

Po Leung Kuk Lee Shing Pik College

Evaluation report on Use of One-off Grant for the Promotion of Chinese History and Culture for the 2018/19 academic year

Task Area	Major Areas of Concern	Strategies / Task (Teachers-in charge)	Resources Required	Success Criteria	Method of Evaluation	Outcomes and evaluations
I. Teaching and learning resources	Developing or procuring high quality electronic or other relevant learning and teaching resources of Chinese History.	<ul style="list-style-type: none"> <li>Purchase high quality electronic resources to support learning and teaching in Chinese History. (Ms. Lam YT)</li> </ul>	Budget: \$42,000  Actual expenditure: \$40,000	a. At least 35 iPads are installed in school. b. Over 85% of students indicate that they are more interested in learning Chinese and Chinese History when the e-learning software is in good use.	a. Record the frequency of use after the installation of iPads. b. Collect feedback from students.	a. Teaching app of "AR Chinese History" <ul style="list-style-type: none"> <li>Chinese History department has purchased an app of "AR Chinese History" and 40 iPads are installed in school.</li> <li>Only the part of Qin Dynasty has been developed for testing. We have used the testing version in Chinese History lessons and on the Information Day.</li> <li>All students indicated that they were more interested in learning Chinese History and found it easier to memorize the historical knowledge.</li> <li>The producer will help install the full version in the coming August and we will use the app in our lessons in junior forms.</li> </ul>
	Enriching learning and teaching resources of Chinese History.	<ul style="list-style-type: none"> <li>Purchase reference books and library books related to Chinese History. (Ms. Lam YT)</li> </ul>	Budget: \$1,500  Actual expenditure: \$994	Over 80% of students indicate that they are interested in learning Chinese History.	Collect feedback from students randomly.	<ul style="list-style-type: none"> <li>Chinese History department has purchased three books in June. However, we have not introduced them to our students yet. Book sharing will be conducted in the lessons and the books will be used in our teaching the coming year. Feedback will be collected afterwards.</li> </ul>
		<ul style="list-style-type: none"> <li>Purchase teaching resources used in Chinese History lessons. (Ms. Lam YT)</li> </ul>	Budget: \$500  Actual expenditure: \$478			<ul style="list-style-type: none"> <li>Chinese History department has purchased teaching materials, such as historical models or drama props. Over 80% of students showed interest in learning history as those teaching materials helped engage students' attention in the lessons.</li> </ul>

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II. School-based learning activities	Organizing school-based learning activities that reinforce the learning of Chinese History and Chinese culture.	<ul style="list-style-type: none"> <li>Expense for Chinese Society and Chinese History Society on organizing school-based activities.</li> </ul>	Budget: \$3,000  Actual expenditure: \$859.1	Over 80% of participants are satisfied with the activities held by Chinese Society and Chinese History Society.	Collect feedback from students.	<ul style="list-style-type: none"> <li>The budget supported social science society to organize in-school activities related to Chinese History this year. In-school activities included May 4 education week and CHIS game booth.</li> <li>Over 80% of participants are satisfied with the activities.</li> </ul>
		<ul style="list-style-type: none"> <li>Travel expense for students participating in various Chinese History and Chinese cultural visits</li> </ul>	Budget: \$5,000  Actual expenditure: \$7,120	Over 80% of travel expenses proposed is spent.	The number of visits will increase, and students are more motivated to join.	<ul style="list-style-type: none"> <li>Chinese History department booked a coach for 35 students to participate in a workshop of “歷史建築面面觀” organized by Hong Kong University and the travel expenses were supported by the grant. (Amount used: \$1,200)</li> <li>Chinese History department organized a cultural visit for all F2 students and booked 4 coaches to 4 destinations. The travel expenses were supported by the grant. (Amount used: \$5,920)</li> </ul>

