staff members, as well as students. Mission H³ is our comprehensive strategic plan designed to guide our development into the next century, anchored in three core pillars: Heritage, Hope, and Humanity.

Heritage (承傳) — Upholding Our Heritage and Being Bold and Creative for the Future

Our primary commitment is to the College's fundamental mission (初心), originating from the aspirations of our founder, Mr. Peter Tsui, in 1919 and carried forward by the Irish Jesuits since 1932. This mission—to provide quality education in English for local Chinese boys—remains our cornerstone. In a rapidly changing world, we draw upon the core Jesuit attributes of boldness and creativity, adopting a forward-thinking approach that adapts to current needs while remaining faithful to the legacies of the Jesuit fathers and our founding principles.

Hope (希望) — Providing Space for Students' Discernment for Hope

Inspired by Ignatian Spirituality, our management approach strives to provide students with ample space to experience, reflect, and discern their aspirations. We are committed to offering diverse opportunities, flexibility, and choices that empower them to pursue Magis and exercise inner freedom. Operationally, this translates to maintaining an open-minded approach that transcends conventional education, exploring innovative pedagogies, curricula, operation modes and platforms that support our students in forging hope-filled futures for themselves and the community.

Humanity (華仁) — Creating Conditions for Human Formation

We aim to strengthen our school's capacity to foster human formation by establishing the necessary conditions at every level. This involves fostering a school culture that promotes advanced learning and creating the spaces essential for the human interaction that forms our young gentlemen. This comprehensive strategy is implemented through three key pillars:

- **Advancing Teaching & Learning:** We are deepening our commitment to the Ignatian Pedagogical Paradigm (IPP) to systematically nurture self-directed learning, reflection, and holistic growth among our students.
- **Enhancing School Administration:** We are streamlining administrative processes to improve efficiency and compliance, ensuring that teacher capacity is maximised for the crucial work of accompanying students.
- **Upgrading Facilities:** We are modernising our campus infrastructure—including classrooms, laboratories, and communal spaces—to create an environment that actively supports both advanced learning and the meaningful human interaction essential for forming our young gentlemen.

To support these priorities, a target of HKD 20 million has been set to complete facility upgrades by the next academic year, coinciding with the 70th anniversary of our Mount Parish campus. A dedicated fundraising task force has been established to spearhead this initiative. The task force is chaired by our School Supervisor, Fr. Alan Wong, with members including Jesuit Fathers, school principals, teachers, alumni, and parents.

In terms of school administration, efforts were continued this year to strengthen the leadership roles of our Vice-Principals and middle management. The College's three-division administrative model continues to operate smoothly. A key transition was managed following the retirement of our long-serving Vice-Principal, Mr. Ricky Lai. In the interim, the school administration division was co-led by the Principal and the two Vice-Principals. To ensure a seamless transition and to leverage his extensive experience for the training of our upcoming senior leadership team, Mr. Lai was engaged as a part-time School Administration Director. To formalise our long-term leadership pipeline, we launched the Senior and Middle Management Development Programmes. These programmes are open to teachers at both

middle management and foundational levels on a voluntary basis, with the clear goal of nurturing a new generation of potential leaders.

Recognising the significant leadership demands for implementing Mission H³ while ensuring a smooth transition, the Incorporated Management Committee (IMC) has approved a revised leadership structure for the next school year. The structure will retain two VP posts and create three new Assistant Principal (AP) posts. We are pleased to report that, with the blessing of God, all three AP posts will be filled by internal candidates from our middle management. We trust this is a positive sign of our progress in strengthening our leadership team.

Through continued investment in the development of our senior and middle leaders and with improved succession planning, we are confident that our management and organisational structure will continue to evolve and strengthen. This is crucial for bringing the Mission H³ vision to fruition in the spirit of Magis, for our College's second century of quality education for the Greater Glory of God.

10.2 Staff Development

In this academic year, a total of 10 school-based staff development programs, totaling 30 hours, were organized. These included 2 staff development days, staff retreats, a series of school visits and various seminars of a wide range of themes. This year, a staff retreat was organized for our educators to reflect on our work with students and develop collaboratively the mission H³ developmental directions. Our insights were strengthened by a series of school visits to various schools across the territory. There were also retreats for IMC members, SBC members and new teachers.

Indeed, staff development in different aspects was developed in alignment with the Mission H³ developmental directions. For instance, learning and teaching matters were highlighted and pedagogies that actualize Jesuit education were the focus, such as IPP, redirecting authority and understanding by design. Standardization of student performance by exercising professional judgement was also a year-long development project for the betterment of the College's report card in the next academic year.

A lesson observation practice was conducted by Pr. Chow Ping-yan with middle managers and selected teachers to elevate lesson design and delivery to enhance our learning and teaching quality.

Issues of teachers' professional conduct, such as accountability, risk and compliance, as well as developing positive relationships with students were also explored in a series of seminars. In April, the College also joined Wah Yan College, Kowloon and The Centre for Jesuit Education in organizing the Jesuit Education Forum, the theme of which was "igniting hope, transforming lives". Renowned speakers and participants explored topics that were challenging to educators of the era, such as AI in education and developing a serving heart in teenagers.

To support the growth of new teachers to become better Ignatian Educators, the Staff Development Committee continued organizing a two-year companionship program. This program focused on sharing and discussing the values of Jesuit Education.

11 Learning and Teaching

11.1 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.

Learning through experience has always been our focus. Visits, study tours, IDEEA Fiesta (a student expo of their innovation projects or products), off-campus competitions, shadowing programmes, etc. enriched students' learning experience. A range of on-campus campaigns such as Irish Cultural Week and Spanish Week also incorporated fun elements and vision expanding for students. The brand new "Wah Yan Top of Mind" also provided a platform for students to hone their public speaking skills.

11.2 Curriculum for Forms 1–3

Our curriculum aims at establishing a solid foundation for our junior secondary students. Language Arts in English continued to invigorate our English Language curriculum. Putonghua offers students a comprehensive and structured curriculum to elevate their language competence.

IDEEA was 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.

11.3 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. There were F.5 and F.6 students taking other electives such as ERS, Music and PE.

11.4 Innovation in Education

BYOD has been incorporated in everyday teaching. This can be seen by a wide range of research-based learning and lessons driven by instant teachers' and peers' feedback. An AI Task Force, led by the Principal himself, was developed where pedagogies, platforms and policies were studied. Resources from tertiary institutes and NGOs were also secured for subject panels to develop their AI learning and teaching approaches.

11.5 IT in Education

The All-in-one website and central filing system are highly effective. Teachers can access a wide range of documents, which enhances administrative efficiency using the All-in-one website. The centralized document submission shared drive was established and actively used this year. All committee heads and subject panel chairpersons utilized it to submit various documents.

A QEF project with a budget of \$500,000 was submitted by the IDEEA Department. The IDEEA workshop renovation has been completed. The workshop now supports laser cutting, 3D printing, woodworking, and spray painting, unlocking new opportunities for teaching and learning. F.1–F.3 IDEEA lessons make use of the IDEEA workshop for prototyping activities. OLE activities, including the woodwork workshop and the modeling and painting workshop, were successfully conducted.

11.6 Special Education Needs 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 for 'men for and with others', our alumni offered tutorial classes for SEN students to enhance their learning motivation before the examinations. Regular meetings were conducted each cycle to review special cases. Tier 3 students were well taken care of with strategies concluded from IEP meetings for each of them.

Meanwhile, the Committee developed a talent pool, targeting gifted students of different areas. Gifted programmes offered by various institutions were recommended to these students, who were then encouraged to keep a record of their learning experience and share their learning journey with schoolmates.

11.7 Academic Performance

The Class of 2025 has achieved outstanding results in the HKDSE Exam. Among our top performers, two students earned a remarkable four Level 5** and two Level 5* grades, while another two secured an impressive two Level 5** and five Level 5* grades. Overall, our students' performance was significantly above the territory-wide average, as detailed in the chart below.

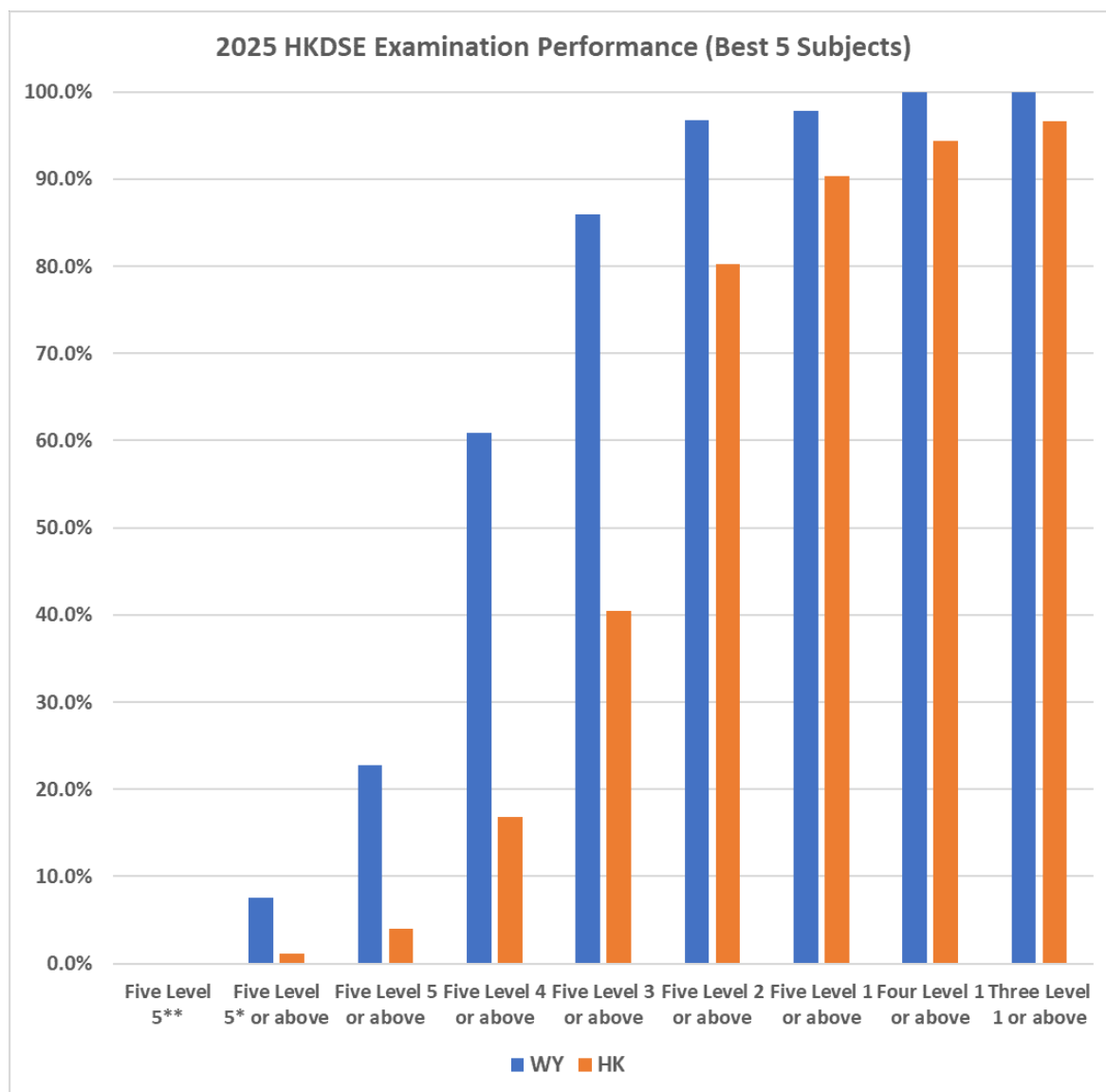


Figure 5: 2025 HKDSE Examination Performance (Best 5 Subjects)

Throughout the academic year, our students have demonstrated remarkable dedication and perseverance in their academic pursuits. Their efforts culminated in satisfactory HKDSE results, comparable to last year’s performance. There is continued improvement in the Chinese Language Level 3 pass rate, which rose from 83.5% to 85.9%, positively impacting the overall outcomes.

This year, external factors led to shifts in the admission scores for certain university faculties, which presented unexpected challenges for some of our students’ placements. Consequently, despite the academic advancements our students made, the JUPAS Main Round offer rate was 73.6%. However, the quality of these offers remains high. 55.2% of our university-bound graduates were admitted to Hong Kong’s top three institutions: The University of Hong Kong, The Chinese University of Hong Kong, and The Hong Kong University of Science and Technology. Our graduates have been accepted into a diverse array of prestigious disciplines, including Medicine, Dental Surgery, Business, Law, Architecture, and Engineering. Furthermore, a number of our graduates are pursuing their education overseas at world-renowned institutions, such as Tsinghua University, the London School of Economics (LSE), University College London (UCL), and Imperial College London.

12 Student Support and Development

12.1 Spiritual Development

As a Jesuit school, Examen has been a tradition for us to use as a tool of reflection on the experience we had in the day in order to find God in all things and discern His direction for us. The Pastoral Committee provided support for teachers and students as usual in conducting daily Examen during the Homeroom period. This daily routine offers a window of silence and a chance of doing personal reflection that fosters personal and spiritual growth in our Wahyanites.

In this school year, Fr. Franco Mella was invited to come and share his missionary life in Hong Kong in celebration of the Feast Day of St. Francis Xavier. His perseverance and passion in serving the refugees and the neglected in Hong Kong is truly inspirational to our students. In the celebration of the canonisation of St. Ignatius Loyola, we shared the concept of discernment, introduced the history of Jesuits in Hong Kong and had a joyful and fruitful inter-house competition about the Irish Jesuits that served Hong Kong and Wah Yan. The way of cross held by the Catholic Association and reconciliation for each Catholic student were done during the Lenten period to enhance students' understanding and experience of the meaning of Lent. Other annual pastoral events were also held, such as the Mass of Convocation, Midnight Mass, and the Christmas cum 105th anniversary Thanksgiving Mass.

This year we held retreats for F.5 and F.6 students and had an exposure opportunity at the University of Hong Kong and Ricci Hall for all F.3 students to start their discernment for their future. Through various retreats and Magis programs for F.6 graduates, our students gained valuable lessons from the experiences they had and explored who they are and who they want to be in their future, to be “Magis — more, better, greater” for the greater glory of God.

