Evangel College

2026-2027

Healthy School Policy

"It takes the whole school's effort to nurture a healthy child."

Mission Statement:

To synchronize the school's policies, programs & effort to build a healthy school environment for students.

Healthy School Committee

1 Membership:

1.1 The Chief Principal & Headmistress of Primary School

1.2 The Vice-Principals & Assistant Vice-Principals

1.3 Heads of SDSC & Subject Panels

2 Responsibilities

2.1 Proactive measures – Remove the root problem but not just the symptom

2.1.1 Make the school a nurturing environment which provides equal opportunities for the development of all students – mentally, physically, socially and spiritually – and engage all of them in the virtuous cycle of growth & development.

- Devise and implement strategic actions (High IP Strategic Actions) to fulfil Whole-person Development ACTS Missions: (1) Academic Attainment MMA, (2) Character Building LVE, (3) Talent Development POWnER Teens and (4) Spiritual Growth 5 Elements – satisfying the learning and developmental needs of students & transforming them from inside to outside.
- Build 4Rs – elements of relationship, resilience, relaxation & rest – in school practices to build the capacity of students and staff members to cope tension in both school and work life.
- Help teachers and students develop the Six Habits of Transformative Mindset (TM) – (1) growable potential, (2) persistent effort, (3) proper method, (4) mutual support, (5) passion and (6) POWNER.
- Infuse the learning of important life values including 12 priority values of EDB & 4 school-based values (謙卑, 感恩, 不爭,悔過) (new) in campus life.

2.2 Preventive measures – Remove factors that trigger the not yet solved problem

2.2.1 Seek and find students early with high-risk symptom(s) – self-destructive, bullied, family abused, sexually harassed, addictive, aggressive, withdrawal symptoms –and provide them with timely support.

2.3 Reactive measures – Reduce loss to students & school by wise & timely handling of incident.

2.3.1 Set up ways to respond to related incidents to reduce the damage to students & the school.

Reactive Measures

(reduce loss by wise handling of incident)

- Identification & prompt reporting
- Engaging stakeholders
- Adoption of formal handling procedures
- Feedback for making procedural/ systemic improvement

Preventive Measures

(remove factors that trigger the not yet solved problem)

- Anti-bullying (cyber, social, physical, etc.)
- Anti-self destructive behaviour
- Anit-sexual harassment
- Anti-addictive behaviour
- Anti-child abuse

Proactive Measures

(remove root problem, not just the symptom)

- Academic Attainment
  MMA
- Character Building
  LVE
- Talent Development
  POWnER Teens
- Spiritual Growth
  5 Elements

Policies

A. Campus Life

SDSC	Experiential Learning in Campus	Strategic Actions – High IP Strategic Actions	Details
(1) Student Guidance	Class Climate Building	Class Climate Building A-G: “ 我們要彼此相顧，激發愛心，勉勵行善。” 1. Anti-bullying, Anti- sexual harassment, Anti-addiction, Anti-child abuse, Anti-self-destruction 2. Building up each other 3. Cohesion 4. Discipline 5. Environment 6. Filial Piety 7. Goal setting	Build students’ capacity to co-manage their class with teachers with genuine actions (Identity, Responsibility, Commitment) underpinned by 12-priority values/attitudes of EDB & a key Biblical principle: 1. Help students master & apply related Chinese cultural quotations in context: - A: “玩人喪德，玩物喪志。” “流言止於智者。” (Respect for Others, Law-abidingness) - B: “己欲立而立人，己欲達而達人。”” 三人行，必有我師焉。擇其善者而從之，其不善者而改之。”(Benevolence) - C: “二人同心，其利斷金。””君子和而不同，小人同而不和。” (Unity) - D: “己所不欲，勿施於人。” “君子求諸己，小人求諸人。” (Empathy) - E: “一室之不治，何以天下國家為。” “天地生君子，君子理天地。”(National Identity, Responsibility, Commitment) - F: “父母唯其疾之憂。” “身體髮膚，受之父母，不敢毀傷。”(Filial Piety) - G: “一日之計在於晨，一年之計在於春，一生之計在於勤。”” 言必信，行必果。” (Diligence, Perseverance, Integrity)

