

**Comprehensive Review Report
Evangel College**

**Address of School: No. 7, Chi Shin Street,
Tseung Kwan O, Hong Kong**

Comprehensive Review Period: May 7 to 18, 2012



Evangel College

**Faculty of Education
The University of Hong Kong
6th February 2013**

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Introduction

Evangel College (hereafter EC or the School) was founded by The Association of Evangelical Free Churches of Hong Kong in 2006. In the first academic year, the School operated five classes in Primary 1 and Secondary 1 respectively. From 2007/2008 onwards, the School has operated an additional primary and secondary form every year due to student promotion until it reaches its full size in 2011/12.

The School provides through-train education for 12 years. With the parallel class structure in place, all students from the primary section will be guaranteed a place in the secondary section. The School adopts and implements the same education ideology throughout the primary and secondary stages, ensuring consistent and persistent practices in school ethos, and teaching and learning for students.

With biblical truths as the cornerstones, the School aims to provide quality whole-person education to help students cultivate a wholesome attitude, realize their potential and achieve a well-balanced development, spiritually, morally, intellectually, physically, socially and aesthetically. The School strives to guide students towards a life based on Christian virtues, Chinese culture and a global outlook. In the School, students will get along with others in harmony, and mutual respect, but will be fearless to take up their responsibilities. Students are driven by a desire to care about the community, serve mankind and their home country.

To accomplish this, the School strives to develop:

- A Christian school environment where Christian values and principles are practiced and teachers are committed to modeling such values and principles in all aspects of their work;
- An inviting school environment where all members of staff and students work together to make the school campus clean, safe and people-friendly;
- A loving and caring school environment where each and every student is treated with love and respect and guided to love and respect others;
- A nurturing school environment where all students are given sufficient and diversified learning opportunities to develop their self-worth, healthy self-concept and achieve their full potential;

- A learning-centred environment where all students are motivated and engaged to excel in learning and “learning to learn” and where all teachers are committed to pursuing collegial learning so that they can conduct high-quality school-based curriculum development, unit planning, instruction, assessment for learning, and practices which cater for students’ diverse learning needs and foster their independent learning;
- A co-operative and collaborative school environment which is open to all stakeholders of the School who will work hand in hand in the spirit of solidarity and trust; and
- A thanksgiving and appreciative school environment where effort, participation and achievement of all stakeholders of the School and the work of God are recognized, acknowledged and celebrated.

The class organization and number of students are as follows:

Level	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
No. of classes	5	5	5	5	5	5	5	5	5	5	5	5
No. of students	152	163	156	167	168	157	155	138	153	144	160	123

- Being a through-train school, the School has 12 levels, from Primary 1 to Secondary 6, each with five classes, totaling 1836 students in the academic year 2011-12.
- At the time when this Comprehensive Review (CR) exercise was conducted, there were altogether 132 teachers. There were also four school social workers/student guidance officers.

Comprehensive Review Methodology

The CR was conducted during the period May 7 to 18, 2012. It comprised a Management Review and a Programme Review. The Management Review examined the domains of Management and Organization, School Ethos and Student Support and Student Performance. The Programme Review studied the domain of Learning and Teaching.

Prior to and during the CR, the Review Team scrutinized documents and data provided by the School. The Core Members of the Review Team paid a pre-CR visit to the School on March 21, 2012. During this visit, the Review Team attended a presentation by the Principal.

During the review period, the subject specialists of the Review Team observed lessons, scrutinized a variety of documents including committee meeting minutes, subject department meeting minutes, schemes of work, examination and test papers and samples of student work; held discussions with the Principal, Vice-Principal, department heads, form co-ordinators, key stage co-ordinators, subject teachers, students, administrative staff, supporting staff, parents and members of the School Management Committee (SMC); and observed both subject related and extra-curricular activities.

The following Key Learning Areas/Subjects were reviewed: Chinese, English, Mathematics, General Studies, Liberal Studies, Science, Social Science and Business Subjects, Technology Education, Physical Education, Christian Education and Arts Education. A total of 105 lessons were observed. The subject reviewers also met with the whole subject panels and provided initial oral feedback to all panel members after the lesson observations and examination of documents had been completed.

