



Evangel College

School Report 2017-2018

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School Report (2017-2018)

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 and the teacher-to-class ratio was 2.3:1.
- (4) Last year, more than 4400 applicants in two rounds of interview applied for our P.1 places. The majority (about 80%) 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, Integrated Humanities (new), Physical Education, Music, Visual Arts, Creative Technology, Integrated Science
 - S.3 (Foundation Year of NSS)
 - English Language, Chinese Language, PTH, Mathematics, Christian Education, Chinese History, Geography, History, Economics & BAFS, Biology, Chemistry, Physics, Liberal Studies
 - S.4-S.6
 - The core subjects in NSS (compulsory):
 - ◆ English Language, Chinese Language, Mathematics & Extension Modules (Module 1 and 2)
 - Elective subjects in NSS (Students need to take 3 elective subjects.)
 - ◆ Chemistry, Physics, Biology, ICT, BAFS, Economics,

Geography, Chinese History, History, Visual Arts, Chinese Literature, English Literature

■ Applied Learning Courses

- ◆ Students may apply for Applied Learning Courses in S.5 but they need to drop one of the elective subjects they take.

1.2 Highlights of the School:

(1) School Motto

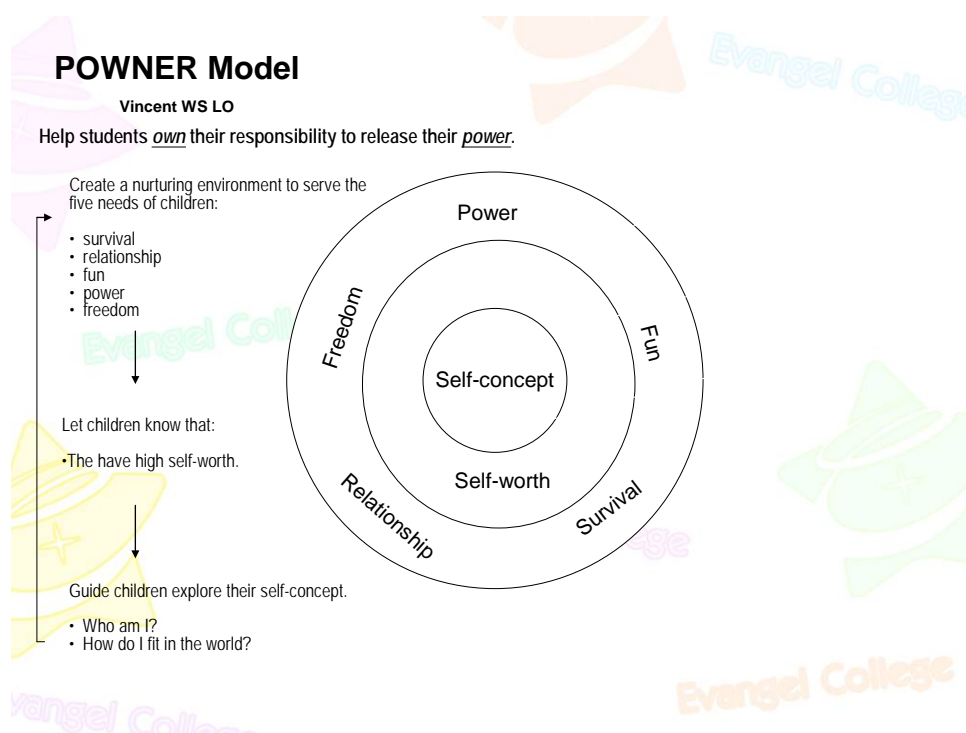
Proclaim the truth. Nurture our youth. (播揚真理・道育幼苗)

(2) Core Missions

1. The three core missions of the school are: (1) Pursue excellence in learning and teaching, (2) Help students develop character through Life Value Education (生命價值教育), and (3) Help students develop talents.

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

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



1. According to the POWNER Model, the five needs of children are relationship, power, freedom, fun and survival.
2. On satisfying children's genuine needs through teacher-pupil relationship, activities and programs, students feel that they have self-worth and then feel safe to open themselves to others for exploring

their self-concept (Who they are?)

(4) Evangel College (EC) implements genuine Christian Education.

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

1. The Principle of Creation

- Biblical Principle 1:

- **ALL** people are created by God. They are created in the image of God and are seen as good by God. God gives people 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 prepare themselves for contributing to others and the world. (Learning to contributing to others and the world)

2. The Principle of Fall of Man

- Biblical Principle 2:

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

- Implications for Education:

- **TEACHERS** should know that the natural tendency of students to commit wrong deeds. Teachers should warn children against

doing wrong deeds and help them know the consequences and their seriousness.

