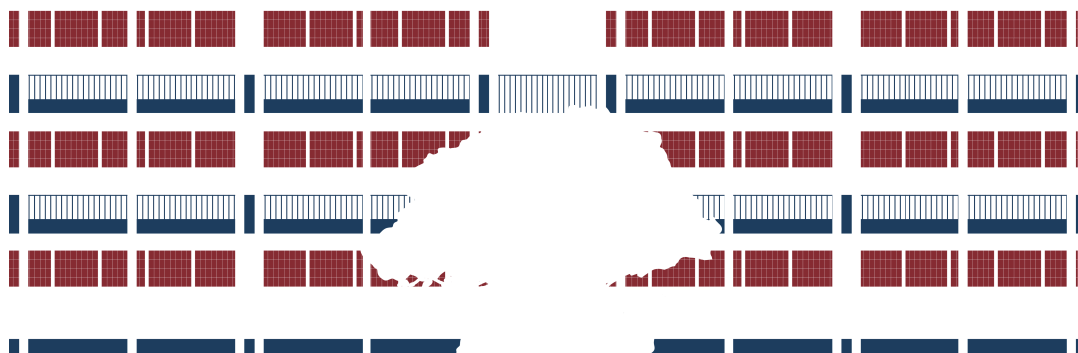

A. M. D. G.
WAH YAN COLLEGE, HONG KONG
College of Christ the King



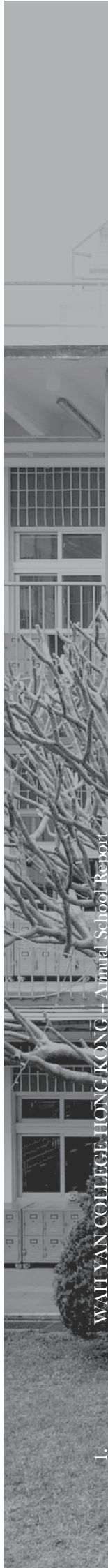
Annual School Report
2019-2020



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1. Our School

Wah Yan College was founded at 60 Hollywood Road, Hong Kong on 16th December 1919, by Mr. Tsui Yan Sau Peter. It became the first grant-in-aid secondary school in 1922. The college was transferred to the care of the Jesuit Fathers on 22nd December in 1932 with Rev. Fr. R.W. Gallagher, S.J. as the first Rector. In 1955, the college moved from Robinson Road to the present premises at 281 Queen's Road East. From then on, new buildings have been constructed to improve the facilities for the students. In 1987, Sir Gordon Wu Ying Sheung, a past student, donated the new annex, the Gordon Wu Hall to Wah Yan College, H.K. In 2005, Phases I & II of the School Improvement Project were completed in April, the building was named Francis H. B. Wong Teaching Building. In 2014, Phase III of the project was completed and the building was named Wu Jieh Yee Building. The school celebrated the centenary anniversary in the 2019-2020 academic year, which marked a significant milestone of the school.

In the long history of the provision of educational services in Hong Kong, Wah Yan College has observed the Ignatian Pedagogy and the guidance of the Society of Jesus to nurture our students.

2. Vision of Jesuit Education in the Chinese Province

“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.”

3. School Mission

In accordance with our Catholic belief in God's love and Chinese culture, we aim:

1. to be empathic role models for our students to grow into responsible and compassionate community members,
2. to inspire students to strive for excellence, and
3. to nurture caring leaders who are competent spiritually, morally and intellectually.

The underlying ethos of the school is based on the school motto "Men for and with others". This is in alignment with the Jesuit Pedagogical Paradigm. It is this paradigm that informs all learning at Wah Yan College and makes it an experience that reaches far beyond that which goes on inside the classroom.

4. School Motto

In Hoc Signo Vinces
In the name of Christ, we shall conquer

Legend has it that the Roman emperor Constantine the Great, before his greatest battle, saw the sign of Christ in the sky. With the sign came the words '*in hoc signo vinces*' - In this Sign, you shall conquer. Constantine did not know its meaning until Christ appeared in his dream and told him to adopt the sign of Christ. Constantine did so and won the day.

While not all Wahyanites would engage in a physical battle in their lives, we are obliged, nevertheless, to engage in a lifelong struggle to conquer oneself. As stated in the Wah Yan Spirit, we believe that 'for a man to conquer himself is the first and best of all victories.' In the name of Christ, we shall conquer.

Borboa
1977



5. The Five Categories of the Profile of the Jesuit Student at Graduation for the Chinese Province

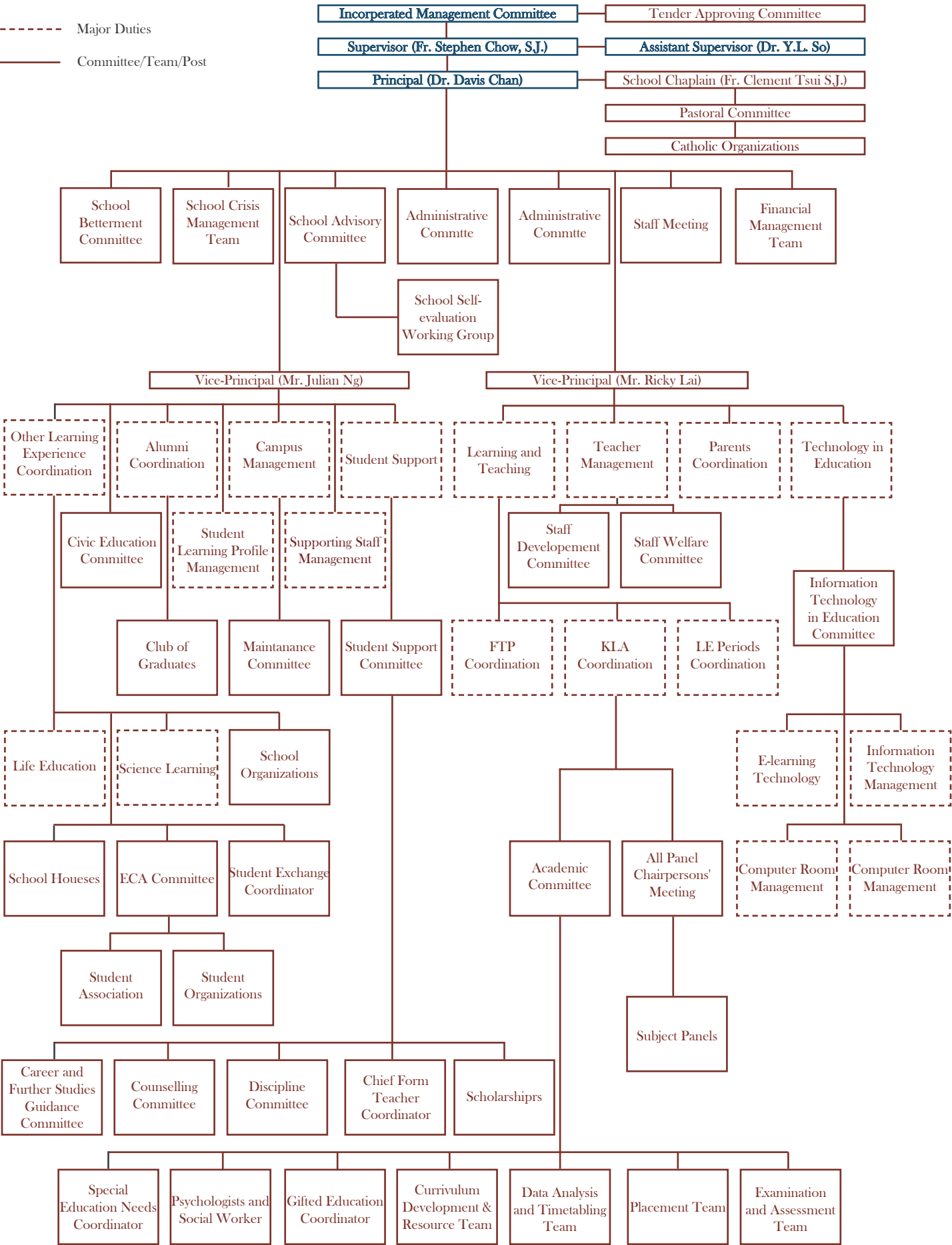
1. Intellectually Competent
2. Loving as a Personal Orientation
3. Open to Life-long Growth
4. Religious and Moral
5. Committed to Acting on Justice

6. School Management

Incorporated Management Committee (IMC) is the governing body of the school, which consists of representatives of Society of Jesus, our sponsoring body, the principal, teacher managers, parent managers, alumni manager and an executive secretary. The IMC met four times in 2019-20. In addition, a retreat with IMC members of Wah Yan College, Kowloon was held in June 2020.

