



Evangel College

Annual School Plan

2021-2022

Evangel College
Annual School Plan
2021-2022

1.1 School Mission (put forward by the School Sponsoring Body)

With biblical truth as our cornerstone, we seek to provide quality whole-person education to help the youth cultivate a wholesome attitude, realize their potentials and achieve a well-balanced development, spiritually, morally, intellectually, physically, socially and aesthetically. We strive to guide the young towards a life based on Christian virtues, Chinese culture and a global outlook. In our school, the children will live together in harmony, mutual respects, but are fearless to face their responsibilities. They are driven by a desire to care about the community, serve mankind and not least, their country.

1.2 School Vision (put forward by the school)

To fulfill the school mission, we have to make every effort to build the capacity of teachers to learn, teach and excel in teaching. We seek to develop teachers to build a needs-satisfying school in which the needs of students (relationship, power, fun, freedom and survival) are satisfied, the self-worth of students is built, the self-concept of students is developed and the academic and non-academic potential of students are realized to fullness. (See POWNER Model below) We strive to implement Life Value Education which helps students to explore, acquire and apply values of Chinese culture and of Christian faith in the context of personal, social, societal, national and global domains.

POWNER Model

Vincent WS LO

Help students own their responsibility to release their power.

Create a nurturing environment to serve the five needs of children:

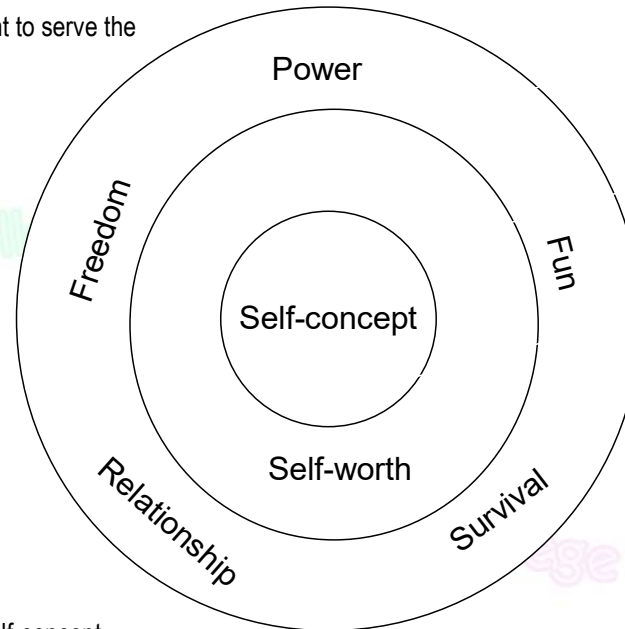
- survival
- relationship
- fun
- power
- freedom

Let children know that:

- They have high self-worth.

Guide children explore their self-concept.

- Who am I?
- How do I fit in the world?



This we endeavor to accomplish by having:

1. A Christian school environment where Christian values and principles are practised and teachers are committed to model such values and principles in all aspect of their work;
2. An inviting school environment where staff and students cooperate to make the school campus clean, safe (bully-free and sexual harassment-free) and student-friendly;
3. A loving and caring school environment where all students are treated with love and respect and guided to love and respect each other;
4. A nurturing school environment where all students are provided with adequate and diversified learning opportunities for developing self-worth, healthy self-concept and realizing their potential (academic and non-academic);
5. A student-centred classroom environment where all classes are motivated and engaged to excel in learning and “learning to learn” and where all teachers are committed to pursue collegial learning for conducting high quality school-based curriculum development, unit planning, instruction, assessment for learning, practices catering for diverse learning needs and nurture students into independent learners.
6. A cooperative and collaborative school environment open to all without partiality where all stakeholders of the school – students, teachers, principal, non-teaching staff, parents, school board, EDB, church, community and tertiary partners - work together in a spirit of solidarity and trust.
7. A thanksgiving and appreciation school environment where the effort, participation and achievement of all stakeholders of the school and the work of God are recognized, acknowledged and celebrated.

Key Concerns:

1. Create breakthrough in academic performance at the point of high academic attainment.
2. Reengineer Life Value Education (value-based Moral & Civic Education) for nurturing healthy, mature and competence graduates for them to cope with the anticipated rapidly changing environment.
3. Strengthen capacity of all teachers at all levels for leading, managing and sustaining school development on facing and anticipating drastic changes in coming few years.

