

2022-2023



WAH YAN COLLEGE KOWLOON Annual School Report

In hoc Signo Vincas

Be a Man for and With Others

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
- Appendix 10: Report on Sister School Exchanges
- Appendix 11: Report on the Use of Citizenship and Social Development Grant

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 870 students. The School implements Small Class Teaching in 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 for specific main subjects in particular forms. 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

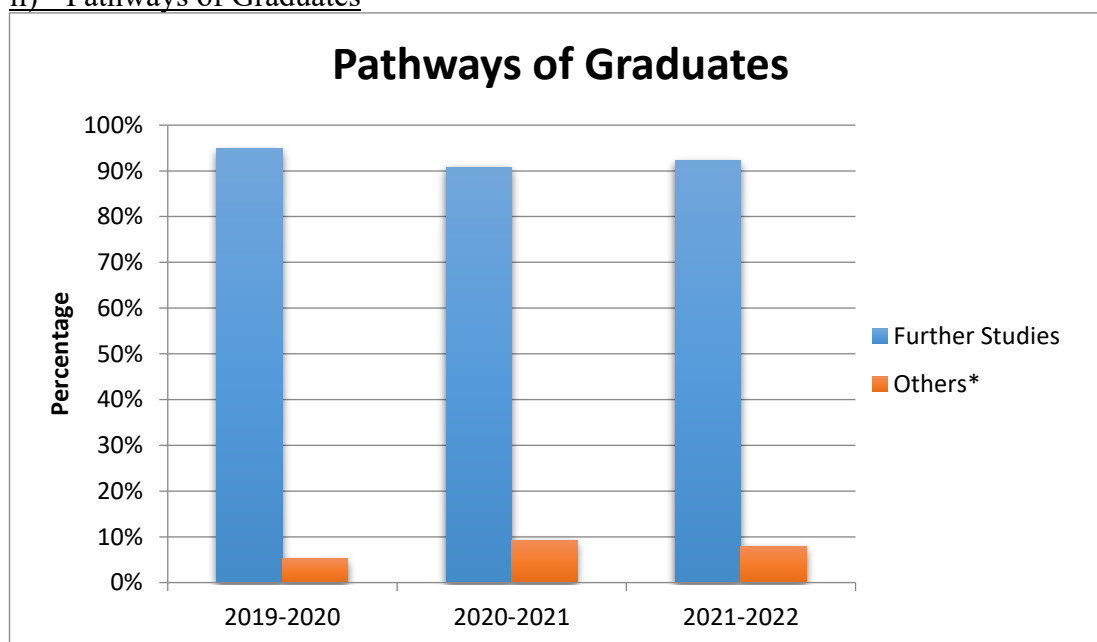
i) Number of Operating Classes and Students

Level	2021-2022		2022-2023	
	No. of Classes	Total Enrollment	No. of Classes	Total Enrollment
Secondary 1	5	165	5	165
Secondary 2	5	159	5	154
Secondary 3	5	158	5	137
Secondary 4	5	143	5	153
Secondary 5	5*	142	5	129
Secondary 6	5*	140	5*	132
Total	30	907	30	870

*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

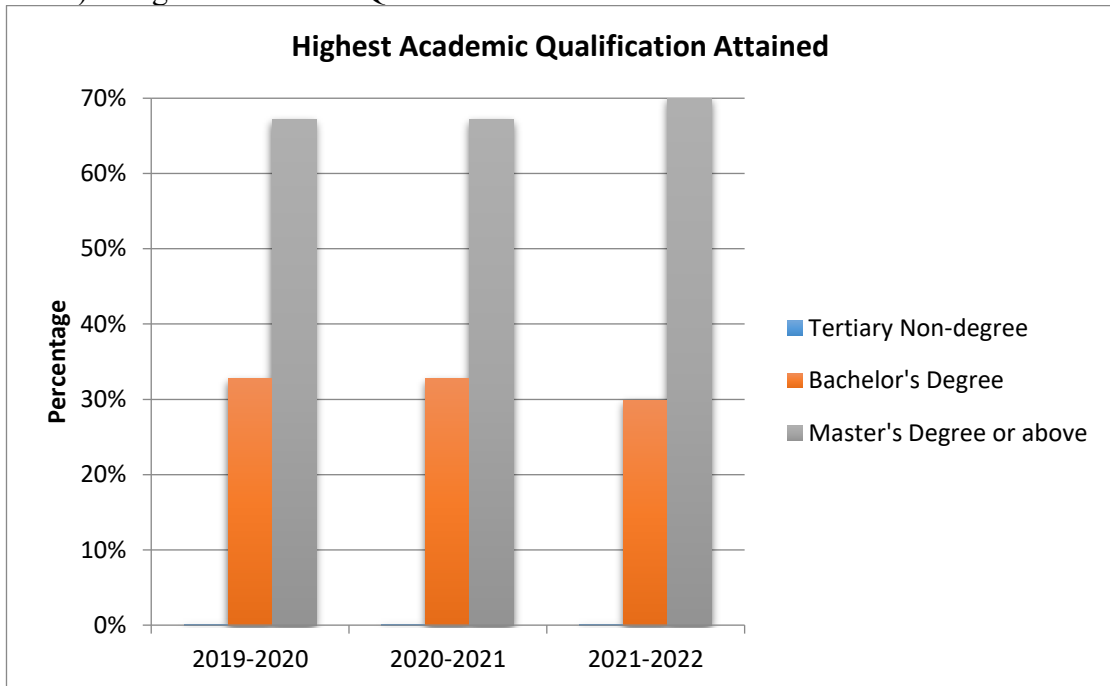


* No information provided by graduates

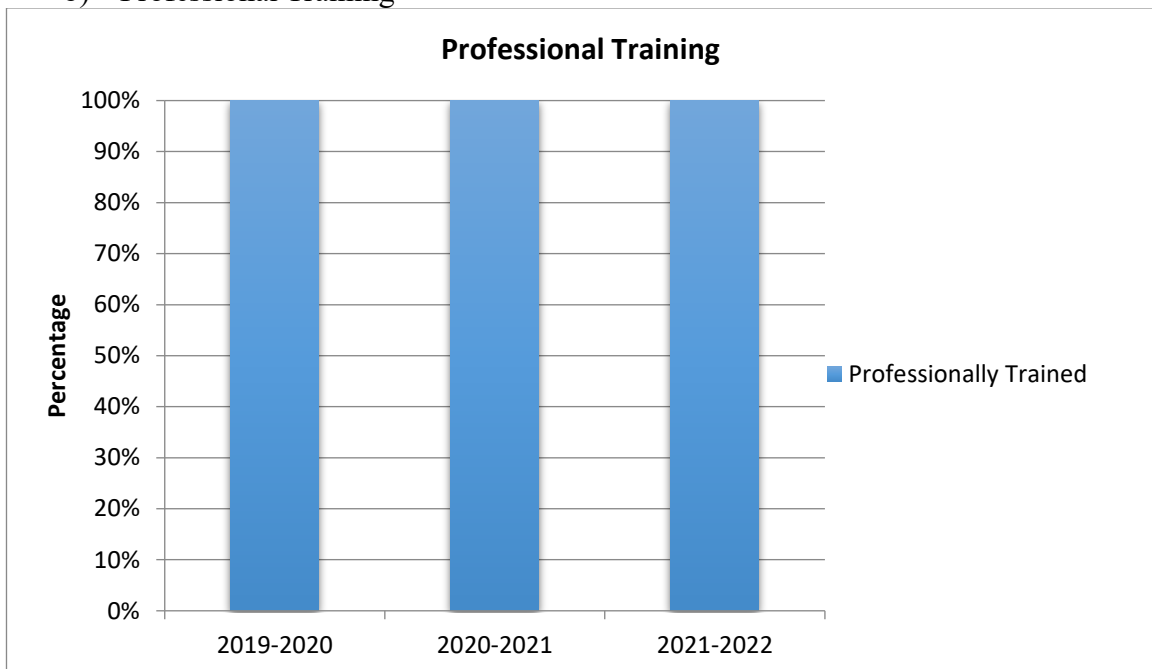
1.3.3 Our Teachers

i) Teachers' Qualifications

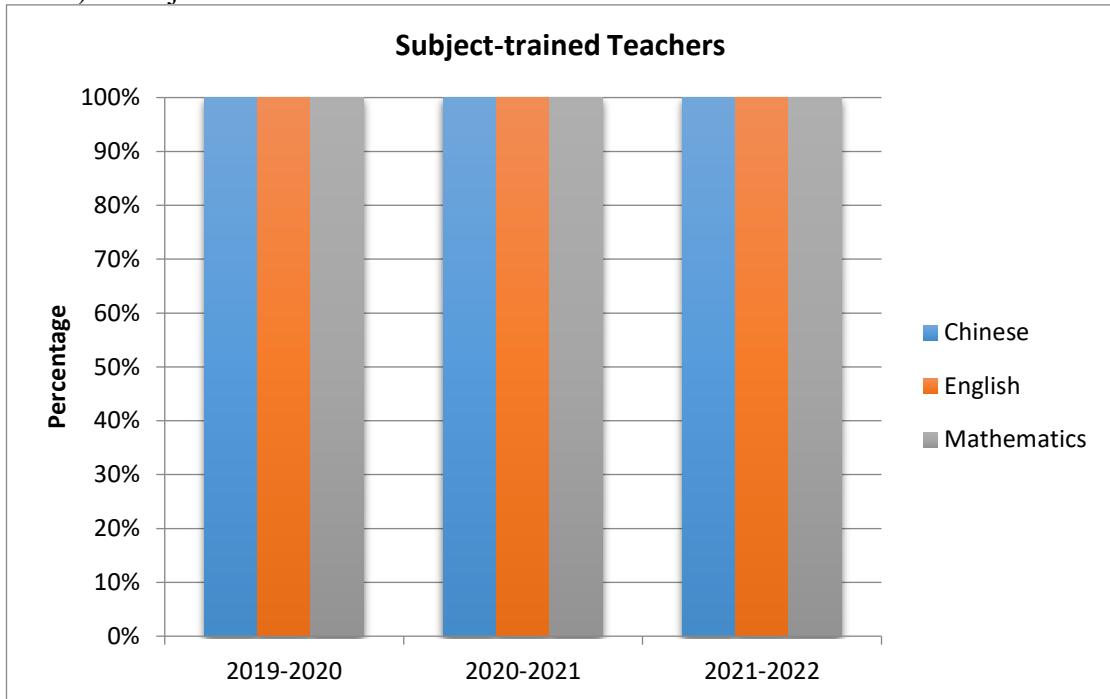
a) Highest Academic Qualification Attained



