



Evangel College

School Report 2020-2021

Evangel College School Report (2020-2021)

1 Our School

1.1 Background information:

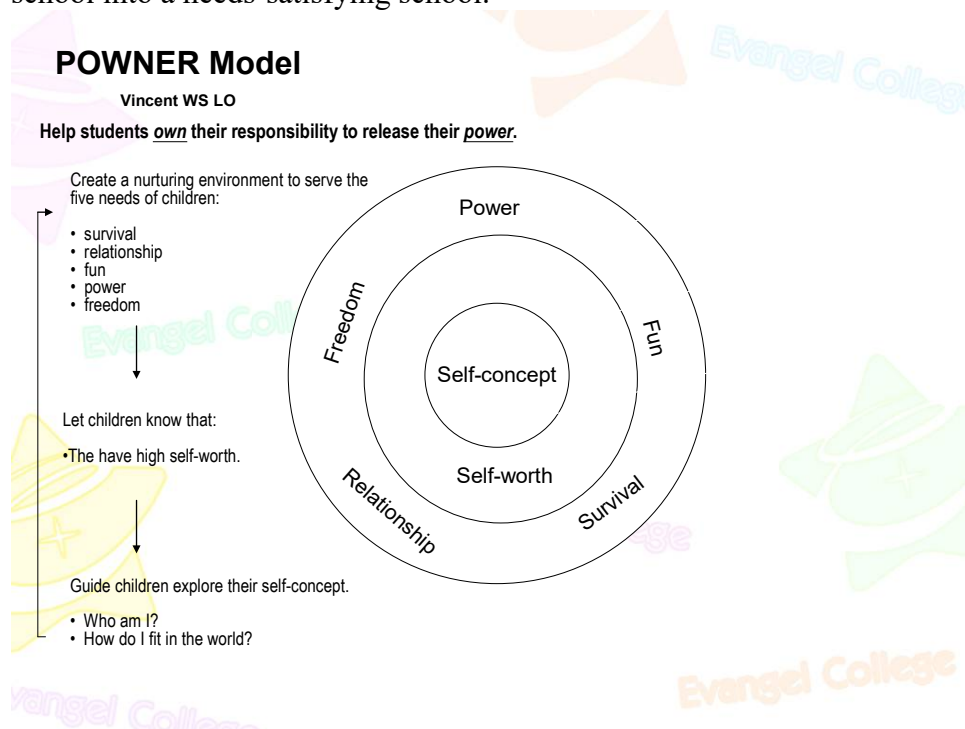
- (1) Evangel College is a Christian through-train DSS school which started to operate P.1 and S.1 in the school year 2006/07.
- (2) The school operated one more grade in both the primary and secondary session each year after the school year 2006/07 until it reached full size.
- (3) Since the school year 2011/12, the school operated six grades in both the primary and secondary sessions – P.1-P.6 and S.1-S.6. There were 5 classes in each grade and the average class size was about 30 and the teacher-to-class ratio was 2.3:1.
- (4) Last year, about 4500 applicants in one round of interview applied for our P.1 places. The majority of P.6 students chose to stay to further their studies in our S.1.
- (5) The main medium of instruction is English in both the primary and secondary sections.
- (6) The curricula provided by the school are as follows:
 - P.1-P.6
 - English Language, Chinese Language, PTH, Mathematics, Christian Education, General Studies, Physical Education, Music, Visual Arts, Creative Technology
 - S.1-S.2
 - English Language, Chinese Language, PTH, Mathematics, Christian Education, Chinese History, History (S.1), Geography (S.1), Economics (S.2), Life & Society (S.2), Physical Education, Music, Visual Arts, Creative Technology, Integrated Science
 - S.3 (Foundation Year of NSS)
 - English Language, Chinese Language, PTH, Mathematics, Christian Education, Chinese History, Geography, History, Economics, Accounting, Biology, Chemistry, Physics
 - S.4-S.6
 - The core subjects in NSS (compulsory):
 - ◆ English Language, Chinese Language, Mathematics & Extension Modules (Module 1 and 2), Liberal Studies (S.5 & S.6), Citizenship & Social Development (S.4)
 - Elective subjects in NSS (Students need to take 3 elective subjects.)
 - ◆ Chemistry, Physics, Biology, ICT, BAFS, Economics, Geography, Chinese History, History, Visual Arts, English Literature
 - Applied Learning Courses
 - ◆ Students may apply for Applied Learning Courses in S.5 but they need to drop one of the elective subjects they take.

1.2 Highlights of the School:

- (1) School Motto
Proclaim the truth. Nurture our youth. (播揚真理 · 道育幼苗)
- (2) Core Missions: ACTS
 1. The three core missions of the school are: (1) Pursue excellence in Academic Achievement, (2) Help students build Character through Life Value Education (生命價值教育), (3) Help students develop Talents and (4) Help students develop Spiritual Maturity.

- (3) Evangel College (EC) is a POWNER School.

The school adopts the POWNER Model put forward by the founding School Principal (Mr. LO Wai-shing Vincent, MH) and makes every effort to develop the school into a needs-satisfying school.



1. According to the POWNER Model, the five needs of children are relationship, power, freedom, fun and survival.
 2. On satisfying children's genuine needs through teacher-pupil relationship, activities and programs, students feel that they have self-worth and then feel safe to open themselves to others for exploring their self-concept (Who they are?)
- (4) Evangel College (EC) implements genuine Christian Education.

As a Christian school, the school adopts the Biblical truth as the highest guiding principles as follows:

1. The Principle of Creation
 - Biblical Principle 1:
 - **ALL** people are created by God. They are created in the image of God and are seen as good by God. God gives people potentials, the freedom of choice and assigns them to manage the earth.
 - Implications for Education:
 - **SINCE** God values all people, teachers should respect students and educate them to respect themselves and others. People's value is not related to the extrinsic attributes – achievement, attainment, appearance, wealth and power, etc. – but the intrinsic value God gives people.
 - **SINCE** people are created in the image of God, teachers should see the potentials of students to grow and learn. Teachers should educate students to see their own potentials, humble themselves (for their potentials are given by God) and make every effort to help students release their potentials.
 - **FOR** God gives people the freedom of choice, teachers are not able to replace students to make choices. Instead, teachers should guide students

make the best choices by helping them understand the rationales and consequences of choices.

- **FOR** God gives people the mission of ruling the earth, teachers should educate students to build good habits and prepare themselves for contributing to others and the world. (Learning to contributing to others and the world)

2. The Principle of Fall of Man

- Biblical Principle 2:

GOD reminded Adam and Eve not to sin. But Adam and Eve chose to sin – falling short of the expectation of God. Since then, the relationship of people with God is broken. Without God, people go farther and farther away from the truth and become less and less godly but more and more self-centred.

- Implications for Education:

-**TEACHERS** should know that the natural tendency of students to commit wrong deeds. Teachers should warn children against doing wrong deeds and help them know the consequences and their seriousness.

