



Evangel College

# **School Report 2023-2024**

## Evangel College School Report (2023-2024)

### 1 Our School

#### 1.1 Background information:

- (1) Evangel College is a Christian through-train DSS school which started to operate P.1 and S.1 in the school year 2006/07.
- (2) The school operated one more grade in both the primary and secondary session each year after the school year 2006/07 until it reached full size.
- (3) Since the school year 2011/12, the school operated six grades in both the primary and secondary sessions – P.1-P.6 and S.1-S.6. There were 5 classes in each grade and the average class size was about 30.
- (4) Last year, about 4100 applicants in one round of interview applied for our P.1 places. The majority of P.6 students chose to stay to further their studies in our S.1.
- (5) The main medium of instruction is English in both the primary and secondary sections.
- (6) The curricula provided by the school are as follows:
  - P.1-P.6
    - English Language, Chinese Language, PTH, Mathematics, Christian Education, General Studies, Physical Education, Music, Visual Arts, Creative Technology
  - S.1-S.2
    - English Language, Chinese Language, PTH, Mathematics, Christian Education, Chinese History, Citizenship, Economic & Society (S.1), Geography (S.1), Life & Society (Economics Module), (S.2), Life & Society (Citizenship Module) (S.2), Physical Education, Music, Visual Arts, Creative Technology, Integrated Science
  - S.3 (Foundation Year of NSS)
    - English Language, Chinese Language, PTH, Mathematics, Christian Education, Chinese History, Geography, History, Life & Society (Economics Module), Business Studies, Biology, Chemistry, Physics
  - S.4-S.6
    - The core subjects in NSS (compulsory):
      - ◆ English Language, Chinese Language, Mathematics & Extension Modules (Module 1 and 2), Liberal Studies (S.6), Citizenship & Social Development (S.4 & S.5)
    - Elective subjects in NSS (Students need to take 3 elective subjects.)
      - ◆ Chemistry, Physics, Biology, ICT, BAFS, Economics, Geography, Chinese History, History, Visual Arts, English Literature, Music (cooperating with external agents)
    - Applied Learning Courses
      - ◆ Students may apply for Applied Learning Courses in S.5 but they need to drop one of the elective subjects they take.

#### 1.2 Highlights of the School:

- (1) School Motto  
Proclaim the truth. Nurture our youth. (播揚真理 · 道育幼苗)
- (2) Core Missions:
  - ACTS Whole Person Development
  - i. Academic Attainment MMA:
    - Cultivate Motivation.

- Develop Metacognition.
  - Create the experience of Advancing Attainment.
  - ii. Character Building LVE
    - Implement Life Value Education.
    - Adopt VESSEL Approach which emphasizes the experiential learning of life values (Value instruction, Experiential learning, Stories of students, Sharing, Encouragement & Life Value Education environment).
  - iii. Talent Development POWNER Teen
    - Allow students Own their responsibilities to release their innate Power.
  - iv. Spiritual Growth 5 Elements
    - Build the self-worth & self-identity of students based on five biblical truth (Students as special creation of God, Students as fallen being, Incarnation of Jesus, Salvation, Fulfillment)
- (3) Evangel College (EC) implements genuine Christian Education.  
As a Christian school, the school adopts the Biblical truth as the highest guiding principles as follows:
- The Principle of Creation
    - Biblical Principle 1:  
- **ALL** people are created by God. They are created in the image of God and are seen as good by God. God gives people potentials, the freedom of choice and assigns them to manage the earth.
    - Implications for Education:
      - **SINCE** God values all people, teachers should respect students and educate them to respect themselves and others. People's value is not related to the extrinsic attributes – achievement, attainment, appearance, wealth and power, etc. – but the intrinsic value God gives people.
      - **SINCE** people are created in the image of God, teachers should see the potentials of students to grow and learn. Teachers should educate students to see their own potentials, humble themselves (for their potentials are given by God) and make every effort to help students release their potentials.
      - **FOR** God gives people the freedom of choice, teachers are not able to replace students to make choices. Instead, teachers should guide students make the best choices by helping them understand the rationales and consequences of choices.
      - **FOR** God gives people the mission of ruling the earth, teachers should educate students to build values, attitude & habits and prepare themselves for contributing to others and the world. (Learning to contributing to others and the world)
  - The Principle of Fall of Man
    - Biblical Principle 2:  
GOD reminded Adam and Eve not to sin. But Adam and Eve chose to sin – falling short of the expectation of God. Since then, the relationship of people with God is broken. Without God, people go farther and farther away from the truth and become less and less godly but more and more self-centred.
    - Implications for Education:  
- **TEACHERS** should know that the natural tendency of students to commit wrong deeds. Teachers should warn children against doing wrong deeds and help them know the consequences and their seriousness.

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

- The Principle of Incarnation

- Biblical Principle 3:

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

- Implications for Education:

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

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

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

- The Principle of Redemption

- Biblical Principle 4:

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

- Implications for Education:

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

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

- The Principle of Fulfillment

- Biblical Principle 5:

- JESUS** Christ resurrected from death and lived with his disciples for forty days. He consolidated the faith of the disciples and assigned them to fulfill the Great Commission before He rose to the heaven. God then sent the Holy Spirit to help Jesus' believers and will come to the earth again one day.

- Implications for Education

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

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

- (4) Evangel College builds Students' Character.

- EC implements 12-year school-wide value-based Moral & Civic Education (**Life Value Education**) based on **Biblical values** and **Bible-compatible Chinese cultural values**. EC also teaches students the 10 priority attitudes/values (EDB), national security concerns, 6 habits of Transformative Mindset, and code of behavior specific to each 4-year stage of development (P.1-P.4, P.5-S.2, S.3-S.6).

- EC **infuses** value education into every area of campus life through

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

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

- EC helps students nurture the Six Habits of Transformative Mindset (進念思維六習慣) : (1) Grow-able Potential, (2) Persistent Effort, (3) Proper Method, (4) Mutual Support, (5) Passion, (6) POWNER so as to release the underused or untapped potential of students.
- EC sets up the **POWNER Path** (木人巷) to display the effort and achievement of students who are talented/highly interested in different areas to build their talents outside classrooms and school.
- EC sets up different **POWNER venues** (Creative Arts Gallery, STEAM Court, Sharing to Learn Square, EC Mini-theatre, etc.) as windows for students to share and/or serve others with their talents.
- EC allows the setting up of **student-initiated Clubs/Societies**.

## 2 Achievement & Reflection on Major Concerns

### Key Concern 1:

Supervise & support teachers to adopt the recommended strategies accurately to create breakthroughs in academic performance at the point of high academic attainment.

Achievement

1. Student-centred Learning & Teaching:

The school actively monitored the launching of various strategic practices regarding learning and teaching:

a. Monthly Attitude Mark (MAM) Scheme:

All teachers followed the school’s instruction to give MAM to students for encouraging & giving feedback to students to develop good learning habits. Both the primary and secondary schools developed their award scheme & the no. of awardees were as follows:

- Primary School

	Term 1	Term 2	Change in no	% change
Bronze	334	339	5	1%
Silver	77	141	64	83%
Gold	18	33	15	83%
Outstanding	0	2	2	∞
Total	429	515	86	20%
% among 940 students	46%	55%	-	20%

- Secondary School

	Term 1 (S.1-S.6)	Term 2 (S.1-S.5)
Pearl L5 or above in 2-4 subjects	32.3% (250)	33.4% (229)
Platinum L5 or above in 5 or more subjects	15.6% (121)	17.1% (117)
Diamond L6 or L7 in 4 or more subjects	11.0% (85)	17.6% (1121)
Proportion of Awardees	58.9% (456/774)	68.1% (467/686)

b. The scheme helped students grow in learning attitude. More effort should be paid to motivate students who hadn’t attain awards.

c. Benchmarking Task (BT) Scheme.

- Every subject panel adopted the BT Scheme, preparing BT for deep learning by students. Both parents & students found BT useful, making studies more focused & reducing the pressure of studies.

d. English AI Reading Platform:

- By the end of 31 August 2024, 414 (44%) primary students attained Bronze/ Silver/ Gold/ Platinum Awards while 467 (68.1%) of secondary students (S.1-S.5) attained Pearl/ Platinum/ Diamond Awards – i.e. attaining corresponding level or above in reading in US.

e. English AI Writing Scheme:

The school did a pilot scheme to adopt the use of AI-facilitated writing platform of

HKU. The platform helped mark students' writing & provide them with feedback. Students with low, average & high performance were selected to use the platform. 1/3 of all categories showed improvement in writing. The results were as follows:

Types (no.) of achievers	% of awardees	Types of Awards		
		Gold	Silver	Bronze
High (3)	33.3%		1	
Above average (3)	33.3%			1
Average (3)	33.3%	1		
Below average (3)	33.3%		1	
Low (4)	25.0%			1

f. Support for Students Achieving Low Temporarily (SALT):

The school initiated the "Principal Accompanying You to Eat, Drink, Play & Learn Program" to support SALT in the 2<sup>nd</sup> Term. The results were as follows:

- The 4 repeaters in the primary school made tremendous improvement, increasing, on average, for 19 marks in the average score in the subjects they failed in the former school year. Their confidence built up as confirmed by both teachers and parents.
- 11 students (from P.1-P.5) who failed in two or more subjects were recruited into the program. 9 of them, that is, 81% of them showed improvement on average for 6.1 marks in Term 2 exams. They got good pass in Term 2 exams & their confidence built up as confirmed by both teachers and parents.
- For secondary students who failed the average score in Term 1, they were also recruited into the "Principal Accompanying You to Eat, Drink, Play & Learn Program" two months before the Term 2 Exams. They generally showed improvement in confidence & marks in Term 2 Exams. They were engaged in the Monthly Plus Two Scheme to sustain their confidence & effort in studies.
- By the end of the school year, 3 primary students (about 0.3% of the student population) had not yet passed in annual average. The primary school attained nearly all pass in internal examinations.
- A few academically weak & unconfident S.6 students were intentionally engaged & encouraged by the principal to keep going in studies. Half of them were able to meet the entry requirement to local universities under JUPAS.
- Without confidence, connection & encouragement worked for SALT to make significant improvement possible.

