

**Achieve whole-person development with discernment  
Learn to be a compassionate and reflective global citizen**



**Annual School Plan 22-23**  
**Wah Yan College, Kowloon**



## **Achieve whole-person development with discernment;**

## **Learn to be a compassionate and reflective global citizen**

The COVID-19 pandemic has created one of the biggest challenges to education in history. Closure of schools and other learning spaces and digitalizing teaching and learning have brought an impact on many students' learning and well-being. The massive efforts of the whole school made last year to respond to the shocks to the education system remind us that change is possible.

This year, as a learning community, we shall seize the opportunity to discern and find new ways to address the learning challenge. We shall support each other and learn to become a compassionate and reflective global citizen from our daily experiences as we adapt and navigate through a new way of work on unpredictable times.

The vision of our education aims to unlock the potential of our students, nurture Human Excellence and form leaders-in-service. We accomplish our vision through cultivating lifelong and self-directed learning capabilities and fostering whole-person development, equipping our students with attributes of competence, commitment, compassion and conscience so as to develop them to be Men for and with Others, gentlemen who care for and work with others.

We provide *cura personalis*, caring for the heart, mind and soul of our students. We are committed to caring for the well-being of our students and creating a safe and healthy environment for them, with unity in diversity/plurality, in order to help them achieve whole person development. They foster empathy and discernment through reflection and develop to be compassionate global citizens.

Our expectations for this school year are as follows:

- 1) We bolster self-directed learning and cater for learner diversity to promote creativity, critical thinking and unity in plurality;
- 2) We nurture the learning community with IPP, respect and Magis;
- 3) We accompany our students to discern with empathy and become compassionate members of society.

Cecilia CHOW  
Principal

With reference to:

## The Characteristics of Jesuit Education

**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 the privacy of students, teachers and administrators are ready to listen to their cares and concerns, to share with them life experiences, to 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 to 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 which encourage personal study and reflection, and which provide opportunities for personal discovery and creativity.*

**8. Jesuit education encourages life-long openness to growth.** *Jesuit education tries to instill 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.*

**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, a decision to follow Christ, which leads 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.*

### ***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 (2022 - 2023)**

**Achieve whole-person development with discernment;  
Learn to be a compassionate and reflective global citizen**

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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 the privacy of students, teachers and administrators are ready to listen to their cares and concerns, to share with them life experiences, to 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 to 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 which encourage personal study and reflection, and which provide opportunities for personal discovery and creativity.*
8. **Jesuit education encourages life-long openness to growth.** *Jesuit education tries to instill 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 a realistic knowledge, love, and acceptance of self.** *While emphasizing the happiness in life resulting from a 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 work 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 serve 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 work 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 to 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. As part of its service of the church a Jesuit school will serve the local civil and religious community and cooperate with the local bishop. The school community encourages collaboration and dialogue with all men and women of good will, 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, a decision to follow Christ, which leads 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 which will promote excellence. The adult members of the educational community witness to excellence by joining growth in professional competence to 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 world-view. 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 to our own goals as teachers. The continual interplay of **CONTEXT, EXPERIENCE, REFLECTION, ACTION and EVALUATION** provides us with a pedagogical model that is 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 in which 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 which 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 to make connections across as well as within disciplines and to 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 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 someone who 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**

A 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.

#### **D. 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:

##### **A. 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 heart 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.

##### **B. 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 multiplicity of cultures in a process of globalization. We commit ourselves to helping eliminate abuses and bullying.

##### **C. 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 life and realize their dreams; on the other hand, we listen to young people and their perspective helps us to understand better 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.

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

All human beings share responsibility for 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 the habits of life, 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 self-directed learners through the development of advanced self-directed learning skills;
- (ii) To stretch our students' potential through the promotion of Gifted Education to foster our students' creativity, critical thinking skills, problem-solving skills, collaborative learning skills and cross-curricular reading skills, etc.;
- (iii) To bolster eLearning through the implementation of BYOD policy in S.1 & S.2;
- (iv) To promote reading across the curriculum through enhancing the reading atmosphere on campus and fostering collaboration among teachers;
- (v) To further promote assessment as/ for learning to facilitate evaluation on learning;
- (vi) To keep track of students' learning progress longitudinally;
- (vii) To complement the coverage of the PSHE curriculum and Technology Education curriculum;
- (viii) To reinforce Basic Law Education and promote National Security Education;

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

- (i) Revisit the Examen and the Spiritual Conversation;
- (ii) Monitor staff's continuing professional development and report to the IMC;
- (iii) Training related to National Security Education;
- (iv) Training on Catering for Learner Diversity;
- (v) Training on interactive learning and eLearning;
- (vi) Prepare the School Development Plan (2023-26);
- (vii) Implement Phase III of the Appraisal System;

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

- (i) Develop the Whole-school Approach to Values Education
- (ii) Reinforce the Examen and Mindfulness
- (iii) Resume Local and Overseas Exchange Programmes: Students learn to respect, communicate, collaborate with others, and develop a global vision;
- (iv) Adopt a Whole-School Approach to Integrated Education
- (v) Celebratory Events for the Platinum Jubilee of the Campus
- (vi) Enhance iPortfolios for Students
- (vi) Consolidate Gifted Education

### Chapter 3: Annual Plan (2022-2023)

**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 skills</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, collaborative</b>	1. Different panels indicate in their scheme of work the advanced SDL skills, like creativity, critical thinking skills, problem solving skills, cross-curricular reading skills, etc., which they would like to help the students to develop in various teaching topics.	Advanced SDL skills indicated in the schemes of work  High scores given by students to related statements of stakeholder questionnaires (4.0 out of 5).	Examination of schemes of work  Lesson Observations  Stakeholder questionnaires	Whole Year (WY)	Panel Chairpersons  Chairperson of Academic Steering Committee  Principal	
	2. Lesson observations would be conducted to assess the extent of the implementation of the initiatives.	Lesson observations carried out	Lesson observations	WY		
	3. Evaluation would be conducted in the panel meetings to assess the effectiveness of the implementation of the initiatives.	Evaluation conducted and good practices shared in the panel meetings	Studying the minutes of the panel meetings	WY		
	4. Panels indicate in the schemes of work the extended parts to be covered in their teaching topics.	Extended parts indicated in the schemes of work  High scores given by students to related statements of	Examination of schemes of work	WY	Panel Chairpersons  Chairperson of Academic	

<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>learning skills and cross-curricular reading skills, etc.</b>		stakeholder questionnaires (4.0 out of 5).			Steering Committee	
	5. Pullout classes would be organized for students who are talented in particular KLAs, e.g., writing and Spanish classes for students who are good at Chinese and English Languages.	Classes organized  Writing tasks completed by students	Attendance rates  Tutors' or teachers' remarks  Evaluation completed by students	WY	Gifted Education Committee  Principal	
<b>3) To bolster eLearning through the implementation of BYOD policy in S.1 &amp; S.2</b>	1. Professional development activities would be organized to help teachers master the skills to promote interactive eLearning that can enhance students' digital competence, problem-solving skills, communication skills and collaborative skills, etc.	Professional development activities arranged.  High evaluation marks given by participants (3.5 out of 5)  High scores given by students 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. A working group would be formed to allow S.1 & S.2 teachers to share their experiences in designing and	Working group met regularly	Examination of minutes	WY	Principal	