-**AS** the sinful nature of people originates from spiritual causes, students are sometimes helpless in repeating their wrong deeds. On committing wrong deeds, students need acceptance, guidance and support to bear the consequence, learn to correct from their mistakes and manage their bad habits.

3. The Principle of Incarnation

- Biblical Principle 3:

-**JESUS** became flesh and came to the earth. He connected and lived with people. He told people about God and His plan to save them from death and sin. He taught people the biblical truths with both words and actions.

- Implications for Education:

-**TO** educate students, teachers should spend time to connect with students and develop good rapport with them.

-**TEACHERS** should put themselves in students' shoes – learning to see things from their perspectives and understand their limitations.

-**TO** educate students, teachers should teach students with both words and actions.

4. The Principle of Redemption

- Biblical Principle 4:

-**JESUS** died on the cross for people. Being sinless, he paid price for the sin of people, saved and released them from the chains of death and sin. He opened a new way for them to rebuild relationship with God and have new life.

- Implications for Education:

-**IT** is extremely demanding to educate students. To change students, teachers need to pay the price for it.

-**TEACHERS** should not corner students but need to provide students with opportunities to repent and make improvement.

5. The Principle of Fulfillment

- Biblical Principle 5:

-**JESUS** Christ resurrected from death and lived with his disciples for forty days. He consolidated the faith of the disciples and assigned them to

fulfill the Great Commission before He rose to the heaven. God then sent the Holy Spirit to help Jesus' believers and will come to the earth again one day.

- Implications for Education

- Teachers** should educate students to live a life with mission – reaching out, being light and salt in the world, preaching the gospel to others, etc.

- Teachers** should educate students to rebuild the relationship with God and rely on Him in the life on earth.

(5) Evangel College (EC) is a Learning School.

- EC helps students acquire **Love, Faith and Hope** in studies.
- EC structures the 12-year curriculum into three 4-year stages (**4-4-4 Curriculum**).
- EC adopts **Student-centred Learning and Teaching**.
- EC practises **Four Highs in Teaching** (High expectation, High motivation, High engagement and High display)
- EC initiated the attempt to engage students to use **Core Tasks/ Benchmarking Tasks** (BT) and **Subject BT Portfolios** to do deep learning.
- EC engages students who achieve high, average and low, to learn equally.
- EC helps students develop their capacity to learn independently **from Instruction, Coaching and Independent Learning**.
- EC extends students' **Learning outside Classrooms and School**.
- EC establishes the **Culture of Sharing of Learning**
- EC recognizes both **Learning Attitude and Academic Attainment**. The school initiated a pilot attempt of Daily Mark Scheme which counted attitude, effort in doing BTs and test results to encourage and scaffold students to learn and attain high.
- EC sets diversified **Independent Learning Schemes**
- EC put forward the notion of **Success in both Internal and Public Exams**

(6) Evangel College builds Students' Character.

- EC implements 12-year school-wide value-based Moral & Civic Education (Life Value Education) based on **Biblical values** and **Bible-compatible Chinese cultural values**. EC also started to introduce 9 priority attitudes (EDB), 6 habits of Transformative Mindset, and developmental concerns spelt out in Moral & Civic Education (EDB).
- EC **infuses** value education into every area of campus life through **Experiential Learning**.
- EC **trains student leaders** to lead and manage their teams with underpinning values.
- EC **captures Students' Stories** and engages students to share how to practise values in daily life.
- EC organizes **value-based Moral & Civic Education Ceremonies** to recognize students who practise values in daily life.
- EC has set up the **LVE Lane (思齊里)** to promote Chinese culture as well as display and share how students practise values in daily life.
- EC presents **The Fruit of the Spirit Awards** and other character awards to recognize students who practise values in daily life.

(7) Evangel College (EC) fosters the building of **Students' Talents**.

- EC helps students renew mindset about their potentials – which can be

grown and highly underused as well as which is less important than effort in achievement.

- EC implements the Policy of **One Student One LWL Activity**.
 - EC sets up the **POWNER Path (木人巷)** to engage students who are talented/highly interested in different areas to build their talents outside classrooms and school.
 - EC sets up different **Talent Points** (Creative Arts Gallery, STEM Centre, Sharing to Learn Square, EC Mini-theatre etc.) as windows for students to share and/or serve others with their talents.
 - EC allows the setting up of **student-initiated Clubs/Societies**.
- (8) Evangel College (EC) pursues professionalism of teachers.
- The school has set up **EC Teacher Academy** to develop teachers.
 - The school underpins her practices with education theories and years of research findings in teaching and learning.
 - The school reviews, reflects, recapitulates and documents good practices to accumulate her “**corporate wisdom**” to sustain long-term development.
 - The school provides school-based training and set up accreditation scheme to develop teachers.

2 Achievement & Reflection on Major Concerns

Key Concern 1:

Pursue excellence in academic performance

Achievement
<ol style="list-style-type: none">1. Due to school suspension, the face-to-face lesson time and tutorial time were highly reduced. The teachers made use of Zoom App to conduct lessons and tutorials as well as the Google Classroom to deliver Benchmarking Task (BT) to students for them to practice and prepare for assessment.2. Based on the feedback of Panel Heads, the BT was found to be useful for providing foci of learning or engaging students to do deep learning even for low achievers.3. A pilot study was conducted in the primary section. It was found that the use of BT helped increase the passing rate of many subjects in T2 exams compared with the latest face-to-face exams.4. The school made well use of the monthly 444 Academic Development SSC for different KLA/panel heads to share their practice of teaching and learning. Due to school suspension, the emphasis was put on the use of BT.5. The percentage of students attaining L3 or above in Chinese and English in HKDSE increased significantly.<ol style="list-style-type: none">a. The percentage of S.6 graduates attaining Level 3 or above in Chinese and English were increased by 10.8% and 4.2% respectively. (The percentage of students attaining Level 3 or above has reached 99%.)b. The percentage of S.6 graduates attaining Level 4 or above in Chinese and English were increased by 13.7% and 13.7% respectively.6. Excluding admission to local sub-degree program and overseas degree program, 72% of S.6 graduates were admitted directly to <u>local degree programs</u> through JUPAS.7. The student who attained the best results among all S.6 graduates was “five L5** and three L5*.”8. Our S.6 graduates admitted to competitive degree programs which included global business, law, physiotherapy, occupational therapy etc.9. The highly adaptive online English reading program (an AI-assisted Reading Program) was launched; and the effectiveness of the program as follows:<ol style="list-style-type: none">a. Our primary and secondary students (excluding P.1 & P.2) who participated actively in the reading program for 6 months increased in Lexile Scores by 224.2 and 284.2 respectively. (The natural growth of Lexile Scores in 12 months in US in a year is 100-150.)10. In order to support online learning, the school made the following improvement measures:<ol style="list-style-type: none">a. Subscribed one more 1G broadband service to support smooth online teaching.b. Subscribed another 1G broadband service from another service provider to sustain the broadband service even one of the service providers failed to provide the broadband service.c. Purchased and cloned sufficient higher-grade i-Pads with Apple Pencils for teachers to conduct online teaching.d. Purchased Zoom Apps and other Apps like Explain Everything to facilitate teachers to teach during school suspension.e. Initiated the master-plan of upgrading IT infrastructure to cope with future needs.
Reflection
<ol style="list-style-type: none">1. The highly adaptive reading program was found to be useful. It is recommended that