Key Concern 1

Create breakthrough in academic performance at the point of high academic attainment

| Targets | Strategies (Actions) | Success Criteria | Methods of Evaluation | Time Scale | Persons in Charge | Resources Required |
|-------------------------------|---|---|--|------------|--|--|
| Improve teacher factor in T&L | <ul style="list-style-type: none"> Lead teachers to revisit and keep on professionalizing the student-centred teaching and learning (T&L) by adopting the use of (1) the school-based rubrics of T&L, (2) EDB's rubrics of T&L, and (3) foci of observation set/ extracted from (1) and (2) by subject panels. | <ul style="list-style-type: none"> The use of the rubrics is adopted at experimentation, adoption/ institutionalization stage. The teaching quality of teachers is ranked high by supervisory observers. The lesson observation schemes are implemented genuinely. | Evaluation in monthly meeting of SSC of 444 Academic Development | 1 year | Heads of SSC of 444 Academic Development (444 AD) assisted by EC Teacher Academy | No additional resources required |
| | <ul style="list-style-type: none"> Peer Lesson Observation Scheme & Supervisory Lesson Observation Scheme are planned and implemented. | | | | | No additional resources required |
| Improve school factor in T&L | <ul style="list-style-type: none"> Improve IT Infrastructure, equipment & Apps to support e-facilitated T&L – WiFi, Smartboards, etc. | <ul style="list-style-type: none"> The IT Infrastructure, equipment & Apps are upgraded as scheduled. | | 1 year | Head of ICT SDSC | Fund for purchase or installation of IT resources. |
| | <ul style="list-style-type: none"> Adopt the use of free/charged online, preferably AI-facilitated, platforms for fostering independent learning of students: highly adaptive reading platform, (2) online question bank of HKDSE, (3) school based sharing platform – EdFlix, etc. | <ul style="list-style-type: none"> The subscribed/ free online platforms are genuinely used by target groups of students. Teachers promote and follow the use of the platforms by students adequately. The school based sharing platform EdFlix is set up. | | | Head of 444 AD assisted by KLA Heads | Subscription Fee for the online HKDSE question banks of HKEAA & highly adaptive reading platform |

| Targets | Strategies (Actions) | Success Criteria | Methods of Evaluation | Time Scale | Persons in Charge | Resources Required |
|-------------------------------|---|---|--|------------|--|----------------------------------|
| Improve school factor in T&L | <ul style="list-style-type: none"> Devise the strategic plan & policy on BYOD | <ul style="list-style-type: none"> The strategic plan & policy of BYOD are devised. | Evaluation in monthly meeting of SSC of 444 Academic Development | 1 year | Head of 444 AD assisted by KLA & ICT Head | No additional resources required |
| | <ul style="list-style-type: none"> Align collaboration between primary and secondary teachers to launch the Level-up Mission in the 2nd 4-year Stage. Align subject panels to launch the Level-up Mission in the 3rd 4-year Stage. | <ul style="list-style-type: none"> Benchmarking Task (BT) for each 4-year stage are prepared and distributed to students. Students are engaged to conduct deep learning of the BT repeatedly. | | 1 year | Head of 444 AD assisted by KLA & Panel Heads | No additional resources required |
| | <ul style="list-style-type: none"> Explore the feasibility of introducing International Curriculum as alternative of studies. | <ul style="list-style-type: none"> Feasibility study is conducted. | | 1 year | Head of 444 AD assisted by KLA Heads | No additional resources required |
| Improve student factor in T&L | <ul style="list-style-type: none"> Introduce and adopt the use the (1) Monthly Attitude Mark & Feedback Scheme – for improving students’ learning attitude, (2) Benchmarking Task (BT) and BT Portfolio Scheme – for fostering persistent effort and metacognition in studies, (3) BT Mark Scheme to secure success for all in studies & (4) Support for Student Achieving Low (SAL) Scheme – for helping them develop the Habits of Transformative Mindset. | <ul style="list-style-type: none"> The attitude marks, BT marks, test scores and exam mark keep on improving as a whole. | Evaluation in monthly meeting of SSC of 444 Academic Development | 1 year | Heads of 444 AD assisted by SSC | No additional resources required |

Key Concern 2

Reengineer Life Value Education (value-based Moral & Civic Education)

for nurturing healthy, mature and competence graduates for them to cope with the anticipated rapidly changing environment.