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

3. The Principle of Incarnation

- Biblical Principle 3:

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

- Implications for Education:

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

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

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

4. The Principle of Redemption

- Biblical Principle 4:

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

- Implications for Education:

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

-TEACHERS need to provide students with opportunities to repent and make improvement.

5. The Principle of Fulfillment

- Biblical Principle 5:

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

and will come to the earth again one day.

- Implications for Education

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

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

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

- EC helps students acquire **Love, Faith and Hope** in studies.
- EC structures the 12-year curriculum into three 4-year stages (**4-4-4 Curriculum**)
- EC adopts **Student-centred Learning and Teaching**
- EC practises **Four Highs in Teaching** (High expectation, High motivation, High engagement and High display)
- EC engages students to use **Core Tasks** to do deep learning
- EC engages high, average and low achievers with **Differentiated Learning Tasks**.
- EC helps students develop their capacity to learn independently **from Instruction, Coaching and Independent Learning**.
- EC extends students' **Learning outside Classrooms and School**.
- EC establishes the **Culture of Sharing of Learning**
- EC recognizes both **Learning Attitude and Academic Attainment**
- EC sets diversified **Independent Learning Schemes**
- EC secures **Success in both Internal and Public Exams**

(6) Evangel College builds Students' Character.

- EC implements **Life Value Education** based on **Biblical values** and **Bible-compatible Chinese cultural values**.
- EC **infuses** value education into every area of campus life through **Experiential Learning**.
- EC **trains student leaders** to lead and manage their teams with underpinning values.
- EC **captures Students' Stories** and engages students to share how to practise values in daily life.
- EC organizes **value-based Moral & Civic Education Ceremonies** to recognize students who practise values in daily life.
- EC has set up the **LVE Lane (思齊里)** to display and share how

- students practise values in daily life.
 - EC presents **The Fruit of the Spirit Awards** to recognize students who practise values in daily life.
- (7) Evangel College (EC) fosters the building of **Students' Talents**.
- EC implements the Policy of **One Student One LWL Activity**.
 - EC sets up the **POWNER Path** (木人巷) to engage students who are talented/highly interested in different areas to build their talents outside classrooms and school.
 - EC sets up different **Talent Points** (EC-to-do Corner, Creative Arts Gallery, STEM Centre, Sharing to Learn Square, EC Mini-theatre, etc.) as windows for students to share and/or serve others with their talents.
 - EC allows the setting up of **student-initiated Clubs/Societies**.
- (8) Evangel College (EC) pursues professionalism of teachers.
- The school has set up **EC Teacher Academy** to develop teachers.
 - The school underpins her practices with education theories and years of research findings in teaching and learning.
 - The school captures and documents good practices to develop her “**corporate wisdom**”

2 Achievement & Reflection on Major Concerns

Key Concern 1:

Prepare S.6 Students to Achieve High in HKDSE Examinations

Achievement	
1	Subject panels were instructed to identify, provide and engage students to study core tasks deeply.
2	The principal entered all S.6 classes monthly, encouraging and coaching them how to prepare for HKDSE and how to study Chinese effectively.
3	S.6 Assemblies, Stage of Sharing and Share-to-Learn Summit were held to foster students to reflect upon learning and share how to learn.
4	Short programs in EC Channel were produced to help students to improve their performance in Chinese in HKDSE. The name of the program was called “新高中中文樂與路”.
5	Alumni members who got L5*/L5** were recruited to help high achievers in Chinese to pursue excellence results in Chinese.
6	Monthly breakfast meetings of S.6 Classes with the principal were held to build the cohesion between students and the school for reducing frustration as well as to keep the momentum of students to learn.
7	Students were invited to share their fear and ways of coping with stress and pray for each other.
8	Social Worker Team helped the school identify and follow students who need emotional support or support in studies.
Reflection	
1	The school should engage S.4 and S.5 earlier in preparing for HKDSE Exams.
2	The school should make use of the advantage of the through-train school system to broaden the knowledge base of junior students in different KLAs.

Key Concern 2:

Launch Student-centred Practice in Classrooms (Level-Up Mission in Teaching & Learning)

Achievement	
1	The school created rubrics of student-centred teaching & learning (rubrics) in guiding classroom practice.
2	The school explained and promoted the use of the rubrics in SD Days and Class Teacher Meetings.
3	The principal demonstrated student-centred teaching and learning.