English teachers should promote the scheme; follow and report monthly the progress of students in reading so as to encourage more students to read actively for improvement.
2. The split class and tutorial support arrangement in Chinese were useful. It is recommended that teachers need to support the high and low achievers differentially to make the support more effective – low achievers should be engaged more to present what they learn so as to deepen their memory and understanding.
3. Since the majority of students were able to attain L4 or above in various subjects, it is recommended to set higher attainment targets for students – increasing the expectation from attaining Level 3 to Level 4 in all subjects.
4. At the point of high academic attainment, the emphasis should be shifted to better student factors in learning so as to create the breakthrough.

Key Concern 2:

Implement life value education on the basis of Biblical values and Bible-compatible Chinese cultural values.

Achievement:
1. All SDSCs were able to spell out the values in form of Chinese cultural quotations for teaching. Files with the Chinese cultural quotations spelt out were produced for distribution to students.
2. The school successfully launched the Chinese Culture Learning Programs (從敬到禮: 中華文化學習計劃、小兒科舉考試). Over 500 primary students participated in the program and passed the assessment.
3. Although the school suspension made face-to-face sharing of value learning difficult, some videos on Media Production Team, scholarship awardees, S.3 mini-concert, etc. were produced to illustrate how students put the life values into practice.
4. The school launched the Transformative Mindset (TM) Leadership Program aiming at changing the mindset of students to release their potentials.
5. Both Chinese cultural quotations and Biblical verses were chosen to illustrate and triangulate the values to be taught.
Reflection:
1. Due to the social movement and political change, many parents and students lost their confidence in the future of HK and hence decided to emigrate out of HK with their children. The school needs to revise the Life Value Education Curriculum to address the arising needs in the new societal situation.
2. The school needs to consolidate what have been doing well and introduce new life values which help student cope with changes/challenges.
3. Different SDSCs can be aligned to form clusters for them to collaborate and integrate their efforts and expertise to create synergy in fulfilling their missions and key concerns.

Key Concern 3: Develop middle management team (MMT) and senior management team (SMT)

Achievement:
<ol style="list-style-type: none">1. The principles and models of practices were documented. Manuals were compiled accordingly, for examples, 7 Tactics of Teacher-Pupil Interaction, 7 Tactics of Teaching and Learning, Team Building and Leadership, etc.2. VPs and AVPs were engaged in weekly SEC meetings – learning to monitor implementation of plan, responding to irregularities and crises, etc.3. Heads of SDSCs, KLA Heads, Panel Heads and Vice-panel Heads were engaged in monthly SSC meetings in which they presented their progress and practices to each other and training were provided for them in the SSC meetings.4. The VPs and AVPs were invited to conduct appraisal of other teachers and applicants applying for promotion as well as to sit in the promotion board to empower them.5. The school developed partnership with the Hong Kong Association for Educational Leadership to foster the professional development of teachers and the promotion of TM Leadership.6. The school became the first Satellite Centre of Hong Kong Associated for Gifted Education. This also helped teachers expand their expertise in leading Gifted Education.7. The SMT and MMT were engaged in evidence-based school self-evaluation process as training.
Reflection:
<ol style="list-style-type: none">1. Measures need to be taken to foster communication and collaboration among school policy making party, supporting and supervision party as well as action parties to foster genuine practices to fulfill the vision, mission and key concerns of the school.2. Measures need to be taken to further increase the momentum of the initiation, implementation, reflection, evaluation and improvement of our work.3. Measures need to be taken to develop teachers to launch data- or evidence-based school self-evaluation.4. The function of the EC Teacher Academy should be expanded to take care of school-wide professional development plan to build the capacity of teachers at all level to cope with changes.

3 Our Learning & Teaching

3.1 The school pursues professionalism in teaching and learning as follows:

Curriculum Development	<ul style="list-style-type: none"> ● The school divides the curriculum into three 4-year stages, identifying the stage specific essential learning targets to be achieved by students. ● The school makes use of target-oriented and psychologically appropriate materials for teaching and learning. Apart from textbooks, other authentic materials will also be used.
Classroom Teaching	<ul style="list-style-type: none"> ● The school promotes the use of student-centred approach in teaching and learning. ● Other teaching strategies include: <ul style="list-style-type: none"> ■ 4 Highs in Teaching: High Expectation, High Motivation, High Engagement, High Display ■ From Instruction, Coaching to Independent Learning ■ Use of Core Tasks/ <u>benchmarking tasks</u>
Assessment for Learning	<ul style="list-style-type: none"> ● The school emphasizes the importance of gearing essential learning targets, learning tasks and assessment tasks. ● The school identifies and engages students to conduct deep learning of core tasks/ <u>benchmarking tasks</u>.
Coping with Learning Diversity	<ul style="list-style-type: none"> ● The measures to cope with learning diversity include: <ul style="list-style-type: none"> ■ Use of Differentiated Tasks and Core Tasks ■ Remedial Classes/Support ■ Enrichment Classes/Support ■ Support for SEN and NCS students ■ 3-level support for SEN students: <ol style="list-style-type: none"> 1. quality teaching & accommodation in assessment 2. pull-out trainings on learning, behavioral & social adjustment 3. individualized education plan
Independent Learning	<ul style="list-style-type: none"> ● The school requires students to prepare for lessons as part of the homework. ● The school provides/aligns diversified learning opportunities/platforms for students to learn. ● The school creates a strong culture of sharing to learn. ● The school sets up the Independent Learner Awards to encourage students to learn on their own.

