Wah Yan College, Kowloon

School Report 2017 – 2018

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Chapter 1: Our School

1.1 Our Vision

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.

1.2 Introduction to Our School

1.2.1 Introduction

Wah Yan College, Kowloon, is a government-aided boys' grammar secondary school operating 30 classes from Secondary 1 to Secondary 6, enrolling a total of 987 students. We implement Small Class Teaching, and 5 classes at each level are split into 6 classes, namely W, Y, C, K, S and J. We do not have a primary school of our own or a "feeder" primary school.

Our School was founded by Mr. Peter Tsui Yan Sau in 1924 and is now sponsored by the Society of Jesus in Hong Kong. In 1952, the school moved from Nelson Street to the present site, which has an area of about 42,000 square metres.

Our Incorporated Management Committee (IMC) consists of eight members representing the Society of Jesus (five of whom are Jesuits and one is an alternate manager), the Principal, a Teacher Manager and an alternate Teacher Manager, a Parent Manager and an alternate Parent Manager, an Alumni Manager and an Independent Manager. The School Advisory Committee gives policy recommendations to the IMC, and the School Executive Committee makes and carries out decisions regarding the implementation of day-to-day administration. There is a Staff Meeting without the attendance of the Principal from which Teachers' views can be reflected to the Administration via the Meeting's Chairman.

In teaching and learning, we have small class arrangements aiming to restrict the class size to not more than 30 in junior forms and to not more than 32 in senior forms. In specific main subjects at junior secondary level, the class size ranges from 16 to 24 to cater for learner diversity. Senior secondary students take at least 3 electives from Secondary 4 onwards, and are allowed to reduce the number to 2 after Term 2 in Secondary 4 if necessary. A standard-referencing framework is adopted in internal assessment reporting in senior forms, with levels and level descriptors. Values-focused Formation classes for Catholic and non-Catholic students run through all levels.

In the area of school ethos and support for students, the Student Affairs Committee oversees student development in non-academic areas and coordinates the work of the Guidance Committee, Discipline Committee, Educational Psychologist, Clinical Psychologist and School Social Worker. The Careers and Life Planning Committee supports students and parents in their transition from junior to senior secondary, in facing the post-HKDSE pathways and in career guidance. The Students' Association,

founded in 1966, oversees extra-curricular activities in numerous student clubs, and together with the Music Association, Catholic Association (the latter under the guidance of the Pastoral Committee) and the Houses, they offer a rich array of opportunities for students to grow in leadership, service, art, sports, religious faith and other non-academic areas. The Parents' Association, in which teachers are not members and have no voting rights, actively promotes reading activities and home-school cooperation. Last but not least, with an alumni network that covers many cities in the world, the Past Students' Association actively supports current students through face-to-face mentorship, workplace attachment programmes and financial sponsorship for student activities.

Sharing a common educational vision, our school is part of the Jesuit school system at three levels: the Chinese Province including Hong Kong, Macau and Taiwan, the Asia-Pacific region and Jesuit schools worldwide. From time to time, our school conducts or coordinates student exchange and staff development programmes with schools at one or more of these system levels.

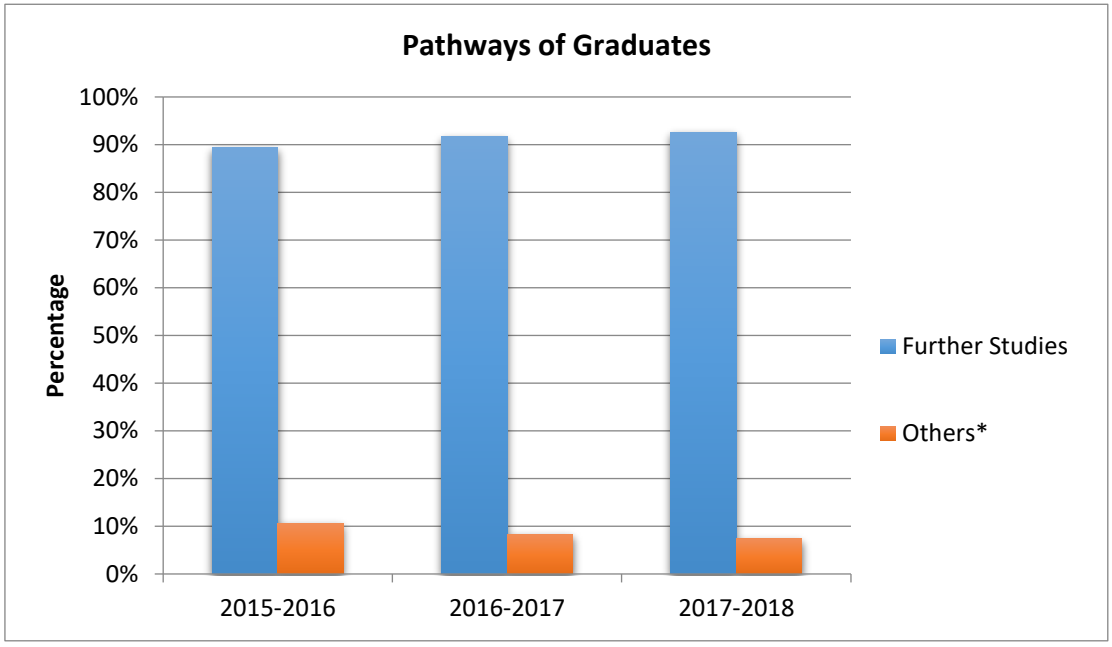
1.2.2 Our Students

i) Number of Operating Classes and Students

Level	2016-17		2017-18	
	No. of Classes	Total Enrollment	No. of Classes	Total Enrollment
Secondary 1	6	160	6	160
Secondary 2	6	160	6	159
Secondary 3	6	165	6	156
Secondary 4	6	170	6	162
Secondary 5	6	172	6	160
Secondary 6	6	160	6	163
Total	36*	987	36*	960

*The class organization approved by the Education Bureau is 30, but the school implements Small Class Teaching and 5 classes in each form are split into 6 classes to raise the quality of teaching and learning.

