

Wah Yan College, Kowloon School Report

2024/2025



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Chapter 1: Our School

1.1 Our Vision

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

1.2 Our Mission

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

1.3 Introduction to Our School

1.3.1 Introduction

Wah Yan College, Kowloon, is a government-grant boys' grammar secondary school operating 30 classes from Secondary 1 to Secondary 6, enrolling 912 students. The School implements Small Class Teaching in S5 & S6, and five classes are split into six: W, Y, C, K, S and J to better cater to learning needs. The School does not have a primary school or a "feeder" primary school. The School was founded by Mr TSUI Yan Sau Peter in 1924 and is now sponsored by the Society of Jesus in Hong Kong. For this reason, the School is called a Jesuit school. In 1952, the School moved from Nelson Street to the current Waterloo Road campus, about 41,500 square metres, on which there are more than two hundred and fifty trees.

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

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

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

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

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

1.3.2 Our Students

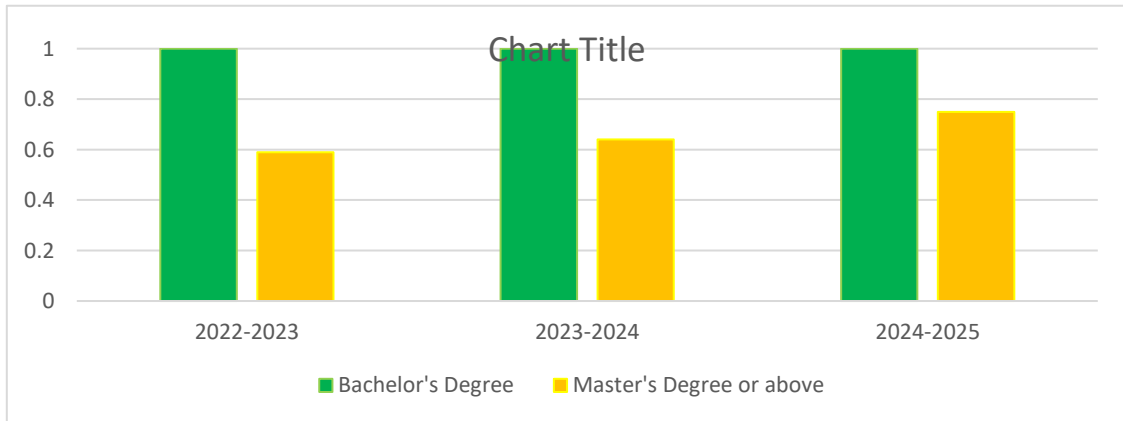
Number of Operating Classes and Students

Level	2023-24		2024-2025	
	No. of Classes	Total Enrollment	No. of Classes	Total Enrollment
Secondary 1	5	162	5	165
Secondary 2	5	155	5	159
Secondary 3	5	143	5	153
Secondary 4	5	137	5	141
Secondary 5	5	146	5	131
Secondary 6	5	120	5	140
Total	30	863	30	889

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

1.3.3 Our Teachers

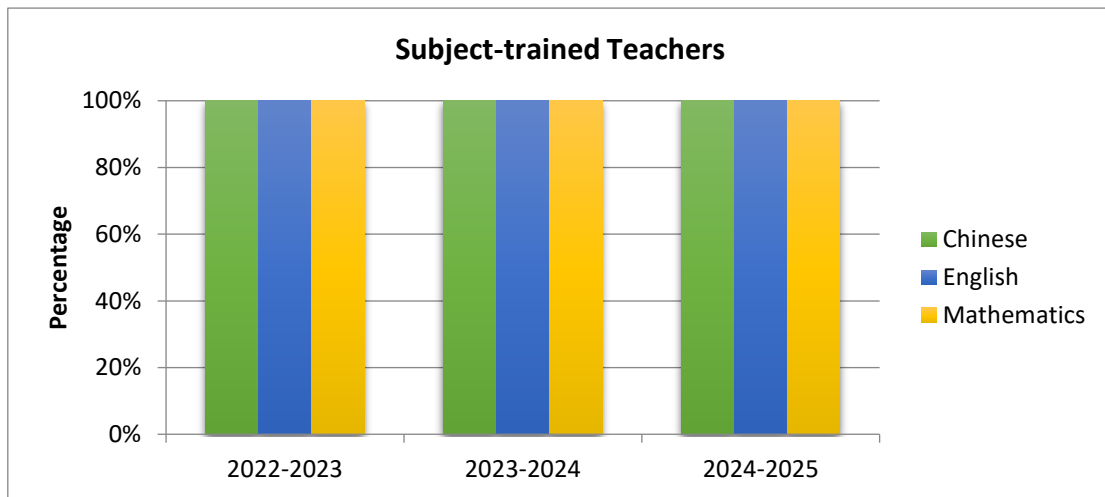
a. Teachers' Qualifications



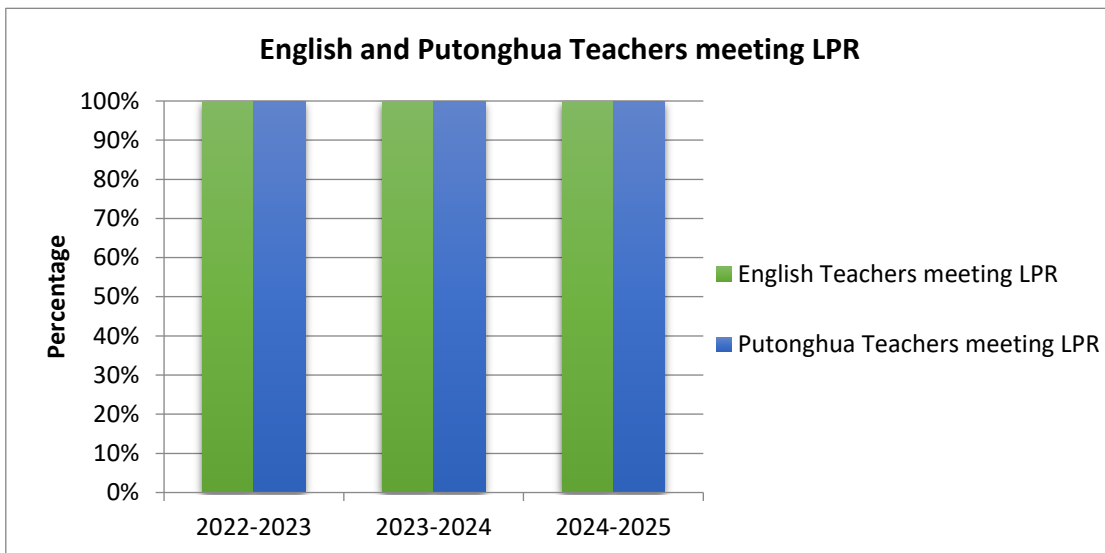
b. Professional Training



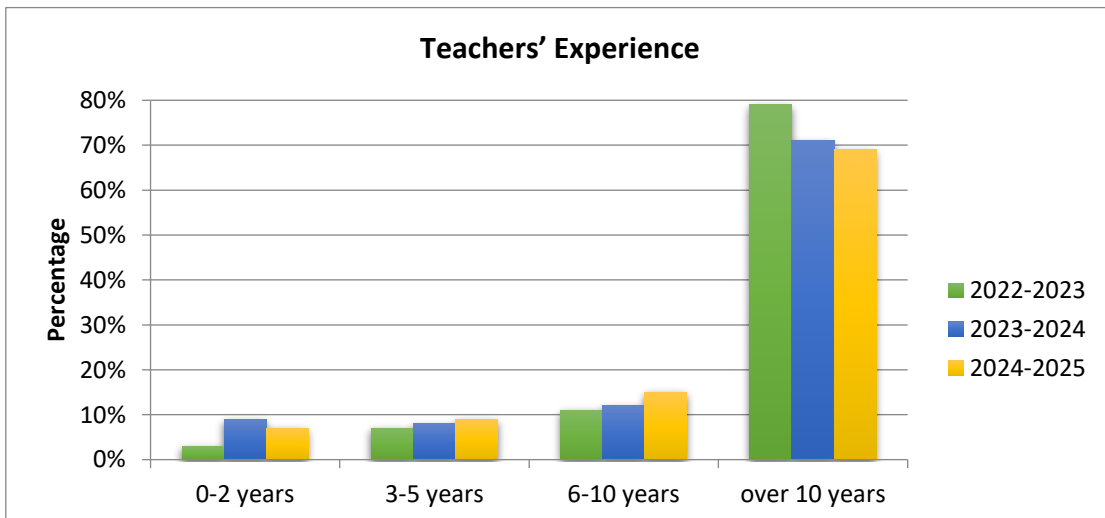
c. Subject-trained Teachers



d. English and Putonghua Teachers Meeting Language Proficiency Requirement



e. Teachers' Experience



1.3.4 Our Curriculum

a. Curriculum Structure

Subjects Offered	S1	S2	S3	S4	S5	S6
Chinese Language	✓	✓	✓	✓	✓	✓
Putonghua	✓	✓				
English Language / English Language Arts	✓	✓	✓	✓	✓	✓
Citizenship, Economics and Society	✓					
Citizenship & Social Development				✓	✓	✓
Mathematics / Mathematics (Core) (DSE)	✓	✓	✓	✓	✓	✓
Mathematics (Extended Part M1/M2) (DSE)				✓	✓	✓
Integrated Science	✓	✓				
Integrated Science (Biology) / Biology (DSE)			✓	✓	✓	✓
Integrated Science (Chemistry) / Chemistry (DSE)			✓	✓	✓	✓
Integrated Science (Physics) / Physics (DSE)			✓	✓	✓	✓
Chinese History / Chinese History (DSE)	✓	✓	✓	✓	✓	✓
Economics (DSE)				✓	✓	✓
Geography / Geography (DSE)	✓	✓	✓	✓	✓	✓
History / History (DSE)	✓	✓	✓	✓	✓	✓
Computer Literacy	✓	✓	✓			
Information and Communication Technology (DSE)				✓	✓	✓
Business, Accounting and Financial Studies (DSE)				✓	✓	✓
Ethics and Religious Education	✓	✓	✓	✓	✓	✓
Ethics and Religious Studies				✓	✓	✓
Music / Music (DSE)	✓	✓	✓	✓	✓	✓
Visual Arts / Visual Arts (DSE)	✓	✓	✓	✓	✓	✓
Physical Education	✓	✓	✓	✓	✓	✓
Vision In Action				✓	✓	
Formation (Form Teacher Period)	✓	✓	✓	✓	✓	✓

b. Percentage of Lesson Hours of Each Key Learning Area:

Key Learning Area	Junior Form	Senior Form
	Percentage (%)	
Chinese Language	18.2	15.9
English Language	19.7	15.9
Mathematics	15.2	15.3
Citizenship & Social Development/ Citizenship, Economics and Society	1.5	6.8
PSHE	18.2	34.1
Science	10.6	
Technology	4.5	
Arts	7.6	
PE	4.5	4.5
Others	--	7.5
Total	100	100

Chapter 2: Achievements and Reflection on Major Concerns, Feedback and Follow-up

Major Concern 1: Enhance Student Core Competencies

<p>Achievements</p> <p>Different subject panels engaged students in various project work to enhance their core competencies like communication skills, creativity, critical thinking skills, presentation skills, problem solving skills, etc..</p> <p>For example, the English panel engaged junior secondary students in projects relating to national security education to nurture their creativity, problem-solving skills, etc. Experiential learning was also arranged for junior secondary students to provide them with different learning opportunities to nurture their core competency skills.</p> <p>The Biology, Economic, Mathematics and Physics panels also arranged project an self-directed learning work for students to engage them in conducting research on topics which they were interested in or real life problems, aiming at enhancing their problem-solving skills. For example, the Biology panel encouraged the students to conduct research on how scientific investigation or biomedical advancement can impact on our daily life. The Physics panel also made good use of the SBA arrangement by integrating DIY project with S5 Physics SBA Investigate Study. The Mathematics panel implemented Pioneer project in 4 classes to promote self-directed learning. The project aimed at enhancing the self-directed learning skills of our students like the time management skills, goal setting skills, self-reflection skills, etc.</p> <p>The CSD panel engaged students in mini projects to study some social issues and identify possible solutions.</p>
<p>Reflection</p> <p>Based on the evaluation findings, analyse the facilitating and hindering factors, and consolidate the experience and reflection derived from the process of planning, implementation and evaluation.</p> <p>The experience of different subject panels could show that engaging the students in different kinds of project work or self-directed learning tasks could promote collaboration among peers and between students and educators. Through enabling students to taking responsibility for their learning process, students became better motivated and developed into independent learners who were capable of managing their time, seeking resources, and reflecting on their progress.</p> <p>Students' work showed that they had put effort in their tasks and could work quite well as groups to complete different projects or self-directed learning tasks despite their differences in abilities, background, experiences, etc. Students demonstrated abilities in working out the proper division of labour to complete the learning tasks and produce written work of good qualities. Their presentation skills were also refined, allowing some of them present their work to other classes and teachers with good confidence.</p>

Different subject panels observed that some students were able to produce very high quality products; demonstrating a good breadth of knowledge in doing research work and abilities to formulate the right strategies to conduct their studies. However, it could also be observed that in a few groups, students were only able to deliver a basic product after carrying out their investigative studies or self-directed learning skills. These students could be better followed up by the teachers so that they could acquire the necessary self-directed learning skills to enable them to develop into independent self-directed learners.

While the arrangement of project work is helpful in nurturing our students to become self-directed learners, the subject panels concerned may need to put into consideration the requirements of specific curriculum.

Feedback and Follow-up

With reference to the above “Achievements” and “Reflection” of the Major Concern, suggest follow-up measures to further help students achieve the seven learning goals, so as to inform the planning of the next Annual School Plan / School Development Plan.

It can be observed that project work is an effective strategy to help our students develop the core competency skills. Students are guided by the teachers to set proper goals, which would help them acquire different self-directed learning skills like critical thinking skills, problem solving skills, time management skills, etc. However, it should also be noted that students can gain benefits from such learning experiences when the teachers are familiar with the strategies to guide the students to acquire or develop the necessary self-directed learning skills.

Moreover, while it can be observed that some students are able to demonstrate good abilities in their work, it can also be observed some students might not be able to deliver high quality work. The subject panels concerned may devise proper strategy to enable teachers to give more guidance to students so that those students who are not well prepared enough for self-directed learning are able to master the necessary self-directed learning skills, which would nurture them into independent self-directed learners.

