

# Wah Yan College, Kowloon



## SCHOOL REPORT 2020 - 2021



*A Living Tradition in the 21<sup>st</sup> Century*

Be a self-directed and reflective learner

Brace yourself for the fast-changing and volatile future



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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; We build a learning community**

## **1.3 Introduction to Our School**

### **1.3.1 Introduction**

Wah Yan College, Kowloon, is a government-grant boys' grammar secondary school operating 30 classes from Secondary 1 to Secondary 6, enrolling 912 students. The School implements Small Class Teaching in S2, S4, S5 & S6, and five classes are split into six classes, namely W, Y, C, K, S and J. The School does not have a primary school or a "feeder" primary school.

The School was founded by Mr TSUI Yan Sau Peter in 1924 and is now sponsored by the Society of Jesus in Hong Kong. For this reason, the School is called a Jesuit school. In 1952, the School moved from Nelson Street to the current Waterloo Road campus, about 41,500 square metres, on which there are more than two hundred and fifty trees.

The Incorporated Management Committee (IMC) consists of fifteen members: eight School Sponsoring Body Managers, representing the Society of Jesus (five of them 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 recommendations on school policies 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 Principal's attendance, from which teachers' views can be reflected to the administration via the Meeting's Chairperson.

As a Jesuit school, the school mission is to nurture students to be Men of Human Excellence, possessing competence, commitment, compassion and conscience. We have small class arrangements in particular forms aiming to reduce the class size to not more than 30 in junior secondary and not more than 32 in senior secondary. In specific main subjects at the junior

secondary level, the class size ranges from 16 to 24 to cater for learner diversity. Senior secondary students are expected to take at least three electives from Secondary Four onwards. A standard-referencing framework is adopted in internal assessment reporting in senior secondary, with levels and level descriptors. Values-focused Formation classes for Catholic and non-Catholic students run through all levels.

Our school ethos focuses on forming students into Men for and with Others, who care for and walk with others through reflection on service experiences. We offer ample support for students, as such, the Student Affairs Committee oversees student development in character formation and coordinates the Guidance Committee, Discipline Committee, Extra-Curricular Activities Committee, Educational Psychologist, Clinical Psychologist and School Social Workers. The Careers and Life Planning Committee helps students set objectives and supports them in their transition from junior to senior secondary, providing career guidance to choose post-HKDSE pathways. The Students' Association, founded in 1966, oversees extra-curricular activities organized by student clubs. 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 extends to overseas cities, the Past Students' Association actively supports current students through face-to-face mentorship, workplace attachment programmes and financial sponsorship for student development.

The School aims to build a learning community in which students and staff enjoy learning and learn together. Staff formation is highly emphasized, and the Staff Development Committee was formed in 2014 for planning, organizing and evaluating continuing professional development programmes for the staff. Every year, there are at least three Staff Development Days for all the teaching staff. All newly-joined teaching staff have to go through a two-year Ignatian Pedagogical Paradigm orientation programme. All the teaching staff learn to master and apply Ignatian Pedagogical Paradigm to teaching and learning, both inside and outside the classroom so that students can learn to be self-directed and reflective learners.

Sharing a common educational vision, the 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, the School conducts or coordinates student exchange and staff development programmes with schools at one or more of these system levels.

### 1.3.2 Our Students

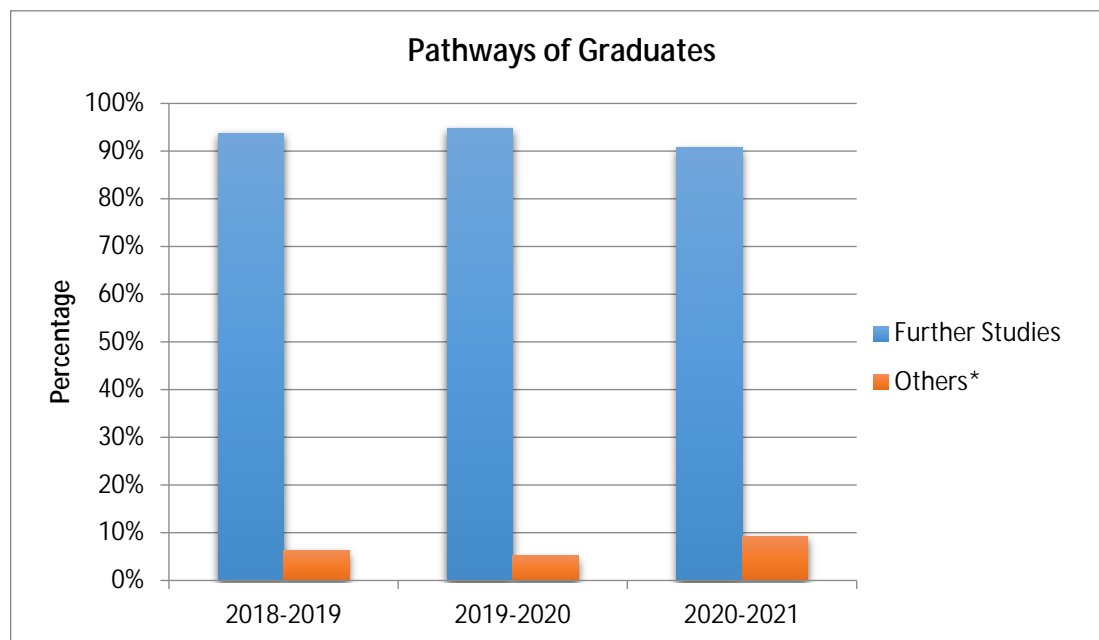
#### i) Number of Operating Classes and Students

Level	2019-20		2020-2021	
	No. of Classes	Total Enrollment	No. of Classes	Total Enrollment
Secondary 1	5*	164	5	161
Secondary 2	5*	157	5*	163
Secondary 3	5*	157	5	149
Secondary 4	5*	151	5*	148
Secondary 5	5*	145	5*	150
Secondary 6	5*	151	5*	141
Total	30	925	30	912

\*The School implements Small Class Teaching, and five classes in particular forms are split into six 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

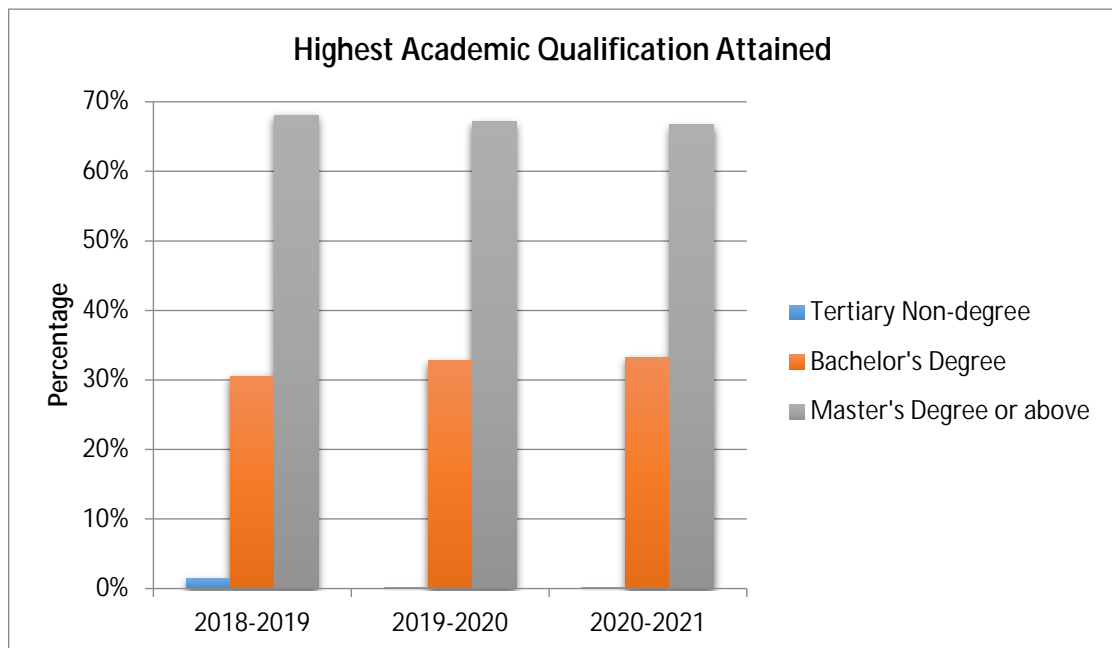


\* No information provided by graduates

### 1.3.3 Our Teachers

#### i) Teachers' Qualifications

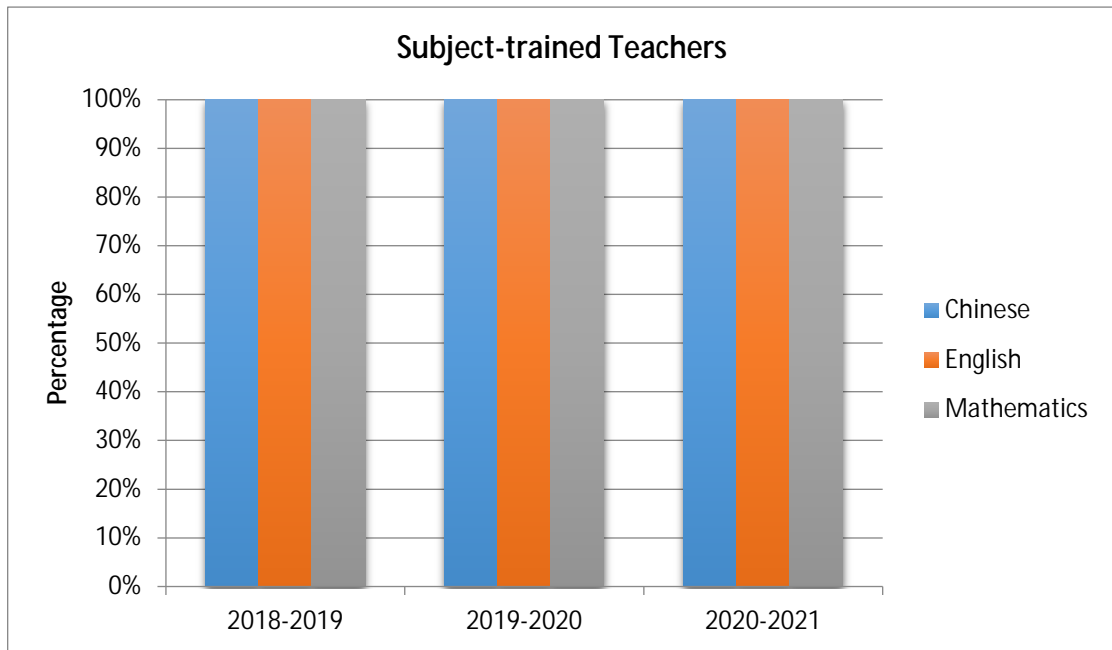
##### a) Highest Academic Qualification Attained



