



**A Living Tradition in the 21<sup>st</sup> Century**  
**Learn to be a leader-in-service with companionship**  
**Create a hope-filled future with Magis**

**WAH YAN COLLEGE, KOWLOON**  
**Annual Plan 2021-2022**



## **Learn to be a leader-in-service with companionship;**

### **Create a hope-filled future with MAGIS**

For over two years living with our masks on and following a range of social distancing protocols as the COVID-19 pandemic has repeatedly changed course, the only certainty that the pandemic promises is a tectonic shift in the way we learn, we teach, and we live. Life will never be the same again – even if the pandemic eases or ends. We and the world at large are stranded in a predicament; yet, what matters most is not how difficult and complex the situation is but *how we deal* with the plight. The pandemic puts us all to the test – who has the ability to play a long game, calmly and wisely with perseverance, will eventually carry the day.

Over the two years, we are delighted to witness that our fine young gentlemen managed to rise even higher in adversities – not only have they proven themselves as Men of Human Excellence in their academic achievements but also Men for and with Others in their different pursuits. They leveraged their knowledge and skills to serve the community and make the world a better place. However, we should never rest on our laurels. As a Jesuit school, we, both students and educators, should always strive to do better and aim higher in the spirit of MAGIS for the greater glory of God. When we equip ourselves well, we shall have the ability and competency to help others in need and make changes to serve the betterment of humanity, creating a hope-filled future for everyone.

As we anticipate another year marred by the pandemic, Wahyanites can rest assured that they will never walk alone. We, as Ignatian educators, provide *cura personalis* – caring for the heart, mind and soul of our students. We are dedicated to creating a safe and healthy campus environment that fosters unity in plurality. Through the Examen and a range of formation and pastoral care programmes, students develop the ability to constantly reflect and exercise discernment and empathy, which, on the emotional level, lays a solid foundation for them to grow into compassionate leaders in service with a global vision. Here, at Wah Yan, we learn by experience, learn through reflection, and learn with and from companions.

Our expectations for this school year are as follows:

- 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 notetaking, concept mapping, pre-lesson preparation and online learning;
- 3) We foster whole-person development and companionship through engaging in learning experiences and leadership training.

Warren CHUNG  
Principal



With reference to:

The Characteristics of Jesuit Education:

**6. Jesuit education insists on individual care and concern for each person.** *The curriculum is centred on the person rather than on the material to be covered. Growth in the responsible use of freedom is facilitated by the personal relationship between student and teacher. While respecting students' privacy, teachers and administrators are ready to listen to their cares and concerns, share with them life experiences, and help them with personal growth and interpersonal relationships.*

**7. Jesuit education emphasizes activity on the part of the student.** *The task of a teacher is to help each student become an independent learner who is ready to assume responsibility for his or her own education. Active participation on the part of the student is promoted by programmes that encourage personal study and reflection and provide opportunities for personal discovery and creativity.*

**17. Jesuit education seeks to form "MEN AND WOMEN FOR OTHERS".** *Jesuit education helps students realize that talents are gifts to be developed, with the help of God, for the good of the human community. In order to promote an awareness of others, Jesuit education stresses community values. Teachers should manifest in their lives concern for others and esteem for human dignity.*

**18. Jesuit education manifests a particular concern for the poor.** *Responding to the call of Christ, who had a special love and concern for the poor, the church and the Society of Jesus have made a preferential option for the poor. Jesuit schools do not exist for any one class of students. Special services should be made available to those in need. Jesuit schools provide students with opportunities for contact with the poor and for service to them, coupled with reflection so that students may understand the causes of poverty.*

**21. Jesuit education pursues excellence in its work of formation.** *Jesuit education aims at the fullest possible development of every dimension of the person, linked to the willingness to continue this development throughout life and the motivation to use those developed gifts for others. Students are expected to become leaders in service rather than socio-economic elites. Service is founded on a faith commitment to God and a decision to follow Christ, leading to a desire to always do "more." The desire is converted into the necessary personal preparation in which a student dedicates himself or herself to the pursuit of academic excellence, to personal formation, and ultimately to action.*

**22. Jesuit education witnesses to excellence.** *The school policies are such that they create a climate that will promote excellence. The adult members of the educational community witness to excellence by joining the growth in professional competence to the growth in dedication.*

### ***School Prayer***

O Lord Jesus, be with me all through today to help me to live as I ought to live.

Be with me at my lessons

so that I may grow in knowledge and never give up any task, no matter how hard and difficult it is  
until I have tried my best.

Be with me at my games

so that, whether I win or lose, I may play fair, and if I win I may not boast,  
and if I lose, I may not make excuses.

Be with me in my pleasure

so that I may enjoy your gifts and never use them selfishly or to hurt others.

Be with me in my home

so that I may be kind and considerate

and that I may try to make the work of others easier and not harder.

Be with me in the streets

so that I may be a credit to my school and to those who love me and to myself.

Be with me in my disappointments and sufferings

so that I may have strength to overcome my problems  
and accept my pain with courage and cheerfulness.

Help me to be the kind of person you want me to be.

This I ask for your love's sake. Amen.

### ***Prayer for Generosity (St. Ignatius of Loyola)***

*Lord, teach me to be generous.*

*Teach me to serve you as you deserve;*

*to give and not to count the cost,*

*to fight and not to heed the wounds,*

*to toil and not to seek for rest,*

*to labour and not to ask for reward,*

*save that of knowing that I do your will.*

*Amen.*

# **Annual School Plan (2021-2022)**

**Learn to be a leader-in-service with companionship;  
Create a hope-filled future with MAGIS**

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## Chapter 1: School Vision

### A. Vision Statement

**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.**

### B. The Characteristics of Jesuit Education

- 1. Jesuit education is world-affirming.** *Jesuit education affirms the radical goodness of the world. It tries to create a sense of wonder and mystery in learning about God's creation.*
- 2. Jesuit education assists in the total formation of each individual within the community.** *Jesuit education probes the meaning of life. Its objective is to assist in the fullest possible development of all the God-given talents of each individual as a member of the human community.*
- 3. Jesuit education includes a religious dimension that permeates the entire education.** *Religious and spiritual formation is integral to Jesuit education. It is not added to, or separate from, the educational process. In all classes, in the climate of the school, and most especially in formal classes in religion, every attempt is made to present the possibility of a faith response to God as something truly human and not opposed to reason, as well as to develop those values which are able to resist the secularism of modern life.*
- 4. Jesuit education is an apostolic instrument.** *Formation of the individual is not an abstract end; Jesuit education is also concerned with the ways in which students will make use of their formation within the human community, in the service of others.*
- 5. Jesuit education promotes dialogue between faith and culture.** *Persons and cultural structures are human, imperfect, and sometimes affected by sin and in need of conversion. Being active in all creation and in all human history, God reveals Himself in various distinct cultural ways. Jesuit education encourages contact with and a genuine appreciation of all cultures, which include the sciences, in the hope that students will become creatively critical of the contributions and deficiencies of each.*
- 6. Jesuit education insists on individual care and concern for each person.** *The curriculum is centred on the person rather than on the material to be covered. Growth in the responsible use of freedom is facilitated by the personal relationship between student and teacher. While respecting students' privacy, teachers and administrators are ready to listen to their cares and concerns, share with them life experiences, and help them with personal growth and*

interpersonal relationships.

7. **Jesuit education emphasizes activity on the part of the student.** *The task of a teacher is to help each student become an independent learner who is ready to assume responsibility for his or her own education. Active participation on the part of the student is promoted by programmes that encourage personal study and reflection and provide opportunities for personal discovery and creativity.*
8. **Jesuit education encourages life-long openness to growth.** *Jesuit education tries to instil a joy in learning and a desire to learn that will remain beyond the days in school.*
9. **Jesuit education is value-oriented.** *Jesuit education includes formation in values, in attitudes and in an ability to evaluate criteria. Self-discipline, manifested in intellectual rigour; persevering application to serious study, and responsible conduct towards others that recognizes the human dignity of each individual, is expected of each student. In a Jesuit school, a framework of inquiry in which a value system is acquired through a process of wrestling with competing points of view is legitimate.*
10. **Jesuit education encourages realistic knowledge, love, and acceptance of self.** *While emphasizing the happiness in life resulting from the responsible use of freedom, Jesuit education recognizes the reality of sin and the consequent obstacles to freedom. Students are encouraged to discern and remove such obstacles to growth through an examination of personal prejudice and an evaluation of relative goods and competing values. They are helped to reflect on their own personal experiences, accept their own gifts, accept their own limitations and overcome these as far as possible.*
11. **Jesuit education provides a realistic knowledge of the world in which we live.** *Jesuit education emphasizes the recognition of the imperfections of the world as it is without neglecting the essential goodness of creation. It helps the students to realize that persons and structures can change and be committed to working for those changes to bring about human dignity and social justice.*
12. **Jesuit education proposes Christ as the model of human life.** *To be Christian is to follow Christ, imitating Him as a witness to the love and forgiveness of God, as one who lives in solidarity with all those who suffer, and as one who serves others without asking for rewards.*
13. **Jesuit education provides adequate pastoral care.** *Pastoral care enables each individual to respond to God's message of divine love and deepens a person's commitment to serving others. Jesuit education assists each student to respond to his or her own vocation of service in personal and professional life.*

