



**Wah Yan College, Kowloon
School Report**

2023/2024

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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 863 students. The School does not have a primary school or a "feeder" primary school.

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

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

As a Jesuit school, the school's mission is to nurture students to be Men of Human Excellence, possessing attributes such as competence, commitment, compassion and conscience. We have small class arrangements in particular forms aiming to reduce the class size to not more than 32 in senior secondary. In specific main subjects at the junior secondary level, the class size ranges from 16 to 24 to cater for learner diversity. Senior secondary students are expected to take at least three electives from Secondary Four onwards. A standard-referencing framework

is adopted in internal assessment reporting in senior secondary, with levels and level descriptors. Values-focused Formation classes for Catholic and non-Catholic students run through all levels.

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

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

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

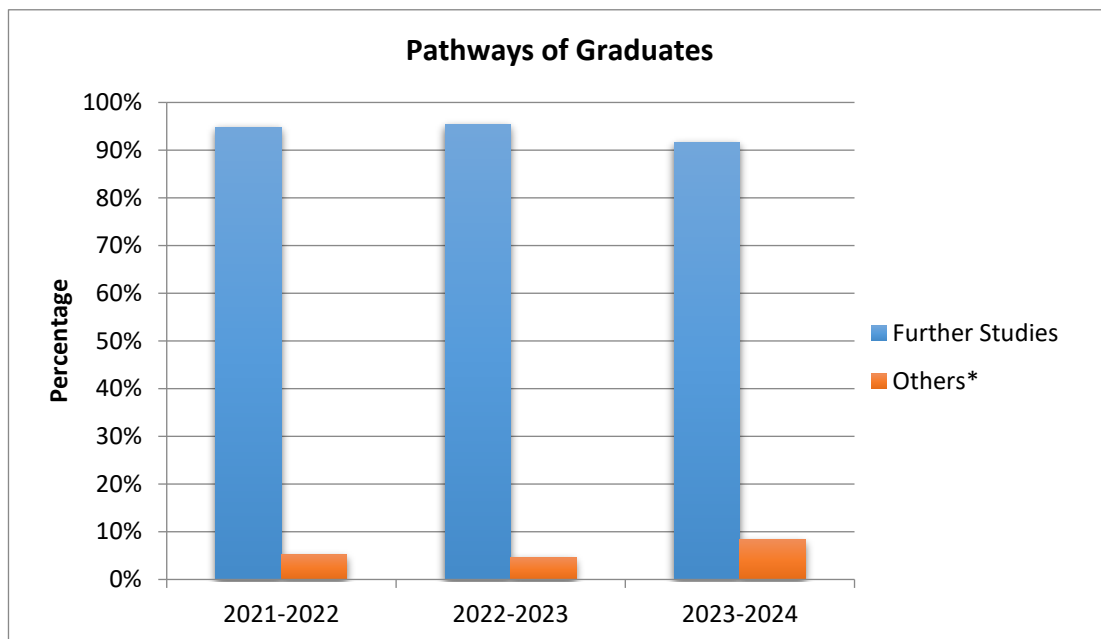
1.3.2 Our Students

i) Number of Operating Classes and Students

Level	2022-23		2023-2024	
	No. of Classes	Total Enrollment	No. of Classes	Total Enrollment
Secondary 1	5	164	5	162
Secondary 2	5	154	5	155
Secondary 3	5	117	5	143
Secondary 4	5	152	5	137
Secondary 5	5	123	5	146
Secondary 6	5	126	5	120
Total	30	836	30	863

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

ii) Pathways of Graduates

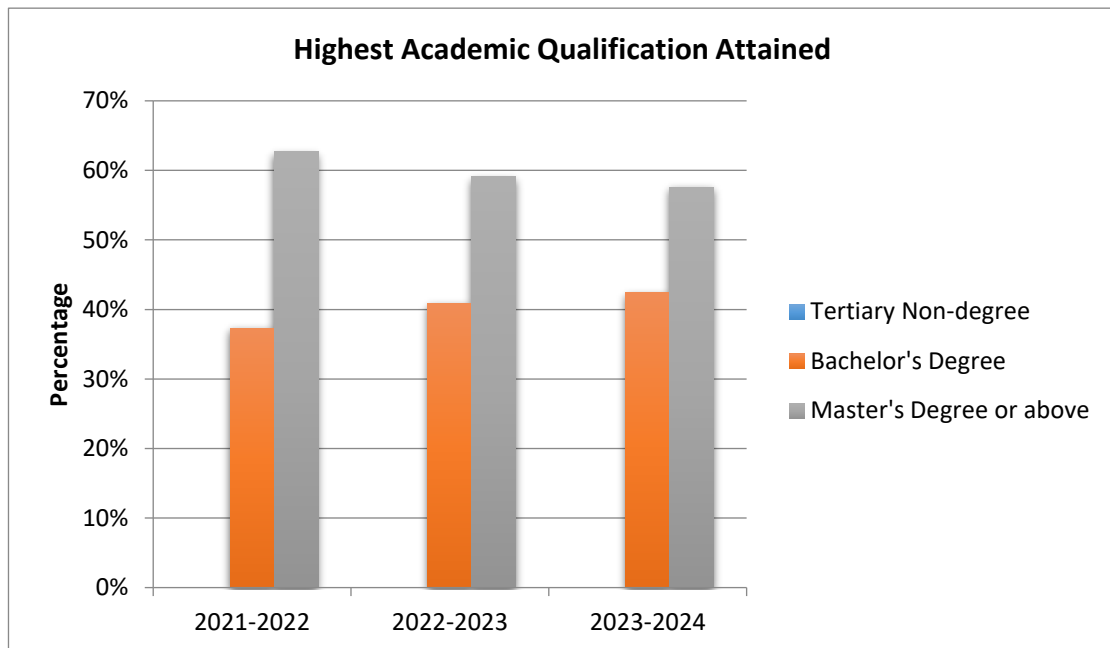


* No information provided by graduates

1.3.3 Our Teachers

i) Teachers' Qualifications

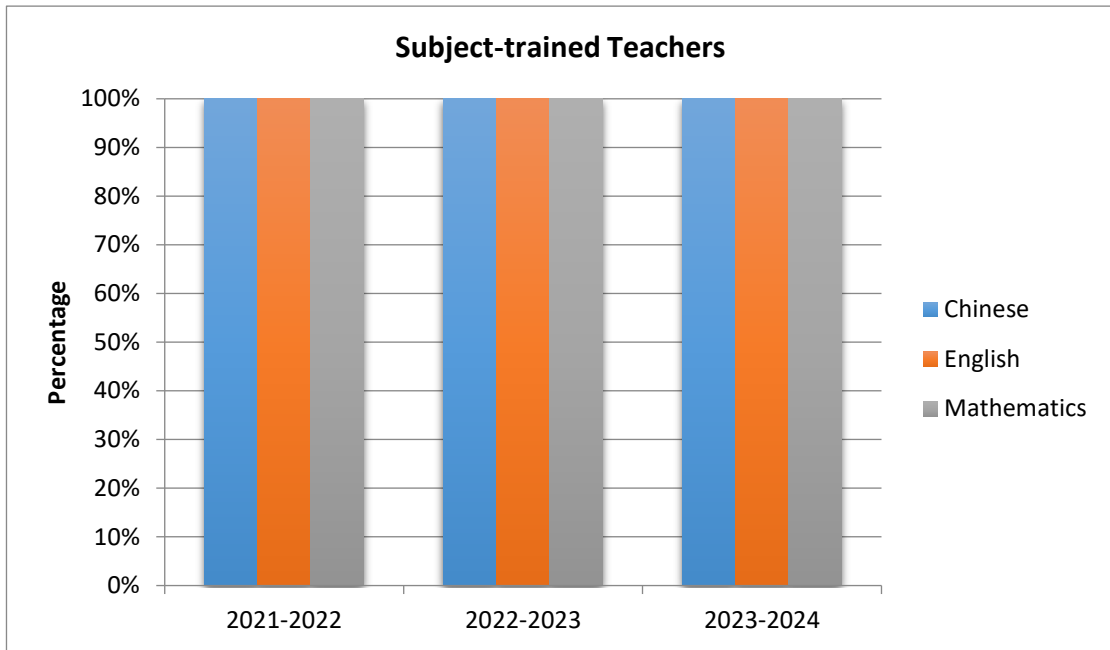
a) Highest Academic Qualification Attained



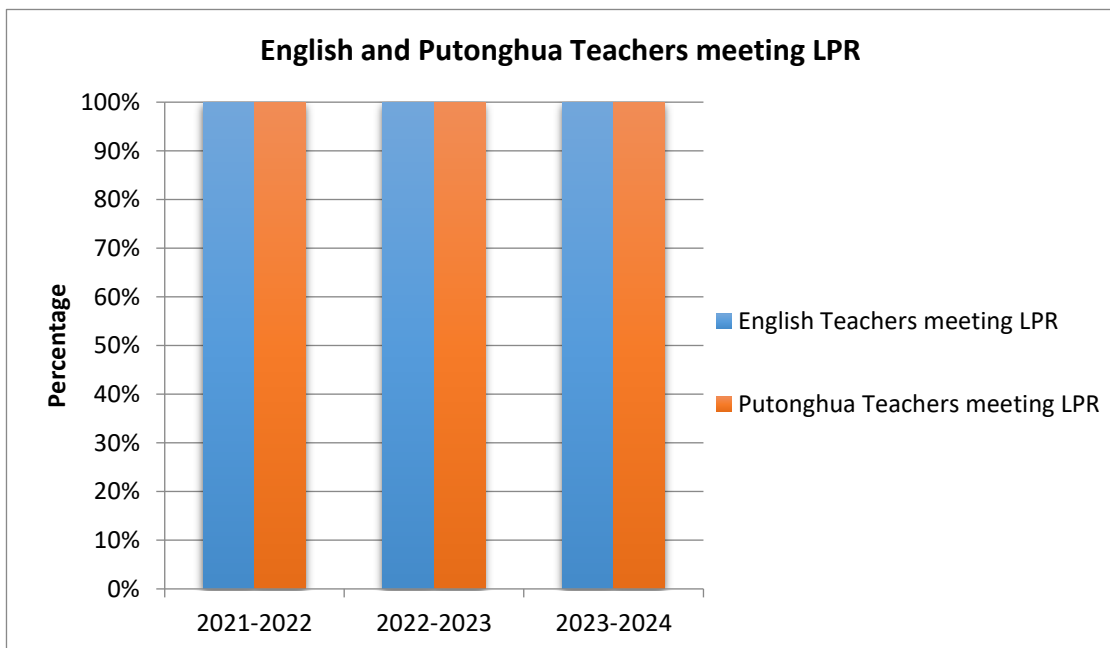
b) Professional Training



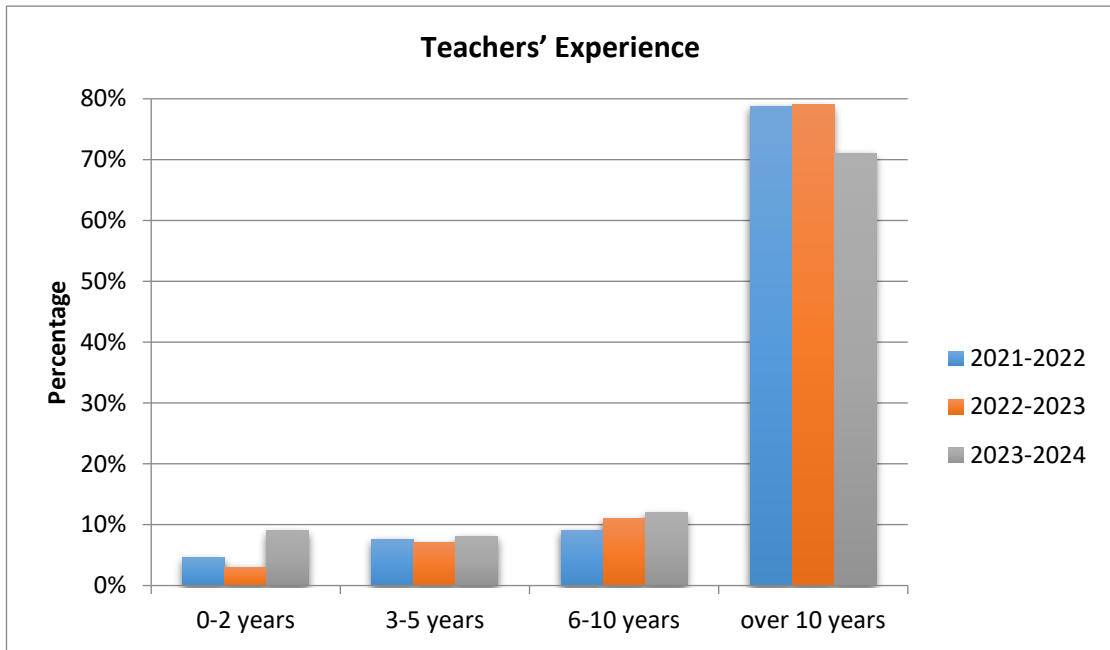
c) Subject-trained Teachers



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	✓	✓	✓	✓	✓	✓
English Language Arts		✓	✓			
Citizenship & Social Development				✓		
Mathematics / Mathematics (Core) (DSE)	✓	✓	✓	✓	✓	✓
Mathematics (Extended Part M1/M2) (DSE)				✓	✓	✓
Integrated Science	✓	✓				
Integrated Science (Biology) / Biology (DSE)			✓	✓	✓	✓
Integrated Science (Chemistry) / Chemistry (DSE)			✓	✓	✓	✓
Integrated Science (Physics) / Physics (DSE)			✓	✓	✓	✓
Chinese History / Chinese History (DSE)	✓	✓	✓	✓	✓	✓
Economics (DSE)				✓	✓	✓
Geography / Geography (DSE)	✓	✓	✓	✓	✓	✓
History / History (DSE)	✓	✓	✓	✓	✓	✓
Computer Literacy	✓	✓	✓			
Information and Communication Technology (DSE)				✓	✓	✓
Business, Accounting and Financial Studies (DSE)				✓	✓	✓
Ethics and Religious Education	✓	✓	✓	✓		
Music / Music (DSE)	✓	✓	✓	✓	✓	✓
Visual Arts / Visual Arts (DSE)	✓	✓	✓	✓	✓	✓
Physical Education	✓	✓	✓	✓	✓	✓
Vision In Action				✓	✓	
Formation (Form Teacher Period)	✓	✓	✓	✓	✓	✓