4 Support for Student Development

4.1 The school has set up various School Development & Supervision Committee (SDSC) to support student development as follows:

SDSC	Support Measures
<p>Student Guidance</p> <p>(Head, Assistant Head, Key Stage Coordinators, Form Coordinators, Social Worker Team)</p>	<ul style="list-style-type: none"> ● Provide 2 class teachers per class. ● Help students build class climate to facilitate self-management and peer support. ● Handle students' case with Mediation Approach. ● Implement anti-bullying and anti-sexual harassment measures. ● <u>Train teachers to conduct proactive communication with parents.</u>
<p>Support for SEN, Low Achievers & Repeaters</p> <p>(EP, SENCO-P, SENCO-S)</p>	<ul style="list-style-type: none"> ● Provide 3-level support for SEN. ● Work with teachers to support low achievers and repeaters ● Provide training for parents of SEN students. ● <u>The name of the SDSC will be changed to Support for SEN and SAL (Students Achieving Low)</u>
<p>Gifted Education</p> <p>(Head, Assistant Heads, Representatives from different learning areas)</p>	<ul style="list-style-type: none"> ● Identify students talented/highly interested in different learning areas. ● Manage the POWNER Path to support gifted education. ● <u>The school has become the Satellite Centre for Hong Kong Academy for Gifted Education.</u>
<p>Healthy School Life (Student Activities)</p> <p>(Head, Assistant Heads, Persons-in-charge of various Action Teams)</p>	<ul style="list-style-type: none"> ● Engage students in healthy activities: interest class, school teams, clubs and societies, community service and other multiple intelligence activities. ● Implement the value-based Moral & Civic Education Policy (Introducing Biblical & Bible-compatible Chinese Cultural Values, Providing experiential learning, Capturing students' stories, Arranging students to share, Present awards to students)
<p>Student Organization</p> <p>(Head, Assistant Head)</p>	<ul style="list-style-type: none"> ● Train student leaders of uniform groups and student union to lead, manage and support other members of their teams.
<p>Life Planning Education</p> <p>(Head)</p>	<ul style="list-style-type: none"> ● Conduct personality questionnaires. ● Conduct mocked subject selection. ● Guide students to conduct JUPAS program selection. ● <u>Engage students to design 3-year personal plans.</u>
<p>EC Media</p> <p>(Head, Assistant Head)</p>	<ul style="list-style-type: none"> ● Train students to shoot and broadcast videos or pictures of campus life to produce a positive and constructive atmosphere. ● Support the school to produce learning programs to support other students to learn.
<p>2nd & 3rd Classroom (Co-curriculum)</p> <p>(Head, Assistant Heads)</p>	<ul style="list-style-type: none"> ● Align/make arrangement for students to make use of resources outside classrooms or the school to learn (e.g. Museum-based Learning, Community-based Learning, etc.)
<p>Home-school Partnership</p> <p>(Head, Assistant Head)</p>	<ul style="list-style-type: none"> ● Recruit parents into Parent Helper Team to support reading and other activities for students. ● Provide training for parents to help students. ● <u>Set up platforms for teachers to communicate with</u>

	<u>representatives of PTA.</u>
Life Value Education (Head, Assistant Heads)	<ul style="list-style-type: none"> ● Organize the teacher-student prayer group, student fellowship. ● Organize the morning devotions and Christian Education to support students through spiritual education. ● Construct the framework of life values in 12 years development <u>and promote the teaching of life values in both subjects and campus life.</u>

5 Student Performance

5.1 Further Studies in Local Tertiary Programs through JUPAS

Attainment	Percentage	Percentage Change
Admission to Local Degree Programs offered through JUPAS	72.1%	Increased by 10.7%
Admission to Tertiary Programs offered through JUPAS	78.9%	Increased by 9.1%
<ol style="list-style-type: none"> The best result is five L5** and three L5*. Our S.6 graduates admitted to competitive degree programs which included global business, law, physiotherapy, occupational therapy, architecture etc. The percentage of students attaining Level 4 or above in four core subjects were higher than the percentage of candidates in Hong Kong. The percentage of students attaining Level 4 or above in 15 subjects were higher than the percentage of candidates in Hong Kong. The percentage of students attaining Level 5 or above in 13 subjects were higher than the percentage of candidates in Hong Kong 		

5.2 Non-academic Performance:

(1) External Competitions

		Primary School		Secondary School	
		No. of Students	No. of Awards	No. of Students	No. of Awards
Competitions with Awards/Medals	Speech	Most of the competitions were canceled due to school suspension caused by social movement and spread of Covid-19.			
	Music				
	Sports				
	Drama				
	Dance	-	One P.6 student was awarded Hong Kong Outstanding Young Musician Award.		
	Others	-	One S.6 students entered the finalists of Hong Kong Outstanding Student Award		
	Total				

Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2019 / 2020 School Year

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	75.2%	N.A.
School Fees	N.A.	22.1%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	2.7%
Total	75.2%	24.8%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	74.7%	
Operational Expenses (including those for Learning and Teaching)	10.2%	
Fee Remission / Scholarship ¹	4.8%	
Repairs and Maintenance	1.2%	
Depreciation	9.1%	
Total	100%	
Surplus/Deficit for the School Year[#]	1.86 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#]	10.61 months of the annual expenditure	
[#] <i>in terms of equivalent months of annual overall expenditure</i>		

Details of expenditure for large-scale capital works, if any:

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

☒ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

7 Feedback on Future Planning

7.1 Refer to the Reflection Part of Key Concerns.

姊妹學校交流報告書
2020-2021 學年

內地姊妹學校名稱：1. 浙江音樂學院附屬音樂學校
2. 奉化實驗小學
3. 西子湖小學(浙江杭州市)
4. 浙江杭州市蕭山區新灣小學

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	由於疫情仍未穩定，本校決定暫停 2020-2021 年度與杭州姊妹學校的文化融匯交流活動。			

第二部分：財務報告

項目編號	交流項目	支出項目	費用	備註
		總計		
		津貼年度結餘		

播道書院
運用推廣閱讀津貼報告書
2020-2021 學年

第一部分：成效檢討

1. 目標檢討：由平日觀察，學生的閱讀態度更加認真，並在課後經常閱讀圖書及參與更多閱讀活動。可見津貼能夠有效「營建閱讀氛圍」。下學年將繼續有關項目的第二年計劃（暫定共三年計劃）。
2. 策略檢討：學生透過 Adaptive reading platform 學生知道自己的閱讀程度，並在平日閱讀更多適合自己程度的圖書，學生由此更樂意增大自己在閱讀活動的接觸層面，及參與圖書館的活動（例如 Reading Theme Zone 等等）。

第二部分：財政報告

	項目名稱	實際開支 (\$)
1.	購置圖書(小學)	\$0
	購置圖書(中學)	\$0
2.	網上閱讀計劃	
	其他計劃：Adaptive reading platform	\$276,040
3.	閱讀活動	\$0
	總計	\$276,040
	津貼年度結餘	\$0

播道書院
學生活動支援津貼運用報告
2020-2021 學年
小學

(一) 財務概況

A	本學年獲發撥款：	\$3,850
B	本學年總開支：	\$0
C	須退還教育局餘款 (A - B)：	\$3,850

(二) 受惠學生人數及資助金額 (*由於疫情關係活動取消)

學生類別	受惠學生人數	資助金額
綜合社會保障援助	0	\$0
學校書簿津貼計劃－全額津貼	0	\$0
校本評定有經濟需要	0	\$0 (上限為全學年津貼金額的 25%)
總計	0	\$0 〔註：此項應等於 (一) B「本學年總開支」〕