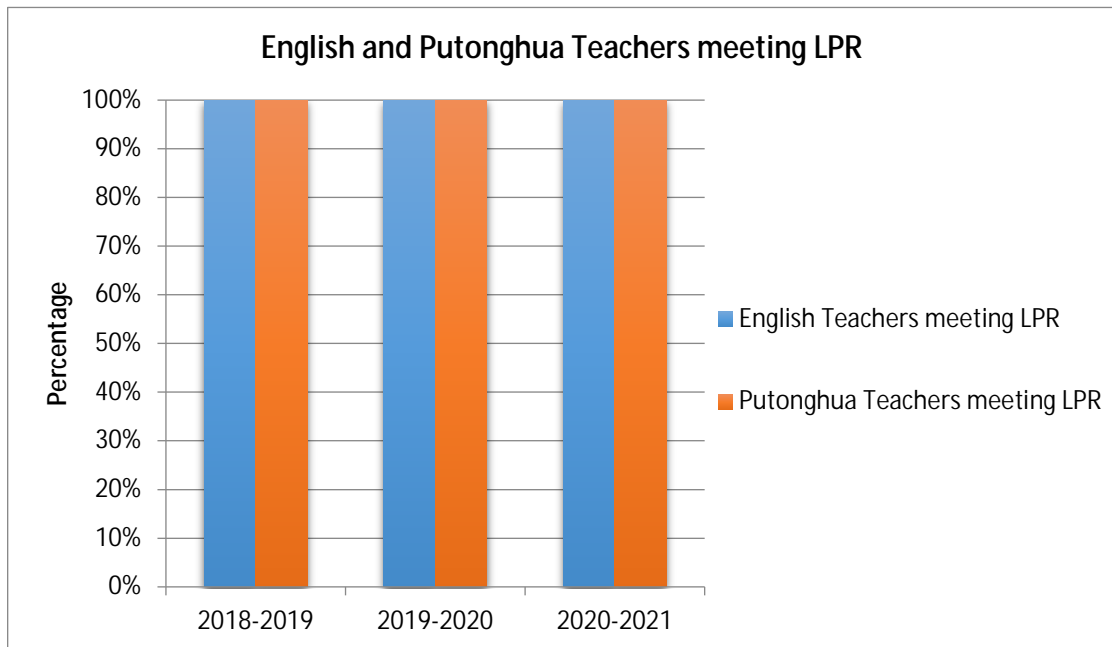
##### b) Professional Training



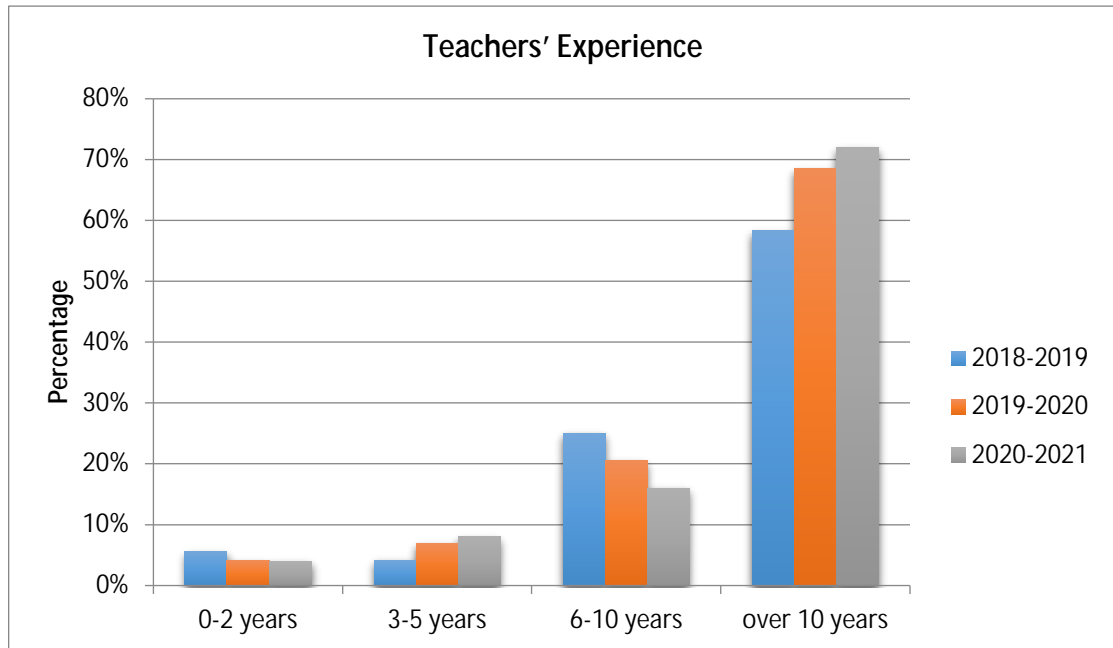
c) Subject-trained Teachers



d) English and Putonghua Teachers Meeting Language Proficiency Requirement



ii) Teachers' Experience





### 1.3.4 Our Curriculum

#### i) Curriculum Structure

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

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

Key Learning Area	Junior Form	Senior Form
	Percentage (%)	
Chinese Language	18.2	15.9
English Language	20.5	15.2
Mathematics	15.2	14.4
Liberal Studies	--	11.4
PSHE	18.9	34.1
Science	10.6	
Technology	4.5	
Arts	7.6	
PE	4.5	4.5
Others	--	4.5
	100.0	100.0

## **Chapter 2: Achievements and Reflection on Major Concerns**

**Major Concern 1:** Empower and engage our students in self-directed learning and Ignatian Pedagogical Paradigm (IPP) to create a hope-filled future.

### **Achievements**

- 1 The School stated in the Development Plan (2017-2020) that it would nurture students into self-directed learners. To help our students become self-directed learners, the School adopted different measures. One of them was to design a scheme of work template to allow our colleagues to clearly state the self-directed learning (SDL) skills they would want their students to acquire through the teaching and learning activities they designed. The above was achieved firstly by adding a repertoire of SDL skills to the template in the Academic Year 2017-2018 and allowing the teachers to select the appropriate skills. In the Academic Year 2018-2019, a revised scheme of work template was used to enable the subject panels to select a few SDL skills they would like to focus on. Having agreed upon the skills to be nurtured in the panel meetings, subject teachers could then identify the topics that would cover the SDL skills. In this academic year, the scheme of work template was further modified to emphasize knowledge and concept mapping, note-taking and collaborative learning skills, etc. In the current academic year, to address the need to promote Values Education and Basic Law Education, the scheme of work template was further modified to allow the subject teachers to clearly indicate the values they would help their students develop.
  
- 1 Having promoted SDL for four academic years, students' SDL skills were enhanced, thanks to the efforts of all subject panels. For example, the English Panel helped the students master different note-taking techniques and arranged SDL projects. At the same time, through studying the schemes of work prepared by different panels, it could be observed that some subject panels would focus upon some SDL skills that are important to their subjects. For example, the Integrated Science panel would help their students develop laboratory preparation skills, while the PSHE panels would help students acquire higher-order thinking skills. These subject panels' efforts in promoting SDL succeeded in raising the teachers' awareness of fostering SDL. As revealed from the ESDA survey conducted in the second term of the school year, the teachers' aggregate agreement percentages (percentages for "strongly agree" and "agree") for the statements relating to the promotion of SDL are higher than 80%, as in previous years. For example, the aggregate agreement percentages for statements like "teaching students learning strategies" and "engaging students in active enquiry" could stand above 80%. Although the students' aggregate agreement percentages for similar statements were lower, their aggregate agreement percentages to these statements generally stood above 60%, showing our colleagues' efforts in nurturing our students into self-directed and reflective learners.

- 1 On the road to becoming self-directed learners, we guide our students to formulate learning goals. This academic year introduced the importance and techniques of setting SMART (Specific, Measurable, Achievable, Relevant and Timed) learning goals to students through the Assembly and Formation periods. Educational psychologists were invited to speak on the subject in the Assembly, and Formation materials were developed by the Values Education Committee specifically for the Formation Period. According to the observations of the class teachers, students were able to set goals with reference to the instructions covered in the Formation materials prepared by the Values Education Committee. At the same time, the Class Teachers also found that the students could evaluate whether or not they could reach their goals with reference to the examination results and specific criteria. It is also believed that our work could produce some positive results. According to the ESDA survey conducted in the second term, the teachers' aggregate agreements to statements like "students take the initiative to learn", "students are highly interested in learning", etc., stood at 53.9% and 61.0%. These percentages were the highest and the second-highest in three years, illustrating the effectiveness of our efforts in helping our students set SMART learning goals.
- 1 The School continued to implement the Comprehensive Reading Scheme with the support of a group of past students and extend the scheme to S2 in this academic year, as the development of reading habits is vital to form students into self-directed learners. Like last year, different subject panels were invited to recommend books for the specially curated collection (available in the School Library) which aimed at arousing students' interest in reading. Students were expected to read at least two books per month and prepare infographics and podcasts on the books which they had read.
- 1 Further efforts were made to promote eLearning in this academic year. The outbreak of the COVID-19 pandemic caused the suspension of face-to-face classes in early 2020, and online classes needed to be arranged. To help our teachers conduct online classes, we provided teachers with training in the second term of the previous academic year on using online platforms like Microsoft Teams and OneNote to conduct eLearning. Building upon the foundation laid down in the last academic year, further professional development activities were conducted in this academic year to allow colleagues to share good practices in eLearning. In the professional development sessions, teachers were invited to share their experiences in utilizing online apps to promote interaction among teachers and students and engage the students better in online learning. According to the survey conducted after the training sessions, teachers found the sharing helpful in understanding how different apps could engage the students better in their learning.

## Reflection

- | A study of the schemes of work prepared by different subject panels indicates that many panels would help their students to acquire SDL skills like note-taking, pre-lesson preparation, group discussion, initiatives to ask questions, etc. However, it was observed that some skills, such as flipped classroom, collaborative learning and peer assessment, etc., were less attended to by the subject panels.
- | Further training and support could be offered to teachers and students, such that they are able to better cope with the eLearning environment, especially when online assessment is becoming an increasingly integral part in education.
- | More professional development activities would be organized to help our teachers grasp the functions of relevant eClass modules in a way to keep proper track of students' performance longitudinally. Besides arranging workshops on operating the eClass modules, workshops on conducting a longitudinal analysis of students' performance using the Student Data Analysis System can also be organized.
- | 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, although the teachers' agreement percentage for the statement relating to students' engagement in active inquiry and construction of knowledge in lessons reached a three-year high of 86.4%, the corresponding students' figure was 64.5%. Although the students' figure this year was slightly higher than the figure two years ago by 1.7%, there is a wide discrepancy of about 22% between the teachers' and students' figures. At the same time, the students' aggregate agreement percentage also dropped by 10.3% in this academic year, which was a considerable drop. As for the statement of arranging various learning activities such as group discussion and oral presentation in lessons, the teachers' agreement percentage was 79.6%, which was only a slight drop when compared with the previous, but the students' agreement percentage of 64.1% was nearly 16% lower than the teachers' figures. Such a wide discrepancy clearly shows that we still need to work hard in these areas to narrow down the disparities. Next year, we should continue consolidating students' SDL capabilities by equipping our educators to build a learning community.
- | On top of these questions, the "strongly agree" or "agree" percentages for students showing initiative to learn were still far from satisfactory. Although the teachers' agreement percentages reached 53.9%, which was the highest in three years, the corresponding parents' and students' percentages were only 55.4% and 52.6%, both of which recorded drops by 6-7% when compared with the previous year. As for the statements relating to the students' confidence in learning, the teachers, students, and parents' aggregate agreement percentages dropped in this academic year.

The teachers' agreement percentage was 54.3%, which recorded a slight drop compared with the previous year. However, the agreement percentages of the parents and students showed a more significant decrease by 8-10% in this academic year. Although the parents' percentage was still higher than 50% (i.e. 56.3%), the students' percentage dropped below 50% in this academic year to 45.6%. The low students' agreement percentage indicates that we should further boost our students' confidence in learning through nurturing their problem-solving skills, critical thinking skills, etc. It is recommended that Gifted Education be enhanced to stretch students' God-given talents next year.

- | To help our students develop into self-directed learners, our teachers would need to guide our students to analyze and comprehend the internal assessment results. In recent years, the School has arranged different staff development programmes to enhance the assessment literacy of our colleagues. Colleagues are also encouraged to apply to be public examination markers and participate in the briefing sessions organized by the HKEAA to deepen their understanding of the requirements of the public examinations. To promote assessment for learning, the School will organize workshops on using the Student Data Analysis System of eClass this academic year so that teachers can keep track of students' learning progress longitudinally. Teachers are also encouraged to use ongoing assessments for students to monitor their learning. Further professional development activities would be arranged for colleagues to share their experiences using the data findings to identify and support students with different learning needs.
- | Catering for learner diversity is of the utmost importance for a Jesuit school that strongly emphasizes *cura personalis*. For students who need more help and guidance in their learning, the School organizes different after-school classes. The School has offered support for students with good academic potential by introducing extended parts in everyday teaching, providing STEM education, nominating gifted students to enrol in courses organized by external bodies, etc. It is believed that we should arrange more internal pull-out programmes for students. Given the necessity to manage more pull-out programmes, a mechanism to identify the gifted students will be set up, and writing classes will also be arranged for students who are good at languages. At the classroom level, teachers should teach core skills of Gifted Education such as creativity, problem-solving, critical thinking, reflection and collaborative learning.
- | The COVID-19 pandemic not only caused serious disturbances to our face-to-face classes on campus but also seriously affected our project-based learning in junior secondary. As the teaching progress was adversely affected by the suspension of face-to-face classes, it was difficult for different subject panels, particularly those with fewer lessons, to arrange projects for their students. At the same time, the plan to extend the cross-curricular project studies to S3 was also hampered. Actions will have to be taken in the next academic year to complete our plan to extend the coverage of the cross-curricular project studies to the whole junior secondary.

- I Besides the provision of STEM education, schools in Hong Kong would need to address the changing needs in society and respond to the demands of various stakeholders by arranging relevant educational activities and experiences for students. For example, the Personal, Social & Humanities Education (PSHE) subjects were asked to incorporate elements of Basic Law Education and help nurture the entrepreneurial spirit among students. However, as the government has instructed schools to launch National Security Education, it would be necessary for the Academic Steering Committee to work with different subject panels to work out strategies to cope with the government demand to promote National Security Education.