12.2 National Security and National Education; Moral and Civic Education

Throughout the 2024–25 school year, the Civil Education Committee and the National Security Education Committee undertook a series of enriching activities designed to foster community spirit and cultural awareness among students, parents, and teachers. One of the highlights was the enhanced weekly National Flag Raising Ceremonies with our own student Flag Guards performing Chinese-style drills. This practice not only instilled a sense of national identity but also promoted discipline and manners among the students involved.

Key events of the year included the commemoration of the 75th National Day, which served as a poignant reminder of the nation's history and achievements. National security contests and workshops, aiming to educate participants about the importance of national safety and responsibility, were organized. In addition, anti-Japanese war drama workshops provided a creative outlet for students to engage with historical narratives, while memorials for the Nanjing Massacre encouraged reflection and remembrance. Moreover, cross-school volunteer programs running from September 2024 to May 2025 promoted collaboration and community service, allowing students to contribute positively to society. Mainland study tours to cities like Shenzhen and Beijing offered students firsthand experience of cultural and historical landmarks, enriching their understanding of their heritage. Other activities included informative parent lectures, student-led clean-up initiatives, and vibrant cultural weeks that celebrated diversity through various art forms and traditions. Writing contests encouraged creativity and expression, while flag guard training equipped students with essential skills and knowledge. Finally, youth police camps provided insights into law enforcement, fostering respect for authority and community.

12.3 Other Learning Experiences

This year, the OLE Committee focused on providing programs that encouraged students to recognize their roles in the community, strengthen their sense of responsibility, and foster compassion and care for others. To achieve these objectives, several initiatives were implemented.

To actively engage students in community service, the WAMFO team organized form-based service-learning activities for junior forms. These activities included flag-selling events, Dress Casual Day, Life-Wide Learning Day service opportunities, and a coastline clean-up at Sandy Bay. These initiatives aimed to raise students' awareness and compassion for those in need while instilling a sense of environmental responsibility.

This year, we launched the 105 Hours WAMFO Campaign encouraging students of each class to collectively contribute 105 hours of service in celebration of the school's 105th anniversary. Most classes successfully achieved or exceeded this target, demonstrating the students' dedication to community service and their commitment to making a positive impact.

We also carried out various joint school service programs. These included activities such as donating festive items to elderly homes, outreach visits to the homeless, and organizing day camps. These programs reflected our school's commitment to promoting social responsibility and contributing to societal betterment.

A series of events were organized in celebration of the College's 105th Anniversary. Back to School Day in February was one of the major events. Legendary teachers of the College were invited back to the school to deliver lessons for past students of different generations. In the afternoon, we staged a special edition of Talent Time. Game booths hosted by different clubs, societies, and school organizations created a vibrant and joyful atmosphere for students and visitors alike. In 105th Anniversary Concert in July was an evening of memories and music, held at the prestigious Hong Kong City Hall, further showcasing the talent and dedication of our student musicians. Alumni including Cardinal Stephen Chow, Mr Jimmy O-Yang and many more recorded their birthday messages which were played exclusively in the concert.

Teams such as the Chess, STEAM, English Debating also performed remarkably well in inter-school or territory-wide competitions, earning numerous awards and bringing pride to our school. To cultivate a reflective mindset among students, we required student leaders to submit activity reports. This practice helped them acknowledge their achievements, identify areas for improvement, and offer suggestions for future planning.

Overall, these initiatives were designed to nurture students' sense of responsibility, compassion, and care for their communities, preparing them to become individuals who are compassionate and caring "for and with others" .

12.4 Life Planning and Further Studies Guidance

In alignment with the school's Major Concerns, we have reviewed and enriched our Life Planning programs for junior form students. These programs are designed to help students reflect on their interests, abilities, and aspirations, fostering greater self-awareness and enabling them to set meaningful medium- and long-term goals for academic or career development. As part of this effort, our committee is committed to equipping students with up-to-date information on educational pathways and career opportunities, empowering them to make informed decisions at different stages of their lives. For senior students, we provide tailored support and guidance on university admissions, programme selection, and future career planning. A diverse range of career exploration initiatives has also been organized, such as interview skills and CV writing workshops, university and career talks held within the school, thematic seminars, Life Planning Day, and visits to local universities. Moreover, throughout the academic year,

the Centre for Overseas University Counselling has continued to offer comprehensive services to students aspiring to pursue higher education abroad. Highlighted events include the much-anticipated annual University Fair, joint-school seminars for parents on overseas admissions, and year-round individualized and group counselling sessions to support students' unique goals and aspirations.

12.5 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 co-operation 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 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. In the era of AI, it is an increasing concern about tech crimes and AI ethics. Two thematic talks were arranged to all students, especially senior form students, to raise their awareness of these issues.

The 2024–2025 school year focused on enhancing student counseling and guidance through a comprehensive approach that prioritized well-being, resilience, and community partnerships. A cornerstone of this initiative was the establishment of a Whole-School Mental Health Ecosystem. The school joined the Education Bureau's "4Rs Mental Health Charter" and "Whole-School Wellness Scheme" in June 2025 to integrate mental health and wellness into the fabric of campus culture. To improve the support available to students, a comprehensive Case Escalation Protocol was developed and set to be implemented in the 2025–26 school year. This upgrade aimed to streamline the process for addressing mental health needs, ensuring timely and effective assistance. Additionally, the involvement of Form Teachers in counseling cases was deepened through joint interventions, creating a network of trusted adults who provided consistent support to students in need.

A significant emphasis was placed on student empowerment and transition support. Peer mentorship programs were introduced, beginning with an F.1 Camp at Sai Kung right in the beginning of the academic year. This camp kicked off the JASERs (Junior Assisting and Supporting Empathy Relations) program, designed to foster peer bonding and community among students. Following the camp, JASER Workshops were held in October 2024 and March 2025, focusing on developing empathy and leadership skills. To alleviate exam-related stress, the school hosted a "Jukebox DJ" event in November and May. This event featured song dedications, stress-relief snacks like popcorn and cotton candy, and support from student ambassadors. In collaboration with the Mental Health Association, lunchtime well-being booths were set up before exams, offering additional resources and support.

Transition programs became a key component of the counseling strategy. A two-day F.1 Bridging Program took place in July to help new students acclimate to the school environment. On the same day, a parent orientation featured a talk by Dr. Matthew Chu on fostering a growth mindset, equipping parents with valuable insights to support their children. Targeted educational campaigns further engaged parents and the community. Talks for F.1 and F.2 parents in October enabled the school and parents to discuss important aspects of student well-being. Safety and awareness initiatives included an anti-bullying workshop conducted by the Hong Kong Police for F.1 and F.2 students, and a session on National Security Education for F.4 students. Additionally, holistic development activities included a talk by the Children Cancer Foundation for F.3 students and a stress management session led by EP Jason Ng for F.4 and F.5 students. For F.6 students, a curated emergency hotline list was provided before the HKDSE exams.

Professional capacity building among staff was another vital component of the counseling program. Training opportunities included a Child Protection Online Course offered by the Social Welfare Department and a seminar on "Assessing & Supporting At-Risk Families" in March. Furthermore, five students participated in the "School Carelinkers' Leadership" program with the Wan Chai Police District, promoting leadership skills and community engagement. Through these initiatives, the school aimed to create a nurturing and resilient environment that prioritized student counseling and guidance, fostering strong community partnerships and enhancing overall well-being.

13 Achievements and Reflections on Major Concerns

This section provides a detailed account of our progress and learning against the three Major Concerns that guided our development efforts throughout the 2024–25 academic year, which was the second year of our School Development Plan 2023–26. It serves as a record of our strategies, accomplishments, and reflections as we strive to fulfill the goals set for our school development.

Our first Major Concern focused on guiding students in identifying their interests and building their vision and self-confidence for the future. Significant achievements were made in fostering national and global awareness through innovative technology, such as the Online National Security Knowledge Challenge and a diverse array of cultural exchange programs to Beijing, Guangdong, Japan, the UK, and the USA. We also proactively addressed the challenges of the modern world by embedding AI ethics into our formal curriculum and through expert talks, ensuring our students become ethical digital citizens. Furthermore, our comprehensive life planning and mentorship programs, supported by a strong alumni network, empowered students across all forms to set clear, aspirational goals. A key reflection is the need to initiate this goal-setting process earlier and to provide more individualized support to help students sustain their ambitions.

The second Major Concern aimed to equip students with the skills and knowledge for advanced learning. This year, we saw a strong emphasis on pedagogical innovation, with the successful expansion of research-based and inquiry-based learning across subjects, supported by our BYOD policy. The promotion of "redirecting authority" through lesson studies and professional development days has fostered a more student-centered classroom culture. We also enriched the learning experience through a multitude of on- and off-campus activities and began systematically identifying and nurturing student talents through a newly developed talent pool. A major step forward was the enhancement of our multilingual environment, celebrated through vibrant reading promotion initiatives and award-winning student performances in language competitions.

Lastly, to better support our educational aims, the third Major Concern sought to enhance administrative efficiency. We made substantial progress in digitization and transparency. The successful development of an all-in-one website and the migration of key administrative processes to web-based applications have significantly streamlined workflows for staff. The consolidation of handbooks and the central filing system on a cloud drive has ensured that policies are more accessible and understandable for all stakeholders.

The following table elaborates on these achievements, supported by data and qualitative feedback, and outlines our reflective conclusions and planned follow-up actions. This structured review underscores our commitment to continuous improvement and sets a clear direction for our ongoing development in the coming year.

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

Table 4: Major Concern 1

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 meta-verse, to connect our students in the mainland and around the world.	To leverage technology and virtual platforms to connect our students across regions, our school participated in the “Hong Kong Inter-school National Security Knowledge Challenge (2024/25) – Online Preliminary Round.” This event utilized an online platform to engage students from different schools, fostering collaboration and knowledge exchange beyond the boundaries of a single campus. In addition, the NSE Workshop on Space Security and National Security for Parents, Teachers, and Students incorporated virtual elements, allowing broader participation and making use of technology to enhance the learning experience.	The workshop was well received by teachers, parents and students. The way to combine technology with national education made the knowledge included more interesting and vivid to participants.	The operation was smooth and will continue in coming years.

Table 4: Major Concern 1 (Continued)

Strategies / Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
1.1.2 To further strengthen our Network cultural exchange programs to help students develop a deeper appreciation of our nation and the world around them.	A number of exchange programmes with different objectives were held this academic year. A trip to Beijing with the theme ‘Heritage and Science’ was held in December. 30 students participated and joined various activities related to Chinese History and Physics. All F.1 students participated in a 1-day trip to Guangdong in life-wide learning day. CSD study tour was held in July. All F.5 students participated in a 2-day trip in Guangdong. In the student survey, about 70% of students agreed that they were aware of our country’s recent development and achievements. A cultural exchange program was held in Japan. 20 students participated and had some interactions with Japanese students. Two cultural exchange programmes were held in the USA and UK respectively. In total, 50 students joined and they had more exposure to overseas studies in the USA and UK. We held a leadership training programme in Singapore and a spiritual life exposure programme in the Philippines.	In the APASO–III, Q score related to national identity is 116, which means a relatively more positive than all schools in Hong Kong. Various cultural exchange programmes organized with different themes helped students to develop a deeper appreciation of our nation and the world around them.	Although the resources needed for all exchange programs are huge, these are important experiences and exposure for students in their school life. More exchange opportunities will be explored for students.

Table 4: Major Concern 1 (Continued)

Strategies / Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
1.1.3 To host cultural events such as festivals, fairs, and cultural performances that celebrate the diversity of the school community, which can help students appreciate and respect different cultures.	Three different cultural weeks were held this year including Chinese Cultural week, Irish Cultural week and Multi Cultural week.	In the student survey, over 80% of students agreed that they appreciated and enjoyed learning about different cultures of the world. All cultural weeks were successfully held and welcomed by all students as various activities were included. All these cultural weeks enhanced students' understanding of different cultures and thus, appreciation and respect for all cultures.	It is a good way to let more students have an exposure to different cultures on campus, while aligning with the formal curriculum when applicable. These events will be kept and more varieties of activities will be explored in the cultural weeks when we tap on related funds by the Government.
Target: 1.2 Students can become ethical in the age of AI			
1.2.1 To nurture students' ethics and social responsibility in the context of AI through our formal curriculum.	AI ethics was covered in IDEEA. In our school-based religious-related curriculum, IVE, and life education lessons, ethics and social responsibility in the AI era were included. In students' reflection, most of them demonstrated good ethical discernment.	In the curriculum, AI ethics was included to raise students' awareness, not only of the use of AI, but more importantly, of how to use it ethically. Students' reflections showed that they were aware of the ethics and shall make good use of AI. Around 70% of the students agreed that they used AI tools in an ethical way.	The school-based curriculum will be further deepened and widened to include discussion of real-world ethical dilemmas related to AI.

Table 4: Major Concern 1 (Continued)

Strategies / Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
1.2.2 To organize various activities and guest talks to help students understand real-world ethical dilemmas related to AI, as well as the impact of their decisions, in order to develop positive qualities in response to technology and AI.	In November, a talk related to technological crimes was held. Students learned more about real-world ethical dilemmas related to AI, and also some legal consequences from these crimes. In March, a talk related to AI ethics was held for all F.4-5 students. About 80% of students agreed that they gained more knowledge about AI ethics.	The talks were welcomed by students. Around 70% of students agreed they would use AI carefully and in an ethical way. In the talks, they could learn the ethics in a more interactive way. Also, different dimensions of AI ethics were covered.	More focused talks can be introduced to give students a more comprehensive view of online safety and ethics. More discussion sessions may be introduced to widen students' thinking and interactions.

