

Wah Yan College, Kowloon Annual School Plan

2025/2026



Annual School Plan (2025-2026)

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School Vision and Mission

Chapter 1 School Vision

A. Vision Statement

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

B. The Characteristics of Jesuit Education

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

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

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

elites. Service is founded on a faith commitment to God, a decision to follow Christ, which leads to a desire to always do “more.” The desire is converted into the necessary personal preparation in which a student dedicates himself or herself to the pursuit of academic excellence, to personal formation, and ultimately to action.

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

C. Features of the Ignatian Pedagogical Paradigm

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

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

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

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

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

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

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

4. The Ignatian Pedagogical Paradigm personalises learning.

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

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

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

D. Human Excellence

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

Competence

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

Commitment

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

Compassion

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

Conscience

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

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

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

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

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

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

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

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

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

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

D. To collaborate in the care of our Common Home

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

Annual School Plan

2025-2026

Major Concerns

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

Major Concern 1: Enhance Students' 21st Century Core Competencies

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
<ul style="list-style-type: none"> Nurture students' creativity, digital competence, problem-solving and communication skills 	<ul style="list-style-type: none"> Different subject panels arrange diverse learning experiences to nurture students' core competencies and enhance different kinds of skills like the use of AI. These learning experiences include the arrangement of workshops, project work, stem projects, competitions, cross-curricular projects, etc. 	<ul style="list-style-type: none"> Students demonstrating abilities to apply the knowledge acquired in their learning to the analysis of new cases or scenarios 	<ul style="list-style-type: none"> Assessment results Students' performance in those assessment tasks which aim at assessing the students' core competencies Teachers' observation and feedback Positive feedback from students in questionnaire 	<ul style="list-style-type: none"> Whole Year 	<ul style="list-style-type: none"> Different subject panels Academic Committee 	<ul style="list-style-type: none"> Financial subsidy Software Equipment

	<ul style="list-style-type: none"> • Cross-curricular learning experiences can be arranged by different subject panels and committees. 	<ul style="list-style-type: none"> • Students are able to produce works that are related to different themes selected for cross-curricular collaboration and demonstrate the skills which the learning experiences aim at nurturing. 	<ul style="list-style-type: none"> • Analysis of students' work • Analysis of teachers' feedback 	<ul style="list-style-type: none"> • Whole Year 	<p>Different subject panels</p> <p>Academic Committee</p>	<p>Nil</p>
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Major Concern 2: Empower students to achieve self-actualization and become committed global citizens with Jesuit Values.

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

1. Fostering Jesuit Values

Feedback: Both teachers and students reported positive outcomes in curiosity, creativity, and self-acceptance and positivity. Freedom and self-discipline showed room for improvement. Teachers emphasized reflection, which was well-received.

Follow-Up Actions: Enhance activities and lessons that promote self-discipline and emotional regulation. Continue focusing on reflection practices through workshops and mentoring.

2. Supporting Students’ Potential and Leadership in Service

Feedback: Students expressed willingness to participate in volunteer work, with positive outcomes. However, misuse of electronic devices increased slightly, indicating the need for policy adjustments.

Follow-Up Actions: Provide structured opportunities for students to reflect on volunteer experiences and develop leadership skills. Modified the discipline policy to address the use on electronic device.

3. Strengthening National Identity and Global Awareness

Feedback: Activities like assemblies and national celebrations were effective, but increased collaboration between subjects is needed to reinforce learning.

Follow-Up Actions: Organize more cross-curricular projects and frequent cultural activities to deepen students’ understanding of national identity and global citizenship.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
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<p>To cultivate students to be loving as a personal orientation, we focus on</p> <ul style="list-style-type: none"> •Gratitude •Respect for self and others •Forgiveness & Reconciliation •Kindness & Compassion 	<ul style="list-style-type: none"> - A more holistic, school-wide approach will be implemented across subject panels, committees, and class teachers. This comprehensive strategy will integrate efforts both within and beyond the curriculum, utilizing assemblies, school activities, and Formation period learning materials to help teachers and students internalize core values and performance indicators. These initiatives aim to inspire the entire school community to embody positive values and translate them into daily actions. - Committees such as Discipline, Guidance and Values Education, as well as the Environmental and Conservancy Committee, will collaborate closely to reinforce positive behaviors and attitudes 	<ul style="list-style-type: none"> - Heads of subject panels and committees effectively demonstrate the integration of the Jesuit Graduate Profile and the four core values into their curricula, schemes of work, and related activities. - Subject panels contribute by sharing at least one set of lesson designs and accompanying learning and teaching materials focused on Values Education each school term. 	<ul style="list-style-type: none"> - Scrutiny of annual plans, scheme of work and evaluation reports of subject panels and committees . - Teachers' feedback in students' performance and attitude. - Participati on rate in different activities 	<p>Whole year</p>	<p>VPs, Subjects panels, Committee Heads, Class Teachers</p>	<p>Life-wide Learning Grant</p>
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	<p>among students. This joint effort will ensure consistency in promoting and nurturing a culture of care, respect, and responsibility.</p> <ul style="list-style-type: none"> - The concept of "Loving as a Personal Orientation" will emphasize key virtues, including: <ul style="list-style-type: none"> • Gratitude. • Respect for self and others. • Forgiveness and reconciliation. • Kindness and compassion. <p>Additional focus and activities will be dedicated to these areas, with particular attention to environmental protection and caring for our common home. These efforts align with the Universal Apostolic Preferences articulated by the Society of Jesus, providing students with opportunities to connect their personal growth with a global mission of stewardship and care for the</p>	<p>These resources will be uploaded to a shared drive to facilitate professional collaboration and sharing among staff.</p> <ul style="list-style-type: none"> - A measurable reduction in the number of student discipline records, indicating improved behavior and adherence to school values. 				
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<p>-Support students to reach their potential and be leaders in service.</p>	<p>planet.</p> <ul style="list-style-type: none"> - Encourage students to take on responsibilities by actively participating in various clubs, societies, or class duties, fostering a sense of accountability and leadership. - Strengthen collaboration with different organizations and NGOs in the coming year to help students embody the spirit of "Loving as a Personal Orientation." Emphasis will be placed on service work and building a deeper understanding of the local community, enabling students to become more aware of and responsive to their surroundings and the needs of others. - Develop and recognize students' potential 	<ul style="list-style-type: none"> - Record the number and types of participants, as well as the performance of students, in the i-Portfolio. - Feedback and survey from teachers, students and other stakeholders. 	<p>-Performance of the students in the events/ social service work and the level of participation.</p>	<p>Whole year</p>	<p>Subjects panels Head of the Committees Club advisors Class teachers Subject teachers</p>	<p>Life-wide Learning Grant</p>
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<p>Strengthen students' national identity and global awareness to be committed global citizens.</p>	<p>through tailored learning experiences. Senior students will engage in adventure-based learning, while junior students will participate in experiential activities, social skills workshops, and community service programs to enhance their personal growth and interpersonal skills.</p> <ul style="list-style-type: none"> - Enhance students' national and global identity by fostering a deeper understanding and appreciation of the culture and development of the Motherland. - Broaden students' knowledge and exposure to the Motherland's culture and progress through a variety of activities conducted both within and beyond the classroom. 	<ul style="list-style-type: none"> - Collect feedback and survey results to assess students' understanding of China's development. - Measure the participation rate in various events and activities. 	<p>-Scrutiny of annual program plans, schemes of work and evaluation reports of Subject Panels and Committees.</p>	<p>Whole year</p>	<p>Subjects panels Head of the Committees Club advisors Class teachers Subject teachers</p>	<p>Life-wide Learning Grant NSE Grant</p>
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	<ul style="list-style-type: none">- Inspire students to develop an interest in and respect for diverse cultures, while raising their global awareness and understanding of their responsibilities as global citizens.					
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Chapter 4: Appendices