The findings presented in this report were derived from corporate judgment of the Review Team based on the information gathered through the above-mentioned methods during the review period.

Management and Organization

The SMC is responsible for the overall policy and direction of the School. While giving the School its generous support, the SMC allows room for the Principal and his senior management team to chart out new initiatives. There is a trusting relationship established between the SMC and the senior management team which is composed of the Principal, Vice-Principal and two senior teachers. The weekly school visit by the Supervisor further enhances the communication between the SMC and the School, which has helped establish a good foundation for effective management.

The Principal is an experienced educator who has a strong and charismatic leadership. As a member of the SMC, he shares the vision and mission of the sponsoring body and works effectively as a bridge between the SMC and the teachers. Working closely with the Vice-Principal and two other senior teachers, he plays a central role in formulating the School's plans, implementing strategies and supervising the execution of these plans. The bulk of the responsibility of the School rests on the shoulders of the senior management team, who are hardworking and dedicated. They meet frequently and regularly to discuss and deliberate on the developments of the School with clear division of labour and sharing of responsibility among them. They also work closely with the School Development Committee and Key Stage Co-ordinators of various subject committees in planning, implementing and evaluating the various initiatives undertaken by the School. Over the years, the School has been quite successful in creating a generally pleasant learning environment for students. The students we interviewed expressed a favourable attitude towards this development.

Strengthening the middle and senior management has been one of the key concerns of the School. With the setting up of the School Development Committee which comprises the leaders of various subject and functional committees, opportunities have been provided to the middle managers for developing their leadership. However, we believe that it is time for the School in its sixth year of operation to act more proactively to speed up the progress of achieving the goal of expanding and strengthening its middle and senior management, which is deemed imminent and eminent for future development. In connection with this, there is a need for the School to undertake a holistic review of the management structure of the School to meet the challenges of a growing and complex organizational and curriculum structure. The School is advised to consider streamlining the existing, rather complicated committee structure in which some kind of overlapping in terms of reporting and responsibility has been found.

The school administration was found to be in order. A filing system has been developed to index, store and retrieve files. Records are adequately kept. The school office is staffed by experienced staff who carry out daily routines smoothly. The account ledgers are well kept and the procedures issued by the Education Bureau have been followed. Fee remission to assist needy students is well over the required percentage. The School's accounts are audited annually by a professional accountant. The financial management of the School is basically sound and prudent, as reflected in the annual auditor's report.

The School has treated self-evaluation in a serious manner. A central self-evaluation exercise has been conducted by the School and outside bodies have been invited to undertake evaluation on some specific aspects of the curriculum. The results have been used in the formulation of key concern areas of the School for its development plans. However, the self-evaluation conducted by various committees is of diverse quality. As seen in the documents, although a good number of them follow the practices properly, in some cases the alignment between the weaknesses identified and the planned activities is poor and success criteria are not specific enough to enable clear measures of outcomes. It is therefore suggested that more staff development workshops to share good practices could be organized to improve teachers' understanding of the coherence between objectives and improvement measures, and between evaluation and planning when self-evaluation is to be conducted. Outside experts could be invited if there is a need.

An appraisal system has been implemented to evaluate the performance of teachers. The objectives, procedures and evaluation criteria are adequate. The teachers are as a whole satisfied with these criteria and the procedure. The Supervisor is involved in meeting some teachers. As the system develops, more information will be gathered on teachers' strengths and weaknesses in teaching and other related issues. These data could be utilized and developed into themes to be addressed in staff development seminars.

