

Learn to be a leader-in-service with companionship
Create a hope-filled future with Magis



Annual School Report 21-22

Wah Yan College, Kowloon

Contents

Chapter 1: Our School

- 1.1 Our Vision
- 1.2 Our Mission
- 1.3 Introduction to Our School

Chapter 2: Achievements and Reflection on Major Concerns

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

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

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

Chapter 3: Our Teaching and Learning

Chapter 4: Our Support for Students' Development

Chapter 5: Student Performance

- 5.1 Academic Performance
- 5.2 All-Round Performance

Chapter 6: Feedback and Follow-up

Chapter 7: Financial Summary

Chapter 8: Appendices

Appendix 1: Report of Capacity Enhancement Grant

Appendix 2: Report of Learning Support Grant

Appendix 3: Report of School-Based After-School Learning and Support Grant

Appendix 4: Year-End Evaluation Form at School Level on Whole-School Approach to Catering for Students with SEN

Appendix 5: Report of the Use of the Promotion of Reading Grant

Appendix 6: Report of the Use of Life-Wide Learning Grant

Appendix 7: Report of the Use of Student Activities Support Grant

Appendix 8: Report of Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students

Appendix 9: Report on Measures related to Safeguarding National Security and National Security Education

Chapter 1: Our School

1.1 Our Vision

We offer a holistic, liberating and transforming Catholic education within a learning community for students and staff to become progressively competent, committed, compassionate, spiritual, and ethically discerning persons with a universal heart contributing to the welfare and happiness of all, in particular, the poor and the neglected.

1.2 Our Mission

We nurture Men of Human Excellence; We form Men for and with Others; We build a learning community

1.3 Introduction to Our School

1.3.1 Introduction

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

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

The Incorporated Management Committee (IMC) consists of fifteen members: eight School Sponsoring Body Managers representing the Society of Jesus (four of them are Jesuits, and one is an alternate manager), the Principal, a Teacher Manager and an alternate Teacher Manager, a Parent Manager and an alternate Parent Manager, an Alumni Manager and an Independent Manager. The School Advisory Committee gives recommendations on school policies, and the School Executive Committee makes and carries out decisions regarding the implementation of school policies and day-to-day administration. There is a Staff Meeting without the Principal's attendance, from which teachers' views can be reflected to the administration via the Meeting's Chairperson.

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

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

Our school ethos focuses on forming students into Men for and with Others, who care for and walk with others through reflection on service experiences. We offer ample support for students; as such, the Student Affairs Committee oversees student development in character formation and coordinates the Guidance Committee, Discipline Committee, Extra-Curricular Activities Committee, Educational Psychologist, Clinical Psychologist and School Social Workers. The Careers and Life Planning Committee helps students set objectives and supports them in their transition from junior to senior secondary, providing career guidance for choosing post-HKDSE pathways. The Students' Association, founded in 1966, oversees extra-curricular activities organized by student clubs. Together with the Music Association, Catholic Association (the latter under the guidance of the Pastoral Committee) and the Houses, they offer a rich array of opportunities for students to grow in leadership, service, arts, sports, religious faith and other non-academic areas. The Parents' Association, in which teachers are not members and have no voting rights, actively promotes reading activities and home-school cooperation. Lastly, with an alumni network extending to overseas cities, the Past Students' Association actively supports current students through face-to-face mentorship, workplace attachment programmes and financial sponsorship for student development.

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

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

1.3.2 Our Students

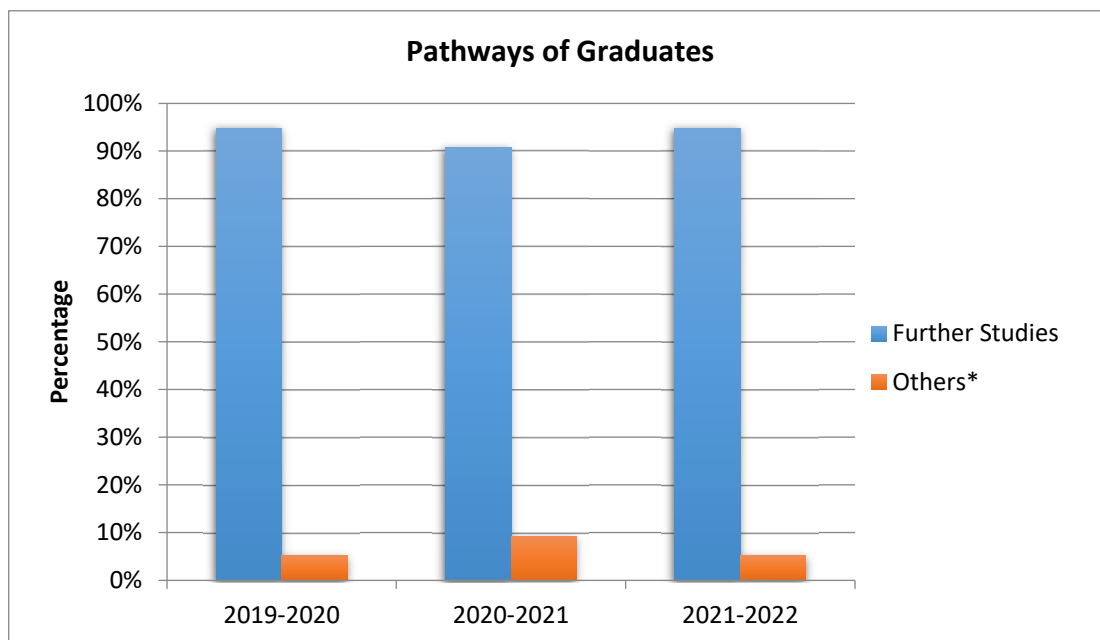
i) Number of Operating Classes and Students

Level	2020-21		2021-2022	
	No. of Classes	Total Enrollment	No. of Classes	Total Enrollment
Secondary 1	5	161	5	165
Secondary 2	5*	163	5	159
Secondary 3	5	149	5	158
Secondary 4	5*	148	5	143
Secondary 5	5*	150	5*	142
Secondary 6	5*	141	5*	140
Total	30	912	30	907

*The School implements Small Class Teaching, and five classes in particular forms are split into six classes to raise the quality of teaching and learning.

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

ii) Pathways of Graduates

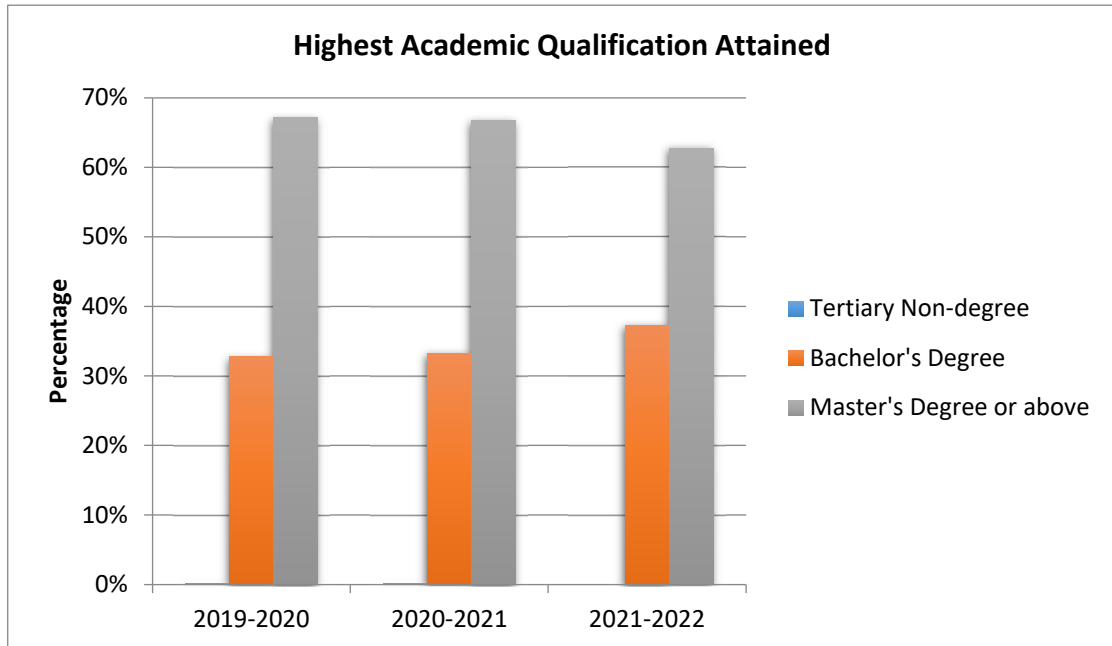


* No information provided by graduates

1.3.3 Our Teachers

i) Teachers' Qualifications

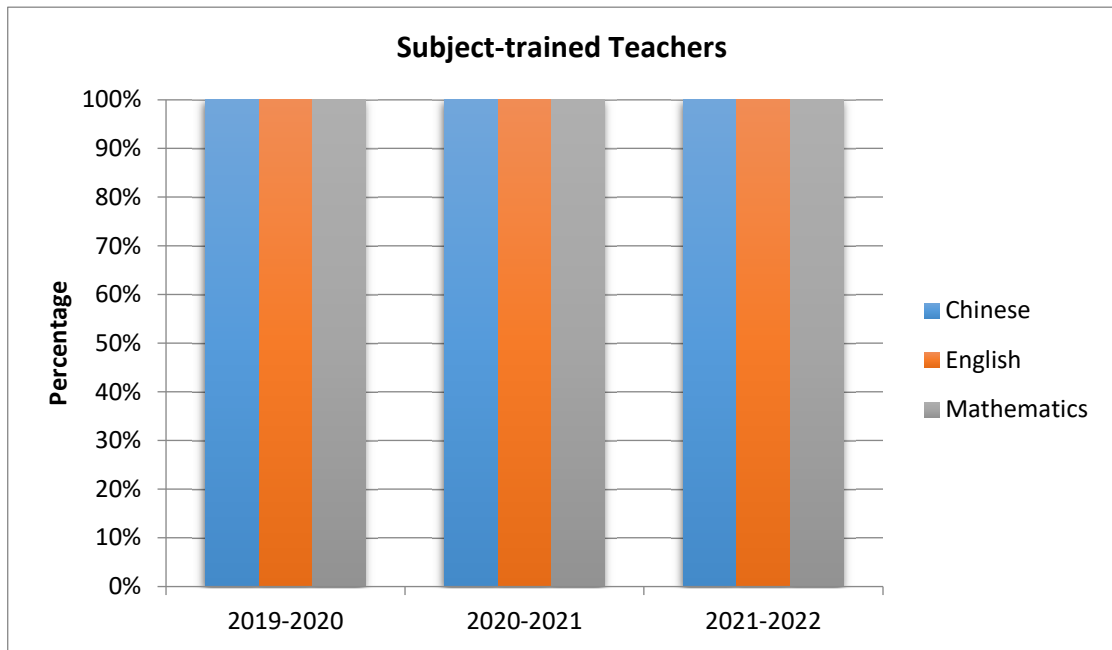
a) Highest Academic Qualification Attained



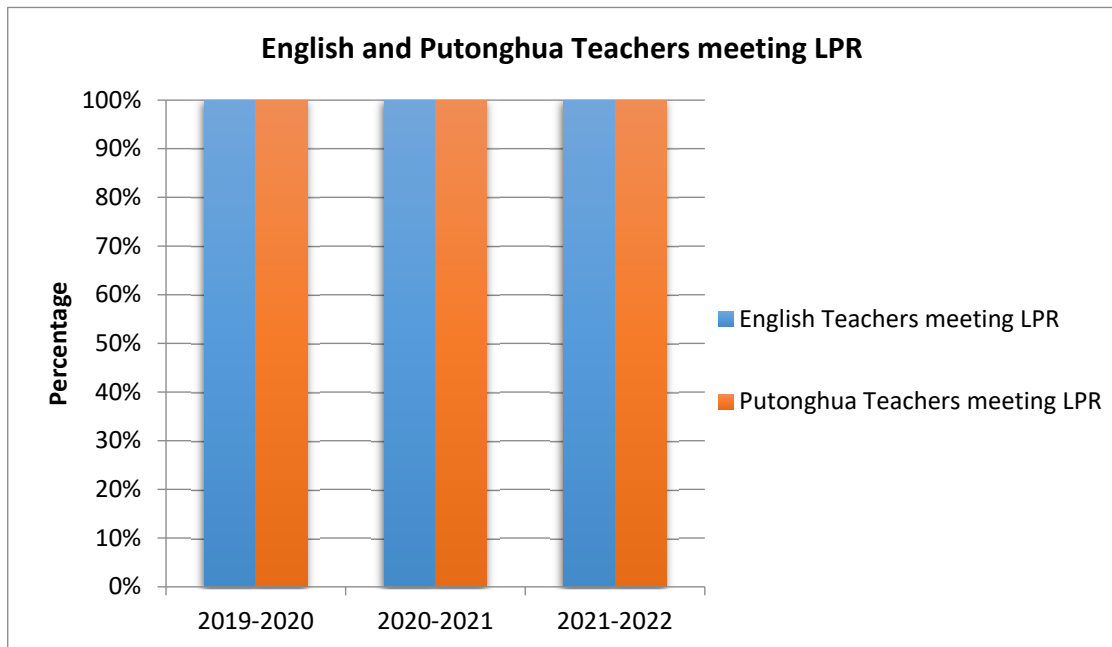
b) Professional Training



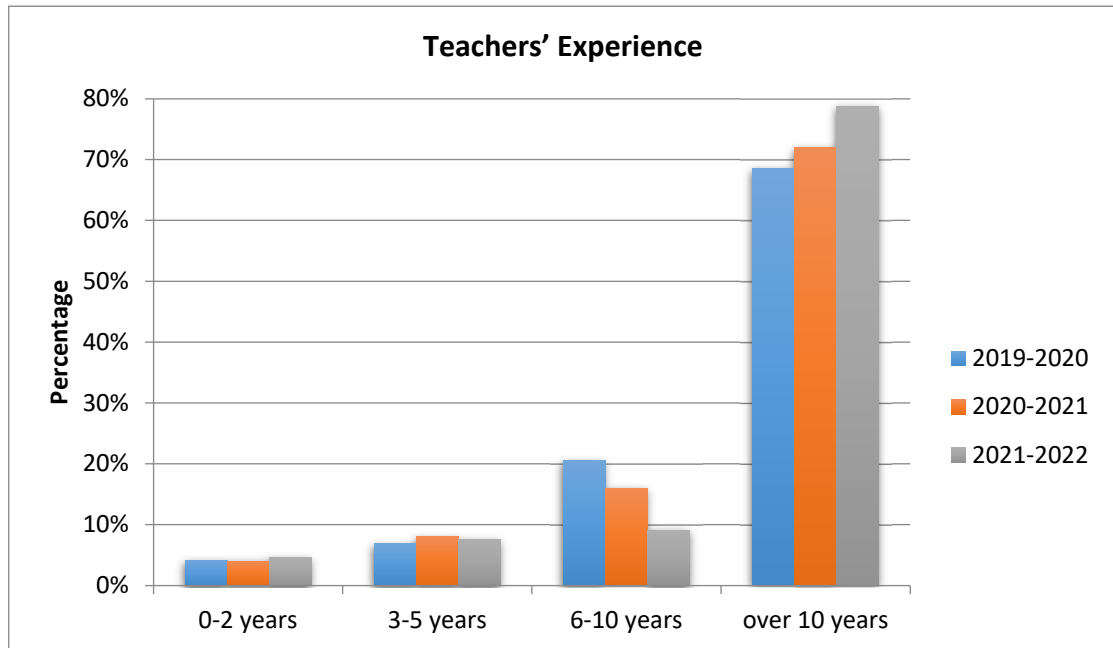
c) Subject-trained Teachers



d) English and Putonghua Teachers Meeting Language Proficiency Requirement



ii) Teachers' Experience



1.3.4 Our Curriculum

i) Curriculum Structure

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

ii) Percentage of Lesson Hours of Each Key Learning Area:

