



**Wah Yan College, Kowloon
Annual School Plan**

2024/2025

Annual School Plan (2024-2025)

Contents

Chapter 1	School Vision
Chapter 2	Major Concerns and Objectives
Chapter 3	Annual Plan
3.1 Major Concern (1)	Enhance Student 21 st Century Core Competencies.
3.2 Major Concern (2)	Empower Students to Achieve Self-actualization and become Committed Global Citizens with Jesuit Values.
Chapter 4	Appendices
Appendix 1	Plan of Diversity Learning Grant
Appendix 2	Plan of Capacity Enhancement Grant
Appendix 3	Plan of Learning Support Grant
Appendix 4	Plan of School-based After-School Learning and Support Grant
Appendix 5	Plan of the Use of the Promotion of Reading Grant
Appendix 6	Plan of the Use of the Life-wide Learning Grant
Appendix 7	Plan for the Use of Student Activities Support Grant
Appendix 8	Plan on Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students
Appendix 9	Plan for Implementation of Measures to Safeguard National Security and Promote National Security Education
Appendix 10	Plan on Sister School Exchanges
Appendix 11	Plan on the Use of Citizenship and Social Development Grant
Appendix 12	Plan for the Grant for Promotion of a Sports Ambience and MYPA60 in Schools
Appendix 13	Plan for the Grant for Promotion of Chinese Culture Immersion Activities
Appendix 14	Plan for the Grant on Parent Education (Secondary)

School Vision and Mission

Chapter 1 School Vision

A. Vision Statement

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

B. The Characteristics of Jesuit Education

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

with personal growth and interpersonal relationships.

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

15. **Jesuit education is preparation for active life commitment.** *Father General Peter-Hans Kolvenbach addressed the Jesuit alumni at Versailles, France on July 20, 1986, “We ... challenge you and try to inspire you to put into practice - in concrete activity - the values that you cherish, the values that you have received in your formation.”*
16. **Jesuit education serves the faith that does justice.** *The service of faith should include the promotion of justice through action for peace. The goal of the faith that does justice and works for peace is a new type of person in a new kind of society, in which each individual has the opportunity to be fully human and each one accepts the responsibility of promoting the human development of others. The focus of Jesuit education is on education for justice. Adequate knowledge joined to rigorous and critical thinking will make the commitment to work for justice in adult life more effective. In a Jesuit school, the treatment of justice issues should include a critical analysis of society; the policies and programmes should give counter-witness to the values of the consumer society; and there should be opportunities for actual contact with the world of injustice.*
17. **Jesuit education seeks to form “MEN AND WOMEN FOR OTHERS”.** *Jesuit education helps students to realize that talents are gifts to be developed, with the help of God, for the good of the human community. In order to promote an awareness of others, Jesuit education stresses community values. Teachers should manifest in their lives concern for others and esteem for human dignity.*
18. **Jesuit education manifests a particular concern for the poor.** *Responding to the call of Christ who had a special love and concern for the poor, the church and the Society of Jesus have made a preferential option for the poor. Jesuit schools do not exist for any one class of students. Special services should be made available to those in need. Jesuit schools provide students with opportunities for contact with the poor and for service to them, coupled with reflection so that students may understand the causes of poverty.*
19. **Jesuit education is an apostolic instrument, in service of the church as it serves human society.** *The aim of Jesuit education is the formation of principled, value-oriented persons for others. As part of its service of the church a Jesuit school will serve the local civil and religious community and cooperate with the local bishop. The school community encourages collaboration and dialogue with all men and women of good will, whatever their faith and beliefs. Christians are a witness to the Gospel, in service to the human community.*
20. **Jesuit education prepares students for active participation in the church and the local community, for the service of others.** *Jesuit education is committed to the religious development of all students. Concrete experiences of church life are available to all students. Catholic students are taught to understand and love the church and the sacraments. Opportunities are provided for other students to learn more about the Christian faith.*
21. **Jesuit education pursues excellence in its work of formation.** *Jesuit education aims at the fullest possible development of every dimension of the person, linked to the willingness to continue this development throughout life and the motivation to use those developed gifts*

for others. Students are expected to become leaders in service rather than socio-economic elites. Service is founded on a faith commitment to God, a decision to follow Christ, which leads to a desire to always do “more.” The desire is converted into the necessary personal preparation in which a student dedicates himself or herself to the pursuit of academic excellence, to personal formation, and ultimately to action.

22. **Jesuit education witnesses to excellence.** *The school policies are such that they create a climate which will promote excellence. The adult members of the educational community witness to excellence by joining growth in professional competence to growth in dedication.*
23. **Jesuit education stresses lay-Jesuit collaboration.** *Lay people and Jesuits, in different appropriate capacities, share a common mission and work together as a single apostolic body in the formation of students. The legal structure of the school allows for the fullest possible collaboration in the management of the school.*
24. **Jesuit education relies on a spirit of community among teaching staff and administrators, the Jesuit community, governing boards, parents, former students, and benefactors.** *There should be free and frequent communication, including formal discussions and social gatherings, between different parties that make up the school in an attempt to implement the characteristics that result from the Ignatian vision.*
25. **Jesuit education takes place within a structure that promotes community.** *A Jesuit school should stress the cooperation of the Jesuit community, the lay teachers, the students, the parents, the alumni and the benefactors. Efforts should be made to ensure that all those involved have the opportunity to learn and share the vision of St. Ignatius. As far as possible, parents understand, value and accept the Ignatian world-view. There should preferably be consistency between the values promoted in the school and those promoted in the home.*
26. **Jesuit education adapts means and methods in order to achieve its purposes most effectively.** *An educator in the Jesuit tradition is encouraged to exercise great freedom and imagination in the choice of teaching techniques, pedagogical methods, etc. School policies and practices encourage reflection and evaluation.*
27. **Jesuit education is a “system” of schools with a common vision and common goals.** *Jesuit schools form a network, joined by a common vision with common goals. An ongoing exchange of ideas and experiences with other schools is encouraged.*
28. **Jesuit education assists in providing the professional training and ongoing formation that is needed, especially for teachers.** *All adult members of the education community need to take advantage of opportunities for continuing education and continued personal development.*

C. Features of the Ignatian Pedagogical Paradigm

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

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

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

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

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

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

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

4. The Ignatian Pedagogical Paradigm personalises learning.

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

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

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

D. Human Excellence

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

Competence

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

Commitment

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

Compassion

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

Conscience

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

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

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

A. To show the way to God through the Spiritual Exercises and Discernment

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

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

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

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

C. To accompany young people in the creation of a hope-filled future

Young people face enormous challenges in our world today, including reduced job opportunities, economic instability and increased political contentions, making it difficult for them to find meaning in their lives and to draw closer to God. On the one hand, we accompany them and equip them to seek to give meaning to their life and realize their dreams; on the other hand, we listen to young people and their perspective helps us to understand better the epochal change that we are living in and its hope-filled newness. Indeed, we are living through a period of change from which will emerge a new humanity. We should open spaces to youthful creativity and help them discern the path by which they can achieve happiness, develop a vision and serve others. We promote unity in diversity/plurality, creating conditions that allow all to develop their full potential.