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

Achievements
<p>(i) 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.</p> <p>The past year has been an inspiring journey as students actively embraced curiosity, creativity, and responsibility, particularly during our centenary celebrations. Their enthusiastic participation in events such as Open Days, the Centenary Concerts, Thanksgiving Mass, and other activities highlighted their dedication and collaboration with subject panels and committees. These efforts not only showcased their talents but also demonstrated a strong sense of community and pride in our school's rich history. The students' commitment to these events was truly commendable and reflected their ability to channel their creativity and teamwork positively.</p> <p>Subject panels and committees have worked diligently to incorporate the values of curiosity, responsibility, and service into their lesson planning. Through various activities and initiatives, they encouraged students to uplift the spirit of our centenary celebrations while fostering a deeper understanding of Jesuit values. By reflecting on the importance of these values, students were motivated to strive for personal growth and contribute meaningfully to the school community. These efforts have helped to create a learning environment where students are not only academically enriched but also inspired to live out the spirit of service and reflection. In addition to academic pursuits, the school has revisited its examen practices during the first staff meeting and the beginning of the second term, emphasizing reflection and Jesuit values.</p>
<p>(ii) Support students to reach their potential and be leaders in service.</p> <p>The Guidance Committee, through programmes for junior forms, and the Vision in Action lessons for senior forms, provided meaningful service opportunities to nurture leadership and encourage social inclusion. Collaborations with the Discipline Committee focused on promoting the responsible use of electronic gadgets, resulting in noticeable improvements in self-discipline and classroom focus. Teachers reported that students were more attentive and engaged during lessons, reflecting the success of these initiatives. Together, these efforts have strengthened our commitment to holistic education and community service.</p>
<p>(iii) Strengthening students' national identity and global awareness to be committed global citizens.</p> <p>To foster national identity and global awareness, the school organized activities and provide morning formation materials on the National Security Education Day and celebrations for the 75th Anniversary of the National Day of the People's Republic of China. Assemblies specifically focused on Chinese culture, along with speeches during the flag-raising ceremonies, helped students connect more deeply with their heritage. For parents, events like the Chinese New Year Celebration cum Cultural Night promoted cultural appreciation. Through these initiatives, both inside and outside the curriculum, we aim to instill pride in students' national identity while nurturing their global perspectives. Morning formation further reinforced</p>

these values daily.

Reflection

(i) Foster Jesuit values (Reflection, Self-acceptance and Positivity, Curiosity and Creativity, Freedom and Self-discipline, Participation and Responsibility).

The stakeholder survey and values survey revealed positive feedback from both teachers and students, with significant strengths in curiosity and creativity (83.3%) and self-acceptance and positivity (87%). These results highlight the school's success in fostering a supportive and inspiring environment. Teachers placed a strong emphasis on reflection, which has been instrumental in cultivating these values. While freedom and self-discipline received a slightly lower score (78%), this still reflects a solid foundation, indicating steady progress. Moving forward, further efforts can be made to ensure students consistently integrate these values into their personal growth and daily lives.

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

The survey showed that 71% of students are willing to participate in volunteer work, with positive feedback following their service experiences, demonstrating success in nurturing a spirit of service. However, freedom and self-discipline remain areas for improvement, as shown by both student feedback (78%) and the Discipline Committee's records, which indicated a slight increase in the misuse of electronic gadgets compared to the first term. This suggests the need for policy modifications and stronger reinforcement of the practices. Despite this, the school is on the right track, and these challenges provide opportunities for growth in the upcoming year.

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

A 3-day Cultural Exchange Tour to Meizhou, China was held from 7 to 9 July 2025 for S1 students. This was our first time organizing such an activity, with the goal of strengthening students' national identity through cultural immersion and learning. The tour aimed to broaden students' understanding of Hakka culture and to foster an appreciation for the traditional Chinese virtues embodied within it. Through the experience, students gained valuable insights into the history, customs, and distinctive features of Hakka architecture and traditions.

A total of 142 students and 16 teachers, including the Principal and Vice Principal, participated in the tour. Efforts to promote national identity and global awareness have been effective, but there is room for enhancement through more frequent collaboration across subject panels. By triangulating knowledge and offering regular activities to consolidate learning, students can develop a deeper understanding and appreciation of their cultural heritage and global responsibilities. These adjustments will further align with the school's mission to nurture well-rounded global citizens.

Feedback and Follow-up

Based on the stakeholder surveys and reflections, several key areas for follow-up have been identified to further enhance the school's mission. In fostering Jesuit values, while curiosity, creativity, and self-acceptance received high ratings, there is room to strengthen freedom and self-discipline. Teachers will continue to emphasize reflection in lessons and explore strategies to help students better internalize self-discipline. Workshops and mentorship programs may also be introduced to provide additional guidance. For supporting students as leaders in service, the positive feedback on volunteer work is encouraging. However, the slight increase in misuse of electronic gadgets highlights the need for a revised discipline policy. The Discipline Committee will collaborate with teachers and students to refine current policies, focusing on clearer guidelines and proactive measures. Additionally, more structured opportunities for students to reflect on their service experiences can further deepen their learning and leadership skills.

To strengthen national identity and global awareness, increasing collaboration among subject panels is a priority. Regular cross-curricular activities and projects will help students integrate their knowledge of Chinese culture and global issues. Furthermore, activities such as cultural exchanges and additional assemblies will be planned to reinforce these values. These follow-up actions aim to ensure continuous growth in alignment with the school's vision and values.

Chapter 3: Our Teaching and Learning

As a Jesuit school, we are dedicated to the mission of nurturing our students into competent, conscientious, compassionate and committed young gentlemen. In our caring community which is conducive to the learning and holistic growth of our students, a balanced curriculum is offered at different levels, as we endeavor to respond to the needs of our students as well as the society. In recent years, we have offered an array of elective combinations in senior secondary to cater for the diverse learning needs and interests of our students. In junior secondary, a balanced curriculum covering science, humanities, arts, etc., is offered, which lays a solid foundation for their studies in the senior forms.

As Jesuit schools attach great importance to *cura personalis*, i.e. care for the whole person, we conduct thorough review of our elective allocation mechanism and elective combinations offered in the senior secondary regularly, with a view to cater better to the diverse and changing academic interests of our students. Under the current subject selection mechanism, more combinations of electives are made possible, for example, Physics + Chemistry + ICT; Biology + Chemistry + ICT; and Chinese History + History + Economics, etc.

Cura personalis was also exemplified by the enhanced role of class teachers. In recent years, Morning Formation periods have been introduced as one of the important channels for the school to promote Values Education, in which class teachers helped foster positive values in students. The Examen has also been implemented for a number of years, during which students learnt to reflect upon their learning experiences.

The class allocation mechanism adopted in the junior secondary also aims at fostering *cura personalis*. Upon admission into S1, students would be allocated to classes with reference to their performance in the pre-S1 attainment tests. Upon promotion to S2, they would remain in the same class, and would be looked after by the same class teacher who can offer better support for the cognitive development of the students, as the class teachers would not need additional time to know their students.

Like other Jesuit schools around the world, our school adopts the Ignatian Pedagogical Paradigm in our everyday teaching. Teachers were expected to construct learning experiences with reference to the learning contexts. The learners would then be guided to reflect upon their learning experience, which serves as an inspiration for future actions. In the current development cycle, the school also put stronger emphasis in enhancing the core competencies of our students and different subject panels introduced project work or self-directed learning task, which was a kind of teaching and learning experience, after considering the contexts of our students and the related subject curriculum. For example, the Physics panel integrates project work with the SBA, having considered the needs of the students and the demand of the physics curriculum.

As the school upholds the Jesuit vision to offer the best personal care for our students, different subject panels attempt to address the special learning needs of different students. For example, the Mathematics Panel would take into consideration the learning needs of different students and offer them necessary learning support.

After-school tutorial sessions are specially arranged for junior secondary students who need extra support in the learning of Mathematics. The Gifted Education Committee also arranged a variety of internal pull-out programmes to stretch the potential of our talented students, as in the previous academic years. To cater for the learning needs of the students who were interested in foreign languages, different foreign language classes were organized to enable the students to learn the languages at the school campus. Some students have also attempted to take the stipulated language examinations administered in Hong Kong by the official cultural organisations which are the official providers of the language examinations concerned.

To develop students into self-directed learners, the BYOD policy was introduced in S1 several years ago and has then been extended to other levels in the junior secondary. Students were encouraged to look for information on the Internet to enhance their learning. Greater interaction among teachers and students could also be fostered during lessons. To better equip teachers with the skills in using different online and digital platforms, the BYOD committee has also been formed for monitoring the implementation of the measure, exploring ways to enhance interactivity in the classroom and helping the colleagues cope with the challenges brought about by the BYOD policy.

The school also attaches great importance to values education as cultivating positive values among students is also an important element of human excellence. When preparing the schemes of work at the beginning of every academic year, teachers would be asked to think about how positive values and attitude could be instilled upon students, and indicate them in the schemes of work. The Values Education Committee continued to develop values education materials for the use in the Formation periods. Moreover, in compliance with the requirements of the Education Bureau, the Committee has also worked out a set of values which are to be covered in the teaching curricula of various subjects.

The school also works hard to extend the learning beyond the classroom through arranging exchanges. In this academic year, the school arranged the S1 students to participate in an exchange tour to Meixian to learn about the Hakka culture. Not only does the school attempt to extend the learning beyond the classroom for the junior secondary students through the organisation of exchange tour to the Mainland, the school also introduces Vision in Action for the senior secondary students which involves learning experiences outside school to enable them to apply the knowledge and skills acquired through the classroom learning to address the real life problems or issues.

Chapter 3: Our Support for Students' Development

3.1 Academic Performance

3.1.1 Hong Kong Diploma of Secondary Education Examination 2025

This year, 140 students participated in the HKDSE, with Mr. IP Shing Hei Nathan from 6W earning the title of Top Scholar. He achieved Level 5** in six subjects and Level 5* in two. Many other students also excelled, securing Level 5** in three or two subjects, alongside additional Level 5* results. Overall, our students' performance was significantly above the territory-wide average.

Notable results among various subjects include:

- **ICT:** 33% achieved Level 5**
- **Mathematics (M1, M2) and Chinese History:** 35% to 40% attained Level 5* or higher
- **Music:** 2 out of 5 students achieved Level 5** in HK, with 36% reaching Level 5* or above

Additionally, all other subjects demonstrated a higher average percentage of students attaining Level 4 or above compared to day school students.

3.1.2 JUPAS 2025

This year, 139* students applied through the Joint University Programmes Admissions System (JUPAS), achieving an offer rate of around 80%. Approximately 57% of those who received JUPAS offers were accepted by the top three universities: HKU, CUHK, and HKUST. Additionally, seven students gained admission to local medical schools.

We are particularly pleased to announce that one student received an unconditional offer from the National University of Singapore (NUS) for Computer Studies, along with a full-ride scholarship. Other notable conditional offers include Oxford, Cambridge, LSE, UCL, and Imperial College London.

* 1 student enter university through the School Nominations Direct Admission Scheme (SNDAS) to study Medicine (HKU).

3.2 All-round Performance

Most students are actively engaging in school life, with both parents and students expressing in surveys that they love the school and enjoy their experiences. All stakeholders, including teachers, students, and parents, have given high scores for the strong relationships between teachers and students, and many highlighted their enthusiasm for participating in school events. This positive feedback reflects a vibrant and supportive school environment that fosters connection and community.

The post-pandemic period has an impact on students' attitudes and behaviors, particularly among junior students. The past three years of disrupted schooling have deeply affected their social and interpersonal skills. Younger students, having missed critical in-person interactions, now struggle to manage emotions and follow instructions in traditional classroom settings. The prolonged isolation has also led to an over-reliance on electronic devices, with many juniors exhibiting addictive behaviors toward smartphones, tablets, and computers.

To address these challenges, schools have implemented various strategies. Class teachers are helping students re-establish routines and develop social-emotional skills, while social workers and school psychologists provide counseling and coping mechanisms to support their mental health. These efforts aim to help junior students rebuild self-regulation and strengthen interpersonal relationships.

Senior students, meanwhile, have shown a strong eagerness to resume vibrant school life, particularly with the return of activities, clubs, and centenary celebrations. While they are excited to re-engage with peers and the school community, some still face challenges in emotional and behavioral regulation, as revealed in stakeholder surveys.

Schools remain committed to providing comprehensive support to help students of all ages navigate this transitional phase and thrive in their academic and personal lives.

Chinese

第三十四屆全港詩詞創作比賽	填詞學生組冠軍
第 76 屆香港學校朗誦節	
詩文集誦 - 粵語 男子或女子或男女合誦 中學一、二年級	亞軍
普通話詩詞獨誦	亞軍
普通話詩詞讀誦	季軍

English

Munsang Model United Nations 2024	Most Improved Delegate Award
77 th Hong Kong Schools Speech Festival (2025) (English Speech)	
Speech Festival Harmonic Speaking S3	1 st
Speech Festival Harmonic Speaking S2	3 rd
Speech Festival Choral Speaking Non-Open S2	2 nd
Speech Festival Choral Speaking Non-Open S1	2 nd
Speech Festival Dramatic Duologue S5	2 nd
Speech Festival Dramatic Duologue S3	2 nd
Speech Festival Solo Verse Speaking Non-Open S5 Boys	2 nd
Speech Festival Solo Verse Speaking Non-Open S4 Boys	1 st 2 nd
Speech Festival Solo Verse Speaking Non-Open S3 Boys	2 nd
Speech Festival Solo Verse Speaking Non-Open S1 Boys	1 st 2 nd 3 rd

Speech Festival Solo Prose Speaking Open Age 12 Boys and Girls	3 rd
Speech Festival Solo Prose Reading Non-Open S5	3 rd
Harvard Book Prize 2025	Prize Winner
Animal Photopoeury Creative Challenge	Commendable Award Grand Jury Photography Award
The 17 th English Radio Drama Competition for Schools in Hong Kong & Macau	Semi-Finalist
Hong Kong Battle of the Books Final 2025 (EMI Modified)	2 nd Runner-up

Mathematics

Thailand International Mathematical Olympiad (TIMO) Heat Round 2024 - 2025 (Hong Kong Region)	Gold Award Silver Award Bronze Award
Thailand International Mathematical Olympiad (TIMO) Semi-Final 2024 - 2025	Silver Award Bronze Award
粵港澳大灣區數學競賽 - 預選賽 2025 (香港賽區)	一等獎 二等獎 三等獎
「華夏盃」全國數學 - 奧林匹克邀請賽 2025 (香港賽區) 初賽	一等獎 二等獎 三等獎 十佳學校
Canadian Senior and Intermediate Mathematics Contests	Distinction
Hong Kong-Shanghai Mathematical Modelling Competition for Secondary Students	Merit
「華夏盃®」全國數學奧林匹克邀請賽 2025 (華南賽區) 晉級賽	一等獎 二等獎 三等獎