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

Chapter 2: Achievements and Reflection on Major Concerns

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

Achievements

- The School stated in the Development Plan (2017-2020) that it would nurture students into self-directed learners. To this end, different subject panels have incorporated teaching activities that bolstered self-directed learning (SDL) skills, including but not limited to note taking, group discussion, group presentation, etc. Apart from these basic SDL skills, subject panels also put more emphasis on developing students' capacity to learn collaboratively – constructing knowledge and solving problems together with their classmates. Despite the adverse impact of class suspension, subject teachers worked hard to make their lessons more interactive. For example, group discussions were arranged during online lessons, such that students were provided with ample opportunities to discuss issues and explore knowledge in collaboration with their peers. In addition, group projects were assigned, which allowed students to work with their classmates and solve problems together. From these activities, the collaborative learning and problem-solving skills of students could be enhanced.
- The efforts of different subject panels to promote self-directed learning like arranging group discussion, introducing group projects, encouraging students to participate in external competitions, forming study groups, etc., had made some impact on the students' learning. According to the findings of the ESDA survey, both the teachers and students thought that activities promoting active inquiry and investigation were arranged during the lessons to allow students to construct knowledge collaboratively with their classmates. The teachers' aggregate agreement percentages (percentages for "strongly agree" and "agree") for the statement "I often engage my students in active inquiry and construction of knowledge in lessons" was 83%. Although the aggregate agreement percentage was the lowest in three years, it was still a high percentage. At the same time, the students' aggregate agreement percentage for the statement "the teachers often make us inquire into/investigate different issues in lessons" was 73.9%, just 0.3% lower than the three-year high figure back in 2020, this was already an impressive figure, reflecting students' enthusiastic participation in classroom learning, which equip them to become self-directed learners.
- On the road to becoming self-directed learners, we guide our students to formulate learning goals. This academic year, we continued to introduce the importance and techniques of setting SMART (Specific, Measurable, Achievable, Relevant and Timed) learning goals to students during Formation periods, with the use of the Formation materials prepared by the Values Education Committee. According to the observations of the class teachers, students were able to set goals

with reference to the instructions covered in the Formation materials. At the same time, the class teachers also found that students could evaluate whether or not they could reach their goals with reference to the examination results and specific criteria. It is also believed that our work could produce some positive results. According to the ESDA survey conducted in the second term, the parents' aggregate agreement to statements like "my child takes the initiative to learn", "my child is highly interested in learning", etc., stood at 76.5% and 73.0%. These percentages were the highest in three years, illustrating the effectiveness of our efforts in helping our students set SMART learning goals.

- The School continued to implement the Comprehensive Reading Scheme with the support of a group of past students. The scheme was extended to S3 this academic year, as the development of reading habits is vital to form students into self-directed learners. The School also stepped up measures to motivate students to read, for example, Class Libraries were set up in S1 to arouse students' interest in reading through "bringing the library to classrooms"; libraries were further "brought" to their devices through the eBook platforms which the school had subscribed. Students were expected to read at least two books per month and prepare infographics and podcasts on the books which they had read.
- Further efforts were made to promote eLearning in this academic year. The outbreak of the COVID-19 pandemic caused the suspension of face-to-face classes since early 2020, and online classes needed to be arranged. To facilitate online teaching and learning, colleagues were invited to share good practices in eLearning during professional development activities. The BYOD policy was also introduced in S1 to promote interaction among teachers and students and help students become self-directed learners. Teachers could adjust their teaching strategies and allow students to use their devices in learning, like sharing ideas with classmates on Padlet, which made both teaching and learning more interactive.
- The School has put greater emphasis on stretching the potential of our students. The promotion of STEM education in recent years is one of the initiatives. For example, ICT was extended to the junior secondary for realising "STEM education for all". Talented students were also encouraged to participate in different programmes and competitions under the guidance of our teachers, and they continued to win numerous awards. Other than STEM, we also stretched our students in Chinese writing in this academic year. Students with talents and motivation were encouraged to join a writing class conducted by a local writer during the Summer Vacation. The School will continue to arrange similar classes in the future to boost students' interests and help them polish their writing skills.
- To prepare our younger generation for the increasingly globalized world, the School recognizes the importance of providing students with different learning experiences to broaden their

horizons. The School has always worked hard to arrange different exchange tours for our students. Although the COVID-19 pandemic made exchange tours impossible, we can still equip our students with the mastery of more foreign languages. This year, preparation for the Spanish Language Class was underway – the class would be offered to junior secondary students in the Academic Year of 2022-2023. After months of preparation and promotion, sufficient enrollment was secured, and the first cohort will start learning Spanish in September.

Reflection

- A study of the schemes of work prepared by different subject panels indicates that many panels would help their students acquire SDL skills like note-taking, pre-lesson preparation, group discussion, initiatives to ask questions, etc. However, it was observed that some skills, such as collaborative learning, creativity and problem solving, etc., were less attended to.
- The figures of the ESDA survey this year continue to indicate that there is room for improvement in terms of forming our students into self-directed learners. For example, the teachers' agreement percentage for the statement relating to students' initiative to learn and students' agreement percentage for similar statement never exceeded 60% in these three years. At the same time, when asked to evaluate how confident they were in their learning, the agreement percentage of students this year was only 55.1%, which was not satisfactory. Such lack of confidence in learning coincided with the teachers' evaluation, as 57.7% agreed that students were not confident in their learning. It is usually believed that the better a student masters SDL skills, the more confident the student should be in his learning. Although more than 50% of the students surveyed agreed that they were confident in their learning, the percentage was really low, given the fact that the School has put much emphasis upon the acquisition of SDL skills in recent years.
- To help our students develop into self-directed learners, our teachers would need to guide our students to analyze and comprehend the internal assessment results. In recent years, the School has arranged different staff development programmes to enhance the assessment literacy of our colleagues. Colleagues are also encouraged to apply to be public examination markers and participate in the briefing sessions organized by the HKEAA to deepen their understanding of the requirements of the public examinations. To promote assessment for learning, the School has organized workshops on using the Student Data Analysis System of eClass in recent years and different subject panels were asked to use the system to identify students who needed extra support. The school would need to further explore how to share data obtained from the longitudinal analysis among different parties to better support our students.
- The Academic Steering Committee and the Curriculum Development Committee should work closer together to promote reading at school. Possible strategies may include subscribing to more reading platforms, organizing more reading activities, fostering collaboration with different stakeholders, etc. One possible way of collaboration is to invite parents and past students to donate more interesting and trending books to the class libraries to arouse interest in reading.
- Catering for learner diversity is of the utmost importance for a Jesuit school that strongly emphasizes *cura personalis*. For students who need more help and guidance in their learning, the School organizes different after-school classes. The School has offered support for students

with good academic potential by introducing extended parts in everyday teaching, providing STEM education, nominating gifted students to enrol in courses organized by external bodies, etc. Internal pull-out programmes for students should resume as the pandemic eased. At the same time, more support can also be arranged for junior secondary students.

- The COVID-19 pandemic not only caused serious disturbances to our face-to-face classes on campus but also seriously affected our project-based learning in junior secondary. As the teaching progress was adversely affected by the suspension of face-to-face classes, it was difficult for different subject panels, particularly those with fewer lessons, to arrange projects for their students. At the same time, the plan to extend the cross-curricular project studies to S3 was also hampered; actions will be taken in the next academic year for extending the coverage to the whole junior secondary as planned.
- Besides the provision of STEM education, schools in Hong Kong would need to address the changing needs in society and respond to the demands of various stakeholders by arranging relevant educational activities and experiences for students. For example, the Personal, Social & Humanities Education (PSHE) subjects were asked to incorporate elements of Basic Law Education and help nurture the entrepreneurial spirit among students. However, as the government has instructed schools to launch National Security Education, it would be necessary for the Academic Steering Committee to work with different subject panels and committees to work out activities and programmes to promote National Security Education.

Chapter 2: Achievements and Reflection on Major Concerns

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

Achievements

- To form a learning community among staff members, the Staff Development Committee organized three staff development programmes related to National Security Law, Conversion, Gifted Education and Interactive eLearning in September, December and May. Over 87% of participants strongly agree or agree that the programmes were effective and useful.
- The guest speaker of the Staff Reunion Day, Prof. Albert SO, was experienced and could deliver the new and challenging topic of National Security Law in an interactive way by presenting many authentic cases and scenarios. Many questions were raised by the colleagues and it showed that there was a need in the training of this area.
- During the Panel Meetings, many teachers shared their strategies to cater for learner diversity. A Staff Development Day was also organized for all teachers in May 2022 on gifted education and 87.1% of the participants strongly agree or agree that the programme helped them have a better understanding of the concept of giftedness and the use of our school-based Talent Databank..
- The comprehensive Appraisal System (Phase 2) was carried out as scheduled despite extended periods of suspension of face-to-face classes. The Panel Heads arranged lesson observations with all the department members and had professional dialogue with them afterwards to seek better ways to teach and learn, helping to build a learning community.
- The Staff Development Committee guides teachers to meet the respective Continuing Professional Development (CPD) requirements, reviews teachers' participation in the CPD activities, and reports to the IMC. According to the CPD records, all the In-Service Teachers met the requirements stated in the "T-Standard" as set by the EDB.

Reflection

- Teachers appreciated Fr. TSUI's sharing on Cannonball Moments and the lively presentation of Prof. Albert SO, who discussed many authentic scenarios and presented the information in an engaging manner. It should be emphasized that understanding the National Security Law and the Basic Law should be one of the objectives of our staff training.

- In fact, many colleagues have attended external CPD activities related to the Basic Law or National Security Law. For instance, the EDB Webinar “Fostering Students' Sense of National Identity through the National Flag-Raising Ceremony” was promoted in the Microsoft Teams channel “Continuous Professional Development”. At least seven colleagues attended it on 27 September 2022.
- Teachers from different KLAs were invited to share good practices in promoting interactive eLearning on 27 May 2022, which, on the one hand, recognized and promoted good practices, and on the other, facilitated professional exchange among colleagues and helped forge a vibrant learning community.
- To plan for the School-based CPD for Newly-Joined Teachers and In-Service Teachers with reference to the Professional Ladder for Teachers and “T-Standard” as set by the EDB, the Staff Development Committee provided information and guidance to help teachers meet the respective CPD requirements and plan. The Principal and Head of Staff Development distributed relevant information of the seminars and workshops to teachers according to their personal needs and school major concerns.

Chapter 2: Achievements and Reflection on Major Concerns

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

Achievements

- To celebrate the Ignatian Year, several activities were carried out to deepen the understanding of teachers and students about the conversion of St. Ignatius. During School Assemblies and Morning Formation Periods, life stories of St. Ignatius were shared and the reflection of the students were written in the reflective journal. Alumni and priests were invited to give speeches related to the school themes. A mural wall which described the interaction between St. Ignatius and Wah Yan students was painted outside the Common Room and a pilgrimage route was designed around the campus.
- To support the preparation of iPortfolio for students, guidelines printed on the teachers' handbook for teachers were introduced at the first staff meeting. A mechanism to keep a good record of school notices related to school activities was established. S.1 and S.2 Student who have not joined any activities were identified and followed-up by the class teachers in the second term. More than 40 activities were recorded in the iPortfolio by the teachers-in-charge.
- To support National Security Education, positive values like 'respect', 'perseverance' and 'gratitude' were added to the Morning Formation material. Case workers, guidance and discipline team members were reminded about the refinement in the committee meeting. The Parents' Association had organized various activities to promote Chinese culture and foster positive family relationships, e.g. Chinese Calligraphy Classes and Growing Daffodils during the Chinese New Year Workshop; Understanding the emotional needs of teenagers and positive family relationship. In addition, the Educational Psychologist, Dr. Matthew Chu, provided a talk for all S.1 parents about Mindfulness at S.1 Parents' Day.
- Throughout the year, several activities were conducted to support Gifted Education. For Level 1, a character-building workshop was carried out for all S.1 students so that they had better awareness of their character strength. An outward bound adventure-based activity was organized for all S.4 students and a Class Stall activity was organized for all S.5 students. The two activities offered opportunities to develop leadership and communication skills. For Level 2, an overnight camp was organized for S.4-5 students (pull-out programme) to enhance the spirit of team building, leadership and service. For Level 3, a Scholar Club was established to provide a series of activities for 20 top achievers. The theme of the activities included Making Informed Careers Choices, Nurturing the Spirit of Brotherhood, Language and STEM Enhancement etc.