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

Key Learning Area	Junior Form	Senior Form
	Percentage (%)	
Chinese Language	18.2	15.2
English Language	20.5	15.2
Mathematics	15.2	14.4
Citizenship & Social Development/ Citizenship, Economics and Society	--	8.3
PSHE	18.9	34.1
Science	10.6	
Technology	4.5	
Arts	7.6	
PE	4.5	4.5
Others	--	8.3
Total =	100	100

Chapter 2 Achievements and Reflection on Major Concerns

Major Concern 1: Enhance students 21st Century core competencies

Achievements

- Projects were arranged by different subject panels to help enhance the core competencies of the students so that they could acquire and develop different skills like communication, creativity, critical thinking, presentation, problem solving skills, etc.
- The projects arranged by different subject panels included the SDL projects, STEM projects, case analysis, etc. Some panels might also make certain modifications to their assessment tasks which would incorporate elements of research, literature review, data collection, data processing, data analysis, problem-solving, etc.
- Students would be expected to study some real-life problems in these projects and assessments. Through studying these real-life problems and proposing solutions, different generic skills of our students would be enhanced and polished.
- Some academic panels like the Chinese Language panel arranged workshops to stretch the potential of some talented students in writing.
- The VIA in the senior secondary is a learning experience which involved problem-solving elements like design thinking. Students were given opportunities to study authentic problems and come up with solutions through applying different types of generic skills.
- The Stakeholder Survey findings indicated that 80% of our teachers arrange different learning experiences for our students which involved discussion and presentations, etc., to provide them with opportunities to share their insights and observations about different real-life issues.
- Observations made by different panels found that many of our students could complete the project tasks required, which illustrate the students' mastery of different skills. The stronger students, in particular, were able to propose workable solutions to different problems and refine their original proposals with reference to the feedback of their teachers.

Reflection

- While the arrangement of project tasks was an important teaching and learning experience to help students acquire the necessary generic skills of core competencies, teachers need to address the problem of limited teaching time and strike a good balance between the completion of teaching syllabi and the guidance of project work.
- Encouraging our students to participate in external competitions that aim at nurturing students' core competencies through studying different real-life scenarios and suggest feasible solutions to address these problems. Participating in external contests may also encourage the students to work hard on the issues they work on with the desire to perform well in competitions and strike for excellence.
- More efforts can be made to promote cross-curricular collaboration in arranging project

studies or in assessments.

Feedback and Follow-up

- We may capitalize upon the opportunities brought about by the centennial celebration to promote cross-curricular collaboration in enhancing students' core competencies, enabling them to acquire and construct knowledge through a study of the issues that may impact on students' daily lives at personal, community, national and global levels. Cross-curricular learning tasks can be developed and prepared to promote collaboration among different subject panels and committees.
- Cross-curricular cooperation to enhance the reading atmosphere at school can also be enhanced which may develop our students into self-directed learners who are capable of constructing knowledge through reading and apply the knowledge constructed to real-life situations to benefit the community, nation and even the world, our common home.

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

Achievements

Foster Jesuit Values to be open to Life-long Growth (Reflection, Self-acceptance and Positivity, Curiosity and Creativity, Freedom and Self-discipline, Participation and Responsibility)

- Coordinate with some subject departments and functional committees and class teachers for the promotion of the new values education framework. Subject panels like Chinese, English, Economic, Ethics and Religious Education, Integrated Science and Music; Functional committees like Gifted Education, Guidance, House, STEAM, Values Education, Geography and conservancy and Music have tried try to implement the above values in lessons and assess students with the set of assessment criteria and performance indicators. The Discipline committee paid efforts in the junior forms (S1 to S3) in upholding “rights and responsibility” in the use of mobile gadgets inside school campus, whereas the Guidance committee held different adventure-based activities to enhance the growth of “self-acceptance and positivity”.
- Students' self-acceptance levels are generally positive in interpersonal relationship and self-concept, though emotional stability is still a concern in the stakeholders' survey.
- The Graduate Jesuit Profile -Open to life- Long Growth was incorporated into the scheme

of work of different subject departments. The 3 focused values (Reflection, Self-acceptance and Positivity, Freedom and Self-discipline) were included in their lesson designs at different levels.

- A staff development program was held about the whole-school approach to Values Education and the assessment criteria were illustrated in preparing for the whole school implementation in the coming year.

Support students to reach their potential and be leaders in service.

- Lessons on Vision In Action (VIA) was for S.4 and S.5 students and social service is one of the modules to develop students' compassion and the spirit of men for and with others. Services for the primary students (Grassroots level), visit the street cleaners, the elderlies and families living in the cubical flats were conducted in different classes for both levels.
- Different Adventure-based programs were held for S2-S4, like in Wong Yi Chau Youth Camp and overnight training for the students. The aim was to guide the students to build their stamina to overcome challenges and enhance their self-esteem and interpersonal skills. They learn how to cooperate with others and develop their leadership skills through challenging activities.

Strengthen students' national identity and global awareness to be committed global citizens.

- -S.2 to S5 Students were encouraged students to enroll for the 紀念改革開放 45 周年知識競賽. It helped to deepen their understanding of history and our motherland.
- An activity called "Legacy in Science" was held on the National Security Education Day. It was a collaboration with committees in the Students' Affairs Committee" to arouse students' awareness of the soft power in China and enhance their sense of national and global identity.
- Various assemblies and programs were held in schools to cultivate national identity and environmental awareness among students. These initiatives aimed to broaden students' understanding of their role as global citizens, emphasizing the interconnectedness of local and global issues, and the importance of developing a sense of responsibility towards their communities and the planet.

Reflection

Foster Jesuit Values to be go for “Open to Life-long Growth” (Reflection, Self-acceptance and Positivity, Curiosity and Creativity, Freedom and Self-discipline, Participation and Responsibility)

Certain subject panels and committees have been proactive in adopting the new framework and performance indicators, demonstrating teachers' dedication to students' values development. However, the implementation of this new approach is constrained by the time limitation and through understanding faced by teachers. Addressing these 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.

Support students to reach their potential and be leaders in service.

The service-learning activities generated enthusiasm among students, who engaged in valuable sharing afterwards. However, both the preparation and execution phases felt rushed. The adventure-based activities were meaningful, inspiring cooperation and resilience skills for students across levels. To maximize the benefits, the scheduling of these activities should be adjusted to avoid conflicts with regular class time.

Strengthen students' national identity and global awareness to be committed global citizens.

Teachers in Chinese History and Citizenship and Social Development actively encourage students to participate in competitions, providing them with greater exposure and fostering their understanding of national identity. Committees and panels are also encouraged to join more activities and competitions, expanding the learning opportunities. Surveys have shown that students have a positive attitude towards national identity, understanding their rights and responsibilities, and expressing pride in their motherland.

The schedules of tests and teaching during the terms constrain teachers' ability to engage in supplementary activities and closely monitor students' progress. Optimizing workloads and providing support will be essential to enable teachers to fully implement the planned programs.

Feedback and Follow-up

- An evaluation process is planned to assess the effectiveness of the existing programs and the feasibility of the new set of assessment criteria and performance indicators in the new values framework. This evaluation will help ensure that the programs are well-aligned with the desired outcomes and can be effectively implemented.
- The reframed Values Education framework, local exchange programs, and the cultivation of an integrated education campus are some of the key initiatives that will be expanded upon. These programs aim to deepen students' appreciation of positive values and attitudes, as well as their respect for the pluralism and diversity within society. By fostering these qualities, the school hopes to equip students with the necessary skills and mindset to thrive as responsible and engaged global citizens.
- The integration of these programs, coupled with the evaluation and refinement process, demonstrates the school commitment to continually evolving and enhancing the learning experience for students, hoping they can prepare for the new challenges.

Chapter 3 Our Support for Students' Development

The COVID-19 pandemic has had a significant impact on the attitudes and behaviors of students at all levels. For many junior students, the past three years of disrupted schooling have left a noticeable mark.

During the periods of remote and hybrid learning, these younger students experienced a severe lack of in-person social interaction and interpersonal communication. As a result, they now struggle to control their emotions and follow instructions in the traditional classroom setting. The prolonged isolation has led to an over-reliance on electronic devices, with many junior students exhibiting addictive behaviors when it comes to smartphones, tablets, and computers.

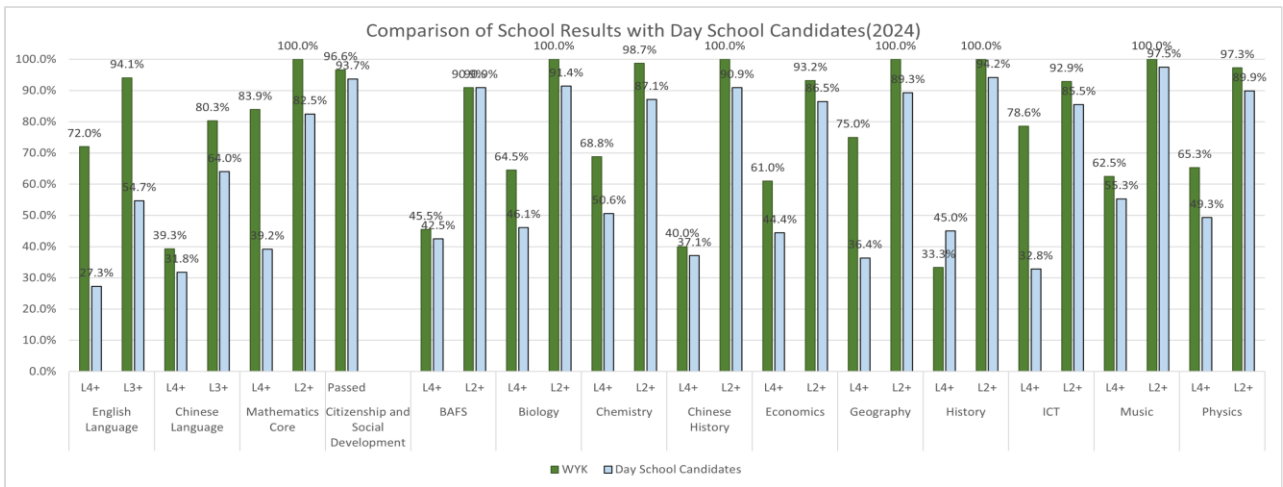
To help these students readjust, schools have implemented multi-pronged support systems. Class teachers work closely with students to re-establish routines and provide social-emotional learning. Social workers and school psychologists offer counseling and coping strategies to address the mental health challenges many junior students are facing. The goal is to help them regain the skills and self-regulation needed to thrive in an academic environment.

In contrast, senior students have demonstrated a greater eagerness to resume the vibrant school life they experienced before the pandemic. With the return of activities, clubs, and exchange programs, these older students are excited to fully re-engage with their peers and the broader school community. However, even for this group, challenges remain. Stakeholder surveys have revealed that many senior students still struggle to effectively manage their emotions and behaviors after the prolonged disruptions.

Overall, the COVID-19 pandemic has left a lasting impact on students of all ages. While junior students grapple with the social and emotional fallout, senior students are working to reclaim the rich school experiences they once knew. Across the board, schools are committed to providing the necessary support and resources to help all students successfully navigate this transitional period.

3.1 Academic Performance

3.1.1 Hong Kong Diploma of Secondary Education Examination 2024



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.

119 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 16.2% and 64.6% respectively in all subjects.