D. To collaborate in the care of our Common Home

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

Annual School Plan

2024/25

Major Concerns

- 1.** Enhance students' 21st century core competencies
- 2.** Empower students to achieve self-actualization and become committed global citizens with Jesuit Values.

1. Major Concern : Enhance students' 21st century core competencies

Briefly list the feedback and follow-up actions from the previous school year:						
➤ Cross-curricular collaboration can be promoted to enhance students' core competencies						
Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
<ul style="list-style-type: none"> Nurture students' creativity, digital competence, problem-solving and communication skills through diverse learning opportunities for and with others. 	<ul style="list-style-type: none"> Different subject panels arrange diverse learning experiences to nurture students' core competencies. 	<ul style="list-style-type: none"> Students producing works which displays the skills which the learning experiences aim at nurturing. 	<ul style="list-style-type: none"> Analysis of students' work Analysis of teachers' feedback 	<ul style="list-style-type: none"> Whole Year 	Chairman of Academic Committee	Nil
	<ul style="list-style-type: none"> Cross-curricular collaboration among different subject panels can be promoted through capitalizing on the school's centennial celebration. 				Chairman of subject panels	
	<ul style="list-style-type: none"> Efforts can be made in promoting cross-curricular collaboration between subject panels and the school library. 	<ul style="list-style-type: none"> Students are able to produce works that are related to different themes selected for cross-curricular collaboration and demonstrate the skills which the learning experiences aim at nurturing. 	<ul style="list-style-type: none"> Analysis of students' work Analysis of teachers' feedback 	<ul style="list-style-type: none"> 		

2. Major Concern : Empower students to achieve self-actualization and become committed global citizens with Jesuit Value

Briefly list the feedback and follow-up actions from the previous school year:

- For the new values education framework, the implementation of this new approach is constrained by the time limitation and through understanding faced by teachers. Time management challenges and explanations to the teachers will be crucial for the successful integration of the framework and ensuring students fully benefit from the values-based initiatives.
- The service-learning activities generated enthusiasm among students, who engaged in valuable sharing afterwards. However, both the preparation and execution phases felt rushed. To maximize the benefits, the scheduling of these activities should be adjusted to avoid conflicts with regular class time.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<p>(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)</p>						

<p>Foster Jesuit Values to be “Open to Life-long Growth”</p> <p>(Reflection, Self-acceptance and Positivity, Curiosity and Creativity, Freedom and Self-discipline, Participation And Responsibility)</p>	<ul style="list-style-type: none"> • A whole school approach system will take place in subject panels, committees and class teachers. A more comprehensive way, like learning materials in Formation periods to let the teachers and students understand the values and the performance indicators to uplift the spirits of having a positive value for the whole school. • Collaborating closely with committees like Discipline, Guidance and Values Education to reinforce the positive acts among students. • Participation and Responsibility and Curiosity and Creativity are the 2 new values added to “Open to Life-Long Growth”. More activities and learning focus will be placed in the above 2 areas in preparing for the 	<ul style="list-style-type: none"> • Subject panels / Committees head show the incorporation of the Jesuit Graduate Profile and six values into their curricula /scheme of work activities. • Subject panels can share at least one set of lesson design and related learning and teaching materials on Values Education in each school term in the 	<ul style="list-style-type: none"> • Scrutiny of annual plans, scheme of work and evaluation reports of subject panels and committees. • Observe the changes in students’ performance and teachers’ feedback. • Participation rate in different activities 	<ul style="list-style-type: none"> • Whole year 	<p>VPs, Subjects panels, Committee Heads, Class Teachers</p>	<p>Life-wide Learning Grant</p> <p>Fr. Kelly Educational Fund</p>
--	--	---	---	--	--	---

<p>-Support students to reach their potential and be leaders in service.</p>	<p>upcoming centenary celebrations.</p> <ul style="list-style-type: none"> Support students to shoulder their responsibility by taking up duties in different clubs and societies or even in classes in preparing for the centenary celebrations. Collaborating with different NGOs in the coming year help students to live out the spirit of “Men for and with Others”. More focus on Service work and getting to know more about our community are the key elements helping students to understand and be more sensitive to their living environment and people around. 	<p>shared drive for professional sharing.</p> <ul style="list-style-type: none"> A drop in the number of discipline records. Scrutiny of program plan and evaluation reports of subject panels and committees. Record of 	<ul style="list-style-type: none"> Performance of the students in the events/ social service work and the level of participation. <p>-Scrutiny of</p>	<p>Whole year</p>	<p>Subjects panels Head of the Committees Club advisors Class teachers Subject teachers</p>	<p>Life-wide Learning Grant Fr. Kelly Educational Fund</p>
--	--	---	--	-------------------	---	--

<p>Strengthen students' national identity and global awareness to be committed global citizens.</p>	<ul style="list-style-type: none"> ● To nurture/recognize students' potential by having Adventure-based learning for senior students. For junior students, experiential learning, social skills workshops and social services experience will be provided. ● To strengthen students' national and global identity through understanding and appreciation of the culture and development of the Motherland. ● Widen students' exposure to the culture and development of the Motherland through multifarious activities both inside and outside classrooms. ● Cultivate students' interests and respect for different cultures. ● To arouse students' global awareness and their roles to play as global citizens 	<p>the number (i-portfolio) of participants / performance of student-number and types.</p> <ul style="list-style-type: none"> ● Feedback from teachers, students and other stakeholders. ● Students' understanding of the development of China can be enhanced. ● High participation rate of the events. 	<p>annual program plans, schemes of work and evaluation reports of Subject Panels and Committees.</p>	<p>Whole year</p>	<p>Subjects panels Head of the Committees Club advisors Class teachers Subject teachers</p>	<p>Life-wide Learning Grant Fr. Kelly Educational Fund NSE Grant</p>
---	---	---	---	-------------------	---	--

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
<ul style="list-style-type: none"> Strengthen students' national identity and global awareness to be committed global citizens. 	<ul style="list-style-type: none"> A range of learning experiences including workshops, competitions, field trips, etc., will be arranged to enhance the students' sense of national and global identity 	<ul style="list-style-type: none"> Students show keen participation in the events. Students demonstrating the mastery of relevant knowledge and presenting such knowledge in a proper format 	<ul style="list-style-type: none"> Students' reflection Teachers' feedback to the students Minutes of panel meetings 	<ul style="list-style-type: none"> Whole Year 	<ul style="list-style-type: none"> Subject Panels Academic Committee 	<ul style="list-style-type: none"> Expenses for consumables Fees for competitions Fees for workshops, field trips, etc.