<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>
	conducting BYOD teaching and learning activities in their lessons.					
<b>4) To promote reading across the curriculum through enhancing the reading atmosphere on campus and fostering collaboration among teachers</b>	1. More e-reading resources should be procured to enhance students' interests in reading. More financial resources should be acquired to purchase e-reading resources through applying for subsidies from different stakeholders.	Positive feedback of class teachers and subject teachers  Number of students using the e-reading resources	Discussion in Class Teachers' meetings  Feedback from subject panels	WY	Chairperson of Academic Steering and Curriculum Development Committees  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>
<p>5) <b>To further promote assessment as/ for learning to facilitate evaluation on learning</b></p> <p>6) <b>To keep track of students' learning progress longitudinally</b></p>	<p>1. Support should be arranged for students who would need extra support in their academic studies.</p>	<p>Support programmes arranged</p> <p>Good attendance rates of the students</p> <p>Tutors are happy with the students' participation in the support programmes</p>	<p>Evaluation forms completed by teachers</p> <p>Students' performance in internal assessments</p>	WY	<p>Chairperson of Academic Steering Committee</p> <p>Prefect of Studies</p>	
<p>7) <b>To complement the coverage of the PSHE curriculum and Technology Education curriculum</b></p> <p>8) <b>To reinforce Basic Law Education and promote National</b></p>	<p>1. Curriculum audit would be conducted to identify the concepts and knowledge which may have been missed out in the junior secondary PSHE and Technology Education curricula.</p> <p>2. Teaching and learning materials to address the missing concepts and knowledge in the PSHE curriculum would be developed.</p>	<p>Audit conducted and missing items added to the school-based curriculum.</p> <p>Learning materials developed and used in different lessons.</p> <p>Schemes of work modified and used by different subject teachers.</p> <p>Assessment tasks designed</p>	<p>Schemes of Work of relevant subjects</p> <p>Lesson observations</p> <p>Feedback from subject panels</p> <p>Studying the minutes of the</p>	WY	<p>Chairperson of Academic Steering Committee</p> <p>Relevant subject panels</p> <p>Vice Principal</p> <p>Principal</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>
<b>Security Education</b>	<p>3. Assessment tasks would be designed to assess the effectiveness of the teaching.</p> <p>4. Initiatives to complement the coverage of the Technology Education curriculum should be formulated.</p>	<p>Initiatives to complement the coverage of the Technology Education curriculum suggested and tried out</p>	<p>panel meetings</p>			

## Chapter 3: Annual Plan (2022-2023)

**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) Revisit the Examen and the Spiritual Conversation;</b>	1. A retreat for teachers who have taught in WYK for less than five years	The participants agree that the workshop is useful.	- Sharing and feedback from teachers	Post-exam period in 2023	Examen Team	
<b>2) 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	Staff Development Committee	
<b>3) Training related to National Security Education</b>	1. Workshop on National Security Law on 6 December 2022	Over 80% of teachers agree or strongly agree that the program is useful.	- Sharing and feedback from teachers - Post-event questionnaire	31 May 2023	Staff Development Committee	One school day for the activity
<b>4) Training on Catering for Learner Diversity</b>	1. The morning session of the Staff Development Day on 31 May 2023	Over 80% of teachers agree or strongly agree that the program is inspiring.	- Sharing and feedback from teachers - Post-event questionnaire	31 May 2023	Staff Development Committee	

<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 learning and eLearning</b>	1. The morning or afternoon session of the Staff Development Day on 2 Dec 2022	- Over 80% of teachers agree or strongly agree that the program is helpful.	- Sharing and feedback from teachers - Post-event questionnaire	2 Dec 2022	Staff Development Committee	- One school day for the activity
<b>6) Prepare the School Development Plan (2023-26)</b>	1. The morning or afternoon session of the Staff Development Day on 2 Dec 2022	- Over 80% of teachers agree or strongly agree that the program is useful.	- Sharing and feedback from teachers - Post-event questionnaire	2 Dec 2022	Staff Development Committee	
<b>7) Implement Phase III of the Appraisal System</b>	1. Appraise the performance of subject teachers, panel heads and committee heads	- Over 80% of teachers agree or strongly agree that staff appraisal is conducive to their professional development.	- ESDA Survey	WY	Principal, VP, panel heads and committee heads	



### Chapter 3: Annual Plan (2022-2023)

**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) Develop the Whole-school Approach to Values Education</b>	1. Collaborate with other committees for joint programmes for Values Education Programmes	Joint programmes with 1. Pastoral Committee 2. House committee 3. Career Guidance Committee 4. Guidance Committee 4. ERE Panel 5. Environmental Conversancy Committee	Feedbacks and reflections from students and teachers	Whole Year (WY)	Values Education Committee  Principal	
	2. To map the Values Education curriculum of the school to ensure that the teaching is purposely structured and logically sequenced across grade levels so that students are based on what they have previously learnt and progressively prepare them for more challenging and higher-level values education	1. Partnership with Catholic Education Office for guidance and experience sharing  2. Set up an ad-hoc committee with representatives from various disciplines for curriculum auditing.	Meeting Minutes  Documents related to curriculum mapping are prepared	WY		\$80 000

<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>
	3. To share the vision of the Values Education of the school with all the staff	Organize a staff development programme (2hrs)	Evaluation and questionnaires of the staff development to show the effectiveness of the programme	Dec 22		
<b>2) Reinforce the Examen and Mindfulness</b>	1. To organize Examen and mindfulness workshop for teachers (including new teachers)	1. 1 session is organized at the beginning of the year  2. Support to new teachers and other teachers will be provided by the IPP team. 75% of the teachers feel confident to guide the students to do the Examen	Evaluation forms completed by teachers	WY	Examen Committee  Pastoral Committee  Principal	
	2. To organize Examen and mindfulness workshop for students	4 sessions be conducted in 4 consecutive weeks for students who will lead Examen in their class; Content includes objectives and different ways  75% of the students feel confident to lead the Examen	Evaluation forms completed by students	Nov 22		

<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>3) Resume Local Exchange Programmes: Students learn to respect, communicate, collaborate with others, and develop a global vision</b>	1. To organize local exchange programmes	Cultural Exchange Committee, Panels and Committees to resume local exchange programmes (online or face-to-face if possible) depending on the situation of the pandemic	Feedback from the panels and committees	WY	Cultural Exchange Committee  Subject panels	/
<b>4) Adopt a Whole-School Approach to Integrated Education</b>	1. To support curriculum accommodation and differentiated teaching (Tier 1 support)	1. At least one of the textbook units of the core subjects can be adapted and/or expanded in one of the school terms. Also, at least one of those units need to have evidence of differentiated teaching.  2. At least two curriculum accommodation meetings, two sessions of collaborative lesson planning and two lessons of team teaching be	Lesson observations  Reflections, evaluations and refinement after the lesson observation	WY	SENCO SENST SENTA	LSG