2. Launching of the use of smartboards:

- a. The school successfully installed smartboards in all classrooms & special rooms just before the start of the school year.
- b. Training sessions and training videos were provided for teachers to use smartboards. Almost all teachers said that the smartboards were useful. The no. of calls for supporting the use of smartboards by teachers was low.
- c. Some teachers used the smartboard creatively. The use of smartboards helped transform their practices and made some practices possible. Within a few months,

<p>Samsung shot a video to document the good practices of a few teachers.</p> <p>3. BYOD:</p> <ol style="list-style-type: none"> <li>a. The school positioned the BYOD Scheme as Device-facilitated Learning &amp; Teaching (DFLT) Scheme since the prime purpose of the scheme was to facilitate learning &amp; teaching.</li> <li>b. The school attempted the pilot scheme in the senior secondary level. Students interviewed said that the device was useful for taking notes, &amp; looking information, preparing for presentation, etc. Senior secondary students were able to use No case of improper use of the device was reported.</li> </ol>
<p>Reflection</p> <ol style="list-style-type: none"> <li>1. The school made more intensive use of data to substantiate her progress. The practice was found to be useful for informing our progress.</li> <li>2. All the strategic actions were found working. However, we need more data and evidence to substantiate how well the strategies work.</li> <li>3. However, the stage of development of different groups might be quite varied. The school might shift the focus more towards leadership capacity building.</li> <li>4. AI &amp; smartboards were useful to facilitate learning &amp; teaching. The school might explore how to make use of technology more to transform our practices further.</li> </ol>



Key Concern 2:

Infuse Life Value Education (Biblical Principles, Chinese Cultural Values, 12 Priority Values/Attitudes):

Achievement:

1. The two secondary computer Labs were renovated into STEAM Lab One & Two by the end of the school year. The learning of Chinese cultural values was extended into the STEAM Programs. Two quotations – “仰不愧於天，俯不忤於人” & “仰則觀象於天，俯則寫於地理” were chosen & written near the entrance of STEAM Lab One & Two for teaching students to use IT responsibly. Stakeholders include teachers, PTA, IT service providers & police, etc. found the importance of teaching the quotations to students nowadays.
2. The learning of 12 Priority Values/Attitudes of EDB (priority values) were infused into the whole campus life. The school also made use of Class Climate Building A-F Program to help students learn/consolidate the learning of the 12 priority values in (1) Anti-bullying & Anit-sexual Harassment, (2) Building up each other, (3) Cohesion, (4) Discipline & (5) Environment managing repeatedly in annual cycle. Most students were able to recite all the quotations & Chinese Language teachers found more & more students used the quotations & shared how they applied them in speaking & writing.
3. The school conducted the Filial Piety Month & Friendship Month Program to address the learning of latest introduced values, Filial Peity & Unity. Students recapped & then shared stories of good memories with parents & friends. Touching stories were shared in assemblies echoed with singing of songs promoting filial piety & friendship. The atmosphere was good. It is also hoped that strengthening the relationship network might help reduce the risk of self-suicide.
4. The school conducted the ACTS Program in the afternoon of primary school timetable for providing time for students to do homework with support of teachers, enjoy class activities, extra-curricular activities & life-wide learning, etc. Primary students were able to complete part/all of their homework at school & have more time for rest & play; parent helpers witnessed the joy of students in the ACTS Afternoon Program; and parents as a whole welcomed the practice.
5. According to APASO, our secondary students’ score in National Identity increased drastically & was well above the average score in HK.

Reflection:

1. After renovating the Primary School Hall, STEAM Lab One & Two, the building of the physical Chinese culture campus environment was almost completed.
2. The process approach, VESSEL Approach, was adopted successfully in value education which covered value instruction, experiential learning, story capturing, sharing stories, encouragement & LVE environment building.
3. The focus should be shifted to train teacher leaders in each SDSC/Subject Panel to lead the adoption and/or institutionalization of Chinese Culture Education.
4. Make wider use of student-designed posters, TAC talks as well as videos to capture, share students’ learning of life values.

**Key Concern 3:**

Develop teacher leaders to lead, manage and administer change by adopting recommended models of practice.

**Achievement:**

1. The school conducted meetings as follows to balance the workload & the need of internal communication (within primary, within secondary & through-train school):

	Frequency	Focus of Management
School Executive Committee	1.5 h Weekly	Whole school
SGM Committee (Primary)	1 h Monthly	Primary school
SGM Committee (Secondary)	1 h Monthly	Secondary school
SDSC/Panel Heads Committee	1 h Quarterly	Through-train school

2. The school made each meeting (1) shorter but more focused, (2) shorter but more frequent meetings to follow the initiation, implementation & improvement of core actions.

- a. Teachers' perception of school management became more positive in both primary & secondary section:

	2022/23	2023/24	% Increase
Primary (5)	4.0	4.1	2.5%
Secondary (5)	3.9	4.2	7.7%
Average	3.95	4.15	5.1%

- b. Teachers' perception of MMT & SMT in the aspect of leadership & monitoring and collaboration & support became more positive:

i. Primary School:

	2022/23	2023/24	% change
Chief Principal (5)	4.1	4.2	2%
Vice-principal (5)	4.1	4.1	0%
Middle managers (5)	4.1	4.2	2%
Average	4.1	4.2	2%

ii. Secondary School:

	2022/23	2023/24	% change
Chief Principal (5)	3.9	4.3	10%
Vice-principal (5)	3.9	4.1	5%
Middle managers (5)	4	4.2	5%
Average	3.9	4.2	7%

- c. Teachers generally said that the school treasured their time, made meetings meaningful. The SMT observed that the staff's morale was good.

3. The school practiced LEAD Model in implementing changes.
  - a. The SMT Learned, Explained, Acted & Disciplined the mentees to practice core practices.
  - b. The SMT reminded teachers repeatedly about core actions; captured good practices of teachers; arranged teachers to share in Weekly Class Teacher Meeting, Staff Development Meeting & other levels of Management Meetings; arranged students who benefitted from our action to share openly; and the principal to provide feedback.
  - c. The school successfully developed common languages about the core things to do e.g. Monthly Attitude Mark, Benchmarking Task, Class Climate Building, Lexile Scores, etc.
  - d. Teachers' perception of professional development became more positive as follows:

	2022/23	2023/24	% change
Primary	3.9	4.1	5.1%
Secondary	3.8	4.2	10.5%
Average	3.85	4.15	7.8%

4. The Senior Management Team attended the training of EDB on the enhanced School Development & Accountability Framework & adopted the measure accordingly. The school adopted the use of data/evidence to substantiate practice (e.g. in English reading, Monthly Attitude Mark, AI writing, and support for students achieving low temporarily, etc.) and the practice was useful.

#### Reflection:

1. The school found that shorter & more frequent meetings were more effective than a long meeting.
2. Using data/evidence to analyze progress of core practices timely, made communication more effective and helped avoid misjudgment.
3. Teachers generally were aware of various requirements in the ACTS Missions, but their practices could be quite varied, ranging from initial attempt, mechanical adoption, congruent adoption to institutionalization.
4. It is recommended to deepen data management & development of more staff members to take the lead.

### 3 Our Learning & Teaching

#### 3.1 Evangel College (EC) is a Learning School.

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

### 4 Support for Student Development

#### 4.1 Evangel College builds Students' Character.

- 4.1.1 EC implements 12-year school-wide value-based Moral & Civic Education (Life Value Education) based on Biblical values and Bible-compatible Chinese cultural values. EC also teaches students the 10 priority attitudes/values (EDB), national security concerns, 6 habits of Transformative Mindset, and code of behavior specific to each 4-year stage of development (P.1-P.4, P.5-S.2, S.3-S.6).
- 4.1.2 EC infuses value education into every area of campus life through VESSEL Approach – (1) Values spelt out in form of Chinese cultural and Biblical quotation are spelt out; (2) Experiential learning opportunities are provided; (3) Stories of good practices of students are captured; (4) Sharing students' stories and learning among students is deliberated done; (5) Encouraging students in form of awards and other forms of recognition; and (6) Life Value Education Environment is built to display values to be taught and students' stories and achievement.