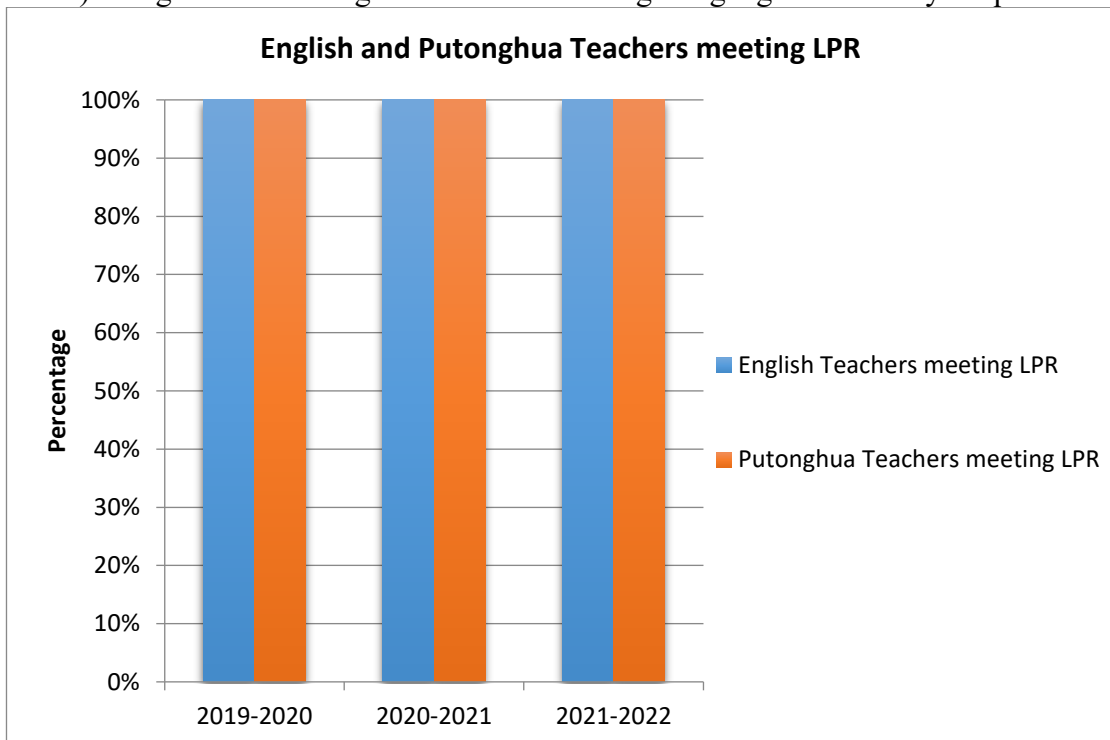
b) Professional Training



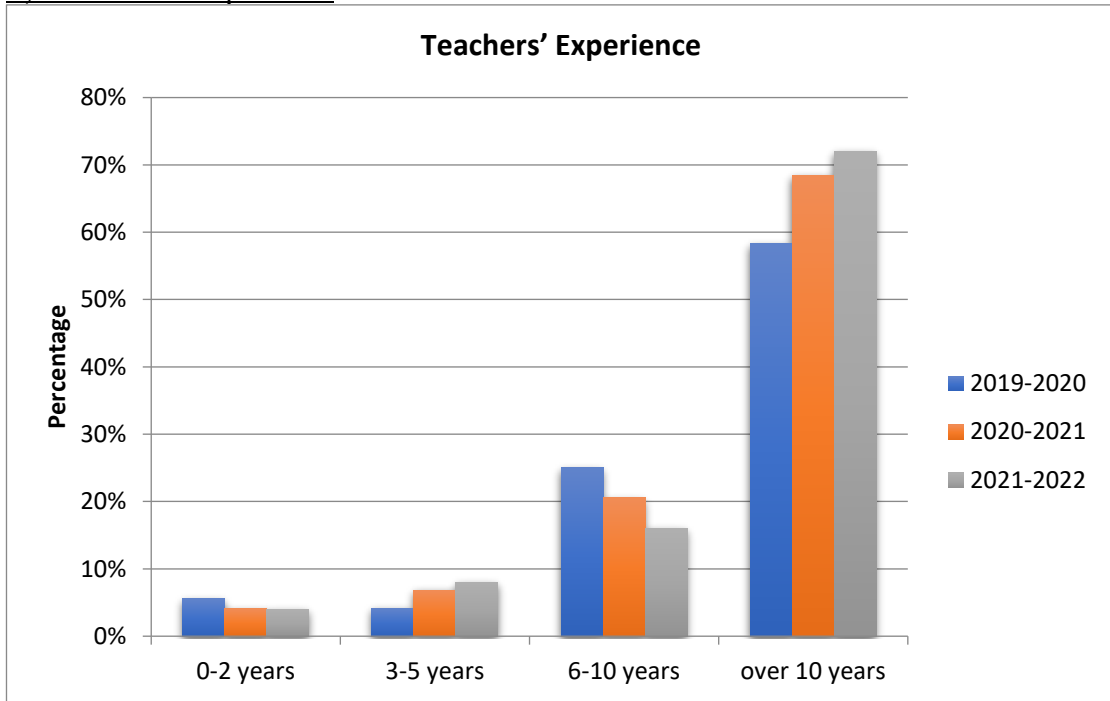
c) Subject-trained Teachers



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)	✓	✓	✓	✓	✓	✓
Chinese Literature	✓					
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/ Ethics and Religious Studies (DSE)	✓	✓	✓	✓	✓	✓
Music / Music (DSE)	✓	✓	✓	✓	✓	✓
Visual Arts / Visual Arts (DSE)	✓	✓	✓	✓		
Library and Learning	✓					
Physical Education	✓	✓	✓	✓	✓	✓
Other Learning Experiences				✓	✓	
Formation	✓	✓	✓	✓	✓	✓

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

Key Learning Area	Junior 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; Feedback and Follow-up

Major Concern 1

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

Achievements

- It can be observed that different academic panels have indicated in their schemes of work the SDL skills which they would like to nurture among their students. Some of the advanced self-directed skills which different panels want to help the students to acquire include formulating learning objectives, developing critical thinking skills, nurturing problem-solving skills, etc.
- Pullout classes have been organized for students to stretch their potential. For example, an after-school Spanish Language class has been arranged for the junior secondary students who are good in English.
- Resources for e-reading have been purchased from different service providers. When purchasing e-reading resources, attention has also been paid to the reading needs of the NCS students. Special modules have been purchased from the EdCity and other service providers to address their reading needs.
- Different support has been offered to students who need extra support in their academic studies. For example, special after-school tutorial classes or public examination classes were arranged for the non-Chinese speaking students or students who need additional support in their academic studies.

Reflection

- Some academic panels might have “under-reported” the advanced SDL skills which they can help their students to develop. For example, some panels have not indicated in their schemes in which topics they would help their students to acquire problem solving skills, which is highly unlikely.
- Although extra support like the after-school tutorial classes was arranged for students who needed additional help, the evidence about the effectiveness of the after-school classes was inconclusive.
- A thorough junior secondary curriculum audit will be conducted to cope with the recent government decision to introduce the new subject of Citizenship, Economics and Society in September 2024.
- Better monitoring of the promotion of the Basic Law and National Security Education should be conducted.

Feedback and Follow-up

- The Academic Committee should coordinate the learning experiences arranged by different subject panels which aim at stretching the students' potential and nurturing their advanced self-directed learning skills.
- A timetable that can cater for the school's major concern of fostering students' creativity, critical thinking skills, problem-solving skills, etc., should be worked out.
- More effort should be made to encourage students with good potential to enroll in classes which aim at stretching their potential.
- A junior secondary Citizenship, Economics and Society curriculum should be worked out in the Academic Year 2023-2024 for its smooth implementation in the Academic Year 2024-2025.
- Panel chairpersons can be better engaged to monitor the implementation of the Basic Law and National Security Law Education.

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 Compassion, School Development Plan(2023-26) & Values Education Whole-School Curriculum Mapping and Spiritual Conversation with Nature in September, December and May. On average, over 88% of participants strongly agree or agree that the programmes were effective and useful.
- The pandemic has disrupted our lives heavily for more than two years, the school is paying extra attention to both physical and mental well-being of our teachers. In light of the relaxation of the social distancing measures, the Staff Development Committee has arranged programmes and outing activities related to the wellness of our teaching staff.
- As this year is the last year of the current school development planning cycle, a staff development day was organized in Dec 2022 to allow our teachers to discuss the future development of school and collect their opinions in drafting the new School Development Plan.
- An online seminar was arranged for all teaching staff in Dec 2022 to enhance co-ordination and planning within and outside the classroom in facilitating the implementation of National Security Education. Over 80% of the participants strongly agree or agree that the seminar helped them to have a better understanding of National Security Education.
- The comprehensive Appraisal System (Phase 3) was carried out as scheduled. The Principal and Vice-Principals arranged appraisal meetings with different committee heads and had professional dialogues with them to recognize good practices and provide feedback, 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 Newly-Joined Teachers and In-Service Teachers have met the requirements as set by the EDB.

Reflection

- Teachers appreciated that the school management was concerned about the wellness of teachers and treasured the time for group discussion and sharing. They enjoyed the programmes and would like to have similar content and arrangements in the future.
- Teachers also appreciated that a lot of resources were shared by the guest speakers in the online seminar of National Security Education. On the other hand, the Basic Law and National Security Law Test has been introduced and is mandated for Newly-Appointed teachers. Though it is not a must for In-Service teachers to take the test, many colleagues have spontaneously studied and passed the above test.

Feedback and Follow-up

- 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 Committee distributed relevant information of the seminars and workshops to teachers according to their personal needs and school major concerns.
- The training on catering to learner diversity, which was scheduled in May 2023, was cancelled as it may not be the best timing to introduce such a topic to teachers at the end of a school year. Instead, it will be arranged in the middle of the next school year.

Major Concern 3

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

Achievements

- A whole school approach framework was developed including the school-based Jesuit Values, Catholic Values, and the 10 core values from the EDB. The new framework aimed to have a comprehensive spectrum to foster the growth of students in values. The Jesuit values and the values suggested by the EBD such as love and care, respect and justice and responsibility, were inculcated in the Morning Formation lessons every day. The lesson materials also facilitated students to develop empathy, have an open conversation, and value diversity as well as their own culture and identity. Materials on traditional Chinese cultures were set especially during the festive time. Social and global issues were discussed in the class, and students were guided to do a fact check and have a non-violent conversation in the lessons about media literacy. The incorporation helped to have a wider scope of values framework.
- The Celebratory events for the Platinum of the Campus this year included the Fun Fair on the campus, which served as the centenary preparation. After Covid and the irregular school days for almost 3 years, students were hard to have developing on communication and interpersonal relationship. The evaluation after the event reflected that The Fun Fair enhanced cooperation and collaboration among the students to be more aware of the needs of others and how to make decisions when setting up their class stalls. Students reflected that they learned collaboration and shared work in the event and high level of satisfaction was found in the evaluation. In addition, the preparation for the Centenary history room, it empowered the students to have deeper understanding of the school history and be more reflective to the growth of the school.
- iPortfolio was implemented and students' performance and extracurricular activities were recorded in a more systematic manner. In addition, S.1 and S.2 students who have not joined any activities were identified and followed up by the class teachers in the second term. For OLE, we have 66 activities with 1584 entries recorded in iPortfolio; for Awards/performance outside school, we have 135 activities with 1218 entries in the academic year.
- Local and overseas exchange programmes were partly resumed, local service programmes, and leadership training programmes were resumed to guide students to respect and serve the others' needs, uphold justice and value unity in plurality. In addition, a lot of musical exchanges were held, like joint school annual concerts and inter-school exchanges were taken place, students could have normal social interaction which enhances their personal and social growth.
- To enhance the whole school approach to integrated education, SENCo and class teachers cooperated closely to understand the needs of the students. Curriculum accommodation meetings and peer support sessions were provided to cultivate a sense of inclusiveness within the campus. Class teachers and subject teachers were informed to cater for the needs. More communication helped to bridge the understanding between the learning and the behaviours in both school and home.