Plan for Diversity Learning Grant

Three-year plan:

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

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

Plan for Capacity Enhancement Grant 2025-2026

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

Wah Yan College, Kowloon
Annual Plan of Student Support Team (SST)
(2025-26)

1. Major Concerns of the School

- 1) Enhance student core competencies.
 - (a) Nurture students’ creativity, digital competence, problem-solving and communication skills through diverse learning opportunities for and with others.
 - (b) Bolster reading and foster cross-curricular collaborations.
 - (c) Align classroom education with life planning and career development.
- 2) Empower students to achieve self-actualization and become committed global citizens with Jesuit Values.
 - (a) Foster Jesuit values (Gratitude, Respect for self and others, Forgiveness and Reconciliation, Kindness and Compassion) in order to cultivate loving as a personal orientation.
 - (b) Support students to reach their potential and be leaders in service.
 - (c) Strengthen students’ national identity and global awareness to be committed global citizens.

<u>MC 1</u>	<u>Seven learning goals*</u>	<u>Jesuits Values</u>
<p>Enhance student core competencies</p>	<ul style="list-style-type: none"> • National and Global Identity • Breath of Knowledge • Language Proficiency • Generic Skills • Information Literacy • Life Planning • Healthy Lifestyle 	<p>Loving as a personal</p> <ul style="list-style-type: none"> • Gratitude • Respect for self and others • Forgiveness & • Kindness & Compassion
<p><u>MC 2</u></p> <p>Empower students to achieve self-actualization and become committed global citizens with Jesuit Values.</p>		

Wah Yan College, Kowloon
Annual Plan of Student Support Team (SST)
(2025-26)

2. Evaluation from the previous school year

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

- Student feedback will be gathered after implementing supplementary notes in additional classes to ensure they effectively support learning. More notes will be developed for the upcoming academic year.
- Further evaluation of parental intervention effectiveness will occur next academic year to confirm the value of services provided. This approach may extend to all students and families if psychologist services are offered and more sessions will be provided too.
- Most Educational Psychologists (EPs) and Clinical Psychologists (CPs) will be retained for their expertise, leveraging established student relationships to enhance communication and support for SEN students.
- Next year, social skills and attention/executive skills training groups will be of a larger variety and more possibilities with focus on students' interest will be explored so that students can be more engaged and their learning effectiveness can be enhanced.
- The SEN Teaching Assistant will continue observing and assisting in social training workshops, reporting students' behaviours to social workers, the SENCO, and the school-based EP. She will also try to provide more insights into the choices of the professional services and groups/workshop provided to SEN students.

Wah Yan College, Kowloon
Annual Plan of Student Support Team (SST)
(2025-26)

3. Annual Plan of the Panel/Committee

Major Concern 1 : Provide more comprehensive academic assistance for students with SpLD

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Seven learning goals addressed
<ul style="list-style-type: none"> • Improve word recognition skills in Chinese and English for students with SpLD. • Enhance overall learning skills and academic confidence for SEN students with SpLD. 	<ul style="list-style-type: none"> • Partner with organizations/companies hire their professional services to deliver tailored literacy programs focusing on phonological and orthographic skills. • Engage specialist tutors to provide individualized interventions for dyslexia. 	<ul style="list-style-type: none"> • Students demonstrate improved accuracy in Chinese character and English word recognition by 20% within one academic year. • At least 80% of participating students report increased confidence in reading and writing tasks. 	<ul style="list-style-type: none"> • Pre- and post-assessments using standardized tools • Surveys and interviews with students and teachers to assess perceived improvements in learning confidence and engagement. 	<ul style="list-style-type: none"> • October to May 	SENCo, Social workers, Trained Professionals, subject teachers	/	Breadth of Knowledge
						/	
						/	

Wah Yan College, Kowloon
Annual Plan of Student Support Team (SST)
(2025-26)

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

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Seven learning goals addressed
<ul style="list-style-type: none"> To help SEN students' parents, especially those with severe family problems, tackle the root cause of poor relationship in the family 	<ul style="list-style-type: none"> To employ services of professional psychologists to regularly meet with SEN students' parents, and create a supportive environment for students to grow up in. To have SENCo, social workers and school-based EP to follow up with the effectiveness of the suggested measures 	<ul style="list-style-type: none"> At least 8 parents can receive the aforementioned services during the academic year. 90% of the parents can have positive feedback about the services provided to them. 	<ul style="list-style-type: none"> Parents will complete a survey regarding the effectiveness of the services, especially how their family has undergone some positive changes. 	<ul style="list-style-type: none"> October to June 	SENCo, Educational Psychologists, Clinical Psychologists, social workers, school-based EP	LSG funding	Healthy Lifestyle

Wah Yan College, Kowloon
Annual Plan of Student Support Team (SST)
(2025-26)

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

Wah Yan College, Kowloon
Annual Plan of Student Support Team (SST)
(2025-26)

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

Wah Yan College, Kowloon
Annual Plan of Student Support Team (SST)
(2025-26)

<p><u>Training Group and workshop for ASD and ADHD students (Tier 2)</u> -to help ASD and ADHD students adapt better to the school environment by enhancing their social skills through organizing group activities and training for them</p>	<ul style="list-style-type: none"> • Students with ASD can communicate with their peers and teachers more effectively and sensitively. Also, ASD and ADHD students can organize their belongings and regulate their emotions effectively. • The programmes can help SEN students understand the rationale behind making decisions in social situations. • Through a variety of learning content, SEN students would be able to learn effectively and passionately through combining the learning progress with their interests. 	<ul style="list-style-type: none"> • 90% of the participants of these groups are able to improve their interpersonal relationship by developing skills and strategies like regulating their emotions, enhancing their self-discipline, interpreting others' meanings accurately, etc., in the year-end evaluation report. 	<ul style="list-style-type: none"> • The year-end evaluation reports can reflect their improvement and growth after partaking in these group activities and therapies. 	<ul style="list-style-type: none"> • Throughout the year and once a week for each group 	SENCO, SENST, SENTA, Social workers, service providers (buy service)	LSG	Generic skills
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Wah Yan College, Kowloon
Annual Plan of Student Support Team (SST)
(2025-26)

4. Members of the Panel/Committee

Chairman: Mr. HO Hung Yan Samuel
Ex-officio member: Principal
Member: Ms. CHU Hoi Ying Eunice
Mr. CHAN Ka Hei Ricky
Ms. CHAN Lai Tak Teresa
Ms. HUI Nga Man Jasmine
Mr. LEE Han Kin Eugene
Ms. Wong Ha Yee Connie
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)

Signature of Head:



Date: 16/07/2025

Wah Yan College, Kowloon
Annual Plan of Student Support Team (SST)
(2025-26)

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

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

School-based After-school Learning and Support Programmes 2025/26 s. y.