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

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

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

SDSC	Support Measures
Student Guidance (Head, Assistant Head, Key Stage Coordinators, Form Coordinators, Social Worker Team)	<ul style="list-style-type: none"> <li>● Provide 2 class teachers per class.</li> <li>● Help students build class climate to facilitate self-management and peer support.</li> <li>● Handle students' case with Mediation Approach.</li> <li>● Implement anti-bullying and anti-sexual harassment measures.</li> <li>● Train teachers to conduct proactive communication with parents.</li> </ul>
Support for SEN, SALT & Repeaters (EP, SENCO-P, SENCO-S)	<ul style="list-style-type: none"> <li>● Provide 3-level support for SEN.</li> <li>● Work with teachers to support SALT (Students Achieving Low Temporarily)</li> <li>● Provide training for parents of SEN students.</li> <li>● The name of the SDSC will be changed to Support for SEN and SAL (Students Achieving Low)</li> </ul>
Gifted Education (Head, Assistant Heads,	<ul style="list-style-type: none"> <li>● Identify students talented/highly interested in different learning areas.</li> <li>● Manage the POWNER Path to support gifted education.</li> </ul>

Representatives from different learning areas)	<ul style="list-style-type: none"> <li>● The school is the Satellite Centre for Hong Kong Academy for Gifted Education.</li> </ul>
<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"> <li>● Engage students in healthy activities: interest class, school teams, community service and other multiple intelligence activities.</li> <li>● Implement the value-based Moral &amp; Civic Education Policy (Introducing Biblical &amp; Bible-compatible Chinese Cultural Values, Providing experiential learning, Capturing students' stories, Arranging students to share, Present awards to students)</li> </ul>
<p>Student Organization</p> <p>(Head, Assistant Head)</p>	<ul style="list-style-type: none"> <li>● Train student leaders of uniform groups and student union to lead, manage and support other members of their teams.</li> </ul>
<p>Life Planning Education</p> <p>(Head)</p>	<ul style="list-style-type: none"> <li>● Conduct personality questionnaires.</li> <li>● Conduct mocked subject selection.</li> <li>● Guide students to conduct JUPAS program selection.</li> <li>● <u>Engage students to design 3-year personal plans.</u></li> </ul>
<p>EC Media</p> <p>(Head, Assistant Head)</p>	<ul style="list-style-type: none"> <li>● Train students to shoot and broadcast videos or pictures of campus life to produce a positive and constructive atmosphere.</li> <li>● Support the school to produce learning programs to support other students to learn.</li> </ul>
<p>2<sup>nd</sup> &amp; 3<sup>rd</sup> Classroom (Co-curriculum)</p> <p>(Head, Assistant Heads)</p>	<ul style="list-style-type: none"> <li>● 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.)</li> <li>● Make use of clubs and societies to provide co-curricular activities.</li> </ul>
<p>Home-school Partnership</p> <p>(Head, Assistant Head)</p>	<ul style="list-style-type: none"> <li>● Recruit parents into Parent Helper Team to support reading and other activities for students.</li> <li>● Provide training for parents to help students.</li> <li>● Set up platforms for teachers to communicate with representatives of PTA.</li> </ul>
<p>CE<sup>3</sup> Ministry SDSC</p> <p>(Head, Assistant Heads)</p>	<ul style="list-style-type: none"> <li>● Organize the teacher-student prayer group, student fellowship.</li> <li>● Organize the morning devotions and Christian Education to support students through spiritual education.</li> <li>● Construct the framework of life values in 12 years development and promote the teaching of life values in both subjects and campus life.</li> </ul>
<p>Citizenship Education SDSC</p> <p>(Head, Assistant Heads)</p>	<ul style="list-style-type: none"> <li>● Organize and implement activities or programs related to national security education and national education.</li> <li>● Organize the S.5 China tour.</li> </ul>

## 5 Student Performance

### 5.1 Further Studies in Degree/Sub-degree Programs

	Location of students	Percentage
Degree/Sub-degree Programs	in Hong Kong	92%
	Outside Hong Kong	100%
Remarks:		
1. Lot of students dropped out during NSS due to emigration.		
2. The reply rate to our survey was 84%.		

### 5.2 Non-academic Performance:

	External Competitions
1 <sup>st</sup> / Gold	Badminton (Interschool, C Grade) Chinese Dance (World Cup) Handbell (Interschool) Chinese Chess Writing Competition (HK01) English Debate (Interschool) Chinese Debate (Interschool) STEAM (Jr Bottle Sumo) STEAM (Interschool, Simulated Piloting) AI-facilitated Writing (HKU) Inter-school Sports' Competition Hong Kong Schools Music Festival Hong Kong Schools Speech Festival Competitions of the Schools Sports Federation of Hong Kong
2 <sup>nd</sup> /Silver	Ensemble (Interschool) Hand chime (Interschool) Writing Competition (HK01) Asian Physics Olympiad AI-facilitated Writing (HKU) Marching Band (Interschool) Hong Kong Schools Music Festival Hong Kong Schools Speech Festival Competitions of the Schools Sports Federation of Hong Kong
3 <sup>rd</sup> /Bronze	Writing Competition (HK01) AI-facilitated Writing (HKU) Hong Kong Schools Music Festival Hong Kong Schools Speech Festival Competitions of the Schools Sports Federation of Hong Kong

## 6 Award to School

- 6.1 最開心校園傑出學校
- 6.2 最積極參與學習大獎
- 6.3 最啟發潛能大獎



**Reporting DSS Schools' Annual Financial Position**  
**Financial Summary for the 2022 / 2023 School Year**

	Government Funds	Non-Government Funds
<b>INCOME</b> <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	75.0%	N.A.
School Fees	N.A.	21.1%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	3.9%
<b>Total</b>	75.0%	25.0%
<b>EXPENDITURE</b> <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	73.6%	
Operational Expenses (including those for Learning and Teaching)	14.2%	
Fee Remission / Scholarship <sup>1</sup>	2.2%	
Repairs and Maintenance	2.0%	
Depreciation	8.0%	
<b>Total</b>	100%	
<b>Surplus/Deficit for the School Year<sup>#</sup></b>	0.28 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year<sup>#</sup></b>	9.49 months of the annual expenditure	
<sup>#</sup> <i>in terms of equivalent months of annual overall expenditure</i>		

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

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<sup>1</sup> 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).



- 8 Feedback on Future Planning
  - 8.1 Refer to the Reflection Part of Key Concerns.

## 姊妹學校交流報告書

### 2023 / 2024 學年

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

本學年已與以下內地姊妹學校進行交流活動：	
1.	浙江音樂學院附屬音樂學校
2.	西子湖小學(浙江杭州市)
3.	浙江杭州市蕭山區新灣小學
4.	杭州市保俶塔申花實驗學校 (本年度新結盟的姊妹學校)
5.	深圳市福田区荔園小學(荔園教育集團) (本年度新結盟的姊妹學校)

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

#### 甲. 管理層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

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

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

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

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

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

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

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

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

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

津貼用途及預算開支:

編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用 (小六 133 人, 每位支助約\$1000.+ 19 位隨團出席老師, 每位部份支付\$3163, 包括機票費用、2 晚酒店費用、4 餐膳食、1 天車費 )	HK\$193,097.00
N2	<input checked="" type="checkbox"/>	在香港合辦姊妹學校交流活動的費用(四所姊妹校來港交流, 每間活動安排約八百元)	HK\$ 0(由於杭州的姊妹校並未獲成功批核從杭州到香港來交流, 所以計劃取消)
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註: 不可超過學年津貼額的 20%)	HK\$0
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$0
N5	<input checked="" type="checkbox"/>	交流物資費用 (手工藝製作物資)	HK\$1,834.60
N6	<input checked="" type="checkbox"/>	在香港進行交流活動時的茶點開支(註: 不可超過學年津貼額的 2%)	HK\$0
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註: 不可超過學年津貼額的 1%)	HK\$0

N8	<input checked="" type="checkbox"/>	其他(請註明):	HK\$0
N9	<input checked="" type="checkbox"/>	學年預計總開支	HK\$194,931.60
N10	<input type="checkbox"/>	沒有任何開支	不適用

**反思及跟進：**

編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 <i>[如適用，請註明]</i> *有校長、副校長、副書記管理層面的交流。 *有教學上老師與學生、學生與學生的互動交流。
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 <i>[如適用，請註明]</i> *小夥伴交談（兩地學生有互相認識、交流兩地語文科上課的形式、文化活動、文藝活動表演） *參與姊妹學校語文課堂上課一節、活動課一節、另有非遺課堂一節（採茶、皮影製作） *家訪：分小組到姊妹校學生的家庭探訪
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i> *三月尾到杭州是最合適的天氣，也正值花期 *四日三夜（長短也適合）
O4	<input type="checkbox"/>	有關交流活動的津貼安排 <i>[如適用，請註明]</i>
O5	<input checked="" type="checkbox"/>	有關承辦機構的組織安排 <i>[如適用，請註明]</i>
O6	<input type="checkbox"/>	其他(請註明):