Reflection

- With the support and concerted efforts of various committees and subject panels as well as different stakeholders, most MC2 programmes were conducted successfully. It was encouraging to see that most strategies adopted this year received students' and parents' positive comments. They were also found to have yielded beneficial effects, creating a positive impact on students' learning and growth.
- Restructuring the Values Education framework is a valuable experience to reframe the existing structure we had run for 6 years. Incorporating the values of the EDB and the Catholic Diocese made our existing framework have a wider scope and vision to meet the needs of the students in facing contemporary society. Teachers may find it easier to review the growth and values of the students by the assessment rubrics and the performance indicators.
- The Celebratory events, i.e. Fun Fair for the Platinum of the Campus were successfully held in the previous year as students and teachers were highly involved in the event. It was also a precious opportunity for both the students and teachers after the pandemic, a great time for completing a task by using problem-solving skills and communication skills.
- The iPortfolio was an important record for student development. The input rate was less than last year as compared, training for self-input and sending out reminders are essential to collect more comprehensive data. 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 ICT lessons. A video was prepared and uploaded to TEAMS so that the students could refer to it anytime.
- The local exchange programmes were partly resumed and many of the programmes, like service programme, adventureship programme, joint school music exchange, high table dinner, exchange with the girl's school were held in the previous year. Students enjoyed most of them. As there were still restrictions after the pandemic, the numbers of the events and the participants are limited to join, some students may not have chances to join. Hope we can resume all the events as normal in the coming years so more students can have to chance to grow and excel.
- The SEN committee worked closely with the social workers and some of the class teachers to cater the needs of the SEN students and enhance the integrated education campus. Still, some subject teachers reported that they do not understand the needs of the SEN students and found it difficult to have lessons with them. In addition, students claimed that they are not comfortable being with some of the SEN students. Training for the teachers and education for the students is essential in cultivating a harmonious campus.

Feedback and Follow-up

- It is planned that certain programmes will continue to be conducted in the next school year with some fine-tuning while some new programmes will be adopted to empower students further to meet the seven learning goals. The reframed Values Education framework, local exchange programmes and cultivating an integrated education campus enable appreciation of positive values and attitudes, respect for pluralism in society. The record input of iPortfolio will be encouraged to understand students' interests, aptitudes and abilities, and to develop and reflect upon their personal goals with aspirations.

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 which is 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.

Other than nurturing our students to be competent, conscientious, compassionate and committed young gentlemen, we also attach great importance to *cura personalis*, i.e., care for the whole person. To promote *cura personalis*, we conducted a survey in the second term to learn about the S3 students' preference in the elective combinations and offer the combinations of electives, which could appeal to the students. Other than offering elective combinations that could appeal to the students, our school continues to adopt a class allocation mechanism in the junior secondary, which can foster *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.

Like other Jesuit schools around the world, our school adopts the Ignatian Pedagogical Paradigm in our everyday teaching. Teachers are 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 arrange after-school tutorial sessions for the junior secondary students who need extra support in the learning of Mathematics. The Chinese Language Panel also arranged after-school workshops for students who need help in the learning of Chinese like the Non-Chinese speaking students. The Gifted Education Committee also arranged Spanish Language classes to stretch the potential of our talented students.

To develop students into self-directed learners, the BYOD policy was introduced in S1 in the last academic year and extended to S2 in the current academic year. With the implementation of the BYOD policy, 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

2022-2023 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 month. In mid-October 2022, whole day face-to-face classes were resumed for the rest of the school year due to the declining number of the COVID-19. Some students reported adjustment problems and mental distress after school resumption. Psychologists, social workers and class teachers worked closely to support and encourage the students in times after the uncertainties.

Due to the long period of online lessons, the students found it difficult to adjust to the whole-day school. Self-discipline, time management and face-to-face inter-personal relationship were their concerns and was indicted in the APASO and the ESDA survey. Some students found it hard to adjust as there had not been face-to-face lesson and whole day school for a long time. For senior students who would sit for the HKDSE, they worked very hard to adjust and persevere. Their progress could be seen from their academic results and learning attitudes.

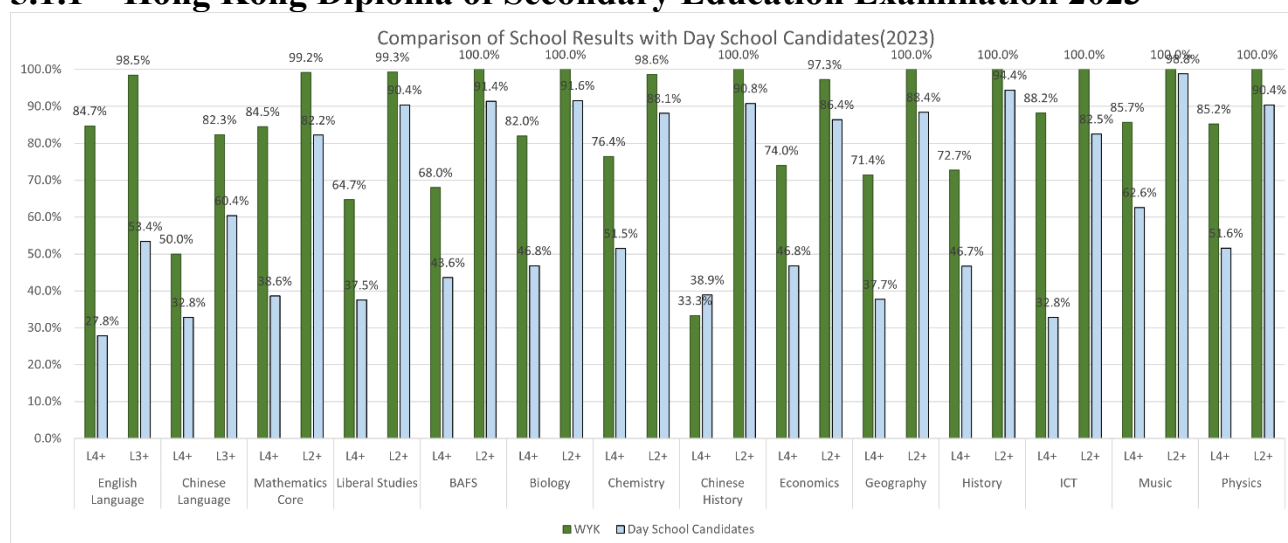
The Student Affairs Committee, professionals and class teachers collaborated to support the students and had confidence that the whole school could make this experience a positive adventure and quantum leap. There were workshops to promote well-being, goal settings, skills on time management and positive education. There were also seminars to help teachers understand the needs of students and provides flexibility to cater for learner diversity.

After the alleviation of the pandemic in January, many of the student activities were resumed and teachers from various committees re-orgained a variety of programs to help students re-develop their interpersonal and time management skills. Students became more active and keener to join the activities by the end of the second term. Students need more time to build their self-esteem and confidence.

Chapter 5: Student Performance

5.1 Academic Performance

5.1.1 Hong Kong Diploma of Secondary Education Examination 2023



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.

131 students sat for the HKDSE Exam this year. Our students achieved a distinction rate (5* or above) and a credit rate (4 or above) of 23.7% and 75.7% respectively in all subjects. The results were indeed outstanding.

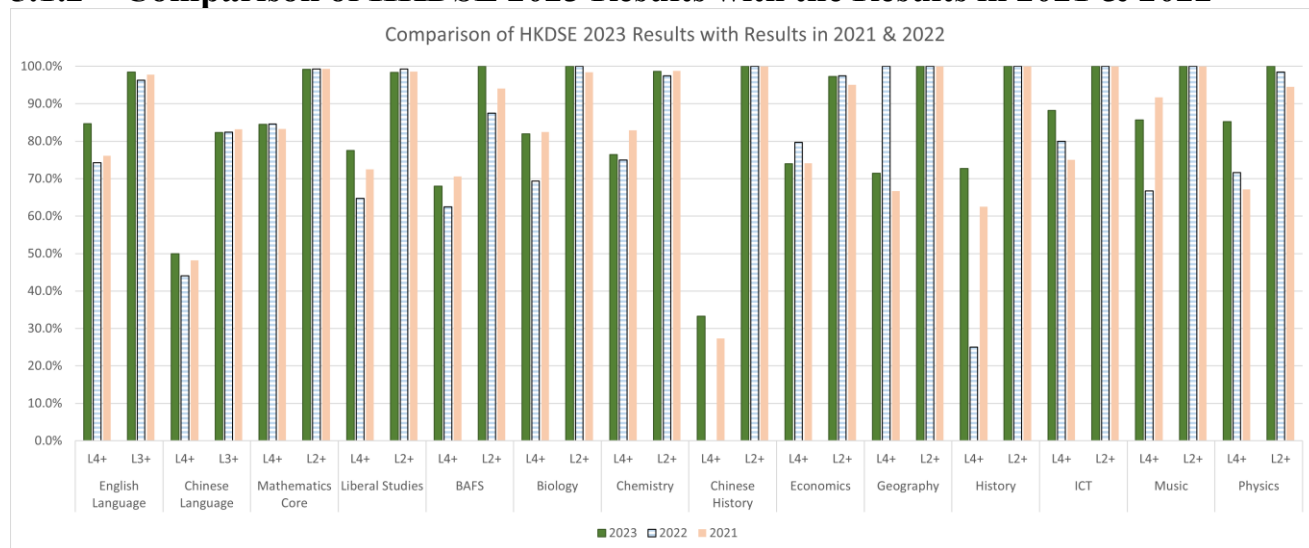
We must congratulate our Class 2023, as every single student has demonstrated perseverance and hard work. We are indeed very proud of Class 2023, and Wahyanites have shown their fierce determination to stretch their potential to glorify God. On average, each student attained Level 5* or above in 1.6 subjects compared with 1.2 subjects last year. Twenty one students achieved Level 5** in two or more subjects. **The Top Scholars are FONG Pak Kiu (6Y) and SO Tsz Yan (6W), who attained Level 5** in FOUR subjects and Level 5* in TWO subjects, and in addition a 5** in Mathematics Extended Part (Module 2).**

From the chart above, our students' performance in most subjects is better than day school candidates. For example, 84.7% of our students got Level 4 or above in English, compared to 27.8% for day school candidates. With further analysis, 96.5% of our students attained Level 3 or above in English, while only 53.4% of the day school candidates could get the same results. The percentage of our students attaining Level 3 in Chinese is 82.3%, Level 3 in English is 96.5%, and Level 2 in Mathematics is 99.2% and Liberal Studies is 98.4%.

In Mathematics Compulsory Part, 84.5% of our students got Level 4 or above in the subject, and the territory figure was 38.6%. Level 2 or above figures were 99.2% (our school) to 82.2% (day school). In Liberal Studies, 77.5% of our students could attain Level 4 or above, while the territory figure was 37.5%. For Level 2 or above in Liberal Studies, 98.4% of our students could attain the results, while the territory figure was 90.4%. In Chinese Language, our students' performance is also better than day school candidates. In different electives, the percentages of our students attaining Level 4 or above and Level 2 or above were generally higher than day school candidates.

The number of 5** s of the whole school is significantly higher this year, which amount to 81 compared to 56 last year.

5.1.2 Comparison of HKDSE 2023 Results with the Results in 2021 & 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.

This year, the JUPAS offer rate was the highest because of our students' outstanding performance in many subjects.