| Targets | Strategies (Actions) | Success Criteria | Methods of Evaluation | Time Scale | Persons in Charge | Resources Required |
|--|---|--|---|------------|---|---------------------------------------|
| Restructure LVE education into modules | <ul style="list-style-type: none"> Reorganize the existing LVE curriculum into modules of value education, emphasizing the development of identities and roles. Introduce new modules to help students cope with anticipated rapidly changing environments, for examples, TM Habits, Life Planning Education, 9 Priority Values/Attitudes of EDB, etc. | <ul style="list-style-type: none"> The LVE modules are documented. The teaching of various modules is mapped in the campus life and implemented as planned. | Check document. Evaluation by SSC on Campus Life assisted by Panel Heads and SDSC Heads. | 1 year | Heads of SSC of Campus Life assisted by Head of LVE and other SDSCs in the SSC. | Funds for program fees and resources. |
| Clarify differentiated developmental goals across 12-year of development | <ul style="list-style-type: none"> Set up goals for the 1st, 2nd and 3rd 4-year Stage: <ul style="list-style-type: none"> P1-P4: Learn to be self-managing. P5-S2: Learn to be interdependent. S3-S6: Learn to be healthy, mature and healthy graduates. Match each 4-year stage with the developmental needs, for example, making reference to Eric Erikson's 8 Stages of Development. | <ul style="list-style-type: none"> The stage goals are set up and explained clearly to all teachers. The teaching of LVE modules is conducted genuinely according to the developmental needs of students at different stages. | | 1 year | | |
| Foster collaboration among SDSCs | <ul style="list-style-type: none"> Align different subject panels and/or SDSCs to form clusters to collaborate and tap their expertise to work on different modules of LVE – creating the synergy to further the implementation of LVE. | <ul style="list-style-type: none"> Clusters of subject panels and/or SDSCs are set up to address the teaching of assigned modules of LVE. Management by Objectives is done to develop consensus about how the teaching each LVE module goes. | | 1 year | | |

Key Concern 3

Strengthen capacity of all teachers at all levels for leading, managing and sustaining school development on facing and anticipating drastic changes in coming few years.

| Targets | Strategies (Actions) | Success Criteria | Methods of Evaluation | Time Scale | Persons in Charge | Resources Required |
|--------------------------|---|---|------------------------------------|------------|--|----------------------------------|
| Professional Development | <ul style="list-style-type: none"> Strengthen the roles of EC Teacher Academy in holistic planning, implementation and evaluation of professional development inside and outside school. | <ul style="list-style-type: none"> Holistic plan of professional development is compiled. | Evaluation in monthly SSC Meeting. | 1 Year | Head of EC Teacher Academy supported by VPs & AVPs | No additional resources required |
| | <ul style="list-style-type: none"> Develop/Compile training manuals and provide/align modular training programs for new teachers, all teachers, trainers and leaders. | <ul style="list-style-type: none"> Training manuals and programs are provided. Participants find the manuals and programs useful. | | 1 Year | | No additional resources required |
| | <ul style="list-style-type: none"> Launch pilot schemes on accreditation programs. | <ul style="list-style-type: none"> Pilot scheme of accreditation of selected modular programs are attempted. | | 1 Year | | No additional resources required |

| Targets | Strategies (Actions) | Success Criteria | Methods of Evaluation | Time Scale | Persons in Charge | Resources Required |
|---|--|---|------------------------------------|------------|-----------------------|----------------------------------|
| 335 Strategy on Leading & Managing Change | <ul style="list-style-type: none"> Launch the Stakeholder Triplet Strategy to improve collaboration among Policy Party (P/VPs), Support & Supervision Party (VPs/AVPs) and Program Implementation Party (Subject Panels/SDSCs) for proper implementation of school's vision, missions and key concerns. | <ul style="list-style-type: none"> Stakeholder Triplet Strategy is practiced involving SEC, SSC and SDSC. Different parties of stakeholders find the strategy useful. | Evaluation in monthly SSC Meeting. | 1 Year | SEC supported by SSCs | No additional resources required |
| | <ul style="list-style-type: none"> Launch the 3-month Cycle of Leading & Managing Change for fostering Initiation, Implementation and Improvement of Initiatives across the school year. | <ul style="list-style-type: none"> The 3-month Cycle of Leading & Managing Change is practices. SMT and MMT find the strategy useful. | | 1 Year | | No additional resources required |
| | <ul style="list-style-type: none"> Launch the practice of data- or evidence-based PIMEF (Planning, Implementation, Monitoring, Evaluation and Feedback) to strengthen school self-evaluation measures. | <ul style="list-style-type: none"> Data and or evidence are used to substantiate the PIMEF of school development. | | 1 Year | | No additional resources required |