Table 4: Major Concern 1 (Continued)

Strategies / Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
Target: 1.3 Students aspire to set clear life goals			
1.3.1 To support students in goal-setting, helping them create clear and achievable goals that align with their values and interests.	CGC led JASERs to set goals through the scheme, and guided them to pass on the positive values to F.1 freshmen. The JASER and F.1 Camp was held in September at Sai Kung Outdoor Recreation Centre. Through JASER Scheme, F.1 Bridging Program (Life Game), F.1 Camp and thematic talks, F.1 students set goals for their personal growth. F.3 Life Education lessons on overseas studies were effectively conducted, providing information about possible pathways. To further guide F.3 students to reflect on their purpose in life and to discern their life direction, activities in IVE lessons and the Personal Growth Project were conducted. A F.3 retreat was held to provide both intellectual and spiritual input for their planning of future pathways. By knowing more about the University of Hong Kong and Ricci Hall and listening to several alumni's sharing, they could have more information and different perspectives to discern who they wanted to become and what they aspired to do in the future. Students were willing to share their aspirations during the activities.	F.1 students expressed enthusiasm for their new school life. Feedback collected through discussions facilitated by Social Workers, both at the beginning and end of the term, indicated that over 70% of F.1 students had set personal goals for their academic and social experiences. This proactive approach reflected their engagement and commitment to making the most of their time at school. All these activities could help students at different stages to set their goals: subject selection for F.3 students and university application for F.6 students. Around 70% of F.3 students agreed that they had clear life goals and that the retreat helped them to discern their future life. Insights gathered from the JASERs' Diary and various meetings revealed that JASERs genuinely enjoyed their roles and were committed to establishing connections with F.1 students.	However, they may still be developing in maturity to sustain these relationships effectively over time. More individualised follow-up on ambitious students is needed. More alumni from different backgrounds can be invited to broaden students' view on future pathways. Lesson activities for F.3 & F.6, F.3 Project in Life Education and F.6 Magis journeys will continue to be held.

Table 4: Major Concern 1 (Continued)

Strategies / Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
	F.6 students were taught to have a growth mindset in their goal setting through lesson activities, Magis Lantau and Magis Philippines. Both Magis trips motivated our students to reflect deeper upon themselves, to see their own limitations and desires, and therefore be able to discern the way of life they desired to live. These activities had different themes and focus and thus gave students timely support and guidance in goal setting.		
1.3.2 To provide students with information about different options available to them and the skills needed to pursue them through life planning activities.	Life Planning Programmes were conducted for junior form students with various themes. Teachers and tutors' observations showed that students in general demonstrated a good mastery of the Life planning elements concerned (Self-understanding and personal management skills). For senior forms, Life Planning Day, workshops on employability skills (CV and interviews), seminars on careers and further studies (both local and overseas), visits to educational institutions were organized.	School surveys showed that more than 70% of respondents were satisfied with the programmes. All related APASO-III Q scores were over 100. Education aspiration, for example, reached 116, which means students in our school are relatively more positive than their counterparts in other schools in Hong Kong in this aspect.	LPE elements will be taught separately during Life Planning lessons, instead of during Life and Society lessons. The programmes for F.2 and F.3 will be kept and further refined.

Table 4: Major Concern 1 (Continued)

Strategies / Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
	Throughout the academic year, information about life planning was disseminated to the levels concerned and counselling sessions were also held. The Centre For Overseas University Counselling was set up. Activities such as the University Fair, university taster lectures, etc. were held to raise students' awareness and appreciation for overseas studies.	Life planning has an increasing importance to students beyond academic performance. Most of the students were satisfied with the activities organized. Students agreed that the skills acquired are helpful, and that the experience and information obtained could help them with their future career and study plans. School surveys showed that around 70% of respondents were satisfied with the programmes concerned.	The activities and programmes concerned (related to career exploration, planning and career management) will be kept in the coming academic year. For form-based programmes (especially the ones to be held on Life Planning Day), more time will be allocated to the debriefing session so that students can have a more in-depth reflection on their experience.
1.3.3 To provide mentorship opportunities with professionals in their fields of interest through the alumni network, which can allow students to gain insight into different career paths.	The Mentorship Programme, co-organized with Wah Yan Past Student Association, thoroughly enjoyed by both mentors and mentees, engaged 41 students across seven industries: Business/Finance, Civil Services, Engineering, IT, Legal, Media, and Medicine. A self-arranged mentor-mentee lunch fostered strong connections. A joint-school Interview Workshop with Marymount Secondary School covered seven fields, including Finance and Dentistry. Job shadowing for 22 participants from July to August spanned Engineering, Biotech, Finance, and Legal, enriching career insights. A Careers Fair in May highlighted diverse professions like AI, Veterinary, and Sports.	The APASO-III Q score for life planning in the work experience programme was 116, which is relatively more positive than all schools in Hong Kong. Students welcome and treasured the mentorship opportunities. Students reflected that what they learn from the mentorship programme is not only industry information or interview skills but also the experiences shared by mentors.	Arranging mentorship in different industries is not an easy task. With the full support from our Past Student Association, we may recruit mentorship places for our senior form students. We will keep this and look for more opportunities to cater the diverse needs from students.

Table 4: Major Concern 1 (Continued)

Strategies / Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
1.3.4 To involve parents in the goal-setting process to help support their child in setting and achieving clear life goals.	In June, a workshop for preparing self-introduction essay was held for F.5 students and parents. By the event, parents and students understood more about their goal to different universities. Parents assisted their sons to set their life goals.	This was a compulsory activity for all F.5 students. Some students might not be too well prepared for this event and not participate actively. 60% of students agreed the workshop can help them to set their life goal, while 80% of parents were satisfied with this workshop.	More guidance from teachers and parents are needed to help students to set and achieve their life goals. More specific workshops can be provided to lower forms and help them to start an earlier preparation for university admission.
Target: 1.4 Students can make informed choices through discernment that lead to personal growth and inner freedom			
1.4.1 To educate students about the principles of discernment, which include prayer, reflection, consultation, and action through IVE lesson.	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.	Students in general participated well in class and are able to apply the values we taught into daily life circumstances. Around 70% of the students agree that they know how to discern and make informed decisions. 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.	We will keep this in our school-based IVE curriculum, to help students to have a deeper understanding of discernment.

Table 4: Major Concern 1 (Continued)

Strategies / Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
1.4.2 To strengthen our WAMFO program (105 WAMFO Campaign) and provide more opportunities for service to make a positive impact in the community, helping students develop empathy and a sense of responsibility.	All classes successfully fulfilled the WAMFO 105 campaign. WAMFO 105 campaign gave students a clearer goal to achieve, at the same time, more willing to serve in the community.	3 classes' overall WAMFO hours exceeded 1000 hours. More than 80% of the students agree that they can develop empathy and a sense of responsibility via WAMFO.	Even though the WAMFO 105 campaign has come to an end, we are going to provide more opportunities in community services to keep their passion and further develop their personal growth.
1.4.3 To encourage students to reflect on their decisions and their impact during daily examen, so students will be better able to make informed decisions in the future through FTP.	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 journal, Examen resources available in Google Drive, music files in the TVs 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. Classes that used the Examen journal to jot down their reflection after Examen gave positive feedback, reporting that it helped them consolidate their reflection and can refer back to previous reflections to observe personal growth over the year. Around 70% of the students agreed that they know how to discern and make informed decisions.	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 ways to FTs to help engage students in doing Examen.

Table 4: Major Concern 1 (Continued)

Strategies / Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
1.4.4 To encourage students to pray, meditate and seek guidance from God when making important decisions which can help them develop a sense of purpose and direction in their lives through RF lessons.	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. As for RF lessons, prayers, and various stories in the Bible and stories about different saints were shared in all forms where Catholic students were able to learn from the prayers and stories.	Over 80% of the students agreed that they know how to discern to gain inner freedom.	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 for them to do deeper reflection upon their daily life experiences. RF students were also engaging in doing prayers, such as imaginative prayer in F.5.

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

Table 5: Major Concern 2

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 promote pedagogies where redirecting authority takes place across subjects.	Lesson studies were conducted by TCDC members in 7 subjects, with one being a cross-curricular one. Each study went through a “Plan, Do, Act, Check” cycle, where a TCDC member involved other teachers in material development, lesson observation and debriefing. The 3rd PDD came with the theme of “Wah Yan Pedagog”, where redirecting authority was reintroduced as one of the key L&T initiatives with actual examples, followed by subject-based discussions as to how redirecting authority had been and would be executed in the classroom. A group of selected teachers, predominantly panel chairpersons, participated in the Lesson Promotion Practice conducted by Pr. Chow Ping-yan according to the ESR standard.	100% of lesson studies planned were implemented. Most importantly, they involved non-TCDC members so that the practice of lesson studies spread to a wider group of teachers. Together with the buddy observation, friendly observation for new teachers, lesson observation practice, a culture of “open classroom” was developed. Most teachers were ready to engage in pedagogical conversations both formally and informally. 70% of teachers agreed that they applied strategies to redirect authority in their lessons.	PZ thinking tools and BYOD are now considered elements of redirecting authority. In the coming academic year, elements in IPP, which are summarized as “refractive learning”, as well as Understanding by Design (UbD) will be promoted as L&T initiative of the College. With the mature practice of lesson studies and a shared vision in pedagogical refinement, we hope to advance in both lesson design and execution.

Table 5: Major Concern 2 (Continued)

Strategies / Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
2.1.2 To assist students to manage the completion of their assignments well in order to raise their learning effectiveness.	After the last academic year, there was some follow-up for students who had performed poorly. Teachers met with them in person. This academic year, we continued the follow-up based on part of their coursework grades related to learning attitude, and we also attempted to identify the best- and worst-performing students in each class.	In the reflection following the Mid-year Exam, more than 80% of students believed their awareness of submitting assignments had improved to a certain extent. In addition, we tracked the academic performance of students who were previously on the list for serious homework non-submission last year, and around 80% of them showed improvement, with some even managing not to fail any core subjects in their continuous assessments. More than 70% of teachers agreed that students were more aware of the importance of quality and punctuality in submitting their assignments.	We will continue to maintain this method of follow-up while exploring even more effective protocol to work closely with teachers, students and parents. Special attention will also be paid to transfer students.

Table 5: Major Concern 2 (Continued)

Strategies / Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
Target: 2.2 Students' learning experience can be enriched through various academic measures and pedagogies			
2.2.1 To encourage students to analyse their own learning performance data and plan their studies.	Data analysis workshops were conducted for data interpretation. Comprehensive Tier Analysis Reports were developed for panel heads and teachers to identify strengths and weaknesses for targeted support. Individualized Projected Level Reports were introduced for students, forecasting potential achievement based on current and historical data to empower realistic goal-setting.	Nearly 40% of F.5 and F.6 students were able to use the tiered result analysis based on summative assessments to plan their learning strategies. Nearly 20% expressed that they were not aware of the data, but were ready to make use of them for their study plans in the future.	To ensure sustained improvement in academic reporting and student performance analysis, student feedback was systematically collected. A significant forthcoming initiative involves the comprehensive redevelopment of the report card. This endeavor will transition the report card to a standard reference report system, incorporating input from both panel heads and teachers. The primary objective is to enhance the clarity and utility of academic reporting. This strategic shift aims to provide more consistent and actionable insights for all stakeholders involved in student academic progression.

Table 5: Major Concern 2 (Continued)

Strategies / Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
2.2.2 To enable students to develop intrinsic motivation for pursuing academic excellence and breakthroughs through various activities that develop a positive learning atmosphere.	On campus, various activities were organized, such as the Mathematics Book Report, Lantern Drawing Workshop and Chinese Culture Appreciation by the library, Irish Culture Week by the English Panel, Humanities Week by PSHE, etc. Off campus, an array of learning opportunities were provided. For instance, a group of F.4 and F.5 students participated in the Little Dr. Flu workshop organized by the LKS Faculty of Medicine at the University of Hong Kong. In this workshop, students immersed themselves in authentic scientific practices within a professional research lab. Also, The collaboration between F.4 English and Aesthetics Education culminated in an enriching visit to the Hong Kong Museum of Art (HKMOA), where students immersed themselves in art appreciation and critical analysis. Both subject-based and cross-disciplinary projects enabled students to develop motivation for learning. A group of learning ambassadors was also newly formed to promote learning activities across the curriculum.	60% of teachers agreed they observed that students' intrinsic motivation had been strengthened in general, which is slightly lower than our expected 70%.	We will take a more proactive approach in promoting on campus and off campus learning opportunities. Next year we hope to invite more students to join the ranks of Language Ambassadors. We also look into the collaboration with the OLE Committee to enhance students' full learning experience.

Table 5: Major Concern 2 (Continued)

Strategies / Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
2.2.3 To promote both subject-based and interdisciplinary gifted programmes by making use of the school-based talent pool.	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 176 students in our talent pool. Talented students (101 participants) were also nominated to participate in 12 off-campus gifted programs and competitions in various disciplines.	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. We also plan to develop more systematic methods for each KLA or subject group to nominate students to participate in external activities and competitions.
2.2.4 To incorporate experiential learning such as visits and research as part of coursework in different subjects.	Subject panels organized an array of experiential learning for students, some of which include: English: A field study for F.5 students to Tai Kwun to verify what they learnt in an assigned article while interviewing tourists about what they appreciated most about Hong Kong. Chinese History and Physics: A study tour with the theme of exploring contemporary historic events of our countries and the development of aerospace engineering, with the support from scholars of Chinese Academy of Social Sciences and of Sciences.	7 subjects developed visits and research to promote experiential learning. Experiential learning was also well supported by functional committees as well. Some even developed multiple activities by tapping on various resources. 68% of teachers were implementing visits and/or research as part of coursework of their respective subject panels.	More collaboration can be made possible by exploring new sources of support, such as funding to support AI in Science Education, collaboration programmes offered by tertiary institutes and even past students. On-site learning which promotes research and design thinking can be a direction of development.

Table 5: Major Concern 2 (Continued)

Strategies / Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
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 through reading promotion and off-classroom activities.	A notable increase of 608 new book entries and 1,363 loan entries reflects our students' heightened engagement with reading. Initiatives such as the Lunchtime Reading Corner, inter-class Reading Campaign, and Book Sharing in Assemblies have successfully fostered a vibrant reading culture. New signature events like Wah Yan Top of Mind enriched students' intellectual curiosity, while the formation of a new student organisation of Learning Ambassadors further empowered peer-led learning. Recognition of students' linguistic talents was also advanced through bilingual and trilateral awards, celebrating our commitment to multilingual excellence.	"A Book A Month" actively supported reading initiatives by introducing 12 new reading nooks to create inviting spaces for students. Books were introduced, with three during school assemblies, and five through engaging video presentations. Additionally, Learning Ambassadors produced four promotional reading videos to spark student interest. To deepen engagement, 2 lunchtime Book Clubs were organized, offering students opportunities to connect over shared stories. Approximately 100 students participated in Wah Yan Top of Mind, and the response was enthusiastic. Students also reflected that they found the activity to be very meaningful. In addition, our students won various awards in competitions organized by the Standing Committee on Language Education and Research (SCOLAR).	We aim to encourage more students to share their learning experiences and specific topics using biliterate and trilingual skills during school assemblies or other occasions on campus, where they can also share their personal learning insights. Theme-based book exhibitions can be arranged to promote a reading atmosphere in school. Apart from encouraging students to borrow books, we can further enhance quality reading.