**交流參與人次：**

編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	<u>133</u> 人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	<u>133</u> 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	<u>146</u> 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	<u>26</u> 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	<u>5</u> 總人次

**備註：**

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**播道書院**  
**2023-2024 姊妹學校**  
**中學部交流報告書**

學校名稱：	播道書院（中學部）		
學校類別：	<del>*小學</del> / * <u>中學</u> / <del>*特殊學校</del> (*請刪去不適用者)	負責老師：	王妙旋老師

**本學年已與以下內地姊妹學校進行交流活動：**

1.	浙江音樂學院附屬中學（已於 2019 年締結）
2.	浙江天元公學（於本學年締結）
3.	深圳福田區荔園小學（荔園教育集團）（於本學年締結）
4.	杭州保俶塔申花實驗學校（於本學年締結）
5.	深圳高級中學（集團）北校區

**本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：**

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

**甲. 管理層面（~~\*擬舉辦~~ / \*不擬舉辦）(\*請刪去不適用者)**

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

乙. 教師層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

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

教師層面 達至預期目標程度	F1 ☑ 完全達到	F2 ☐ 大致達到	F3 ☐ 一般達到	F4 ☐ 未能達到
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丙. 學生層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

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

學生層面 達至預期目標程度	F1 ☑ 完全達到	F2 ☐ 大致達到	F3 ☐ 一般達到	F4 ☐ 未能達到
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丁. 家長層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

(註：學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

家長層面 達至預期目標程度	F1 <input type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般 達到	F4 <input type="checkbox"/> 未能達到
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監察/評估方法如下：

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

全年財政報告：

編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 181,505.59
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註：不可超過學年津貼額的20%)	HK\$
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$ 12,924.6
N6	<input checked="" type="checkbox"/>	在香港進行交流活動時的茶點開支(註：不可超過學年津貼額的2%)	HK\$ 1,585
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註：不可超過學年津貼額的1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明)：	HK\$
N9	<input type="checkbox"/>	學年預計總開支	HK\$ 196,015.19
N10	<input type="checkbox"/>	沒有任何開支	不適用



反思及跟進：		
編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面： 於學生層面的姊妹活動安排前，先有教師層面的交流，有助提升教師專業發展，更有助教師策劃教學層面的交流，促進活動順利進行。來年安排可繼續沿用此方式。 交流活動必須切合學生程度，整體行程不可過匆忙，來年安排行程與活動都可以繼續保持散弛有致，讓學生在張弛有致的環境中學習。
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容： 是年安排本校學生到姊妹學校「共上一節課」，有助促進學生對當地文化與學術的理解；兩校學生分組活動，有助促進兩地學生文化交流與互動，並建立情誼。
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排： 是年學生交流活動主要集中於試後活動時間（6-7月），活動較為密集，建議來年可以安排於其他月份舉辦交流，或探索網上交流的可行性。
O4	<input type="checkbox"/>	有關交流活動的津貼安排 <i>[如適用，請註明]</i>
O5	<input type="checkbox"/>	有關承辦機構的組織安排 <i>[如適用，請註明]</i>
O6	<input type="checkbox"/>	其他(請註明)：

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	<u>60</u> 人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	<u>40</u> 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	<u>100</u> 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	<u>17</u> 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	<u>4</u> 總人次

<p><b>備註：</b> 師生皆對本學年姊妹活動安排感到滿意，各自反映頗具獲益與啟發，均盼來年繼續透過交流而一同進步。</p>
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播道書院  
運用推廣閱讀津貼報告書  
2023-2024 學年

第一部分：成效檢討

1. 目標檢討：由平日觀察，學生的閱讀態度更加認真，並借閱數量上提升，反映課後經常閱讀圖書及參與更多閱讀活動。可見津貼能夠有效「營建閱讀氛圍」。下學年將繼續有關項目。
2. 策略檢討：學生透過 Adaptive reading platform 學生知道自己的閱讀程度，並續續在平日閱讀更多適合自己程度的圖書，學生由此更樂意增大自己在閱讀活動的接觸層面，及參與圖書館的活動（例如 Reading Theme Zone, Meow Meow Month 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	\$325,995
3.	閱讀活動	\$0
	總計	<b>\$325,995</b>
	津貼年度結餘	\$0

### Report on the Use of Citizenship and Social Development Grant 2023 - 2024

	Area	Actual Expenses (\$)	Item
I.	Procure relevant learning and teaching resources and reference material	\$7,676	▸ Purchase reference materials for teachers and students
II.	Organize cross-curricular activities relating to the curriculum of CS	\$19,156	▸ Purchase equipment and gifts for cross-curricular activities and competitions relating to the curriculum of CS
III.	Organizing study tours and experiential learning relating to the CS curriculum	\$35,259	▸ Program fee of experiential learning programs related to the CS curriculum ▸ Expenses related to the S5 Mainland Study Tour (e.g. tour fee of additional support teachers, mobile data cards and other equipment for support teachers and students)
	<b>Total Expenditure:</b>	<b>\$62,091</b>	
	<b>Unspent Balance:</b>	<b>\$208,142</b>	

播道書院  
 (小學部)  
 2023-2024  
 推動中華文化一筆過撥款(報告)

範疇	說明	支出(HK\$)
聯校活動	舉辦或資助學生參加有關中華文化的本地或內地聯校比賽: 粵港澳姊妹學校歌詠比賽(往深圳參加初賽錄影車費)	\$6,576
聯校活動	學生往深圳參加比賽的保險費	\$672.67
	合共金額：	<b>\$7,248.67</b>

播道書院  
中學部  
2023-2024 中華文化推廣  
教育局一筆過撥款（第 65/2024 號通函）  
運用報告書

（一） 背景及運用指引重點

1. 教育局於 2024 年 3 月發出通函（第 65/2024 號），放發「推廣中華文化體驗活動一筆過津貼」。
2. 撥款總金額：\$300,000
3. 發放日期：2024 年 3 月（無須提交申請）
4. 收回日期：2027 年 8 月 31 日
5. 可使用日期：2023-2024 學年、2024-2025 學年、2025-2026 學年、2026-2027 學年（合共四個學年）
6. 用途（詳見教育通函第 65/2024 號附件一）

6.1 用途：津貼辦各種有關中華文化的活動及計劃

1.	舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座
2.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽
3.	舉辦或資助學生參加本地文化考察或參觀活動
4.	發展有關中華文化的課程
5.	採購及發展中華文化學與教資源
6.	資助學生及隨團教師前往內地，參加學習中華文化的交流活動

6.2 注意事項：用作購買獎品的金額不可超過總資助金額的 10%。

7. 撥款可跨年使用，並須於 **2027 年 9 月 30 日或以前將填妥的「推廣中華文化體驗活動一筆過津貼」運用報告（通函附件二）交回「課程展處中國語文教育組」。**

（二） 預算持有者（Budget Holders）

1. 王妙老師（Chloe Wong）
2. 梁芷婷老師（Tess Leung）

（三） 預算使用原則

1. 盡量惠及更多學生。
2. 將 30 萬攤分於四個學年使用。

（四） 預算目標

1. 透過舉辦多元化活動，提升學生認識中華文化的興趣。
2. 結合學科教學與活動，加強對中華文化的理解。
3. 展示學生習作或製成品，提升中華文化認同。

(五) 預算計劃

1. 四學年預算

		第一學年	第二學年	第三學年	第四學年	總預算
預算項目	學年	2023-2024	2024-2025	2025-2026	2026-2027	
中華文化體驗日		50,000.00	50,000.00	50,000.00	50,000.00	
購買書籍（目標每年增購 20-30 本書）		5,000.00	5,000.00	5,000.00	5,000.00	
印製作品（如文具、文集、小冊子等）		5,000.00	5,000.00	5,000.00	5,000.00	
文化遊蹤或歷奇活動		-	10,000.00	10,000.00	10,000.00	
文學散步及體驗（如電車遊、文化工作坊等）		5,000.00	5,000.00	10,000.00	10,000.00	
該年總預算		65,000.00	75,000.00	80,000.00	80,000.00	
總預算						300,000.00

2. 本學年（2023-2024）財政報告

使用範籌	使用項目	2023-2024	撥款結餘
體驗活動	中華文化體驗日	49,980.00	
體驗活動	漢服拍照	2,437.00	
內地文化參訪	文學散步活動禮物	425.5	
內地文化參訪	文學散步在大灣之深圳篇	21,300.00	
2023-2024 總支出		74,142.50	
一筆撥款總額		300,000.00	
撥款結餘			225,857.50

3. 監察及評估方法、參與人次

	範疇	活動	監察及評估方法	參與人次
1.	舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	中華文化體驗日（6 月）	觀察 會議	全校
2.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽			
3.	舉辦或資助學生參加本地文化考察或參觀活動			
4.	發展有關中華文化的課程			
5.	採購及發展中華文化學與教資源			
6.	資助學生及隨團教師前往內地，參加學習中華文化的交流活動	文學散步在大灣之深圳篇（6 月）	觀察 會議 問卷	32 人

