

A. M. D. G.



Wah Yan College, Kowloon

School Report

2012 - 2013

Wah Yan College, Kowloon

School Report

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School 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.”

Mission Statement of the School (2009-2014)

1. Through collaboration within and across subject panels and committees, and through catering for learner diversity, we help students grow towards the *Profile of the Jesuit Student at Graduation for the Chinese Province*, with the emphasis on learning the following :
 - A. Students strike a reasonable balance between freedom and self-discipline – while having the freedom to make certain choices, they understand the consequences of these choices and take responsibility of such consequences;
 - B. Students clearly understand our School’s expectations on them as effective learners, and have the motivation, desire and ability to learn well; and
 - C. Students learn from models set by members of our professional learning community (i.e. teachers and administrators) and show respect, love, empathy and forgiveness in action.
2. We as a professional learning community devise ways to know at regular intervals what students have learned with respect to the above learning outcomes.
3. We as a professional learning community respond to students when they are not learning with respect to the above learning outcomes.

Our School

Brief Introduction of the School

Wah Yan College, Kowloon, is a government-aided boys' grammar secondary school operating 35 classes from Form 1 to Form 6, enrolling a total of around 1100 students. We do not have a primary school of our own or a "feeder" primary.

Our School was founded by Mr. Peter Tsui Yan Sau in 1924 and is now sponsored by the Society of Jesus in Hong Kong. In 1952 the school moved from Nelson Street to the present site, so this year we celebrated the 60th anniversary of the opening of this campus which has an area of about 42,000 square metres.

School Management

Our School Management Committee (SMC) consists of six members representing the Society of Jesus (four of whom are Jesuits), the Principal, a Vice Principal, a Teachers' representative, a Parent Association representative, a Past Students' Association representative and an Independent Manager. Starting from this school year, the Principal is assisted by three Vice Principals, one more than the number the School has in the Education Bureau's establishment. The School Advisory Committee gives policy recommendations to the SMC and the School Executive Committee makes and carries out decisions regarding the implementation of day-to-day administration. There is a Staff Meeting without attendance of the Principal from which Teachers' views can be reflected to the Administration via the Meeting's Chairman.

In learning and teaching, we have small class arrangements aiming to restrict the class size to 30 in junior forms and to not more than 34 in senior forms. In specific main subjects at junior secondary level, the class size ranges from 16 to 24 to cater for learner diversity. Senior secondary students take at least 3 electives from Form 4 onwards, and are allowed to reduce the number to two after Term 1 in Form 5 if necessary. A standards-referenced framework is adopted in internal assessment reporting in senior forms, with levels and level descriptors. Values-focused Formation classes for Catholic and non-Catholic students run through all levels.

In the area of school ethos and support for students, a Student Affairs Committee oversees student development in non-academic areas and coordinates the work of the Guidance Committee, Discipline Committee, Educational Psychologist, Clinical Psychologist and School Social Worker. The Career and Further Studies Committee supports students and parents in their transition from junior to senior secondary, in facing the post-HKDSE pathways and in career guidance. The autonomous Students' Association, founded in 1966 as the first of its kind in Hong Kong, oversees extra-curricular activities in numerous student clubs, and together the Music Association and Catholic Association (the latter under the guidance of the Pastoral

Committee), offers a rich array of opportunities for students to grow in leadership, service, art, 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. With a network that covers many cities in the world, alumni of the School, especially the local the Past Students' Association, actively support current students through face-to-face mentorship, workplace attachment programmes and financial sponsorship of student activities.

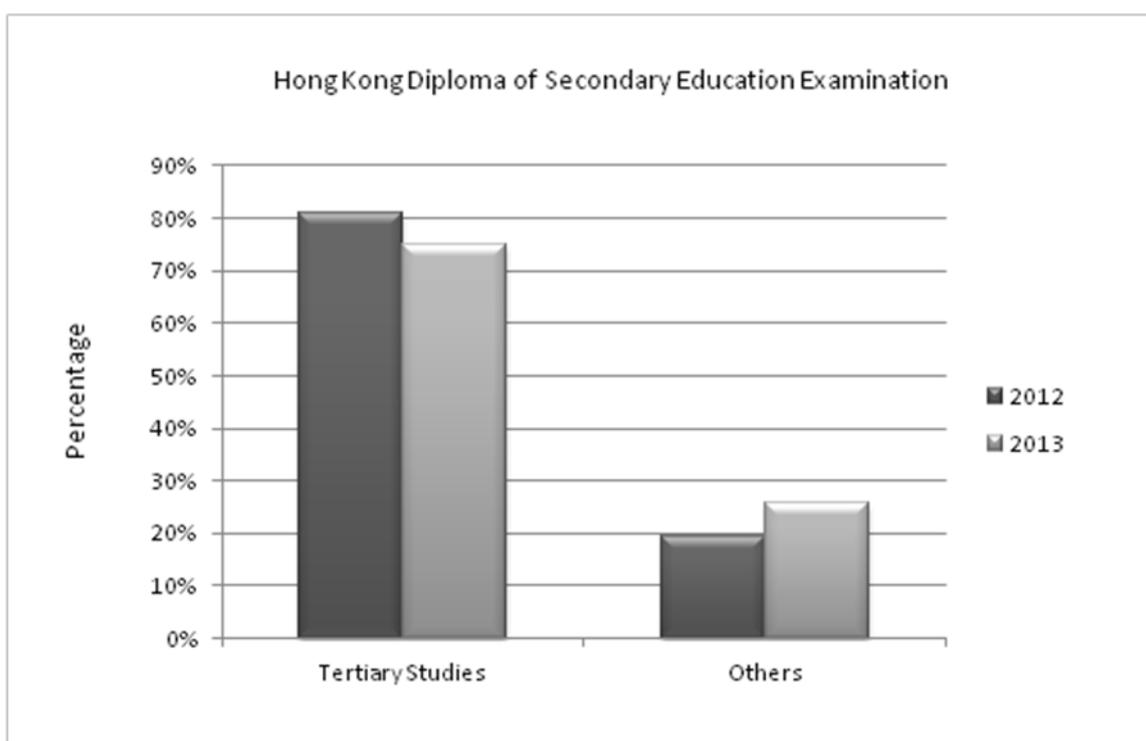
Sharing a common educational vision, our school is part of the Jesuit school system at three levels: the China Province including Hong Kong, Macau and Taiwan, the Asia-Pacific region and Jesuit schools worldwide. From time to time, our school conducts or coordinates student exchange and staff development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

