

Wah Yan College, Kowloon



*A M D G
Ad Maiorem
Dei Gloriam*



*LIVE LIFE WITH PASSION AND POSITIVE ENERGY
LEARN WITH INITIATIVE AND PERSEVERANCE*

SCHOOL REPORT 2018–2019



WAH YAN COLLEGE, KOWLOON



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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 Our Mission

We nurture Men of Human Excellence; We form Men for and with Others

1.3 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 938 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 Chairperson.

In teaching and learning, students are nurtured to be Men of Human Excellence, possessing attributes of competence, commitment, compassion and conscience. We have small class arrangements aiming to restrict the class size to not more than 30 in junior form and to not more than 32 in senior form. 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 form, 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, students are formed to be Men for and with Others,

men who care for and walk with others, through reflection on service experience. The Student Affairs Committee oversees student development in character formation and coordinates the work of the Guidance Committee, Discipline Committee, Extra-curricular Activities Committee, Educational Psychologist, Clinical Psychologist and School Social Worker. The Careers and Life Planning Committee helps students to set objectives and supports them in their transition from junior to senior secondary, in choosing 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, arts, 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

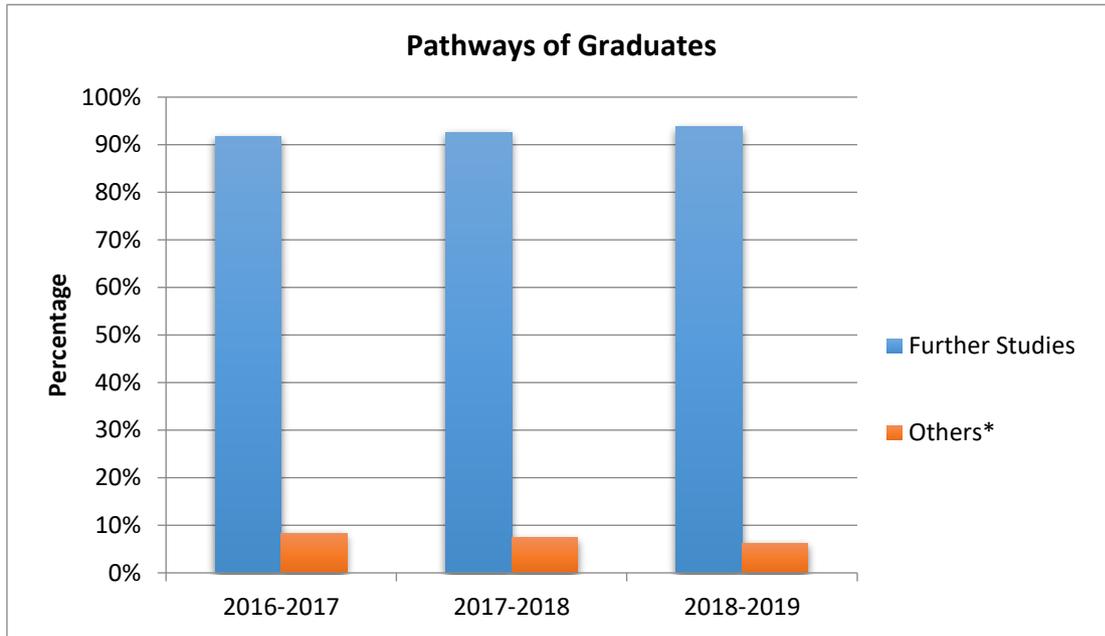
i) Number of Operating Classes and Students

| Level | 2017-18 | | 2018-19 | |
|-------------|----------------|------------------|----------------|------------------|
| | No. of Classes | Total Enrollment | No. of Classes | Total Enrollment |
| Secondary 1 | 6 | 160 | 6 | 159 |
| Secondary 2 | 6 | 159 | 6 | 156 |
| Secondary 3 | 6 | 156 | 6 | 160 |
| Secondary 4 | 6 | 162 | 6 | 155 |
| Secondary 5 | 6 | 160 | 6 | 159 |
| Secondary 6 | 6 | 163 | 6 | 149 |
| Total | 36* | 960 | 36* | 938 |

*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.

All students admitted are English as the Medium of Instruction (EMI) capable.

ii) Pathways of Graduates

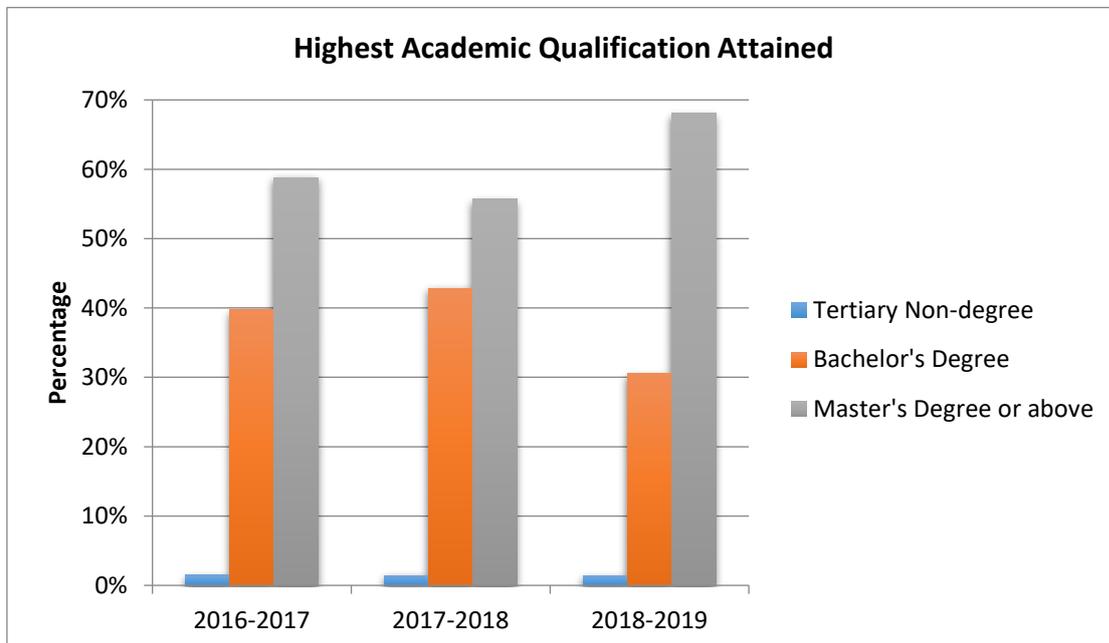


* No information provided by graduates

1.2.3 Our Teachers

i) Teachers' Qualifications

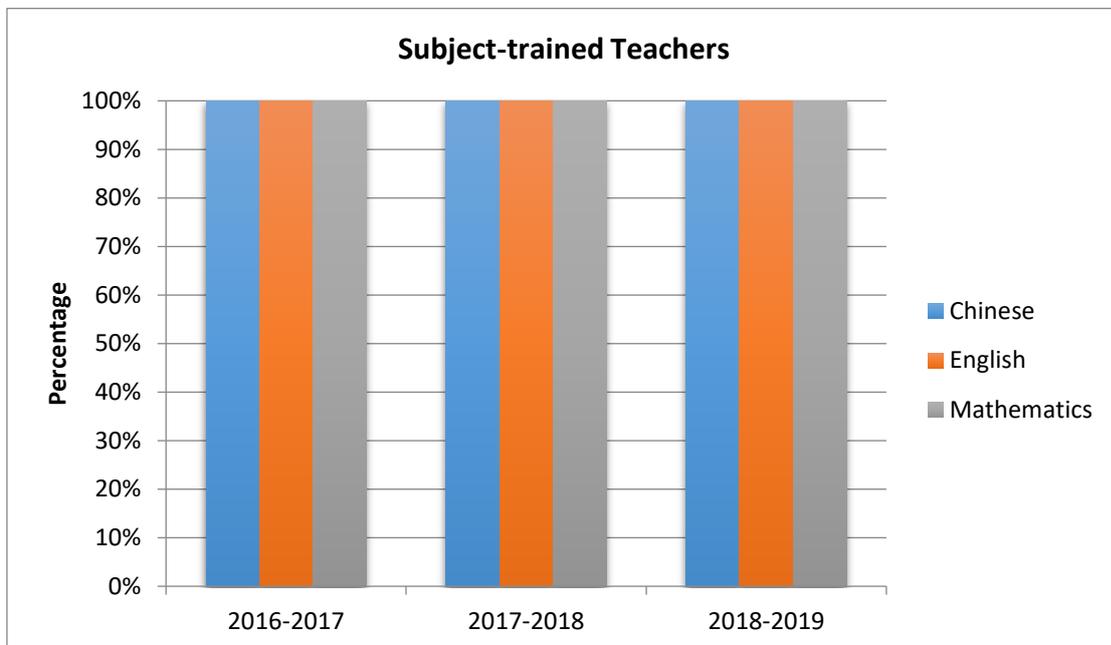
a) Highest Academic Qualification Attained