ii) Pathways of Graduates

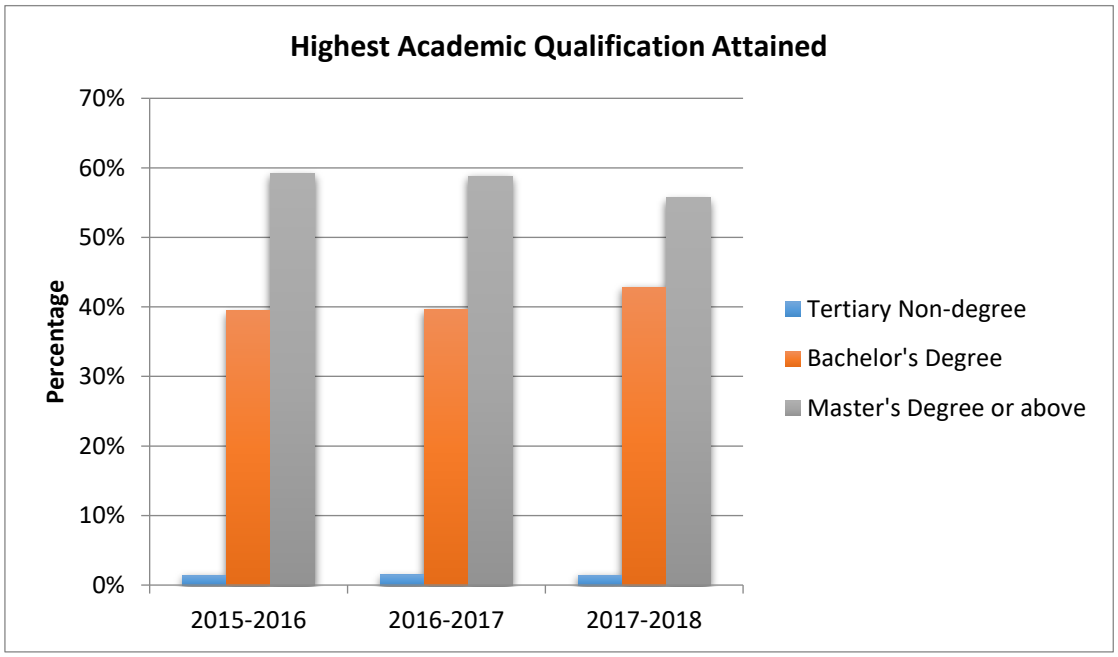


* No information provided by graduates

1.2.3 Our Teachers

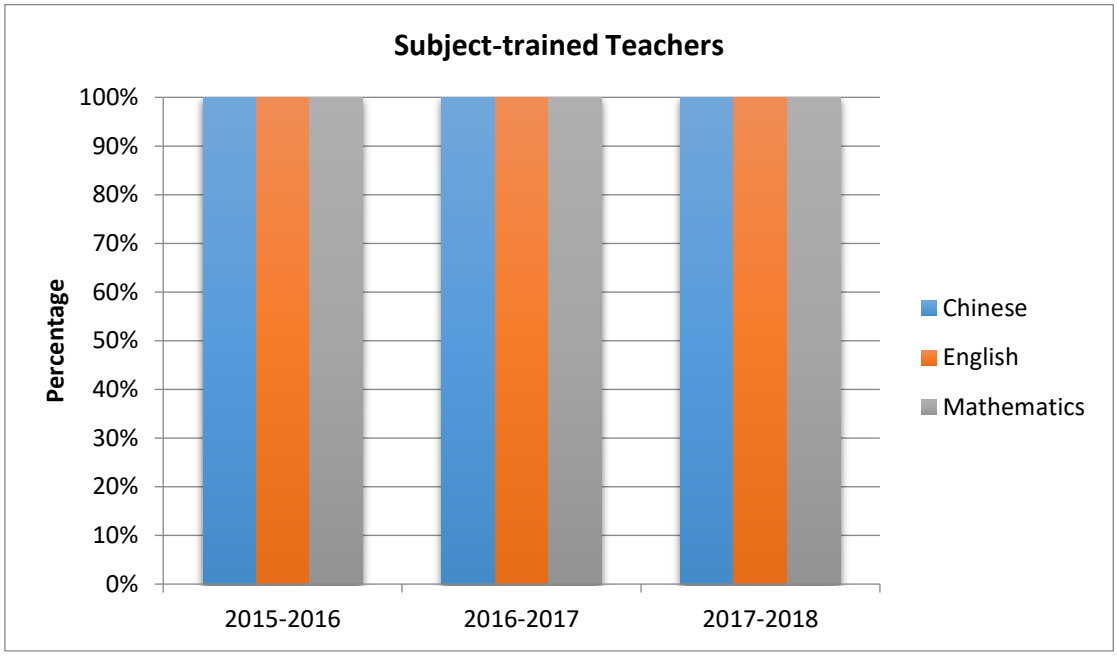
i) Teachers' Qualifications

a) Highest Academic Qualification Attained

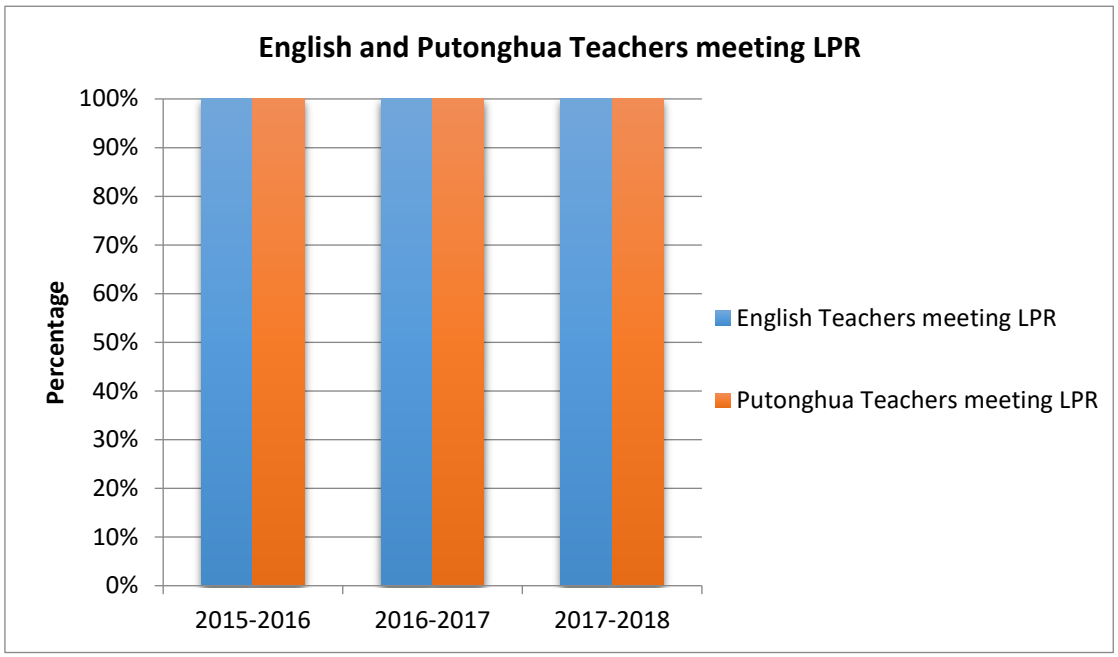


b) Professional Training

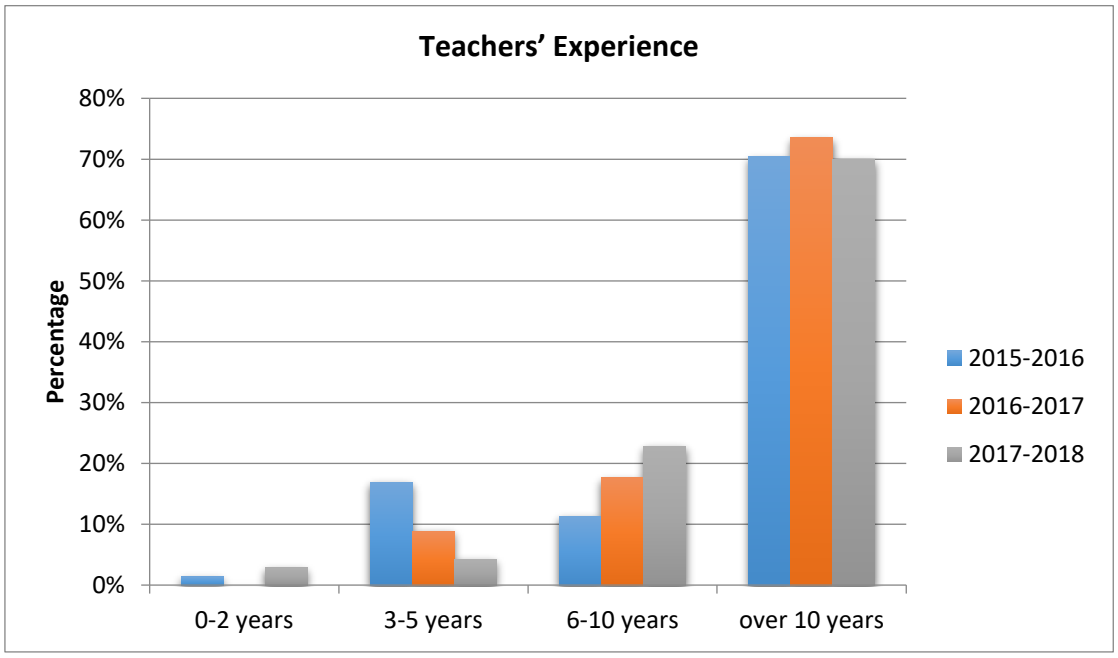
c) Subject-trained Teachers



d) English and Putonghua Teachers Meeting Language Proficiency Requirement



ii) Teachers' Experience



1.2.4 Our Curriculum

i) Curriculum Structure

Subjects Offered	S1	S2	S3	S4	S5	S6
Chinese Language	✓	✓	✓	✓	✓	✓
Putonghua	✓	✓	✓			
English Language	✓	✓	✓	✓	✓	✓
Literature in English	✓	✓	✓			
Liberal Studies				✓	✓	✓
Mathematics / Mathematics (Core) (DSE)	✓	✓	✓	✓	✓	✓
Mathematics (Extended) (DSE)				✓	✓	✓
Business, Accounting and Financial Studies (DSE)				✓	✓	✓
Biology / Biology (DSE)			✓	✓	✓	✓
Chemistry / Chemistry (DSE)			✓	✓	✓	✓
Chinese History / Chinese History (DSE)	✓	✓	✓		✓	✓
Computer Literacy	✓	✓	✓			
Economics (DSE)				✓	✓	✓
Geography / Geography (DSE)	✓	✓	✓	✓	✓	✓
History / History (DSE)	✓	✓	✓	✓	✓	✓
Information and Communication Technology (DSE)				✓	✓	✓
Physics / Physics (DSE)			✓	✓	✓	✓
Integrated Science	✓	✓				
Ethics and Religious Education	✓	✓	✓	✓	✓	✓
Ethics and Religious Studies (DSE)				✓	✓	
Music / Music (DSE)	✓	✓	✓	✓	✓	✓
Visual Arts / Visual Arts (DSE)	✓	✓	✓		✓	
Library and Learning	✓					
Physical Education	✓	✓	✓	✓	✓	✓
Other Learning Experiences				✓	✓	
Formation	✓	✓	✓	✓	✓	✓

ii) Percentage of lesson hours of each Key Learning Area:

Key Learning Area	**Junior Forms**	**Senior Forms**
	Percentage (%)	
Chinese Language	18.3	16.0
English Language	20.8	16.0
Mathematics	14.2	14.3
Liberal Studies	--	11.8
PSHE	19.2	30.0
Science	11.7	
Technology	2.5	
Arts	8.3	
PE	5.0	5.0
Others	--	6.9
	100.0	100.0

Chapter 2: Achievements and Reflection on Major Concerns

Major Concern 1: To form self-directed and reflective learners, with attributes of competence, commitment, creativity and cultural curiosity.

Achievements

- The school introduced a number of extrinsic and intrinsic motivators to enhance the students' motivation to learn in recent years. Building upon the achievements like the implementation of uniform test, the introduction of revision test, the adoption of a new class allocation mechanism, the design of extended parts in the scheme of work, etc., the school decided that we should further nurture our students into self-directed and reflective learners in the current development cycle. To achieve this goal, different measures were adopted by various parties in this academic year to enhance the teachers' skills in promoting self-directed learning and inspire our students to become self-directed learners.

- To incorporate the acquisition of self-directed learning skills into the teaching curriculum, the scheme of work template was modified by adding a repertoire of self-directed learning skills. This would allow subject teachers of the same level to discuss among themselves the possible self-directed learning skills that could be covered in different teaching and learning tasks with reference to the decisions of the panel meetings. It was found that the modified scheme of work was used by many teachers, which indicated the teachers' awareness of the school major concern of forming our students into self-directed and reflective learners.

- Having raised teachers' awareness of the major concern through the modification of the scheme of work, further measures were adopted to ensure that the teachers would be able to master the skills of promoting self-directed learning. For example, workshops on self-directed learning arranged principally by the Staff Development Committee was organized to help teachers learn about how other schools would form their students into self-directed learners through the design of proper inquisitive teaching and learning activities. The survey conducted by the Staff Development Committee indicated that the participants found the training sessions effective and inspiring. At the same time, subject panels were required to discuss in their panel meetings the self-directed learning skills which they would like their students to acquire as well as the strategies to attain them. They were also required to share in their panel meetings the good practices in promoting the acquisition of self-directed learning skills, which were recorded down in the minutes of the panel meetings. Peer observations were also arranged by the subject panels to allow their panelists to learn from each other the effective strategies for promoting self-directed learning.

- Apart from joining the staff development activities arranged by the school, some panels also encouraged their panelists to participate in programmes organized by external bodies to acquire the skills to promote self-directed learning and explore the possible mode of conducting self-directed learning. For example, the Physics Panel encouraged their panelists to attend workshops organized by

the Hong Kong Polytechnic University to explore if the remote experiment as developed by the University could be integrated with the school curriculum.

- Teachers of various subjects also put in effort to promote self-directed learning among the students. For example, the English Panel introduced the self-directed learning projects in the junior secondary, which allowed the teachers to create projects for their students and assess their students' performance at a written and verbal level. When the students completed the projects, they would be engaged in various reading tasks to learn to extract important information to complete the research exercises. The English Panel also drilled the students on the skills of notetaking to help the students master this important skill of self-directed learning and knowledge construction.

- Other than forming our students into self-directed learners, some subject panels also arranged extended learning experiences with other parties to enhance students' learning motivation. For example, in this development cycle, the Science Key Learning Area (KLA) continued to put in effort in promoting STEM education. STEM education was promoted by the Science KLA through encouraging students to participate in competitions organized by external parties. Other panels also arranged outside classroom learning experiences to help students acquire necessary knowledge and skills. For example, the English and Liberal Studies Panels arranged the students to participate in experiential learning opportunities. The History Panel also worked with the Ricci Heritage Society Hong Kong to organize a study tour to Macau to deepen the students' understanding of the contribution of the Jesuits.

- The promotion of STEM education is an attempt made by our school to equip our students for the changing needs in Hong Kong. Other than promoting STEM education, we also need to promote Basic Law education, environmental education and entrepreneurial spirit. To promote Basic Law Education, the scheme of work template was modified to help the subject panels to identify the topics through which they can conduct Basic Law education. A number of subject panels like the BAFS, Chinese History, Ethics and Religious Studies Panels, etc., were asked to include in their curriculum planning elements of Basic Law education. Scrutiny of the schemes of work prepared by these panels indicated that relevant elements were included in their schemes of work. For example, the BAFS panel covered the relevant Basic Law provisions when they taught about the business environment in Hong Kong.

- The arrangement of different experiential and outside-the-classroom teaching and learning activities can motivate students intrinsically but we did not ignore the importance of different extrinsic motivators. In recent development cycles, a uniform test was introduced to provide teachers and students with quantitative data to assess the effectiveness of teaching and learning. At the same time, when deciding if a student would be retained, his performance in various assessment tasks of the whole academic year would also be taken into consideration. This was also communicated to the students through eClass. After-school revision tests were also arranged for S6 students and these revision tests also made up a certain percentage of their continuous assessment grades. This academic year, we also extended the practice of arranging after-school revision tests to S4.

- To promote better personal care for different students, Class Teachers were accorded a greater role in helping students to improve their learning in recent years. For example, Morning Formation and Examen sessions were introduced to allow Class Teachers to have more contact with their classes, enabling the Class Teachers to know their students better and could, therefore, offer better guidance for their students. This academic year, students were encouraged to put down their reflection at the end of the week. All these efforts aimed at promoting the practice of reflection among the students, which is also an important component of self-directed learning.