	Demonstration lessons included Chinese History, Geography, Biology, Physics, Mathematics, Integrated Science, Christian Education, etc.
4	Teachers were arranged to share in the Class Teacher Meetings the good practices in student-centred teaching and learning.
5	The vice-principals launched the Level up Mission in Teaching & Learning by observing all teachers' lessons and re-observing teachers' lessons when necessary. In the end, most teachers attained level 4 or above in teaching.
6	The school adopted the use of rubrics in various schemes of classroom observation-cum-feedback – Coaching Triplet Scheme, lesson observation by Principal, Vice-Principal, Panel Heads, etc.
Reflection	
1	The school should continue the Level-Up Mission in Teaching & Learning to maintain teaching performance at Level 4 or above and increase the percentage of Level 5 teaching.
2	The school should make use of student-centred classroom practice and provide more independent learning opportunities and platforms to leverage the capacity of students to do independent learning.

Key Concern 3:

Launch Level-UP Mission in Teacher-Pupil Interaction

Achievement	
1	The principal introduced diligently in Class Teacher Meetings and SD Days the professional ways of seeing and managing teacher-pupil relationship.
2	The school devised the 3-step Mediation Approach in handling misbehaving students: 1. Connect students; 2. Create the sense of crises; 3. Engage students to devise ways of making improvement.
3	The school trained teacher leaders of SDSC of Student Guidance to handle misbehaving students by using the Mediation Approach. The teachers found the approach useful in helping students to make improvement.
4	The SDSC of Student Guidance followed up class teachers to support students more closely to build class climate of strong cohesion, good discipline, sound learning atmosphere and inviting classroom environment. The class climate was observed to be more positive and harmonious.
5	The school devised approach to help teachers to communicate with parents to reduce complaints and direct their attention and energy to work with the school to support and educate students. The main steps of the approach included: 1. Handle students with Mediation Approach; 2. Notify the SMT/ the Principal about the case; 3. Call the parents a.s.a.p. and explain to parents

	what the school will do to help their children.
6	The school made arrangement for teachers to share good practices in Class Teacher Meetings.
Reflection	
1	In some cases, teachers might need more support to intervene in their class. In that case, an expert group might be formed to support both the teachers and students concerned.

Key Concern 4:

Launch Organizational Re-structuring to Cope with New Trend & Development

Achievement	
1	The school reviewed the Comprehensive Review Report, major renewed emphases of EDB, QAMAS Report of HKEAA & SWOT Analysis of the school to identify the direction of school development.
2	The school renewed the organizational structure. The organizational structure was made flatter and wider to create more middle management posts for sharing duties.
3	The name “School Development & Supervision Committee” (SDSC) was used to replace “Department” so as to increase the role of supervision and development of different areas of work.
4	The school adopted the Model of Management by Objectives. The principal met, discussed and provided mentoring support for all heads of SDSCs to clarify their objectives and strategies of work.
5	The principal made use of the meeting of Strategy Steering Council to develop the middle and senior management team.
6	The principal attempted a mentoring support group for core teachers from the primary school section during the sick leave of the vice-principal. Participants found the meetings useful and meaningful.
7	The school adopted the three-level reporting system to increase the transparency and accountability of school development: <ul style="list-style-type: none"> 7.1 Action Teams report to SDSC 7.2 SDSCs report to Strategy Steering Committee (SSC) 7.3 Principal reports to the Supervisor and SMC
Reflection	
1	On creating more middle management posts, the team expanded in size immediately. The school should change the direction from improving quantity to quality, strengthening further the communication between the senior management team and the middle management team.

- 2 The school should raise subject panels to level equivalent to the SDSC in the Organizational Chart to highlight the importance of teaching and learning.
- 3 Since the size of SSC was too big, the school might consider splitting the SSC into a few smaller SSCs, each of which addresses a major domain of work.