MathConception 2025	Gold Award Silver Award First Runner-up in Secondary 1
Hong Kong Mathematics Olympiad	First-class Honours Second-class Honours Third-class Honours Regional Winner - Kowloon Region 2
香港青少年數學精英選拔賽 2024-25	亞軍 一等獎 二等獎 團體賽首十名最佳成績
2025 亞洲國際數學奧林匹克公開賽 (AIMO Open) 晉級賽	金獎 銀獎 銅獎
2025 香港華羅庚金杯少年數學國際精英賽 (決賽)	銀獎 銅獎 團體優異獎
Mathematics Project Competition for Secondary Schools	Good Performance Mathematical Modelling Good Performance
Creative Infographic Design Competition on Applications of Mathematics for Primary and Secondary Schools (2024/25)	Gold Award Bronze Award
The International Mathematical Modelling Challenge (IMMC) - Greater China Region	Outstanding Award (Top 1%)
The International Mathematical Modelling Challenge (International Round)	Honorable Mention

Science (Biology, Chemistry)

香港觀蝶大賽 2024 中小學組	冠軍
International Junior Science Olympiad – HK Screening	Gold Award Bronze Award
International Genetically Engineered Machine Competition (iGEM)	Silver Award
International Chemistry Quiz (ICQ)	Excellence High distinction

Physics

Hong Kong Physics Olympiad 2024	Second Class Honours
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Economics, BAFS

Millennium Entrepreneurship Programme 2025	5 th Runner-up
Hong Kong Economics Olympiad 2025	Best Team In Business Case Award Overall Score Individual Gold Award Overall Score Individual Silver Award Overall Score Individual Bronze Award 嘉許獎
經濟資訊圖表大挑戰	

STEM Education

International Coding Elite Challenge - HK-MO-TW Final (ICE Foundation)	Overall Champion
The Competition on the Mathematics of Information (CUHK)	1st Runner-up Silver Award Bronze Award
Senior Python Programming Contest (Poly U)	1st Runner-up
Hong Kong Secondary School Coding Challenge (City U)	Silver Award Bronze Award
National Olympiad in Informatics (Hong Kong Team)	Bronze Award
GBA AI For The Future Project (Shenzhen CUHK)	Merit
La Salle - Pui Ching Programming Challenge	Gold Award Distinction Award Merit Award
International Olympiad in Informatics -Egypt (Hong Kong Representative)	Silver Medal
GBA Do Your Bit: Challenge (Microbit & British Council)	2nd Runner-up Merit Award
Hong Kong Secondary Schools Software Development Invitational Contest	Gold Award Silver Award Bronze Award
National Olympiad in Informatics in Provinces	Gold Medal Silver Medal Bronze Medal
Hong Kong Olympiad in Informatics Grand School Prize Senior	1st Runner-up Gold Medal Silver Medal Bronze Medal

Junior	Gold Medal Silver Medal Bronze Medal
UK BETT Show	Exhibition of Award-Winning Projects Trailblazer and Leading Road-Bot
Canadian Computing Competition (By University of Waterloo) Senior	Distinction - <i>with Full Marks</i> Distinction
Junior	Distinction - <i>with Full Marks</i> Distinction
CityU Database Competition (By CityU & HKACE)	Gold Award Silver Award Bronze Award
Hong Kong Team Formation Test (By EDB & HKACE) IOI HK representative to Bolivia NOI HK representative to Zhejiang	2 nd Place 5 th Place

Music Education

Vocal Masterclass by Prof. Roberto Abbondanza	Completion
Hong Kong Youth Music Interflows	Gold Award
Chinese Orchestra	Bronze Award
String Orchestra	Gold Award
Symphony Orchestra	Gold Award
Wind Band	Gold Award

Hong Kong Inter-School Choral Festival

Intermediate Boys' Choir	Gold Award
Junior Mixed Choir	Gold Award
Senior Mixed Choir	Gold Award
Intermediate Mixed Choir	Silver Award

The 77th Hong Kong Schools Music Festival

77 th Hong Kong Schools Music Festival (N514 - Zhongruan Solo - Intermediate)	1 st Place 3 rd Place
77 th Hong Kong Schools Music Festival (N810 - Vocal Solo - Open - Foreign - Tenor)	1 st Place
77 th Hong Kong Schools Music Festival (N91 - Vocal Ensemble - Mixed Voice - Foreign)	1 st Place
77 th Hong Kong Schools Music Festival (U121 - Graded Piano Solo - Grade Six)	2 nd Place 3 rd Place
77 th Hong Kong Schools Music Festival (W129 - Graded Piano Solo - Grade Eight)	2 nd Place
77 th Hong Kong Schools Music Festival (N245 - Symphony Orchestra - Intermediate)	2 nd Place
77 th Hong Kong Schools Music Festival (U125 - Graded Piano Solo - Grade Seven)	3 rd Place
77 th Hong Kong Schools Music Festival (N801 - Art Song - Age 15 or above)	3 rd Place
77 th Hong Kong Schools Music Festival (N46 - Junior Boys - Foreign)	3 rd Place

77th Hong Kong Schools Music Festival
(N55 - Junior Boys- Chinese) 3rd Place

77th Hong Kong Schools Music Festival
(N56 - Senior Mixed- Chinese) 3rd Place

77th Hong Kong Schools Music Festival
(N402 - Woodwind Ensemble - Senior) 3rd Place

Visual Arts

「食物安全」海報設計比賽 2024 Second Runner-up

化學品安全漫畫比賽 2023-2024 Merit Award

「捕捉野外大自然之傑作—生態攝影比賽」 Merit Award

徐悲鴻盃國際青少年兒童美術比賽 一等獎

Grantham Visual Arts Award 2023-2024 Scholarship

「識揀識食」職安健海報設計比賽 2024 Merit Award

世界防癆日 2025 四格漫畫創作比賽 - 中學組 季軍

Drama

Hong Kong School Drama Festival 2024/25 Award for
Outstanding Performer

Award for
Outstanding
Cooperation

Sports

Inter-School Athletics Competition 2024-2025
(HK Island & Kowloon)

Boys A Grade 400m Champion

(Record Breaker)

Boys A Grade 400mH	1 st Runner-up
Boys A Grade 1500m	3 rd Runner-up
Boys A Grade 5000m	1 st Runner-up
Boys A Grade 4x100m Relay	1 st Runner-up
Boys A Grade Triple Jump	2 nd Runner-up 3 rd Runner-up
Boys B Grade 100m	2 nd Runner-up
Boys B Grade 200m	2 nd Runner-up
Boys B Grade 400m	1 st Runner-up
Boys B Grade 100mH	2 nd Runner-up
Boys B Grade 4x100m Relay	1 st Runner-up
Boys C Grade 100m	1 st Runner-up
Boys C Grade 200m	1 st Runner-up
Boys C Grade Shot Put	1 st Runner-up
Boys C Grade 4x100m Relay	3 rd Runner-up

Inter-School Badminton Competition 2024-2025
HK Island & Kowloon

A Grade 3rd Runner-up

All Hong Kong Schools Jing Ying Badminton Tournament
2024 -2025

Team	Quarter-Finalist
Doubles 2024 Guangdong - Hong Kong - Macao - Greater Bay Area Schools Badminton Championship Secondary School Boys	2 nd Runner-up Champion
Inter-School Basketball Competition 2024-2025 HK Island & Kowloon Division Three (K3)	
Boys C Grade	Champion
Overall	3 rd Runner-up
The Chinese University of Hong Kong Chess Open (Team) 2024	Champion
HK Junior Chess Championships 2024 - U18	Champion
Inter-School Fencing Competition (Team) 2024-2025	
Boys Foil	6 th Runner-up
Boys Epee	4 th Runner-up
Overall	5 th Runner-up
Jockey Club Futsal Cup 2023-24 (School Division) (U15)	1 st Runner-up
Hong Kong School Ice Hockey League 2024-2025	Champion
All Hong Kong Inter-Secondary Schools Life Saving Competition	
Junior Grade Line Throw	Champion
Senior Grade Line Throw	2 nd Runner-up
Senior Grade 4x50m Medley Relay	2 nd Runner-up

Inter-School Snooker Championship 2024 Individual Event (Secondary School)	1 st Runner-up
HKSSF Inter-School Swimming Competition HK Island & Kowloon Division One	
Boys B 50m Breaststroke	3 rd Runner-up
Boys C 4x50m Freestyle Relay	3 rd Runner-up
Inter-School Table Tennis Competition 2024-2025 HK Island & Kowloon Division One	
C Grade	3 rd Runner-up
All Hong Kong Schools Jing Ying Table Tennis Tournament 2024-2025	
Singles	4 th Runner-up
Inter-School Tennis Competition 2024-2025 HK Island & Kowloon Division One	2 nd Runner-up
Inter-School Volleyball Competition 2024-2025 HK Island & Kowloon Division Two	
Boys B Grade	2 nd Runner-up
Boys C Grade	2 nd Runner-up
Overall	1 st Runner-up
HK Island & Kowloon Secondary School Competition - BOCHK Beach Volleyball Cup 2024-2025 Division Two	
Senior	Champion

Junior	2 nd Runner-up
Overall	Champion
23 rd HKGSA School Invitational Water Polo Championships	1 st Runner up
Summer National and Junior Water Polo Championships U18 Boys	1 st Runner-up

Chapter 4: Financial Summary

Financial Summary (1.9.2024-31.8.2025)

	Opening Balance (as at 1.9.24)	Income (\$) (as at 31.8.25)	Expenditure (\$) (as at 31.8.25)
Government Funds and School Funds			
I. Government Funds (EOEBG)			
- Basic Baseline/ per class- IMC		2,356,949.47	0.00
- School & Class Grant		0.00	1,708,226.60
- Air Conditioning Grant		685,200.00	452,786.80
- Lift Maintenance Grant		0.00	86,740.00
- Administration Grant		4,787,136.00	6,178,410.07
- Composite Furniture and Equipment		0.00	193,872.99
- Composite Information Technology Grant		585,308.00	234,816.22
- Capacity Enhancement Grant		676,944.00	310,149.00
- School-based Management Top-up Grant		53,385.00	4,800.00
- School-based Speech Therapy Administration Grant		8,541.00	0.00
Sub-total	0.00	9,153,463.47	9,169,801.68
II. Government Funds (Outside EOEBG)			
Salaries Grant - Teaching Staff	0.00	55,541,592.59	55,541,592.59
Salaries Grant - Teaching Supporting Staff	0.00	2,190,729.00	2,190,729.00
Salaries Grant - Supply Staff	0.00	16,686.00	16,686.00
Non-Teaching Provident Fund Scheme -Employer's Contribution	0.00	306,349.01	306,349.01
Committee on Home-school Co-operation Grant	21,453.11	6,044.00	5,277.37
Committee on Home-school Co-operation Grant- Activities	0.00	20,000.00	20,000.00
Fringe Benefit under Enhancement of NET Scheme	0.00	149,954.99	149,954.99
Teacher Relief Grant	440,796.32	422,811.00	265,324.50
Teacher Relief Grant - Temporary Freezing of Teaching Post	3,830,105.87	5,029,800.00	5,106,146.14
School-based after School Learning & Support Program	69,815.50	62,400.00	74,936.50
Diversity Learning Grant - Other Language	0.00	8,600.00	8,600.00
Diversity Learning Grant - Other Programme	39,650.77	117,000.00	75,669.00
Learning Support Grant for Secondary School	137,100.77	764,224.00	675,051.25
Non Chinese Speaking - SEN Grant	98,808.25	106,769.00	110,179.25
Moral and National Education Subject Support Grant	17,537.03	0.00	0.00
Grant for the Sister School Scheme	10,474.50	165,439.00	10,474.50

Promotion of Reading Grant	40,151.40	77,205.00	10,474.50
Life Wide Learning Grant	1,013,239.40	1,505,474.00	1,238,922.21
Information Technology Staffing Support ITSS Grant	0.00	377,937.00	377,937.00
Enhanced Funding for Non-Chinese Speaking Students	840,364.99	883,874.00	911,356.97
Student Activities Support Grant	0.00	50,700.00	50,700.00
One-Off School-based Speech Therapy Set-Up Grant	21,038.00	0.00	0.00
One-Off Citizenship & Social Develop Grant (31/8/2025)	282,465.80	0.00	282,465.80
One-Off Mental Health at School Grant (31/8/2025)	37,700.00	0.00	37,700.00
One-Off Mental Health of Parents and Students Grant (31/8/2025)	20,000.00	0.00	20,000.00
One-Off Grant on Parent Education (31/8/2027)	200,000.00	0.00	4,500.00
One-Off Grant for Promotion Chinese Culture Immersion Activities (31/8/2027)	299,250.00	0.00	63,252.79
One-Off Grant for Promotion Sport Ambience & MVPA60 in School (31/8/2027)	150,000.00	0.00	0.00
One-Off Grant for Promotion of Self-directed Language Learning (English Language) (31/8/2027)	0.00	200,000.00	0.00
One-Off Grant for Promotion of Self-directed Language Learning (Putonghua) (31/8/2027)	0.00	200,000.00	0.00
Grant for Greater Bay Area Career (31/8/2026)	0.00	100,000.00	0.00
One-Off Pilot Scheme on Other Languages (31/8/2027)	0.00	250,000.00	0.00
QEF - Enhanced my Pledge to ACT-WYK	75,800.00	0.00	75,800.00
QEF - Use of IPP to Enhance English Learning & Teaching Efficiency	87,916.00	351,656.00	178,830.00
Sub-total	7,733,667.71	68,905,244.59	67,808,909.37
III. School Funds (General Funds)			
(1) Tong Fai		444,000.00	440,000.00
(2) Donations		110,000.00	0.00
(3) Others	4,140,572.48	1,524,370.14	1,159,188.55
(4) Wah Yan One Family Foundation	483,169.25	1,200,000.00	858,398.55
Sub-total	4,623,741.73	3,278,370.14	2,457,587.10
Total surplus for the school year			1,900,780.05
Accumulated surplus as at the end of the school year			14,258,189.49

Chapter 5: Appendices

Appendix 1: Report of Diversity Learning Grant

Appendix 2: Report of Capacity Enhancement Grant

Appendix 3: Report of Learning Support Grant

Appendix 4: Report of School-Based After-School Learning and Support Grant

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

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

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

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

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

Appendix 10: Report on Sister School Exchanges

Appendix 11: Report on the Use of Citizenship and Social Development Grant

Appendix 12: Report on the Use of the Grant for Promotion of a Sports Ambience and MYPA60 in Schools