(三) 活動開支詳情

編號	活動簡介及目標	範疇 ² (請參考附註例子)	受惠學生 人次 ³	開支 (\$)	基要學習經歷 (請於適用方格加上✓ 號, 可選擇多於一項)				
					智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
1. 本地活動：資助有經濟需要的學生參與不同學科／跨學科／課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1									
				第 1 項總開支					
2. 境外活動：資助有經濟需要的學生參與境外活動／境外比賽									
1									
				第 2 項總開支					
3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備									
1									
				第 3 項總開支					
				總計					

全方位學習聯絡人（姓名、職位）： 黃蘭芳(社工)

² 適用範疇包括：中文 / 英文 / 數學 / 科學 / 地理 / 歷史 / 藝術 (音樂) / 藝術 (視藝) / 藝術 (其他) / 體育 / 常識 / 公民與社會發展 / 跨學科 (STEM) / 跨學科 (其他) / 憲法與基本法 / 國家安全 / 德育、公民及國民教育 / 價值觀教育 / 資優教育 / 領袖訓練等，如活動不屬於上述所列範疇，請自行填寫該活動所屬範疇。

³ 受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

播道書院
學生活動支援津貼運用報告
2020-2021 學年
中學

(一) 財務概況

A	本學年獲發撥款：	\$8,450
B	本學年總開支：	\$0
C	須退還教育局餘款 (A - B)：	\$8,450

(二) 受惠學生人數及資助金額 (*由於疫情關係活動取消)

學生類別	受惠學生人數	資助金額
綜合社會保障援助	0	\$0
學校書簿津貼計劃 －全額津貼	0	\$0
校本評定有經濟需要	0	\$0 (上限為全學年津貼金額的 25%)
總計	0	\$0 註：此項應等於 (一) B「本學年總開支」]

(三) 活動開支詳情

編號	活動簡介及目標	範疇 ⁴ (請參考附註例子)	受惠學生 人次 ⁵	開支 (\$)	基要學習經歷 (請於適用方格加上✓ 號, 可選擇多於一項)				
					智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
1. 本地活動：資助有經濟需要的學生參與不同學科／跨學科／課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1									
		第 1 項總開支							
2. 境外活動：資助有經濟需要的學生參與境外活動／境外比賽									
1									
		第 2 項總開支							
3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備									
1									
		第 3 項總開支							
		總計							

全方位學習聯絡人（姓名、職位）： 黃蘭芳(社工)

⁴ 適用範疇包括：中文 / 英文 / 數學 / 科學 / 地理 / 歷史 / 藝術 (音樂) / 藝術 (視藝) / 藝術 (其他) / 體育 / 常識 / 公民與社會發展 / 跨學科 (STEM) / 跨學科 (其他) / 憲法與基本法 / 國家安全 / 德育、公民及國民教育 / 價值觀教育 / 資優教育 / 領袖訓練等，如活動不屬於上述所列範疇，請自行填寫該活動所屬範疇。

⁵ 受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

二零二零/二一學年校本課後學習及支援計劃
校本津貼 - 活動報告表

學校名稱：播道書院
負責人姓名：黃蘭芳
聯絡電話：23661802

- A. 校本津貼實際受惠學生人數 (人頭) 0 名 (包括 A. 領取綜援人數：0 名，B. 學生資助計劃全額津貼人數：0 名及
C. 學校使用酌情權而受惠的清貧學生人數：0 名)

B. 受資助的各項活動資料

*活動名稱/類別	參加合資格學生人數#			平均出席率	活動舉辦時期 / 日期	運用計劃津貼 (\$)	評估方法 (例如:測驗、問卷等)	合辦機構/ 服務供應機構名稱 (如適用)	備註(例如:學生的學習及 情意成果)
	A	B	C						
全方位學習活動(小學) *由於疫情關係，全方位活動取消	-	-	-	-	-	-	-	-	-
全方位學習活動(中學) *由於疫情關係，全方位活動取消	-	-	-	-	-	-	-	-	-
活動項目總數： <u>0</u>									
@學生人次	-	-	-		總開支	\$0			
**總學生人次	-								

備註:*活動類別如下: 功課輔導、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

@學生人次: 上列參加各項活動的受惠學生人數的總和

**總學生人次: 指學生人次(A) + (B) + (C) 的總和

合資格學生: 指(A)領取綜援、(B)學生資助計劃全額津貼及(C)學校使用不超過25%酌情權的清貧學生

C. 計劃成效

整體來說你認為活動對受惠的合資格學生有何得益？

請在最合適的方格填上「✓」號	改善			沒有 改變	下降	不適用
	明顯	適中	輕微			
學習成效						
a) 學生的學習動機						✓
b) 學生的學習技巧						✓
c) 學生的學業成績						✓
d) 學生於課堂外的學習經歷						✓
e) 你對學生學習成效的整體觀感						✓
個人及社交發展						
f) 學生的自尊						✓
g) 學生的自我照顧能力						✓
h) 學生的社交技巧						✓
i) 學生的人際技巧						✓
j) 學生與他人合作						✓
k) 學生對求學的態度						✓
l) 學生的人生觀						✓
m) 你對學生個人及社交發展的整體觀感						✓
社區參與						
n) 學生參與課外及義工活動						✓
o) 學生的歸屬感						✓
p) 學生對社區的了解						✓
q) 你對學生參與社區活動的整體觀感						✓

D. 對推行校本津貼資助活動的意見

在推行計劃時遇到的問題 / 困難 (可在方格上✓超過一項)

- ☐ 未能識別合資格學生 (即領取綜援及學生資助計劃全額津貼的學生)；
- ☐ 難以甄選合適學生加入酌情名額；
- ☐ 合資格學生不願意參加計劃 (請說明原因：_____)；
- ☐ 伙伴 / 提供服務機構提供的服務質素未如理想；
- ☐ 導師經驗不足，學生管理技巧未如理想；
- ☐ 活動的行政工作明顯地增加了教師的工作量；
- ☐ 對執行教育局對處理撥款方面的要求感到複雜；
- ☐ 對提交報告的要求感到繁複、費時；
- ☒ 其他 (請說明)： 疫情關係活動取消

全方位學習津貼 運用報告
2020-21學年年度報告 (小學)