## **Chapter 2: Achievements and Reflection on Major Concerns**

**Major Concern 2:** Equip our educators to build a learning community with IPP, respect, unity and Magis.

### **Achievements**

- To form a learning community among staff members, the Staff Development Committee organized three staff development programmes related to self-directed learning, Ignatian Pedagogy Paradigm & Student Data Analysis System in September, March, and May. Over 80% of participants strongly agree or agree that the workshops were effective and useful.
- The Jesuit Education Forum 2020 was held online successfully on 17 Oct 2020. The Forum was an invaluable opportunity for educators, parents, alumni, and students to learn from the insights of Jesuit Fathers, prominent academics, experts and professional practitioners. The speakers' sharing deepens teachers' understanding of the younger generation and inspires them to continue serving and accompanying students better in the future.
- Many teachers shared their strategies during the Panel Meetings to facilitate teachers' sharing of good practices for more collaboration. An assessment as learning & quality feedback sharing was organized for all teachers in March 2021 to cope with the increasing demand for online assessment during the face-to-face class suspension.
- The comprehensive Appraisal System (Phase 1) was carried out as scheduled despite extended periods of suspension of face-to-face classes. The Principal arranged lesson observations with all the Panel Heads and had professional dialogue with them afterwards to seek better ways to teach and learn, helping to build a learning community.
- The Staff Development Committee guides teachers to meet the respective CPD requirements, reviews teachers' participation in the CPD activities, and reports to the IMC. According to the CPD records, all the teachers could meet the requirements for the first year.

### **Reflection**

- Teachers appreciated Fr CHOW's sharing about the importance of dialogue and spiritual conversation to create a hope-filled future for our next generation. Moreover, teachers understood the importance of promoting a Growth Mindset to students, cultivating the culture of motivating students to improve. By setting SMART goals, students can become better self-directed learners with the Growth Mindset.



- To recognize teachers' good practices and efforts, teachers from different KLAs were invited to share good practices in promoting self-directed learning on 2 Dec 2020. Besides, our educational psychologist talked about how to help students resist temptation and improve time management.
- Concerning the Student Data Analysis System workshop, there were many opportunities allowing colleagues to have hands-on experience on the two parts of the sharing. Teachers found the topics very useful for daily teaching. It would be great if more similar training workshops could be offered in the future.
- To plan for the School-based Continuing Professional Development (CPD) for Newly-Joined Teachers and In-Service Teachers with reference to the Professional Ladder for Teachers and "T-Standard" as set by the Education Bureau, the Staff Development Committee provided information and guidance to help teachers meet the respective CPD requirements and plan. The Principal and Head of Staff Development distributed relevant seminars and workshops' information to teachers according to their personal needs and school major concerns.

**Major Concern 3:** Accompany our students along the path to whole-person development with empathy and discernment, becoming compassionate and reflective global citizens.

## **Achievements**

### **A. To care for the well-being of students**

- Stress Management Workshops were arranged for S6 students in the first term to help them identify and cope with the stressors. The School Social Workers and Psychologists had jointly organized workshops for teachers in September and June to identify students who suffered from anxiety and other mental problems and give emotional support. Resources and support provided by professionals were also introduced.
- The Discipline Committee had actively participated in the BYOD working group and provided multiple perspectives to the formulation of the BYOD Policy and the Acceptable Use Policy for S1 students. A school policy for students' usage of electronic gadgets, including mobile phones, was formulated.
- Commendable student performances were promoted during Morning Formation lessons. Good habits for students, for example, setting goals, displaying determination and showing empathy, were encouraged.

### **B. To create a safe and healthy environment for all, with unity in plurality**

- The Policy on the Protection of Students and Young Adults was promoted during the First Staff Meeting 2020-2021 to raise the staff's awareness. The policy was also printed on the Reflective Journal for students. The school received no complaint regarding this for the whole academic year.
- Jesuit values such as love and care, respect and justice, responsibility and MAGIS were inculcated in the Morning Formation lessons every day. The lesson materials also facilitated students to develop empathy, have an open conversation and value diversity as well as their own culture and identity. Social and global issues were discussed in the class, and students were guided to do a fact check and have a non-violent conversation. Most of the teachers found the teaching material helpful and managed to complete all the tasks. Posters were put up in each classroom to promote the values. The statement, 'The school actively fosters our virtues.', gained the highest Rank of Agreement in the stakeholder questionnaires completed by the students in 2020-2021.
- Service programmes for S1 (Men for and with Others Mentorship Programme) and senior forms were arranged in the second term by the Guidance Committee to guide students to respect others, uphold justice and value unity in plurality.

### **C. To enhance Sex Education**

- An integrated and values-oriented approach, with emphases on reflection, discussion and discernment, to helping our students learn about transforming from boys to men, getting along with the opposite sex and loving relationships, marriage, family and sex was adopted.
- Meetings involving relevant panels and committees (ERE Panel, IS Panel, Biology Panel, Values Education Committee, Guidance Committee) were arranged in 2020 for dialogues and sharing opinions on the current curriculum.
- A school-based sex education curriculum is developed. 20% of the curriculum was implemented this year. Workshops were arranged for S6 students. The students found the workshop practical and highly relevant to their daily lives.

### **D. To nurture empathy through experiential learning**

- Due to the pandemic, many of the experiential learning activities were cancelled. Only S1 and S5 catholic students were able to attend a workshop on 'Simple Lifestyle'. One of the foci of the workshop was about empathy, and it was hoped that the students could live a simple lifestyle.

### **E. To deepen the Examen**

- Two online workshops were organized by the Pastoral Committee for class teachers and new teachers in September and March, respectively. Most teachers found the workshops helpful in giving practical suggestions on how to guide students to do the Examen.
- A few guiding questions were provided by the Principal to all class teachers in October 2020 to help students focus on how they can do better and achieve betterment. Most class teachers follow the guidelines.

## **Reflection**

### **A. To care for the well-being of students**

- The intense and tumultuous emotions triggered by the pandemic and the frequently changing school patterns demand students of great socio-emotional functioning in navigating and managing their daily lives. The caseworkers, professionals and teachers could provide more support for students who experienced emotional and mental problems and help them better adjust.
- Due to the pandemic, it is unfortunate that the Sports Programme, which meant to introduce 5-7 types of sports activities to all S1 students, was cancelled. Only some Sports Teams training could be arranged on Saturdays. It is hoped that students could have more opportunities to play different types of sports on campus when the pandemic eases.

**B. To create a safe and healthy environment for all, with unity in diversity/ plurality**

- We are grateful that the Values Education Committee would continue to support the cultivation of Jesuit Values at school by providing school-based teaching materials to support teachers.
- The concept of 'Discernment' or 'Making a better decision' was found to be a complicated but significant thinking process for teenage boys nowadays. 'Empathy' was found to be another relatively difficult concept to put into practice. More learning experiences would be designed to cultivate these values among students.

**C. To enhance Sex Education**

- Due to the pandemic, the face-to-face lesson time was significantly reduced. Some of the sex education workshops were cancelled. It is hoped that these workshops could be re-run when the pandemic eases. The workshops would focus on attitudes and values instead of knowledge.

**D. To nurture empathy through experiential learning**

- Face-to-face experiential learning activities were crucial for students to understand empathy. It is hoped that these activities could be arranged next year. If there are only half-day face-to-face classes next year, some of the lesson time in the morning would have to be allocated to these activities for empathy cultivation.

**E. To deepen the Examen**

- To develop a habit of arranging a quiet time to do reflection daily was very important for students, especially when they went through many challenges this year. However, as face-to-face classes were suspended in the first term, the Examen, which was changed to be online, became more challenging for both teachers and students. Teachers could make use of more visual aids or music to help students focus and develop the habit.

## Chapter 3: Our Teaching and Learning

- Our School is a Jesuit school dedicated to nurturing our students to become competent, conscientious, compassionate and committed young gentlemen in a caring learning community. To fulfil our mission, our School has always been working hard to offer our students a balanced curriculum that can respond to our society's needs. In recent years, our School provides ample elective combinations for our senior secondary students to cater to their diverse learning needs and interests. To prepare them well for senior secondary, we offer a balanced curriculum covering science, humanities, arts, etc. in junior secondary to help students acquire the necessary foundational knowledge and develop relevant skills.
- As Jesuit schools attach great importance to the provision of *cura personalis* for their students, we conducted a thorough review of our mechanism for the allocation of electives in senior secondary. The increased elective combinations offered in this academic year aimed at providing better personal care for the diverse academic interests of our students. The old system of allocating students who intended to study specific electives to particular classes was replaced with a system allowing more combinations of electives to be offered. In the new system, electives are put in three parallel blocks for three or four secondary classes. Each student would be allocated to an elective with reference to their interests and academic performance. This new mechanism allows the School to cater to students' diverse interests. Some elective combinations available in the revised system, like the Physics + Chemistry + ICT combination, Biology + Chemistry + ICT combination and the Chinese History + History + Economics combination, etc., were not found under the previous mechanism. Under the new class allocation mechanism, the senior secondary classes would also be made up of students of different elective combinations, allowing students to exchange views from multiple perspectives.
- *Cura personalis* is not only realized through the provision of more elective combinations, but also through enhancing the supportive role of class teachers. In recent years, the School attempts to strengthen the role of class teachers by introducing the Morning Formation periods, where class teachers also take up the role in promoting Values Education. Apart from helping our students develop positive values, Examen classes are also introduced to enable them to reflect upon their learning experiences. In this academic year, Examen classes are also included in the online timetables, which allow the class teachers to help their students observe their emotions and reflect upon their learning experiences in the online learning environment.
- The class allocation mechanism adopted in junior secondary also aims to foster *cura personalis* and nurture our students into conscientious, capable, compassionate, and committed young gentlemen. Upon admission into S1, students would be allocated to different classes with reference to their performance in the pre-S1 attainment tests. On promotion to S2, students

would remain in the same classes, accompanied by the same class teacher, who is more familiarized with the class and its uniqueness, and is able offer necessary and timely support at a crucial stage in the students' growth. At the same time, a stronger sense of brotherhood can also be developed by allowing the students to stay in the same class for two years in junior secondary. Indeed, the provision of opportunities for different classes to work towards a common goal is also a way to enhance the class spirit and strengthen a sense of brotherhood. In this academic year, despite extended periods of suspension of face-to-face classes due to the pandemic, the School still managed to arrange the S1 Performance Night in mid-July, which provided the S1 students with an opportunity to perform as a class in English in front of their parents.

- The Ignatian Pedagogical Paradigm is adopted in our everyday teaching like other Jesuit schools worldwide, where teachers facilitate learning experiences after considering the learning contexts. The teachers engage the learners in the learning experiences and then guide them to reflect upon their learning experiences, which inspires actions. In the current development cycle, the School emphasizes on helping our students develop self-directed learning skills, matching the elements of experience, reflection and action highlighted in the Ignatian Pedagogical Paradigm.
- Forming our students into self-directed learners can also realize the Jesuit vision of questing for Magis, doing better. To help our students develop the mentality of questing for Magis, the School has used different extrinsic motivators to help our students evaluate their learning. Apart from motivating our students extrinsically, the School also acknowledges the importance of inspiring our students intrinsically. In recent years, the Science and Technology Education Key Learning Areas (KLAs) has encouraged students to participate in external competitions to broaden their horizons and promote STEM education to all junior secondary students. It is found that students taking part in these external competitions would also develop a better understanding of their academic potential and start to formulate their goals for future studies. In the current development cycle, the Science KLA would continue to promote STEM education. The Geography panel also tries to extend learning beyond the classroom by arranging field trips for students despite the problems brought about by the COVID-19 pandemic.
- As the School upholds the Jesuit vision to offer the best personal care for our students, different subject panels continue to address the unique learning needs of different students through fostering interaction among teachers and students during teaching. For example, the Mathematics Panel considers the learning needs of different students and offers them necessary learning support. After-school tutorial sessions are specially arranged for junior secondary students who need extra help in learning mathematics. Students who are strong in Mathematics

would also be encouraged to join the Olympiad classes. The Chinese Panel addresses students' different language learning needs by compiling extra learning booklets and arranging after-school workshops for students who need special help in the subject. Students who are talented in writing were invited to join writing classes during the summer vacation. The efforts of these panels to offer better personal care for students requiring additional support could help motivate our students to do better in their studies.

- The School works tirelessly towards building a learning community for students as well as educators, which is conducive to learning and professional development. Staff development activities are organized every academic year where teachers acquire necessary skills in everyday teaching or handling work pressure. The language panels have worked with different schools to arrange joint school practices and examinations to 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 cultivating positive values among the students is also an essential element of human excellence. When preparing the schemes of work at the beginning of every academic year, teachers would think about how they can help students develop positive values and attitudes and indicate them in the schemes of work. In recent years, the scheme of work template was also modified to address the societal need to extend Values Education to Basic Law Education and National Security Education. The Values Education Committee has, for years, been working on developing materials for the Formation period such that class teachers could help inculcate positive values in students. The Academic Steering Committee would perform the necessary audit to see if the scope of coverage can match with the instructions laid down by different stakeholders.