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
		<p>held in the school year</p> <p>3. Collaborative lesson planning will also take place at least twice a school term in the first year (2022-2023) and the frequency will go up to four times a year onwards.</p>				
	<p>2. Peer Support: To do peer tutoring to cultivate the sense of inclusiveness when the more able ones can dedicate their time to offer help</p>	<p>Create two learning groups by inviting the SEN students' classmates or/and close friends and meet once a month</p> <p>75% of the participants show up and find the meeting helpful</p>	Questionnaire	WY		
	<p>3. Classroom Support: to collaborate with teachers in improving the learning environment at the beginning of the school year, such as providing more visual cues in the classroom, reducing noises for students with hearing problems, rearranging SEN students' seat, etc.</p>	<p>At least one kind of new classroom support is provided for SEN students in each school year. 75% of the participants find the support effective</p>	Questionnaire	WY		

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
	<p>4. Staff development and training: to hold training courses in school (more focus on MI given the severity of the cases) and encourage staff members to enroll in EDB SEN courses</p>	<p>At least two staff development sessions can be held by the Educational Psychologist or Clinical Psychologist per year, focusing on MI. Also, at least 3 staff members can enrol in EDB SEN courses (basic, advanced and thematic courses) 75% of the participants found the staff development programme effective</p>	<p>Questionnaire  Feedback by teachers</p>	<p>Dec 22 July 23</p>		
	<p>5. Communication with parents: to create a channel of effective communication with parents at the beginning of the school year for new and existing SEN cases</p>	<p>1. For new SEN cases, channels will help clarifying policy, intervention plans and support measures as well as the communication mechanism</p> <p>2. For existing cases, parents would be contacted on a termly basis for Tier 2 students and weekly to monthly basis for Tier 3</p>	<p>Feedback from teachers and meeting minutes of the SEN committee</p>	<p>WY</p>		

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
		<p>students according to the urgency and severity of the students' condition. For Tier 3 cases, parents will be involved in IEP case conferences so that they can express their concerns, narrate student's situation at home, and understand more about what the SST team is currently doing for their child.</p> <p>For Tier 1 and 2 students, 100% of their parents can be communicated with per school term, and for Tier 3 students, 100% of their parents can be communicated with weekly or monthly.</p> <p>2. Organize workshops and talks for parents; 50% of the parents with SEN children can participate in the</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>
		training workshop and talks for at least once in a school year				
<b>5) Celebratory Events for the Platinum Jubilee of the Campus</b>	To celebrate the 70 <sup>th</sup> Anniversary of the School campus and continue the fund-raising activities of the Fr. Kelly Educational Fund from last year	<ol style="list-style-type: none"> <li>To organize a Homecoming Concert</li> <li>To organize a Tree Planting Fund-raising Activity</li> <li>To organize a whole school Funfair (Depends on the situation of the pandemic)</li> </ol>	Reflection by students and alumni	Dec 22  Dec 22  Jan 23	Fr. Kelly Educational Fund Task Force for the Campaign 2022	
<b>6) Enhance iPortfolios for Students</b>	To monitor and solicit the implementation of the mechanism	75% of the activities are input into the system	Evaluation	WY	Vice Principal (ECA)	
<b>7) Consolidate Gifted Education</b>	1. Work with the SEN Coordination Committee to take care of students with multiple exceptionalities.	<ol style="list-style-type: none"> <li>To communicate with the SEN Coordination Committee to identify the students with multiple exceptionalities, if any.</li> <li>To provide support according to each case.</li> </ol>	Sharing and feedback from teachers and students.	WY	Gifted Education Committee SEN Coordination Committee	
	2. Check and follow up on the inclusion of elements of Gifted	1. Elements of Gifted Education be observed	Scheme of work Feedback from	WY	Academic Steering	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
	Education in the school curriculum.	<p>from schemes of work of different panels.</p> <p>2. Means of obtaining feedback may be explored e.g. Interviewing panel chairs about the implementation.</p>	Panel Heads		Committee, Gifted Education Committee	



## Chapter 4: Appendices

### Appendix I: Plan for Diversity Learning Grant

Three-year plan:

Measures to broaden students' choices of elective subjects for the fourteenth cohort of senior secondary students (2022/23 to 2024/25)

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
					22/23	23/24	24/25		
Other Programmes - <b>MUSIC</b>	(Network Programme) <ul style="list-style-type: none"> <li>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	19	19	19	<ul style="list-style-type: none"> <li>Attendance of students at the enrolled programme</li> <li>Students will take the HKDSE Examination administered by the HKEAA.</li> <li>Results obtained by the students will be reported in their HKDSE certificates.</li> </ul>	Prefect of Studies with the Music Panel and partner schools

## Chapter 4: Appendices

### Appendix II: Plan of 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.	Create space for teachers to raise the effectiveness of teaching and learning.	Whole Year	Salary & 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 English Language Panel	Economics Panel Chair

## Chapter 4: Apendices

### 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 and SENCO's time allocation per week	Resources Required (with refence to 2021-2022)
<b>1. Early Intervention</b>	<p>-to provide professional assistance to students with SEN at the earliest time possible</p> <p>-to arrange the most timely and appropriate support for SEN students' to make sure they can receive the best possible intervention and treatment</p>	<p><b><u>1. Psychiatrist's diagnosis and treatment (Tier 1-3)</u></b></p> <p>- to provide information about psychiatrists to parents in order to conduct a formal assessment and diagnosis. SENCO or SENST can accompany the student to the psychiatrist's office during the assessment for better understanding of the situation. More visits to the psychiatrist are needed for MI cases for medication adjustment.</p>	<p>1. The students with suspected SEN and their parents can have a confirmation of the special needs at the earliest possible time, and psychological and counselling services can also start as early as possible. Medication can start earlier for MI cases and students with ADHD.</p>	<p>1. 100% of the students with suspected SEN can visit the psychiatrist's office and have the formal assessment with parents' consent.</p>	<p>1. Students' improvement can be discussed and evaluated after the treatment and psychological/ counselling services start.</p>	<p>1. Throughout the year</p>	<p>1. SENCO (1 hour), SENST</p>	<p>1. LSG funding if the student is diagnosed with SEN</p> <p>- \$120000</p>