4. 檢討及建議

- 4.1 活動形式：透過體驗與內地參觀的方式提升學生的文化體會與認同，形式多元化，切合本校學生需要。

- 4.2 活動果效：師生均表示活動形式有趣，師生皆能投入及享受。不同科組老師均認同中華文化體驗日能以沉浸模式推動中華文化，效果不俗；文學散步首次嘗試於深圳舉行，具有歷史與文化意義，事前教師先行前後視察地點，對帶領活動及促進學生學習皆有正面作用。
- 4.3 活動時間及場地：兩項活動皆安排於六月試後活動，時間較為緊逼，來年可探索於其他時間舉辦活動的可能性。另由於是年小學禮堂於六月份維修之故，中華文化體驗日只能於悅勤堂（U Can）舉行，場地略為狹窄，期望來年能使用中學或小學禮堂。

Evangel College  
(Primary)  
Report on the Use of the Life-wide Learning Grant  
2023-2024 School Year

17 September 2024

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.  
Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

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

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1 e.g.	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
	Career Expreience Activity	Nov 2022	S1-S3	200	\$20,000.00	\$100.00									
1	小學中文：新春活動	Feb 2024	P1-6	900	\$2,182.80	\$2.40	E1	Chinese Language	在學生問卷結果所得, 93%學生能從新春活動中認識新年傳統及文化	V	V				Ng Sum Yi
2	小學中文：圖書講座	27/Feb/2024 小四至小六 23/May/2024 小一至小三	P1-6	900	\$3,000.00	\$6.70	E5	Chinese Language	在學生問卷結果所得, 89%學生能從講座中提升對閱讀的興趣	V	V				Ng Sum Yi
3	VA Art Appreciation Experience (Museum / Exhibition Visit )	18 April 2024	P1-P6	40	\$0.00	\$0.00	E1	Arts (Visual Arts)	1.100% student agree that they hace learnt some new art knowledge from the evaluation. 2. 100% student have attended the museum visit. (exclude the sick leave) 3. The tickets and coach fee were sponsered by the Hong Kong Museum of Art	V		V			Dorcas Wong
4	VA Gifted Training (including STEAM and KS1+ KS2 VA gifted class)	Sep 2023- May 2024	P1- P6	33	\$55,524.00	\$1,682.55	E5+E7+E8	Arts (Visual Arts)	1.100% student have attended the workshop (excluded sick leave) 2.Student's artwork was displayed in 2 different school exhibitions.3. Students agree taht they learnt new art knowledge from the gifted class.	V		V			Dorcas Wong
5	VA Art Experience Learning (ACTS, 2nd and 3rd Classroom Activities)	Sep 2023- June 2024	P1-6	944	\$28,410.70	\$30.10	E1+E5+E6	Arts (Visual Arts)	1.All students participated in VA class calendar creation activities, and artist's sharing (ACTS). 19 EC artists have participated in special workshops with the artists. 2.The calendar designed by students are exhibition is the PTA Fun Day and art day exhibition. The calendar are also given to overseas schools as soveniors. 3. All P.1-6 students have been participating in 3 all students exhibitions , 3 ACTs art activities and 3 competitions .	V		V			Dorcas Wong
6	English: Bug Club	Oct 2023 - June 2024	P1-P4	600	\$15,050.00	\$25.08	E8	English Language	All P1-P4 students read books on Bug Club, about 64% of students enjoyed reading books on Bug Club. Students expressed that they would like to read more online books on Bug Club.	V					Jessica Chan
7	English Workshop (Storytelling)	17 Oct 2023- 26 April 2024	P1-P3	450	\$3,600.00	\$8.00	E5	English Language	60% of students enjoyed the storytelling workshop.	V	V				Jessica Chan
8	English: Book Character Day	24 June 2024	P1-P4	600	\$2,396.00	\$3.99	E1	English Language	All P1-P4 students joined the Book Character Day. 83% of them enjoyed the activities held on Book Character Day.	V					Jessica Chan
9	School Team Training & LWL	Oct 2023-May 2024	P1-6	944	\$1,198,610.00	\$1,206.00	E1,E2,E3,E5,E6,E7, E8	Others, please specify: 音、體藝術方面	All students participated in Thursday LW. Around 75% of students participated in school team or service training.	V	V	V			Ruby Chau
10	Chinese/ Western orchestra music workshop	17 Jan 2024	P6	136	\$3,500.00	\$25.70	E2	Arts (Music)	1. All P6 students participated in the workshop. 2. Around 90% of students could tell what they have learnt. 3. Around 80% of students enjoyed the activities	V	V				Fiona Wong



Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
11	Cantonese Opera Music workshop	11 Jan 2024	P6	112	\$3,600.00	\$32.14	E2	Arts (Music)	1. All P6 students participated in the workshop. 2. Around 90% of students could tell what they have learnt. 3. Around 80% of students enjoyed the activities	V	V				Fiona Wong
12	GS field trip	Nov 2023-May 2024	P1-6	944	\$50,950.00	\$54.00	E1, E2	General Studies	1. All students participated in the field trip in different grades 2. around 80% of students could tell what they have learnt 3. more than 80% of students enjoyed the activities	V	V				Meghan LO
13	GS Seminars or workshop	Nov 2023- May 2024	P1-6	944	\$23,690.00	\$25.00	E1	General Studies	1. All students participated in the ACTS seminars or workshops 2. around 80% of students could tell what they have learnt 3. Most students enjoyed the activities, however, the percentage varied between activities.	V	V				Meghan LO
14	Junior EC Cadet (Training camp)	2 Dec 2024	P4-P6 cadets	65	\$29,720.00	\$458.00	E1+E2+E5	Stuent Organization Department	All students participated actively in the training. The attendance rate is 100%	V	V				Carmen LI
15	Junior EC Cadet (Through train Wild camp)	28-29 June 2024	P6 cadets	40	\$8,000.00	\$200.00	E1+E2	Stuent Organization Department	All students participated actively in the training. The attendance rate is 100%	V	V				Carmen LI
16	Junior EC Cadet (Hiking)	24 Feb 2024	P5 cadets	65	\$1,800.00	\$90.00	E2	Stuent Organization Department	All students participated actively in the training. The attendance rate is 100%	V	V				Carmen LI
17	EC Force day camp	2 Mar 2024(Sat)	P4-P5	20	\$5,000.00	\$250.00	E1	Social worker Team	85% participants reflected that they could learn how to coperate with others in this program	V	V				Sammi , Dora Joyce
18	EC force camp	24 May -25 May 2024	P2-P3	11	\$1,430.50	\$130.00	E1	Social worker Team	Student can experience problem solving and learning self-care skills through the training camp.	V	V				Sammi, Don
19	EC force Hiking	22 Jun 2024(Sat)	P5-P6	23	\$8,400.00	\$365.00	E6	Social worker Team	Due to the unstable weather condition, this program had changed to orienteering training in the school. More than 90% participants enjoy and could learn map reading skill in the program.	V	V				Dora Joyce
20	EC force group	whole year	P4-P6	30	\$2,628.70	\$87.60	E1	Social worker Team	83% participants had improved their cooperation skill with others	V	V				Sammi Joyce
21	EC force training (Crate Climbing)	13 Apr 2024 (Sat)	P5-P6	15	\$3,750.00	\$250.00	E6	Social worker Team	86% participants had confident to try to climb up the crate.	V	V				Joyce Sammi
22	EC force Escape Room	26 Jun 2024(Wed)	P4	6	\$2,580.00	\$430.00	E1,E2	Social worker Team	All participants felt happy and they were committed to dicuss and found the solution to solve the challenge.	V	V				Sammi Joyce
23	EC Team	Nov 2023 to June 2024	P3-4	22	\$4,782.30	\$217.40	E1, E2	Social worker Team	students have experience to serve others and develop into servant leaders	V	V		V		Sammi
24	Junior Force	whole year	P2-P3	11	\$305.80	\$27.80	E1	Social worker Team	student can exprience teamwork with others and learning ability of self-care	V	V				Sammi, Don
25	Play Group C	Sep 2023 - May 2024	P4-P6	24	\$2,803.38	\$116.81	E1	Social worker Team	All students successfully complete groups and groups tasks more than 90% of students had increased self-esteem	V	V				Dora NG
26	Expert Sharing Workshop	Dec 2023 - May 2024	P4-P6	24	\$1,135.01	\$47.29	E1	Social worker Team	more than 90% of students had increased self-esteem	V	V				Dora NG
27	Try, Test and Renew group	Jan 2024 - May 2024	P6	8	\$1,377.62	\$172.20	E1	Social worker Team	All students successfully complete groups and groups tasks more than 60% of students had increased self-esteem	V	V		V		Dora NG
28	Community visit	June 2024 - July 2024	P4-P6	27	\$2,800.00	\$103.70	E6	Social worker Team	more than 89% of students have more positive thoughts about "difficulties"	V	V		V		Dora NG
29	Play group	3 phase (6 groups) whole year	P1-P6	38	\$1,282.80	\$33.70	E1	Social Worker Team	Student enhance their social skills and social network	V	V				Sammi & Joyce