The School has a clear policy on staff development. An induction programme is organized for all new teachers and in some subjects new teachers are paired up with experienced teachers in co-teaching. Teachers are encouraged to attend workshops, seminars and talks throughout the year. The School places great emphasis on staff development by setting up the EC Teacher Academy and encouraging its teachers to regularly share good practices. Over the years, although there have been some training workshops for specific subject areas organized by external bodies, the staff

development activities have been more of a general nature. As the School develops, more staff development activities of a specific nature should be organized to meet the increasing demands of teachers in their work. An example is to organize focus lesson observation to help teachers understand their strengths and weaknesses in teaching, in classroom interaction and time management, in questioning skills, and in the use of teaching aids.

Furthermore, as most of the teachers are young and do not have substantial teaching experience, there is a strong need to provide them with more subject-specific professional development, particularly on how to improve their quality of classroom teaching in specific subject areas. The School may also consider setting up a more formal and transparent system to provide financial support for teachers, both as individuals and in groups, to undertake short-term courses, go on overseas visits for new ideas or strategies, or obtain higher professional qualifications on a regular basis.

Parents are regarded as key partners in the development of the School and most of them are supportive of the School. While the School has put up a lot of information on the school web-site, conducted regular talks to the parents and organized a number of initiatives in the area of parent education, there is still a need to strengthen communication with parents, as some important information may not be well accessed by some parents under the current mode of communication. The School is recommended to be more proactive by setting up a full-time liaison officer position to handle matters related to communication with parents, the media and other external bodies.

The School has treated the stakeholder survey seriously. A comparison of findings from the stakeholder surveys in the past three years shows that all the stakeholders, including parents, teachers and students, show a high degree of satisfaction in the performance of the School, as reflected in the generally high ratings in most of the items. The School is to be congratulated on this achievement, and at the same time, should remain vigilant for continuous improvement.

School Ethos and Student Support

The Department of Campus Life is responsible for the development of school ethos and student support. It comprises the School Ethos Committee, Student Guidance-cum-discipline Team, Life-wide Learning Committee and Campus Evangelism Committee.

The School has created a common language among members of staff to establish the Christian school environment where Christian values and principles are practiced, i.e. teachers committed to modeling such values and principles in all aspects of their work. They have successfully cultivated a culture of love and kept leading students towards the three targets of the School, i.e. “To be a good learner”, “To be a good neighbour” and “To be a servant leader”. The Harmonious Campus Award (second runner-up) presented by the City University of Hong Kong in 2011 shows recognition of their effort in this respect.

Student guidance and discipline

The School has emphasized developing connection between class teachers and students and successfully fostered a caring atmosphere for students. The teachers are familiar with the progress of their students. With the provision of a “class climate building subsidy”, students are encouraged to develop a class atmosphere through organizing at least one class function each year. To enhance students’ sense of belonging to the class, displays of students’ work and awards as well as class photos have been organized. Each class is entrusted to devise their own class rules through class discussion. The process not only helps internalize the rules among students, but also provides opportunities for students to experience democratic legislation.

The school climate is warm, positive and appreciative. Both teachers and students enjoy their campus life. The EC Lounge is always used for breakfast with the Principal and class functions, which further helps foster a harmonious school climate. As seen in the stakeholders’ survey, both parents and students rate the school climate highly. For secondary section, the score is 4.3 and 3.7 out of 5 from the parents and students respectively and for the primary section, the score is 4.5 out of 5 from both of them.

The “To be a good neighbour” and “To be a good learner” programmes are the core components of the guidance programme. The “To be a good neighbour” programme

spells out the qualities of being a good neighbour, which helps students develop their willingness to support their classmates and teachers when they are in need. The “To be a good learner” programme helps students develop good learning habits, e.g. prepare for lessons, hand in homework on time, be attentive in class, study regularly, spend spare time on reading, etc. In line with this, morning reading, enrichment programmes and a learning marathon are included in the School’s time-table. The study room opens from 4:00 to 6:30 pm daily to cultivate the learning climate and offer support to student independent learning. The tuck shop in the secondary section will be renovated to become a study room for senior students.

The “To be a good servant” programme encourages students to build up leadership through serving their classmates and teachers. It further nurtures their values and attitude towards caring for other people. The EC Cadet is a well-organized team with a strong sense of identity. Diversified awards are used to give recognition to students’ efforts for making advancement. Morning devotion and assemblies are programmes scheduled in the time-table to promote life value education. In each term, there is at least one activity during assemblies which involves an external organization or speaker to support students’ life value education.