- To address the learning needs of students who might need special help in their academic studies, special tutorial classes were organized. For example, past students were recruited as tutors to help students who were weak in English Language. Other than English, after-school tuitions were also arranged for senior secondary students who needed help in the learning of Chinese. Apart from recruiting past students to offer special assistance to students who needed extra help, tutorial sessions were also arranged for students who were strong in certain subjects like Chinese Language with the aim of upgrading them to a higher level. Finally, post mock examination sessions were also arranged by various KLAs to provide weaker students with necessary academic support.

- Further measures were also introduced to ensure accuracy in the report of students' performance which would foster accuracy in the analysis of assessment data. At the same time, the mid-term checkpoint was also arranged in the second term to enable the panel chairpersons to better assess the progress of teaching and learning at different levels.

Reflection

- Although the new scheme of work template was developed to help teachers indicate the self-directed learning skills which they would help their students to develop, it was found that some teachers did not use the new template to prepare the scheme of work despite the fact that the school authority had identified the formation of students into self-directed learners as the major concern of the present development cycle. While it might be difficult to find out the factors behind the use by some teachers of the old template in preparing their schemes of work, we should not rule out the possibility that there might be insufficient understanding about the rationale behind the school decisions of the administration to help our students acquire self-directed learning skills. To address this possible problem, we might need to arrange more staff development activities to help teachers understand the rationale of the school, the concept of self-directed learning and acquire the skills of forming our students into self-directed learners.

- The figures of the ESDA survey may also indicate that there is room for improvement in terms of forming our students into self-directed learners. For example, while 82.6% of the teacher respondents

"strongly agreed" or "agreed" to the statement that "they always teach their students learning strategies like using concept maps, tool books, online resources, etc.", the corresponding figure for the students was only 54.9%. These two figures were the lowest in three years. The teachers' "strongly agree" or "agree" figure for the statement of asking "questions of different levels" was 82.6% and the students' corresponding figure was 54.1%. These two figures were again the lowest in three years. The same situation was also found in the statement for engaging students in active inquiry because the teachers' figure was 73% while the students' figure was 15.4% lower. These two figures were, again, the lowest in three years. As the use of different learning tools and different levels of questions which may help bring about active inquiry on the side of the students is related to self-directed learning, the declining "strongly agree" or "agree" percentages and the wide discrepancies between teachers and students revealed a worrying trend.

- On top of these questions, the teachers' and parents' "strongly agree" or "agree" percentages for students showing initiative to learn also showed a drop in this academic year, with the teachers' figures falling to a three-year low. Although the students' percentages were slightly higher, the percentage was just a mediocre 54.3%, which was not encouraging enough. At the same time, the students' confidence in learning was not high, with only 51.9% of the student respondents "strongly agreed" or "agreed" that they were confident in learning while only 54.5% of the student respondents "strongly agreed" or "agreed" that they knew how to set learning goals. As a self-directed leaner should be able to know how to set learning goals and devise proper strategies to reach the goal, the "average" percentages for these two statements clearly indicated that we could do more to help our students to become self-directed learners in this school year.

- Not only do we need to make improvements in the area of forming our students into self-directed learners, but we also need to extend the STEM education to all the junior secondary students. At present, STEM education at our school is limited to a few students who are talented in this area. This is not a proper mode of conducting STEM education because the essence of STEM education is to help our students acquire the skills of problem solving and critical thinking. The students should be guided to develop the skills of applying proper scientific knowledge in the resolution of different life problems. To attain this goal, more staff development activities have to be arranged to enable the teachers to develop proper understanding of STEM education and acquire the necessary skills to promote STEM education in their everyday teaching. The Academic Committee would also work with different panels to study if there is any room to adjust their teaching curriculum to accommodate more elements of STEM education.

- As have been emphasized previously, the promotion of STEM education is but one area which the school needs to address to cope with the changing needs of Hong Kong society. Other areas like Basic Law Education, environmental education and the promotion of entrepreneurial spirit have to be addressed as well. In this academic year, the Academic Committee put more emphasis on coordinating different subject panels to promote Basic Law Education. Such efforts would be continued in the

coming academic year. The Academic Committee would also evaluate if the coverage of our Basic Law Education is sufficient with reference to the government guidelines. However, it should be stressed that the educational packages as prepared by the Education Bureau attempt to cover the whole Basic Law and it would be difficult for the teachers who do not have sufficient legal training to cover every aspect of the Basic Law.

- At the same time, it can also be noted that the educational packages are insufficient to form our students into legally literate citizens, which aims at enhancing "the ability to make critical judgments about the substance of the law, the legal process, and available legal resources and to effectively utilize the legal system and articulate strategies to improve it". However, to attain this goal, it is really necessary for us to plan our curriculum carefully and provide our teachers with sufficient training.

- Other than the promotion of Basic Law Education, efforts were also put in by various subject panels to promote environmental education. Knowledge in relation to environmental protection was mainly covered by Biology, Chemistry, Ethics and Religious Studies, Geography and Liberal Studies, etc. Other than promoting environmental education through the formal curriculum, co-curricular activities like the Green Lunch were also arranged by other parties to promote environmental education. The Academic Committee would evaluate if our current coverage of environmental education is sufficient in the coming academic year.

- Assessment data obtained through internal and external examinations were disseminated to different panels for analysis to help the subject panels decide if it is necessary for them to adjust their curriculum and teaching strategies. The Academic Committee should work with the Staff Development Committee and different panels to enhance the assessment literacy of our teachers so that they can better guide our students to tackle the public examination.

- The mid-term checkpoint was introduced in the second term of this academic year to help different panel chairpersons to collect continuous assessment marks from the panelists. The arrangement of the checkpoint could facilitate the dissemination of the message that a number of continuous assessment tasks have to be arranged before the checkpoint. Concurrently, the panel chairpersons can also make use of the assessment data to evaluate the teaching progress at different levels. In view of the positive development, it is, therefore, proper for us to arrange checkpoints in the first term and at the end of the two terms to ensure that panel chairpersons can monitor the progress of teaching and learning throughout the whole academic year.

- However, one issue will have to be addressed in relation to the dissemination of assessment data is that we should explore ways to enable the class teachers to gain access to the assessment data, particularly the assessment data in relation to the uniform tests. At present, the teachers are not required to submit uniform test marks to the school administration. Certainly, the problem can be partly solved by the introduction of checkpoints in the second term because it is highly likely that the subject panels

would expect their panelists to include the uniform test marks in the excel files submitted to the panel chairpersons but class teachers of different classes are still unable to access the data because the panel chairpersons were not asked to hand over the data to the class teachers. The Academic Committee would have to explore possible solutions for this problem, particularly when standardised tests are to be arranged in the coming academic year. The class teachers would certainly want to learn of the students' performance in these continuous assessment tasks so that they would be able to offer the necessary support for the students who are in need.

Major Concern 2: To strengthen students' character formation within a positive learning community that encompasses compassion, respect, collaboration, conscience and reconciliation.

Achievements

A. To strengthen students' character formation, values education, social etiquette and leadership training to 'help students to live as they ought to live' were reinforced.

- To deepen the learning of reflection, guidelines of the Examen and sharing sessions were developed for teachers (new and existing) before the beginning of the school year. In the second term, an Examen workshop was organized for class representatives from Junior Forms. Students learnt about the skills to lead the Examen in classrooms and shared the challenges they faced.

- In order to nurture Catholic Faith among students, a 1-day retreat was organized for senior form catholic students by the Pastoral Committee. Nineteen students joined the retreat and had a quiet time for reflection. Annual retreats for different religious groups (Legion of Mary, Christian Life Community (CLC), Altar Society and Mass Choir) were also organized. During the retreats, formations were given to students and they had a valuable opportunity to experience the presence of God. The development of Ignatian Pedagogical Paradigm (IPP) for teachers was also enhanced. Two more teachers were invited to join the committee and some experienced teachers were also invited to share their teaching experience with reference to IPP. To invite non-Catholic students to join pastoral activities, a youth group for S1 students and pre-Catechism class for S2-S3 were set-up. All S1 students were invited to say the morning prayer every day in the classrooms. Activities like Way of the Cross and Service Trip to China were organized. These student groups and activities spread the Good News and encourage non-Catholic students to know more about the Catholic Faith.

- With reference to the needs of the students and feedback from various committees, new sets of lesson materials for formation lessons (e.g. Respect, from Boys to Men and Cultivating a Gentleman Culture) and activities (e.g. Golden Library, Sex Education Workshops and Visits to Jail) were prepared by the Values Committee.

- A workshop about social etiquette and manners was organized for S5 students during post exam period. Students found the session a good starting point to learn the rules of formal etiquette so that when they were in formal situations, they would know the manners required and pay respect for the occasion. Acquiring the basis of good manners helped them to feel far more confident in different social circumstances and express themselves easily.

- To convey our expectations to S1 students and to guide them to live out the spirit of the School Prayer, an S1 Orientation was organized with a combination effort of various committees. It was a 2-day programme which helped students to adjust to the new environment at Wah Yan, meet new friends and learn from the role models of the senior students. A time management workshop was included in the programme so that students set goals and learnt skills about self-management.

Starting from this year, S1 students commenced the day using the school prayer. These reminded students the expectation of the school every day so that they would do their best in all circumstances.

- To support class teachers, regular meetings were held by the Class Teacher Committee which involved coordinators of different forms and committees (Discipline, Guidance, Values and Pastoral) to share the latest information about students' trend, behaviour and daily routine. The committee explored the challenges and formulated strategies for the class teachers. On the other hand, valuable feedback from class teachers was gathered and more collaboration was achieved by this platform. This year, a decrease in general discipline cases in Junior Forms was observed.

- In preparation for launching Positive Education programmes for students, a number of teachers attended workshops and courses run by different organizations (Education Bureau, Geelong Grammar School, City University of Hong Kong and University of Hong Kong) in order to understand more about Positive Education. At the same time, a staff development programme for all teachers and a Parents' Seminar for S2 students were organized. Feedback from stakeholders was positive as it brought new insight to the community.

B. To enrich school life to achieve whole-person development, bolster active contribution to others and cultivate a stronger sense of belonging

- To encourage S1 students to join more extra-curricular activities, the principal has highlighted the importance of learning through both academic and non-academic activities to students and parents at the S1 Orientation. On the other hand, annual plans, mid-term and final evaluation of clubs and societies (under the Liaison Board of Students' Association) were collected by Extra-curricular Activities Committee in order to create a strong sense of responsibilities among students. Guidelines on enhanced Management of Extra-curricular Activities were provided to teachers in the teachers' planner.

- To review the House System and aggrandize House cultural activities, at the beginning of the school year, all house advisors and student leaders (captains and executive committee members) gathered for a meeting to discuss the improvement of the House System. Some new activities were suggested and all agreed that a debriefing would be held for all organizers after every activity for reflection. Student leaders were very active and responsible this year. Two new activities, 'Running Man', was organized during Christmas Celebration and 'Inter-House Drama Competition' was organized for Junior Forms during the Post-Examination Period. Students with different talents were developed.

- To celebrate the 95th Anniversary and produce a joint school musical, representatives from various stakeholders (including Past Students' Association, Parents' Association and Wah Yan One Family Foundation) joined together to identify themes and objectives for the celebration.

C. To augment our learning community

- To form a learning community among staff members, five staff development programmes were arranged throughout the year. Most staff members found the programmes positive and useful. The topics of the staff development programmes included: Self-directed Learning Strategies, Positive Psychology and Education and Training on IT in Education, etc. Those workshops gave inspiration for teachers to help students to learn better.

