



Evangel College

**School Report
2022-2023**

Evangel College School Report (2022-2023)

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.
- (4) Last year, about 4100 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), Life & Society (Economics Module), (S.2), Life & Society (Citizenship Module) (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, Life & Society (Economics Module), Business Studies, 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.6), Citizenship & Social Development (S.4 & S.5)
 - 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, Music (cooperating with external agents)
 - 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
The three core missions of the school are: (1) Academic Attainment, (2) Character Building, (3) Talent Development and (4) Spiritual Growth.

(3) Evangel College (EC) implements genuine Christian Education.

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

• 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 values, attitude & habits and prepare themselves for contributing to others and the world. (Learning to contributing to others and the world)

• 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.

• 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.

- 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.

- 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 to respond to their calling – 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.

- (4) 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 teaches students the 10 priority attitudes/values (EDB), national security concerns, 6 habits of Transformative Mindset, and code of behavior specific to each 4-year stage of development (P.1-P.4, P.5-S.2, S.3-S.6).

- EC **infuses** value education into every area of campus life through **VESSEL Approach** – (1) Values spelt out in form of Chinese cultural and Biblical quotation are spelt out; (2) Experiential learning opportunities are provided; (3) Stories of good practices of students are captured; (4) Sharing students' stories and learning among students is deliberated done; (5) Encouraging students in form of awards and other forms of recognition; and (6) Life Value Education Environment is built to display values to be taught and students' stories and achievement.

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

- EC helps students nurture the Six Habits of Transformative Mindset (進念思維六習慣): (1) Grow-able Potential, (2) Persistent Effort, (3) Proper Method, (4) Mutual Support, (5) Passion, (6) **POWNER** so as to release the underused or untapped potential of students.

- EC sets up the **POWNER Path** (木人巷) to display the effort and achievement of students who are talented/highly interested in different areas to build their talents outside classrooms and school.
- EC sets up different **POWNER venues** (Creative Arts Gallery, STEAM Court, 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**.

2 Achievement & Reflection on Major Concerns

Key Concern 1:

Develop teachers to adopt the recommended strategies to create breakthrough in academic performance at the point of high academic attainment

Achievement
<ol style="list-style-type: none">1. The school concluded the formula of success in academic attainment as MMA – developing motivation, metacognition and advancement in performance.2. Adoption of Monthly Attitude Mark & Feedback (MAM & Feedback) Scheme:<ol style="list-style-type: none">a. To develop the motivation of students, the school proposed the MAM & Feedback Scheme.b. The school successfully launched the practice of MAM & Feedback Scheme. It was observed that students found receiving MAM encouraging and they enjoyed their progress month by month.c. The MAM was counted into the daily marks which was, in turn, counted into the term-end results. Students might get up to 5 marks by MAM in the term-end daily marks. The school observed that they welcomed their learning attitude being counted into the term-end results.d. Learning Attitude Awards were given to students based on their MAM. The total no. of Outstanding, Gold, Silver and Bronze Awards presented in the primary school increased from 545 to 747 (increase by 37%). In other words, 747 out of 879 primary students (i.e. 85.0% of the primary student population) received Learning Attitude Awards.e. In secondary school, students attained 5 marks or above in five or more subjects would be awarded Excellent Learning Attitude Awards, the no. of awardee increased from 54 to 173 from Term 1 to Term 2 – the percentage increase was 220%. That meant (1) the awareness of teachers and students to the scheme increased; and (2) students were willing to pay effort to make improvement in learning attitude.3. Adoption of Benchmarking Task Scheme:<ol style="list-style-type: none">a. To develop the metacognition of students through deep learning of essential task, the school proposed the Benchmarking Task (BT), BT Portfolio & BT Mark Scheme.b. Parents, teachers and students found the BT useful – providing foci for study and gearing their effort with attainment in tests & exams.c. The school successfully launched the BT, BT Portfolio & BT Mark Scheme. All subject panels gave students BT and attempted to engage them to study BT in class and outside class.d. In one of our HKDSE subjects (Biology), the percentage of L4 increased by 10% steadily in the past few years. After discussion with the subject panel, we concluded that the following practices helped students to learn well: (1) giving students BT with exam standards, (2) engaging them to study BT deliberately, (3) varying the question types in tests/exams, (4) checking students' mastery of BT & their BT Portfolios, (5) inviting students to share what and how they learnt (metacognition) – that meant our recommended strategies work to help students improve.4. Adoption of Success for ALL Scheme<ol style="list-style-type: none">a. The school believed in the importance of repeated success experience from learning, tests/quizzes to exams for creating breakthrough in public exam results

- at high point.
- b. The school instructed all subject panels to practise the strategy of gearing BT from teaching, coaching, student practice, tests/quizzes to examinations.
 - c. It was observed that strategies work. By the end of the school year (i.e. 2nd Term) in the primary school, the passing rate in 4 core subjects were: 98.7% (Chinese), 99.8% (English), 96.8% (Math) and 97.3% (General Studies).
 - d. In our secondary school, our value-added figures kept on being highly promising and the admission rate of our students to the degree program was high (about 80%)
5. Support for SALT:
- a. In the primary school, 81 students were identified as SALT. They were coached by specially assigned staff (EP, SENCO, teachers & TA); their BT Portfolios were reviewed and feedback was given based on the 6 Habits of Transformative Mindset to help them attribute success to effort and mindset. EP and SENCO reported that the coaching practice helped students build up confidence in learning.
 - b. The passing rate of our SALT in Primary School from Term 1 to Term 2 was:
 - From 79.0% to 90.1% (4 major subjects)
 - From 93.8% to 97.5% (4 major subjects, daily marks included)
6. Installation of Smart Board:
- a. In every classroom/special room, a highly interactive smartboard was installed. Training videos were produced and face-to-face training was conducted for teachers to use the smartboard for teaching and live broadcast of videos.
 - b. The school piloted the use of smartboard and BYOD in NSS ICT. Teacher in charge of the class found that (1) students welcomed the use of smartboard and (2) the classroom teaching became more student-centred.