In each class, two class teachers are arranged to provide care and support to the students. The roles and responsibilities of class teachers are clearly stipulated in the Guidance Handbook for their easy reference. Generally, students are frank in admitting their wrongdoings as they know that teachers are willing to accept them and use the incidents to educate them. The School has established the practice of asking the students to tell their wrongdoings to parents as a standard procedure in handling misbehaviours. The practice is found effective in supporting the students and their families.

The “Time capsule activity” was implemented to help students cultivate awareness of time management and develop a habit of goal setting. 95% of the students are punctual to school. Follow-up measures will be offered to those who have more than three lateness records. It is not surprising that the results of Assessment Program for Affective and Social Outcomes (APASO) on goal setting and on independent learning capacity for both the primary and secondary sections are both higher than that of Hong Kong overall.

The School has provided good guidance support to students for whole-person development. The student guidance-cum-discipline team helps build class atmosphere,

take care of students with special educational needs, handle emergency cases and run parent education programmes. Low achievers, students with special educational needs, students with very weak social skills and students with aggressive behaviours are identified in the first term and brought to the attention of form co-ordinators and school social workers. A casework service and a consultation service are offered to assist students and families with problems. The student guidance-cum-discipline team meets every Tuesday with the Principal, Vice-Principal and the senior teachers in order to provide timely support for students. Progress of the cases is reported and discussed at the meeting. Team members are committed to nurturing the youths with love and care. The team has identified five major areas of development. These are sense of competence and responsibility, promoting peace, career development, sex education and parental support. Career development talks and workshops, sex education talks, parent talks, assembly talks and orientation are organized to assist students and parents in the development of these five major areas.

The social workers work closely with the student guidance-cum-discipline team and school ethos team. Needs are identified through regular meetings with the Principal and school ethos team, continuous sharing and discussion with teachers, programme feedback and evaluation as well as sharing and discussion with students and parents. The School receives good community resources through liaison with the Clinical Psychological Service of Hong Kong Family Welfare Society, Family and Child Protection Services Units, Family and Child Welfare Branch of the Social Welfare Department, Tseung Kwan O Police Station, Yau Ma Tei Child Psychiatric Centre and other private psychological services.

In the area of career and further studies guidance, provisions such as talks and visits have been offered to P.6 students to bridge the gap between the primary student life and that of the secondary stage. Workshops and talks have also been offered to S.3 students and their parents regarding the elective subjects to be chosen in the New Senior Secondary (NSS) curriculum. Career-related activities in the form of “Other Learning Experience” are provided in the post-assessment period, which helps students develop a better understanding of their abilities, skills, qualities, interest and experience. It also helps students have a better grasp of the opportunities for further studies and careers and write up their personal portfolio for their application for university places. For S.5 and S.6 students, important information, such as schedules of universities’ orientation days and entrance requirements, is announced to them and their parents via different channels, e.g. morning devotion, weekly assembly, parents’ meeting and memo. This information is also posted on the bulletin board at the school

library and the school web-site. Workshops are organized to educate students how to prepare their self-account for Joint University Programmes Admissions System (JUPAS) application, whereas a mock JUPAS application is organized to get the students familiarized with the system. Furthermore, parents are invited to share their own career experience with the students. The School has plans for the coming years to help students develop a better understanding of the different progression paths for further studies, to know more about university life, and to know more about different careers. This will be supported by the alumni association which is to be set up this year. All in all, good career guidance support has been offered to students.

The School has measures to support low achievers. Self-regulated learning and assessment in Mathematics for S.3 students is operated every Tuesday and Thursday morning before school begins. Self-regulated learning and assessment in Mathematics for S.2 students is run on every Tuesday lunch time. Self-regulated learning and assessment in Mathematics for S.1 students is held on every Thursday lunch time. Split class teaching is also offered to assist the low achievers, whereas an enrichment programme is organized every Monday during the 8th-10th lessons to support high and low achievers. Senior students are assigned as “Big Brothers” and “Big Sisters” to support junior students in their studies. Teachers also have informal contacts with students during recess and lunch to support their learning. All these were well received by the students.