Our Students

Number of Operating Classes and Students

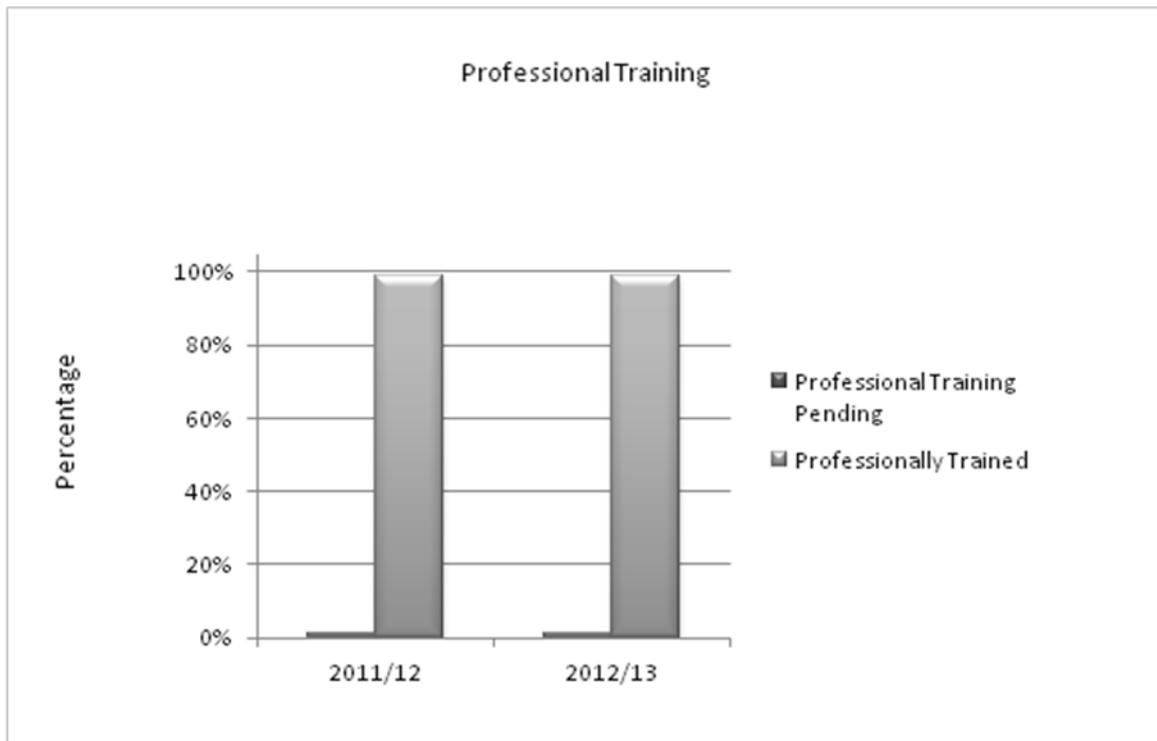
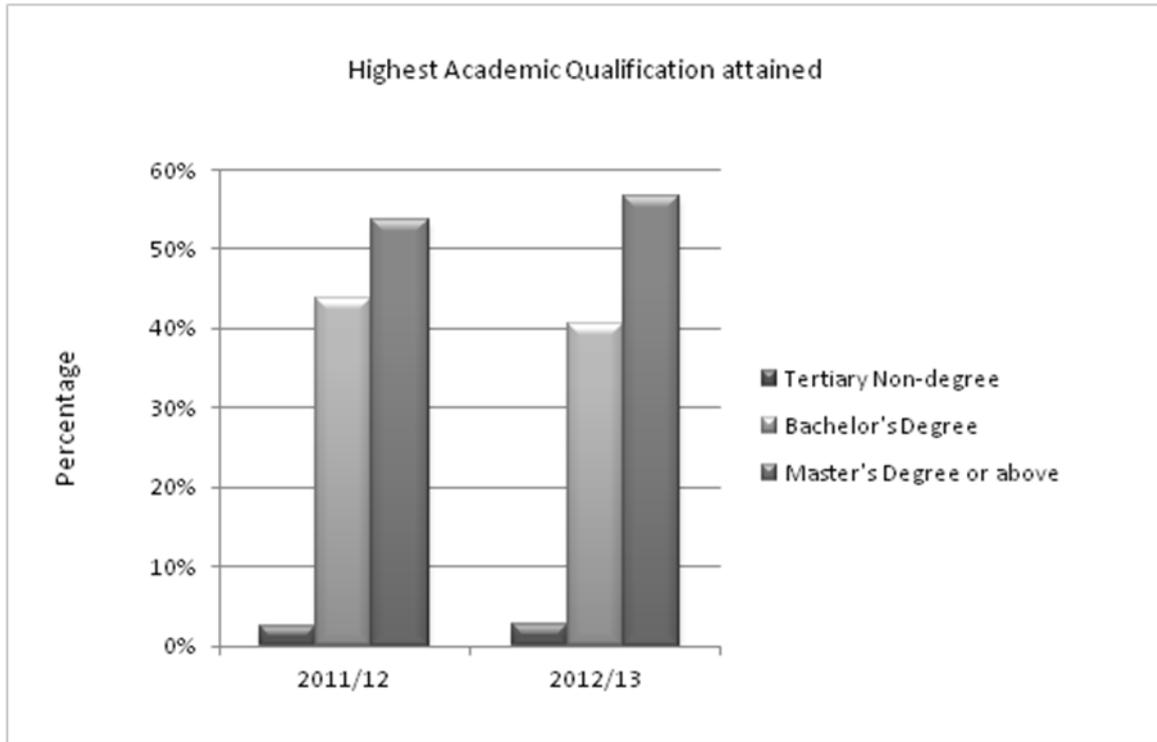
Level	2011-12		2012-13	
	No. of Classes	Total Enrolment	No. of Classes	Total Enrolment
Secondary 1	6	179	6	179
Secondary 2	6	180	6	181
Secondary 3	6	189	6	176
Secondary 4	6	193	6	189
Secondary 5	5	195	6	190
Secondary 6	5	186	5	183
Secondary 7	3	89	--	--
Total	37	1211	35	1098