- In order to encourage various panel and committee members to attend professional training, the Head of Staff Development Committee selected relevant training courses on eServices and sent to the panel heads through email every week. This ensured that the panel and committee heads received the latest information.

Reflection

A. To strengthen students' character formation, values education, social etiquette and leadership training to 'help students to live as they ought to live' were reinforced.

- The role of class teachers during Morning Formation and Examen is very important as they guide students to reflect from daily experiences and consolidate the values they uphold. However, nowadays these roles are filled with challenges. In order to support class teachers, a system for class teachers of the same form to share and discuss strategies to help students is suggested. According to the Assessment Programme for Affective and Social Outcomes, class teachers could help and guide students more. The class teacher committee could play a vital role in the coordination and implementation of Ignatian values education.

- The challenge of maintaining the Catholic Faith is becoming more serious. As the number of Catholic students decreased as well as the pressure of the public examination, the number of Catholic students actively involved in religious activities was declining. As a result, some students and teachers were exhausted. To sustain the religious atmosphere, a balance between the number of religious activities and available resources is suggested. Since the feedback on recitation of the morning prayer for S1 students every day was positive, Pastoral Committee suggested extending the plan to S2 as well. A decent room for catholic activities could help the school to promote Catholic Faith, so it is hoped that the renovation of Room G10 will take place next year.

- The new teaching materials for formation lessons provided a perspective for students to evaluate their thoughts and actions through the Jesuit values and needs of others. Although many teachers found the materials important for students, the atmosphere of sharing ideas in classrooms varied among classes. It greatly depends on the openness of the students and the topics. More time should be allocated to prior discussion among teachers, e.g. at Class Teachers' Sharing Session so that teachers are more prepared and support the scheme more.

- Students become more confident in different circumstances if they acquire the manners needed. The school could allow students to practise good manners in different situations so that they are more prepared for the future.

- The S1 Orientation plays an important role in the life of a Wahyanite. It builds confidence and friendship for the students to journey along. It also created leadership opportunities for various student committees and groups to work together and formed a stronger sense of belonging to the school. However, a clearer objective should be set for the time management session during the Orientation so that students could easily understand the importance of goal setting and self-management. Goal setting in form of experiential learning with the collaboration of various committees could be considered in S2.

- We promoted Jesuit values with focus on gratitude, respect and responsibility. Yet, according to the Assessment Programme for Affective and Social Outcomes, our students still need to improve

in the areas of Interpersonal Relationships and Negative Affect. The promotion of Values Education will attend to these two areas more next year.

- Positive psychology and education have a lot of common elements with Jesuit Education. Stakeholders in the learning community like teachers and parents welcomed the ideas and particularly some of the aspects focused on strengthening the resistance of students when facing adversity and it is essential for students nowadays. The next stage will focus on implementing some positive education in the formation curriculum and school activities.

B. To enrich school life to achieve whole-person development, bolster active contribution to others and cultivate a stronger sense of belonging

- In order to achieve whole-person development, all students are encouraged to join more than one extra-curricular activity. Students are strongly encouraged to participate in activities of the clubs and societies more, e.g. recruitment, organizing events and evaluation, etc. The delegation of responsibilities stretches the potential and leadership of students. However, the existing membership enrolment method and student data collection method by the school have to be fine-tuned with the help of the eClass system.

- The House system of the school has provided new opportunities for students to develop. Yet, the types of activities could be more diverse so that more students could enjoy and excel.

- To support the 95th Anniversary celebration, more members of staff would be invited to join the preparation in the coming year.

C. To augment our learning community

- Staff members found the training programmes effective and inspiring. Teachers suggested that more IT equipment be available for teachers, and students would benefit more from teaching and learning with the use of eLearning.

D. To strengthen Reconciliation with Creation

- Due to time constraints, plans of this area were not carried out. Next year, we will consider organizing a classroom cleaning campaign for S1 students.

Major Concern 3: To enhance school facilities to support student learning and development

Achievements

A. To upgrade school facilities to support students' sports development

- To upgrade the swimming pool into an all –weather indoor heated pool, several meetings with the Education Bureau, external organizations, past students and various stakeholders were held during the year. To find references, several visits to other school were made by the team.

B. To target facility renovation to support students' music development

- A working group was set up this year to study the feasibility of converting UG03 to be part of the Music Centre. The extension of the Music Centre offers a bigger venue for small group practice and learning and further enhance students' music development.

C. To revamp school facilities for promoting eLearning and STEM education

- To acquire mobile computing devices and new equipment for promoting eLearning and STEM Education, new iPads and Windows tablets were bought by the IT Administration Committee for students and staff to use for teaching and learning.

Reflection

A. To upgrade school facilities to support students' sports development

- To explore further possibilities and resources for the Swimming Pool Upgrade Project, the team will continue to meet various stakeholders and past students in the coming year in order to improve the condition of the swimming pool. It is planned that an inflated roof will be built instead of a metal or concrete roof in order to limit the budget to HK$7,000,000 so that it is more feasible to raise funds to complete the project.

- The basketball courts will be reopened so that more students can enjoy the sport and it will be more convenient for the school basketball teams and volleyball teams to practise.

B. To target facility renovation to support students' music development

- The group would continue to explore the feasibility and extra resources, e.g. fund-raising for the facility. The group will first carry out a feasibility assessment to make sure the loading meets safety requirements.

C. To revamp school facilities for promoting eLearning and STEM education

- In-house IT training workshops would be provided for teachers next year in order to enhance IT in education.

- To promote STEM education, a STEM Laboratory will be built in order to facilitate students' creativity, collaboration and problem-solving skills in STEM education.

Chapter 3: Our Teaching and Learning

- Our school is a Jesuit school that is dedicated to the mission of nurturing our students to become competent, conscientious, compassionate and committed young gentlemen in a caring learning community. To fulfill our mission, our school has always worked hard to offer a balanced curriculum which can respond to the needs of our society to our students. Our school offers more than 40 elective combinations for our senior secondary students to cater for the diverse learning needs and interests of our students. To prepare them for the study of these electives, our school has offered a balanced curriculum which covers science, humanities, arts, etc., in the junior secondary to help our students acquire the necessary foundation knowledge and develop the relevant skills.

- Jesuit schools attach great importance to the provision of *cura personalis* for their students and the design of a balanced curriculum is only one of the academic arrangements at our school. Apart from the provision of a balanced curriculum and more than 40 combinations of elective subjects. The school also understands that, despite the numerous subject combinations, the need of some specific students may only be addressed by allowing them to study some subjects which most students would not be interested in choosing. This can be noted by the provision of special support by the school for those students who can study electives not offered by the school like Physical Education.

- The determination of the school to offer better personal care for our students to foster their academic pursuits can also be shown by the adoption of small class arrangements with the support from Wah Yan One Family Foundation. The generous support of the Foundation enables us to limit the class size to at most 30 students. In recent years, we have also refined our class allocation system in the junior secondary to ensure that classes would be made up of students from diverse backgrounds as a study conducted by HKU advised that labeling effect should be minimized in our allocation mechanism. Class Teachers are also given a bigger role in nurturing their students. Their work is supported by the introduction of Morning Formation periods which allow class teachers to have more interaction with their students and promote values education with formation materials prepared by the Values Education Committee.

- The adoption of a class allocation mechanism which aims at reducing the labeling effect is not the only measure adopted by the school to fulfill the Jesuit vision of nurturing our students to become conscientious, capable, compassionate and committed young gentlemen. We also adopt the Ignatian Pedagogical Paradigm in our everyday teaching like other Jesuit schools around the world, which asks our teachers to construct learning experiences after considering the learning contexts. The learners would then be guided to reflect upon their learning experience, which serves as an inspiration of actions. In the current development cycle, the school also puts stronger emphasis on helping our students develop self-directed learning skills, which match with the elements of reflection and action emphasized in the Ignatian Pedagogical Paradigm.

- Forming our students into self-directed learners can also meet with the Jesuit vision of questing for *Magis*. To help our students develop the mentality of questing for *Magis*, the school needs to make good use of different extrinsic motivators to help our students evaluate their learning so that they can develop proper learning goals. In recent development cycles, a uniform test has been arranged in the second term to provide teachers and students with quantitative data to assess the effectiveness of teaching and learning. At the same time, when deciding if a student would be retained, his performance in various assessment tasks of the whole academic year would also be taken into consideration. We would also work towards the goal of arranging standardised tests in the junior secondary in the current development cycle.

- Other than motivating our students extrinsically, the school also acknowledges the importance of motivating our students intrinsically. In recent years, the Science KLA encourages the students to take part in some external competitions to broaden their horizons. It was also found that students taking part in these external competitions would also develop better understanding of their own academic potential and start to formulate their goals for future studies. In the current development cycle, the Science KLA would continue to promote STEM education. The Academic Committee would also work with the Science KLA to facilitate them to share their experiences with the other KLAs so that the other KLAs can plan their experiential learning to enhance the effectiveness of teaching and learning.

- As the school upholds the Jesuit vision to offer the best personal care for our students, different subject panels attempt to address the special learning needs of different students through fostering interaction among teachers and students during teaching. Some subject panels like the Mathematics Panel would take into consideration the learning needs of different students and offer them the necessary learning support. After-school tutorial sessions are specially arranged for the junior secondary students who need extra support in the learning of Mathematics. The Chinese Panel also addresses the different language learning needs of our students by compiling special learning booklets for our students and arrange after-school workshops for students who are strong and students who need special help in the subject. The efforts of these panels to offer better personal care for the students requiring additional support could help motivate our students to do better in their studies.

- The school also works tirelessly towards the goal of building the school into a learning community, which would eventually bring about improvements in our teaching and learning. Staff development activities are organized every academic year to enable teachers to acquire the necessary skills they need to deal with everyday teaching and work pressure. The language panels have worked with different schools to arrange joint school practices and examinations to provide our students with opportunities to learn from students of other schools and deepen our colleagues' understanding of the requirements in the public examinations. Teachers of the History Panel also participate in district-focused meetings to learn about the latest developments in the History curriculum.

- The school also attaches great importance to values education as the formulation of positive values among the students is also an important element of human excellence. When preparing the schemes of work at the beginning of every academic year, teachers would be asked to think about how they can help our students develop positive values and attitude and indicate them in the schemes of work. The Values Education Committee, which was formed in the previous development cycle, has been working on the development of materials for a number of years. These materials would be used by the class teachers in the Formation period to help our students to develop positive values.

Chapter 4: Our Support for Students' Development

- The Student Affairs Committee contributes to the improvement of student learning and the quality of Jesuit educational experience at Wah Yan College, Kowloon as related to co-curricular programmes and student support services. It coordinates the work of the Discipline Committee, Guidance Committee, Values Education Committee, Clinical Psychologist, Educational Psychologist and School Social Worker. This year, it emphasizes students' character formation, compassion and respect for others. With the collaboration of different committees and activities arranged, the self-awareness and interpersonal skills of students were raised.