第1項：舉辦 / 參加全方位學習活動

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途 *	基要學習經歷					與工作有 關的 經驗
				級別	總參與 人數				智能發展 (配合課程)	德育及 公民教育	體藝發展	社會服務		
1.1	本地活動：在不同學科 / 跨學科 / 課程範疇組織全方位學習活動，提升學習效能，或按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正面價值觀和態度													
1.1a	VA Art Appreciation Experience(Museum / Exhibition Visit)	Broaden students' art experience outside the classroom by visiting museum , art show, exhibition or joining guided tour	6/7/2021	P.1-6 students	901	Physical museum visits are cancelled because of the pandemic. An online exhibition is organized for all P.1-6 students during regular VA lessons instead. Students have completed the art appreciation worksheet after the online exhibition.	HK\$166.50	E1	✓		✓			
1.1b	VA Gifted Training (including STEAM and KS1+ KS2 VA gifted class)	Provide specific art training for gifted students in art to challenge them to meet their potential in addition to the regular curriculum.	10/2020-6/2021	Selected students from P.4-6	60	1.After school gifted class is cancelled because of the pandemic. 2. An online STEAM training is provided to P.4-6 EC artists (VAgifted students) . 3. According to the evaluation survey done by the students from the STEAM class, all students agree that they have learnt something new in the gifted STEAM training and majority (91%) agree the art materials were useful in the class. Most (75%) of the students are interesting in joining the same class next year. Both teachers, tutors and students would prefer face to face class if possible.	HK\$47,520.00	E5	✓		✓			
1.1c	VA M+ Rover Outreach Program	The programme emphasises participatory art practice and collaboration between students and artists, and offers an experience of the creative processes of contemporary visual culture that encourages interpersonal interactions, dialogue, and the exploration of new possibilities.	Feb-21	P.5/P.6 students	288	1. The activity with the artist at school is cancelled due to the pandemic.	free	/	✓		✓			
1.1d	VA Art Experience Learning (2nd and 3rd Classroom)	Broaden students' art experience outside the classroom through award program, exhibition and workshops (online or in-person) provided by local artists	Jun-21	P.1-P.6	901	1.Selected students have joined free online art workshop, art program and award program including the Arts Ambassadors-in-School Scheme organised by the Hong Kong Arts Development Council (HKADC) ; and Creative Student Award Scheme by Hong Kong Society for Education in Art(HKSEA) 2.A local artist workshop was provided in MI period for all P.3-4 students. According to the survey, 87.8% students learnt more about the artist and 78.9% students were inspired by the artist's sharing. Students were able to ask questions to the artist directly after the workshop. The result is promising as it was a pre-recorded online workshop which was held in P.3-4 classrooms at the same time.	HK\$1,799.00	E1, E7						

1.1e	音樂藝術觀賞及工作坊 (Cantonese Opera Visit and workshop) Change to online zoom workshop "I'm a Fine Music DJ"	為配合課程，學校透過觀賞和工作坊，讓學生認識和欣賞中國戲曲和不同時代的音樂作品。	2/2/2021	P.6 students		1. Student attendance of the workshop 2. Observation 3. Feedback from teachers & students	HK\$0.00	/	✓		✓		
1.1f	音樂藝術觀賞及工作坊 (Western orchestra Visit and workshop) Change to online zoom workshop "Musical 101"	為配合課程，學校透過觀賞和工作坊，讓學生認識和欣賞西方音樂不同時代的音樂作品。	3/2/2021	P.5 students	150	1. Student attendance of the workshop 2. Observation 3. Feedback from teachers & students	HK\$0.00	/	✓		✓		
1.1g	音樂藝術觀賞 (Cantonese Opera Visit)	為配合課程，學校透過觀賞和工作坊，讓學生認識和欣賞中國戲曲和不同時代的音樂作品。	5/2/2021	40 P.6 students	138	Cancelled due to the pandemic	HK\$0.00	/	✓		✓		
1.1h	小學中文:新春活動	學習新春文化習俗	9/2/2021	小一至小六	0	(因疫情關係，改以網上形式舉行，故無需費用)	HK\$0.00	/		✓			
1.1i	小學中文:圖書講座	書籍介紹, 閱讀策略, 讀書心得等	9/3/2021	小四至小六	0	因疫情關係沒有舉行相關活動	HK\$0.00	/		✓			
1.1j	P.E.(認識不同的比賽)	帶學生出外觀看運動比賽或認識不同的運動項目。	1/11/2020-31/8/2021	P1-P6	0	受疫情影響，不合宜帶學生出外參觀，此活動取消。	HK\$0.00				✓		
1.1k	EC奧運	1.認識曾舉辦奧運不同國家的文化和國旗 2.創作新的奧運項目，並在校內舉行小型奧運會 3.透過不同運動員的故事，讓學生學習堅毅、勇敢和不放棄	1/11/2020-5/7/2021	小一至小六全校學生	0	受疫情影響，原定的主題「EC奧運」取消。	HK\$0.00	/	✓	✓			
1.1l	G.S. field trip	Field trips or visits will be arranged for P1 to P6 students to arouse their interest in learning and integrate students' learning experiences.	10/2020 -5/2021	P.2 SPCA (online guided tour)	157	1. Debriefing session after the visits 2. Observation 3. Feedback from teachers and students 4. At least 80% of students actively participate in the activity.	HK\$1,000.00	E1	✓				
				P.3 HKHS Exhibition Centre (online guided tour)	155		HK\$0.00						
				P.5 The Astropark	150		HK\$0.00						
1.1m	English : Bug Club	1.To promote independent learning 2.To capture students' imagination 3.To nurture students become lifelong readers	2020-21	P1 –P6	901	1.Feedback from teachers and students 2.Monthly report from Bug Club	HK\$35,800.00	E8	✓				
1.1n	中華文化	中華文化素養的建立: 仁、義、禮、智、信和孝	10/2020-6/2021	P.1-P.6	901	1.Feedback from teachers , students and parents	\$0 (本年的所有中華文化活動開支由中華文化預算支出。)	E1		✓			
第1.1項總開支							HK\$86,285.50						