Sponsoring Body Managers	Rev. Stephen Chow, S.J. (Supervisor)
Alternate Manager	Rev. Thomas Leung, S.J. Rev. William Lo, S.J. Rev. Stephen Tong, S.J. Rev. Clement Tsui, S.J. Mr. Warren Chung Mr. Joseph Lai Dr. Y.L. So
Teacher Manager	Mr. Willy Lee
Alternate Teacher Manager	Miss Kathreen Cheung
Parent Manager	Mr. Edmond Yung
Alternate Parent Manager	Mrs. Sarah Chan
Alumni Manager	Dr. Ashley Cheng
Independent Manager	Mr. Sam Yu
Principal (Ex-officio Manager)	Dr. Davis Chan

The chart below shows the administrative structure of the school in 2019-2020.



7. Campus and Facilities

Our College is located at the top of Mount Parish in Wanchai. The campus covers an area of over 220,000 sq. ft., in the middle of a lavish green environment with plenty of wildlife around. It is made up of a 3-storey spacious classroom wing and a laboratory wing built in 1955, together with more space and facilities gradually added over the years in the Gordon Wu Hall (1987), the Francis H. B. Wong Teaching Building (2004) and the Wu Jieh Yee Building (2014). We are also proud to have a beautifully-designed chapel and a lot of greenery at the center of the campus, providing a unique and cosy learning environment for our students.

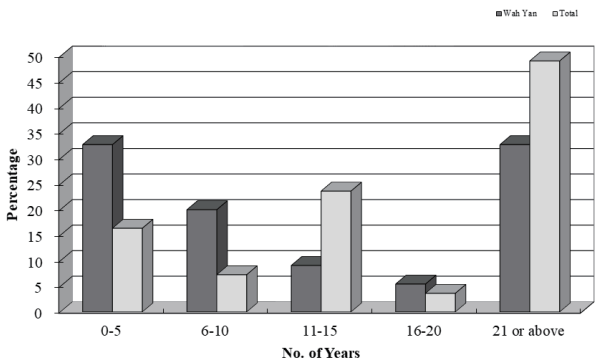
School facilities include three playgrounds, a gymnasium, a library, two computer rooms, a STEAM laboratory, a computer-assisted learning room, four science laboratories, a multimedia learning centre, Star Studio Production Centre, a music floor, a visual arts centre, an Integrated Humanities Centre, a prayer room, seven interactive learning rooms, a student activity centre, a geography room, a gymnasium and a canteen. The new school hall can seat about 900 persons and is large enough to accommodate all the staff members and students. Designed in a way that can be converted to a standard basketball court with spectator stands, the new hall is an excellent multi-purpose venue for a wide variety of sports, artistic, social as well as academic functions.

With a view to enhancing our classroom facilities, four LED interactive boards were installed in Form One classrooms in August 2019.

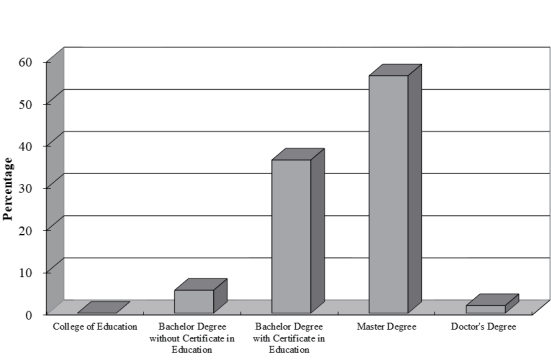
8. Teaching Staff

Our teaching staff consisted of 61 teachers, 2 laboratory technicians, 1 library assistant, 7 teacher assistants, 1 music coordinator, 1 pastoral assistant, 1 IT technician and 2 assistant counsellors. We believe teachers are key to nurturing promising students. The information below shows the profile of our teaching team.

Teachers' Experience



Highest Qualification





9. Students

Students are what Wah Yan College exists for. There were a total of 812 students at the start of the academic year 2019-20. The breakdown of classes and number of students in each form is as follows:

Class Arrangement

Level	F.1	F.2	F.3	F.4	F.5	F.6	Total
2019-2020	4	4	4	4*	4*	4*	24

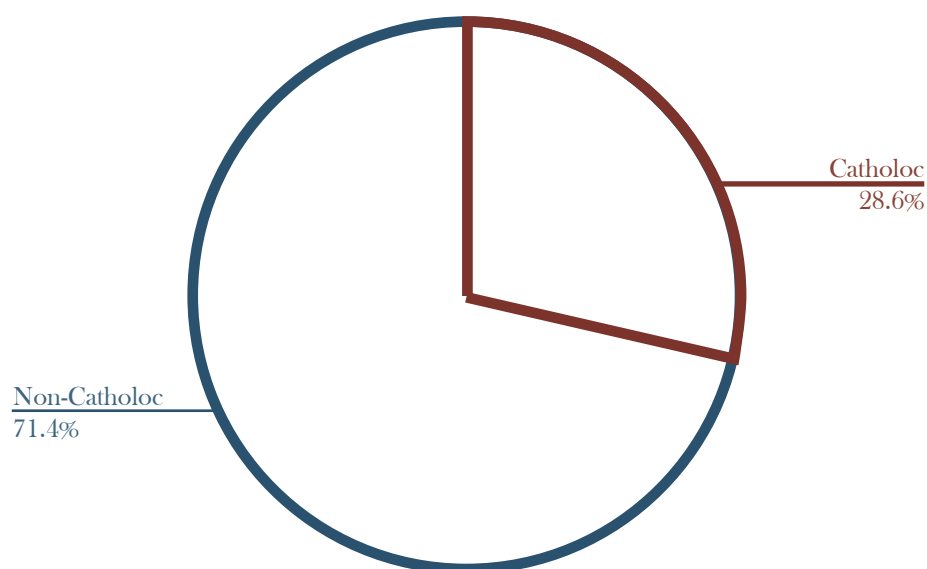
*4 classes based on government funding but split into F.5 classes in actual operation.

Number of students (At the end of Academic Year)

Level	F.1	F.2	F.3	F.4	F.5	F.6	Total
2019-2020	142	141	131	131	127	113	785

In 2019-2020, there were altogether 193 active learning days arranged for students. As the Form Six students had to take their public examinations during the second term, they had 111 learning days.

Statistics of Students' Religion



While ours is a Roman Catholic school with the vision of providing holistic Catholic education to our students, we respect the freedom of worship of them. Overseen by the Chaplain, the Pastoral Committee is in charge of Catholic activities in the school. In 2019-2020, 28.6% of Wah Yan students were Catholic.



10. Management and Organization

This school year has been challenging. The unstable social environment in our city and the COVID-19 pandemic around the world created many unpredicted challenges in our society throughout the year, which for everyone and every organization in the city needed to face and there was no exception for our school. With the collective effort of our staff members and the blessing of God, our school reacted and adapted promptly to those rapidly changing circumstances. According to the instruction of EDB, the school suspended classes right after the Chinese New Year Holiday and we started e-Learning and developed a stable e-Learning timetable, which helped our young gentlemen to maintain a healthy and sustainable learning routine during the class suspension since February.

With the support by the school ITEC, staff development programmes for enhancing e-Learning were arranged for staff. An online e-learning support platform was also developed for teachers to learn those e-Learning tools. As a learning community, collaborative teaching and peer learning were more frequently carried out among teachers during class suspension. In sum, our teachers made exceptional efforts in conducting e-Learning during this period of time. We are glad to learn from the survey of students and teachers that our e-Learning was, in general, effective and satisfactory.

On top of subject learning, our team also provided support, guidance, and activities, as well as spiritual development experiences, for our students throughout the year. For example, in Term One, we put together a three-lesson program named “Unity in Diversity” comprising emotional management, facts and perspectives, as well as empathic communication. When classes resumed in May/June this year, a two-lesson program was also designed to help students address potential issues related to the months of class suspension. Our whole community has learned a great deal from the experiences along the way.