Table 5: Major Concern 2 (Continued)

Strategies / Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
2.3.2 To refine the management of other language courses, such as establishing Spanish Language in the formal curriculum.	For the 2024–2025 academic year, 64 students enrolled in the Spanish course, and 14 participated in the DELE exam in November 2024. A Term 2 Spanish taster module engaged 18 junior students, and a successful lunchtime event in March promoted Spanish learning for F.1 and F.2.	The lunchtime promotional event proved highly effective in attracting significant attention from junior students. All participants benefited from enhanced communication skills through direct interaction with Spanish teachers and senior students from other forms, who effectively encouraged F.1 and F.2 student participation. Senior students, in turn, developed valuable leadership skills through their involvement in preparing stalls and guiding juniors in the Duolingo learning section on iPads. However, a notable concern emerged regarding the Spanish Taster module. Despite its positive reception, enrollment in the Elementary I class subsequently dropped. This indicates a potential disconnection between initial interest generated by the taster module and sustained enrollment, necessitating further investigation.	To address identified challenges and sustain interest, a briefing session for students and parents will be held to clearly outline the benefits and features of the Spanish course, similar to successful approaches in previous years. A critical issue requiring immediate attention is the time clash between Spanish classes and other school team training sessions scheduled on Saturdays. Resolving this scheduling conflict is essential to remove barriers to student participation and ensure the long-term viability and growth of the Spanish language program.

Table 5: Major Concern 2 (Continued)

Strategies / Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
2.3.3 To conduct a feasibility study to introduce the use of Putonghua as the medium of instruction in Chinese Language to cater for students' different needs.	A group of F.1 students was invited to take part in a pilot scheme of PMI Chinese class. The teacher ran a module and collected data and feedback for the study. A task force was developed, led by both the Chinese Language Panel Chairperson and the Putonghua Panel Chairperson.	Students' responses were not as welcoming as expected, considering the study was conducted later in the year, when they had already adapted to using Cantonese as MOI, which is actually commendable.	To cater to students' needs, we will look into the possibility of offering PMI groups in Chinese Language, starting from F.1. With the support of EDB's One-off Grant for Promotion of Self-directed Language Learning (Putonghua), and the refinement of the school-based Putonghua curriculum, we aim to ensure that students who do not speak Cantonese majorly can excel in Chinese Language.

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

Table 6: Major Concern 3

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.	All handbooks (staff / academic and student support) were uploaded to all-in-one website for easy access by all staff. All staff can understand the administration practices at school.	Around 80% of teaching staff agreed that the handbook helped them understand the administration practices at school. The easy access of all handbooks in all-in-one websites further enhanced the internal communication and understanding of administration processes.	We will keep all handbooks and circulars in all-in-one websites to enhance the efficiency and transparency of the administrative practices and communication.

Table 6: Major Concern 3 (Continued)

Strategies / Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
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.	All-in-one website is developed and all staff can access files, forms and circulars from it. Also, central filing of documents using cloud drive for staff members to access school documents easily. The panel drive at the internal server was closed in July, all panels moved to cloud drive for more easy access by all staff.	Nearly 95% of teaching staff reported that they knew where and how to access the All-in-One website. More than 95% of teaching staff indicated they knew how to locate the circular on the All-in-One website. The centralized document submission shared drive was established and actively used this year. All committee heads and subject panel chairpersons utilized it to submit various documents. The centralized document filing system is also expanded to include all subject panels and Committees.	The All-in-one website and central filing system are highly effective. Teachers can access a wide range of documents, which enhances administrative efficiency. The committees related will continue to support the current online system.
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.	Some procedures, including those in DP places, Pre-F.1 registration, transfer student enrolment, have been electronified. Efficiency has been enhanced.	Over 80% of teaching staff agreed that the administrative process was streamlined and more efficient. Most of the documents were electronified and for easier access and management by different members in school. More efficient communication took place among different branches in school.	A school-based application is under development so that all data processed in student registration can be electronified.
3.2.2 To enhance the coordination and compliance of all OLE activities through operating procedures and tracking.	OLE committee collected the participants list of all clubs and societies. Also, a Google form was provided to all students to collect their OLE record. Meanwhile, we are going to develop a more comprehensive system to collect all OLE related records effectively.	OLE records were kept by different clubs or societies. It is time to move forward to a centralized record to trace the OLE development of each individual student.	The necessary database has been established for storing all OLE records. Development of a dedicated application to manage these records and generate OLE report cards is scheduled for the next academic year.

Table 6: Major Concern 3 (Continued)

Strategies / Tasks	Achievements	Evaluation & Reflection	Feedback & Follow-up
3.2.3 To move school-based desktop applications to web applications to enhance administrative processes.	A school-based web-based programme was developed for mark entry and data analysis of students' performance. Key school-based desktop applications have been successfully migrated to web-based platforms. The new suite of applications, which includes WARMS, Invigilation, SENSInfo, Examtimetable, Timetables, and ExamAppeal, is now fully operational and accessible to all teaching staff, enhancing the efficiency of administrative processes.	More than 80% of teaching staff agreed that the school-based web applications such as "WARMS", "Invigilation", "SENSInfo", "Examtimetable", "Timetables" and "ExamAppeal" facilitated their administrative processes.	We will make continuous improvement of the existing web applications, including addressing reported bugs and incorporating feedback from colleagues, and implementing upgrades to enhance functionality and user experience. Furthermore, the transition of remaining features from the legacy ARMS desktop application to the web-based WARMS will be a primary development goal for the next academic year.

14 Students' Achievements

14.1 (I) Chinese

Event	Award	Awardees
The 56th Inter-school Chinese Debating Competition		
	3rd Place	Wah Yan College, Hong Kong
第 76 屆香港學校朗誦節		
男子組 – 中學一、二年級 詩詞獨誦 - 普通話	冠軍	1Y CHAN Shing Chi (陳丞誌)
男子組 – 中學五、六年級 詩詞獨誦 - 粵語	季軍	5W KO Hei Shun (高晞舜)
男子組 – 中學二年級詩詞 獨誦 - 粵語	季軍	2K SUEN Pak Ho (孫栢皓)
男子組 – 中學一、二年級 詩詞獨誦 - 普通話	冠軍	1Y CHAN Shing Chi (陳丞誌)
男子組 – 中學五、六年級 詩詞獨誦 - 粵語	季軍	5W KO Hei Shun (高晞舜)
男子組 – 中學二年級詩詞 獨誦 - 粵語	季軍	2K SUEN Pak Ho (孫栢皓)
男子組 – 中學二年級詩詞 獨誦 - 粵語	季軍	2W CHAN Cheuk Wan (陳卓昀)
男子組 – 中學三、四年級 詩詞獨誦 - 普通話	季軍	3K NG Long Ching (吳朗程)
男子組 – 中學三、四年級 詩詞獨誦 - 普通話	季軍	4Y NG Shing Hin (吳承軒)

Event	Award	Awardees
中學組天主教經文朗誦 - 粵語	季軍	2W CHAN Cheuk Wan (陳卓昀)
中學三、四年級佛教詩文作品朗誦 - 粵語	季軍	3K KWOK Hin Lung (郭衍隆)

14.2 (II) English

Event	Award	Awardees
Speak Up – Act Out Drama Competition 2024/25		
	1st Prize	Wah Yan College, Hong Kong
	Star Performer Award	3Y CHEUNG Ching Long Clement (張晴朗)
UNSDG Debating Competition		
Form 1	Champions	Wah Yan College, Hong Kong
Form 1	First Runners-up	Wah Yan College, Hong Kong
Form 1	Best Speaker	1Y CHEUNG Shun (張信)
Form 3	Second Runners-up	Wah Yan College, Hong Kong
Form 6	Champions	Wah Yan College, Hong Kong
The 76th Hong Kong Schools Speech Festival		
Secondary 3, Boys Solo Verse Speaking, Non-Open	First	3K YUNG Shing Yau (翁誠佑)
Secondary 2, Boys Solo Verse Speaking, Non-Open	Second	2K MA Kwong Yui Kyle (馬廣睿)
Secondary 5, Boys Solo Verse Speaking, Non-Open	Second	5H CHAN Ricardo Mario (陳得謙)
Secondary 1, Boys Solo Verse Speaking, Non-Open	Third	1K LEE Cheuk Mong Clement (李卓望)
Hong Kong Secondary Schools Debating Competition 2024–2025 (Term 1 Final)		
HKI & KLN Senior Division 1	2nd Place	Wah Yan College, Hong Kong
HKI & KLN Junior Division 1	2nd Place	Wah Yan College, Hong Kong
Hong Kong Secondary Schools Debating Competition 2024–2025 (Term 2 Final)		

Event	Award	Awardees
HKI Junior Enhanced Format	Champion	Wah Yan College, Hong Kong
Hong Kong Secondary Schools Debating Competition 2024–2025 (Grand Final)		
HKI Senior Enhanced Format	Champion	Wah Yan College, Hong Kong
HKI Senior Division 1	2nd Place	Wah Yan College, Hong Kong
HKI & NT Junior Division 1	2nd Place	Wah Yan College, Hong Kong
Wah Yan College, Kowloon Model United Nations 2025		
General Assembly	Best Delegate	1Y CHEUNG Shun (張信)
General Assembly	Most Improved Delegate	1K SZE Ho Yan Carlos (施浩仁)

14.3 (III) Other Academic Subject-related Achievements

Event	Award	Awardees
Robomaster Youth Series		
	Outstanding Engineer	4W TANG Cheuk Hang (鄧卓恒)
		4Y LAU Man Cheuk (劉紋綽)
		3W IAM Cheuk Nam Perry (任倬楠)
		3Y VRIJMOED Joshua (韋竣文)
		3K CHENG Ching Nam (鄭青楠)
		3K LI Junxi (黎駿熙)
The Chemists Online Self-study Award Scheme		
	Platinum Award	6Y LEE Aidan (李恩霖) 5H CHAN Chak Sum (陳澤心)
	Diamond Award	6W WONG On Yin (王安然) 6Y KWAI Nok Man Raymond (季諾文) 6Y LAI Dik Hei (黎滌希) 6Y WONG Chun Lam (黃俊霖) 6Y WONG Chun Ling (黃振凌) 6Y WONG Tin Nam (黃天藍) 5W LEUNG Yam Hin Clement (梁蔭軒) 5W LEW Man Tik (雷文迪) 5W ZHANG Yifan (張逸帆) 5Y CHAN Pak Hei Ryan (陳柏熙) 5Y CHEUNG Kai Chi (張繼之) 5Y CHUNG Cheuk Long (鍾卓朗) 5K LEI Pui Tsung Michael (李沛聰) 3W IAM Cheuk Nam Perry (任倬楠)
	Bronze Award	6W CHAN Ting Kit (陳霆傑) 5Y LAU Chun Hei Issac (劉俊熙) 5K WONG Long Hei (黃朗熙)
SMART Community Hackathon (HSBC HK Community Partnership Programme)		
	Certificate of Merit	4W TANG Cheuk Hang (鄧卓恒) 4Y MA Chi Kin (馬誌鍵)

Event	Award	Awardees
Wah Yan Interschool Olympiad in Informatics		
	Gold Medal	5Y MAI Tak Hin (馬德軒)
	Bronze Medal	4Y LAU Man Cheuk (劉紋綽) 2Y CHAU Yui Chun (周睿雋) 2Y YANG Chun Kit (楊竣傑)
Hong Kong Olympiad in Informatics		
Junior Group	Gold Medal	2Y YANG Chun Kit (楊竣傑)
Junior Group	Bronze Medal	2Y CHEUNG Chun Hei (張俊熙)
Hong Kong Secondary Schools Software Development Invitational Contest (SDIC)		
Junior Group	Bronze Medal	2Y YANG Chun Kit (楊竣傑)
中國計算機學會非專業級軟件能力認證 (入門級香港)		
入門級第二輪	三等獎	2Y YANG Chun Kit (楊竣傑)
City University of Hong Kong Database Competition 2025		
	Silver Medal	4W CHEUNG Ngou Tin (張翱天)
香港青少年數學精英選拔賽		
	三等榮譽獎	3Y ZHOU Yihong (周奕宏)
Junior Secondary Science Online Self-Learning Scheme 2025		
	Gold Award	2W LAM Carter Ka Nam (林家楠) 2H KAM Hin Leung (甘衍量)
	Silver Award	1Y CHAN Yu Sang Kabriel (陳羽生)
	Bronze Award	2W LAU Chai Ka (劉濟嘉) 2W LEE Yik Lam (李易霖) 2H CHAN Man Leong (陳文亮) 2H LI Ziqian (李子騫) 1H YU Lok (于樂)
Canadian Computing Competition (Junior Division)		
	Junior Distinction	4Y LAU Man Cheuk (劉紋綽) 3K LI Junxi (黎駿熙) 2Y YANG Chun Kit (楊竣傑) 2H CHEUNG Chun Hei (張俊熙)
Micro:bit Model Hovercraft Competition		
Junior	「我最喜愛的氣墊船」最佳設計獎	3W IAM Cheuk Nam Perry (任倬楠) 2H CHAN Cho Nam (陳祖楠) 1H LAI Ching (黎靖) 1H LEUNG King Fung Alfred (梁敬豐)
2025 Robomaster 深港大師賽		
	Top 16	4W TANG Cheuk Hang (鄧卓恒) 3W BEA Berros Amen (麥謙宥) 3W PUN Kai Yuen Kaiser (潘啓源) 3Y VRIJMOED Joshua (韋竣文) 3K LI Junxi (黎駿熙)
Math Conception 2025		
	Gold Award	3H WONG Chun Kit (黃俊傑) 2H KAM Hin Leung (甘衍量)
	Silver Award	3Y CHAN Ting Hang (陳霆鏗) 3Y ZHOU Yihong (周奕宏) 1H WONG Cheung Sing (黃長陞)