播道書院
姊妹學校交流計劃書
2021-2022 學年

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

| 項目編號 | 交流項目名稱及內容 | 預期目標 | 監察 / 評估 | 預算開支 |
|------|---|------|---------|-------|
| 1. | 由於疫情仍未穩定，本校決定暫停 2021-2022 年度與杭州姊妹學校的文化融匯交流活動。 | / | / | HK\$0 |

Evangel College

Proposal on Use of Citizenship and Social Development Grant

| Area | Activity | Goal | Date of Activity | Participants | Monitoring/ Evaluation Methods | Estimated expenditure (\$) |
|---|---|---|--------------------------|---------------------|---|-----------------------------------|
| Subsidizing students to participate in Mainland interflow activities or study tours relating to the CS curriculum | Study tour to Greater Bay Area | Deepen students' understanding of the development of Southern China | July, 2023 July, 2024 | S4 students | Quantitative Research (Questionnaire) | \$230,000 |
| Organizing school-based learning activities relating to the CS curriculum | Study tour to heritage sites in Hong Kong | Enhance students' understanding of the Chinese culture as reflected in Hong Kong's tangible cultural heritage | July, 2022 | S4 students | Quantitative Research (Questionnaire) | \$500 x 140 students = \$70,000 |
| Total | | | | | | \$300,000 |

播道書院
運用推廣閱讀津貼計劃書
2021-2022 學年

推廣閱讀的主要目標：（例如營建閱讀氛圍）

透過 Lightsail adaptive reading platform, 平台會評估學生的閱讀程度，並按程度不斷更新適合學生程度的圖書節錄內容，讓學生閱讀，從而提升學生的閱讀水平，及找到更多閱讀樂趣。

| | 項目* | 預算開支（\$） |
|----|--|-----------|
| 1. | 購置圖書 | |
| | <input type="checkbox"/> 實體書 | |
| | <input type="checkbox"/> 電子書 | |
| 2. | 網上閱讀計劃 | \$265,160 |
| | <input type="checkbox"/> e 悅讀學校計劃 | |
| | <input checked="" type="checkbox"/> 其他計劃： <u>Lightsail adaptive reading platform</u> | |
| 3. | 閱讀活動 | |
| | <input type="checkbox"/> 聘請作家、專業說故事人等進行講座 | |
| | <input type="checkbox"/> 僱用外間服務提供機構協助舉辦與推廣閱讀有關的學習活動 | |
| | <input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費 | |
| | <input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程 | |
| 4. | 其他：_____ | |