Reflection

1. The school will deepen the practice of the MAM & Feedback Scheme by refining the following practices:
 - a. Help teachers master and explain the rubrics of giving MAM more accurately.
 - b. Make use of feedback more strategically to engage students to improve their learning attitude.
 - c. Support SALT deliberately by means of MAM & Feedback Scheme – getting good pass, growing confidence, attributing success to mindset and effort.
2. The school will deepen the practice of BT, BT Portfolio & BT Mark Scheme:
 - a. Review how benchmarking our BT are - upholding the standard of BT.
 - b. Use ways to check the mastery of BT.
 - c. Set up BT Mark Scheme and allow students to pursue higher and higher marks by repeated effort.
3. The school will refine the practice of Success for All:
 - a. Widen the foci of Success for All from SALT to SPLD (Students Pursuing Local Degree) and SP (Star Purchasers).
 - b. Make use of BT, ST (Star Task), Remedial Support & Star Program to pursue adding values to students of all calibers.
4. The school will introduce the use of data-driven improvement in student learning:
 - a. Introduce the Practice of Termly Level Up Missions in NSS Studies.
 - b. Make statistically reliable predicted grades of students early in all HKDSE Subjects from S.4 to S.6.
 - c. Check students' reading level in English using the AI-driven reading platform.
 - d. Make use of other public examinations e.g. IELTS, Linguaskill, etc. to benchmark

students' English reading proficiency.

e. Engage students to reflect upon their level of attainment and devise action to make continuous improvement.

Key Concern 2:

Launch the Re-engineered Life Value Education (value-based Moral & Civic Education) Curriculum into campus life and subject teaching:

Achievement:

1. The school developed the VESSEL Approach to conceptualize our former practice of Life Value Education: (1) Values – spelling out values to be learnt clearly in form of Chinese cultural quotations and Biblical verses; (2) Experiential Learning – infusing learning of values into campus life experience; (3) Stories – stories of student practicing values captured to illustrate the values; (4) Sharing – sharing students stories in diversified ways; (5) Encouragement – encourage students to acquire values by diversified ways (recognition & award presentation); and (6) Learning Environment – building strong value-education environment to display values, stories and awards of students.
2. The school consolidated the major practices e.g. Class Climate Building, Sportsmanship Education, Life Planning Education, Filial Piety Path, Service Programs, etc.
3. The school conducted diversified award ceremonies in which students were invited to share and illustrate their stories with underpinning Chinese cultural quotations or Biblical verses. Students were able to adopt relevant Chinese cultural or Biblical verses into their stories and parents who attend the ceremonies gave very positive comment about the design of the ceremonies.
4. The school enriched the value-education environment by managing existing venues and setting up more venues with highlighted Chinese cultural quotations e.g. The Filial Piety Path (孝道), Music-in-the-Air Podium (樂韻坊), Friendship Lane (友里), Sportsmanship Ground (將風前地), School Library (尚書樓), STEAM Podium (科創苑), Game Room (卓越會), STEAM Farm (科創農莊), Literary Teen Court (文青閣), Rock Climbing Wall (竹石牆), Peach & Plum Garden (桃李園), POWNER Path (木人巷), LVE Lane (思齊里), Share-to-Learn Square (說學坊), EC Gallery (君子廊), U-CAN (悅勤堂), Study Gallery (讀書廊), etc.
5. The Chinese Panel launched rich co-curricular activities infused with Chinese cultural learning e.g. hiking, campus orienteering, festive celebration, Chinese culture assemblies, etc. - to support the school-wide Life Value Education. Students were observed to be highly engaging in the activities as a whole.
6. The school spelt out clear goals for the three 4-year stage of development. The school compiled the draft Code of Behaviour for each 4-year stage of development, gearing closely with the developmental goals as well as the 10 priority values/attitudes put forward by EDB.
7. The school resumed the exchange activities with schools/institutions in the mainland.
 - a. The online exchange with a sister school in Hangzhou was conducted. Students of both schools were observed to enjoy and they prepared seriously for the activities.
 - b. The S.5 China Tour was conducted. All students, except one student suffering from Covid-19 and another student with the problem of visa, participated in the tour. Both the staff of the tourist agent and our teachers observed that students were punctual and participated well in the tour.
 - c. The school paid effort to educate students on national identity and national security:
 - d. During school days, the school conducted daily flag raising, flag raising in the Opening School Year Ceremony, Closing School Year Ceremony, and Weekly Flag-raising Ceremony cum assemblies either online or face-to-face. All students

attended the ceremonies respectfully and were able to settle down usually 5 minutes before the start of the ceremony. The school observed no opposition behavior to the protection of national security.

- e. In the P.6 and S.6 Graduation Ceremony, parents were observed to participate in the flag raising ceremony respectfully.
- f. All panel heads, SDSC heads, AVPs and VPs took turn to raise school flag daily during school day. The principal supported by AVPs/VPs to raise school flag during special days (1/1, 1/7, 1/10). All staff members were aware of the responsibility of protecting the national security at school.

Reflection:

1. The school should gear every set-up venues with programs so as to realize the purpose of set-up.
2. Teach teachers the Biblical and Chinese cultural quotations which geared to the programs or venues they are in charge of.
3. Infuse the use of the Code of Behaviour in various programs of campus life – Growth Lessons, Student Guidance Programs, etc.
4. The Primary School implements the ACTS Afternoon Program which fosters whole person development in the Primary School.

Key Concern 3:

Strengthen capacity of all teachers at all levels for leading, managing and sustaining school development by helping them adopt the strategies recommended by the school.

Achievement:

1. The Senior Management Team (SMT) would be expanded from 7 core members to (1 P, 2 VPs, 2 AVPs, 2 SEOs) to 9 core members (2 AVPs were promoted to VPs, 2 SGMs were promoted to AVP) in the following school year.
2. 3 more teachers were successfully promoted to SGM for the following school year.
3. The school attempted and consolidated models of practices that fostered leading, managing and administering school change – (1) Management by Objectives, (2) Model of gearing PIMEF, (3) PASS Model of Stakeholder Communication, (4) High IP Index of Strategic Actions, (5) 3-Month Supervisory Cycle of Initiation, Implementation & Improvement, (6) LEAD Model of Leadership, (7) 7 Success Criteria of Management, (8) Model of Learning Organization, etc. The SMT attempted the models of practice and found they worked although it took time to change their habit of work.
4. The school compiled the list of professional practices in teaching, learning and teacher-pupil interaction. The school launched the LEAD Program to help new teachers acquire the professional strategies, skills & tactics.
5. The EC Teacher Academy made use of various opportunities – Class Teacher Session (weekly/biweekly), SSC Meetings (monthly), Staff Development Days – for providing school-based professional training and inviting teachers to share about how to fulfill the school's expectation.
6. The school successfully shortened and reduced the no. of meetings, making meetings more focused and increasing the transparency of work so that key issues were addressed and actions were more closely monitored. The school plans were reviewed and evaluated more regularly. The SMT found the meetings more effective. The Middle Management Team (SGM-grade Staff Members) found that more space was provided for them and “crises” were responded more rapidly.
7. Different SDSCs/Subject Panels were aligned to collaborate to increase the effectiveness of programs. Related heads found their mutual support enhanced their morale of work and made programs more effective.