14.4 (IV) Music

Event	Award	Awardees
Hong Kong Youth Music Interflows		
String Orchestra	Gold Award	Wah Yan College, Hong Kong
Symphonic Band	Silver Award	Wah Yan College, Hong Kong
Symphony Orchestra	Silver Award	Wah Yan College, Hong Kong
Hong Kong A Cappella Contest		
	Bronze Award	Wah Yan College, Hong Kong
2025 Hong Kong Inter-school Choral Festival cum Masterclass		
Men's Chorus	Silver Award	Wah Yan College, Hong Kong
Treble Choir	Silver Award	Wah Yan College, Hong Kong
Hong Kong Joint Music Association (JSMA)		
Percussion Ensemble	Gold Award	Wah Yan College, Hong Kong
The 77th Hong Kong Schools Music Festival		
Original Composition	First	6H LEE Paak Yu Jetthaw (李珀羽)
Vocal Ensemble - Foreign Language - Male Voice - Secondary School-With Piano Accompaniment	Second	Wah Yan College, Hong Kong
Clarinet Solo - Secondary School - Junior	Second	3Y LEUNG Nok Hin (梁諾軒)
中阮獨奏 - 深造組	亞軍	2K CHENG Hin Pui Nicolas (張軒菩)
Oboe Solo - Secondary School - Senior	Third	2K WONG Long Yin Ronny (王塋延)
二胡獨奏 - 中級組	季軍	2K CHAN Lok Fung (陳洛鋒)

14.5 (V) Sports

Event	Award	Awardees
Inter-school Swimming Competition (Division I)		
Boys Overall	10th Place	Wah Yan College, Hong Kong
A Grade Overall	10th Place	Wah Yan College, Hong Kong
B Grade Overall	9th Place	Wah Yan College, Hong Kong
C Grade Overall	7th Place	Wah Yan College, Hong Kong
Inter-school Badminton Competition (Division I)		
Boys Overall	7th Place	Wah Yan College, Hong Kong
Boys B Grade	5th Place	Wah Yan College, Hong Kong
Boys A Grade	5th Place	Wah Yan College, Hong Kong
Inter-school Athletics Competition (Division I)		
Boys Overall	4th Place	Wah Yan College, Hong Kong
Boys A Grade Overall	6th Place	Wah Yan College, Hong Kong
Boys B Grade Overall	3rd Place	Wah Yan College, Hong Kong
Boys C Grade Overall	10th Place	Wah Yan College, Hong Kong
Boys A Grade Discus	Champion	6W FUNG Ho Kwan Johnatha (馮浩鈞)
Boys B Grade 3,000m	Champion	4H LAW Tsun Lam (羅浚霖)
Boys A Grade Long Jump	2nd Place	4H LEUNG Tsz Hin Bosco (梁梓軒)

Event	Award	Awardees
Boys B Grade Triple Jump	2nd Place	4K MAK Wai Lok (麥瑋洛)
Boys B Grade 200m	2nd Place	3H LAM Tsun Hei (林峻希)
Boys B Grade 1,500m	2nd Place	4H LAW Tsun Lam (羅浚霖)
Boys B Grade Discus	2nd Place	3H OU Chun Ngai (歐俊毅)
Boys B Grade Javelin	3rd Place	3Y VRIJMOED Joshua (韋竣文)
Boys A Grade Javelin	3rd Place	5H YIP Tin Ching Walter (葉天正)
Boys A Grade 800m	3rd Place	5K MA Yung Sang (馬榕生)
Boys B Grade 4x100m Relay	3rd Place	4K MAK Wai Lok (麥瑋洛) 4K YIP Chun Ho (葉竣皓) 3H LAM Tsun Hei (林峻希) 3Y NG Lap Wang (吳立泓)
Boys B Grade Long Jump	4th Place	4Y LAU Yiu Hei (劉耀熙)
ISF Gymnasiade Bahrain 2024		
Orienteering (Group) U18 Category	Champion	5Y CHAN Pak Hei Ryan (陳柏熙)
Inter-school Beach Volleyball Competition		
Boys Overall	8th Place	Wah Yan College, Hong Kong
Inter-school Volleyball Competition (Division I)		
Boys Overall	10th Place	Wah Yan College, Hong Kong
Inter-school Table Tennis Competition (Division I)		
Boys Overall	10th Place	Wah Yan College, Hong Kong
Boys B Grade	5th Place	Wah Yan College, Hong Kong
Inter-school Cross Country Competition (Division I)		
Boys Overall	5th Place	Wah Yan College, Hong Kong
A Grade Overall	2nd Place	Wah Yan College, Hong Kong
Boys B Grade	6th Place	4H LAW Tsun Lam (羅浚霖)
Inter-School Fencing Competition		
Boys Sabre B Grade	2nd Place	2K LAW Tsz Ho Marcus (羅紓濤)
Boys Foil C Grade	2nd Place	1H SO Chun Ho (蘇鎮皓)
Boys Epee A Grade	3rd Place	4Y LIU Zhizhu (劉芷竹)
Boys Sabre C Grade	3rd Place	2H CHOW Chun Long Quinson (周竣朗)
Hong Kong Inter-school Orienteering Championships 2024/25		
Middle Distance -Heats and Final (Overall)	Champion	Wah Yan College, Hong Kong
Sprint (Overall)	Champion	Wah Yan College, Hong Kong
Middle Distance -Heats and Final (A Grade)	Champion	Wah Yan College, Hong Kong
Sprint (A Grade)	2nd Place	Wah Yan College, Hong Kong
Middle Distance -Heats and Final (B Grade)	Champion	Wah Yan College, Hong Kong
Sprint (B Grade)	Champion	Wah Yan College, Hong Kong
Middle Distance -Heats and Final (C Grade)	Champion	Wah Yan College, Hong Kong
Sprint (C Grade)	2nd Place	Wah Yan College, Hong Kong
All Hong Kong Schools Jing Ying Athletics (Team) Tournament		
Boys Overall	5th Place	Wah Yan College, Hong Kong

Event	Award	Awardees
Boys Long Jump	Champion	4H LEUNG Tsz Hin Bosco (梁梓軒)
Boys 800m	2nd Place (New record)	5K MA Yung Sang (馬榕生)
Boys Javelin	2nd Place	5H YIP Tin Ching Walter (葉天正)
Boys 4x100m	2nd Place	6H LEUNG Ting Long (梁庭朗) 4H LEUNG Tsz Hin Bosco (梁梓軒) 4K YIP Chun Ho (葉竣皓) 3H LAM Tsun Hei (林峻希)
All Hong Kong Schools Jing Ying Cross Country (Team) Tournament		
Boys Overall	7th Place	Wah Yan College, Hong Kong
Hong Kong Junior Age Athletics Competition 2025 (5)		
Men's U14 Discus Throw	2nd Place	1K LAI Hau Wang (黎巧弘)
Men's U18 1500m	3rd Place	4H LAW Tsun Lam (羅浚霖)
Men's U20 Triple Jump	5th Place	6W TAN Kwan Ho (陳堃濠)
Men's U18 High Jump	6th Place	5Y WU Kam Kuen (巫錦權)
Men's U16 400m	6th Place	2Y LIU Sung Him (廖崇謙)
The Schools Sports Federation of Hong Kong, China		
	Ten Sport Excellence Award	5H YIP Tin Ching Walter (葉天正)
	Rising Star Athletes in Fencing	1H SO Chun Ho (蘇鎮皓)

14.6 (VI) Arts

Event	Award	Awardees
The 4th PORTRAIT Drawing Competition 2024		
	Gold Award	3K LI Ka Long Longus (李家朗)

14.7 (VII) SA/ECA Clubs

Event	Award	Awardees
Inter-School Chess Championships 2025		
Secondary Division	3rd runner-up in Team A	Wah Yan College, Hong Kong
Secondary Division	1st Runner-up	5H CHENG Tsz In (鄭子紘)
Secondary Division	4th Runner-up	3W JIN Hongxu (金泓旭)
Secondary Division	5th Runner-up	4W NG Manex Cheuk Lam (吳卓臨)

14.8 (VIII) Uniform Groups

Event	Award	Awardees
Scout Association of Hong Kong – Carlton Trophy 2024		
Hong Kong Island Regional Competition	Carlton Trophy Award	Wah Yan College, Hong Kong

14.9 (IX) External recognition of outstanding students

Event	Award	Awardees
The 3rd “Love in Action” Award 2023–2024 (第三屆愛心行動獎 2023–2024)		
	愛心行動服務大使 ‘Love in Action Student Ambassador Award’	5K AU Eugene Shing Hei (區誠熹)
	愛心行動嘉許 ‘Love in Action Commendable Award’	5W LIM Hiu Yu Hugo (林曉宇)
		5H LIN Hong Kiu Isaac (連康翹)
Sir Edward Youde Memorial Prizes 2024/25		
	Awardee	6W KO Tsz Fung (高梓峰)
		6Y GURUNG Moksa Deva (顧啟新)
2024 Wan Chai District Outstanding Youth and Courteous Youth Award		
	Outstanding Youth Award	5W KO Hei Shun (高晞舜)
	Courteous Youth Award	5Y CHUNG Cheuk Long (鍾卓朗)
The Princeton Club of Hong Kong 2025 Book Award		
	Awardee	5W LEW Man Tik (雷文迪)

15 Financial Reports - Financial Summary (unaudited)

The IMC of Wah Yan College, Hong Kong Financial Report as at 31 August 2025 (Unaudited)									
2024-2025									
Type of Grant	Note	Actual Opening Balance (\$) (as at 31.8.2024) (1)	Budgeted Annual Income (\$) (2)	Budgeted Annual Expenditure (\$) (3)	Budgeted Annual Balance (\$) (4)=(1)+(2)-(3) (4)	Actual Annual Income (\$) (5)	Actual Annual Expenditure (\$) (6)	Claw Back by EDB (\$) (7)	Actual Closing Balance (\$) (8) = (1)+(5)-(6)-(7) (8)
(I) Government Funds - EOEBG									
EOEBG - School Specific Grants									
Administration Grant	1		4,085,232.00	4,078,037.64	7,194.36	4,085,232.00	3,779,241.13		305,990.87
Air-Conditioning Grant	2		534,000.00	534,000.00	-	534,000.00	534,000.00		-
Capacity Enhancement Grant	3		676,944.00	448,978.95	227,965.05	676,944.00	442,606.66		234,337.34
Composite Information Technology Grant	4		520,386.00	387,514.84	132,871.16	520,386.00	377,721.83		142,664.17
School-based Management Top-up Grant	5		53,385.00	20,000.00	33,385.00	53,385.00	5,419.90		47,965.10
School-based Speech Therapy Administration Recurrent Grant	6		8,541.00	8,541.00	-	8,541.00	-		8,541.00
Sub-total		511,269.19	5,878,488.00	5,477,072.43	401,415.57	5,878,488.00	5,138,989.52	-	739,498.48
EOEBG - Non-School Specific Grant (Baseline Reference)									
School & Class	7			1,558,000.00			1,533,626.69		
Lift Maintenance	8			187,190.00			202,964.00		
Composite F & E	9			478,000.00			474,550.53		
Subject Grant	10			132,400.00			109,955.03		
Functional Groups	11			140,500.00			96,847.14		
Other Income (Hall rental and handling charge)	12			0.00		85,564.47	70.00		
Sub-total		-	1,977,549.29	2,496,090.00	(518,540.71)	1,977,549.29	2,418,013.39	-	(440,464.10)
(I) Government Funds - EOEBG Sub-total		511,269.19	7,856,037.29	7,973,162.43	394,144.05	7,941,601.76	7,557,002.91	-	895,868.04
2024-2025									
Type of Grant		Actual Opening Balance (\$) (as at 31.8.2024) (1)	Budgeted Annual Income (\$) (2)	Budgeted Annual Expenditure (\$) (3)	Budgeted Annual Balance (\$) (4)=(1)+(2)-(3) (4)	Actual Annual Income (\$) (5)	Actual Annual Expenditure (\$) (6)	Claw Back by EDB (\$) (7)	Actual Closing Balance (\$) (8) = (1)+(5)-(6)-(7) (8)
(II) Government Funds - Outside EOEBG									
Salaries Grant:									
Salaries Grant - Teaching Staff	13		44,282,877.10	44,282,877.10	-	41,900,238.03	41,900,238.03		-
Salaries Grant - Teaching Supporting Staff - Lab Tech.	14		1,426,035.00	1,426,035.00	-	1,295,941.87	1,295,941.87		-
Admin Grant - EE's Contribution to PF / MPF Scheme (Teaching)	15		2,167,654.23	2,167,654.23	-	2,139,594.85	2,139,594.85		-
Admin Grant - ER's Contribution to PF / MPF Scheme (Lab. Tech)	16		71,301.75	71,301.75	-	136,414.94	136,414.94		-
Admin Grant - ER's Contribution to PF / MPF Scheme (Clerical & Admin)	17		171,639.00	171,639.00	-	178,327.10	164,506.07	13,821.03	-
Sub-total		-	48,119,507.08	48,119,507.08	-	45,650,516.79	45,636,695.76	13,821.03	-