* 請在適當方格內加上「✓」號或以文字說明。

全方位學習津貼 運用計劃 (小學)
2021-2022學年

聲明：本校已清楚明白運用全方位學習津貼的原則，並已徵詢教師意見，計劃運用津貼推展以下項目：

第1項：舉辦 / 參加全方位學習活動

| 編號 | 活動簡介及目標 | 範疇 (請選擇適用的選項，或自行填寫) | 舉行日期 | 對象 | | 監察 / 評估方法 | 預算開支 (\$) | 基要學習經歷 (請於適用方格加上✓號，可選擇多於一項) | | | | |
|-----|--|------------------------|-----------------|------------|--------|---|------------------|--------------------------------|-------------|------|------|------------------|
| | | | | 級別 | 預計參與人數 | | | 智能發展 (配合課程) | 德育及 公民教育 | 體藝發展 | 社會服務 | 與工作 有關 的經驗 |
| 1.1 | 本地活動：在不同學科 / 跨學科 / 課程範疇組織全方位學習活動，提升學習效能，或按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正面價值觀和態度 | | | | | | | | | | | |
| 1 | VA Art Appreciation Experience (Museum / Exhibition Visit): Broaden students' art experience outside the classroom by visiting museum , art show, exhibition or joining guided tour | 藝術 (視藝) | 1/2022- 7/2022 | P.5+ P.4/6 | 300 | 1.Evaluation form 2.Student attendance of the workshop | \$28,000.00 | ✓ | | ✓ | | |
| 2 | 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. | 藝術 (視藝) | 11/2021- 6/2022 | P.1-6 | 50 | 1.Student attendance of the workshop 2.Student sharing or exhibition 3. Evaluation form | \$95,000.00 | ✓ | | ✓ | | |
| 3 | VA Art Experience Learning (2nd and 3rd Classroom) : | 藝術 (視藝) | 10/2021-7/2022 | P.1-6 | 900 | 1.Student attendance of the workshop/activity 2.Student sharing or exhibition | \$28,000.00 | ✓ | | ✓ | | |
| 4 | GS field trip | General Studies | 10/2021-5/2022 | P.1-6 | 900 | 1. Debriefing session after the visits 2. Observation 3. Feedback from teachers and students 4. At least 80% of students actively participate in the activity. | \$33,000.00 | ✓ | ✓ | | | |
| 5 | GS Seminars or workshop | General Studies | 10/2021-5/2022 | P.1-6 | 900 | 1. Debriefing session after the activities 2. Observation 3. Feedback from teachers and students 4. At least 80% of students actively participate in the activity. | \$4,000.00 | ✓ | ✓ | | | |
| 6 | 小學中文:新春活動 | 中文 | 1/2022 | P.1-6 | 900 | 問卷, 參與人數 | \$3,000.00 | ✓ | ✓ | | | |
| 7 | 小學中文:圖書講座 | 中文 | 10/2021-7/2022 | P.1-6 | 900 | 問卷 | \$4,000.00 | ✓ | ✓ | | | |
| 8 | Chinese/Western orchestra music workshop | 藝術 (音樂) | 10/2021-7/2022 | P.5 | 150 | 1.Student attendance of the workshop 2. Feedback from teachers and students | \$6,000.00 | ✓ | | ✓ | | |
| 9 | Cantonese opera music workshop | 藝術 (音樂) | 10/2021-7/2022 | P.6 | 150 | 1. Student attendance of the workshop 2. Feedback from teachers and students | \$6,000.00 | ✓ | | ✓ | | |
| 10 | English: Bug Club | 英文 | 10/2021-6/2022 | P.1-6 | 900 | 1. Feedback from teachers and students 2. Monthly report from Bug Club | \$35,800.00 | ✓ | | | | |
| 11 | Day Camp | Student Guidance | 6/2022 | P3 | 160 | 1. Feedback from teachers and students 2. questionnaire | \$30,000.00 | ✓ | | | | |