Furthermore, the School has formulated policies to support students with special educational needs who are first identified by class teachers and school social workers. They are referred to relevant external bodies or specialists for assessment and possible follow-up. The play room and multi-sensory learning centre of the School are operated during recess and lunch time for students with attention deficit, hyper-active disorder or autism. Special examination papers and different class tasks during lessons are assigned to students who have learning difficulties. They are given 10% extra time in examinations. However, assistance offered to the gifted students may not be very sufficient and the School needs to advance further in this area, although there are only few such students.

Overall, parents and students are happy with the support for student development, as shown in the stakeholders’ survey.

Life-wide Learning

Life-wide learning is scheduled in the school time-table. The practice is considered client-based, as students can take the school-bus services to return home after attending the activities. The activities offered are considered sufficient in terms of quantity and variety and can largely meet the interests and needs of the students. The School has implemented the “One student one activity” scheme which encourages students’ participation in life-wide learning. Most of the activities offered are interest groups for extra-curricular activities. Some activities, e.g. visits, forums, debates, community services have been organized to meet the purpose of co-curricular activities to support students’ formal learning. It is suggested sustaining the effort and strengthening the organization of co-curricular activities for advancement.

School-Parent Rapport

The Parent-Teacher Association (PTA) is a supportive platform which facilitates communication between parents and the School. The executive members are enthusiastic and have a very close relationship with the Principal and teachers. The PTA also mobilizes parents to support the School in various ways, e.g. acting as helpers for the athletics meet and swimming gala, sharing their career experience with senior students, etc. The Parent Education Centre and EC Lounge have been supported by the PTA, which has successfully helped facilitate communication between the School and parents.

The Principal plays a very active role in delivering talks to parents on various topics as suggested by the PTA. Teachers are also invited to give talks. There are at least four talks in a year. The internet parent workshop is also well received by parents. In the stakeholder survey, the parents’ view on the home-school partnership is generally high.

Areas for consideration

Although the School has a number of measures in place to support new teachers in carrying out their duties in the area of guidance and student support, it is suggested developing more mentors to provide support and hands-on experience to them so that they could better help with the provision of guidance service to students, as new teachers may not have received training and development in guidance and counseling in their initial teacher training programme.

The School is advised to conduct a holistic review of its life-wide learning policy. In addition to extra-curricular activities, life-wide learning is conceived to include formal curriculum outside the classroom and co-curricular activities which supplement the formal curriculum and broaden students' horizons.

Although the School has implemented a series of measures to cope with the learning needs of high, average and low achievers, support for students with special educational needs should be reviewed to strengthen the support rendered to gifted students as well as students with learning difficulties. The School may go further by providing personalized learning support for identified students, if possible.

Finally, to enhance the communication between the School and parents and external organizations, it is proposed to employ a full-time public relations or liaison officer to answer enquiries and to promote the School's image through various channels, e.g. newsletter, web-site updating.

Student Performance

Students are very polite, clearly enjoying school life and very well behaved. They are confident, diligent, articulate and responsive. Many students, particularly the primary and junior secondary ones, demonstrate high communication skills in English and good learning potential. The students all love their school and are respectful to the teachers and their peers. They are highly motivated and enthusiastic in their learning. Student leaders, such as the committee members of the Student Council and the EC School Cadet, are mature and responsible; they show a strong sense of commitment and are ready to serve others.

Students' non-academic performance is good. Each year, many students take part in external competitions in music and speech and win prizes. In 2011/12, students in the primary section got 281 and 278 awards in the Hong Kong Schools Music Festival and the Hong Kong Schools Speech Festival respectively, whereas those in the secondary section received 27 and 32 awards in these two competitions respectively.