The IMC of Wah Yan College, Hong Kong Financial Report as at 31 August 2025 (Unaudited)									
Type of Grant		Actual Opening Balance (\$) (as at 31.8.2023) (1)	Budgeted Annual Income (\$) (2)	Budgeted Annual Expenditure (\$) (3)	Budgeted Annual Balance (\$) (4)=(1)+(2)-(3) (4)	Actual Annual Income (\$) (5)	Actual Annual Expenditure (\$) (6)	Claw Back by EDB (\$) (7)	Actual Closing Balance (\$) (8) = (1)+(5)-(6)-(7) (8)
Teacher Relief Grant - Recurrent	18	38,143.12	236,385.00	236,385.00	38,143.12	245,655.00	174,979.00		108,819.12
Teacher Relief Grant - Optional	19	786,129.94	5,160,900.00	5,096,956.13	850,073.81	5,160,900.00	5,131,031.85		815,998.09
Teacher Training Grant - Special Education Needs	20	-	-	-	-	98,262.00	98,262.00		-
Committee on Home-School Co-operation Project	21	-	46,044.00	46,044.00	-	41,044.00	41,044.00		-
Grant Account for Fringe Benefits under NET Scheme	22	-	-	-	-	223,328.81	223,328.81		-
Cash Grant for School-based After-school Learning and Support	23	35,400.00	34,200.00	34,200.00	35,400.00	34,200.00	-	35,400.00	34,200.00
Reimbursement of Government rent and rates	24	-	850,000.00	850,000.00	-	810,025.34	810,025.34		-
Learning Support Grant for Secondary Schools	25	166,139.70	300,000.00	372,500.00	93,639.70	395,856.00	443,238.90		118,756.80
Diversity Learning Grant (Other Programmes)	26	84,000.00	84,000.00	120,000.00	48,000.00	84,000.00	88,470.50		79,529.50
Diversity Learning Grant (Other Languages)	27	-	4,300.00	4,300.00	-	-	-		-
Diversity Learning Grant (Applied Learning Courses)	28	-	100,000.00	100,000.00	-	32,820.00	32,820.00		-
Moral and National Education Support Grant	29	530,000.00	-	-	530,000.00	-	-		530,000.00
Information Technology Staffing Supporting Grant	30	39,290.00	338,819.00	339,221.93	38,887.07	338,819.00	337,134.00		40,975.00
Grant for the Sister School Scheme	31	76,628.03	165,438.00	200,000.00	42,066.03	165,439.00	76,628.03		165,439.00
Promotion of Reading Grant	32	26,686.40	66,176.00	85,900.00	6,962.40	66,176.00	48,857.73		44,004.67
Life-wide Learning Grant	33	491,488.33	1,236,410.00	1,488,000.00	239,898.33	1,236,410.00	1,530,484.43		197,413.90
School Executive Officer Grant	34	26,933.44	590,760.00	562,686.75	55,006.69	590,760.00	487,580.00		130,113.44
One-off School-based Speech Therapy Set-up Grant	35	41,292.00	-	-	41,292.00	-	772.20		40,519.80
Grant for Support For Non-Chinese Speaking (NCS) Students	36	77,632.32	-	77,632.32	-	-	77,632.32		-
Enhanced Additional Funding - Support for NCS Students	37	-	883,874.00	780,080.44	103,793.56	883,874.00	418,121.93		465,752.07
Provision of One-off Grant for Supporting the Implementation of Student Activities Support Grant	38	251,500.00	-	251,500.00	-	-	251,500.00		-
Quality Education Fund e-Learning Funding Programme - Provision of One-off Grant for Mental Health At School	39	-	29,250.00	29,250.00	-	27,300.00	14,950.00	12,350.00	-
One-off Grant for Mental Health of Parents and Students	40	-	-	-	-	-	-		-
One-off on Parent Education (Secondary)	41	41,704.20	-	41,704.20	-	-	41,704.20		-
One-off Grant for Mental Health of Parents and Students	42	15,200.00	-	15,200.00	-	-	14,098.71	1,101.29	-
One-off on Parent Education (Secondary)	43	200,000.00	-	-	200,000.00	-	-		200,000.00
One-off grant on promotion of sports ambience and MVP6A60	44	150,000.00	-	150,000.00	-	-	150,000.00		-
One-off grant on prom of chi culture immersion activities	45	300,000.00	-	120,000.00	180,000.00	-	48,204.59		251,795.41
Promo Self-directed Lang Learn (Eng) by LF	46	-	-	-	-	200,000.00	10,832.74		189,167.26
Promo Self-directed Lang Learn (PTH) by LF	47	-	-	-	-	200,000.00	-		200,000.00
Student Grant for APL (Chinese) - NCS	48	-	-	-	-	31,000.00	31,000.00		-
AI for Science Education	49	-	-	-	-	100,000.00	-		100,000.00
Sub-total		3,378,167.48	10,126,556.00	11,001,560.76	2,503,162.72	10,965,869.15	10,582,701.28	48,851.29	3,712,484.06
(II) Government Funds - Outside EOEBG Sub-total		3,378,167.48	58,246,063.08	59,121,067.84	2,503,162.72	56,616,385.94	56,219,397.04	62,672.32	3,712,484.06

Figure 6: Financial Summary Part 1 (unaudited)

The IMC of Wah Yan College, Hong Kong Financial Report as at 31 August 2025 (Unaudited)									
		2024-2025							
Type of Grant		Actual Opening Balance (\$) (as at 31.8.2024) (1)	Budgeted Annual Income (\$) (2)	Budgeted Annual Expenditure (\$) (3)	Budgeted Annual Balance (\$) (4)=(1)+(2)-(3)	Actual Annual Income (\$) (5)	Actual Annual Expenditure (\$) (6)	Claw Back by EDB (\$) (7)	Actual Closing Balance (\$) (8) = (1)+(5)-(6)-(7)
(III) General Fund									
Subscriptions / Approved Collection for Specific Purpose Account	50		2,485,572.00	2,872,441.00	(386,869.00)	3,187,374.74	3,347,264.18		(159,889.44)
	Sub-total	-	2,485,572.00	2,872,441.00	(386,869.00)	3,187,374.74	3,347,264.18		(159,889.44)
Donations : PTA	51	-	-	-	-	3,000.00	3,000.00		-
Donations: Renovation works	52	(895,890.23)	1,800,000.00	1,800,000.00	(895,890.23)	2,080,000.00	604,905.30		579,204.47
Donations: General school development	53	(513,694.74)	-	-	(513,694.74)	-	74,810.00		(588,504.74)
Donations: PSA	54	-	-	-	-	-	-		0.00
Donations: Jesuit Education Trust	55	346,156.09	2,049,623.91	1,895,780.00	500,000.00	2,049,623.91	2,061,659.72		334,120.28
Donations: Lo's Family Charity Fund	56	300,000.00	-	-	300,000.00	-	50,000.00		250,000.00
Donations: Beijing Space Science Tour	57	149,873.02	-	149,873.02	-	-	130,696.06		19,176.96
Donations : Wah Yan One Family Foundation	58	95,148.70	150,000.00	150,000.00	95,148.70	110,000.00	82,879.30		122,269.40
Donations : Wah Yan Summer School	59	-	-	-	-	9,000.00	1,711.40		7,288.60
	Sub-total	(518,407.16)	3,999,623.91	3,995,653.02	(514,436.27)	4,251,623.91	3,009,661.78		723,554.97
	Total	(518,407.16)	6,485,195.91	6,868,094.02	(901,305.27)	7,438,998.65	6,356,925.96	-	563,665.53
Donation For (Campus Facility Upgrades)									
Wah Yan One Family Foundation	60	-	2,100,000.00	2,100,000.00	-	2,500,000.00	1,987,385.05		512,614.95
Overall Facility Upgrades Plan	61	-	-	-	-	6,035,965.40	744,476.86		5,291,488.54
	Sub-total	-	2,100,000.00	2,100,000.00	-	8,535,965.40	2,731,861.91		5,804,103.49
(III) General Fund Sub-total		(518,407.16)	8,585,195.91	8,968,094.02	(901,305.27)	15,974,964.05	9,088,787.87	-	6,367,769.02
		2024-2025							
Summary		Actual Opening Balance (\$) (as at 31.8.2024) (1)	Budgeted Annual Income (\$) (2)	Budgeted Annual Expenditure (\$) (3)	Budgeted Annual Balance (\$) (4)=(1)+(2)-(3)	Actual Annual Income (\$) (5)	Actual Annual Expenditure (\$) (6)	Claw Back by EDB (\$) (7)	Actual Closing Balance (\$) (8) = (1)+(5)-(6)-(7)
(I) Government Funds - EOEBG		511,269.19	7,856,037.29	7,973,162.43	394,144.05	7,941,601.76	7,557,002.91		895,868.04
(II) Government Funds - Outside EOEBG		3,378,167.48	58,246,063.08	59,121,067.84	2,503,162.72	56,616,385.94	56,219,397.04	62,672.32	3,712,484.06
Total (Government Funds)		3,889,436.67	66,102,100.37	67,094,230.28	2,897,306.77	64,557,987.70	63,776,399.95	62,672.32	4,608,352.10
(III) General Funds (For Students)		(518,407.16)	6,485,195.91	6,868,094.02	(901,305.27)	7,438,998.65	6,356,925.96		563,665.53
(IV) General Funds (Facility Upgrade Donation)		-	2,100,000.00	2,100,000.00	-	8,535,965.40	2,731,861.91		5,804,103.49
Total (General Funds)		(518,407.16)	8,585,195.91	8,968,094.02	(901,305.27)	15,974,964.05	9,088,787.87	-	6,367,769.02
Total (Govt Funds) + (General Fund) (I) + (II) + (III)		3,371,029.51	74,687,296.28	76,062,324.30	1,996,001.49	80,532,951.75	72,865,187.82	62,672.32	10,976,121.12

Figure 7: Financial Summary Part 2 (unaudited)

16 Report on the programs financed by the Capacity Enhancement Grant

The Capacity Enhancement Grant (CEG) is provided by the government for relieving teachers' workload so that teachers will have enhanced capacity to concentrate on critical tasks in the education reform.

In 2024–25 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 2024–25 in helping religious formation, ECA and music activities.

The Financial Statement for Capacity Enhancement Grant for the Year 2024/25

Income Grant Received:	\$676,944
Expenses Salaries:	\$442,606.66
Balance for the year:	\$234,337.34

17 Report on Learning Support Grant

The Financial Statement for Learning Support Grant for the Year 2024/25

Income Grant Received:	\$395,856.00
Expenses Salaries:	\$300,305.50
Expenses Speech Therapy Service:	\$49,400.00
Expenses for Whole-school approach activities for SEN students	\$93,533.40
Balance for the year	(\$47,382.90)

18 Report of Life-wide Learning Grant

Wah Yan College Hong Kong
Report on the Use of the Life-wide Learning Grant
LWL Grant for 2024-2025 School Year

Schools are required to complete this part

No.	Activity Name	Division/Committee	Proposed Date	Target Students		Actual Expense (\$) (2024-25)	Brief Description and Objective of the Activity	Evaluation	Essential Learning Experiences (Please put a 0 the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants				Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	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													
Student Development & Support Division (Julian Ng)													
1	Catholic activities Organizing activities / camp and provide spaces for prayer and reflection practice to students	Pastoral Committee (Miss. Peggy Mang)	Whole year	F.1 – F.6	110	\$4,850.10	To help students to have a reflective habit	Due to the limited capacity of the Catholic Association, we were not able to organize more Catholic activities, hence resulting in less actual expenses. For the activities we held, e.g. pilgrimage at Yin Tin Tsi, students enjoyed and learned more Catholic history and values according to their verbal feedback		✓			
2	Tutor Fee for Chinese and Symphony Orchestra, instrumental classes	Music Subject Panel (Mr. Alex Tam)	Whole year	F.1 – F.6	80	\$363,432.50	To strengthen members' cooperative power in both Chinese & symphonic ensembles	Students participated in various competitions and received outstanding results. We successfully held the 105th anniversary concert with very positive responses			✓		
3	The WAMFO Community Service Training Programmes	OLE Committee (Mr. KW Leung + Mr. Julian Lau)	Whole year	F.1 – F.5	400	\$30,000.00	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	In-class learning workshops on disabled people were conducted for F.2-3 classes and students' reflections from WAMFO record show that more than 70% of the students found the workshops meaningful and insightful.		✓		✓	
4	Organizing Class Activities	OLE Committee (Mr. KW Leung)	Whole year	F.1 – F.6	756	\$10,000.00	1. Enhance student engagement 2. Foster a sense of community 3. Include team-building, creative projects, and social events	Students' engagement and their sense of belongings were enhanced as shown in questionnaires. It is advisable to have special form teacher periods to discuss the issue for more follow-up work.		✓	✓		
5	Chinese Debating (e.g. coach & competition fee)	OLE Committee Chinese Debate Team (Ms. SY Tang)	Whole year	F.1 – F.6	50	\$19,794.00	To cater for students' interests and abilities for stretching students' potential	The past year has been an incredible journey for our Chinese debate team. We improved our teamwork, critical thinking, and public speaking skills through regular practice and competitions. The team showed great commitment and growth, and the experience boosted confidence and cultural appreciation.			✓		
6	English Debating (e.g. coach & competition fee)	OLE Committee English Debating Team / MUN (Miss. Pat Pang)	Whole year	F.1 – F.6	40	\$60,000.00	To cater for students' interests and abilities for stretching students' potential	"The English activities definitely boosted the confidence in students, which helped them develop better mental well-being. In addition to promoting their language proficiency, all these activities gave students opportunities to develop their creativity and presentation skills. This was not an award year for the English Debate Team; rather, it was a year focused on development. We anticipated losses and are learning valuable lessons from these experiences. Nevertheless, debating and MUN allowed students to explore different areas of knowledge and foster deep learning through research			✓		
7	Model United Nations Conferences	OLE Committee English Debating Team / MUN (Miss. Pat Pang)	Whole year	F.1 – F.6	20	\$7,100.00	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	The English activities definitely boosted the confidence in students, which helped them develop better mental well-being. In addition to promoting their language proficiency, all these activities gave students opportunities to develop their creativity and presentation skills. This was not an award year for the English Debate Team; rather, it was a year focused on development. We anticipated losses and are learning valuable lessons from these experiences. Nevertheless, debating and MUN allowed students to explore different areas of knowledge and foster deep learning through research		✓	✓		
8	English Drama (e.g. tutorial & competition fee, stage production, costume & props)	OLE Committee English Drama Team (Miss. Kiki Kung)	Whole year	F.1 – F.6	70	\$40,000.00	To cater for students' interests and abilities for stretching students' potential	Students engaged in drama training and coaching which began in October 2024. In March 2025, the entire team presented an original drama ("Greenfield") as part of the Irish Cultural Week. A re-run of the drama was performed in June 2025 for the F.3 students.			✓		
	Chinese Drama (e.g. workshop)	OLE Committee Chinese Drama Team (Mr. Vic Chan)	Whole year	F.1 – F.6	20	\$0.00	To cater for students' interests and abilities for stretching students' potential	Weekly team meetings began in September 2024. The team explored the performances of the 53rd HK Arts Festival 2025, including theatre, dance, opera etc. A workshop for both committee and ordinary members took place in March 2025, with verbal feedback from students following the workshop.			✓		
9	Red Cross – Annual Training Camp and Enrollment Ceremony	OLE Committee Red Cross (Mr. Moses Mok)	Nov 2023 – Aug 2024	F.1 – F.6	50	\$2,795.00	1. To strengthen members' first aid skills 2. To signify the completion of the new members	For the Red Cross, we have moved to a new room from old canteen. Some new plastic boxes were purchased to store our equipment and first aid bandages. We sponsored the nursing course for every cadet whoopie. A new CPR model "Ann" for genuine first aid teaching was also in place.				✓	
10	Scout Training Course	OLE Committee Scout (Mr. Henry Liu)	Whole year	F.1 – F.6	50	\$4,000.00	To train our students to be responsible leaders in the society	The scouts have successfully lived up to their motto, "Be Prepared", by regularly participating in troop meetings, joining external competitions, and attending courses. These activities have strengthened their skills in various areas and contributed to their growth, making them more capable and well-rounded individuals. Notably, they achieved great success by winning the Carlton Trophy competition, showcasing their dedication and teamwork.				✓	
11	Wah Yan Cats	OLE Committee (Miss. Peggy Mang)	Whole year	F.1 – F.6	100	\$12,000.00	To nurture our students to be caring and serve to the less privileged	Students served and cared the two old cats on campus regularly and even on weekends at times. They learned the value in respecting all kinds of life.		✓			
12	Activity expenses of SOS	OLE Committee (Mr. KW Leung)	Whole year	F.4 – F.5	100	\$8,000.00	To cater for students' interests and abilities for stretching students' potential	It provide students with opportunities to explore interests and develop talents beyond the standard academic curriculum.					✓
	Juon Leadership Programme (e.g. Howatson Scheme)	Student Advancement Committee (Mr. Karl Chan)	Whole year	F.4 – F.5	50		To nurture student leaders' leadership and communication skills through learning activities and a trip to Singapore.	The 30 student leaders of the Howatson Scheme this year participated in various leadership programmes and workshops, ending with a leadership training camp in Singapore. Also, they took on ambassadorial roles for the school in the academic year during school events including admission talks and 105th anniversary celebrations. Most of the participants gained a deeper understanding of what it means to be a Wah Yan student leader.					
13	Joint School Wah Yan Summer School Programme	OLE Committee (Mr. KW Leung)	Jul – Aug 24	F.4 – F.5	40	\$19,995.90	To nurture our students to be caring and serve to the less privileged through organizing different learning activities	It provided a valuable opporunity to socialize with a diverse group of peers and build connections beyond one's own school.		✓		✓	
14	Post exam activities Programmes	OLE Committee (Mr. KW Leung)	七月 24	F.1 – F.5	500	\$15,000.00	To organize different workshops and activity classes to students	The workshops provided a vital period for relaxation and fun after the academic pressure of examinations. They also offered opportunities for personal growth and skill development before transitioning to the next stage of their education.			✓		✓