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		<ul style="list-style-type: none"> <li>Purchase of in-school services relevant to Chinese History or Chinese culture provided by other organizations.</li> </ul>	Budget: \$8,000  Actual expenditure: \$11,060	Over 80% of participants get more understanding of Chinese culture or the development of China.	a. Suitable in-school services will be provided by other parties to help promote Chinese culture or Chinese History. b. Student feedback will be randomly collected from the participants	a. <u>“區區說故事” Competition</u> (Amount used: \$160) • 30 F3 students took part in the competition organized by Caritas and attended four workshops to learn how to analyze one community’s historical development and reflect the meaning of collective memory. All participants agreed that they got more understanding of the culture and history of their living community according to the questionnaire.  b. <u>“活字印刷工作坊”</u> (Amount used: \$2,400) • 15 students joined a workshop about “活字印刷” organized by Kwong Wah company and all participants agreed that they got more understanding of the Chinese printing culture according to the questionnaire.  c. <u>“傳統宗教面面觀”</u> (Amount used: \$2,000) • 7 F5 students joined a local visit of “傳統宗教面面觀” organized by Hide and Seek Tour. They visited Tung Po Tor Temple (東普陀寺) and Yuen Yuen Institute (圓玄學院), learning the development of folk religion which is related to the curriculum of CHIS HKDSE Paper 2. • All participants agreed that they got more understanding of the Chinese religious culture according to the questionnaire.  d. <u>Guided tour in Happy Valley</u> (Amount used: \$2,000) • 11 students and 1 teacher participated in the Hong Kong Cemetery visit. The presenter was

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						<p>professional, eloquent and humorous in his presentation. The visit enhanced students' understanding of Hong Kong history through the study of the tomb stones and revision of well-known persons in the past 150 years of Hong Kong. The activity can be re-run in the future with the understanding that the early summer heat and mosquitoes are deterrence to students' interest.</p> <p>e. <u>June 4 drama (Amount used: \$4500)</u></p> <ul style="list-style-type: none"> <li>The school has arranged F4 and F5 students to attend the activity. According to the Liberal Studies teachers, most of the attendants agreed that the drama could enhance the understanding the historical incident in China.</li> </ul>

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III. Funding for students	Supporting students to participate in interflow activities or competitions related to the learning of Chinese History and Chinese culture.	<ul style="list-style-type: none"> <li>Subsidize students to participate in the interflow activities, joint school activities or competitions related to Chinese History and Chinese culture between local schools or between schools in Hong Kong and the Mainland to promote interchange and dissemination of good practices. (Ms. Lam YT, Ms Yu WM, Mr. Fong KL)</li> </ul>	Budget: \$8,000  Actual expenditure: \$28,174	Over 85% participants are satisfied with the arrangement of the interflow activities, competitions or joint school programmes.	Collect feedback from students.	a. <u>Nanjing historical and cultural exchange tour (Amount used: \$26,554)</u> <ul style="list-style-type: none"> <li>Subsidized 20 F3-F5 students to participate in Nanjing exchange tour in June 2019 and the budget subsidized students with part of the tour fee.</li> <li>Participants investigated the historical sites of Nanjing to explore the historical stories of different dynasties and understand the evolution of China from ancient times to present.</li> <li>Over 85% participants are satisfied with the arrangement of the tour agreed that they got more understanding of the history of Nanjing according the questionnaire.</li> </ul> b. <u>HKDSE Mock organized by Hong Kong History and Culture Educational Society (Amount used: \$700)</u> <ul style="list-style-type: none"> <li>7 students joined the programme and attended the post-mock workshop learning the writing skills of HKDSE CHIS.</li> <li>100% participants were satisfied with the arrangement of the joint school programme and found clearer direction for their further improvement.</li> </ul> c. <u>Reallocate the amount of Mainland Exchange Programme 2017-2018 (Amount used: \$920)</u>

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IV. Funding for teachers	Supporting teachers to participate in interflow activities related to the learning and teaching of Chinese History or Chinese culture in the Mainland.	<ul style="list-style-type: none"> <li>Subsidize teachers to participate in exchange tour in China organized by our school in June 2019. (Ms. Lam YT, Ms Yu WM, Mr. Fong KL)</li> </ul>	Budget: \$5,000  Actual expenditure: \$12,594	a. Over 80% of teachers indicate that the activities increase their understanding on the development of the Mainland China and help to improve their teaching. b. More teachers participated in exchange tours in the Mainland China comparing with last year.	a. Collect feedback from teachers. b. The number of teachers who participate in the visits to the Mainland China increases comparing with last year.	a. <u>Nanjing historical and cultural exchange tour</u> <ul style="list-style-type: none"> <li>Subsidized three teachers to participate in Nanjing exchange tour in June 2019. Teachers were equipped with historical knowledge in the Nanjing exchange tour.</li> <li>100% teachers indicate that the activities increased their understanding on the development of the Mainland China and helped to improve their teaching.</li> </ul>

Balance B/F: \$116,897.48  
 Total income for the year: \$0.00  
 Total expenditure for the year: \$101,279.10  
 Balance C/F: \$15,618.38

Name of Principal: FUNG Nga Sze, Agnes

Signature: 

Date: 6<sup>th</sup> September, 2019