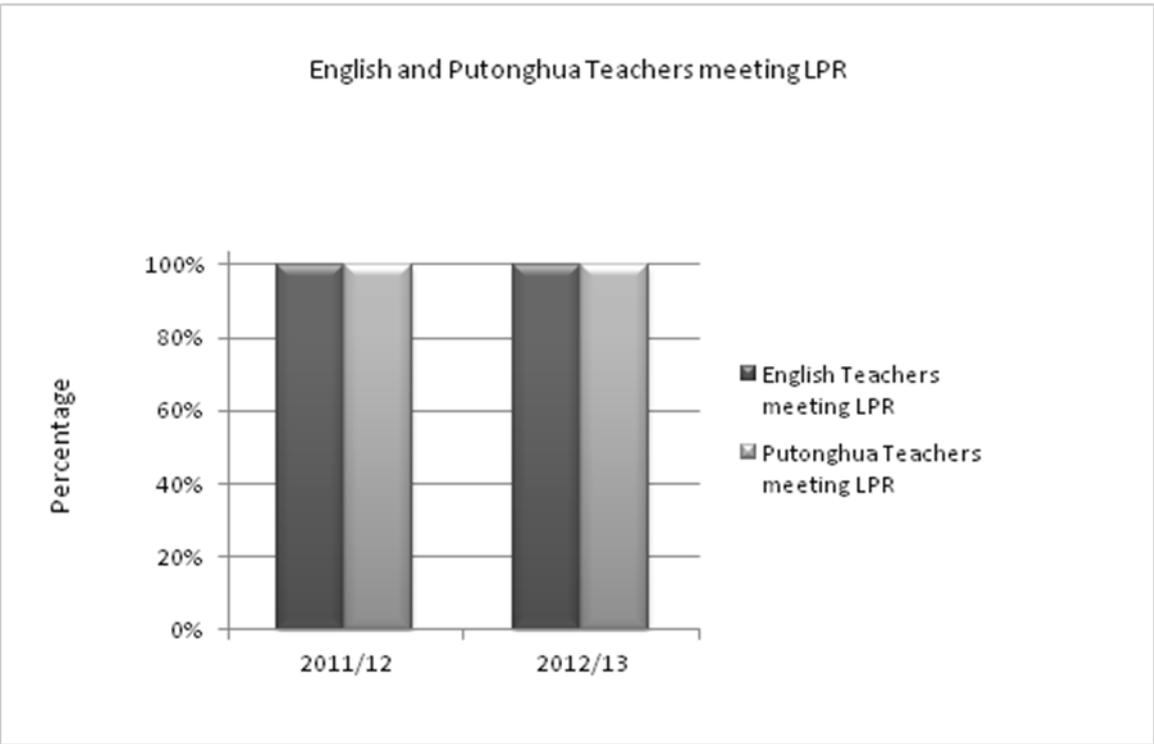
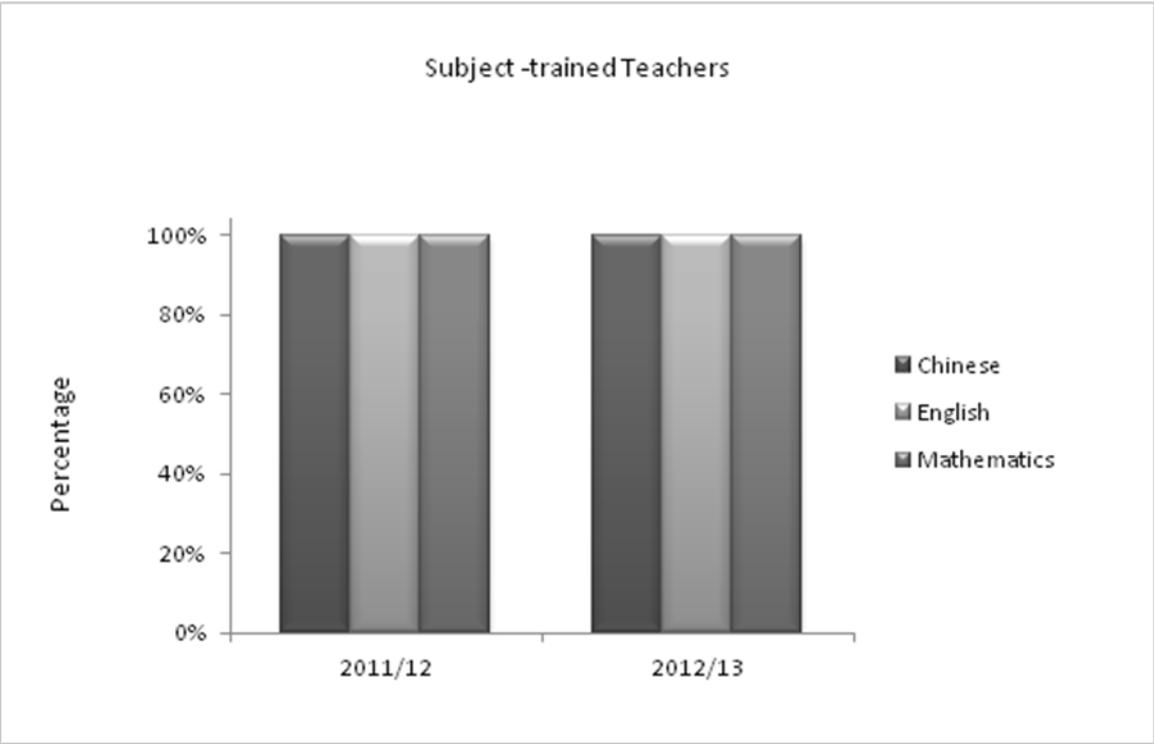
Pathways of Graduates