Reflection

- The celebration of the Ignatian Year was a valuable opportunity for students to learn how to do reflection. During the process of designing and making of the Pilgrimage Route and Mural Wall, students and teachers took part in the reflection and gave valuable ideas on how it can enhance the spirit. Class teachers found the learning materials appropriate for the emotional and social development of the students. However, due to half-day classes, only 75% of the classes had enough time to cover all the teaching materials. The Values Education Committee will provide more training and support to the class teachers next year.
- The iPortfolio was an important record for student development. The deadlines for the data input for each term could be set in January and May (same as mark input) so that both teachers and students could complete the record accordingly. Training sessions were arranged for S.1 on how to input the data during the computer lessons. Training for S.2-6 were arranged during the Morning Formation lessons. A video was prepared and uploaded to TEAMS so that the students could refer to it anytime.
- The goal setting exercises of the National Security Education and other activities which promoted positive values guided the students to live each day meaningfully. Teachers found the Morning Formation teaching material appropriate for students particularly for adjustment to school resumption during the pandemic. Activities with elements of the Chinese culture organized by the Parents' Association were greatly supported by the parents. Since some of the activities were cancelled due to the pandemic, the parents looked forward to more face-to-face parenting workshops next year.
- All students enjoyed the gifted programmes this year as it provided valuable learning experiences for students in the midst of the pandemic. However, programmes for S.2 and 3 were postponed to next year due to the pandemic and unavailability of the camp sites.

Chapter 3: Our Teaching and Learning

- As a Jesuit school, we are dedicated to the mission of nurturing our students to be competent, conscientious, compassionate and committed young gentlemen. In our caring community conducive to learning and holistic growth, a balanced curriculum is offered, as we endeavor to respond to the needs of our students as well as the society. In recent years, we have offered an array of elective combinations in senior secondary to cater for the diverse learning needs and interests of our students. In junior secondary, a balanced curriculum covering science, humanities, arts, etc., is offered, which lays a solid foundation for their studies in the senior forms.
- As Jesuit schools attach great importance to *cura personalis*, i.e. care for the whole person, we conducted a thorough review of our elective allocation mechanism and elective combinations in the senior secondary, with a view to catering better to the diverse academic interests of our students. Under the new mechanism, more combinations of electives were made possible, for example, Physics + Chemistry + ICT; Biology + Chemistry + ICT; and Chinese History + History + Economics, etc. Moreover, Visual Arts could be offered as the fourth elective starting from the S4 cohort of 2022-23, which could allow more room for students to flex their creativity beyond the study of “academic subjects”.
- *Cura personalis* was also exemplified by the enhanced role of class teachers. In recent years, Morning Formation periods were introduced as one of the important channels for the school to promote Values Education, in which class teachers helped foster positive values in students. The Examen was also introduced, during which students learnt to reflect upon their learning experiences. In this academic year, although our teaching and learning was hampered by the pandemic, the Examen was still included in the online timetables, allowing class teachers to observe, and help their students observe their emotions and reflect upon their learning experiences. In fact, class teachers did make good use of the Morning Formation periods and the Examen sessions to offer emotional support and guidance for their students.
- The class allocation mechanism adopted in the junior secondary also aims at fostering *cura personalis*. Upon admission into S1, students would be allocated to classes with reference to their performance in the pre-S1 attainment tests. Upon promotion to S2, they would remain in the same class, and would be looked after by the same class teacher. This arrangement enables class teachers to know their students better and to offer timely support at a crucial stage of their formative years; on the part of the students, a stronger sense of brotherhood can be fostered. Certainly, the provision of opportunities for different classes to work towards a common goal is also a way to enhance the class spirit and strengthen a sense of brotherhood. In this academic year, despite the interruption of face-to-face classes by the pandemic, the school still managed

to arrange the S1 Performance Night in early August, allowing S1 students to stage a performance in English in front of their parents.

- Like other Jesuit schools around the world, our school adopts the Ignatian Pedagogical Paradigm in our everyday teaching. Teachers were expected to construct learning experiences with reference to the learning contexts. The learners would then be guided to reflect upon their learning experience, which serves as an inspiration for actions. In the current development cycle, the school also puts stronger emphasis on helping our students develop self-directed learning skills, which matches with the elements of reflection and action emphasized in the Ignatian Pedagogical Paradigm.
- As the school upholds the Jesuit vision to offer the best personal care for our students, different subject panels attempt to address the special learning needs of different students. For example, the Mathematics Panel would take into consideration the learning needs of different students and offer them necessary learning support. After-school tutorial sessions are specially arranged for junior secondary students who need extra support in the learning of Mathematics. The Chinese and English Panels arranged after-school workshops for students who are interested in writing. The Gifted Education Committee was set up in this academic year to arrange a variety of internal pull-out programmes to stretch the potential of our talented students.
- The school also undertook different initiatives to promote a reading culture. Other than extending the reading scheme to S3, the Curriculum Development Committee was also formed to promote reading, like subscribing to the services provided by the Hong Kong EdCity and setting up a class library in S1 classrooms.
- To develop students into self-directed learners, the BYOD policy was introduced in S1 in this academic year. Students were encouraged to look for information on the Internet to enhance their learning. Greater interaction among teachers and students could also be fostered during lessons. To better equip teachers with the skills in using different online and digital platforms, the BYOD committee was also formed for elucidating how to enhance interactivity in the classroom and cope with the challenges brought about by the BYOD policy.
- The school also works tirelessly towards the goal of building a learning community that constantly seeks better ways to teach and learn. Staff development activities are organized in every academic year for teachers to keep abreast of any developments in the school and the wider context of education; there are also activities for staff members to unwind. The language panels have worked with different schools to arrange joint school practices and examinations – on the one hand, students could learn from their peers from other schools, on the other, professional exchange could be facilitated between schools.

- The school also attaches great importance to values education as cultivating positive values among students is also an important element of human excellence. When preparing the schemes of work at the beginning of every academic year, teachers would be asked to think about how positive values and attitude could be fostered in students, and indicate them in the schemes of work. The Values Education Committee continued to develop values education materials for the use in the Formation periods. Moreover, in compliance with the requirements of the Education Bureau, initiatives were undertaken to promote National Security Education with the formation of the National Security Education Committee.

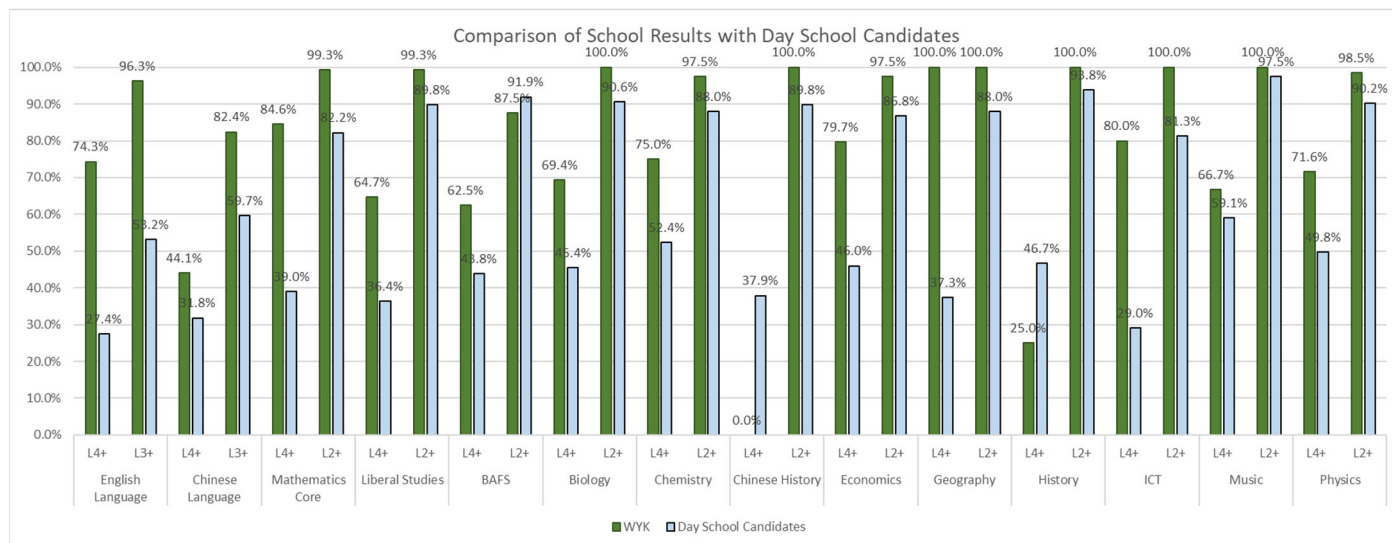
Chapter 4: Our Support for Students' Development

- 2021-2022 continued to be a challenging school year, requiring dedication and determination to surmount. The school year started with half-day face-to-face lessons in the first term. In January 2022, whole day face-to-face classes were resumed for 3 weeks and eventually it was changed back to half day followed by a special holiday in March and April due to the fifth wave of the COVID-19. Half-day face-to-face lessons were resumed until the end of the term. Some students reported adjustment and mental problems under such unstable and volatile environment. Psychologists, social workers and class teachers worked closely to support and encourage the students in times of uncertainties.
- Due to the special holiday in March to April, the Uniform Tests in the second term were postponed to May. Some students made good use of the opportunity to challenge themselves and made progress while some found it hard to adjust as there had been no face-to-face lesson for a long time. For the HKDSE, some of the school-based assessments and oral examinations were cancelled. To reduce the chance of being infected during the examination, many of the candidates took the examinations in the classrooms rather than all gathered at the school hall. To grapple with the 'new normal' and deal with a considerable amount of challenges and adjustments, students need a considerable degree of flexibility.
- The Student Affairs Committee and the professionals collaborated to support the psychological resilience of students and believed that the whole school could make this experience a positive adventure and quantum leap. Workshops to promote well-being of the teachers and students, suicidal prevention and positive education were organized so as to help teachers to understand the needs of the students and provide appropriate and in time assistance.
- During the whole year, many of the student activities were either postponed or cancelled. Guidance the guidance of the teachers, students learnt a great lesson on how to set priorities and make decisions based on care and concern to the people around. They also learnt how to manage their emotions and communicate effectively with stakeholders. As the pandemic was alleviated towards the end of the term, more and more face-to-face learning activities were resumed.

Chapter 5: Student Performance

5.1 Academic Performance

5.1.1 Hong Kong Diploma of Secondary Education Examination 2022



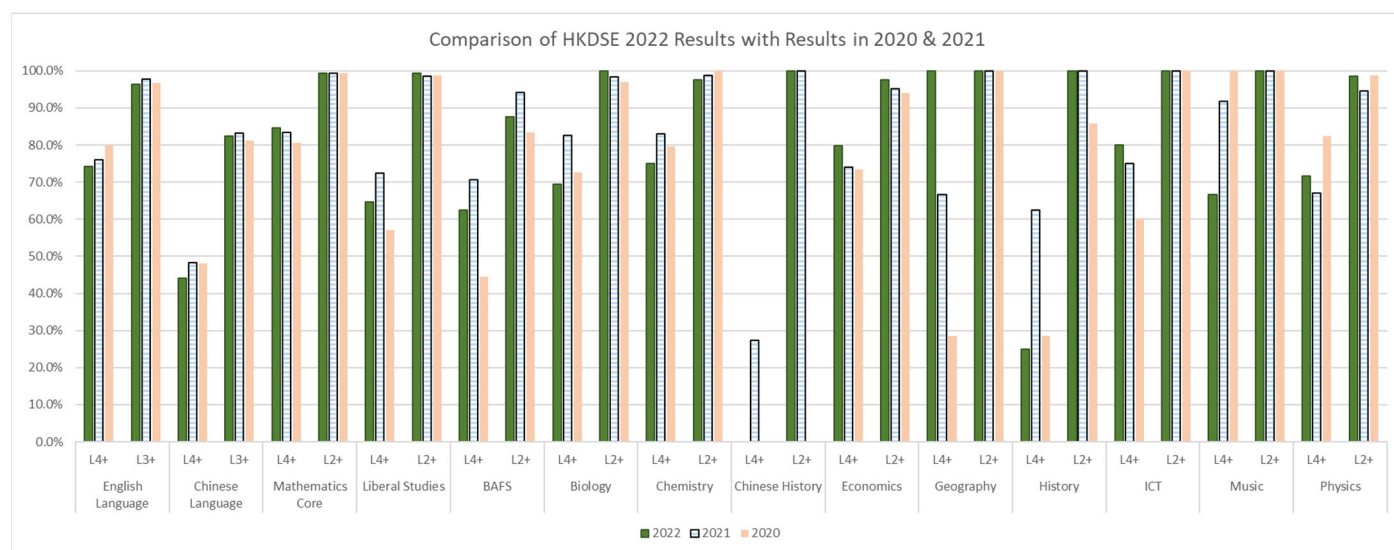
The chart above excludes statistics for electives with fewer than five students on average in the past five years and the extended modules of Mathematics, which are not considered electives.