14. **Jesuit education celebrates faith in personal and community prayer, worship and service.** *Prayer is an expression of faith, a continual reiteration of personal commitment, and a way to establish a relationship with God. A faith relationship with God, personal and communal, promotes an imitation of Christ as a "Man for Others." Catholic members of a Jesuit school are encouraged to express their faith in religious or spiritual celebrations to give witness to the purposes of the school.*
  
15. **Jesuit education is preparation for active life commitment.** *Father General Peter-Hans Kolvenbach addressed the Jesuit alumni at Versailles, France on July 20, 1986, "We ... challenge you and try to inspire you to put into practice - in concrete activity - the values that you cherish, the values that you have received in your formation."*
  
16. **Jesuit education serves the faith that does justice.** *The service of faith should include the promotion of justice through action for peace. The goal of the faith that does justice and works for peace is a new type of person in a new kind of society, in which each individual has the opportunity to be fully human, and each one accepts the responsibility of promoting the human development of others. The focus of Jesuit education is on education for justice. Adequate knowledge joined to rigorous and critical thinking will make the commitment to working for justice in adult life more effective. In a Jesuit school, the treatment of justice issues should include a critical analysis of society; the policies and programmes should give counter-witness to the values of the consumer society, and there should be opportunities for actual contact with the world of injustice.*
  
17. **Jesuit education seeks to form "MEN AND WOMEN FOR OTHERS"**. *Jesuit education helps students realize that talents are gifts to be developed, with the help of God, for the good of the human community. In order to promote an awareness of others, Jesuit education stresses community values. Teachers should manifest in their lives concern for others and esteem for human dignity.*
  
18. **Jesuit education manifests a particular concern for the poor.** *Responding to the call of Christ, who had a special love and concern for the poor, the church and the Society of Jesus have made a preferential option for the poor. Jesuit schools do not exist for any one class of students. Special services should be made available to those in need. Jesuit schools provide students with opportunities for contact with the poor and for service to them, coupled with reflection so that students may understand the causes of poverty.*
  
19. **Jesuit education is an apostolic instrument in service of the church as it serves human society.** *The aim of Jesuit education is the formation of principled, value-oriented persons for others. A Jesuit school will serve the local civil and religious community and cooperate with the local bishop as part of its church service. The school community encourages collaboration and dialogue with all men and women of goodwill, whatever their faith and beliefs. Christians are a witness to the Gospel in service to the human community.*



20. **Jesuit education prepares students for active participation in the church and the local community for the service of others.** *Jesuit education is committed to the religious development of all students. Concrete experiences of church life are available to all students. Catholic students are taught to understand and love the church and the sacraments. Opportunities are provided for other students to learn more about the Christian faith.*
21. **Jesuit education pursues excellence in its work of formation.** *Jesuit education aims at the fullest possible development of every dimension of the person, linked to the willingness to continue this development throughout life and the motivation to use those developed gifts for others. Students are expected to become leaders in service rather than socio-economic elites. Service is founded on a faith commitment to God and a decision to follow Christ, leading to a desire to always do "more." The desire is converted into the necessary personal preparation in which a student dedicates himself or herself to the pursuit of academic excellence, to personal formation, and ultimately to action.*
22. **Jesuit education witnesses to excellence.** *The school policies are such that they create a climate that will promote excellence. The adult members of the educational community witness excellence by joining the growth in professional competence to the growth in dedication.*
23. **Jesuit education stresses lay-Jesuit collaboration.** *Lay people and Jesuits, in different appropriate capacities, share a common mission and work together as a single apostolic body in the formation of students. The legal structure of the school allows for the fullest possible collaboration in the management of the school.*
24. **Jesuit education relies on a spirit of community among teaching staff and administrators, the Jesuit community, governing boards, parents, former students, and benefactors.** *There should be free and frequent communication, including formal discussions and social gatherings, between different parties that make up the school in an attempt to implement the characteristics that result from the Ignatian vision.*
25. **Jesuit education takes place within a structure that promotes community.** *A Jesuit school should stress the cooperation of the Jesuit community, the lay teachers, the students, the parents, the alumni and the benefactors. Efforts should be made to ensure that all those involved have the opportunity to learn and share the vision of St. Ignatius. As far as possible, parents understand, value and accept the Ignatian worldview. There should preferably be consistency between the values promoted in the school and those promoted in the home.*
26. **Jesuit education adapts means and methods in order to achieve its purposes most effectively.** *An educator in the Jesuit tradition is encouraged to exercise great freedom and*

*imagination in the choice of teaching techniques, pedagogical methods, etc. School policies and practices encourage reflection and evaluation.*

**27. Jesuit education is a "system" of schools with a common vision and common goals.** *Jesuit schools form a network, joined by a common vision with common goals. An ongoing exchange of ideas and experiences with other schools is encouraged.*

**28. Jesuit education assists in providing the professional training and ongoing formation that is needed, especially for teachers.** *All adult members of the education community need to take advantage of opportunities for continuing education and continued personal development.*

### **C. Features of the Ignatian Pedagogical Paradigm**

We naturally welcome an Ignatian that speaks to the characteristics of Jesuit education and our own goals as teachers. The continual interplay of **CONTEXT, EXPERIENCE, REFLECTION, ACTION and EVALUATION** provides us with a pedagogical model relevant to our culture and time. It is a substantial and appealing model that speaks directly to the teaching-learning process. It is a carefully reasoned way of proceeding, cogently and logically argued from principles of Ignatian spirituality and Jesuit education. It consistently maintains the importance and integrity of the interrelationship of teacher, learner and subject matter within the real context they live. It is comprehensive and complete in its approach. Most importantly, it addresses the realities as well as ideals of teaching in practical and systematic ways while, at the same time, offering the radical means we need to meet our educational mission of forming young men and women for others. As we continue to work to make Ignatian pedagogy an essential characteristic of Jesuit education in our schools and classrooms, it may help us to remember the following about the Paradigm itself:

#### **1. The Ignatian Pedagogical Paradigm applies to all Curricula.**

As an attitude, a mentality and a consistent approach that imbues all our teaching, the Ignatian Pedagogical Paradigm applies to all curricula. It is easily applicable even to curricula prescribed by governments or local educational authorities. It does not demand the addition of a single course, but it does require the infusion of new approaches in the way we teach existing courses.

#### **2. The Ignatian Pedagogical Paradigm is fundamental to the teaching-learning process.**

It applies not only to the academic disciplines but also to the non-academic areas of schooling, such as extra-curricular activities, sports, community service programmes, retreat experiences, and the like. Within a specific subject (History, Mathematics, Language, Literature, Physics, Art, etc.), the paradigm can serve as a helpful guide for preparing lessons, planning assignments, and designing instructional activities. The paradigm has considerable potential for helping students make connections across and within disciplines and integrate their learning with what has gone before. Used consistently throughout a school's programme, the paradigm brings coherence to the total educational experience of the student. Regular application of the model in teaching situations contributes to the formation for students of a natural habit of reflecting on experience before acting.

#### **3. The Ignatian Pedagogical Paradigm promises to help teachers be better teachers.**

It enables teachers to enrich the content and structure of what they are teaching. It gives teachers additional means of encouraging student initiative. It allows teachers to expect more of students, to call upon them to take greater responsibility for and be more active in their own learning. It helps teachers to motivate students by providing the occasion and rationale for inviting students to relate what is being studied to their own world experiences.

**4. The Ignatian Pedagogical Paradigm personalises learning.**

It asks students to reflect upon the meaning and significance of what they are studying. It attempts to motivate students by involving them as critical active participants in the teaching-learning process. It aims for more personal learning by bringing student and teacher experiences closer together. It invites integration of learning experiences in the classroom with those of home, work, peer culture, etc.

**5. The Ignatian Pedagogical Paradigm stresses the social dimension of both learning and teaching.**

It encourages close cooperation and mutual sharing of experiences and reflective dialogue among students. It relates student learning and growth to personal interaction and human relationships. It proposes steady movement and progress toward action that will affect the lives of others for good. Students will gradually learn that their deepest experiences come from their relationship with what is human, relationships with and experiences of persons. Reflection should always move toward a greater appreciation of the lives of others and of the actions, policies or structures that help or hinder mutual growth and development as members of the human family. This assumes, of course, that teachers are aware of and committed to such values.