Chapter 4: Appendices

Plan for Diversity Learning Grant

Three-year plan:

Measures to broaden students' choices of elective subjects for the fourteenth cohort of senior secondary students (2024/25 to 2026/27)

DLG funded Programme(s)	Strategies & benefits anticipated	Name of programme(s) / course(s) and provider(s)	Duration of the programme/course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning/success indicators	Teacher-in-charge
					24/25	25/26	26/27		
Other Programmes - MUSIC	(Network Programme) <ul style="list-style-type: none"> • Network with the following schools to offer holistic NSS music education in both large class and small group teaching. <ul style="list-style-type: none"> ➤ Heep Yunn School ➤ Kowloon True Light School ➤ Methodist College ➤ St. Paul's College ➤ True Light Girls' College ➤ Wah Ying College 	NSS Music (network programme)	Three years	S4-6 students of this cohort	40	40	35	<ul style="list-style-type: none"> • Attendance of students at the enrolled programme • Students will take the HKDSE Examination administered by the HKEAA. • Results obtained by the students will be reported in their HKDSE certificates. 	Prefect of Studies with the Music Panel and partner schools

Plan for Capacity Enhancement Grant 2024/2025

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

Wah Yan College, Kowloon
Annual Plan of Student Support Team (SST)
(2024-25)

1. Major Concerns of the School

- 1) Enhance student core competencies.
 - (a) Nurture students’ creativity, digital competence, problem-solving and communication skills through diverse learning opportunities for and with others.
 - (b) Bolster reading and foster cross-curricular collaborations.
 - (c) Align classroom education with life planning and career development.
- 2) Empower students to achieve self-actualization and become committed global citizens with Jesuit Values.
 - (a) Foster Jesuit values (Reflection, Self-acceptance and Positivity, Curiosity and Creativity, Freedom and Self-discipline, Participation and Responsibility) in order to be open to life-long growth.
 - (b) Support students to reach their potential and be leaders in service.
 - (c) Strengthen students’ national identity and global awareness to be committed global citizens.

<u>MC 1</u>	<u>Seven learning goals*</u>	<u>Jesuits Values</u>
Enhance student core competencies	<ul style="list-style-type: none"> • National and Global Identity • Breath of Knowledge • Language Proficiency • Generic Skills • Information Literacy • Life Planning • Healthy Lifestyle 	Open to life-long growth <ul style="list-style-type: none"> • Reflective • Acceptance & positively about self • Freedom & self-discipline
<u>MC 2</u>		
Empower students to achieve self-actualization and become committed global citizens with Jesuit Values.		

Wah Yan College, Kowloon
Annual Plan of Student Support Team (SST)
(2024-25)

2. Evaluation from the previous school year

Briefly list the major feedback and follow-up actions from the previous school year:

- More opinions will be collected from students after the supplementary notes are used in more classes to make sure it can help students more. More supplementary notes will be created in the next academic year.
- More follow-up can be done in the following academic year with the effectiveness of the parental intervention to make sure that the services provided to them are worthwhile. Also, this practice can be extended to every student and his family if psychologists' services are to be provided to them.
- The psychiatric services will not be continued in the next academic year due to tightening restrictions of the usage of LSG. Students with mental illness will continue having consultation and intervention in public hospitals and/or with their private psychiatrists.
- 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.
- 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 with one another skillfully and helping them know themselves better as well as their peers on a deeper level. Another new focus will be help SEN students understand the rationale behind making decisions in social situations.
- The SEN TA 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. She can also try to give more advice in IEP meetings about how to give appropriate assistance to students in different social situations.

Wah Yan College, Kowloon
Annual Plan of Student Support Team (SST)
(2024-25)

3. Annual Plan of the Panel/Committee

Major Concern 1 : Create and use more supplementary notes in Chinese, English and Mathematics Junior Form lessons

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Seven learning goals addressed
<ul style="list-style-type: none"> to create and use three new sets of supplementary notes for Form One Chinese, English and Mathematics 	<ul style="list-style-type: none"> SENCo discusses with the subject teachers and panel heads about the design of the supplementary notes and how they can be used 	<ul style="list-style-type: none"> Three sets of supplementary note can be created for units in Chinese, English and Mathematics. 80% of students can reflect that the supplementary notes can help them understand the topic better and easier. 	<ul style="list-style-type: none"> Students will complete a simple survey on the effectiveness of the supplementary notes after the units are complete. 	<ul style="list-style-type: none"> September to May 	SENCo and subject teachers	/	Breadth of Knowledge
	<ul style="list-style-type: none"> SEN TA and SENCo create the supplementary notes SENCo then discusses with subject teachers how to refine the design of the notes. 				SENCO, subject teachers and panel heads	/	
	<ul style="list-style-type: none"> Subject teachers receives the template and guidelines of creating the supplementary notes, and they start creating them by themselves. 				SENCO and subject teachers	/	

Wah Yan College, Kowloon
Annual Plan of Student Support Team (SST)
(2024-25)

Major Concern 2: Support SEN students' parents by providing psychological services

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Seven learning goals addressed
<ul style="list-style-type: none"> To help SEN students' parents, especially those with severe family problems, tackle the root cause of poor relationship in the family 	<ul style="list-style-type: none"> To employ services of professional psychologists to regularly meet with SEN students' parents, and create a supportive environment for students to grow up in. To have SENCo, social workers and school-based EP to follow up with the effectiveness of the suggested measures 	<ul style="list-style-type: none"> At least 6 parents can receive the aforementioned services during the academic year. 80% of the parents can have positive feedback about the services provided to them. 	<ul style="list-style-type: none"> Parents will complete a survey regarding the effectiveness of the services, especially how their family has undergone some positive changes. 	<ul style="list-style-type: none"> October to June 	SENCo, counsellors, social workers, school-based EP	LSG funding	Healthy Lifestyle

Wah Yan College, Kowloon
Annual Plan of Student Support Team (SST)
(2024-25)

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Seven learning goals addressed
<p><u>Clinical Psychologists' and Educational Psychologists' Services (Tier 2-3)</u> -to pinpoint SEN students' weaknesses and problems in communicating with others (ASD), organizing (ADHD) and motivating themselves (MI) and provide trainings, treatments and strategies accordingly</p>	<ul style="list-style-type: none"> • SEN students can improve their social skills (ASD), organizational skills (ADHD) and positive emotions (MI) after having a series of interventions with the professionals. 	<ul style="list-style-type: none"> • 80% of SEN students' progress reports are positive and show signs of improvement at the end of the school year. 	<ul style="list-style-type: none"> • Students' year-end evaluation report on SEMIS can show gradual improvement throughout his school years. 	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • SENCO SENST, Educational Psychologists, Clinical Psychologists 	<ul style="list-style-type: none"> • LSG 	<ul style="list-style-type: none"> • Healthy Lifestyle

Wah Yan College, Kowloon
Annual Plan of Student Support Team (SST)
(2024-25)

<p>Training Group and workshop for ASD and ADHD students (Tier 2) -to help ASD and ADHD students adapt better to the school environment by enhancing their social skills through organizing group activities and training for them</p>	<ul style="list-style-type: none"> Students with ASD can communicate with their peers and teachers more effectively and sensitively. Also, ASD and ADHD students can organize their belongings and regulate their emotions effectively. A new focus will be helping SEN students understand the rationale behind making decisions in social situations. 	<ul style="list-style-type: none"> 90% of the participants of these groups are able to improve their interpersonal relationship by developing skills and strategies like regulating their emotions, enhancing their self-discipline, interpreting others' meanings accurately, etc., in the year-end evaluation report. 	<ul style="list-style-type: none"> The year-end evaluation reports can reflect their improvement and growth after partaking in these group activities and therapies. 	<ul style="list-style-type: none"> Throughout the year and once a week for each group 	SENCO, SENST, SENTA, Social workers, service providers (buy service)	LSG	Generic skills
--	---	--	---	--	--	-----	----------------

