Evangel College

Annual School Plan

2026-2027

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1.1 School Mission (put forward by the School Sponsoring Body)

With biblical truth as our cornerstone, we seek to provide quality whole-person education to help the youth cultivate a wholesome attitude, realize their potentials and achieve a well-balanced development, spiritually, morally, intellectually, physically, socially and aesthetically. We strive to guide the young towards a life based on Christian virtues, Chinese culture and a global outlook. In our school, the children will live together in harmony, mutual respects, but are fearless to face their responsibilities. They are driven by a desire to care about the community, serve mankind and not least, their country.

1.2 School Vision (put forward by the school)

To fulfil the school mission, we have to make every effort to build the capacity of teachers to learn, teach and excel in teaching. We seek to develop teachers to build a needs-satisfying school in which the needs of students (relationship, power, fun, freedom and survival) are satisfied, the self-worth of students is built, the self-concept of students is developed, and the academic and non-academic potential of students are realized to fullness. We strive to implement Life Value Education which helps students to explore, acquire and apply values of Chinese culture and of Christian faith in the context of personal, social, societal, national and global domains.

Briefly list the feedback and follow-up actions from the previous school year:

Key Concern 1: Strengthen SSE with Data Management to inform school practices.

- The school narrowed down the list of Healthy Learning Indexes (HLI) to Monthly Attitude Mark (MAM), Benchmarking Task (BT) Mark, Lexile score, Writing Levels (Chinese & English).
- The majority (95%) of teachers expressed that MAM helped build the motivation of students to learn.
- 95%, 95%, 85% of teachers expressed that HLI helped high, average and low achievers to make improvement throughout the years respectively.
- The majority (80%) of teachers expressed that HLI Report facilitated communication with parents about student performance.
- The majority (85%) of teachers expressed that HLI Report helped teachers understand the status of learning of students.
- Since the measure of both HLI and HLI Report were useful and implemented successfully, the school should better the practice by including new HLI items and improve the BT Mark scheme by assessing Mastery Task (the most important BT) to help students to develop habits of deep learning.
- The school might set higher expectations by ensuring all pass in exams instead of all pass in term end results which include the daily mark.
- Strengthen Level 1 support for students with SEN and SALT, engaging subject teachers to follow up and engage the students with SEN and SALT in Plus Two Mission for ensuring success for all.
- Develop teachers and students to make good use of AI to scaffold independent learning and assessment.

Briefly list the feedback and follow-up actions from the previous school year:

Key Concern 2: Develop SMT & MMT to build the capacity of leading & managing changes as required by the school.

- The majority (93%) expressed that the school created time and space for them by reducing the time of meeting and avoiding unnecessary student activities.
- The majority (96%) of Middle Management Team expressed that Monthly SDSC Meeting was useful for fostering communication among them.
- The majority (97%) of teachers expressed that the staff meetings and weekly/biweekly class teacher meetings were useful for fostering communication among them.
- The school successfully promoted a VP to the post of principal of the primary school section. The Chief Principal should collaborate with the Principal to plan, implement and evaluate for ensuring congruent development from the primary to the secondary school section.
- The school has created the collegial culture. The school should engage and develop more teacher leaders systematically to lead communication, collaboration, collective decision, school self-evaluation for enhancing succession.
- The school might consider amending the structure of organization to create more leading posts and release more space for Senior Management Team and Middle Management Team to share the leadership.
- The school might consider documenting the strategies and tactics of leading and managing and making use of the document to train teacher leaders and potential teacher leaders.

Briefly list the feedback and follow-up actions from the previous school year:

Key Concern 3: Make good use of technology to foster school development.

- All (100%) teachers were able to use smartboard to teach inside classroom.
- All (100%) teachers were able to link multiple iPads of students with the smartboard for sharing students' work instantly, fostering discussion and peer assessment. 96.7% of teachers expressed that the use of smartboard facilitated learning and teaching.
- The majority (98.3%) of teachers started to use/ explore using AI in learning and teaching. Some (13.2%) of activists declared that they could use AI strategically in learning and teaching.
- Subject panels were invited to recommend Apps for school for bettering learning and teaching. Apps purchased included Kahoot, Wordwall, Padlet, Explain Everything, ARGEO, Portable, Musescore, etc.
- The school had developed the model of tripartite interaction among AI, teachers and students to guide the use of AI for fostering student-centred learning and teaching.
- The measure of device-facilitated learning and teaching was implemented and institutionalized well. Teachers however were quite diverse in the level of practice – the majority were using the smartboard and iPads mechanically while some teachers were using the technology creatively to facilitate student-centred learning and teaching.
- The attention should then shift to higher concerns:
  i. Train teachers and students to use AI, apps and devices properly for learning and teaching but to avoid improper nor addicted use.
  ii. Train the trainers, developing at least one trainer in each subject panel.
  iii. Help teachers and students to develop the literacy of using technology for good and observing the boundaries on using.

Key concerns:

1. Launch data-driven and evidence-based quality assurance of student learning & teaching for fostering Plus Two Mission and Success for All.
2. Develop the capacity of both teachers and students in implementing digital education to facilitate school practices.
3. Develop MMT & SMT to realize and develop other teachers to realize school's strategic plans timely and accurately.