School-based Grant–Programme Plan

Name of School: Wah Yan College, KowloonStaff-in-charge: Hui Nga Man JasmineContact Telephone No.: 2384 1038

A. The estimated number of students (count by heads) benefitted under this Programme is 45 (including A. 3 CSSA recipients, B. 26 full-grant recipients under the SFA schemes and C. 16 under school's discretionary quota).

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Music Activities: Instrumental Classes / Music Tour	To offer focused instruction to students in playing musical instruments	80% of the students achieve full attendance	Attendance record and reflections	2023-2024	1	8	4	25,000	/
Language Course: Japanese, German	To offer focused instruction to students in learning other languages.	80% of the students achieve full attendance	Attendance record and reflections	2023-2024	1	10	6	35,000	/
Sports Course	To offer focused instruction to students in the aspect of sports activities	80% of the students achieve full attendance	Attendance record and reflections	2023-2024	1	8	6	10,000	/
Total no. of activities: <u>3</u>				@No. of man-times	3	26	16		
				**Total no. of man-times	45				

Note: * Types of activities are categorized as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, adventure activities, leadership training, and communication skills training course.

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

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

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

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

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

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

2025-2026 (School Year) Plan on the Use of the Life-wide Learning Grant

Wah Yan College Kowloon (School Name)

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

Schools are required to complete this part						
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants		
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students proper values and attitudes					
1	S2 Life Planning Programme	March/April 2026	S2	165	35,000	Career
2	S3 Life Planning Programme	March/April 2026	S3	163	35,000	Career
3	Career Interest Assessment Tool	April 2026	S3	163	2,700	Career
4	Leadership Training Camp	Aug 2026	S3-S4	30	20,000	ECA
5	Leadership overnight Training Camp	Feb 2026	S4-S5	30	8,000	Guidance Committee
6	S2 Experiential Learning	20/4 – 24/4/2026	S2	165	30,000	Guidance Committee
7	S3 Experiential Learning	26/1 - 30/1/2026	S3	165	18,000	Guidance Committee
8	S4 Adventure-based counselling day-camp	4-14/11/2025	S4	165	48,000	Guidance Committee
9	S5 Companion of the animals	27/2/2026, Apr 2026	S5	165	24,000	Guidance Committee
10	Social Skills Workshops	Dec 2025, Mar 2026	S1-S5	200	20,000	Guidance Committee

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants		
11	School Music Team Training - Chinese Orchestra	Sep 2025 - Aug 2026	S1-S5	30	66,000	Music Committee
12	School Music Team Training - String Orchestra	Sep 2025 - Aug 2026	S1-S5	50	93,500	Music Committee
13	School Music Team Training - Symphony Orchestra	Sep 2025 - Aug 2026	S1-S5	70	93,500	Music Committee
14	School Music Team Training - Wind Band	Sep 2025 - Aug 2026	S1-S5	60	93,500	Music Committee
15	School Music Team Training - Lunchtime Violin, Viola, Cello, Double Bass Sectionals (Technique Enhancement)	Sep 2025 - Aug 2026	S1-S5	60	72,000	Music Committee
16	School Music Team Training - Lunchtime Wind/Brass Sectionals (Technique Enhancement)	Sep 2025 - Aug 2026	S1-S5	60	54,000	Music Committee
17	Music Competition Entry / Registration Fee	Nov 2025 - Aug 2026	S1-S5	330	55,000	Music Committee
18	Music competition / performance transportation cost	Nov 2025 - Aug 2026	S1-S5	330	70,000	Music Committee
19	School Music Team Training - String Ensembles, Brass Ensemble(s), Woodwind Ensemble(s), Erhu Ensemble(s), Percussion Ensemble(s), Vocal Ensemble	Sep 2025 - Aug 2026	S1-S5	50	134,400	Music Committee
20	Purchase of original scores for competitions	Sep 2025 - Aug 2026	S1-S5	330	15,000	Music Committee
21	Visiting / Organising Chinese Music / Cantonese Operatic Music Concerts / Performances / Other related activities.	Sep 2025 - Aug 2026	S1-S5	480	60,000	Music Panel
22	S5 Biology Field Study Camp	2nd Term	S5	81	20,000	Biology Panel
23	S4 Ecological Outing	2nd Term	S4	80	3,500	Biology Panel
24	Workshop on healthcare and immunity	2nd Term	S3-S4	20	4,000	Biology Panel
25	Life Education - On-campus animal rearing programme	Whole Year	S3-S5	30	3,000	Biology Panel

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants		
26	Registration fees for Biology competitions (e.g. Biology Literacy Awards, IBO, UK Bio Olympiad, etc.)	Whole Year	S3-S5	50	2,200	Biology Panel
27	STEM Programme – Food Science	Jul 2026	S2	30	5,000	Mr. Dominic MOK
28	Sports Programme	1/9/2025-31/5/2026	S1-S2	120	90,000	Sports Committee
29	Athletics Team Training	1/9/2025-31/8/2026	S1-S6	70	124,000	Sports Committee
30	Badminton Team Training	1/9/2025-31/8/2026	S1-S6	30	124,000	Sports Committee
31	Basketball Team Training	1/9/2025-31/8/2026	S1-S6	40	124,000	Sports Committee
32	Chess Team Training	1/9/2025-31/8/2026	S1-S6	20	45,000	Sports Committee
33	Chinese Chess Team Training	1/9/2025-31/8/2026	S1-S6	20	67,500	Sports Committee
34	Fencing Team Training	1/9/2025-31/8/2026	S1-S6	20	90,000	Sports Committee
35	Football Team Training	1/9/2025-31/8/2026	S1-S6	70	201,000	Sports Committee
36	S1 Performance Night	Term 2	S1	165	15,000	English Panel
37	Jurassic Garage	Term 2	S1-S6	660	60,000	English Panel
38	S1 Clay Modelling	Term 2	S1	165	4,000	English Panel
39	Speech Festival	Term 1	S1-S6	190	20,000	English Panel
40	English Activities Fees	Whole Year	S1-S6	165	6,000	English Panel