We must congratulate our Class 2022, and every single student has demonstrated perseverance, hard work and composure to overcome adversities mandated by the pandemic over the past three years. Those learning experiences amidst all the uncertainties, including extended periods of suspension of face-to-face classes, provided them with a valuable lesson to learn to keep faith in God and hang onto their dreams. We are indeed very proud of Class 2022, and Wahyanites have shown their fierce determination to stretch their potential to glorify God. On average, each student attained Level 5* or above in 1.2 subjects compared with 1.0 subjects last year. Thirteen students achieved Level 5** in two or more subjects. **The Top Scholar is FOK Chin Long (6W), who attained Level 5** in SIX subjects and Level 5* in ONE subject.**

From the chart above, our students' performance in most subjects is better than day school candidates. For example, 74.3% of our students got Level 4 or above in English, compared to 27.4% for day school candidates. With further analysis, 96.3% of our students attained Level 3 or above in English, while only 53.2% of the day school candidates could get the same results. The percentage of our students attaining Level 3 in Chinese is 82.4%, Level 3 in English is 96.3%, and Level 2 in Mathematics and Liberal Studies is 99.3%.

In Mathematics Compulsory Part, 84.6% of our students got Level 4 or above in the subject, and the territory figure was 39.0%. Level 2 or above figures were 99.3% (our school) to 82.2% (day school). In Liberal Studies, 64.7% of our students could attain Level 4 or above, while the territory figure was 36.4%. For Level 2 or above, 99.3% of our students could attain the results, while the territory figure was 89.8%. In Chinese Language, our students' performance is also better than day school candidates. In different electives, the percentages of our students attaining Level 4 or above and Level 2 or above were generally higher than day school candidates.

5.1.2 Comparison of HKDSE 2022 Results with the Results in 2020 & 2021



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

This year, our Joint University Programmes Admissions System (JUPAS) offer rate was a record high in the main round because of our students' improved performance in Economics, Physics, Mathematics Extended Part Module 1 (M1) and Mathematics Extended Part Module 2 (M2).

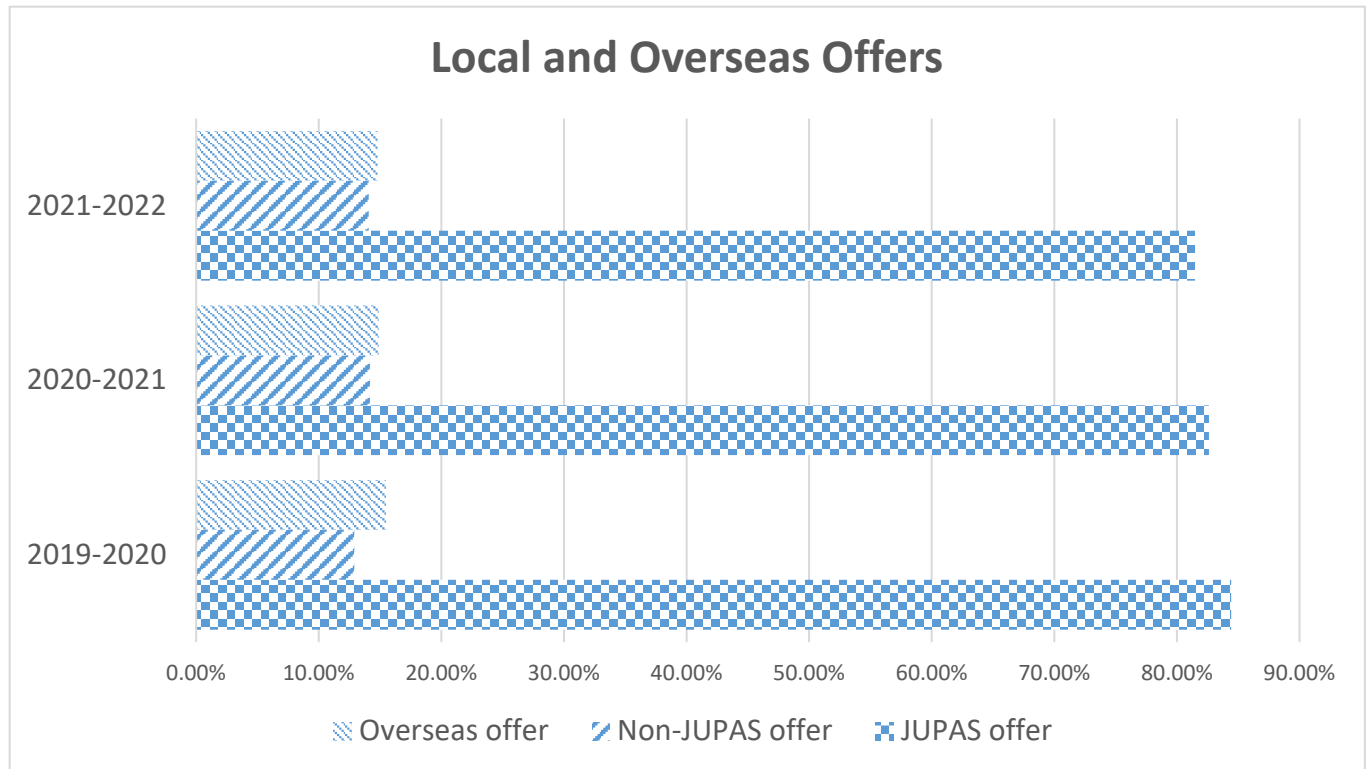
A comparison of the HKDSE results since 2012 indicated that the HKDSE 2022 results were generally one of the best in the past eleven years. More students attained 25 points or above in their best five subjects than last year. We also have more 5** and more 5* this year.

In the four core subjects, the performance of our students in the HKDSE was exceptional this year. As revealed from the chart comparing the HKDSE results in these three years, more than 84% of our students attained Level 4 or above in Mathematics and it was a record high. More than 99% and 98% of Wahyanites achieved Level 2 or above in Liberal Studies and Chinese Language respectively. At the same time, the percentage of students attaining Level 5** in English Language (Writing) was 10.3% and the performance was the best since the launch of HKDSE in 2012.

Students' performance in electives was also pleasing. Five subjects, namely Biology, ICT, M1, M2 and Visual Arts, achieved an all-time high for the percentages of students attaining Level 5 or above in the HKDSE 2022. The percentages of students attaining Level 4 or above in Economics, Geography and Mathematics Extended Part Module 2 (M2) were the highest in eleven years.

Six subjects showed an increase in the percentage of students attaining Level 5 or above in 2022 compared to 2021. These subjects included English Language, M1, M2, Biology, Economics and Physics. Ten subjects, Biology, Chemistry, Chinese Language, Economics, English Language, ICT, Mathematics, M1, M2 and Physics showed an increase in the percentage of students attaining Level 5* or above compared to 2021.

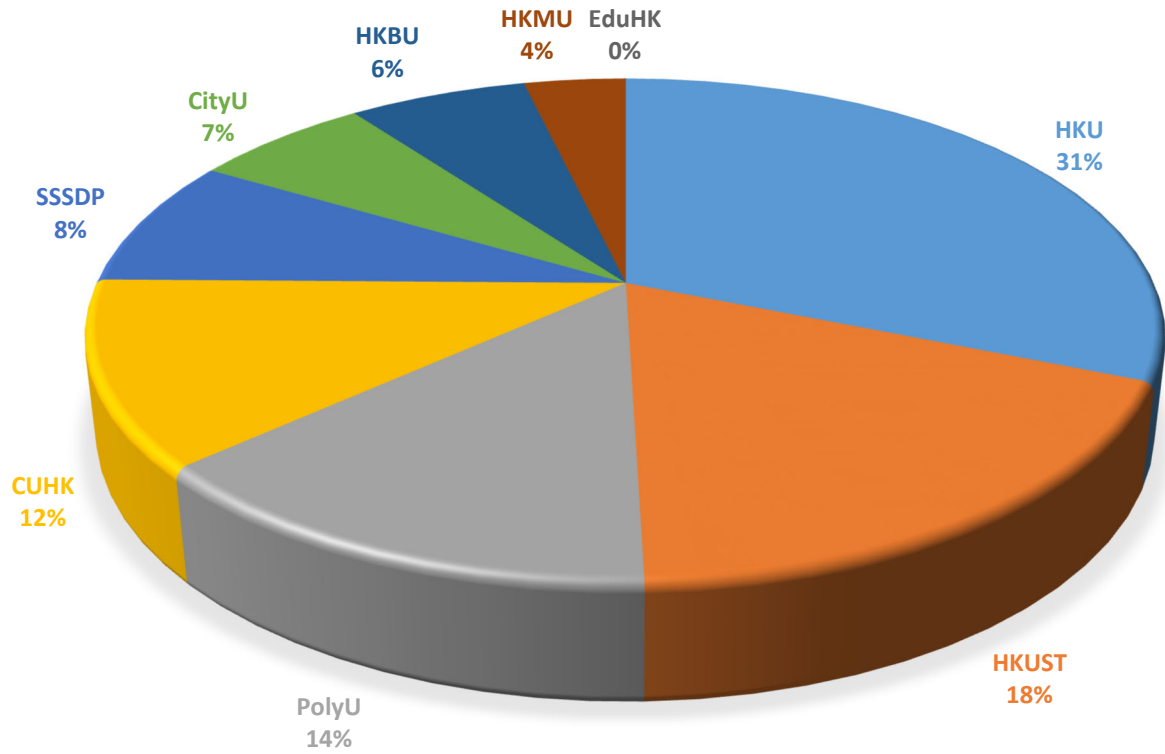
5.1.3 JUPAS 2022



* The chart shows the students' acceptance rates of different types of offers. The figures for 2022 are tentative.

One hundred thirty-five students applied for Joint University Programmes Admissions System (JUPAS). Our result is encouraging, but as 6 of our students chose not to disclose their results to the school in the JUPAS system (a new option for this year), there are still uncertainties in the data before we can get the information from the students. **This year, the JUPAS offer rate was a record high in the main round; at least FOUR students have been admitted to local law schools, and at least SIX students have been admitted to local medical schools.**

JUPAS OFFER 2022: 110 OFFERS



This year, Wahyanites could perform well in the public examinations; the percentage of students admitted to the eight UGC-funded universities was 71%. Some of our students pursue their studies abroad in countries like the United Kingdom, the United States and Canada.

5.2 All-Round Performance

Scholarships	Awardee(s)
Link University Scholarship Year 1 University Studies	2
Ng Ting Fong Scholarship 黃廷方獎學金 2021	1
Sir Edward Youde Memorial Prizes for Senior Secondary Students 21/22	2

English Language/Speech	
Student Slam by Hong Kong Stories	2 nd Place
CIS Model United Nations	Honourable Mention
The HKFYG English Public Speaking Contest 2022	District Finalist
Hong Kong School Drama Festival	Outstanding Script Outstanding Director Outstanding Performer Outstanding Audio and Visual Effects Outstanding Cooperation
The 73rd Hong Kong Schools Speech Festival (2021)	
S.1 Solo Verse	1 st with Honours
S.2 Solo Verse	2 nd Place
S.3 Solo Verse	1 st Place
Speech Festival Dramatic Duologue S3-S4	3 rd Place
SCOLAR English Speaking Union's Reader's Theatre (High-Flyers Programme)	Best Performer Best Group
The 37 th Sing Tao Inter-school Debating Competition Semi Finals of English Section	2 nd Runner Up Best Debater Award
Asia Novice British Parliamentary 2021	Semi-Finalist
The Invitational Senior Schools Debating Competition 2021	3 rd Place Best Speaker

Mathematics	
Thailand International Mathematical Olympiad Final	Gold award Silver Award
Euclid Contest	School Medal Distinction
Guangdong - Hong Kong - Macao - Greater Bay Area Mathematical Olympiad - Final Round 2022	1 st Prize Award Global Ranking 8 th
Hang Lung Mathematics Awards	Honourable Mention
Canadian Senior Mathematics Contest Ranked 10 (Worldwide)	Distinction School Medal
Thailand International Mathematical Olympiad	Gold Award Silver Award
King of Sudoku Battle	Merit Award
The Hong Kong School Mathematics Elite Competition	Gold Award Medal
Chinese	
第七十三屆香港朗誦節：散文獨誦 (粵語 - 中學一年級男子組)	亞軍
第七十三屆香港朗誦節：詩詞獨誦 (普通話 - 中學一、二年級男子組)	季軍
第七十三屆香港朗誦節：詩詞獨誦 (粵語 - 中學二年級男子組)	冠軍

STEM Education	
International Coding Elite Challenge	Overall Champion (HK-TW-MO)
National Olympiad of Informatics	Bronze medal on behalf of Hong Kong Team
Joint School Olympiad in Informatics	Division 3 Champion
Olympiad In Informatics HK Team Formation Test (Selected as official HK Team member)	HK 5 th Place HK 18 th Place HK 20 th Place
Canadian Computing Competition (University of Waterloo)	Global Rank 1 Rank 16 Rank 22 Rank 23
International Coding Elite Challenge (Kowloon - Secondary Division)	Champion Top Coder Outstanding Coder Certificate of Participation
Interschool Minecraft e-Sport Champions League	Champion
DJI Robomaster Youth Tournament	Best Engineering Award Group Champion
Hong Kong Olympiad in Informatics	School 3 rd Runner Up Gold Medal Silver Medal Bronze Medal Honourable Mention
CUHK Jockey Club AI for the Future Project Secondary School Think and Create Competition 2021	The Outstanding Social Awareness Award 1 st Runner-up
Hong Kong Secondary Schools Software Development Invitational Contest	Senior Gold Award Senior Silver Award Senior Bronze Award Junior Silver Award
National Olympiad in Informatics in Provinces	1 st Class Honour 2 nd Class Honour 3 rd Class Honour
Minecraft Campus Building Competition 2022	Overall Champion Project: Champion Buildathon: 1 st Runner Up 我最喜愛校園人氣大獎
La Salle - Pui Ching Programming Challenge	1 st runner-up Distinction
Hong Kong Drones Competition	Certificate of Merit
HK Secondary School Coding Challenge 2022	Silver Medal Bronze Medal
Physics	
Hong Kong Physics Olympiad 2021	Best Schools Awards First Honour Second Honour