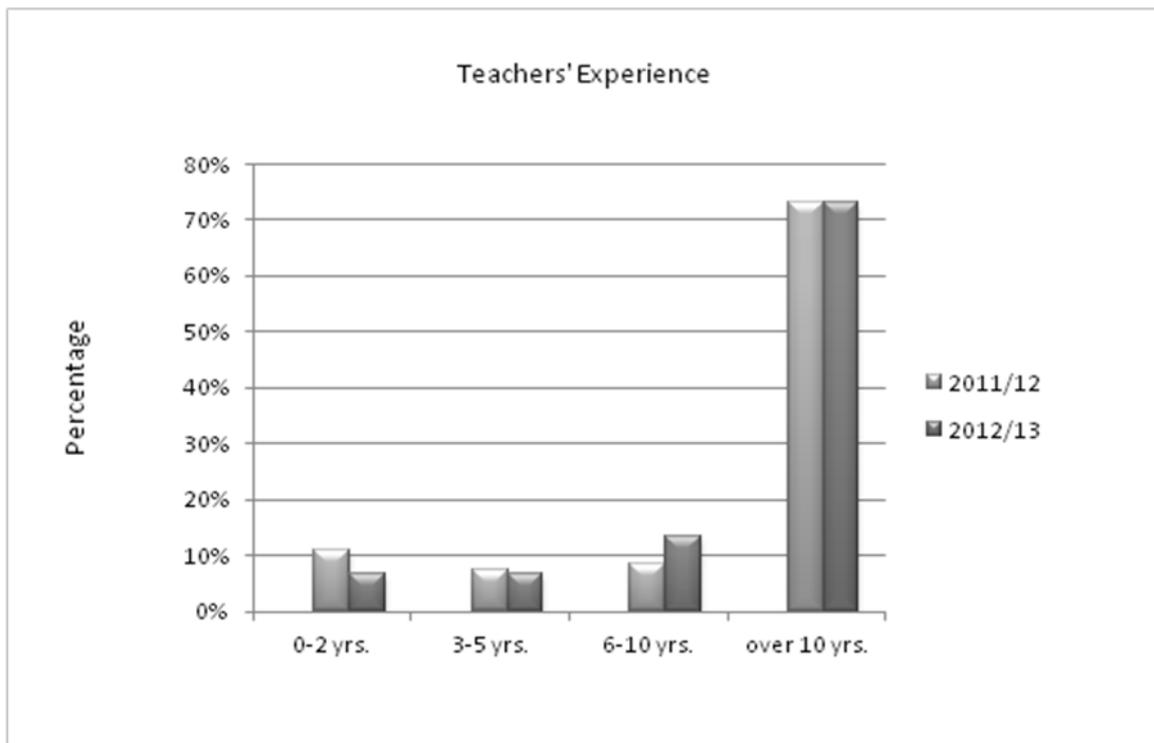
Our Teachers

Teachers' Qualification





Teachers' Experience



Our Learning and Teaching

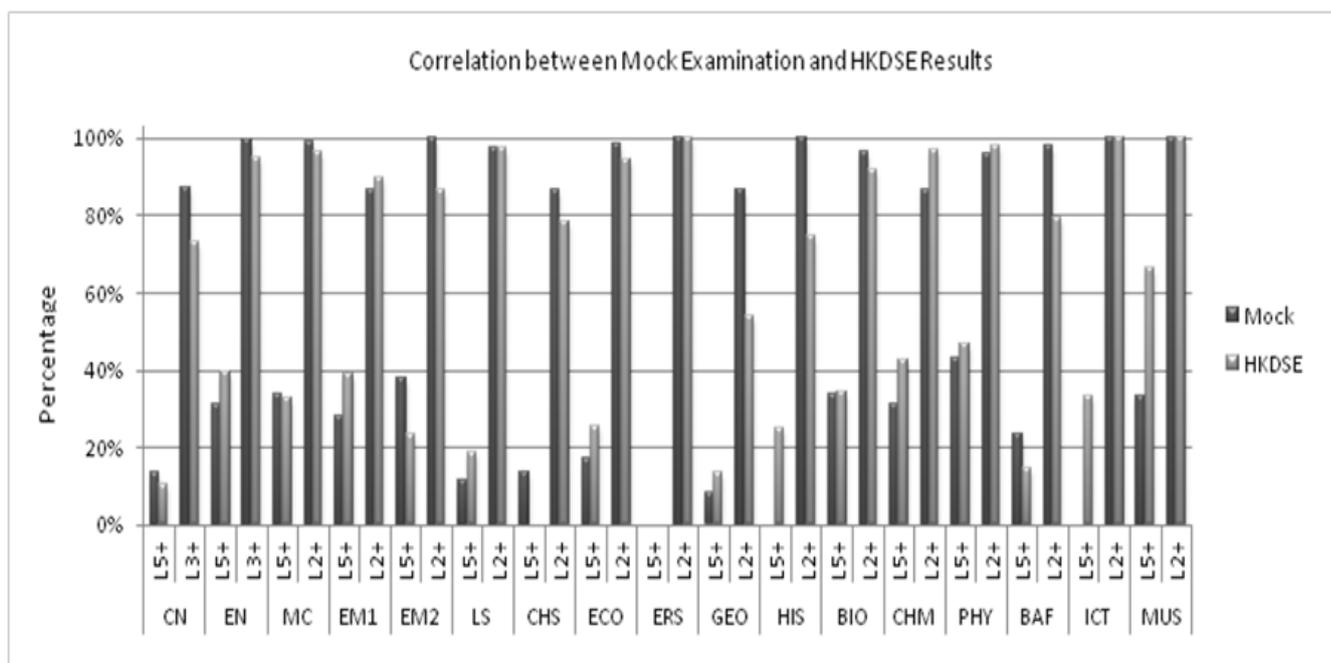
Curriculum Structure

Subjects Offered	S1	S2	S3	S4	S5	S6
Chinese Language	✓	✓	✓	✓	✓	✓
Putonghua	✓	✓	✓			
English Language	✓	✓	✓	✓	✓	✓
Literature in English	✓	✓	✓			
Liberal Studies				✓	✓	✓
Mathematics / Mathematics (Core) (NSS)	✓	✓	✓	✓	✓	✓
Mathematics (Extended) (NSS)				✓	✓	✓
Business, Accounting and Financial Studies (NSS)				✓	✓	✓
Biology / Biology (NSS)			✓	✓	✓	✓
Chemistry / Chemistry (NSS)			✓	✓	✓	✓
Chinese History / Chinese History (NSS)	✓	✓	✓	✓	✓	✓
Economics (NSS)				✓	✓	✓
Geography / Geography (NSS)	✓	✓	✓	✓	✓	✓
History / History (NSS)	✓	✓	✓	✓	✓	✓
Information and Communication Technology (NSS)				✓	✓	✓
Physics / Physics (NSS)			✓	✓	✓	✓
Integrated Science	✓	✓				
Ethics and Religious Education	✓	✓	✓	✓	✓	✓
Ethics and Religious Studies (NSS)				✓	✓	✓
Music / Music (NSS)	✓	✓	✓	✓	✓	✓
Visual Arts / Visual Arts (NSS)	✓	✓	✓	✓		
Library and Learning	✓					
Physical Education	✓	✓	✓	✓	✓	✓
Other Learning Experiences				✓	✓	
Formation	✓	✓	✓	✓	✓	✓