- During morning formation, teaching materials of daily life themes and current issues were used in a timely manner to guide students to think from different perspectives and help them clarify the related values before they make sensible judgements. Various kinds of student development activities and challenging tasks are aptly arranged both inside and outside school for students to apply what they have learnt and develop their potential. Activities included Golden Library, Visits to Jail, Sex Education Workshop, Adventureship Programme and Service with Ethnic Minorities, etc. After every activity, students were guided to reflect on their experience with a view to becoming more caring, respectful and compassionate persons. Student leaders' leadership skills in and potential for planning and organizing activities independently were developed through various training offered by the school and external organizations, e.g. the Prefects' Training Camp, Mentors' Training Day and other leadership training programmes offered by individual groups. One to one counselling or group counselling services were provided in school by the educational psychologist, clinical psychologist, school social worker or a trained professional teacher counsellor to students who are experiencing problems. From time to time, case conferences with these professionals were held to improve the wellbeing and mental health of the students.

- In the Social Service Scheme, the school has helped students to create a habit of engaging in activities that are not self-serving. The scheme created opportunities to expose students to a new environment and contribute to the community. It was also a valuable experience for students to understand that doing something which makes people feel better could be a meaningful use of time as well. Same as last year, 90% of the students participated in at least two service programmes and about 75% of the students fulfilled more than 10 hours of community service this year.

- The school has strategically fostered a caring, harmonious and supportive campus. The Men for and With Others Mentorship Programme has helped S1 students to adjust to a new school environment and create a network with one another at the beginning of the secondary school life. Senior students were recruited as mentors to give advice, encouragement and as someone they could count on. Activities in the mentorship programme included mentor training, matching day, lunch gathering, service day and a day camp. Planning for values education was both systematic and meticulous. The needs of students were identified quickly and discussed through the Form Coordinators Meeting. Focusing on character formation, the Discipline Committee gave suggestions to teachers on class management, e.g. attendance and punctuality, proper use of mobile phones, respect for one another

and clean speech. The Student Affairs Committee facilitated effective communication and collaboration among committees.

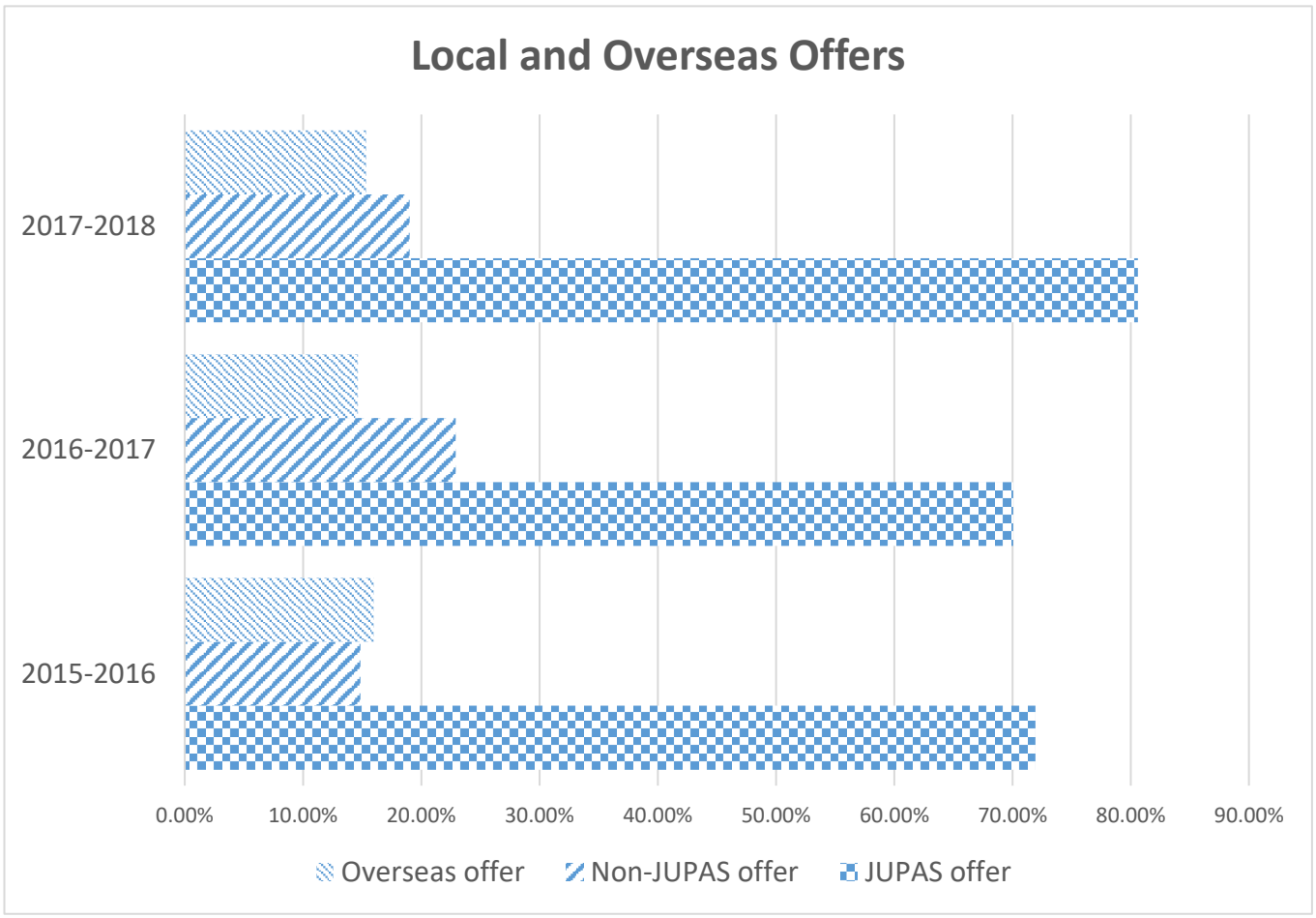
- The school helped students progressively understand the importance of life planning education from an early stage through which they are guided to understand their interests, strengths and orientations for making informed and responsible choices among the multiple pathways for further studies and careers. Activities included goal setting exercise, careers talk, class visits by graduates, visits to local universities, job placements, individual counselling, subject selection and JUPAS talk, etc. Students are helped to connect their academic and career aspirations with whole-person development through these activities.

- Students with special educational needs were identified at an early stage and these students would receive help from relevant parties in the form of individual counselling and group training by professionals. Special Educational Needs (SEN) cases were coordinated by the SEN coordinator with the support from the educational psychologist, clinical psychologist, school social worker and school guidance chairperson. A professional plan for each SEN student was designed to facilitate his learning difficulties. Subject panels and functional committees coordinated to make good use of resources to provide students with appropriate support services. Continuous professional development programmes helped teachers to cater for the needs of the students effectively.

- The Pastoral Committee provided spiritual formation to students, teachers and parents. Religious activities like pilgrimage, retreat, catholic formation, school mass and morning prayer were held. To cultivate a religious atmosphere at school, non-Catholic students were invited to join the catholic activities, so that they could understand more about the catholic faith. To deepen the daily reflection of students, guidelines for Examen were developed to help teachers to lead the Examen in class. An enhancement workshop was organized for students who were interested in the Examen and would like to further explore the experience. The daily Examen exercise allowed students to reflect on their lives and grow from their experience.

Chapter 5: Student Performance

5.1 JUPAS Results and Overall Results

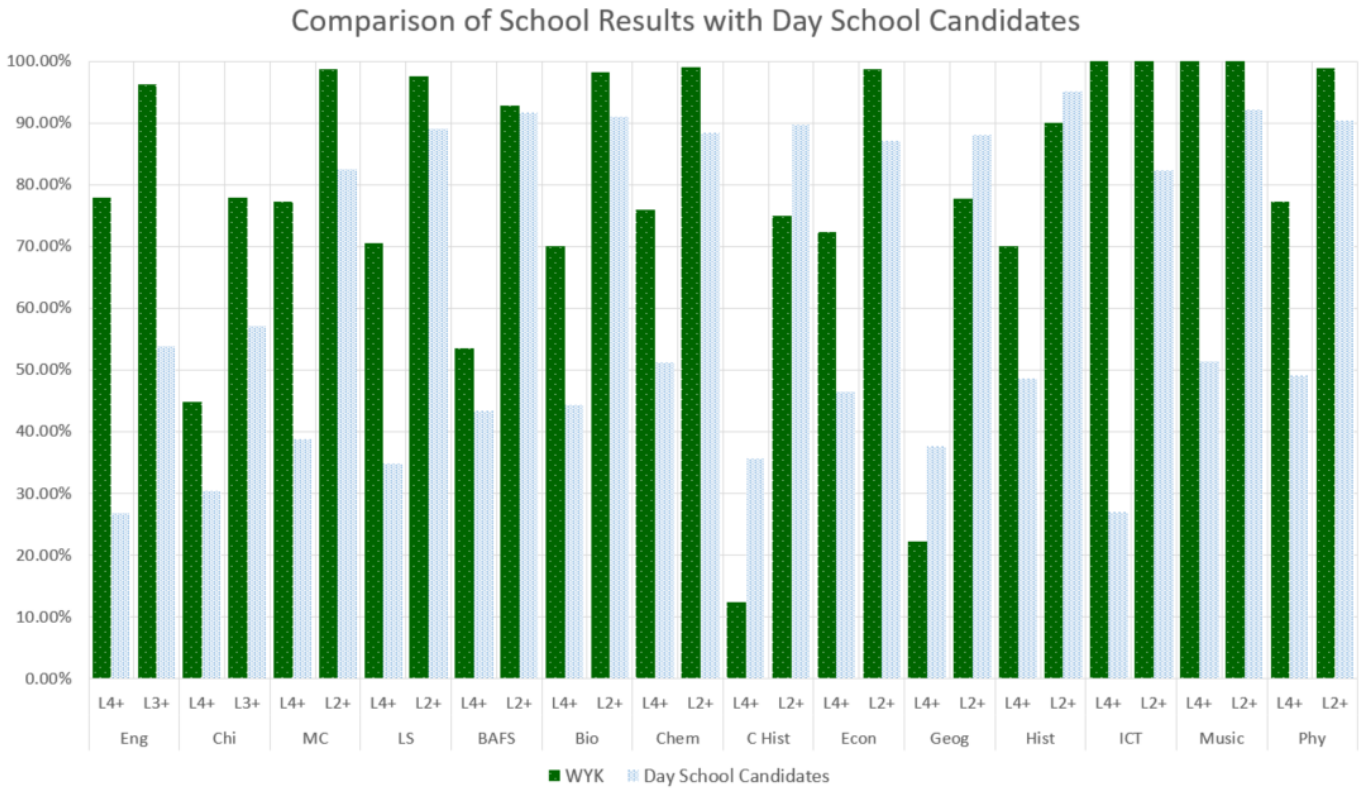


** The chart shows the students' acceptance rates of different types of offers. The figures for 2018 are tentative figures.*

The chart above indicates the students' intention to continue their studies after completing S6 at our school. In 2018, more than 90% of the graduates were confirmed to have accepted offers from local and overseas tertiary institutions, which was the highest in 6 years. In fact, the JUPAS degree offer rates were the highest in six years. Coupling with other local JUPAS and non-JUPAS offers, more than 90% of our graduates could thus able to continue their studies after completing S6. Such promising figures were brought about by the satisfactory performance of our students in the HKDSE Examinations. As our students could perform satisfactorily in the public examinations, some of them were admitted into highly competitive programmes like Law and Medicine.

There is a trend that more and more of our students prefer to study abroad in countries like the United Kingdom, and the United States. They treasure the experience of studying abroad and think it can broaden their horizons.