## Chapter 4: Our Support for Students' Development

- 2020-2021 continued to be a challenging school year, requiring dedication and determination to surmount. The school year started with uncertainties as it was mostly online lessons in the first term. Some students reported adjustment problems as it was challenging to resume online classes daily after the summer holidays. Psychologists, social workers and class teachers worked closely to support and encourage the students to start the school year with the best hope and most extraordinary willpower. Face-to-face lessons were resumed after December with a gradual pace from 1/3 to 2/3 and finally, all the school students. A timetable that allowed a 10-minute break between each lesson was used to reduce the stress of the students' eyes for using digital screens for a long time. Some of the classes were attended face-to-face in the morning, while others were online in the afternoon.
- During the examination period in December, other than the morning sessions, some of the examinations were arranged in the School Hall in the afternoon. For the HKDSE, some of the school-based assessments and Oral Examinations were cancelled. To grapple with the 'new normal' and deal with many challenges and adjustments, students need a considerable degree of flexibility. In June, all students could return to school for half-day face-to-face lessons and examinations.
- This year, the Student Affairs Committee and the professionals collaborated to support the psychological resilience of students. They believed that the whole school could make this experience a positive adventure and quantum leap. In light of the volatile and uncertain situation, the committee played a significant role in supporting students' psychological well-being. Elements of Positive Psychology, e.g. Growth Mindset and Character Strength, were introduced to teachers, students, and parents to relieve anxiety and depression.
- Same as last year, to support students during the face-to-face class suspension period, our psychologists, social workers and Parents' Association have produced several psychoeducational video clips to address the emotions of students and parents during this period and suggested ways for stress relief and living with the existent challenges. Surveys were carried out to collect information and help stakeholders understand the difficulties each other is facing to enhance unity in plurality.
- To care for each student, class teachers and guidance teachers regularly made phone calls and contacted students using social media platforms to understand each student's needs, encourage them in better time management, and support their mental health. Although this may not be a normal way to reach out to students, the feedback from students was very positive as the voice of their teachers quenched their thirst for school. A workshop on emotional management focused on listening and empathy was organized to better communicate with students.

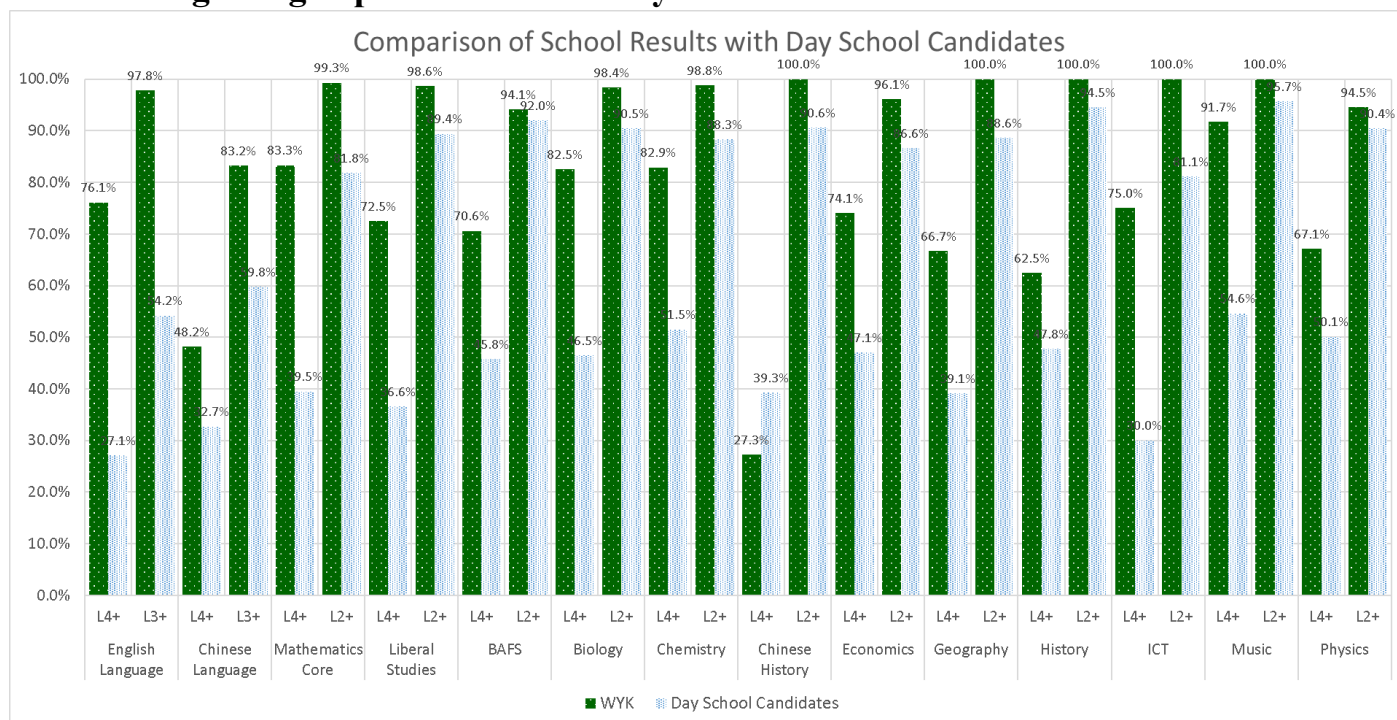


- eLearning is essential to progress in education, and it has blended in with every class. The Student Affairs and Discipline Committee collaborated and formulated the Acceptable Use Policy for students' electronic devices, starting from S1. It is hoped that this policy could bring out the best opportunities for eLearning and self-directed learning for students in the future.

# Chapter 5: Student Performance

## 5.1 Academic Performance

### 5.1.1 Hong Kong Diploma of Secondary Education Examination 2021



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

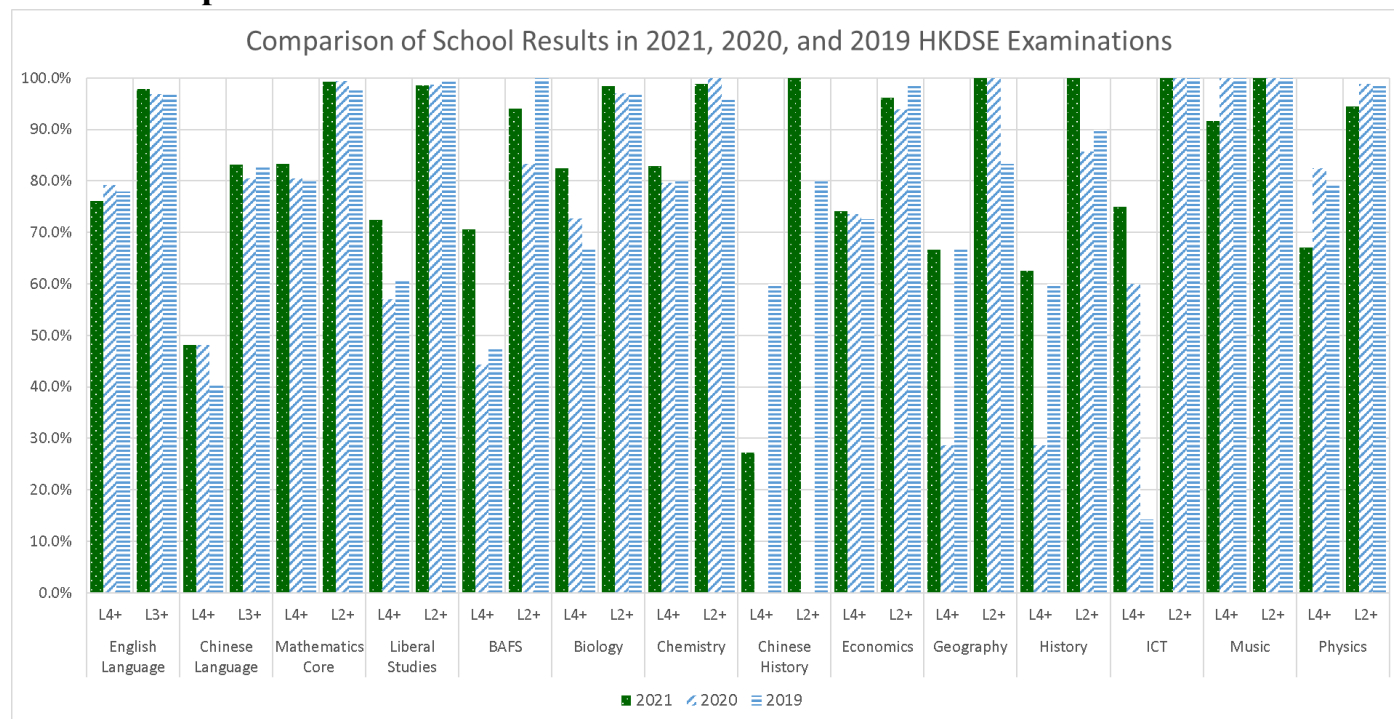
We must congratulate our Class 2021, and every single student has demonstrated perseverance, hard work and composure to overcome adversities mandated by the pandemic over the past two years. Those learning experiences amidst all the uncertainties, including extended periods of suspension of face-to-face classes, provided them with a valuable lesson to learn to keep faith in God and hang onto their dreams. We are indeed very proud of Class 2021, and Wahyanites have shown their fierce determination to stretch their potential to glorify God. On average, each student attained Level 5 or above in 2.6 subjects compared with 2.4 subjects last year. Thirteen students achieved Level 5\*\* in two or more subjects. **The Top Scholar is CHAN Chun Yin (6W), who attained Level 5\*\* in FOUR subjects and Level 5\* in TWO subjects.**

From the chart above, our students' performance in most subjects is better than day school candidates. For example, 76.1% of our students got Level 4 or above in English, compared to 27.1% for day school candidates. With further analysis, 97.8% of our students attained Level 3 or above in English, while only 54.0% of the day school candidates could get the same results. The percentage of our students attaining Level 3 in Chinese is 83.2%, Level 3 in English is 97.8%, and Level 2 in Mathematics and Liberal Studies is 99%.

In Mathematics Compulsory Part, 83.3% of our students got Level 4 or above in the subject, and the territory figure was 39.5%. Level 2 or above figures were 99.30% (our school) to 81.8% (day school). In Liberal Studies, 72.5% of our students could attain Level 4 or above, while the territory figure was 39.5%. For Level 2 or above, 98.6% of our students could attain the results, while the territory figure was 89.4%. In Chinese

Language, our students' performance is also better than 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 day school candidates.

### 5.1.2 Comparison of HKDSE 2021 Results with the Results in 2019 & 2020



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

This year, the JUPAS offer rate was the second-highest because of our students' improved performance in the Chinese Language, Geography, BAFS (Accounting), History, and Information and Communications Technology (ICT).

A comparison of the HKDSE results since 2012 indicated that the HKDSE 2021 results were generally one of the best in the past nine years. More students attained 19 points or above in their best five subjects, with core subjects at Levels 3322 or better. The weighted average level was the second-best in the past nine years, and the difference is 0.002 in weighted average when compared with the best year.

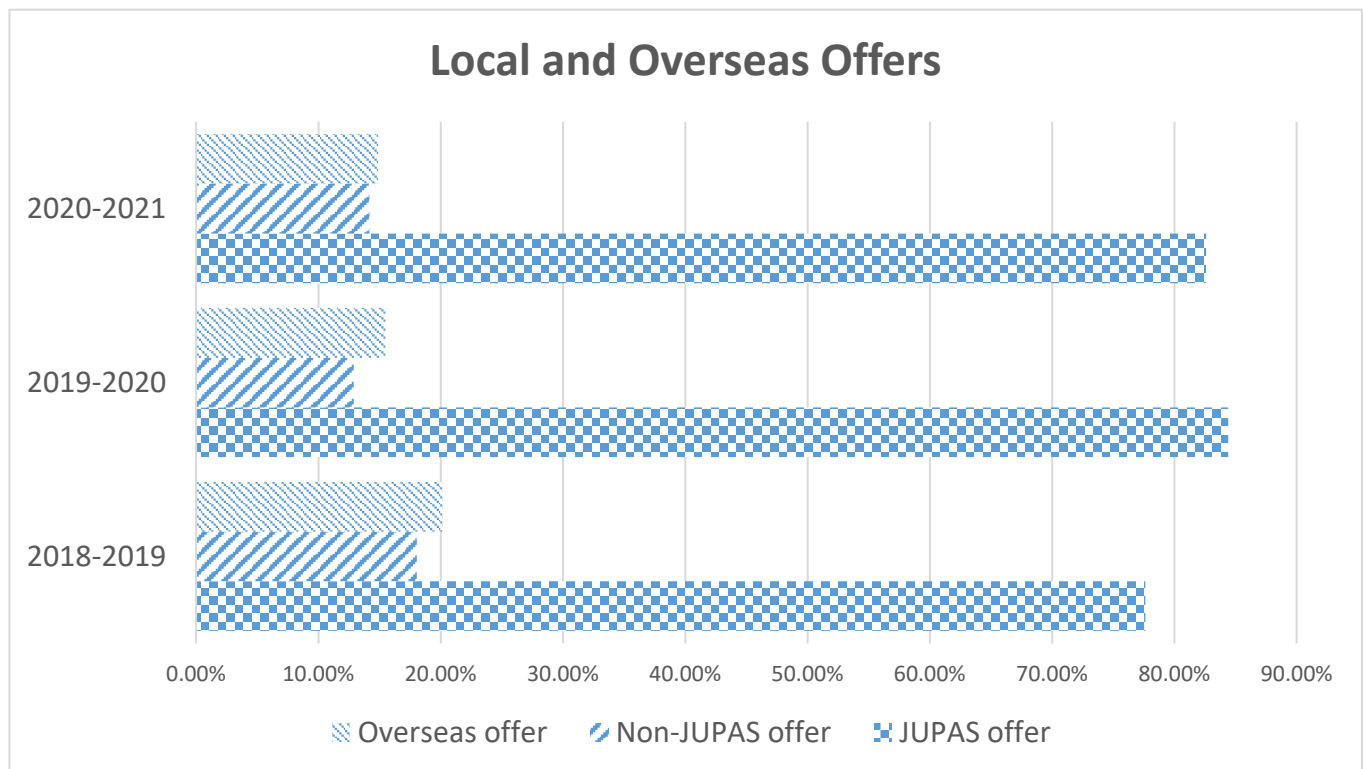
In the four core subjects, the performance of our students in the HKDSE was exceptional this year. As revealed from the chart comparing the HKDSE results in these three years, more than 97% of our students attained Level 3 or above in English Language. More than 99% of Wahyanites achieved Level 2 or above in Mathematics (Compulsory Part) and Liberal Studies. At the same time, the percentage of students attaining Level 3 or above in Chinese was a record high, 83.2%, and the performance was the best in recent years.