Wah Yan College, Kowloon
Annual Plan of Student Support Team (SST)
(2024-25)

4. Members of the Panel/Committee

Chairman: Mr. HO Hung Yan Samuel
Ex-officio member: Principal
Member: Ms. CHU Hoi Ying Eunice
Mr. NG Ka Lok Alex
Mr. CHAN Ka Hei Ricky
Ms. CHAN Lai Tak Teresa
Mr. CHEUNG Tai Chiu
Ms. CHOW Ching Man Rachel
Mr. HO Wai Shun Vincent
Ms. HUI Nga Man Jasmine
Mr. LEE Han Kin Eugene
Ms. WONG Lei Shen Lisa
Dr. CHU Ho Tat Matthew (Educational Psychologist)
Mr. AU Wai Lun Issac (Social Worker)
Mr. Lam Ming Yeung Matthew (Social Worker)

Date: 14/07/2024

Wah Yan College, Kowloon
Annual Plan of Student Support Team (SST)
(2024-25)

*Notes on Seven Learning Goals of Secondary Education as reference to the EDB's elaboration:

- National and Global Identity -
become an informed and responsible citizen with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society
- Breadth of Knowledge -
acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels
- Language Proficiency -
become proficient in biliterate and trilingual communication for better study and life
- Generic Skills -
develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work
- Information Literacy -
use information and information technology ethically, flexibly and effectively
- Life Planning -
understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career
- Healthy Lifestyle -
lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts

School-based After-school Learning and Support Programmes 2024/25 s. y.
School-based Grant-Programme Plan

Name of School: Wah Yan College, Kowloon

Staff-in-charge: Hui Nga Man Jasmine

Contact Telephone No.: 2384 1038

A. The estimated number of students (count by heads) benefitted under this Programme is 40 (including A. 3 CSSA recipients, B. 25 full-grant recipients under the SFA schemes and C. 12 under school's discretionary quota).

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Music Activities: Instrumental Classes / Music Tour/ Music camp	To offer focused instruction to students in playing musical instruments	80% of the students achieve full attendance	Attendance record and reflections	2024-2025	1	6	2	25,000	/
Language Course: Japanese, German & Spanish	To offer focused instruction to students in learning other languages.	80% of the students achieve full attendance	Attendance record and reflections	2024-2025	1	8	3	35,000	/
Sports Course/ Overseas Training	To offer focused instruction to students in the aspect of sports activities	80% of the students achieve full attendance	Attendance record and reflections	2024-2025	1	8	3	10,000	/

@ 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), full grant under the SFA Schemes (B) and needy students identified by the school under the discretionary quota (not more than 25%) (C).

Experiential Activity/ Overseas Training	To offer focused instruction to students in the aspect of experiential learning				1	4	2		
Total no. of activities: <u>4</u>					@No. of man-times	4	26	10	
					**Total no. of man-times	40			

Note:

* Types of activities are categorized as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, 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), full grant under the SFA Schemes (B) and needy students identified by the school under the discretionary quota (not more than 25%) (C) .

Plan on the Use of the Promotion of Reading Grant

2024-2025 School Year

The major objectives of promoting reading: (e.g. creating a reading culture)

To foster a healthy reading habit and therefore encourage students to read for leisure and for academic purposes.

- Continue updating books in the library and weed out damaged and outdated books to make the library collection more appealing to students.
- Cooperate more closely with different subject panels to get resources relevant to their lesson/unit so students can have more resources and be more encouraged to learn more about a subject matter because information is more accessible to students. Also, provide resources to different panels if they want to do an activity related to reading (e.g. invite a speaker connected to a text students are reading, etc.). This gives variety in students' learning.
- DEAR – The importance of reading needs to be more emphasized with the students – This year the DEAR period will cover S1-S3 students and hopefully the following year to senior form. This will hopefully build the habit of reading with students.
- Organize more reading related or reading based activity for students to encourage reading for leisure.

	Item*	Estimated Expenses (\$)
1.	Purchase of Books	\$80,000.00
	<input checked="" type="checkbox"/> Printed books	
	<input checked="" type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	\$13,000.00
	<input checked="" type="checkbox"/> eRead Scheme Digital Subscription x 13qty South China Morning Post 1 year	
	<input type="checkbox"/> Other scheme: _____	
3.	Reading Activities	\$40,000.00
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input checked="" type="checkbox"/> Hire of service from external service providers to organise learning activities related to the promotion of reading	

	<input checked="" type="checkbox"/> Paying the application fees for students to participate in reading activities and competitions	
	<input checked="" type="checkbox"/> Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others: <u>Purchase of materials related to reading, e.g. DVD – movie tie in of book,</u> etc. _____	\$5000.00

* Please tick the appropriate boxes or provide details.

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.
Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