Key Concern 1

1. **Launch data-driven and evidence-based quality assurance of student learning & teaching for fostering "Plus Two Mission" and "Success for All".**

Targets	Strategies (Actions)	Success Criteria	Methods of Evaluation	Time Scale	Persons in Charge	Resources Required
Foster continuous progress in student learning	Adjust the teaching method to engage students develop the habit of active reading and writing in Chinese Language lessons.	Teachers adjusted the teaching method to facilitate active reading and writing in class. Students are observed to engage and interact with teachers more actively in reading and writing.	Lesson observation	Whole Year	Head & Assistant Head of Chinese panels	Making use of existing human resources
	Sustain the practice of Healthy Learning Indexes (HLI) Scheme: 1. Current HLI: • Monthly Attitude Mark (MAM) • Benchmarking Task Mark (BT Mark) • Unit Test Score • Lexile Score • Writing Level 2. Newly introduced HLI: • Mastery Task Mark • Contribution to collaborative learning	HLI Reports are compiled & sent to parents from P.1 to S.6. Students, teachers & parents find HLI & HLI Reports useful for evaluating student learning. The measures of introducing new HLI are practices substantially.	Check the HLI report	Whole Year	444 Academic Development SSC Assisted by Subject Panels & e-Administrative platform SDSC	Making use of existing human resources

Targets	Strategies (Actions)	Success Criteria	Methods of Evaluation	Time Scale	Persons in Charge	Resources Required
	Help teachers and students master and practice student-centred learning and assessment with the help of technology (including AI, Apps, devices, etc.) which covers: • Arousing curiosity • Questioning for scaffolding students to conduct inquiry • Use of AI for pre-lesson studies • Video-based learning • Collaborative problem solving, knowledge co-construction	Change in teachers' habit of teaching is observed. Change in students' habit of learning is observed. Demonstration lessons are conducted; and teachers and students find the lessons help them understand the school's expectation better.	Lesson observation	Whole Year	VPs of 4-4-4 Academic "Quality Assurance of Student Learning" Subject Panels	Making use of existing human resources
	Deepen and inform the Plus Two Mission to pursue continuous improvement and success for all by using internal and external assessment data.	Data of learning (e.g. HLI, internal & public exam data, etc.) are collected and reported systematically. The progress of student learning is evaluated with data and reported.	Analyze exam result	Whole Year	VPs of 4-4-4 Academic "Quality Assurance of Student Learning" SEN team All subject panels	Making use of existing human resources

Key Concern 2

2. Develop the capacity of both teachers and students in implementing digital education to facilitate school practices.

Targets	Strategies (Actions)	Success Criteria	Methods of Evaluation	Time Scale	Persons in Charge	Resources Required
Realize the spirit of digital education in school practice	Maintain the IT infra-structure properly to support the launching of digital education. Install and use AI, Apps, devices strategically to minimize the cost but leverage the learning outcome. Plan for equipping the school for upcoming development.	Call for support by teachers is low and responded quickly. Set up and follow up 3-year plan for replacement and development.	Regular meeting of responsible department	Whole year	Digital School Development SDSC	Fund for subscribing to AI service
	Help teachers and students develop the literacy of digital education. 1. Boundaries: • privacy, confidentiality, copyright, national security, anti-bullying, anti-slandering, anti-harassment, anti-addiction, anti-fraud, etc. 2. Proper use: • prompting, factchecking, modelling, identifying main learning points, common questions, common misconception, generating ideas, etc.	Students observe the cyber literacy and rules.	observation	Whole year	All teachers	No extra funding is needed
	Launch the Model of Tripartite Interaction among AI, students & teachers • AI for supporting self-learning by students • AI for facilitating teachers to scaffold students' learning • Interaction among teachers and students in classroom	Teachers and students use AI wisely in teaching and learning.	observation	Whole year	All teachers	AI for Empowering learning and teaching funding

Key Concern 3

1. Develop MMT & SMT to realize and develop other teachers to realize school's strategic plans timely and accurately.

Targets	Strategies (Actions)	Success Criteria	Methods of Evaluation	Time Scale	Persons in Charge	Resources Required
Empowerment of SMT & MMT for capacity building	Restructuring organizational chart for releasing responsible posts for capacity building of teacher leaders: 1. 444 Academic Development SSC will be split into: • Quality Assurance of Student Learning Sub-division • Data-driven Quality Assurance of Classroom Teaching Subdivision 2. Set up Cross SSC SDSC • EC Teacher Academy • Data Management • Digital School Development • Financial Control of Integrated Use of Recurrent & Special Grants on ECA, CCA, ACTS Afternoon Program & Tours	Restructuring organization structure has been completed. Heads and assistant heads of SDSC implement the high IP index items and essential routines of their department effectively	Evaluation by MMT & SMT in the monthly meeting with SDSC/Panel Heads. Supervision by SEC Reporting the progress monthly to SMC	Aug 2026	SEC	No extra funding is needed

Targets	Strategies (Actions)	Success Criteria	Methods of Evaluation	Time Scale	Persons in Charge	Resources Required
	Develop heads to practice the school-based tactics/strategy for leading and managing • Make use of data-driven and evidence-based PIMEF to generate momentum for professional development of SMT & MMT • Planning – PASS Model, KISS Model, Management by Objective, etc. • Implementation – LEAD, High IP Index Strategic Action, essential routines, Learning Organization Model, etc. • Monitoring – Cycle of I-I-I, Horizontal & Vertical Communication System, etc. • Evaluation – EDB's & School-based Data • Feedback – 7 Success of Organizational Success	Heads and assistant heads of SDSC practice the tactics and strategies effectively.	Evaluation in School Executive Committee	Whole year	School Executive Committee	No extra funding