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants		
41	Drama Club Coach	Whole Year	S1-S5	165	40,000	English Panel
42	S3 Talk Vivek Mahbubani	Term 2	S3	165	20,000	English Panel
43	Debate Training Coaches	Whole Year	S1-S6	165	100,000	English Panel
44	Experiential Learning Experiences for 1-2 levels	Whole Year	S1-S6	165	30,000	English Panel
45	Field Hockey Team Training	1/9/2025-31/8/2026	S1-S6	15	40,000	Sports Committee
46	Ice Hockey Team Training	1/9/2025-31/8/2026	S1-S6	20	30,000	Sports Committee
47	Life Saving Team Training	1/9/2025-31/8/2026	S1-S6	15	9,000	Sports Committee
48	Swimming Team Training	1/9/2025-31/8/2026	S1-S6	60	64,000	Sports Committee
49	Table Tennis Team Training	1/9/2025-31/8/2026	S1-S6	20	191,400	Sports Committee
50	Tennis Team Training	1/9/2025-31/8/2026	S1-S6	15	123,200	Sports Committee
51	Volleyball Team Training	1/9/2025-31/8/2026	S1-S6	50	333,450	Sports Committee
52	Water Polo Team Training	1/9/2025-31/8/2026	S1-S6	15	36,000	Sports Committee
53	PE and Swimming Swimming Course	9,10/2025, 7,8/2026	S1-S6	800	64,500	Sports Committee
54	辯論隊訓練	Sept 2025-Aug 2026	S1-S5	30	49,000	辯論隊顧問老師
55	地景寫作/創意寫作工作坊	Feb-May 2026	S1-S3	20	25,000	中三級科任老師

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants		
56	US Xavior High School Exchange Programme	Jun -Jul 2026	F5	10	180,000	Chan Ka Hei
57	Drama Module: \$89,500 (tutor fee and props)	Whole year	S4-S5	300	89,500	VIA
58	Service Module: \$20,000 (tutor fee, project)	Whole year	S4-S5	300	20,000	VIA
59	Entrepreneurship Module: \$750,000 (tutor fee)	Whole year	S4-S5	300	75,000	VIA
60	Art and Music Module: \$5,000 (project)	Whole year	S4-S5	300	5,000	VIA
Sub-total of Item 1.1				8,217	3,580,850	
1.2	<u>Non-Local</u> Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons					
1	Taipei International Choir Festival / Singapore International Choral Festival (Teachers' expenses + partial subsidies for students)	Jul 2026	S3-S6	50	50,000	Music Committee
2	International Genetically Engineered Machine (iGEM) Competition (Paris Grand Jamboree)	Whole Year	S3-S5	15	100,000	Biology Panel
3	CS Mainland Exchange Tour	April 2026	4,5	30	93,500	CS Panel
4	Overseas Sports Training Tour	Jul 2026	S1-S6	50	420,000	Sports Committee
(Please insert rows above if the space provided is insufficient.)						
Sub-total of Item 1.2				145	663,500	
Total for Category 1				8,362	4,244,350	

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants		

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

No.	Item	Purpose	Estimated Expenses (\$)
1	Personality Dimension Workshop	Small group workshop	\$7,000.00
2	Replacement of instrument - Marimba	Support the development of the School Percussion Ensemble. Wind Band	140000
3	eLearning / Music Technology platform subscription fees	Facilitate trial run for Art Technology Curriculum. (Stepping up the	\$30,000.00
4	Biotechnology equipment and consumables	For biotechnology projects and competitions (local and	\$10,000.00
5	Sports Team Equipment	Improve effectiveness of training	\$102,000.00
(Please insert rows above if the space provided is insufficient.)			
Estimated Expenses for Category 2			\$289,000.00
Estimated Expenses for Categories 1 & 2			\$4,533,350.00

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	900
Estimated number of student beneficiaries:	750
Percentage of students benefitting from the Grant (%):	83%

Student Activities Support Grant 2025/2026 s.y.
School-based Grant - Programme Plan

Name of School: Wah Yan College, Kowloon

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

A. The estimated number of students (count by heads) benefitted under this Programme is 32 (including A. 2 CSSA recipients, 24 SFAS full-grant recipients and C. 6 under school's discretionary quota).

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

Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students #			Estimated Expenditure (\$)	Name of Partner/service provider (if applicable)
					A	B	C		
Music	To stretch the potentials of students and broaden their horizons	80% of the students achieve full attendance	Attendance record and reflections	2025-2026	1	2	1	20,000	/
Language Course	To stretch the potentials by learning different languages	80% of the students achieve full attendance	Attendance record and reflections	2025-2026	1	6	1	30,000	/
Sports Course	To encourage students to play different types of sports and enhance their physical well being	80% of the students achieve full attendance	Attendance record and reflections	2025-2026	1	3	1	10,000	/
Experiential Learning	To engage students to be involved in experiential learning activities and enhance their motivation in joining activities.	80% of the students achieve full attendance	Attendance record and reflections	2025-2026	1	3	3	10,000	/

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art/culture activities, sports, selfconfidence 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)

Wah Yan College, Kowloon
Annual Plan of Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students
(2025-26)

1. Major Concerns of the School

- 1) Enhance student 21st core competencies.
 - (a) Nurture students' creativity, digital competence, problem-solving and communication skills through diverse learning opportunities for and with others.
 - (b) Bolster reading and foster cross-curricular collaborations.
 - (c) Align classroom education with life planning and career development.
- 2) Empower students to achieve self-actualization and become committed global citizens with Jesuit Values.
 - (a) Foster Jesuit values (Reflection, Self-acceptance and Positivity, Curiosity and Creativity, Freedom and Self-discipline, Participation and Responsibility) in order to be open to life-long growth.
 - (b) Support students to reach their potential and be leaders in service.
 - (c) Strengthen students' national identity and global awareness to be committed global citizens.

<u>MC 1</u>	<u>Seven learning goals*</u>	<u>Jesuits Values</u>
Enhance students 21 st century core competencies	<ul style="list-style-type: none"> • National and Global Identity • Breath of Knowledge • Language Proficiency • Generic Skills • Information Literacy • Life Planning • Healthy Lifestyle 	Open to life-long growth <ul style="list-style-type: none"> • Reflective • Acceptance & positively about self • Freedom & self-discipline • Curiosity & creativity • Participation & responsibility
<u>MC 2</u> Empower students to achieve self-actualization and become committed global citizens with Jesuit Values.		