## **D. Human Excellence**

In 1993, Fr. Kolvenbach stated that "our goal as educators (is) to form **men and women of competence, conscience, and compassionate commitment**". Lately, Fr. Nicolas has unpacked the meaning of the four Cs and their contribution to the vision of the human excellence we offer to our students: "These four adjectives express the '**human excellence**' that the Society of Jesus wants for the youth who society has entrusted to us. The four Cs are also regarded as **the pillars and background for Jesuit Education**."

### **Competence**

The competent person is capable of creating, understanding and using knowledge and skills to live in his or her own context and transform it; able to develop the intellectual, academic, emotional and social skills required for professional and human achievement.

**Commitment**

The person of commitment is one of courageous action. Through our openness to the guidance of the Spirit and companion with Jesus, he or she will be able to discern the urgent needs of our time so that our ways of serving will be as rich and deep as our ways of loving. An ecological commitment to the reconciliation and healing of the Earth, hand in hand with the commitment for social justice, are urgent needs as they affect all persons everywhere on the Earth.

**Compassion**

The compassionate person is capable of evolving from feelings of charity and compassion towards a sense of justice and solidarity, which favours their contribution to changing the unjust social structures of the world they live in. Our educational reference for the compassionate person is the figure of Jesus, in his most human form: understanding our weaknesses but steadfast in denouncing injustice.

**Conscience**

The person of conscience will feel called to look at the world, at reality, with the eyes of God, to discover the goodness and beauty of creation and individuals but also places of pain, misery and injustice.

## **E. Universal Apostolic Preferences, the Society of Jesus (2019 - 2029)**

The Universal Apostolic Preferences are the fruit of Discernment in Common. The desire of the Society of Jesus has been to find the best way to collaborate in the Lord's mission, seeking to do what is for the greater divine service and the more universal good. The four Universal Apostolic Preferences are a means for personal conversion and institutional conversion:

### **1. To show the way to God through the Spiritual Exercises and Discernment**

The Holy Father insisted that "this preference is crucial because it presupposes as a basic condition, the relationship with the Lord in a personal and communal life of prayer and discernment." We feel an urgent need to overcome secularisms as we experience secular society as a sign of the times. We need to listen to our hearts and our true self to renew our presence.

The Spiritual Exercises of Saint Ignatius of Loyola and the Examen are privileged instruments for making the life of the Lord present in diverse social contexts of today's world. Therefore, we resolve to gain a deeper experience of the Spiritual Exercises and the Examen. We also resolve to promote reflection on experiences and discernment for a better choice as a habit, with regular use of spiritual conversation.

### **2. To walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice**

We resolve to walk with individuals and communities that are vulnerable, excluded, marginalized and humanly impoverished in order to live out the spirit of Men for and with Others. The path we seek to be companions with the poor is one that promotes social justice and the change of economic, political, and social structures that generate injustice. We also resolve to defend the multiplicity of cultures in the process of globalization. We commit ourselves to helping eliminate abuses and bullying.

### **3. To accompany young people in the creation of a hope-filled future**

Young people face enormous challenges in our world today, including reduced job opportunities, economic instability and increased political contentions, making it difficult for them to find meaning in their lives and to draw closer to God. On the one hand, we accompany them and equip them to seek to give meaning to their lives and realize their dreams; on the



other hand, we listen to young people, and their perspective helps us better understand the epochal change that we are living in and its hope-filled newness. Indeed, we are living through a period of change from which will emerge a new humanity. We should open spaces to youthful creativity and help them discern the path by which they can achieve happiness, develop a vision and serve others. We promote unity in diversity/plurality, creating conditions that allow all to develop their full potential.

#### **4. To collaborate in the care of our Common Home**

All human beings share responsibility for the care of creation, our "mother earth". The damage done to the earth is also damage done to the most vulnerable. The damage not only affects those now living on earth, but it also jeopardizes the life of future generations. We should collaborate with others in the construction of alternate models of life that are based on respect for creation and on a sustainable development capable of ensuring a decent life for all human beings on our planet. We should analyse problems in depth and promote reflection and discernment that will guide us to heal the wounds already inflicted on the ecological balance. We should begin by changing life habits based on a model of human life reconciled with creation.

## Chapter 2: Major Concerns and Objectives

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

- (i) To nurture our students to be reflective learners;
- (ii) To reinforce notetaking, concept mapping, collaborative learning skills and thinking skills;
- (iii) To bolster eLearning;
- (iv) To help students set SMART learning goals in Action;
- (v) To help students learn time management;
- (vi) To augment STEM education;
- (vii) To form students' reading habits;
- (viii) To raise expectations of students and boost support for learner diversity;
- (ix) To further promote assessment as/for learning to facilitate Evaluation on learning;
- (x) To keep track of students' learning progress longitudinally;
- (xi) To complement the coverage of the PSHE curriculum and to fine-tune the Science curriculum;
- (xii) To reinforce Basic Law Education;

### 2. Equip our educators to build a learning community with IPP, respect, unity and Magis.

- (i) To promote spiritual conversation for policy-making;
- (ii) To promote staff formation through IPP for all teachers;
- (iii) To enhance the assessment literacy of educators;
- (iv) To enhance educators' capabilities of using eLearning and online learning to teach;
- (v) To bolster educators' capacity for promoting self-directed learning;
- (vi) To further reinforce the PIE process and Reflection, Action & Evaluation;
- (vii) The Appraisal System authorizes panel heads to support panel members in continuing professional development;
- (viii) 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;
- (ix) To cater for learner diversity at the classroom level;

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

- (i) To care for the well-being of our students;
- (ii) To create a safe and healthy environment for all, with unity in diversity/plurality;
- (iii) To enhance Sex Education;
- (iv) To nurture empathy through experiential learning;
- (v) To deepen the Examen.

### Chapter 3: Annual Plan (2021-2022)

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
<b>1) To nurture our students to be self-directed learners through the development of advanced self-directed learning (SDL) skills and the promotion of assessment as learning</b>	1. The scheme of work template allows teachers to indicate what <u>SDL skills</u> to be nurtured in various teaching topics, focusing on reflection, notetaking, concept mapping, pre-lesson preparation, eLearning and cross-curricular reading.	<p>All schemes of work indicate the SDL skills to be nurtured.</p> <p>Teachers implement the Schemes of Work to nurture SDL skills effectively.</p> <p>Students give high scores to related statements of stakeholder questionnaires (4.0 out of 5).</p> <p>Good practices are shared in the panel evaluation meetings.</p>	<p>Examination of schemes of work</p> <p>Lesson Observations</p> <p>Stakeholder questionnaires</p> <p>Studying the minutes of the panel meetings</p>	Whole Year (WY)	Panel Chairpersons  Chairperson of Academic Steering Committee  Prefect of Studies  Principal	
	2. Assignments will be designed to assess the effectiveness of the teaching of SDL skills.	Students can apply SDL skills in assignments satisfactorily.	Assignment inspection	2 <sup>nd</sup> Term		
	3. Panels arrange sharing on the skills to promote assessment as learning	Most teachers agree that the sharing is helpful.	Panel meeting minutes on the sharing	WY		

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People-in-charge</b>	<b>Resources Required</b>
<b>2) To stretch our students' potential through the promotion of Gifted Education to foster our students' creativity, critical thinking skills, problem-solving skills, communication and collaborative skills.</b>	1. The scheme of work template allows teachers to indicate what <u>Gifted Education skills</u> to be nurtured in various teaching topics, focusing on creativity, critical thinking skills, problem-solving skills, communication and collaborative skills.	<p>All schemes of work indicate the Gifted Education skills to be nurtured.</p> <p>Teachers implement the Schemes of Work to nurture Gifted Education skills effectively.</p> <p>Students give high scores to related statements of stakeholder questionnaires (4.0 out of 5).</p> <p>Good practices are shared in the panel evaluation meetings.</p>	<p>Examination of schemes of work</p> <p>Lesson Observations</p> <p>Stakeholder questionnaires</p> <p>Studying the minutes of the panel meetings</p>	WY	Panel Chairpersons  Chairperson of Academic Steering Committee  Gifted Education Committee  Principal	
	2. Assignments will be designed to assess the effectiveness of the the teaching of Gifted Education skills.	Students can apply Gifted Education skills in assignments satisfactorily.	Assignment inspection	2 <sup>nd</sup> Term		
	3. Pull-out classes will be organized for students who are talented in particular KLAs, e.g., creative	80% of the participants indicate that the pull-out classes are effective.	Attendance rates  Tutor's remarks	WY		