Addressing the Major Concerns

Strategies to address Major Concerns 1&3:

- Assessment objectives of subjects at all levels were communicated to students and parents. The timing of such communication can be brought earlier in future. Following a staff development activity on assessment for learning, some panels have begun linking assessment objectives to assessment items in term-based assessment plans.
- Results of the HKDSE Examination 2012 were analysed in the light of the design, marking and student performance in internal assessment in senior secondary classes. The correlation of results of the 2013 F.6 internal mock examination reported in terms of levels and students' attained levels in HKDSEE 2013 is significantly higher than that in 2012, with some subjects still having need to improve their grasp of public assessment standards. The comparison between these 2013 internal and public assessment results in terms of Level 5 or above and Level 2 or above attainment is shown below, subject by subject.

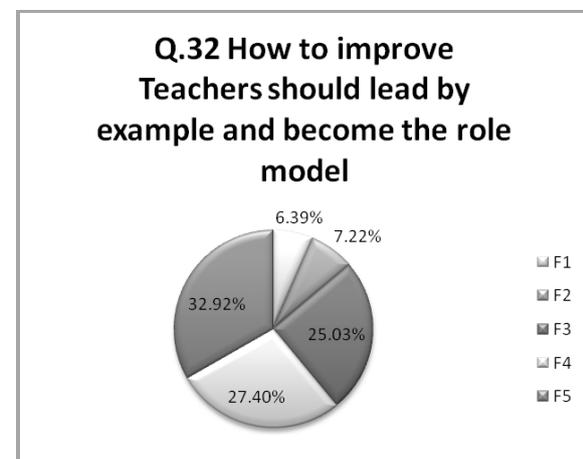
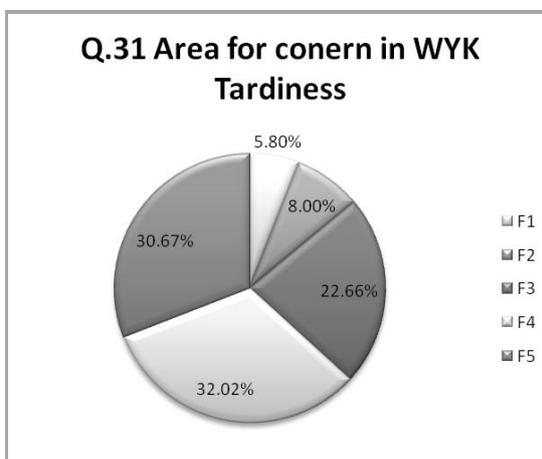
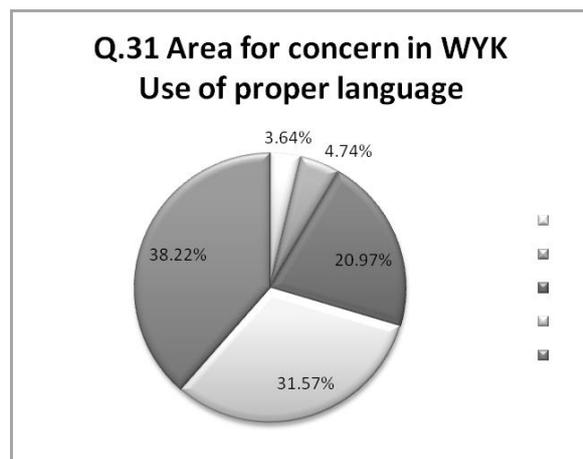
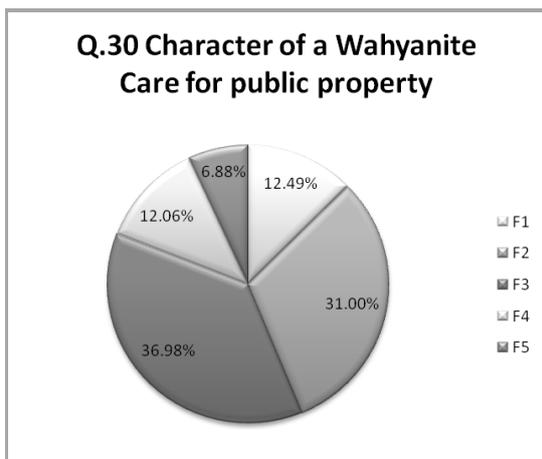
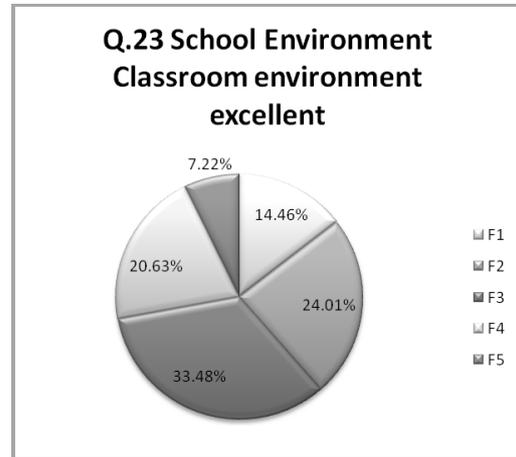
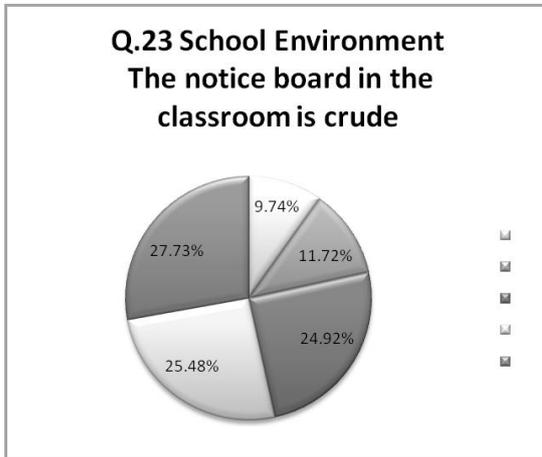


- The homework guidance classes (HGC) continued to provide support to students to complete their submission of homework on the same day on which they failed to submit it during lesson. The number of times students were sent to the HGC in this school year are listed below with figures of the last school year.

