



Evangel College

School Report 2021-2022

Evangel College School Report (2021-2022)

1 Our School

1.1 Background information:

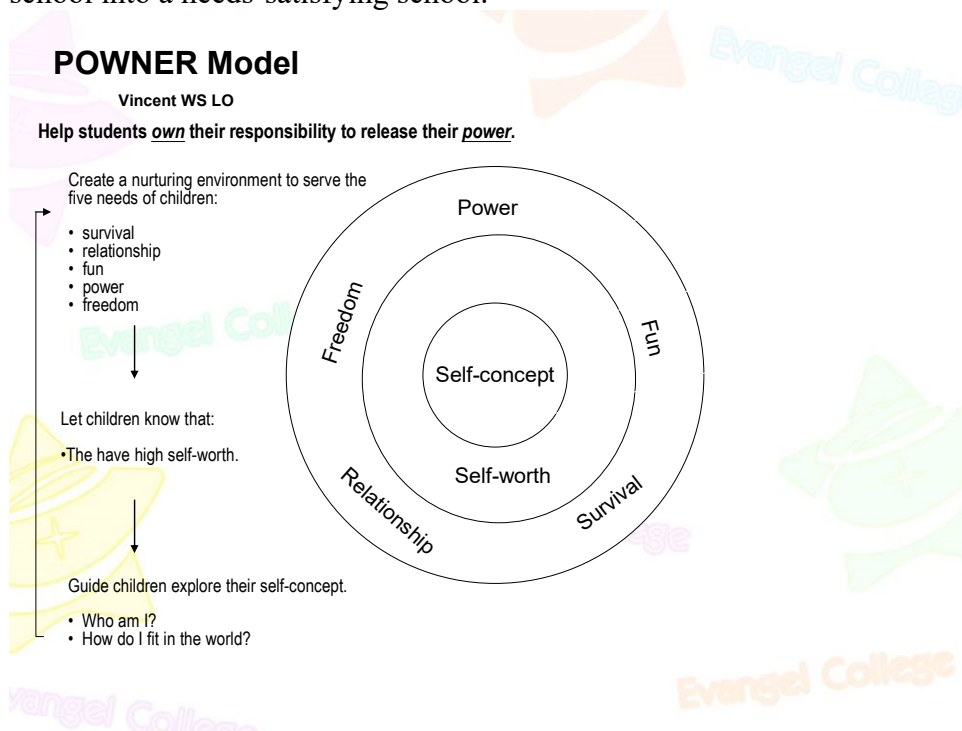
- (1) Evangel College is a Christian through-train DSS school which started to operate P.1 and S.1 in the school year 2006/07.
- (2) The school operated one more grade in both the primary and secondary session each year after the school year 2006/07 until it reached full size.
- (3) Since the school 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 4000 applicants in one round of interview applied for our P.1 places. The majority of P.6 students chose to stay to further their studies in our S.1.
- (5) The main medium of instruction is English in both the primary and secondary sections.
- (6) The curricula provided by the school are as follows:
 - P.1-P.6
 - English Language, Chinese Language, PTH, Mathematics, Christian Education, General Studies, Physical Education, Music, Visual Arts, Creative Technology
 - S.1-S.2
 - English Language, Chinese Language, PTH, Mathematics, Christian Education, Chinese History, History (S.1), Geography (S.1), Economics (S.2), Life & Society (S.2), Physical Education, Music, Visual Arts, Creative Technology, Integrated Science
 - S.3 (Foundation Year of NSS)
 - English Language, Chinese Language, PTH, Mathematics, Christian Education, Chinese History, Geography, History, Economics, Accounting, Biology, Chemistry, Physics
 - S.4-S.6
 - The core subjects in NSS (compulsory):
 - ◆ English Language, Chinese Language, Mathematics & Extension Modules (Module 1 and 2), Liberal Studies (S.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
 - Applied Learning Courses
 - ◆ Students may apply for Applied Learning Courses in S.5 but they need to drop one of the elective subjects they take.

1.2 Highlights of the School:

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

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

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



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

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

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

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

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

2. The Principle of Fall of Man

- Biblical Principle 2:

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

- Implications for Education:

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

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

3. The Principle of Incarnation

- Biblical Principle 3:

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

- Implications for Education:

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

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

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

4. The Principle of Redemption

- Biblical Principle 4:

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

- Implications for Education:

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

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

5. The Principle of Fulfillment

- Biblical Principle 5:

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

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

- Implications for Education

-Teachers should educate students to live a life 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.