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
	writing classes for students who are good at Chinese and English Languages.		Evaluation questionnaires completed by students			
3) <b>To bolster eLearning through the implementation of BYOD policy in S1</b>	1. Professional development activities would be organized to help teachers master the skills to engage students in interactive eLearning that can enhance students' digital competence, problem-solving skills, communication skills and collaborative skills, etc.	Participants give high evaluation marks (3.5 out of 5).  Students give high scores to related statements of stakeholder questionnaires (4.0 out of 5).	Evaluation forms completed by teachers & feedback from subject panels  Stakeholder questionnaires	WY	Chairperson of Academic Steering Committee  Panel Chairpersons  Prefect of Studies	
	2. The scheme of work template allows teachers to indicate what <u>BYOD teaching and learning activities</u> are integrated into various teaching topics, focusing on problem-solving skills, notetaking, reflection, communication skills and collaborative skills, etc.	All schemes of work indicate the BYOD teaching and learning activities to be arranged.  Teachers implement the Schemes of Work to arrange BYOD teaching and learning activities effectively.	Examination of schemes of work  Lesson Observations	WY	Principal	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
		Students give high scores to related statements of stakeholder questionnaires (4.0 out of 5).	Stakeholder questionnaires			
	3. A working group will be formed to allow S1 teachers to share their experiences in designing and conducting BYOD teaching and learning activities in their lessons.	There are at least three sharing sessions.	Evaluation questionnaires	WY		
	4. The school administration formulates and communicates its expectations of the teachers' implementation of the BYOD policy. Expectations would cover qualitative and quantitative yardsticks like the frequency of arranging BYOD activities, the digital tools used during the lessons, the skills covered in the activities, the cultivation of an atmosphere conducive to promoting the BYOD policy, etc.	80% of the teachers meet the expectations.	Lesson observations	WY		



<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People-in-charge</b>	<b>Resources Required</b>
<b>4) To promote reading across the curriculum through heightening the reading atmosphere on campus and fostering collaboration among teachers</b>	1. The Comprehensive Reading Scheme will be revamped and extended to S3.	Students' infographics and podcasts on reading exhibit high quality.  Positive feedback from teachers.	Teachers' feedback  Evaluation meetings	WY	Chairperson of Academic Steering Committee  Curriculum Development Committee	
	2. A school-based senior secondary Reading across the Curriculum Programme will be developed to enable students to read to learn systematically.	Students read extensively and perform well in the related assessment.	Assessment	WY	Subject panels	
	3. Through cross-curricular projects in junior secondary, reading across the curriculum will also be promoted collaboratively.	Themes for cross-curricular projects are identified, and students deliver high-quality projects.	Feedback on projects	WY		
<b>5) To keep track of students' learning progress longitudinally</b>	1. Subject panels will have to conduct a longitudinal evaluation of students' learning progress and provide timely support.	Subject panels conduct a longitudinal evaluation in the panel meetings and contrive follow-up measures to support students in a timely way.	Minutes of the panel meetings	2 <sup>nd</sup> Term	Chairperson of Academic Steering Committee  Subject panels  Prefect of Studies	

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People-in-charge</b>	<b>Resources Required</b>
<b>6) To complement the coverage of the PSHE curriculum and Technology Education curriculum</b>	1. A curriculum audit will be conducted to identify the concepts and the knowledge that may have been missed in the junior secondary PSHE and Technology Education curricula.	An audit is conducted, and any missing items will be added to the school-based curriculum.	Scrutinizing the Schemes of Work of relevant subjects	WY	Chairperson of Academic Steering Committee  Relevant subject panels	
	2. A working group will be formed to arrange activities to complement the coverage of the Technology Education curriculum.	Activities to complement the coverage of the Technology Education curriculum will be organized for students, and 70% of the participants agree that the activities are helpful.	Questionnaire	2 <sup>nd</sup> Term	Chairperson of Academic Steering Committee  Relevant subject panels	
<b>7) To reinforce Basic Law Education and promote National Security Education (NSE)</b>	1. The scheme of work template allows teachers to indicate what <u>elements of National Security Education</u> to be integrated into various teaching topics.	The schemes of work of subjects concerned indicate the elements of National Security Education to be covered.  Teachers implement the Schemes of Work to arrange NSE teaching and learning activities effectively.	Scrutinizing the Schemes of Work of relevant subjects  Lesson observations	WY	Chairperson of Academic Steering Committee  The twelve relevant subject panels	

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People-in-charge</b>	<b>Resources Required</b>
		Good practices are shared in the panel evaluation meetings.	Studying the minutes of the panel meetings		Vice-Principal Principal	
	2. There will be a Knowledge Management System for keeping the teaching and learning materials related to NSE.	NSE teaching and learning materials will be kept for three years to facilitate sharing of resources.	Checking the NSE folders in the Knowledge Management System	WY	Vice-Principal	

## Chapter 3: Annual Plan (2021-2022)

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
<b>1) Monitor staff's continuing professional development and report to the IMC</b>	1. 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 will provide guidance to help teachers meet the respective CPD requirements and plan in advance, regularly review teachers' participation in the CPD activities and report to the IMC.	- Sharing and feedback from teachers - Statistics of teachers' CPD records	WY	Mr. Chu	
<b>2) Training related to National Security Education</b>	1. Whole-day Staff Reunion & Development day on 27 Sept 2021 at School Hall of WYK <ul style="list-style-type: none"> <li>8:30a.m. - 2:00p.m.</li> <li>Topic: National Security Law – Myths and Facts</li> </ul>	- Over 80% of teachers agree or strongly agree that the program is useful.	- Sharing and feedback from teachers - Post-event questionnaire	27 Sept 2021	WYK Staff Development Committee	- One school day for the activity
<b>3) Spiritual Formation</b>	1. 1 <sup>st</sup> Staff Development Day (whole-day) on 2 Dec 2021 <ul style="list-style-type: none"> <li>Theme: Conversion of St. Ignatius</li> </ul>	- Over 80% of teachers agree or strongly agree that the program is inspiring.	- Sharing and feedback from teachers - Post-event questionnaire	2 Dec 2021	Staff Development Committee	
<b>4) Training on Gifted Education</b>	1. 2 <sup>nd</sup> Staff Development Day (p.m.) on 1 Apr 2022 <ul style="list-style-type: none"> <li>Theme: Gifted Education</li> </ul>	- Over 80% of teachers agree or strongly agree that the program is useful.	- Sharing and feedback from teachers - Post-event questionnaire	1 Apr 2022	Staff Development Committee	- Half-day school

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People-in-charge</b>	<b>Resources Required</b>
<b>5) Training on interactive eLearning</b>	1. 3 <sup>rd</sup> Staff Development Day (p.m.) on 31 May 2022 <ul style="list-style-type: none"> <li>• Theme: Interactive eLearning</li> </ul>	- Over 80% of teachers agree or strongly agree that the program is helpful.	- Sharing and feedback from teachers - Post-event questionnaire	31 May 2022	Staff Development Committee	- Half-day school

### Chapter 3: Annual Plan (2021-2022)

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
<b>1. Action Plan for the Celebration of the Ignatian Year</b>	1. Promote six values education episodes related to the life stories of St. Ignatius	<ol style="list-style-type: none"> <li>Life stories of St. Ignatius are shared during the Morning Formation Period.</li> <li>Students can reflect on the core values from the stories and what they desire to do next, writing their reflections in the Reflective Journal.</li> </ol>	<p>Class Teachers' Evaluation Meeting</p> <p>Students' reflections collected from each class</p>	WY	Values Education Committee	
	2. Deepen the understanding of the conversion of St. Ignatius by learning from the experiences of others	<ol style="list-style-type: none"> <li>Themes related to the life of St. Ignatius are set, and speakers are invited to give speeches related to the themes during the School Assembly.</li> <li>Students complete the follow-up exercises satisfactorily during the Morning Formation.</li> </ol>	<p>Class Teachers' Evaluation Meeting</p> <p>Students' exercises collected from each class</p>	WY	Values Education Committee	
	3. Encourage self-discovery	1. Each S2 class satisfactorily	1. Each S2 class satisfactorily	Evaluation Meetings	2 <sup>nd</sup> Term	Ethics and



<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time scale</b>	<b>People-in-charge</b>	<b>Resources Required</b>
	by drama activity in respect of the conversion and life of St. Ignatius	organizes a 10-min drama activity related to the life of St. Ignatius with the help of ERE and catholic teachers.	of the ERE panel Reflections in the Reflective Journal		Religious Education Committee	
	4. Promote the values of Jesuit Education and the life of St. Ignatius by English drama activity	1. Each S1 class satisfactorily performs an English drama related to Jesuit values for the S1 Performance Night.	English Panel and ERE Panel Evaluation Meetings Reflections in the Reflective Journal	2 <sup>nd</sup> Term	English Panel, Ethics and Religious Education Panel	
	5. Deepen the Examen and spiritual exercise by listening to God in nature and revisiting the inner self	1. A Pilgrimage Route including six checkpoints on the campus is set up for staff and students to experience and revisit their inner self. 2. A pilgrimage will be arranged for all new staff, and 80% of them find the experience helpful.	Pastoral Committee Evaluation Meetings	WY	Vice-Principal	
<b>2. Preparing iPortfolios for Students</b>	1. Develop a routine for student activities data input and follow up on students' whole-person	1. The VP collects all Notices to Parents for records before the Principal's endorsement.	iPortfolio records on the eClass	WY	Vice-Principal (ECA)	