	Third Honour Honourable Mention
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Music	
74th Hong Kong Schools Music Festival 2022	
Vocal Solo (Foreign Language) - Age 19 or under	2nd
Vocal Solo (Foreign Language) - Age 16 or under	1st
Vocal Solo (Chinese) - Age 16 or under	1st
Piano Solo (Grade 5)	3rd
Piano Solo (Grade 8)	2nd
Clarinet Solo (Secondary School - Senior)	3rd
Trumpet Solo (Secondary School - Senior)	3rd
Trombone Solo (Secondary School - Junior)	2nd
Gaohu Solo (Advanced)	2nd
HK Joint School Music Competition 2022	
Secondary School Group Ensemble (Chinese Instrument)	Silver Medal
Secondary School Ensemble (Brass)	Gold & Silver Medals
Secondary School Ensemble (Woodwind)	Gold Medal
Secondary School Group Ensemble A (Singing)	Gold Medal
Secondary School Group Ensemble B (Singing)	Gold Medal
Music@e-Contest	
Brass Ensemble A (Age 15-17)	Distinction
Brass Ensemble B (Age 15-17)	Distinction
Chinese Instrument Ensemble (Age 15-17)	Distinction
Singing Ensemble A (Age 15-17)	Distinction
Singing Ensemble B (Age 15-17)	Distinction

Sports	
Inter School Table Tennis Competition (Senior)	2 nd Runner Up
Inter School Badminton Competition (Senior)	Co-6 th
Inter School Life Saving competition	7 th
Inter School Water Polo Competition	2 nd Runner Up
Inter School Athletics Meet	3 rd Runner Up

Visual Arts	
The 7 th Secondary School Distinguished Artwork Exhibition 2022	Medal of appreciation
“Protect Hong Kong Marine Environment” 4-Panel Comic Drawing Competition 2021	2 nd Place
Hong Kong Visual Arts Education Festival 2021 International and Local Student Mail Art Competition	First Prize
「童」心展藝·識法——「兒童權利公約」推廣計劃 2021 中學組 - 明信片設計比賽	優異獎
全港青年繪畫比賽	中學組優異獎
香港青少年輔導協會我的巨人爸爸父親節填色比賽	高級組優異獎

Chapter 6: Feedback and Follow-up

6.1 Management and Organization

- The three Major Concerns of the School Development Plan (2020-23) are: 1) To empower and engage our students in self-directed learning and Ignatian Pedagogical Paradigm (IPP); 2) To equip our educators to build a learning community, with IPP, respect, unity and Magis; 3) To accompany our students along the path to whole-person development with empathy and discernment. The school objective of this year is "Learn to be a leader-in-serve with companionship; Create a hope-filled future with MAGIS". The expectations for this school year are as follows:

- 1) We live out the spirit of MAGIS and equip ourselves well through goal-setting, reflection, problem-solving and cross-curricular reading;
- 2) We nurture self-directed learning capabilities such as notetaking, concept mapping, pre-lesson preparation and online learning;
- 3) We foster whole-person development and companionship through engaging in learning experiences and leadership training.

Next year, the school objective is "Achieve whole-person development with discernment; Learn to be a compassionate and reflective global citizen". We hope students can make better choices through reflection and develop a global vision for the greater good.

- The School is eager to recognize teachers' exemplary performance in teaching and learning, and three contract teachers will be turned into regular teachers next year. Mr. HO Wai Shun Vincent, Head of the Commercial Activity Monitoring Committee, and Ms. CHAN Lai Tak Teresa, Head of the Guidance Committee, will be promoted to the rank of Senior Graduate Teacher. Mr. NG Ka Lok Alex will be promoted to Vice-Principal (Prefect of Studies), and Ms. HUI Nga Man Jasmine will be promoted to Vice-Principal (Student Affairs, Religious Education and External Collaboration). After serving the school committedly and selflessly for nine years, Principal CHUNG Warren will retire after this academic year, and Ms. CHOW Tze Sze Cecilia will succeed him as the Principal.
- The School has implemented the recommendation of the Task Force on the Continuing Professional Development (CPD) of teachers. The Staff Development Committee provides guidance to help teachers meet the individual CPD requirements. With reference to the report on teachers' participation in the CPD activities, all teachers could fulfil the requirements for the first two years. Besides, Phase 2 of the comprehensive Appraisal System was carried out, and the appraisal of subject teachers through lesson observation and homework inspection was arranged. Next year, the Appraisal System will be extended to committee heads.
- The School celebrates the Platinum Jubilee of the Waterloo Road Campus in 2022 and the

Centenary in 2024. A task force has been formed to organize a Fundraising Campaign to raise funds for sponsoring projects on fostering whole-person development and reviving campus facilities. The Fundraising Campaign kick-started with the Platinum Jubilee Cup Football Championships for alumni, parents and students, and celebratory events such as tree-planting and Homecoming Concert are in the pipeline.

- This year was the second year of the School Development Plan (2020-23), and a School Development Plan for 2023-26 will be contrived next year. We shall incorporate the five priorities of the Chinese Province of the Society of Jesus into the plan: 1) Sharing our gift of Ignatian Spirituality creatively with the broader community, including people of non-faith; 2) Formation of Jesuits, partners, potential collaborators, and young people for Mission; 3) Journeying with our Youth and the Deprived, and learning from each other; 4) Fostering positive and creative Collaboration ad intra and ad extra; 5) Working towards reconciliation and healing for a future filled with hope and joy of the Gospel.

6.2 Teaching and Learning

- This year's figures of the ESDA survey continue to indicate that there is room for improvement in forming our students into self-directed learners. The scores of the students' responses to the two statements, "The teachers often provide us with guidance in learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and online resources, etc.," and "The teachers often arrange learning activities such as group discussion and oral presentation in lessons." are both 3.7, much lower than teachers' perceptions. Next year, we still need to bolster self-directed learning, with foci on goal-setting, collaborative learning and discussion, and pre-lesson preparation, to raise learning effectiveness.
- This year, we implemented the BYOD policy in S1 to engage students in self-directed learning, honing digital competence, problem-solving, communication, collaboration, and research competencies. We took a step forward, but there is still a long way to go. We hope that the BYOD policy can become a learning routine that happens in the classroom regularly when it is implemented in S1 and S2 next year.
- We have strengthened Gifted Education to cater for learner diversity, emphasizing Tier 1 and Tier2, i.e. promoting Gifted Education at the classroom level and setting up a Talent Databank for arranging School-Based Pull-Out Programmes. Next year, we still need to reinforce Tier 1, promoting creativity, critical thinking, problem-solving, reflection, collaboration and cross-curricular reading at the classroom level.

- The senior curriculum was optimized in S4, and we made use of the spared time to include M1 & M2 (extended modules of Mathematics) in the regular timetable. Besides, we promoted Language across the Curriculum and Reading across the Curriculum for those who did not take M1 & M2 to help them improve their use of Language and arouse their interest in reading across the curriculum. We plan to develop school-based curriculums for both Language and Reading across the Curriculum next year.
- The "Reading to Learn: Library Improvement Project" was completed, sponsored by the Quality Education Fund (QEF). A Student Librarian Team was formed to engage students in managing the library. The newly renovated library provides a comfortable environment to help form students' reading habits. Hopefully, the new library can function fully when whole-day school resumes next year.
- We introduced to teachers the eClass module on tracing students' learning progress longitudinally. Next year, we will encourage teachers to use the eClass module to follow up with students who drop drastically in their academic performance after the Mid-Year and Final Examinations.
- In response to the External School Review Report, we need to follow up and include Concepts on Business Environments, Operations and Organizations, Resources Management, Marketing, Resources and Economic Activities, and Social Systems and Citizens in our school-based curriculum next year.

6.3 Student Support and School Ethos

- This year proved to be another bumpy year as the fifth wave of the pandemic hit us hard, causing unprecedented disruption to our routine and school calendar. Face-to-face classes were suspended, and we could only have half-day face-to-face classes for most of the year. We even had an "early summer holiday" in March and April, the HKDSE Examination schedule underwent rounds of adjustments, and S6 Last Day took place "after" the HKDSE Examinations. Students found it difficult to adjust and adapt to the volatility and uncertainty of the pandemic. In the ESDA survey, the scores of the students' responses to the statement, "The teachers are able to help us solve problems we encounter in our growing process, such as in our physical and mental development, making friends and academic performance." is 3.6, showing room for improvement. To safeguard our students, workshops on "Mental Health and Recognition of Suicidal Behaviour among Students" were held for teachers. Teachers found them helpful and taking care of students' mental health will still be our concern next year.
- Apart from providing continuous support for students to assist them in coping with their emotions and pressure during the "early summer holiday", different activities tailoring to different forms

were arranged to encourage students to spend their leisure time fruitfully, e.g. “SELFIE” Social-Emotional Learning Group, Photography Workshop, Computer Workshop and Joint School Voluntary Services.

- To support students in becoming self-directed learners, the Guidance Committee organized a Notetaking Programme for S1 and Goalsetting Programmes for S2 & S3. Those programmes were helpful to students.
- To support Gifted Education and cater for learner diversity, the Guidance Committee organized an S4 and S5 Overnight Adventure Training Programme. Students stayed overnight on campus for different “adventures”, including outward-bound activities, life skills activities like dinner preparation and cooking. The Programme aimed to enhance students’ leadership skills and equip them to be future leaders-in-service. We plan to bolster leadership training for S1 to S6 and step up support for the top 3 students of each senior form next year.
- Catering for learner diversity is one of our main tasks, and we will adopt a whole-school approach to Integrated Education. The SEN Coordinator and the SEN Support Teacher will spearhead an enhanced SEN Coordination Committee, working together with other teachers to support students at the classroom level and outside the classroom.
- We nurture our students to be Men for and with Others. Despite the disruption to school life due to the pandemic, the Guidance Committee still managed to carry out the Men for and with Others Mentorship Programme for S1. This year, with a view to cultivating empathy, S1 students were engaged in a class-based service with their mentors to serve the blind.
- To prepare our students for a complex and ambiguous future, we should guide them to turn inward through the Examen and develop a set of positive values, which serve as an anchor for them, preventing them from being drifted away by turbulent currents. To bolster this area, we plan to develop a whole-school approach to values education and reinforce Examen and Mindfulness.
- We foster whole-person development and companionship through engaging in learning experiences and leadership training. We plan to strengthen the use of the iPortfolio to record students’ participation in various learning experiences, through which soft skills are acquired through reflection.

6.4 Student Performance

- Despite the stern test of reality, Wahyanites marched on. We are delighted to witness our fine young gentlemen managing themselves well and rising even higher in adversities. We have the

greatest respect for our Class of 2022! Thwarted by the pandemic from S4 through S6, they never lost their hearts; instead, they exhibited tenacity and resilience. **Their exceptional performance is evident in the pleasing outcomes of the JUPAS offer rate, above 80%. The Top Scholar is FOK Chin Long (6W), who attained Level 5** in SIX subjects and Level 5* in ONE subject.**

- In Mathematics Compulsory Part, 84.6% of our students got Level 4 or above in the subject, and the territory figure was 39.0%. In Liberal Studies, 64.7% of our students could attain Level 4 or above, and the territory figure was 35.6%. In English, 74.3% of our students attained Level 4 or above, and the territory figure was 26.3%. In Chinese, our students' performance is also better than the day school candidates. Students also excelled in the following subjects: 1) In Mathematics (Calculus & Statistics), 80.0% of students attained Level 4 or above; 2) In Mathematics (Algebra & Calculus), 88.0% of students attained Level 4 or above; 3) In Economics, 79.4% of students attained Level 4 or above; 4) In Geography, 100% of students attained Level 4 or above; 5) In Information & Communication Technology, 80% of students attained Level 4 or above; 6) In Music, 66.7% of students attained Level 4 or above.
- Our students also performed remarkably in STEM competitions, and their inventions displayed their commitment to doing for the greater good. In the CUHK Jockey Club AI for the Future Project Secondary School Think and Create Competition 2021, our STEM Team used AI technology to develop an App, “Fruit Panda”, to encourage users to maintain a balanced diet by eating fruit – especially in times of the pandemic. In the City I&T Grand Challenge Hong Kong, our student invented a “Reusable Utensil Lending System” that aspires to alleviate the excessive use of plastic utensils, contributing to environmental sustainability
- In the Hang Lung Mathematics Awards, our S5 Math whizzes won the Honourable Mention Award, recognized for their math research projects that meet the highest academic standards in terms of methodology and research. In the Canadian Computing Competition, our school was ranked No.1 globally.
- The School emphasizes whole-person development, and students learn by engaging themselves in various learning experiences, which they reflect on and grow. In the 37th Sing Tao Inter-School Debating Competition, our budding English debaters won the 2nd Runner-up Award, growing and maturing into eloquent and analytical young gentlemen.

In sports, our sportsmen exhibited extra stamina, true grit, and strong fighting spirit to rise from some of the most formidable competitors in the city and won the following awards in the Inter-School Competitions (Division 1): 1) Table Tennis, 2nd Runner-up; 2) Athletics, 3rd Runner-up (Overall); 3) Swimming, 6th (Overall).