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

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

(6) Evangel College builds Students' Character.

- EC implements 12-year school-wide value-based Moral & Civic Education (Life Value Education) based on **Biblical values** and **Bible-compatible Chinese cultural values**. EC also started to introduce 10 priority attitudes (EDB), 6 habits of Transformative Mindset, and developmental concerns spelt out in Moral & Civic Education (EDB).
- EC **infuses** value education into every area of campus life through **Experiential Learning**.
- EC **trains student leaders** to lead and manage their teams with underpinning values.
- EC **captures Students' Stories** and engages students to share how to practise values in daily life.
- EC organizes **value-based Moral & Civic Education Ceremonies** to recognize students who practise values in daily life.
- EC has set up the **LVE Lane (思齊里), Filial Piety Path (孝道), Rock Climbing Wall (竹石牆)** to promote Chinese culture as well as display and share how students practise values in daily life.
- EC presents **The Fruit of the Spirit Awards, Learning Attitude Awards** and other character/ attitude awards to recognize students who

- practise values in daily life.
- (7) 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) Growable 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 engage students who are talented/highly interested in different areas to build their talents outside classrooms and school.
 - EC sets up different **Talent Points** (Creative Arts Gallery, STEM Centre, Sharing to Learn Square, EC Mini-theatre etc.) as windows for students to share and/or serve others with their talents.
 - EC allows the setting up of **student-initiated Clubs/Societies**.
- (8) Evangel College (EC) helps students pursue spiritual maturity by pursuing life which transcends the needs of survival and living to the meaning of life.
- (9) Evangel College (EC) pursues professionalism of teachers.
- The school has set up **EC Teacher Academy** to develop teachers.
 - The school underpins her practices with education theories and years of research findings in teaching and learning.
 - The school reviews, reflects, recapitulates and documents good practices to accumulate her “**corporate wisdom**” to sustain long-term development.
 - The school provides school-based training and set up accreditation scheme to develop teachers.

2 Achievement & Reflection on Major Concerns

Key Concern 1:

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

Achievement

1. The school continued to make improvement at the point of high academic attainment.
2. Our students continued to attain, for four consecutive years, 5 subjects with L5** or more in HKDSE, ranking among top 0.1% of students in Hong Kong.
3. The no. of students attaining 30 points or above in 6 subjects was 16.
4. The school made further improvement in English. The school maintained that 8 students attained L5** while 9 more students (17 students in total) attained L5* in English when compared with the figure of last year. More details are as follows:

HKDSE 2022	(1) EC	(2) HK	(1)/(2)
L5**	7.5%	1.1%	6.82
L5* or +	23.4%	4.3%	5.44
L5 or +	42.1%	10.5%	4.01
L4 or +	77.6%	27.4%	2.83
L3 or +	96.3%	53.2%	1.81

5. The school attempted the measures of Monthly Attitude Mark, Deep Learning of Benchmarking Task and Success for All (Gearing the use of benchmarking tasks with tests and exams). The evaluation results of such measures (5-point scale) done by the whole middle and senior management team of the school was as follows:

	Strongly Agree 5	Agree 4	Total	Rank
Monthly Attitude Mark	17%	66%	83%	3
Use of Benchmarking Task	58.5%	37.7%	96.2%	1
Gear the use of BT with tests and exams	62.3%	30.2%	92.5%	2

6. The Educational Psychologist of our school expressed that the SAL (Students Achieving Low) found the Monthly Attitude Mark useful for helping them make improvement in both learning attitude and performance in tests and examinations.

7. The percentage of students failed in the annual marks from S.1 to S.5 decreased by 4.6% which the percentage decrease was 21.8%.
8. The school submitted the application of offering International Curriculum in 2024/2025 School Year.
9. The school finished the Project of “Fiber to Classroom” and the Wi-Fi service had been highly improved. The school introduced the use of several Smart Boards and basic training for teachers had been done. The school should move on to the next stage of BYOD to make teaching and learning more interactive and student-centred.
10. The AI-driven English Reading Platform (Lightsail) was found to be useful to raise the Lexile scores of students.