SDSC	Experiential Learning in Campus	Strategic Actions – High IP Strategic Actions	Details
			2. Elect class committee seriously - “選賢與能，講信修睦。” 3. Class teachers observe & work with students to build Class Climate A-G in monthly PIE cycles. 4. Form-Coordinators approach Class Teachers & core students to understand the class’s situation & capture stories. 5. The school gives feedback, acknowledge students & present prizes/awards.
		Growth Lessons - themes 1. Be a good neighbour 2. Be a good learner 3. Be a servant leader	Help students to grow & develop from dependence, independence to interdependence & help case students master & apply related Chinese cultural quotations in context: 1. Self-management in daily routines, studies & peer relationship（P.1-P4） - ＂父母呼，應勿緩；父母命，行勿懶。＂ [孝親] - ＂用人物，需明求；倘不問，即為偷。＂ [尊重他人] - ＂物雖小，勿私藏；苟私藏，親心傷。＂ [守規/守法] - ＂事雖小，勿擅為；苟擅為，子道虧。＂ - ＂人不閒，勿事攪；人不安，勿話擾。＂

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			[仁愛、同理心] - ＂見未真，勿輕言；知未的，勿輕傳。＂ [尊重他人] - ＂事非宜，勿輕諾；苟輕諾，進退錯。＂ [守規/守法、誠信] - 業精於勤荒於嬉。[勤勞] (P.3-P4) - 犧牲小我，完成大我。[團結] (P.3-P4) - 一言既出，駟馬難追。[誠信] (P.3-P4) - 吃得苦中苦，方為人上人。[堅毅] (P.3-P4) 2. Self-management in daily routines, studies & relationship as well as coping with the esteem & identity crisis in puberty （P.5-S.2） - Quotations in other programs 3. Planning for future studies, career & citizenship (S.3-S.6） - Quotations in other programs
		Mediation Approach in Case Work: 1. Respond within “Golden 24 Hours”. 2. Build “Connection” to gain trust from students. 3. Create the “Sense of Crisis”. 4. Engage students to conduct FATS-based Reflection – exploring Feeling, Action, Thinking & Self-identity.	Build the self-worth & the self-concept of case students: 1. Help case students master & apply related Chinese cultural quotations in context: - “人誰無過，過而能改，善莫大焉。” - “過而不改，是謂過矣。” - “無心非，名為錯；有心非，名為惡。”

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		5. Engage students to devise "Informed Solution" by renewing FATS. 6. Make arrangements for "Reconciliation", whenever appropriate.	2. Case students are identified & connected promptly. Help case students increase their self-awareness, self-management, awareness of others and relationship management.
		Presentation of diversified character awards to students to recognize their effort, attitude & performance.	Present the following character awards: - Fruit of the Spirit Awards, Student of the Year, Best Sportsman Scholarship, Best Musician Scholarship, Best Artist Awards, Outstanding Service Awards, Student of the Month, etc.
(2) Extra-curricular Activities (ECA)	Service Program	One Student One Post Scheme: 1. Internal service posts – Class Committees, Student Librarians, Student Union, EC Cadets, Junior EC Cadets, Community Service Team, Clubs & Societies, Media Production Teams, Captains & Vice-Captains of School Teams (sports, music, visual arts, language arts, academic), Worship Teams, Flag-raising Team, etc. 2. Charity programs – elderly service, flag-selling, other community service.	1. Help students master & apply related Chinese cultural quotations in context： - "老吾老，以及人之老；幼吾幼，以及人之幼。" - "非以役人，乃役於人。" - "施比受，更為有福。" 2. Students develop the conviction & capacity of serving others.
	School Teams	Sportsmanship Education for School Teams	1. Help students master & apply related Chinese cultural quotations in context： - 體育精神 [身份認同、責任感、承擔精神] - 一勝一負，兵家常勢。[堅毅]