Reflection:

1. Create more time and space for teachers to increase the effectiveness of work and reduce the tension of teachers – (1) activate the inactive workforce to share the workload, (2) release the load of the overloaded workforce to avoid them from burn-out and to perform better in their primary roles; (2) stop trivial and avoidable task; (3) work smarter to reduce workload; (4) align support from non-teaching staff, if appropriate, etc.
2. Launch the LEAD Program intensively to ensure new teachers are geared into our school culture instead of diluting them.
3. Launch formal SMT and MMT training so as to raise the effectiveness of leadership and management.
4. Explore intensively how to make use of data and evidence for planning, informing practices and evaluation.
5. Create the culture of genuine adoption of school plans to ensure the school survive effectively in stormy social environment.

3 Our Learning & Teaching

3.1 Evangel College (EC) is a Learning School.

- 3.1.1 The school helps students develop MMA – motivation, metacognition and accomplishment – in academic attainment.
- 3.1.2 EC adopts Student-centred Learning and Teaching practices – engaging students to (1) prepare and teaching, (2) demonstrate and coach others, (3) assess self and others’ work and provide feedback, (4) summarize, etc.
- 3.1.3 EC practises Four Highs in Teaching – High expectation, High motivation, High engagement and High display.
- 3.1.4 EC implements the Monthly Attitude Mark (MAM) & Feedback Scheme. The marks will be given monthly and feedback provided to foster students to develop good learning attitude.
- 3.1.5 EC uses Benchmarking Tasks (BT) to engage all students to do deep learning, helping them (including SALT - students achieving low temporarily) to get a good pass in both internal and external examinations. BT marks will be given to reflect students’ mastery of BT. Students will be given the chance to achieve higher BT marks by repeated effort.
- 3.1.6 EC uses Star Task (ST) and Star Programs to extend the learning of SPDP (Students Pursuing Degree Program) and SP (Star Purchasers) to get excellent results in internal and external examinations.
- 3.1.7 EC helps students develop their capacity to learn from Instruction, Coaching to Independent Learning.
- 3.1.8 EC extends students’ Learning outside Classrooms and School – museum-based, heritage-based, community-based and online learning.
- 3.1.9 EC establishes the Culture of Sharing of Learning so as to strengthen their metacognition.
- 3.1.10 EC recognizes both Learning Attitude and Academic Attainment. The school launches Daily Mark Scheme which counted attitude, effort in doing BTs and test results to encourage and scaffold students to learn and attain high.
- 3.1.11 EC put forward the notion of Success in both Internal and Public Exams – gearing teaching, practices, tests/quizzes with exams.
- 3.1.12 EC launches the practice of data-informed level up mission – striving to help students increase 1-2 levels in the course of senior secondary studies.

4 Support for Student Development

4.1 Evangel College builds Students’ Character.

- 4.1.1 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 teaches students the 10 priority attitudes/values (EDB), national security concerns, 6 habits of Transformative Mindset, and code of behavior specific to each 4-year stage of development (P.1-P.4, P.5-S.2, S.3-S.6).
- 4.1.2 EC infuses value education into every area of campus life through VESSEL Approach – (1) Values spelt out in form of Chinese cultural and Biblical quotation are spelt out; (2) Experiential learning opportunities are provided; (3) Stories of good practices of students are captured; (4) Sharing students’ stories and learning among students is deliberated done; (5) Encouraging students in form of awards and other forms of recognition; and (6) Life Value Education Environment is built to display values to be taught and students’ stories and achievement.

4.2 Evangel College (EC) fosters the building of Students’ Talents.

- 4.2.1 EC helps students nurture the Six Habits of Transformative Mindset (進念思維六習)

慣) : (1) Grow-able Potential, (2) Persistent Effort, (3) Proper Method, (4) Mutual Support, (5) Passion, (6) POWNER so as to release the underused or untapped potential of students.

- 4.2.2 EC sets up the POWNER Path (木人巷) to display the effort and achievement of students who are talented/highly interested in different areas to build their talents outside classrooms and school.
- 4.2.3 EC sets up different POWNER venues (Creative Arts Gallery, STEAM Court, Sharing to Learn Square, EC Mini-theatre, etc.) as windows for students to share and/or serve others with their talents.
- 4.2.4 EC allows the setting up of student-initiated Clubs/Societies – provided the initiators train up a successor, the clubs/societies concerned can continue to exist.
- 4.2.5 Evangel College (EC) helps students pursue Spiritual Growth.
- 4.2.6 EC helps students explore about life: (1) Who am I? (2) Where do I come from? (3) How do I fit in the world? (4) Where am I going to?
- 4.3 Evangel College (EC) fosters the building of Students’ Talents.
- 4.3.1 EC helps students nurture the Six Habits of Transformative Mindset (進念思維六習慣) : (1) Grow-able Potential, (2) Persistent Effort, (3) Proper Method, (4) Mutual Support, (5) Passion, (6) POWNER so as to release the underused or untapped potential of students.
- 4.4 Evangel College (EC) helps students pursue Spiritual Growth.
- 4.4.1 EC helps students explore about life: (1) Who am I? (2) Where do I come from? (3) How do I fit in the world? (4) Where am I going to?
- 4.5 Evangel College (EC) pursues professionalism of teachers.
- 4.5.1 The school has set up EC Teacher Academy to develop teachers.
- 4.5.2 The school underpins her practices with education theories and years of research findings in teaching and learning.
- 4.5.3 The school has developed effective tactics (High IP Index Strategic Action) and implements the LEAD Program to develop all new and existing teachers to practice the tactics and build the work culture.
- 4.6 The school has set up various School Development & Supervision Committee (SDSC) to support student development as follows:

SDSC	Support Measures
Student Guidance (Head, Assistant Head, Key Stage Coordinators, Form Coordinators, Social Worker Team)	<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. ● Train teachers to conduct proactive communication with parents.
Support for SEN, SALT & Repeaters (EP, SENCO-P, SENCO-S)	<ul style="list-style-type: none"> ● Provide 3-level support for SEN. ● Work with teachers to support SALT (Students Achieving Low Temporarily) ● Provide training for parents of SEN students. ● The name of the SDSC will be changed to Support for SEN and SAL (Students Achieving Low)
Gifted Education (Head, Assistant Heads,	<ul style="list-style-type: none"> ● Identify students talented/highly interested in different learning areas. ● Manage the POWNER Path to support gifted education.