Chapter 7: Financial Summary

Financial Summary (2021.09.01 to 2022.08.31)

	Opening Balance (as at 1.9.2021)	Income (\$) (as at 31.8.2022)	Expenditure (\$) (as at 31.8.2022)
Government Funds and School Funds			
I. Government Funds (EOEBG)			
- Basic Baseline/ per class- IMC	414,788.98	2,238,526.64	0.00
- Composite Furniture & Equipment Grant		0.00	430,740.70
- Lift Maintenance Grant		0.00	51,090.00
- School & Class Grant		1,648,108.88	2,791,786.09
- Administration Grant		4,546,620.00	5,686,948.40
- Composite Information Technology Grant		555,900.00	485,848.39
- Capacity Enhancement Grant		642,934.00	556,409.07
- Air Conditioning Grant		650,773.00	376,501.60
- School-based Management Top-up Grant		50,702.00	3,000.00
Sub-total	414,788.98	10,333,564.52	10,382,324.25
II. Government Funds (Outside EOEBG)			
Salary Grant - Teaching Staff	0.00	52,707,023.28	52,707,023.28
Salary Grant - Teaching Supporting Staff	0.00	2,485,502.00	2,485,502.00
Salary Grant - Supply Staff	0.00	189,919.00	189,919.00
Non-Teaching Provident Fund Scheme -Employer's Contribution	0.00	271,976.00	273,319.57
Committee on Home-school Co-operation Grant	14,207.00	25,780.00	20,915.66
Teacher Relief Grant	528,550.32	268,480.00	177,322.00
Teacher Relief Grant - Temporary Freezing of Teaching Post	1,281,176.13	2,764,515.00	2,806,524.39
School-based after School Learning & Support Program	61,667.00	66,000.00	61,914.50
Diversity Learning Grant - Other Language	0.00	3,900.00	3,900.00
Diversity Learning Grant - Other Programme	26,167.77	217,945.00	212,875.00

Learning Support Grant for Secondary School	1,201.88	699,706.00	489,401.75
Non Chinese Speaking – SEN Grant	0.00	101,405.00	34,588.75
Moral and National Education Subject Support Grant	97,537.03	0.00	0.00
Grant for the Sister School Scheme	156,035.00	157,127.00	0.00
Promotion of Reading Grant	47,259.37	73,326.00	105,193.00
Life Wide Learning Grant	1,257,797.40	1,429,807.00	1,379,817.65
School Executive Officer Grant	84,000.00	0.00	84,000.00
Information Technology Staffing Support ITSS Grant	69,424.00	321,796.00	345,569.75
Enhanced Funding for Non-Chinese Speaking Students	569,295.00	800,000.00	585,571.88
Student Activities Support Grant	0.00	57,850.00	57,850.00
Special Anti-epidemic Grant	0.00	37,500.00	37,500.00
One-off Citizenship & Social Develop Grant	0.00	300,000.00	0.00
Cleansing & Security Workers Subsidy AEF6.0	0.00	80,000.00	80,000.00
QEF - STEM Education	299,338.00	241,236.00	531,810.00
QEF - Library	167,414.00	399,300.00	602,424.00
<i>Sub-total</i>	<i>4,661,069.90</i>	<i>63,700,093.28</i>	<i>63,272,942.18</i>
II. School Funds (General Funds)			
(1) Tong Fai	0.00	446,550.00	287,151.25
(2) Donations	0.00	235,620.00	66,600.00
(3) Others	3,707,536.57	1,805,434.73	1,447,225.81
<i>Sub-total</i>	<i>3,707,536.57</i>	<i>2,487,604.73</i>	<i>1,800,977.06</i>
Total surplus for the school year			
			1,065,019.04
Accumulated surplus as at the end of the school year			
			9,848,414.49

Chapter 8: Appendices

Appendix 1: Report on the Capacity Enhancement Grant (2021-2022)

No.	Strategies	Actual Implementation Time	Achievements	Reflection & Feedback
1	Sponsor the employment of one Economics teacher and one Biology teacher	2021-22	<p>The extra teachers' employment can help implement Small Class Teaching in S4 & S5. With Small Class Teaching, we can cater for learner diversity more, give more personal care to students, improve the teacher-student relationship, reduce learners' anxiety and help to motivate students.</p> <p>As per observation and feedback from the panel heads concerned, the two teachers performed satisfactorily in teaching and learning. One of them has been turned into a probationary regular teacher.</p>	<p>To benefit more from the arrangement, the School should be committed to building a learning community and enhancing teacher formation. Teachers must have continuous professional development and high expectations of the students, raising the effectiveness of teaching and learning, aligning it with the requirements of the HKDSE examination, catering for learner diversity and making better use of assessment as and for learning. For better students, we should aim for Level 5 or above and for average students, we should aim for Level 4 or above.</p>

Appendix 2: Report of Learning Support Grant (2021-2022)

No.	Strategies	Actual Implementation Time	Achievements	Reflection & Feedback
1	Procure psychological services from Educational Psychologists (EP), Clinical Psychologists (CP) and social workers for casework, and individual training programmes	1 September 2021- 31 August 2022	<p>Most SEN students have progressed in behavior, social skills and emotional regulation because of the intensive and effective professional support from EPs, CPs and social workers.</p> <p>Parents and teachers reflected that the services were satisfactory.</p> <p>Tier 3 students have progressed in mastering their emotions and studying skills through the training by professionals and collaboration with core subject teachers and their parents. Some expressly conveyed their appreciation to the professionals.</p>	<p>EPs, CPs, and social workers are very professional in their support for SEN students and they have also written reports for follow-ups and recommendations.</p> <p>EPs, CPs, two social workers, SEN TA, and the SENCO committee have worked hard to support SEN students, teachers, and parents.</p>
2	Social skills training groups for SEN students, especially ASD and ADHD students	February 2021- August 2022	<p>The participation rate was quite high for all the three groups (executive skills training group, board game group and AIMS). Students were able to make new friends, and they were trained to develop better communication skills, like initiating conversations, making comments on others' input, etc.</p>	<p>Similar social skills training groups will be held next year and the focus will be more on helping them connect with one another skillfully. Another new focus will be on helping them interpret others' meanings more accurately through weekly or bi-weekly training.</p>
3	Parents' counselling sessions	June 2022- August 2022	<p>Parents reflected that the counsellor had helped them dig deeper into some educational strategies and relationship problems with their children. The counsellor has also shared some new strategies for handling their children's problems.</p>	<p>The parental counselling session was proved effective and similar service will be provided to SEN students' parents in the next academic year.</p>

4	Speech therapy service (individual counselling) (57 hours)	September 2021- May 2022	Thirteen students enrolled in speech therapy services. The speech therapist helped students deal with their pronunciation and articulation problems effectively.	The feedback from students and their parents is positive in terms of helping students speak more fluently and clearly. In the next academic year, there will be a shared school-based speech therapist assigned by the EDB, and similar service and quality are expected.
5.	Procure services from psychiatrist for students with mental illness (MI)	December 2021- August 2022	The psychiatrist provided an accurate diagnosis of the student's condition. He regularly assessed the student's situation and adjusted the medication accordingly and meticulously.	Accurate assessment by the psychiatrist is of utmost importance in identifying support measures for students with MI in a timely way. The service will be continued in the next academic year.
6	Individual care of SEN students in recess time or after school by the SEN TA	September 2021- August 2022	The SEN TA has been taking care of a few SEN students mainly during recess and after school in some social skills training groups. She successfully built rapport with them and students have been willing to share their difficulties with her, and she also reported these situations to the SENCO and social workers for follow-up.	The SEN TA can continue to focus on giving more attention to Tier 2 SEN students, and continue to be the helper in the social training workshops, observing and reporting students' behaviours to social workers, SENCO and the school-based EP.

Appendix 3: Report of School-Based After-School Learning and Support Grant (2021-22)

Name of School: Wah Yan College Kowloon

Staff-in-charge: Chow Tze Sze Cecilia Contact Telephone No.: 23841038

A. The number of students (count by heads) benefitted under the Grant is 32 (including A. 1 CSSA recipients, B. 24 SFAS full-grant recipients and C. 7 under school's discretionary quota).

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Music Course	1	4	2	95%	Whole Year	15,992.00	Questionnaire	/	/
Summer Course (German & Japanese)		1	1	100%	11/8-31/8/2022	1,745.00	Questionnaire	/	/
Sports Course		19	4	95%	Whole Year	44,177.50	Questionnaire	/	/
Total no. of activities:									
@No. of man-times	1	24	7		Total Expenses	\$61,914.50			
**Total no. of man-times	32								

Note:

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

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

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

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

C. Project Effectiveness

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

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

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

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

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

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

The activities broadened the horizons of the students and helped them to become global citizens.

Appendix 4: Year-End Evaluation Form at School Level on Whole School Approach to Catering for Students with SEN

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

Please put a '✓' in the box.

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

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

2. According to 23 'Year-end Evaluation Form for Individual Student' gathered, please summarize the number of students with regard to the following:

I Subjects and no. of students required curriculum adaptation:

	No. of students
Chinese Language	0
English Language	1
Mathematics	0
Other subjects (Please specify: _____)	0

	Showing significant improvement	Showing some improvement	No improvement	Have been excellent
II Students' Social Adjustment :				
a) Compliance with the school regulations	3	3	3	14
b) Good relationship with peers	5	8	2	8
c) Good relationship with teachers	4	6	2	11
d) Participation in classroom/school activities	3	5	6	9
III Students' Learning Performance:				
a) Chinese	3	3	1	13
b) English	0	3	1	18
c) Mathematics	2	3	2	15
d) Non-Academic Development	1	2	0	20
IV Students' Learning Attitude/Motivation :				

	Showing significant improvement	Showing some improvement	No improvement	Have been excellent
a) Completing the task within time limits	3	7	6	7
b) Actively participating in classrooms/school activities	2	4	7	10
c) Confidence/Self-image	6	6	6	5

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

(Please put a '✓' on the suitable)

Highly Satisfactory

Satisfactory

Acceptable

Need Improvement

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

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

Overall Suggestions:

They advised the school to provide psychological services of the same psychologist in the next academic year so that there can be more consistency in the intervention.

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

(a) **Inclusive culture**

To let every student have the opportunity to understand the different kinds of special educational needs and how they can interact with them in a non-discriminative way.

(b) **Inclusive policy**

To encourage more interaction between students with higher academic ability and students with special educational needs in order to improve mutual understanding.

(c) **Inclusive practices**

To increase the frequency of having collaboration lesson planning between panel members so that teachers can have a better understanding of the special needs and come up with strategies in teaching material adaption.

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

Highly Satisfactory				Satisfactory		✓		Acceptable				Need Improvement		
---------------------	--	--	--	--------------	--	---	--	------------	--	--	--	------------------	--	--

(Reasons:

The EDB inspector has provided valuable advice on a need-basis and she has given timely help throughout the year.)

Suggestions:

There can be a stronger intervention from the EDB when the school does not seem to comply with some specific EDB instructions.

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

questionnaire			notice			handbook			Interview	✓
Case conference	✓		telephone contact	✓						
Other			Please specify: (_____)							

School Name: Wah Yan College, Kowloon

Date: 31 August 2022

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

Appendix 5: Report on the Use of the Promotion of Reading Grant (2021-2022)

Part 1: Evaluation of the Effectiveness

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

Objective 1:

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

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

Wiseman DSE** was promoted to senior form students during English lessons to practice more reading. The platform offered different types of reading passages and questions for students to master. Students could hone their self-directed learning skills through the platform by setting goals and taking note of their progress in the reading practices. Students could easily access the platform and related materials online on a range of devices. Better integration and promotion of the platform would have helped students utilize it more throughout the year. The subscription will not be renewed due to new initiatives replacing this platform.

Objective 2:

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

Panels were invited to provide suggested booklists for their subject. The Curriculum Development Committee has also helped purchase ebooks for the whole school so students can access books online. However, the selection of books are limited. Collaborative planning should be implemented to help panels nurture a reading culture at school. The English Panel, the Chinese Panel and the Deputy Library Teacher have also been assisting in selecting books for the newly renovated library. Panels, Committees and the Library Department will be invited to help continue with building more reading resources next year.

Objective 3:

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

Promoting reading hoped to boost students’ use of language in Chinese and English across the curriculum. However, due to limited class time for the Language Across the Curriculum (LaC) lessons for S4, and the suspension of face-to-face classes, students did not have the opportunity to read more during school hours and had difficulty accessing books from home. Panels need to work together to help nurture students’ interest in reading to learn across the curriculum. The Academic Steering Committee has been assisting in coordinating Panels to suggest reading materials and can continue to do so next year. The Chinese Panel

has also been selecting new reading resources for Reading Across the Curriculum (RaC) for the next academic year.

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

Reading schemes in the language panels were implemented. Modular and extensive reading schemes have helped expose students to more reading materials. Students had to read at least two modular books per term for English, which were all theme-based. For extensive reading, students had to read at least 1 novel per term. Students should be encouraged to read more, not just in language-based subjects. The Curriculum Development Committee implemented the S1 Class Library, so that S1 Class Teachers could help encourage students to read more during Class Teacher Periods. However, the selection of books were limited. All Class Teachers can continue to be involved next year to help with nurturing a reading habit during Morning Formation. More books (physical and e-books) can continue to be added to the school's resources to offer more variety to students.

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

Throughout the year, students were encouraged to participate in the school's Reading Award Scheme. The Scheme was promoted through Class Teachers, announcements on Microsoft TEAMS and in assembly. Exemplary infographics, podcasts and videos on books were shared with students via Microsoft TEAMS. During assembly, a student promoted the benefits of reading and the scheme to encourage students across all levels.

This year, the Readathon was organized again. Classes could choose the charity they want to donate funds to. The three charities selected were: Feeding HK, Impact HK and Mercy HK. The Readathon raised HKD12,136.

One English author was invited to give a pre-recorded talk about reading skills to students. Students watched the video and completed a workbook during Class Teacher period. It was reported that the talk could have included more complex reading skills. Future courses can be screened for more advanced content.

Part 2: Financial Report

	Item*	Actual expenses (\$)
1.	Purchase of Books	
	<input checked="" type="checkbox"/> Printed books	12,102
	Magazines	10,674
	<input checked="" type="checkbox"/> e-Books – HKEdCity	22,100
2.	Web-based Reading Schemes	
	<input checked="" type="checkbox"/> e-Read Scheme:	
	Wisers	11,155
	SCMP	11,440
	LightSail	39,600
	Other schemes	
3.	Reading Activities	
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	Free
	Hire of service from external service providers to organize student activities related to the promotion of reading	
	Paying the application fees for activities and competitions related to the promotion of reading	
4.	Other : _____	
	Total:	107,071
	Unspent Balance:	13,514.37

* Please tick the appropriate boxes or provide details.

Expenditure until 24 Aug 2022.