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			- 勝不驕，敗不屢。[謙卑] - 夫唯不爭，故天下莫能與之爭。[不爭] - 人一能之己百之，人十能之己千之。[勤勞 – work hard] - 子知子之所以中乎？[勤勞 – work smart] - 揖讓而升，下而飲，其爭也君子。[尊重他人] - 發而不中，不怨勝己者，反求諸己而已矣。[同理心、 承擔精神] - 天時不如地利，地利不如人和。[團結] - 不以規矩，不能成方圓。[守規/守法、誠信] - 身體髮膚，受之父母，不敢毀傷。[孝親] - 己所不欲，勿施於人。[仁愛] - “人一能之己百之，人十能之己千之。” [勤勞 – work hard] 2. School team members develop TM & sportsmanship.
	PE Lessons & Intra-school Sports Competitions	Sportsmanship Education for All	1. Same as above 2. All students develop sportsmanship.
	School Picnics	School Picnics 1. Students learn to negotiate the place/ class activities for picnics.	1. Students master & apply related Chinese cultural quotations in context: - “君子和而不同，小人同而不和。” - “君子周而不比，小人比而不周。” 2. Students learn to manage project, balance & respect other people’s views.

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(3) Social Work & Counseling	Case Counseling, Group Intervention, Relationship Net Building.	1. Implement case identification/ reporting measures, including survey on stress on students 2. Follow cases timely. 3. Engage needy students timely in POWNER Groups (e.g. EC Force, EC Girls, EC Play, etc.), adventure activities (high events, abseiling, board games, billiards, canoeing, camping, adventure ship, backwoods cooking, etc.) 4. Operate POWNER Centres (e.g. Game Room, MSLC Centre, Play Therapy Centre, etc.) to connect needy students & their friends.	1. Seek and find students early with high-risk symptom(s) – self-destructive, bullied, family abused, sexually harassed, addictive, aggressive, withdrawal symptoms – through questionnaire surveys, observation & case reporting. 2. Provide timely counselling for identified cases – helping them build self-worth & self-concept as well as transform from self-awareness, self-management, awareness of others and relationship management. 3. Engage students in POWNER Centre or POWNER Teams. 4. Help students master & apply related Chinese cultural quotations in context: - “知人者智，自知者明。 勝人者有力，自勝者強。”
(4) Life Planning Education (Career Guidance)	Life Planning Activities	1. Conduct personality survey, informed selection & drop of subjects, program choices, career education, internship programs. 2. Train students to do three-years planning and developing personal statement and CV.	1. Help students master & apply related Chinese cultural quotations in context: - “人無遠慮，必有近憂。” - “凡事豫則立 不豫則廢。” 2. Students understand themselves better and learn to make informed choice for 3-year planning (on further studies and future career).

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(5) Student Organization	School-based uniform group	1. Operate student uniform/ service teams as platform for building servant leadership (e.g. Junior EC Cadet, EC Cadet, Marching Band, Student Union, Alumni). 2. Provide training, peer mentorship & opportunities for students to own the responsibility of team building & serving others to learn.	1. Help students master & apply related Chinese cultural quotations in context: - "不患無位，患所以立。" 2. Students develop the attributes of New Leadership (Daniel Goleman): (1) self-awareness → (2) self-management → (3) Awareness of others → (4) Relationship management.
(6) Home-school Partnership	Parent Education	1. Educate parents on (1) health education (parents & students), (2) making use of social media properly, (3) practicing proactive & positive parenting, (4) co-working with the school on measures building up their children.	1. Help parents master & apply related Chinese cultural quotations in context: - "知其心，然後能救其失也，教也者，長善而救其失者也。" - "見未真，勿輕言；知未的，勿輕傳。" 2. Parents develop proactive & positive mindset on parent-child interactions.
(7) Life Value Education	Value Education Programs in Campus Life	Adopt the VESSEL Approach in Life Value Education (Chinese culture-based Moral & Civic Education) 1. Value: - Select, promote & infuse the learning of well-chosen Chinese cultural quotations in campus life activities. 2. Experiential Learning: - Conduct or collaborate with other SDSCs/subject panels to provide experiential value education program. 3. Stories: - Capture stories of good practices of	1. Document & promote all the life values to learn in different areas of school life. 2. Develop & manage various venues of the value-education campus venues (e.g. LVE Lane, POWNER Path, Share-to-Learn Square, Filial Piety Path, Friendship Lane STEAM Lab One & Two, The Way, Literary Teen Corner, School Library, Rock Climbing Wall, Game Room, Sportsmanship Ground, Music in the Air Podium, Visual Arts Room, U-Can, The Gentleman Gallery, Plum & Peach Lane, etc.) 3. Conduct theme-based programs related