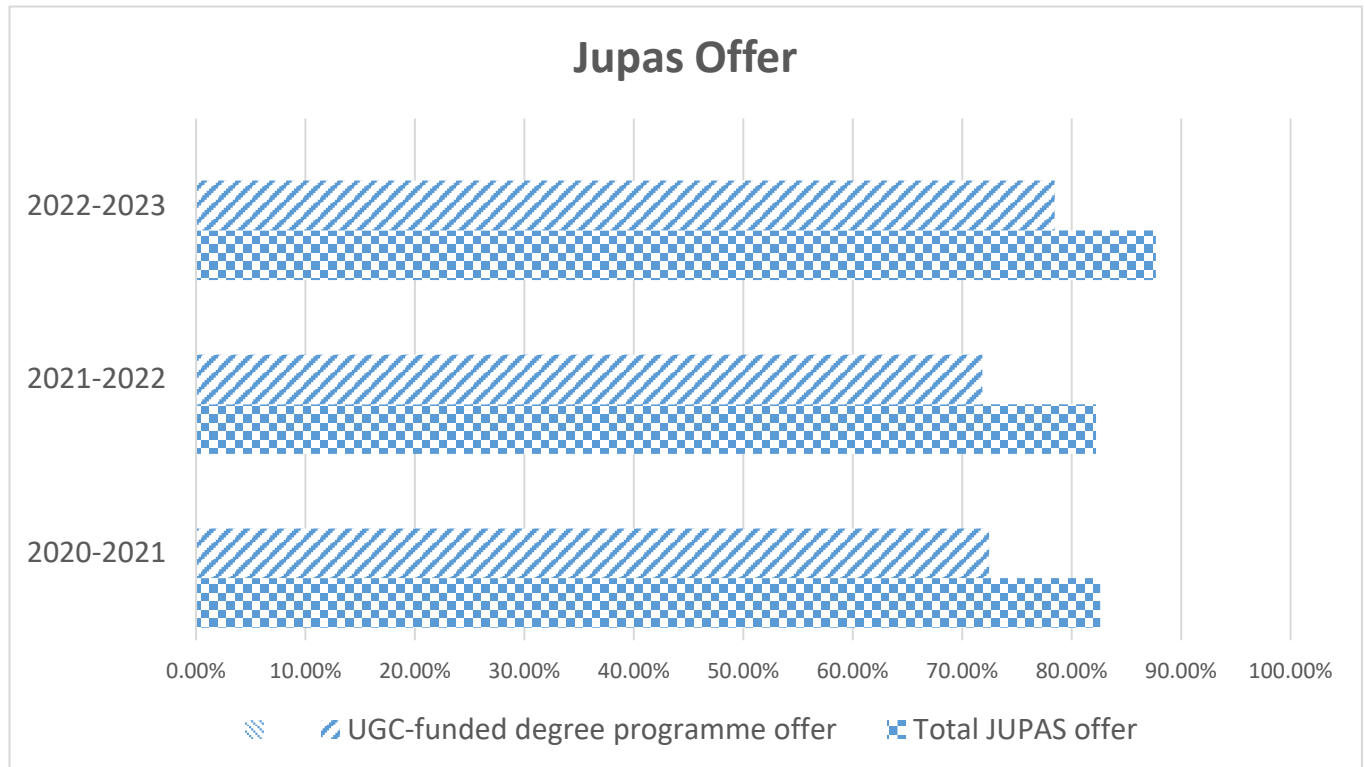
A comparison of the HKDSE results since 2012 indicated that the HKDSE 2023 results were generally one of the best in the past twelve years. We also have a leap (big increase) in the number of 5** and 5* this year.

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, around 60% of our students attained Level 5 or above in Mathematics and it was a record high. More than 99% and 98% of Wahyanites achieved Level 2 or above in Chinese Language and Liberal Studies respectively.

Students' performance in electives was also excellent. Many subjects, namely BAFS, Chemistry, Economics, Geography, History, ICT, Mathematics Extended Part Module 1 (M1), Mathematics Extended Part Module 2 (M2), Physics and Music achieved an all-time high for the percentages of students attaining Level 5 or above in the HKDSE 2023. The percentages of students attaining Level 5* or above in Economics, Geography, BAFS, ICT, Mathematics(core), Extended Part Module 1(M1), Module 2(M2) and Music is outstanding and is elite among band 1 schools.

Nearly all subjects showed an increase in the percentage of students attaining Level 5 or above in 2023 compared to 2022. These subjects included Chinese language, English language, Mathematics(core), Liberal studies, Chinese history, Physics, Chemistry, Geography, History, Information and Communication Technology, Music, Business Accounting and Financial Studies and Economics. The results for music and ICT are outstanding, because the percentage of students taking Music attaining level 5 or above is 85.7%, while that for ICT is 76.5%, which is significantly higher than territory average.

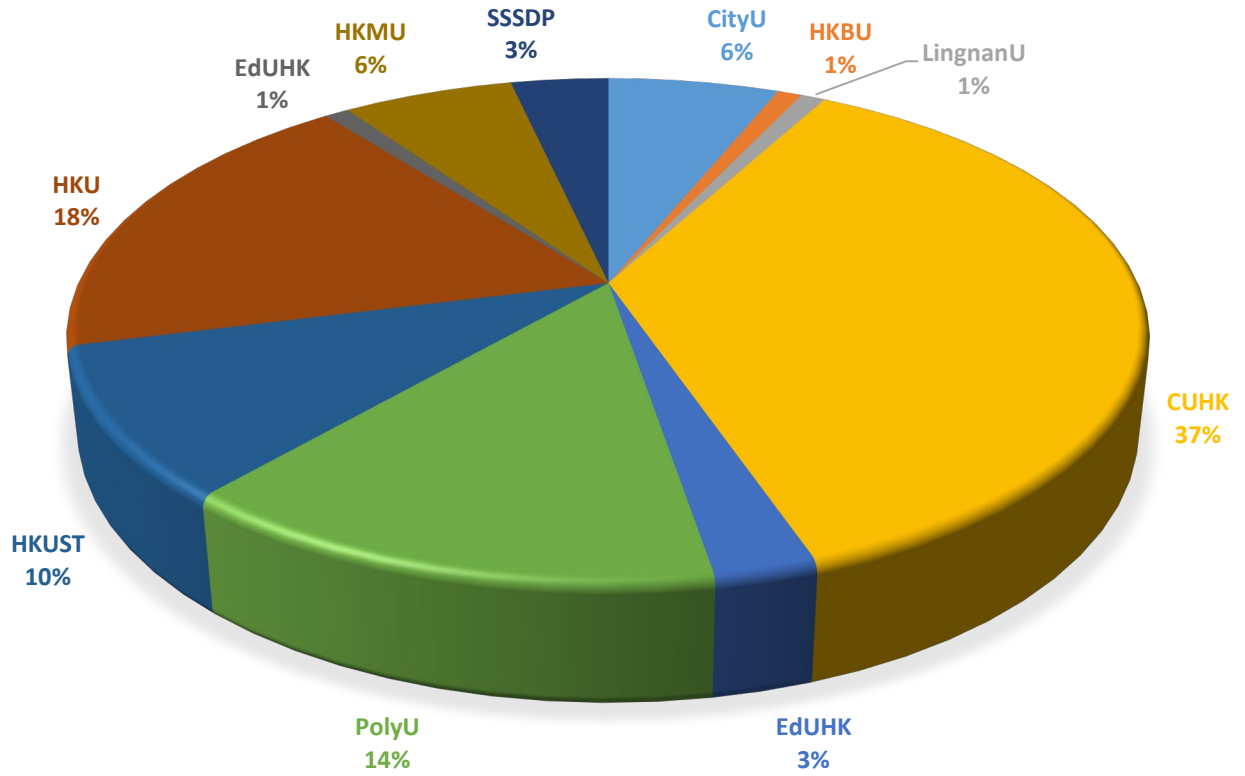
5.1.3 Jupas 2023



** The chart shows the students' acceptance rates of different types of pathways. The figures for 2023 are tentative.*

One hundred thirty students applied for Joint University Programmes Admissions System (JUPAS). **This year, the JUPAS offer rate was the highest, 87.69%; EIGHT students have been admitted to local medical schools.** This year we have 42 students entering Chinese University of Hong Kong, which is a record high.

JUPAS OFFER 2023: 114 OFFERS



This year, Wahyanites perform well in the public examinations; the percentage of students admitted to the top three universities is 65%.

5.2 Non-academic Performance

Scholarships	Awardee(s)
Rev. Dr. Maurice Headson S.J. Memorial Prize	1
Sir Edward Youde Memorial Prizes 2022/23	2
HKU Top 1% Scholarships	3
HKSAR Government Scholarship	1
Jardine HKU Scholarship	1

English Language/Speech	
74th Hong Kong Schools Speech Festival Non-Open Solo Verse	1 st 2 nd 3 rd
Non-Open Solo Prose Reading	1 st 2 nd 3 rd
The 38 th Sing Tao Inter-School Debating Competition The 38 th Sing Tao Inter-School Debating Competition (English Section)	Overall Best Debater
The 38 th Sing Tao Inter-School Debating Competition Quarterfinals (English Section)	Best Interrogative Debater
Hong Kong Secondary Schools Debating Competition Term 2 Round 2	Best Debater
Speak Up – Act Out! On Air! Drama Competition 1 Day Radio Drama 2-week Radio Drama	Champion Audience Prize 1 st Prize 1 st Prize
HKFYG English Public Speaking Competition 2023	District Finalist
EDB Time to Talk Public Speaking Competition 2023	1 st Prize
Hong Kong Battle of the Books (Modified Secondary - EMI)	Champion
Harvard Book Prize	Champion

Mathematics	
Thailand International Mathematical Olympiad (Final)	Gold Award
Canadian Senior and Intermediate Mathematics Contests	Distinction
Greater Bay Area Mathematical Olympiad	1st Prize Award Top Student HK
2022 年香港華羅庚金杯少年數學邀請賽 (決賽) Hong Kong International Mathematical Olympiad	1st Prize Award Top Student HK
華夏盃晉級賽	三等獎
2023 亞洲國際數學奧林匹克公開賽 (AIMO Open) 晉級賽	Silver Award

Chinese	
第 74 屆香港學校朗誦節	
散文獨誦 — 普通話 / 男子組 中學一、二年級 (U434) 市區	冠軍
詩詞獨誦 — 粵語 / 男子組 中學一年級 (U318) 市區	亞軍
詩詞獨誦 — 粵語 / 男子組 中學二年級 (E317) 新界東區	季軍

STEM Education	
International Junior Science Olympiad - HK Screening Round	2 nd Class Honour
Hong Kong Physics Olympiad	2 nd Class Honour
Hong Kong Secondary Schools Software Development Invitational Contest (SDIC)	Gold, Silver, Bronze Award
National Olympiad in Informatics in Province (China Computer Federation, Hong Kong Association for Computer Education)	Gold Medal
Hong Kong Olympiad in Informatics (By Education Bureau, Hong Kong Association for Computer Education, CUHK, City U)	Grand School Prize 2 nd Runner-up Champion & Gold Medal (Senior Group)
Robomaster Youth Tournament HK 2022 (DJI, Ask Idea, Hong Kong Association for Computer Education)	Division Champion, Excellent Engineering Award
City U Science Patent Challenge	Bronze Award
Canadian Computing Competition (University of Waterloo)	Distinction with Honour Roll Junior Group (World Rank 1)
Hong Kong Team Formation Test of Olympiad in Informatics	Rank #5, #8