Students' performance in electives was also pleasing. Five subjects, namely Mathematics, Mathematics Extended Part Module 1 (M1), Biology, and Geography, achieved an all-time high for the percentages of students attaining Level 5 or above in the HKDSE 2021. The percentages of students attaining Level 4 or above in core subjects like Chinese Language, Mathematics and Mathematics Extended Part Module 1 (M1),

Liberal Studies and electives like Biology, BAFS (Accounting), Chemistry, Economics, Geography, History and ICT were the highest or the second-highest in ten years.

Nine subjects showed an increase in the percentage of students attaining Level 5 or above in 2021 compared to 2020. These subjects included Chinese Language, Mathematics, M1, Biology, BAFS, Economics, Geography, History, ICT and Music. Five subjects, M1, BAFS, Geography, History and ICT, showed an increase in the percentage of students attaining Level 5\* or above compared to 2020.

### 5.1.3 JUPAS 2021



\* The chart shows the students' acceptance rates of different types of offers. The figures for 2021 are tentative.

One hundred thirty-eight students applied for Joint University Programmes Admissions System (JUPAS). **This year, the JUPAS offer rate was the second-highest, 83%; FIVE students have been admitted to local law schools, and TWO students have been admitted to local medical schools.**

The chart above indicates the students' intention to further their studies after completing S6 at our school. In 2021, our Joint University Programmes Admissions System (JUPAS) offer rate was a record high in the main round, as high as 81%.



This year, Wahyanites could perform well in the public examinations; the percentage of students admitted to the top three universities was 63%.

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 to broaden their horizons.

## 5.2 All-Round Performance

Due to face-to-face class suspension, most inter-school competitions were cancelled; yet, given limited opportunities, Wahyanites still lived out the spirit of Magis and excelled in the following competitions.

Scholarships	Awardee(s)
Grantham Scholars of the Year 2020-21	1
Grantham Music Scholarship	1
Multi-Faceted Excellence Scholarship 2021	1
Sir Edward Youde Memorial Prizes 2020-21	2

Music	
<b>73<sup>rd</sup> Hong Kong Schools Music Festival (2021)</b>	
Boys Treble Solo (Age 14 under Foreign Language)	1 <sup>st</sup> Place
Boys Treble Solo (Age 14 under Chinese Language)	1 <sup>st</sup> Place
Clarinet Solo (Secondary - Senior)	1 <sup>st</sup> Place
Trumpet Solo (Secondary - Senior)	1 <sup>st</sup> Place
Baritone / Bass (Age 19 under Chinese Language)	1 <sup>st</sup> Place
Piano Duet (Intermediate)	1 <sup>st</sup> Place
Violin Sonata	1 <sup>st</sup> Place
Piano Solo (Grade 5 - Dussek)	1 <sup>st</sup> Place
Baritone / Bass (Age 19 under Foreign Language)	2 <sup>nd</sup> Place
Yangqin Solo (Intermediate)	2 <sup>nd</sup> Place
Gaohu Solo (Advanced)	2 <sup>nd</sup> Place
Piano Duet (Senior)	3 <sup>rd</sup> Place

<b>English Language/Speech</b>	
<b>72<sup>nd</sup> Hong Kong Schools Speech Festival (English)</b>	
U62 Solo Verse Speaking, Non-Open, Secondary 1	1 <sup>st</sup> Place
U172 Solo Prose Reading, Non-Open, Secondary 3	1 <sup>st</sup> Place
U61 Solo Verse Speaking, Non-Open, Secondary 1	2 <sup>nd</sup> Place
U63 Solo Verse Speaking, Non-Open, Secondary 2	3 <sup>rd</sup> Place
Y63 Solo Verse Speaking, Non-Open, Secondary 2	3 <sup>rd</sup> Place
The 'Time to Talk' Public Speaking Competition 2020/21	Champion (Round 1)
The 36 <sup>th</sup> Sing Tao Inter-School Debating Competition	Best Debater Award Best Interrogative Speaker Award Winners (Round 1)
District Semi-Finals of The HKFYG English Public Speaking Contest 2021 (Junior Division)	Semi-finalist
Hong Kong Secondary Schools Debating Competition	Winners (Round 1)

<b>Chinese</b>	
<b>第七十二屆香港學校朗誦節（中文）</b>	
K334（詩詞獨誦普通話）中學一、二年級	冠軍
E434（散文獨誦普通話）中學一、二年級	亞軍
U334-3（詩詞獨誦普通話）中學一、二年級	季軍

<b>Mathematics</b>	
The 38 <sup>th</sup> Hong Kong Mathematics Olympiad (HKMO)	Paper 1 - 3 <sup>rd</sup> Class Honour Paper 2 - Best Performance
The Hong Kong Schools Mathematical Championship 2020	Bronze Award
Singapore and Asian Schools Math Olympiad	Gold Award
American Mathematics Olympiad	Gold Award
City U Science Challenges	Merit

<b>STEM Education</b>	
Hong Kong Olympiad in Informatics	Silver Medal The Best First-Time Contestant (Senior Group)
International Coding Elite Challenge	Silver Medal
International Junior Science Olympiad 2021 – Hong Kong Screening	2 <sup>nd</sup> Class Honour
Young IT Ambassador Award	Silver Medal
Hong Kong Secondary Schools Software Development Invitational Contest	Gold Medal
National Olympiad in Informatics in Provinces	Gold Medal
HK Secondary Schools Software Development Invitational Contest (SDIC) (Senior Section)	Gold Award
HK Secondary Schools Software Development Invitational Contest (SDIC) (Junior Section)	Gold Award
Certified Software Professional by China Computer Federation	1 <sup>st</sup> Class Honour
CUHK Jockey Club AI for the Future Project: Secondary School Think and Create Competition 2020	Final Round

<b>Visual Arts</b>	
都會國際青年藝術節 2020 全港視藝大賽 少年初級組(C01)	年度總冠軍
都會國際青年藝術節 2020 全港視藝大賽 都會視藝盃	全年總季軍
都會國際青年藝術節 2020 全港視藝大賽第三季 繪畫組少年初級組(C01)	金獎
都會國際青年藝術節 2020 全港視藝大賽第四季 繪畫組少年初級組(C01)	銀獎
世界兒童繪畫大獎賽 2020 少年西畫組	銀獎
香港藝術文化青年節 2020 視藝比賽 中學組	季軍
躍然紙上繪畫比賽，香港大學美術博物館主辦	中學組優異獎
香港城市大學第六屆中學生傑出作品展 2021	傑出作品
“Protect Hong Kong Marine Environment” 4-Panel Comic Drawing Competition 2020	Outstanding Award
Grantham Visual Arts Award	Review Selected



## Chapter 6: Feedback and Follow-up

### 6.1 Management and Organization

Ÿ The academic year 2020 – 2021 marks the first year of the three-year School Development Plan (2020 – 2013). The three Major Concerns of the School Development Plan are: 1) To empower and engage our students in self-directed learning and Ignatian Pedagogical Paradigm (IPP) to create a hope-filled future; 2) To equip our educators to build a learning community, with IPP, respect, unity and Magis; 3) To accompany our students along the path to whole-person development with empathy and discernment, becoming compassionate and reflective global citizens. The slogan of the school objective of this year is "Be a self-directed and reflective learner; Brace yourself for the fast-changing and volatile future". Our expectations for this academic year are as follows:

- 1) We set SMART learning goals and learn time management;
- 2) We consolidate self-directed learning capabilities in order to be self-directed and reflective learners;
- 3) We achieve whole-person development with empathy and discernment, cherishing unity in diversity/plurality.

Ÿ Goal-setting is the first step of self-directed learning, and the School guides students to formulate learning goals. This academic year introduced the importance and techniques of setting SMART (Specific, Measurable, Achievable, Relevant and Timed) learning goals to students through the Assembly and Morning Formation periods. Educational psychologists were invited to speak on the subject in the Assembly, and formation materials were developed by the Values Education Committee for the class teachers to use during the Morning Formation Period. According to the observations of the class teachers, students were able to set goals with reference to the instructions covered in the Formation materials. The goals may be related to knowledge, skills or whole-person development. Class teachers also found that students could evaluate whether or not they could reach their goals with reference to the examination results and specific criteria. According to the ESDA survey conducted in the second term, the teachers' aggregate agreements to statements like "students take the initiative to learn", "students are highly interested in learning", etc., stood at 53.9% and 61.0%. These percentages were the highest and the second-highest in three years, illustrating the effectiveness of our efforts in helping our students set SMART learning goals. In the next academic year, goal-setting will be consolidated with class teachers' support.

Ÿ 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, although the teachers' agreement percentage for the statement relating to students' engagement in active inquiry and construction of knowledge in lessons reached a three-year high of 86.4%, the corresponding

students' figure was 64.5%. Although the students' figure this year was slightly higher than that of two years ago by 1.7%, there is a wide discrepancy of about 22% between the teachers' and students' figures. At the same time, the students' aggregate agreement percentage also dropped by 10.3% in this academic year, which was a considerable drop. As for the statement of arranging various learning activities such as group discussion and oral presentation in lessons, the teachers' agreement percentage was 79.6%, which was only a slight drop when compared with the previous, but the students' agreement percentage of 64.1% was nearly 16% lower than the teachers' figures. Such a wide discrepancy clearly shows that we still need to work hard in these areas to narrow down the disparities. Next year, we should continue consolidating students' self-directed learning capabilities by equipping our educators to build a learning community.

- Ÿ Accordingly, the School will set the first two expectations for the next academic year as:
- 1) We live out the spirit of MAGIS and equip ourselves well through goal-setting, reflection, problem-solving and cross-curricular reading.
  - 2) We nurture self-directed learning capabilities such as note-taking, concept mapping, pre-lesson preparation and online learning.
- Ÿ Jesuit values such as love and care, respect and justice, responsibility and MAGIS were inculcated in the Morning Formation lessons every day. The lesson materials also facilitated students to develop empathy, have an open conversation and value diversity as well as their own culture and identity. Social and global issues were discussed in the class, and students were guided to do a fact check and have a non-violent conversation. Most of the teachers found the teaching material helpful and managed to complete all the tasks. Posters were put up in each classroom to promote the values. The statement, 'The school actively fosters our virtues.', gained the highest Rank of Agreement in the stakeholder questionnaires completed by the students in 2020-2021.
- Ÿ Service programmes for S1 (Men for and with Others Mentorship Programme) and senior forms were arranged in the second term by the Guidance Committee to guide students to respect others, uphold justice and live with unity in plurality.
- Ÿ The Jesuit education at Wah Yan is characterized by learning by experience, learning through reflection and learning with and from companions. To this end, the School will set the third expectation for next year as:
- 3) We foster whole-person development and companionship through engaging in learning experiences and leadership training.
- Ÿ The School is eager to recognize teachers' good performance in teaching and learning, and three contract teachers will be turned into regular teachers next year. Mr. LEE Hoi Chun Rock, Head of the ICT Panel, will be promoted to the rank of Senior Graduate Teacher. Mr. CHU Wai Man

will be promoted to Vice-Principal (Prefect of Studies); Mr. CHEUNG Chun Kwok David will be promoted to Vice-Principal (School Facilities and Co-curricular Activities). Next year, the School will continue to use the Capacity Enhancement Grant to hire more teachers to support teaching and learning in senior secondary. However, due to the lack of funding, Small Class Teaching arrangements will only be maintained for S5 & S6.