1.2	境外活動：舉辦或參加境外活動 / 境外比賽，擴闊學生視野												
1.2a	Junior EC Marching Band (Training Camp)	Hopes that students learn to work as a team and experience adventure based counseling	Jan-21	P.3-P.6 students	0	Cancelled due to the pandemic	HK\$0.00	/		✓		✓	
1.2b	Junior EC Cadet (training camp)	Training to develop servant leader	Apr-21	P.4-P.6	0	Cancelled due to the pandemic	HK\$0.00	/		✓		✓	
1.2c	Junior EC Cadet (Wild camp)	Develop problem solving skills etc	Feb-21	P.4-P.6	0	Cancelled due to the pandemic	HK\$0.00	/		✓			
1.2d	Junior EC Cadet (Hiking)	Training for the servant leader	May-21	P.4-P.6	0	Cancelled due to the pandemic	HK\$0.00	/		✓			
1.2e	LWL Grant (ECA)		Nov 2020-June 2021	P.1-P.6		1. 老師觀察學生的投入情度和表現 2. 用問卷收集學生意見	HK\$11,828 HK\$7,980	E1 E7	✓		✓		
1.2f	School Picnic		Nov-20	P1-P6	0	老師觀察學生的投入情度和表現 (受疫情影響，原定的全校旅行取消。)	HK\$0	/		✓			
1.2g	長者體驗服務	「家有一老，如有一寶」尊重和孝順長輩。透過工作坊，讓孩子體會老人家身體上的限制，多明白他們的需要和面對的困難。	Jun-21	小五全級學生	0	問卷收集學生意見，80%學生明白長者的需要。請負責小五班主任觀察學生表現。	HK\$0 (受疫情影響，原定的長者體驗服務取消。)	/		✓		✓	
1.2h	EC Force /camp (Day Camp)	建立學生與人溝通及解難能力。	10/2020-1/2021	小五至小六學生 (12 students)	12	因疫情影響，活動改為網上進行，以問卷收集學生意見，100%認為活動對他們與人相處有幫助。	HK\$427.60	E1		✓			
1.2i	EC日營	建立孩子自理能力、團隊精神和解難能力	4/7/2021	小三全級學生	0	問卷收集學生意見，80%學生知道如何建立自理能力和團隊的重要。請負責小三班主任觀察學生在自理方面和解難上的表現。	HK\$0 受疫情影響，原定的小三EC日營活動被迫取消。	/		✓			
1.2j	Team building	建立孩子自理能力、團隊精神和解難能力	4/7/2021	小四全級學生	0	問卷收集學生意見，80%學生知道如何建立自理能力和團隊的重要。請負責小四班主任觀察學生表現。	HK\$0 受疫情影響，原定的小四TEAM BUILDING活動被迫取消。	/		✓			
1.2k	話劇欣賞	建立友誼	2/4/2021	小一及小二全級學生	0	問卷收集學生意見，80%學生認識建立友誼的正確價值觀。	HK\$0 受疫情影響，原定的畫劇欣賞活動被迫取消。	/		✓			
1.2L	黑暗中的對話	建立同理心。	4/7/2021	小四全級學生	0	老師觀察學生的投入情度和表現	HK\$0 受疫情影響，原定的黑暗中對話活動被迫取消。	/		✓			
1.3a	Singing Competition	Explore the music field and build up students' confidence and team spirit	2021	Junior and/or Senior Choir	0	Cancelled due to the pandemic	HK\$0.00	/			✓		
1.3b	Handchime Competition	Explore the music field and build up students' confidence and team spirit	2021	Handchime team	0	Cancelled due to the pandemic	HK\$0.00	/			✓		
第1.2項總開支							HK\$20,235.60						
第1項總開支							HK\$106,521.10						

第2項：購買其他推行全方位學習所需的設備、消耗品或學習資源

	項目	範疇	用途	實際開支 (\$)
1	EC奧運	比賽用品和獎牌		HK\$10,000.00
2				
3				
第2項總開支				HK\$10,000.00
第1及第2項總開支				HK\$116,521.10

第3項：受惠學生人數

全校學生人數：	901
受惠學生人數：	901
受惠學生佔全校學生人數百分比 (%)：	100%

全方位學習聯絡人 (姓名、職位)：	葉煥婷副校長
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*：輸入下表代號；每項開支可填寫多於一個代號。

開支用途代號

- E1 活動費用 (報名費、入場費、課程費用、營舍費用、場地費用、學習材料、活動物資等)
- E2 交通費
- E3 境外交流 / 比賽團費 (學生)
- E4 境外交流 / 比賽團費 (隨團教師)
- E5 專家 / 導師 / 教練費用

- E6 學生參加獲學校認可的外間機構所舉辦之課程、活動或訓練費用
- E7 設備、儀器、工具、器材、消耗品
- E8 學習資源 (例如學習軟件、教材套)
- E9 其他 (請說明)

全方位學習津貼 運用報告
2020-21學年 (中學)

第1項：舉辦 / 參加全方位學習活動

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途 *	基要學習經歷					與工作有 關 的經驗
				級別	總參與 人數				智能發展 (配合課程)	德育及 公民教育	體藝發展	社會服務		
1.1	本地活動：在不同學科 / 跨學科 / 課程範疇組織全方位學習活動，提升學習效能，或按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正面價值觀和態度													
Chinese History	Field trip, workshop and museum visit	Enhance the interest of learning Chinese History	2/5/2021	S.1-S.5	0	1. Attendance 2. Students' feedback	Cancelled due to Covid-19		✓					
VA	VA Gifted third class program For secondary	Selected students who have been identified as gifted or talented to join an additional VA program for further training.	10/20-5/21	S.1-S.2 S.2-S.3 S.4-S.5	0	1.Evaluation form 2. Student at least 80% attendance	Cancelled due to Covid-19		✓		✓			
VA	Visual Culture Program(visiting /exhibition)	Exploring the artistic experience from outside school visual culture visiting.	10/20-5/21	S.1-S.3 S.3-S.5	0	Evaluation form	Cancelled due to Covid-19		✓		✓			
VA	EC VA Exhibition	Arrange sole, theme-based ,key stage & “through-train” mode VA Exhibition for S1-S6 students	10/20-5/21	S.1-S.3 S.4-S.6	0	Evaluation form VA Teaching meeting	Cancelled due to Covid-19		✓		✓			
Physics/ Science	Study tour to ocean park	Raise students interest in Physics and consolidate what they have learnt in lessons	May-21	S.5 Total: 114	0	1. Personal feedback 2. Survey 3. Worksheets	Cancelled due to Covid-19							
Chinese	跨境活動	文化文學參觀	Jul-21	S.4或S.5 中文尖子	0	活動前預習文學文化資料，回來後匯報見聞心得	HK\$0 因新冠疫情之故而取消							
Biology	Field trip, Visit, Workshop	Enhance the interest of students in learning Biology	Mar-21	S.3-S.6	0	1. Attendance 2. Worksheet	Cancelled due to Covid-19		✓					
English	External drama performances	Appreciate drama	Feb-21	S.1	0	Attendance	Cancelled due to Covid-19		✓	✓				
English	English debate teams coached training	Coached training	1/9/2020 – 31/8/2021	S.2-S.5 (各級受惠人數： S2: 12 S3: 6 S4: 5 S5: 9	32	Attendance -Inter-school debating competitions	HK\$68,400.00	E5	✓	✓				
Math	A class-based competition with math-related indoor games and outdoor activities	Arouse students' intrinsic motivation to Mathematics	24/6/2021 - 9/7/2021	S.1- S.3 各級受惠人數： (S1 :165 S2 :149 S3 :141)	455	A survey/some interviews will be given to students to ensure they enjoy the events	HK\$3,175.00	E1	✓					
Math	Mathematics Olympiad Classes	"Broaden students' view in Math World and their Targets"	23/9/2020	S.1- S.3	0	Attendance	Cancelled due to Covid-19		✓					
Geography	Geography field trips covering physical geography and urban geography (e.g. Visiting High Island Area and Cheung Chau for coastal geography, visiting Sheung Wan and East Kowloon for urban development etc.)	Fieldwork is a distinctive attribute of geography. It provides students with opportunities to apply the knowledge / concepts learned in the classroom to the real world, and through this to acquire new knowledge/concepts. Different subject-specific skills (such as field sketching and land use plotting) and generic skills (like problem-solving and critical thinking) will be developed through fieldwork.	Mar-21	S.1-S.6 students, mainly Geography students in NSS	0	We will monitor and evaluate the activities through conducting survey and checking attendance	Cancelled due to Covid-19	Cancelled due to Covid-19	✓					
History	Field trip and museum visit	Enrich students' knowledge of history	Mar-21	S.3 – S.6 各級受惠人數:	0	Teacher observation, student feedback	Cancelled due to Covid-19	Cancelled due to Covid-19	✓					