3 Our Learning & Teaching

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

Curriculum Development	<ul style="list-style-type: none"> ● The school divides the curriculum into three 4-year stages, identifying the stage specific essential learning targets to be achieved by students. ● The school makes use of target-oriented and psychologically appropriate materials for teaching and learning. Apart from textbooks, other authentic materials will also be used.
Classroom Teaching	<ul style="list-style-type: none"> ● The school promotes the use of student-centred approach in teaching and learning. ● Other teaching strategies include: <ul style="list-style-type: none"> ■ 4 Highs in Teaching: High Expectation, High Motivation, High Engagement, High Display ■ From Instruction, Coaching to Independent Learning ■ Use of Core Tasks
Assessment for Learning	<ul style="list-style-type: none"> ● The school emphasizes the importance of gearing essential learning targets, learning tasks and assessment tasks. ● The school identifies and engages students to conduct deep learning of core tasks.
Coping with Learning Diversity	<ul style="list-style-type: none"> ● The measures to cope with learning diversity include: <ul style="list-style-type: none"> ■ Use of Differentiated Tasks and Core Tasks ■ Remedial Classes/Support ■ Enrichment Classes/Support ■ Support for SEN and NCS students
Independent Learning	<ul style="list-style-type: none"> ● The school requires students to prepare for

	<p>lessons as part of the homework.</p> <ul style="list-style-type: none"> ● The school provides/aligns diversified learning opportunities/platforms for students to learn. ● The school creates a strong culture of sharing to learn. ● The school sets up the Independent Learner Awards to encourage students to learn on their own.
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4 Support for Student Development

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

SDSC	Support Measures
<p>Student Guidance</p> <p>(Head, Assistant Head, Key Stage Coordinators, Form Coordinators, Social Worker Team)</p>	<ul style="list-style-type: none"> ● Provide 2 class teachers per class ● Help students build class climate to facilitate self-management and peer support. ● Handle students' case with Mediation Approach. ● Implement anti-bullying and anti-sexual harassment measures.
<p>Support for SEN, Low Achievers & Repeaters</p> <p>(EP, SENCO-P, SENCO-S)</p>	<ul style="list-style-type: none"> ● Provide 3-level support for SEN. ● Work with teachers to support low achievers and repeaters ● Provide training for parents of SEN students.
<p>Gifted Education</p> <p>(Head, Assistant Heads, Representatives from different learning areas)</p>	<ul style="list-style-type: none"> ● Identify students talented/highly interested in different learning areas. ● Manage the POWNER Path to support gifted education.
<p>Healthy School Life (Student Activities)</p> <p>(Head, Assistant Heads, Persons-in-charge of various Action Teams)</p>	<ul style="list-style-type: none"> ● Engage students in healthy activities: interest class, school teams, clubs and societies, community service and other multiple intelligence activities. ● Implement the value-based Moral & Civic Education Policy (Introducing Biblical & Bible-compatible Chinese Cultural Values, Providing experiential learning, Capturing

	students' stories, Arranging students to share, Present awards to students)
Student Organization (Head, Assistant Head)	<ul style="list-style-type: none"> ● Train student leaders of uniform groups and student union to lead, manage and support other members of their teams.
Life Planning Education (Head)	<ul style="list-style-type: none"> ● Conduct personality questionnaires. ● Conduct mocked subject selection. ● Guide students to conduct JUPAS program selection.
EC Media (Head, Assistant Head)	<ul style="list-style-type: none"> ● Train students to shoot and broadcast videos or pictures of campus life to produce a positive and constructive atmosphere. ● Support the school to produce learning programs to support other students to learn.
2 nd & 3 rd Classroom (Co-curriculum) (Head, Assistant Heads)	<ul style="list-style-type: none"> ● Align/make arrangement for students to make use of resources outside classrooms or the school to learn (e.g. Museum-based Learning, Community-based Learning, etc.)
Home-school Partnership (Head, Assistant Head)	<ul style="list-style-type: none"> ● Recruit parents into Parent Helper Team to support reading and other activities for students. ● Provide training for parents to help students.
Life Value Education (Head, Assistant Heads)	<ul style="list-style-type: none"> ● Organize the teacher-student prayer group, student fellowship. ● Organize the morning devotions and Christian Education to support students through spiritual education.

5 Student Performance

5.1 HKDSE Results

Attainment	Percentage (EC)	Percentage (HK)
33222	69%	37%
22222	86%	71%
1 All P.6 students from our primary section are allowed to promote to our S.1.		
2 Some academically strong P.6 students opted to go to other schools.		

5.2 Further Studies in Local Universities

Local Programs	Proportion of S.6 Graduates
Local Degree Programs	64%
Local Associate Degree Program	10%
Local High Diploma Program	10%
Local Diploma Program	7%
Total	91%
Cases of admission to overseas universities are not counted.	