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
30	School Picnic	11/2023	P1-P6	1244	\$105,898.00	\$85.00	NA	Healthy School Life	Students enjoyed the picnic a lot since they had time to do outdoor activities together. They built up their self-confidence through the activities as well as enhancing their team spirit.		V	V			Thomas & Cherie
31	CT: smart agriculture kit experience	Oct 2023-May 2024	P4-P6	54	\$8,500.00	\$157.00	E1, E7	CT	All students participate actively in LWL lessons.	V	V				Kelly Liu
32	CT Seminars or workshop	Sept 2023-May 2024	P4-P6	900	\$136,300.00	\$151	E5	CT	All students participate actively in Mass Fun Program. More than 80% can finish the learning task during the lessons.	V	V				Christine Foo
33	Junior EC Marching Band Training Camp	NA	P2-6 Marching band memebers	40	NA	NA	NA	Student Organization Department	We made a change to the plan and decided to have a through-train year-end celebration party instead of a training camp.		V	V			Jamie Chan, Carmen LI
34	Junior EC Marching Band Trainings (Tutor Fee)	Whole year	P2-6 Marching band memebers	40	\$157,684.00	\$5,840.15	E5	Student Organization Department	The attendance rate is 93.8%. We have acheived the target with statisfactory.		V	V			Jamie Chan, Carmen LI
35	Math STEM workshop	NA	P1-3	450	NA	NA	NA	Mathematics	We changed the plan. Our teachers hold the STEM activity instead of recruiting the external tutors.	V	V				Jonathan Hung
36	Rummikub competition	NA	P4-6	450	NA	NA	NA	Mathematics	We changed the plan of Mass Fun Program. We helped students to join the free competition .	V	V				Jonathan Hung
37	Financial management workshop	10 Oct 2024 28 Nov 2024	P1-6	900	\$5,000.00	\$5.60	E1	Mathematics	All students enjoyed the workshop. Students can answer the questions correctly in the workshop.	V	V				Jonathan Hung
38	Math Gifted Training	Oct-May 2024	P4-P6	28	\$51,105.00	\$1,825.00	E6	Mathematics	All students participated actively in the training. Most students got different awards in different external competitions.	V	V				Jonathan Hung
39	Day Camp	21 June 2024	P3	159	\$37,886.50	\$238.20	E1, E2, E6	Student Guidance	Students enjoyed the Day Camp a lot. They tried different adventurous activities such as rock climbing, aseiling. They learn the cooperative skill and develop friendship with friends.	V	V				Suyi KONG
40	Dialogue in the Dark	June 2024	P4	157	\$25,700.00	\$163.70	E1, E2, E6	Student Guidance	This year, 2 classes participated in silence detectives. The activity is interesting and students are highly motivated.	V	V				Suyi KONG
41	Team Building Activities	June 2024	P4	160	\$0.00	\$0.00	/	Student Guidance	Due of time and space constraints, P4 team building training activity was cancelled.	V	V	V			Suyi KONG
42	Elderly Service	May to June 2024 (Preparation) 28 June 2024 (Elderly service)	P5	140 (student) and 138 elderly	\$15,524.50	\$112.00	E1, E2	Student Guidance	Students can have a chance to communicate and take care of the elderly through activities. They discovered something to appreciate about themselves, their classmates and elderly. They also enjoy the activities in the service.	V	V		V		Suyi KONG
43	Visit to Hong Kong Palace Museum	31 May 2024	P5	160	\$750	\$750.00	E1	General Studies	N/A	V	V				Meghan LO
44	Visits, outings and experiential learning	Oct 2023-May 2024	P5	159	\$24,000.00	\$151.00	E6	Student Guidance	Students can more understand the physical conditions of the elderly and the impact on their lives, that can help them plaining the Elderly service in June 2024	V	V				Suyi KONG
45	Career planning	April-May 2024	P6	137	\$17,500.00	\$127.70	E1, E6	Student Guidance	Hong Kong Life Planning Association organized career planning activities for P6 students during ACTS period. Students enjoyed the actiivties and learn the basin idea of planning their life in the future.	V	V			V	Suyi KONG
46	Worship team training	Oct 2023 - July 2024	P3-P6	30	\$15,000.00	\$500.00	E5	CE3	All students participated in the training actively. They lead the Christmas worship and worship dance at school during Christmas service and MI period. Worship dance team also peroformed in a dancing performance night.	V	V				Ada Wong

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
47	Visit Christian organization	25 May 2024	P3-P6	57	\$1,200.00	\$21.00	E9 (transportation)	CE3	Students enjoyed visiting the organsation and they learnt something about the history of the Bible and know more about Jesus Christ.	V	V	V			Ada Wong
48	P6 Camp	NA	P6	150	NA	NA	NA	Student Guidance	Due to the change of plan, P6 Camp has been replaced by P6 Hangzhou tour	V	V				Christine Foo
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item															
Total for Category 1				13,251	\$2,069,607.61										

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

No.	Item	Purpose	Estimated Expenses (\$)
e.g.	STEM Learning Kits	STEM Interest Group Activity	\$50,000.00
1	Smart agricultute Kits	CT	\$7,000.00
2	Steam Learning Kits	Steam Interest Class Activity	\$27,000.00
3			
(Please insert rows above if the space provided is insufficient.)			
Estimated Expenses for Category 2			\$34,000.00
Estimated Expenses for Categories 1 & 2			\$2,103,607.61

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	944
Estimated number of student beneficiaries:	944
Percentage of students benefitting from the Grant (%):	100%
Name of Contact Person for LWL:	IP Woon Ting Celia
Post of Contact Person for LWL:	Vice-principal

Evangel College  
(Secondary)  
Report on the Use of the Life-wide Learning Grant  
2023-2024 School Year

17 September 2024

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.  
Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

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

Schools are required to complete this part						Completion of this part is not mandatory											Subject Panel / Teacher-in-charge
No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)							
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Developme nt	Community Service	Career-related Experiences			
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes																
e.g.	Career Expreience Activity		Nov 2022	S1-S3	200	\$20,000.00	\$100.00										
1	Class-based math competition	A class-based competition with math-related indoor games and outdoor activities	NA	NA	NA	NA	NA	NA	Mathematics	NA	v					Gary Chan	
2	Board Game competition	Board Game competition	Feb 2024	S1 - S5	32	\$334.00	\$10.44	E7	Mathematics	Students enjoyed playing board games. Student found the relationship between the board game and Mathematics.	v					Gary Chan	
3	Mathematics Star Program	Broaden students' view in Math World through training and competition.	Sep 2023 - Mar 2024	S4 - S5	8	NA	NA	NA	Mathematics	NA	v					Gary Chan	
4	Mathematics Star Program	Broaden students' view in Math World through doing challenging questions.	Sep 2023 - Jan 2024	S6	14	\$2,000.00	\$142.86	E1	Mathematics	Students were willing to ask teachers questions when they encountered difficulties. Students found that the course was useful (see the questionnaire from students)	v					Gary Chan	
5	S5 Biology Field trip	A field trip to study ecosystem	5 Feb 2024	S5	39	\$120.00	\$3.08	E2	Science	All students finish study report	v	v				Bruce Tsang	
6	S3 and S4 Biology Field Trip	A guided tour to wetland park and HKU anatomy museum	9 Nov 2023 and 3 May 2024	S3,S4	187	\$10,000.00	\$53.48	E2	Science	Students shared their experience	v					Bruce Tsang	
7	Career Expreience Activity	Visit working place	Nov 2023 - July 2024	S3 - S5	160	\$3,000.00	\$18.75	E2	Values Education	Students shared their experience		v			v	Bruce Tsang	
8	Career mapping	Lesson that students can know about themselves for career development	Sep 2023 - July 2024	S4 - S5	220	\$3,600.00	\$16.36	E1	Values Education	Students shared their experience		v			v	Bruce Tsang	
9	Chinese History fieldtrip and workshop	Different fieldtrip and workshops enhance the understanding of the history and culture of China and Hong Kong	Oct 2023 - Jul 2024	S1-S5	70	\$25,812.50	\$368.75	E5+E2 +E9	History	Students learned about the history and culture of Hong Kong and China from the activities which enhanced their sense of identity with the country to a certain extent.	v					Jeff Ho	
10	Christian School Life training Camp	A training camp for improving team cohesion among Christian school life members and preparing for the gospel week.	20-21 Jan 2024	S2-5	40	\$25,704.00	\$642.60	E1	Christian School life	All participants agreed that the camp could strengthen the team cohesion, and they were willing to participate in the Gospel Week after the camp.		v				Simon Yu	
11	Worship Team Training Workshop by External Organization	A worship workshop for improving worship team technical skills and serving heart	19 Dec 2023	S2-5	10	\$2,000.00	\$200.00	E2	Christian School life	All participants agreed that this workshop could enhance their way to worship.		v				Simon Yu	
12	Fellowship Outing Activity	NA	7 March 2024	NA	NA	NA	NA	NA	Christian School life	NA		v				Simon Yu	
13	Post Exam Outing Activity	NA	NA	NA	NA	NA	NA	NA	Christian School life	NA		v				Simon Yu	
14	中國文學文化跨境遊 ——中四級杭州遊學團	是次為遊學活動，以提升學生對中華文化的認識及學習中國語文的興趣，以及與姊妹學生溝通聯繫。	24 June 2024 - 28 June 2024	S4	40	\$265,610.00	\$6,640.25	E1	Chinese Language	所有參加者均認同是次遊學獲益良多，能夠增進對杭州、中國語文的認識，體味中華文化之美。	v	v				Chloe Wong	
15	中文辯論隊 培訓及校外比賽	提供專業思辯培訓，以及訓練學生參加校外比賽，擴闊視野。	Sept 2023 - Aug 2024	S1-S5	16	\$51,800.00	\$3,237.50	E1+E5	Chinese Language	經訓練後，所有學生的思辯能力及演說能力均能提昇。其中一項比賽打進四強，全年比賽累計獲6次最佳辯論員殊榮。	v	v				Sherman Wong	
16	中文科文學散步 ——文學散步在大灣——師徒深圳一日遊	是次為遊學活動，以鼓勵同學「走出課室」學習，親身遊覽文化歷史古城，體驗中國飲食文化。	19 June 2024	S4	32	\$16,000.00	\$500.00	E1	Chinese Language	所有參加者均認同活動能夠提升其對中國文化的認識及對中國語文的興趣。	v	v				Chloe Wong	
17	Tai Kwun: 大館教育活動: 古蹟教育劇場	Citizenship and Social Development	12 March 2024	S4	20	\$2,500.00	\$125.00	E1	Citizenship and Social Development	Students enjoyed the activity and students' feedback was positive.	v	v				Wilson Tam	
18	Visit to the 香港故宮文化博物館	Understand the rich cultural heritage of China, appreication of the artistic achievement of Chinese	7 March 2024	S5	98	\$1,200.00	\$12.24	E2	Citizenship and Social Development	Over 80% of students reflects that they have learned to value and respect the traditions, customs, and fostering a sense of pride and nurturing their appreciation for the rich tapestry of Chinese culture and heritage.	v	v				Tess Leung	
19	STEAM accreditation Scheme	Microsoft DP-900	March 2024	S2-S5	14	\$35,700.00	\$2,550.00	E1	Cross-Disciplinary (STEM)	more than 85% students get the certificate	v	v				Amanda Wong	
20	STEAM accreditation Scheme	Microsoft office Specialist	March 2024	S1-S5	28	\$7,560.00	\$270.00	E1	Cross-Disciplinary (STEM)	100% students get the certificate	v	v				Amanda Wong	
21	STEAM accreditation Scheme	We can fly scheme	April 2024	S2-S4	7	\$2,250.00	\$321.43	E1	Cross-Disciplinary (STEM)	100% students get the certificate	v	v				Amanda Wong	
22	STEAM accreditation Scheme	Adobe Certified Pro	April 2024	S2-S5	25	\$625.00	\$25.00	E1	Cross-Disciplinary (STEM)	100% students get the certificate	v	v				Amanda Wong	
23	STEAM accreditation Scheme	YITAA(青年資訊科技大使獎勵計劃)	June 2024	S2	16	\$4,800.00	\$300.00	E1	Cross-Disciplinary (STEM)	100% students get the certificate	v	v	v		v	Amanda Wong	