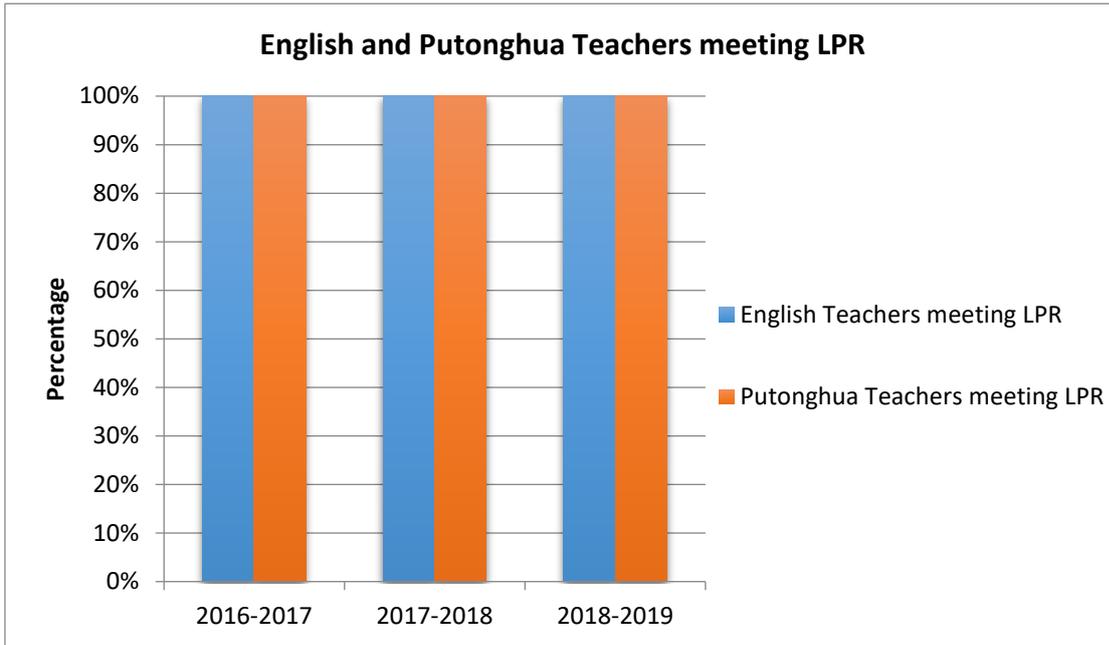
b) Professional Training



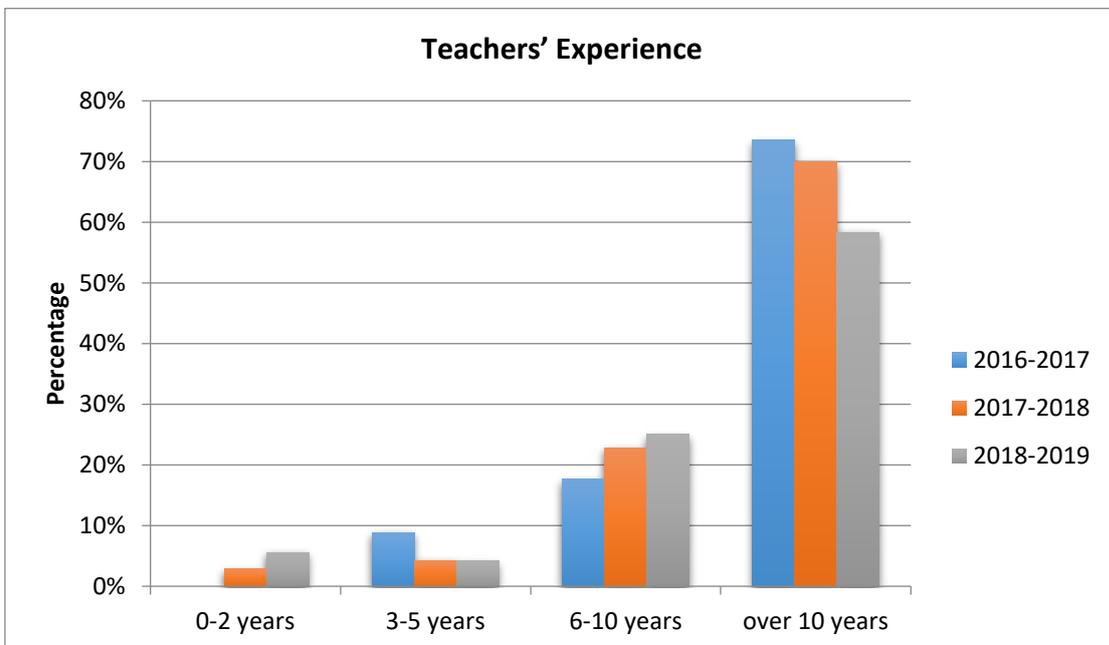
c) Subject-trained Teachers



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 stated in the Development Plan (2017-2020) that it would nurture students into self-directed learners. To help our students to become self-directed learners, different measures were adopted and one of them was to design a scheme of work template to allow our colleagues to state clearly the self-directed learning skills which they would want their students to acquire through the teaching and learning activities which they designed. This was achieved firstly by adding a repertoire of self-directed learning skills to the template and allowing the teachers to select the appropriate skills. In this academic year, a revised scheme of work template was used to allow subject panels to select a few self-directed learning skills which they would like to focus upon. Having agreed on the skills to be nurtured, subject teachers could then identify the topics which they would cover the self-directed learning skills.
- Having promoted self-directed learning for two academic years, it was found that most of the subject panels, 17 out of 21, have already indicated in their schemes of work the self-directed learning skills which they would help students to develop. This can show that the school's promotion of self-directed learning has succeeded in raising the teachers' awareness to promote self-directed learning although more work can be done. The increased teachers' awareness to promote self-directed learning can also be reflected from the students' response in the ESDA survey. This year's survey found that more students agree or strongly agree to the statement that teachers always offer guidance to the students so that they can master different learning strategies.
- Other than raising 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 and eLearning arranged principally by the Staff Development Committee were also organized to deepen the teachers' understanding about self-directed learning and eLearning. The survey conducted by the Staff Development Committee indicated that the participants found the training sessions effective and inspiring. At the same time, as in the previous academic year, 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.

- The figures of the ESDA survey this year indicated progress in the area of helping our students to become self-directed learners. For example, 86.9% of the teacher respondents “strongly agreed” or “agreed” to the statement that “they often help their students to review their learning, so that they have a clear idea about their learning performance and progress”, which is a three-year high. The corresponding figure for the students was 66.7%. Although there was a discrepancy of 20%, the gap has already been reduced. The teachers’ “strongly agree” or “agree” figure for the statement of asking “questions of different levels” was 87% and the students’ corresponding figure was 56.2%. Although greater discrepancy was recorded, the percentage has already bounced back by more than 4%. Moreover, teachers also displayed greater willingness to involve their students in knowledge construction. The teachers’ agreement percentage for the statement “they often engage my students in active inquiry and construction of knowledge in lessons” bounced back from 73% of the previous year to 78.2% this year. The higher agreement percentages illustrated that the teachers have tried to involve the students in the learning process and active construction of knowledge on the part of the students would enable the students to develop the necessary self-directed learning skills.
- After noting clearly in their schemes of work the self-directed learning skills they would help the students to nurture, teachers of various subject panels followed the plan and arranged different learning and teaching activities to meet the objective. For example, the English Panel arranged activities to help students master the skill of note-taking. Junior secondary and S5 students were also required to complete self-directed learning projects so that the students would be able to learn about the importance of setting learning goals and acquire the necessary skills. At the same time, the Geography Panel also arranged students to make group presentation in class so that they would be able acquire the skills of collaborative learning. It was found that group presentations could engage the students in learning and help them better master their learning.
- Outside classroom learning activities were also arranged in this academic year to help extend students’ learning beyond the classroom. For example, the English and Liberal Studies Panels arranged the students to participate in experiential learning organized by Crossroads Hong Kong to understand the hardships experienced by refugees. 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.
- Academic panels could also work with other Committees to provide our students with outside classroom learning opportunities. For example, the Music Panel organized a music tour together with Academic and Cultural Exchange Committee to visit a secondary school in Beijing. Other than working with academic panels, the Academic and Cultural Exchange Committee also arranged exchange tours for our students. At the beginning of the school year, a group of students from a Jesuit school in Hungary visited Hong Kong and participated in an exchange programme with our school.

- The school also worked to equip our students for the changing needs in Hong Kong through the promotion of STEM education, the promotion of the Basic Law education and environmental education. To promote STEM education, the school has applied for the QEF funding to finance the renovation of a science laboratory into a STEM laboratory. The renovation work was started in this academic year and the work would be completed by the first term of the Academic Year 2019-2020. Other than STEM education, the Academic Committee also promoted Basic Law education by cooperating with the BAFS, Chinese History, Ethics and Religious Studies Panels, etc. Environmental education was also promoted through different subject panels like the subject panels of the Science KLA, Geography and Liberal Studies Panel. Environmental education was not only promoted through classroom learning and teaching, but activities like Green Lunch was also held to enhance the environmental awareness of our students.
- As supportive measures to promote STEM education, not only did the school make changes to the curriculum in the junior secondary for Computer Literacy, it also attempted to address the issue of insufficient teaching time for technology education in the junior secondary. In order to allocate more teaching time for the junior secondary technology education, the Academic Committee studied the timetable and tried to work out proposals for a new timetable. Eventually, it was decided that one lesson would be added to the timetable every day and each 40-minute lesson would be shortened by 5 minutes. The revised timetable will be implemented in the Academic Year 2019-2020. With the adoption of the new timetable, we were also able to allocate more periods for the senior secondary elective subjects.
- One of our targets is to reinforce assessment for learning so that students can learn better through feedback on their assessment performance. 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. In this academic year, standardized tests were also arranged in the junior secondary to allow teachers to evaluate regularly the effectiveness of the learning and teaching. Moreover, as the tests were standardized across the whole form, this would provide teachers of the same level a common base for comparison.
- Further measures were also introduced to ensure accuracy in the report of students' performance which would foster accuracy in the analysis of assessment data. In the previous academic year, a mid-term checkpoint was arranged in the second term to enable the panel chairpersons to better assess the progress of teaching and learning at different levels. In this academic year, checkpoints were arranged in the middle of the two terms to enable the panel chairpersons to monitor the progress of teaching and learning.
- 2018 S6 graduates visited all the S4 classes in November. They shared with the S4 students on time management, further studies planning and examination strategies. Some graduates emphasized the importance of striking a balance between extra-curricular activities and academic studies. The graduates urged the students to explore various disciplines through summer programmes and possible

job shadowing or attachment opportunities. Some graduates gave a brief account of their strategies, such as setting a time-table for past-paper drilling and some tips to tackle specific question types in order to prepare for the public examination.

- Fifteen students of S4 and S5 participated in the “Dialogue with Women CEO and Mentorship Programme 2018-2019”. They attended four forums on gender roles, negotiation and competition; and risk preference and exercise were shared by the CEOs of international banks and insurance companies. Two S5 students were selected to join the mentorship programme. They matched with the senior executives from the participating firms and engaged in job shadowing, informal meeting and mock interview activities.
- Another 15 students joined the job shadowing at ICAC organized by JAHK in June. Through these interactions with business elites, they gained a better understanding of critical questioning, risk taking and innovative thinking etc. It helps our students embrace the entrepreneurial mindset in their personal growth.

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 most recent template to prepare the scheme of work. Even if the modified template was used, some teachers might still not indicate specifically the self-directed learning skills in their scheme of work. In the light of the situation and the suggestions brought up by the speaker in the staff development session, it is decided that we would focus upon a few self-directed learning skills in the coming academic year: namely concept and knowledge mapping skills, note-taking skill and collaborative learning. It is believed that, with better focus, our colleagues would be able to concentrate upon the skills which they would help our students to develop.
- The figures of the ESDA survey this year continue to indicate that there is room for improvement in terms of forming our students into self-directed learners. For example, 81.6% 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 58%. Although there was an increase in the students’ figures, the teachers’ figures still went down by another 1%. At the same time, although the teachers’ agreement percentage for the statement relating to the arrangement of learning activities like group discussion and oral presentations reached a three-year high of 70.6%, the corresponding students’ figure was only 57.5%. Despite the fact that this figure was higher than that of the previous year by 0.8%, there is still a wide discrepancy between the teachers’ and students’ figures. The students’ agreement figure for the arrangement of outside classroom learning activities was only 37.5%, which was 4.6% lower than that

of the previous academic year and the lowest in three years. Work needs to be done in the coming academic year for improvement in this area.

- On top of these questions, the parents' and students' "strongly agree" or "agree" percentages for students showing initiative to learn also showed a drop in this academic year, with the parents' figures falling to a three-year low. Although the teachers' percentages were slightly higher, the percentage was just a mediocre 42%, which was not encouraging enough. At the same time, the students' confidence in learning could be better, with only 51.5% of the student respondents "strongly agreed" or "agreed" that they were confident in learning. The corresponding teachers' figure was also far from satisfactory, as the figure dropped to 34.7%, which recorded a drop by 9.7%. As a self-directed learner must have mastered some skills of self-directed learning, the students' lack of confidence in learning clearly showed that we needed to seek for improvement in this area.
- Assessment data obtained through internal and external examinations were disseminated to different panels for analysis to help the subject panels decide if it was necessary for them to adjust their curriculum and teaching strategies. Although 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 Committee found it difficult to arrange professional development sessions in that area because the training in this year mainly focused upon self-directed learning. In the coming academic year, the Committee would purchase relevant modules of eClass to help different panels make better use of the assessment data for the evaluation of the effectiveness of teaching and learning.
- 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 are not asked to hand over the data to the class teachers. The Academic Committee would have to explore if it is possible to require teachers to input uniform test marks into eClass so that class teachers would be able to assess the learning progress of their students.
- Adjustments must be made to the arrangement of standardized tests in the coming academic year. In this academic year, standardized tests were arranged in the junior secondary. However, many colleagues pointed out that the standardized tests had interrupted their teaching. In view of the disturbance which the standardized tests caused to the teaching, it was decided that this arrangement would be cancelled in the coming academic year. Instead, Uniform Tests would be arranged at the middle of the two terms of the school year. At the same time, Uniform Tests would also be extended

to the senior secondary and the subject teachers of each class would be responsible for marking the tests of their own students and giving feedback on their assessment performance.

- Secondary 4 students were in general intrigued by graduates' sharing. It was suggested that enhanced follow-up, such as a match-up sessions between old boys and S4 students, could be implemented to facilitate concrete academic or further studies planning through personal interactions.
- Apart from business and finance, some students could be interested in STEM and Biotech areas. Partnership programmes with startup companies in Science Park or in the Greater Bay Area could provide students with new insight in their life planning development. Possible activities such as company visits or tours, CEO talks and job shadowing could be further explored.