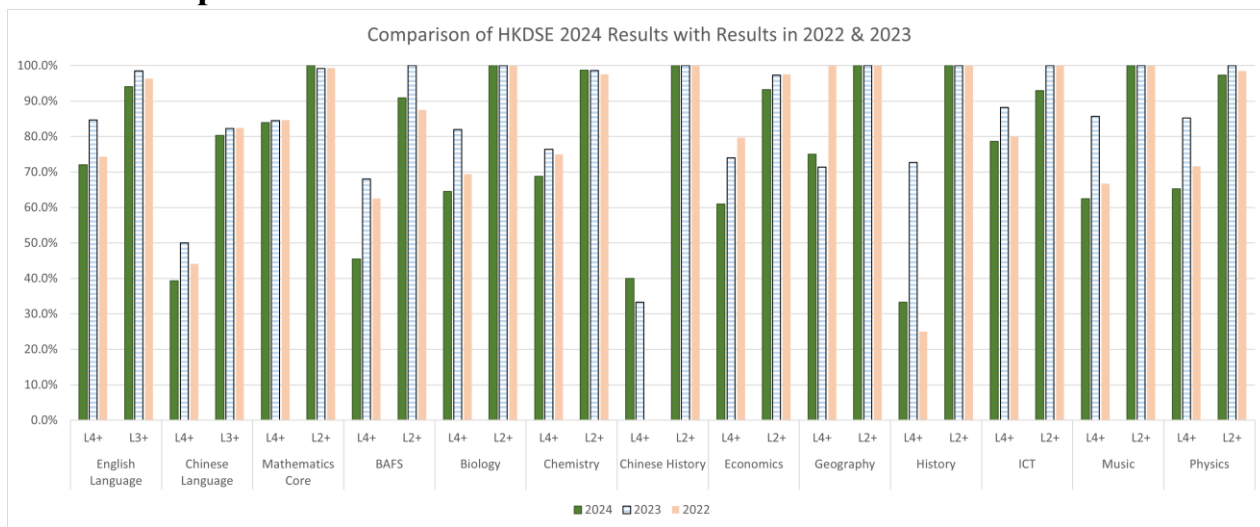
On average, this year each student attained Level 5* or above in 0.9 subjects compared with 1.6 subjects last year. Seven students achieved Level 5** in two or more subjects. **The Top Scholar is WONG Tsz Him Jason (6W), who attained Level 5** in FOUR subjects and Level 5* in ONE subject, and in addition 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, 72.0% of our students got Level 4 or above in English, compared to 27.3% for day school candidates. With further analysis, 94.1% of our students attained Level 3 or above in English, while only 54.7% of the day school candidates could get the same results. The percentage of our students attaining Level 3 in Chinese is 80.3%, Level 3 in English is 96.5%, and Level 2 in Mathematics is 100% and a pass in Citizenship and Social Development is 96.6%.

In Mathematics Compulsory Part, 83.9% of our students got Level 4 or above in the subject, and the territory figure was 39.2%. Level 2 or above figures were 100% (our school) to 82.5% (day school). In Citizenship and Social Development, 96.6% of our students could attain a Pass, while the territory figure was 93.7%. In Chinese Language, our students' performance is also better than day school candidates. 80.3% of our students get level 3 or above in Chinese Language. 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 lower this year, which amount to 30 compared to 81 last year.

3.1.2 Comparison of HKDSE 2024 Results with the Results in 2022 & 2023



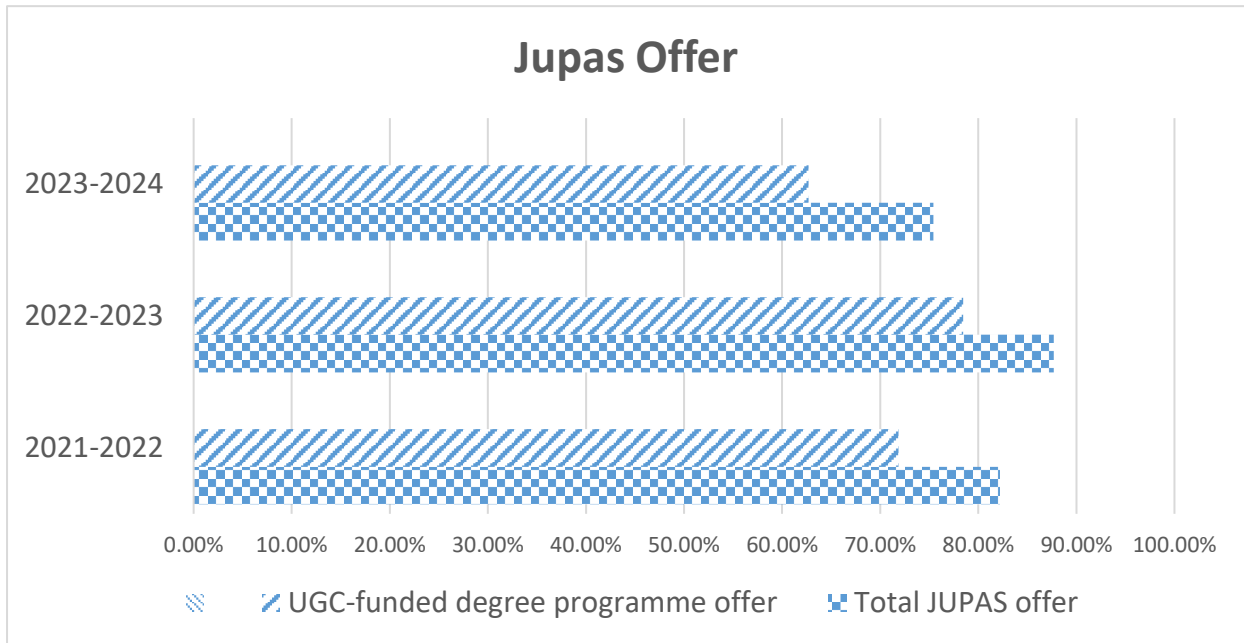
The chart above excludes statistics for electives with fewer than five students on average in the past five years and the extended modules of Mathematics, which are not considered electives.

This year, the JUPAS offer rate was 75.4%, which was slightly lower than 87.7% in 2023.

In the four core subjects, the performance of our students in the HKDSE was satisfactory this year. Around 51% of our students attained Level 5 or above in Mathematics. Around 80% of our students have level 3 or above in Chinese Language, while 94% of our students get level 3 or above in English Language. More than 96% of Wahyanites achieved a pass in Citizenship and Social Development.

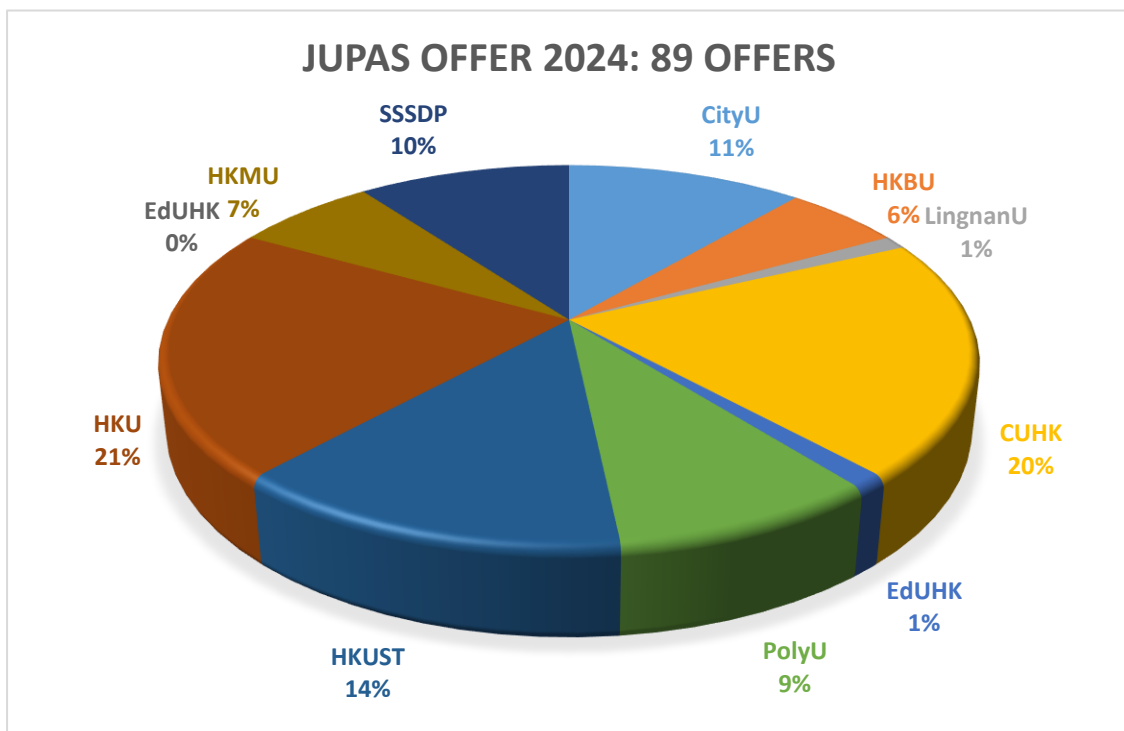
All subjects showed a decrease in the percentage of students attaining Level 5 or above in 2024 compared to 2023.

3.1.3 JUPAS 2024



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

118 students applied for Joint University Programmes Admissions System (JUPAS). **This year, the JUPAS offer rate was 75.42%; 7 students have been admitted to local medical schools and 1 student has been admitted to HKU law school.**



This year, Wahyanites perform satisfactorily in the public examinations; the percentage of students admitted to the top three universities is 41.5%.

3.2 Non-academic performance

Scholarships	Awardee(s)
Chan Kwun Wang Sport Scholarship	2
Cheng Sheung Hong, Kevin Memorial Scholarship	3
Fr. H. Naylor, S.J. Scholarship	1
Fong Ming Shan Memorial Scholarship for Students' Association Leadership in School	1
Vivian Fong Memorial Scholarship for Head Prefect	1
Human Excellence Scholarship	5
Ms Tai Man Kei Christina Memorial Scholarship	4
Mr John Lo Educational Scholarship ⁶	6
Mrs Fung Chan Yun Hing Scholarship	2
WYK 1994 Scholarship	6

English Language

The 75 th Hong Kong Schools Speech Festival Choral Speaking Public Speaking Solo Solo Prose Reading Dramatic Duologue	Champion Champion Champion 1st Runner-up 2nd Runner-up 1 st Runner-up
Battle of the Books 2024 (Modified Secondary)	2 nd Runner-up
The HKFYG English Public Speaking Contest 2024	Semi-Finalist
The 16th English Radio Drama Competition	Semi-Finalist

Chinese

第 75 屆香港學校朗誦節 香港朗誦節初中普通話散文獨誦	冠軍
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Mathematics

Thailand International Mathematical Olympiad (TIMO)	Gold Award Silver Award
The Hong Kong Mathematical High Achievers Selection Contest 2023-2024	First Prize Second Prize 團體賽首十名最佳成績
Canadian Senior and Intermediate Mathematics Contests 2023	Distinction
2024 亞洲國際數學奧林匹克公開賽 (AIMO Open) 初賽	Gold Award Silver Award Bronze Award
Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools	Bronze Award
「華夏盃」全國數學奧林匹克邀請賽 2024 (香港賽區) 初賽	中三級團體總冠軍 中學團體季軍 一等獎 二等獎 三等獎
「華夏盃」全國數學奧林匹克邀請賽 2024	特等獎 (中三級前三名)
「華夏盃」全國數學奧林匹克邀請賽 2024 全國總決賽	一等獎 二等獎 三等獎
2024 年香港華羅庚金杯少年數學邀請賽 (決賽)	中學組團體冠軍 中一組冠軍 中二組亞軍 中一組銀牌 中二組銀牌
Mathematics Project Competition for Secondary Schools 2023/24	Champion
Creative Infographic Design Competition on Applications of Mathematics for Primary and Secondary Schools 2023/24	Gold Award
International Mathematical Olympiad Preliminary Selection Contest - Hong Kong 2024	Bronze Award

Citizenship and Social Development

「認識憲法、《基本法》 - 與法治同行」善德基金會全港中學校 際演講比賽 2024	優秀表現獎
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STEAM

Hong Kong Secondary Schools Software Development Invitational Contest (Hong Kong Association for Computer Education)	Gold, Silver, Bronze Award
International Junior Science Olympiad (By Hong Kong Academy of Gifted Education)	2nd, 3rd Class Honours
National Olympiad in Informatics in Provinces (China Computer Federation, Hong Kong Association for Computer Education)	Senior: Gold Award Silver Award Bronze Award
Asia Pacific ICT Awards	Merit (Hong Kong Representative)
Hong Kong Olympiad in Informatics (Education Bureau, Hong Kong Association for Computer Education)	Grand School Award - 2nd Runner-up Senior: Gold Award Silver Award Bronze Award
Canadian Computing Competition	Senior - Distinction with Honour Roll (Top 5%)
Youth IT Ambassador Award	Gold Award Silver Award Bronze Award
International Coding Elite Challenge – Final	Champion of HK-Macau-TW

Chinese History

「情定歷史」全港中學生網上閱讀獎勵計劃(挑戰版)	優異獎
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Chemistry