Furthermore, the students have obtained good results in other areas such as drama, dance and art. In 2011/12, they won the Outstanding Co-operation Award and Outstanding Director Award in the Hong Kong Schools Drama Festival, the Highly Commended Award and Commended Award in the Hong Kong Schools Dance Festival, the Outstanding Award in the Beijing Dance Academy Graded Examination on Chinese Dance Grade II and IV, and also received various prizes in the "Global Village" Drawing Competition organized by the International Colere Exchange (Hong Kong). In sports, the students won the Team Champion in the Junior Girls Badminton Competition run by Hong Kong Leisure and Recreational Department as well as a number of prizes in inter-school competitions in athletics, swimming, tennis, mini-tennis and badminton.

Other than sports and aesthetic activities, the students participated in other external competitions and were quite successful. In 2011/12, the students joined the "When Adam Smith Meets Steve Jobs: Economics x Creativity" inter-schools film production competition which was jointly organized by the Business Faculty of the Chinese University of Hong Kong and Education Bureau and won the Most Creative Award and the Most Popular Award.

Programme Review

Curriculum planning and management

The School has a broad and balanced curriculum which, following its stated mission, provides a 12-year through-train Christian school education for students to develop their full potential as a whole person and contribute as a responsible citizen in local, national and global arenas. It aims to serve Christ in the Hong Kong community by offering students with the best possible educational foundation in a Christian school environment where each and every student is loved and educated in truth.

The School prioritizes teaching and learning as one of its core missions and makes every effort to encourage teachers to professionalize their teaching and subsequently develop the capacity of students to learn effectively. It strives to foster a learning-centred classroom environment where all students are motivated and engaged to excel in learning and “learning to learn”, and where all teachers are committed to pursuing collegial learning for conducting high quality school-based curriculum development, unit planning, instruction, assessment for learning and practices which cater for diverse learning needs and foster independent learning.

One of the salient features of the curriculum is its emphasis on the school-based curriculum development for a through-train school. Each subject committee is required to produce a list of Essential Learning Targets (ELTs) to be covered in each form and to develop target-oriented and psychologically appropriate learning resources for students. Key stage co-ordinators of the same or different subjects are invited to discuss and deliberate matters regarding the transition of the curriculum across key stages and cross-curricular studies.

As a through-train school, it is crucial for the School to maintain the continuity and coherence of the curriculum by integrating and sequencing the teaching and learning structure in both sections in the spirit of the Key Learning Area concerned. Although the School did assign core teachers under the Academic Development Committee to oversee its curriculum development from Key Stage 1 to 4 in different Key Learning Areas, it is recommended to develop the core teachers further so that they could build up stronger curriculum leadership to develop and manage a genuine through-train curriculum.

In the course of designing its curriculum, the School follows its self-developed

“POWNER Model in Learning” in which the significance of satisfying students’ needs, building students’ self-worth in learning and shaping students’ learner self-concept is highlighted. Furthermore, the School adopts research-based and/or theory-based practices and believes in the importance of nurturing shared leadership and collegial learning in curriculum development and professionalizing the culture of teaching and learning among teaching staff.

The School has a strong school-based moral-civic-health education curriculum, which supports students’ all-round development. Life value education is conducted both inside and outside of lessons. Formal life value education is conducted through “Christian Education” classes as well as permeating in suitable topics of other subjects wherever appropriate, whereas informal life value education is done through other after-school activities. To prepare for the major local curriculum change, the School has made the NSS curriculum a major concern in its development plans. Each subject committee has not only aligned their subject curriculum with the overall objectives, but also initiated planning and development to cope with the challenges ahead.

The formal curriculum is supplemented by an informal curriculum which seeks to foster students’ non-academic development, character building and spiritual growth. This is implemented through various co-curricular and extra-curricular activities such as visits, field trips, external competitions, social service, interest groups, and other cultural exchange activities. The evidence suggests that these activities help students build self-esteem and confidence, as well ensuring all-round, whole-person education.