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

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1 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	S1 Performance Night	Term 2	S1	165	\$15,000.00	\$90.91	1. To expose students to performing arts (stage management, script writing, set and costume design, directing and performing). 2. To foster teamwork and cooperation skills.	English Language	Observations by teachers; Debriefing Session; Performance	✓	✓	✓	✓		English Panel
2	Jurassic Garage	Term 2	S1-S6	660	\$60,000.00	\$90.91	1. To promote the interest and raise the standard of students and teachers in speech, drama, poetry and prose. 2. To boost students' confidence in public speaking. 3. To foster teamwork and cooperation skills in duo or choral pieces.	English Language	Observations by teachers; Evaluation Forms; Debriefing Session	✓	✓				English Panel
3	S1 Clay Modelling	Term 2	S1	165	\$4,000.00	\$24.24	1. To provide experiential learning experience to S1 students in designing and making clay figures. 2. To boost students' creativity in creating a clay model for a photo story in preparation for their writing assessments.	English Language	Observations by teachers; Student Work	✓	✓	✓			English Panel
4	Speech Festival	Term 1	S1-S6	190	\$20,000.00	\$105.26	1. To promote the interest and raise the standard of students and teachers in speech, drama, poetry and prose. 2. To boost students' confidence in public speaking. 3. To foster teamwork and cooperation skills in duo or choral pieces.	English Language	Entry Forms; Results	✓		✓			English Panel
5	English Activities Fees	Whole Year	S1-S6	165	\$8,000.00	\$48.48	1. To expose students to other learning experiences. 2. To provide platforms for students to showcase their talent in English Language. 3. To offer students opportunities in socializing and building communication skills in events.	English Language	Observations by teachers; Evaluation Forms; Debriefing Session; Results	✓	✓	✓	✓	✓	English Panel
6	Drama Club Coach	Whole Year	S1-S5	165	\$40,000.00	\$242.42	1. To nurture students' creativity through drama. 2. To expose students to performing arts (stage management, script writing, set and costume design, directing and performing). 3. To build students' confidence in speaking through drama. 4. To stretch the potential of students who are gifted in English Language and performing arts. 5. To prepare students for the school's centenary celebrations through performance.	English Language	Observations by teachers; Debriefing Session; Performance	✓	✓	✓	✓		English Panel
7	S3 Talk Vivek Mahbubani	Term 2	S3	165	\$4,000.00	\$24.24	1. To expose students to different perspectives on diversity and the arts. 2. To provide ideas and vocabulary related to arts and diversity.	English Language	Observations by teachers; Evaluation Forms; Student Work	✓	✓		✓	✓	English Panel
8	Debate Training Coaches	Whole Year	S1-S6	165	\$130,000.00	\$787.88	1. To nurture students' logical and critical thinking skills, and English language skills through debating. 2. To expose students to international issues and enhance their global vision. 3. To provide chances for students to organise a team effectively and to understand the value of teamwork. 4. To stretch the potential of students who are gifted in English Language and critical thinking.	English Language	Observations by teachers; Evaluation Form; Debriefing Session; Performance; Results	✓	✓	✓	✓	✓	English Panel
9	Experiential Learning Experiences for Life and Death	Whole Year	S1-S6	165	\$40,000.00	\$242.42	1. To expose students to other learning experiences. 2. To provide platforms for students practice English.	English Language	Observations by teachers; Evaluation Forms; Debriefing Session	✓	✓	✓	✓	✓	English Panel
10	Life and Death Experiential Learning	Oct 2024, Feb 2025	S4-S5	30	\$2,000.00	\$66.67	To experience the values of life	Values Education							Values Ed Committee
11	Dialogue in the dark	Feb 2025	S.2-S.3	140	\$35,000.00	\$250.00	To experience the life of people with disability	Values Education			✓				Values Ed Committee
12	High Table Dinner	Mar 2025	S3-S5	100	\$10,000.00	\$100.00	To enable students to have real experience in having formal occasion and to understand the importance of proper manners.	Values Education			✓			✓	Values Ed Committee
13	Mural Wall painting (Stair)	Dec 2024	S1-S5	60	\$25,000.00	\$416.67	To enhance collaboration and deepen the understanding of the Jesuit Values through painting	Values Education			✓				Values Ed Committee
14	Experiential Learning for senior gifted students	Mar 2025	S4-5	50	\$30,000.00	\$600.00	To enhance gifted students' personal-social competence.		Questionnaire, Feedback from students		✓				Ms Eunice Chu
15	Leadership overnight Training Camp	Jan 2025	S4 - S5	52	\$8,000.00	\$153.85	To nurture / recognize students potential.				✓				Guidance Committee
16	S2 Experiential Learning	17/2 - 21/2/2025	S2	165	\$30,000.00	\$181.82	To reinforce students' social skills.				✓				Guidance Committee
17	S3 Experiential Learning	28/4 - 2/5/2025	S3	165	\$18,000.00	\$109.09	To enhance peer support in the class.				✓				Guidance Committee
18	S4 Adventure-based counselling day-camp	4-8/11/2024	S4	165	\$48,000.00	\$290.91	To improve interpersonal relationships.				✓				Guidance Committee
19	S5 Companion of the animals	Mar 2025	S5	165	\$24,000.00	\$145.45	To raise the awareness on caring our nature.				✓				Guidance Committee
20	Social Skills Workshops	Oct 2024, Feb 2025	S1 - S5	200	\$20,000.00	\$100.00	To reinforce students' social skills.				✓				Guidance Committee
21	Visiting the EdLHK Libraries	September 2024	S1-S5	50	\$5,000.00	\$100.00	To introduce library prefects to the workings of a professional university libraries and to see the different kinds of libraries they have.	Others, please specify: Library	An evaluation form is given at the end of the field trip to collect data on the effectivity of the activity.	yes				yes	Patricia de Leon
22	School Music Team Training - Choir	Sept 2024 - Aug 2025	S1-S5	30	\$66,000.00	\$2,200.00	Cultivate musical competency, commitment, compassion, self-confidence, persistence and team spirit		Attendance, awards/results of competitions, reflection by students etc.		✓	✓		✓	Music Committee
23	School Music Team Training - String	Sept 2024 - Aug 2025	S1-S5	50	\$93,500.00	\$1,870.00	Same as the above		Same as the above		✓	✓		✓	Music Committee
24	School Music Team Training - String	Sept 2024 - Aug 2025	S1-S5	70	\$93,500.00	\$1,335.71	Same as the above		Same as the above		✓	✓		✓	Music Committee
25	School Music Team Training - Wind	Sept 2024 - Aug 2025	S1-S5	60	\$93,500.00	\$1,558.33	Same as the above		Same as the above		✓	✓		✓	Music Committee
26	School Music Team Training - Lute	Sept 2024 - Aug 2025	S1-S5	60	\$108,000.00	\$1,800.00	Same as the above		Same as the above		✓	✓		✓	Music Committee
27	School Music Team Training - Lute	Sept 2024 - Aug 2025	S1-S5	30	\$36,000.00	\$1,200.00	Same as the above		Same as the above		✓	✓		✓	Music Committee
28	Music Competition Entry / Registrar	Nov 2024 - Aug 2025	S1-S5	330	\$55,000.00	\$166.67	Sponsoring students to take part in the HK Schools Music Festival, JSMA Music Competition and other inter-school music competitions.	Arts (Music)	Same as the above		✓	✓		✓	Music Committee
29	Music competition / performance trial	Nov 2024 - Aug 2025	S1-S5	330	\$80,000.00	\$242.42	Supporting the transport costs for music competitions and performances		Same as the above		✓	✓		✓	Music Committee
30	School Music Team Training - String	Sept 2024 - Aug 2025	S1-S5	35	\$116,900.00	\$3,340.00	Cultivate musical competency, commitment, compassion, self-confidence, persistence and team spirit		Same as the above		✓	✓		✓	Music Committee
31	Sports Program	1/9/2024-31/5/2025	S1-S3	200	\$90,000.00	\$450.00	Provide some sports program eg. lacrosse, football, volleyball, athletics and basketball that let the students who can't join the school sports team and motivate the students to participate in the process of expecting students to enjoy the activities	Physical Education	The student attendance and let the students keeping doing exercises in the future	✓		✓			Sports Committee
32	School Badminton Team Training	1/9/2024-31/8/2025	S1-S6	30	\$124,000.00	\$4,133.33	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Badminton competition			✓			Sports Committee
33	School Basketball Team Training	1/9/2024-31/8/2025	S1-S6	50	\$124,000.00	\$2,480.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Basketball competition			✓			Sports Committee
34	School Chess Team Training	1/9/2024-31/8/2025	S1-S6	20	\$45,000.00	\$2,250.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Chess competition			✓			Sports Committee
35	School Chinese Chess Team Training	1/9/2024-31/8/2025	S1-S6	20	\$67,500.00	\$3,375.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Chinese Chess competition			✓			Sports Committee
36	School Football Team Training	1/9/2024-31/8/2025	S1-S6	70	\$201,000.00	\$2,871.43	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Football competition			✓			Sports Committee
37	School Hockey Team Training	1/9/2024-31/8/2025	S1-S6	20	\$16,000.00	\$800.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Hockey competition			✓			Sports Committee
38	School Ice Hockey Team Training	1/9/2024-31/8/2025	S1-S6	15	\$30,000.00	\$2,000.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Ice Hockey competition			✓			Sports Committee
39	School Tennis Team Training	1/9/2024-31/8/2025	S1-S6	15	\$145,200.00	\$9,680.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Tennis competition			✓			Sports Committee
40	School Volleyball Team Training	1/9/2024-31/8/2025	S1-S6	60	\$171,500.00	\$2,858.33	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Volleyball competition			✓			Sports Committee
41	School Lifesaving Team Training	1/9/2024-31/8/2025	S1-S6	24	\$9,000.00	\$375.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Lifesaving competition			✓			Sports Committee
42	School Swimming Team Training	1/9/2024-31/8/2025	S1-S6	60	\$86,400.00	\$1,440.00	Help for the team training, build up the team spirit and persistence	Physical Education	The student attendance and the result of the Swimming competition			✓			Sports Committee
43	PE and Summer Swimming course	1/9/2024-31/8/2025	S1-S6	220	\$85,800.00	\$390.00	Hope the students can learn swimming before graduating from WYK	Physical Education	The student attendance and let the students keeping swimming in the future	✓		✓			Sports Committee
44	Fencing	1/9/2024-31/8/2025	S1-S6		\$40,000.00			Physical Education							Sports Committee
45	Sports Demonstration	1/9/2024-31/8/2025	S1-S6		\$20,000.00			Physical Education							Sports Committee
46	辯論隊訓練	Sept 2024-Aug 2025	S1-S5	30	\$49,000.00	\$1,633.33		Chinese Language							
47	排康寫作/創意寫作工作坊	Feb-May 2025	S1-S3	20	\$25,000.00	\$1,250.00		Chinese Language							
Sub-total of Item 1.1			5,196		\$2,647,800.00										
1.2 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons															
e.g.	Exchange Tour to the Greater Bay Area	10-12 Apr 2023	S4-S5	88	\$100,000.00	\$1,136.36									
Sub-total of Item 1.2			0		\$0.00										
Total for Category 1			5,196		\$2,647,800.00										