| | | | | | | | | | | | | |
|------------|---|------------------|----------------|-------|--------|--|----------------|---|---|---|---|---|
| 12 | Dialogue in the Dark | Student Guidance | 6/2022 | P4 | 160 | 1. Feedback from teachers and students 2. questionnaire | \$30,000.00 | ✓ | ✓ | | | |
| 13 | Team Building activities | Student Guidance | 6/2021 | P4 | 160 | 1. Feedback from teachers and students 2. questionnaire | \$10,000.00 | ✓ | | | | |
| 14 | Elderly service | Student Guidance | 11/2021-6/2022 | P5 | 160 | 1. Feedback from teachers and students 2. questionnaire | \$18,000.00 | | ✓ | | ✓ | |
| 15 | 中華文化參觀活動 | Student Guidance | 10/2021-6/2022 | P1-P6 | 900 | 1. Feedback from teachers and students 2. questionnaire | \$100,000.00 | ✓ | ✓ | | | |
| 第1.1項預算總開支 | | | | | | | \$430,800.00 | | | | | |
| 1.2 | 按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正面價值觀和態度（例如：多元智能活動、體藝文化活動、領袖訓練、服務學習、學會活動、校隊訓練、制服團隊活動、軍事體驗營） | | | | | | | | | | | |
| 1 | Junior EC Marching Band (Training Camp) | 領袖訓練 | 1/2022 | P3-6 | 40 | 1.Evaluation form 2.Student attendance of the camp | \$20,000.00 | | ✓ | ✓ | | |
| 2 | Junior EC Marching Band Training (Tutor Fee) | 領袖訓練 | 11/2022-5/2022 | P3-6 | 2/1900 | 1. Observation 2. Feedback from tutors and students | \$87,000.00 | | ✓ | ✓ | | |
| 3 | Junior EC Cadet (training camp) | 領袖訓練 | 4/2022 | P4-6 | 75 | 1.Evaluation form 2.Student attendance of the camp | \$40,000.00 | | ✓ | | | ✓ |
| 4 | Junior EC Cadet (Wild camp) | 領袖訓練 | 2/2022 | P5-6 | 50 | 1.Evaluation form 2.Student attendance of the camp | \$40,000.00 | | ✓ | | | |
| 5 | Junior EC Cadet (Hiking) | 領袖訓練 | 5/2022 | P4-6 | 75 | 1.Evaluation form 2.Student attendance of the activity | \$5,000.00 | | ✓ | | | |
| 6 | Handchime competition | 藝術（音樂） | 4-5/2022 | P4-6 | 15 | 1. Observation 2. Feedback from students | \$5,000.00 | | | ✓ | | |
| 7 | School Picnic (Primary) | 德育、公民及國民教育 | 6/2022 | P1-6 | 900 | 1. Observation 2. Feedback from teachers and students | \$20,000.00 | | | | | |
| 8 | School Team Training (Primary) | 藝術（其他） | 9/2021 | P3-6 | 180 | 1. Observation 2. Feedback from tutors, teachers & students 3. Evaluation form | \$450,000.00 | | | ✓ | | |
| 9 | LWL Activities (Primary) | 藝術（其他） | 9/2121 | P1-P6 | 900 | 1. Observation 2. Feedback from tutors, teachers & students | \$350,000.00 | ✓ | ✓ | ✓ | | |
| 10 | PE Experience Learning (2nd and 3rd Classroom) : | 體育 | 11/2021 | P4-6 | 450 | 1. Observation 2. Student sharing | \$60,000.00 | ✓ | | ✓ | | |
| 11 | EC Force camp and day camp | social work | 10/2021-5/2022 | P4-P6 | 30 | questionnaire | \$20,000.00 | | ✓ | | | |
| 12 | EC force Hiking | social work | 11/2021 | P4-P6 | 30 | questionnaire | \$5,000.00 | | ✓ | | | |
| 13 | EC force group | social work | 10/2021-5/2022 | P4-P6 | 30 | questionnaire | \$3,000.00 | | ✓ | | | |
| 14 | EC force social service | social work | 4/2022 | P4-P6 | 30 | questionnaire | \$8,000.00 | | ✓ | | ✓ | |
| 15 | EC Escaper | social work | 9/2021-6/2022 | P6 | 8 | questionnaire | \$5,000.00 | | ✓ | | | |
| 第1.2項預算總開支 | | | | | | | \$1,118,000.00 | | | | | |
| 第1項預算總開支 | | | | | | | \$1,548,800.00 | | | | | |

第2項：購買其他推行全方位學習所需的設備、消耗品或學習資源

| 編號 | 項目 | 範疇 | 用途 | 預算開支 (\$) |
|-------------|--------------|------------------|-------|----------------|
| 1 | 中華文化紀念品訂制、印刷 | Student Guidance | 學習和獎勵 | \$50,000.00 |
| 2 | | | | |
| 3 | | | | |
| 第2項預算總開支 | | | | \$50,000.00 |
| 第1及第2項預算總開支 | | | | \$1,598,800.00 |

第3項：預期受惠學生人數

| | |
|-----------------------|------|
| 全校學生人數： | 921 |
| 預期受惠學生人數： | 921 |
| 預期受惠學生佔全校學生人數百分比 (%)： | 100% |

| | |
|------------------|--------|
| 全方位學習聯絡人（姓名、職位）： | 葉煥婷副校長 |
|------------------|--------|