Academic Year 2011-2012	Academic Year 2012-2013
Form 1: 797	Form 2: 533
Form 2: 176	Form 3: 238
Form 3: 211	Form 4: 71
Form 4: 105	Form 5: 13

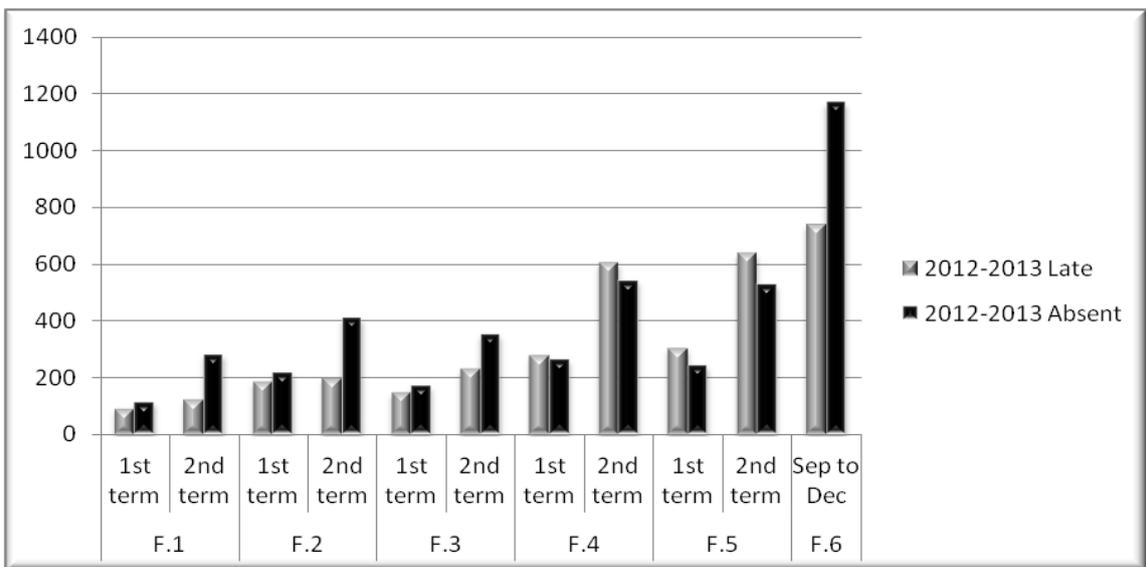
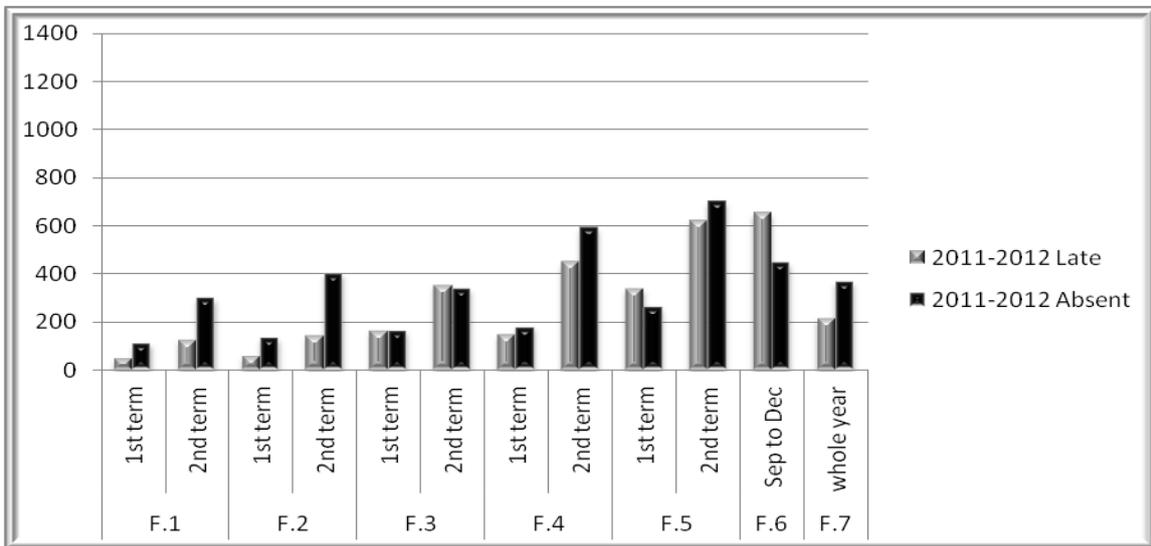
Strategies to address Major Concerns 2&3

- With reference to a student survey carried out among F1-5 students, students think areas that call for most concern include: care for public property; use of proper language; tardiness. They think that teachers should lead by example and become role models. According to the attendance and tardiness record, students' performance still has much room for improvement.



- During the period 2011-2013 students in junior forms had problems of tardiness and the School used data reflected in assessment records to monitor this situation. Measures were taken to help students identify with the importance of punctuality and they incrementally showed improved practice of this value as they matured. Punctuality does not merely refer to arriving school on time, but also includes getting to class after recess and lunch punctually. As there is still room for improvement, Form Teachers are addressing the problem head on with individual students, as the number of students associated with lateness is small.

As the public examination was approaching, and as teachers had completed teaching the HKDSE curricula, more and more F6 students found it necessary to do private studies and hence the sharp rise in absences. The School would schedule tests and pre-mock practices more frequently so as to keep the students abreast of skills they need to improve.