This year should have been a time for us to celebrate our school’s centenary and the very moving and high-quality anniversary musical drama “Legacy” was a promising kick-off. Unfortunately, due to various unfavorable circumstances in our city, all the other celebratory events had to be either cancelled or postponed. However, in a bid to respond to society’s needs in this moment of crisis, the two Wah Yans initiated the medical face mask donation campaign in late January 2020. Eventually, we succeeded in collecting more than 20,000 medical masks from our students, parents, and alumni, and donating them to those in need. This was carried out in the spirit of “the miracle of the five loaves and two fish” – the sharing of resources when we are facing a shortage. It turned out to be a fitting way to celebrate who we are during our centenary year. We hope that this achievement would inspire our young gentlemen to put words into action by living out our slogan of being “Men For and With Others”. The experiences this year reaffirm that WYHK is a truly humane community, full of care, brotherhood, and support. This also reminds us, as educators, that we should continue to uphold our values of compassion and commitment, and embrace our ethos of “unity in plurality”, which we see as of paramount importance in today's world. In this way, we, as Ignatian educators, will be able to accompany our young gentlemen in the creation of a hope-filled future in this challenging era.

This year is the last year of our Three-Year School Development Plan (SDP) for 2017-2020. Following the PIE circle, we went through our process in evaluating our current Annual School Plan (ASP) and School Development Plan (SDP) and developing the new ones. Stakeholders' surveys and APASO-II were conducted to collect quantitative data for evaluation. We conducted two rounds of Spiritual Conversation with faculty members at the middle management level, and five sessions of Spiritual Conversation cum Focus Group Meeting with all faculty members in the process. The direction of our next SDP is to bolster the result of the last SDP and to bring Universal Apostolic Preferences (UAPs) promulgated by the Society of Jesus into everyday practices in school. The three major concerns developed for the 2020-2021 are, 1) Nurturing our students to be reflective and competent learners, 2) Nurturing compassionate companions within the school community, and 3) Developing the school into a committed learning community with a growth mindset.

In addition, we are planning some new initiatives for the next school year. To enhance Innovation and STEAM education to better prepare our gentlemen for the future, we are developing an initiative called IDEEA (Innovation, Design, Engineering, Entrepreneurship, Arts). This initiative will involve cross-subject collaboration between Life & Society (L&S), Visual Arts (VA), and Information and Communication Technology (ICT) in junior forms, and will apply ideas of Design Thinking and Project-Based Learning to the learning process. We look forward to seeing a mini showcase of products/projects from our Form Three gentlemen at the end of the next school year. In addition, the school has been selected as one of the ten participating schools around Hong Kong for the Project Zero Study: Envisioning Innovation in Education. This is organized by Project Zero at Harvard Graduate School of Education, a renowned educational research center with the mission to understand and enhance learning, thinking & creativity, and is sponsored by Catalyst Education Lab. The program will last for three years, during which a team of our faculty members will meet the Project Zero Team from Harvard from time to time to explore innovative education practices. A few other development projects which include our website revamp and our campus spatial review are in progress. We look forward to seeing the positive development of the school brought by these new initiatives and projects, which allow us to have greater contributions to our society in our next 100 years, for the greater glory of God.

11. Learning and Teaching

Students' Learning

The aim of Wah Yan's curriculum is to enable students to take their place as balanced young adults in the modern world. We seek:

- to develop fully in them skills and knowledge and to provide them with the enrichment which will be needed for life in its widest sense.

- to inculcate students with enthusiasm, honesty and open-mindedness, respect and consideration for others.
- to provide an environment in which students, staff and the Jesuit Fathers can work purposefully and live together harmoniously; and in which each student will find areas of happiness and have the fullest chance to develop the talents he possesses.

Although English is the major medium of instruction in the College, our students are encouraged to know and appreciate their own culture, and to develop the ability to express themselves both in Chinese and English precisely, clearly and eloquently. Religious Education, named Ignatian Values Education, is included in the basic curriculum of the College. Daily Mass and monthly Benediction are offered to students who are interested in attending.

Curriculum for Form One to Three

Our curriculum aims at establishing a solid foundation for our junior secondary students. Language Arts in English and classical Chinese appreciation were embedded in our English and Chinese Language curriculum. Putonghua was provided to help students to speak and listen to the national dialect.

There was no streaming in Forms One, Two and Three. We were adopting a mixed ability mode in learning and teaching. Students with different academic abilities were allotted evenly to different classes. STEAM education was provided by conducting some project-learning activities across different subject panels in Form One and Form Two. Reading across the curriculum was promoted too.

All students in Forms One and Two studied English, Chinese, Mathematics, Chinese History, History, Geography, Computer Literacy, Integrated Science, Music, Physical Education, Putonghua, Visual Arts, Life & Society, Life Education/Religious Formation and Ignatian Values Education.

All students in Form Three studied English, Chinese, Mathematics, Chinese History, History, Geography, Computer Literacy, Physics, Chemistry, Biology, Music, Physical Education, Putonghua, Visual Arts, Life & Society, Life Education/Religious Formation and Ignatian Values Education.

Curriculum for Forms Four to Six

To prepare our students for the Hong Kong Diploma of Secondary Education Examinations and have an all-round learning experience in Wah Yan, all senior form students needed to study English, Chinese, Mathematics, Ignatian Values Education, Liberal Studies, Physical Education, and Aesthetic Education. Besides, all Form Four students studied three elective subjects. Elective subjects offered in 2019-2020 included: Business, Accounting and Financial Studies, Biology, Chemistry, Chinese History, Ethics & Religious Studies, Geography, History, Information and Communication Technology, Music and Physics. Form Four

students were allowed to study Applied Learning subjects offered by other institutions in exchange for an optional subject when they were promoted to Form Five. Students may also take Spanish and sit for the public examinations.

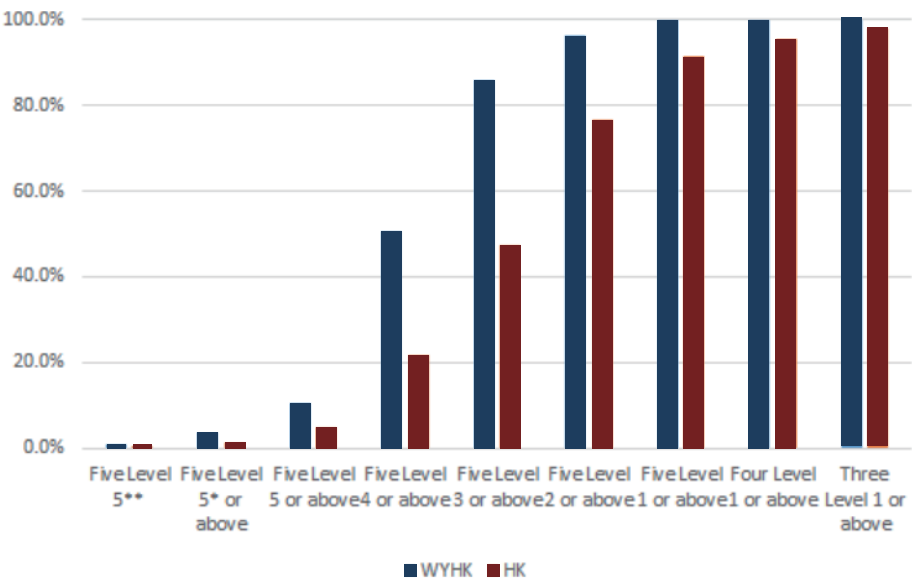
IT in Education

To provide a better IT learning experience to our students, the computer room was renovated during last summer. The new setting created more space and will better facilitate project-based learning. New facilities included two 86” smart panels, a new audio system, twenty notebook computers, forty desktop computers and three 3-D printers. During the class suspension period, the ITEC held a staff development workshop for all teachers and had uploaded video instructions for teachers to follow. In addition, a special timetable was scheduled for the whole school to avoid time clashes and make the online lessons sustainable. Zoom accounts for teachers were subscribed to allow online meetings with a large number of students without time limitation. Even Form One admission interviews and Form Six mock exams were conducted online. Lastly, an official Whatsapp channel was set up to increase the efficiency of communication between the school administration and teachers.

Academic Performance

Despite all the challenges and unexpected experiences our Form 6 gentlemen faced, they put their very best efforts into preparing for their HKDSE with satisfactory results overall. In terms of the percentages of attaining at different levels, our students performed beyond the territory’s average significantly in general (please refer to the chart below). Among our young gentlemen, one student attained 5** in all seven subjects he sat for, becoming a “Straight-A Student” commonly called 狀元 in Chinese.