Representatives from different learning areas)	<ul style="list-style-type: none"> ● The school is the Satellite Centre for Hong Kong Academy for Gifted Education.
Healthy School Life (Student Activities) (Head, Assistant Heads, Persons-in-charge of various Action Teams)	<ul style="list-style-type: none"> ● Engage students in healthy activities: interest class, school teams, 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)
Student Organization (Head, Assistant Head)	<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.
Life Planning Education (Head)	<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>
EC Media (Head, Assistant Head)	<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.
2 nd & 3 rd Classroom (Co-curriculum) (Head, Assistant Heads)	<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.) ● Make use of clubs and societies to provide co-curricular activities.
Home-school Partnership (Head, Assistant Head)	<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. ● Set up platforms for teachers to communicate with representatives of PTA.
CE ³ Ministry SDSC (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 and promote the teaching of life values in both subjects and campus life.
Citizenship Education SDSC (Head, Assistant Heads)	<ul style="list-style-type: none"> ● Organize and implement activities or programs related to national security education and national education. ● Organize the S.5 China tour.

5 Student Performance

5.1 Further Studies in Degree Programs

Attainment	Percentage	Remarks
Admission to Degree Programs	79.0 %	3 students did not join the JUPAS nor any principal's recommendation scheme.

5.2 Non-academic Performance:

(1) External Competitions

		Primary School		Secondary School	
		No. of Students	No. of Awards/ Medals	No. of Students	No. of Awards/ Medals
Competitions with Awards/ Medals	Speech	165	12	42	5
	Music	126	12	25	5
	Sports	43	23	64	17
	Debate	0	0	14	2
	Dance	42	6	13	2
	Others	7	3	6	3
	Total	383	56	164	34

**Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2021/22 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)	76.3%	N.A.
School Fees	N.A.	22.9%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	0.8%
Total	76.3%	23.7%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	77.5%	
Operational Expenses (including those for Learning and Teaching)	11.3%	
Fee Remission / Scholarship ¹	2.4%	
Repairs and Maintenance	1.0%	
Depreciation	7.8%	
Total	100%	
Surplus/Deficit for the School Year #	0.33 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	10.40 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
2022 / 2023 學年

學校名稱：	播道書院		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	葉煥婷

本學年已與以下內地姊妹學校進行交流活動：	
1.	浙江音樂學院附屬音樂學校
2.	西子湖小學(浙江杭州市)
3.	浙江杭州市蕭山區新灣小學
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：
(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☑	校政研討會/學校管理分享	B2	☐	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☑	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☐	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明):	B5	☐	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☐	訂定交流細節/ 活動詳情
			B8	☐	其他(請註明):

管理層面 達至預期目標程度	C1 ☐ 完全達到	C2 ☑ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input type="checkbox"/> 完全達到	F2 <input checked="" type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標程度	I1 <input type="checkbox"/> 完全達到	I2 <input checked="" type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:

編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:

編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$7910
N2	<input checked="" type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$(兩校交流活動物資費用在國安教育出費用。)
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$ /
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$30000
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$ (兩校交流活動物資費用在國安教育出費用。)
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$ /
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$ /
N8	<input type="checkbox"/>	其他(請註明):	HK\$ /
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$37910

N10	<input type="checkbox"/>	沒有任何開支	不適用
反思及跟進：			
編號	<input checked="" type="checkbox"/>	內容	
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 <i>[如適用，請註明]</i> 本年度參與交流的學生集中在領袖生的分享，和用視像進行交流，來年希望能讓高小學生走出香港，親身到內地進行交流，豐富對他們國家的認識，並直接跟杭州學生近距離接觸，認識他們的文化和生活。	
O2	<input type="checkbox"/>	有關交流活動的形式/內容 <i>[如適用，請註明]</i>	
O3	<input type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i>	
O4	<input type="checkbox"/>	有關交流活動的津貼安排 <i>[如適用，請註明]</i>	
O5	<input type="checkbox"/>	有關承辦機構的組織安排 <i>[如適用，請註明]</i>	
O6	<input type="checkbox"/>	其他(請註明)：	

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	<u>25</u> 人次
P2	<input type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	<u> </u> / <u> </u> 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	<u>25</u> 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	<u>5</u> 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	<u>2</u> 總人次

備註：

姊妹學校交流報告書
2022 / 2023 學年

學校名稱：	播道書院		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	葉煥婷

本學年已與以下內地姊妹學校進行交流活動：	
1.	浙江音樂學院附屬音樂學校

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：(由於本學年下學期為疫後第一年，故中學部所有姊妹學校交流活動都為與小學部一同合作)
(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
A1	<input checked="" type="checkbox"/>	探訪/考察	B1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
A2	<input checked="" type="checkbox"/>	校政研討會/學校管理分享	B2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input type="checkbox"/>	會議/視像會議	B3	<input checked="" type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	<input type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input checked="" type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明)：	B5	<input type="checkbox"/>	擴闊視野
			B6	<input checked="" type="checkbox"/>	建立友誼/聯繫
			B7	<input type="checkbox"/>	訂定交流細節/ 活動詳情
			B8	<input type="checkbox"/>	其他(請註明)：

管理層面 達至預期目標程度	C1 <input type="checkbox"/> 完全達到	C2 <input checked="" type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
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乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input type="checkbox"/> 完全達到	F2 <input checked="" type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標程度	I1 <input type="checkbox"/> 完全達到	I2 <input checked="" type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:

編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告: (本學年姊妹學校交流費用由小學部姊妹學校撥款支出)

編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$0
N2	<input checked="" type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$(兩校交流活動物資費用在國安教育出費用。)
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$ /
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$0
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$(兩校交流活動物資費用在國安教育出費用。)
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$ /
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$ /
N8	<input type="checkbox"/>	其他(請註明):	HK\$ /