Ÿ The School has implemented the recommendation of the Task Force on the Continuing Professional Development (CPD) of teachers. The Staff Development Committee provides guidance to help teachers meet the individual CPD requirements. With reference to the report on teachers' participation in the CPD activities, all teachers could fulfil the requirements for the first year. Besides, Phase 1 of the comprehensive Appraisal System was carried out, and the appraisal of Panel Heads through lesson observation and homework inspection was arranged. Next year, the Appraisal System will be extended to all subject teachers, and Panel Heads will observe panel members' lessons.

## 6.2 Teaching and Learning

Ÿ Two years on, we and the world at large are still stuck in limbo as the COVID-19 pandemic has repeatedly changed course; the only certainty that the pandemic promises is a tectonic shift in the ways we learn, we teach, and we live. Life will never be the same again – even if the pandemic eases or ends. Yet, what matters most is not how volatile and complex the situation is but how we deal with the predicament. The pandemic puts us all to the test – who has the capability to play a long game, calmly and wisely, with patience, will eventually carry the day.

Ÿ In this regard, we are delighted to witness our fine young gentlemen managing themselves well and rising even higher in adversities over the past two years. In yet another trying year, Class 2021 delivered an impressive performance with composure and perseverance. **Their exceptional performance is evident in the pleasing outcomes of the JUPAS offer rate, reaching 83%, comparable to the record that their dear brothers set last year. FIVE students have been admitted to local law schools and two students to local medical schools. The Top Scholar is CHAN Chun Yin (6W), who attained Level 5\*\* in FOUR subjects and Level 5\* in TWO subjects.**

Ÿ In Mathematics Compulsory Part, 83.3% of our students got Level 4 or above in the subject, and the territory figure was 39.5%. Level 2 or above figures were 99.30% (our school) to 81.8% (day school). In Liberal Studies, 72.5% of our students could attain Level 4 or above, and the territory figure was 39.5%. For Level 2 or above, 98.6% of our students could attain the results, while the territory figure was 89.4%. In Chinese Language, our students' performance is also better than the day school candidates. In different electives, the percentages of our students attaining Level 4 or above and Level 2 or above were generally higher than day school candidates.

- Ÿ To stretch students' potential, the School will bolster Gifted Education. A three-tier model will be adopted to develop students' God-given talents at the classroom level, with pull-out programmes and off-school support. To cater for learner diversity, besides remedial tutorials for average students, more support like enhancement courses will be provided for better students, guiding them to reach for the stars.
- Ÿ Reading to learn is an essential element of self-directed learning, and the Comprehensive Reading Scheme has been implemented. Yet, the coordination and implementation still have much room for improvement. For this reason, the School will set up the Curriculum Development Committee to promote reading and learning across the curriculum. The Committee will also engage stakeholders in promoting Reading across the Curriculum and Learning across the Curriculum and enhance teachers' knowledge of the latest trend of curriculum development.
- Ÿ The "Reading to Learn: Library Improvement Project" has been approved by the Quality Education Fund (QEF). The renovation work of the library will be completed before the next academic year, and the newly refurbished library will provide a comfortable environment to help form students' reading habits.
- Ÿ Propelled by the suspension of face-to-face classes, the year saw a significant leap in the development of online learning. Online learning is an essential part of learning in the 21<sup>st</sup> century. Taking this into account, the School will implement the Bring Your Own Device (BYOD) Policy in S1, with a view to using information and communication technology (ICT) to engage students in self-directed learning, honing digital competence, problem-solving skills, communication and collaboration skills, and eReading skills.

### **6.3 Student Support and School Ethos**

- Ÿ The pandemic still marred the academic year 2020-2021, and face-to-face classes were only resumed in phases in late September 2020. Despite the adversities, out of *cura personalis*, the School insisted on arranging Speech Day 2019, which had been postponed twice, and Speech Day 2020 for our S6 graduates, offering an earnest conclusion of the most important chapter in their teenage years.
- Ÿ The School held the Anniversaries Mass of Thanksgiving on 12 March 2021 as a finale of our anniversaries events, which had been impeded by cancellation or postponement due to the pandemic. The Mass drew a close to our anniversaries but at the same time raised the curtain on our celebration of the Ignatian Year, celebrating the 500<sup>th</sup> anniversary of the conversion of St. Ignatius, the founder of the Society of Jesuit, the school sponsoring body. In the next academic

year, there will be a series of events to seize the Ignatian Year to inspire students to learn from St. Ignatius's conversion: learn by experience, learn through reflection, and learn with and from companions, showing them the way to God and helping them see all things new in Christ.

Ÿ A statue of St. Ignatius of Loyola was set up in the corridor, signifying that the School is a Jesuit school and inspiring our students to live life with one foot raised, like St. Ignatius, always ready to go forward, live out the spirit of Magis and be Men for and with Others.

Ÿ Despite the predicament due to the pandemic, Wahyanites still excelled and shone before others. **Franco LAU Chun Yin of Class 2020 was named Grantham Scholar of the Year 2020-2021, an award presented only to the top 24 scholars of Hong Kong.** Our students also exhibited exceptional performance in STEM competitions, and their invention, AI Escalator, which slows down when the facial recognition device detects an elderly approaching, not only stood out in the CUHK Jockey Club AI for the Future Project Competition but also displayed their commitment to serving the poor and the needy.

Ÿ The School emphasizes whole-person development, and students learn by engaging themselves in learning experiences, which they reflect on and grow. In the next academic year, the School will initiate the use of iPortfolios to monitor students' progress in whole-person development and provide support in a timely way.

Ÿ The School will celebrate the 70<sup>th</sup> Anniversary of the Waterloo Road Campus in 2022 and the Centenary in 2024. A task force will be formed to organize a fundraising campaign to raise funds for sponsoring projects on fostering whole-person development and reviving campus facilities.

Ÿ The future school development has three foci: 1) Nurturing lifelong and self-directed learning capabilities; 2) Fostering whole-person development; 3) Building a learning community. The School also incorporates in the school 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. The slogan of the school objective next year is "Learn to be a leader-in-service with companionship; Create a hope-filled future with MAGIS."

## Chapter 7: Financial Summary

Financial Summary (2020.09.01 to 2021.08.31)

	<b>Opening Balance (as at 1.9.2020)</b>	<b>Income (\$) (as at 31.8.2021)</b>	<b>Expenditure (\$) (as at 31.8.2021)</b>
<b>Government Funds and School Funds</b>			
<b>I. Government Funds (EOEBG)</b>			
- Basic Baseline/ per class- IMC		2,222,965.88	0.00
- Composite Furniture & Equipment Grant			469,610.20
- Lift Maintenance Grant			64,000.00
- School & Class Grant		1,140,788.63	1,812,778.85
- Administration Grant		4,515,018.00	5,509,187.74
- Composite Information Technology Grant		552,036.00	550,883.86
- Capacity Enhancement Grant		638,461.00	590,742.00
- Air Conditioning Grant		646,264.00	351,501.40
- School-based Management Top-up Grant		50,350.00	0.00
<b>Sub-total</b>		9,765,883.51	9,348,704.05
<b>II. Government Funds (Outside EOEBG)</b>			
Salary Grant - Teaching Staff	0.00	53,360,286.70	53,360,286.70
Salary Grant - Teaching Supporting Staff	0.00	1,977,282.00	1,977,282.00
Salary Grant - Supply Staff	0.00	153,003.00	153,003.00
Non-Teaching Provident Fund Scheme -Employer's Contribution	0.00	273,846.00	276,452.39
Committee on Home-school Co-operation Grant	8,474.00	25,740.00	20,007.00
Fringe Benefit under Enhancement of NET Scheme	0.00	100,982.91	100,982.91
Teacher Relief Grant	436,194.92	283,582.00	191,226.60
Teacher Relief Grant - Temporary Freezing of Teaching Post	920,651.49	1,960,620.00	1,600,095.36
School-based after School Learning & Support Program	31,377.00	64,200.00	33,910.00

Diversity Learning Grant - Other Language	0.00	3,900.00	3,900.00
Diversity Learning Grant - Other Programme	81,584.00	209,006.00	264,422.23
Learning Support Grant for Secondary School	27,309.12	407,835.00	433,942.24
Moral and National Education Subject Support Grant	97,537.03	0.00	0.00
Grant for the Sister School Scheme	154,950.00	156,035.00	0.00
One-off Grant for Promotion of Chinese History & Culture Grant	68,959.50	0.00	0.00
Promotion of Reading Grant	41,761.78	72,816.00	67,318.41
Life Wide Learning Grant	934,110.50	1,419,870.00	1,096,183.10
School Executive Officer Grant	53,520.00	534,660.00	504,180.00
Information Technology Staffing Support ITSS Grant	91,892.00	319,559.00	342,027.00
Enhanced Funding for Non-Chinese Speaking Students	0.00	800,000.00	230,705.00
Student Activities Support Grant	0.00	55,900.00	55,840.00
Top-Up Grant-Support Online Learning of Needy Student	0.00	1,760.00	1,570.00
One-Off Special Support Grant - Enhance Cleansing	100,000.00	0.00	100,000.00
QEF - STEM Education	0.00	321,648.00	22,310.00
QEF - Library	0.00	266,200.00	98,786.00
<b>Sub-total</b>	<b>3,048,321.34</b>	<b>62,768,731.61</b>	<b>60,934,429.94</b>
<b>II. School Funds (General Funds)</b>			
(1) Tong Fai	<b>0.00</b>	462,000.00	<b>462,000.00</b>
(2) Donations	<b>0.00</b>	121,750.00	72,150.00
(3) Others	3,311,014.21	1,280,005.01	933,157.50
(4) Wah Yan One Family Foundation	<b>-2,435,367.55</b>	5,412,724.00	2,977,356.45
<b>Sub-total</b>	<b>875,646.66</b>	<b>7,276,479.01</b>	<b>4,444,663.95</b>
<b>Total surplus for school year</b>			<b>5,083,296.19</b>

## Chapter 8: Appendices

### Appendix 1: Report of Capacity Enhancement Grant (2020-2021)

No.	Strategies	Actual Implementation Time	Achievements	Reflection & Feedback
1	Sponsor the employment of one English Language teacher and one Biology teacher	2020-21	<p>The employment of the extra teachers 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 the teacher-student relationship, reduce learners' anxiety and help to motivate students.</p> <p>As per observation and feedback from the panel heads concerned, the two teachers performed satisfactorily in teaching and learning. One of them will be turned into a probationary regular teacher next year.</p>	<p>To benefit more from the arrangement, the School should be committed to building a learning community and enhancing teacher formation.</p> <p>Teachers must have continuous professional development and high expectations of the students, raising the effectiveness of teaching and learning, aligning it with the requirements of the HKDSE examination, catering for learner diversity and making better use of assessment as and 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 Learning Support Grant (2020-2021)**

<b>No.</b>	<b>Strategies</b>	<b>Actual Implementation Time</b>	<b>Achievements</b>	<b>Reflection &amp; Feedback</b>
1	Employment of Educational Psychologist (EP) and Clinical Psychologist (CP) (part-time), and an SEN Teaching Assistant (TA)	1 September 2020-31 August 2021	<p>Many SEN students have progressed in behaviour, social skills and peer relations because of the intensive professional support from EP, CP and social workers.</p> <p>Parents are in general satisfied with our service.</p> <p>The tier 3 students have progressed in social skills through some training by professionals and collaboration with core subject teachers and their parents. Some of them have made some good friends and feel less lonely in school.</p>	<p>EP, CP, and social workers are very professional in their support for SEN students and have helped them show proper behaviour and better peer relations.</p> <p>EP, CP, two social workers, SEN TA, and SENCO committee work hard to support SEN students, teachers, and parents.</p>
2	Social skills training groups for SEN students, especially ASD	1 September 2020-March 2021	Held in the first term and 2 <sup>nd</sup> term a few times only due to school suspension and pandemic	Will organize it again in the next academic year
3	Liberal Studies learning groups for ASD students (by Clinical Psychologist)	1 December 2020-31 January 2021	Held for a few sessions to improve their learning skills	It is helpful to ASD students who have difficulty in Liberal Studies
4	Speech therapy service (individual counselling) (35 hours)	1 <sup>st</sup> term to 2 <sup>nd</sup> term	Seven students had enrolled in speech therapy services. The speech therapist is very professional. She also arranged parent sessions	Feedback from students and their parents was excellent. In the parent session, the speech therapist reported her observations and progress

			to provide feedback to parents about ways to help their sons to improve.	to parents, Class Teacher and Social Worker. They appreciated the patience and enthusiasm of the professional.  Although the service is expensive, it is worthwhile buying as we have a group of students who need it and in general, parents are glad to see the school provide such service.
5.	1-page profile project	2 <sup>nd</sup> term	The SEN TA has established the profiles of students using the 1-page profile. They are easy to read, and teachers can use them to understand students' needs more deeply using a humanistic and student-centred approach.	Teachers find it easy to read and can understand the needs of our SEN students using different angles and their learning difficulties so that teachers may adjust their teaching strategies accordingly.
6	Coffee Latte Workshop	Nov 2020- Jan 2021 (4 sessions)	The coffee latte class helped group the ASD students to help them acquire appropriate social skills in a group setting and broaden their interest in other areas of life.	It is an interest group, and it received positive feedback from the students. Some students like latte art.