2020 HKDSE Examination Performance (Best 5 Subjects)



With the satisfactory HKDSE results, our young gentlemen obtained decent JUPAS offers. Among local university offers, HKU, CUHK and HKUST made up around 55%. Programs students enrolled on include medicine, pharmacy, global business, law, quantitative finance and business, architecture, arts, science, etc. Apart from local institutions, about 30% of our graduates have chosen to continue their studies in prestigious educational institutions overseas around the world.

We feel grateful about our graduating gentlemen for their stamina in overcoming the extraordinary hurdles this year. However, we believe that their results were a reflection of the effort they made in the past. No matter what their results turned out to be, there would still be numerous challenges awaiting them. We hope that they can look forward, embrace the challenges ahead. By continuing to work to the best of their abilities, they would be able to conquer them - *In Hoc Signo Vincas!*

12. Student Support and Development

Spiritual Development

To enhance our students' spiritual development especially with a view to helping them develop a reflective habit, our Pastoral Committee provided assistance and training to our students and teachers in conducting Examen in different activities and occasions. The gradual increase in the frequency of Examen has greatly helped students to become more receptive and ready to do Examen on their own and not confined to the campus. During the school suspension period, weekly Examen videos were made and uploaded online for students, parents and the public. A total of five online prayer sessions were also held to pray for DSE students and Hong Kong.

Discipline and Counselling Support

The cooperation between the Discipline and Counselling Committees has ever been increasing in the last few years. As we do not see giving consequences to misbehavior is the end of education and we understand personal, long-term guidance is pivotal to a young student's character building, the two Committees often work closely when taking care of our students. During the social unrest in the beginning of the school year 2019-20, our Discipline Committee helped to review the campus safety and security. Immediate actions like adding CCTV cameras were taken and security measures were strengthened. The making of a new teachers' duty roster was also well under way. In view of the social situation, the Counselling Committee joined forces with the Pastoral Committee, Liberal Studies Panel and Life Education Panel, conducted three lessons of "Unity in Diversity" for all students and two more lessons to address their emotional needs after classes resumed.

Life Planning and Further Studies Guidance

In 2019-20, life planning programmes were successfully held for Form One to Form Three students with the following themes:

Form One - Personal management - Goal setting and time management;

Form Two - Pursuit of dreams and possible jobs; and

Form Three - Making informed decisions and NSS subject selection.

However, due to the class suspension, the prepared cloud-based learning materials on studying and life planning for Form Four and Form Five students could only be disseminated via iMail.

In addition, a talk and a sharing session were held for parents of Form One and Form Two students, so that they could know more about our life planning programmes. To assist our students to make the right choices in JUPAS applications, two in-school university admission talks and four seminars were held for parents and students. Furthermore, counselling sessions were held with Form Six students on their choices of JUPAS programmes. Lastly, it was a pity that the well-liked Mentorship Programme was canceled due to the outbreak of COVID-19 in the community.

Special Education Needs Support

The SEN Support Team interviewed all SEN students individually in September 2019 to identify their needs and concerns. They then received professional support from various parties, including educational psychologists, clinical psychologists and speech therapists. The Team also helped SEN students to apply for appropriate adjustments both in internal exams and HKDSE examinations.

Other Learning Experiences

One of the main focuses of the ECA Committee in this academic year was to provide training to our students, so that they could become responsible and reflective leaders. The Junior Leadership Programme (JLP) was organized successfully from 2 October, 2019 to 30 November, 2019. There were 23 participants this year. Positive feedback was received and students' training reports were sent to their class teachers. To help students develop a reflective habit, our ECA Committee required our student leaders to submit activity reports to appreciate what they did well, reflect on their weaknesses and suggest improvements in future plannings. To achieve "suspending classes but not suspending students' Other Learning Experiences" during the school suspension period, ECA online information and applications were provided in ECA Google classrooms so that students can apply for external activities through the e-platform. E-activities for students were organized so as to establish a balance between academic and OLE development in different areas. Student-based online activities were arranged by school clubs/ societies with the coordination of the Student Association. The number of students participating in the ECA activities had increased by around 90 this year. Nonetheless, due to the pandemic of COVID-19 in the world, all overseas exchange programmes were canceled.



Student Support during COVID-19 Outbreak

The 2019-20 school year was a difficult time, but it also showed us some noble aspects of humanity, say, the team spirit at times of crises and the generosity shown by many of us. While the class suspension brought by the pandemic caught us by surprise, the whole Wah Yan responded swiftly. As e-Learning suddenly became our solution to continue our mission as educators, our supporting colleagues immediately called every one of our students to ensure that they had suitable devices and Internet connection for e-Learning. We also set up a support team to assist teachers to follow up students' absence in online lessons and difficulties in submitting e-Assignments. To care for our students' mental health, our in-house psychologists also produced some videos to help them stay positive. Furthermore, in the preparation of the "Wellness Packs" which aimed at cheering up our students after the prolonged class suspension, we received warm responses from our alumni. Despite the serious shortage of surgical masks in the market, 3400 surgical masks and 1000 hand sanitizers were gathered in a short period of time.

13. Achievements and Reflections on Major Concerns

It is the third year of our School Development Plan 2017-20. In the last three years, we have put great emphasis on developing a school-based self-directed learning program, which has been continuously tried, evaluated and revised, until it has been evolved into our current "Learning to Learn" Program. This is certainly a deed accomplished by our companions' unfaltering determination and devotion in teaching. On the other hand, while we seek to build a caring and respectful community in Wah Yan, the whole Hong Kong has been experiencing an unprecedented split in society. Relationships are broken; hatred overpowered our good senses. It is under this context that we developed an ad hoc "Unity in Diversity" Program for our students. We truly hope that with our strong tradition of brotherly love in Wah Yan, we can help Hong Kong to find a remedy to rebuild trust and respect in our society; first starting in Wah Yan.

Three years have passed, however, we know it is not an end to our eternal quest of providing better education in Wah Yan. On the contrary, we are going to evaluate what we have done or yet to be done and make plans for our next three years and beyond.

Major Concern 1: Enhancing self-directed learning

Strategies/Tasks	Achievements/ Tasks Accomplished	Evaluation & Reflection
Target: 1.1 To raise the awareness of new students and their parents about self-directed learning (SDL)		
1.1.1 To introduce Major Concerns to new students and parents in F.1 orientation	The Major Concerns were introduced to new students and parents during the F.1 Orientation Day on 31 August 2019.	Parents were made well aware of our MCs and how they were related to our school vision.
1.1.2 To brief students about how they can become a self-directed learner during school assemblies	The school model of self-directed learning was introduced to students in one of the school assemblies. Besides, we had invited some young graduates to share their learning experience in pursuing their study lives.	The majority of students were now aware of the SDL, in particular on the content of “what” and “how”. More formation workshops can be organized and relevant tasks can be implanted into different subject panels.
1.1.3 To give a talk about the role of parents to facilitate our students to be Self-directed Learners in F.1 and F.2 Parents’ Meeting	The school model of “Learning to Learn”/ self-directed learning was introduced to F1 and 2 parents in mid-October.	In the near future, giving more specific advice on how parents could help students become self-directed learners by the professionals would be useful.
Target: 1.2 To enhance students’ attributes conducive to becoming self-directed learners		
1.2.1 To formulate a school-based programme to develop self-directed learners	Based on the school model of self-directed learning, a year round F1 Learning to Learn bridging programme was introduced. Summer tasks were designed by the core subject panels and PSHE KLA. The elements of self-directed learning were implied. Log books on habit changes in summer were distributed. Two workshops were held, one was for the preparation of examinations, another one was the introduction of growth mindset. Talks and workshops for F1 students were cancelled due to the class suspension though.	Overall, F1 students were more familiar with the school campus and school life. They got to know each other better. They found the orientation part of the bridging programme very enjoyable. Their summer tasks on self-directed learning and habit change were innovative and reflective. They also found the workshops on growth mindset and some other self-directed learning skills like goal setting and study skills useful. We may extend these activities to higher forms in the coming academic years.