5.2 Performance in the Hong Kong Diploma of Secondary Education Examination 2018

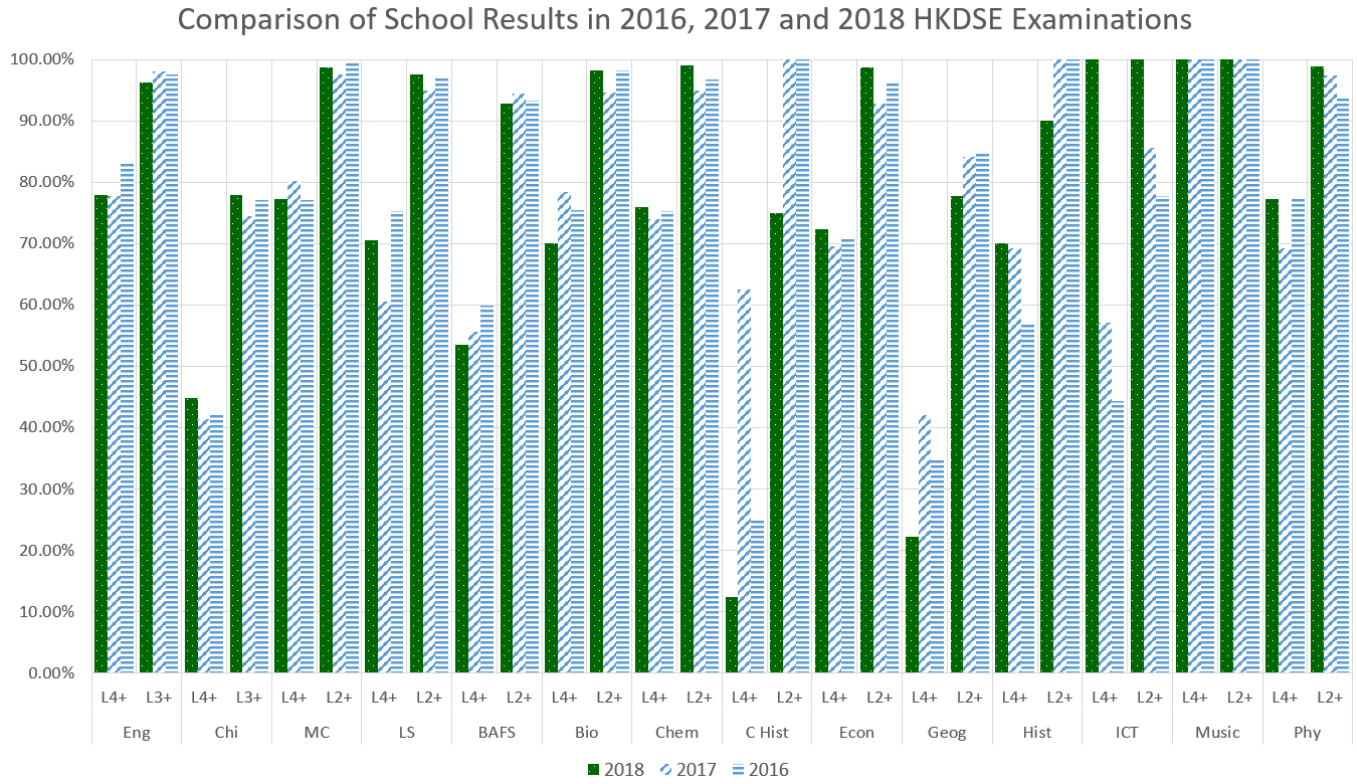


The chart above excludes statistics for electives with fewer than 5 students on average in the past five years and the extended modules of Mathematics, which are not considered as electives.

From the chart above, our students' performance in most subjects is better than day school students. For example, in English Language, 77.90% of our students got Level 4 or above in the subject, compared to 26.80% for the day school candidates. With the further analysis on English, 96.03% of our students attained Level 3 or above while only 53.80% of the day school candidates could get the same results.

In Mathematics Compulsory Part, 77.30% of our students got Level 4 or above in the subject and the territory figure was 38.80%. The figures for Level 2 or above were 98.80% (our school) to 82.50% (day school). In Liberal Studies, 70.60% of our students could attain Level 4 or above and the territory figure was 34.90%. For Level 2 or above, 97.50% of our students could attain the results while the territory figure was 89.00%. In Chinese Language, our students' performance is also better than the day school candidates. In different electives, the percentages of our students attaining Level 4 or above and Level 2 or above were generally higher than the day school candidates.

Comparison of HKDSE 2018 Results with the Results in 2016 & 2017



The chart above excludes statistics for electives with fewer than 5 students on average in the past five years and the extended modules of Mathematics, which are not considered as electives.

The JUPAS offer rate this year was the highest because our students' performance in two core subjects was the best in the past seven years. With a satisfactory public examination results, our students could have wider choices and some of them could get themselves admitted by some competitive programmes such as Global Physician Leadership Stream.

A comparison of the HKDSE results in the three most recent years indicated that the HKDSE 2018 results were generally the second best in three years. It can be observed that more students were able to attain 19 points or above in their best 5 subjects with core subjects at 3322 or better. The weight average level this year was the second best in these three years. At the same time, the percentage for students attaining Level 4 in the subjects they entered was also the second best in the three years.

In the four core subjects, the performance of our students in the HKDSE this year was satisfactory. As revealed from the chart comparing the HKDSE results in these three years, more than 95% of our students could attain Level 3 or above in English and Level 2 or above in Mathematics (Compulsory part) and Liberal Studies. At the same time, the percentage of students attaining Level 3 or above in Chinese stayed at more than 75% and the performance was the best in the recent years. This can explain why the JUPAS offer rate this year is the best in three years.

The students' performance in the electives was also impressive. It can be observed that the percentage

attaining Level 4 or above in electives like Chemistry, History, Economics, Physics, ICT, etc., were the highest or the second highest in three years. For three consecutive years, all students taking music could attain Level 4 or above. As our students could perform well in the elective subjects, this helped get our students enrolled in various competitive university programmes.

5.3 Performance in Music

2018 Belt and Road International Choir Festival	
Wah Yan College Junior Boys' Choir (with Wah Yan College, Hong Kong)	Gold Medal
2018 1st Tokyo International Choir Competition	
Equal Voice Category	Champion
Chamber Choir Category	Gold Medal
Best Interpretation of Compulsory Piece Award	
2018 34th Takarazuka International Chamber Choir Contest	
Romantic Category	Gold Award
Contemporary Category	Gold Award
Renaissance Category	Silver Award
Grand Prix Champion	Overall Champion
2017 Hong Kong Youth Music Interflow (organized by Music Office, LCSD)	
String Orchestra (Chamber Music Group)	Gold Medal
Symphony Orchestra	Gold Medal
2018 HK Joint School Music Competition	
Wind Ensemble	Gold Medal
2017 Winter Band Festival	
Wind Band	Silver Award
2018 Hong Kong Schools Music Showcase	
Best Music Ideas	Silver Award
Best Music	Bronze Award

70th Hong Kong Schools Music Festival	**Result**
Senior Choir Chinese Language	2nd
Intermediate Choir Chinese Language	2nd
Intermediate Mixed Choir Chinese Language	2nd
Madrigal - Mixed Voice - Secondary School	2nd
Senior String Ensemble	2nd
Intermediate Choir Foreign Language	3rd
Junior Choir Foreign Language	3rd
Senior Mixed Choir Chinese Language	3rd
Woodwind Ensemble	3rd

5.4 Performance in Sports

5.4.1 Inter-school Sports Competition Results 2017-2018

Athletics (Division 1)	**Position**
A Grade	5th
B Grade	3rd
C Grade	5th
Overall	**4th**
Ice Hockey	
Division A	**1st**
Indoor Cycling (Open)	
Team	**1st**
Tennis (Division 1)	**3rd**
Swimming (Division 1)	
A Grade	8th
B Grade	6th
C Grade	7th
Overall	**8th**
Water Polo (Open)	**4th**
Football (Division 1)	
A Grade	7th
B Grade	5th
C Grade	4th
Overall	**6th**
Table Tennis (Division 1)	
A Grade	6th
B Grade	5th
C Grade	5th
Overall	**5th**
Badminton (Division 1)	
A Grade	4th
B Grade	7th
C Grade	7th

Overall	**6th**
Volleyball (Division 2) Promoted to **Division 1** in 2018-2019	
A Grade	1st
B Grade	5th
C Grade	6th
Overall	**1st**
Hockey	
Division 2	4th
Fencing (Open)	
Epee	6th
Foil	--
Sabre	6th
Overall	6th
Orienteering	
Kowloon District (Heat)	
A Grade	5th
B Grade	6th
C Grade	8th
Overall	8th
Final	15th
Cross Country (Division 2)	
A Grade	10th
B Grade	15th
C Grade	1st
Overall	5th
Basketball (Division 3)	
A Grade	6th
B Grade	8th
C Grade	8th
Overall	23rd

5.4.2 Sports Award

	Name	Event	Grade	Position
Inter-school Athletics Championships (Division 1)	Fung Chi Lok	200m	B Grade	**1st**
	Fung Chi Lok	100m	B Grade	**1st**
	Tse Cheuk Hin	400m	B Grade	**1st**
	Tse Cheuk Hin	800m	B Grade	**1st**
	Wong Pak Hang	Long Jump	B Grade	**1st**
	Fung Chi Lok Yau Tse Ho Colin Wong Ching Hoi Tse Cheuk Hin	4x400m Record broken	B Grade	**1st**
	Man Tsun Kit	800m	A Grade	2nd
	Cheung Wang Hei	400m	A Grade	4th
	Wong Ching Hei To Chun Lok Paris Tong Tsz Hin Man Tak Yan	4x100m	A Grade	4th
	Man Tak Yan	Long Jump	A Grade	4th
	Wong Ching Hoi	400m	B Grade	3rd
	Chung Chi Kit	Javelin	B Grade	4th
	Chung Chi Kit	High Jump	B Grade	4th
	Wong Yat Fan	Shot Put	C Grade	3rd
Inter-school Swimming Competition (Division 1)	Chan Long Yin	50m Free Style	B Grade	4th
	Siu Ka Hang	50m Butterfly	C Grade	4th
Inter-school Cross Country Competition (Division 2)	Cheng Man Ho	--	C Grade	5th
	Yuen Ming Yui Jet	--	C Grade	9th
Inter-school Fencing Competition	Lau Wan King	Epee	C Grade	3rd

5.5 Performance in Other Areas

ENGLISH LANGUAGE	
69th Hong Kong Schools Speech Festival	**Position/Award**
Choral Speaking (Secondary 1)	Champion
English Debating Competitions	
The 33rd Sing Tao Inter-School Debating Competition	First Runner-up Best Debater (in 1st, 2nd Preliminary Rounds) Best Interrogative Debater (in 1st, 2nd Preliminary Rounds and Quarterfinal)
Youth Post Feature	Article
2nd British Parliamentary Senior Tournament	Quarterfinalist
15th Junior Hong Kong School Debating Championship	3rd Best Speaker 10th Best Speaker
15th Senior Hong Kong School Debating Championship	10th Best Speaker
Hong Kong Secondary School Debating Competition	Winning Team The Best Speaker Award
English Drama Competitions	
EMI Drama Fest 2018	Creativity Best Performer
Hong Kong School Drama Festival 2018	Outstanding Cooperation Best Performer
Scrabble Competitions	
Hong Kong Inter-Secondary School Scrabble Competition 2018 (Novice)	Champion Individual Award Champion Individual Award 1st runner-up Most Valuable Player High Game
Hong Kong Youth Scrabble Champions Tournament 2017	Best Under-16 Player Best Under-14 Player Best Player from a School 5th Place High Word
Others	
Stories on Stage	Best Script 2nd Prize
Battle of the Books (Modified List) Semi-Final 2018	2nd

STEM EDUCATION	
Hong Kong Student Science Project Competition 2018 Junior Division (Invention)	Honourable Mention
Hong Kong Physics Olympiad 2018	2nd Honour

Chapter 6: Feedback and Follow-up

6.1 Management and Organization

- The slogan of the school objective of this year is "Be a self-directed learner; Be a caring and respectful companion", in response to our three Major Concerns: 1) To form self-directed and reflective learners, with attributes of competence, commitment, creativity and cultural curiosity; 2) To strengthen students' character formation within a positive learning community that encompasses compassion, respect, collaboration, conscience and reconciliation; 3) To enhance school facilities to support student learning and development. Our expectations are: 1) We set learning objectives, engage in learning and do evaluation through reflection; 2) We are humble and polite, and learn to love and respect; 3) We live as we ought to live, with purpose and passion, and learn to collaborate with others.