Life Planning Education	Visit corporates	Widen students' horizon	14/5/2021	S.4 – S.6 各級受惠人數:	0	Survey / attendance	Cancelled due to Covid-19						✓
Life Planning Education	Visit corporates	Widen students' horizon	5/7/2021	S.4 – S.6 各級受惠人數:	0	Survey / attendance	Cancelled due to Covid-19						✓
Life Planning Education	Career Mapping Activities	Self-understanding and value education	Mar-21	S.4 – S.5 各級受惠人數:	0	Finish assigned tasks	HK\$7,200.00	E1	✓				✓
PE	P.E.(認識不同的運動/比賽)	帶學生出外觀看運動比賽或認識不同的運動項目。	4&6/2020	S.1- S.6 各級受惠人數:	0	Attendance and questionnaire	Cancelled due to Covid-19				✓		
Humanities (PSHE)	Visit Hong Kong Social Enterprise	Understand more about Hong Kong Social Enterprise	30/6/2020	All S.3 Students Total: 128	128	Teacher observation, student feedback and questionnaire	HK\$0 Cancelled due to Covid-19		✓				
Liberal Studies	十五分鐘生活圈導賞團	Understand the impact brought by urban renewal	12/5/2021	S4 - 5 (各級受惠人數: 20)	20	Teacher observation, student feedback and questionnaire	HK\$0 Cancelled due to Covid-19		✓				
第1.1項總開支							HK\$78,775.00						
1.2	境外活動：舉辦或參加境外活動 / 境外比賽・擴闊學生視野												
EC Marching Band	Training Camp	Learn to work as a team and experience adventure based counseling	Jan-21	S.1- S.6 各級受惠人數:	0	Student's attendance and teacher's feedback	Cancelled due to Covid-19			✓			
EC Marching Band	JSMA Competition	Broaden students' musical horizon through the participation in different functions and display their achievements in learning	May-21	S.1- S.6 各級受惠人數:	0	Student's attendance and teacher's feedback	Cancelled due to Covid-19				✓		
Secondary-EC Cadet	5 Leadership training camps for Secondary 1 to 5 EC Cadets	To develop students' leadership through various activities in camps.	01/02/2021 to 31/8/2021	S.1 to S.5 EC Cadets (各級受惠人數:)	0	We will monitor and evaluate the activities through conducting survey and checking attendance.	0 Cancelled due to Covid-19				✓		
LVE Team	Christian Leaders training camp. A 2D1N event for Christian leaders in the school to gather and be trained before the annual Gospel Week.	1. Develop positive values in Christian leaders. 2.Team building	5-6/2/2021	S.1- S.5 各級受惠人數:	0	Survey and meeting evaluation	Cancelled due to Covid-19			✓			
LVE team	Christmas Worship - Fee for guest speakers	Broaden students' knowledge on the Christian faith. To promote positive values and attitudes.	22/12/2020	S.1- S.6 各級受惠人數 (Total:725) S1: 149 S2: 128 S3: 128 S4: 101 S5: 114 S6: 105	725	Survey/ Evaluation Meeting	0			✓			
LVE team	Gospel Week - Fee for guest speakers	To exposed students to the Christian faith.	22-26/3/2021	S.1- S.6 各級受惠人數 (Total:725) S1: 149 S2: 128 S3: 128 S4: 101 S5: 114 S6: 105	725	Survey/ Evaluation Meeting	0			✓			
LVE team	Easter Worship - Fee for Guest Speaker	Promote positive values and attitude in students. To exposed students to the Christian faith	29/3/2021	S.1- S.5 各級受惠人數 (Total:620) S1: 149 S2: 128 S3: 128 S4: 101 S5: 114	600	Survey/ Evaluation team meeting	HK 1500	E1		✓			

Social worker team	ECG	Developmental Group	02/2021- 06/2021	S.2-S.3 (各級受惠人數 :)	0	Evaluation questionnaire, social worker's observation				✓			
Social worker team	EC Force (including groups, training camps)	Enhancing students' cooperation skill and self esteem	02/2021 – 07/2021	S.1-S.4 boys 各級受惠人數:	0	Attendance, evaluation questionnaire, social worker's observation						✓	
Social worker team	EC force hiking training	Enhance the sense of belonging in EC Force	Apr-21	S.3-S.5 boys 各級受惠人數:	0	Evaluation questionnaire, social worker's observation						✓	
Social worker team	Abseiling Training	Enhancing cooperation skill and self-confident of the students	Aug-21	S.4 (各級受惠人數 :	0	Evaluation questionnaire, social worker's observation				✓			
Social worker team	Board Game Room	Enhance the sense of belonging in school	02/2021-	S.1- S.3 各級受惠人數:	0	Attendance				✓			
Healthy school life	To organize clubs and societies	Train student leaders and help them to learn the values.	1/10/2020	S.1- S.5 各級受惠人數:	140	Interview	HK\$588.20	E1		✓		✓	
Healthy school life	To organize service program for students	Train student leaders and let students service our community	1/10/2020	S.1- S.5 各級受惠人數:	0	Interview	0					✓	
Student Guidance	Sex Education Workshop	Education students about sex-related knowledge and value	2/7/2021	S.1- S.5	0	Questionnaire	HK\$0 (Only power point, no activities allowed under Covid 19)			✓			
Student Guidance	Class Climate Building - Class Activities (Whole year)	Build up class cohesion	25/9/2020	S.1- S.6	140	Class committee meeting and evaluation form	HK\$9,231.60	E1		✓			
							第1.2項總開支	HK\$9,819.80					
							第1項總開支	HK\$88,594.80					

第2項：購買其他推行全方位學習所需的設備、消耗品或學習資源

	項目	範疇	用途	實際開支 (\$)
1	未有項目			HK\$0.00
2				
第2項總開支				HK\$0.00
第1及第2項總開支				HK\$88,594.80

第3項：受惠學生人數

全校學生人數：	725
受惠學生人數：	725
受惠學生佔全校學生人數百分比 (%)：	100%
全方位學習聯絡人 (姓名、職位)：	葉煥婷副校長

*：輸入下表代號；每項開支可填寫多於一個代號。

開支用途代號

- E1 活動費用 (報名費、入場費、課程費用、營舍費用、場地費用、學習材料、活動物資等)
- E2 交通費
- E3 境外交流 / 比賽團費 (學生)
- E4 境外交流 / 比賽團費 (隨團教師)
- E5 專家 / 導師 / 教練費用

- E6 學生參加獲學校認可的外間機構所舉辦之課程、活動或訓練費用
- E7 設備、儀器、工具、器材、消耗品
- E8 學習資源 (例如學習軟件、教材套)
- E9 其他 (請說明)