<p>1.2.2 To organize programs to enhance self-directed learners</p> <p>i. F.1 Seminar on Target-setting and monitoring</p> <p>ii. F.4 Magis in learning (Time Management in the context of senior secondary education)</p> <p>iii. F5 Magis in Learning (Mock JUPAS & Operation Astrum)</p>	<p>i. A workshop on the preparation of examination, including the skills of Target-setting and monitoring was held in Nov 2019 during the Form Teacher Period.</p> <p>ii. The talk on time management and applied learning was originally scheduled in March 2020. However due to the class suspension, it was cancelled and the information about applied learning was uploaded.</p> <p>iii. Materials for mock JUPAS were sent to the student, however, the debriefing section and Operation Astrum were cancelled due to the class suspension.</p>	<p>i. Students reacted lively during the seminar. They also had to complete a log book setting their targets for their examinations. However, not many of them had returned the logbooks to the teachers and thus the result of this task was not observable. Teachers' companionship and supervision, especially for F.1 students, were significant factors in determining whether the students would really carry out their study plan and make improvement.</p> <p>ii. We are experienced in organizing these programmes to stimulate senior form students to learn better. Although workshops could not be held physically, teachers did try their best to deliver the relevant messages to the students via Google Classroom and emails. Students welcomed having these channels to communicate with their teachers.</p> <p>iii. Some more remedial work on preparing the F.4 and F.5 students to be self-directed learners should be conducted. Collaboration among different committees and Form Teachers are crucial.</p>
<p>1.2.3</p> <p>To launch the "Whole person development (WPD) programme" to equip sportsmen with self-directed learning skills</p>	<p>The programme was cancelled due to the pandemic and class suspension.</p>	<p>This is a worthwhile program that can motivate our athletes to balance their learning and training. Although this year's programme was regrettably cancelled, we should keep it as a regular programme to support our sportsmen.</p>
<p>Target:</p> <p>1.3 To help students develop a habit for reflection, evaluation and planning</p>		
<p>1.3.1</p> <p>To help students reflect, evaluate and plan their learning and activities</p> <p>i. Using the new Student Handbook</p> <p>ii. Writing reflection reports</p>	<p>i. The student handbook was revised to provide room for students to reflect, evaluate and plan their studies and activities, as well as to write down their reflection after Examen sessions. Its new design allowed more flexibility in its usage.</p>	<p>i. Form Teachers should guide and encourage students to use the handbook for reflection and planning, so that students can make good use of the handbook.</p>

	<p>ii. Students were required to submit their annual evaluation forms by electronic means at the end of the term. Student leaders needed to submit evaluation reports after activities. They were asked to reflect on the effectiveness of the activities, and to suggest ways for improvement.</p>	<p>ii. Seriousness and thus effectiveness varied among students. The end-of-term reflection reports helped students to reflect on their academic and OLE performance so as to plan for follow-up actions in their summer vacation. These reports are also useful for teachers to write students' testimonials. It is recommended that we can integrate the SLP report, mid-term evaluation and annual evaluation together with this end-of-term reflection.</p>
<p>1.3.2 To conduct Examen during the Form Teachers Period (FTP)</p>	<p>Examen was conducted in all Form Teacher Periods. When the FTPs were used for uniform/school activities, the Examen was conducted across classes/forms by student representatives. Otherwise it was done on a class basis by form teachers. Term-commencement Examen by the Pastoral Committee was conducted in the assembly, but the one for term-end was conducted in some classes virtually only due to the pandemic.</p>	<p>By observation, most students were able to practise Examen well in FTP. They kept calm but conscious of the reflective process. We shall use more and better e-learning tools for doing Examen online in case of school suspension.</p>
<p>Target: 1.4 To improve students' reading habit</p>		
<p>1.4.1 To increase the usage of the Library through enhancing its management</p>	<p>Based on the school model of self-directed learning, a year round F1 Learning to Learn bridging programme was introduced. Summer tasks were designed by the core subject panels and PSHE KLA. The elements of self-directed learning were implied. Log books on habit changes in summer were distributed. Two workshops were held, one was for the preparation of examinations, another one was the introduction of growth mindset. Talks and workshops for F1 students were cancelled due to the class suspension though.</p>	<p>We are looking forward to making good use of the QEF to update the library facilities and boost the reading atmosphere on our campus. Our library consultant has given us a lot of valuable advice on the management of the library while the other frontline members worked very hard to revamp the operation of the library.</p> <p>The College may consider adopting a new library management system called "library CEO" to help the daily operation of the school library as the present one is not really suitable for secondary schools.</p>
<p>1.4.2 To organize different reading programs</p>	<p>The Reading Promotion Working group was formed. Language teachers were devoted to promoting reading activities throughout the year, for example, a "Book Café" in January 2020 attracted over 30 participants.</p>	<p>Teachers from various subject panels should join the working group, so that we can promote reading across the curriculum easily.</p> <p>Holding "Book Café" is a good way for reading promotion. Over 90 students applied for this event</p>

	<p>Besides, we have made use of Instagram to promote some books, so far 6 posts were uploaded.</p> <p>We had 2 theme-based book recommendations in the 1st term and 1 book sharing for F.4 students.</p> <p>We postponed the F.1 - F.3 “Active Reader” Reading Award Scheme and “A book a weekend”.</p> <p>The annual book exhibition and Top Ten Pick 2020 were cancelled due to the class suspension.</p> <p>EDB has sponsored the books for our summer reading. Books were purchased for different forms. However, due to the class suspension, special arrangements were needed in order to deliver the books to the students.</p>	<p>and we could only accommodate around 30 eventually.</p> <p>Most of the activities were either suspended or cancelled due to the class suspension. If classes were suspended again in future, we may adopt some online methods to promote reading.</p>
1.4.3 To hold a talk to help improve students’ reading habit	The talk was cancelled due to the class suspension.	Talks for reading promotion may not be interactive enough to catch the attention of students. The Reading Promotion Working group should think of some innovative ideas in improving students’ reading habits in the coming academic years.
1.4.4 To promote reading across the curriculum	<p>i. The lists of extended readings of some subject panels were revised and relevant reading schemes were launched. For example, the Mathematics panel implemented reading schemes for long holidays for F.1 and F.2 students. Biology and Geography teachers had the book sharing with the students during lessons.</p> <p>ii. Music, Integrated Science, Liberal Studies, History, English and Mathematics panels had designed different learning tasks with the reading elements. Apart from book reports for non language subjects, students were asked to read books before doing their projects.</p>	<p>i. The list is a good start for the subject panels to promote reading, Together with the grants provided by the EDB, we can purchase the books and place them in the School Library. So students can enrich their subject knowledge by extensive reading. The book list should be regularly evaluated by the members of the reading promotion working group.</p> <p>ii. Reading is an essential part in learning and teaching, it is a good sign that more non-language subjects have kicked off their subject based reading programs. In the long run, more subject panels should be involved in reading promotion and a more comprehensive reading award scheme can be launched to boost the reading atmosphere in Wah Yan.</p>

Target: 1.5 To enhance students' motivation in learning		
1.5.1 To engage students more actively through e-learning	<p>Four 75" smart panels, i.e. Interactive whiteboards were installed in all F.1 classrooms. It can replace the projectors and let teachers teach more flexibly by using various functions of the whiteboards.</p> <p>Different subject panels have applied e-learning tools to motivate students to learn better. Science subjects arranged some E-class self-tests and online question banks. Kahoot, Quizlet were also adopted.</p> <p>Due to the prolonged class suspension, the Google Classroom was widely used by all subject panels in the 2nd term. Online teaching was launched with a special timetable. Google Meet, Zoom were commonly used by teachers to have virtual classes with the students</p>	<p>E-learning is an unavoidable worldwide teaching trend. With the support of IT in Education Committee and Staff Development Committee, e-Learning training programs were launched throughout the year and more subject panels have adopted e-Teaching strategies in this academic year. F.1 subject teachers appreciated the installation of whiteboards in the classroom yet they expressed the size was not big enough. Subject panels are now experienced in providing online learning materials and self-study tasks for the students, so that students can learn beyond the time and physical constraints.</p> <p>Under the effect of the pandemic and class suspensions, more teachers are now familiar with e-Teaching while students are getting used to learning on the internet. According to the survey on the effectiveness of online teaching and learning, over 90% of the teachers, students and parents welcomed the positive feedback from e-Learning. It provides us a solid foundation to further develop e-Learning and e-Teaching in Wah Yan.</p> <p>Some technical issues and student's online behaviours have to be tackled through. For the former one, internet safety is one of the concerns, some strangers entered the virtual class occasionally and participants were skeptical. Students' discipline is another concern.</p>
1.5.2 To engage students more actively through various teaching strategies (e.g. flipped classroom)	<p>The Google Classroom and visualizers have been widely used by all subject panels. Teachers uploaded different learning materials to the Google classroom and treat it as a major means to collect student's assignments especially during the class suspension period. Visualizers facilitate interactive teaching and learning in the classes.</p>	<p>Students enjoyed learning in a more diversified way. Nevertheless, weak students still lack motivation to learn better. Therefore, apart from upgrading the learning facilities and classroom setting, new teaching approaches should be adopted and counselling on learning difficulties should be provided to the weaker students.</p>