N9	<input checked="" type="checkbox"/>	學年總開支	HK\$0
N10	<input type="checkbox"/>	沒有任何開支	不適用
反思及跟進：			
編號	<input checked="" type="checkbox"/>	內容	
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 <i>[如適用，請註明]</i> 本年度參與交流的學生集中在領袖生的分享，和用視像進行交流，來年希望能讓高小學生走出香港，親身到內地進行交流，豐富對他們國家的認識，並直接跟杭州學生近距離接觸，認識他們的文化和生活。	
O2	<input type="checkbox"/>	有關交流活動的形式/內容 <i>[如適用，請註明]</i>	
O3	<input type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i>	
O4	<input type="checkbox"/>	有關交流活動的津貼安排 <i>[如適用，請註明]</i>	
O5	<input type="checkbox"/>	有關承辦機構的組織安排 <i>[如適用，請註明]</i>	
O6	<input type="checkbox"/>	其他(請註明)：	

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	<u>25</u> 人次
P2	<input type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	<u> </u> / <u> </u> 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	<u>25</u> 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	<u>5</u> 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	<u>2</u> 總人次

備註：

播道書院
運用推廣閱讀津貼報告書
2022-2023 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，並借閱數量上提升，反映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。
2. 策略檢討：學生透過 Adaptive reading platform 學生知道自己的閱讀程度，並繼續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）。

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	\$263,000
3.	閱讀活動	\$0
	總計	\$263,000
	津貼年度結餘	\$0

Report on the Use of Citizenship and Social Development Grant 2022 - 2023

	Area	Actual Expenses (\$)	Item
I.	Procure relevant learning and teaching resources and reference material	3,000	▸ Purchase reference materials for teachers
II.	Organize cross-curricular activities relating to the curriculum of CS	3,312	▸ Purchase equipment and gifts for cross-curricular activities and competitions relating to the curriculum of CS
III.	Organizing study tours and experiential learning relating to the CS curriculum	26,430	<ul style="list-style-type: none"> ▸ Transportation fees of study tours (e.g. S5 students' visit to the Palace Museum in July) ▸ Program fee of experiential learning programs related to the CS curriculum ▸ Expenses related to the S5 China Study Tour (e.g. tour fee of the Principal, mobile data cards for support teachers)
	Total Expenditure:	32,742	
	Unspent Balance:	267,258	

Evangel College (Primary)
Report on the Use of the Life-wide Learning Grant
2022-2023

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
1	Chinese/Western orchestra music workshop	To broaden students' horizon of music appreciation	27 Oct 2022	NA	NA	NA	NA	NA	Arts (Music)	We didn't attend the concert due to the pandemic situation.	V				
2	Cantonese opera music workshop	To broaden students' horizon of music appreciation	9 Jan 2023	P.6	150	\$2,950.00	\$19.67	NA	Arts (Music)	Students enjoyed the program very much.	V				
3	Music Experience Learning <baby harp> (tutor fee)	To develop an interest in music through learning an instrument (baby harp)	NA	NA	NA	NA	NA	NA	Arts (Music)	Because baby harps has not arrived yet.	V				
4	Junior EC Marching Band (Training Camp)	Nurture students' positive values (perseverance, sense of responsibility and sense of commitment) through various kinds of training.	23-24/6/2023	P.3-P.6	26	\$14,144.00	\$544.00	E1	Leadership Training	Over 90% of students joined the camp. Students expressed that they enjoy the camp so much.		V	V		
5	Junior EC Marching Band Training (Tutor Fee)	Nurture students' positive values (perseverance, sense of responsibility and sense of commitment) through various kinds of training.	17/10/22-22/5/23	P.3-P.6	26	\$122,775.00	\$4,722.10	E5	Leadership Training	Most of the students have 100% attendance.		V	V		
6	Junior EC Cadet (Training camp)	Nurture students' positive values (perseverance, sense of responsibility and sense of commitment) through various kinds of training.	22/4/2023	P.4-P.6	68	\$35,400.00	\$460.00	E6	Leadership Training	Over 90% of students joined the camp. Students expressed that they enjoy the camp so much.		V	V		
7	Junior EC Cadet (Wild camp)	Nurture students' positive values (perseverance, sense of responsibility and sense of commitment) through various kinds of training.	16-17/6	P.6	27	\$11,392.60	\$422.00	E6	Leadership Training	Over 90% of students joined the camp. Students expressed that they enjoy the camp so much.		V	V		
8	Junior EC Cadet (Hiking)	Nurture students' positive values (perseverance, sense of responsibility and sense of commitment) through various kinds of training.	cancelled	/	/	/	/	/	Leadership Training	Cancelled due to the pandemic situation.		V	V		
9	English: Bug Club	Promote independent learning Nurture reading habit	Oct 2022 - May 2023	P.1-P.4	646	\$37050 - \$40 (646 current students + 40 new comers) = \$9610	\$14.00	E1	English Language	About 56% of students enjoyed reading books on Bug Club. About 73% of them loved reading fiction books. Students expressed that they would like to read more online books on Bug Club.	V				
10	VA Art Appreciation Experience (Museum / Exhibition Visit)	Broaden students' art experience outside the classroom by visiting museum , art show, exhibition or joining guided tour	17/5/2023	P1-6	57	\$2,130.00	\$37.36	E2	Arts (Visual Arts)	97% of students attended the visit. Students have positive feedback shown in Post visit reflection WS. (Free admission to M+ this year.)	V		V		
11	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.	12/2022- 6/2023	P1-6	51	\$69,923.00	\$1,371.00	E5, E6	Arts (Visual Arts)	Students' works have been shown in the exhibition.	V	V	V		
12	VA Art Experience Learning (2nd and 3rd Classroom)	Broaden students' art experience outside the classroom through award program, exhibition , art service and workshops (online or in-person) provided by local artists	12/2022- 7/2023	P1-6	915	\$17,918.00	\$19.58	E5, E1	Arts (Visual Arts)	Students' works have been shown in the exhibition. Most P1-4 Students strongly agree they enjoyed the activities. Most P5-6 agree they enjoyed the activities.	V	V	V		
13	GS Seminars or workshop	Broaden students' horizons in science and humanities	10/2022 - 6/2023	P1-6	915	\$0.00	\$0.00	/	General Studies	100% of students participated in the talks and workshops. About 50% of students learn more about the topics. and more than 50% of students enjoyed the activity.	V	V			
14	GS field trip	Motivate students to conduct self-directed learning	3/2023 - 6/2023	P1-6	915	\$31,050.00	\$33.93	E2	General Studies	100% of students have attended the field trip and about 80% of students has learnt more about the topic after visiting the places. About 80% of students enjoyed the trips.	V	V			