- We expect our students to develop to be self-directed and reflective learners: they set learning objectives, engage in learning and can learn through reflection. Our teaching methodology is Ignatian Pedagogical Paradigm, which emphasizes the provision of ample opportunities for students to learn through reflection. In the learning process, students are expected to set learning objectives, engage in learning and do evaluation through reflection. Nonetheless, according to the result of the stakeholder survey, about 10% of the students expressed that they do not take the initiative to learn, do not do their assignments seriously and do not read materials such as leisure reading materials and newspapers outside class. Although the percentage is not high, we should be alert as every student is important to us. The promotion of self-directed learning should be further reinforced through proactive measures.

- We expect our students to be humble and polite, and learn to love and respect. They live as they ought to live, with purpose and passion, and collaborate with others. Most of the students can live up to the expectations, but they should still learn to feel grateful and learn to respect more and stay positive in life. In the coming year, positive education will be promoted to help our students to form their character.

- In order to create more space and provide more support for teachers, the school will continue to use the Senior Secondary Curriculum Support Grant to employ teaching assistants for subject panels and committees in the hope that teachers can have more time to focus on raising the effectiveness of teaching and learning. This year, we turned six contract teachers, who have satisfactory performance, to probationary regular teachers by using the teaching post created through converting Career and Life Planning Grant to a teaching post, and the additional provision of teaching posts due to the increase of the teacher-to-class ratio, in order to raise the morale of the staff.

- This year, five of our senior teachers retired, including a Vice Principal and the Head of Student Affairs Committee, and a new Vice Principal has been appointed to take over their duties and she will be in charge of Student Affairs, School Facilities and External Collaboration.

6.2 Teaching and Learning

- This year, in order to prepare our S6 students well for the HKDSE examination, we continued to arrange mock tests after school every Monday. It is found that the teachers could make good use of the tests and provide feedback to the students, helping them to learn better and achieve a higher level. The overall HKDSE examination results are comparable to those of last year. **The Top Scholars are 6Y NIP Ka Ming, 6Y NGAI Ho Fai Calvin and 6C CHIN Hoi Fai, and all of them attained Level 5** in four subjects and 5* in three subjects. The JUPAS Offer Rate (offers by local institutions) is 81% and THREE students have been admitted to the medical school, ONE student has been admitted to the dental school, and SEVEN students have been admitted to the law schools.** In the past few years, we have channeled our efforts into the senior forms, helping our senior students to perform better, but it seems we have come to a bottleneck. To have a breakthrough, besides the senior forms, in the coming years, we should also reinforce the quality of the teaching and learning of the junior forms, helping our students to lay a solid foundation for their senior studies.

- This year, Panels had to promote self-directed learning and include such skills in the Scheme of Work: reading to learn, note-taking, looking up words in the dictionary, pre-lesson preparation, group discussion, group presentation, initiative to ask questions, setting learning objectives and doing reflection, eLearning platform with instant feedback, flipped classroom, peer assessment, searching for information on the Internet, project learning, training of higher-order thinking skills. Yet, the promotion of self-directed learning is still in the initial stage, and Panels are advised to focus on one or two self-directed learning skills so that students can really master them well in lessons. We should also inspire students to actively take part in peer interaction and collaboration, and excel in learning through performing learning tasks of progressive challenges and searching for information on the Internet.

- Focus Inspection on the current development of the Science Key Learning Area (KLA), Science and Physics, in the school was carried out by the Education Bureau. The Inspection Report is satisfactory as the Science KLA has improved progressively in recent years and the school is making good progress in the development of STEM education. Some subjects align well with the school's development foci on developing teaching strategies and nurturing students as self-directed learners. Some teachers have made good connections with external bodies to keep abreast of the latest developments in science education and bring new ideas to the school. The science laboratories are well managed, and instruments and apparatus are properly stored in cabinets. Yet, there is still much room for further improvement and the suggestions for improvement, which also shed light on the sustainable development of other subjects and key learning areas, include: 1) review of the school-based curriculum to provide a balanced coverage of essential elements; 2) more student participation, interaction and catering for student needs; 3) raising expectations of students in assessments and setting challenging questions on application of knowledge; 4) evaluation focusing on students' learning difficulties and follow-up strategies; 5) more concerted efforts by all panel members in implementing the measures and close monitoring by the panel head to enhance subject development.

- We have been making good progress in the promotion of STEM education and we will further enhance this area. Our mission is to develop solutions for real-world problems and create a better future, with four objectives: 1) to equip Wahyanites to be logical thinkers who are eager to integrate and apply knowledge and skills across disciplines to solve authentic problems; 2) to build the infrastructure to facilitate Wahyanites' creativity, collaboration and problem-solving skills; 3) to sustain the promotion of STEM education through staff and leadership development; 4) to collaborate with partners to enlighten students about STEM paths in life. We plan to increase the lesson time for Technology Education to 8%, as recommended by the curriculum guide, to facilitate the development of STEM education.

- After-school tutorial classes were arranged to help senior secondary students to master public examination skills. Next year, we should continue to provide enhancement and remedial tutorials for S5 and S6 students to cater for learner diversity. We should also propose the provision of enhancement programmes for S5 and S6 students who drop one elective subject so that they can make better use of the spare periods.

- We offered administrative and financial support to panels which arranged outside classroom learning activities. Next year, we shall continue to encourage experiential learning outside the classroom, exchange programmes, collaboration and networking with overseas schools and schools in mainland China to inspire our students to be global citizens.

- Based on the evaluation of teaching and learning, four areas should be reinforced in the coming year: 1) self-directed learning; 2) e-Learning; 3) reading to learn; 4) assessment for learning.

6.3 Student Support and School Ethos

- With the arrangement of the Examen, ten minutes of mindful meditation, we expect our students can have their own quiet time so that they can be more aware of their feelings, feel grateful and do reflection for betterment. With reference to the result of a questionnaire survey with S1 students, most students express that the Examen can benefit them by guiding them to review their daily life and prepare for the lessons in the afternoon as well. In the coming year, the Examen should be deepened so that students can really do reflection for betterment and arrive at discernment. More students will be trained to lead the Examen so that there will be peer support to help more students to benefit from the Examen.

- We promoted Jesuit values with focus on gratitude, respect and responsibility. Next year, we shall bolster positive education programmes to inspire students to understand themselves better, stay positive, and live life with purpose, confidence, passion and reconciliation.

- We nurtured students to have a strong fighting spirit in sports, music and external activities, living out the spirit of Magis and striving for excellence. **Our Ice-hockey Team defended its title again and won the Hong Kong School Ice Hockey League Championship three years in a row.** Our tennis team won the 2nd runner-up trophy in the Inter-school Tennis Competition. Our Athletic Team was ranked 4th in the Inter-school Athletic Competition.

- For Music achievements, our school choir achieved promising results in the 1st Tokyo Choral Competition and the 34th Takarazuka International Chorus Contest. **Our choir triumphed with the Overall Grand Prix First Place (Overall Championship) and two gold awards in the romantic category and the contemporary category in the Takarazuka International Chorus Contest.** We were the winner of the Equal Voice category and won the best interpretation award of the compulsory set piece in the Tokyo Choral Competition. Our Symphony Orchestra and Chamber String Group won Gold Medals in the Hong Kong Youth Music Interflow.

- **Our English Debating Team made it to the Grand Final of the prestigious Sing Tao Inter-school Debating Competition, and eventually won the 1st runner-up trophy, out of fifty-six English debating teams.** Yau Tsim Mong Outstanding Student Awards were bestowed upon two Wahyanites: CHENG Hiu Nam Johnathan (5W) (Senior); CHEUNG Ho Lam (3W) (Junior).

- The House System has been restored to strengthen brotherhood across classes and forms and help the students to nurture better fighting spirit and stronger brotherhood. Besides the Athletic Meet and Inter-House Swimming Gala, post-examination house cultural activities were also organized. Next year, the Extra-curricular Activities Committee shall reinforce the coordination and supervision of the planning, implementation and evaluation of student clubs and societies. We shall further enrich school life, especially for the junior forms, and encourage S1 students to join at least two clubs or societies.

- Careers and Life Planning Programmes were arranged for S1 to S6 students, with different foci for respective forms. Class teachers were involved more to guide and monitor students' progress and Mock JUPAS exercise was arranged for S5 students. We shall further reinforce life-planning programmes to encourage students to take initiatives and responsibilities, uphold perseverance in times of uncertainty and develop entrepreneurial spirit.

- Staff formation is of the utmost importance for the school to have sustainable development. The Ignatian Educator Competencies Framework is conceived for the educators to plan for their own continuing professional development in four domains: 1) Teaching & Learning; 2) Student Development; 3) School Development; 4) Professional Relationships and Services. The Framework will be implemented in the next academic year. The implementation of the Plan will be evaluated in the professional evaluation meetings with the Principal.

- We will be celebrating our 95th Anniversary after the next academic year and the preparation work is well underway. The objectives of the anniversary are “Service, Companionship, Renewal” and it is expected that we can light up our life through service, unite our community through companionship and transcend the future through renewal. Celebration events will include an English musical, Gala Dinner, Mass of Thanksgiving, Jesuit Education Forum and a variety show.

- Our future development should have two foci: 1) Nurture lifelong and self-directed learning capabilities; 2) Foster whole-person development. We will also incorporate the five missions set by Fr. Provincial: 1) Service of faith and promotion of justice; 2) Response to greater needs of society; 3) Ability to collaborate and network with others; 4) Feasibility and sustainability; and 5) Ministries in line with Jesuit tradition, so that our students will grow up to be leaders-in-service.