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time scale</b>	<b>People-in-charge</b>	<b>Resources Required</b>
	development.	2. 80% of students' activities are recorded in the iPortfolios by the teachers-in-charge. 3. After the first term, S1 & S2 students who do not join any activities will be identified and followed up by class teachers.	Feedback from S1 & S2 class teachers			
	2. Provide training to teachers and students on data input	1. Guidelines for teachers are introduced and printed on the Teachers' handbook 2. Training is provided to all students during the ICT lessons, and one ICT lesson is designated for students to enter records of the activities by the end of each Term. 3. 80% of students' activities are recorded in the iPortfolios.	Checking the iPortfolio records on the eClass	1 <sup>st</sup> Term	Vice-Principal (ECA)	
<b>3. National Security</b>	1. Arrange workshops to remind students to accord	1. A workshop is conducted for all students. 80% of the	Questionnaires	WY	Vice-Principal (Student	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
<b>Education: Guidance, Discipline &amp; Home-school cooperation</b>	priority to personal safety at all times and, with due regard to the well-being of themselves and the care of their family members, refrain from participating in risky or illegal activities.	participants agree that the workshop is helpful.			Affairs)	
	2. Prepare Morning Formation materials that emphasize the cultivation of positive values, positive thinking, and the proper attitude for getting along among students.	1. Students' scores for the statement "The school actively fosters our virtues" is 3.9 or above.	Values Education Committee evaluation meetings  Stakeholder questionnaires	WY	Vice-Principal (Student Affairs)	
	3. Refine the existing School Guidance and Discipline mechanisms and procedures to help students who breach the rules to stop such improper behavior, and draw his awareness towards the adverse effect	1. No cases of improper behaviour concerning National Security Law	Student Affairs Evaluation Meeting Minutes and Discipline Records	1 <sup>st</sup> Term	Vice-Principal (Student Affairs)	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People-in-charge	Resources Required
	<p>and consequences that it may have on himself, other students, and the school by means of reflection.</p> <p>Counselling services and personalized follow-up plans could be provided.</p>					
	<p>4. Arrange home-school cooperation activities, which include the elements of Chinese culture or seminars to assist parents in helping children understand the spirit of the enactment of the National Security Law in a rational and positive manner and develop correct values.</p>	<p>1. The Parents' Association arranges a related activity. Twenty or above parents attend the activity, and 80% of the parents agree that the activity is helpful.</p>	<p>Parents' Association Meeting Minutes</p> <p>Questionnaires</p>	<p>2<sup>nd</sup> Term</p>	<p>Vice-Principal (External Relations)</p> <p>Parents' Association</p>	
	<p>5. Arrange workshops for parents to introduce ways to establish healthy parent-child relationships,</p>	<p>1. The Parents' Association arranges a related activity. Twenty or above parents attend the activity, and 80%</p>	<p>Parents' Association Meeting Minutes</p> <p>Questionnaires</p>	<p>2<sup>nd</sup> Term</p>	<p>Vice-Principal (External Relations)</p> <p>Guidance</p>	

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time scale</b>	<b>People-in-charge</b>	<b>Resources Required</b>
	cultivate positive values, deal with conflicts, and help children release negative emotions that stem from social disputes, etc.	of the parents agree that the activity is helpful.			Committee Parents' Association	
<b>4. Gifted Education: Leadership Training for S1-S6 &amp; Guidance for the top 3 students of each senior form</b>	1. Arrange leadership training activities for student leaders of each form to cater for their social-psychological needs	1. Leadership training programmes designed with specific themes for S1-5 are arranged. 80% of the students agree that the training programmes are helpful.	Guidance Committee Meeting minutes  Questionnaires and reflections of the students	WY	Guidance Committee	
	2. Arrange workshops or counselling groups for the top three students of each senior form, S4, S5 and S6.	1. The Educational Psychologists of the school arrange two workshops or counselling group sessions. 80% of the students agree that the workshops are helpful.	Student Affairs Committee Meeting Minutes  Reflections by students	WY	Vice-principal (Student Affairs) Guidance Committee Educational Psychologists	

## Chapter 4: Appendices

### Appendix I: Plan for Diversity Learning Grant

Three-year plan:

Measures to broaden students' choices of elective subjects for the thirteenth cohort of senior secondary students (2021/22 to 2023/24)

DLG funded Programme(s)	Strategies & benefits anticipated	Name of programme(s) / course(s) and provider(s)	Duration of the programme/course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning/success indicators	Teacher-in-charge
					21/22	22/23	23/24		
Other Programmes - <b>MUSIC</b>	<ul style="list-style-type: none"> <li>ž Network Programme)</li> <li>ž Network with Heep Yunn School, Methodist College, and Wah Ying College to offer holistic NSS music education in both large class and small group teaching.</li> </ul>	NSS Music (network programme)	Three years	S4-6 students of this cohort	10	10	10	<ul style="list-style-type: none"> <li>ž Attendance of students at the enrolled programme</li> <li>ž Students will take the HKDSE Examination administered by the HKEAA.</li> <li>ž Results obtained by the students will be reported in their HKDSE certificates.</li> </ul>	Prefect of Studies with the Music Panel and partner schools
Gifted Education Programmes	<ul style="list-style-type: none"> <li>ž Offer leadership training programmes for S1-5;</li> <li>ž Implementation of the STEM education project in S3</li> </ul>	Enhancement programmes	Whole school year	S1-5 students	20	20	20	<ul style="list-style-type: none"> <li>ž Attendance of students at the enrolled programmes</li> <li>ž Students show enthusiasm and critical thinking in learning and competitions.</li> <li>ž Reflection and experience sharing of involved students</li> </ul>	Chairs of the Gifted Education Committee and the Curriculum Development Committee

## Appendix II: Plan for Capacity Enhancement Grant

Category	Major Concerns/ Objectives	Strategies	Expected Outcomes	Time Scale	Resources Required/ Budget	Success Criteria/ Goals (Measurable & Observable)	Methods/ Means of Evaluation (Quantitative & Qualitative) e.g. records, results, questionnaires, evaluation meetings, observation	Teachers in charge
Teaching & Learning	(i)	Sponsor the employment of an Economics teacher and a Biology teacher.	1) Create space for teachers to raise the effectiveness of teaching and learning.	Whole Year	Salaries & MPF	1) Improvement of students' performance in the HKDSE examination and internal examinations 2) Catering for learner diversity in a better way	1) Appraisal records of the teachers concerned 2) Evaluation meetings of the Economics Panel and the Biology Panel	Economics Panel Chair and Biology Panel Chair

### Appendix III: Plan for Learning Support Grant

Category	Objectives	Plans	Expected outcomes	Success Criteria (Implementation & Effectiveness) (Measurable & Observable)	Evaluation Methods (Qualitative & Quantitative)	Time	Persons-in-charge	Resources Required
Support for SEN Students	Help SEN students in learning and social adjustment	Psychological services by Educational Psychologists (EP) and social workers: <ul style="list-style-type: none"> <li>- Casework</li> <li>- Training programmes</li> <li>- Groups</li> </ul>	SEN students can benefit from the support given to cater for their learning needs  SEN students can enjoy school life with positive peer support	Positive classroom behaviour (e.g. on-task behaviour, submitting schoolwork, active participation in extra-curricular activities, etc.)  Progress of academic performance  Positive peer relationships (e.g. in social aspect and collaboration in project work)	Questionnaires to collect feedback from teachers  Oral feedback from parents  Observation from peers  Individualized Education Programme for tier 3 student(s)	Whole Year	School EP and EP (EDB)  Social Worker	
Support for Teachers	Teachers understand the characteristics of SEN students and learn how to support SEN	Psychological Services: <ul style="list-style-type: none"> <li>- Consultation to teachers</li> <li>- Staff development</li> </ul>	Teachers learn knowledge and skills in supporting SEN students	Teachers know the different needs of SEN students  Teachers acquire the skills about handling SEN	Teachers' feedback	Whole Year	School EP and EP (EDB)	



<b>Category</b>	<b>Objectives</b>	<b>Plans</b>	<b>Expected outcomes</b>	<b>Success Criteria (Implementation &amp; Effectiveness) (Measurable &amp; Observable)</b>	<b>Evaluation Methods (Qualitative &amp; Quantitative)</b>	<b>Time</b>	<b>Persons-in-charge</b>	<b>Resources Required</b>
	students in the classroom	programmes - case conference		students' difficulties			Social Worker	
Support for Parents of SEN Students	Parents understand the characteristics of SEN children and learn how to support them at home	Psychological Services: - Consultation - Parenting Skills Training/ Workshop - Stress Management	Parents are empowered with skills and knowledge in supporting their children at home	Parents have more effective parenting skills in supporting SEN children  Parents learn stress management skills and adjust their expectations	Parents' feedback	Whole Year	School EP and EP (EDB)  Social Worker	
Support for Students with Autism Spectrum Disorder (ASD)	Help ASD students adapt better to the school environment by enhancing their social skills	- Set up social skills training groups (lunchtime or after school) - Set up learning workshop(s)	ASD students can learn appropriate skills through interaction with members, led by a professional worker (in groups)	Attendance: about 80% participation rate in activities held  Oral feedback: good comments on SEN students' behaviour or performance  Positive feedback from	Observation; oral feedback from teachers, students and parents; questionnaires	1 <sup>st</sup> term	Social Worker  Alex Ng	LSG grant, around \$10,000 for attending learning workshops