Wah Yan College, Kowloon
Annual Plan of Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students
(2025-26)

2. Evaluation from the previous school year

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

學生透過抽離式小班教學完成課程及課堂評估，並通過校內測驗及考試。

購買校外機構服務為初中及高中非華語學生舉辦課後中文補習班作支援，學生出席率及課堂作業均達標。

購買校外機構服務為初中及高中非華語學生舉辦課後中文活動學習班。

參觀維園年宵市場，認識傳統文化及習俗。

組織學校開放日及農曆新年節慶活動，促進包容性學習環境的活動。

中一學生完成三日兩夜的客家文化交流團，有助認識及了解不同文化。

Wah Yan College, Kowloon
Annual Plan of Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students
(2025-26)

3. Annual Plan of the Panel/Committee

Major Concern 1 : Enhance students 21st century core competencies

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Seven learning goals addressed
寫作工作坊 •	• 透過專題式活動，讓學生進行實地觀察後再撰寫文章	• 學生完成作業	• 導師評分及評語	• 下學期 3-4 月	中三科任老師	聘請導師費用	寬廣的知識基礎 語文能力 共通能力 資訊素養 健康的生活方式
• 中文周	• 透過展覽、攤位遊戲、專題講座，讓學生加深對語文及文化的認識	• 學生參與人數	• 學生獲得獎品	• 下學期 3-4 月	全體科任老師	展覽及活動費用	寬廣的知識基礎 語文能力 共通能力 資訊素養

Wah Yan College, Kowloon
Annual Plan of Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students
(2025-26)

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

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Seven learning goals addressed
<ul style="list-style-type: none"> 學與教 	<ul style="list-style-type: none"> 「聘請兩位中文助理教師在中文課期間安排抽教 	<ul style="list-style-type: none"> 學生透過不同的互動中學習,並完成老師佈置的課堂評估。 	<ul style="list-style-type: none"> 學生應在所有評估中取得及格成績。 	<ul style="list-style-type: none"> 全年 	中文科主任	薪金及強積金	<ul style="list-style-type: none"> 寬廣的知識基礎 語文能力 共通能力 資訊素養
<ul style="list-style-type: none"> 學與教 	<ul style="list-style-type: none"> 「聘請兼職教學助理,協助教師為非華語學生準備「學習材料」。 	<ul style="list-style-type: none"> 開發學習材料 	<ul style="list-style-type: none"> 開發和使用的材料 	<ul style="list-style-type: none"> 全年 	中文科主任	兼職助教 薪資 校外服務提供者收取的費用	<ul style="list-style-type: none"> 寬廣的知識基礎 語文能力 共通能力 資訊素養
<ul style="list-style-type: none"> 初中中文學習課後支援 	<ul style="list-style-type: none"> 「購買校外機構服務/聘請兼職導師為初中非華語學生舉辦課後中文補習班 	<ul style="list-style-type: none"> 要求參加計畫的學生出席率應達80%。 	<ul style="list-style-type: none"> 出席率80% 學生應該通過所有作業。 	<ul style="list-style-type: none"> 全年 	中文科主任	校外機構服務提供者收取的費用	<ul style="list-style-type: none"> 寬廣的知識基礎 語文能力 共通能力 資訊素養 健康的生活方式
<ul style="list-style-type: none"> 高中中文學習課後支援 	<ul style="list-style-type: none"> 「購買校外機構服務/聘請兼職導師為高中非華語學生舉辦課後中文補習班 	<ul style="list-style-type: none"> 要求參加計畫的學生出席率應達80%。 	<ul style="list-style-type: none"> 出席率80% 學生應該通過所有作業。 	<ul style="list-style-type: none"> 全年 	中文科主任	校外機構服務提供者收取的費用	<ul style="list-style-type: none"> 寬廣的知識基礎 語文能力 共通能力 資訊素養

To: Chief School Development Officer (YTM)

Wah Yan College, Kowloon**2025-2026 School Year****Work Plan on Implementation of Measures to Safeguard National Security and Promote National Security Education**School Name: Wah Yan College, Kowloon

Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
School administration	(1) The National Security Committee functions on safeguarding national security and national security education: <ul style="list-style-type: none"> • the committee is led by a Vice Principal (NSE), members include the Principal, the other two Vice Principals, chairperson of the Academic committee, Discipline committee, Guidance committee, Crisis Management committee, Staff Development committee and National Education committee. • to plan, supervise and evaluate the implementation of related measures among subject panels and functional teams; • to facilitate communication and collaboration among different stakeholders to strengthen students' virtue cultivation and promote national education with a whole-school approach; 	Meeting evaluation and observation The committee has at least two meetings a year and there will be a progress report to evaluate the implementation of related measures.	2025/26 whole year	Vice-Principal	N/A

Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
	<ul style="list-style-type: none"> • to implement strategies to prevent political activities from permeating the School; • to issue a statement to clarify if an external organisation has used the School’s name to promote their political views; • to make known to stakeholders the School’s statement “The Principles and Guidelines on Handling School Affairs Involving Controversial Political Affairs”; • to submit reports to the IMC regularly. <p>(2) Reinforce and monitor the mechanism and procedures for managing all on-campus activities organised in the name of the school (including student activities, extra-curricular activities, talks by external guest speakers, activities organised by past students or parent associations for student, activities engaging outside instructors, etc.) do not lead to situations that endanger national security.</p> <p>(3) The school will formulate, continuously review, and optimize its school-based campus management mechanisms and guidelines. Regular inspections of the campus are conducted to ensure that texts, graffiti, or objects displayed within the campus premises (including buildings, classrooms, notice boards, etc.) do not involve content that endangers national security.</p>	<p>Teacher’s Handbook records and eNotice records</p> <p>School documentary analysis, Observation and meeting evaluation</p> <p>School documentary analysis, Observation and meeting evaluation</p>	<p>Checking on a Half-yearly basis</p> <p>Checking on a Half-yearly basis</p>	<p>Vice-Principal (ECAs) & Vice-Principal (Academic)</p> <p>Vice-Principal (Campus Management)</p>	<p>N/A</p> <p>N/A</p>

Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
	(4) 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.	School documentary analysis, Observation and meeting evaluation	Checking on a Half-yearly basis	Vice-Principal (Campus Management)	N/A
	(5) Updated terms regarding safeguarding National Security in procurement documents such as tender will be added. Specific clauses would be incorporated into the quotation/tender documents to allow disqualification of a supplier and to terminate the contract in the interest of national security.	School documentary analysis, Observation and meeting evaluation	Whole year	Commercial Activities Monitoring Committee	N/A
	(6) The school has established a monitoring mechanism to facilitate regular review of the content and quality of learning and teaching resources (including classroom textbooks and teaching materials, classroom book corners/book circulation points/physical and electronic library collections, print and electronic textbooks designed in-house / ordered externally / ordered on behalf of students, online reading / learning platforms and other electronic and online learning resources, as well as test and exam papers, etc.) by various learning areas / subjects / interdisciplinary groups, to ensure that there is no content endangering national security; and uses the latest version of the map of the People's Republic of China announced by the Ministry of Natural	Records of library books	September 2025 & Whole year	Teacher librarian & Working Group	N/A
		Records of Subject panels/committees in the NSE subject /committee self-evaluation checklist	Whole year	Vice-Principal (NSE) National Education Committee	N/A