		<p><b><u>2. Clinical Psychologists' and Educational Psychologists' Services (Tier 2-3)</u></b>          -to pinpoint SEN students' weaknesses and problems in communicating with others (ASD), organizing (ADHD) and motivating themselves (MI) and provide trainings, treatments and strategies accordingly.</p>	<p>2. SEN students can improve their social skills (ASD), organizational skills (ADHD) and positive emotions (MI) after having a series of interventions with the professionals.</p>	<p>2. 80% of SEN students' progress reports are positive and show signs of improvement at the end of the school year.</p>	<p>2. Students' year-end evaluation report on SEMIS can show gradual improvement throughout his school years.</p>	<p>2. Throughout the year</p>	<p>2. SENCO (2 hours), SENST, Educational Psychologists, Clinical Psychologists</p>	<p>2. LSG funding -\$320000</p>
		<p><b><u>3. Speech Therapist's Services for students with SLI (Tier 1)</u></b>          -to help students build self-confidence in speaking and improve communication skills by providing them with training and strategies by the school-based speech therapist .</p>	<p>3. Students with SLI can communicate more confidently and fluently with their peers and teachers inside and outside the classroom. They can also achieve a higher mark in their Chinese and English speaking assessments and examinations.</p>	<p>3. 80% of students with SLI are able to have a higher mark in their Chinese and English speaking assessments and exams in the mid-year exam and final exam.</p>	<p>3. The school-based speech therapist's individual year-end report can reflect the improvement and issues which need to be fixed in the following academic year.</p>	<p>3. Throughout the year</p>	<p>3. SENCO, (30 minutes) SENST, Speech therapist, Social workers</p>	<p>3. LSG funding -\$44000</p>

		<p><b><u>4.Training Group and workshop for ASD and ADHD students (Tier 2)</u></b> -to help ASD and ADHD students adapt better to the school environment by enhancing their social skills through organizing group activities and training for them</p>	<p>4. Students with ASD can communicate with their peers and teachers more effectively and sensitively. Also, ASD and ADHD students can organize their belongings and regulate their emotions effectively.</p>	<p>4. 90% of the participants of these groups are able to improve their interpersonal relationship by developing skills and strategies like regulating their emotions, enhancing their self-discipline, interpreting others' meanings accurately, etc., in the year-end evaluation report.</p>	<p>4. The year-end evaluation reports can reflect their improvement and growth after partaking in these group activities and therapies.</p>	<p>4. Throughout the year and once a week for each group</p>	<p>4.SENCO, (1 minutes) SENST, SENTA, Social workers, service providers (buy service)</p>	<p>4. LSG Funding -\$20000</p>
		<p><b><u>5. Drafting and execution of Individual Educational Plan (IEP) (Tier 3), especially for students with MI issues</u></b> - to design an individual educational plan for each Tier 3 SEN student with short-term goals and long-term goals to maximize available resources for fulfilling their individual and unique needs. For</p>	<p>5. Tier 3 students can better cope with their academic, emotional and interpersonal challenges after applying the taught strategies and achieving both short-term and long-term goals. MI students can have a better emotional regulation during their depressive episodes and refrain from</p>	<p>5. 100% of the Tier 3 students can have an IEP designed and executed thoroughly for them, and 100% of them can have an improvement in their final IEP review meeting in June agreed by the School-based Educational Psychologists, class teachers, parents and SENCO. 100% of the MI students can revert to a healthier status as assessed by the psychiatrist and psychologists. Students can have their protective</p>	<p>5. The IEP meetings can reflect Tier 3 students' progress of improvement as well as the year-end evaluation reports and the psychiatrist's and psychologists' assessment.</p>	<p>5. Throughout the year and twice a year (September and June/July) for the IEP meetings</p>	<p>5. SENCO (2 hours) SENST, Social workers, School-based Educational Psychologist, class teachers, subject teachers</p>	<p>5. LSG funding for psychiatrists' and psychologists' services</p>

		MI cases, the IEPs involve more frequent psychological services and counselling sessions and aim to help students regulate their emotions and resolve deep-rooted issues. The IEPs will be discussed, reviewed and improved throughout the year for enhancing their effectiveness.	suicidal ideations and attempts.	factors strengthened as well as their risk factors being reduced or better, removed.				
<b>2. Home-school co-operation</b>	<p>- to proactively engage parents in home-school communication and co-operation for appropriate support to students with SEN</p> <p>- to establish a regular communication mechanism with parents to let them understand the SEN nature and traits of</p>	<p><b><u>Parents' training and counselling sessions</u></b></p> <p>-to equip parents with knowledge, the right mentality and techniques of dealing with their SEN children's problems at home through organizing workshops and talks, parents' counselling sessions and to create a peer support group for</p>	Parents can feel confident when communicating and handling conflicts with their children. Also, they can execute the right strategies effectively when aiding children in their learning and social aspects.	50% of the parents with SEN children can participate in the training workshop, counselling session and talks for at least once in a school year, and 50% of the parents can join the peer support group regularly on a monthly basis.	Parents can fill in a year-end questionnaire to reflect their satisfaction towards the training workshops, talks and support group and what they have achieved and acquired.	Training workshops and talks can be held in December and June; peer support group can have meetings every month	SENCO (1 hour), SENST, Social workers, Educational Psychologist, Clinical Psychologists	LSG Funding: \$20000

	<p>their children</p> <p>-to encourage parents to take part in the planning of intervention programmes, tracking of progress and evaluation of effectiveness and provide similar support for their children at home so as to enhance the effectiveness of the support services</p>	<p>them to share experiences and feel understood.</p>						
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## Chapter 4: Appendices

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

**School-based After-school Learning and Support Programmes 2022/2023 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 32 (including A. 2 CSSA recipients, B. 24 SFAS full-grant recipients and C. 6 under school's discretionary quota).

B. Information on Activities to be subsidised/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 activities: Instrumental Class</b>	To offer focused instruction to students in playing musical instruments	High participation rate and improved performance	Questionnaire	<b>Oct 21-May 23</b>	1	6	2	<b>30,000</b>	/
<b>Sports Activities</b>	To offer focused instruction to students in the aspect of sports activities	High participation rate and improved performance	Questionnaire	<b>Oct 21-May 23</b>	1	18	4	<b>40,000</b>	/
<b>Total no. of activities: <u>2</u></b>				<b>*No. of man times</b>	2	24	6		
				<b>**Total no. of man times</b>	32			<b>70,000</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)

## Chapter 4: Appendices

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

2022-2023 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 multiple perspectives
- 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

	Item*	Estimated expenses (\$)
1.	Purchase of Books	
	<input checked="" type="checkbox"/> Printed books	6,000
	Chinese Magazines	4,000
	<input checked="" type="checkbox"/> e-Books - HKEdCity	11,300
2.	Web-based Reading Schemes	
	<input checked="" type="checkbox"/> e-Read Scheme	
	LightSail	39,600
	<input checked="" type="checkbox"/> Subscriptions	
	Wisenews	12,000
	SCMP + YP	12,000
	<input type="checkbox"/> Other schemes	
3.	Reading Activities	
	<input checked="" 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.