Appendix 13: Report on the Use of the Grant for Promotion of Chinese Culture Immersion Activities

Appendix 14: Year-End Evaluation Form at School Level on Whole-School Approach to Catering for Students with SEN

Wah Yan College, Kowloon
Annual Report for Diversity Learning Grant (DLG)
DLG-funded Other Programme (Network Programme)
2024-25

Name of programme	Senior Secondary Music Network Programme – Hiring of external instructors
Objective	Offer holistic music education in preparation of the Hong Kong Diploma of Secondary Education Examination (HKDSE).
Target students	Students of Network Schools in Form 4 to Form 6, who have chosen Music as their elective subject in the HKDSE.
Selection mechanism	Aptitude Tests
Deliverables	<ul style="list-style-type: none"> - Weekly Music lessons for Paper 1 - Individual / Small group coaching sessions for Paper 2 and Paper 3
Duration	<ul style="list-style-type: none"> - September 2024 to August 2025 - Every Thursday/Friday after-school and Saturday morning - Virtual / face-to-face lessons throughout the year
Participating schools	<ul style="list-style-type: none"> - Heep Yunn School - Methodist College - St. Paul’s College - True Light Girls’ College - Wa Ying College - Wah Yan College, Kowloon
Number of students involved in the Network	68 students
Evaluation	<ul style="list-style-type: none"> - Weekly attendance record - Students’ results in internal assessments - Students’ results in HKDSE
Expenditure	\$187,000

Report of Capacity Enhancement Grant (2024-2025)

No.	Strategies	Actual Implementation Time	Achievements	Reflection & Feedback
1	Sponsor the employment of one English teacher	2024 - 2025	<p>The extra teachers' employment can help implement Small Class Teaching in S1-3. With Small Class Teaching, we can cater for learner diversity more, give more personal care to students, improve the teacher-student relationship, reduce learners' anxiety and help to motivate students.</p> <p>As per observation and feedback from the panel head concerned, the teacher performed satisfactorily in teaching and learning.</p>	<p>To benefit more from the arrangement, the School should be committed to building a learning community and enhancing teacher formation.</p> <p>Teachers must have continuous professional development and high expectations of the students, raising the effectiveness of teaching and learning, aligning it with the requirements of the HKDSE examination, catering for learner diversity and making better use of assessment as and for learning.</p> <p>For better students, we should aim for Level 5 or above and for average students, we should aim for Level 4 or above.</p>

Annual Report of Learning Support Grant (LSG) of Student Support Team (SST)
(2024-2025)

1. Annual Report of the Panel/Committee

Major Concern 1: Enhance students core competence

No.	Target	Strategies	Actual Implementation Time	Achievements*	Reflection*	Feedback and Follow-up*
1	To create and use three new sets of supplementary notes for Form One Chinese, English and Mathematics	<p>SENCo discussed with the subject teachers and panel heads about the design of the supplementary notes and how they could be used.</p> <p>SEN TA created the supplementary notes and SENCo collected comments from subject teachers to refine the design of the notes. The finalized copy was then given to subject teachers to use in the classroom.</p>	September 2024- June 2025	<ul style="list-style-type: none"> Two sets of S1 English supplementary note, one set of Chinese and one set of Integrated Science were created. More than 80% of students reflected that the supplementary notes could help them understand the topic better and easier. 	<p>The collection of the original notes took much longer than expected because subject teachers spent a long time reviewing it and commenting on it, but subject teachers provided valuable opinions about the refinement of the worksheet.</p> <p>The selection of Mathematics was also switched to Integrated Science because Mathematics Department already has a lot of supplementary notes.</p>	More opinions will be collected from students after the supplementary notes are used in more classes to make sure it can help students more. More supplementary notes will be created in the next academic year.

Wah Yan College, Kowloon
Annual Report of Learning Support Grant (LSG) of Student Support Team (SST)
(2024-2025)

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

No.	Target	Strategies	Actual Implementation Time	Achievements*	Reflection*	Feedback and Follow-up*
1	To help SEN students' parents, especially those with severe family problems, tackle the root cause of poor relationship in the family	<ul style="list-style-type: none"> • To employ services of professionals, like educational and clinical psychologists, to regularly meet with SEN students' parents, and create a supportive environment for students to grow up in. • To have SENCo, social workers and school-based EP to follow up with the effectiveness of the suggested measures 	October 2024 – July 2025	<ul style="list-style-type: none"> • At least 6 parents received the aforementioned services during the academic year. SENCo arranged parents to have private consultation with their children's psychologists in order to for parents to have a more complete picture of the situation. • 100% of the parents provided positive feedback about the services provided to them. 	It was more helpful for already-hired psychologists to see both the parents and the SEN students so that there could be more coherence between the involved parties, and more family counselling could be provided to the family. All parents agreed that the direct conversation with the professionals aided them in educating their children and communicating with them more effectively.	This practice can be extended to every student and his family if psychologists' services are to be provided to them. The number of times of meeting with the professionals can also be increased from 2 times minimum to 3-4 times in the coming academic year.

*Evaluation on the seven learning goals addressed and other aspects

Wah Yan College, Kowloon
Annual Report of Learning Support Grant (LSG) of Student Support Team (SST)
(2024-2025)

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

No.	Target	Strategies	Actual Implementation Time	Achievements*	Reflection*	Feedback and Follow-up*
1	Employ Psychological services of Educational Psychologists (EP) and Clinical Psychologists (CP) (Tier 2-3)	<ul style="list-style-type: none"> • to provide individual training and treatment programmes for students with SEN • to pinpoint SEN students' weaknesses and problems in communicating with others (ASD), organizing (ADHD) and motivating themselves (MI) and provide trainings, treatments and strategies 	October 2024-31 July 2025	<p>Most SEN students have shown significant improvement in behavior, social skills, and emotional regulation due to the dedicated and effective support from Educational Psychologists (EPs) and Counseling Professionals (CPs).</p> <p>Students in Tiers 2 and 3 have made notable strides in enhancing their emotional regulation and communication abilities, largely due to intensive training programs and</p>	<p>EPs and CPs demonstrate exceptional professionalism in their work with SEN students, consistently delivering detailed reports for ongoing follow-ups and tailored recommendations. The progress in students' behavior and adaptability is both evident and long-lasting. Feedback from parents and teachers highlights their high satisfaction with the services provided.</p>	<p>Due to the strong rapport established with students, most EPs and CPs will continue their roles, fostering effective communication to further support the development of SEN students.</p>

Wah Yan College, Kowloon

Annual Report of Learning Support Grant (LSG) of Student Support Team (SST) (2024-2025)

No.	Target	Strategies	Actual Implementation Time	Achievements*	Reflection*	Feedback and Follow-up*
		accordingly		counseling sessions facilitated by these skilled professionals. by these professionals.		
2	Training Group and workshop for ASD and ADHD students (Tier 2-3)	<ul style="list-style-type: none"> to help ASD and ADHD students adapt better to the school environment by enhancing their social skills through organizing group activities and training for them 	November 2024- June 2025	All the groups— attention training, social-skills training, and board game, and 3D printing —saw strong participation rates. Students formed new friendships and developed enhanced communication abilities, such as starting conversations and responding thoughtfully to others' contributions.	The trainers skillfully engaged students during group sessions, fostering a supportive environment while delivering impactful messages. Feedback from parents, social workers, and SEN teaching assistant highlights notable improvements in students' social skills and attention levels.	Next year, social skills and attention/executive skills training groups will emphasize deeper peer connections, self-awareness, and understanding decision-making in social contexts. New workshops tailored for teenage boys will offer a wider variety of engaging group activities.
4	Employ SEN Teaching Assistant	<ul style="list-style-type: none"> to help SENCo and SENST carry out 	September 2024-Aguust 2025	The SEN Teaching Assistant supports SEN students in small	The SEN Teaching Assistant has effectively built trust	The SEN Teaching Assistant will continue observing and

Wah Yan College, Kowloon
Annual Report of Learning Support Grant (LSG) of Student Support Team (SST)
(2024-2025)

No.	Target	Strategies	Actual Implementation Time	Achievements*	Reflection*	Feedback and Follow-up*
		administration duties and accompany students in after-class social training groups		after-school groups while handling extensive administrative tasks, such as coordinating with professionals about their services and communicating with parents regarding IEP meetings.	with SEN students, encouraging them to openly share their challenges. She promptly reports these concerns to the SENCO and social workers for follow-up. Additionally, she provides tailored support to Tier 2 SEN students, addressing their individual needs.	assisting in social training workshops, reporting student behaviors to social workers, the SENCO, and the school-based Educational Psychologist. She will also provide more insights to the choices of training groups and workshops.

*Evaluation on the seven learning goals addressed and other aspects

Wah Yan College, Kowloon
Annual Report of Learning Support Grant (LSG) of Student Support Team (SST)
(2024-2025)

2. Members of the Panel/Committee

Chairman: Mr. HO Hung Yan Samuel

Ex-officio member: Principal

Member: Ms. CHU Hoi Ying Eunice

Mr. NG Ka Lok Alex

Mr. CHAN Ka Hei Ricky

Ms. CHAN Lai Tak Teresa

Mr. CHEUNG Tai Chiu

Ms. HUI Nga Man Jasmine

Mr. LEE Han Kin Eugene

Ms. WONG Lei Shen Lisa

Dr. CHU Ho Tat Matthew (Educational Psychologist)

Mr. AU Wai Lun Issac (Social Worker)

Mr. Lam Ming Yeung Matthew (Social Worker)

Signature of Head:



Date: 16/07/2025

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

Name of School: Wah Yan College Kowloon

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

A. The number of students (count by heads) benefitted under the Grant is 19 (including A. 1 CSSA recipients, B. 8 SFAS full-grant recipients and C. 10 under school's discretionary quota).

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Music Course		2	2	90%	Whole Year	12,500.00	Questionnaire	/	/
Language Course (Japanese, German & Spanish)	1	4	3	100%	Whole Year	34,425.00	Questionnaire	/	/
Sports Course/ Overseas Training		1	4	90%	Whole Year & 8/2025	12,834.50	Questionnaire	/	/
Overseas Training & Experiential Activity		1	1	100%	8/2025	15,177.00	Questionnaire	/	/
Total no. of activities:									
@No. of man-times	1	8	10		Total Expenses	\$74,936.50			
**Total no. of man-times	19								

Note:

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

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

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

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

C. Project Effectiveness

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

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

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

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

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

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

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

2024-2025 (School Year) Report on the Use of the Life-wide Learning Grant
Wah Yan College Kowloon (School Name)

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

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain ¹ (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students proper values													
1	School Athletics Team Training	1-9-24 – 31-8-25	S1-S6	57	\$45,600.00	\$800.00	E5	Physical Education	Attendance rate exceeding 80%			✓		
2	School Basketball Team Training	1-9-24 – 31-8-25	S1-S6	38	\$90,980.00	\$2,394.21	E5	Physical Education	Attendance rate exceeding 80%			✓		
3	School Badminton Team Training	1-9-24 – 31-8-25	S1-S6	21	\$94,200.00	\$4,485.71	E5	Physical Education	Attendance rate exceeding 80%			✓		
4	School Chess Team Training	1-9-24 – 31-8-25	S1-S6	39	\$40,200.00	\$1,030.77	E5	Physical Education	Attendance rate exceeding 80%			✓		
5	School Fencing Team Training	1-9-24 – 31-8-25	S1-S6	14	\$20,400.00	\$1,457.14	E5	Physical Education	Attendance rate exceeding 80%			✓		
6	School Football Team Training	1-9-24 – 31-8-25	S1-S6	60	\$168,720.00	\$2,812.00	E5	Physical Education	Attendance rate exceeding 80%			✓		
7	School Hockey Team Training	1-9-24 – 31-8-25	S1-S6	8	\$25,750.00	\$3,218.75	E5	Physical Education	Attendance rate exceeding 80%			✓		
8	School Tennis Team Training	1-9-24 – 31-8-25	S1-S6	16	\$101,800.00	\$6,362.50	E5	Physical Education	Attendance rate exceeding 80%			✓		
9	School Volleyball Team Training	1-9-24 – 31-8-25	S1-S6	48	\$166,275.50	\$3,464.07	E5	Physical Education	Attendance rate exceeding 80%			✓		
10	School Ice Hockey Team Training	1-9-24 – 31-8-25	S1-S6	11	\$22,200.00	\$2,018.18	E5	Physical Education	Attendance rate exceeding 80%			✓		
11	School Swimming Team Training	1-9-24 – 31-8-25	S1-S6	47	\$24,000.00	\$510.64	E5	Physical Education	Attendance rate exceeding 80%			✓		
12	School Life Saving Team Training	1-9-24 – 31-8-25	S1-S6	20	\$4,200.00	\$210.00	E5	Physical Education	Attendance rate exceeding 80%			✓		
13	Sports Programme	1-9-24 – 31-8-25	S1-S2		\$20,400.00		E5	Physical Education	Attendance rate exceeding 80%			✓		
14	S4 Adventure-based counselling day camp	Nov-24	S4	141	\$7,177.00	\$50.90	E1	Others, please specify: Guidance	Students participated actively and evaluation was positive	✓				
15	S3 Experiential Learning	28/4-9/5/2025	S3	150	\$15,000.00	\$100.00	E6	Others, please specify: Guidance	Students participated actively and evaluation was positive	✓				
16	S5 Experiential Learning Coach Bus Rental	25/4 & 8/5/2025	S5	150	\$4,170.00	\$27.80	E2	Others, please specify: Guidance	Students participated actively and evaluation was positive	✓				✓
17	Gifted Education Program - Experiential Learning 無家者遊記	28/3/2025			\$2,800.00		E5	Gifted Education						
18	Chinese Debate Training	1-9-24 – 31-8-25	S1-S6		\$48,000.00		E5	Chinese Language	Attendance rate exceeding 80%			✓		
19	S1 Clay	May-25	S1	160	\$1,344.55	\$8.40	E6	English Language	Students participated actively and prepared for the competitions seriously			✓		
20	English Drama Mentoring	May-25			\$30,000.00		E5	English Language						
21	Presentation skills training - A comedian's Approach (Vivek Ashok Mah)	Jul-25			\$16,000.00		E6	English Language	Students participated actively and evaluation was positive			✓		
22	St. Jurassic Garage Animal Exhibition	May-24	S1	160	\$45,598.00	\$284.99	E6	English Language	Students participated actively and evaluation was positive			✓		