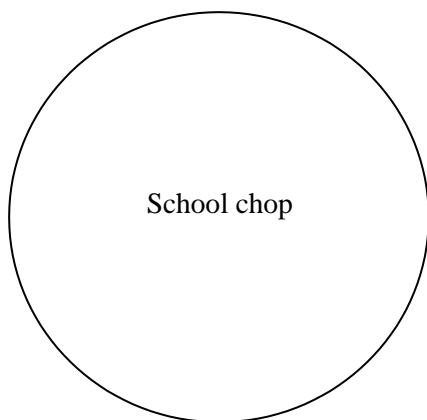
Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
	<p>Resources of the People's Republic of China for learning and teaching purposes.</p> <p>(7) National flag-raising ceremonies will be arranged weekly and the national flag will be displayed according to the EDB circular No. 11/2021.</p> <p>(8) 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>Observation and record the actual dates of national flag ceremonies</p> <p>Teachers' Handbook records, Observation and meeting evaluation</p>	<p>Whole year</p> <p>Checking on a Half-yearly basis</p>	<p>Vice-Principal (NSE) National Education Committee</p> <p>Vice-Principal (Crisis management)</p>	
Staff management	<p>(1) In the first staff meeting 2025/26, staff members will be reminded again that they are obligated to abide by the law and observe the code of conduct acceptable by society.</p> <p>(2) When contracts are renewed or offered for staff and service providers, terms concerning the obligation to abide by the law and observe the code of conduct acceptable by society will be added.</p> <p>(3) The obligation to abide by the law and observe the code of conduct acceptable by society will be stated in the Teacher Handbook.</p> <p>(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>(5) The school would explore to establish connection with one or more sister schools in the mainland, e.g. Greater Bay area.</p>	<p>Meeting evaluation</p> <p>Contract records</p> <p>Teacher's Handbook records</p> <p>School-based Appraisal System</p>	<p>August 2025</p> <p>Whole year</p> <p>September 2025</p> <p>September 2025</p> <p>Whole year</p>	<p>Principal</p> <p>Principal</p> <p>Vice-Principal</p> <p>Principal</p> <p>Principal</p> <p>Cultural Exchange Committee</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>

Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
Learning and teaching	(1) The scheme of work template is modified to allow panels to indicate Basic Law Education and National Security Education (NSE) elements, which would be covered in different topics.	Scheme of work modified and disseminated Subject teachers of panels are required to cover NSE according to the scheme of work	August – September 2025	Chairman of Academic Committee Panel chairpersons	N/A
	(2) Instructions of the Education Bureau would be disseminated to the Subject panels concerned. Adopting a whole-school approach, each Subject panel should implement national security education by including NSE topics in the curriculum and/or organising quality subject-based national education activities. 15 Subject panels should include NSE elements in their curriculum. The S.1-S.6 curricula of the following subjects/ Key Learning Area will include National Security Education: 1) BAFS 2) Biology 3) Chemistry 4) Chinese Language 5) Chinese History 6) Economics 7) Geography 8) History 9) ICT 10) Integrated Science 11) Physics 12) English Language	Instructions disseminated Panels discussing the topics to cover national security education/national education Subject panels would indicate in the scheme of work the topics that will cover national security education Focus Lesson observation will be conducted in a 3-year cycle basis addressing the implementation of NSE in the 15 subjects.	August – September 2025	Chairman of Academic Committee Panel chairpersons Vice-Principal Chairman of Academic Committee Panel chairpersons	N/A 2025-26 year: Chemistry Economics ICT

	13) Mathematics 14) Physical Education 15) Visual Arts				
(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.	Curriculum audit conducted by the Academic Committee. All Subjects will be reviewed at least once a year and report during the meeting (There are 3 meetings in a year).	Whole Year	Principal Chairman of the Academic Committee Panel Chairpersons	N/A
(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 for at least two academic years.	School-based materials archived	Whole Year	Panel Chairpersons Subject teachers	N/A
(5)	Adopt a “multi-pronged and co-ordinated” approach and 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 through whole-school participation, cross-curricular collaboration and beyond the classroom. These activities include participating in competitions relating to NSE, visit to local amenities such as the Hong Kong Palace Museum; and organising mainland exchange programmes and activities with our sister school ‘北京昌平第二中學’.	School documentary analysis, Observation and meeting evaluation	Whole Year	Panel Chairpersons Committee Chairpersons Cultural Exchange committee	Financial support for exchange programme

Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
Student guidance, discipline and Student support	(1) Conduct workshops or prepare Morning Formation materials that remind students to accord priority to personal safety at all times and, with due regard to the well-being of themselves and the care of their family members, refrain from participating in risky or illegal activities.	Meeting Evaluation	Whole year	Vice-Principal (Student Affairs)	Speaker Fee \$8,000
	(2) Conduct workshops or prepare Morning Formation material that emphasises cultivating positive values, positive thinking, and the proper attitude for getting along with others.	Meeting Evaluation	Whole year	Vice-Principal (Student Affairs)	N/A
	(3) Refine the existing School Guidance and Discipline mechanisms and procedures to help students who have breached rules to stop improper behaviour and draw their awareness of the adverse effect and consequences that it may have on themselves, other students, and the School by means of reflection.	Meeting Evaluation	Whole year	Vice-Principal (Student Affairs) Chairpersons of Discipline and Guidance Committee	N/A
	(4) Connect and organise activities with the Sister school in mainland.	Questionnaire and evaluation from the participants	November 2025	Cultural Exchange Committee	
	(5) Planned event calendar for NSE.	Questionnaire and evaluation from the participants	September 2025	Vice-Principal (NSE) National Education Committee	

Area	Measure(s)	Assessment Method	Implementation Timetable	Person- in-charge	Resources Required
Home-school cooperation	(1) The school communicates with parents to ensure they understand and support the school's implementation of national education.	Meeting Evaluation	2025/2026	Vice-Principal (Student Affairs)	
	(2) Organise home-school cooperation activities that include Chinese culture or seminars to assist parents in helping children understand the spirit of enacting the National Security Law rationally and positively and developing correct values.	Meeting Evaluation	2025/2026	Parents' Association	Speaker Fee \$5000
	(3) Organise workshops for parents to introduce ways to establish healthy parent-child relationships, cultivate positive values, deal with conflicts, and help children release negative emotions that stem from social disputes.	Meeting Evaluation	2025/2026	Guidance Committee Parents' Association	Speaker Fee: \$5000



Signature of supervisor: _____

Name of supervisor: Dr. So Ying Lun

Date: _____

Wah Yan College, Kowloon
Annual Plan of Cultural Exchange Committee
(2025-26)

1. Major Concerns of the School

- 1) Enhance student 21st core competencies.
 - (a) Nurture students' creativity, digital competence, problem-solving and communication skills through diverse learning opportunities for and with others.
 - (b) Bolster reading and foster cross-curricular collaborations.
 - (c) Align classroom education with life planning and career development.
- 2) Empower students to achieve self-actualization and become committed global citizens with Jesuit Values.
 - (a) Foster Jesuit values (Reflection, Self-acceptance and Positivity, Curiosity and Creativity, Freedom and Self-discipline, Participation and Responsibility) in order to be open to life-long growth.
 - (b) Support students to reach their potential and be leaders in service.
 - (c) Strengthen students' national identity and global awareness to be committed global citizens.