Music	
Hong Kong Inter-school Choral Festival	
Junior Boys' Choir	Silver Award
Junior Mixed Choir	Silver Award
Intermediate Boys' Choir	Silver Award
Intermediate Mixed Choir	Silver Award
Senior Mixed Choir	Gold Award
Joint School Music Competition 2023	
Brass Ensemble	Silver Award
Chamber String Group	Silver Award
Chinese Orchestra	Silver Award
Intermediate Choir	Gold Award
Junior Choir	Silver Award
Percussion Ensemble	Gold Award
Pop Music Society	Gold Award
Senior Choir	Gold Award
Senior String Orchestra	Gold Award
String Quartet A	Silver Award

String Quartet B Symphony Orchestra Wind Band Woodwind Ensemble Woodwind Ensemble	Silver Award Silver Award Bronze Award Gold Award Silver Award
Education Bureau: "Relishing Creativeness in the Hong Kong Palace Museum" Music Composition Competition 2022/23 Ensemble	Outstanding Award Gold Prize
75th Hong Kong Schools Music Festival (2023) Brass Ensemble Chamber String Group Chinese Orchestra Intermediate Choir Group A Intermediate Choir Group B Intermediate Choir Group C Intermediate Choir Group D Intermediate Choir Group E Intermediate Choir Group F Intermediate Mixed Choir Group A Intermediate Mixed Choir Group B Intermediate Mixed Choir Group C Intermediate Mixed Choir Group D Junior Choir Group 1 Junior Choir Group 2 Junior Choir Group 3 Junior Choir Group 4 Senior Choir Group A Senior Choir Group B Senior Choir Group C Senior Mixed Choir Group A Senior Mixed Choir Group B Senior Mixed Choir Group C Senior Mixed Choir Group D Senior String Orchestra String Quartet A String Quartet B Woodwind Ensemble Woodwind Ensemble Woodwind Ensemble	Silver Award Bronze Award Silver Award Gold Award Silver Award Silver Award Silver Award Bronze Award Bronze Award Silver Award Silver Award Silver Award Gold Award Gold Award Gold Award Gold Award Silver Award Gold Award Silver Award Silver Award Silver Award Silver Award Silver Award Silver Award Gold Award Bronze Award Bronze Award Bronze Award Gold Award Silver Award

Sports	
Inter-School Athletics Competition (Division 1) Overall A Grade B Grade C Grade A Grade 400m 800m 1500m (Record Broken) 4x100m 4x400m B Grade 200m 400m 100mH Triple Jump Javelin 4x100m 4x400m C Grade 100m 200m 100mH	3 rd 3 rd 5 th 5 th 2 nd 2 nd 3 rd 1 st 2 nd 2 nd 4 th 3 rd 4 th 2 nd 3 rd 4 th 4 th 1 st 1 st 1 st
All Hong Kong Schools Jing Ying Athletics (Team) Tournament Team 200m 4x400m (Record Broken)	5 th 4 th 2 nd
Inter-school Cross Country Competition (Division 1) Overall A Grade B Grade C Grade	9 th 8 th 7 th 7 th
Inter-school Swimming Competition Overall A Grade 50m Back Stroke	4 th 3 rd
Ten Sport Excellence of Grantham Outstanding Student Athlete Awards 2022-2023	Chau Hoi Yeung
BOCHK Rising Star Award Rising Star Athlete 2022-2023	Wong Kwok Yau
Inter-school Tennis Competition	4 th
Inter-school Football Competition Overall A Grade B Grade C Grade	4 th 3 rd 4 th 2 nd

Inter-school Badminton Competition Overall A Grade B Grade C Grade	5 th 3 rd 3 rd 4 th
Inter-school Table Tennis Competition Overall A Grade B Grade C Grade	3 rd 2 nd 4 th 3 rd
All Hong Kong Schools Jing Ying Table Tennis Tournament Double	1 st
Inter-school Ice Hockey Competition 1 st Tournament Final Tournament	1 st 1 st
Inter-school Water Polo HKGSA School Invitation Winter Deep	3 rd 2 nd
Inter-school Volleyball Competition (Division 2) Overall A Grade B Grade C Grade	3 rd 3 rd 1 st Quarter Final

Visual Arts	
2022 年「數據科學藝術館」美術創作比賽	Certificate of Merit
慶祝香港特別行政區成立 25 周年 藝術創作系列比賽	中學組優異獎
徐悲鴻盃國際青少年兒童美術比賽 中國畫系 中學組 健康生活畫系 中學組	一等獎 一等獎
玩轉社區。藝遊油尖旺 主題：「我們都在這裡長大」繪畫比賽 中學優異獎	中學優異獎
The "International and Local Mail Art Competition 2022"	2 nd Prize
第十四屆 ICEHK 2023 「前路由我創」國際繪畫比賽	二等獎
Grantham Visual Arts Award 2021-2022 (Junior Form)	Scholarship
Grantham Visual Arts Award 2021-2022 (Senior Form)	Scholarship

Science	
International Chemistry Quiz	High Distinction
Hong Kong Biology Literacy Award	1 st Class Honour

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: To achieve whole-person development with discernment; and 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 two contract teachers will be turned into regular teachers next year. Mr. CHAN Chi Wai Boris, Head of the Assessment and Examination Committee, Mr. WOO Tsz Kwai Vincent, Head of the Staff Development Committee, and Mr. YEUNG Long Ting Ronald, Head of the Music Panel, will be promoted to the rank of Senior Graduate Teacher. Mr. HO Hung Yan Samuel will be promoted to SENCO in the rank of Senior Graduate Teacher. After serving the school committedly and selflessly for years, Mr. CHING Wing Kei Damien, Mr. CHOW Ping Wah Timothy, Ms. CHU Sau Ying Carol, Ms. NG Pui Yee Helena and Mr. SETO Wai Wah will retire after this academic year.
- 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 3 of the comprehensive Appraisal System was carried out, and the appraisal of committee heads through dialogues with the vice-principals or principal and work inspection were arranged. There will be a review of the implementation of the Appraisal System (including 3 phases) in July 2023.
- The School celebrates the Platinum Jubilee of the Waterloo Road Campus in 2022 and the Centenary in 2024. A Fun Fair was organized in January 2023 by the task force, including parents, alumni and students, to raise funds for sponsoring projects on fostering whole-person development and reviving campus facilities. Although the Fundraising Campaign ended in February 2023, some fund-raising events would become regular items for the school to raise funds for students' learning in the future.
- This year was the third year of the School Development Plan (2020-23), and there will be a new School Development Plan for 2023-26. We shall incorporate
 - (1) the five priorities of the Chinese Province of the Society of Jesus and
 - (2) the seven learning goalstogether with the findings of the school self-evaluation into the plan.

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 statements, "Teachers often provide suggestions on my performance and let me know how to improve." are 3.7, which is much lower than teachers' perceptions. Next year, we will focus on supporting teachers to give timely and positive feedback so that students have a better understanding of how to improve.
- This year, we implemented the BYOD policy in S1&2 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 road to go. We hope that the BYOD policy can become a learning routine that happens in the classroom regularly when it is implemented in S1-3 next year.
- We have strengthened Gifted Education to cater for learner diversity, emphasizing Tier 1 and Tier two, 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 students improve their use of Language and arouse their interest in reading across the curriculum. We plan to develop school-based cross curriculums to develop core competencies of students and enhancement classes to support the learning of languages.
- In response to the External School Review Report, we worked on a new school-based curriculum and timetable which covered Concepts on Business Environments, Operations and Organizations, Resources Management, Marketing, Resources and Economic Activities, and Social Systems and Citizens etc for the next academic year.

6.3 Student Support and School Ethos

- As the pandemic had almost come to an end this year, many activities were resumed. Face-to-face whole-day lessons were resumed, and students were engaged in all kinds of learning, sports, music, and religious activities. These activities helped them to realize their potentials and gave positive reinforcement for them to do better.
- To safeguard our students, workshops on "Mental Health and Recognition of Suicidal Behaviour among Students" were held for teachers. Teachers found them helpful and were more confident to handle students with such difficulties.
- To support Gifted Education and cater for learner diversity, the Guidance Committee organized Adventure Training Programmes to help students build confidence and team spirit.

- 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.

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 2023! Thwarted by the pandemic from S3 through S5, 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 85%. Two Top Scholars attained Level 5** in FIVE subjects and Level 5* in two subjects.**
- A comparison of the HKDSE results since 2012 indicated that the HKDSE 2023 results were generally one of the best in the past twelve years. We also have a leap (big increase) in the number of 5** and 5* this year.
- Our students also performed exceptionally well in STEM and Mathematics competitions, and their inventions displayed their commitment to doing for the greater good.
- The School emphasizes whole-person development, and students learn by engaging themselves in various learning experiences, which they reflect on and grow.
- In sports, our sportsmen took extra stamina, true grit, and strong fighting spirit to rise from some of the most formidable competitors in the city and won many awards and broke records in the Inter-School Competitions (Division 1). In music, our young talented musicians worked diligently to learn from passionate professionals and prepared fabulous concerts and live music for the whole school to enjoy. They also achieved remarkable results in many music competitions.

Chapter 7: Financial Summary

<u>Financial Summary for 2022-2023</u>	Opening Balance (as at 1.9.2022)	Income (\$) (as at 31.8.2023)	Expenditure (\$) (as at 31.8.2023)
Government Funds and School Funds			
<u>I. Government Funds (EOEBG)</u>			
- Basic Baseline/ per class- IMC	345,833.25	2,278,820.12	
- Composite Furniture & Equipment Grant			135,102.00
- Lift Maintenance Grant			460,840.00
- School & Class Grant		1,335,304.36	3,371,153.04
- Administration Grant		4,628,514.00	5,881,161.27
- Composite Information Technology Grant		565,906.00	456,744.02
- Capacity Enhancement Grant		654,502.00	501,920.00
- Air Conditioning Grant		662,493.00	355,607.00
- School-based Management Top-up Grant		50,702.00	3,000.00
Sub-total	345,833.25	10,176,241.48	11,165,527.33
<u>II. Government Funds (Outside EOEBG)</u>			
Salary Grant - Teaching Staff		52,534,119.01	52,534,119.01
Salary Grant - Teaching Supporting Staff		2,350,739.12	2,350,739.12
Non-Teaching Provident Fund Scheme -Employer's Contribution		288,249.00	283,876.46
Committee on Home-school Co-operation Grant	19,071.34	45,855.00	27,264.23
Teacher Relief Grant	619,708.32	342,122.00	451,726.00
Teacher Relief Grant - Temporary Freezing of Teaching Post	1,239,166.74	4,814,550.67	3,593,256.96
School-based after School Learning & Support Program	65,752.50	68,400.00	66,051.00
Diversity Learning Grant - Other Programme	31,237.77	189,050.50	193,575.00