全方位學習津貼 運用計劃（中學）
2021 - 2022 學年

聲明：本校已清楚明白運用全方位學習津貼的原則，並已徵詢教師意見，計劃運用津貼推展以下項目：

第1項：舉辦 / 參加全方位學習活動

| 編號 | 活動簡介及目標 | 範疇 (請選擇 適用的選項， 或自行填寫) | 舉行日期 | 對象 | | 監察 / 評估方法 | 預算開支 (\$) | 基要學習經歷 (請於適用方格加上✓號，可選擇多於一項) | | | | |
|-----|---|--------------------------------|----------------------------|---|------------|--|------------------|--------------------------------|-------------|------|------|------------------|
| | | | | 級別 | 預計參與 人數 | | | 智能發展 (配合課程) | 德育及 公民教育 | 體藝發展 | 社會服務 | 與工作 有關 的經驗 |
| 1.1 | 本地活動：在不同學科 / 跨學科 / 課程範疇組織全方位學習活動，提升學習效能，或按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正面價值觀和態度 | | | | | | | | | | | |
| 1 | EC Cadets Leadership Training Camp (x5) | 領袖訓練 | 01/11/2021 to 31/8/2022 | S1 to S5 EC Cadet | 50 | We will monitor and evaluate the activities through conducting survey and checking attendance. | \$15,000.00 | | | ✓ | ✓ | |
| 2 | EC Marching Band Training Camp | 其他，請註明： Service Team | 1/2022 | S1 to S5 Marching Band Members | 30 | Student's attendance and teacher's feedback | \$15,000.00 | | | ✓ | ✓ | |
| 3 | Student Union Training Camp | 領袖訓練 | 4/2022 to 5/2022 | S2 to S5 Student Union Committees | 40 | Student's attendance and teacher's feedback | \$18,000.00 | | | | ✓ | |
| 4 | Biology Field trip | 科學 | 2/2022 | S5 Biology students | 50 | Student's attendance and worksheet | \$1,000.00 | ✓ | | | | |
| 5 | Life Planning Education: Visit corporates | 價值觀教育 | | Interested students | 50 | Student's attendance and teacher's feedback | \$4,000.00 | | | | | ✓ |
| 6 | A class-based competition with math-related indoor games and outdoor activities Arouse students' intrinsic motivation to Mathematics | 數學 | 7/2022 | S1-S3 | 400 | A survey/some interviews will be given to students to ensure they enjoy the events | \$2,000.00 | ✓ | | | | |
| 7 | Board Game competition | 數學 | 2/2022 - 5/2022 | S1-S4 | 50 | A survey/some interviews will be given to students to ensure they enjoy the events | \$3,000.00 | ✓ | | | | |
| 8 | Mathematics Olympiad Classes Broaden students' view in Math World | 數學 | 2/2022 - 5/2022 | S1-S3 | 30 | Student's attendance and teacher's feedback | \$5,000.00 | ✓ | | | | |
| 9 | English Drama- Theatre appreciation | 英文 | 2/2022-5/2022 | S1-S2 | 150 | Students attend professional performance with feedback/study guides | \$5,000.00 | ✓ | ✓ | | | |
| 10 | English Debate Team Coached sessions | 英文 | 9/2021 - 7/2022 | S2 - S5 | 30 | - Attendance and inter-school debating competitions | \$68,400.00 | ✓ | ✓ | | | |
| 11 | Geography Field trips | 地理 | 9/2021-7/2022 | S1-6, mainly NSS geography students | 80 | Attendance and survey | \$6,000.00 | ✓ | | | | |
| 12 | 中文辯論隊 | 中文 | 9/2021-7/2022 | S1-6, debating team member | 10 | - Attendance and inter-school debating competitions | \$35,000.00 | ✓ | | | | |
| 13 | Physics Study tour to ocean park | Physics | 5/2022 | S5 Physics students | 60 | Student's attendance and worksheet | \$12,000.00 | ✓ | | | | |
| 14 | 十五分鐘生活圈導賞團 | Liberal Studies | 5/2022 | S5 Students | 20 | Teacher observation, student feedback and questionnaire | \$1,600.00 | ✓ | | | | |
| 15 | VA Gifted third class program For secondary | Visual Arts | 10/2021-6/2022 | S.1-S.2 S.2-S.3 S.4 | 54 | 1.Evaluation from 2. Student at least 80% attendance. | \$60,000.00 | ✓ | ✓ | ✓ | | ✓ |
| 16 | Visual Culture Program(exhibition) | Visual Arts | 10/2021-6/2022 | S1-S6 | 70 | 1.Evaluation from | \$8,000.00 | ✓ | ✓ | ✓ | | ✓ |