Reflection

1. The implementation level of measures like Monthly Attitude Mark, Deep Learning of Benchmarking Task and Success for All (Gearing the use of benchmarking tasks with tests and exams) had transcended the Positive Perception Stage into the Initial Attempt/ Genuine Adoption Stage. More effort should be paid on enhancing the management at KLA and subject level so as to improve the implementation level further to Genuine Adoption Stage/ Institutionalization Stage.
2. The implementation of Monthly Attitude Mark Scheme helped the school identify students who needed attention. The school believes that students who attained 2 marks in the scheme might lack confidence in studies while those attained 1 mark might have phobia in studies. The school recommends that such students should receive counseling to relieve their psychological barrier and release their potentials.
3. The school might change the name of SAL to SALT (Students Achieving Low Temporarily) to reduce the labeling effect as well as highlight the worth of everyone as light as salt in the future. SALT should be identified a.s.a.p. and engaged in support to help them improve.
4. To enhance the above practices, the school recommends enhancing the measures by institutionalizing the measures, training teachers to improve the feedback practice and bettering the daily mark scheme to leverage the outcome.
5. The school recommends training for parents should be done to help them understand the measures of the school and master the skills and spirit of providing feedback to build up students, in particular, for students who are currently achieving low.

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.

Achievement:

1. More modules of LVE curriculum were designed and their learning would be extended into more areas of studies and campus life which were as follows:
 - The 6 Habits of Transformative Mindset (TM)
 - TM Leadership Program, Visual Arts & Music Lessons, Support for SALT, Benchmarking Task (BT), BT Portfolio and BT Mark Scheme, Monthly Attitude Mark & Feedback Scheme
 - 10 Priority Values/Attitudes of EDB
 - Sharing in Weekly Flag Raising Ceremonies, Class Climate Building, Reading Scheme, Life Planning Education for future studies & career.
 - Citizenship Education: (16 National Security Concerns, Basic Law, National Security Law, Modern China, Identity of Local and National Citizenship, etc.)
 - Citizenship Education Programs, Sharing in Weekly Flag Raising Ceremonies, Sister School Program, S.5 China Tour, Academic Subjects (ICT, GS, Integrated Science, Physics, Chemistry, Biology, Chinese History, History, Geography, Economics, Life & Society, Citizenship & Social Development), National Security Education Day
 - Planning for Studies and Career
 - Life Planning Education Program
 - Self-management
 - Class Climate Building, Mediation Approach
 - Sportsmanship
 - P.E., Sports Competitions
 - Filial Piety
 - Filial Piety Program
 - Media Education (fact checking, Copyright, Proper use of IT and social media, etc.)
 - EC Media, ICT, GS.
2. Goals for the 1st, 2nd and 3rd 4-year Stage was set up:
 - P1-P4:
 - Learn to be self-managing – coping with studies and school life (nurturing industry to avoid guilt)
 - P5-S2:
 - Learn to be interdependent – practicing the 10 Priority Values/Attitudes in interpersonal relationship (nurturing identity to avoid role confusion in peer)
 - S3-S6:
 - Learn to be healthy, mature and healthy graduates – the importance of (1) Clear self-concept (Personal, Social, National Identity & Roles), (2) Ethics (Responsibility, Commitment, Diligence, Perseverance, Integrity & Law abidingness) and (3) Love (Care for others, Respect for others, Empathy) for pursuing success in studies and career. [nurturing identity to avoid role confusion in the society and nation]
3. The school started to practice the model of PASS Model – aligning the party of Policy

setting, the party of Support and Supervision as well as the party of Action cluster (clusters of subject panels and/or SDSCs) to collaborate and tap their expertise to work on different modules of LVE – creating the synergy to further the implementation of LVE. In the last year, clusters formed to work on class climate building, S.3 Mini-concert, S.4 Subject Selection, etc.

Reflection:

1. Since the school has designed more modules of LVE, the school should make use of the new school year to implement different modules in full scale.
2. The school might consider set up a new SDSC (Citizenship Education SDSC) to cope with the arising needs in national education, national security education, etc.
3. The school should involve the EC Teacher Academy to help train teachers to practice LVE in both subject teaching and school life.
4. The Data Management SDSC should help collect data to inform the school about the progress of LVE Education.

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.