<b>Category</b>	<b>Objectives</b>	<b>Plans</b>	<b>Expected outcomes</b>	<b>Success Criteria (Implementation &amp; Effectiveness) (Measurable &amp; Observable)</b>	<b>Evaluation Methods (Qualitative &amp; Quantitative)</b>	<b>Time</b>	<b>Persons-in-charge</b>	<b>Resources Required</b>
		to help them acquire appropriate social skills		parents				
Support for students with Speech and Language Impairment (SLI)	Help students build self-confidence in speaking and also improve communication skills	Buy service for individual counselling in improving their speech (speech therapy)	SLI students can further improve their speaking	Attendance: above 80%  Positive feedback from students and parents	Observation; oral feedback from teachers, students and parents; questionnaires	Whole year	Social worker	LSG grant, around \$50,000
Support for students with mental illness (MI)	Identify students with mental illness, and stage early intervention in treatment or medication	Provide counselling service for individuals by social workers or EP	MI students can have their symptoms alleviated	Students have their protective factors strengthened as well as their risk factors being reduced or better, removed.  Oral feedback: good comments on SEN students' behaviour, performance and	Observation; oral feedback from caseworkers, teachers, students and parents	Whole year	School EP and EP (EDB)  Social Worker  Guidance committee	

<b>Category</b>	<b>Objectives</b>	<b>Plans</b>	<b>Expected outcomes</b>	<b>Success Criteria (Implementation &amp; Effectiveness) (Measurable &amp; Observable)</b>	<b>Evaluation Methods (Qualitative &amp; Quantitative)</b>	<b>Time</b>	<b>Persons-in-charge</b>	<b>Resources Required</b>
				intervention  Positive feedback from parents				
Individual care of SEN students in recess time or after school by the SEN TA	Help students understand themselves and their emotions	Use of interview forms to find out their 'good' days and 'bad' days	If students have adjustment or learning problems, we can identify them early.	Students can express their emotions concisely, and they can improve their communication skills	Forms collected from the students	Whole year	SEN TA	LSG grant, around \$176,000

## Appendix IV: Plan for School-Based After-School Learning and Support Grant

School-based After-school Learning and Support Programmes 2021/2022 s.y.

School-based Grant - Programme Plan

Name of School: Wah Yan College, Kowloon

Project Coordinator: Chow Tze Sze Cecilia Contact Telephone No.: 2384 1038

A. The estimated number of students (count by heads) benefitted under this Programme is 23 (including A. 3 CSSA recipients, B. 17 SFAS full-grant recipients and C. 3 under the school's discretionary quota).

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
<i>Music activities: Instrumental Classes</i>	To offer focused instruction to students in playing musical instruments	High participation rate and improved performance	Questionnaires	<b>Oct 21-May 22</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>25,000</b>	/
<i>Sports Activities</i>	To offer focused instruction to students in the aspect of sports activities	High participation rate and improved performance	Questionnaires	<b>Oct 21-May 22</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>10,000</b>	/
<i>Visit: Music Tours/ Study Tours</i>	To develop students' personal growth and broaden students' horizons	High participation rate and fruitful reflections	Questionnaires and reflections	<b>Feb 22-Jun 22</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>30,000</b>	/

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
<b>Total no. of activities: <u>3</u></b>				<b>@No. of man times</b>	3	17	3		
				<b>**Total no. of man times</b>	<b>23</b>				

Note:

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

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

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

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

## Appendix V: Plan for the One-off Grant for the Promotion of Chinese History and Culture

Category	Major Concerns/ Objectives	Strategies	Expected Outcomes	Time Scale	Resources Required/ Budget	Success Criteria/ Goals (Measurable & Observable)	Methods/ Means of Evaluation (Quantitative & Qualitative) e.g. records, results, questionnaires, evaluation meetings, observation	Teachers in charge
Teaching and Learning  Extra-curricular Activities		- Enhance students' interests and knowledge in traditional Chinese music through the arrangement of Cantonese Opera and Chinese Instrumental Classes	- Purchase of relevant traditional Chinese musical instruments; - Chinese Instrumental and Cantonese Opera Classes arranged for senior secondary students studying music - Chinese Instrumental Classes arranged for other students - Students performing in school activities	9/2021-8/2022	Purchase of Instruments: \$25,000  Recruiting instructors: \$15,000	- Average attendance rate of students: 80% - The average level attained by students studying DSE Music: L4 - 70% of the audience are satisfied with the students' performance	- Analysis of the students' attendance records - Analysis of students' assessment results - Analysis of questionnaires completed by the audience	Music Panel  Academic Steering Committee
Teaching and Learning		- Purchase of learning and teaching materials	- Purchase of electronic and other teaching and learning resources to enhance students' understanding of Chinese culture by the Chinese Language, Chinese History and History Panels	9/2021 – 8/2022	Purchase of relevant electronic and other types of teaching and learning resources: \$5,000	- The purchased resources are used to bolster the effectiveness of teaching and learning.	- Minutes of panel meetings - Evaluation reports of various panels	Chinese History, Chinese Language and History Panels  Academic Steering Committee

<b>Category</b>	<b>Major Concerns/ Objectives</b>	<b>Strategies</b>	<b>Expected Outcomes</b>	<b>Time Scale</b>	<b>Resources Required/ Budget</b>	<b>Success Criteria/ Goals (Measurable &amp; Observable)</b>	<b>Methods/ Means of Evaluation (Quantitative &amp; Qualitative) e.g. records, results, questionnaires, evaluation meetings, observation</b>	<b>Teachers in charge</b>
Exchange Programme		- Promote students' understanding of the Chinese culture and appreciation of its impact through the arrangement of exchange tours	- An Exchange/Study Tour to Macau	1/2021 – 8/2022	Subsidy for transportation to Macau: \$5,000	- 80% of the participants are satisfied with the trip. - Students write their reflection on the Chinese culture and its impact on other regions	- Analysis of questionnaires and students' reflection - Evaluation reports of different committees	Cultural Exchange and Academic Steering Committee

## Appendix VI: Plan for the Use of the Promotion of Reading Grant

2021-2022 School Year

### The major objectives for Promotion of Reading:

- 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
- 2) To enhance reading across the curriculum by encouraging collaboration among panels and foster a reading culture and atmosphere
- 3) To boost students' mastery in their use of language across the curriculum

Balance 72,816 (current) + 41,761.78 (last yr)

	Item*	Estimated expenses (\$)
1.	Purchase of Books	
	<input type="checkbox"/> Printed books	10,000
	<input type="checkbox"/> e-Books	5,000
2.	Web-based Reading Schemes	
	<input type="checkbox"/> e-Read Scheme Wiseman DSE**	30,000
	<input type="checkbox"/> Subscriptions Wisenews (Liberal Studies Resource)	13,000
	Chinese Books (Junior Form Class Periodicals)	5,000
	Typhoon Club/English Channel/Mary Glasgow	5,000
	<input type="checkbox"/> Other schemes	
3.	Reading Activities	
	<input type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	2,000
	<input type="checkbox"/> Hire of service from external service providers to organise 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 : _____	

\* Please tick the appropriate boxes or provide details.