Chapter 7: Financial Summary

Financial Summary (2017.09.01 to 2018.08.31)

	Opening Balance (as at 1.9.2017)	Income ($)	Expenditure ($)
Government Funds and School Funds			
I. Government Funds (EOEBG)			
- Basic Baseline/ per class- IMC		$2,086,906.78	
- Composite Furniture & Equipment Grant			$700,903.00
- Lift Maintenance Grant			$95,940.00
- Programme Fund for Whole-School Approach to Guidance & Discipline			$43,925.04
- School & Class Grant		$1,416,097.34	$2,760,069.69
- Administration Grant		$4,238,796.00	$5,208,047.76
- Composite Information Technology Grant		$437,948.00	$506,843.40
- Capacity Enhancement Grant		$599,381.00	$569,486.38
- Noise Abatement Grant		$245,177.00	
Sub-total		9,024,306.12	9,885,215.27
II. Government Funds (Outside EOEBG)			
- Salary Grant - Teaching Staff	0.00	47,437,109.07	47,437,109.07
- Salary Grant - Teaching Supporting Staff	0.00	2,381,862.75	2,381,862.75
- Salary Grant - Supply Staff	0.00	0.00	0.00
- Non-Teaching Staff Provident Fund Scheme Employer's Contribution	0.00	296,204.50	300,368.68
- Home-school Co-operation Grant	8,820.00	22,872.00	31,669.90
- Teacher Relief Grant – Basic	322,843.17	355,956.25	356,212.50
- Teacher Relief Grant - Optional (Freeze Post)	51,531.00	849,490.00	9,702.01

- School-based after School Learning & Support Grant	64,975.00	79,200.00	124,365.00
- Diversity Learning Grant - Applied Learning	0.00	0.00	0.00
- Diversity Learning Grant - Other Programmes	9,659.50	117,000.00	61,295.00
- Senior Secondary Curriculum Support Grant	1,202.73	875,340.00	773,150.09
- Jockey Club Life Wide Learning Fund	0.00	55,650.00	55,630.00
- Learning Support Grant for Secondary School	90,053.12	433,566.00	446,260.00
- Moral and National Education Subject Support Grant	135,184.75	0.00	35,000.00
- Fourth Strategy on IT in Education One-off for Acquiring Mobile Devices	121,450.00	0.00	121,450.00
- Enhancing WIFI Infrastructure - Extra Recurrent Grant	69,398.00	0.00	78,144.00
- Pilot School-Promoting Interflows between Sister Schools	0.00	120,000.00	120,000.00
- Transitional Career and Life Planning Grant	0.00	100,000.00	100,000.00
- One-off IT Grant for e-Learning in Schools	0.00	253,850.00	258,947.50
- One-off Grant to Secondary School for the Promotion of STEM	200,000.00	0.00	67,419.49
- One-off Grant for Promotion of Chinese History & Culture	150,000.00	0.00	0.00
- Information Technology Staffing Support (ITSS) Grant	0.00	300,000.00	159,153.75
Sub-total	***1,225,117.27***	***53,678,100.57***	***52,917,739.74***
II. School Funds (General Funds)			
(1) Tong Fai	**0.00**	217,840.00	**217,840.00**
(2) Donations	**0.00**	303,550.00	50,300.00
(3) Collection of fees for specific purposes (including electricity charges for air-conditioning)	568,378.60	264,900.00	262,302.00
(4)Others	1,713,278.22	2,433,394.98	2,116,554.45
Sub-total	***2,281,656.82***	***3,219,684.98***	***2,646,996.45***
Total surplus for school year			**472,140.21**
Accumulated surplus as at the end of school year			**3,978,914.30**

Chapter 8: Appendices

Appendix 1: Report of Career and Life Planning (CLP) Grant (2017-2018)

The teaching and work loads of Careers Master and Deputy Careers Mistress were reduced by turning the CLP grant to a GM post and using the transitional CLP grant to hire a teaching assistant. The following enhancement in life planning education was achieved.

No.	Strategies	Actual Implementation Time	Achievements	Reflection & Feedback
1	Enhancement of Life Planning Education in Junior Forms	Nov 2017	On top of the routine life planning programmes, goal setting sharing sessions by 2017 S6 graduates were arranged for all S2 students. S6 graduates served as role models to inspire junior form students for their academic and career preparation through their past learning experiences.	The sharing sessions were well delivered especially for those students with good academic performance. It was suggested that the goal setting process would be better implemented with experience and reflection through class-based activities. A half-day S2 experiential learning will be arranged next academic year.
2	Senior Form Career Exploration	May 2018	An inaugural S4 Careers Day was held in May 2018. All S4 students were allowed to explore two job areas of their interest through small group sharing by alumni from 8 professional areas.	The feedback from guest speakers and students were both very promising. Students gained better understanding of the industries through face-to-face discussion with the past students. To further cultivate the ideas of entrepreneurial spirit and the ideas of global citizenship among our students, the feasibility of arranging a tour to the Greater Bay Area in mainland China or Silicon Valley; or US elite universities tour would be

No.	Strategies	Actual Implementation Time	Achievements	Reflection & Feedback
				explored.
3	Strengthening class-teachers' role in senior form life planning	Whole year	With the support of the Careers and Life Planning Committee, S5 and S6 class-teachers were more actively involved in counselling and helping their students to devise academic/further study plans. Career Interest Inventory (CII) was carried out with follow-up work by the S5 class-teachers. S6 class-teachers provided basic JUPAS admission support to students.	Students could benefit much more with class-teachers' support and involvement. To better equip class-teachers in life planning support, they would be encouraged to attend related life planning workshops.
4	Work Experience/Attachment Programme	May – August 2018	More work attachment opportunities were offered through the JA (Junior Achievement) HK and the past students' network.	Our school would continue to join the JAHK job shadowing programme and to seek various channels for summer attachment, especially in those popular areas such as investment banking, medicine etc.

Appendix 2: Report of Capacity Enhancement Grant (2017-2018)

No.	Strategies	Actual Implementation Time	Achievements	Reflection & Feedback
1	Employment of 1.0 full-time Physics teacher	2017-18	The employment of the extra teacher can help to implement Small Class Teaching. With Small Class Teaching, we can cater for learner diversity more, give more personal care for the students, improve teacher-student relationship, reduce learners' anxiety and help to motivate students. According to the appraisal reports of the 1.0 teacher concerned, he performed satisfactorily in teaching and learning.	The Small Class Teaching arrangement offers a good platform for us to enhance the effectiveness of teaching and learning. Yet, whether Small Class Teaching can lead to better academic performance depends on the pedagogy and commitment of the teachers. To make better use of the arrangement, teachers must have high expectations of the students and raise the effectiveness of teaching and learning, aligning it with the requirements of the HKDSE examination. For better students, we should aim for Level 5 or above and for average students, we should aim for Level 4 or above.

Appendix 3: Report of Senior Secondary Curriculum Support Grant (2017-2018)

No.	Strategies	Actual Implementation Time	Achievements	Reflection & Feedback
1	Employment of a full-time Music teacher	2017-18	The employment of the extra teacher can support the music development and engage students in other learning experiences. The appraisal report of the Music teacher is good, highlighting that the teacher is highly talented and committed.	Long-term career paths have to be planned for contract teachers to recognize their efforts and raise staff morale.
2	Employment of 4 Teaching Assistants (LS, Chinese, Mathematics, English)	2017-18	Teaching Assistants help to prepare teaching resources and create space for teachers to focus on raising the effectiveness of teaching and learning. The Teaching Assistants also help with lesson substitution and invigilation. The Chinese Teaching Assistant helps with the teaching of a small group of Non-Chinese speaking students.	Panels have to plan carefully and provide guidelines for Teaching Assistants to contribute to the preparation of quality learning resources and deliverables. Teaching Assistants can also help with stage management when there are activities in the hall in the evening. Long-term career paths have to be planned for the Teaching Assistants to recognize their efforts and raise staff morale.

Appendix 4: Report of Learning Support Grant (2017-2018)

No.	Strategies	Actual Implementation Time	Achievements	Reflection & Feedback
1	Employment of Educational Psychologist (EP) and Clinical Psychologist (CP) (part time)	1 Sept 2017- 31 Aug 2018	Many SEN students have progress in behaviour, social skills and peer relation because of the intensive professional support from the EP and CP. Parents are generally satisfied with our service. A past tier 3 student has made much progress due to intensive care from the CP.	The EP, CP and social worker are very professional in their support for SEN students, and has helped them in making significant progress in proper behaviour and better peer relations. The EP, CP and social worker work very closely together to support SEN students, their teachers and their parents.
2	Two Social skills training groups for S1-2 and S3-4 SEN students	Six sessions in 1st term (Sept-Dec 2017)	Attendance rate was good, with improvement in social skills. The sessions were held during lunch time, which is an ideal gathering time.	The group is led by a professional worker. The group fits the needs of students as most SEN students are weak at social skills. Students who attend like the group as the games are easy to understand and interesting to them.
3	Speech therapy service (individual counselling 37.5 hours)	2nd term (Jan – June 2018)	Four students enrolled in such service. The worker had good communication with the parents and provided specific feedback on the areas for improvement.	Although the service is expensive, it is worthwhile as we can see the improvement in the students.
4	*JC A-Connect: Jockey Club Autism Support Network* (social skills training group)	--	This year we did not take part in the programme, for we have set a school-based programme which seems to suit our students	We may try to set up school-based groups instead, as the timing is more flexible and more students may join them.

			more.	
5	Parents' workshop (mindfulness training) by Educational Psychologist	1 Sept 2017- 31 Aug 2018	The mindfulness training helped parents release their stress in parenting SEN students and reflect on their roles.	Sometimes it is very hard to parent an SEN child, and the workshop can help the parents to have more peace in their mind to face the SEN child.

Appendix 5: School-based After-school Learning and Support Grant Programmes (2017- 2018)

School-based Grant - Programme Report

Name of School: Wah Yan College, Kowloon

Project Coordinator: Cecilia Chow Tze Sze **Contact Telephone No.:** 23841038

A. The number of students (count by heads) benefitted under this programme is 25 (including A. 3 CSSA recipients, B. 19 SFAS full-grant recipients and C. 3 under school's discretionary quota).

B. Information on Activities under the Programme

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses ($)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Piano Class Instrumental class Music Course	3	8	2	100%	Whole year	45,000	questionnaire	/	
Music Camp	2	12	1	100%	December 2017	11,500	questionnaire	/	
Exchange Tour	1	12	1	100%	12-16/7/2018 4/20/2018- 1/5/2018 20-26/5/2018	59,690	questionnaire	/	
Vocal Master Class	1	3		95%	December 2017	6,375			
Total No. of activities:									

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses ($)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	**B**	**C**						
@No. of man times	7	35	4						
****Total no. of man times**	46				Total Expenses	$124 365			

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a "✓" against the most appropriate box.		**Improved**			**No Change**	**Declining**	**Not Applicable**
		Significant	**Moderate**	**Slight**			
Learning Effectiveness							
a)	Students' motivation for learning	✓					
b)	Students' study skills						✓
c)	Students' academic achievement						✓
d)	Students' learning experience outside classroom	✓					
e)	Your overall view on students' learning effectiveness	✓					
Personal and Social Development							
f)	Students' self-esteem	✓					
g)	Students' self-management skills	✓					
h)	Students' social skills	✓					
i)	Students' interpersonal skills	✓					
j)	Students' cooperativeness with others	✓					
k)	Students' attitudes toward schooling	✓					
l)	Students' outlook on life	✓					
m)	Your overall view on students' personal and social development	✓					
Community Involvement							
n)	Students' participation in extracurricular and voluntary activities	✓					
o)	Students' sense of belonging	✓					
p)	Students' understanding on the community		✓				
q)	Your overall view on students' community involvement	✓					

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project (You may tick more than one box)

	unable to identify the eligible students (i.e. students receiving CSSA, SFAS full grant);
	difficult to decide on the 10% discretionary quota;
	eligible students unwilling to join the programmes;
	the quality of service provided by partner/service provider not satisfactory;
	tutors inexperienced and student management skills unsatisfactory;
	the amount of administrative work leads to apparent increase on teachers' workload;
	complicated to fulfill the requirements for handling funds disbursed by EDB;
	the reporting requirements too complicated and time-consuming;
	Others (Please specify):

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

Parents were thankful that their sons were subsidized for the activities.