5.3 Non-academic Performance:

(1) External Competitions

		Primary School		Secondary School	
		No. of Students	No. of Awards	No. of Students	No. of Awards
Competitions with Awards/Medals	Speech	212	20	83	19
	Music	231	25	84	13
	Sports	122	48	191	53
	Drama	26	0	6	2
	Dance	51	16	8	1
	Debate	0	0	45	3
	Others	18	8	33	15
	Total	556	81	450	106

(2) Community Service

	Students	
	Primary School	Secondary School
	225	129

(3) Study Tours:

	Students	
	Primary School	Secondary School
Mainland China	30	128
Others	48	5

6 Financial Report

6.1 Financial Report on the use of the Strengthening School Administration Management (SAM) Grant

Grant received in 2015/16	\$500,000.0
Items:	
Supporting the Administrative Work Related to Students	
1. E-admin system - myID Platform School Administration Management System	\$90,200.0
2. Modification fee for e-admin system - myprofile	\$9,450.0
3. Smart phones for enhancing the communication between school and parents	\$5,994.0
4. Apple macbook pro with appcare for enhancing the communication with parents through multi-media production	\$46,292.0
5. Smart phones for delivering messages and sending photos when having activities outside and inside campus	\$11,994.0
6. Student data analysis system for Secondary School	\$7,293.77
School Premises Management	
7. Intercom system	\$49,000.0
8. CCTV system for car park	\$2,140.0
9. Dali-tech infrared thermal imaging camera	\$21,800.0
10. Electronic entrance security system	\$45,550.0
Administration structure, information management and communication	
11. Professional service fee for the inspection of IT infrastructure and network	\$46,000.0
12. Service charge for high-speed scanning of important documents	\$89,900.0
13. Salary and MPF for an additional IT Support staff	\$74,386.23
Total:	\$500,000.0

6.2 Financial Summary

Reporting DSS Schools' Annual Financial Position Financial Summary for the 2016 / 2017 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	76.0%	N.A.
School Fees	N.A.	22.2%
Donations, if any	N.A.	0.0%
Other Income, if any	N.A.	1.8%
Total	76.0%	24.0%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	73.0%	
Operational Expenses (including those for Learning and Teaching)	11.3%	
Fee Remission / Scholarship ¹	2.2%	
Repairs and Maintenance	1.3%	
Depreciation	12.2%	
Total	100%	
Surplus/Deficit for the School Year [#]	(0.03) months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	8.71 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

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

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

☒ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

7 Feedback on Future Planning

7.1 Teaching and Learning

- (1) Since percentage of Level 3 attainment in Chinese Paper in HKDSE is critical for the 33222 attainment, more resources should be put on Chinese language.
- (2) Since 70% or more students attained Level 3 in most subjects, the school might aim at higher, say, to attain 33333 instead of 33222 in HKDSE.
- (3) To pursue excellence in studies, the school can make use of the advantage of 12-year through-train curriculum to develop the knowledge base of students early through diversified learning opportunities or platforms.
- (4) To build the confidence of students to face the challenge HKDSE, the school should help students secure a genuine pass in internal examinations.
- (5) Since almost all teachers have attained Level 4 in student-centred classroom teaching, the school might go further to help more teachers attain Level 5 or above.
- (6) Since teachers and students find the sharing of learning useful, the school might go further to provide more chances for students to share what and how they learn.

7.2 Organization and Management

- (1) The new organization involves more teachers in Middle Management Team (MMT). Attention should be switched from quantity to quality. More effort should be paid on developing the capacity of the middle management team to sustain the development of the school.
- (2) The subject panels should be raised to higher level, i.e. equivalent to that of other SDSCs.
- (3) To foster deeper communication within the organization,
 - ◆ Strategy Steering Council (SSC), SSC should be broken down into subgroups (Teaching and Learning, Campus Life, Organizational Learning, Administration)
 - ◆ The Senior Management Team (SMT) should meet more regularly.
 - ◆ SMT Team should provide mentoring support for MMT.

7.3 School Ethos

- (1) The school should implement the value education more extensively, infusing it into more domains of campus life.
- (2) Since students have been able to get involved in self-management, they can be developed further to be more proactive and to position themselves based on their identity.
- (3) More intensive training should be provided for student leaders of different teams.

7.4 Student Support

- (1) Lot of resources have been put on student support, including recruiting on our own an educational psychologist, 3 social workers, 1 program helper, 2 teaching assistants. Therefore more effort should be paid to develop students to help each other.
- (2) The school might consider providing mentoring support for parents to coach needy students.