Learning Support Grant for Secondary School	209,911.80	646,955.00	669,736.03
Non Chinese Speaking – SEN Grant	66,816.25	103,230.00	110,930.00
Moral and National Education Subject Support Grant	97,537.03	0.00	80,000.00
Grant for the Sister School Scheme	157,127.00	159,955.00	157,127.00
Promotion of Reading Grant	15,392.37	74,646.00	33,276.20
Life Wide Learning Grant	1,307,786.75	1,455,555.00	1,468,464.79
Information Technology Staffing Support ITSS Grant	45,650.25	327,588.00	357,243.50
Enhanced Funding for Non-Chinese Speaking Students	783,723.12	820,000.00	814,033.13
Student Activities Support Grant	0.00	56,550.00	56,550.00
One-off Citizenship & Social Develop Grant	300,000.00	0.00	2,531.80
Cleansing & Security Workers Subsidy AEF6.0	0.00	20,000.00	20,000.00
QEF - STEM Education	8,764.00	80,416.00	89,180.00
QEF - Library	24,020.00	0.00	24,020.00
QEF - Enhanced my Pledge to ACT-WYK		87,900.00	0.00
Sub-total	4,991,665.24	64,465,880.30	63,383,700.23
III. School Funds (General Funds)			
(1) Tong Fai		433,500.00	362,864.30
(2) Donations		221,129.41	103,460.00
(3) Others	3,849,743.64	2,221,890.87	1,820,327.94
(4) Wah Yan One Family Foundation	775,950.00	1,577,150.00	1,153,100.00
Sub-total	4,625,693.64	4,453,670.28	3,439,752.24
Total surplus for the school year			1,106,812.26
Accumulated surplus as at the end of the school year			11,070,004.39

Chapter 8: Appendices

Appendix 1: Report of Capacity Enhancement Grant (2022-2023)

No .	Strategies	Actual Implementation Time	Achievements	Reflection & Feedback
1	Sponsor the employment of one Economics teacher	2022-2023	<p>The extra teachers' employment can help implement Small Class Teaching in S6. 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 head concerned, the teacher performed satisfactorily in teaching and learning.</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 (2022-2023)

1. Annual Report of the Panel/Committee

No.	Strategies	Actual Implementation Time	Achievements	Reflection	Feedback and Follow-up
1	Employ Psychological services of Educational Psychologists (EP) and Clinical Psychologists (CP) for individual training and treatment programmes	October 2022-31 July 2023	<p>Most SEN students have progressed in behavior, social skills, and emotional regulation because of the intensive and effective professional support from EPs and CPs.</p> <p>The Tier 2 & 3 students have progressed in mastering their emotional regulation and communication skills through some intensive training and counselling sessions by these professionals.</p>	<p>EPs and CPs are very professional in their support for SEN students and they have also written reports for follow-ups and recommendations. The improvement in students' behaviors and adaptability is obvious and sustainable.</p> <p>Parents and teachers also reflected that they had been satisfied with the service provided.</p>	<p>Most of the EPs and CPs will be rehired for their professional services as the relationships with the students are well-built so the communication will be easier for the betterment of the SEN students.</p>
2	Social skills training groups for SEN students, especially ASD and ADHD students	November 2022- May 2023	<p>The participation rate was quite high for all the three groups (attention training group & social-skills board game group). Students were able to</p>	<p>The trainers are professional enough to help students pay attention to them during the group time, and they were able to deliver strong messages to them in a</p>	<p>Similar social skills training groups and execution skills/attention training groups will be held next year and the focus will be more on helping them connect</p>

No.	Strategies	Actual Implementation Time	Achievements	Reflection	Feedback and Follow-up
			make new friends, and they were trained to develop better communication skills, like initiating conversations, making comments on others' input, etc.	supportive atmosphere. It is reflected by parents, social workers and SEN TA that students had significant improvement in their social skills as well as their attention level.	with one another skillfully. Another new focus will be on helping them know themselves better as well as their peers on a deeper level.
3	Speech therapy service (individual and group treatment/intervention)	October 2022- May 2023	Twelve students enrolled in speech therapy services. The speech therapist helped students deal with their pronunciation and articulation problems effectively, and she also gave students more confidence when conversing with their peers by giving them speech practice.	The feedback from students and their parents is positive in terms of helping students speak more fluently and clearly. Also, teachers also reported that their students were more willing to express themselves in the classroom context.	In the next academic year, there will be a shared school-based speech therapist assigned by EDB, and similar service and quality are expected.
4	Employ Psychiatrists' service for students with mental illness (MI)	September 2022- July 2023	The psychiatrists provided effective treatments to students. They regularly assessed the student's situation and adjusted the amount of medication accordingly and meticulously.	Teachers, social workers, and parents agreed that the psychiatrists were able to help students with mental illness significantly by monitoring their recovery progress, providing timely support and dispensing the	The psychiatric services will be continued in the next academic year as they are crucial to the well-being of students with mental illness, especially to those with suicidal ideation.

No.	Strategies	Actual Implementation Time	Achievements	Reflection	Feedback and Follow-up
				correct medication.	
5	Employ SEN TA	September 2022-Aguust 2023	The SEN TA has been taking care of SEN students mainly after school in some small groups. She also managed to deal with a lot of administrative work, including contacting professionals about their services, parents about joining IEP meetings, etc.	She successfully built rapport with SEN students and students have been willing to share their difficulties with her, and she also reported these situations to the SENCO and social workers for following up.	The SEN TA can continue to focus more on giving more attention to Tier 2 SEN students, and she can continue being the spectator and helper in the social training workshops to observe and report students' behaviours to social workers, SENCO and the school-based EP.

Appendix 3: Report of Learning Support Grant (2022-2023)

Name of School: Wah Yan College Kowloon

Staff-in-charge: Hui Nga Man Jasmine Contact Telephone No.: 23841038

A. The number of students (count by heads) benefitted under the Grant is **14** (including A. **0** CSSA recipients, B. **11** SFAS full-grant recipients and C. **3** 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		2	2	90%	Whole Year	18,875.00	Questionnaire	/	/
Language Course (Japanese)		6	1	100%	Whole Year	34,539.00	Questionnaire	/	/
Sports Course		3	0	90%	Whole Year	12,637.00	Questionnaire	/	/
Total no. of activities:									
@No. of man-times	0	11	3		Total Expenses	\$66,051.00			
**Total no. of man-times	14								

* 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)	Students accept each other's uniqueness and individual differences			✓	
d)	Learning activities are arranged in accordance with students' abilities		✓		
e)	Staff generally agree that everyone is equal and has the right to participate in all school activities		✓		
f)	There is good home-school collaboration and frequent communication between parents and teachers about the student progress		✓		
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: <u>Men for and with others scheme</u>)		✓		

2. According to 48 '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	2
Other subjects (Please specify: <u>Biology</u>)	1

	Showing significant improvement	Showing some improvement	No improvement	Others (Please specify)
II Students' Social Adjustment :				
a) Compliance with the school regulations	26	15	7	0
b) Good relationship with peers	18	20	10	0
c) Good relationship with teachers	23	16	9	0
d) Participation in classroom/school activities	19	15	14	0
e) Self-esteem	16	14	17	1
III Students' Learning Performance:				
a) Reading skills	8	10	8	22
b) Numeracy skills	7	8	8	25
c) Writing skills	9	8	6	25
d) Academic performance	6	8	7	27
e) Development of multiple intelligence	5	0	10	33
IV Students' Learning Attitude/Motivation :				
a) Completing the task within time limits	23	10	15	0
b) Working independently	18	15	15	0
c) Adjusting smoothly to the changes in the daily school routines	17	15	16	0

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: It is planned to have social workers organize parents' workshop to support SEN students' parents. Individual counselling service will be provided to parents with serious family relationship issues too.

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**

Invite different subject teachers to help with the design of supplementary notes for SEN students and students with comparatively lower academic achievement so that they can understand the needs of SEN students.

(b) **Inclusive policy**

Allow students to see psychologists and speech therapists during lesson time so that they can still join extra-curricular activities after school or during lunch time.

(c) **Inclusive practices**

Inform every SEN student’s parent about what services their sons have received during the academic year, including reports from professionals.

5. **Professional support services provided by EDB are : (Please put a ‘✓’ on the suitable □)**

Highly Satisfactory	<input type="checkbox"/>	Satisfactory	<input checked="" type="checkbox"/>	Acceptable	<input type="checkbox"/>	Need Improvement	<input type="checkbox"/>
------------------------	--------------------------	--------------	-------------------------------------	------------	--------------------------	---------------------	--------------------------

(Reasons: The EDB inspector is professional and provide very timely advice)

Suggestions: To suggest some new initiatives the Student Support Team can try in the next academic year

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

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

*** 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 (2022-23)

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' 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 multiple perspectives

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. Students need to cultivate a habit of self-directed learning which involves reading more.

LightSail was promoted to Secondary One students so that they can read more via an online platform. The platform offered different types of reading passages and short 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 Library Teacher have also been assisting in selecting books for the 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, students did not have the opportunity to read more during school hours. Panels need to work together to help nurture students' interest in reading to learn across the curriculum. Curriculum mapping could help identify better reading resources across subjects. The Chinese Panel has also been selecting reading resources for Reading Across the Curriculum (RaC) lessons.

2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

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 was 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. Some students were eager to borrow the magazines from their class library. 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.

Various opportunities were provided to students and teachers to share what they had read such as through filming book review presentations or writing book reviews. It was hoped that such sharing could help cultivate a better reading culture. Staff and students can be encouraged to share more about their reading lists. Senior Form students seemed to appreciate the efforts of teachers sharing recommended reading lists for them to refer to for school-based assessment (SBA).

S1-S5 students were invited to an interpretive reading competition. Students read aloud a poem. An experienced adjudicator with experience in the Hong Kong Schools Speech Festival judged the competition. The adjudicator gave valuable feedback to each contestant on how to perform what they read.

This year, the Readathon was organized again. Classes could choose the charity they want to donate funds to. The three charities selected were: Bring Me a Book, UNICEF HK, Impact HK. The Readathon raised HKD25,217.10. Students seemed to be more willing to participate in more reading activities.

Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	11483.2
	<input checked="" type="checkbox"/> Printed books – Chinese and English Books	
	<input type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	16113
	<input checked="" type="checkbox"/> eRead Scheme Wisenews and SCMP	
	<input type="checkbox"/> Other scheme: _____	
3.	Reading Activities	1000
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input type="checkbox"/> Hire of service from external service providers to organise learning activities related to the promotion of reading	
	<input type="checkbox"/> Paying the application fees for students to participate in reading activities and competitions	
	<input type="checkbox"/> Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others:	4680
	<input checked="" type="checkbox"/> Magazines	
	Total	33276.2
	Unspent Balance	56762.17

Appendix 6: Report on the Use of Life-Wide Learning Grant (2022-23)

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

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	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	School Athletics Team Training	Physical Education	1-9-22 – 31-8-23	S1-S6	60	The student attendance and the result of the Athletics competition	\$100,640.00	Training Fee			✓		
2	School Basketball Team Training	Physical Education	1-9-22 – 31-8-23	S1-S6	40	The student attendance and the result of the Basketball competition	\$161,735.00	Training Fee			✓		
3	School Badminton Team Training	Physical Education	1-9-22 – 31-8-23	S1-S6	25	The student attendance and the result of the Badminton competition	\$91,200.00	Training Fee			✓		

4	School Chess Team Training	Physical Education	1-9-22 – 31-8-23	S1-S6	20	The student attendance and the result of the Chess competition	\$33,600.00	Training Fee			✓		
5	School Football Team Training	Physical Education	1-9-22 – 31-8-23	S1-S6	66	The student attendance and the result of the Football competition	\$208,618.00	Training Fee			✓		
6	School Hockey Team Training	Physical Education	1-9-22 – 31-8-23	S1-S6	18	The student attendance and the result of the Hockey competition	\$25,400.00	Training Fee			✓		
7	School Tennis Team Training	Physical Education	1-9-22 – 31-8-23	S1-S6	10	The student attendance and the result of the tennis competition	\$103,860.00	Training Fee			✓		
8	School Volleyball Team Training	Physical Education	1-9-22 – 31-8-23	S1-S6	40	The student attendance and the result of the Volleyball competition	\$162,240.00	Training Fee			✓		
9	School Lifesaving Team Training	Physical Education	1-9-22 – 31-8-23	S1-S6	24	The student attendance and the result of the Lifesaving competition	\$4,050.00	Training Fee			✓		