International Chemistry Quiz (ICQ)	優異獎
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Biology

International Biology Olympiad – Hong Kong Contest 2023	Bronze Award
Hong Kong Biology Literacy Award (2023-2024)	1st Class Honours 3rd Class Honours

Music

Hong Kong Youth Music Interflows - Symphony Orchestra, Wind Band - String Orchestra - Chinese Orchestra	Gold Awards Silver Award Bronze Award
Hong Kong Inter-School Choral Festival 2024 - Junior / Intermediate / Senior Boys' Choir - Junior / Intermediate / Senior Mixed Choir	Gold Awards Gold Awards
Hong Kong Schools Music Festival Secondary School Choir - Foreign Language - Boys - First Division - Senior Secondary School Choir - Foreign Language - Mixed Voice - First Division - Junior - Age 15 or under, treble voice only Graded Piano Solo - Grade Seven Graded Piano Solo - Grade Eight String Orchestra - Secondary School – Intermediate Foreign Language - Male Voice - Secondary School - Age 16 or under Secondary School Choir - Foreign Language - Mixed Voice - First Division - Senior Graded Piano Solo - Grade Five Graded Piano Solo - Grade Six Symphony Orchestra - Secondary School - Intermediate Oboe Solo - Secondary School - Senior Clarinet Solo - Secondary School - Senior Symphonic Band (Secondary) Chinese Orchestra (Secondary) Vocal Ensemble - Foreign Language - Mixed Voice - Secondary School 中學合唱團 - 中文 - 男子 - 第一組別 - 高級組 中學合唱團 - 中文 - 男子 - 第一組別 - 初級組 - 15 歲或以下，只限童聲 中學合唱團 - 中文 - 混聲 - 第一組別 - 高級組	2 nd place 3 rd place 2 nd place 1 st place 1 st place 1 st place 2 nd place 2 nd place 3 rd place 2 nd place 1 st place 2 nd place Sliver Award Silver Award 1 st place 2 nd place 3 rd place 亞軍 季軍 亞軍

Joint School Music Competition 2024	
Secondary School Ensemble (Chinese Percussion)	Bronze Award
Secondary School Ensemble (String)	Gold Award
Secondary School Group Ensemble (Chinese Instrument)	Silver Award
Secondary School Ensemble (Brass)	Gold Awards
- Brass Ensemble	Gold Award
- Trombone Quartet	Gold Award
Secondary School Group Ensemble (Singing)	Gold Award
Symphonic Band (Secondary)	Silver Award
Chinese Orchestra (Secondary)	Silver Award

Visual Arts

Grantham Visual Arts Awards 22-23 (Senior Secondary)	Scholarship
慶祝中華人民共和國成立 75 周年第二屆全港中小學中國畫比賽	中學組冠軍

Sports

All Hong Kong Inter-Secondary Schools Life Saving Competition 2023-2024	Boys' Senior Line Throw - Winner (New Record)
Inter-School Swimming Competition 2023-2024	Boys' A Grade 50m Back Stroke - 3rd Runner up
All Hong Kong Schools Jing Ying Badminton Tournament	Boys' Doubles – Champion
All Hong Kong Schools Jing Ying Table Tennis Tournament	Boys' Doubles - 2 nd Runner up
All HK Schools Jing Ying Athletics (Team) Tournament	Overall 3rd Runner-up Triple Jump Champion 4x400m Relay Champion 200m 2nd Runner-up 5000m 3rd Runner-up
22nd HKGSA School Invitational Water Polo Championships	Champion
Inter-School Cross-Country Competition 2023-2024	Boys' A Grade 4 th Runner-up
Outreach Coaching Fencing (Foil) Team Competition	Champion
Inter-School Tennis Competition Division One 2023-2024	Boys' A Grade 2nd Runner-up
Inter-School Table Tennis Competition Division One 2023-2024	Boys' Overall 2 nd Runner-up
Inter-School Football Competition (Division One)	Boys B Grade 2 nd

<p>Inter-School Volleyball Competition (Division Two - Kowloon)</p>	<p>Runner-up B Grade 2nd Runner-up C Grade 3rd Runner-up Overall 2nd Runner-up</p>
<p>Inter-School Athletics Competition (Division One)</p>	<p>Overall 3rd Runner-up</p> <p>A Grade 3rd Runner-up B Grade 3rd Runner-up C Grade 2nd Runner-up</p> <p>A Grade 100m 2nd Runner-up A Grade 200m 3rd Runner-up A Grade 400m 3rd Runner-up A Grade 5000m 3rd Runner-up</p> <p>A Grade Triple Jump Champion</p> <p>B Grade 100m 1st Runner-up B Grade 200m 1st Runner-up B Grade 100mH 1st Runner-up</p> <p>B Grade Triple Jump 1st Runner-up B Grade 4x100m Relay 3rd Runner-up</p> <p>B Grade 4x400m Relay 2nd Runner-up</p> <p>C Grade 100m Champion C Grade 200m</p>

	Champion C Grade 400m 1 st Runner-up C Grade 400m 2 nd Runner-up C Grade 100m Champion C Grade 4x100m Relay 2 nd Runner-up C Grade 4x400m Relay 1 st Runner-up
Hong Kong School Ice Hockey League Secondary School Tournament	Champion
2023-2024 Hong Kong School Ice Hockey League	Champion

Bridge

9th APBF Open Congress 2024	U21 Open (HK representative) 2nd Runner-up
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Chapter 4 Financial Summary

Financial Summary (1/9/2023-31/8/2024)

	Opening Balance (as at 1.9.2023)	Income (\$) (as at 31.8.2024)	Expenditure (\$) (as at 31.8.2024)
Government Funds and School Funds			
I. Government Funds (EOEBG)			
- Basic Baseline/ per class- IMC		2,322,117.70	
- Composite Furniture & Equipment Grant			152,551.85
- Lift Maintenance Grant			58,970.00
- School & Class Grant		1,404,029.00	3,567,695.27
- Administration Grant		4,716,414.00	5,962,216.30
- Composite Information Technology Grant		576,658.00	334,170.95
- Capacity Enhancement Grant		666,935.00	572,530.00
- Air Conditioning Grant		675,073.00	380,750.00
- School-based Management Top-up Grant		52,596.00	500.00
- School-based Speech Therapy Administration Grant		8,415.00	0.00
Sub-total		10,422,237.70	11,029,384.37
II. Government Funds (Outside EOEBG)			
Salary Grant - Teaching Staff		52,866,173.87	52,866,173.87
Salary Grant - Teaching Supporting Staff		2,470,610.90	2,470,610.90
Salary Grant - Supply Staff		67,830.00	67,830.00
Non-Teaching Provident Fund Scheme -Employer's Contribution		285,114.00	280,268.83
Committee on Home-school Co-operation Grant	22,646.84	25,978.00	25,545.13
Teacher Relief Grant	515,264.32	299,700.00	374,168.00
Teacher Relief Grant - Temporary Freezing of Teaching Post	2,460,460.45	6,163,175.19	4,793,529.77
School-based after School Learning & Support Program	68,101.50	71,400.00	69,686.00
Diversity Learning Grant - Other Programme	26,713.27	173,000.00	160,187.50
Learning Support Grant for Secondary School	187,130.77	522,241.00	572,271.00
Non Chinese Speaking – SEN Grant	59,116.25	105,191.00	65,499.00
Moral and National Education Subject Support Grant	17,537.03	0.00	0.00
Grant for the Sister School Scheme	159,955.00	162,994.00	312,474.50
Promotion of Reading Grant	56,762.17	76,064.00	92,674.77
Life Wide Learning Grant	1,294,876.96	1,483,217.00	1,753,954.56

Information Technology Staffing Support ITSS Grant	15,994.75	333,812.00	349,806.75
Enhanced Funding for Non-Chinese Speaking Students	789,689.99	858,130.00	807,455.00
Student Activities Support Grant		53,300.00	53,300.00
One-Off School-based Speech Therapy Set-Up Grant		21,038.00	0.00
One-Off Citizenship & Social Develop Grant	297,468.20	0.00	15,002.40
One-Off Mental Health at School Grant		60,000.00	22,300.00
One-Off Mental Health of Parents and Students Grant		20,000.00	0.00
One-Off Grant on Parent Education		200,000.00	0.00
One-Off Grant for Promotion Chinese Culture Immersion Activities		300,000.00	750.00
One-Off Grant for Promotion Sport Ambience & MVPA60 in School		150,000.00	0.00
QEF - Enhanced my Pledge to ACT-WYK	87,900.00	87,900.00	100,000.00
QEF - Use of IPP to Enhance English Learning & Teaching Efficiency		87,916.00	0.00
Sub-total	6,059,617.50	66,944,784.96	65,253,487.98
III. School Funds (General Funds)			
(1) Tong Fai		430,050.00	273,952.38
(2) Donations		278,288.00	8,300.00
(3) Others	4,311,362.43	1,817,163.77	1,793,925.47
(4) Wah Yan One Family Foundation	1,200,000.00	0.00	716,830.75
Sub-total	5,511,362.43	2,525,501.77	2,793,008.60
Total surplus for the school year			816,643.48
Accumulated surplus as at the end of the school year			12,387,623.41

Wah Yan College, Kowloon
Diversity Learning Grant
Evaluation Report on Other Programmes
(Other Programme - Music)
2023-24

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 • Kowloon True Light School • Methodist College • St. Paul's 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 2023 to August 2024 • 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:	\$120,000

Report of Capacity Enhancement Grant (2023-2024)

No .	Strategies	Actual Implementation Time	Achievements	Reflection & Feedback
1	Sponsor the employment of one English teacher	2023-2024	<p>The extra teachers' employment can help implement Small Class Teaching in S1-3 . 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>

Annual Report of Learning Support Grant (LSG) of Student Support Team (SST)
(2023-2024)

1. Annual Report of the Panel/Committee

Major Concern 1: Enhance students core competence

No.	Target	Strategies	Actual Implementation Time	Achievements*	Reflection*	Feedback and Follow-up*
1	To create and use one set of supplementary note for one unit in Chinese, English and Mathematics	<p>SENCo discussed with the subject teachers and panel heads about the design of the supplementary notes and how they could be used.</p> <p>SEN TA created the supplementary notes and SENCo collected comments from subject teachers to refine the design of the notes. The finalized copy was then given to subject teachers to use in the classroom.</p>	September 2023- June 2024	<ul style="list-style-type: none"> One set of supplementary note was created for one unit in Chinese, English and Mathematics respectively. More than 80% of students reflected that the supplementary notes could help them understand the topic better and easier. 	The collection of the original notes took more time than expected, but on the bright side, subject teachers provided valuable opinions about the refinement of the worksheet to make sure it is useful for students.	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.

Wah Yan College, Kowloon
Annual Report of Learning Support Grant (LSG) of Student Support Team (SST)
(2023-2024)

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

No.	Target	Strategies	Actual Implementation Time	Achievements*	Reflection*	Feedback and Follow-up*
1	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 professionals, like educational and clinical 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 	October 2023 – June 2024	<ul style="list-style-type: none"> • At least 4 parents received the aforementioned services during the academic year. SENCo arranged parents to have private consultation with their children's psychologists in order to for parents to have a more complete picture of the situation. • 75% of the parents provided positive feedback about the services provided to them. 	Instead of arranging a new professional for parents to have a private consultation, SENCo realized that it was more helpful for already-hired psychologists to see both the parents and the SEN students so that there could be more coherence between the involved parties, and more family counselling could be provided to the family.	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.

*Evaluation on the seven learning goals addressed and other aspects

Wah Yan College, Kowloon
Annual Report of Learning Support Grant (LSG) of Student Support Team (SST)
(2023-2024)

Panel/Committee-based planning or Panel/Committee routine :

No.	Target	Strategies	Actual Implementation Time	Achievements*	Reflection*	Feedback and Follow-up*
1	Employ Psychiatrist's Services (Tier 2-3)	<ul style="list-style-type: none"> to provide psychiatrists' services to students with mental illness 	September 2023- July 2024	The psychiatrists provided effective treatments to students. They regularly assessed the student's situation meticulously.	Teachers, social workers, and parents agreed that the psychiatrists were able to help students with mental illness significantly by monitoring their recovery progress and providing timely support.	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.
2	Employ Psychological services of Educational Psychologists (EP) and Clinical Psychologists (CP) (Tier 2-3)	<ul style="list-style-type: none"> to provide individual training and treatment programmes for students with SEN to pinpoint SEN 	October 2023- 31 July 2024	Most SEN students have progressed in behavior, social skills, and emotional regulation because of the intensive and effective professional support from EPs and	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	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

Wah Yan College, Kowloon
Annual Report of Learning Support Grant (LSG) of Student Support Team (SST)
(2023-2024)

No.	Target	Strategies	Actual Implementation Time	Achievements*	Reflection*	Feedback and Follow-up*
		students' weaknesses and problems in communicating with others (ASD), organizing (ADHD) and motivating themselves (MI) and provide trainings, treatments and strategies accordingly		CPs. 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.	students' behaviors and adaptability is obvious and sustainable. Parents and teachers also reflected that they had been satisfied with the service provided.	betterment of the SEN students.
3	Training Group and workshop for ASD and ADHD students (Tier 2-3)	<ul style="list-style-type: none"> to help ASD and ADHD students adapt better to the school environment by enhancing their social skills through 	November 2023- July 2024	The participation rate was quite high for all the three groups (attention training group, social-skills training group and board game group). Students were able to	The trainers are professional to help students pay attention to them during the group time, and they were able to deliver strong messages to them in a supportive	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

Wah Yan College, Kowloon

Annual Report of Learning Support Grant (LSG) of Student Support Team (SST) (2023-2024)

No.	Target	Strategies	Actual Implementation Time	Achievements*	Reflection*	Feedback and Follow-up*
		<p>organizing group activities and training for them</p>		<p>make new friends, and they were trained to develop better communication skills, like initiating conversations, making comments on others' input, etc.</p>	<p>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.</p>	<p>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.</p>
4	Employ SEN Teaching Assistant	<ul style="list-style-type: none"> to help SENCo and SENST carry out administration duties and accompany students in after-class social training groups 	September 2023-August 2024	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	She successfully built more 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. She also gave more	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

Wah Yan College, Kowloon
Annual Report of Learning Support Grant (LSG) of Student Support Team (SST)
(2023-2024)

No.	Target	Strategies	Actual Implementation Time	Achievements*	Reflection*	Feedback and Follow-up*
				about joining IEP meetings, etc	attention to Tier 2 SEN students and gave them personalized help when needed.	IEP meetings about how to give appropriate assistance to students in different social situations.