No.	Name, Brief Description and Objective of the Activity		Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
				Level	Number of Participants						<u>Intellectual Development (closely linked with curriculum)</u>	<u>Values Education</u>	<u>Physical and Aesthetic Development</u>	Community Service	<u>Career-related Experiences</u>	
24	EC Writers - English Publishing Team - workshop	Workshop by award-winning journalist - Jacky Lin	February 2024	S3-5	15	\$2,000.00	\$133.33	E5	English Language	Writers learnt from the professional journalist and have used the skill in the next issue.	v					Toni Ng
25	EC Writers - English Publishing team - magazine printing fee	2 magazines for all students	Sept 2023-Dec 2023 , Feb 2023-July 2024	S1-6	774	\$19,562.00	\$25.27	E1	English Language	Writers got to practice their writing skills through publishing an autentic material. Their work is highly displayed.	v					Toni Ng
26	Clubs and Societies	19 clubs and societies	Sept 2023 - July 2024	S1-S6	743	\$38,279.40	\$51.52	E1	Cross-Disciplinary (Others)	Most of the clubs/societies have organized at least two activities. Most students have participated in these activities.		v		v		Milki Lam
27	Experimental learning activity (L&S Fairtrade Chocolate Making Workshop)	Fairtrade Chocolate making	28 June 2024	S2	20	\$3,300.00	\$165.00	E6	Others, please specify: Humanities	All participated students enjoyed the making of chocolate. They also agreed that the workshop enhance their understanding of the concept of fairtrade. It was a good oppotunity for the students to start caring about global issues.	v	v				Fanny Fan
28	Community Service	S4 Community Service Program	June 2024	S4	110	\$5,000.00	\$45.45	E6	Values Education	All S4 students can visit the needy families in the sub-divided flats, they are requested to buy foods in the local market for them.				v		Henry Kam
29	Environmental Education Visit and activities	Inside school activity: reading program / roof planting / PTA recalling second hand book/ save electricity scheme	Sept 2023-June 2024	S1-S5	30	\$3,000.00	\$100.00	E1 (activity materials)	Moral, Civic and National Education	More students arouse their sense how to protect the environment and being environmentally friendly in school	v	v				Sharon Wong
30	卓越會 (Board Game)	Enhance Student's self-esteem through training	Oct 2023- May 2024	S.2-S3	8	0	\$0.00	NA	Social worker Team	Over 90% of members reflects that they can learn how to cooperation with other teammates and the had enhance the sense of belonging	v	v				Don Yu
31	卓越會 services	Enhance Student's self-esteem through training	Oct 2023- May 2024	S.1-S3	200	\$3,809.00	\$19.05	E1	Social worker Team	Over 90% of members reflects that they can learn how to cooperation with other teammates and the had enhance the sense of belonging	v	v				Don Yu
32	EC Force- & EC Play High Event Challenge Course Technique Training	Enhance Student's self-esteem through training	Jun 2024- Jul 2024	S.4	15	\$2,000.00	\$133.33	E2	Social worker Team	Over 90% of members reflects that they can learn how to cooperation with other teammates and the had enhance the sense of belonging	v	v				Don Yu
33	EC Play Elderly services	Develop students' empathy and understand other people's need	Oct 2023- Dec 2023	S.3-S.4	16	\$6,833.20	\$427.08	E1,E2	Social worker Team	Over 90% of members reflects that they can learn how to cooperation with other teammates and the had enhance the sense of belonging	v	v				Don Yu
34	EC Force hiking	Develop students' empathy and understand other people's need	Feb 2024	S.2-S3	6	\$1,118.00	\$186.33	E1	Social worker Team	Over 90% of members reflects that they can learn how to cooperation with other teammates and the had enhance the sense of belonging	v	v				Don Yu
35	EC Play camp	Cancelled	NA	NA	NA	NA	NA	NA	Social worker Team	NA	v	v				Don Yu
36	Try, Test and Renew group	Enhance students' self-esteem. Explore students' inner resources, abilities, beliefs and values	Oct 2023-June 2024	S1-S2	10	\$2,346.43	\$234.64	E1 (activity materials)	Social worker Team	All students successfully complete groups and groups tasks	.	v				Dora NG
37	MI Play group C	Enhance students' self-esteem. Explore students' inner resources, abilities, beliefs and values	April 2024-July 2024	S1-S2	10	\$1,501.63	\$150.16	E1 (activity materials)	Social worker Team	more than 85% of students had increased self-esteem	.	v		v		Dora NG
38	Community visit	Enhance students' positive beliefs and values	19-Jun-24	S1-S2	15	\$1,500.00	\$100.00	E2 (Transportation fees)	Social worker Team	85% of students have more positive thoughts about "difficulties"	.	v		v		Dora NG
39	EC Action	Enhance students' self-esteem. Explore students' inner resources, abilities, beliefs and values	Oct 2023- May 2024 Mar 2024	S4	6	\$0.00	\$0.00	NA	Social worker Team	All students successfully complete groups and groups tasks	.	v				Victor Lau
40	Geography field trips	S.3-S.6 Geography field trips	Oct 2023-May 2024	S.3-6	150	\$28,720.00	\$191.47	E1,E2,E6,E7	Geography	Different kinds of field trips have been organised for each form of students. The experiences enhanced the teaching and learning of Geography.	v	v				Cheryl Kong
41	Singing training program	Train the students how to sing the Pop song	Term 1 & 2	S.1-S.6	41	\$31,950.00	\$779.27	E5	Arts (Music)	The Program can inspired students a lot and can improved their singing skills.	v					Jamie CHAN
42	e-Orch program	Let student experience e-Orch	April 2024	S.1-S.4	15	\$5,100.00	\$340.00	E5	Arts (Music)	Students can experience new form of orchestra.	v					Jamie CHAN
43	Music workshops (instrumental/music appreciation)	Let student experience Chinese muisc	Feb 2024	S.1-S.3	458	\$5,000.00	\$10.92	E5	Arts (Music)	Students can explore more Chinese music.	v					Jamie CHAN
44	Off- campus sports viewing and visiting Sports facilities	NA	NA	NA	NA	NA	NA	NA	PE	NA		v	v			Josh Yip
45	PE Club training (camp)	PE Club training (overnight camp)	21-22 June2024	S.1-6	25	\$10,658.00	\$426.32	E1	PE	Students can cooperate with different form of students to complete tasks and overcome difficulties.		v	v			Winnsy Lee
46	Class climate building (Student guidance)	Class climate building activities	Oct 2023-Jun 2024	S.1-6	783	\$34,368.50	\$43.89	E1,E7	Student Guidance	Different kinds of activities have been organised to facilitate the class climate building.		v				Ciny Chan
47	Sex education (Student guidance)	Sex-related law and anti- sex harassment Talk	12 April 2024	S.2	163	NA	NA	NA	Sex education	Seminar and workshops have been held by Hong Kong Family Welfare Society.		v				Ciny Chan
48	Class climate building camp (Student guidance)	Half day class camp (bamboo raft activity)	20 June 2024	S.1 and S.4	316	\$49,080.00	\$155.32	E1, E2, E6	Student Guidance	Through activities, students are able to cooperate and face challenges with the class.		v				Ciny Chan
49	EC Marching Band Training Camp	NA	NA	NA	NA	NA	NA	NA	Student Organization Department	NA		v	v			Toni Ng
50	EC Marching band Tranings (Tutor fee)	Marching band trainings	Oct 2023-Jun 2024	S.1-4	18	\$86,250.00	\$4,791.67	E5	Student Organization Department	Students learned musical skills from tutors and were able to play pieces together in an external competition. Teamwork was developed.		v	v			Toni Ng
51	Students' Union Training Camp	2 days 1 night training camp	20-21 Oct 2023	S2-6	31	\$32,126.00	\$1,036.32	E1	Student Organization Department	Students faced different challenging tasks together and learned to cooperate. Senior students passed on their experiences to junior ones.		v	v			Toni Ng
52	Junior English Debate Team (Coached sessions)	Public speaking and debate training	Oct 2023-Jun 2024	S.2	6	\$15,300.00	\$2,550.00	E2	English Language	Junior debaters learnt a lot of debating skills and they all found the course beneficial to them. They were also able to apply what they have learnt in the competitions	v					Wendison Yeung
53	Senior English Debate Team (Coached sessions)	Debate Training	Oct 2023-Jun 2024	S3 - S5	14	\$44,000.00	\$3,142.86	E2	English Language	Senior debaters found the course extremely useful and the coach prepared them for all the competitions. Students were able to demonstrate what they have learnt. Improvements are shown as well.	v					Wendison Yeung
54	EC Cadet Taiwan 5-day training camp	Participate in a training camp (5-Day) to let S3-5 EC Cadet understand how to become a servant leader	11-15 July 2024	S.3-S.5	18	\$114,060.00	\$6,336.67	E1, E2, E3, E4, E7	Student Organization Department	All S3-5 cadets were devoted to conduct a research project in HK and Taiwan about happiness, Good Teachers, Bubble Tea and Food Culture. They were able to demonstrate the servant leadership	v	v		v		Toni Ng