23	English Debate Training	1-9-24 – 31-8-25	S1-S5	34	\$62,300.00	\$1,832.35	E5	English Language	Students participated actively and evaluation was positive	✓			
24	76th HK School Speech Festival - English	2024-2025	S1-S6		\$13,885.00		E1	English Language	Students participated actively and prepared for the competitions seriously	✓			
25	Presentation - Stand up (related to Unit 4 of S3 textbook) Guest speaker	22/1/2025	S3	160	\$2,500.00	\$15.63	E1	English Language					
26	Senior SDC Registration Fee	1/11/2024			\$800.00		E1	English Language					
27	S1 Performance Night	7/3/2025	S1	160	\$5,603.66	\$35.02	E9: Activity Expenses	English Language	Students participated actively and evaluation was positive	✓			
28	Registration Fee for the HKFYG Institute for Leadership Development	1/2025		3	\$360.00	\$120.00	E1	English Language					
29	77th HK Schools Music Festival & Other Music Contest	2024-2025	S1-S6	200	\$30,385.00	\$151.93	E1	Arts (Music)	Students participated actively and prepared for the competitions seriously	✓			
30	Coach Bus Rental and Transport Cost	2024-2025	S1-S6		\$40,071.00		E2	Arts (Music)					
31	Ensemble Coach Fee	2024-2025	S1-S6		\$93,625.00		E5	Music Subject	Attendance rate exceeding 80%		✓		
32	Chinese Orchestra Conductor's Fee	2024-2025	S1-S6	34	\$65,550.00	\$1,927.94	E5	Music Subject	Attendance rate exceeding 80%		✓		
33	String Orchestra Conductor's Fee	2024-2025	S1-S6	38	\$55,200.00	\$1,452.63	E5	Music Subject	Attendance rate exceeding 80%		✓		
34	Symphony Orchestra Conductor's Fee	2024-2025	S1-S6	68	\$91,600.00	\$1,347.06	E5	Music Subject	Attendance rate exceeding 80%		✓		
35	Wind Band Orchestra Conductor's Fee	2024-2025	S1-S6	54	\$73,800.00	\$1,366.67	E5	Music Subject	Attendance rate exceeding 80%		✓		
36	String Assistant Coach Fee	2024-2025	S1-S6	38	\$19,500.00	\$513.16	E5	Music Subject	Attendance rate exceeding 80%		✓		
37	Joint School Values Education Catholic Leadership Camp	15/7, 18-19/7/2024	S1-S6	7	-\$5,422.50	-\$774.64	E3, E4	Pastoral Committee	Students participated actively and evaluation was positive	✓			
Sub-total of Item 1.1				1,936	\$1,544,572.21								
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
1													
2													
3													
4													
<small>Please insert rows above if the space provided is insufficient.</small>													
Sub-total of Item 1.2				0	\$0.00								
Expenses for Category 1				1,936	\$1,544,572.21								

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

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

No.	Item	Purpose	Actual Expenses (\$)
1			
2			
3			
<small>Please insert rows above if the space provided is insufficient.</small>			
Expenses for Category 2			\$0.00
Expenses for Categories 1 & 2			\$1,544,572.21

Category 3: Number of Student Beneficiaries

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

Name of Contact Person for LWL:	
Post of Contact Person for LWL:	

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

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, self confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

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

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

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

Annual Report of Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students
(2024-25)

1. Annual Report of the Panel/Committee

Major Concern 1: Enhance students core competence

No.	Target	Strategies	Actual Implementation Time	Achievements*	Reflection*	Feedback and Follow-up*
1	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離式教學 	全年	學生在所有評估中取得及格成績。	學生學習乎動機較弱，須經常重複提點	聘請較有教學經驗助理教師
		聘請兼職教學助理，協助教師為非華語學生準備「學習材料。」	全年	開發和使用材料	學習材料有待完善	下學年可持續
2	初中中文學習課後支援	「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	全年	部分學生出席率 80% 及通過所有作業。	學生透過活動教學提升學習興趣	下學年可持續
3	高中中文學習課後支援	「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	全年	部分學生出席率 80% 及通過所有作業。	學生活動及比賽與課堂經常重疊，學習成效不足	可先協調學生活動與課堂安排

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

*Evaluation on the seven learning goals addressed and other aspects

To: Chief School Development Officer (YTM)

Wah Yan College, Kowloon2024-2025 School Year**Annual Report on Measures related to Safeguarding National Security and National Security Education**School Name: Wah Yan College, Kowloon

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
School administration	<p>(1) The National Security Committee functions on safeguarding national security and national security education:</p> <ul style="list-style-type: none"> • the committee is led by a Vice Principal (NSE), members include the Principal, the other two Vice Principals, chairperson of the Academic committee, Discipline committee, Guidance committee, Crisis Management committee, Staff Development committee and National Education committee. • to plan, supervise and evaluate the implementation of related measures among subject panels and functional teams; 	<p>The National Security Education Committee was set up to safeguard national security and promote national security education. Two meetings of the National Security Education Committee were held on 26 March 2025, and 15 July 2025 respectively Members included:</p> <ul style="list-style-type: none"> • Ex Officio (Principal CHOW) • Chairman (Mr. David CHEUNG) • Both incumbent Vice-Principals (Mr. Alex NG, Ms. Jasmine HUI) • Learning & Teaching (Mr. Eugene LEE) • Student Guidance, Discipline & Support (Ms. Jasmine CHOW, Mr. David CHEUNG, Ms. Teresa CHAN) • National Education (Mr. NG Ka Ho) • Home-School Cooperation (Ms. Jasmine HUI) 	<p>The composition and duties of the committee were fixed in the first meeting of the committee. Through the Planning-Implementation-Evaluation (P-I-E) mechanism, the committee had prepared the Annual report (2023-24) and the Work Plan (2024-25) for the approval and endorsement for the IMC on 30 September 2024.</p> <p>There were no cases about using the School's name to promote political views by any external organization throughout the year.</p>

- to facilitate communication and collaboration among different stakeholders to strengthen students' virtue cultivation and promote national education with a whole-school approach;
- 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.

(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.

With regarding to the EDB's School Self-evaluation checklist 2023/24 about Strengthening National Education, the committee had worked out the plan and address to the different elements in the checklist.

Major concern in School Development Plan (2023-26) and Annual School Plan (2024-25) addressed on strengthening students' national identity. Under the Major concern 2: Empower students to achieve self-actualization and become committed global citizens with Jesuit Value, one of the targets is to strengthen students' national identity and global awareness to be committed global citizens. A whole-school approach is adopted and all committees and subject panels should plan and work under the major concern to strengthen students' national identity.

The school also evaluated the works relating to NSE with the EDB's School Self-evaluation checklist 2024/25 – "National Security: Maintaining a Safe Learning Environment Nurturing Good Citizens" (please refer to Appendix 1 for the checklist 2024/25).

From the APASO III survey (2024-25), it had a Q-value of 116 from the students on their National Identity as below:

Subscale	Q-Score	P-Score	No. of valid responses
National Identity (Responsibility, Obligations)	116	85.7	90
National Identity (Proud, Love)	116	85.7	90
National Identity (National Flag, Anthem)	116	85.7	90
National Identity (Achievements)	116	85.7	90

And from the Stakeholder survey (2024-25) teachers' questionnaire, it had a score of 4.0 out of 5.0 that the school curriculum has aligned with the learning goals of National and Global Identity. These data showed that the school had worked well in the area of strengthening students' national identity in the Major concern 2.

The school adopted the document "Principles and Guidelines on Handling School Affairs Involving Controversial Political Issues" issued by the Jesuit Education Board on 18 May 2020 as reference for stakeholders to observed.

This statement was included in the Teachers' Handbook and be accessed through eClass.

	<p>(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>(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.</p> <p>(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.</p> <p>(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</p>	<p>Starting from the academic year 2021-22, in the document 'Application for use of school accommodation' the following statement was stated to the Booking Form of the Hiring of School Facilities to ensure activities will not involve acts that endanger national security.</p> <p><small>GENERAL NOTICE: The school is responsible for ensuring the safety and security of all persons and property on school premises. All forms of school facilities should be properly used and any misuse or damage to school property will be reported and any legal action taken.</small></p> <p>The school also supervised and checked the proper use of the school premises by both WYK and non-WYK organizations that they were observing the National Security Law.</p> <p>There were collaborations between the library and the administration to take stock of library books to ensure that the books do not contain inappropriate content that endangers national security; It was noted that some panels had already write-off books which are inappropriate.</p>	<p>Reports and discussion were made for the implementation of National Security Education in the five areas: School Administration; Staff Management; Staff Training; Student Guidance, Discipline and Support; and Home-School Cooperation.</p> <p>For all school activities (both on-campus and off-campus), the Vice-Principal (ECAs) and Vice-Principal (Academics) were responsible to reinforce and monitor the appropriateness and that no activities involved acts that endanger national security was confirmed.</p> <p>In this year, regular inspections of the campus were conducted and there were no findings of any texts, graffiti, or objects displayed within the campus premises that involve content endangering national security.</p> <p>In this year, the proper use of the school premises by both WYK and non-WYK organizations complying the National Security Law was confirmed with the supervision of the school. No observations or reports were received for violating the National Security Law in the school premises.</p> <p>The stock checking was completed in September 2024. This stock checking should be conducted regularly each year. The school would explore to have external professional support in the stock checking procedure to ensure the accuracy and</p>
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	<p>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 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>The stock checking was completed in September.</p> <p>According to the guidelines and requirements in the EDBC No. 11/2021 about the display of national flag on every school day and conduct of National Flag raising ceremony weekly starting from 1 January 2022, the school had arranged the display and flag raising ceremony to fulfil and promote the sense of national identity of the students. A schedule for the National Flag raising ceremony was fixed in the school calendar so that all stakeholders could be get well prepared for the ceremony.</p>	<p>efficiency.</p> <p>In the 2024-25 school year, there were 43 scheduled flag raising ceremonies including special school events such as Sports day and Speech day, centenary celebration events like Open day and Gala Dinner in December 2024 not only for students and teachers but also other stakeholders such as alumni and parents are involved. All ceremonies were successfully held apart from those affected by adverse weather. The students were adapted to the arrangement of the National flag-raising ceremony and showed respect during the ceremony. As the ceremonies were held at the beginning of the school days, some students had late problems. Discipline teachers and Class teachers would help monitoring and conveying so as to build up a proper attitude of the students.</p>
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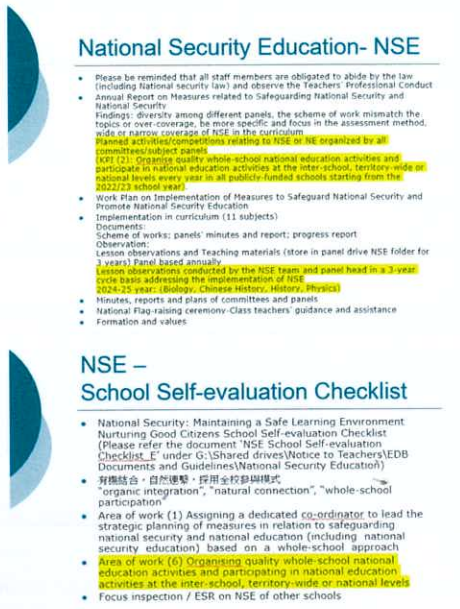
	<p>(8) Review the school’s existing crisis management mechanisms and formulate specific strategies and contingency measures to deal with acts and activities that involve elements endangering national security.</p>	<p>The school’s existing crisis management mechanisms was reviewed regarding elements endangering national security.</p>	<p>To strengthen the instant communication and role under crisis especially the frontline school personnels including discipline and guidance teachers, two communication groups ‘Crisis Management Committee (24-25)’ and ‘Crisis support group’ were set up in November 2024.</p>
<p>Staff management</p>	<p>(1) In the first staff meeting 2024/25, staff members will be reminded again that they are obligated to abide by the law and observe the code of conduct acceptable by society.</p>	<p>In the 1st Staff meeting held on 22 August 2024, the work plan of NSE of the school was highlighted and the staff were reminded to observe and implement the national security education of the school.</p>	<p>The school’s work plan on NSE (2024-25) as also included in the Teachers’ Handbook under Section 1 Introduction Item I Work Plan for National Security Education (Section 1 p.16). The Vice Principal (NSE) had specifically aroused staff members’ attention towards the School Self-evaluation Checklist (2023-24) of work relating to NSE. Besides, the School Self-evaluation Checklist (2024-25) was modified and acted as a tool for subject panels and committees to evaluate their work. Different panels and committees had followed up the implementation in their related subject panels or function committees in their first meeting with respect to the National Security Education.</p>
	<p>(2) When contracts are renewed or offered for staff and service providers, terms concerning the obligation to abide by the law and observe the code of conduct acceptable by society will be added. (3) The obligation to abide by the law and observe the code of conduct acceptable by society will be stated</p>	 <p>National Security Education- NSE</p> <ul style="list-style-type: none"> • Please be reminded that all staff members are obligated to abide by the law (including National security law) and observe the Teachers’ Professional Conduct and National Security. • Annual Report on Measures related to Safeguarding National Security and National Security. Findings: diversity among different panels, the scheme of work mismatch the topics or over-coverage, be more specific and focus in the assessment method, wide or narrow coverage of NSE in the curriculum • Panels activities/competitions relating to NSE or NSC organized by all committees/subject panels • NOT (2) Organising quality whole-school national education activities and participate in national education activities at the inter-school, territory-wide or national levels every year in all public/private schools starting from the 2022/23 school year. • Work Plan on Implementation of Measures to Safeguard National Security and Promote National Security Education • Implementation in curriculum (11 subjects) • Documents: Scheme of works; panels’ minutes and report; progress report • Observation: Lesson observations and Teaching materials (store in panel drive NSE folder for 3 years) Panel based annually • Lesson observations conducted by the NSE team, and panel head in a 3-year cycle basis addressing the implementation of NSE (2024-25 year: Biology, Chinese, History, Mathematics) • Minutes, reports and plans of committees and panels • National Flag-raising ceremony/Class teachers’ guidance and assistance • Formation and values <p>NSE – School Self-evaluation Checklist</p> <ul style="list-style-type: none"> • National Security: Maintaining a Safe Learning Environment Nurturing Good Citizens School Self-evaluation Checklist (Please refer the document ‘NSE School Self-evaluation Checklist_E’ under G:\Shared drives\Notice to Teachers\EDB Documents and Guidelines\National Security Education) • 課程融合 – 課程整合 – 善用全校參與機會 “organic integration”, “natural connection”, “whole-school participation” • Area of work (1) Assigning a dedicated co-ordinator to lead the strategic planning of measures in relation to safeguarding national security and national education (including national security education) based on a whole-school approach • Area of work (6) Organising quality whole-school national education activities, and participating in national education activities at the inter-school, territory-wide or national levels • Focus inspection / ESR on NSE of other schools 	<p>The school administrator had implemented this measure and the terms were explicitly explained and stated when staff or service providers signed the contract. Staff and service providers were well aware of the terms and the school’s expectation. The school had clearly conveyed to all</p>