*Evaluation on the seven learning goals addressed and other aspects

Wah Yan College, Kowloon
Annual Report of Learning Support Grant (LSG) of Student Support Team (SST)
(2023-2024)

2. 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

School-based After-school Learning and Support Programmes 2023/24 s.y. School-based Grant - Programme Report

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 26 (including A. 0 CSSA recipients, B. 20 SFAS full-grant recipients and C. 6 under school's discretionary quota).

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

*Name / Type of activity	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 / Camp		8	1	90%	Whole Year	17,825.00	Questionnaire	/	/
Language Course (Japanese, German & Spanish)		4	1	100%	Whole Year	21,000.00	Questionnaire	/	/
Sports Course/ Overseas Training		8	0	90%	Whole Year	25,361.00	Questionnaire	/	/
Overseas Training & Experiential Activity		0	4	100%	22-27/3/2024 & 31/3-6/4/2024	5,500.00	Questionnaire	/	/
Total no. of activities:									
@No. of man-times	0	20	6		Total Expenses	\$69,686.00			
**Total no. of man-times	26								

Note:

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

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

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

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

C. Project Effectiveness

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

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

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

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

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

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

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

Report on the Use of the Promotion of Reading Grant

2023-2024 School Year

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)

An environment of reading is gradually being built up in school. Damaged and outdated books are continuously weeded out to make room for newer books which has increased the interest of students in borrowing books. More non-fiction English books were bought to accommodate the English SBA needs of students; the books purchased for this purpose was utilized by students because the books were current and students were more motivated to read it.

Different media is being tied into books for students to have more sources our information and to make reading more entertaining to students (e.g. Harry Potter film showing during reading week in conjunction with promoting the book). This proved effective in that students' imagination from reading the book came more alive with watching the film.

The grant is also being encouraged to be utilized by different subject panels and committees (as long as the activity is related to reading). As an example, the grant was used by the Chinese panel to help with improving reading strategies, etc. This helps panels to have more resources for students to improve reading for leisure and for assessment in relation to their subject.

A Drop Everything And Read (DEAR) Programme was also implemented for S1 and S2 students. This was done once a week every Tuesday during formation period. Students read books regularly based on their reading chart. However, the importance of this needs to be further emphasized since some students were not able to be consistent with building a reading habit.

Junior and Senior book club was also organized with another school. Students were excited to meet other students from another school and discuss the book with them. This activity is more geared to students who already like reading or more advanced students. This accommodates for their needs of more challenging tasks. However, more time between books could be more beneficial for students to better absorb the contents of the book.

We also found a programme for students that involve reading and another skill to develop. Students with leadership potential and strong English skills were signed up for a leadership programme based in the ‘Seven Habits of Highly Effective Teens’ by the Hong Kong Academy of Leadership. This programme requires students to read the book and participate in learning life and leadership skills. This workshop will commence in September (2024-2025). This was catered to higher achieving students, this had a good reception from chosen students but the result of this will be monitored in the school year 2024-2025. This encourages us to find programmes/workshops for students that incorporate reading to make the value of reading to students more holistic.

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

The strategies being implemented:

- Promoting new books in the library
 - This needs to be more consistent. Students need to be constantly reminded of the resources they have in the library. The roll out of new books needs to be quicker and it was suggested to encourage classes more to visit the library so they are more aware of the current and new resources for them to borrow.
 - Posting new books in social media need to be more consistent for students to be updated of the library resources

- WYK Reading Scheme
 - This needs to be consistently reminded to students not just through assembly and posters but also giving students a step-by-step guide on how to submit their entries. Guiding students on how to make an infographic and upload their podcast (kind of like a tutorial).

- Relating books in the library with topics students need to learn for their different subjects (e.g. English non-fiction books for English SBA).
 - This has proven to be effective because students see a sense of urgency and realize the value of the book to their subject.
 - Different subject panels are asked for their recommended resources relating to their units so that students have access to relevant information in the library.

- Incorporating reading into different activities (e.g. leadership)
 - This was effective in that students are encouraged reading without even realizing it because the activity is connected with something else. Students often find reading tedious, however if it is connected with an activity they are interested in, reading becomes manageable for them. This also teaches students the importance of reading outside the academic realm.

- DEAR Period
 - This is the first year that a DEAR period was implemented in S1 and S2 and this needs to be more monitored closely with the form teachers who are helping implement this. The significance of building a reading habit needs to be explained more to students. Some classes are doing well in that students are reading a new book every week. However some students still need reminding to get into the habit of reading during DEAR period

Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	\$42,517.40
	<input checked="" type="checkbox"/> Printed books	
	<input type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	\$11,440.00
	<input checked="" type="checkbox"/> eRead Scheme <u>Digital Subscription x 13qty South China Morning Post 1 year</u>	
	<input type="checkbox"/> Other scheme: _____	
3.	Reading Activities	\$35,431.00
	<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>Harry Potter Movie DVD</u>	\$329.42
	Total	\$89,717.82
	Unspent Balance	\$43,108.35

* Please tick the appropriate boxes or provide details.

Wah Yan College Kowloon
Report on the Use of the Student Activities Support Grant
2023/2024 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$53,300.00
B	Expenditure in the Current School Year:	\$53,300.00
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	1	\$17,587.50
Full-grant under the School Textbook Assistance Scheme	5	\$22,987.50
Meeting the school-based financially needy criteria	13	\$12,725.00 (capped at 25% of the total allocation for the school year)
Total	19	\$53,300.00

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

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Music Course	Arts (Music)	32 hrs	\$11,250.00	✓				
2	Japanese Language Course	Others, please spe	150 hrs	\$22,500.00	✓				
3	German Language Course	Others, please spe	150 hrs	\$12,900.00	✓				

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
4	Music Camp	Arts (Music)	32 hrs	\$6,650.00	✓				
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			0	\$53,300.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			0	\$53,300.00					

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

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

No.	Strategies	Actual Implementation Time	Achievement	Reflection
1.	Employment of two Assistant Chinese Language Teachers 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 assistant teachers 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.	Employment of part time teaching assistants to support teaching and learning and provide support for the learning of some CMI subjects	Whole Year	Learning aids have been developed for the NCS students.	Such support can be integrated in the Chinese lessons.
3.	Procure professional services to conduct summer intensive classes as a means to offer after-school support for Chinese learning in the senior secondary	Aug 2022	The service provider is experienced in conducting after-school tutorial classes to complement the school teaching.	Professional services can be further procured to help extend the students' learning beyond class hours
4.	After-school support for Chinese learning in the junior secondary	Whole Year	The instructor recruited is passionate in conducting after-school tutorial	The school can continue to recruit part-time instructors to help extend the students' learning of

			classes to complement the school teaching.	Chinese beyond class hours
5.	Organize activities that promote an inclusive learning environment	Feb 2024 Apr 2024	NCS students were arranged to visit the Chinese New Year Flower Market at the Victoria Park to deepen their knowledge about the Chinese traditional festivals. They were also given opportunities to introduce their cuisines and customs to local students during the Green Lunch in April.	The visit to the Chinese New Year Flower Market can be replaced by other activities introducing the traditional Chinese culture.

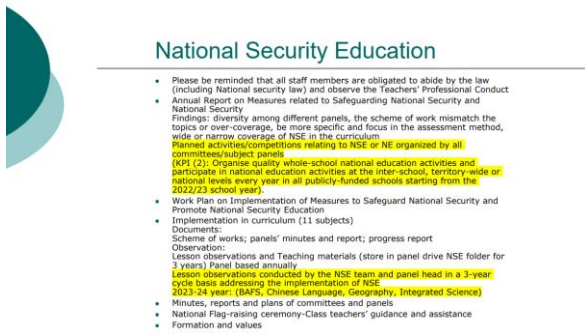
To: Chief School Development Officer (YTM)

Wah Yan College, Kowloon**2023-2024 School Year****Annual Report on Measures related to Safeguarding National Security and National Security Education**School Name: Wah Yan College, Kowloon

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
School administration	<p>(1) The 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; 	<p>The National Security Education Committee was set up to safeguard national security and promote national security education. Two meetings of the National Security Education Committee were held on 22 September 2024, and 18th March 2024 respectively 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) • National Education (Mr. CHOI Kam To) • 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 (2022-23) and the Work Plan (2023-24) for the approval and endorsement for the IMC on 26 September 2023.</p> <p>There were no cases about using the School's name to promote political views by any external organization throughout the year.</p>

	<ul style="list-style-type: none"> • 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 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>With regarding to the EDB’s School Self-evaluation checklist 2022/23 about Strengthening National Education, the committee had worked out the plan and address to the different elements in the checklist.</p> <p>Major concern in School Development Plan (2023-26) and Annual School Plan (2023-24) addressed on strengthening students’ national identity.</p> <p>Under the Major concern 2: Empower students to achieve self-actualization and become committed global citizens with Jesuit Value, one of the targets is to strengthen students’ national identity and global awareness to be committed global citizens. A whole-school approach is adopted and all committees and subject panels should plan and work under the major concern to strengthen students’ national identity.</p>	<p>The school also evaluated the works relating to NSE with the EDB’s School Self-evaluation checklist 2023/24 – “National Security: Maintaining a Safe Learning Environment Nurturing Good Citizens” (please refer to Appendix 1 for the checklist 2023/24).</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.</p> <p>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>For all school activities (both on-campus and off-campus), the Vice-Principal (ECAs) and Vice-Principal (Academics) were responsible to reinforce and monitor the appropriateness and that no activities involved acts that endanger national security was confirmed.</p>
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	<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>(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.</p> <p>(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.</p> <p>(6) 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>Starting from the academic year 2021-22, in the 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>學校有關用途的申請表格內，由2021-22學年起，在「申請租用學校設施」表格的訂約表格內，加上了國家安全法。學校將禁止其學校設施的租用，任何違反的行為均屬不獲理，恕不另行通知。 The School is obligated to ensure the proper use of school premises. All hires of school facilities should not organize activities and display words or objects that contravene the National Security Law. If these activities and behaviors breach the National Security Law, their use of school facilities will be terminated, and any good rental will be forfeited without notice.</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>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>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>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>The stock checking was completed in September 2023. 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.</p> <p>In the 2023-24 school year, there 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</p>
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	<p>(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.</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.</p> <p>The school’s existing crisis management mechanisms was reviewed regarding elements endangering national security.</p>	<p>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 completed in August 2024. The school had revised 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. National Flag and Regional Flag would be raised on each school day starting from the 2024-25 academic year.</p> <p>It was reviewed that the instant communication and role under crisis especially the frontline school personnels including discipline and guidance teachers needed to be strengthened.</p>
<p>Staff management</p>	<p>(1) In the first staff meeting 2023/24, staff members will be reminded again that they are obligated to abide by the law and observe the code of conduct acceptable by society.</p>	<p>In the 1st Staff meeting held on 23 August 2023, the work plan of NSE of the school was highlighted and the staff were reminded to observe and implement the national security education of the school.</p>  <p>Fig. 1 Powerpoint clip in the 1st Staff meeting (23 August 2023)</p>	<p>The school’s work plan on NSE (2023-24) as also included in the Teachers’ Handbook under Section 1 Introduction Item I Work Plan for National Security Education (Section 1 p.17). The Vice Principal (NSE) had specifically aroused staff members’ attention towards the EDBC No. 9/2023 concerning National Security and its guidelines and the updated specific measures (June 2023). Different panels and committees had followed up the implementation in their related subject panels or function committees in their first meeting with respect to the National Security Education.</p>