Figure 8: Life-wide Learning Grant Part 1

15	Sports Coaches	OLE Committee (Mr. KW Leung Mr. CW Chan)	Whole year	F.1 – F.5	150	\$358,615.37	To strengthen sportsmen's skills on relevant sports' activities	Verbal feedback from students. Our athletes showed a great performance and enhanced their sense of belonging. Thus, their attendance in training has improved.					✓			
16	Wah Yan Gentleman Manner Workshop	Civic Education Committee (Marcus Chan)	Whole year	F.1	144	\$14,160.00	a series of interactive sessions designed to instill proper etiquette, manners, and social skills in students. The workshop aims to cultivate the values of respect, humility, and integrity.	The two-day F1 Etiquette and Social Skills Workshop engaged students in interactive games, role-plays, and reflections to build respect, humility, and integrity. Participants practiced greetings, active listening, teamwork, and everyday manners, alongside integrity scenarios and digital citizenship. Post-workshop feedback showed improved confidence in courteous interactions and each student committed to a one-month Etiquette Action Plan.	✓		✓				✓	
17	Life Planning and Further Studies Guidance Programmes included: 1. Personal management and cultivation of generic skills and good habits 2. Pursuit of dreams in life planning and an introduction to the career world 3. Decision-making and NSS subject selection 4. Career assessment "DISC" and Career exploration sessions 5. Release of JUPAS mock results and sharing session, life game and mentorship programme 6. Talks on JUPAS, further studies and briefing on the release of DSE results for F.6 parents and students	Life Planning and Further Studies Guidance Committee (Miss Amelia Yiu)	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	756	\$532.80	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 indications 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	The event was successfully held. Formal and informal feedback showed that participants responded positively and commented that they had obtained a lot of useful information regarding further studies both locally and overseas.								✓ ✓ ✓ ✓ ✓ ✓
18	Prefects Training Camp and workshops are organized for equipping the prefects with expectations, attitudes, habits, skills for knowledge relating to becoming responsible leaders	Discipline Committee (Miss Fiona Mak)	July 2023	F.3 – F.6	70	\$23,000.00	To train our students to be responsible leaders in the school and society	All serving prefects and probationary prefects joined the camp to strengthen their teamwork and leadership. Various activities were held, including Adventure Activities and shareings by senior prefects. All prefects expressed that the camp equipped them with skills for their services in the coming school year.								✓
19	JASER Training Camp and F.1 Camp are organized for equipping the students with caring and positive attitudes	Counselling and Guidance Committee (Mr. Julian Ng)	八、九、月-23	F.1 F.4	176	\$16,140.31	To train F.4 JASERs and F.1 freshmen to be men for and with others	Teachers' observation and feedback from JASER leaders and F.1 camp booklets showed that F.1 students expressed enthusiasm for their new school life. Feedback collected through discussions facilitated by Social Workers, both at the beginning and end of the term, indicated that over 70% of F.1 students set personal goals for their academic and social			✓					✓
20	F.3 Retreat, for the whole form to do silence and reflection to do some discernment for their future pathways.	Pastoral Committee (Miss. Peggy Maug)	Nov 2024, Mar 2025	F.3	144	\$15,000.00	To guide students do discernment on their future decisions, including career pathway and what kind of a person God wants them to	More than 70% of students were satisfied with the retreat overall and able to review their life and to reflect upon themselves.			✓					✓
21	Green Paradise	Civic Education Committee (Marcus Chan)	whole year	F1-F5	20	\$3,618.00	To engage students in environmental conservation efforts and educate them about the importance of sustainability, while also enhancing the school's green spaces to create a more pleasant and eco-friendly environment	Students engaged in hands-on conservation activities to enhance campus green spaces and promote eco-friendly habits. Workshops covered waste reduction, biodiversity, and energy saving, followed by planting and clean-up tasks that visibly improved common areas. Student reflections indicated stronger environmental awareness and commitment to ongoing green actions at school and home.			✓				✓	
22	Flag guards/ Moral and Civic education	Civic Education Committee (Marcus Chan)	Nov 2024, May 2025	F1-F6	300	\$0.00	To promote a sense of national pride and civic responsibility among students by involving them in flag-raising ceremonies and teaching them the importance of civic duties and moral values.	Through participation in flag-raising ceremonies and tugger bierlings, students strengthened national pride, civic responsibility, and moral values. They practiced ceremony protocols, teamwork, and respectful conduct, with improved discipline and leadership observed.			✓				✓	
23	Photo Team	Photo Team	Whole Year	F2-F6	20	\$2,683.00	To develop students' photography skills and creativity, while also fostering a sense of responsibility and the skills as they document and share the school's activities.	Students documented key school events, honing technical photography skills (framing, lighting, editing) and visual storytelling. The team demonstrated reliability, creativity, and timely delivery of photo assets for school communications.							✓	✓
	House Activities	Student Advancement Committee	Whole Year	F.1 - F.6	756	\$2,372.00	To develop students' sense of belonging to their House and the school, and to develop students' leadership qualities.	Various Inter-house and intra-house activities were organized, including sports, cultural and academic competition. Teachers and students observe that the House spirit and healthy competition has improved.			✓		✓		✓	
Academic Division (Pakki Cheung)																
24	Organizing different workshops and activity learning groups	Learning Support Committee (Miss PW To)	Whole year	F.1 – F.6	30	\$5,750.60	To nurture and develop our students to have positive learning attitudes	Teachers and students' verbal feedback indicates that SEN students with ADHD or ASD who joined the program find it useful for enhancing their study skills and social skills.			✓					✓
25	Organizing Art Workshops & Visits	Visual Arts Subject Panel (Mr. KK Sio)	二、三、月-24	F.2	320	\$11,967.05	To cater for students' interests and abilities for stretching students' potential in Art Programme	2 painting workshops and 1 sewing workshop were organized. Feedback from students were positive, and more diverse workshop could be organized next year.					✓			
26	Organizing Lego, Drone, Programming, Multimedia and Laser cutting courses and activities. Participants will take part in inter-school competitions	IDEEA Subject Panel (Mr. Chris Lee)	Whole year	F.1 – F.5	450	\$48,000.00	To broaden their horizons on STEM education in HK and to develop their sense of achievement throughout the process	Teachers and students' verbal feedback and questionnaire Creative Cloud training sessions are being conducted for Star Studio, focusing on a range of multimedia tools. Feedback from the group has been positive and insightful.	✓							
27	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	PE Subject Panel (Mr. KW Leung)	四、五、月-24	F.1 – F.5	20	\$5,806.00	To nurture sports team members' positive values and attitudes towards academic performance	The elite athlete old boys acted role models to motivate our students to work hard and helped them set a goal.			✓		✓			
29	Organising excursion for F4 or F5 students	English Panel (Patricia Pang)	2nd term	F.4 - F.5	140		To enrich students' other learning experiences in English	Visiting the Hong Kong Museum of Art - F4 students successfully identified items of intangible cultural heritage and analysed them using 'See, Think, Wonder'. F5 students found their visit to Tai Kwun engaging. They acknowledged the connection between the reading material and the historical context of Tai Kwun, enhancing their learning experience through interactive exploration. They could also understand the significance of Tai Kwun in Hong Kong's history and culture, and gain insights into local heritage and architecture.			✓					

Figure 9: Life-wide Learning Grant Part 2

30	Organising English Activities for junior form students	English Panel (Patricia Pang)	2nd term	F1 - F3	280		To enrich students' other learning experiences in English	The Irish Cultural Week was held to celebrate St. Patrick's Day. Activities included music performances by the school choir and string ensemble, a treasure hunt activity, a bingo game, a drama performance by the English Drama Team, a friendly debate, etc. Not many students were to watch the debate and it was suggested that the activity could be held in the school hall during lesson time to increase participation. Activities like bingo and the treasure hunt were well-received and students were eager to find the "treasures" hidden. The use of shiny treats also helped motivate students to join and participate actively. The design of the two booths was commendable, with students putting considerable effort into their				✓			
31	Organising Learning Activities for whole school	Learning & Reading Promotion Committee (KH Chan)	Whole year	F1-F5	500	4671.8	To promote positive learning atmosphere in school	ornamentation. There could be more time for the activities. Students were actively engaged in the activities and with very good engagement, with some hand-made materials.	✓						
32	Organising Activities for Math High Achievers	Math Panel (Thomas Hung)	Whole year	F1-5	30	0	To implement engaging and challenging activities tailored to the needs of mathematically high-achieving students, fostering their intellectual growth, problem-solving skills, and	Some selected students from F1 to F3 were actively engaged in the modelling competition. The entry fee for this competition was subsidized by the EDB.	✓						
33	Organising Learning Activities for F3-F5 students	Biology Panel (Sharon Wu)	Whole year	F3-5	30	8000	1. To facilitate students' awareness of and appreciation for the local natural environment and the world around them. 2. To nurture students' research skills and scientific mindset. 3. To cater to students' interests and abilities for	Students were actively engaged in maintaining the school farm, while putting what they learnt in Biology lessons into practice.	✓	✓					
34	Organising Experiential Learning Activities for F4 students	IVE Panel (Julian Lau)	2nd term	F4	140	19200	To promote students' awareness of the needs of the less privileged and enhance students to be an	Students were actively engaged in the experience and most shared that it was helpful for them to better understand the issue/topic concerned.		✓			✓		
35	Organizing Exposure / Learning Activities for F6 students	IVE Panel (Julian Lau)	2nd term	F6	20	4000	To promote students' awareness of their relationship with the world and provide real-life	Most students shared fruitful reflection from the exposure and it was effective for students to reflect upon their role in the world as a community before moving on to the next stage of their lives.		✓			✓		
Sub-total of Item 1.1 (Local Activities)					6,932	\$1,140,484.43									

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)	Student Advancement Committee (Mr. Karl Chan)	Whole year	F4 - F6	150	\$170,000.00	To broaden students' horizons and get some life experiences from other countries	Four exchange programmes (Beijing, the USA, the UK, and Japan) were held this year, with a total of 90 participants. All students involved expressed that they had gained a deeper insight of the different culture and became more aware of global citizenship. Teachers observe that the participants' global vision improved.			✓				
2	Organizing Exchange Leadership Programme	Student Advancement Committee (Mr. Karl Chan)	Jul 2024	F4 - F5	50	\$130,000.00	1. To exchange ideas of leadership skills and strategies among students in schools from different countries 2. To nurture our leaders of the school organizations, clubs/ societies, sports and music team captains to be	A leadership training programme was held in Singapore in June. 30 student leaders participated. In the feedback, all of them agreed that their global vision and leadership skills improved.			✓			✓	

3	Sportsperson Overseas Training Programme	PE Panel (Mr. Leung Kam Wah)	Jul 2024	F1 - F5	30	\$15,000.00	The programme provides an opportunity for sportsperson 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 sportsperson from various backgrounds. 2. To provide sportsperson with international exposure, expanding their horizons and broadening their global perspective.	This programme offered the exceptional opportunity to train in high-performance international facilities under expert coaching. It was highly beneficial for both athletic development and personal growth.			✓				
Sub-total of Item 1.2 (Non-Local Activities)					230	\$315,000.00									

Total for Category 1 7,162 \$1,455,484.43

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

No.	Item	Division/Committee	Purpose	Estimated Expenses for 2024-25 (\$)	Estimated Expenses (\$)
1	STEM Learning Kits (Maintenance and consumables)	IDEEA Subject Panel	IDEEA Subject Panel	\$10,000.00	
2	Sports Learning Kits	PE Subject Panel	PE Subject Panel	\$35,000.00	
3	WAMFO App Maintenance	OLE Committee	OLE Committee	\$8,000.00	
4	IDEEA workshop facilities	IDEEA Subject Panel	IDEEA Subject Panel	\$30,000.00	
5	Operational Cost of SOS	OLE Committee	OLE Committee	\$2,000.00	