	Some subject panels actively engaged students in classroom learning by different strategies, for example BAFS, Biology and Music used flipped classroom, L&S included Quizlet for the assessment. History sets extra questions/tasks for high achiever with a reward of extra marks.	
1.5.3 To formulate a strategic plan to promote STEAM education through collaboration among relevant panels and functional groups	<p>The STEAM education working group was formed and led by the panel head of CIT. Other members include teachers of Maths, IS and VA. Some strategies were identified during their meetings. They had consensus in teaching some topics collaboratively. The new curriculum of IDEEA (Innovation, Design, Engineering, Entrepreneurship, Arts) initiative was drafted which included CIT, VA and L&S panels for the F.3 students.</p> <p>On the other hand, students were encouraged to take part in different STEAM competitions, such as programming and robotics.</p>	School has put great efforts in developing the STEAM education, both teachers and students have to take time to be familiar with this educational wave. More collaboration between subject panels related to STEAM education can be made, for example they can have more project work. IDEEA is another fruit of achievement in STEAM education. Through project learning, students will try to investigate and even solve some social problems by using some technological means.
1.5.4 To initiate projects which purposefully integrate learning across several subjects	<p>Cross curricular project learnings were introduced by sundry subject panels. Life and Society, Chinese History, History and Geography had a cross curricular project in F.3 on global issues. IVE and LS panels also had a cross curricular project in F.4 on social issues.</p> <p>When it comes to cross curricular learning, Chinese panel revised its junior form book report competition by the selection of new books. F.1 to F.3 Students were asked to read a book with cross-curricular topics while the PTH panel and VA panel had co-organized a textbook cover design competition in the beginning of the term.</p>	<p>Project learning is a formative learning process, however, the pandemic adversely affected the project progress. For the F.4 one, about 90% of the students completed the proposal part. However, the 2nd part of the project, the “main content” was cancelled.</p> <p>It is recommended that students can be asked to set a more challenging project title and personal feedback on modifying the title should be made. F.3 PSHE project faced the same problem and it was difficult for the subject teachers to monitor student’s working progress beyond the physical classrooms.</p> <p>Cross curricular learning can be further strengthened in Wah Yan, so that students can really consolidate what they learnt in different subjects. As a whole, more subjects from different KLAs should collaborate to provide project learning experience to the students. More collaboration work among colleagues on cross curricular activities is needed.</p>

1.5.5 To showcase students' learning through project works (e.g. STEAM projects, cross curriculum projects)	The showcase was suspended due to the postponement of Open Day	Although we could not demonstrate the student works to the public, different subject panels have collected some masterpieces from the students and they are ready for display in suitable occasions in the coming academic years.
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Major Concern 2: Fostering a caring and respectful community

Strategies/Tasks	Achievements/ Tasks Accomplished	Evaluation & Reflection
Target: 2.1 To be respectful gentlemen		
2.1.1 To let students acquire social etiquettes through experiential learning - to organize a "social etiquette course" by Wah Yan History and Heritage society before attending the High Table Dinner	The course and Wah Yan High Table Dinner were cancelled due to the class suspension.	To further let our students acquire social etiquettes, a series of social etiquettes programmes can be arranged under the newly formed Student Advancement Team, so that students, especially the senior forms one, can learn to be a good leader with proper manners.
2.1.2 Ad hoc program "Unity in Diversity" for all students in response to the social conflicts and the pandemic occurred in the society.	The Counselling Committee collaborated with the LS Panel, Pastoral Committee, and Life Education Panel to conduct 3 lessons named "Unity in Diversity" to help students to identify the fact and opinion, develop mutual understanding among people in all walks of lives and address their emotional needs.	Over 70% of the students found these lessons helpful. Topics about mental health, perspective taking of information and non-violence communication were addressed. Suggestion was made to include these topics in the curriculum of Life Education in future.
Target: 2.2 To be caring companions		
2.2.1 To enhance F.1 students' bonding through F.1 orientation programs (F.1 Camp, F.1 Campus Day)	F.1 Campus Day was integrated as a part of the F.1 bridging program in July 2019 which included Campus Tracing and Wan Yan Life Game. Together with the games in the Bridging Program, our psychologists had also conducted seminars on habit building to both the Form 1 students and their parents July and September respectively. The F.1 Camp was held in early Sept 2019 by the Counselling Committee. With the support of JASERs and F.1 Form	Over 70 % of F.1 students found the games interesting and they could understand more about the importance of self-directed learning at Wah Yan. However, we also observed that many F.1 students decided to stay in the leisure room to play with their cell phones, which affected their exposure to other learning areas. The game setting for Wan Yan Life Game can be revised. Earlier preparation in the middle of the 2nd term should be made for a smoother collaboration between the ECA Committee and the Counselling Committee

	Teachers, different class-based games were held and students got familiar with their classmates, our school culture and their JASERs.	as the games involve different student leaders. The F1 Camp was held and it was a success. Over 75% of the Form 1 students have found the JASERs supportive and caring.
2.2.2 To build up a more caring classroom through various activities	A Form Teacher Handbook was designed as a reference for the Form Teachers to build a caring class atmosphere. The class formation was diverse and due to the class suspension, many class-based activities were cancelled. Yet, some form teachers made use of the FTP Google Classroom to keep connections with their classes.	Electronic platforms may be a good alternative for communication within a class, yet it lacks the human touch in reality and some of the students reacted passively in the digital world.
2.2.3 To launch the “Companion Lunch Gathering” program	The Companion Lunch Gathering Program was not held due to unstable school days.	The program was affected due to unexpected social conditions and pandemic. We may explore the use of e-Learning tools for serving the same program’s purposes in case of class suspension.
Target: 2.3 To be responsible citizens		
2.3.1 To enhance student’s understanding of the Basic Law through PSHE subjects	Self-study learning materials of the Basic Law were distributed to the students and some M.C questions from these materials were asked in L & S assessments.	There was inadequate teaching time to let the students have a more comprehensive understanding of the Basic Law.
2.3.2 To raise our students’ civic spirit by participating in events that can let them understand more about the Basic Law	Most of the events were postponed/ cancelled by the hosts due to the class suspension.	We may explore the use of e-Learning tools for serving the same activity’s purposes in case of class suspension. Some school-based Basic Law learning activities can also be an alternative.
Target: 2.4 To be good stewards of Nature		
2.4.1 To train up students as Green Monitors	Green Monitors were chosen by class teachers in junior forms. However, the training was limited as we did not have many physical school days this year.	More concrete tasks can be assigned to the Green Monitors who can further demonstrate their role on the campus. They can become a composition of the class association.
2.4.2 To enhance the appreciation of nature by labeling plants in the campus	Various types of plants on the school campus were labelled.	Subject panels may make use of these labels as they may facilitate some learning activities, especially for Science subjects and Geography.
2.4.3 To enhance the appreciation of the wonderful world by arranging field trips	The Biology Panel and the Geography Panel planned to have field trips. Unluckily, these meaningful learning activities were either postponed or cancelled due to the spread of the pandemic.	Field trips provide us first hand observation of nature. Whenever the circumstance is favourable, we should arrange these experiential learning activities to the students.

Target: 2.5 To be respectful global citizens		
2.5.1 To organize exchange programs with Jesuit institutions over the world	Exchange programs with the mainland and overseas sister schools, MAGIS Cambodia were either cancelled or postponed due to the pandemic.	Exchange programs with Jesuit institutions can broaden the student's horizon undoubtedly. They can also help us to keep good relationships with our companions outside Hong Kong. Whenever the circumstance is favourable, we should arrange these experiential learning activities to the students.
2.5.2 To organize guest talks and sharing on global issues	Most of the talks were postponed/ cancelled due to the class suspension.	It is unfortunate that students may not be able to learn from some professionals in global issues this year. Relevant information may be shared through electronic means instead, yet it may be difficult for us to evaluate the responses from the students.