	<p>(2) When contracts are renewed or offered for staff and service providers, terms concerning the obligation to abide by the law and observe the code of conduct acceptable by society will be added.</p> <p>(3) The obligation to abide by the law and observe the code of conduct acceptable by society will be stated in the Teacher Handbook.</p> <p>(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.</p>	<p>Terms concerning the obligation to abide by the law and observe the code of conduct acceptable by society were added in contracts which were renewed and offered for staff and service providers.</p> <p>Teachers were obligated to abide by the law and observed the code of conduct acceptable by society. Different documents in the Teachers' Handbook provided guidelines for teachers in the area. These documents included 'Work Plan for National Security Education'; 'Policy on the Protection of Students and Young Adults'; 'Policy on the Prevention and Handling of Sexual Harassment'; and 'Policy on Acceptance of Advantages by Staff and School Managers'.</p>	<p>The school administrator had implemented this measure and the terms were explicitly explained and stated when staff or service providers signed the contract. Staff and service providers were well aware of the terms and the school's expectation.</p> <p>The school had clearly conveyed to all staff the school's requirements and expectations in respect of their job performance and conduct.</p>
Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
Staff training	<p>(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.</p>	<p>The Staff Development Committee had promoted and provided updated information about the different training programmes including NSL and NSE programmes.</p> <p>A Staff development programme 'Visit to Hong Kong Palace Museum' was organized on 31 May 2024 to promote staff members' appreciation of the history and culture of China. Pre-trip sharing and guided tour was presented by two experienced colleagues who have served as tour guide for the Hong Kong Palace Museum.</p>	<p>93% of the teaching staff participated the visit and the rest had joined another visit to the Hong Kong Palace Museum of the S3 students during the post exam period. The objectives of the programme were achieved to enable the staff member to understand and help them to strengthen their role in the students' activities.</p> <p>In the CPD records between 01/09/2023 – 31/04/2024, our existing colleagues had received a total of 107 (323 in year 2022-23) training hours on programmes relating to Basic Law, NSL and NSE with an average of 1.49 (4.49 in year 2022-23) hours per colleagues. There was a drop</p>

			when comparing to the number of hours of training in the previous years. 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 conducted so as to build up a database relating to the staff training regarding to NSL, NSE and Basic Law. To review an overall view of the training of our staff towards NSL, NSE and Basic Law area, an accumulative data starting from the year 2021-22 was used and the total number of training hours was 1144.2 with an average of 15.9 hours per staff.
Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
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.	<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. An updated template addressing to the enhanced school development and accountability framework with the focus of seven learning goals was modified and disseminated to the subjects panel in August 2023.</p> <p><u>(B) Basic Law & National Security Education</u></p> <p>18. Historical background of "one country, two systems", and the constitutional basis, enactment and promulgation of the Basic Law 19. Relationship between the Central Authorities and the Hong Kong Special Administrative Region 20. Interpretation and amendment of the Basic Law 21. Fundamental rights and duties of Hong Kong residents 22. Basic characteristics of the political structure of the HKSAR 23. The Basic Law and public finance 24. How the Basic Law protects the development of monetary affairs and trade in Hong Kong 25. The Basic Law and daily life 26. External affairs 27. Different Dimensions of National Security 28. National Security Law</p> <p>Fig.2 Scheme of work template</p>	The scheme of work template formed a common platform for different subject panels to indicate their teaching and learning topics related to Basic Law and National Security Education. However, the indication of the Basic Law Education and National Security Education elements in the scheme of work could not reviewed the relationship of the subject topics with the elements concerned. There were diversities in the number of topics between subject panels that were related to BL or NSE elements. The subject panels were advised to be more specific in introduction of the topics to arouse students' understanding of the BL and NSE elements.

	<p>(2) Instructions of the Education Bureau would be disseminated to the Subject panels concerned.</p> <p>Subject panels would be instructed to discuss the topics to implement national security education.</p> <p>Subject panels that have already incorporated elements of Basic Law Education in teaching and learning will continue to cover these elements and further incorporate elements of National Security Education in their curriculum. In contrast, those required to cover national security education would include these elements in their curriculum.</p> <p>The S.1-S.6 curricula of the following subjects/ Key Learning Area will include National Security Education:</p> <ol style="list-style-type: none"> 1) BAFS 2) Biology 3) Chemistry 4) Chinese Language 5) Chinese History 6) Economics 7) Geography 8) History 9) ICT 10) Integrated Science 11) Physics 	<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>Focus Lesson observations were conducted in a 3-year cycle basis with BAFS, Chinese Language, Geography and Integrated Science in 2023-24 year. The lesson observations were conducted between November 2023 to March 2024 on the four subjects with 21 teachers in total.</p>	<p>The findings were positive in general and different teachers had dedicated to promote national identity and related domains of national security on the concerned topics.</p> <p>There were diversities in the implementation and some panels needed to be more specific and gave more details in the teaching strategies and assessment method in order to achieve evidence-based evaluation of implementation of the NSE. Panel-based and Cross panels professional sharing was advised.</p>
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	<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>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>(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>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>(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</p>	<p>Different subject panels and committees had organized various learning activities for students.</p> <p>Visual Arts panel Bulletin Board Design Competition on National Security教育局「2024年國家安全齊參與」計劃 - 2024國家安全校園壁報設計比賽 - A group of S1 students participated in the competition and the artwork had been displayed in the school main corridor for 3 weeks since 17 January, 2024.</p>	<p>The approaches of “organic integration”, “natural connection”, “diversified strategies”, “mutual coordination”, “learning within and beyond the classroom”, and “whole-school participation” were adopted in providing students with diversified, appropriate and meaningful learning experiences.</p>

Palace Museum; and organising mainland exchange programmes and activities with our sister school ‘北京昌平第二中學’.

“ Fabulous China-chic” Inter-school Design Competition – organized by Association for Creative Education 「賞國潮 識國風」學界設計比賽 – 由創意教育協會主辦

The competition aimed to encourage participants to design creative images that conveyed the excellence of Chinese culture, inspired by the traditional Chinese treasures of the National Museum of China, so as to develop their aesthetic sense, creativity, and nurture their positive values and attitudes of inheriting traditional Chinese culture. There were total of 16 junior students taking part in this competition and finally 3 outstanding artworks had been submitted to the organizer.

The STEM Education Committee

The STEM Education Committee had coordinated and nominated our students to participate different activities and competitions to promote their understanding and sense of national identity through STEM education.

Events included:

2024 校際AI藝術創作大賽《數碼詠古》

- organized by the Hong Kong Association for Computer Education

13 students were nominated to participate in the competition. The students needed to use Artificial Intelligence (AI) to generate image for Chinese Poem. Students were interested and engaged in the events.

2023年大灣區青少年信息學創新大賽

Two students joined the Hong Kong team nominated by the Hong Kong Association for



Fig. 3 Participants and the bulletin board design



Fig. 4 Samples of entries



Computer Education to represented Hong Kong to participate in the above programming competition in July 2023.

全國青少年信息學奧林匹克聯賽 (National Olympiad in Informatics in Provinces; NOIP) – organized by 中國計算機學會 (China Computer Federation; CCF)

3 ICT students participated in the above the 41st National Olympiad in Informatics in Provinces in November 2023 and 2 students represented Hong Kong to join the 40th National Olympiad in Informatics in Provinces in July 2023 in Sichuan:

Student representatives from the STEM Team explained the school's STEM development to the visitors from Tsinghua University High School (清華大學附屬中學) on 31st January, 2024.

The CSD panel

The CSD panel had also organized and participated in different activities which included 「紀念改革開放45周年」知識競賽中學組, Basic Law Speech Competition 「認識憲法、《基本法》——與法治同行」全港中學校際演講比賽2024 and the VR learning activity coordinated together with the Chinese and Chinese History panels on中國北京故宮and中國北京萬里長城.

The Chinese History panel and National Education Committee (NEC)

The Chinese History panel and NEC had

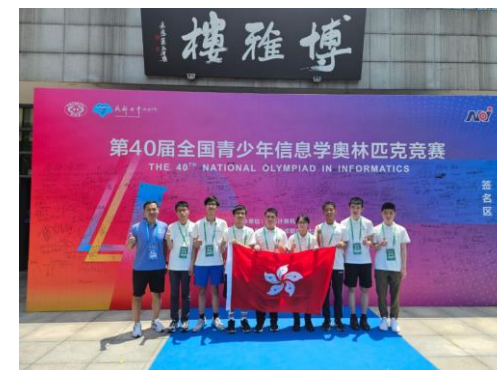
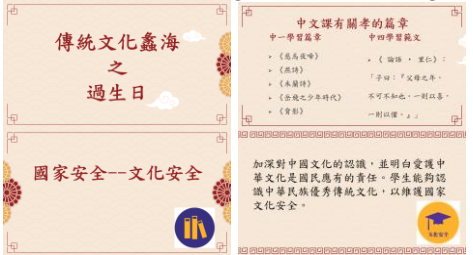



Fig. 5 Visit from Tsinghua University High School

		<p>coordinated students to participate different activities and competitions which included: 年度中國歷史人物選舉專題研習比賽 (參賽的中三同學獲得優異獎)；推薦五位中四和中五修讀中史同學參加香港故宮導賞員計劃，兩位獲選並成為正式導賞員；兩級初中同學參加「情定歷史：全港中學生網上問答比賽」，有84位同學得獎；於2024年2月參加了由教育局及嶺南大學香港與華南歷史研究部合辦的「2023/24學年全港初中中國歷史文化問答比賽」，初中有70多人參加.</p> <p>The Music Committee and the Cultural Exchange Committee had organized a Music Cultural Exchange Tour (北京音樂演出文化交流團) in Beijing from 31 March to 6 April 2024 with 36 student participants (S1 to 5). During the exchange tour, the students had visited different sites to understand the history and development of our country. There were also exchange programme in music and sports with our sister school.</p>	 <p>北京市昌平区第二中学与香港九龙华仁书院交流活动 北京昌平二中教育集团 2024-04-07 21:51 北京</p>  <p>北京市昌平区第二中学与香港九龙华仁书院交流活动</p> <p>为进一步加强内地学生与香港特别行政区中学生的文化交流，促进加深彼此了解，有效增进两地学生的友谊，2024年4月3日、4日，香港特别行政区九龙华仁书院来我校进行访问活动。</p> <p>香港九龙华仁书院与北京市昌平区第二中学于2017年签署缔结为姊妹学校，上次交流活动早在2018年3月在昌平区第二中学政府街校区成功举办。为持续贯彻可持续发展精神，昌平区第二中学与香港九龙华仁书院于本月初进行了第二次交流活动，并获得圆满成功。</p> <p>4月3日下午，北京市昌平二中德育校长李继阳就香港九龙华仁书院的到来致欢迎词，并对两校未来继续交流、推动两校教育事业持续发展发出期许。随后李校长与华仁书院校长互赠纪念旗，代表缔结常在、校际友谊长存。</p> <p>Fig. 6 Visit to Sister school 北京市昌平区第二中學</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</p>	<p>A seminar was held by the Discipline committee and the Hong Kong Police Force -Cyber Security and Technology Crime Bureau (CSTCB) on 5 October 2023 for Senior form students (S5 to S6) on the topics of ‘Talk on Internet Safety and being a law-abiding citizen’. 2 alumni who had served in the Hong Kong Police Force came back to share with</p>	<p>Similar seminar should be arranged in the coming academic year.</p>

	<p>participating in risky or illegal activities.</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>our current students. The seminar was successfully held with interaction and the students were engaged in the seminar.</p> <p>An assembly with the theme ‘Together we go Magis - Chinese’ (14 March, 2024) was conducted to facilitate the formation of our students’ national identity with understanding of the Chinese culture and history and the importance of the National security (please refer to following extracts for the materials in the presentation).</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 15 April 2024 to help our students attained the proper attitude and understanding for the National Security for the National Education Day. Formation materials of other themes like Chinese New Year, Together we go Magis, Public Morality and Nurturing Good Habits 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 timely 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’.</p>	<p>Students were engaged in the sharing.</p>  <p>Fig.7 Extracts of the Assembly’s presentation</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.</p> <p>Both the Discipline and Guidance committees had good awareness to the mechanism and approach in guiding our students to observe the positive values.</p>
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	<p>(4) Connect and organise activities with the Sister school in mainland</p> <p>(5) Planned event calendar for NSE</p>	<p>For the Guidance Committee, there was 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>	
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 such as Growth Mindsets conducted by the school's education psychologist and social workers on 23 September 2023 and 11 May 2024. Another talk with the topic of Information security was organized by the Parents' Association on 13 July 2024 to arouse parents' understanding of National security.</p>	<p>Organize home-school cooperation activities such as 文化古蹟本地遊 on 20 January 2024 that included Chinese culture to assist parents in helping children understand the spirit of enacting the National Security Law rationally and positively.</p>  <p>Fig. 8 Photos of the visit and talk</p>
Others	<p>Promoting NSE and NSL in other aspects.</p>	<p>Union Day 2024 and National Education Day 2024</p> <p>Two whole-school events were organized on 7 February 2024 and 15 April 2024 respectively. The Union Day 2024 was a traditional event of the school which was held on the date before the Lunar New Year to promote Chinese culture. There were stalls and performance to promote National Security, Chinese Culture and History. This year the school had invited Z Shaolin Martial Arts to demonstrate and promote Chinese martial arts in the</p>	<p>The two whole-school events were successfully held which engaged all students to participate. Coordination among different panels and committees were achieved.</p>

programme ‘中華少林文化推廣 – 古代十八般兵器巡演’. Also, we had invited the Hong Kong Police Force to have game booths about Safe community and Anti-Deception.