## Appendix VII Plan for the Use of the Life-wide Learning Grant

2021-2022 School Year

**Declaration:** We clearly understand the principles of using the Life-wide Learning Grant. After consulting teachers on the allocation of the resources, we plan to deploy the Grant to promote the following items.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	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				
<b>Category 1</b>	<b>To organize/participate in life-wide learning activities</b>										
<b>1.1</b>	<b>Local Activities: To organize life-wide learning activities in different KLAs/cross-KLA/curriculum areas to enhance learning effectiveness (e.g. field trips, art appreciation, visits to enterprises, thematic learning day)</b>										
Cross-KLA (VA+STEM)	STEM integrated into the Visual Arts (VA) Curriculum "Bookmark for Wah Yan": Students are asked to design a bookmark for the school to promote Wah Yan school life. Students will finalize the design in the VA lesson. The best design in each class will be	1. To enhance the sense of belonging to the school community 2. To develop positive values among students. 3. To understand the design thinking process in art-making	Term 1 for VA Term 2 for ICT	S2	1. Lesson observation 2. Discussion with students 3. Reflections collected from S2 students	1,000	Ü	Ü	Ü		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a Û 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				
	printed via the laser cut device in the STEM lab during the ICT lesson.				4. Evaluation with ICT teachers						
Study Skills	Workshops on Notetaking	To enhance students' self-directed learning skills	September – October 2021	S1 (165 students)	Evaluation questionnaires	43,500	Û				
Integrated Science	Experiential learning trip to Yim Tin Tsai (鹽田梓): Sea salt making workshop	To introduce sea salt making by relevant scientific theories	1 <sup>st</sup> / 2 <sup>nd</sup> term	25 (S1 students)	Satisfactory completion of the sea salt making worksheets  Feedback from students	10,000	Û	Û			
Integrated Science	STEM Programme – Forensic Science	To promote STEM education through forensic science workshops, especially through understanding the application of	2 <sup>nd</sup> Term	30	Feedback from students	4,000	Û				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	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				
		engineering and scientific knowledge									
Integrated Science	Outing to the Water Treatment Plant	1. To introduce the historical background and significance of the water treatment plant in Hong Kong 2. To enhance students' knowledge of water resources 3. To raise students' awareness of water conservation	1 <sup>st</sup> / 2 <sup>nd</sup> term	25 (S1 students)	Feedback from students	2,500	✓	✓			
Integrated Science	Mini-movie workshop (Life Development)	1. To understand the development of the zygote and foetus before the labour process 2. To treasure the value of life	Post-Exam	All S1 students (165)	Feedback from students	2,000	✓	✓			
English	S1 Performance Night: S1 Students will learn to write scripts, create props, and put on a short performance by class. Students will have drama training provided by an external coach.	1. To expose students to learning English through drama 2. To engage students in collaborative work 3. To bolster students' creativity	4 Mar 2022	S1 Students (165)	Students' work (mind maps, scripts, board work, performance). Students' evaluation on	32,000	ü		ü		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a Ü in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
					training and performance. Teachers' feedback.						
English and Liberal Studies	S5 Field Trip to Crossroads: Students participate in a poverty simulation. As part of social distancing measures, the field trip will be spread over two days, where two classes will visit Crossroads each day.	1. To expose students to social issues. 2. To engage students in thinking from multiple perspectives. 3. To develop students' empathy.	Two days in Sept 2021 (TBC)	S5 Students (160)	Students' work. Students' evaluation.	18,000	Ü	Ü			
Biology	S4 & S5 Field Trips	To extend learning outside the classroom and gain practical experience on ecology and other related topics.	2 <sup>nd</sup> Term	S4 (80) S5 (80)	Attendance Record Field Trip Report and Reflection Submission Records	9,100	Ü				
Sub-total of Item 1.1						<b>122,100</b>					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	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				
<b>1.2</b>	<b>Local Activities: To organize 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	School Athletics Team Training	To help the team training, build up the team spirit and persistence	Whole Year	S1 to S6 50 Students	The student attendance and the result of the athletics competition	86,400		ü	ü		
Sports Team Training	School Basketball Team Training	To help the team training, build up the team spirit and persistence	Whole Year	S1 to S6 40 Students	The student attendance and the result of the basketball competition	162,500		ü	ü		
Sports Team Training	School Badminton Team Training	To help the team training, build up the team spirit and persistence	Whole Year	S1 to S6 25 Students	The student attendance and the result of the badminton competition	62,400		ü	ü		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a Û 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	School Chess Team Training	To help the team training, build up the team spirit and persistence	Whole Year	S1 to S6 20 Students	The student attendance and the result of the chess competition	42,000		Û	Û			
Sports Team Training	School Chinese Chess Team Training	To help the team training, build up the team spirit and persistence	Whole Year	S1 to S6 20 Students	The student attendance and the result of the Chinese chess competition	24,000		Û	Û			
Sports Team Training	School Football Team Training	To help the team training, build up the team spirit and persistence	Whole Year	S1 to S6 66 Students	The student attendance and the result of the football competition	124,800		Û	Û			
Sports Team Training	School Hockey Team Training	To help the team training, build up the team spirit and persistence	Whole Year	S1 to S6 25 Students	The student attendance and the result of the hockey competition	40,000		Û	Û			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a Û 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	School Ice Hockey Team Training	To help the team training, build up the team spirit and persistence	Whole Year	S1 to S6 18 Students	The student attendance and the result of the ice hockey competition	76,800		Û	Û			
Sports Team Training	School Lifesaving Team Training	To help the team training, build up the team spirit and persistence	Whole Year	S1 to S6 20 Students	The student attendance and the result of the lifesaving competition	24,000		Û	Û			
Sports Team Training	School Tennis Team Training	To help the team training, build up the team spirit and persistence	Whole Year	S1 to S6 12 Students	The student attendance and the result of the tennis competition	128,000		Û	Û			
Sports Team Training	School Table Tennis Team Training	To help the team training, build up the team spirit and persistence	Whole Year	S1 to S6 20 Students	The student attendance and the result of the table tennis competition	96,000		Û	Û			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	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				
Sports Team Training	School Volleyball Team Training	To help the team training, build up the team spirit and persistence	Whole Year	S1 to S6 40 Students	The student attendance and the result of the volleyball competition	72,000		ü	ü		
Music	Advanced String Ensemble	To pull out students with extraordinary musical talent for intensive training and further aesthetic development	July – Aug 2022	ABRSM Grade 8 or above; aspiring section leaders of the School Orchestras	Attendance records Reflection	44, 000			ü		✓
Music	Advanced Piano Accompaniment and Ensembles	To pull out students with extraordinary musical talent for intensive training and further aesthetic development	July – Aug 2022	ABRSM Grade 6 or above; aspiring pianists and accompanists	Attendance records Reflection	20, 000			ü		✓
Music	Bel Canto Vocal Singing	To help students with a strong interest in music to receive	July – Aug 2022	Members of the choirs	Attendance records	30, 000			ü		✓



Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	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				
		quality music training and aesthetic experiences			Reflection						
Music	Drama	To provide all students with opportunities to appreciate arts through online/living streaming of end-of-course mini-performance	July – Aug 2022	Students who would like to improve body gestures, expressions, and verbal English	Attendance records Reflection	20, 000			ü	✓	
Music	Japanese Language Class	To provide a basic understanding of the Japanese language for students who desire to study in Japan.	July – Aug 2022	Students want to learn the Japanese language	Attendance records Reflection	24, 000				✓	
Leadership Training	Discipline Committee: Prefects Training Camp	To groom students to be leaders-in-service  To foster students' whole-person development with positive values and attitudes through leadership training	1-9-21– 31-8-22	30-40 School Prefects	The student attendance and reflection	15, 000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	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				
Leadership Training	Guidance Committee: (Gifted Programme S1-S5) Overnight adventure training	To sharpen the interpersonal and communication skills of students ** Participants are nominated by Class teachers	12/2021 – 1/2022	S1 to S5 (25-35 students from each form)	Students' reflection and evaluation meeting	10, 000					✓
Experiential Learning	Guidance Committee: S1 Personal Development: Personality Dimensions	To help students to understand their character strength so that they can be more positive in their life.	1/2022	S1 ~165 students	Students' reflection and evaluation meeting	9, 000					✓
Experiential Learning	Careers and Life Planning Activity S2 & S3 Experiential Learning Week	To initiate students' career and academic planning and to enhance students' SMART goal-setting skills through hands-on experiences and activities	Second Term	S2 & S3	Observation by class teachers and teachers-in-charge  Questionnaires and outcome of students' career and academic planning and goal-setting	40, 000					✓
Experiential Learning	Guidance Committee:	To raise self-awareness and embrace new insight positively	11/2021	S4 165 students	Students' reflection and	45, 000					✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a Û 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				
	S4 Personal Development Training Programme through adventure-based counselling day camp				evaluation meeting Observation by the class teachers						
Experiential Learning	Guidance Committee: S5 Leadership Training: Stalls for each class	To set up stalls to nurture their entrepreneurial concepts, collaboration skills, and financial management skills to be leaders in service.	9/2021 – 2/2022	S5 50 students	Students' reflection and evaluation meeting	25,000				✓	✓
Experiential Learning	Values Education: Green Planting (Workshop and Talk about planting green)	1. To enhance students' awareness of the environment and life 2. To learn the values of a small plant 3. To extend the scope of environmental protection, not only to recycling but to the daily encounter through the greenery 4. To treasure life through every small item in daily life and find God in all things.	Second Term in 2022	Talks for the whole school and workshop for around 40 students	Reflections and Evaluation	10,000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	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				
Experiential Learning	Aviation: <b>An elementary course of commercial airline pilot</b> Students work in pairs, pilot flying and pilot monitoring to complete a circuit, including taking off, cruising, approaching and landing. Students will comply with the standards specified by commercial airline captains.	To arouse students' interest in the aviation industry	Jun-July 2022	12	Attendance records and reflection	45,000					Ü
Sub-total of Item 1.2						<b>1,275,900</b>					
<b>1.3</b>	<b>Non-Local Activities: To organize or participate in non-local exchange activities or non-local competitions to broaden students' horizons</b>										
Sports Team Training	Oversea Training Camp -Athletics Team -Badminton Team -Football Team -Volleyball Team -Table Tennis Team	To build up the team spirit	27-12-21 to 31-12-21  15-8-22	S1 to S6 120 Students	IPP evaluation form	380,000		Ü	Ü		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated 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				
			to 21-8-22								
STEM	Students' overseas STEM tour	To visit exciting destinations that host some of the world's most advanced laboratories, universities, and companies to study scientific issues of the day in real life.	Late June/early July	34 students	Teachers' and Students' Feedback Questionnaires	250,000	✓				✓
Music	Junior Choir Music Tour in April (Easter Holiday) 2022	1. To widen our junior form students' horizons by arranging them to attend a competition in Europe 2. To develop junior form students into global citizens	2021	50 students of the Junior Choir	Attendance Records and reflection	\$100,000	✓		✓		
Visual Arts	Macao (day trip)  Visit Macao Museum and famous architecture, have a bird's eye view of Macao and Zhuhai and take pictures at the Ruins of St. Paul (大三巴).	1. To encourage junior students to pursue further studies in Art 2. To understand the art and world history and culture to nurture global citizenship	2022	16 students (S2-S5)	1. Observation by tour-leader teachers  2. Discussion with	\$1,000 for each student and (2 staff members' travel fees,	✓		✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a Û 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				
	Visit a local school and exchange school life experiences.	3. To improve students' collaborative learning skills 4. To help students pursue competence and commitment in Art through the exchange programme.			individual students' progress  3. Reflections collected from participating students on the whole journey  4. Daily debriefing in groups (Examen)	meals, insurances, etc.) Total: \$16,000					
Sub-total of Item 1.3						<b>746,000</b>					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a <input type="checkbox"/> 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											
						Sub-total of Item 1.4	0					
						<b>Estimated Expenses for Category 1</b>	<b>2,144,000</b>					