Approx. Fund Amount: \$73326 (current) + 13,514.37 (last year's surplus)

Total: **\$86,900**

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

Plan on the Use of the Life-wide Learning Grant  
2022/2023 School Year

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

## Category 1: To organise / participate in life-wide learning activities

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
e.g.	Career Experience Activity	Nov 2022	S1-S3	200	\$20,000.00	\$100.00									
1	Field Studies Camp for SS Geography 2022-23	Feb 2023	S5	12	\$6,000.00	\$500.00	Students will conduct geography enquiry field study in the 2 day camp.	Geography	Students' reflection	✓	✓				Geography/Miss CS Pang
2	Field Trip to Tung Chung River 2022-23	Oct 2022	S4	20	\$600.00	\$30.00	Students will learn about the ecological functions, features and issues related to Tung Chung River	Geography	Students' reflection	✓	✓				Geography/Miss CS Pang
3	Field Visit to HK Electric Power Plant and Wind Power Station, Lamma Winds	Mar-23	S1-5	20	\$1,000.00	\$50.00	Enable students to gain better understanding of the operation of a power plant and the use of renewable energy in Hong Kong. It also promotes low-carbon lifestyle among students.	Geography	Students' reflection	✓	✓				Geography/Miss CS Pang
4	S4 & S5 Field Trips	January 2023	/	300	\$19,100.00	\$63.60	To extend learning outside classroom and gain practical experience on ecological field work and other related topics.	Biology	Observation by teachers during the workshops Questionnaire and report received	✓					Lee Yat Shing
5	Biotechnology workshop on DNA fingerprinting	February - May 2023	S3-4	60	\$5,250.00	\$87.50	To develop students' interest in modern biotechnology through hands-on experience on doing DNA profiling, which is a forensic technique commonly used in criminal investigations.	Biology	Attendance Record and Report	✓					Lee Yat Shing
6	Outing to Water treatment plant	Feb 2023	S1	30	\$2,000.00	\$66.67	* To introduce the historical background and significance of water treatment plant in Hong Kong * To enhance students' knowledge of water resources * To raise students' awareness of water conservation	Science	Questionnaire Feedback from students	✓	✓				Dominic Mok
7	Exposure trip to Yim Tin Tsai (鹽田梓):Sea salt making workshop	Dec 2022	S1	30	\$6,500.00	\$216.67	To introduce the sea salt making by relevant scientific theories	Science	Questionnaire Feedback from students	✓	✓				Dominic Mok
8	Mini-movie workshop (Life development)	Post-exam	S1	165	\$2,000.00	\$12.12	* To understand the development of zygote and foetus before labour process. * To treasure the value of life.	Science	Questionnaire Feedback from students	✓	✓				Dominic Mok

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
9	Field Trips for one to two levels e.g. S5 Field Trips	Term 2	S1-S5	165	\$10,000.00	\$60.00	1. To provide students experiential learning related to theme-based learning e.g. S5 visit Crossroads to raise awareness of various social issues. 2. To expose students to other learning experiences 3. To collaborate with other subject panels for learning across the curriculum.	English Language	Observations by teachers; Evaluation Forms; Debriefing Session	✓	✓	✓		✓	English Panel
10	Speech Festival	Term 1	S1-S6	80	\$12,000.00	\$150.00	1. To promote the interest and raise the standard of students and teachers in speech, drama, poetry and prose. 2. To boost students' confidence in public speaking. 3. To foster teamwork and cooperation skills in duo or choral pieces.	English Language	Entry Forms; Results	✓		✓			English Panel
11	English Competitions Registration Fees for external ECAs e.g. debate, drama, Mock Trial, Moot Court, MUN, RTHK, public speaking competitions	Whole Year	S1-S6	60	\$8,000.00	\$130.00	1. To expose students to other learning experiences. 2. To provide platforms for students to showcase their talent in English Language. 3. To offer students opportunities in socializing and building communication skills in events.	English Language	Observations by teachers; Evaluation Forms; Debriefing Session; Results	✓	✓	✓	✓	✓	English Panel
12	S1 Performance Night	Term 2	S1	165	\$12,000	\$70.00	1. To expose students to performing arts (stage management, script writing, set and costume design, directing and performing). 2. To foster teamwork and cooperation skills.	English Language	Observations by teachers; Debriefing Session; Performance	✓	✓	✓	✓		English Panel
13	Special Functions e.g. S4-S6 Joint School Speaking, Interclass debate, WYK Improv Festival, WYK Keynoters, WYK MUN	Whole Year	S1-S6	400	\$10,000	\$25.00	1. To expose students to other learning experiences. 2. To provide platforms for students to showcase their talent in English Language. 3. To offer students opportunities in socializing and building communication skills in events. 4. To hone students' speaking skills in the English Language.	English Language	Observations by teachers; Debriefing Session; Performance; Results	✓	✓	✓			English Panel

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
14	Debate (various competitions internal and external, coaching)	Whole Year	S1-S6	60	\$87,400	\$1,400.00	1. To nurture students' logical and critical thinking skills, and English language skills through debating. 2. To expose students to international issues and enhance their global vision. 3. To provide chances for students to organise a team effectively and to understand the value of teamwork. 4. To stretch the potential of students who are gifted in English Language and critical thinking.	English Language	Observations by teachers; Evaluation Form, Debriefing Session; Performance; Results	✓	✓	✓	✓	✓	English Panel
15	Drama/Public Speaking Coach	Whole Year	S1-S6	330	30000	\$90.00	1. To nurture students' creativity through drama. 2. To expose students to performing arts (stage management, script writing, set and costume design, directing and performing). 3. To build students' confidence in speaking through drama. 4. To stretch the potential of students who are gifted in English Language and performing arts. 5. To prepare students for the school's centenary celebrations through performance.	English Language	Observations by teachers; Evaluation Form, Debriefing Session; Performance; Results	✓	✓	✓			English Panel
16	S3 Life Planning Workshop	April 2023	S3	160	\$34,000.00	\$212.50	1. Students will learn the key elements in careers education so as to understand what they can start planning for their future career goal 2. Students will gain insights through hand-on experience into the characteristics and requirements of skillsets for a selected	Careers	Observation by teachers during the workshops					✓	Lee Kwok keung
17	Career Interest Assessment tool	April 2023	S3	138	\$2,500.00	\$15.60	To provide additional information for students to make informed decision on subject selection	Careers	Reports of COA assessment. Students' feedback in debriefing session					✓	Lee Kwok keung
18	Golden Library	Nov 2022	S5	160	\$10,000.00	\$62.50	To allow students to explore various job areas through sharing by retired persons.	Careers	Feedback from students and guest speakers		✓			✓	Lee Kwok keung