Fig. 1 Powerpoint clip in the 1st Staff meeting (22 August 2024)

	<p>in the Teacher Handbook.</p> <p>(4) The School-based Appraisal System will be reviewed in order to follow up timely and duly on matters relating to the job performance and conduct of school staff.</p>	<p>Terms concerning the obligation to abide by the law and observe the code of conduct acceptable by society were added in contracts which were renewed and offered for staff and service providers.</p> <p>Teachers were obligated to abide by the law and observed the code of conduct acceptable by society. The Principal had reminded and addressed the importance of the Guidelines on Teachers' Professional Conduct in the first Staff meeting. Different documents in the Teachers' Handbook provided guidelines for teachers in the area. These documents included 'Work Plan for National Security Education'; 'Policy on the Protection of Students and Young Adults'; 'Policy on the Prevention and Handling of Sexual Harassment'; and 'Policy on Acceptance of Advantages by Staff and School Managers'.</p>	<p>staff the school's requirements and expectations in respect of their job performance and conduct.</p>
Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
Staff training	<p>(1) Ensure teachers receive appropriate training on national security education, such as training programmes organised by the EDB and hence acquire a correct understanding of the National Security Law and enhance their knowledge of national security.</p> <p>(2) Engage teachers to participate in students' learning or exchange programme in the mainland. Devise a mechanism to arrange</p>	<p>The Staff Development Committee had promoted and provided updated information about the different training programmes including NSL and NSE programmes.</p> <p>A Staff development programme 'Visit to Hong Kong Museum of the War of Resistance and Coastal Defence' was organized on 3 June 2025 to enrich staff members' understanding of NSE and Hong Kong's history of War Resistance.</p> <p>A mechanism is set up to arrange teachers to have the opportunity to join students' learning or</p>	<p>Our colleagues were very engaged in the guided tours, no matter the indoor one about the "The War of Resistance Exhibitions", or the outdoor one to visit "The Historical Trail in Lyemun Fort".</p> <p>In the CPD records between 01/09/2024 – 31/08/2025, our existing colleagues had received a total of 282.5 (107 in year 2023-24) training hours on programmes relating to Basic Law, NSL and NSE with an average of 4.09 (1.49 in year 2023-24)</p>

	every teacher to have the opportunity to join students' learning or exchange programme in mainland such as the CSD study tour.	exchange programme in mainland. This year 3 teachers, 16 teachers and 14 teachers had joined the S4 Wuhan, S1 Meizhou and S5 CSD study tour respectively.	hours per colleagues. There was a increase when comparing to the number of hours of training in the previous years. This largely related to the arrangement of School-based staff NSE development programme organized on 3 June 2026. An evaluation and analysis on the CPD training by the colleagues was conducted so as to build up a database relating to the staff training regarding to NSL, NSE and Basic Law. To review an overall view of the training of our staff towards NSL, NSE and Basic Law area, an accumulative data starting from the year 2021-22 was used and the total number of training hours was 1426.7 with an average of 20.7 hours per staff.
Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
Learning and teaching	(1) The scheme of work template is modified to allow panels to indicate Basic Law Education and National Security Education elements, which would be covered in different topics.	<p>The scheme of work template was modified since the 2021-22 school years to allow panels to indicate Basic Law Education and National Security Education elements, which would be covered in different topics. An updated template addressing to the enhanced school development and accountability framework with the focus of seven learning goals was modified and disseminated to the subjects panel in August 2023.</p> <p><u>(B) Basic Law & National Security Education</u></p> <p>18. Historical background of "one country, two systems" and the constitutional basis, enactment and promulgation of the Basic Law 19. Relationship between the Central Authorities and the Hong Kong Special Administrative Region 20. Interpretation and amendment of the Basic Law 21. Fundamental rights and duties of Hong Kong residents 22. Basic characteristics of the political structure of the HKSAR 23. The Basic Law and public finance 24. How the Basic Law protects the development of monetary affairs and trade in Hong Kong 25. The Basic Law and daily life 26. External affairs 27. Different Dimensions of National Security 28. National Security Law</p> <p>Fig.2 Scheme of work template</p>	The scheme of work template formed a common platform for different subject panels to indicate their teaching and learning topics related to Basic Law and National Security Education. However, the indication of the Basic Law Education and National Security Education elements in the scheme of work could not reviewed the relationship of the subject topics with the elements concerned. There were diversities in the number of topics between subject panels that were related to BL or NSE elements. The subject panels were advised to be more specific in introduction of the topics to arouse students' understanding of the BL and NSE elements.

(2) Instructions of the Education Bureau would be disseminated to the Subject panels concerned.

Subject panels would be instructed to discuss the topics to implement national security education.

Subject panels that have already incorporated elements of Basic Law Education in teaching and learning will continue to cover these elements and further incorporate elements of National Security Education in their curriculum. In contrast, those required to cover national security education would include these elements in their curriculum.

The S.1-S.6 curricula of the following subjects/ Key Learning Area will include National Security Education:

- 1) BAFS
- 2) Biology
- 3) Chemistry
- 4) Chinese Language
- 5) Chinese History
- 6) Economics
- 7) Geography
- 8) History
- 9) ICT
- 10) Integrated Science
- 11) Physics

The implementation of the 11 subjects were evaluated through the examination of documents (the scheme of work, panel meeting minutes and NSE progress reports).

Focus Lesson observations were conducted in a 3-year cycle basis with Biology, Chinese History, History and Physics in 2024-25 year. The lesson observations were conducted between October 2024 to May 2025 on the four subjects.

The findings were positive in general and different teachers had dedicated to promote national identity and related domains of national security on the concerned topics.

There were diversities in the implementation and some panels needed to be more specific and gave more details in the teaching strategies and assessment method in order to achieve evidence-based evaluation of implementation of the NSE. Panel-based and Cross panels professional sharing was advised.

The panel chairperson should take a more prominent role in the implementation of NSE.

	<p>(3) The school would strengthen the monitoring mechanisms and conduct curriculum audit to regularly review the content and quality of learning and teaching including all the teaching resources to ensure that they align with the aims, goals, and coverage prescribed by the Curriculum Development Council for different key learning stages and suit students' abilities and learning needs.</p>	<p>A curriculum audit was conducted by the NSE committee on the 11 subjects.</p>	<p>In general, the content and quality of the teaching resources fulfilled the aims of the topics.</p>
	<p>(4) School-based learning and teaching materials related to Constitution, Basic Law and National Security Education will be archived in the Knowledge Management System at google drive for at least two academic years.</p>	<p>A NSE folder was set up in each subject panel's google drive to archive the learning and teaching materials related to Constitution, Basic Law and National Security.</p>	<p>Subject panels were reminded to keep good record of the materials for at least the most recent two academic year.</p> <p>Clear instructions would be needed as different panels stored the materials in different format and a consistent format was suggested by giving templates to the panels.</p>
	<p>(5) Organise different learning activities for students to enrich their understanding of the history and development of the country and enhance their sense of national identity according to their cognitive development and ability through diversified life-wide learning activities. These activities include participating in competitions relating to NSE, visit to local amenities such as the Hong Kong</p>	<p>Different subject panels and committees had organized various learning activities for students.</p> <p>The Chinese History panel and National Education Committee (NEC) The Chinese History panel and NEC had coordinated students to participate different activities and competitions which included: 「2024/25學年全港初中中國歷史文化問答比賽」 《文明中華》網上挑戰賽：取得中學組積極參與學校獎和十八區積極參與學校獎</p>	<p>The approaches of “organic integration”, “natural connection”, “diversified strategies”, “mutual coordination”, “learning within and beyond the classroom”, and “whole-school participation” were adopted in providing students with diversified, appropriate and meaningful learning experiences.</p>

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

Visual Arts panel

《憲法》和《基本法》學生校園大使培訓計劃
大熊貓小印記：紀念品設計比賽
19 students participated in the competition

《基本法》及『一國兩制』漫畫設計比賽2024
5 students participated in the competition

Cultural Exchange - Mainland Study Tour

Different Mainland study tours were arranged to enrich their understanding of the history and development of the country and enhance their sense of national identity. These study tours included: i) Wuhan study tour for 22 S4 students was organized by the CSD and Chinese History panel from 6 to 10 May; ii) Meizhou cultural study tour for S1 (whole form) was organized by the Cultural Exchange Committee from 7 to 9 July; and the CSD S5 study tour to Zhongshan and Zhuhai from 7 to 8 July.

The STEM Education Committee

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

Events included:

National Olympiad in Informatics in Province by China Computer Federation 2024-25 (中國計算機學會主辦-全國青少年信息學奧林匹克聯賽(香港賽區) 2024-25)

11 students participated and received 1 gold medal,



大熊貓小印記：紀念品設計比賽中學

熊貓樂園



Fig. 3 Samples of good artworks for 大熊貓小印記：紀念品設計比賽



Fig. 4 S1 Meizhou study tour

2 silver medals and 1 bronze medal

Two teams participated in the GBA do your bit competition 2024 and got the 2nd runner up and a Merit award

GBA CUHK AI for the Future Camp (大灣區「智」為未來科技體驗營2024) 5 students participated

Internship at Tencent

2 students joined the internship at Tencent in Shenzhen.

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

1 student represented Hong Kong to join the 42nd National Olympiad in Informatics in Provinces in July 2025.



Fig. 5 GBA do your bit competition (2nd runner up and Merit)

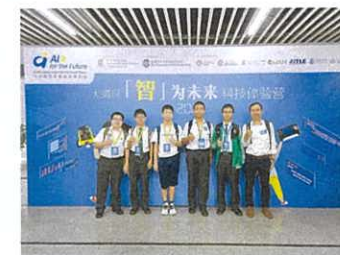


Fig. 6 GBA CUHK AI for the Future Camp



Fig. 7 Tencent Internship



Fig. 8 NOIP

Student guidance, discipline and 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.

- (2) Conduct workshops or prepare Morning Formation material that emphasises cultivating positive values, positive thinking, and the proper attitude for getting along with others.

- (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.

A seminar was held by the Discipline committee and the Hong Kong Police Force - 動物守護大使及警犬表演 on 10 July 2025 for Junior form students (S2 to S3) on the topics of Police dog and being a law-abiding citizen. The seminar was successfully held with interaction and the students were engaged in the seminar.

An assembly with the theme ‘Learning - Chinese’ (13 March, 2025) was conducted to facilitate the formation of our students’ national identity with understanding of the Chinese culture and history and the importance of the National.

Morning Formation materials were prepared to cultivate positive values for different forms. For example, a set of formation materials was prepared and released on 15 April 2025 to help our students attained the proper attitude and understanding for the National Security for the National Education Day. Formation materials of other themes like Chinese New Year, Public Morality and Nurturing Good Habits were also prepared and released for Class teachers to use in the Class formation period to cultivate positive values and the understanding of our culture among our students.

The Discipline Committee and the Guidance committee had timely reviewed and refined the mechanisms and procedures in handling cases regarding to NSL. The Discipline Committee had reviewed the discipline mechanism and studied the sample cases released in Appendix 6 of the EDB document ‘National Security: Specific Measures for Schools’.



Fig. 9 動物守護大使

Feedbacks from Class teachers on the materials were positive and the Values Education Committee would help evaluate and modify the materials to suit the needs of the students on the concerned topics.

There were no cases relating to the breaching of National security throughout the years.

Both the Discipline and Guidance committees had good awareness to the mechanism and approach in guiding our students to observe the positive values.





	<p>(4) Connect and organise activities with the Sister school in mainland</p> <p>(5) Planned event calendar for NSE</p>	<p>For the Guidance Committee, there was also no received cases relating to National Security. The committee had taken a proactive approach in cultivating positive values through different programmes so as to establish to help our students to become a law-abiding citizen with Jesuits values.</p> <p>Due to preparation of different centenary events, the exchange tour to our sister school and the proposed visit from our sister school 北京昌平第二中學 failed due to the limitation of both schools.</p> <p>The National Security Committee and National Education Committee had planned the different NSE activities with reference to the EDB's Event Planning Calendar of the National Education One-stop Portal.</p>	
<p>Home-school cooperation</p>	<p>(1) The school communicates with parents to ensure they understand and support the school's implementation of national education.</p> <p>(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.</p> <p>(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</p>	<p>In this year, home-school cooperation activities were organized that included Chinese culture to assist parents in helping children understand the spirit of enacting the National Security Law rationally and positively. Workshop on Chinese calligraphy and painting were organized. The arrangement and implementation of the school NSE was also well communicated through the Parents' association.</p> <p>Chinese New Year Celebration cum Cultural Night on was organized by the Parents' Association to promote cultural appreciation.</p> <p>Besides, the parents were invited to participate to all the centenary events like Foundation dinner and Open days where the elements of NSE were included and promoted through performance, exhibition and game stalls.</p>	 <p>家長會活動花絮</p> <p>>>> 中華文化燦爛夜</p> <p>九龍宗會於2025年2月21日(星期四)舉辦的「中華文化燦爛夜」已圓滿落幕！此次活動不僅吸引了2000位來自本校學生家長的踴躍參加，還匯集了九龍宗會成立25周年、後援發展計劃、笑聲不斷，成為新春佳節的最好回饋。本會特別感謝蘇家顯校長及學生們對活動的踴躍支持，他們的參與與支持讓活動更加圓滿。</p> <p>在活動特別安排中，我們準備了豐富的表演和手工藝製作活動，其中包括繪畫、寫字、剪紙、製作中國結等。在現場與家長的互動中，大家享受著濃厚的傳統文化，增進感情。我們還安排了多項抽獎活動，讓家長及學生在遊戲中體驗到中華文化的獨特魅力。這些活動不僅讓家長與孩子之間的關係更加親密，也增進了大家對中華文化的認識。</p>

Fig. 10 Photos of the Celebration cum Cultural Night

	emotions that stem from social disputes.		
Others	Promoting NSE and NSL in other aspects.	<p>Union Day 2025 and National Education Day 2025</p> <p>Two whole-school events were organized on 24 January 2025 and 11 April 2025 respectively. The Union Day 2025 was a traditional event of the school which was held on the date before the Lunar New Year to promote Chinese culture. There were stalls and performance to promote National Security, Chinese Culture and History. This year the school had invited organization to conduct 醒獅互動體驗工作坊，潮汕非遺紅桃果工作坊 to demonstrate and promote Chinese culture of Unity and Family in the programme.</p> <p>The National Education Day programme was successfully held on 11 April 2025 as a whole-school event to promote students' identity with the focus on 20 National Security major fields. The exhibitions were related to the latest development of scientific technology of China. The flag raising ceremony was held with the Chinese National anthem played by the Symphony orchestra in live.</p>	<p>The two whole-school events were successfully held which engaged all students to participate. Coordination among different panels and committees were achieved.</p>   <p>Fig.11 Photos of stalls in the Union Day</p>  <p>Fig.12 Photos of stalls in the NSE Day</p>