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

No.	Item	Purpose	Estimated Expenses (\$)
-----	------	---------	-------------------------

Student Activities Support Grant 2024/2025
Plan on the Use of Student Activities Support Grant

Name of School: Wah Yan College, Kowloon

Project Coordinator: Hui Nga Man Jasmine Contact Telephone No.: 2384 1038

Information on Activities to be subsidised/complemented by the grant.

Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated Expenditure (\$)	Name of Partner/service provider (if applicable)
Music	To stretch the potentials of students and broaden their horizons	80% of the students achieve full attendance	Attendance record and reflections	whole year	20,000	/
Language Course	To stretch the potentials by learning different languages	80% of the students achieve full attendance	Attendance record and reflections	whole year	25,000	/
Sports Course	To encourage students to play different types of sports and enhance their physical well being	80% of the students achieve full attendance	Attendance record and reflections	whole year	10,000	/

Experiential Learning	To engage students to be involved in experiential learning activities and enhance their motivation in joining activities.	80% of the students achieve full attendance	Attendance record and reflections	whole year	10,000	/
-----------------------	---	---	-----------------------------------	------------	--------	---

Estimated Expenditure: (1)+(2)+(3)+(4) \$20000+ \$25000+\$10000+\$10000 = \$65000

加強支持非華語學生漢語學習與教學的實施方案 2024-25

類別	關注事項	實施策略	預期成果	時間範圍	所需資源/ 預算	成效標準/ 目標	評估方式	負責老師
學與教	(1)	聘請兩位中文助理教師在中文課期間安排抽教學。	學生透過不同的互動中學習，並完成老師佈置的課堂評估。	全年	薪金及強積金	學生應在所有評估中取得及格成績。	學生內部評估結果分析及學生公開考試成績分析	中文科主任
學與教	(1)	聘請兼職教學助理，協助教師為非華語學生準備學習材料。	開發學習材料	全年	兼職助教薪資 校外服務提供者收取的費用	開發和使用的材料	教師回饋	中文科主任
初中中文學習課後支援	(1)	購買校外機構服務/聘請兼職導師為初中非華語學生舉辦課後中文補習班	要求參加計畫的學生出席率應達 80% 。	全年	校外機構服務提供者收取的費用	出席率 80% 學生應通過所有作業	導師點評分析 檢查出席記錄	中文科主任
高中中文學習課後支援	(1)	購買校外機構服務/聘請兼職導師為高中非華語學生舉辦課後中文補習班	要求參加計畫的學生出席率應達 80% 。	全年	校外機構服務提供者收取的費用	出席率 80% 學生應該通過所有作業。	分析學生的成績。 導師點評分析 檢查出席記錄	中文科主任

創造包容性的學習環境	(1)	組織促進包容性學習環境的活動。	活動組織	全年	活動費用	參與的學生一致認為活動有助於他們了解不同的文化	參與者和教師顧問的評價(1)	中文科主任
------------	-----	-----------------	------	----	------	-------------------------	----------------	-------

To: Chief School Development Officer (YTM)

Wah Yan College, Kowloon**2024-2025 School Year****Work Plan on Implementation of Measures to Safeguard National Security and Promote National Security Education**School Name: Wah Yan College, Kowloon

Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
School administration	<p>(1) The National Security Committee functions on safeguarding national security and national security education:</p> <ul style="list-style-type: none"> • the committee is led by a Vice Principal (NSE), members include the Principal, the other two Vice Principals, chairperson of the Academic committee, Discipline committee, Guidance committee, Crisis Management committee, Staff Development committee and National Education committee. • to plan, supervise and evaluate the implementation of related measures among subject panels and functional teams; • to facilitate communication and collaboration among different stakeholders to strengthen students' virtue cultivation and promote national education with a whole-school approach; 	<p>Meeting evaluation and observation</p> <p>The committee has at least three meetings a year and there will be a progress report to evaluate the implementation of related measures.</p>	2024/25 whole year	Vice-Principal	N/A

Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
	<ul style="list-style-type: none"> • 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 School Affairs Involving Controversial Political Affairs”; • to submit reports to the IMC regularly. <p>(2) Reinforce and monitor the mechanism and procedures for managing all on-campus activities organised in the name of the school (including student activities, extra-curricular activities, talks by external guest speakers, activities organised by past students or parent associations for student, activities engaging outside instructors, etc.) do not lead to situations that endanger national security.</p> <p>(3) 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>Teacher’s Handbook records and eNotice records</p> <p>School documentary analysis, Observation and meeting evaluation</p> <p>School documentary analysis, Observation and meeting evaluation</p>	<p>Checking on a Half-yearly basis</p> <p>Checking on a Half-yearly basis</p>	<p>Vice-Principal (ECAs) & Vice-Principal (Academic)</p> <p>Vice-Principal (Campus Management)</p>	<p>N/A</p> <p>N/A</p>

Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
	(4) Updated terms regarding safeguarding National Security in procurement documents such as tender will be added. Specific clauses would be incorporated into the quotation/tender documents to allow disqualification of a supplier and to terminate the contract in the interest of national security.	School documentary analysis, Observation and meeting evaluation	Whole year	Commercial Activities Monitoring Committee	N/A
	(5) 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.	Records of library books	September 2024 & Whole year	Teacher librarian & Working Group	N/A
	(6) National flag-raising ceremonies will be arranged weekly and the national flag will be displayed according to the EDB circular No. 11/2021.	Observation and record the actual dates of national flag ceremonies	Whole year	Vice-Principal (NSE) National Education Committee	N/A
	(7) Review the school's existing crisis management mechanisms and formulate specific strategies and contingency measures to deal with acts and activities that involve elements endangering national security.	Teachers' Handbook records, Observation and meeting evaluation	Checking on a Half-yearly basis	Vice-Principal (Crisis management)	N/A

Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
Staff management	(1) In the first staff meeting 2024/25, staff members will be reminded again that they are obligated to abide by the law and observe the code of conduct acceptable by society.	Meeting evaluation	August 2024	Principal	N/A
	(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.	Contract records	Whole year	Principal	N/A
	(3) The obligation to abide by the law and observe the code of conduct acceptable by society will be stated in the Teacher Handbook.	Teacher's Handbook records	September 2024	Vice-Principal	N/A
	(4) The School-based Appraisal System will be reviewed in order to follow up timely and duly on matters relating to the job performance and conduct of school staff.	School-based Appraisal System	September 2024	Principal	N/A
Staff training	(1) 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.	Teachers' CPD records	Whole year	Head of Staff Development Committee	N/A
	(2) Engage teachers to participate in students' learning or exchange programme in the mainland. Devise a mechanism to arrange every teacher to have the opportunity to join students' learning or exchange programme in mainland such as the CSD study tour.	Admin. records		Vice-Principal (Academic)	N/A

Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
Learning and teaching	(1) The scheme of work template is modified to allow panels to indicate Basic Law Education and National Security Education elements, which would be covered in different topics.	Scheme of work modified and disseminated Subject teachers of panels are required to cover national security education according to the scheme of work	August – September 2024	Chairman of Academic Committee Panel chairpersons	N/A
	(2) Instructions of the Education Bureau would be disseminated to the Subject panels concerned. Adopting a whole-school approach, each Subject panel should implement national security education by including NSE topics in the curriculum and/or organising quality subject-based national education activities. Subject panels that have already incorporated elements of Basic Law Education in teaching and learning will continue to cover these elements and further incorporate elements of National Security Education in their curriculum. In contrast, those required to cover national security education would include these elements in their curriculum. The S.1-S.6 curricula of the following subjects/ Key Learning Area will include National Security Education: 1) BAFS 2) Biology 3) Chemistry 4) Chinese Language	Instructions disseminated Panels discussing the topics to cover national security education/national education Subject panels would indicate in the scheme of work the topics that will cover national security education Focus Lesson observation will be conducted in a 3-year cycle basis addressing the implementation of NSE in the 11 subjects.	August – September 2024	Chairman of Academic Committee Panel chairpersons Vice-Principal Chairman of Academic Committee Panel chairpersons	N/A 2024-25 year: Biology Chinese History History Physics

<p>5) Chinese History 6) Economics 7) Geography 8) History 9) ICT 10) Integrated Science 11) Physics</p>				
<p>(3) The school would strengthen the monitoring mechanisms and conduct curriculum audit to regularly review the content and quality of learning and teaching including all the 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>Curriculum audit conducted by the Academic Committee. All Subjects will be reviewed at least once a year and report during the meeting (There are 3 meetings in a year).</p>	<p>Whole Year</p>	<p>Principal Chairman of the Academic Committee Panel Chairpersons</p>	<p>N/A</p>
<p>(4) 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>School-based materials archived</p>	<p>Whole Year</p>	<p>Panel Chairpersons Subject teachers</p>	<p>N/A</p>
<p>(5) Organise different learning activities for students to enrich their understanding of the history and development of the country and enhance their sense of national identity according to their cognitive development and ability through diversified life-wide learning activities. These activities include participating in competitions relating to NSE, visit to local amenities such as the Hong Kong Palace Museum; and organising mainland exchange programmes and activities with our sister school '北京昌平第二中學'.</p>	<p>School documentary analysis, Observation and meeting evaluation</p>	<p>Whole Year</p>	<p>Panel Chairpersons Committee Chairpersons Cultural Exchange committee</p>	<p>Financial support for exchange programme</p>

Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
Student guidance, discipline and Student support	(1) Conduct workshops or prepare Morning Formation materials that remind students to accord priority to personal safety at all times and, with due regard to the well-being of themselves and the care of their family members, refrain from participating in risky or illegal activities.	Meeting Evaluation	Whole year	Vice-Principal (Student Affairs)	Speaker Fee \$8,000
	(2) Conduct workshops or prepare Morning Formation material that emphasises cultivating positive values, positive thinking, and the proper attitude for getting along with others.	Meeting Evaluation	Whole year	Vice-Principal (Student Affairs)	N/A
	(3) Refine the existing School Guidance and Discipline mechanisms and procedures to help students who have breached rules to stop improper behaviour and draw their awareness of the adverse effect and consequences that it may have on themselves, other students, and the School by means of reflection.	Meeting Evaluation	Whole year	Vice-Principal (Student Affairs) Chairpersons of Discipline and Guidance Committee	N/A
	(4) Connect and organise activities with the Sister school in mainland	Questionnaire and evaluation from the participants	November 2024	Cultural Exchange Committee	
	(5) Planned event calendar for NSE		September 2024	Vice-Principal (NSE) National Education Committee	

Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
Home-school cooperation	(1) Organise home-school cooperation activities that include Chinese culture or seminars to assist parents in helping children understand the spirit of enacting the National Security Law rationally and positively and developing correct values.	Meeting Evaluation	2024/2025	Parents' Association	Speaker Fee \$5000
	(2) Organise workshops for parents to introduce ways to establish healthy parent-child relationships, cultivate positive values, deal with conflicts, and help children release negative emotions that stem from social disputes.	Meeting Evaluation	2024/2025	Guidance Committee Parents' Association	Speaker Fee: \$5000

Name of supervisor: Dr. So Ying Lun

Date: 30 September 2024

姊妹學校交流計劃書

2024/2025 學年

學校名稱：	九龍華仁書院		
學校類別：	中學	負責老師：	張大超

擬於本學年與以下內地姊妹學校進行交流活動：

1.	接待回訪
2.	音樂表演交流
3.	管理層交流
4.	教師交流
5.	學生交流

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	<input type="checkbox"/>	探訪/考察	B1	<input type="checkbox"/>	增進對內地的認識和了解
A2	<input checked="" type="checkbox"/>	校政研討會/學校管理分享	B2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input type="checkbox"/>	會議/視像會議	B3	<input checked="" type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	<input type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input checked="" type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明)：	B5	<input checked="" type="checkbox"/>	擴闊視野
			B6	<input checked="" type="checkbox"/>	建立友誼/聯繫
			B7	<input type="checkbox"/>	訂定交流計劃/活動詳情
			B8	<input type="checkbox"/>	其他(請註明)：

乙. 教師層面 (*擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

丙. 學生層面 (*擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input checked="" type="checkbox"/>	其他(請註明): 切磋音樂及體育

丁. 家長層面（不擬舉辦）（*請刪去不適用者）

（註：學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支）

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明)：	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明)：

擬運用的監察/評估方法如下：

編號	<input type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input checked="" type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input checked="" type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明)：

津貼用途及預算開支：

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$50000
N2	<input checked="" type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$5000
N6	<input checked="" type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$3000
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明)：	HK\$
N9	<input type="checkbox"/>	學年預計總開支	HK\$58000
N10	<input type="checkbox"/>	沒有任何開支	不適用

Plan on the Use of Citizenship and Social Development Grant

Based on the experience from the last academic year, the panel will continue to utilize the CS grant to support the following areas:

- 1) Teaching and learning,
- 2) Students' activities including workshops, competitions, etc., and
- 3) F5 CS mainland study tour.