<b>Domain</b>	<b>Item</b>	<b>Purpose</b>	<b>Estimated Expenses (\$)</b>
<b>Category 2</b>	<b>To procure equipment, consumables or learning resources for promoting life-wide learning</b>		
Biology	Micropipettes Tips & Racks	To allow more students to develop practical skills related to Biotechnology.	9,100
PE	Sports Training Equipment	To improve the effectiveness of training	160,000
			<b>Estimated Expenses for Category 2</b>
			<b>169,100</b>
			<b>Estimated Expenses for Categories 1 &amp; 2</b>
			<b>2,313,100</b>

**Estimated Number of Student Beneficiaries**

The total number of students in the school:	935
Estimated number of student beneficiaries:	791
Percentage of students benefitting from the Grant (%):	85%

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

LEE Han Kin Eugene  
(SGM)



## Appendix VIII: Plan for the Use of Student Activities Support Grant

### Student Activities Programmes 2021/2022 s.y. Student Activities Support Grant - Programme Plan

Name of School: Wah Yan College, Kowloon

Project Coordinator: Chow Tze Sze Cecilia Contact Telephone No.: 2384 1038

A. The estimated number of students (count by heads) benefitted under this Programme is 23 (including A. 3 CSSA recipients, B. 17 SFAS full-grant recipients and C. 3 under the school's discretionary quota).

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
<b>Music</b>	To stretch the potential of students and broaden their horizons	80% of the students agree that the activity is helpful	Questionnaires	2021-2022	3	5	1	20, 000	/
<b>Sports</b>	To encourage students to play different types of sports and live a healthy life	80% of the students agree that the activity is helpful	Questionnaires	2021-2022	3	10	2	10, 000	/
<b>Experiential Learning</b>	To engage students to be involved in experiential	80% of the students agree	Questionnaires	2021-2022	1	5	1	8 000	/

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
	learning activities and enhance their motivation in	that the activity is helpful							

Note:

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

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

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

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

## Appendix IX: Plan for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students

Category	Major Concerns/ Objectives	Strategies	Expected Outcomes	Time Scale	Resources Required/ Budget	Success Criteria/ Goals (Measurable & Observable)	Methods/ Means of Evaluation (Quantitative & Qualitative) e.g. records, results, questionnaires, evaluation meetings, observation	Teachers-in-charge
Teaching & Learning	1	Sponsor the employment of two Chinese Language Teaching Assistants to arrange pull-out learning during Chinese Language Lessons.	By the end of the school year, students who pass the pre-S1 attainment test should attain a level equivalent to 60 marks in the attainment test, and those who fail should attain a pass.	Whole Year	Salary & MPF	Students should obtain marks in internal assessment tasks of which the level of difficulty is comparable to the pre-S1 attainment test	Analysis of students' results in internal assessments	Chairperson of Academic Steering Committee, and Chinese Language Panel Chair
After-school Chinese learning programmes/ activities	1	Procure professional services/ recruiting part-time instructors to organize after-school Chinese	The attendance rate of the students who are required to join the programmes should reach 80%.	Whole Year	Expenses charged by external service providers	The attendance rate at 80%  Pass in all assignments	Analysis of students' results  Checking attendance records	Chairperson of Academic Steering Committee, and Chinese

<b>Category</b>	<b>Major Concerns/ Objectives</b>	<b>Strategies</b>	<b>Expected Outcomes</b>	<b>Time Scale</b>	<b>Resources Required/ Budget</b>	<b>Success Criteria/ Goals (Measurable &amp; Observable)</b>	<b>Methods/ Means of Evaluation (Quantitative &amp; Qualitative) e.g. records, results, questionnaires, evaluation meetings, observation</b>	<b>Teachers-in-charge</b>
		learning programmes.	Students complete all the assignments and obtain passes in all these assignments.					Language Panel Chair
Creation of an inclusive learning environment	1	Organize activities that promote an inclusive learning environment.	Debate and service activities organized.	Whole Year	Expenses of activities and services	Students participating in the activities agree that the exercises help them understand different cultures.	Evaluation of participants and teacher advisors	Chairperson of Academic Steering Committee, and other responsible parties
Teacher training	1	Procure professional services to provide teachers with training on teaching Chinese as a second	The teachers participating in the training are satisfied with the quality of the training programme.	Second Term	Expenses of procurement	In the evaluation questionnaire, the teachers indicate that techniques acquired from the	Evaluation of teacher participants	Chairperson of Academic Steering Committee, and Chinese

Category	Major Concerns/ Objectives	Strategies	Expected Outcomes	Time Scale	Resources Required/ Budget	Success Criteria/ Goals (Measurable & Observable)	Methods/ Means of Evaluation (Quantitative & Qualitative) e.g. records, results, questionnaires, evaluation meetings, observation	Teachers-in-charge
		language				training programme are helpful for future teaching.		Language Panel Chair

## **Appendix X: Plan for the Use of the One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development (Year: 2021/22 – 2023/24)**

### **1. Objectives**

- 1.1. To nurture our students to be reflective learners**
- 1.2. To reinforce collaborative learning skills and thinking skills**
- 1.3. To promote National Security Education and reinforce Basic Law Education**

### **Major Concerns**

- 1 Empower and engage our students in self-directed learning and Ignatian Pedagogical Paradigm (IPP) to create a hope-filled future.**
- 2 Equip our educators to build a learning community, with IPP, respect, unity and curiosity.**
- 3 Accompany our students along the path to whole person development with empathy and discernment, becoming compassionate and reflective global citizens.**

### **2. Plan for the Use of the One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development**

<b>Major Concerns</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Success Criteria (Implementation &amp; Effectiveness) (Measurable &amp; Observable)</b>	<b>Evaluation Methods (Qualitative &amp; Quantitative)</b>	<b>Time</b>	<b>Teachers-in-charge</b>	<b>Values</b>	<b>Estimated Expenses</b>

1,3	1.1 1.2 1.3	Fieldtrip to Mainland – subsidizing students and teachers	Students’ performance shows quality in preparation, the trip and the field trip report.	Students’ response in class and written reflections	2021-24	Panel head and CS subject teachers	Responsibility Magis Discernment National Identity	\$290,000
1,2	1.1 1.2 1.3	Procure relevant learning and teaching resources (including multi-media and eLearning resources)	Students use the resources to enhance their understanding of the subject, as reflected in class activities and assessments.	Students’ responses in class and examination results	2022-24	Panel head and CS subject teachers	Responsibility Magis Discernment National Identity	\$5,000
1,3	1.1 1.2 1.3	Organize school-based learning activities related to the CS curriculum	Students are eager to join the activities.	Students’ reflections upon completion of activities	2022-24	Panel head and CS subject teachers	Love and Service Compassion National Identity	\$5,000

Signature of Head: **Helena Ng**\_\_\_\_\_