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

Achievements

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

- To enhance the religious atmosphere at school, all students from S1-S3 were invited to say the morning prayer before lessons began. Some classes added an intention before the prayer which made the daily prayer more meaningful. A statue of St. Ignatius was designed and will be placed on the school campus. The statue helps to inspire students to follow in the footsteps of St. Ignatius as the posture has one foot on the ground and one foot in the air, reminding us to respond to God's love in action. The Bible verses suitable for the school website were chosen and was planned to go public when the new website was ready. Pastoral Committee teachers were invited to attend a 10-session-lunch-time course conducted by Fr. Thomas Leung in order to understand more about the Spirituality of Human Characters. This year, the youth group was re-organized with different styles of activities and was able to engage more participants. Students found the activities interesting and could relate to their daily lives.
- A workshop about social etiquette and manners was organized for S4-S5 students during post exam period. This year, 12 tables were set in the school hall and real cutlery were given to simulate the environment of a restaurant. Students were engaged as they could practice during the workshop. Acquiring the basis of good manners helped them to feel far more confident in different social circumstances and express themselves easily.
- To enhance interpersonal relationship among students, workshops and drama sessions to raise the awareness of Bullying and Cyber Bullying were organized for S1-S3 students. Students were engaged and able to learn to care by having a lot of fun.
- Lesson materials for Formation Lessons were enhanced by designing specific themes which were related to the needs of students or what recently happened in the community, e.g. 'Reconciliation with Creation' (after typhoon Mangkhut) and 'In Loving Memory of Fr. Naylor and Deignan'. Elements of Positive Education were included to strengthen 'Perseverance' among students. Various types of educational programmes e.g. Assembly, Leadership Training and Orientation Programmes were organized this year to deepen the understanding and live out the spirit of respect and reconciliation among students. According to the ESDA stakeholder questionnaire survey, the scores for "The school actively foster my virtues", "The school actively guides us to acquire the skills to get along with others well" and "The school is intent on fostering our leadership" are 3.9 3.7 and 3.7 respectively, all at a high level.
- To provide Cura Personalis, class teachers met regularly to discuss ways to manage students' matters. Various committees joined the meetings and provided updated information for teachers to

handle challenges faced by students. Sometimes to save time, electronic messages were used for communication. The eDiscipline module was introduced this year to facilitate effective communication and data collection about discipline affairs among teachers. There was better coordination and faster action from class teachers.

- To develop the self-management skills among students, an Experiential Learning Programme was designed for S2 students for goal setting and time management. Various types of physical challenges were arranged for each S2 class and students took the opportunity to practise the skills under the guidance of teachers and trainers. On one hand, this type of learning provided a lot of fun for students and on the other hand, it motivated them to learn actively. During S1 Orientation, some self-directed learning study skills were introduced e.g. Note-taking.

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

- 80% of the S1 students joined at least one club or society. Some of them joined more than 3 interest groups. The learning through both academic and non-academic activities broadened the horizons of students and enabled them to apply it in daily lives. On the other hand, the member enrolment was fine-tuned. The enrolment and records of activities of all student units were collected properly using eClass system for future analysis and statistics. 80% of the planned activities were organized and students enjoyed the great variety of non-academic activities.
- An Inter-house Chess Competition was organized by the House Committee this year. It provided Liberal Arts learning experiences for the students and enhanced brotherhood. Students were engaged in this new learning experience.

C. To strengthen Reconciliation with Creation

- Solar Panels were installed on the rooftop of the Ricci Building. This clean source of energy reduces the release of Carbon Dioxide and raises the awareness of environmental protection. A DVD about the installation would be used in teaching and learning of renewable energy.
- A mini fun fair, Green Lunch, was launched during lunch time in March to promote green lifestyle and encourage students to use less plastic tableware and eat green. There were games and food prepared by the teachers and students together. About 250 students participated in the activity and we all had an enjoyable afternoon in the carpark.
- The cleanliness of the Junior Form classrooms greatly improved. Class teachers have made use of the morning formation period to teach respect and care for the environment.

D. 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: Handling Students with Special Education Needs, Self-directed Learning and e-learning Strategies, Establishing a School-based Appraisal System and Lesson Observation Culture, etc. Those workshops gave inspiration for teachers to help students to learn better.
- To facilitate teachers to share good practices to promote collaboration, strategies for promoting professional sharing were shared among all panels in the first panel meeting. This allowed teachers to learn from one another and enrich the capacity to look after the needs of different students.
- A new knowledge management system was designed, implemented and fine-tuned for all panels and committees to share professional development and teaching and learning materials. All teachers welcome the system as it is user-friendly and can be used outside of school.
- To create a professional learning environment for students and teachers, a new appraisal system, lesson observation system, and dialogue with panel heads and principals were set up. These protocols can identify, evaluate and develop the work performance of teachers, so that the goals and objectives of the school are more effectively achieved, complying with the requirements of school-based management. In addition, a form based on Ignatian Educator Competencies Framework was designed to help teachers to plan for their continuing professional development.
- The schemes of work for all teachers were modified. The elements of self-directed learning were added into each topic. This modification enhanced the school improvement mechanism by giving a more thorough planning and in-depth evaluation.
- A Parents' Talk highlighting one of the Jesuit Education elements e.g. 'To form Men for and with Others' was arranged for S1 parents at the beginning of the year. Around 85% of the parents agreed that the talk was very helpful for them to understand the school and could facilitate home and school cooperation.

Reflection

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

- To pass on the gift of Catholic Faith is one of the most important missions of the school. 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. This year all Junior Form students recited the Morning Prayer before the school began. Students in the class took turns to lead the prayer and pray with different intentions. This helped the students to relate to praying and reminded them to be grateful.
- To put a statue of St. Ignatius on the campus could invite more students to learn from the life of St. Ignatius and meditate on his acts. It is also an opportunity to generate ideas on how to re-organize the space in the school for religious purposes. The Campus Management Committee and the Pastoral Committee are working side by side.
- To make good use of Room G10, guidelines would be set up to help students to learn how to use the room properly with respect. It is hoped that the room could provide a decent place for students and teachers to share their faith and nurture human excellence.
- The Examen provides a time for students to reflect. The space provided is important for students nowadays to discern the meaning of things that happen around them. Since the experience of reflection is unique for everyone, a set of fixed guidelines may not be appropriate. However, teachers are greatly encouraged to help students to reflect on their daily lives and be grateful. More students will be trained to lead the Examen as evaluation indicates that peers leading the Examen is conducive to in-depth reflection.
- The youth group formed this year created a space for teenagers to hang around and develop a strong bonding among themselves. The group could provide good support and nurture hope for teenagers. It could be a catechism class if the students are willing.
- 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. More time would be given to express ideas and sharing among students. Good guest speakers with real life experience can be powerful in getting in touch with the inner selves of the students. The theme for next year would focus on positive elements like giving hope and accompanying young people in Hong Kong.
- 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 eDiscipline module would be opened to all subject and class teachers next year so that teachers could check the discipline records of the students more efficiently. Also push messages would be

sent to parents for more effective communication. However, more promotion on the extensive usage of eClass ParentApp and Student App would result in better effect.

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

- The use of the eClass system to collect student activity records is positive. Keeping a good record of all the activities is a good opportunity for students to learn to be responsible and considerate. More effort could be used to promote the related values.
- A guideline for teachers and students to follow when organizing student activities is suggested. e.g. roles of advisors, students' responsibilities and procedures.
- The House Committee would continue to organize different types of activities e.g. sports, cultural and academic etc. Group games which enhance interpersonal skills are essential for the students to learn about respect and the common good.

C. To strengthen Reconciliation with Creation

- Teachers who are interested to protect the environment and an Environmental Conservancy Committee would be formed to plan, implement and evaluate policies on environmental sustainability. The objectives could include raising the awareness in daily lives and motivating students to think of creative ways to waste less.

D. To augment our learning community

- To facilitate self-directed learning, both the teachers and students have to be equipped. Workshops and learning materials could be provided for both teachers and students so that they can benefit more effectively.
- In order to implement the appraisal system and dialogue effectively, workshops for allowing every teacher to understand the objectives and benefits were arranged. More workshops on appraisal tools, skills of communication and the use of the appraisal data could be organized.
- All teachers can plan their own professional development according to the Ignatian Educator Competencies Framework and fit the development of the school. It is advised that teachers be more focused when setting the professional development plan so that it could be accomplished accordingly.
- To enhance the School Improvement Mechanism, the reports of panels and committees could be more thorough and specific. This helps the school to evaluate and improve further.

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 schools were made by the team.
- The basketball courts were reopened. The lines were redrawn and the stands were installed. Basketball team members and other students can now use the courts for training and leisure.

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 and to raise funds. 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 upgrade the infrastructure of classrooms and other learning environment to enhance eLearning, a wireless display system in the projectors of all classrooms was installed. Teachers can bring their own device to classrooms and display their device on the screen for the whole class to see. It is user-friendly and convenient.
- To promote STEM Education, one of the science laboratories would be converted to a STEM laboratory. The design and procurement were finished in April, and it is now under renovation. It is expected to finish in December 2019.
- To create a clean and tidy campus for students, the venue of the garbage depot was moved to the UG level of Ricci Building. The new venue creates less disturbance to classes.
- To create a stronger Catholic atmosphere, a statue of St. Ignatius will be placed on the campus. The design of the statue and the venue was confirmed. It is expected to be completed in January 2020.
- The renovation of Room G10 and G11 was completed. All religious activities are welcome in the room helping enhance a stronger Catholic atmosphere.

Reflection

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

- After meeting various stakeholders and past students several times in the year, it was found that the possibility to upgrade the swimming pool was very narrow due to a tight budget and practical problems. Therefore, the school decided to keep the facility as it is at the moment and wait for another opportunity to come.

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

- The group has raised some fund for the project and would continue to explore the structure feasibility 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. The Stem laboratory could include different areas so that cross curricular projects could be collaborated.

D. To create a stronger Catholic atmosphere on the campus

- To put up the statue of St. Ignatius could be an opportunity to re-organize the space of the campus so that it creates a peaceful atmosphere for students to learn and reflect. Together with the statues of Jesus and Mary, the Chapel, Room G10, and Fr. Naylor's Garden, the statue of St. Ignatius could weave a spiritual path for all Wahyanites to experience.

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 made an effort 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. It was agreed in this academic year that we would conduct a review of our mechanism to allocate electives in the senior secondary in the Academic Year 2019-2020 with the intention to offer more combinations of elective subjects to our students, allowing us to offer better personal care for the diverse academic interests of our students.
- 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 junior forms and 32 in senior forms. 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 more prominent 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. It is also believed that with the modification of our mechanism of allocating electives in the senior secondary, classes in the senior secondary would be made up of students of diverse backgrounds so that they can learn from each other and grow together, which may also foster brotherhood among our students.
- 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 experiences, which serves as an inspiration for 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. In this academic year, standardized tests were arranged in the junior secondary to allow teachers of the same level to assess the effectiveness of learning and teaching and provide feedback on students' performance. In the coming year, standardized tests would be replaced by uniform tests and uniform tests will be arranged for students from S1 to S5.
- Other than motivating our students extrinsically, the school also acknowledges the importance of motivating our students intrinsically. In recent years, the Science KLA has been encouraging the students to take part in external competitions to broaden their horizons. It was also found that students taking part in 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 to develop our students to be problem-solvers, finding solutions for real-world problems.
- 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 different language learning needs of our students by compiling special learning booklets for our students and arranging after-school workshops for students who are strong and students who need special help in the subject. The efforts of these panels to cater for learner diversity and 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. The Staff

Development Committee plans for professional development programmes in response to the major concerns. 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 Science KLA also work with external educational bodies to develop learning materials for our students.