<u>MC 1</u>	<u>Seven learning goals*</u>	<u>Jesuits Values</u>
<p>Enhance students 21st century core competencies</p>	<ul style="list-style-type: none"> • National and Global Identity • Breath of Knowledge • Language Proficiency • Generic Skills • Information Literacy • Life Planning • Healthy Lifestyle 	<p>Open to life-long growth</p> <ul style="list-style-type: none"> • Reflective • Acceptance & positively about self • Freedom & self-discipline • Curiosity & creativity • Participation & responsibility
<p><u>MC 2</u></p> <p>Empower students to achieve self-actualization and become committed global citizens with Jesuit Values.</p>		

Wah Yan College, Kowloon
Annual Plan of Cultural Exchange Committee
(2025-26)

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Seven learning goals addressed
<ul style="list-style-type: none"> 內地姊妹中學交流(廣州或肇慶) 	觀課、體育、音樂、STEAM交流	<ul style="list-style-type: none"> 兩地學生交流觀摩及體驗旅程 	<ul style="list-style-type: none"> 學生呈交反思及周會分享 	<ul style="list-style-type: none"> 2026年4月 	張大超	團費及交流物資費用	<ul style="list-style-type: none"> 國民和全球公民身份認同 寬廣的知識基礎 語文能力 共通能力 資訊素養 生涯規劃 健康的生活方式

**Wah Yan College College
2025-2026**

**Plan on the Use of One-off Grant for
Promotion of Sports Ambience and MVPA60 in Schools**

Purpose: Helping students develop a healthy and exposing students to a wide variety of physical activities to help them develop sports skills, enhance physical fitness, gain knowledge of relevant physical activities, foster positive values and attitudes, and develop a habit of active participation in physical activities.

Total amount for the Grant: \$150,000

1. Our school has planned to make use of “One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools” (the “Grant”) on the following areas:

	Area	Plan	Budget (\$)
i.	To organise or subsidise students’ participation in diversified PE-/sports-related learning activities/ competitions	Organize Sports Programme for all F.1 students, who are not sports teams’ members	\$50,000
ii.	To purchase or upgrade PE/sports equipment in the school	Purchase Body Composition Analyzer. This will allow students to receive detailed, personalized insights into their body composition, including measurements of body fat percentage, muscle mass, bone density, and other key health indicators.	\$10,000
iii.	Others (Please specify):	N/A	
		Total:	\$60,000

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Seven learning goals addressed
<ul style="list-style-type: none"> • Empower students to be open to life-long growth 	<ul style="list-style-type: none"> • To organize different events in the Sports Programme 	<ul style="list-style-type: none"> • Students will continue to join different Sports 	<ul style="list-style-type: none"> • Observation • Attendance 	<ul style="list-style-type: none"> • Whole Year 	P.E. Teachers	Equipment and Venues	-Generic Skills
	<ul style="list-style-type: none"> • To help students become reflective through introducing Body Composition Analyzer 	<ul style="list-style-type: none"> • Students would be able to make use of the data obtained from the Body Composition Analyzer and develop fitness plan accordingly 	<ul style="list-style-type: none"> • Reflective questions during the lessons • Individualized Fitness Plan 	<ul style="list-style-type: none"> • Whole Year 	P.E. Teachers	Body Composition Analyzer	-Breath of knowledge -Generic Skills

Wah Yan College, Kowloon

Annual Plan on the Use of the Grant for Promotion of Chinese Culture Immersion Activities (2025-26)

1. Major Concerns of the School

- 1) Enhance student 21st core competencies.
 - (a) Nurture students’ creativity, digital competence, problem-solving and communication skills through diverse learning opportunities for and with others.
 - (b) Bolster reading and foster cross-curricular collaborations.
 - (c) Align classroom education with life planning and career development.
- 2) Empower students to achieve self-actualization and become committed global citizens with Jesuit Values.
 - (a) Foster Jesuit values (Reflection, Self-acceptance and Positivity, Curiosity and Creativity, Freedom and Self-discipline, Participation and Responsibility) in order to be open to life-long growth.
 - (b) Support students to reach their potential and be leaders in service.
 - (c) Strengthen students’ national identity and global awareness to be committed global citizens.

<u>MC 1</u>	<u>Seven learning goals*</u>	<u>Jesuits Values</u>
<p>Enhance students 21st century core competencies</p>	<ul style="list-style-type: none"> • National and Global Identity • Breath of Knowledge • Language Proficiency • Generic Skills • Information Literacy • Life Planning • Healthy Lifestyle 	<p>Open to life-long growth</p> <ul style="list-style-type: none"> • Reflective • Acceptance & positively about self • Freedom & self-discipline • Curiosity & creativity • Participation & responsibility
<p><u>MC 2</u></p> <p>Empower students to achieve self-actualization and become committed global citizens with Jesuit Values.</p>		

2. Evaluation from the previous school year

Wah Yan College, Kowloon
Annual Plan on the Use of the Grant for Promotion of Chinese Culture Immersion Activities (2025-26)

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

- 農曆新年聯歡日佈置及傳統節日活動及賀年食品製作工作坊。
- 支助全級中一學生參加客家文化交流團團費。

Wah Yan College, Kowloon

Annual Plan on the Use of the Grant for Promotion of Chinese Culture Immersion Activities (2025-26)

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Seven learning goals addressed
<ul style="list-style-type: none"> 農曆年前傳統年畫展覽 	<ul style="list-style-type: none"> 張貼木板水印年畫，介紹年畫所表達的吉祥寓意 	<ul style="list-style-type: none"> 學生參觀展覽 	<ul style="list-style-type: none"> 學生能拼配吉祥寓意 	<ul style="list-style-type: none"> 2026年2月 	張大超	年畫，展板	國民和全球公民身份認同 寬廣的知識基礎 語文能力 資訊素養 健康的生活方式
<ul style="list-style-type: none"> 農曆年前學校聯歡日 	<ul style="list-style-type: none"> 傳統小食製做及工作坊： 	<ul style="list-style-type: none"> 學生試食 	<ul style="list-style-type: none"> 學生能分辨食物味道 	<ul style="list-style-type: none"> 13-2-2026 	張大超	長枱	國民和全球公民身份認同 寬廣的知識基礎 資訊素養 健康的生活方式
<ul style="list-style-type: none"> 農曆年前學校聯歡日 	<ul style="list-style-type: none"> 傳統遊戲攤位：剪紙、賀年裝飾、蹴鞠、寫揮春 	<ul style="list-style-type: none"> 學生參與遊戲 	<ul style="list-style-type: none"> 學生完成作品 	<ul style="list-style-type: none"> 13-2-2026 	張大超及其他科組老師	長枱	國民和全球公民身份認同 寬廣的知識基礎 共通能力 資訊素養 生涯規劃