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge	
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences		
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes															
19	S2 and S3 experiential learning activities	Feb 2023	S2 and S3	298	\$56,000.00	\$175.00	To facilitate students' goal setting through experiential activities	Careers	Observation by teachers during the workshops The quality of students' goal setting worksheet.						✓	Lee Kwok keung
20	Travel subsidy for students in Summer Work Experience programme	July - August 2023	S4 and S5	30	\$12,000.00	\$400.00	To allow student to explore the world of work through the attachment	Careers	Students' reflection collected after the summer attachment.						✓	Lee Kwok keung
21	Transportation Fee for visit to local university	April 2023	S5	133	\$5,000.00	\$31.25	To allow students to explore study programmes at local university	Careers	Students' response and teachers' feedback						✓	Lee Kwok keung
22	Summer Masterclass: Violin Solo (Intermediate)	July - Aug 2023	S1-S6	10	\$22,000.00	\$2,200.00	To pull out students with extraordinary musical talent for intensive training and further aesthetic development.	Arts (Music)	Attendance of class and performance in the student recital			✓			✓	Music Committee
23	Summer Masterclass: Violin Solo (Advanced)	July - Aug 2023	S1-S6	10	\$22,000.00	\$2,200.00	Same as the above	Arts (Music)	Same as the above			✓			✓	Music Committee
24	Summer Masterclass: String Ensembles	July - Aug 2023	S1-S6	10	\$22,000.00	\$2,200.00	Same as the above	Arts (Music)	Same as the above			✓			✓	Music Committee
25	Summer Masterclass: Cello Solo (Intermediate)	July - Aug 2023	S1-S6	10	\$22,000.00	\$2,200.00	Same as the above	Arts (Music)	Same as the above			✓			✓	Music Committee
26	Summer Masterclass: Cello Solo (Advanced)	July - Aug 2023	S1-S6	10	\$22,000.00	\$2,200.00	Same as the above	Arts (Music)	Same as the above			✓			✓	Music Committee
27	Summer Masterclass: Advanced Piano Solo / Duet	July - Aug 2023	S1-S6	10	\$22,000.00	\$2,200.00	Same as the above	Arts (Music)	Same as the above			✓			✓	Music Committee
28	Summer Masterclass: Advanced Piano Accompaniment	July - Aug 2023	S1-S6	10	\$22,000.00	\$2,200.00	Same as the above	Arts (Music)	Same as the above			✓			✓	Music Committee
29	Summer Masterclass: Bel Canto Vocal Singing	July - Aug 2023	S1-S6	12	\$26,400.00	\$2,200.00	Same as the above	Arts (Music)	Same as the above			✓			✓	Music Committee
30	Summer Masterclass: Bel Canto Vocal Singing	July - Aug 2023	S1-S6	12	\$26,400.00	\$2,200.00	Same as the above	Arts (Music)	Same as the above			✓			✓	Music Committee
31	Summer Masterclass: Drama & Musical	July - Aug 2023	S1-S6	10	\$22,000.00	\$2,200.00	Same as the above	Arts (Music)	Same as the above			✓			✓	Music Committee
32	Summer Masterclass: Guitar	July - Aug 2023	S1-S6	10	\$22,000.00	\$2,200.00	Same as the above	Arts (Music)	Same as the above			✓			✓	Music Committee
33	Summer Intensive Course: German for Beginners	July - Aug 2023	S1-S6	20	\$24,000.00	\$2,200.00	To provide basic understanding of the German languages for students who are aspired to study overseas in Germany and apply for official German Exams provided by the Goethe-Institut.	Cross-Disciplinary (Others)	Attendance of class and in-class assessments	✓	✓				✓	Music Committee
34	School Athletics Team Training	1/9/22 - 31/8/23	S1-S6	60	\$92,160.00	\$1,536.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Athletics competition			✓				Sports Committee

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
35	School Basketball Team Training	1/9/22 - 31/8/23	S1-S6	40	\$150,000.00	\$3,750.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Basketball competition			✓			Sports Committee
36	School Badminton Team Training	1/9/22 - 31/8/23	S1-S6	25	\$68,480.00	\$2,739.20	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Badminton competition			✓			Sports Committee
37	School Chess Team Training	1/9/22 - 31/8/23	S1-S6	20	\$57,600.00	\$2,880.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Chess competition			✓			Sports Committee
38	School Chinese Chess Team Training	1/9/22 - 31/8/23	S1-S6	20	\$57,600.00	\$2,880.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Chinese Chess competition			✓			Sports Committee
39	School Football Team Training	1/9/22 - 31/8/23	S1-S6	66	\$191,040.00	\$2,894.50	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Football competition			✓			Sports Committee
40	School Hockey Team Training	1/9/22 - 31/8/23	S1-S6	18	\$36,000.00	\$2,000.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Hockey competition			✓			Sports Committee
41	School Ice Hockey Team Training	1/9/22 - 31/8/23	S1-S6	15	\$76,800.00	\$5,120.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Ice Hockey competition			✓			Sports Committee
42	School Lifesaving Team Training	1/9/22 - 31/8/23	S1-S6	24	\$24,000.00	\$1,000.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Lifesaving competition			✓			Sports Committee
43	School Tennis Team Training	1/9/22 - 31/8/23	S1-S6	10	\$134,400.00	\$13,440.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Tennis competition			✓			Sports Committee
44	School Volleyball Team Training	1/9/22 - 31/8/23	S1-S6	60	\$122,880.00	\$2,048.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Volleyball competition			✓			Sports Committee

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
45	F.1- F.2 Sports Program	10/9/22 - 19/4/23	S1-S2	140	\$50,000.00	\$357.14	Provide some newsports program eg, lacrosses that allow students to participate in the process of expecting students to enjoy the activities	Physical Education	The student attendance and let the students keeping doing excersies in the future			✓			ECA, Sports Committee
46	ECA-Junior Form Sports Programme	Whole year	S1	120	\$19,740.00	\$165.00	Support students' pursuits in aesthetic and sports development Lacrosses: (\$14,400) Basketball: (\$2,240) Volleyball: (\$3,100)	Sports	Attendance and questionnaires			✓			KWONG KWAN YIN
47	Elementary course of commercial airline pilot	July 2023	S1-S3	8	\$40,000.00	\$5,000.00	Students work in pair, pilot flying and pilot monitoring to complete a circuit inside a Airbus 320 flight simulator, including take off, cruising, approaching and landing. Students will comply with the standards specified by commercial airline captain.	Uniform Groups		✓		✓		✓	Chan Ka Lok
48	Intermediate course of commercial airline pilot	July 2023	S4-S5	2	\$10,000.00	\$5,000.00	Students work in pair, pilot flying and pilot monitoring to start up a commercial plane from cold and dark of a Airbus 321 flight simulator. They will be taught to use the Multi-Function Control and Display Unit (MCDU) of Airbus to control the plane using navigation system. Students are also taught how to land on famous challenging airports.	Uniform Groups		✓		✓		✓	Chan Ka Lok
49	S1 Personality Dimension	Nov 2022	S1	165	\$10,000.00	\$61.00	Help students to understand themselves, so they can be more effective in their life.	Others, please specify: Self-understanding	Students' reflection and evaluation meeting		✓				Guidane Committee
50	S2 Experiential Learning	Feb 2022	S2	154	\$10,000.00	\$61.00	Class based experiential learning activities such as team-building workshops, leadership training, careers exploration will be sourced through NGOs and companies.	Leadership Training	Students' reflection and evaluation meeting. Observation by the Class Teachers.		✓				Guidane Committee
51	S3 Experiential Learning	Feb 2022	S3	138	\$10,000.00	\$61.00	Class based experiential learning activities such as team-building workshops, leadership training, careers exploration will be sourced through NGOs and companies.	Leadership Training	Students' reflection and evaluation meeting. Observation by the Class Teachers.		✓				Guidane Committee