10	School Ice Hockey Team Training	Physical Education	1-9-22 – 31-8-23	S1-S6	15	The student attendance and the result of the Ice Hockey competition	\$94,890.00	Training Fee			✓		
11	F1-F2 Sports Program	Physical Education	1-9-22 – 31-8-23	S1	165	The student attendance and the result of the Ice Hockey competition	\$52,750.00	Training Fee			✓		
12	Field Study Camp	Geography	13-14/Feb-23	S5	9	Students' evaluation and teachers' feedback	\$1,085.00	Camp Fee, Travelling Expenses	✓		☐		
13	Study Skills Workshop	Others, please specify: Learning Skills	Sep-22	S1	165	Students' evaluation and teachers' feedback	\$22,000.00	Fees for workshop	✓	☐			
14	S1 Personality Dimensions	Moral, Civic and National Education	Jan-23	S1	118	Students' Evaluation, Teachers' Feedback	\$10,074.10	Fees for workshop	☐	✓			
15	Adventure Based Counselling Camp	Moral, Civic and National Education	May-23	S1-S6	120	Students' Evaluation, Teachers' Feedback	\$32,100.00	Camp Fee, Travelling Expenses	☐	✓			
16	S2 Experiential Learning Week	Others, please specify: Careers	Feb-23	S2	154	Students' Evaluation, Teachers' Feedback	\$24,640.00	Fees for workshop	☐	☐			✓

17	Career Training at Ma Wan	Others, please specify: Careers	Feb-23			Students' Evaluation, Teachers' Feedback	\$12,000.00	Rental of Coaches	<input type="checkbox"/>	<input type="checkbox"/>			✓
18	Golden Library Activity	Others, please specify: Careers	2, 6/6/2022	S5	129	Students' Evaluation, Teachers' Feedback	\$15,480.00	Workshop Fee					✓
19	Training - Careers Express - Life Planning Workshops	Others, please specify: Careers	1/6/2022	S3	150	Students' Evaluation, Teachers' Feedback	\$33,000.00	Workshop Fee					✓
20	Visit to HKU	Others, please specify: Careers	12/5/2023	S5	140	Students' Evaluation, Teachers' Feedback	\$2,280.00	Rental of Coaches					✓
21	Cambridge Occupational Analysis	Others, please specify: Careers	3/7/2023	S3	150	Students' Evaluation, Teachers' Feedback	\$2,112.00	License Fee					✓
22	Biology Field Trip	Science	17-18/4/2023	S5	69	Students' Evaluation, Teachers' Feedback	\$6,012.00	Camp Fee, Travelling Expenses	✓				<input type="checkbox"/>
23	S1 Performance Night	English Language	5/8/2022	S1	165	Students' Evaluation, Teachers' Feedback	\$3,937.80	Expenses for Performance Night	✓				

24	Speech Festival	English Language	Nov-22	S1-5	138	Students' Evaluation, Teachers' Feedback	\$13,755.00	Activity Fee	✓	✓			
25	Debating Competitions	English Language				Students' Evaluation, Teachers' Feedback	\$1,220.44	Activity Fee	✓	<input type="checkbox"/>			
26	Drama Festival	English Language				Students' Evaluation, Teachers' Feedback	\$1,000.00	Activity Fee	✓	<input type="checkbox"/>			
27	Simulation Session - Civil Aviation workshop	Others, please specify: Careers	Jul-23	S1-S5	10	Students' Evaluation	\$43,497.50	Training Fee					✓
28	Music Summer Intensive Training	Arts (Music)	20/7-31/8/2022	S1-S5	44	Students' Evaluation	\$167,075.90	Training Fee			✓		
29	Canadian Computing and Engineering Competition	Others, please specify: STEM Education	18/10/2022	S1-4	25	Students' Evaluation	\$4,362.05	Entry Fee	✓				<input type="checkbox"/>
30	Chinese Debating	Chinese Language	1-9-22 – 31-8-23	S1-S5	40	The student attendance and the result of the debating competitions	\$21,000.00	Coaching Fee	✓				<input type="checkbox"/>

31	S1 Post Examination Activity: Visit to the Palace Museum	Moral, Civic and National Education	Jun-23	S1	165	Students' Evaluation, Teachers' Feedback	\$3,900.00	Entry fee for students who are not exempted for paying entry fees	<input type="checkbox"/>				<input type="checkbox"/>
32	High Table Dinner	Moral, Civic and National Education	Sep-22	S6	11	Students' Evaluation, Teachers' Feedback	\$500.00	Subsidy for Fees	<input type="checkbox"/>				<input type="checkbox"/>
33	S4 Post Examination Activity: Film Appreciation	Moral, Civic and National Education	Jul-23	S4	154	Students' Evaluation, Teachers' Feedback	\$4,050.00	Ticket Fee					
Sub-total of Item 1.1							\$1,464,064.79						
1.2	<u>Non-Local</u> Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
Sub-total of Item 1.2							\$0.00						
Expenses for Category 1							\$1,464,064.79						

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

No.	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (\$)
1	Purchase of Musical instrument	Arts (Music)	Procurement of musical instrument for music training	\$4,400.00
2				
3				
4				
5				
6				
(Please insert rows above if the space provided is insufficient.)				
Expenses for Category 2				\$4,400.00
Expenses for Categories 1 & 2				\$1,468,464.79

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

Code for Expenses

- E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)
- E2 Transportation fees
- E3 Fees for non-local exchange activities / competitions (students)
- E4 Fees for non-local exchange activities / competitions (escorting teachers)
- E5 Fees for hiring expert / professionals / coaches

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	849
Number of student beneficiaries:	63
Percentage of students benefitting from the Grant (%):	7%

Contact Person for LWL (Name & Post):	
---------------------------------------	--

- E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school
- E7 Purchase of equipment, instruments, tools, devices, consumables
- E8 Purchase of learning resources (e.g. educational software, resource packs)
- E9 Others (please specify)

Appendix 7: Report on the Use of Student Activities Support Grant (2022-23)

I. Financial Overview

A	Allocation in the Current School Year:	\$56,550.00
B	Expenditure in the Current School Year:	\$56,550.00
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	2	\$15,000.00
Full-grant under the School Textbook Assistance Scheme	7	\$27,800.00
Meeting the school-based financially needy criteria	4	\$13,750.00 (capped at 25% of the total allocation for the school year)
Total	13	\$56,550.00

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	\$36,714.00	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Japanese Language Course	Others, please specify: Language	150 hrs	\$12,336.00	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	German Language Course	Others, please specify: Language	150 hrs	\$7,500.00	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expenses for Category 1			0	\$56,550.00	<input type="checkbox"/>				
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expenses for Category 2			0	\$0.00	<input type="checkbox"/>				
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expenses for Category 3			0	\$0.00	<input type="checkbox"/>				
Total			0	\$56,550.00	<input type="checkbox"/>				

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.

**Appendix 8: Report on Enhancing Support for Learning and Teaching
Chinese for Non-Chinese Speaking Students (2022-23)**

No.	Strategies	Actual Implementation Time	Achievement	Reflection
1.	Employment of two Chinese Language Teaching Assistants to arrange pull-out learning during the Chinese Language Lessons	Whole Year	Pullout 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	Jan 2023	The format of the Union Day was modified to help the students, particularly the NCS students to learn more about the customs in the Lunar Chinese New Year	Many students and teachers found the activity meaningful which helped deepen their understanding about the customs in relation to the Lunar Chinese New Year

Appendix 9: Report on Diversity Learning Grant

**Wah Yan College, Kowloon
Diversity Learning Grant
Evaluation Report on Other Programmes (Other Programme - Music)
2022-23**

Title:	NSS Music Network Programme - Hiring of external instructors
Objectives:	Offer holistic NSS music education in both large class and small group teaching.
Participating Schools:	<ul style="list-style-type: none"> • Heep Yunn School • Methodist College • True Light Girls' College • Wa Ying College • Wah Yan College, Kowloon
Deliverables:	<ul style="list-style-type: none"> • Weekly Music lessons, workshops and coaching • Small group coaching sessions for music composing
Target:	Students of Network Schools in Form 4-6 studying Music for HKDSE
Selection mechanism:	By aptitude tests
Duration / venue:	<ul style="list-style-type: none"> • September 2022 to August 2023 • Every Thursday/Friday after-school / Saturday morning; • Virtually / in-person throughout the year
Evaluation:	<ul style="list-style-type: none"> • Weekly attendance record • Students' results in internal assessments and HKDSE
Expenditure:	\$105,000

Appendix 10: Report on Measures related to Safeguarding National Security and National Security Education

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
School administration	<p>(1) The National Security Committee functions on safeguarding national security and national security education:</p> <ul style="list-style-type: none"> • to plan, supervise and evaluate the implementation of related measures among subject panels and functional teams; • 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 organisation has used the School's name to promote their political views; • to make known to stakeholders the School's statement "The Principles and Guidelines on Handling 	<p>The National Security Education Committee was set up to safeguard national security and promote national security education. Three meetings of the National Security Education Committee were held on 8 September 2022, 21st March 2023 and 5th July 2023 respectively</p> <p>Members included:</p> <ul style="list-style-type: none"> • Ex Officio (Principal CHOW) • Chairman (Mr. David CHEUNG) • Both incumbent Vice-Principals (Mr. Alex NG, Ms. Jasmine HUI) • Learning & Teaching (Mr. Eugene LEE) • Student Guidance, Discipline & Support (Ms. Jasmine CHOW, Mr. David CHEUNG, Ms. Teresa CHAN) • Home-School Cooperation (Ms. Jasmine HUI) 	<p>The composition and duties of the committee were fixed in the first meeting of the committee. Through the Planning-Implementation-Evaluation (P-I-E) mechanism, the committee had prepared the Annual report (2021-22) and the Work Plan (2022-23) for the approval and endorsement for the IMC on 27 September 2022.</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>The school adopted the document "Principles and Guidelines on Handling School Affairs Involving Controversial Political Issues" issued by the Jesuit Education Board on 18 May 2020 as reference for stakeholders to observed. This statement was included in the Teachers' Handbook and be accessed through eClass.</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>School Affairs Involving Controversial Political Affairs”;</p> <ul style="list-style-type: none"> to develop a School’s guidelines on safeguarding national security and national security education for stakeholders; to submit reports to the IMC regularly. <p>(2) Reinforce and monitor the mechanism and procedures for managing school premises (including the hiring out of school facilities) to ensure activities will not involve acts that endanger national security.</p> <p>(3) Take stock of library books and books of the Reading Corner in the corridor to ensure that the books do not contain inappropriate content that endangers national security.</p>	<p>The school had reviewed the school document ‘Application for use of school accommodation’ the following statement was stated to the Booking Form of the Hiring of School Facilities to ensure activities will not involve acts that endanger national security.</p> <p><small>學校已審閱學校文件《學校設施使用申請表》的以下聲明，以確保學校設施的用途不會涉及任何危害國家安全的行為。</small></p> <p>The school also supervised and checked the proper use of the school premises by both WYK and non-WYK organizations that they were observing the National Security Law.</p> <p>學校亦監督及檢查學校設施的正確使用，以確保學校設施的用途不會涉及任何危害國家安全的行為。</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>圖書館與行政處合作，對圖書館書籍進行盤點，以確保書籍內容不會涉及任何危害國家安全的行為。已發現部分書架已將不合適的書籍作廢。盤點工作於九月份完成。</p>	<p>In this year, the proper use of the school premises by both WYK and non-WYK organizations complying the National Security Law was 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>今年，在學校監督下，WYK 及非 WYK 組織均遵守《國家安全法》使用學校設施，並無收到任何違反《國家安全法》的觀察或報告。</p> <p>The stock checking was completed in September 2022. This stock checking should be conducted regularly each year. The school would explore to have external professional support in the stock checking procedure to ensure the accuracy and efficiency. In the 2022-23 school year, there</p> <p>盤點工作於 2022 年 9 月完成。學校應每年定期進行盤點。學校將探索尋求外部專業支持，以確保盤點程序的準確性和效率。在 2022-23 學年，</p>
--	---	---	--