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		students. 4. Sharing: - Share students' stories in written, face-to-face or media modes. 5. Encouragement: - Display, recognize, present awards & celebrate students' effort & performance. 6. LVE Environment - Develop & management to display the values to be learnt & the stories of students.	to value education e.g. Friendship Month, Filial Piety Month, Study Month, etc. 4. Implement the Student Poster Scheme (見賢思齊計劃). 5. Conduct Celebration Programs & LVE Award Ceremonies to present talent & character-based awards
(8) Citizenship Education	National Education & National Security Education	National & National Security Programs: 1. Sister School Scheme 2. P.6, S.5 China Tours, other focus tours & exchange activities with the mainland 3. Flag-raising & Flag Raising Ceremony 4. National Identity 5. Chinese Culture 6. 6 Habits of Transformative Mindset & TM Program 7. 12 Priority Values of EDB 8. National Security Concerns 9. Celebration of National Day 10. National Security Plan & Reports 11. Staff Training on national security 12. Parent Education on national security 13. Intra-school, Interschool, Territory-wide,	1. Help parents master & apply related Chinese cultural quotations in context: - "他山之石，可以攻玉。" - "四海之內，皆兄弟也。" - "樂以天下，憂以天下。" - "一寸山河一寸金。" - "秦時明月漢時關，萬里長征人未還。 但使龍城飛將在，不教胡馬度陰山。" 2. Implement the Flag-Raising Roster & Flag-raising Ceremony (including the teaching of 12 priority values of EDB, national security concerns) 3. Develop & manage the Flag Raising Team. 4. Make arrangement for S.5 China Tour & other cross-boundary exchange activities to the mainland.

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		National activities on national education & national security education.	5. Make arrangements for intra-school, inter-school, territory-wide and national-wide national education activities. 6. Make arrangements for the celebration of National Day & National Security Education Day. 7. Foster cultural & professional exchange with Sister Schools. 8. Follow the TM Leadership Education Program. 9. Monitor & help enforce the national security measures in school. 10. Foster the development of national identity of both teachers & students. 11. Co-ordinate staff training on national & national security education. 12. Align training for parent on national security education.
(9) CE^3 Ministry	Spiritual Education	1. Fulfil the Mission of Spiritual Growth 5 Elements. 2. Develop teachers to adopt Christian views on students: 3. Develop Christian Education Curriculum to satisfy both the expectation of EDB & the school. 4. Conduct discipleship training in Student Fellowship, Student Worship Team, Scripture Reading Team, etc.	1. Help teachers adopt Christian's whole-person views on students: - Man as God's Creation: View students as Special Creation of God (Respect, Trust, Hope) - Man as Fallen Being: Accept students as fallen being (Acceptance) - Incarnation: Connect & develop a graceful relationship with students. (Connection) - Salvation: Pay effort to open a new path