No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
52	S4 Adventure-based counselling day-camp	May 2023	S4	155	\$43,200.00	\$262.00	Help S4 students to improve self-awareness and embrace new insight positively.	Leadership Training	Students' reflection and evaluation meeting. Observation by the Class Teachers.		✓				Guidane Committee
53	S5 Stalls	Jan 2023	S1-S5	744	\$1,500.00		Let S5 students from set up stalls to nurture their collaboration skills, financial management skills. In order to be leaders in service.	Citizenship and Social Development	Students' reflection and evaluation meeting				✓		Guidane Committee
54	S1 – S5 Gifted Education: Overnight camp	Dec 2022, Feb 2023	S1-S5	150	30000	200	Help the future student leaders share	Leadership Training	Students' reflection and evaluation meeting						Guidane Committee
55	Study Skills Workshop: S1 Note-Processing	Sep 2022	S1	165	43500	263.6363636	Note Processing Programme: to enhance	Please specify: Stu	Evaluation question						Guidane Committee
(Please insert rows above if the space provided is insufficient.)															
<b>Sub-total of Item 1.1</b>				<b>5,249</b>	<b>\$1,885,050.00</b>										
1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
e.g.	Exchange Tour to the Greater Bay Area	10-12 Apr 2023	S4-S5	88	\$100,000.00	\$1,136.36									
1	Plan B: Macao (Day trip) Visit Macao Museum, and famous architecture, do a bird's eye view of Macao and Zhuhai, and take pictures at the Ruins of St. Paul (大三巴) • Make a school visit and exchange school life experience with a local school.	Apr 2023	S2-S5	16	\$18,000.00	\$1000 for each student and 2 staffs travel fee, entrance fee, meals, insurance, etc. (Plan B)	1.To encourage junior students in pursuing further study in Art 2.To understand the Art and world history and culture in order to nurture global citizenship 3.To improve students' collaborative learning skills 4.To help students to pursue for competence in the arts and commitment through the exchange programme.	Arts (Visual Arts)	Lesson observation by tour-leader teachers 2 Discussion with individual students' progress. 3 Reflection collected from participating students on the whole journey. 4 Daily debriefing in groups (examine)	✓	✓	✓			Ms. KWAN Wing Yee
(Please insert rows above if the space provided is insufficient.)															
<b>Sub-total of Item 1.2</b>				<b>16</b>	<b>\$18,000.00</b>										
<b>Total for Category 1</b>				<b>5,265</b>	<b>\$1,903,050.00</b>										

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

No.	Item	Purpose	Estimated Expenses (\$)
e.g.	STEM Learning Kits	STEM Interest Group Activity	\$50,000.00

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
1	Double Bases					\$30,000.00									
2	Cellos					\$10,000.00									
3	Drum Set					\$4,400.00									
4	Micropipettors, Micorpipette Tips & Racks					\$7,600.00									
5	TWO computer display cards for microsoft flight simulator, estimated price: HK\$12,000 each					\$24,000.00									
(Please insert rows above if the space provided is insufficient.)															
						<b>Estimated Expenses for Category 2</b>	<b>\$76,000.00</b>								
						<b>Estimated Expenses for Categories 1 &amp; 2</b>	<b>\$1,979,050.00</b>								

**Category 3: Estimated Number of Student Beneficiaries (Compulsory)**

Total number of students in the school:	877
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No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
Estimated number of student beneficiaries:			92												
Percentage of students benefitting from the Grant (%):			10%												
Name of Contact Person for LWL:															
Post of Contact Person for LWL:															

## Chapter 4: Appendices

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

**Student Activities Programmes 2022/2023 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 32 (including A. 2 CSSA recipients, B. 24 SFAS full-grant recipients and C. 6 under school's discretionary quota).

**B.**    **Information on Activities to be subsidised/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 potentials of students and broaden their horizons	80% of the students achieve full attendance	Attendance record and reflections	2022-2023	1	2	1	20,000	/
<b>Sports</b>	To encourage students to play different types of sports and live a positive life	80% of the students achieve full attendance	Attendance record and reflections	2022-2023	0	2	1	8,000	/
<b>Experiential Learning</b>	To engage students to be involved in experiential learning activities and enhance their motivation in	80% of the students achieve full attendance	Attendance record and reflections	2022-2023	2	3	3	30,000	/

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)

## Chapter 4: Appendices

### **Appendix VIII: Plan on Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students**

<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>
Teaching & Learning	(1)	Employment of two Chinese Language Assistant Teachers to arrange pull-out classes during Chinese Language Lessons.	Students should benefit from more interactions and can complete the class assessments, as assigned by the teachers.	Whole Year	Salary & MPF	Students should obtain passes in all their assessments.	Analysis of students' results in internal assessments  Analysis of students' results in public examinations	Head of Academic Steering Committee and Chinese Language Panel Chair
Teaching & Learning	(1)	Employment of part time teaching assistants to arrange translate learning materials of some CMI subjects into	CMI teaching materials of some subjects translated into English	Whole Year	Wages for part time teaching assistants	Materials translated	Teachers' feedback	Head of Academic Steering Committee and Chinese Language Panel Chair

<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>
		English for some subjects						
After-school support for Chinese learning	(1)	Procure professional services/ recruiting part-time instructors to organize after- school Chinese tutorial classes for NCS students studying in junior secondary	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%  Students should obtain passes in all their assignments.	Analysis of students' results.  Analysis of instructors' comments  Checking attendance records	Head of Academic Steering Committee and Chinese Language Panel Chair
After-school support for Chinese learning	(1)	Procure professional services/ recruiting	The attendance rate of the students who are required to join	Whole Year	Expenses charged by external	The attendance rate at 80%	Analysis of students' results.	Head of 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>
		part-time instructors to organize after- school Chinese tutorial classes for NCS students studying in junior secondary	the programmes should reach 80%.		service providers	Students should passes in all their assignments.	Analysis of instructors' comments  Checking attendance records	and Chinese Language Panel Chair
After-school public examination preparation class for senior secondary NCS students	(1)	Procure professional services/ recruiting part-time instructors to organize after- school Chinese public examination	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%  Students should passes in all their assignment.  Students should attain the expected grades predicted by teachers and instructirs	Analysis of students' results in internal assessments  Analysis of students' results in the public examination  Analysis of instructors' comments	Head of Academic Steering Committee and Chinese Language Panel Chair

<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>
		classes for NCS students studying in senior secondary					Checking attendance records	
Creation of an inclusive learning environment	(1)	Organize activities that promote an inclusive learning environment.	Activities organized	Whole Year	Expenses of activities	Students participating in the activities agree that the exercises help them understand different cultures	Evaluation of participants and teacher advisors	Head of Academic Steering Committee and Chinese Language Panel Chair



## Chapter 4: Appendices

### Appendix IX: Plan on Implementation of Measures to Safeguard National Security and Promote National Security Education