Appendix 6: Report on the Use of the Life-Wide Learning Grant (2021-22)

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

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: 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	Sports Training -Athletics	Whole Year	S1-S6	62	\$59,904.50	\$966.20	E5	PE	Attendance >80%		✓	✓		
2	Sports Training -Badminton	Whole Year	S1-S6	17	\$68,907.00	\$4,053.35	E5	PE	Attendance >80%		✓	✓		
3	Sports Training -Basketball	Whole Year	S1-S6	35	\$109,895.00	\$3,139.86	E5	PE	Attendance >80%		✓	✓		
4	Sports Training -Chess	Whole Year	S1-S3	18	\$44,479.00	\$2,471.06	E5	PE	Attendance >80%		✓	✓		
5	Sports Training -Chinese Chess	Whole Year	S2-S6	9	\$18,400.00	\$2,044.44	E5	PE	Attendance >80%		✓	✓		
6	Sports Training -Football	Whole Year	S1-S6	50	\$173,863.50	\$3,477.27	E5	PE	Attendance >80%		✓	✓		
7	Sports Training -Hockey	Whole Year	S1-S6	12	\$900.00	\$75.00	E5	PE	Attendance >80%		✓	✓		
8	Sports Training -Tennis	Whole Year	S1-S6	7	\$138,800.00	\$19,828.57	E5	PE	Attendance >80%		✓	✓		
9	Sports Training -Volleyball	Whole Year	S1-S6	62	\$153,344.00	\$2,473.29	E5	PE	Attendance >80%		✓	✓		
10	Sports Training -LifeSaving	Whole Year	S2-S6	14	\$4,500.00	\$321.43	E5	PE	Attendance >80%		✓	✓		
11	Sports Training -Table Tennis	Whole Year	S1-S5	21	\$80,286.00	\$3,823.14	E5	PE	Attendance >80%		✓	✓		
12	Sports Training -Ice Hockey	Whole Year	S1-S5	13	\$30,971.50	\$2,382.42								
13	Guidance Activities Men For and With Others Programme Leadership Training	Whole Year	S1-S5	578	\$71,447.40	\$123.61	E1, E7	Guidance	Students participated enthusiastically		✓		✓	
14	Careers Talk Life-wide-learning Activities	Whole Year	S2-S3	320	\$66,000.00	\$206.25	E1, E8	Careers	Students participated enthusiastically		✓			✓
15	Integrated Science Workshop & Visit	Whole Year	S1-S2	60	\$10,190.00	\$169.83	E1, E6	Integrated Science	Students participated enthusiastically	✓				
16	English Activity - Drama Night	Aug-22	S1	160	\$4,704.30	\$29.40	E1	English	Students participated enthusiastically	✓	✓			
17	Sports Committee-Lacrosse Trails Post Exam Activities	Jul-22	S2-S3	150	\$6,500.00	\$43.33		PE				✓		
18	Uniform Groups-Simulation Session - Civil Aviation workshop	Aug-22	S1-S6	10	\$44,999.00	\$4,499.90		Uniform Groups					✓	✓
19	Mathematics - 香港理工大學應用數學系數學資優教育課程	Aug-22	S2-S4	11	\$16,500.00	\$1,500.00		Mathematics		✓				
20	English & LS Activity - Crossroad Activity	Sep-21	S5	141	\$10,440.00	\$74.04		English & LS		✓				
21	Discipline Committee - Day Camp	Sep-22	S2-S5	50	\$6,975.00	\$139.50	E1	Discipline	Students participated enthusiastically		✓		✓	
22	STEM Education Committee - Chem Quiz, Robomaster & Microbit Hovercraft Fun Day	Whole Year	S1-S5	221	\$83,728.00	\$378.86		STEM		✓				✓
23	Music Summer Intensive Training	Aug-22	S1-S5	44	\$125,338.50	\$2,848.60	E1, E5	Music	Students participated enthusiastically			✓		
24	Music String Orchestra Coach	Whole Year	S1-S6	12	\$31,750.00	\$2,645.83	E1, E6	Music	Students participated enthusiastically			✓		
25	Sports Team Summer Course	Aug-22	S1-S5	63	\$11,750.00	\$186.51	E1, E7	Sports	Students participated enthusiastically			✓		
Sub-total of Item 1.1				2,140	\$1,374,572.70									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1														
Sub-total of Item 1.2				0	\$0.00									
Expenses for Category 1				2,140	\$1,374,572.70									

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

No.	Item	Purpose	Actual Expenses (\$)
1	Sports Team		\$5,244.95
Expenses for Category 2			\$5,244.95
Expenses for Categories 1 & 2			\$1,379,817.65

Category 3: Number of Student Beneficiaries

Total number of students in the school:	890
Number of student beneficiaries:	750
Percentage of students benefitting from the Grant (%):	84%
Name of Contact Person for LWL:	Mr. Eugene Lee
Post of Contact Person for LWL:	Coordinator of Life-wide Learning Grant

* Input using the following codes; more than one code can be used for each item.			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

Appendix 7: Report on the Use of the Student Activities Support Grant

I. Financial Overview

A	Allocation in the Current School Year:	\$57,850.00
B	Expenditure in the Current School Year:	\$57,850.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	3	\$17,675.00
Full-grant under the School Textbook Assistance Scheme	5	\$26,675.00
Meeting the school-based financially needy criteria	4	\$13,500.00 (capped at 25% of the total allocation for the school year)
Total	12	\$57,850.00

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Music Course	Arts (Music)	32 hrs	\$18,475.00	✓				
2	Japanese Language Course	Others, please spe	150 hrs	\$31,875.00	✓				
3	German Language Course	Others, please spe	150 hrs	\$7,500.00	✓				
4									
5									

(Please insert rows above if the space provided is insufficient.)

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
Expenses for Category 1			0	\$57,850.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			0	\$57,850.00					

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

Contact Person for LWL (Name & Post):	Lee Han Kin Eugene, SGM
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Appendix 8: Report of Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students

No.	Strategies	Actual Implementation Time	Achievement	Reflection
1.	Employ two Chinese Language Teaching Assistants to arrange pull-out learning during the Chinese Language lessons	Whole Year	Pull-out classes are generally small in size and can facilitate interactions between instructors and students, allowing instructors to offer personalized support for students.	Turnover rates of teaching assistants are generally higher than contract teachers, making it necessary for the students to adapt to the teaching methods of different teachers in six years of learning. This can be particularly frustrating when students have to adapt to new teachers when they need to sit for public examinations.
2.	Procure professional services to conduct summer intensive classes to better prepare the students for the public examinations	Aug 2022	Service provider which is experienced in conducting examination tutorial classes can complement the school teaching.	Professional services can be further procured to help extend the students' learning beyond class hours
3.	Organize activities that promote an inclusive learning environment	Dec 2022	A mural drawing cum Chinese learning activity was organized to promote an inclusive learning environment and provide NCS students to learn	The pandemic made it difficult to further arrange activities which can create a good Chinese learning environment for our NCS students to learn the language.

			Chinese in a specific context	
4.	Procure professional services to provide teachers with training on teaching Chinese as a second language	Not implemented		Not implemented due to class suspension in the second term

Appendix 9: Report on Measures related to Safeguarding National Security and National Security

To: Chief School Development Officer

Wah Yan College, Kowloon

2021-2022 School Year

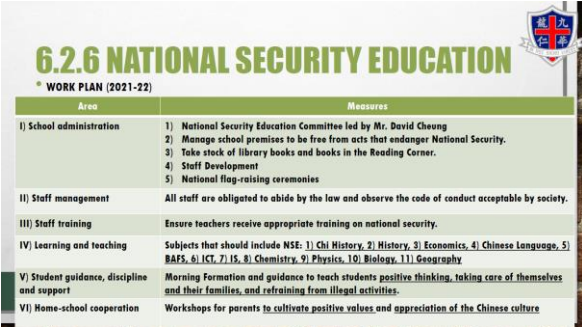
Annual Report on Measures related to Safeguarding National Security and National Security Education

School Name: Wah Yan College, Kowloon

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
School administration	<p>(1) The working group functions</p> <ul style="list-style-type: none"> • to plan, supervise and evaluate the implementation of related measures among subject panels and functional teams as soon as possible; • to promote communication and collaboration among different stakeholders to strengthen students' virtue cultivation and the related work in guidance and discipline; • to implement strategies to prevent political activities from permeating the School; • to issue a statement to clarify if an external organization has used the School's name to promote their political views; 	<p>A working group on safeguarding national security and national security education was formed in June 2021.</p> <p>As per the circulars issued by the Education Bureau (EDB) (circular nos. 2/2021, 3/2021) on National Security Education (NSE), it was noted that NSE should be implemented in a whole-school approach. Therefore, the composition of the working group is as follows:</p> <ul style="list-style-type: none"> • Ex Officio (Principal CHUNG) • Chairman (expected to be the third Vice-Principal) • Both incumbent Vice-Principals (Mr. Eric WAI, Ms. Cecilia CHOW) • Staff Training (Mr. Michael MOK) • Learning & Teaching (Mr. Eugene LEE) • Student Guidance, Discipline & Support (Ms. Cecilia CHOW, Mr. David CHEUNG, Ms. Teresa CHAN) 	<p>The composition and duties of the working group were fixed in the first meeting of the working group. The review report of the Current Situation and Work Plan for 2021-22 were formulated. The review report and work plan (2021-22) were endorsed by the IMC in the fourth IMC meeting on 15 June 2021.</p> <p>There were no cases about using the School's name to promote political views by any external organization throughout the year.</p> <p>On 18 May 2020, the Jesuit Education Board had a meeting to deliberate on principles and guidelines on handling school affairs involving controversial political issues, the document "Principles and Guidelines on Handling School Affairs Involving Controversial Political</p>

	<ul style="list-style-type: none"> to make known to stakeholders the School’s statement “The Principles and Guidelines on Handling School Affairs Involving Controversial Political Affairs”; to submit reports to the IMC regularly. <p>(2) Refine 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>	<ul style="list-style-type: none"> Home-School Cooperation (Ms. Cecilia CHOW) Incorporated Management Committee (IMC) Teacher Manager (Dr. Lesley CHAN) <p>The National Security Education Committee was set up to replace and take over the duties of the working group in the school year 2021-22. The first meeting of the National Security Education Committee was held on 17 September 2021. Members included:</p> <ul style="list-style-type: none"> Ex Officio (Principal CHUNG) Chairman (Mr. David CHEUNG) Both incumbent Vice-Principals (Mr. CHU Wai Man, Ms. Cecilia CHOW) Staff Training (Mr. CHU Wai Man) Learning & Teaching (Mr. Eugene LEE) Student Guidance, Discipline & Support (Ms. Cecilia CHOW, Mr. David CHEUNG, Ms. Teresa CHAN) Home-School Cooperation (Ms. Cecilia CHOW) Incorporated Management Committee (IMC) Teacher Manager (Dr. Lesley CHAN) <p>Starting from the academic year 2021-22, the following statement was added to the Booking Form of the Hiring of School Facilities to ensure activities will not involve acts that endanger national security.</p> <p><small>Starting from the academic year 2021-22, the following statement was added to the Booking Form of the Hiring of School Facilities to ensure activities will not involve acts that endanger national security.</small></p> <p>(Please refer to Appendix 6 for the form of ‘Application for use of school accommodation’.) The school also supervised and checked the proper use of the school premises by both WYK</p>	<p>Issues” (Appendix A) was issued as reference for stakeholders to observed. This statement should be made known to stakeholders and be accessible in the school network.</p> <p>Reports and discussion were made for the implementation of National Security Education in the five areas: School Administration; Staff Management; Staff Training; Student Guidance, Discipline and Support; and Home-School Cooperation.</p> <p>The school needed to strengthen the implementation of the usage of the Booking Form as it was observed that some related committees and external organizations were not aware of the need to use the new form. Awareness of related administration staff and colleagues needed to be strengthened. In this year, the proper use of the school premises by both WYK and non-WYK organizations complying the National Security Law was</p>
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	<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) Through the Staff Reunion & Development Day, staff members' attention is drawn to the EDBC No. 3/2021 concerning National Security and its guidelines.</p> <p>(5) Flag-raising ceremonies will be arranged on the following days: (i) National Day (1 October) (ii) Union Day (iii) New Year's Day (1 January) (iv) National Security Education Day (15 April) (v) SAR Establishment Day (1 July)</p>	<p>and non-WYK organizations that they were observing the National Security Law.</p> <p>There were collaborations between the library and the administration to take stock of library books to ensure that the books do not contain inappropriate content that endangers national security; It was noted that some panels had already write-off books which are inappropriate. The stock checking was completed in September.</p> <p>A staff development programme regarding National Security Education was also held on 27 September 2021 for staff of WYK and WYHK.</p> <p>In the work plan, national flag-raising ceremonies would be arranged on the following days: National Day (1 October) New Year's Day (1 January 2021) Union Day (28 January 2022) National Security Education Day (15 April 2022) SAR Establishment Day (1 July 2022)</p> <p>The arrangement was implemented on the National Day (1 October). But according to the latest guidelines and requirements in the EDBC No. 11/2021 about the display of national flag on every school day and conduct of National Flag raising ceremony weekly starting from 1 January</p>	<p>confirmed with the supervision of the school. No observations or reports were received for violating the National Security Law in the school premises.</p> <p>The stock checking was completed in September 2022. This stock checking should be conducted regularly each year.</p> <p>The feedback of the staff development programme was positive and it enhanced colleagues' understanding about the National Security Education.</p> <p>A schedule for the National Flag raising ceremony was fixed and revised due to the new calendar because of the suspension of face-to-face school in the second term. The students were adapted to the arrangement of the National flag-raising ceremony and showed respect during the ceremony. As the ceremonies were held at the beginning of the school days, some students had late problems. Discipline teachers and Class teachers would help monitoring and conveying so as to build up a proper attitude of the students.</p>
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	<p>(6) Apply for Major Repairs to erect two more flag poles for the flag of the HKSAR and the school flag.</p>	<p>2022, the school had arranged the display and flag raising ceremony to fulfil and promote the sense of national identity of the students.</p> <p>The school had applied for two more flag poles for the raising of Regional Flag and the School Flag through Major Repairs application in June 2022.</p>	<p>The school would revise the arrangement and purchase the necessary equipment so as to have the Flag raising ceremony of National Flag, Regional Flag and the School Flag in important school occasions.</p>
<p>Staff management</p>	<p>(1) In the first staff meeting 2021/22, 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>In the 1st Staff meeting held on 20 August 2021, the work plan of NSE of the school was highlighted and the staff were reminded to observe and implement the national security education of the school.</p>  <p>Fig. 1 Powerpoint clip in the 1st Staff meeting (20 August 2021)</p> <p>Terms concerning the obligation to abide by the law and observe the code of conduct acceptable by society were added in contracts which were renewed and offered for staff and service providers.</p>	<p>The school's work plan on NSE (2021-22) was also included in the Teachers' Handbook under Section 1 Introduction Item I Work Plan for National Security Education (Section 1 p.19). Different panels and committees had followed up the implementation in their related subject panels or function committees in their first meeting with respect to the National Security Education.</p> <p>The school administrator had implemented this measure and the terms were explicitly explained and stated when staff or service providers signed the contract. Staff and service</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.	Teachers were obligated to abide by the law and observe the code of conduct acceptable by society. Different documents in the Teacher Handbook provided guidelines for teachers in the area. These documents included ‘Work Plan for National Security Education’; ‘Policy on the Protection of Students and Young Adults’; ‘Policy on the Prevention and Handling of Sexual Harassment’; and ‘Policy on Acceptance of Advantages by Staff and School Managers’.	providers were well aware of the terms and the school’s expectation. The school had clearly conveyed to all staff the school’s requirements and expectations in respect of their job performance and conduct.
Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
Staff training	<p>(1) Through the Staff Reunion & 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</p>	<p>A staff development programme was held on 27 September 2022 together with Wah Yan College, Hong Kong on the topic of ‘National Security Law - Myths and Facts’. targeted in the annual plan, the objective of the NSL staff development programme was achieved.</p> <p>The Staff Development Committee had promoted and provided updated information about the different training programmes including NSL and NSE programme. Another</p>	<p>The objectives of the programme were achieved to enable the staff member to understand and familiarize with the National Security Law. According to the evaluation done after the programme, 94.8% of participants rated 4 to 5 agreeing that the content was relevant to the topic of the programme and 93.3% of participants rated 4 to 5 agreeing that the objective of the programme was achieved.</p> <p>In the CPD records between 01/09/2020 – now, our colleagues had received a total of 1279.5 training hours on programmes relating to Basic</p>