## Chapter 8: Appendices

### Appendix 3: School-Based After-School Learning and Support Grant Programmes (2020-2021)

#### 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 31 (including A. 0 CSSA recipients, B. 23 SFAS full-grant recipients and C. 8 under the 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						
Olympiad Math	0	0	1	100%	2019-2020 (1 <sup>st</sup> term)	209.00	questionnaire	/	
Music Camp	0	0	4	100%	December 2019	1,760.00	questionnaire	/	
Music Course	0	0	2	95%	Whole Year	4,000.00	questionnaire	/	
Summer Course (Music, Drama & Japanese)	0	4	0	100%	Summer 2021	5,330.00			
Sports Courses	0	19	1	100%	Whole Year	22,611.00	questionnaire	/	
<b>Total No. of activities:</b>									

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
@No. of man times	0	23	8						
**Total no. of man times	31				Total Expenses	33,910.00			

**Note:**

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

**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 an apparent increase in teachers' workload;
	complicated to fulfil the requirements for handling funds disbursed by EDB;
	the reporting requirements too complicated and time-consuming;
	Others (Please specify):

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

Parents were thankful that their sons were subsidized for the activities.  
The activities broadened the horizons of the students and helped them to become global citizens.

## **Appendix 4: Report of the One-off Grant for the Promotion of Chinese History and Culture**

### **Aims of the Programme**

The school deploys the one-off grant to support teachers to improve their teaching and develop school-based activities which are conducive to promoting Chinese history and Chinese culture education.

### **Categories of Measures**

- A. developing or procuring high quality electronic or other relevant learning and teaching resources;
- B. supporting teachers to participate in interflow activities relating to the learning and teaching of Chinese history and Chinese culture in the Mainland;
- C. organising school-based learning activities that reinforce the learning of Chinese history and Chinese culture; and
- D. organising or supporting students to participate in joint school activities or competitions relating to Chinese history and Chinese culture between local schools or between schools in Hong Kong and the Mainland to promote interchange and dissemination of good practices.

### **Evaluation Report**

<b>No.</b>	<b>Strategies</b>	<b>Actual Implementation Time</b>	<b>Achievements</b>	<b>Reflection &amp; Feedback</b>
1	Enhance students' interests and knowledge in traditional Chinese music through the arrangement of Cantonese Opera and Chinese Instrumental Classes (A and C)	Postponed to the Academic Year 2021-2022	N/A	The plan to purchase instruments for arranging Cantonese Opera and Chinese Instrumental Classes were postponed due to the fact that restrictions on transportation may result in the delay of the delivery of instruments. The plan was, therefore, postponed to the Academic Year 2021-2022 with the anticipation that the situation would greatly improve in the next Academic Year.
2	Purchase of learning and teaching materials (A)	Postponed to the Academic Year 2021-2022	N/A	The plan to purchase learning and teaching materials was postponed due to the fact that

No.	Strategies	Actual Implementation Time	Achievements	Reflection & Feedback
				teachers of different subject panel needed to cope with different issues arisen from class suspension. The plan was, therefore, postponed to the Academic Year 2021-2022 with the anticipation that the situation would greatly improve in the next Academic Year.
3	Promote students' understanding of Chinese culture and appreciation of its impact through the arrangement of exchange tour to Macau, the Mainland and Japan (C and D)	Cancelled	N/A	Tours to the Mainland and other places were cancelled due to the restrictions on transportation in 2021. It is hoped that the situation would improve in the Academic Year 2021-2022 so that exchange and/or service tour to the Mainland can be arranged.
4	Promote students' understanding about the current situation in the Mainland through the arrangement of service tour to the Mainland (C and D)	Cancelled	N/A	
5.	Promote teachers' understanding about the current situation in the Mainland through arranging a study tour to the Mainland (B)	Cancelled	N/A	



### **Implementation of One-off Grant Promote Chinese History & Culture 2020-2021**

<b>Tasks</b>	<b>Details</b>	<b>Expenditure</b>
Developing or procuring learning and teaching resources	N/A	0
Supporting teachers to participate in interflow activities relating to the learning and teaching of Chinese history and Chinese culture in the Mainland	N/A	0
Organising school-based learning activities that reinforce the learning of Chinese history and Chinese culture	N/A	0
Organising or supporting students to participate in joint school activities or competitions relating to Chinese history and Chinese culture	N/A	0

### **Financial Report**

<b>Tasks</b>	<b>2020-2021</b>
Balance B/F	68,959.50
Income	0
Expenditure	0
Surplus	68,959.50

## Appendix 5: Year-End Evaluation Form at School Level on Whole School Approach to Catering for Students with SEN

1. The progress of our school on catering for students with SEN is as follows :

Please put a '✓' in the box.

<b>I</b>	<b>Inclusive Culture</b>	Highly satisfactory	Satisfactory	Acceptable	Need improvement
a)	Staff accept students with SEN and are committed to supporting them	✓			
b)	Staff share the concept of the Whole School Approach and support each other in the implementation process	✓			
c)	Students accept each other's uniqueness and individual differences		✓		
d)	Learning activities are arranged in accordance with students' abilities		✓		
e)	Staff generally agree that everyone is equal and has the right to participate in all school activities		✓		
f)	There is good home-school collaboration and frequent communication between parents and teachers about the student progress	✓			
<b>II</b>	<b>Inclusive Policies</b>				
a)	The school management establishes policies to cater for students with SEN and review the objectives and effectiveness regularly		✓		
b)	Continuing professional development on special education for staff is strategically planned		✓		
c)	With reference to the 'Catering for Student Differences ~ Indicators for Inclusion', a school development plan and contents of school self-evaluation are laid down according to the developmental needs of the school		✓		
d)	School resources are pooled and deployed flexibly to provide appropriate support to students		✓		
<b>III</b>	<b>Inclusive Practices</b>				
a)	Teachers can early identify students' SEN through teachers' classroom teaching and the use of assessment tools provided by EDB		✓		
b)	A Student Support Team or its equivalent has been established to follow up and co-ordinate support measures for students with SEN	✓			
c)	An SEN Register has been established, and the effectiveness of support measures is periodically reviewed		✓		
d)	The school has improved the accessibility of its premises and assistive technology to cater for students with different needs		✓		
e)	Teaching skills are improved through professional exchange		✓		
f)	Diverse teaching strategies (such as collaborative teaching and		✓		

	cooperative learning) are used to facilitate students' learning				
g)	Various classroom activities are conducted in accordance with students' abilities to facilitate the development of their potentials		✓		
h)	Various assessment accommodation strategies are implemented to cater for students' needs	✓			
i)	IEPs are used to cater for those students in need of individual intensive support	✓			
j)	School-based programmes provide learning support and facilitate the cultivation of an inclusive culture (Please specify: <u>Men for and with others scheme</u> )		✓		

2. According to 14 'Year-end Evaluation Form for Individual Student' gathered, please summarize the number of students with regard to the following:

**I Subjects and no. of students required curriculum adaptation:**

	No. of students
Chinese Language	2
English Language	1
Mathematics	0
Other subjects (Please specify: <u>Chemistry</u> )	1

	Showing significant improvement	Showing some improvement	No improvement	Others (Please specify)
<b>II Students' Social Adjustment :</b>				
a) Compliance with the school regulations	15	6	2	0
b) Good relationship with peers	5	10	7	1
c) Good relationship with teachers	8	13	2	0
d) Participation in classroom/school activities	4	9	8	2
e) Self-esteem	4	9	10	0
<b>III Students' Learning Performance:</b>				
a) Reading skills	4	4	12	3
b) Numeracy skills	6	5	8	4
c) Writing skills	4	4	12	3

	Showing significant improvement	Showing some improvement	No improvement	Others (Please specify)
d) Academic performance	3	4	12	2
e) Development of multiple intelligence	1	1	4	17
<b>IV Students' Learning Attitude/Motivation :</b>				
a) Completing the task within time limits	5	9	6	3
b) Working independently	4	5	12	2
c) Adjusting smoothly to the changes in the daily school routines	4	7	10	2

3. Most parents of the students with SEN find the support measures provided by the school:

(Please put a '✓' on the suitable )

Highly Satisfactory       Satisfactory       Acceptable       Need Improvement

Reasons: (Please put a '✓' on the suitable , more than one option is applicable)

✓	cater for the needs of students
✓	review the progress and effectiveness regularly
✓	diversified support measure
	parental involvement in the implementation and planning
	others (please specify): _____

Overall Suggestions: To provide individual counselling or consultation service for their children to let them adapt to the school environment better and improve their learning skills

4. Areas for improvement in respect of the implementation of Integrated Education: (Please refer to the 'Catering for Student Differences ~ Indicators for Inclusion' if necessary)

(a) **Inclusive culture**

Collaborate with the Values Education Committee and the Form-masters to promote inclusive education, especially the virtue of respect, care for the underprivileged and the disabled people.

(b) **Inclusive policy**

Raise teachers' awareness of identifying students' special needs, especially mental health and possible mental illness symptoms (e.g. especially depression and anxiety,

the two most common ones in a Band One school setting). Pair the SEN students with some peer guardian angels to help them in their learning problems and social settings.

(c) **Inclusive practices**

Using the tool of the 1-page profile, we build up a database consisting of specific details (their strengths, weaknesses, and their learning problems) of each student with special needs, which can be shared among subject teachers, social workers, SEN team members and psychologists.

5. Professional support services provided by EDB are: (Please put a '✓' on the suitable )

Highly Satisfactory	<input type="checkbox"/>	Satisfactory	<input checked="" type="checkbox"/>	Acceptable	<input type="checkbox"/>	Need Improvement	<input type="checkbox"/>
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(Reasons: EDB officer is patient in answering our queries.)

Suggestions: To have more guidance in identifying students' symptoms of their possible mental illness.

6. Means of the collecting opinion from parents: (Please put a '✓' on the suitable , more than one option is applicable)

questionnaire	<input type="checkbox"/>	notice	<input type="checkbox"/>	handbook	<input type="checkbox"/>	Interview	<input checked="" type="checkbox"/>
Case conference	<input checked="" type="checkbox"/>	telephone contact	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Other	<input type="checkbox"/>	Please specify: ( _____ )					

Signature of Principal: \_\_\_\_\_

School Name: Wah Yan College, Kowloon

Date: 21 July 2021

\*\*\* Before 31 August of every school year, schools are required to evaluate the effectiveness of the use of LSG and the support measures with different stakeholders, including parents, and plan for the arrangement for the next school year according to the evaluation result. Schools are also required to submit the "Year-end Evaluation Forms at School Level on the WSA to catering for students with SEN" through SEMIS before 31 August. Please contact the correspondent Special Education Support Officer (for primary schools) or Inspector for any enquiry.

## **Appendix 6: Report on the Use of the Promotion of Reading Grant (2020-2021)**

### **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, with a view to building students’ self-directed learning skills, creativity, critical thinking and entrepreneurial spirit

Nurturing students’ interest in reading has been part of teaching and learning at school for some time as students are required to read and research various topics for their work across subjects. The Reading Grant has helped the school build its resources, giving students broader and more up-to-date reading materials in multiple media. However, most students still need to nurture a reading habit and read not just for academic purposes but also for leisure.

Wiseman DSE\*\* was promoted to senior form students during English lessons to practice more reading. The platform offered different types of reading passages and questions for students to master. Students could hone their self-directed learning skills through the platform by setting goals and taking note of their progress in the reading practices. Students could easily access the platform and related materials online on a range of devices. Better integration and promotion of the platform would have helped students utilize it more throughout the year. The subscription will be continued next 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. This venture has not been successful as some panels find difficulty in providing any books. Collaborative planning should be implemented to help panels nurture a reading culture at school. The English and Mathematics Panels have been the most active in book selection. The Deputy Library Teacher has also been assisting in selecting books for the library. Panels, Committees and the Library Department will be invited to help with building more reading resources next year. It should also be noted that the lists should be checked carefully to ensure that the booklists contain available titles for purchase.

#### **Objective 3:**

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

Promoting reading hoped to boost students’ use of language in Chinese and English across the curriculum. However, due to the suspension of face-to-face classes, students did not have the opportunity to read more during school hours and had difficulty accessing books from home. Panels need to work together to help nurture students’ interest in reading to learn across the curriculum. The Academic Steering Committee has been assisting in coordinating Panels to suggest reading materials and can continue to do so next year.