- **Peer evaluation data on student leadership** in 42 student units (clubs and societies) in 2012/13 was collected and shared among members and outgoing leaders. The average quality of student leadership as revealed in the data has improved over that of the last school year. The following table shows total statistics of students' responses towards peer leadership in student units with at least 30 members responding:

Evaluation questions

- A. You understand the annual plan of the student unit to whom you belong.
- B. You agree that this student unit has implemented at least 80% of the contents in its annual plan.
- C. You appreciate the leadership of the leader (President/Chairman/Captain etc.) of the student unit, and agree that he implemented the above annual plan.
- D. You have participated in the student unit's activities for at least three times this year.

Response statistics

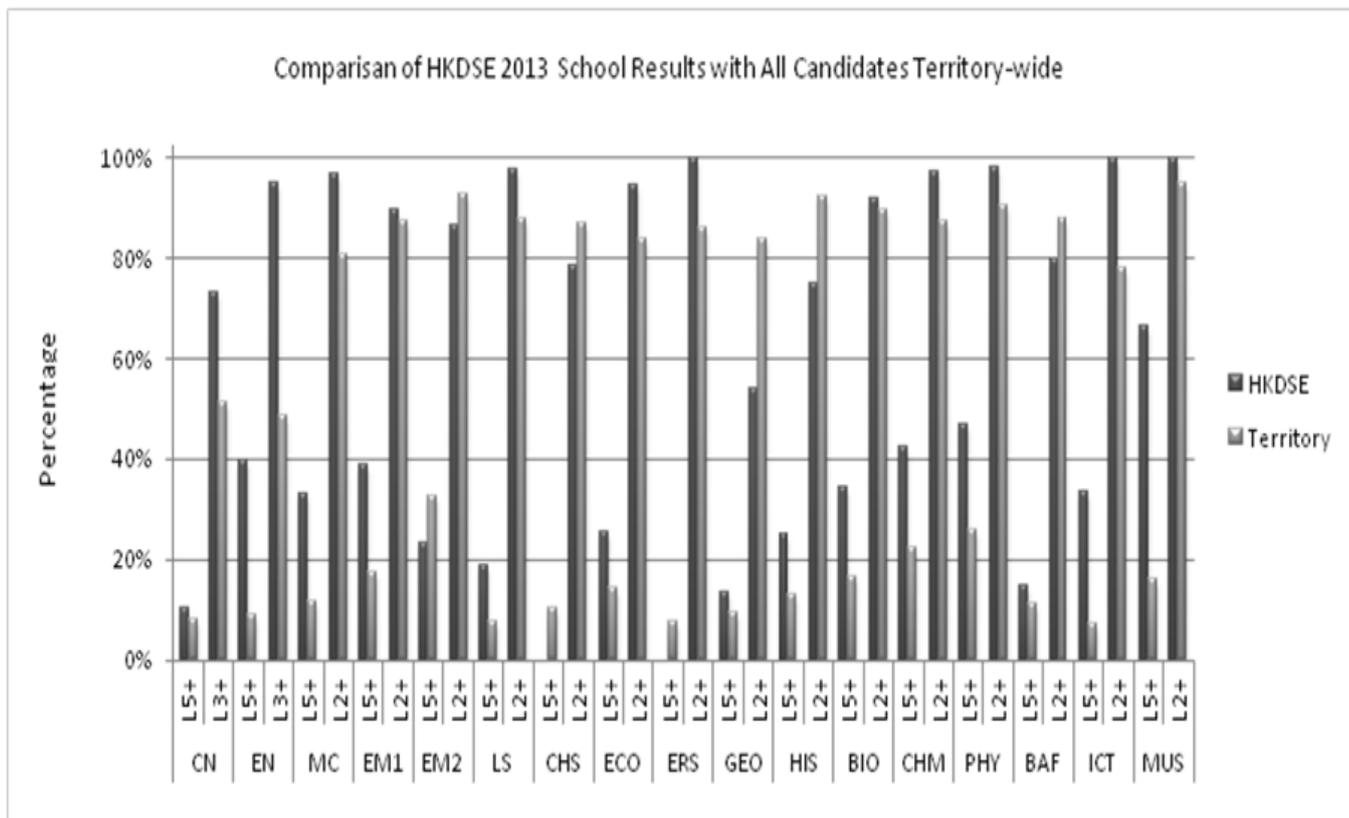
Total number of students' responses: 2,900

Response to each question in percentages

Question \ Response	1 (strongly agree)	2	3	4	5 (strongly disagree)
A	20.68	21.86	29.46	14.87	13.12
B	21.33	23.01	30.36	13.80	11.51
C	22.26	22.26	29.53	13.33	12.62
D	30.43	14.87	21.94	13.01	19.75

Student Performance

Performance in the Hong Kong Diploma of Secondary Education Examination 2013



The students' performance has shown significant improvement when compared with that of last year. We have a number of Top Achievers: ONE student attained Level 5** in 6 subjects and a Mathematics extension module and Level 5* in one subject; TWO students attained Level 5* or above in 6 subjects; NINE students attained Level 5 or above in 6 subjects. For English Language, more than 95% of the students attained Level 3 or above. For Level 5 or above, the results of more than 80% of the subjects are better than the Day School Average. For Level 2 or above, the results of more than 70% of the subjects are better than the Day School Average.

Performance in Interschool Music

65 th Hong Kong Schools Music Festival	Position	Marks
Junior Boys Choir (Foreign)		89
Junior Mixed Choir (Foreign)	2 nd	92
Intermediate Boys Choir (Chinese)		82
Intermediate Boys Choir (Foreign)	3 rd	93
Intermediate Mixed Choir (Chinese)	1 st	92
Intermediate Mixed Choir (Foreign)	1 st	95

Senior Boys Choir (Chinese)	2 nd	91
Senior Boys Choir (Foreign)	1 st	
Senior Mixed Choir (Chinese)	1 st	
Senior Mixed Choir (Foreign)	2 nd	
Anthems	1 st	
Oratorio	3 rd	
Madrigals	2 nd	
String Orchestra		92
Wind Band		89
Symphony Orchestra	1 st	90
Chinese Orchestra (Ensemble)	1 st	87
String Quartet	2 nd	88
2013 Hong Kong International Youth and Childrens Choir Festival		
Junior	Gold	
Education Bureau Music Showcase (F4 HKDSE Music)	Gold and Silver	