Wah Yan College, Kowloon

Annual Plan on the Use of the Grant for Promotion of Chinese Culture Immersion Activities (2025-26)

• 日家安全日展覽	• 跨學科展示中國傳統文化	• 學生參觀	• 學生能拼出展示模型	• 15-4-2026	張大超及其他科組老師	展板，影印費	國民和全球公民身份認同 寬廣的知識基礎 語文能力 共通能力 資訊素養 生涯規劃 健康的生活方式
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Wah Yan College, Kowloon**Plan on the Use of One-off Grant on Parent Education (Secondary)**

Area	Objectives	Success Criteria	Method of Evaluation	Proposed Period / Date of the Expenditure	Estimated Expenditure
Organising structured or thematic parent education programmes	<p>-Enhance parental insight into adolescent growth and needs</p> <p>- Strengthen partnerships and communication between home and school</p>	<p>Parents who participated in the programmes agreed that the experience enhanced their understanding of adolescent development. They felt more confident in applying what they learned to support the personal growth and well-being of their sons.</p> <p>Additionally, parents reported a clearer understanding of their roles in the home-school partnership. After joining the programmes, they felt better equipped with the knowledge, skills, and attitudes necessary for effective home-school cooperation and communication in support of their adolescents' development.</p>	Feedback from parents collected by observation or interviews	Sept. 25 -Aug. 26	\$40000
Organizing school-based parent education promotional	Promote parents' physical and psychological well-being	Parents can develop effective stress management and self-care techniques that promote self-compassion and improve their	Feedback from parents collected by observation or interview	Sept. 25 -Aug. 26	\$30000

activities relating to the "Positive Parent Campaign"		overall well-being. They can also gain practical strategies for fostering healthy family communication, resolving conflicts constructively, and creating a supportive and nurturing home environment.			
Estimated Expenditure: \$70,000					

Wah Yan College, Kowloon
Plan on the Use of the One-off Grant for Promotion of Self-directed Language Learning (English Language)
2025-2026 School Year

Teacher in-charge:	L. Wong
Grant:	HKD200,000
Duration:	until 2026-2027
Objectives:	<ul style="list-style-type: none"> • provide schools with additional resources to strengthen students' self-directed language learning so as to improve their English proficiency • Enable schools to establish a language-rich environment that facilitates students' learning • developing students' self-directed learning alongside listening, speaking, reading and writing skills • planning students' learning strategies and progress according to their learning needs, reflecting on their learning, and making timely adjustments, students can enhance their language abilities progressively • facilitating students' language learning and improving their English proficiency

Possible Use of the Grant:

	Item*	Estimated Expenses (\$)
1.	Purchasing/Subscribing to:	
	• printed books	
	• e-books	
	• self-directed learning resource package	
	• online learning resources	
2.	Procuring language learning devices and equipment	
	• reading pens and e-books	
	• other: _____	
3.	Procuring supplies and equipment for organizing English activities	
	• display boards	
	• props	
	• prizes* <i>*the expense on prizes should not exceed 10% of the total expenditure.</i>	
	• other	
4.	Hiring English-speaking instructors or non-teaching staff	

	<ul style="list-style-type: none"> producing materials which facilitate self-directed learning beyond the classroom 	
	<ul style="list-style-type: none"> coordinating/assisting in organizing various English activities and competitions to create a language-rich environment e.g. group reading, storytelling, English Day 	
5.	Purchasing services	200,000 TBC
	<input checked="" type="checkbox"/> appointing experts in English education, tertiary institutions or professional organisations to develop appropriate school-based resources e.g. videos, animations, podcasts, posters and exhibits according to students' abilities and needs <ul style="list-style-type: none"> AI Marking Writing Platform 	
	<ul style="list-style-type: none"> organizing English student activities and competitions to enhance the language learning atmosphere e.g. dramas, speech contests and exchange activities 	
	<ul style="list-style-type: none"> other: 	

* Please tick the appropriate boxes or provide details.

Plan:

Item	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Estimated Expenses (\$)	Seven Learning Goals
Purchasing services – AI Marking Platform	Use of AI marking platform to nurture students' self-directed learning skills in writing and evaluation. To provide additional feedback to student writing for students and teachers to monitor progress.	Students can use the AI marking platform to submit writing practices and get additional feedback on ways to improve their writing and to do corrections.	Feedback from AI platform. Students' writing. User feedback on effectiveness.	Whole Year	English Teachers	Under \$200,000	Breadth of knowledge Generic Skills Language Proficiency Information Literacy

Wah Yan College, Kowloon
Annual Plan on the Use of the Grant for Promotion of Self-directed Language Learning (Putonghua)
(2025-26)

1. Major Concerns of the School

- 1) Enhance student 21st core competencies.
 - (a) Nurture students' creativity, digital competence, problem-solving and communication skills through diverse learning opportunities for and with others.
 - (b) Bolster reading and foster cross-curricular collaborations.
 - (c) Align classroom education with life planning and career development.
- 2) Empower students to achieve self-actualization and become committed global citizens with Jesuit Values.
 - (a) Foster Jesuit values (Reflection, Self-acceptance and Positivity, Curiosity and Creativity, Freedom and Self-discipline, Participation and Responsibility) in order to be open to life-long growth.
 - (b) Support students to reach their potential and be leaders in service.
 - (c) Strengthen students' national identity and global awareness to be committed global citizens.

<u>MC 1</u>	<u>Seven learning goals*</u>	<u>Jesuits Values</u>
Enhance students 21 st century core competencies	<ul style="list-style-type: none"> • National and Global Identity • Breath of Knowledge • Language Proficiency • Generic Skills • Information Literacy • Life Planning 	Open to life-long growth <ul style="list-style-type: none"> • Reflective • Acceptance & positively about self • Freedom & self-discipline • Curiosity & creativity
<u>MC 2</u>		
Empower students to achieve self-actualization and become committed global citizens with Jesuit Values.		

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	<ul style="list-style-type: none">• Healthy Lifestyle	<ul style="list-style-type: none">• Participation & responsibility
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2. Evaluation from the previous school year

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

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3. Annual Plan of the Panel/Committee

Major Concern 1 : Enhance students 21st century core competencies

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	Seven learning goals addressed
<ul style="list-style-type: none"> 提升學生對普通話的興趣 	<ul style="list-style-type: none"> 舉辦中文周活動，包括攤位遊戲、展板 	<ul style="list-style-type: none"> 學生透過活動及展覽提升對普通話的興趣 	<ul style="list-style-type: none"> 獲得獎品及課堂應用 	<ul style="list-style-type: none"> 下學期3至5月 	普通話科任老師	展板，印刷費	國民和全球公民身份 認同寬廣的知識基礎 語文能力 共通能力 資訊素養

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

4. Members of the Panel/Committee

Signature of Head: _____

Date: xx/xx/2024

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

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