| | | | | | | | | | | | | |
|------------|---|--|-------------------|--------------|-------|---|--------------|---|---|---|---|--|
| 17 | Class climate building (Student guidance) | 其他・請註明： 班級經營 | 9/2021-6/2022 | S1-S6 | 770 | Teacher observation, student feedback and questionnaire | \$60,000.00 | | ✓ | | | |
| 18 | Sex education (Student guidance) | 價值觀教育 | 9/2021-6/2022 | S1-S6 | 770 | Teacher observation, student feedback and questionnaire | \$4,000.00 | | ✓ | | | |
| 19 | Chinese history fieldtrip and workshop | 歷史 | 11/2021-7/2022 | s1-6 | 40-50 | attendance and feedback | \$6,000.00 | ✓ | | | | |
| 20 | History Field trip and museum visit | 歷史 | 9/2021-6/2022 | S1-S6 | 60 | Teacher observation, student feedback and questionnaire | \$1,500.00 | | ✓ | | | |
| 21 | Service programs for students | 價值觀教育 | 10/2021-7/2022 | S1-S5 | 400 | Teacher observation, student feedback and questionnaire | \$15,000.00 | | ✓ | | ✓ | |
| 22 | Clubs and Societies | 領袖訓練 | 10/2021-7/2022 | S1-S5 | 180 | Teacher observation, student feedback | \$27,000.00 | | ✓ | | | |
| 23 | Environmental Education | 價值觀教育 | 10/2021-7/2022 | S1-S5 | 770 | Teacher observation, student feedback | \$4,000.00 | | ✓ | | | |
| 24 | Humanities (PSHE) | 德育、公民及國民教育 | 30/6/2020 | S3 | 125 | Teacher observation, student feedback and questionnaire | \$15,000.00 | | ✓ | | | |
| 25 | Social Worker Team (ECG) | Developmental Group | 02/2022- 06/2022 | S2-S3 | 8 | Evaluation questionnaire, social worker observation | \$2,000.00 | | ✓ | | | |
| 26 | Social Worker Team EC Force (including groups, training camps) | Enhancing students' cooperation skill and self esteem | 02/2022 – 07/2022 | S.1-S.4 boys | 30 | Evaluation questionnaire, social worker's observation | \$10,000.00 | | | | ✓ | |
| 27 | Social Worker Team EC force hiking training | Enhance the sense of belonging in EC Force | 4/2022 | S.3-S.5 boys | 30 | Evaluation questionnaire, social worker's observation | \$2,000.00 | | | | ✓ | |
| 28 | Social Worker Team Abseiling Training | Enhancing cooperation skill and self-confident of the students | 08/2022 | S.4 | 12 | Evaluation questionnaire, social worker's observation | \$12,000.00 | | ✓ | | | |
| 29 | Social worker team Board Game Room | Enhance the sense of belonging in school | 02/2022- 06/2022 | S.1-S.3 | 8 | Attendance | \$8,000.00 | | ✓ | | | |
| 30 | Social worker team ESCAPE GROUP | Enhancing students' cooperation skill and self esteem | 9/2021-6/2022 | S1&S5 | 16 | Evaluation questionnaire, social worker's observation | \$5,000.00 | | ✓ | | | |
| 31 | Social worker team Social Group | Enhancing students' cooperation skill and self esteem | 9/2021-6/2022 | S2-S3 | 12 | Evaluation questionnaire, social worker's observation | \$5,000.00 | | ✓ | | | |
| 32 | EC Marching band (Tutor fee) | 領袖訓練 | 11/2021-5/2022 | S1-S4 | 36 | Observation, Feedback from tutor | \$74,800.00 | | | ✓ | | |
| 第1.1項預算總開支 | | | | | | | \$510,300.00 | | | | | |
| 1.2 | 境外活動：舉辦或參加境外活動 / 境外比賽・擴闊學生視野 | | | | | | | | | | | |
| 1 | 文學文化遊學團 | 中文 | 6-7/2-23 | S4-5 | 30 | 遊學後匯報 | \$200,000.00 | ✓ | ✓ | | | |
| 第1.2項預算總開支 | | | | | | | \$200,000.00 | | | | | |
| 第1項預算總開支 | | | | | | | \$710,300.00 | | | | | |

第2項：購買其他推行全方位學習所需的設備、消耗品或學習資源

| 編號 | 項目 | 範疇 | 用途 | 預算開支 (\$) |
|-------------|--|-------|----------------|--------------|
| 1 | Career Mapping Activities Teaching aid | 價值觀教育 | Career mapping | \$8,000.00 |
| 2 | | | | |
| 3 | | | | |
| 第2項預算總開支 | | | | \$8,000.00 |
| 第1及第2項預算總開支 | | | | \$718,300.00 |

第3項：預期受惠學生人數

| | |
|-----------------------|------|
| 全校學生人數： | 770 |
| 預期受惠學生人數： | 770 |
| 預期受惠學生佔全校學生人數百分比 (%)： | 100% |

| | |
|-------------------|--------|
| 全方位學習聯絡人 (姓名、職位)： | 葉煥婷副校長 |
|-------------------|--------|