For instance, the panel will procure question banks and lesson activity materials from publishers, subsidize students' competition fees, finance local field trips, purchase materials for promoting Chinese cultures, provide VR experiences to enhance understanding of Chinese culture, and cover the costs for teachers leading the F5 CS Mainland Study Tour in supporting the students.

Moreover, during the 3rd panel meeting in the 23-24 academic year, all panel members reached a consensus that a cultural exchange tour to the mainland could be arranged with another subject panel or committee. The panel aims to explore discussions with the Chinese History panel, with a target group of around 25-30 senior form students.

To foster a culture of reading for learning, the panel intends to procure reading materials and reference books for students to deepen their understanding beyond subject content and learn from real-life examples. The panel's overarching goal is to enhance the learning experience of CS team members, with the CS grant supporting the expenses of their activities.

Below is the budget breakdown for the CS panel for the 2024-25 academic year:

Category	Item	Amount	Relevant strategy # (if any) in Plan	Subtotal
Reference Materials	Books for teachers (<i>note EDB's regulations for 2013/14</i> *) (i) Teaching Materials from Textbook Publishers (ii) Reference Books from Non-Textbook Publishers	2000		6000
	Books for students	2000		
	E-Learning Resources	2000		
Equipment and Furniture	IT equipment (please specify)	5000	VR Glasses service (China content)	5000
Other expenditures	Subsidy for field trips/visits/training/projects	5000		21500
	Prizes for competition/quiz/project	3000		
	Stationery	500		
	Subscription of magazines/newspapers	10000		
	Others (please specify)	3000	Part time tutor for developing L&T materials (project-based)	
	Grand Total:			32500

Plan for the Grant for Promotion of a Sports Ambience and MYPA60 in Schools

The COVID-19 pandemic has had a significant impact on the physical and mental well-being of students in Hong Kong. With prolonged school closures, remote learning, and limited access to sports and recreational activities, many students have experienced a marked decline in their overall fitness levels and healthy habits. During the pandemic, sedentary behaviors among students increased, while physical activity and participation in organized sports decreased dramatically. This concerning trend has led to a rise in issues such as obesity, muscle weakness, and poor cardiovascular health among the student population.

It is aimed to use the captioned grant to provide our school with equipment needed to comprehensively assess students' fitness levels and support them in developing lifelong healthy habits, addressing the challenges exacerbated by the pandemic.

The proposed funding allocation consists of two key components:

Body Composition Analyzer: The majority of the funding, approximately \$100,000, will be allocated towards the procurement of a body composition analyzer. This specialized equipment will allow students to receive detailed, personalized insights into their body composition, including measurements of body fat percentage, muscle mass, bone density, and other key health indicators. By equipping this advanced assessment tool, students will gain a deeper understanding of their current health status and be empowered to make informed decisions about their fitness and nutrition goals. This heightened awareness of their body condition will cultivate a stronger desire among students to get fit and improve their overall health.

Sports Program: The remaining funding will be allocated to the Sports Program, a series of mandatory sports classes for all F.1 students, as well as free participation for students in F.2 to F.6. These sports classes will be led by qualified sports coaches and will introduce students to a diverse range of sports activities. Each sports class will last for one term, allowing students to try up to two different sports within the first year of their study in WYK. It aims to help students find activities they genuinely enjoy and are motivated to continue practicing, thereby developing lifelong exercise habits.

By the end of the year, we expect to see improvement in students' overall fitness levels, as measured by the body composition analyzer. Additionally, we anticipate a positive shift in student attitudes and habits towards regular sports participation. By enhancing

awareness of students' personalized health status and providing opportunity of exploring a diverse range of sports that may spark students' interest and passion, it will enable WYK to create a culture that prioritizes and supports student fitness, ultimately helping them develop lifelong healthy habits and address the challenges posed by the pandemic.

文化交流小組中華文化沉浸活動計劃 2024-2028 (國家歷史及中華文化體驗跨境交流團計劃)

為配合國家的最新發展和學校課程，文化交流小組計劃以不同主題的內地交流計劃，讓學生從多角度親身體會國家不同方面的發展，鞏固和深化課堂學習，以加深學生對國家及國情的認識，提升國民身份認同。

年度	級別	日數	地點	行程	目的	日期	負責老師	成效指標	資助
2024-2028	中一全級	1-2天	深圳、澳門或大灣區城市	教育局行程安排或加入校本元素行程	加深學生認識中國歷史，尊重、珍視和傳承中華文化，培養對國家、民族及國民身份的認同。	長假期或試後活動	文化交流小組負責老師及班主任	學生撰寫反思、問卷調查、周會分享、張貼報告板	中華文化體驗活動津貼
2025-2028	中二全級	2-3天	廣州、澳門或大灣區城市	教育局行程安排或加入校本元素行程	加深學生認識中國歷史，尊重、珍視和傳承中華文化，培養對國家、民族及國民身份的認同。	長假期或試後活動	文化交流小組負責老師及班主任	學生撰寫反思、問卷調查、周會分享、張貼報告板	中華文化體驗活動津貼
2026-2028	中三全級	3-4天	上海及附近城市	教育局行程安排或加入校本元素行程	加深學生認識中國歷史，尊重、珍視和傳承中華文化，培養對國家、民族及國民身份的認同。	長假期或試後活動	文化交流小組負責老師及班主任	學生撰寫反思、問卷調查、周會分享、張貼報告板	中華文化體驗活動津貼
2027-2028	中四全級	4-5天	北京及附近城市	教育局行程安排或加入校本元素行程	加深學生認識中國歷史，尊重、珍視和傳承中華文化，培養對國家、民族及國民身份的認同。	長假期或試後活動	文化交流小組負責老師及班主任	學生撰寫反思、問卷調查、周會分享、張貼報告板	中華文化體驗活動津貼

Wah Yan College, Kowloon**Plan on the Use of One-off Grant on Parent Education (Secondary)**

Area	Objectives	Success Criteria	Method of Evaluation	Proposed Period/ Date of the Expenditure	Estimated Expenditure
Organising structural or thematic parent education programmes	-Enhance parents' understanding of adolescent development and knowledge on mental well-being and psychological growth.	-Participants agree that knowledge about adolescent development is increased and willing to apply the knowledge to support the personal growth and well-being of their sons Parents agree that they can better understand their roles in home-school partnership for supporting the adolescents' development and can be equipped with the knowledge, skills and attitudes related to home-school co-operation and communication after joining the programmes	-Feedback and evaluation form from parents	Sept 2024-Aug 2025	\$20000
Organizing school-based parent education	-enhance parents' physical and psychological well-being	Stress management skills and self-care strategies can be acquired which help to	-Feedback and evaluation form from parents	Sept 2024-Aug 2025	\$10000

relating to the "Positive Parent Campaign"		facilitate self-compassion and parental well-being. Better communication within the family which foster a healthy, supportive family environment.			
---	--	--	--	--	--

Estimated Expenditure for the 2024/25 school year: \$30000

Estimated balance brought forward for the 2025/26 school year: \$17000