Achievement:
<ol style="list-style-type: none">1. The EC Teacher Academy was engaged to share the responsibility to develop teachers to fulfill the school plan. The team made use of Class Teacher Session, Staff Development Day as well as help conduct Accreditation Programs for teachers.2. The Data Management SDSC supported the school to identify questions from APASO to evaluate the progress of various key concerns. The same set of questions will be used for three consecutive years to monitor the progress of the key concerns.3. On attempting the practice of Stakeholder Triplet, the school designed the PASS Model involving (1) the party of policy setting, (2) the party of supervision and support and (3) the party of action cluster. The school started attempt the model and found that miscommunication could be reduced in leading and managing projects.4. The School Executive Committee (SEC) practices the Model of 3-month Cycle of Initiation, Implementation and Improvement. SEC members found that such practice helped speed up the progress of implementing key concerns.
Reflection:
<ol style="list-style-type: none">1. Since the above practices are currently at the stage of Initial Attempt, more effort should be paid to push the stage to Genuine Adoption/ Institutionalization.2. EC Teacher Academy should help develop middle management team to attempt the above practices.3. The SEC should recruit more members, conduct meetings after school, and make use of the meeting time more effectively so as to facilitate new members to join the meetings and avoid them from burn-out.4. The school should consider pursuing the mission of less for more – i.e. make well use of time more effectively to create time and space for teachers.

3 Our Learning & Teaching

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

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

4 Support for Student Development

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

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

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

5 Student Performance

5.1 Further Studies in Local Tertiary Programs through JUPAS

Attainment	Percentage	Percentage Change
Admission to Local Degree Programs offered through JUPAS	73.3 %	Increased by 1.7 %
1 The school has at least one student each year attaining L5** in at least 5 or more subjects for four consecutive school year. 2 15 students scored 30 or more in best 6 subjects. 3 Our S.6 graduates admitted to competitive degree programs which included medicine, biomedical science, physiotherapy, architecture, BBA, etc.		

5.2 Non-academic Performance:

(1) External Competitions

		Primary School		Secondary School	
		No. of Students	No. of Awards	No. of Students	No. of Awards
Competitions with Awards/Medals	Speech	Most of the competitions were canceled due to school suspension caused by social movement and spread of Covid-19.			
	Music				
	Sports				
	Drama				
	Dance				
	Others				
	Total				

Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2020 / 2021 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)	76.1%	N.A.
School Fees	N.A.	22.9%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	1%
Total	76.1%	23.9%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	73.8%	
Operational Expenses (including those for Learning and Teaching)	13.9%	
Fee Remission / Scholarship ¹	2.4%	
Repairs and Maintenance	1.0%	
Depreciation	8.9%	
Total	100%	
Surplus/Deficit for the School Year #	0.87 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	10.39 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

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
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

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	由於疫情仍未穩定，本校決定暫停 2021-2022 年度與杭州姊妹學校的文化融匯交流活動。			

第二部分：財務報告

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

播道書院
運用推廣閱讀津貼報告書
2021-2022 學年

第一部分：成效檢討

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

第二部分：財政報告

	項目名稱	實際開支 (\$)
1.	購置圖書(小學)	\$0
	購置圖書(中學)	\$0
2.	網上閱讀計劃	
	其他計劃：Adaptive reading platform	\$265,160
3.	閱讀活動	\$0
	總計	\$265,160
	津貼年度結餘	\$0

**Report on Use of Citizenship and Social Development Grant
2021-2022**

1. Our school has not spent Citizenship and Social Development Grant in 2021 – 2022:

	Area	Actual Expenses (\$)	Reasons
I.	Developing or procuring relevant learning and teaching resources	0	<ul style="list-style-type: none"> • Not budgeted in 2021 – 2022 • We need time to inspect and check for the quality of the teaching materials available in the market
II.	Subsidizing students and/ or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	0	<ul style="list-style-type: none"> • Budgeted in 2021 – 2022 • Due to Covid-19 pandemic related concern, no Mainland interflow activities could be organized
III.	Organizing school-based learning activities relating to the CS curriculum	0	<ul style="list-style-type: none"> • Budgeted in 2021 – 2022 • Program organized for C&SD students (study tour in Tai Kwun to study the heritage and history of rule of law in Hong Kong), but no expenses incurred from the activity
IV.	Organizing or subsidizing students to participate in joint-school/ cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	0	<ul style="list-style-type: none"> • Not budgeted in 2021 – 2022 • Due to the restriction to implement half day school and online school in 2021 - 2022, little ECA activities could be organized
	Total Expenditure:	0	
	Unspent Balance:	300,000	