Estimated Expenses for Category 2 \$83,000.00

Estimated Expenses for Categories 1 & 2 \$1,488,000.00

Actual Expenses for Categories 1 & 2 \$1,530,484.43

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

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

Name of Contact Person for LWL:	Leung Kam Wah
Post of Contact Person for LWL:	Master of Other Learning

Consumables, like 3D printing materials and laser cutting materials for prototyping. These are used to support OLE activities and IDEEA lessons.
Proper gear for PE and sports teams were purchased, which is essential for both participation and injury prevention.
Maintenance of WFOFF App involved routine updates, bug fixes, and server management to ensure reliability and security for its users.
Two 3D printers were purchased to support the F1-3 IDEEA curriculum. Overall, the quality and feedback have been positive

Figure 10: Life-wide Learning Grant Part 3

19 Student Activities Support Grant

The IMC of Wah Yan College Hong Kong
Report on the Use of the Student Activities Support Grant
2024-25 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$27,300.00
B	Expenditure in the Current School Year:	\$14,950.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$12,350.00

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	23	(capped at 25% of the total allocation for the school year)
Total	23	\$14,950.00

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

III. Details of Expenses

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. <u>Local</u> activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLA / 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	4	\$2,600.00	✓				
2	Sports Team	Sport	19	\$12,350.00			✓		
3									
4									

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
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			23	\$14,950.00					
2. <u>Non-Local</u> 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			23	\$14,950.00					

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)
---------------------------------------	---------------------------------

Figure 11: Student Activities Support Grant

20 Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2024/25 School Year

Name of School: Wah Yan College, Hong Kong

Our school was provided with additional funding by the Education Bureau in the 2024/25 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 2024/25 school year (one or more options can be selected):#

- ☒ Appointing 1 additional 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:

- | | | | |
|-------------------------------------|---|-------------------------------------|--|
| ☒ | Pull-out learning
(Level(s): <u>F.1.F.2.F.3.F.4.F.5</u>) | ☒ | Split-class/group learning
(Level(s): <u>F.1.F.2.F.3.F.4.F.5</u>) |
| ☐ | Increasing Chinese Language lesson time
(Level(s): <u> </u>) | ☐ | Co-teaching/In-class support
(Level(s): <u> </u>) |
| ☐ | Learning Chinese across the curriculum
(Level(s): <u> </u>) | ☒ | Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>F.1.F.2.F.3.F.4.</u>) |

- ☐ Others (please specify):

Other support for Chinese learning:

- | | |
|--|---|
| ☐ Chinese learning group(s)
(Level(s): <input type="text"/>) | ☐ Summer bridging course(s)
(Level(s): <input type="text"/>) |
| ☐ Chinese bridging course(s)
(Level(s): <input type="text"/>) | ☐ Paired-reading scheme(s)
(Level(s): <input type="text"/>) |
| ☐ Peer cooperative learning
(Level(s): <input type="text"/>) | ☐ Guided reading
(Level(s): <input type="text"/>) |
| ☐ Others (please specify): <input type="text"/> | |

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

Figure 12: Education Support Provided for NCS Students Part 1

☒ Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):
Chinese Culture Week (Computer A1 course, drawing Chinese mascots)

☒ 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)#:

☒ Interpreting/Translating for parents information about school policies/school circulars/ school webpage, etc.

☒ 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 VP Mr Cheung Pak Ki (Name of Contact Person) at 2572 2251 (Tel. No.).

Set the document to be read-only for publishing

Figure 13: Education Support Provided for NCS Students Part 2

21 Report on Grant for Sister School Scheme 2024–25

華仁書院

姊妹學校交流報告書 2024 / 2025 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.	北京社會科學及科學考察團及北京十一學校交流團
2.	教師工作會議
3.	虛擬校園開放參觀
4.	
5.	

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

甲. 管理層面 (* 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	☒	探訪/考察	B1	☒	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☒	增加對國家的歸屬感/國民身份的認同
A3	☒	會議/視像會議	B3	☒	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☐	與姊妹學校進行簽約儀式/商討交流計劃	B4	☒	擴闊學校網絡
A5	☐	其他 (請註明):	B5	☒	擴闊視野
			B6	☒	建立友誼/聯繫
			B7	☒	訂定交流細節/活動詳情
			B8	☐	其他 (請註明):
管理層面 達至預期目標程度		C1 ☒ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到

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

教師層面 達至預期目標程度	F1 ☒ 完全達到	F2 ☐ 大致達到	F3 ☐ 一般達到	F4 ☐ 未能達到
------------------	---	----------------------------------	----------------------------------	----------------------------------

丙. 學生層面 (* 已舉辦/未有舉辦) (* 請刪去不適用者)

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

學生層面 達至預期目標程度	I1 ☒ 完全達到	I2 ☐ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到
------------------	---	----------------------------------	----------------------------------	----------------------------------

丁. 家長層面 (* 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
J1	☐	參觀學校	K1	☐	增進對內地的認識和了解
J2	☐	家長座談會	K2	☐	增加對國家的歸屬感/國民身份的認同
J3	☐	分享心得	K3	☐	擴闊視野
J4	☐	其他 (請註明) :	K4	☐	加強家校合作
			K5	☐	加強家長教育
			K6	☐	交流良好家校合作經驗和心得
			K7	☐	其他 (請註明) :

家長層面 達至預期目標程度	I1 ☒ 完全達到	I2 ☐ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到
------------------	---	----------------------------------	----------------------------------	----------------------------------

監察/評估方法如下：

編號	☐	監察/評估方法
M1	☒	討論
M2	☒	分享
M3	☒	問卷調查
M4	☐	面談/訪問
M5	☐	會議
M6	☒	觀察
M7	☒	報告
M8	☐	其他 (請註明)：

全年財政報告：

編號	☐	交流項目	支出金額
N1	☒	到訪內地姊妹學校作交流的費用	HK\$76,628.03
N2	☐	在香港合辦姊妹學校交流活動的費用	HK\$
N3	☐	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	☐	視像交流設備及其他電腦設備的費用	HK\$
N5	☐	交流物資費用	HK\$
N6	☐	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	☐	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	☐	其他 (請註明)：	HK\$
N9	☒	學年總開支	HK\$76,628.03
N10	☐	沒有任何開支	不適用

反思及跟進：

編號	☐	內容
O1	☒	有關交流活動的層面 [如適用，請註明] 兩校將積極探討進行接待家庭計劃的可行性，先以小規模試點開展，重點觀察學生安全、文化適應與家長滿意度。 加強學術與科普並重：除社會科學與科學考察外，增設跨學科主題（如「城市可持續發展」「AI 與社會倫理」「中外比較教育」）。 擴闊參與層面至學生、教師、管理層及校友志願者，形成多層次交流網絡。 建立長期導師制度，由兩校教師共同擔任學術與生涯導師，提供持續指導。
O2	☒	有關交流活動的形式/內容 [如適用，請註明] 兩校同意加強文化交流，提升群體凝聚與跨文化理解。
O3	☒	有關交流活動的時間安排 [如適用，請註明] 兩校同意每年一度的交流活動，輪流於北京和香港舉行。 建議時間表： 7 月：共同議題擬定、名額與安全指引確認、家長說明會。 9 月：師生配對、接待家庭審核與培訓。 11 月：實地交流周（5-7 天） 12 月：成果匯報會與評估會。
O4	☐	有關交流活動的津貼安排 [如適用，請註明]
O5	☐	有關承辦機構的組織安排 [如適用，請註明]
O6	☐	其他 (請註明)：

交流參與人次：

編號	☐	層面	交流參與人次
P1	☐	本校學生在香港與姊妹學校交流的人次	0 人次
P2	☒	本校學生到訪內地與姊妹學校交流的人次	20 人次
P3	☒	本校學生參與交流的總人次	20 總人次
P4	☒	本校教師參與交流的總人次	5 總人次
P5	☒	本校學校管理人員參與交流的總人次	2 總人次

備註：**前言**

為延續過往與北京十一學校的交流成果，並結合本校跨學科學習方向，我校於 2024 年 12 月 20 至 24 日參與「北京聯合科學與社會科學考察」行程，並得到舊生出資贊助。本次活動由百利國際文化交流中心承辦，結合社會科學與科學兩條主線，透過重點博物館、科研機構與文化遺產的參訪，以及與北京十一學校的校際交流，深化學生對中華文化與國家科研發展的認識，並培養其跨文化溝通與探究能力。

活動目標

透過系統參訪國家級文化與科研場館，建立學生對中華文明脈絡與現代科技發展的整體理解。以「社會科學組」與「科學組」分流學習，強化學生在人文與科普兩方面的探究與表達能力。促進與北京十一學校的實質互動，擴闊學生視野，培養國民身份認同與公共素養。

參與人數與承辦機構

- 日期：2024 年 12 月 20 日（五）至 12 月 24 日（二），共 5 天
- 主要承辦：百利國際文化交流中心（香港教育局及職訓局主要遊學團承辦商）
- 航班：去程 CX332（12:00/15:30），回程 CX393（18:35/22:25）
- 參加者：20 人

活動行程與學習重點

- 學習重點：
 - 旅遊安全、行為守則與跨文化禮儀；確立社會科學組與科學組之學習任務
 - 以天安門廣場為切入點，認識首都空間與國家儀典象徵
 - 在國家博物館透過「古代中國」「復興之路」基本陳列，建構中國歷史主線與近現代化進程
 - 北京中國學中心了解國際漢學與中國研究資源，思考中外學術對話
 - 明清宮廷建築與禮制；「天圓地方」與祭天制度；文化遺產保存與公共教育
 - 天文觀測史與科普劇場體驗；AI 與人機共融專題展，認識影像/語音辨識與沉浸式互動科技
 - 皇家園林美學與「借景」原則；近代史背景（戰亂、修復）與文化景觀價值
 - 太陽活動與觀測設備（色球、磁場、望遠鏡）；我國空間科學與深空探測任務概覽
 - 北京市十一學校參訪與交流
 - 交流重點：校園參觀、課程與 STEAM 項目分享、師生自由交流

安全與行政安排

- 住宿與夜間管理：入住檢查、門禁與緊急聯絡；不得擅自離開酒店
- 健康與保險：已購買團體綜合旅遊保險（醫療/救援/意外/責任/財物/行程）；行前健康申報，隨隊常備藥物
- 惡劣天氣及應變：與承辦及學校保持通訊，按天文台與中國天氣網資訊調整行程

學習活動設計與評量

- 分組研習：社會科學組與科學組各自設定探究題（例：中軸線與國家敘事；太陽活動對地球空間天氣影響）
- 跨組分享：行程第 4 晚進行跨組圓桌，互相講解人文與科學視角
- 成果產出：回校後完成小組簡報或短片；優秀作品於晨會或開放日展示

活動成果

- 知識增益：學生對中華文明史、首都空間象徵與近代化進程的理解更為系統；對天文、空間科學與 AI 等前沿科普有直觀體驗
- 能力提升：觀察與記錄、資料整合、口語表達與跨文化溝通能力顯著提升
- 品德與態度：公共禮儀與團隊合作意識增強；對國家文化遺產與科研發展的認同感提升
- 校際連結：與北京十一學校建立持續對話渠道，為後續師生互訪與課題合作奠基

檢討與建議

- 行前培訓：建議加入簡短研究方法與安全情景演練，提高場域探究與風險意識
- 分組深度：科學組可增加與科研人員之 Q&A 時段；社會科學組可加入城市更新或博物館策展幕後參觀
- 接待交流：明年爭取落實「接待家庭計劃」小規模試點，深化文化體驗
- 成果固化：建議將作品與學習單彙整，供校內發展參考

結語

本次「北京聯合科學與社會科學考察」圓滿完成。學生在短時間內完成跨學科、跨地域的密集學習，既擴闊視野，亦深化了對國家歷史與當代科技的認識。感謝百利國際文化交流中心的專業安排，以及北京市十一學校與中國歷史研究院等單位的支持。學校將持續優化交流機制，並計劃與姊妹學校建立年度定期互訪與主題研學，讓更多學生受惠。

22 Report on Use of Citizenship and Social Development Grant 2024–2025

Annex 2

To: Permanent Secretary for Education
(Attn: Liberal Studies / Citizenship and Social Development Section of Curriculum Development Institute)

Address: Liberal Studies / Citizenship and Social Development Section
13/F Wu Chung House, 213 Queen's Road East, Wan Chai, Hong Kong

Fax No.: 2573 5299 / 2575 4318

[Please complete and return this report to Liberal Studies / Citizenship and Social Development Section of Curriculum Development Institute on or before 30 September 2024.]

Report on Use of Citizenship and Social Development Grant

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

	Area	Actual Expenses (\$)
i.	Developing or procuring relevant learning and teaching resources	Nil
ii.	Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	Nil
iii.	Organising school-based learning activities relating to the CS curriculum	Nil
iv.	Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	Nil
v.	Others (please specify): <u>Design fees spent to enhance the learning environment of the CS learning centre, for better comfort and collaboration and creating community spaces for group work and events. Additionally, improving lighting, acoustics to foster a conducive atmosphere for learning and to support effective teaching.</u>	\$48,500
	Total Expenditure:	Nil
	Unspent Balance:	\$251,500.00

Figure 14: Citizenship and Social Development Grant

23 Donors and Benefactors

23.1 The Wah Yan College Hong Kong Jesuit Education Trust

Gordon Wu Ying Sheung

Ng Kwong Hung Robert

So Ying Lun

The Procurator In HK of The English Assistancy of The Jesuit Order

The Society Of Jesus In HK

Yim Hong Cheuk Foster

23.2 School Development Projects

15th Hong Kong Group

Lau Fu Keung

Wah Yan Post Secondary Education Trust Fund

Chan Leung Leo

Chow Kiang Cheong

Joseph Ngan Sau Fung

Lam Wai Nang

Lau Sik Tim, Richard

Lui Tai Lok

Ng Chun Hung

Tam Kin Wai

Wong Wai Ming

23.3 Scholarships / Speech Day Awards

Martin Y Lam Charitable Foundation

Tak Shing Investment Co. Ltd