



Evangel College

# **School Report 2018-2019**

## **Evangel College**

### **School Report (2018-2019)**

#### **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 4000 applicants in one round 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, 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

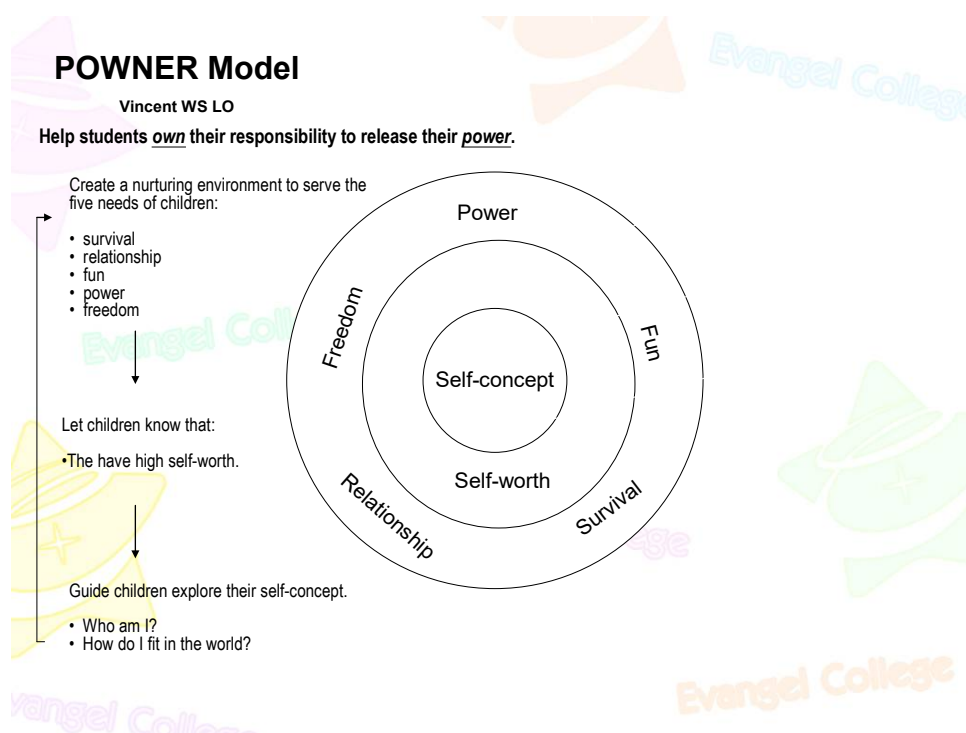
Proclaim the truth. Nurture our youth. (播揚真理・道育幼苗)

(2) Core Missions: ACT

1. The three core missions of the school are: (1) Pursue excellence in Academic Achievement, (2) Help students build Character through Life Value Education (生命價值教育), 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:

Pursue excellence in academic performance

Achievement
<ol style="list-style-type: none"><li>1. Split class arrangement was conducted in S.6. Teachers reported that the learning diversity was reduced and low achievers were engaged to more active learning.</li><li>2. Chinese cultural quotations taught in Moral &amp; Civic Education were well received by students. That helped build the literacy of Chinese culture of students to improve their performance in Chinese Language.</li><li>3. The proportion of S.6 graduates attaining “33222 or above” in HKDSE increased from 69.0% to 73.8% - increased by 4.8%. The increase implied that more low achievers made progress and were able to meet the basic requirement for admission to local degree program. On average, the percentage increase in the figure was 4.7% each year.</li><li>4. The proportion of S.6 graduates admitted to local degree programs through JUPAS increased from 56.7 to 65% - increased by 8.3%. On average, the percentage increase in the figure was 6.1% each year.</li><li>5. The student who attained the best results among all S.6 graduates was “six L5** and one L5** in M1 of Math”. The second best was “five L5**, one L5* and one L5”.</li><li>6. Our S.6 graduates admitted to competitive degree programs which included medicine, dentistry, law, global business, physiotherapy, occupational therapy.</li><li>7. The school exercised genuine through-train school education. All P.6 graduates might choose to promote to our secondary school. If the results of the bottom 20% students were not considered, 92% of our students attained “33222 or above”. (The percentage of students attaining “33222 or above” of the two top local schools was about 95%)</li></ol>
Reflection
<ol style="list-style-type: none"><li>1. The S.6 split class arrangement in Chinese worked. The school should extend the arrangement to S.4/S.5.</li><li>2. More effort should be put on helping the low achievers so as to sustain the development of the school.</li><li>3. Subject panels should be engaged to revise the Rubrics of Student-centred Learning and Teaching so as to improve the quality of learning and teaching.</li></ol>