- 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. The Values Education Committee also arranged in this academic year a study tour to Taiwan to help our students develop the spirit of *Magis*.

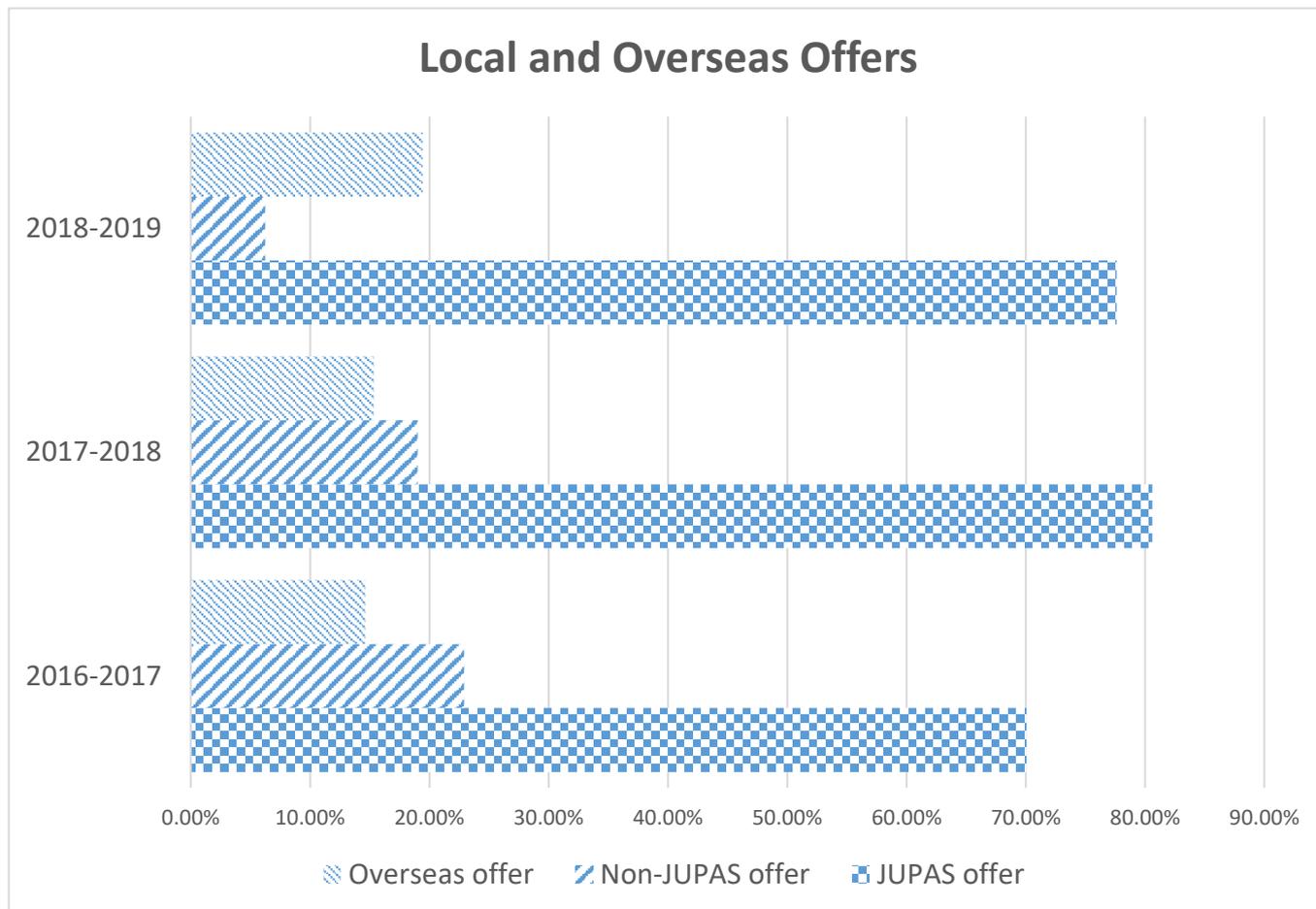
Chapter 4: Our Support for Students' Development

- The Student Affairs Committee develops students in non-academic areas and coordinates the work of the Discipline Committee, Guidance Committee, Values Education Committee, SEN Committee, Careers and Life Planning Committee, Clinical Psychologist, Educational Psychologist and School Social Worker. It does much to look after the general and psychological well-being of students. It emphasizes personal care, respect and forgiveness. Every case of unsatisfactory behaviour is carefully studied and analyzed, with an aim to help the student reform and see the necessity of having a strong sense of responsibility for the common good. To facilitate this work, the Student Affairs Committee solicits the collaboration of parents. By doing so, the committee has won the trust of the parents and respect of students.
- The school identifies students' varied needs for developmental support and is fully aware of their attitudes, behavior and intellectual development. The Student Affairs Committee started a discussion about the increasing use of electronic gadgets by students on the campus in the second term. According to the number of discipline cases and teachers' observation, more and more students are using mobile phones for various purposes during lessons and lunchtime. By creating a platform for teachers to dialogue, the committee explored the context of the problem, clarified the needs of the students and evaluated existing policies. It was agreed that more dialogue with teachers and parents should be carried out next year to collect different opinions so that the school could discern what policy is best for the students.
- Morning Formation and the Examen are adopted in support for student development through the coordination in planning and implementation. The school has strategically fostered a loving and caring campus. The students learn to establish positive values and attitude through the Examen, leadership training programmes, "Men for and with Others" Programme, Magis Tutorial Service, Social Service Scheme and various extra-curricular activities.
- According to the stakeholder's questionnaire survey, the mean scores of teachers' and students' views on support for student development are both 3.6. It is similar to the previous years while the mean score of parents' view is 3.9, which is slightly higher. This may be due to more frequent contact with parents and more home-school collaboration during the year.
- Service is one of the main themes in the education offered by the school and students are constantly reminded of the importance of providing service in whole person development. The Social Service Scheme provides chances for the students to open their eyes to social injustice and the plight of the sick, the poor and the neglected. 80% of the students fulfilled the basic 10 hours of community service; 15 students fulfilled more than 100 hours of community service.

- The Men for and with Others Mentorship Programme has helped many generations of students on their road to social and psychological maturity. The programmes have recruited senior form students as peer counselors since the eighties. It continues to involve counselling teachers and outside service providers in supervising and training the student peer counsellors. The programme includes mentor training, matching day, lunch gathering, activity day, service day and a day camp. These activities provide a platform for the participants to build a solid relationship and the feedback from the peer counsellors, students and their parents is positive and encouraging. The Discipline Committee helps the students to form their character with Jesuit values and develop self-discipline, respect and responsibility. The Discipline Committee has emphasized attendance, punctuality, proper use of mobile phones and electronic gadgets. Introducing the Form Coordinators enhances better communication and understanding between stakeholders.
- SEN students have been followed closely by the SEN Coordinator, our two psychologists and the school social worker. An SEN Coordination Committee has been set up to coordinate the work of different departments and collect documents. A scrupulous plan for each SEN student is designed to cater to his learning needs. The school provides individual interviews, therapy services, sufficient support and suitable arrangements for SEN students as well as good support for their family throughout the year. Related information and case conferences of each SEN student are held for teachers involved at the beginning of the academic year to ensure that all teachers involved understand the needs and characters of the students. Thus, both students and parents have confidence in school, and will work hand in hand for the future of the students.

Chapter 5: Student Performance

5.1 JUPAS Results and Overall Results

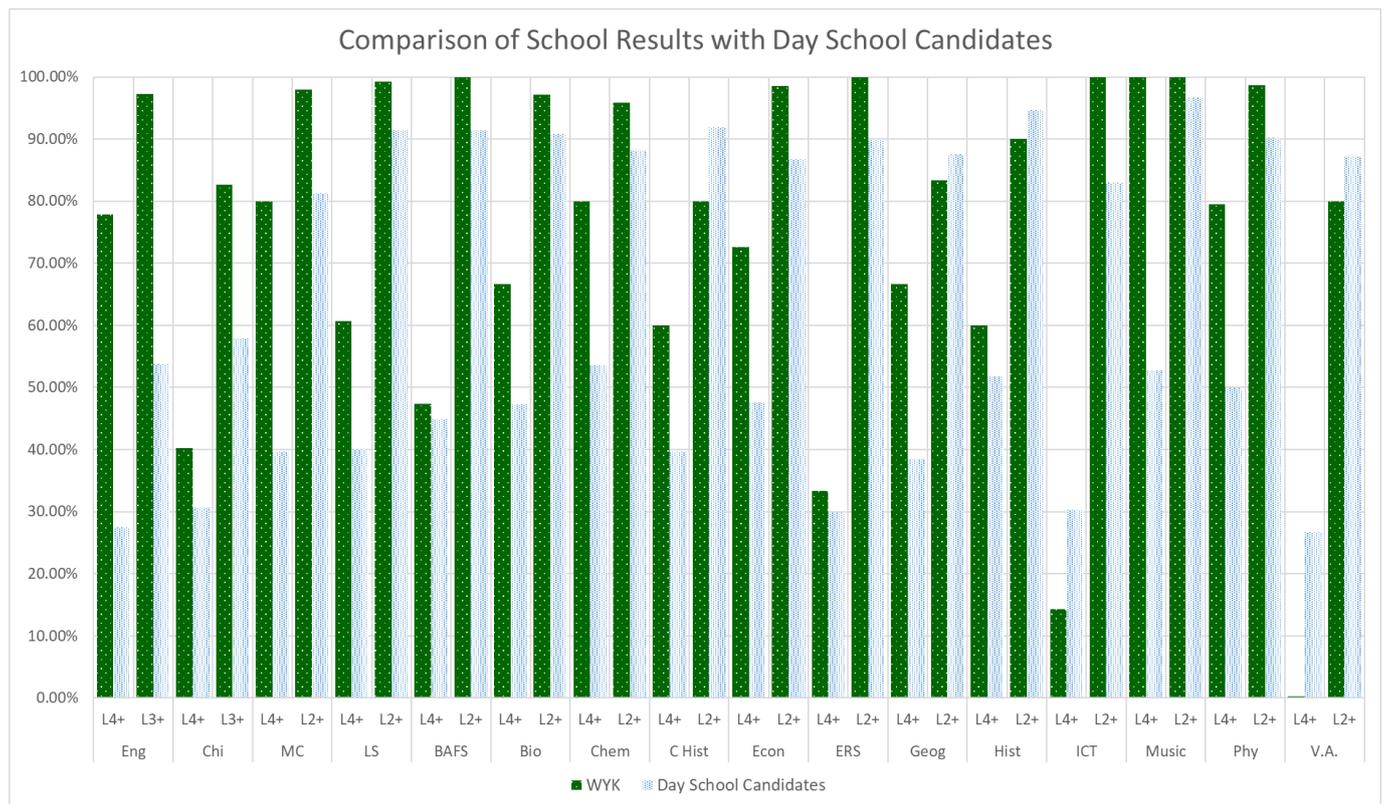


** The chart shows the students' acceptance rates of different types of offers.*

The chart above indicates the students' intention to continue their studies after completing S6 at our school. **In 2019, almost all of the graduates accepted offers from local and overseas tertiary institutions, which was the highest in 7 years. The JUPAS offer rate was 78%.** In fact, the JUPAS degree offer rate was the second highest in seven years. Coupling with other local JUPAS and non-JUPAS offers, more than 90% of our graduates could thus further 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, our students being admitted to the top three universities was a record high at 47% this year. Some of them could get themselves admitted by some competitive programmes such as Actuarial Science, 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 2019