15	小學中文：新春活動	認識中國傳統節日及文化	2/2023	P1-6	915	\$500.00	\$0.50	E1	Chinese Language	100% of students	V	V		
16	小學中文：圖書講座	提升同學的閱讀興趣	因疫情關係取消	/	/	/	/	/	Chinese Language	/	V	V		
17	EC Force camp and day camp	Enhance Student's self-esteem through training	29/4/2023	P4-P6 EC force	39	\$11,739.00	\$301.00	E2,E6	Student Guidance	Over 95% participates said that the day camp training had enhance their self-confident when they face difficulty in the future.		V		
18	EC force Hiking	Enhance Student's self-esteem through training	Cancelled	/	/	/	/	/	Student Guidance	/		V		
19	EC force group	Enhance Student's self-esteem through training	11/2022-7/2023	P4-P6	39	\$1,003.80	\$25.70	E1	Student Guidance	Over 80% participants reflect that they had new friends through EC force group. They can find out their strength and had more confident when facing difficulty.		V		
20	EC force social service	Enhance Student's self-esteem through training	9/6/2023	P6	11	\$2,502.50	\$227.50	E1,E2	Student Guidance	100% participants reflect that they have learnt how to take care others and they were happy to serve the elderly people through this social service.		V		V
21	EC Escaper	Enhance Student's self-esteem through training	9/2023-6/2023	P6	4	\$0.00	\$0.00	NA	Student Guidance	80% of students participated in the groups and co-work with secondary students to conduct a booth in PTA activity.		V		
22	Day Camp	Develop students' team spirit and cooperation skill	6/7/2023	P.3	156	\$20,197.10	\$129.40	E1, E2	Student Guidance	Students' feedback, teachers' observation and questionnaire		V		
23	Dialogue in the Dark	Develop students' empathy and understand other people's need	26/6/2023 27/6/2023 4/7/2023	P4A, P4B P4C, P4D P4E	160	\$32,200.00	\$201.25	E1	Student Guidance	Students' feedback, teachers' observation and questionnaire		V		
24	Team Building Activities	Develop students' team spirit and cooperation skill	NA	NA	NA	NA	NA	NA	Student Guidance	The activity was cancelled due to the lack of space for the activity		V		
25	Elderly Service	Develop students' empathy and understand other people's need	6/7/2023	P5 students	152	\$35,150.00	\$235.00	E1,E2	Student Guidance	Students' feedback, teachers' observation and Elderly questionnaire		V		V
27	School Team Training	Nurture students' team spirit , cooperation skill , positive values (perseverance, sense of responsibility and sense of belonging) through various kinds of training.	September-July	P3-6 students	180	\$400,000.00	\$280,000.00	E1, E2, E4 & E5	Healthy School Life	Students' feedback, teachers' observation and questionnaire	V	V	V	
28	School Picnic	Develop students' team spirit and personal growth	25/5/2023	P1-P6 students	923	\$105,042.00	\$113.80	E1, E2	Healthy School Life	Students' and teachers' feedback, teachers' observation and evaluation meeting with team members		V	V	
29	Thursday LWL	Foster the holistic development of students	September-July 2023	P1-6 students	923	\$496,000.00	\$537.37	E1,E2,E4,E5	Healthy School Life	Students's and teachers" feedback. Teachers's observation	V	V	V	
30	書展	Foster reading habbit	10/3/2023 11/3/2023	P1-P6, parents	1200	-	-	-	Cross-Disciplinary (Others)	Students and parent enjoy the book exhibition very much	V			
31	Worship and worship training	Nurture students' positive values through worship sharing and training.	N/A	N/A	N/A	N/A	N/A	N/A	Values Education			V		
32	Career planning activities	To plan students' future life	N/A	N/A	N/A	N/A	N/A	N/A	Student Guidance					V
33	中華文化活動	提升同學對中華文化的認識和興趣	01/2023-05/2023	P1-6	915	\$4,020.00	\$4.39	E1	Moral, Civic and National Education	100% students participated in the activities during assemblies. 150 students completed all the requirements in the program booklet and participated the final completion.		V		

(Please insert rows above if the space provided is insufficient.)

Sub-total of Item 1.1					9,413	\$1,416,037.00								
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1														
Sub-total of Item 1.2					0	\$0.00								
Expenses for Category 1					9,413	\$1,416,037.00								

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

No.	Item	Purpose	Actual Expenses (\$)
1	中華文化活動	No new equipment is purchased this school year.	\$0.00
Expenses for Category 2			\$0.00
Expenses for Categories 1 & 2			\$1,416,037.00

Category 3: Number of Student Beneficiaries

Total number of students in the school:	906
Number of student beneficiaries:	906
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	IP Woon Ting Celia
Post of Contact Person for LWL:	Vice-principal

* Input using the following codes; more than one code can be used for each item.	
E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, 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	