Signature of supervisor: _____

Name of supervisor: _____ Dr. So Ying Lun

Date: _____ 24-11-2025

“National Security: School Self-evaluation Checklist”
2024 -2025 school year

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

*Please delete as appropriate

Starting from the 2022/23 school year, schools should fully implement the administrative and educational measures related to safeguarding national security and national security education. To facilitate schools to further strengthen and step up the related measures, the Education Bureau (EDB) has prepared the “National Security: School Self-evaluation Checklist” and provided suggestions on refinement and good practices of different areas of work, in order to effectively prevent and suppress acts and activities that endanger or are detrimental to national security, even if such acts and activities may not constitute criminal offences, for schools’ reference¹. Based on the areas of work and items in the checklist, schools should review their status of implementing the related measures in the current school year, devise the work plan of the next school year, and fill in the “Progress” column according to the following situations:

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

Area of work (1): Assigning a dedicated co-ordinator to lead the strategic planning of measures in relation to safeguarding national security and national education (including national security education) based on a whole-school approach (Not applicable to kindergartens)		Progress
1.1.	The school has assigned a member of school management as the dedicated co-ordinator, and the post title of the dedicated co-ordinator is:	✓

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

	(A) Principal/ <u>Vice Principal</u> (B) Other school management, please specify the post title: _____ [Note: If item (A) is chosen, please circle the appropriate rank]	
1.2.	The dedicated co-ordinator has led various administrative and academic teams to plan the work of safeguarding national security and national education (including national security education), covering different areas (such as school administration, staff management and training, learning and teaching, student guidance, discipline and support as well as home-school cooperation) of the school, and devised clear and specific work objectives and plans.	✓
1.3.	The dedicated co-ordinator has led the school to devise work plans and implementation strategies of national education (including national security education) according to abilities, levels and needs of students of different grades.	✓
1.4.	The dedicated co-ordinator has ensured staff and relevant stakeholders are well-informed about the school's work objectives, plans and implementation strategies in safeguarding national security and promoting national education (including national security education) through different channels.	✓
1.5.	The dedicated co-ordinator has led the school to formulate specific strategies and contingency measures to prevent and handle political or other illegal activities permeating the campus and other emergencies in order to maintain a safe and orderly learning environment for students.	✓
1.6.	The dedicated co-ordinator has led the school to adopt a whole-school approach to facilitate communication and collaboration among different stakeholders of the school to jointly safeguard national security and promote national education (including national security education).	✓
1.7.	The dedicated co-ordinator has continuously arranged staff to participate in the professional development activities related to safeguarding national security and national education (including national security education).	✓
1.8.	The dedicated co-ordinator has continuously monitored the school's work related to safeguarding national security and promoting national education (including national security education) (e.g. conducting regular meetings with relevant groups, reviewing the implementation of related plans, understanding the challenges they faced, and rendering timely guidance or support).	✓
1.9.	The dedicated co-ordinator has regularly collected quantitative and qualitative data and information (e.g. through methods such as observation, questionnaires and evaluation meetings) to evaluate the effectiveness of related measures implemented in relation to safeguarding national security and national education (including national security education).	✓

1.10	The dedicated co-ordinator has analysed alongside the data collected from "Assessment Program for Affective and Social Outcomes" for holistic consideration and review the effectiveness of related measures implemented when filling in the "National Security: School Self-evaluation Checklist".	✓
1.11	The dedicated co-ordinator has regularly reported the progress and effectiveness of their work to the Management Committees/ Incorporated Management Committees/ School Management Committees.	✓
1.12	Other/ supplementary information (please state briefly): _____ _____	
Area of work (2): Establishing and strengthening the monitoring mechanism for continuous reviewing and monitoring of the printed and electronic learning and teaching resources		Progress
2.1.	The school has established a monitoring mechanism for regular review of the content and quality of learning and teaching resources (including books and teaching materials used in lessons, classroom library corners/ book crossing corners/ the printed and electronic library collections, printed and electronic textbooks of school- based design/ procured from outsider(s)/ ordered for students, online reading/ learning platforms, other electronic and online learning resources and test and examination papers, etc.) in various key learning areas/ subjects and inter-disciplinary teams, to ensure they do not involve contents that endanger national security and use the latest updated map of the People's Republic of China announced by the Ministry of Natural Resources of our country for use of learning and teaching.	✓
2.2.	The school has continuously reviewed and strengthened the monitoring mechanism, and refined school-based guidelines, to ensure that all types of books, publications, leaflets and printed materials within the campus (including printed and electronic versions) do not involve contents that endanger national security. The school has also prohibited anyone from bringing objects to the campus that contravene the rules.	✓
2.3.	The school has regularly arranged staff to preview and check the newly-procured printed and electronic library collections and the learning and teaching materials on online reading/ learning platforms.	✓
2.4.	The school has regularly arranged staff to review the school website/ school social media to ensure they do not contain content that endangers national security.	✓
2.5.	The school has enabled all staff to be aware of and have access to the content of related monitoring mechanism and guidelines through appropriate and effective channels (such as school intranet or staff handbook) at any time.	✓

2.6.	When the school reviews the related monitoring mechanism, they will consult/ adopt/ collect the opinions of different stakeholders to ensure the related matters are effectively implemented.	✓
2.7.	Other/ supplementary information (please state briefly): _____ _____	
Area of work (3): Formulating and keep reviewing the monitoring mechanism related to school premises management		Progress
3.1.	The school has formulated and kept reviewing and refining the school-based mechanism and guidelines on school premises management, and has inspected the school premises regularly to ensure that the display of words, graffiti or objects within the campus (including school buildings, classrooms and bulletin boards, etc.) do not contain content that endangers national security.	✓
3.2.	The school has regularly reminded all staff of the ways of handling displays of words, graffiti or objects that contain content endangering national security (such as informing the Principal, Senior Teacher(s) or member(s) of Discipline Team to conduct immediate inspection and arranging staff to remove the related words, graffiti or objects immediately) once found within the campus (including school buildings, classrooms and bulletin boards, etc.).	✓
3.3.	The school has formulated and kept reviewing and refining the school-based mechanism and guidelines to ensure the proper use of school premises by users (including the hiring organisations). The guidelines on hiring out school premises and facilities should incorporate the clauses to inform the hiring organisations not to conduct activities involving political propaganda or that endanger national security.	✓
3.4.	The school has established a vetting system to conduct background checks on users of the school premises and individuals or organisations organising activities on campus by carefully reviewing their background and track record through public information or other sources for assessment, to ensure that they are not involved in acts or activities that endanger or are detrimental to national security.	✓
3.5.	The school has formulated and kept reviewing and refining the school-based contingency measures (such as strengthening the crisis management mechanism) and guidelines to deal with acts and activities that involve elements endangering national security. This includes handling of emergencies in a timely manner and reporting the incidents to the EDB as soon as possible.	✓
3.6.	The school has enabled all staff to be aware of and have access to the content of related school-based mechanism and guidelines, ways of handling the objects or displays of	✓

	words within the campus that are suspected of endangering national security once found (such as stopping students from exposure to the related information and termination of contract with the service provider) through appropriate and effective channels (such as school intranet or staff handbook) at any time.	
3.7.	When the school reviews the related mechanism, they will consult/ adopt/ collect the opinions of different stakeholders to ensure the related matters are effectively implemented.	✓
3.8.	Other/ supplementary information (please state briefly): _____ _____ _____	
Area of work (4): Displaying of the national flag and regional flag, and conducting the national flag raising ceremony [For kindergartens, fill in items 4.2, 4.9 and 4.11; fill in other items if applicable]		Progress
4.1.	The school has displayed the national flag on each school day, and conducted a national flag raising ceremony weekly with the national anthem played and sung in the ceremony.	✓
4.2.	The school has conducted a national flag raising ceremony with the national anthem played and sung in the ceremony on New Year's Day, Hong Kong Special Administrative Region Establishment Day and National Day, or on the preceding/ following school day of the above days and key dates in the "National Education – Event Planning Calendar" and special occasions (such as the first day of a school year, open day, graduation ceremony, swimming gala/ sports day, school anniversary events and Chinese Culture Day).	✓
4.3.	The school has displayed the regional flag alongside the national flag if there are adequate flagpoles.	✓
4.4.	The school has established the flag-guard/ uniform group responsible for conducting the national flag raising ceremony.	✓
4.5.	The school has continuously arranged students to attend training on the national flag raising ceremony.	✓
4.6.	The school flag-guard has adopted Chinese-style foot drill in the national flag raising ceremony.	✓
4.7.	The school has arranged delivery of speech under the national flag after the national flag raising ceremony.	✓
4.8.	The school has arranged staff to participate in the training activities related to the etiquette of the national flag raising.	✓

4.9.	The school has followed the requirements of the National Flag and National Emblem Ordinance and the Regional Flag and Regional Emblem Ordinance, and established the monitoring mechanism (such as arranging staff to check regularly that the national flag (and regional flag) and the parts of standing or movable flagpole(s) are in good condition, also that the position(s) of the national flag (and regional flag) is (are) proper after raising the national flag (and regional flag) each time).	✓
4.10	The school has established a clear mechanism for handling and following-up on students with disrespectful acts towards the national flag, national emblem, regional flag or regional emblem.	✓
4.11	The school has established procedures for the recovery and handling of the national flag (and regional flag) to ensure proper storage and handling of the national flag (and regional flag) after use in activities.	✓
4.12	The school has continuously educated students on the history and spirit of the national flag, national emblem, national anthem, regional flag and regional emblem, the regulation of displaying and using, and the etiquette to be followed in a national flag raising ceremony.	✓
4.13	Other/ supplementary information (please state briefly): _____ _____	
Area of work (5): Procurement		Progress
5.1.	The school has referred to the "Guidelines on Procurement Procedures in Aided Schools"/ "Stores and Procurement Regulations" (applicable to government schools)/ "Guidelines on Procurement Procedures in Kindergartens" and incorporated specific clauses into the quotation/ tender documents to allow disqualification of a supplier and termination of the contract in the interest of national security.	✓
5.2.	The school has established a school-based mechanism to monitor the performance of the contractors in a timely manner. In case a contractor is found to have committed or is committing acts or activities that are likely to cause or constitute the occurrence of offences endangering national security or detrimental to national security, the school should take related action and terminate the contract.	✓
5.3.	The school has established a vetting system to conduct background checks on suppliers, contractors, and partners by carefully reviewing their background and track record through public information or other sources for assessment, to ensure that they are not involved in acts or activities that endanger or are detrimental to national security.	✓

5.4.	The school has informed staff of the above-mentioned arrangement of procurement and requested staff to implement accordingly.	✓
5.5.	Other/ supplementary information (please state briefly): _____ _____ _____	
Area of work (6): Staff management and training [For kindergartens, please fill in items 6.1, 6.2 and 6.4; fill in other items if applicable]		Progress
6.1.	The school has required prospective teachers to study the Guidelines on Teachers' Professional Conduct promulgated by the EDB to make themselves aware of the expectations of the EDB, schools and the community on teachers' professional conduct.	✓
6.2.	The school has regularly conveyed to all staff the school's expectations regarding their performance through different channels (such as teachers' handbook and staff meetings) and circulated the Guidelines on Teachers' Professional Conduct to remind them of the importance of upholding professional conduct and of the dire consequences of violating professional conduct.	✓
6.3.	The school has established a school-based staff management and appraisal system to timely and duly follow up on matters relating to the job performance and conduct of staff accordingly (government schools have to follow the EDB's staff management and appraisal system).	✓
6.4.	The school has, through the school-based mechanism, ensured that the hired services provided by staff (including specialist staff and outside instructors) meet the school's requirements and do not involve acts or activities that endanger national security.	✓
6.5.	The school has enhanced their staff's understanding of national security through the following channels: (A) <u>Staff meetings</u> , <u>subject panel meetings</u> , collaborative lesson planning periods/ <u>internal circulars</u> (B) School-based training (such as <u>Teacher Professional Development Days</u> , talks/ seminars/ workshops) (C) <u>Training outside school</u> (such as training courses organised by the EDB) (D) Others, please specify: _____ [Note: please circle the appropriate item, you may choose multiple items]	✓
6.6.	The school has included the related requirements/ statements in the declaration/ staff contracts to be signed by staff, reminding them to abide by the laws in Hong Kong, including the National Security Law.	✓

6.7.	The school has informed teachers the related training requirements according to the circulars/ guidelines issued by the EDB and ensured their staff receive appropriate training on national security education, regularly reviewed and followed up on all teachers' training status to ensure they have attained the related training requirements.	✓
6.8.	The school has verified whether the teachers (including newly-joined teachers and teachers changing schools) have obtained a pass result in the Basic Law and National Security Law Test prior to appointing teachers.	✓
6.9.	The school has encouraged the in-service teachers to take the Basic Law and National Security Law Test to acquire a correct understanding of the Basic Law and the National Security Law.	✓
6.10.	Other/ supplementary information (please state briefly): _____ _____	
Area of work (7): Learning and teaching/ school activities (For kindergartens, please fill in items 7.5 to 7.11; fill in other items if applicable)		Progress
7.1.	The school has referred to the EDB's "Curriculum Framework of National Security Education in Hong Kong" and the curriculum frameworks of national security education for related subjects to plan the school curriculum, connect naturally and integrate organically the learning elements of national security education into the curriculum content of various Key Learning Areas and subjects.	✓
7.2.	The school has adopted a "multi-pronged and co-ordinated" approach to enhance students' sense of belonging to our country and awareness of safeguarding national security through whole-school participation and cross-curricular collaboration (such as competitions, visits and Mainland exchange activities) and beyond the classroom.	✓
7.3.	The school has referred to the circular on the "National Education – Event Planning Calendar" to plan appropriate school-based national education learning activities holistically for the whole year. The school has co-ordinated the teaching of related subjects and cross-disciplinary curriculum areas as well as learning activities beyond the classroom on the key dates so as to deepen students' understanding of the major historical events and figures of our country.	✓
7.4.	The school has integrated national education into students' daily learning to enrich their understanding of national security, the history and development of our country and enhance their sense of national identity through diversified life-wide learning activities (such as arranging students' visits to local museums or amenities related to national history, participating in Mainland exchange programmes and Sister School Scheme).	✓