14. Students' Achievements

(I) Chinese

Event	Award	Awardees
The 71st Hong Kong Schools Speech Festival		
中學五、六年級普通話 詩詞獨誦	亞軍	5C LEUNG Wan Chung (梁雲翀)
中學三、四年級普通話 詩詞獨誦	優良	3W HUI Hui (許昀) 3K HUNG Long Tin (熊朗天)
中學一、二年級普通話 散文獨誦	優良	1Y MOK Ching Hin (莫政軒) 1H SONG Henly (宋子睿) 1K WU Zhou Anthony (伍洲)

(II) English

Event	Award	Awardees
The 71st Hong Kong Schools Speech Festival		
English Solo Verse Speaking	First Place	1Y TSUI Tyrus (徐英捷) 5C LEUNG Wan Chung (梁雲翀)

English Public Speaking	First Place	4Y NG Yau Chun (吳祐醇)
English Solo Verse Speaking	Second Place	1Y WU Wai Yin (胡偉賢) 1H SIN Roger Haogang (冼浩鋼) 1K WU Zhou Anthony (伍洲) 3Y SZE Ray Regis (施維)
English Solo Verse Speaking	Third Place	1K TSUI Cyrus (徐英僖) 2W MA Velton (馬浚然) 3W HUI Hui (許珣) 5W MA Chun Man Jaydon (馬雋旻)
English Public Speaking Solo	Third Place	3Y SZE Ray Regis (施維)

(III) Other Academic/ Subject-related Achievements

Award	Awardees
Secondary School Mathematics and Science Competition 2019	
Proficiency in Mathematics and Credit in Physics	6C CHAN Hei Shun Julian (陳熙舜)
High Distinction in Mathematics	6C KWAN Kwok Chung (關國聰)
Medal in Mathematics, High Distinction in Physics and High Distinction in Chemistry	6C LONG Luo (龍洛)
High Distinction in Mathematics, High Distinction in Physics and Distinction in Chemistry	6C TSUI Koon Wai (徐冠維)
Credit in Mathematics and Participation in Biology	6K CHAN Ting Ho Kinson (陳亭皓)
Credit in Mathematics and Proficiency in Chemistry	6K FUNG Ka Lai (馮嘉禮)
High Distinction in Biology	6K FUNG Leong Fan (馮亮勳)
Proficiency in Mathematics	6K LAI Kong Yin (賴罡賢)
Participation in Mathematics	6K LEE Ho Wai (李浩維)
Credit in Mathematics and High Distinction in Physics	6K ON Ka Fung (安嘉澤)
Participation in Mathematics	6K YIM Chi Ping (嚴持平)
Distinction in Mathematics	6W CHENG Ho Chun (鄭豪俊)
High Distinction in Mathematics	6W CHENG Kai Man (鄭榮文)
High Distinction in Chemistry and High Distinction in Biology	5W KWAN Tsz Chun (關子駿)
Proficiency in Mathematics	5W LAM Tsz Kit (林梓杰)
Participation in Mathematics	5W LAW Ching Yuen (羅靖淵)
Distinction in Mathematics	5W WONG Tsz Wai (黃梓維)
High Distinction in Mathematics	5Y FUNG Ka Wai (馮家偉)

Award	Awardees
The 36th Chinese Physics Olympiad	
1st Class Honour in Semi-final 3rd Class Honour in Final	6C LONG Luo (龍洛)

(IV) Music

Event	Award	Awardees
2019 Hong Kong Youth Music Interflows (Chinese Orchestra)		
Secondary School (Class A)	Gold Award	Wah Yan College, Hong Kong
Hong Kong Inter-school Competition cum Masterclass 2020		
Junior Choir Group A	Silver Award	Wah Yan College, Hong Kong
Hong Kong Music Talent Award 2020		
String Category - Secondary School Senior Class	3rd Prize	1K KIE Ting Yin Victor (祁廷彦)

(V) Sports

Event	Award	Awardees
Inter-school Swimming Competition (Division 2)		
Overall	Champion	Wah Yan College, Hong Kong
Boys A Grade	Champion	Wah Yan College, Hong Kong
Boys B Grade	Champion	Wah Yan College, Hong Kong
Boys A Grade	Champion in 100m Free Style	6Y LAM Chak Fung (林澤鋒)
Boys A Grade	Champion in 200m Free Style	6Y LAM Chak Fung (林澤鋒)
Boys A Grade	Champion in 50m Breast Stroke	4C YIP Ka Chun (葉嘉駿)
Boys A Grade	Champion in 200m Individual Medley	5H SO Pak Man (蘇柏文)
Boys A Grade	2nd Place in 100m Breast Stroke	4C YIP Ka Chun (葉嘉駿)
Boys A Grade	2nd Place in 50m Butterfly	5W YIP Siu Ho (葉兆豪)
Boys A Grade	Champion in 4x50m Medley Relay	Wah Yan College, Hong Kong
Boys A Grade	4th Place in 4x50m Free Style Relay	Wah Yan College, Hong Kong
Boys B Grade	2nd Place in 200m Free Style	3H YUEN Ngo Long (阮鏗朗)

Boys B Grade	2nd Place in 200m Individual Medley	3K CHAN Cheung Man (陳昶民)
Boys B Grade	2nd Place in 200m Breast Stroke	3H LUI Pak Lok (呂柏樂)
Boys B Grade	3rd Place in 50m Breast Stroke	4H WONG Tsz Lok (王子樂)
Boys B Grade	4th Place in 100m Free Style	3H YUEN Ngo Long (阮鏊朗)
Boys B Grade	4th Place in 100m Back Stroke	3K CHAN Cheung Man (陳昶民)
Boys B Grade	4th Place in 100m Breast Stroke	4H WONG Tsz Lok (王子樂)
Boys B Grade	3rd Place in 4x50m Medley Relay	Wah Yan College, Hong Kong
Boys C Grade	Champion in 50m Back Stroke	2W WONG Wang HO Matthew (王泓皓)
Boys C Grade	3rd Place in 50m Free Style	2W WONG Wang HO Matthew (王泓皓)
Boys C Grade	3rd Place in 100m Free Style	1Y LEUNG Chiu Hin Malvin (梁詔寧)
Boys C Grade	4th Place in 4x50m Medley Relay	Wah Yan College, Hong Kong
All HK Schools Jing Ying Badminton Tournament		
Boys Doubles (Secondary Schools)	4th Place	6H CHIN Hin Lam (錢衍霖) 4C SIU Long Yin (蕭朗然)

(VI) Arts

Event	Award	Awardees
The Society for AIDS Care – Mask Design Contest 2019-20: Say No to Discrimination!		
Secondary School Section	Outstanding Award	2W LAU Pui Hong (劉培康)

(VII) Community Services

Award	Awardees
Kiwanis Community Service Award 2020	
Awardee	5K LEUNG Yam Bong Dominic (梁蔭邦)

(VIII) External Recognition of Outstanding Students

Award	Awardees
Sir Edward Youde Memorial Prizes 2019/20	
Awardee	6Y HUNG Chun (洪臻) 6C TSUI Koon Wai (徐冠維)
Sir Robert Black Trust Fund	
Awardee	6Y CHEUNG Ian (張知行) 6Y LAU Sam (劉心)
Multi-faceted Excellent Scholarship	
Awardee	6C WONG Anson (王友諒)

(IX) Graduates

Award	Awardees
The Chinese University of Hong Kong	
Admission Scholarship	TSANG Chung Yin, Year 2 in BEng (Hons) Biomedical Engineering
Dean's List	AU-YEUNG Wai Hay, Year 2 in Insurance, Financial and Actuarial Analysis Programme
The University of Hong Kong	
Dean's Honour List	CHEUNG Chun Wai Johnson LEE Lap Ki PANG Tsz Ming
The Hong Kong Polytechnic University	
HKSAR Government Scholarship Fund	SO Yui Man Wyman



A.M.D.G.