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		5. Support the creation of content in the Spiritual Channel in EdFlix. 6. Build partnership which Church Partner in evangelism & discipleship.	for students (Unconditioned love, Sacrifice) - Fulfilment: Guide students to restore the image of God by connecting & walking with Him (Reborn) 2. Christians (staff, students, parents & the church partner) are engaged in the ministry of loving each other, witness God in word, action, work & media production, evangelism & discipleship. 3. School-based Christian Education Curriculum is developed & implemented in line with EDB's expectation & school's concern. 4. Count God's blessing in Staff Meetings.
(10) EC Media	Media Production & Media Literacy	1. Develop student teams under EC Media (e.g. MP Team, EC Reporters, EC Photographers, EC Videographers, etc.) 2. Lead student teams to serve the school related to media production.	1. Help students master & apply related Chinese cultural quotations in context: - "橫看成嶺側成峰，遠近高低各不同。 不識廬山真面目，只緣身在此山中。" - "是是非非謂之知，非是是非謂之愚。" - "流言止於智者。" 2. Students develop the skills & literacy of media production.

SDSC	Experiential Learning in Campus	Strategic Actions – High IP Strategic Actions	Details
(11) ACTS Committee (a cross-SDSC committee)	4-Rs Policy Cross-SDSC/Subjects Collaboration	1. ACTS Afternoon Program (primary) - Homework Session (Resilience) - Class Climate Building (Relationship) - Life-wide Learning (Rest & Relaxation) - Assemblies (Resilience) - Fun Activities (Rest & Relaxation) - Reflection of Studies (Resilience) 2. ACTS Assemblies (secondary)	1. Monthly PIE of use of assigned time-blocks to support the fulfillment of planned/ arising ad hoc needs. 2. Improve 4-Rs Campus Environment

B. Teaching and Learning

SDSC/Subject Panels	Programs	Strategic Actions	Developmental Goals
(1) Subject Panels	Academic Attainment MMA Mission (Motivation, Metacognition & Advancing Attainment)	1. Student-centred teaching & learning 2. Monthly Attitude Mark Scheme 3. Benchmarking Task (BT) and BT Mark Scheme 4. Success for All in Internal Assessments (BT Tests, Star Tests, Exam) 5. Support for Students Achieving Low Temporarily (SALT) 6. Star Programs 7. Device-facilitated Learning & Teaching 8. Use of AI in Reading, Writing & learning of other subjects. 9. Healthy Learning Index Scheme 10. Monthly Plus Two Scheme	1. Academic Attainment MMA - Students develop learning motivation - Students develop metacognition in learning. - Students experience advancing attainment. 2. Help students master & apply related Chinese cultural quotations: - “溫故知新、業精於勤、開卷有益、不恥下問、舉一反三、博學詳說、學思並重、尋根究柢、學以致用、教學相長、水滴可穿、自強不息” - “一日一錢，千日千錢；繩鋸木斷，水滴石穿。”（水滴石穿） - “業精於勤荒於嬉， 行成於思毀於隨。”（業精於勤） - “三人行，必有我師焉。” - “讀書百遍而義自見。” - “讀書破萬卷，下筆如有神。”
(2) Support for students with SEN and students achieving low temporarily (SALT)	Success for all program	1. Provide 3 levels of support for SEN students. 2. Engage SALT in Monthly Plus 2 Scheme.	Same as above