	<p>(4) National flag-raising ceremonies will be arranged weekly and the national flag will be displayed according to the EDB circular No. 11/2021.</p> <p>(5) Erecting two more flag poles for the flag of the HKSAR and the school flag through the application of Major Repair or other funding like QEF relating to National education. Purchasing a movable flag pole.</p>	<p>According to the 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 2022, the school had arranged the display and flag raising ceremony to fulfil and promote the sense of national identity of the students. A schedule for the National Flag raising ceremony was fixed in the school calendar so that all stakeholders could be get well prepared for the ceremony.</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>were 43 scheduled flag raising ceremonies including special school events such as Sports day and Speech day and all were successfully held apart from those affected by adverse weather. 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> <p>The application was approved and the project was expected to be completed in September 2023. 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>
--	--	---	--

Staff management

(1) In the first staff meeting 2022/23, staff members will be reminded again that they are obligated to abide by the law and observe the code of conduct acceptable by society.

In the 1st Staff meeting held on 24 August 2022, 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.

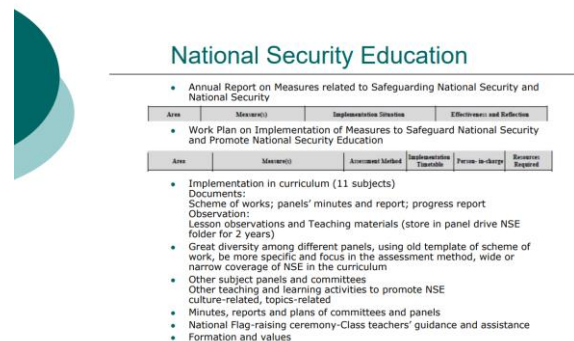


Fig. 1 Powerpoint clip in the 1st Staff meeting (24 August 2022)

(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.

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.

(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

The school's work plan on NSE (2022-23) was also included in the Teachers' Handbook under Section 1 Introduction Item I Work Plan for National Security Education (Section 1 p.20). 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.

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 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.

Prevention and Handling of Sexual Harassment’; and ‘Policy on Acceptance of Advantages by Staff and School Managers’.

In this year, the school had launched the Phase III of the staff appraisal system. The school would review the whole appraisal system including matters relating to the job performance and conduct of school staff. The principal also introduced and required the staff for the attention of the Guidelines on Teachers’ Professional Conduct issued in December 2022 by the EDB.

AOB

Guidelines on Teachers’ Professional Conduct (EDB: 15 December 2022)



I encourage teachers to study the Guidelines to familiarise themselves with the requirements for their professional and personal behaviour, and exercise judgement on what they should and should not do based on the principles of safeguarding national security and social order, protecting the well-being of students and upholding the education profession, so as to serve as a role model for students.

Dr Choi Yuk-jin, JP

Thank you!

Fig.2 Powerpoint clips in the 2nd Staff meeting (3 January, 2023)

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
Staff training	<p>(1) Through the Staff Development Day, staff members' attention is drawn to EDBC No. 3/2021 concerning National Security and its guidelines.</p> <p>(2) Ensure teachers receive appropriate training on national security education, such as training programmes organised by the EDB and hence acquire a correct understanding of the National Security Law and enhance their knowledge of national security.</p>	<p>An online staff development programme was held on 6 December 2022 by the guest speaker from the Education Bureau (EDB) on the topic of 'National Security Education'.</p> <p>The Staff Development Committee had promoted and provided updated information about the different training programmes including NSL and NSE programme.</p>	<p>The objectives of the programme were achieved to enable the staff member to understand and familiarize with the National Security Education. According to the evaluation done after the programme, over 80% of the participants strongly agree or agree that the programme helped them to have a better understanding of NSE.</p> <p>In the CPD records between 01/09/2022 – 31/05/2023, our colleagues had received a total of 247 training hours on programmes relating to Basic Law, NSL and NSE with an average of 3.43 hours per colleagues. There was a drop when comparing to the number of hours of training in the year 2021-22. This might be due to the full resumption of class after the pandemic that colleagues had less opportunity to join the related training. An evaluation and analysis on the CPD training by the colleagues was recommended so as to build up a database relating to the staff training regarding to NSL, NSE and Basic Law starting from next academic year.</p>


Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
Learning and teaching	<p>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>	<p>The scheme of work template was modified since the 2021-22 school years to allow 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><u>(B) Basic Law & National Security Education</u></p> <p>23. Historical background of "one country, two systems", and the constitutional basis, enactment and promulgation of the Basic Law 24. Relationship between the Central Authorities and the Hong Kong Special Administrative Region 25. Interpretation and amendment of the Basic Law 26. Fundamental rights and duties of Hong Kong residents 27. Basic characteristics of the political structure of the HKSAR 28. The Basic Law and public finance 29. How the Basic Law protects the development of monetary affairs and trade in Hong Kong 30. The Basic Law and daily life 31. External affairs 32. Different Dimensions of National Security 33. National Security Law</p> <p>Fig.3 Scheme of work template</p>	<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.</p>
	<p>Instructions of the Education Bureau would be disseminated to the Subject panels concerned.</p> <p>Subject panels would be instructed to discuss the topics to implement national security education.</p> <p>Subject panels that have already incorporated elements of Basic Law Education in teaching and learning</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. 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</p>

	<p>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>strategies and assessment method. Cross panels professional sharing was advised.</p> <p>Structural lesson observations by the NSE committee was suggested on the implementation of NSE curriculum in the 11 subjects.</p>
	<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>A curriculum audit was conducted by the NSE committee on the 11 subjects.</p>	<p>In general, the content and quality of the teaching resources fulfilled the aims of the topics.</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.</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.</p> <p>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 held by the Discipline committee and the Hong Kong Police Force -Cyber Security and Technology Crime Bureau (CSTCB) on 2 February 2023 for Junior form students (S1 to S3) on the topics of 'Talk on Internet Safety and being a law-abiding citizen'. 16 alumni who had served in the Hong Kong Police Force came back to share with our current students. The seminar was successfully held with interaction and the students were engaged in the seminar.</p> <p>Two assemblies with the theme 'Together we care for our culture' (23 February, 2023) and 'Together we care for our country' (4 May, 2023) were conducted to facilitate the formation of our students' national identity with understanding of the Chinese culture, history and the importance of the National security. Students were engaged in the sharing.</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.</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 17 April 2023 to help our students attained the proper attitude and understanding for the National Security for the National Education. Formation materials of other themes like Mid-autumn festival, Chinese New Year, SMART Goals, Striving for Excellence and Lent were also prepared and released for Class teachers to use in the Class formation period to cultivate positive values and the understanding of our culture 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 2 September 2022, the mechanism was reviewed.</p> <p>For the Guidance Committee, there was</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>
--	--	---	---

		<p>also no received cases relating to National Security. The committee had taken a proactive approach in cultivating positive values through different programmes so as to establish to help our students to become a law-abiding citizen with Jesuits values.</p>	
--	--	--	--

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
Home-school cooperation	<p>(1) Organise home-school cooperation activities that include Chinese culture or seminars to assist parents in helping children understand the spirit of enacting the National Security Law rationally and positively and developing correct values.</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.</p>	<p>In this year, home-school cooperation activities were organized that included Chinese culture to assist parents in helping children understand the spirit of enacting the National Security Law rationally and positively. Workshop on Chinese calligraphy and painting were organized. The arrangement and implementation 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 September 2022 and May 2023.</p>	<p>Two whole-school events were organized on 14 January, 2023 and 20 January, 2023 respectively. The Funfair 2023 celebrated the 70th anniversary of the school campus while the Union Day which was a traditional event of the school which was held on the date before the Lunar New Year to promote Chinese culture. Parents and Visitors joined the Funfair 2023 and there were stalls to promote National Security, Chinese Culture and History. The Parents Association helped in the stall of the Chinese calligraphy and painting.</p>
Others	Promoting NSE and NSL in other aspects.	The Arts panel helped to promote students to participate in different programmes and activities relating to NSE.	<p>Students participated in different competitions relating to National Education:</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 2022 中學組 - 吉祥物設計比賽</p>

「2023 年國家安全齊參與」計劃
2023 國家安全標語創作及海報設計比賽




An exhibition of Chinese Ink Painting of Students' Coursework would also be held in the school corridor from 30 May to 3 June 2023 to promote the appreciation of Chinese traditional Arts culture.



The STEM Education Committee also helped to promote students to participate in different competitions and activities relating to NSE.

Students participated in Hong Kong Student Science Project from November 2022 to April 2023 to promote water security and public security. Two projects (Metal Ocean about water pollution and Drive Fit about public security) were exhibited in the competition. Students also joined the National

		<p>The National Education Committee had assisted in the National Flag raising ceremony and the following was the committee progress report. There were different programmes throughout the year to promote National education.</p>	<p>Olympiad in Informatics in Province by China Computer Federation that they won 2 gold medals and 1 bronze medal.</p> <p>Students participated in different such as: 全港中小學徵文比賽：給南京大屠殺倖存者的一封信 「歷史好好玩：全港中學生網上閱讀計劃」(around 150 students joined the scheme)</p> <p>Exhibition of National Security at school from 16 to 20 January 2023</p> 
--	--	--	--

Funfair 2023 on 14 January 2023:



Game booths and Exhibition promoted Chinese culture and the development of China

Appendix 10: Report on Sister School Exchanges

姊妹學校交流計劃書

2022-2023學年

內地姊妹學校名稱(1): 北京昌平第二中學(疫情持續，亦未通關，2022-2023年度未有啟動交流計劃)

(2): _____

(3): _____

請說明擬舉辦交流項目的名稱和初步構思，以及監察和評估成效的方法。

項目編號	交流項目名稱及內容	預期目標	監察／評估	預算開支
1.	項目名稱 · 在哪一層面安排交流活動？初步構思為何？	· 交流活動擬達致的目標	· 學校如何評估成效及匯報評估結果？	· 擬舉辦的交流活動有哪些主要的支出？
2.				

Appendix 11: Report on Use of Citizenship and Social Development Grant 2022-2023

Our school has spent the Citizenship and Social Development Grant (the CS Grant) for the following use in 2022-2023

Area	Actual Expenses (\$)
Developing or procuring relevant learning and teaching resources	HKD2,531.80
Total	HKD2,531.80