The School has also put a strong emphasis on project learning which has been doing well. Students are required to complete a major yearly project during Key Stage 2 to 3 and use the “Project Learning Presentation Cardboard” to display their work. It targets at helping students develop the skills of thinking, communication and collaboration. On top of the theme-based learning experience scheduled in the primary section and the cross-disciplinary co-curricular activities organized in the secondary section, the School can go further by providing students with richer cross-curricular learning experiences in the form of formal curriculum as well as co-curricular activities to sharpen their development of generic skills.

As a through-train school, it is especially important to provide students who may not have the opportunity to have a good exposure to different learning environments with broader learning experiences. Although the School has been providing students with substantial experiential learning opportunities, it is recommended to reflect on the

overall aims and objectives of co-curricular activities and structure the organization of the activities to engage students more widely as well as to further extend their learning beyond the classroom.

Over and above, it is noteworthy that the student intake has kept improving since the opening of the School. Starting from the school year 2010/11, the School has started reviewing and enriching its curriculum to cater for the learning needs of the new intakes. To realize the full potential of the students, it is recommended for the School to sustain her effort in this important area by conducting a comprehensive curriculum review and revamp. Furthermore, the school policy of using a mixed mode (Cantonese and Putonghua) of teaching Chinese subjects for effective language learning is endorsed by our Chinese Language subject reviewers. The School is recommended to keep on communicating with parents on this matter to manage their perception and expectation.

Teaching

Teachers are enthusiastic, committed and devoted. They share a common understanding of the School's mission, exhibit a caring attitude towards students and enjoy a good rapport with the students both inside and outside of the classroom. They enjoy excellent relationships with students and a harmonious classroom atmosphere creates a supportive learning environment.

Most teachers in the School possess adequate to good subject knowledge and have demonstrated positive career aspirations. In general, the teachers act professionally in their approach to teaching and learning, appear confident in the classroom, and show a willingness to improve and develop their teaching competences. Collaborative lesson planning and peer lesson observation take place in all subject panels. A collegial and supportive culture has been established.

The School has a clear medium of instruction policy which teachers follow closely. Students manage to respond sensibly to teacher questions in class using the appropriate language for the subject concerned. Classrooms are all well-equipped with modern facilities and equipment, offering good resource support for learning and teaching.

The School has put in much effort in guiding teachers to adopt some research-based strategies and tactics in classroom teaching and learning, which is seldom found in

other schools. It promotes the use of “Subject Poster” developed by each subject as well as the setting up of different learning targets for high, average and low achievers in a class. Teaching strategies such as the “Table-tennis Approach” and “Demo-Demo-Practice Model” are suggested to promote students’ knowledge construction and skill building. To enhance the effectiveness of this policy, the School is recommended to offer more mentoring support, especially to new teachers, to speed up teachers’ mastery of the recommended strategies and tactics to ensure effective student learning.

Almost the entire 105 lessons observed fell in the range of excellent to acceptable. Most lessons observed were well-prepared and organized with clear learning objectives. The four key aims from Evangel College’s mission statement for teaching and learning: High motivation; High expectations; High display; and High engagement were largely realized in quite a number of lessons observed. The majority of the teachers demonstrated a mastery of subject knowledge, communication skills and classroom management skills, all of which promote positive learning attitudes in students. In some of the excellent lessons that were observed, an ethos of genuine peer support and collaboration was developed.

However, although the teachers are extremely conscientious and obviously care about their students, some of them need to continue to improve their organization of teaching and learning, and to enhance their interactional and teaching skills in the classroom. Some of the teachers in the observed lessons adopted a teaching approach that was considered very teacher-centred although the School’s curriculum document advocates the use of a learner-centred approach to teaching.

As a developing school, Evangel College is well positioned to further improve in the domain of learning and teaching. Building on the good work of the EC Teacher Academy, the School is recommended to sustain her effort and go further by helping teachers develop a wider repertoire of teaching approaches and strategies to cope with the new challenges in learning and teaching. In particular, teachers should be encouraged to develop professional competence in the design and implementation of more effective collaborative inquiry-based learning in classes. Such lessons can help engage students in active learning, deepen student understanding of the subject matter as well as develop their thinking skills.