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 were implemented. Modular and extensive reading schemes have helped expose students to more reading materials. Students have to read at least two modular books per term for English, which is a theme-based book selection. 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 continue to be involved next year to help with nurturing a reading habit during Morning Formation. More books (physical and e-books) should be added to the school's resources to offer more variety to students.

Subscribing to monthly magazines for junior form students to read in their leisure time continued this year. However, due to the suspension of face-to-face classes, the magazines were not easily accessible as they were at school. Subscription to monthly magazines can be continued in the future.

Literature Circles and the promotion of books in school were cancelled due to the suspension of face-to-face classes. Through the School's Reading Award Scheme, exemplary infographics, podcasts and videos on books were collected and shared with students via online platforms, e.g. Microsoft TEAMS.

Readathon was successfully implemented, and a total of HKD 17,610.60 was raised. Classes chose the charity they wanted to donate funds to. Three charities were chosen: Save The Children Hong Kong received HKD 8,211.00; Bring Me A Book Hong Kong received HKD 1,496.00 and UNICEF received HKD 7,903.60.

No authors were invited to hold talks for students at school this year due to the suspension of face-to-face classes and the lack of time.

**Part 2: Financial Report**

	<b>Item*</b>	<b>Actual expenses (\$)</b>
1.	Purchase of Books	
	<input checked="" type="checkbox"/> Printed books A selection of printed books Mary Glasgow Subscription Chinese magazines	30,060.41 3,300 4,158
	<input type="checkbox"/> e-Books	Free
2.	Web-based Reading Schemes	
	<input checked="" type="checkbox"/> e-Read Scheme: Wiseman DSE**	29,800
	<input type="checkbox"/> Other schemes	
3.	Reading Activities	
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	Cancelled
	<input type="checkbox"/> Hire of service from external service providers to organize student activities related to the promotion of reading	
	<input type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading	
4.	Other : _____	
	<b>Total:</b>	67,318.41
	<b>Unspent Balance:</b>	5,497.59

\* Please tick the appropriate boxes or provide details.



## Appendix 7: Report of the Use of Life-Wide Learning Grant

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)							
								I	M	P	S	C			
Category 1	To organise/participate in life-wide learning activities														
1.1	Local Activities: To organise life-wide learning activities in different KLAs/cross-KLA/curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)														
Careers and Life Planning Committee	S2 and S3 Careers Workshop	The workshop aims at helping the students to develop better self-understanding about their personal strength and weaknesses, which can serve as an important guide for their decision making.	May 2021	S2 & S3	Teachers observing the workshop agreed that the students were enthusiastic in their activities during the workshop.	66,000	E6								✓
English	S1 Performance Night	The arrangement of a performance night aims at providing students with	July 2021	S1	The English Language teachers observed that	2,632.1	E1	✓							

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
								I	M	P	S	C		
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
		opportunities to learn English in a relaxed manner.			the students participated actively and enthusiastically in the performance and rehearsals.									
STEM Education	Microbit Course	To provide all S2 students with opportunities to apply their scientific knowledge in addressing real life problems	July 2021	S2	Teachers observing the activity agreed that the course could successfully engage the students in the activities	26,400	E1	✓						
STEM Education	Minecraft Campus Building Workshop	To provide our students who are talented in Science and Mathematics with opportunities to stretch their potential	Aug 2021	16 (S3-S5)	The attendance rates for all training sessions have exceeded	20,000	E1	✓						

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
								I	M	P	S	C		
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
		through participating in STEM Competition			80% and the teacher in charge was satisfied with the progress attained by the students.									
Geography	Joint School Mock Exam	To provide students who study Geography with timed-practice	Nov 2020	13	Students joining the examination agreed that the activity allowed them to have timed practice which could help them formulate tactics of time control at the public examination	2,340	E1	✓						

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Mathematics	Poly U Applied Mathematics Course	To stretch the potential of our students who are talented in Mathematics	July 2021	17	A majority of the students participating in the programme agreed that their participation in the course could broaden their horizons.	19,500	E1	✓					
<b>Expenses on Item 1.1</b>						<b>136,872.1</b>							
<b>1.2</b>	<b>Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)</b>												
Sports Team Training	Sports Team Training - Athletics	To stretch team members' potential in the sport and develop them into more persistent sportsmen	Sept 2020– Aug 2021	56	The attendance rates for all training	25,176	E5	✓	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
								I	M	P	S	C		
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
					sessions have exceeded 80% and the coach was satisfied with the progress attained by the team members.									
Sports Team Training	Sports Team Training - Badminton	To stretch team members' potential in the sport and develop them into more persistent sportsmen	Sept 2020– Aug 2021	25	The attendance rates for all training sessions have exceeded 80% and the coach was satisfied with the progress attained by the team members.	36,900	E5		✓	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Sports Team Training	Sports Team Training - Basketball	To stretch team members' potential in the sport and develop them into more persistent sportsmen	Sept 2020–Aug 2021	49	The attendance rates for all training sessions have exceeded 80% and the coach was satisfied with the progress attained by the team members.	66,777	E5		✓	✓			
Sports Team Training	Sports Team Training - Chess	To stretch team members' potential in the sport and develop them into more persistent sportsmen	Sept 2020–Aug 2021	14	The attendance rates for all training sessions have exceeded 80% and the coach was satisfied with the progress attained by	60,604	E5		✓	✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
								I	M	P	S	C		
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
					the team members.									
Sports Team Training	Sports Team Training – Chinese Chess	To stretch team members’ potential in the sport and develop them into more persistent sportsmen	Sept 2020– Aug 2021	9	The attendance rates for all training sessions have exceeded 80% and the coach was satisfied with the progress attained by the team members.	49,600	E5		✓	✓				
Sports Team Training	Sports Team Training - Football	To stretch team members’ potential in the sport and develop them into more persistent sportsmen	Sept 2020– Aug 2021	62	The attendance rates for all training sessions have exceeded 80% and the coach was satisfied with	101,821	E5		✓	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
					the progress attained by the team members.								
Sports Team Training	Sports Team Training – Swimming	To stretch team members’ potential in the sport and develop them into more persistent sportsmen	Sept 2020– Aug 2021	29	The attendance rates for all training sessions have exceeded 80% and the coach was satisfied with the progress attained by the team members.	18,870	E5		✓	✓			
Sports Team Training	Sports Team Training – Table Tennis	To stretch team members’ potential in the sport and develop them into more persistent sportsmen	Sept 2020– Aug 2021	20	The attendance rates for all training sessions have exceeded 80% and the	40,512	E5		✓	✓			



Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
					coach was satisfied with the progress attained by the team members.								
Sports Team Training	Sports Team Training - Tennis	To stretch team members' potential in the sport and develop them into more persistent sportsmen	Sept 2020– Aug 2021	8	The attendance rates for all training sessions have exceeded 80% and the coach was satisfied with the progress attained by the team members.	30,062	E5		✓	✓			
Sports Team Training	Sports Team Training - Volleyball	To stretch team members' potential in the sport and develop them into more persistent sportsmen	Sept 2020– Aug 2021	54	The attendance rates for all training sessions have	37,070	E5		✓	✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
					exceeded 80% and the coach was satisfied with the progress attained by the team members.								
Sports Committee	House Leadership Training	To enhance the leadership of the Exco members of different houses	July 2021	28	The attendance rates for the classes have exceeded 80% and the instructor was satisfied with the progress attained by the house leaders.	9,400	E5	✓					
Music Committee	Instrumental Classes (Advanced Piano Ensemble,	To refine the skills of the members of different	Sept 2020–	48	The attendance rates for the	204,571	E5		✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
								I	M	P	S	C		
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
	Advanced String Ensemble, Cello, Guitar, Violin Classes)	musical groups so as to develop their talents	Aug 2021		classes have exceeded 80% and the coach was satisfied with the progress attained by the group members.									
Music Committee	Vocal Singing Classes	To refine the vocal singing skills of some talented members in different school choirs	July 2021	43	The attendance rates for the classes have exceeded 80% and the coach was satisfied with the progress attained by the choir members.	75,000	E5			✓				
ECA Committee	Volleyball Project	To stretch team members' potential in the sport and	July 2021	54	The attendance rates for the	1,550	E5		✓	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
								I	M	P	S	C		
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
		develop them into more persistent sportsmen			project have exceeded 80% and the coach was satisfied with the progress attained by the team members.									
English Panel	English Drama Summer Course	To build up the students' proficiency in English through enhancing their ability and skills in appreciating dramas	July 2021	20	The attendance rates for all training sessions have exceeded 80% and the instructor was satisfied with the progress attained by the students.	15,000	E5	✓						

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Uniform Group Committee	Aviation Workshop	To deepen the knowledge of some air cadet members in the area of aviation	June 2021	8	The attendance rates for all training sessions have exceeded 80% and the instructor was satisfied with the progress attained by the students.	26,000	E5	✓					
<b>Expenses on Item 1.2</b>						<b>798,913</b>							
<b>1.3</b>	<b>Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons</b>												
<b>Expenses on Item 1.3</b>													

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.4	Others											

Expenses on Item 1.4	
Expenses for Category 1	935,785.1

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting LWL		
STEM Education	Purchase of Drones & Robomaster	To purchase the necessary equipment for the arrangement and planning of future STEM classes	49,314
Sports Committee	Javelins Equipment	Replacement of damaged equipment with the equipment purchased in this exercise to ensure safety of students	4,170

Domain	Item	Purpose	Actual Expenses (\$)
PE Panel	PE Equipment	Replacement of damaged equipment with the equipment purchased in this exercise to ensure safety of students	3,674
Sports Committee	Volleyball Equipment	Replacement of damaged equipment with the equipment purchased in this exercise to ensure safety of students	4,740
Music Committee	Piano Purchase	To enhance the students' ability in appreciating classical music through the purchase of a high quality second hand piano	98,500
<b>Expenses for Category 2</b>			<b>160,398</b>
<b>Expenses for Categories 1 &amp; 2</b>			<b>1,096,183.1</b>

\* : Input using the following codes; more than one code can be used for each item.

Code for Expenses			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational software, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches	COVID	Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak

**Number of Student Beneficiaries**

Total number of students in the school:	944
Number of student beneficiaries:	796
Percentage of students benefitting from the Grant (%):	84.32%

Contact Person for Life-wide  
Learning (Name & Post):

Lee Han Kin Eugene (SGM)



## Appendix 8: Report of the Use of Student Activities Support Grant

### I. Financial Overview

A	Allocation in the Current School Year:	\$ 55,900.00
B	Expenditure in the Current School Year:	\$ 55,840.00
C	Unspent Amount to be Returned to the EDB (A-B):	\$ 60.00

### II. Number of Student Beneficiaries and Subsidized Amount

Category	Number of Student Beneficiaries	Subsidized Amount
Comprehensive Social Security Assistance	1	\$7,500.00
Full-grant under the School Textbook Assistance Scheme	13	\$35,313.00
Meeting the school-based financially needy criteria (capped at 25% of the total allocation for the school year)	14	\$13,027.00
<b>Total</b>	28	\$55,840.00  (Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)

### III. Details of Expenses

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries <sup>1</sup>	Essential Learning Experiences				
				(Please put a ü in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.1	To subsidize students with financial needs to participate in life-wide learning activities covering different KLAs/ cross-KLA/ curriculum areas to enhance learning effectiveness (e.g. field trips, art appreciation, visits to enterprises)							
Summer Course	Japanese& German	1,218.00	2					ü
1.2	To subsidize students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities, leadership training, service-learning; clubs and societies; school team training; uniformed groups; military camps)							
Music	Instrumental course	31,500.00	9			ü		
Sports	Courses	20,622.00	15			ü		
1.3	To subsidize students with financial needs to participate in non-local exchange activities or competitions							
Sports	Team Training (Taiwan)	2,500.00	2			ü		
Total		55,840.00	28					

<sup>1</sup> Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

## Appendix 9: Report of Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students

No.	Strategies	Actual Implementation Time	Achievements	Reflection & Feedback
1	為非華語同學組織抽離式中文課，並聘任教學助理任教	全年	抽離式課堂人數較少，使教學助理能夠以較短時間辨識同學的學習需要，製訂適切的教學策略，協助非華語同學學習中文，從同學校內考試成績所見，能夠考得60分以上的同學，幾達百分之五十，結果可算滿意。	現時採取的抽離式課堂，能讓老師有效地照顧同學的學習需要，可以繼續維持。  現時，我校按照同學就讀的班級，以一級一班的方式安排抽離式課堂，將來或可考慮其他的抽離方式，以進一步提升學習效能。
2	舉辦暑期寫作班，提升非華語同學的寫作能力	七月	同學的平均出席率逾八成，導師對同學在課堂的表現感到滿意，並認為同學能夠完成課堂課業。	導師認為同學能夠投入課堂的教學活動，但是，要持續地提升同學的寫作能力，新學年的課後安排對於提升同學的寫作能力尤為重要。