Key Concern 2:

Value Education based on the Biblical and Bible-compatible Chinese Culture Values



Achievement
<ol style="list-style-type: none"><li>1. P.1 to P.3 students were taught the 6 well-selected quotations from “Dìzǐ Guī” (《弟子規》) inside and outside classrooms. Book-marks of the quotations were designed, printed and distributed to P.1-P.3 students. All P.1-P.3 students were arranged to recite and explain the quotations to parents in the Primary School Hall on 2/7/2019. Parents felt touched in the event and found the program meaningful.</li><li>2. Biblical and Chinese cultural values were introduced to students in form of quotations. Student leaders of classes, school teams, service teams, clubs and societies, etc. were trained to practise the quotations in campus life. The quotations were well-received by students as they were able to recite some of them on request in the Morning Devotion and assemblies; and S3 students expressed the learning of the quotations in the Mini-concerts as well as their DIY gifts to the school to conclude their learning of values in Key Stage 3.</li><li>3. Moral &amp; Civic Education Award Ceremonies were held more frequently. The related Chinese quotations were spelt out and explained. Awardees were invited to share to their schoolmates and parents about how to practise the quotations in school life.</li></ol>
Reflection
<ol style="list-style-type: none"><li>1. The Biblical and Chinese cultural values should be taught more extensively and intensively in campus life to strengthen value education.</li><li>2. The school might consider structure value education in 4 year basis across the 12 years of development.</li></ol>

Key Concern 3:

Expansion and Development of the Middle & Senior Management Team

Achievement
<ol style="list-style-type: none"><li>1. The Organizational Chart was reviewed and amended slightly to raise the level of KLA/Subject Committees to the level of School Development &amp; Supervision Committees. The pool of middle management teams immediately expanded from 18 to 27 teachers.</li><li>2. 5 more teachers were promoted to SGM (for 2019/2020). In addition to 1 VP, 1AVP, 6 SGMs &amp; 2 existing SEOs existing, the no. of senior staff in the SMT was 15 – 50% increase.</li><li>3. The AVP was promoted to VP (for 2019/20).</li><li>4. The Management by Objective Model was continued to be practiced together with the middle and senior management team to review and revise their focal tasks and work strategies.</li><li>5. More platforms of communication and collaboration was set up:<ol style="list-style-type: none"><li>1 Weekly Principal-Vice-Principal-Assistant-Vice-Principal Meetings were held. Head of subject panels, KLA heads, and SDSC heads were invited to sit in the meetings to discuss agenda related to them.</li><li>2 4 Strategy Steering Councils were set up to discuss to steer the development of 4-4-4 Academic Development, Campus Life, Organizational Learning, and Administration.</li><li>3 The 4 Strategy Steering Councils met to review the ESR Report and conduct collective PIE.</li><li>4 The Collective Reflection Meeting which involved the directors was held on 10/5/2019 to increase the communication of the SMC and staff.</li></ol></li></ol>
Reflection
<ol style="list-style-type: none"><li>1. More focus should be put on developing the Middle Management Team as well as the Senior Management Team.</li></ol>