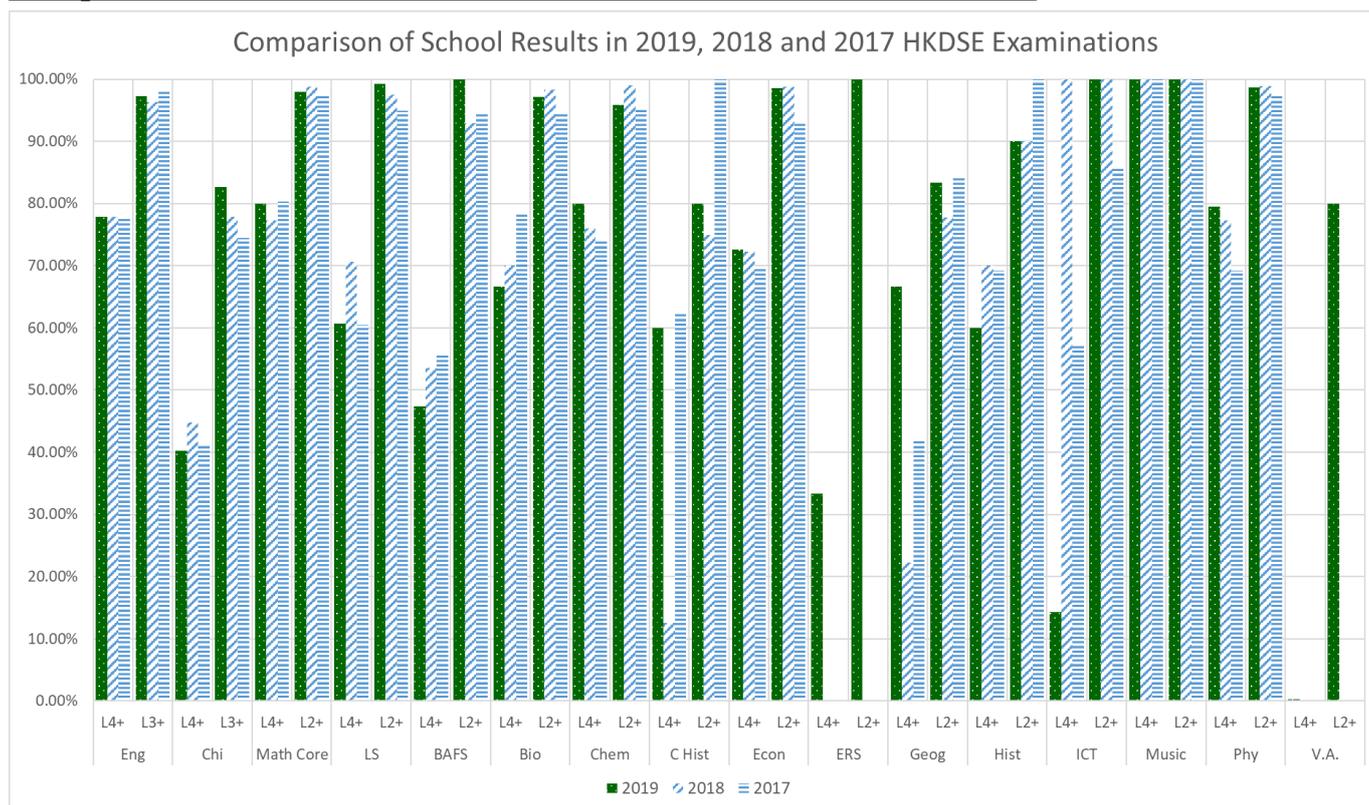


The chart above excludes statistics for electives with fewer than 5 students on average in the past five years and the extended modules of Mathematics, which are not considered as electives.

The Top Scholar is 6W KAN Ka-chun, who attained Level 5 in five subjects and 5* in three subjects. The percentage of students attaining Level 3 in Chinese Language is 83%, Level 3 in English is 97%, Level 2 in Mathematics is 98% and Level 2 in Liberal Studies is 99%.** 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 27.50% for the day school candidates. With the further analysis on English, 97.20% 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, 80.00% of our students got Level 4 or above in the subject and the territory figure was 39.70%. The figures for Level 2 or above were 97.90% (our school) to 81.30% (day school). In Liberal Studies, 60.70% of our students could attain Level 4 or above and the territory figure was 34.90%. For Level 2 or above, 99.30% of our students could attain the results while the territory figure was 89.00%. In Chinese Language, our students' performance was 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 2019 Results with the Results in 2017 & 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.

The JUPAS offer rate this year was the second highest because our students' performance in two core subjects (Chinese Language and Mathematics) was the best in the past eight years.

A comparison of the HKDSE results in the three most recent years indicated that the HKDSE 2019 results were generally the 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 weighted average level this year was the 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 97% 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 reached 83% and the performance was the best in the recent years. This can explain why the JUPAS offer rate this year is the second best in seven years.

The students' performance in the electives was also impressive. It can be observed that the percentage attaining Level 4 or above in cores like Mathematics and Math(M1), and electives like Chemistry, Economics, Geography, and Physics were the highest or the second highest in seven years. For four

consecutive years, 100% of the 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, Sports, STEM, Liberal Studies, Speech, Drama & Debate, Visual Arts, Service, Board & Card Games, External Awards

5.3.1 Performance in Music

| | |
|--|----------------------|
| 2019 71st Hong Kong Schools Music Festival | |
| Intermediate Mixed Choir (Foreign language) | 1 st |
| Junior Mixed Choir (Chinese language) | 1 st |
| Junior Boys Choir (Chinese language) | 2 nd |
| Junior Boys Choir (Foreign language) | 2 nd |
| Intermediate Mixed Choir (Foreign language) | 2 nd |
| Senior Boys Choir (Chinese language) | 2 nd |
| Senior Mixed Choir (Foreign language) | 2 nd |
| Junior Mixed Choir (Foreign language) | 3 rd |
| Intermediate Boys Choir (Foreign language) | 3 rd |
| Senior Boys Choir (Foreign language) | 3 rd |
| Senior Mixed Choir (Chinese language) | 3 rd |
| 2019 15th Maribor International Choral Competition (Slovenian) | |
| Best Equal Voice Choir (EUR 700 prize) | Gold Award (Overall) |
| 3 rd place, Audience Award | |
| Mentioned - Best Interpretation of Competition Set Piece | |

5.3.2 Performance in Sports

5.3.2.1 Inter-school Sports Competition Results 2018-2019

| | | |
|----------------------------------|----------------|------------------------|
| Athletics (Division 1) | | Position/Award |
| A Grade | | 3 rd |
| B Grade | | 6 th |
| C Grade | | 3 rd |
| | Overall | 4th |
| Ice Hockey (Division A) | | |
| Regular season | | 1 st |
| Playoffs | | 1st |
| Tennis (Division 1) | | 3rd |
| Life-saving (Open) | | |
| A Grade | | 5 th |
| B-C Grade | | 4 th |
| | Overall | 4th |
| Table Tennis (Division 1) | | |
| A Grade | | 4 th |
| B Grade | | 6 th |
| C Grade | | 6 th |
| | Overall | 5th |
| Swimming (Division 1) | | |
| A Grade | | 9 th |
| B Grade | | 5 th |
| C Grade | | 9 th |
| | Overall | 8th |
| Badminton (Division 1) | | |
| A Grade | | 5 th |
| B Grade | | 7 th |
| C Grade | | 5 th |
| | Overall | 6th |
| Football (Division 1) | | |
| A Grade | | 8 th |
| B Grade | | 5 th |
| C Grade | | 7 th |
| | Overall | 10th |

| | | |
|-----------------------------------|----------------|------------------------|
| Orienteering | | |
| Heat | | 7 th |
| Final | | 16 th |
| Basketball (Division 3) | | |
| A Grade | | Quarter-finalist |
| B Grade | | 7 th |
| C Grade | | 6 th |
| | Overall | 11th |
| Cross Country (Division 2) | | |
| A Grade | | 10 th |
| B Grade | | 4 th |
| C Grade | | 4 th |
| | Overall | 7th |
| Indoor Cycling (Open) | | 5 th |
| Water Polo (Open) | | 7 th |
| Hockey (Division 2) | | 4 th |
| Baseball (Open) | | 5 th |

5.3.2.2 Sports Award

| | Name | Events | Grade | Position |
|--|--|-----------|---------|----------------------------------|
| Inter-school Athletics Championships (Division 1) | Cheung Wang Hei | 400mH | A Grade | 1 st |
| | Man Tsun Kit | 800m | A Grade | 1 st |
| | Wong Pak Hang | Long Jump | A Grade | 2 nd |
| | Fung Chi Lok | 100m | A Grade | 3 rd |
| | Fung Chi Lok | 200m | A Grade | 3 rd |
| | Tse Cheuk Hin | 400m | A Grade | 3 rd |
| | Tse Cheuk Hin | 800m | A Grade | 4 th |
| | Man Tak Yan | Long Jump | A Grade | 4 th |
| | Chung Chi Kit | High Jump | B Grade | 1 st |
| | Chau Hoi Yeung | 800m | C Grade | 3 rd |
| | Chau Hoi Yeung | 1500m | C Grade | 1 st Record broken |
| | Wan Fu Wang David | 100m | C Grade | 4 th |
| | Fung Chi Lok Tse Cheuk Hin Wong Pak Hang Lai Hoi Wang | 4x100m | A Grade | 3 rd |
| | Yau Tse Ho Colin Wong Ching Hoi Man Tsun Kit Cheung Wang Hei | 4x400m | A Grade | 2 nd |
| | Lee Long Him Wan Fu Wang David Tsui Wai Hin Chan Chun Yu Lucas | 4x100m | C Grade | 2 nd |
| | Chau Hoi Yeung Tsoi Chak Pun Cheung Hoi Hin Onix Chui Kai Yiu | 4x400m | C Grade | 3 rd |
| | Chau Hoi Yeung took the BOCHK Rising Star Award Rising Star Athlete 2018-2019 | | | |
| Inter School Ice Hockey Competition Chan Chun Hei Kevin got the Best Goalie Award of HKAIH 18-19 in the regular season. Wong Tsz Ho got the Best Forward Award of HKAIH 18-19 in the regular season and also got the MVP in the Playoffs. | | | | |
| ICG Indoor Cycling School Challenge 2019 Li Long Donald got the Championship in the individual Competition. | | | | |

| | Name | Events | Grade | Position |
|---|---|------------------------------|--------------|-----------------|
| Inter-school Swimming Competition (Division 1) | Sum Ka Lok Leo | 100m Freestyle | B Grade | 4 th |
| | Sum Ka Lok Leo | 200m Freestyle | B Grade | 2 nd |
| | Sum Ka Lok Leo Siu Ka Hang Ho Chun Ming Yeung Ho Ching Hadrian | 4x50m Freestyle | B Grade | 3 rd |
| | | | | |
| Inter School Life Saving Competition | Sum Ka Lok Leo | 200m Obstacle Swim | B Grade | 2 nd |
| | Li Long Donald | 100m Manikin Carry with Fins | A Grade | 3 rd |
| | Sum Ka Lok Leo Siu Ka Hang Choi Chi Him Kong David | 4x25m Manikin Relay | B Grade | 3 rd |
| Inter-school Fencing Competition | Lo Chi Hang | Epee | A Grade | 2 nd |
| | Wong Long Hang Ryan | Epee | B Grade | 3 rd |
| All Hong Kong Schools Jing Ying Badminton Tournament | Ho Hin Hang Henry Sze-To Ho Man | Double | | 5 th |
| Inter-school Cross Country Competition (Division 2) | Man Tsun Kit | | A Grade | 8 th |
| | Cheng Man Ho | | B Grade | 3 rd |
| | Chau Hoi Yeung | | C Grade | 1 st |
| | Chan Yui Fung | | C Grade | 3 rd |