播道書院 (小學部)
全方位學習津貼 運用報告
2021-2022

第1項：舉辦 / 參加全方位學習活動

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途 *	基要學習經歷				
				級別	總參與 人數				智能發展 (配合課程)	德育及 公民教育	體藝發展	社會服務	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)	Cancel	-	-	Museum trips are cancel due to the pandemic.	\$0.00						
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)	1/2021-7/2022	P2-P6	31	Classes were changed to zoom. Students were able to complete the artworks by the materials provided by the external tutors. Students provided positive feedbacks to the classes.	\$64,575.00	E5	✓		✓		
3	VA Art Experience Learning (2nd and 3rd Classroom) :	藝術 (視藝)	9/2021-7/2022	P1-P6	960	Over 90% of students participated in the school competitions and the STEAM days. Students created their STEAM projects successfully and showed good responses. Students also highly participated in the art competition and E students' self-confidence in art was enhanced.	\$4,056.20	E1	✓		✓		
4	GS field trip	G.S	10/2021-5/2022	P1-P6	960	Field trip of P1-6 changed to online mode	\$2,640.00	E6	✓				
5	GS Seminars or workshop	G.S.	10/2021-5/2022	P1-P6	26	over 90% of students enjoyed the activity	\$1,948.00	E6	✓				
6	小學中文：新春活動	中文	1/2022	P1-P6	960	因疫情關係，改為網上形式舉行， 所運用教材來自校本資源， 故是次活動不需費用	\$0.00		✓	✓			
7	小學中文：圖書講座	中文	取消	-	-	-	-	-	✓	✓			
8	Chinese/Western orchestra music workshop	藝術 (音樂)	14/12/2021	P5	160	The workshop was interactive though it was conducted online. Students have learnt the basic skills of introducing different kinds of music and experienced as a program host. The feedback from teachers were also positive.	-	-	✓		✓		

9	Cantonese opera music workshop	藝術 (音樂)	1/4/2022	P6	160	Students showed enjoyments through watching various kinds of presentations including singing, movements and acting. During the workshop, most of the students were attentive and showed good response and interactions with the stage performers.	\$2,970.00	E2	✓		✓		
10	English: Bug Club	英文	10/2021-6/2022	P1-P6	920	About 48% of students enjoyed reading books on Bug Club. About 80% of them loved reading fiction books. Students expressed that they would like to read more online books on Bug Club. P5 – P6 students reflected that the books on Bug Club are quite simple for them. It is suggested to let P1 – P4 students join Bug Club in the coming school year as the book titles are more suitable for them.	\$497.50	E1	✓				
11	Day Camp	Student Guidance	6/2022	P3	160	cancelled due to pandemic			✓				
12	Dialogue in the Dark	Student Guidance	6/2022	P4	160	cancelled due to pandemic			✓	✓			
13	Team Building activities	Student Guidance	6/2022	P4	160	cancelled due to pandemic			✓				
14	Elderly service	Student Guidance	11/2021-6/2022	P5	160	cancelled due to pandemic				✓		✓	
15	中華文化參觀活動	Student Guidance	10/2021-6/2022	P1-P6	960	<p>The activity was changed to Chinese Cultural Day due to pandemic.</p> <p>The Chinese Cultural Day was held on 26/7/2022.</p> <p>P1-P3 students designed their own watch while P4-P6 students designed their own T-shirt. The theme is about traditional food in HK. They were allowed to wear their own T-shirt to school on that day.</p> <p>Also, different games booths (投壺、沙包 etc.) were set in the school hall on the Chinese Culture Day. All students were arranged to join the activities in the school hall.</p> <p>Also, some activities such as 認識象形文字、弟子規背誦、文言古訓背誦 were held in the classroom.</p> <p>Students were are arranged to do some craftwork about Chinese Culture.</p> <p>P1 & P2 布扇、P3 面譜、P4 摺扇、P5紙簾、P6布袋</p>	\$30,883.30	E7	✓	✓			
第1.1項總開支							\$107,570.00						
1.2	因境外遊活動												
1	Junior EC Marching Band (Training Camp)	領袖訓練	取消	P3-P6	-	cancelled due to pandemic	\$0.00		✓	✓			
2	Junior EC Marching Band Training (Tutor Fee)	領袖訓練	11/2022-5/2022	P3-P6	31	因疫情關係, 訓練改為網上形式進行	\$61,000.00	E5	✓	✓			