SDSC/Subject Panels	Programs	Strategic Actions	Developmental Goals
(3) Co-curricular Activities (CCA)	Learning outside classrooms & school	1. Museum-based learning 2. Community-based learning 3. Clubs & Societies 4. Learning Journal (subjects or self-initiated projects)	1. Students broaden their scope of knowledge by making use of community resources to extend their learning. 2. Students develop the habit & skill of self-learning.
(4) Data School Development	Infra-structure & Habit of using IT in L&T	1. Develop the infrastructure to support Device-facilitated Learning & Teaching (DFLT) - Hardware - Software & apps - Training for students & teachers 2. Develop the literacy of students in using IT & AI.	1. Develop IT infrastructure to support (DFLT) 2. STEAM Laboratories, Data Centres, Intranet, WiFi, Smartboards, Apps, Software, other Accessories 3. Students develop the literacy of using IT – anti-bullying, differentiating fake news/information, observing copyrights, avoiding traps, etc.
(5) Gifted Education	3-tier Gifted Education for ALL	1. The Mission of Talent Development POWNER Teens 2. POWNER Path. 3. Satellite Centre of HKAGE 4. Gifted Education for ALL Policy 5. Six Habits of Transformative Mindset (TM)	1. Help students develop the habits of TM so as to release students' potential. 2. Identify students' gifts on the basis of performance, strong interest or self-recommendation. 3. Make arrangement for the three-tier gifted education policy – inside classroom, outside classroom and outside school. 4. Align external parties to support the school's gifted education program. 5. Manage the POWNER Path to provide cues, and display students' effort,

SDSC/Subject Panels	Programs	Strategic Actions	Developmental Goals
			achievement and awards. 6. Set up POWNER venues and engage students to own the venues to release their power. 7. Operate the Satellite Centre of Hong Kong Academy for Gifted Education.
(6) Data Management	Data-informed performance & progress	1. Collect & manage data to inform students about their progress & performance - Attitude - Formative Assessments - Summative Assessments	1. Collect data timely. - HKDSE results - Attainment test - Exam results - Predicted grades in HKDSE - Healthy Learning Index (Monthly Attitude Mark, Benchmarking Task Mark, Unit Test Score, Lexile Score, Writing Level, etc.) 2. Inform the school to take early action to respond to needs.
(7) Reading Campus	Practices/environment conducive to the reading in campus	1. Help develop the reading culture at school/home.	1. Develop & maintain the environment of school library. 2. Develop & maintain the collection of books in school library. 3. Develop online reading platforms for students. 4. Promote reading at school/ home. 5. Collaborate with other subjects to promote theme-based reading. 6. Develop the Student Librarian Team to read & promote reading.

SDSC/Subject Panels	Programs	Strategic Actions	Developmental Goals
(8) STEAM Education	STEAM Infrastructure & Accreditation Scheme	1. Develop the STEAM Infra-structure 2. Provide STEAM Education opportunities inside & outside classroom 3. Recruit InnoSTEAMers & engage them in the STEAM Accreditation Scheme.	1. Set up the STEAM Accreditation Scheme to develop students' literacy in IT, AI, IOT, robotics, drones, design & innovation. 2. Help students to use technology properly and learn how to protect themselves in the internet world. 3. Help students to consolidate/ extend their learning using AI.
(9) EC Teacher Academy	School-based Staff Development Programs & Activities	1. Staff development for school-based school development 2. Induction 3. Teacher Recognition/Accreditation Scheme 4. Analysis of trend of developmental needs.	1. Update the school about the training requirements 2. Promote the core practices of the school. 3. Capture & share teachers' good practices. 4. Monitor the trend of developmental needs of the school. 5. Document the corporate wisdom of the school. 6. Make arrangement for peer lesson observation. 7. Make arrangement for staff development days & Class Teacher Meetings. 8. Make arrangement for the Monthly Meeting of the Principal with New Teachers 9. Make/support arrangement for local or cross-boundary professional

SDSC/Subject Panels	Programs	Strategic Actions	Developmental Goals
			exchange 10. Make arrangement for activities which help teachers relax.
(10) Administrative Support for Fostering Academic Development	Recognition & Award Policy for Academic Attainment	Diversified Academic Awards Scheme Academic Award Ceremony Diversified	1. Collect data to inform the school about the attitude, attainment & progress of students in studies. - Monthly Learning Attitude Awards in Subject - Excellent Learning Attitude Award - Homework Awards - Subject Ranks - LightSail Award Scheme - Progress Awards – MAM, BT Mark, etc. 2. Implement diversified & stratified academic award schemes & conduct ceremonies to reinforce the attitude, effort, attainment & progress of students.