5.4 Performance in Other Areas

| | |
|---|--|
| <p style="text-align: center;">English Language/Speech</p> <p>70th Hong Kong Schools Speech Festival (English)</p> <p>Harmonic Speaking</p> <p>Solo Verse Speaking – Non-Open</p> <p>Solo Prose Reading – Non-Open</p> <p>Hong Kong Inter-School Mock Trial Championship</p> <p>RTHK The Speaker 2018 Public Speaking</p> | <p style="text-align: center;">Position/Award</p> <p>1st (S2)</p> <p>2nd (S1)</p> <p>1st (S2)</p> <p>2nd (S3)</p> <p>2nd</p> <p>Best Barrister Award</p> <p>Semi-finalist</p> |
| <p style="text-align: center;">English Drama & Debate</p> <p>EMI Drama Fest 2019</p> <p>Radio Drama</p> <p>3rd HKSDPSC Senior British Parliamentary Tournament</p> <p>Hong Kong British Parliamentary Debating Championships 2019</p> <p>WYKMUN</p> <p>Thailand Debate Open 2019 - High School Grand Finalist Award</p> <p>Battle of the Books (Modified List English)</p> <p>Battle of the Books (Modified List English) Semi Final</p> <p>34th Sing Tao Inter-School Debating Competition</p> | <p>Best Performer</p> <p>Merit Award</p> <p>Semi-finalist</p> <p>Quarter-finalist</p> <p>Outstanding Delegates</p> <p>1st Runner-up</p> <p>Finalist Team</p> <p>1st</p> <p>1st Preliminary Round</p> <p>Winner</p> <p>Best Speaker</p> |
| <p style="text-align: center;">Chinese</p> <p>第 70 屆香港校際朗誦節中文朗誦比賽 (2018)</p> <p>高中普通話散文獨誦</p> <p>初中普通話散文獨誦</p> | <p>冠軍</p> <p>季軍</p> |
| <p style="text-align: center;">Mathematics</p> <p>International Mathematical Olympiad Preliminary Selection Contest - HK2018</p> <p>第十七屆培正數學邀請賽</p> <p>第十七屆培正數學邀請賽-銅獎</p> <p>第十七屆培正數學邀請賽-銅獎</p> <p>第 35 屆香港數學競賽初賽</p> <p>第 35 屆香港數學競賽初賽</p> | <p>Bronze Prize</p> <p>學校大獎(優異獎)</p> <p>銀獎</p> <p>銅獎</p> <p>二等榮譽獎</p> <p>三等榮譽獎</p> |

| | |
|--|------------------------------------|
| Science | |
| HK Olympiad of Informatics | Silver Medal |
| La Salle - Pui Ching Programming Challenge | Bronze award |
| Computer App Programming 2019 Competition CAP Test | Distinction, Credits |
| International Junior Science Olympiad | 3 rd (Team Award) |
| 1st Honor of International Junior Science Olympiad | 1 st (Individual Award) |
| 2nd Honor of International Junior Science Olympiad | 2 nd (Individual Award) |
| Visual Arts | |
| 徐悲鴻盃國際青少年兒童畫美術比賽 | 季軍 |
| 電腦平面畫設計比賽 | 冠軍 |
| 第一屆全港中學生首飾設計比賽 | 季軍 |
| 95 th / 100 th Wah Yan Anniversaries Logo Design Competition | 1st |
| Service | |
| Caritas Bazaar Booth Design Competition | 3 rd |
| Caritas Bazaar Dragonboat Flag Design Competition | 2 nd |
| Board & Card Games Competition | |
| Secondary School Bridge League (SSBL) Teacher-Student-Alumus Team | 1 st |
| SSBL MP Pairs 2 | 1 st |
| SSBL Swiss Team | 3 rd |
| Recreio Youth Cup Pairs | 3 rd |
| SSBL MP Pairs 1 | 1 st |
| SSBL Year-Round Individual Championships | 2 nd |
| Annual Inter-School Bridge Competition | Rose Bowl |
| HK National Junior Chess Championship 2019 | 4 th |
| HKJCC Inter-School Chess Championship 2019 | 6 th |

Chapter 6: Feedback and Follow-up

6.1 Management and Organization

- The slogan of the school objective of this year is "Live Life with Passion and Positive Energy; Learn with Initiative and Perseverance", 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 for betterment; 2) We live life with grit and possess a Growth Mindset, living out the spirit of Magis; 3) We develop mindfulness and build positive emotions, reconciling relationships with others.
- We expect our students to develop to be self-directed and reflective learners: they set learning objectives, engage in learning and do evaluation through reflection for betterment. Our teaching methodology is Ignatian Pedagogical Paradigm, which emphasizes reflection on learning experiences based on the context, and action followed by evaluation for betterment. Panels have to indicate in the Schemes of Work what self-directed learning skills they expect students to master to make learning more active. According to the results of the student questionnaire survey, the score for "The teachers often provide us with guidance in learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc." is 3.6. The promotion of self-directed learning could be further reinforced through setting foci on Concept Mapping, Note-taking, Collaborative Learning and eLearning, with reference to the effect size list of self-directed learning strategies put forward by John Hattie¹.
- We expect our students to have the Growth Mindset, as proposed by Carol Dreck. They set learning as their goal and believe they can get smarter through their effort, thus willing to spend more time and work harder. According to the results of the student questionnaire survey, the score for "The learning atmosphere in lessons is good." is 3.9, the highest in recent three years. It is expected that the students can learn more from feedback on assessment performance and get to a higher level.
- We expect our students to develop mindfulness through Examen, a 10-minute mindful meditation before the afternoon lessons. They live life with purpose and passion, and collaborate with others. Elements of positive education were included in S1 Morning Formation to help the students understand themselves better and stay positive. An Experiential Learning Programme was arranged for S2 students to learn goal setting and time management. When the school campus was ravaged by Typhoon Mangkhut, a number of students took the initiative to help clean up the campus voluntarily. According to the results of the student questionnaire survey, the score for "I like my school.", "I get along well with my

¹ John Hattie, *Visible Learning and the Science of How We Learn*, 2014.

schoolmates.” and “The school actively fosters my virtues.” are 4.1, 3.9 and 3.9 respectively. It is expected that the students care more about what is happening in the world and view issues with discernment, living life with fire, passion and vision.

- In order to create more space and provide more support for teachers, the school continued to use Senior Secondary Curriculum Support Grant to employ teaching assistants for subject panels and committees so that teachers can have more time to focus on raising the effectiveness of teaching and learning. This year, seven probationary teachers have successfully passed their probation and will be turned regular teachers. Next year, the school will turn Senior Secondary Curriculum Support Grant into 1.5 regular posts for contract teachers who have performed satisfactorily. The school will also follow the All-graduate Teaching Force Policy and the existing eight Certificate Masters/Mistresses will be turned to Graduate Masters/Mistresses in order to boost the staff morale.
- This year, we have established an online Knowledge Management System for Panels/Committees so that Learning Resource Banks can be set up to facilitate the filing of documents and sharing of learning resources, in order to strengthen the self-evaluation mechanism.
- The Ignatian Educator Competencies Framework was 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. Continuing professional development will be complemented by the more comprehensive Appraisal System that will be implemented next year, with the objectives of providing timely feedback to individual staff members and nurturing a learning culture within a learning community for educators.
- This year, two of our senior teachers retired, including the Physical Education Panel Chairperson, and Mr. TSE Chun-ming Terence has been appointed to take over his duties.

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 expected that teachers could provide feedback on students' performance to achieve assessment for learning. The overall HKDSE examination results are comparable to those of last year. **The Top Scholar is 6W KAN Ka-chun, who attained Level 5** in five subjects and 5* in three subjects. The percentage of students attaining Level 3 in Chinese Language is 82.6%, Level 3 in English is 97.2%, Level 2 in Mathematics is 97.9% and Level 2 in Liberal Studies is 99.3%.** To help students have further improvement in academic performance, teachers have to make better use of assessment for learning and provide quality feedback to help students, both junior and senior, reach a higher level. The quality of the teaching and learning of the junior forms should be reinforced so that the students can lay a solid foundation for their senior studies.

- This is the second year that Panels have been promoting self-directed learning skills according to the repertoire stated in the template of the Scheme of Work such as 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 has yet to become a school culture, and it is suggested we only focus on Concept Mapping, Note-taking, Collaborative Learning and eLearning in order to help students have in-depth learning. Teachers should also have high expectations of the students and provide them with learning tasks of progressive challenges, with reference to Bloom's Taxonomy, in order to stretch their potential.
- We have designed a new timetable and it will be implemented in the next academic year, in order to address two issues: 1) insufficient lesson time for Technology Key Learning Area; 2) insufficient lesson time for senior form elective subjects. The increase in lesson time will facilitate the promotion of STEM Education as it allows two lessons for Information and Communication Technology (ICT) in the junior form. We will revamp the school-based ICT curriculum and teach Coding, Droning, 3D Drawing and Printing, Electronics and Robotics, VR/AR and Laser Cutting. The objective of increasing the lesson time for senior form elective subjects is to help further improve students' academic performance.
- After-school tutorial classes were arranged to help senior secondary students to master public examination skills. In the next academic year, we shall continue to provide enhancement and remedial tutorials for S5 and S6 students to cater for learner diversity.
- We offered administrative and financial support to panels which arranged outside classroom learning activities. Next year, we shall make good use of the Life-wide Learning Grant to provide a variety of learning experiences outside the classroom, exchange programmes, collaboration and networking with overseas schools and schools in mainland China to develop our students to be global citizens.
- Based on the evaluation of teaching and learning, we shall continue to strengthen eLearning, Assessment for Learning and Reading to Learn. We shall implement a pilot scheme of eLearning in Class 2W and all subject teachers will use eLearning strategies to help the students to learn better by using their own electronic devices. This year, we implemented Standardized Tests to boost assessment for learning, but the logistics incurred was more than expected. After evaluation, the Standardized Tests will be replaced by a Uniform Test in each of the two terms, and it is expected that feedback on the assessment performance can help the students to learn better. We will consider implementing a Comprehensive Cross-curricular Reading Scheme to help students develop the habit of reading.

6.3 Student Support and School Ethos

- From our observation and evaluation, after implementing the Examen, ten minutes of mindful meditation, for three years, our students can settle down quietly and listen to their heart, feel grateful and do reflection, but they can still improve in the area of living out the spirit of Magis, doing better, having faith and achieving discernment. This year, three workshops for three representatives from each class (S1-S5) were arranged with themes on Meaning of the Examen, How to Lead the Examen, Reflection on the Experience of Leading the Examen. More students will be trained to lead the Examen as evaluation confirms that the Examen led by students results in deeper reflection.
- We promoted Jesuit values with focus on Love and Care, Strive for Excellence, Respect and Justice, Responsibility and Faith. This year, we implemented the “Be a High Flyer Programme” and inspired our students to set goals and strive for excellence. The response was encouraging as the students actively took part and strived hard to reach their goals. Considering the social turmoil that has been happening in Hong Kong, we shall encourage our students to care about what is happening in the world and view issues with discernment and reconciliation, living life with fire, passion and vision. They have the can-do spirit, they care and they can see further, developing to be global citizens.
- The school will have an additional post of Special Needs Education (SEN) Coordinator to bolster the support for catering for learner diversity. Two experienced teachers will also be appointed Deputy SEN Coordinators to work together for better student support.
- 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 for four consecutive years.** Our tennis team won the 2nd Runner-up trophy in the Inter-school Tennis Competition two years in a row. Our Athletic Team was ranked 4th in the Inter-school Athletic Competition for the second year. **CHAU Hoi Yeung (2K) was awarded BOCHK Rising Star Award Rising Star Athlete (Division 1) in the Bauhinia Bowl Award.**
- **Both our Junior Mixed Choir and Intermediate Mixed Choir triumphed in the 71st Music Festival. Our choir took part in the 15th Gallus Maribor International Choral Competition and was awarded Best Equal Voice Choir.**
- **Our English Debating Team won the High School Grand Finalist Award - 1st Runner-up in the Thailand Debate Open.** LAU Chun Yin (5W) took the Outstanding Student Award in the 32nd HKSAR Outstanding Students Selection. Yau Tsim Mong Outstanding Student Awards were bestowed upon two Wahyanites: YUEN Chun Ho (4C) (Senior); KWAN Ming Hin (3Y) (Junior). Our students also excelled in STEM competitions and they won the 1st Runner-up Award in the Computer App Programming

Competition 2019 organized by Hong Kong Polytechnic University and the 2nd Runner-up Award in Drone Coding Competition organized by Open University of Hong Kong.