Performance in Interschool Sports

Athletics (Div. 1) & Badminton (Div. 2 KLN)		
Athletics (A Grade)	Co-13 th	
Athletics (B Grade)	Co-12 th	
Athletics (C Grade)	11 th	
Athletics (OVERALL)		13 th
Badminton (Div. 2 KLN)		
Badminton (A Grade)	Co-7 th	
Badminton (B Grade)	1 st	
Badminton (C Grade)	Co-5 th	
Badminton (OVERALL)		3 rd
Basketball (Div. 3 KLN3)		
Basketball (A Grade)	Co-7 th	
Basketball (B Grade)	Co-9 th	
Basketball (C Grade)	Co-6 th	
Basketball (OVERALL)		23 rd
Cross Country (Div. 1)		
Cross Country (A Grade)	11 th	
Cross Country (B Grade)	12 th	
Cross Country (C Grade)	12 th	
Cross Country (OVERALL)		13 th

Football (Div. 2)		
Football (A Grade)	1 st	
Football (B Grade)	Co-5 th	
Football (C Grade)	2 nd	
Football (OVERALL)		1 st
Swimming (Div. 1)		
Swimming (A Grade)	7 th	
Swimming (B Grade)	9 th	
Swimming (C Grade)	Co-10 th	
Swimming (OVERALL)		8 th
Table Tennis (Div. 2)		
Table Tennis (A Grade)	2 nd	
Table Tennis (B Grade)	Co-5 th	
Table Tennis (C Grade)	Co-6 th	
Table Tennis (OVERALL)		6 th
Tennis (Div.1)		
Tennis (OVERALL)		3 rd
Ice Hockey		
Ice Hockey (OVERALL)		4 th

Performance in other areas

64th Hong Kong Schools Speech Festival	
Choral Speaking-Non-Open-Boys-Secondary 1	1 st , co-2 nd and co-3 rd
Harmonic Choral Speaking-Open-Boys and/or Girls-Secondary 2	1 st
Chess	
香島盃第 26 屆全港中學校際中國象棋賽	冠軍
第八屆中學生中國象棋隊制賽	冠軍
全港中國象棋團體賽	冠軍

Financial Summary

The following table shows an unaudited summary of the school's financial position in 2012/13:

	Income (\$)	Expenditure (\$)
I. Government Funds		
(1) OEBG Grant		
(a) General Domain		
Administration Grant / Revised Admin Grant	3,816,114.00	3,997,124.20
Composite IT Grant	377,467.00	652,644.85
Consolidated Subject Grant	136,536.04	204,984.85
Enhancement Grant	6,870.00	-
Lift Maintenance Grant	82,632.00	64,960.00
Noise Abatement Grant	211,313.00	-
School and Class Grant	963,118.34	1,271,088.10
SBM Supplementary Grant	182,892.00	-
Training and Development Grant	7,557.00	-
	<i>Sub-total</i>	5,784,499.38
		6,190,802.00
		(406,302.62)
(b) Special Domain		
Capacity Enhancement Grant	855,851.80	805,396.80
Programme Fund for Guidance and Discipline	7,922.00	12,413.40
	<i>Sub-total</i>	863,733.80
		817,810.20
		45,963.60
(2) Non-OEBG Non-Salary Grants		
Composite Furniture and Equipment Grant	492,450.00	482,980.80
Diversity Learning Grant	137,625.00	171,885.00
Enhanced Sen. Sec. Curriculum Support Grant	-	263,420.58
Jockey Club Life Wide Learning Fund	50,000.00	50,319.00
Learning Support Grant for Secondary Schools	190,000.00	186,990.00
Liberal Studies Curriculum Support Grant	160,000.00	160,000.00
Moral and National Ed. Subject Support Grant	530,000.00	-
One-off Grant for Establishing IMC	-	349,382.40
One-off Grant for WebSAMS Upgrading	8,850.00	8,850.00
Refined English Enhancement Scheme	387,703.00	287,550.21
Senior Secondary Curriculum Support Grant	713,520.00	575,175.11
Sch-based After School Learning Support Grant	48,000.00	30,613.00
Substitute Teacher Grant	158,319.58	218,808.73
	<i>Sub-total</i>	2,876,467.58
		2,785,974.83
		90,492.75
II. School Funds		
(1) Tong Fai	195,430.00	290.00
(2) Special collections for air-conditioning	290,700.00	91,100.00
(3) School-premises related income	1,417,462.09	-
(4) Electricity	159,502.82	551,625.60
(5) Wah Yan One Family Foundation	4,358,364.00	4,532,213.40
(6) Deficit on General Domain	-	406,302.62
(7) Other income and expenditure	2,948,242.39	1,688,304.68
	<i>Sub-total</i>	9,369,701.30
		6,718,210.70
		2,651,490.60

How this Report relates to the next Annual School Plan

The significant improvement of students' performance in many subjects in the HKDSEE 2013 demonstrates fruits of the hard work of students and teachers. The stronger correlation between the F.6 internal mock examination results and attained levels in the HKDSEE among many subjects compared with 2012 reflects teachers' better grasp of public assessment standards not just in internal assessment, but also in learning and teaching. The latter was an aspect that needs to be improved among other subjects in the next school year, through broader exposure of teachers to staff development activities related to public assessment, participation in marking HKDSEE papers and improved linking of assessment objectives to the design of internal assessment items and papers.

The HGC has been extended from its original coverage of F.1-3 students to F.1-5 students in this school year. Its function as a platform is useful to support students to complete their submission of homework on the scheduled dates, but further measures need to be developed to handle students who fail to attend the HGC or to submit homework punctually repeatedly. Regular information update to all students and parents on statistics of punctual homework submission, and the quality of homework submitted, should be the next steps to generate positive washback effects.

While the fostering of love and respect among students was seen moving in a positive direction especially in the early intervention and consequences-oriented strategies adopted in peer bullying, gaps for improvement in clean speech and respectful behaviour are seen desired by students in the latest survey. These are to be the foci for improvement in values and attitudes in the next school year.

END

Wah Yan College, Kowloon
56, Waterloo Road, Kowloon
Tel No.: 23841038 Fax No.: 27705095
<http://wyk.edu.hk>