The National Education Day programme was successfully held on 15 April 2024 as a whole-school event to promote students’ identity with the focus on Science and Technology. The exhibitions, games and programmes were related to the Science development in ancient Chinese and modern Chinese. A cross-curricular activities with the Chinese Language, Chinese History, Geography and Integrated Science were designed for the Junior form S1 to 3 students. More than a hundred students participated in the games of finding Science figures of ancient Chinese and modern Chinese together with the help of over 50 teachers.



Fig.9 Photos of stalls in the Union Day

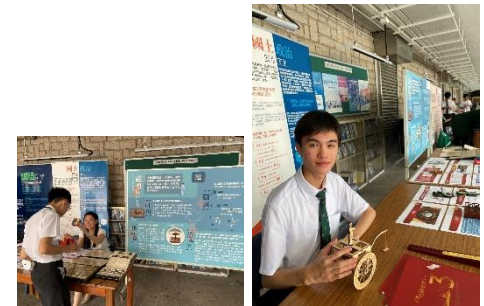


Fig.10 Photos of stalls in the NSE Day

Name of supervisor: _____ Dr. So Ying Lun

Date: _____ 30 September 2024

**National Security: Maintaining a Safe Learning Environment
Nurturing Good Citizens**

**School Self-evaluation Checklist
2023-2024 school year**

- (1) Name of School: Wah Yan College, Kowloon
- (2) School Type: ~~#Secondary school / Primary school / Special school / Kindergarten~~
- (3) Finance Type: ~~#Government / Aided / Direct Subsidy Scheme / Caput / Private / Kindergartens Joining the Kindergarten Education Scheme (Scheme KGs) / Non-Scheme KGs~~

#Please delete as appropriate

Starting from the 2022/23 school year, schools should fully implement the administrative and educational measures related to safeguarding national security and national security education. To assist schools in strengthening and stepping up the related measures, the Education Bureau has prepared the *School Self-evaluation Checklist* and provided suggestions on refinement and good practices of different areas of work for schools' reference¹. Based on the areas of work and items in the checklist, schools should review their status of implementing the related measures in the current school year, devise the work plan of the next school year, and fill in the "Progress" column according to the following situations:

- For completed items, fill in "✓";
- For items under planning (if applicable), fill in "P";
- For items yet to be planned, fill in "✖";
- Indicate the school-based measures not covered in the checklist in the "Other / supplementary information" column.

Area of work (I) Assigning a dedicated co-ordinator to lead the strategic planning of measures in relation to safeguarding national security and national education (including national security education) based on a whole-school approach (Not applicable to kindergartens)	Progress
1.1. The school has assigned a member of school management as the dedicated coordinator, and the post title of the dedicated coordinator is:	✓

¹ Special schools may adjust or adopt the appropriate strategies based on their students' situation and needs to implement the administrative and educational measures related to safeguarding national security and national security education.

	(A) Principal <u>Vice Principal</u> (B) Other school management, please specify the post title: _____ [Note: Please circle the appropriate item]	
1.2.	The dedicated co-ordinator has led various administrative and academic teams to plan the work of safeguarding national security and national education, covering different areas (such as school administration, staff management and training, learning and teaching, student guidance, discipline and support as well as home-school cooperation) of the school, and devised clear and specific objectives and work plans.	✓
1.3.	The school has devised work plans and implementation strategies of national education according to abilities, levels and needs of students of different grades.	✓
1.4.	The school has integrated the elements of national education into students' daily learning through diversified methods and learning activities.	✓
1.5.	The dedicated coordinator has ensured staff and relevant stakeholders are well-informed about the school's objectives, plans and implementation strategies in safeguarding national security and promoting national education through different channels.	✓
1.6.	The dedicated coordinator has adopted a whole-school approach to facilitate communication and collaboration among different stakeholders of the school to jointly safeguard national security and promote national education.	✓
1.7.	The dedicated coordinator has continuously arranged staff to participate in the professional development activities related to safeguarding national security and national education.	✓
1.8.	The dedicated coordinator has continuously monitored the school's situations in safeguarding national security and promoting national education (e.g. conducting regular meetings with relevant groups, reviewing the implementation of related plans, understanding the challenges they faced, and rendering timely guidance or support).	✓
1.9.	The dedicated coordinator has regularly collected qualitative and quantitative data (e.g. through methods such as observation, questionnaires and evaluation meetings) to evaluate the effectiveness of implementation of measures in relation to safeguarding national security and national education.	✓
1.10.	The dedicated coordinator has regularly reported the progress and effectiveness of their work to the Management Committees/ Incorporated Management Committees/ School Management Committees.	✓
1.11.	Other/ supplementary information (please state briefly): _____ _____	

Area of work (2) Establishing and strengthening the monitoring mechanism for reviewing and monitoring the printed and electronic learning and teaching resources		Progress
2.1.	The school has established the monitoring mechanism for regular review of the content and quality of learning and teaching resources (including the printed and electronic library collections, printed and electronic textbooks of school-based design/procured from outsider(s)/ ordered for students, teaching materials, online reading platforms, other electronic and online learning resources and test and examination papers, etc.) in various key learning areas/ subjects and inter-disciplinary teams, to ensure they do not involve contents that endanger national security.	✓
2.2.	The school has reviewed continuously and strengthened the monitoring mechanism, and enhanced school-based guidelines, to ensure that the books, publications and leaflets within the campus (including printed and electronic versions) do not involve contents that endanger national security. The school has also prohibited anyone from bringing objects to campus in contravention of the rules.	✓
2.3.	The school has regularly arranged staff to preview and check the newly-procured printed and electronic library collections.	✓
2.4.	The school has enabled all staff to be aware of and have access to the content of related monitoring mechanism and guidelines through appropriate and effective channels (such as school intranet and staff handbook) at any time.	✓
2.5.	When the school reviews the related monitoring mechanism, they will consult/ adopt/ collect the opinions of different stakeholders and ensure the related matters are effectively implemented.	✓
2.6.	Other/ supplementary information (please state briefly): _____ _____ _____	
Area of work (3) Formulating and keep reviewing the monitoring mechanism related to school premises management and organising activities		Progress
3.1.	The school has formulated and kept reviewing and refining the school-based mechanism and guidelines on school premises management, and has inspected the school premises regularly to ensure that the display of words, graffiti or objects within the campus (including school buildings, classrooms and bulletin boards, etc.) do not involve contents that endanger national security.	✓
3.2.	The school has reminded all staff regularly the ways of handling if the display of words, graffiti or objects within the campus (including school buildings, classrooms	✓


	and bulletin boards, etc.) that involve contents that endanger national security are found (such as informing the Principal, Senior Teacher(s) or member(s) of Discipline Team to conduct immediate inspection and arranging staff to remove the related words, graffiti or objects immediately).	
3.3.	The school has formulated and kept reviewing and refining the school-based mechanism and guidelines to ensure the proper use of school premises by users (including the hiring organisations). The guideline on hiring out of school premises and facilities should incorporate the clauses to inform the hiring organisations not to conduct activities involving political propaganda or endanger national security.	✓
3.4.	The school has formulated and kept reviewing and refining the school-based mechanism and guidelines to ensure that the activities organised in the name of the school and the invited parties should fulfill the schools' requirements, and the messages conveyed are consistent with the learning aims and curriculum goals in school education.	✓
3.5.	The school has arranged staff to monitor activities organised within the campus (including talks by external guest speakers, student activities organised by alumni, activities organised by parent-teacher associations, activities engaging outside instructors or outsourced organisations, etc.) to ensure that the activities do not involve acts or activities that endanger national security.	✓
3.6.	The school has formulated and kept reviewing and refining the school-based contingency measures (such as strengthening the crisis management mechanism) and guidelines to deal with acts and activities that involve elements endangering national security. This includes handling of emergencies in a timely manner and reporting the incidents to the Education Bureau as soon as possible.	✓
3.7.	The school has enabled all staff to be aware of and have access to the content of related school-based mechanism and guidelines through appropriate and effective channels (such as school intranet and staff handbook) at any time.	✓
3.8.	When the school reviews the related mechanism, they will consult/ adopt/ collect the opinions of different stakeholders and ensure the related matters are effectively implemented.	✓
3.9.	Other/ supplementary information (please state briefly): _____ _____ _____	

Area of work (4) Displaying of national flag and regional flag, and conducting national flag raising ceremony		Progress
[For kindergartens, fill in items 4.2 and 4.8; fill in other items if applicable]		
4.1.	The school has displayed the national flag on each school day, and conducted a national flag raising ceremony weekly with the national anthem played and sung in the ceremony.	✓
4.2.	The school has conducted a national flag raising ceremony with the national anthem played and sung in the ceremony on New Year's Day, HKSAR Establishment Day and National Day, or on the preceding/ following school day of the above days and important days and special occasions (such as the first day of a school year, open day, graduation ceremony, swimming gala/ sports day, school anniversary events, National Constitution Day and Chinese Culture Day, etc.).	✓
4.3.	The school has displayed the regional flag alongside the national flag if there are adequate flagpoles.	p
4.4.	The school has established the flag-guard/ uniform group responsible for conducting the national flag raising ceremony.	✓
4.5.	The school has continuously arranged students to attend training on national flag raising ceremony.	✓
4.6.	The school flag-guard has adopted Chinese-style foot drill in the national flag raising ceremony.	✓
4.7.	The school has arranged talks under the national flag after the national flag raising ceremony.	✓
4.8.	The school has established the monitoring mechanism to check regularly the national flag (and regional flag) and the parts of flagpole(s) are in good condition. The school has also checked that the position of the national flag (and regional flag) are correct after displaying the national flag (and regional flag) each time.	✓
4.9.	The school has established the clear mechanism for handling and following-up of students with disrespectful acts towards national flag, national emblem, regional flag and regional emblem.	✓
4.10.	The school has established the procedure of the recovery and disposal of the national flag (and regional flag) to ensure proper recovery and disposal of the national flag (and regional flag) after use in activities.	✓
4.11.	The school has continuously educated students on the history and spirit of the national flag, national emblem, regional flag and regional emblem, the regulation of displaying and using, and the etiquette to be followed in a flag raising ceremony.	✓

4.12	Other/ supplementary information (please state briefly): _____ _____ _____	
Area of work (5) Procurement		Progress
5.1.	The school has referred to the updated “Guidelines on Procurement Procedures in Aided Schools”/ “Guidelines on Procurement Procedures in Kindergartens” and incorporated specific clauses into the quotation/ tender documents to allow disqualification of a supplier and to terminate the contract in the interest of national security.	✓
5.2.	For contract awarded or procurement in progress before the update of “Guidelines on Procurement Procedures in Aided Schools”/ “Guidelines on Procurement Procedures in Kindergartens”, the school has reached/ will reach consensus with the contractors and incorporates supplementary clauses or signs supplementary documents to allow termination of the contract in the interest of national security after obtaining approval from the Management Committees/ Incorporated Management Committees/ School Management Committees.	✓
5.3.	Although schools are not required to conduct competitive bidding for procurement valued \$5,000 or below, the school has still taken into account the risk and potential problems of endangering national security in every stage of the procurement.	✓
5.4.	The school has established school-based mechanism to monitor the performance of the contractors in a timely manner. In case the contractor is found involving in activities that endanger national security, the school should take related action and terminate the contract.	✓
5.5.	The school has informed staff of the above-mentioned arrangement of procurement and requested staff to implement accordingly.	✓
5.6.	Other/ supplementary information (please state briefly): _____ _____ _____	
Area of work (6) Organising quality whole-school national education activities and participating in national education activities at the inter-school, territory-wide or national levels (Not applicable to kindergartens)		Progress
6.1.	The school has organised whole-school national education activities in the current school year.	