- Besides the Athletic Meet and Inter-House Swimming Gala, post-examination house cultural activities were also organized by the House Committee. The Extra-curricular Activities Committee has reinforced the coordination and supervision of the planning, implementation and evaluation of student clubs and societies. We shall further reinforce the coordination and supervision so that the students can benefit more from student activities, have well-rounded development and learn to live life with fire, passion and vision.
- Careers and Life Planning Programmes were arranged for S1 to S6 students to help them to understand their strengths and weaknesses, set goals and explore their pathways of further studies and careers. Class teachers were involved more to guide and monitor students' progress. Next year, Careers and Life Planning Committee and Student Affairs Committee will work together to set a systematic development approach to life planning programmes.
- We will be celebrating our 95th Anniversary in the next academic year and the celebration events will include an English musical, Gala Dinner, Mass of Thanksgiving and Jesuit Education Forum. The Anniversary Open Days will be scheduled for 11 and 12 January 2020, with the objectives of a) To celebrate the 95th Anniversary; b) To provide other learning experiences for our students and showcase the fruit of their effort; c) To serve and network with the community and let others savour the school life of Wah Yan.
- Our future development should have two foci: 1) Nurture lifelong and self-directed learning capabilities; 2) Foster whole-person development. Besides 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, we shall incorporate in our plan the four Universal Apostolic Preferences set by the Society of Jesus, namely 1) To show the way to God through the Spiritual Exercises and discernment; 2) To walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice; 3) To accompany the young in the creation of a hope-filled future; 4) To collaborate in the care of our Common Home, so that our students will grow up to be Men of Human excellence and Leaders-in-Service.

Chapter 7: Financial Summary

Financial Summary (2018.09.01 to 2019.08.31)

| | Opening Balance (as at 1.9.2018) | Income (\$) | Expenditure (\$) |
|---|-------------------------------------|----------------|------------------|
| Government Funds and School Funds | | | |
| I. Government Funds (EOEBG) | | | |
| - Basic Baseline/ per class- IMC | | \$2,136,992.54 | \$0.00 |
| - Composite Furniture & Equipment Grant | | | \$775,319.00 |
| - Lift Maintenance Grant | | | \$33,290.00 |
| - Programme Fund for Whole-School Approach to Guidance & Discipline | | | \$29,496.60 |
| - School & Class Grant | | \$1,359,656.64 | \$2,693,061.29 |
| - Administration Grant | | \$4,340,466.00 | \$5,249,308.47 |
| - Composite Information Technology Grant | | \$448,459.00 | \$514,671.14 |
| - Capacity Enhancement Grant | | \$613,766.00 | \$549,900.00 |
| - Air Conditioning Grant | | \$621,261.00 | \$278,738.20 |
| Sub-total | | 9,520,601.18 | 10,123,784.70 |
| II. Government Funds (Outside EOEBG) | | | |
| Salary Grant - Teaching Staff | 0.00 | 47,955,472.11 | 47,955,472.11 |
| Salary Grant - Teaching Supporting Staff | 0.00 | 2,442,117.00 | 2,442,117.00 |
| Salary Grant - Supply Staff | 0.00 | 414,927.03 | 414,927.03 |
| Non-Teaching Staff Provident Fund Scheme Employer's Contribution | 0.00 | 288,654.00 | 289,332.04 |
| Committee on Home-school Co-operation Grant | 22.10 | 21,974.00 | 18,426.10 |
| Teacher Relief Grant | 322,586.92 | 266,844.50 | 300,728.50 |
| Teacher Relief Grant - Temporary Freezing of Teaching Post | 897,418.99 | 869,862.00 | 818,406.00 |

| | | | |
|---|---------------------|----------------------|----------------------|
| School-based after School Learning & Support Grant | 19,810.00 | 35,200.00 | 51,403.50 |
| Diversity Learning Grant - Other Programmes | 63,739.50 | 202,534.00 | 178,497.50 |
| Senior Secondary Curriculum Support Grant | 103,392.64 | 914,850.00 | 1,018,242.64 |
| Jockey Club Life-wide Learning Fund | 0.00 | 47,119.00 | 47,119.00 |
| Learning Support Grant for Secondary School | 77,359.12 | 401,016.00 | 411,330.00 |
| Moral and National Education Subject Support Grant | 100,184.75 | 0.00 | 2,647.72 |
| Fourth Strategy on IT in Education-Enhancing Wifi Infrastructure Grant for the Sister School Scheme | 0.00 | 84,940.00 | 84,940.00 |
| One-off Grant for Promotion of Chinese History & Culture Grant | 150,000.00 | 0.00 | 81,040.50 |
| Promotion of Reading Grant | 0.00 | 70,000.00 | 49,351.22 |
| One-Off Grant to Secondary School for the Promotion of STEM | 132,580.51 | 0.00 | 132,580.51 |
| Information Technology Staffing Support ITSS Grant | 140,846.25 | 307,200.00 | 324,954.00 |
| Sub-total | 2,007,940.78 | 54,472,709.64 | 54,771,515.37 |
| II. School Funds (General Funds) | | | |
| (1) Tong Fai | 0.00 | 234,100.00 | 234,100.00 |
| (2) Donations | 0.00 | 477,361.00 | 232,745.00 |
| (3) Others | 1,840,204.52 | 2,999,446.14 | 1,860,003.29 |
| Sub-total | 1,840,204.52 | 3,710,907.14 | 2,326,848.29 |
| Total surplus for school year | | | |
| | | | 482,069.60 |
| Accumulated surplus as at the end of school year | | | |
| | | | 4,330,214.90 |

Chapter 8: Appendices

Appendix 1: Report of Capacity Enhancement Grant (2018-2019)

| No. | Strategies | Actual Implementation Time | Achievements | Reflection & Feedback |
|-----|---|----------------------------|--|---|
| 1 | Employment of 1.0 full-time Physics teacher | 2018-19 | <p>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.</p> <p>According to the appraisal reports of the 1.0 teacher concerned, he performed satisfactorily in teaching and learning and will be turned a probationary regular teacher next year.</p> | <p>The Small Class Teaching arrangement offers a good platform for us to enhance the effectiveness of teaching and learning. 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 and making better use of assessment for learning. For better students, we should aim for Level 5 or above and for average students, we should aim for Level 4 or above.</p> |

Appendix 2: Report of Senior Secondary Curriculum Support Grant (2018-2019)

| No. | Strategies | Actual Implementation Time | Achievements | Reflection & Feedback |
|------------|--|-----------------------------------|--|---|
| 1 | Employment of a full-time Visual Arts teacher | 2018-19 | <p>The employment of the extra teacher can support the aesthetic development and engage students in other learning experiences.</p> <p>The appraisal report of the Visual Arts teacher is satisfactory, highlighting that the teacher is competent and committed.</p> | 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 (Liberal Studies, Chinese, Mathematics, English) | 2018-19 | <p>Teaching Assistants help to prepare teaching resources, build learning resource banks and create space for teachers to focus on raising the effectiveness of teaching and learning and catering for learner diversity.</p> <p>The Teaching Assistants also help with lesson substitution and invigilation.</p> <p>The Chinese Teaching Assistant helps with the teaching of a small group of Non-Chinese speaking students.</p> | <p>Panels have to plan carefully and provide guidelines for Teaching Assistants to contribute to the preparation of quality learning resources and deliverables.</p> <p>Long-term career paths have to be planned for the Teaching Assistants to recognize their efforts and raise staff morale.</p> <p>Although Senior Secondary Curriculum Support Grant will be turned 1.5 posts, the school will use private funding to hire Teaching Assistants to support teachers.</p> |

Appendix 3: Report of Learning Support Grant (2018-2019)

| No. | Strategies | Actual Implementation Time | Achievements | Reflection & Feedback |
|-----|--|---|--|---|
| 1 | Employment of Educational Psychologist (EP) and Clinical Psychologist (CP) (part time) | 1 Sept 2018- 31 Aug 2019 | <p>Many SEN students have made progress in behaviour, social skills and peer relations because of the intensive professional support from EP and CP.</p> <p>Parents are in general satisfied with our service.</p> <p>A past tier 3 student has made much progress due to intensive care from EP, Form teachers and collaboration with his mother.</p> | <p>EP, CP and social worker are very professional in their support for SEN students, and has helped them in making significant progress in showing proper behaviour and better peer relations.</p> <p>EP, CP and social worker and SEN committee work hard to support SEN students, their teachers and their parents.</p> <p>It is suggested the school continue to hire the EP and CP.</p> |
| 2 | Social skills training groups for SEN students (For Group 1, it was a “warm up” session for participants to improve their social skills. For Group 2, more elements such as “cooperation” and “emotion” were added.) | <p>Group 1: 4 sessions in 1st term (Nov 2018)</p> <p>Group 2: 6 sessions in 2nd term (March-May 2019)</p> | <p>Attendance rate is satisfactory.</p> <p>They have improved their social skills and raised their awareness of emotions.</p> <p>The session is held during lunch time, which is an ideal gathering time.</p> | <p>The group is led by a social worker. The group fits the needs of students as most SEN students are weak at social skills.</p> <p>Students who attend like the group as the games are easy to understand and interesting to them. Some of them made new friends from the group.</p> <p>It is suggested that social skills training should continue to be provided.</p> |
| 3 | Speech therapy service (individual | 1 nd term to 2 nd term (October 2018– | 4 students enrolled in the service. The school social worker had good | Feedback from students and their parents was excellent, especially the |

| No. | Strategies | Actual Implementation Time | Achievements | Reflection & Feedback |
|-----|---|---|---|---|
| | counselling) (24 hours) | March 2019) | communication with the parents and provided specific feedback on the areas for improvement. It was found that one student had significant improvement in speaking. | parent session in which parents could share their observations and progress to the Speech Therapist, Class Teacher and Social Worker. They felt the patience and enthusiasm of the service. Although the service is expensive, it is worthwhile buying it as we can see the improvement of the students. |
| 5 | ASD social skills group | During lunch time since Sept till end of May. | Four ASD students joined. There were 4 times that past ASD students joined us as helpers. Attendance rate is very good and the social skills of the participants have improved. | It would be beneficial if we can recruit non-ASD students to join us so that there can be more peer support for the ASD students. |
| 6 | Parents' workshop (Growth mindset) by Clinical Psychologist | 4 April 2019, Growth Mindset 5 May 2019, Understanding emotions - the opportunity for growth | The growth mindset is very well-received among parents with SEN or non-SEN boys. The committee of PTA has asked CP to write an article based on Growth Mindset. But since the time is tight, CP has given them the PPT slides and the parents have helped to summarize the PPT into | We may also teach the growth mindset to SEN students. |

| No. | Strategies | Actual Implementation Time | Achievements | Reflection & Feedback |
|-----|--|----------------------------|---|---|
| | | | an article to be published in the parents' newsletter. | |
| 5 | Parents' workshop (mindfulness training) by Educational Psychologist | 15 June - 13 July 2019 | The mindfulness training helps parents release their stress in parenting SEN students and reflect on their roles. | Sometimes it is very hard to parent a SEN child, and so the workshop can help the parents to have more peace in their mind to support their SEN children. |

Appendix 4: School-based After-school Learning and Support Grant Programmes (2018- 2019)

School-based Grant - Programme Report

Name of School: _____ Wah Yan College, Kowloon _____

Project Coordinator: _____ Cecilia Chow Tze Size _____ Contact Telephone No.: _____ 23841038 _____