Evangel College (Secondary)
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Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	Visit to the Hong Kong Heritage Museum	Understand the heritage and history of Hong Kong	Cancelled	N/A	N/A	N/A	N/A	Citizenship and Social Development	N/A	N/A				
2	Tai Kwun: 大館教育活動: 古蹟教育劇場	認識香港司法制度的歷史和發展	21/3/2023	S4	20	\$1,000.00	\$50.00	E1	Citizenship and Social Development	Students' feedback was positive.	✓	✓		
3	Tai Kwun Guided Tour	認識香港司法制度的歷史和發展	9/9/2022, 16/9/2022 & 23/9/2022	S5	51	\$0.00	\$0.00	NA	Citizenship and Social Development	Students' feedback was positive.	✓	✓		
4	Visit to the 香港故宮文化博物館	Understand the rich cultural heritage of China, appreciation of the artistic achievement of Chinese	29/6/2023	S5	94	\$2,040.00	\$21.70	E1 & E2	Citizenship and Social Development	Students' feedback was positive.	✓	✓		
5	English Drama- Theatre appreciation	Students attend professional performance with feedback/study guides	No performances from our usual theatre outlet this year. Next year program will be reinstated	S1-5	25	N/A	N/A	NA	English Language	Students concentrated on own performances for HK Drama Fest & in-school performance for English Week.	✓	✓		
6	English Debate Team Coached sessions (Senior Debate Team)	Training for inter-school debating competitions	whole year	S3 - S5	12	\$40,000.00	\$3,333.30	E5	English Language	Students are passionate and motivated to learn. They enjoy debate.	✓			
7	English Debate Team Coached sessions (Junior Debate Team)	Training for debate skills, preparing for future inter-school debating competitions	whole year	S2	10	\$15,300.00	\$1,530.00	E5	English Language	Students are passionate and motivated to learn. They enjoy debate.	✓			
8	Club and Society subsidy	students can make use of the subsidies to organisation activities for schoolmates	whole year	S1-6	748	\$64,844.42	\$86.70	E1, E2, E5, E6, E7	Cross-Disciplinary (Others)	Students are engaged in organizing activities		✓		✓
9	Community Service	S3 and S4 students can service the communities	5/7/2023	s4	112	\$0.00	\$0.00	NA	Values Education	Students' enjoyed the services		✓		✓
10	S3 and S4 Biology Field Trip	A guided tour to wetland park and HKU anatomy museum	5/7/2023, 8/5/2023	s3, s4	175	\$10,000.00	~\$57	E1 & E2	Science	Students enjoyed the visit and know more about biology	✓	✓		
11	Physics Ocean Park Trip	A guided tour to ocean park	Cancelled	/	/	/	/	/	Science	/	✓			
12	Career Experience Activity	Career visit	28/6/2023	S4,S5	7	\$0.00	\$0.00	NA	Values Education	/				✓
13	Class-based math competition	A class-based competition with math-related indoor games and outdoor activities	28-29/6/2023	S2, S3	265	\$350.00	\$1.3	E1	Mathematics	Students enjoyed the visit and know more about biology	✓			
14	Board Game competition	Board Game competition	Cancelled	/	/	/	/	/	Mathematics	/	✓			
15	Mathematics Olympiad Classes	Broaden students' view in Math World through training and competition.	15/11, 29/11, 13/12, 14/2, 28/2, 28/3. 18/4, 2/5, 16/5	S3, S4, S5	21	\$0.00	\$0.00	NA	Mathematics	Most students engaged in the class. All of them participated in the external Math Competition. Three of them got prizes in the competition. One student participated in the final round. Note: The class is taught by our teachers. No expense required.	✓			
16	Environmental Education Visit	Visit the local environmental protection habitats	17/2	S1, S2	13	\$1,500.00	\$115.38	E2	Moral, Civic and National Education	The field visit was educational but might be too difficult for S1 and S2 students to understand. Also, the venue (Tuen Mun) is too far away from school (total travelling time around 2 hours). Therefore, some of the students could not join the field visit due to after-school activities.	✓			
17	Geography field trips	Field studies in urban and rural parts of Hong Kong	24/11, 17/2, 4/5	S,3,4,5	72	\$3,120.00	\$43.30	E2	Geography	Students enjoy the field trips very much. They have learnt different field work skills.	✓	✓		

18	Class climate building (Student guidance)	Activities for building class climate	1/9-11/7	S.1-S.6	748	\$53,833.00	\$71.97	E1,E6 & E7	Others, please specify: Student Guidance	Class climate has been built.		v			
19	Sex education (Student guidance)	Sex education	24/2	S.1-3	455	\$0.00	\$0.00	NA	Others, please specify: sEX EDUCATION	Students' feedback was positive.		v			
20	EC Marching Band Training Camp	Team building among marching band members	23,24/6	S.1 - S.4	16	\$10,016.03	\$626.00	E1&E2	Leadership Training	Students' feedback was positive.				v	
21	EC Marching band Trainings (Tutor fee)	Trainings for marching band members	17/10, 24/10, 31/10, 7/11, 28/11, 5/12, 12/12, 6/2, 13/2, 20/2, 27/2, 6/3, 27/3, 3/4, 17/4, 24/4, 8/5, 15/5, 22/5, 2/3, 7/3, 14/3, 15/3, 26/6, 29/6, 4/7, 7/7	S.1 - S.5	19	\$65,400.00	\$3,442.10	E5	Leadership Training	Students' feedback was positive.				v	
22	Student Union Training Camp	To improve team cohesion among Student Union members and to inherit past experience to new SU members	Cancelled	NA	NA	NA	NA	NA	Others, please specify:	NA				v	
23	Singing training program	To improve the singing skills for students	5/12, 7/12, 8/12, 12/12, 14/12	S2-S6	22	\$3,250.00	\$147.70	E5	Arts (Music)	All student engaged in the class. They learnt the professional singing skills through the program and show it in finals of singing contest.	v				
24	e-Orch program	Trainings to experience about e-Orch	19/4, 21/4, 26/4, 3/5, 5/5, 10/5	S1 - S4	20	\$4,800.00	\$240.00	E5	Arts (Music)	All students engaged in the workshop. They all learnt how to make music together by using Ipad apps with speakers. They all enjoyed the 15-minute performance at the end of the last lesson.	v				
25	Music workshops	Broaden students' view in Music World	NA	NA	NA	NA	NA	NA	Arts (Music)	N/A	v				
26	Humanities (PSHE) Visit to NGO	Visit to HK NGO to let students understand how some organization helps the needy in the society	27/6/2023	S3	131	\$29,000.00	\$221.37	E1	Values Education	Questionnaire in Google form has been designed for evaluation. The response is positive, most of the students agree that this workshop can let them understand more about social enterprise.		v			
27	S.1 EC Cadet Training Camp	透過歷奇輔導,讓領袖生從活動當中體驗不同經歷並且進行分享總結	與All Cadet Training合併	S1	14	\$0.00	\$0.00	NA	領袖訓練	Over 80% students participated. Students 'feedback',teachers 'observation and questions			v	v	
28	S.2-S.3 EC Cadet Training Camp	透過歷奇輔導,讓領袖生從活動當中體驗不同經歷並且進行分享總結	3/23	S2-S3	18	\$1,520.00	\$31.67	E7	領袖訓練	Over 80% students participated. Students 'feedback',teachers 'observation and questions			v	v	
29	S.4-S.5 EC Cadet Training Camp	透過歷奇輔導,讓領袖生從活動當中體驗不同經歷並且進行分享總結	與Low Event Challeng Training合併	S4-5	15	\$0.00	\$0.00	NA	領袖訓練	Over 80% students participated. Students 'feedback',teachers 'observation and questions			v	v	
30	EC Cadet Flag Raising Team	從步操體驗團體合作及服務學校的重要性	9/22-7/23	S3-S5	15	\$0.00	\$0.00	/	領袖訓練	Over 80% students participated. Students 'feedback',teachers 'observation and questions			v	v	
31	All Cadet Training	透過歷奇輔導,讓領袖生從活動當中體驗不同經歷並且進行分享總結	3/23	S1-S5	50	\$6,901.80	\$138.00	E7	領袖訓練	Over 90% students participated. Students 'feedback',teachers 'observation and questions			v	v	
32	EC Cadet-Low Event Challenga Course Technique Training	透過歷奇輔導,讓領袖生從活動當中體驗不同經歷並且進行分享總結	23/2		15	\$16,029.00	\$1,068.60	E1+E6+E7	領袖訓練	Over 90% students participated. Students 'feedback',teachers 'observation and questions			v	v	
33	中文辯論隊 培訓及校外比賽	透過辯論訓練及對外比賽,讓學生提昇思維及自信,增進知識,擴闊眼界	Oct to July	S1-5	18	\$18,800.00	\$1,044.44	E1+E6	Chinese Language	After rounds of competitions, students have become more confident and talented. They have also become better in cooperating with teammates.	v	v			
34	VA Art Appreciation Experience	Broaden students' art experience outside the classroom by visiting museum, art show, exhibition or joining guided tour	Cancelled因其他藝術活動有包括藝術評賞的元素,所以沒有安排以這個主題的活動	/	/	/	/	/	Arts (Visual Arts)	/	v		v		v
35	VA Gifted Training and program	Provide specific art training for gifted students in art to challenge them to meet their potential in addition to the regular curriculum.	October to May	S1-S3	25-30	\$49,200.00	\$1,640.00	E6	Arts (Visual Arts)	Students engaged in VA gifted activitie and perform well.	v		v		v