Wah Yan College, Kowloon

2022-2023 School Year

#### Work Plan on Implementation of Measures to Safeguard National Security and Promote National Security Education

School Name: Wah Yan College, Kowloon

Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
School administration	(1) The National Security Committee functions on safeguarding national security and national security education: <ul style="list-style-type: none"><li>to plan, supervise and evaluate the implementation of related measures among subject panels and functional teams;</li><li>to promote communication and collaboration among different stakeholders to strengthen students' virtue cultivation and the related work in guidance and discipline;</li><li>to implement strategies to prevent political activities from permeating the School;</li><li>to issue a statement to clarify if an external organisation has used the School's name to promote their political views;</li></ul>	Meeting evaluation and observation  The committee has at least three meetings a year and there will be an interim report to evaluate the implementation of related measures in the first term.	2022/23 whole year	Vice-Principal	N/A

Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
	<ul style="list-style-type: none"> <li>• to make known to stakeholders the School’s statement “The Principles and Guidelines on Handling School Affairs Involving Controversial Political Affairs”;</li> <li>• to develop a School’s guidelines on safeguarding national security and national security education for stakeholders;</li> <li>• to submit reports to the IMC regularly.</li> </ul> <p>(2) Reinforce and monitor the mechanism and procedures for managing school premises (including the hiring out of school facilities) to ensure activities will not involve acts that endanger national security.</p> <p>(3) Take stock of library books and books of the Reading Corner in the corridor to ensure that the books do not contain inappropriate content that endangers national security.</p> <p>(4) National flag-raising ceremonies will be arranged weekly and the national flag will be displayed according to the EDB circular No. 11/2021.</p> <p>(5) Erecting two more flag poles for the flag of the HKSAR and the school flag through the application of Major Repair or other funding like QEF relating to National education. Purchasing a movable flag pole.</p>	<p>Teacher’s Handbook records and eNotice records</p> <p>School documentary analysis, Observation and meeting evaluation</p> <p>Records of library books</p> <p>Observation and record the actual dates of national flag ceremonies</p> <p>Application records</p>	<p>Second term</p> <p>Checking on a quarterly basis</p> <p>September 2022 &amp; Whole year</p> <p>Whole year</p> <p>Sep -Dec 2022</p>	<p>Vice-Principal (Campus Management)</p> <p>Teacher librarian &amp; Working Group</p> <p>Vice-Principal National Education Committee</p> <p>Vice-Principal (Campus Management)</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>

Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
Staff management	<p>(1) In the first staff meeting 2022/23, staff members will be reminded again that they are obligated to abide by the law and observe the code of conduct acceptable by society.</p> <p>(2) When contracts are renewed or offered for staff and service providers, terms concerning the obligation to abide by the law and observe the code of conduct acceptable by society will be added.</p> <p>(3) The obligation to abide by the law and observe the code of conduct acceptable by society will be stated in the Teacher Handbook.</p>	<p>Meeting evaluation</p> <p>Contract records</p> <p>Teacher’s Handbook records</p>	<p>August 2022</p> <p>Whole year</p> <p>September 2022</p>	<p>Principal</p> <p>Principal</p> <p>Vice-Principal</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>
Staff training	<p>(1) Through the Staff Development Day, staff members’ attention is drawn to EDBC No. 3/2021 concerning National Security and its guidelines.</p> <p>(2) Ensure teachers receive appropriate training on national security education, such as training programmes organised by the EDB and hence acquire a correct understanding of the National Security Law and enhance their knowledge of national security.</p>	<p>Questionnaires</p> <p>Teachers’ CPD records</p>	<p>May 2023</p> <p>Whole year</p>	<p>Head of Staff Development Committee</p> <p>Head of Staff Development Committee</p>	<p>N/A</p> <p>N/A</p>

Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
Learning and teaching	The scheme of work template is modified to allow panels to indicate Basic Law Education and National Security Education elements, which would be covered in different topics.	Scheme of work modified and disseminated  Subject teachers of panels are required to cover national security education according to the modified scheme of work	August – September 2022	Chairman of Academic Steering Committee  Panel chairpersons	N/A
	<p>Instructions of the Education Bureau would be disseminated to the Subject panels concerned.</p> <p>Subject panels would be instructed to discuss the topics to implement national security education.</p> <p>Subject panels that have already incorporated elements of Basic Law Education in teaching and learning will continue to cover these elements and further incorporate elements of National Security Education in their curriculum. In contrast, those required to cover national security education would include these elements in their curriculum.</p> <p>The S.1-S.6 curricula of the following subjects/ Key Learning Area will include National Security Education:</p> <ol style="list-style-type: none"> <li>1) Chinese History</li> <li>2) History</li> <li>3) Economics</li> <li>4) Chinese Language</li> <li>5) BAFS</li> <li>6) ICT</li> <li>7) Science</li> </ol>	<p>Instructions disseminated</p> <p>Panels discussing the topics to cover national security education</p> <p>Subject panels would indicate in the scheme of work the topics that will cover national security education</p>	August – September 2022	Chairman of Academic Steering Committee  Panel chairpersons	N/A

	8) Chemistry 9) Physics 10) Biology 11) Geography				
	Monitoring and curriculum audit will be conducted to review the content and quality of classroom teaching and teaching resources to ensure that they align with the aims, goals, and coverage prescribed by the Curriculum Development Council for different key learning stages and suit students' abilities and learning needs.	Curriculum audit conducted by the Academic Steering Committee	Whole Year	Principal  Chairman of the Academic Steering Committee  Panel Chairpersons	N/A
	School-based learning and teaching materials related to Constitution, Basic Law and National Security Education will be archived in the Knowledge Management System at google drive.	School-based materials archived	Whole Year	Panel Chairpersons  Subject teachers	N/A
Student guidance, discipline and support	(1) Conduct workshops or prepare Morning Formation materials that remind students to accord 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. (2) Conduct workshops or prepare Morning Formation material that emphasises cultivating positive values, positive thinking, and the proper attitude for getting along with others. (3) Refine the existing School Guidance and Discipline mechanisms and procedures to help students who have breached rules to stop improper behaviour and draw their awareness of the adverse effect and consequences that it may have on themselves, other students, and the School by means of reflection.	Meeting Evaluation  Meeting Evaluation  Meeting Evaluation	2022/2023  2022/2023  2022/2023	(Vice-Principal) Student Affairs  (Vice-Principal) Student Affairs Committee  (Vice-Principal) Student Affairs Committee	Speaker Fee \$8,000  N/A  N/A

Home-school cooperation	(1) Organise home-school cooperation activities that include Chinese culture or seminars to assist parents in helping children understand the spirit of enacting the National Security Law rationally and positively and developing correct values.	Meeting Evaluation	2022/2023	Parents' Association	Speaker Fee \$6000
	(2) Organise workshops for parents to introduce ways to establish healthy parent-child relationships, cultivate positive values, deal with conflicts, and help children release negative emotions that stem from social disputes.	Meeting Evaluation	2022/2023	Guidance Committee Parents' Association	Speaker Fee: \$10 000