	correct understanding of the National Security Law and enhance their knowledge of national security.	staff development programme relating to National Security Law (NSL) and National Security Education (NSE) would be held by the EDB on 31 May 2023 in the next academic year to equip our staff about the most updated issues regarding to NSL and NSE.	Law, NSL and NSE with an average of 19.7 hours per colleagues.
Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
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.	<p>The scheme of work template was modified to allows panels to indicate Basic Law Education and National Security Education elements, which would be covered in different topics. The template was modified and disseminated to the subjects panel in August 2021.</p> <p><small>(B) Basic Law & National Security Education</small></p> <p><small>23. Historical background of “one country, two systems”, and the constitutional basis, enactment and promulgation of the Basic Law</small></p> <p><small>24. Relationship between the Central Authorities and the Hong Kong Special Administrative Region</small></p> <p><small>25. Interpretation and amendment of the Basic Law</small></p> <p><small>26. Fundamental rights and duties of Hong Kong residents</small></p> <p><small>27. Basic characteristics of the political structure of the HKSAR</small></p> <p><small>28. The Basic Law and public finance</small></p> <p><small>29. How the Basic Law protects the development of monetary affairs and trade in Hong Kong</small></p> <p><small>30. The Basic Law and daily life</small></p> <p><small>31. External affairs</small></p> <p><small>32. Different Dimensions of National Security</small></p> <p><small>33. National Security Law</small></p> <p>Fig.2 Scheme of work template</p>	The scheme of work template formed a common platform for different subject panels to indicate their teaching and learning topics related to Basic Law and National Security Education. However, the indication of the Basic Law Education and National Security Education elements in the scheme of work could not reviewed the relationship of the subject topics with the elements concerned. There were diversities in the number of topics between subject panels that were related to BL or NSE elements. The subject panels were advised to be more specific in introduction of the topics to arouse students’ understanding of the BL and NSE elements.
	Instructions of the Education Bureau would be disseminated to the Subject panels concerned.	Related EDB circulars No. 4/2021 (National Security Education in School Curriculum-Curriculum Documents), No. 6/2021 (National Security Education in School Curriculum-Additional Curriculum Documents and	

	<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"> 1) Chinese History 2) History 3) Economics 4) Chinese Language 5) BAFS 6) ICT 7) Science 8) Chemistry 9) Physics 10) Biology 11) Geography 	<p>Learning and Teaching Resources) and No.123/2021 (National Education: Learning and Teaching Resources and Programme Highlights) were disseminated to the Subject panels and related committee.</p> <p>The implementation of the 11 subjects were evaluated through the examination of documents (the scheme of work, panel meeting minutes and NSE progress reports).</p>	<p>There were rooms for improvement in the implementation especially with the suspension of face-to-face lessons. Subject panels had problems in completing the curriculum and the introduction of NSE through on-line teaching might affect the effectiveness. There were diversities in the implementation and some panels needed to be more specific and gave more details in the teaching strategies and assessment method. Cross panels professional sharing was advised.</p>
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	<p>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.</p>	<p>Due to the effect of the pandemic, this measure has difficulties in implementation.</p>	<p>This measure would be carried on in the next academic year.</p>
	<p>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. Instructions concerning the archival of different national security education materials would be distributed to respective chairpersons.</p>	<p>A NSE folder was set up in each subject panel's google drive to archive the learning and teaching materials related to Constitution, Basic Law and National Security.</p>	<p>Subject panels were reminded to keep good record of the materials for at least the most recent two academic year. Clear instructions would be needed as different panels stored the materials in different format and a consistent format was suggested by giving templates to the panels.</p>
<p>Student guidance, discipline and support</p>	<p>(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.</p>	<p>A seminar was planned to be held by the Discipline committee and the Hong Kong Police Force on 27 January 2022 for Junior form students on the topics of 'Talk on Cyber Crime Prevention and becoming a law-abiding citizen'. However, the seminar was cancelled due to school suspension on 24 January due to the pandemic and the Discipline Committee had considered the feasibility to hold the seminar in the post-exam period but was</p>	<p>Similar seminar should be arranged in the coming academic year.</p>

	<p>(2) Conduct workshops or prepare Morning Formation material that emphasises cultivating positive values, positive thinking, and the proper attitude for getting along with others.</p> <p>(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. Counselling services and personalised follow-up plans could be provided. School may seek advice from the Police Community Relations Officer concerned if suspected illegal acts are involved or necessary.</p>	<p>finally cancelled due to the vast effect of face-to-face school suspension in the second term.</p> <p>Morning Formation materials were prepared to cultivate positive values for different forms. For example, a set of formation materials was prepared and released on 21 November 2021 to help our students attained the proper attitude and etiquette for the National Flag raising ceremony. Formation materials of other themes like Responsibility, Compassion and Forgiveness were also prepared and released for Class teachers to use in the Class formation period to cultivate positive values among our students.</p> <p>The Discipline Committee and the Guidance committee had reviewed and refined the mechanisms and procedures in handling cases regarding to NSL. The Discipline Committee had reviewed the discipline mechanism and studied the sample cases released in Appendix 6 of the EDB document ‘National Security: Specific Measures for Schools’. In the minutes of the 1st meeting of the Discipline Committee held on 3 September 2021:</p>	<p>Feedbacks from Class teachers on the materials were positive and the Values Education Committee would help evaluate and modify the materials to suit the needs of the students on the concerned topics.</p> <p>There were no cases relating to the breaching of National security throughout the years. Both the Discipline and Guidance committees had good awareness to the mechanism and approach in guiding our students to observe the positive values.</p>
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Home-school cooperation	(1) Organise home-school cooperation activities that include Chinese culture or seminars to assist	Workshop on Narcissus Bulbs cutting and Chinese calligraphy and painting were organized. The arrangement and implementation	The feedbacks from the parents were positive and such programmes should be continued if the situation of

	<p>parents in helping children understand the spirit of enacting the National Security Law rationally and positively and developing correct values. e.g. Workshop for preparing Narcissus Bulbs during the Chinese New Year</p> <p>(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, etc.</p>	<p>of the school NSE was also well communicated through the Parents' association.</p> <p>Talks and workshops were arranged to support parents' needs. These talks were about positive education and relaxations conducted by the school's education psychologist and social workers in the early summer vacation in March 2022.</p>	<p>pandemic was relieved.</p>
<p>Others</p>	<p>Promoting NSE and NSL in other aspects.</p>	<p>The Arts panel helped to promote students to participate in different programmes and activities relating to NSE.</p>	<p>More than 20 students had participated in the following competition and a S2 student Lam Ho Fung had got a merit award.</p>  <p>香港基本法推介聯席會議 Joint Committee for The Promotion of The Basic Law of Hong Kong 推介基本法</p> <p>「童」心展藝·識法——「兒童權利公約」推廣計劃 2021 中學組 - 明信片設計比賽</p>  <p>Students also participated in 慶祝香港回歸祖國25週年-全港中小學中國</p>

畫比賽 organized by the Shine Tak Foundation. An exhibition of Chinese Ink Painting of Students' Coursework would also be held in the school corridor from 30 May to 3 June 2022 to promote the appreciation of Chinese traditional Arts culture.



Fig. 5 Poster of the Chinese Ink Painting Exhibition

The Arts panel would also invite students to participate the 「慶祝香港回歸 25 周年」書籤設計比賽 in June 2022 organized by 油尖旺社團聯會 to promote the sense of belongings and national identity. About 150 students had submitted their design and 22 entries were selected by the school to participate the competition. 5 students got award of merit in the competition.

		<p>The National Education Committee had assisted in the National Flag raising ceremony. The plan and programmes of the committee were affected by the pandemic that all programmes were cancelled.</p>	<div data-bbox="1601 177 2018 416" data-label="Image"> </div> <p>With a new chairperson of the National Education Committee next year, it was recommended that the committee should have contingency plan in view of the affect of the pandemic or school suspension. It was believed that the committee could take a more active role in promoting National identity among the students.</p>
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Name of supervisor: Fr. Clement TSUI Lap Yan, S.J

Date: 31 August 2022

When considering the principles and guidelines on handling school affairs involving controversial political issues, Wah Yan College, Hong Kong and Kowloon, being Jesuit schools, are to draw on our rich Jesuit heritage in education which informs us that we are to promote ethically discerning practices, give freedom so as to opt for the greater and/or better, respect the conscientious person, provide care for the person, and form individuals for and with others. The following summarizes our position.

Principles

1. The school is a place of learning and we should do our utmost to protect our mission. While "learning" is always defined broadly in our tradition, the school is in essence not a political organization and would not have a particular stance on political issues.
2. Carrying out political activities in the school is inappropriate. However, we welcome exploration and exchange of ideas, especially from multiple perspectives in a reflective and respectful manner, conducive to learning and a better understanding of our society. To nurture “men for and with others”, we see it as a good sign that students care about social and political issues.
3. In order for our community to flourish, every single person needs to feel safe, welcome and included regardless of their background or individual political viewpoint. In fact, “unity in plurality” is among our core values. In order for us to live out this ideal, empathy for others’ needs, ideas and feelings as well as respect in our words and deeds are of paramount importance. They will help lay the foundation for open and fraternal listening, dialogue, respectful acceptance, and even eventual reconciliation in the case of great divisions.
4. As Ignatian educators, we should offer our service to our students in a professional and compassionate manner in promoting their personal development and nurturing their competence to discern what is appropriate or inappropriate. Students’ interests, including safe and healthy development of the whole person, regardless of their political stance, are our primary concern. As such, we should be mindful of the position of authority we are in and not to abuse the trust they place on us to unduly influence their views.
5. We are conscious of the fact that our students are in different stages of their development and parents entrust their sons to the school so that we can educate and develop them. For the sake of their wellbeing and growth, they are advised to adopt a learning and reflective attitude towards complex political issues, instead of rushing into any particular position. Should any student decide to join any protest action inside or outside the school, they should be extremely careful about the legal and other irreversible consequences of their actions for

themselves as well as others. In particular, they must seek the approval of their parents.

General Guidelines

1. Political propaganda such as putting up banners or distributing political materials in the school is not appropriate. Such kinds of actions are used to advocate certain positions with little room for exchange of ideas.
2. The school may provide a platform for learning, such as talks or forums for our students or staff so that we can learn as a community provided that such activities are carried out in an orderly and respectful manner.
3. The school will inform the parents of students who have expressed desire to join protest actions during school hours. Effective communication between the school and parents is crucial to the rendering of proper protection for our students.
4. Since students who engage in political activities are acting in their private capacity, using the school name, school emblem or wearing school uniform or any symbols signifying the school when organizing or taking part in such activities are not appropriate.
5. In general, class boycotts will disrupt students' progress in coverage of the regular curriculum of the school. In the case of class boycott exercised by our students, they are to secure parental approval prior to the boycott. They are to remain on the campus in the venue provided by the school. They should be respectful to others in the school who may hold different viewpoints from theirs.
6. The school will not penalize students purely because of their political views. In fact, the school cares deeply for the well-being of every student regardless of their political stances and will do our utmost to offer assistance when needed.
7. Given our mission to educate every student entrusted to us by their parents, class boycott by the teaching staff is in general not appropriate. If members of the teaching staff do participate in class boycott, they are to carry on taking care of the classes according to their timetables even though they might be temporarily out of formal teaching of the regular curriculum. As Ignatian educators, they should behave with the utmost respect for and sensitivity towards students holding different points of view or having different backgrounds. In particular, they should act as objective, reflective and empathic educators facilitating students' formation of their capacity for critical thinking and not as political propagandists.

On implementing these principles and general guidelines, the school is also advised to pay attention to the actual context the school is in.