3	Junior EC Cadet (training camp)	領袖訓練	4/2022	P4-P6	75	cancelled due to pandemic	\$40,000.00	E1, E5	✓		✓
4	Junior EC Cadet (Wild camp)	領袖訓練	2/2022	P5-P6	50	cancelled due to pandemic	\$40,000.00	E1, E5	✓		
5	Junior EC Cadet (Hiking)	領袖訓練	5/2022	P4-P6	75	cancelled due to pandemic	\$5,000.00	E5	✓		
6	Handchime competition	藝術 (音樂)	cancelled due to pandemic	P4-P6	14	cancelled due to pandemic	-	-	✓		
7	School Picnic (Primary)	德育、公民及國民教育	cancelled due to pandemic	P1-P6	-	cancelled due to pandemic	-	-	✓		
8	School Team Training (Primary)	藝術 (其他)	9/2021-6/2022	P3-P6	195		\$209,142.00	E5		✓	
9	Thursday LWL Coach Fee (Primary)	藝術 (其他)	9/2021-6/2022	P3-P6	600	1. Observation. 2. Feedback from tutors, teachers and students	\$20,914.00	E5	✓	✓	✓
10	PE Experience Learning(2nd and 3rd Classroom)	P.E.	因疫情關係,沒有出外參觀或訓練			因疫情關係,沒有出外參觀或訓練	-		✓	✓	
11	EC Force camp day camp (5 times)	Social Work	10/2021-5/2022	P4-P6	30	因疫情關係校內進行訓練	\$0.00		✓	✓	
12	EC force Hiking	Social Work				cancelled due to pandemic	\$0.00			✓	
13	EC force group (24 sessions)	Social Work	9/2021-6/2022	P4-P6	24	完成	\$193.00	E1, E7	✓	✓	
14	EC force social service	Social Work	10/2021	P4-P6	30	完成	\$1,264.00	E1, E7		✓	✓
15	EC Escaper (24 sessions)	Social Work	9/2021-6/2022	P6	10	完成	\$2,525.40	E1, E5, E7		✓	
第1.2項總開支							\$380,038.40				
第1項總開支							\$487,608.40				

第2項：購買其他推行全方位學習所需的設備、消耗品或學習資源

	項目	範疇	用途	實際開支 (\$)
1	中華文化紀念品訂制、印刷	國家安全	E1, E7	\$0.00
第2項總開支				\$0.00
第1及第2項總開支				\$487,608.40

*：輸入下表代號；每項開支可填寫多於一個代號。

開支用途代號

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

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

第3項：受惠學

生人數

全校學生人數：	921
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)：	Ip Woon Ting Celia (VP)
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播道書院 (中學部)
全方位學習津貼 運用報告
2021-2022

第1項：舉辦 / 參加全方位學習活動

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途 *	基要學習經歷					
				級別	總參與 人數				智能發展 (配合課程)	德育及 公民教育	體藝發展	社會服務	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	cancelled due to pandemic	S1 to S5 EC Cadet	50	/	/	/			✓	✓		
2	EC Marching Band Training Camp	領袖訓練	cancelled due to pandemic	S1 to S5 Marching Band Members	30	/	/	/			✓	✓		
3	Student Union Training Camp	領袖訓練	cancelled due to pandemic	S2 to S5 Student Union Commitees	40	/	/	/				✓		
4	Biology Field trip	科學	17/5/2022	S5 Biology students	60	Classwork booklet	\$200.00	E2	✓					
5	Life Planning Education : Visit corporates	價值觀教育	cancelled due to pandemic	S1 to S6 students	30	/	/	/					✓	
6	A class-based competition with math-related indoor games and outdoor activities Arouse students' intrinsic motivation to Mathematics	Maths	18/7/2022 - 5/8/2022	S1 - S3 students	360	Student highly participated. Students enjoy the activities	\$502.70	E1,E7	✓					
7	Board Game competition	Maths	2/8/2022 - 3/8/2022	S3 Students	120	Student highly participated. Students enjoy the board game	\$300.00	E1, E7	✓					
8	Mathematics Olympiad Classes Broaden students' view in Math World	Maths	cancelled due to pandemic	S1 - S3 students	/	/	/	/	✓					
9	English Drama-Theatre appreciation	English	cancelled due to pandemic	S1-5 students	/	cancelled due to pandemic	/	/	✓					
10	English Debate Team Coached sessions	English	9/2021 - 8/2022	S2-S5 students // S2:15, S3:6, S4:5, S5:2	27	Attendance & Interschool debating competitions	\$68,400.00	E5	✓	✓				
11	Geography Field trip	地理	07/2022	S5	30	Feedback from students and teacher	\$2,000.00	E2	✓					
12	中文辯論隊	中文	9/2021-7/2022	S1-S6	20	Attendance & Interschool debating competitions	\$32,800.00	E1, E5, E8	✓	✓				
13	Physics study tour to Ocean park	Physics	cancelled due to pandemic					/	✓					
14	十五分鐘生活圈導賞團	Liberal Studies	cancelled due to pandemic concern (NGO not organizing the tours)	S5	/	/	\$0.00	/	✓					
15	VA S1 Gifted third class program for secondary	藝術	9/2021-6/2022	S1(S2-S.4 cancelled due to pandemic	15	Teacher observation	\$15,300.00	E5	✓		✓			
16	VA Visual Cuture Program (exhibition)	藝術	9/2021-6/2022	S2-S3	15	Teacher observation	\$7,650.00	E5	✓		✓			
17	Class climate building (Student guidance)	其他：請註明：班級經營	9/2021-6/2022	S1-6	770	Teacher observation, student feedback and questionnaire	\$23,615.00	E1, E7		✓				