6.2.	The whole-school national education activities have been planned according to school development plan, issues of major concern or school curriculum.	✓
6.3.	The whole-school national education activities have been planned according to students' diversities, developmental needs and abilities.	✓
6.4.	The school has evaluated the whole-school national education activities through methods such as observation, worksheets, questionnaires or evaluation meetings.	✓
6.5.	The school has arranged students to participate in the following national education activities outside school (can choose more than one):	✓
	(i) national education activities at <u>inter-school level</u> . (name of activities, if any: <u>Fabulous China-chic Inter-school Design Competition; 2024 校際 AI 藝術創作大賽《數碼詠古》; 「認識憲法、《基本法》——與法治同行」全港中學校際演講比賽 2024; 「年度中國歷史人物選舉」; 「情定歷史：全港中學生網上問答比賽」</u>)	
	(ii) national education activities at <u>territory-wide level</u> . (name of activities, if any: <u>教育局「2024 年國家安全齊參與」計劃 - 2024 國家安全校園壁報設計比賽; 「紀念改革開放 45 周年」知識競賽中學組; 香港故宮導賞員計劃; 2023/24 學年全港初中中國歷史文化問答比賽</u>)	
	(iii) national education activities at <u>national level</u> . (name of activities, if any: <u>2023 年大灣區青少年信息學創新大賽; 全國青少年信息學奧林匹克聯賽; The Law Society of Hong Kong-Teen Talk 2023-24 GBA Study Tour</u>)	
6.6.	After evaluation, the school has considered that the implementation of national education activities in the current school year have achieved the expected objectives and effectiveness.	✓
6.7.	Other/ supplementary information (please state briefly): _____ _____ _____	
Area of work (7) Organising at least one activity relating to national education for parents (Not applicable to kindergartens)		Progress
7.1.	The school has organised an activity/ activities relating to national education for parents in the current school year.	✓
7.2.	The national education activity/ activities for parents has/ have been planned according to the parents' needs, with a view to enhancing their understanding of national security, facilitating them to help children understand national education in a rational and positive manner and understand parents' roles in supporting school on the work of national education.	✓

7.3.	The school has evaluated the activity/ activities through methods such as observation, questionnaire or evaluation meeting.	✓
7.4.	After evaluation, the school has considered that the activity/ activities relating to national education for parents in the current school year has/ have achieved the expected objectives and effectiveness.	✓
7.5.	Other/ supplementary information (please state briefly): _____ _____	✓
Area of work (8) Organising at least one school-based activity relating to Chinese culture (Applicable to kindergartens only)		Progress
8.1.	The school has organised school-based activity/ activities relating to Chinese culture in the current school year.	✓
8.2.	The activity/ activities enabled students to understand Chinese culture and is/are in alignment with students' diversities, developmental needs and abilities.	✓
8.3.	The school has evaluated the activity/ activities through methods such as observation, worksheets or evaluation meeting.	✓
8.4.	After evaluation, school considered that the school-based activity/ activities relating to Chinese culture organised in the current school year has/have achieved the expected objectives and effectiveness.	✓
8.5.	Other/ supplementary information (please state briefly): _____ _____ _____	

Signature of the dedicated co-ordinator: 

Name of the dedicated co-ordinator: Cheung Chun Kwok

Date: 18 - 7 - 2024

姊妹学校交流报告书

_2023 / _2024_ 学年

学校名称：	北京市昌平区第二中學		
学校类别：	中学	负责老师：	張大超

本学年已与以下内地姊妹学校进行交流活动：	
1.	交流音樂會(民樂、管樂、絃樂、合唱)
2.	體育交流(乒乓球、籃球、足球、羽毛球友誼交流)
3.	體驗內地學生食堂午餐
4.	
5.	

本校曾举办的姊妹学校活动所涵盖层面及有关资料如下：

(请在适当的方格内填上✓号(可选多项)及/或在「其他」栏填写有关资料)

甲. 管理层面（已举办）

交流项目			预期目标		
编号	☑	描述	编号	☑	描述
A1	☑	探访/考察	B1	☑	增进对内地的认识 and 了解
A2	☑	校政研讨会/学校管理分享	B2	☑	增加对国家的归属感/国民身份的认同
A3	☐	会议/视像会议	B3	☑	交流良好管理经验和心得/提升学校行政及管理的能力
A4	☐	与姊妹学校进行签约仪式/商讨交流计划	B4	☑	扩阔学校网络
A5	☐	其他(请注明)：	B5	☑	扩阔视野
			B6	☑	建立友谊/联系
			B7	☑	订定交流细节/ 活动详情
			B8	☐	其他(请注明)：

管理层面 达至预期目标程度	C1 ☑ 完全达到	C2 ☐ 大致达到	C3 ☐ 一般达到	C4 ☐ 未能达到
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乙. 教师层面（已举办）

交流项目			预期目标		
编号	<input checked="" type="checkbox"/>	描述	编号	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探访/考察	E1	<input checked="" type="checkbox"/>	增进对内地的认识和了解
D2	<input type="checkbox"/>	观课/评课	E2	<input checked="" type="checkbox"/>	增加对国家的归属感/国民身份的认同
D3	<input type="checkbox"/>	示范课/同题异构	E3	<input type="checkbox"/>	建立学习社群/推行教研
D4	<input type="checkbox"/>	远程教室/视像交流/电子教学交流	E4	<input type="checkbox"/>	促进专业发展
D5	<input type="checkbox"/>	专题研讨/工作坊/座谈会	E5	<input type="checkbox"/>	提升教学成效
D6	<input type="checkbox"/>	专业发展日	E6	<input checked="" type="checkbox"/>	开阔视野
D7	<input type="checkbox"/>	其他(请注明):	E7	<input checked="" type="checkbox"/>	建立友谊/联系
			E8	<input type="checkbox"/>	其他(请注明):

教师层面 达至预期目标程度	F1 <input checked="" type="checkbox"/> 完全达到	F2 <input type="checkbox"/> 大致达到	F3 <input type="checkbox"/> 一般达到	F4 <input type="checkbox"/> 未能达到
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丙. 学生层面（*已举办 / *未有举办）(*请删去不适用者)

交流项目			预期目标		
编号	<input checked="" type="checkbox"/>	描述	编号	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探访/考察	H1	<input checked="" type="checkbox"/>	增进对内地的认识和了解
G2	<input type="checkbox"/>	课堂体验	H2	<input checked="" type="checkbox"/>	增加对国家的归属感/国民身份的认同
G3	<input checked="" type="checkbox"/>	生活体验	H3	<input checked="" type="checkbox"/>	开阔视野
G4	<input type="checkbox"/>	专题研习	H4	<input checked="" type="checkbox"/>	建立友谊
G5	<input type="checkbox"/>	远程教室/视像交流/电子学习交流	H5	<input checked="" type="checkbox"/>	促进文化交流
G6	<input checked="" type="checkbox"/>	文化体艺交流	H6	<input checked="" type="checkbox"/>	增强语言/表达/沟通能力
G7	<input type="checkbox"/>	书信交流	H7	<input checked="" type="checkbox"/>	提升自理能力/促进个人成长
G8	<input type="checkbox"/>	其他(请注明):	H8	<input checked="" type="checkbox"/>	丰富学习经历
			H9	<input type="checkbox"/>	其他(请注明):

学生层面 达至预期目标程度	I1 <input checked="" type="checkbox"/> 完全达到	I2 <input type="checkbox"/> 大致达到	I3 <input type="checkbox"/> 一般达到	I4 <input type="checkbox"/> 未能达到
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丁. 家长层面（未有举办）

(注：学校不可使用姊妹学校计划津贴支付家长在交流活动的开支)

交流项目			预期目标		
编号	<input type="checkbox"/>	描述	编号	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	参观学校	K1	<input type="checkbox"/>	增进对内地的认识 and 了解
J2	<input type="checkbox"/>	家长座谈会	K2	<input type="checkbox"/>	增加对国家的归属感/国民身份的认同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	扩阔视野
J4	<input type="checkbox"/>	其他(请注明)：	K4	<input type="checkbox"/>	加强家校合作
			K5	<input type="checkbox"/>	加强家长教育
			K6	<input type="checkbox"/>	交流良好家校合作经验和心得
			K7	<input type="checkbox"/>	其他(请注明)：

家长层面 达至预期目标程度	L1 <input type="checkbox"/> 完全达到	L2 <input type="checkbox"/> 大致达到	L3 <input type="checkbox"/> 一般达到	L4 <input type="checkbox"/> 未能达到
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监察/评估方法如下：

编号	<input type="checkbox"/>	监察/评估方法
M1	<input type="checkbox"/>	讨论
M2	<input type="checkbox"/>	分享
M3	<input checked="" type="checkbox"/>	问卷调查
M4	<input checked="" type="checkbox"/>	面谈/访问
M5	<input type="checkbox"/>	会议
M6	<input checked="" type="checkbox"/>	观察
M7	<input type="checkbox"/>	报告
M8	<input type="checkbox"/>	其他(请注明)：

全年财政报告：

编号	<input type="checkbox"/>	交流项目	支出金额
N1	<input checked="" type="checkbox"/>	到访内地姊妹学校作交流的费用	HK\$397460
N2	<input type="checkbox"/>	在香港合办姊妹学校交流活动的费用	HK\$
N3	<input type="checkbox"/>	姊妹学校活动行政助理的薪金 (注:不可超过学年津贴额的 20%)	HK\$
N4	<input type="checkbox"/>	视像交流设备及其他电脑设备的费用	HK\$
N5	<input type="checkbox"/>	交流物资费用	HK\$
N6	<input type="checkbox"/>	在香港进行交流活动时的茶点开支(注:不可超过学年津贴额的 2%)	HK\$
N7	<input type="checkbox"/>	老师的一次入出境签证的费用(注:不可超过学年津贴额的 1%)	HK\$
N8	<input type="checkbox"/>	其他(请注明)：	HK\$
N9	<input type="checkbox"/>	学年总开支	HK\$397460
N10	<input type="checkbox"/>	没有任何开支	不适用

反思及跟进：		
编号	<input checked="" type="checkbox"/>	内容
O1	<input checked="" type="checkbox"/>	有关交流活动的层面 <i>[如适用，请注明]</i> 校方高層已預先禮節性拜訪，然後再安排學生交流。
O2	<input checked="" type="checkbox"/>	有关交流活动的形式/内容 <i>[如适用，请注明]</i> 主要以音樂、體育交流，日後會安排其他形式的交流活動。
O3	<input checked="" type="checkbox"/>	有关交流活动的时间安排 <i>[如适用，请注明]</i> 時間緊迫，學校假期前段，學生未完成學界比賽，交流時段，正值國內清明節假期前，學生放假回家，未能安排大型樂團交流。
O4	<input checked="" type="checkbox"/>	有关交流活动的津贴安排 <i>[如适用，请注明]</i> 姊妹學校在北京，行程費用昂貴，加上學校以音樂交流為主，需要大型樂器托運費用昂貴，津貼只能讓少數學生受惠。
O5	<input checked="" type="checkbox"/>	有关承办机构的组织安排 <i>[如适用，请注明]</i> 承辦機構都能在行程各種狀況作出即現時應對措施，確保行程順利。
O6	<input checked="" type="checkbox"/>	其他(请注明)： 由於姊妹學校須就交流項目向區教委、市教委及對外辦公室申請批核，所以計劃從去年 9 月申請，至 3 月才獲批，間接拉高交流團費。

交流参与人次：			
编号	<input checked="" type="checkbox"/>	层面	交流参与人次
P1	<input checked="" type="checkbox"/>	本校学生在香港与姊妹学校交流的人次	_0_人次
P2	<input checked="" type="checkbox"/>	本校学生到访内地与姊妹学校交流的人次	_36_人次
P3	<input checked="" type="checkbox"/>	本校学生参与交流的总人次	_36_总人次
P4	<input checked="" type="checkbox"/>	本校教师参与交流的总人次	_4_总人次
P5	<input checked="" type="checkbox"/>	本校学校管理人员参与交流的总人次	_2_总人次

备注：

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 46 '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	2
English Language	0
Mathematics	0
Other subjects (Please specify: <u>Chinese History</u>)	1

	Showing significant improvement	Showing some improvement	No improvement	Others (Please specify)
II Students' Social Adjustment :				
a) Compliance with the school regulations	34	9	3	0
b) Good relationship with peers	33	10	3	0
c) Good relationship with teachers	35	9	2	0
d) Participation in classroom / school activities	26	12	8	0
III Students' Learning Performance:				
a) Chinese Language	9	9	7	21
b) English Language	11	5	5	25
c) Mathematics	18	6	8	14
d) Development of multiple intelligence (Please specify: CL, VA, PE)	16	5	0	25
IV Students' Learning Attitude/Motivation :				
a) Completing the task within time limits	24	13	9	0
b) Participating in classroom/school activities actively	30	10	6	0
c) Self-esteem	26	15	5	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 more professionals to support SEN students' parents by giving them Individual counselling service.

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

Encourage SEN students to invite their non-SEN peers to join the social training groups occasionally to help them understand their situation more

(b) Inclusive policy

Invite English, Chinese and Mathematics subject teachers to help with the creation of supplementary notes for SEN students and students with comparatively lower academic achievement so that they can understand the needs of SEN students.

(c) Inclusive practices

Ask parents to give more feedback about the services their sons receive and how to improve them

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

Highly Satisfactory

Satisfactory

Acceptable

Need Improvement

(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"/>
Case conference	<input checked="" type="checkbox"/>
Other	<input type="checkbox"/>

notice	<input checked="" type="checkbox"/>
telephone contact	<input checked="" type="checkbox"/>

handbook	<input type="checkbox"/>
	<input type="checkbox"/>

Interview	<input checked="" type="checkbox"/>
	<input type="checkbox"/>

Please specify: (_____)

Signature of Principal: _____

School Name: Wah Yan College, Kowloon

Date: 12 July 2024

*** 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.

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