36	VA Art Experience Learning	Broaden students' art experience outside the classroom	28/6	S4	16	\$5,000.00	\$312.50	E1+E6	Arts (Visual Arts)	Students are engaged in outside school VA activitie.	v		v		v
37	EC Force camp and day camp	Enhance Student's self-esteem through training	NA(因疫情未能舉辦是次活動)	/	/	/	/	/	領袖訓練	/		v			
38	EC force Hiking	Enhance Student's self-esteem through training	NA(因疫情未能舉辦是次活動)	/	/	/	/	/	領袖訓練	/		v			
39	EC force group	Enhance Student's self-esteem through training	1/10-30/6	S1-S4	24	\$8,769.60	\$365.40	E1	領袖訓練	Over 80% students participated. Students 'feedback', teachers 'observation and questions		v			
40	EC force-Low & High Event Challenga Course Technique Training	透過歷奇輔導,讓領袖生從活動當中體驗不同經歷並且進行分享總結	NA(因疫情未能舉辦是次活動)	/	/	/	/	/	領袖訓練	/		v			
41	EC Escaper	Enhance Student's self-esteem through training	9/22 - 4/23	S1-S3	6	\$2,191.00	\$365.20	E1	領袖訓練	Over 90% students participated. Students 'feedback', teachers 'observation and questions		v			
42	EC F3	Enhance Student's self-esteem through training	9/22 - 4/23	S3	6	\$1,769.80	\$294.80	E1	領袖訓練	Over 90% students participated. Students 'feedback', teachers 'observation and questions		v			
43	EC Action	Enhance Student's self-esteem through training	1/10-30/6	S3	10	\$3,627.79	\$362.80	E1	領袖訓練	Over 90% students participated. Students 'feedback', teachers 'observation and questions		v			
44	中國文學文化跨境遊	遊學後匯報	因疫情緣故,未能舉辦是次活動	/	/	/	/	/	Chinese Language	/	v	v			
45	History field trips	Field studies in Historical parts of Hong Kong, including museum	3/1; 7/5; 17/5	S4-6	50	\$0.00	\$0.00	NA	History	Student's feedback was positive	v	v			
46	作家講座	Foster reading habit		S3-5	540	\$3,000.00	\$5.50	E6	Reading	Student enjoyed	v				
47	Chinese History fieldtrip and workshop	認識中國及香港歷史	23/3 · 26/6 · 6/7	S1-4	15-30	\$2,680.00	\$130.00	E2	History	學會成員及各級同學參與度高,他們從中認識香港與中國之關係,以及欣賞中國文物及其歷史。	v				
48	Christian School Life training Camp	To improve team cohesion among Christian school life members and make preparation for the gospel week.	21-22/12	S1-6	30	\$15,760.20	\$525.34	E1+E6	Christian School life	Students enjoyed the camp and could had retreat before Christmas and Gospel Week.		v			
49	Class climate building (Day camp)	Class climate building (Day camp)	NA(因疫情未能舉辦是次活動)	NA	NA	NA	NA	NA	Others, please specify: Student Guidance	NA		v			
50	PE Club training (Day camp)	Team building among PE club members	NA(因疫情未能舉辦是次活動)	NA	NA	NA	NA	NA	PE	NA		v	v		
51	School Team Captain training (Day camp)	Strengthen the role of captain through leadership training	NA(因疫情未能舉辦是次活動)	NA	NA	NA	NA	NA	School Team	NA		v	v		
52	off- campus sports viewing and visiting Sports facilities	Improve sports knowledge and vision	NA(因疫情未能舉辦是次活動)	NA	NA	NA	NA	NA	PE	NA		v	v		
53	Experimental learning activity 長者貧窮 x 社區考察	Enhance students' understanding of the poverty issue of Hong Kong	19-5-2023	S2	20	\$2,500	\$125.00	E1 & E2	Life and Society	Students' feedback was positive.	v	v			
Sub-total of Item 1.1					3,883	\$442,202.64									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1															
Sub-total of Item 1.2					0	\$0.00									
Expenses for Category 1					3,883	\$442,202.64									

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

No.	Item	Purpose	Actual Expenses (\$)
1	Career mapping booklet	Career activity	\$0.00
Expenses for Category 2			\$0.00
Expenses for Categories 1 & 2			\$442,202.64

Category 3: Number of Student Beneficiaries

Total number of students in the school:	720
Number of student beneficiaries:	720
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	IP Woon Ting Celia
Post of Contact Person for LWL:	Vice-principal

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

E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)

E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school

E2 Transportation fees

E3 Fees for non-local exchange activities / competitions (students)

E7 Purchase of equipment, instruments, tools, devices, consumables

E4 Fees for non-local exchange activities / competitions (escorting teachers)

E8 Purchase of learning resources (e.g. educational softwares, resource packs)

E5 Fees for hiring expert / professionals / coaches

E9 Others (please specify)