18	Sex education (Student guidance)	價值觀教育	9/2021-6/2022	S1-6	770	Teacher observation, student feedback and questionnaire	\$0.00	/		✓			
19	中史考察及工作坊	歷史	11/2021 · 7/2022	S1-S6	30	Feedback from students and teacher	\$7,500.00	E5	✓				
20	History Field trip and museum visit	歷史	cancelled due to pandemic	s1-s6	30	cancelled due to pandemic	\$0.00	/	✓				
21	Service programs for students	價值觀教育	cancelled due to pandemic	S1-S5	300	cancelled due to pandemic	\$0.00	/					✓
22	Clubs and Societies	領袖訓練	9/2021-6/2022	S1-S5	180	Feedback from students and teacher	\$5,804.00	E1, E7	✓	✓			
23	Environmental Education	價值觀教育	cancelled due to pandemic	S1-S5	30	cancelled due to pandemic	\$0.00	/		✓			
24	Humanities (PSHE): Visit to NGO	德育、公民及國民教育	cancelled due to pandemic	S3	/	/	\$0.00	/		✓			
25	Social Worker Team (ECG)	Social Work	02/2022- 06/2022	S2-S3	10	complete	\$2,195.80	E1, E6, E7				✓	
26	Social Worker Team EC Force (including groups, and support cadet program)	Social Work	02/2022 – 07/2022	S.1-S.4 boys	30	complete	\$3,390.00	E1, E7				✓	
27	Social Worker Team EC force hiking training	Social Work	04/2022	S.3-S.5 boys	30	cancelled due to pandemic		/		✓			
28	Social Worker Team Abseiling Training	Social Work	08/2022	S.4	12	cancelled due to pandemic		/		✓			
29	Social worker team Board Game Room	Social Work	02/2022-06/2022	S.1-S.3	8	complete	\$4,371.00	E7, E8		✓			
30	Social worker team ESCAPE GROUP (Group and support cadet)	Social Work	9/2021-6/2022	S1 to S5	51	complete	\$8,020.00	E6		✓			
31	Social worker team Social Group	Social Work	9/2021-6/2022	S2-S3	12	complete	\$813.00	E1, E7		✓			
32	Career mapping	德育、公民及國民教育	07/2022	S4	120	Student attend the workshop	\$3,305.00	E1, E8					✓
33	EC Marching band (Tutor fee)	領袖訓練	11/2021-5/2022	S1-S4	36	Observation, Feedback from tutor	\$74,800.00	E5			✓		
第1.1項總開支							\$260,966.50						
1.2	境外活動：舉辦或參加境外活動 / 境外比賽，擴闊學生視野												
1	文學文化遊學團	中文	cancelled due to pandemic	S4-S	30		\$0.00		✓	✓			
第1.2項總開支							\$0.00						
第1項總開支							\$260,966.50						

第2項：購買其他推行全方位學習所需的設備、消耗品或學習資源

	項目	範疇	用途	實際開支 (\$)
1				
2				
3				
第2項總開支				\$0.00
第1及第2項總開支				\$260,966.50

*：輸入下表代號；每項開支可填寫多於一個代號。

開支用途代號

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

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

第3項：受惠學生人數

全校學生人數：	770
受惠學生人數：	770
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)：	Ip Woon Ting Celia (VP)
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