7.5.	The school has stipulated that school-based learning and teaching materials related to the Constitution, the Basic Law and national security education are archived for no less than two school years [Note: If the school-based curriculum is designed for a key stage, the full set of school-based curriculum materials for three years should be archived.].	✓
7.6.	When the school engages external individuals or organisations in conducting school activities or arranges students to participate in activities outside school, prudent choices have been made to ensure that the related activities and the activities organised in the name of the school fulfill the EDB's guidelines and the school's requirements, and the messages conveyed to students by the individuals/ organisations concerned are consistent with the learning aims and curriculum goals of school education.	✓
7.7.	The school has continuously stayed alert and enhanced the supervision on the activities provided to or arranged for students on campus and outside school. The school has established effective measures to stop and prevent political activities from infiltrating the campus in order to safeguard national security.	✓
7.8.	When arranging students' activities, the school has reviewed comprehensively the details of the related activities, including the background of the activities, identities and background of the service providers/ co-operating individuals/ parties, nature and mode of the activities, etc. to ensure the activities do not involve contents that endanger national security, political propaganda, improper values and/or any sensitive and controversial issues.	✓
7.9.	The school has continuously strengthened its prevention awareness and oversight work through the school-based mechanism and guidelines, preventing external forces/ anti-China disruptors from disguising their identities and entering the campus under the guise of organising activities to spread misleading and seditious messages in order to safeguard national security and students' well-being.	✓
7.10.	The school has regularly reminded all staff the ways of handling suspected cases involving political propaganda, improper values and/ or any sensitive and controversial issues (such as consulting the EDB or the Police Community Relations Officer/ School Liaison Officer of the Police district concerned and sharing the information (including complaints and reports received) of the undesirable organisations and activities with partner schools and the School Sponsoring Body).	✓
7.11.	The school has arranged staff to monitor activities organised within the campus (including talks by external guest speakers, student activities organised by alumni, activities organised by parent-teacher associations, activities engaging outside	✓

	instructors or outsourced organisations, etc.) to ensure that the activities do not involve acts or activities that endanger national security.	
7.12	The school has strengthened the regulation/ management of participation in local and overseas activities organised by external organisations including the establishment of a vetting system to conduct background checks on the inviting/cooperating organisations and individuals, by carefully reviewing their background and track record through public information or other sources for assessment, to ensure that they are not involved in acts or activities that endanger or are detrimental to national security.	✓
7.13	The school has arranged staff to monitor overseas activities to ensure that they do not involve acts or activities that endanger national security.	✓
7.14	Other/ supplementary information (please state briefly): _____ _____	
Area of work (8): Student Guidance, Discipline and Support (Not applicable to kindergartens)		Progress
8.1.	The school has formulated, reviewed continuously and enhanced the school-based guidance and discipline mechanism and guidelines to handle and follow up on students' improper acts, including acts and activities on the campus that endanger national security.	✓
8.2.	The school has explained clearly to students their requirements for students' behaviour every year.	✓
8.3.	The school has strengthened teacher-student relationship and peer support to establish a caring, harmonious and orderly school culture through various class/ level/ whole-school activities.	✓
8.4.	The school has helped students develop a sense of responsibility, commitment and law-abidingness to prevent students' behavioural problems through guidance and discipline work and organising diversified students' growth activities (such as reward schemes, leadership training, uniform groups, "one person, one post", related themed morning/ weekly assemblies and personal growth education activities).	✓
8.5.	The school has kept all staff well-informed of and have access to the content of related school-based mechanism and guidelines at any time through appropriate and effective channels (such as school intranet, staff handbook and meetings).	✓
8.6.	When the school reviews the related mechanism, they will consult/ adopt/ collect the opinions of different stakeholders to ensure the related matters are effectively implemented.	✓

8.7.	Other/ supplementary information (please state briefly): _____ _____	
Area of work (9): Organising quality whole-school national education activities and arranging students to participate in national education activities at the inter-school, territory-wide or national levels (Not applicable to kindergartens)		Progress
9.1.	The school has organised whole-school national education activities in the current school year.	✓
9.2.	The whole-school national education activities have been planned according to the school development plan or school curriculum.	✓
9.3.	The school has referred to the evaluation data collected from the national education activities in the previous school year to refine the content and quality of the activities.	✓
9.4.	Students' diversities, developmental needs and abilities have been taken into account when planning the whole-school national education activities.	✓
9.5.	The school has organised the following school-based learning activities for the "National Security Education Day" (can choose more than one) to cultivate students' self-awareness of safeguarding national security and sense of patriotism.	
	(i) Exhibition(s)	✓
	(ii) Game booth(s)	✓
	(iii) Competition(s)	
	(iv) Visit(s)	
	(v) Talk(s)	
	(vi) Others (please state briefly): _____	
9.6.	The school has actively participated in the national education activities organised by government departments (such as the EDB, the Security Bureau and the Department of Justice).	✓
9.7.	The school has evaluated the effectiveness of the whole-school national education activities focusing on students' performance by collecting quantitative and qualitative data (such as observation, worksheets, questionnaires or evaluation meetings).	✓
9.8.	The school has arranged students to participate in the following national education activities outside school (can choose more than one):	
	(i) national education activities at <u>inter-school level</u> . (name of activities, if any: <u>2025《文明中華》網上挑戰賽·油尖旺慶回歸學界足球比賽(盃賽冠軍)·全港初中中國歷史文化問答比賽·全港學界國家安全常識挑戰賽 24-25·《憲法》和《基本法》學生校園大使培訓計劃 大熊貓小印記：紀念品設計比賽</u>)	✓

	(ii) national education activities at <u>territory-wide level</u> . (name of activities, if any: <u>第十七屆香港外交知識競賽, "Hong Kong National Security Law – Safeguards and Hopes" Social Media Post Competition, 2024-25 年有問有答《基本法》問答比賽, 《基本法》及「一國兩制」漫畫設計比賽 2024 by 香港青年培育協會</u>)	✓
	(iii) national education activities at <u>national level</u> . (name of activities, if any: <u>National Olympiad in Informatics in Province by China Computer Federation, GBA do your bit competition, Greater Bay Area AI for the Future Experiential Camp by CUHK, Teen Talk - GBA Study Tour 2025 by The Law Society of Hong Kong</u>)	✓
9.9.	After evaluation, the school has considered that the national education activities implemented in the current school year have achieved the expected objectives and effectiveness.	✓
9.10.	Other/ supplementary information (please state briefly): _____ _____	
Area of work (10): Home-school co-operation and organising one or more activities related to national education for parents		Progress
10.1.	The school has maintained communication with parents to enable their understanding of and support for the promotion of national education in school.	✓
10.2.	The school has promoted national education through home-school co-operation to strengthen the cultivation of students' proper values and attitudes, including cultivating their sense of belonging to the country, national pride and patriotism and becoming good citizens who observe rules and laws.	✓
10.3.	The school has organised one or more activities related to national education for parents in the current school year.	✓
10.4.	The number of activity/ activities related to national education organised for parents organised in the current school year: (A) One (B) Two (C) <u>Three</u> (D) Four or above [Note: please circle the appropriate item]	✓
10.5.	Over 50% of parents have participated in the parent education or parent-child activity/ activities related to national education organised by the school.	✓

10.6.	The national education activity/ activities for parents has/ have been planned according to the parents' needs, with a view to deepening their understanding of national security, Chinese culture and national development, facilitating them in helping their children understand national education in a rational and positive manner, and enabling them to understand parents' roles in supporting the school on the work of national education.	✓
10.7.	The school has referred to the evaluation data collected from the national education activity/ activities in the previous school year to refine the content and quality of the activity/ activities.	✓
10.8.	The school has evaluated the effectiveness of the activity/ activities by collecting quantitative and qualitative data and information (such as observation, questionnaires or evaluation meetings) focusing on parents' responses and performance in the activity/ activities.	✓
10.9.	After evaluation, the school has considered that the activity/ activities related to national education organised for parents in the current school year has/ have achieved the expected objectives and effectiveness.	✓
10.10.	Other/ supplementary information (please state briefly): _____ _____	
Area of work (11): Organising at least one school-based activity related to Chinese culture (Applicable to kindergartens only)		Progress
11.1.	The school has organised school-based activity/ activities related to Chinese culture in the current school year.	
11.2.	Students' diversity, developmental needs and abilities have been taken into account when planning the activity/ activities to enable students to understand Chinese culture.	
11.3.	The school has evaluated the effectiveness of the activity/ activities through methods such as observation, worksheets or evaluation meetings.	
11.4.	After evaluation, the school has considered that the school-based activity/ activities related to Chinese culture organised in the current school year has/ have achieved the expected objectives and effectiveness.	
11.5.	Other/ supplementary information (please state briefly): _____ _____	

Signature of School Head: *Cerberh*

Name of School Head: Ms. CHOW Tze Sze Cecilia

Date: 17 July 2025

Wah Yan College, Kowloon
Annual Report of Cultural Exchange Committee
(2024-2025)

Appendix 5.10

1. Annual Report of the Panel/Committee

Major Concern 1: Enhance students core competence

No.	Target	Strategies	Actual Implementation Time	Achievements*	Reflection*	Feedback and Follow-up*
1	今學年沒有到姊妹學校交流					

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

*Evaluation on the seven learning goals addressed and other aspects

Report on Use of Citizenship and Social Development Grant 2024-2025

Our school has spent the Citizenship and Social Development Grant (the CS Grant) for the following use in 2024-2025

	Area	Actual Expenses (\$)
i.	Developing or procuring relevant learning and teaching resources	98,668.00
ii.	Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	2,778.00
iii.	Organising school-based learning activities relating to the CS curriculum	1,822.20
iv.	Organising or subsidizing students to participate in joint-school/cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	135,800.00
v.	Others (please specify):	0.00
	Total Expenditure:	237,308.20
	Unspent Balance:	45,157.60

**Wah Yan College College
2024-2025**

**Report 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 spent the “One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools” (the “Grant”) on the following areas:

	Area	Actual Expense (\$)
i.	To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	N/A
ii.	To organise or subsidise students’ participation in diversified PE-/sports-related learning activities/ competitions	Sports Programme: Basketball:12,600 Hockey: 11,250 Football: 9,000 Rugby:6,480 Volleyball:3,375 Fencing:4,500 Sub-total: \$47,205
iii.	To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas	\$45,000
iv.	To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	N/A
v.	To purchase or upgrade PE/sports equipment in the school	N/A
vi.	To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	N/A
vii.	To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school	N/A
viii.	Others (Please specify):	N/A
	Total Expenditure:	\$92,205
	Unspent Balance:	\$57,795

No.	Target	Strategies	Actual Implementation Time	Achievements*	Reflection*	Feedback and Follow-up*
1	Raise overall fitness level and build life-long interest towards sports	Organize Sports Programme for non Sports Teams' members	Sep 25 – May 26	All non Sports Teams' F1 students participated in a year-long Sports Programme.	Explore different Sports events. Monitor and follow-up on attendance in a more timely manner.	Proper procedure for absence and follow-up actions.
2	Team building and enhance students' sports and interpersonal skills	Organize overseas training camping in summer holidays.	27 Jun – 2 Jul 2025	15 Volleyball and 7 Table Tennis teams went to Osaka for intensive training and cultural exchange. 2 friendly matches with local top schools were arranged and members had an eye-opening experience.	An eye-opening experience for participants. Not only their skills and fitness were improved, the team spirits were raised to a higher level. Extra accompanying staff were necessary.	Students' reflection should be conducted more formally each day.

**Annual Report on the Use of the Grant for Promotion of Chinese Culture Immersion Activities
(2024-2025)**

1. Annual Report of the Panel/Committee

Major Concern 1: Enhance students core competence

No.	Target	Strategies	Actual Implementation Time	Achievements*	Reflection*	Feedback and Follow-up*
1	農曆年前學校聯歡日	舞獅表演及示範	20-1-2025	學生欣賞傳統南獅表演	學生認識傳統南獅表演及感受過年節日氣氛	學生投入活動，可以每隔幾年舉辦一次。
		傳統小食製做及工作坊：湯圓製作、冰糖葫蘆、糖蔥餅、紅桃粿	20-1-2025	學生親手製作及品嚐傳統小食	學生認識傳統小食製作方法及體驗過年節日氣氛。	學生投入活動，下學年可以舉辦不同類型小食。
2		傳統遊戲攤位：剪紙、賀年裝飾、蹴鞠、寫揮春	20-1-2025	學生親身參與攤位遊戲	學生認識傳統遊戲及體驗過年節日氣氛。	學生投入活動，下學年可以舉辦不同類型傳統遊戲
3						

*Evaluation on the seven learning goals addressed and other aspects

Appendix 5: Year-End Evaluation Form at School Level on Whole School Approach to Catering for Students with SEN

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

Please put a '✓' in the box.

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

h)	Various assessment accommodation strategies are implemented to cater for students' needs		✓		
i)	IEPs are used to cater for those students in need of individual intensive support	✓			
j)	School-based programmes provide learning support and facilitate the cultivation of an inclusive culture (Please specify: <u>Men for and with others scheme</u>)		✓		

2. According to 46 'Year-end Evaluation Form for Individual Student' gathered, please summarize the number of students with regard to the following:

I Subjects and no. of students required curriculum adaptation:

	No. of students
Chinese Language	0
English Language	0
Mathematics	2
Other subjects (Please specify: <u>Chinese History</u>)	0

	Showing significant improvement	Showing some improvement	No improvement	Others (Please specify)
II Students' Social Adjustment :				
a) Compliance with the school regulations	34	15	13	0
b) Good relationship with peers	36	14	12	0
c) Good relationship with teachers	38	15	9	0
d) Participation in classroom / school activities	27	18	17	0
III Students' Learning Performance:				
a) Chinese Language	18	16	27	1
b) English Language	20	13	27	1
c) Mathematics	19	10	32	1
d) Development of multiple intelligence (Please specify: CL, VA, PE)	12	9	41	0
IV Students' Learning Attitude/Motivation :				
a) Completing the task within time limits	34	13	14	1
b) Participating in classroom/school activities actively	29	17	16	0
c) Self-esteem	28	19	15	0

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

(Please put a '✓' on the suitable)

Highly
Satisfactory

Satisfactory

Acceptable

Need
Improvement

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

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

Overall Suggestions: It is planned to have more professionals to support SEN students' parents by giving them Individual counselling service.

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

(a) Inclusive culture

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

(b) Inclusive policy

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

(c) Inclusive practices

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

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

Highly Satisfactory Satisfactory Acceptable Need Improvement

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

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

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

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

Signature of Principal: _____

School Name: Wah Yan College, Kowloon

Date: 12 July 2024

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