A. The number of students (count by heads) benefitted under this programme is 22 (including A. 4 CSSA recipients, B. 17 SFAS full-grant recipients and C. 1 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 | | | | | | |
| Music Tours | 2 | 7 | 1 | 100% | Whole year | 35,760 | questionnaire | / | |
| Music Camp | 1 | 7 | 0 | 100% | December 2018 | 4,843.50 | questionnaire | / | |
| Exchange Tour | 0 | 1 | 0 | 100% | April 2019 | 1,800 | questionnaire | / | |
| Music Course | 1 | 2 | 0 | 95% | Whole year | 9,375 | questionnaire | | |
| Total No. of activities: | | | | | | | | | |
| @No. of man times | 4 | 17 | 1 | | | | | | |
| **Total no. of man times | 22 | | | | Total Expenses | \$51,778.50 | | | |

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 <u>apparent</u> increase in teachers' workload; |
| | complicated to fulfill the requirements for handling funds disbursed by the 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. The activities broaden the horizons of the students and help them to become global citizens. |
|---|

Appendix 5: Report of One-off Grant for the Promotion of STEM Education (2018-2019)

| No. | Strategies | Actual Implementation Time | Achievements | Reflection & Feedback |
|-----|--|----------------------------|--|--|
| 1 | To build a STEM Laboratory (For purchase of equipment/instruments/tools and relevant consumables/raw materials/parts.) | 2018-2019 | <ul style="list-style-type: none"> ● Teachers were able to use the new equipment and tools to develop students' creativity, collaboration and problem-solving skills. ● The renovation of the STEM Laboratory will be completed on or before 18 Oct 2019. | <ul style="list-style-type: none"> ● The STEM curriculum for learners of different forms will be reviewed. New topics will be introduced in junior form ICT lessons. ● The preparation of the tender document should start early next time so that the renovation can be completed by the end of summer. |
| 2 | To arrange students and teachers to participate in various STEM-related local or overseas competitions. | 2018-2019 | <p>Around 20 students were recruited to be WYK STEM team members. They have participated in different after school pull-out programs and competitions.</p> <p>STEM committee teachers are proactive in joining professional training in STEM Education. They are willing to accompany our students along the path to excellence.</p> | <p>The school will continue to promote STEM Education. We expect the no. of STEM team students will double next year.</p> <p>Panel Heads will form a learning circle with their panel members to share good practices.</p> |
| 3 | To enhance technology education with the | 2018-2019 | <ul style="list-style-type: none"> ● A STEM program about Forensic | We will continue to arrange high quality on- |

| No. | Strategies | Actual Implementation Time | Achievements | Reflection & Feedback |
|-----|---|----------------------------|--|--|
| | <p>introduction and extension of computer literacy in the junior secondary and by organizing after-school STEM education workshops for talented students.</p> | | <p>Science for 25 elite students was held in January 2019. By doing experiments about fingerprinting, DNA, Blood spatter, and handwriting, students would be able to examine a crime scene with relevant knowledge learnt in the workshop.</p> <ul style="list-style-type: none"> ● An Arduino Bluetooth Vehicle enrichment course was held successfully in the second term. Fifteen students from junior form participated in the event. They showed their talent and innovation in coding and engineering. ● A WYK Tech Camp was organized during the post-exam period. Students had talks and workshops about | <p>site STEM-related activities or training courses from external course providers for our students.</p> |

| No. | Strategies | Actual Implementation Time | Achievements | Reflection & Feedback |
|-----|------------|----------------------------|--|-----------------------|
| | | | <p>Artificial Intelligence & Machine learning. Students were engaged in the coding workshops.</p> <ul style="list-style-type: none"> ● The feedback of the participants is positive for the above programs. | |

Appendix 6: Report of the One-off Grant for the Promotion of Chinese History and Culture

| No. | Strategies | Actual Implementation Time | Achievements | Reflection & Feedback |
|------------|-------------------|-----------------------------------|--|---|
| 1 | 北京西安音樂交流團 | 15-21/4/2019 | <ul style="list-style-type: none"> - 參與的同學均認同這是一次難得的在內地表演中樂的機會 - 參加的同學均同意可藉着與內地同學的交流，能激勵自己在音樂方面力求進步 | <ul style="list-style-type: none"> - 可提早與內地友校聯絡，以作出更妥善的安排。 |
| 2 | 四川省西昌市探訪及服務 | 22-26/4/2019 | <ul style="list-style-type: none"> - 參加者均認同活動讓他們加深對少數民族的了解 - 參加的同學均認同本地非政府組織的工作能改善內地少數民族的生活 - 參加的同學均願意在日後多關心內地貧窮地區居民的生活狀況 | <ul style="list-style-type: none"> - 在校內的前期推廣可以加強 |

Appendix 7: Report on the Use of the Promotion of Reading Grant (2018-2019)

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective: (e.g. evaluating if the objective of “creating a reading culture” is achieved and any change is required based on student attitude, loan of books, engagement in reading activities)

Objective 1:

To nurture students’ interest in reading to learn to build students’ self-directed learning skills, creativity, critical thinking and entrepreneurial spirit

Nurturing students’ interest in reading to learn has been part of teaching and learning at school for some time as students are required to read and research on various topics for their work across subjects. The Reading Grant has helped the school build its resources so students have a wider and more up-to-date selection of reading materials in various media. However, the majority of students still need to nurture a reading habit and read not just for academic purposes but also for leisure. It is proposed that a Comprehensive Reading Scheme be implemented in the next academic year.

Objective 2:

To enhance reading across the curriculum by encouraging collaboration among panels and foster a reading culture and atmosphere

Panels have been invited to provide suggested booklists for their subject and a list of students with keen interest in their subject to help screen for new reading materials. This venture has not been successful as some panels find difficulty in providing any books or students. Collaborative planning should be implemented to help panels nurture a reading culture at school.

Objective 3:

To boost students’ mastery in their use of language across the curriculum

Promoting reading was in hope of boosting students’ use of language in Chinese and English across the curriculum. However, due to time constraints, students do not have the opportunity to read more during school hours. Most of the reading tasks are set as homework for students to do, followed by written or spoken activities as follow-up. The frequency of such tasks can be increased.

2. Evaluation of strategies: (e.g. evaluating the effectiveness of strategies employed to create a reading culture based on the change of number of books borrowed by students, the scope of the reading activities)

Reading schemes in the language panels are implemented. Modular and extensive reading schemes have helped expose students to more reading materials. For English, students have to read at least 2 modular books per term which are a selection of theme-based books. For extensive reading, students have to read at least 1 per term. Students should be encouraged to read more not just in language-based subjects. Class teachers can be involved next year to help with nurturing a reading habit during Morning Formation. More books should be added to the school's resources to offer more variety to students.

Britannica Online has been promoted to students during English lessons so that they can complete their summer assignments. Britannica Online provides a reliable and credible source of information to students, this will help students develop critical thinking skills when they compare different sources which are on the same topic. Students can easily access the encyclopaedia and related materials online on a range of devices. Teaching students how to use the platform is necessary so that students know how to log in and utilize it effectively. Also, panels can keep this platform in mind when planning reading or research tasks so that it can be used more often.

A suggested book list which was promoting a title for each month was posted on the Academic Committee's bulletin board so students could refer to it and read more widely. Due to the lack of promotion and location of the board, students did not seem to be aware of such books. Sharing of booklists from individual teachers and students was done in some classes, but this is not a standardized procedure and could be made uniform.

Subscribing to a monthly magazine for junior form students to read during Morning Formation or outside of class time has received some positive feedback. The magazines were distributed through their class teacher so that more teachers would be involved in promoting reading. The majority of students who gave feedback to their class teacher appreciated that the magazine contained articles of diverse nature. Some students were also interested in the vocabulary games at the back. Subscription to such magazines can continue in the future.

A writer was invited to introduce books to students and to nurture a reading habit. Students were asked to sign up, but the desired number of at least 30 participants was not reached due to the workshop being held after school. Students commented that the workshop was not helpful in making them interested in reading. Knowing detailed content of the writer's workshop in advance may help with catering to different students.

Part 2: Financial Report

| | Item* | Actual expenses (\$) |
|----|--|-----------------------------|
| 1. | Purchase of Books | |
| | <input checked="" type="checkbox"/> Printed books | |
| | A selection of printed books | 10,427.20 + 4,987.50 |
| | Typhoon Club Subscription | 4,500 |
| | Hong Kong Pupil Literature Monthly Magazine Company Limited Subscription | 4,536 |
| | • e-Books | |
| 2. | Web-based Reading Schemes | |
| | • e-Read Scheme | |
| | <input checked="" type="checkbox"/> Other scheme : Britannica School Encyclopaedia Online School Edition (USD2980) | 23,900.52 |
| 3. | Reading Activities | |
| | <input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks | 1,000 |
| | • Hire of service from external service providers to organise student activities related to the promotion of reading | |
| | • Paying the application fees for activities and competitions related to the promotion of reading | |
| 4. | Other : _____ | |
| | Total: | 49,351.22 |
| | Unspent Balance: | 20,648.78 |

* Please tick the appropriate boxes or provide details.

Appendix 8: Report on the Grant for the Sister School Scheme

附件2

「促進香港與內地姊妹學校交流試辦計劃」 交流報告書

[學校須於每一學年完結後兩個月內向教育局呈交]

(2018/19 學年)

學校名稱： 九龍華仁書院

姊妹學校名稱： 北京市昌平第二中學

締結日期： 27-3-2018

第一部分：交流活動詳情

| 項目編號 | 交流項目名稱及內容 | 預期目標 | 評估結果 | 反思及跟進 |
|------|--|---|--|--|
| 1. | <ul style="list-style-type: none">· 北京西安音樂交流團· 音樂會交流· 與音樂老師交流教學心得· 同學交談· 觀課· 合照 | <ul style="list-style-type: none">· 觀摩學習，與內地學生建立友誼，促進音樂及文化交流· 將交流經驗引導學生深入思考· 加強學生之間的溝通及合作 | <ul style="list-style-type: none">· 學生須做省察反思· 回港後在周會向全校同學匯報 | <ul style="list-style-type: none">· 樂器托運--大型樂器不能當作手提行李，托運需另繳費用· 行程安排—行程安排到旅遊區略多，未能深入體會當地民生· 交通路程—當地交通情況難計算，導致部分景點逗留時間太短 <p>三項反思可於下次安排行程時多加考慮</p> |

1

本學年參加交流活動的總人次如下：

學生：共__35__人次

老師：共 4 人次

第二部分：財政報告

| 項目編號 | 交流項目 | 支出項目 | 費用 | 備註 |
|------|------|--------|------------|-------------------------------|
| 1. | 項目名稱 | 交通費 | HK\$145590 | 機票支出 |
| | | 入場費 | HK\$188100 | (由中國學中心(北京)負責當地住宿、門票、膳食、當地交通) |
| | | 其他費用 | HK\$11400 | 香港隨團出發領隊 |
| | | 總計 | HK\$345090 | |
| | | 津貼年度結餘 | 0 | |

第三部分：資料修訂(如適用)

| | 修訂內容 | 備註 |
|----|------------|----|
| 1. | 姊妹學校易名(例如) | |

第四部分：聲明

茲證明—

1. 本報告書已獲本校法團校董會/校董會批核；
2. 所有支出項目已具備單據證明，並妥善存放本校；
3. 所有開支均符合運用「促進香港與內地姊妹學校交流試辦計劃」津貼的準則和要求，以及教育局發出有關採購程序的通告及指引；
4. 本校會在每學年完結後的規定期限內，向教育局呈交經審核的周年帳目報告，報告內會分項列出使用津貼的收支；及
5. 以上提供的資料均屬真確，亦知悉教育局有權要求學校提供支出證明，作審核之用。



校監簽署：Stephen Chow, S.J.
 校監姓名：Fr. Stephen Chow, S.J.
 日期：9/9/2019