No.	Name, Brief Description and Objective of the Activity		Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
				Level	Number of Participants						<u>Intellectual Development (closely linked with curriculum)</u>	<u>Values Education</u>	<u>Physical and Aesthetic Development</u>	Community Service	<u>Career-related Experiences</u>	
55	EC Cadet Macau 3-day training camp	Participate in a training camp (2-Day) to let secondary EC Cadet pair up with junior EC Cadet. Secondary EC Cadet are role model of junior EC cadet.	21-22 March 2024	P.6 & S.3 & S.5	20	\$30,913.20	\$1,545.66	E1, E2, E3, E4, E7	Student Organization Department	All cadets (junior and secondary EC cadets) built a close relationship with each other. Secondary EC Cadet took initiative to talk and cater to the needs of junior cadet.	v	v		v		Toni Ng
56	EC Cadet training group	Build cohesion among different forms of EC Cadet	Oct 2023-Jun 2024	S.1 - S.5	80	\$5,170.20	\$64.63	E1	Student Organization Department	Finished about 20 cell group sessions throughout the year. All S2-S5 actively participated in the cell group and most S1 cadet participated in.)	v	v				Toni Ng
57	EC Cadet Low Event Challenge Course Technique Training	Participate in Low Event Challenge Course Technique Training Camp (2-Day) to let EC Cadet equipped with game leading and debriefing skills	28-29 March 2024	S.3 - S.4	19	\$23,756.70	\$1,250.35	E1, E2, E5, E6	Student Organization Department	All S3-4 cadets attained the qualification of Low Event Challenge Course Technique. After they learned game leading and debriefing skills, they were able to apply it into regular training (design and lead a warm-up game for other forms of cadet)	v	v				Toni Ng
58	EC Cadet Flag Raising Team	To develop student to be servant leader through training.	Sept 2023- July 2024	S.1 - S.5	23	\$0.00	\$0.00	NA	Student Organization Department	All members actively participated in flag raising practice and its ceremony throughout the year. They were also invited to participate in the S6 graduation ceremony.	v	v				Toni Ng
59	S.1-S.2 EC Cadet Camp	Participate in Cadet Training Camp (2-Day) to let EC Cadet know how to be a servant leader.	S.1: 3-4 May 2024 S.2: 19-20 April 2024	S.1 & S.2	52	\$9,151.20	\$175.98	E1, E7	Student Organization Department	All S1 & S2 cadets were led by S5 Cadet Leader. All cadet played some team-building games to build a close relationship with each other and also learn to be a servant leader.	v	v				Toni Ng
60	S.4 EC Cadet Camp	Included in Low Event Challenge Course Technique Training	NA	NA	NA	NA	NA	NA	Student Organization Department	/	v	v				Toni Ng
61	Humanities (PSHE) Social Enterprise Workshops	Visit to HK Social Enterprise to let students understand how to run a businesswhich can help the needy in the society.	26 June 2024	S3	130	\$30,000.00	\$230.77	E6	Values Education	80% participants strongly agree or agree that joining this workshop can help them to understand more about HK Social Enterprise. 60% students strongly agree or agree that joining this workshop increase their willingness to work or provide volunteer services to HK Social Enterprises.		v				Christine Ma
62	English Drama- Theatre appreciation	NA	NA	NA	NA	NA	NA	NA	English Language	NA	v					David Mersault
63	History field trip	Visit Tai Kwun to understand the judicial and urban development of Hong Kong during the early colonial period	28 June 2024	S2	162	\$701.00	\$4.33	E9	History	Students acquired the knowledge of the social, cultural and judicial development of Hong Kong, as the average score of the tasks is about 65%	v	v				Eddie Wong
64	Boys Basketball Team Mainland 4-day training camp	Visit FoShan to let students understand the PE development in Mainland, also communicate with Chinese students and experience Chinese culture	1 July 2024 - 4 July 2024	S1-S5	26	\$109,200.00	\$4,200.00	E1,E2,E3,E4	Physical Education	80% participants feel very good or excellent experience in this trip.		v	v			Josh Yip
65	Boys Basketball Team Taiwan 5-day training camp	NA	NA	NA	NA	NA	NA	NA	Physical Education	NA		v	v			Josh Yip
66	VA Art Experience Learning(Third Classroom)	Inviting 5 Artists for EC S1-S3 Arts Day in MI Progran	8 July 2024 & 10 July 2024	S1-S3	463	\$19,650.00	\$42.44	E2	Arts (Visual Arts)	Students had learnt about art and values from various Christian art instructors	v		v			Private Chan
67	VA Gifted Training and program	Four VA Gifted Class had been Arranged	Oct 2023- May 2024	S1-S3	72	\$49,300.00	\$684.72	E2	Arts (Visual Arts)	With a smaller teacher-student ratio and excellent courses, students' artistic standards are effectively improved	v		v			Private Chan
68	Visit to space museum	MI period activity	24 June 2024	S.2	162	3044	\$18.79	E1	Science	All S2 students have watched the video in Science museum and visited around to finish the WS about astronomy.		v				Milki Lam
the space provided is insufficient.)																
Sub-total of Item 1.2																
Total for Category 1				63		\$1,288,363.96										

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

No.	Item	Purpose	Estimated Expenses (\$)
e.g.	STEM Learning Kits	STEM Interest Group Activity	\$50,000.00
1			
2			
3			
the space provided is insufficient.)			
Estimated Expenses for Category 2			\$0.00
Estimated Expenses for Categories 1 & 2			\$1,288,363.96

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	789
Estimated number of student beneficiaries:	789
Percentage of students benefitting from the Grant (%):	100%

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

* Input using the following codes; more than one code can be used for each item.	
E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc. )	E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2 Transportation fees	E7 Purchase of equipment, instruments, tools, devices, consumables
E3 Fees for non-local exchange activities / competitions (students)	
E4 Fees for non-local exchange activities / competitions (escorting teachers)	E8 Purchase of learning resources (e.g. educational
E5 Fees for hiring expert / professionals / coaches	E9 Others (please specify )