### 3 Our Learning & Teaching

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

Curriculum Development	<ul style="list-style-type: none"> <li>● The school divides the curriculum into three 4-year stages, identifying the stage specific essential learning targets to be achieved by students.</li> <li>● 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.</li> </ul>
Classroom Teaching	<ul style="list-style-type: none"> <li>● The school promotes the use of student-centred approach in teaching and learning.</li> <li>● Other teaching strategies include: <ul style="list-style-type: none"> <li>■ 4 Highs in Teaching: High Expectation, High Motivation, High Engagement, High Display</li> <li>■ From Instruction, Coaching to Independent Learning</li> <li>■ Use of Core Tasks</li> </ul> </li> </ul>
Assessment for Learning	<ul style="list-style-type: none"> <li>● The school emphasizes the importance of gearing essential learning targets, learning tasks and assessment tasks.</li> <li>● The school identifies and engages students to conduct deep learning of core tasks.</li> </ul>
Coping with Learning Diversity	<ul style="list-style-type: none"> <li>● The measures to cope with learning diversity include: <ul style="list-style-type: none"> <li>■ Use of Differentiated Tasks and Core Tasks</li> <li>■ Remedial Classes/Support</li> <li>■ Enrichment Classes/Support</li> <li>■ Support for SEN and NCS students</li> </ul> </li> </ul>
Independent Learning	<ul style="list-style-type: none"> <li>● The school requires students to prepare for lessons as part of the homework.</li> <li>● The school provides/aligns diversified learning opportunities/platforms for students to learn.</li> <li>● The school creates a strong culture of sharing to learn.</li> <li>● The school sets up the Independent Learner Awards to encourage students to learn on their own.</li> </ul>

#### 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"> <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> </ul>
<p>Support for SEN, Low Achievers &amp; Repeaters</p> <p>(EP, SENCO-P, SENCO-S)</p>	<ul style="list-style-type: none"> <li>● Provide 3-level support for SEN.</li> <li>● Work with teachers to support low achievers and repeaters</li> <li>● Provide training for parents of SEN students.</li> </ul>
<p>Gifted Education</p> <p>(Head, Assistant Heads, Representatives from different learning areas)</p>	<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>
<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, clubs and societies, 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> </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</li> </ul>

	support other students to learn.
2 <sup>nd</sup> & 3 <sup>rd</sup> Classroom (Co-curriculum)  (Head, Assistant Heads)	<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> </ul>
Home-school Partnership  (Head, Assistant Head)	<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> </ul>
Life Value Education  (Head, Assistant Heads)	<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.</li> </ul>

## 5 Student Performance

### 5.1 Results of HKDSE 2019

Attainment	Percentage	Percentage Change
33222	73.8%	Increased by 4.8%
33222 (bottom 20% excluded)	92.3%	-
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 Degree Programs through JUPAS

Attainment	Percentage	Percentage Change
Admission to Local Degree Programs through JUPAS	65%	Increased by 8.3%
Admission to Local Degree Programs through JUPAS (bottom 20% excluded)	81.3%	-
1 Our S.6 graduates admitted to competitive degree programs which included medicine, dentistry, law, global business, physiotherapy, occupational therapy.		

### 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	234	19	36	12
	Music	253	26	85	17
	Sports	68	25	202	45
	Drama	2	1	14	3
	Dance	47	2	25	2
	Others	12	6	5	4
	Total	616	79	367	83

## 6 Financial Report

**Reporting DSS Schools' Annual Financial Position**  
**Financial Summary for the 2017 / 2018 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)	74.8%	N.A.
School Fees	N.A.	23.4%
Donations, if any	N.A.	0.0%
Other Income, if any	N.A.	1.8%
Total	74.8%	25.2%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	73.3%	
Operational Expenses (including those for Learning and Teaching)	11.9%	
Fee Remission / Scholarship <sup>1</sup>	2.5%	
Repairs and Maintenance	1.3%	
Depreciation	11.0%	
Total	100%	
Surplus/Deficit for the School Year <sup>#</sup>	0.69 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year <sup>#</sup>	8.71 months of the annual expenditure	
<sup>#</sup> in terms of equivalent months of annual overall expenditure		

**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).

## 7 Feedback on Future Planning

### 7.1 Refer to the Reflection Part of Key Concerns