WAH YAN COLLEGE HONG KONG
A DEPUTY SECONDARY SCHOOL

香港華仁書院

15. Financial Reports

Financial Summary (unaudited)

Government Funds - EOEBG (I)	Actual Income (1)	Actual Expense (2)	Surplus / (Deficit) (3) = (1) - (2)
Baseline	1,852,167.98	2,300,614.13	
Air-Conditioning Grant	500,152.00	500,152.00	
Composite Information Technology Grant	420,652.00	290,558.94	
Administration Grant (Clerks and Janitors Salary Grant)	3,826,272.00	3,817,625.06	
School Executive Officer Grant	534,660.00	548,908.50	
Capacity Enhancement Grant	634,017.00	605,987.90	
School-based Management Top-Up Grant	50,000.00	3,060.00	
Others Income	29,279.90		
Sub-total (I)	7,847,200.88	8,066,906.53	(219,705.65)
Government Funds - Outside EOEBG (II)			
Salaries Grant - Teaching Staff (Net Salary)	41,465,482.36	41,465,482.36	
Salaries Grant - Teaching Supporting Staff - Lab Technicians	1,243,685.00	1,243,685.00	
Teacher Relief Grant - Recurrent	217,301.00	45,785.00	
Teacher Relief Grant - Optional	2,853,776.90	2,585,325.05	
Other Recurrent Grant - Rent & Rates	902,670.50	902,670.50	
Diversity Learning Grant - Other Programmes (DLG - OP)	93,600.00	103,638.00	
Diversity Learning Grant - Applied Learning (DLG - APL)	29,300.00	29,300.00	
Grant for Fringe Benefits under the Enhanced NET scheme (NTG)	231,120.75	231,120.75	
Learning Support Grant	519,000.00	533,238.50	
Senior Secondary Curriculum Support Grant (SSCSG)	770,400.00	707,508.74	
Extra Recurrent Grant under ITE4	66,740.00	70,044.16	
Grant for the Sister School Scheme	154,950.00		
Information Technology Staffing Support Grant	317,338.00	317,338.00	
One-off Grant for Promotion of Chinese History and Culture		26,944.70	
Home School Co-operation Grant	45,633.00	45,633.00	
Provide Support Student with Financial Needs	17,550.00	16,140.00	
School-based After-school Learning and Support Programmes	15,600.00	11,590.00	
Life-wide Learning Grant	1,158,000.00	470,662.44	
Promotion of Reading Grant	61,980.00	6,492.25	
Provide to Secondary School to Sup NCS Learning Chi-History and Culture	50,000.00		
Special Anti-Epidemic Grant	25,000.00	28,593.87	
One-off Grant for Gift of Printed Books Pilot Scheme	68,700.00	63,894.40	
Salary Grant - Teaching Staff (EE's Contribution to PF/MPF Scheme)	2,116,816.55	2,116,816.55	
Admin Grant - ER's Contribution to PF/MPF Scheme (Clerical & Janitors)	313,443.00	301,595.75	
Admin Grant - ER's Contribution to PF/MPF Scheme (Lab. Technicians)	186,127.75	186,127.75	
Sub-Total (II)	52,924,214.81	51,509,626.77	1,414,588.04
Total (I) + (II)	60,771,415.69	59,576,533.30	1,194,882.39
Total Surplus / (Deficit) of Government Funds	<u>1,194,882.39</u>		
School Funds (III)	Actual Income (1)	Actual Expense (2)	Surplus / (Deficit) (3) = (1) - (2)
Subscriptions / Approved Collection for Specific Purpose Account	3,270,295.63	2,550,096.41	720,199.22
Donations : Wah Yan One Family Foundation	2,382,256.56	4,093,915.10	(1,711,658.54)
Donations : Jesuit Educations Trust	391,482.90	241,836.90	149,646.00
Total (III)	6,044,035.09	6,885,848.41	(841,813.32)
Total Surplus / (Deficit) of School Funds	<u>(841,813.32)</u>		

Report on the programs financed by the Capacity Enhancement Grant

The Capacity Enhancement Grant (CEG) is provided by the government for relieving teachers' workload so that teachers will have enhanced capacity to concentrate on critical tasks in the education reform.

In 2019-20 school year, the CEG was used to employ a pastoral assistant and two teacher assistants (responsible for ECA and music activities) to relieve the workload of IVE, Music and ECA teachers. They were employed in 2019-20 in helping religious formation, ECA and music activities.

The Financial Statement for Capacity Enhancement Grant for the Year 2019/20

Income (\$)		
Grant Received	\$634,017.00	
Expenses(\$)		
Salaries	\$605,987.90	
Balance for the year (\$)	\$ 28,029.10	

Report on Learning Support Grant

The Financial Statement for Learning Support Grant for the Year 2019/20

Income (\$)		
Grant Received		\$519,000.00
Expenses(\$)		
Salaries	\$496,765.50	
Training Course for Staff	\$ 4,400.00	
Speech Therapy Service	\$31,500.00	
Others (Books, Stationery, Tools)	\$ 573.00	\$533,238.50
Balance for the year (\$)		-\$ 14,238.50

Report of School-based After-school Learning and Support Grant

A. The number of students (count by heads) benefitted under the Grant is 16 (including A.3 CSSA recipients, B.11 SFAS full-grant recipients and C.2 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						
Art Activity	1	3		100%	Oct 2019 – Jan 2020	\$3,200.00	Questionnaire		
Disneyland Life-wide Learning Day	1	4		100%	Nov 2019	\$1,750.00	Questionnaire		
Sports Training Courses		1		100%	Sept 2019 – Jan 2020	\$2,600.00	Questionnaire		
Maths Elite Courses	1	2	2	100%	Oct 2019 – June 2020	\$3,840.00	Questionnaire		
Retreat Activities		1		100%	Nov 2019	\$200.00	Questionnaire		
Total no. of activities:									
@No. of man-times	3	11	2		Total Expenses	\$11,590.00			
**Total no. of man-times	16								

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.

Report of School-based After-school Learning and Support Grant

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities											
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)											
Mathematics	Gifted Education	To provide effective educational needs and supporting strategies for gifted students		F1-F5 (4 students)		\$3,500	E6	√				
Science	Gifted Education	To provide effective educational needs and supporting strategies for gifted students		F1-F5 (4 students)		\$4,000	E6	√				
Cross-KLA (e.g. STEM)	To organize Lego Robotics Courses and Robotic Activities. Participants will take part in inter-school competitions	To broaden their horizons on STEM education in HK To develop their sense of achievement throughout the process		F.1 – F.5 (50 students)		\$10,140	E1	√				
			Expenses on Item 1.1			\$17,640						

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
1.2	Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)												
OLE Modules	Magic Courses	To cater for students' interests and abilities for stretching students' potential and nurturing in our gentlemen's positive values and attitude	Sept – Oct 2019										
	Ceramic Flowing Courses												
	Sports Management Courses												
	Movie Appreciation			F5 (128 Students)	\$43,870.50	E6			✓				
	Public Speaking & Socializing Etiquette												
	Cooking Courses												
	Painting Courses												
Careers & Further Studies Committee	Programmes included: 1 personal management and cultivation of generic skills and good habits such as time management and positive thinking 2 pursuit of dreams in life planning and an introduction to the career world 3 decision making and NSS subject selection	To enable students to acquire generic skills and do reflections		F.1 (144 students)	Oct 2019 – Jan 2020	\$90,000	E5					✓	
		To enable students to have a better understanding of their interests, goals and career inclinations		F.2 (144 Students)									
		To enhance students' awareness of the NSS curriculum		F.3 (135 students)									
		To enable students to know more about the career world through engaging in experiential learning											
		To increase students' understanding of their academic aspirations, master life planning skills and develop skills											
		To enable students to acquire updated information about											
		various study opportunities and choices											
ECA Committee	Wah Yan Cats	To nurture our students to be caring and service to the less privileged	Sept 2019 – July 2020	F1 – F5 (50students)		\$9,742	E1		✓				
Music Department	Conductor Fee for Chinese and Symphonic Orchestra, instrumental classes	To strength members' cooperative power in symphonic orchestra	Sept 2019 – Jan 2020	F1 – F5 (300 students)		\$54,300	E5			✓			
PE Department	Coach Fee for Sports Teams (e.g. Athletics, Basketball, Football, Volleyball and Swimming Team)	To strengthen sportsmen's skills on relevant sports' activities	Sept 2019 – July 2020	F1 – F6 (300 students)		\$200,000	E5		✓				
Expenses on Item 1.2						\$397,912.50							
1.3	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
Expenses on Item 1.3													
1.4	Others												
			Expenses on Item 1.4										
			Expenses for Category 1			\$415,552.50							

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting LWL		
STEM	3D Printer, Repair , Software & Maintenance Consumables (Laser Cutter, 3D Printer, Robotics kits & Others)		\$3,900.00 \$5,764.98
PE	Consumables (Balls, Electronic scoreboards, basketball stand and hoops, soccer goals, etc.)		\$37,904.66
Music	Equipment, Repair & Maintenance		\$7,540.30
Others			
		Expenses for Category 2	\$55,109.94
		Expenses for Categories 1 & 2	\$470,662.44

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

Code for Expenses			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	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, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches	COVID	Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak

Number of Student Beneficiaries

Total number of students in the school:	794
Number of student beneficiaries:	650
Percentage of students benefitting from the Grant (%):	81%

Contact Person for Life-wide Learning (Name & Post): Mr. Chang Ka Ming
(Chairperson of OLE Committee)

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