As many of the teachers are relatively young, there is a need to provide them with more subject-specific professional development, specifically on how to improve their quality

of teaching to foster student learning, following the learner-centred teaching approach. Although the School has been supporting teachers to attend subject-specific professional development activities outside school and training the Key Stage co-ordinators and core teachers to provide professional support to their panel members, it is recommended to put more resources to nurturing master teachers in different Key Learning Areas so that they might assist the school more substantially in the provision of high-quality, school-based, subject-specific professional support to the young teachers.

The School has been paying effort to developing students' capacity of "learning to learn" through various means such as the Learning Marathon, student learning portfolios and reading to learn. To improve, the School is recommended to make wider use of co-curricular activities as an important platform to further extend the learning capacity of the students.

Student learning

Students are intelligent, polite, attentive and eager to learn. They demonstrate strong learning potential and positive learning attitudes.

The students, both in lessons observed and in group discussions with team members, exhibited positive views about learning and teaching in the School. It is clear from observations in classrooms and on other occasions that most enjoy their school life. Those students with experiences of attending other schools felt that the uniqueness of Evangel College is its caring and supportive atmosphere within which teachers and students enjoy excellent relationships with each other based on God's love.

Although the School has set a clear policy on how to engage, support and challenge high, average and low achievers to learn and implemented a number of measures such as the Subject Scholar Programme, the Self-Regulated Learning and Assessment Programme and the Parent-assisted Learning and Assessment Programme in Mathematics to tackle the issues concerning the diversity of needs and abilities across its student population, more can be done to cater for learner diversity. In particular, better monitoring and evaluation of the various measures adopted is suggested. It is important for the School to continue to be proactive in catering for learning diversity so that all students actualize their full potential with appropriate and adequate learning support.

Assessment

The School has a clear assessment policy for homework and assessment, which emphasizes both assessment for learning and assessment of learning. In 2010/11, the School met satisfactorily the requirements for accreditation in Quality Assessment Management Accreditation Scheme (QAMAS) conducted by Hong Kong Examination Assessment Authority, which recognizes their effort in this respect. To improve, in assignments and test/examinations, multi-level tasks and questions with challenging questions are recommended to consolidate and extend what students have learned, thereby maximizing their learning potential and catering for individual differences. This is particularly applicable to the primary and junior secondary students who demonstrate very high learning capacities.

With respect to ‘Assessment for Learning’, the School has been practicing various measures to evaluate the academic performance of students, for example, requiring all subjects to hand in subject reports after examinations, introducing the “Online Key Stage Formative Assessment Report System” as well as conducting statistical analysis of examination results to identify high and low achievers. Besides, the School has been emphasizing the importance of offering qualitative feedback to students’ work, such as inviting professional writers to provide feedback to student writing, implementing peer and self-assessment, etc. To improve, the School is recommended to make wider and more effective use of the “Online Key Stage Formative Assessment Report System” and professionalize the practices of teachers in this important area so as to maximize the impact of assessment for learning to support student learning.

Concluding Remarks

Evangel College has succeeded in providing a quality 12-year through-train Christian school education to foster students' whole-person development based on God's love and biblical principles. The School has largely achieved the major goals they set for the first six years of operation. The success of accomplishing the high aspirations set out in its original proposal is exemplified by the following achievements, namely the development of:

- The strong commitment of SMC, to be complemented by the leadership of the Principal and the strong dedication of the senior management team
 - A very positive school ethos with collegial spirit, caring attitude and spiritual emphasis
 - A hardworking, motivated and conscientious team of teaching and non-teaching staff
 - Enthusiastic parents who feel very much part of the school community, with good school and parent rapport shown
 - Students enjoying their school life, exhibiting excellent teacher-student rapport
 - A good reputation for offering quality Christian education in the community
 - A solid foundation for future development (both hardware and software)
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- The School clearly has delivered a quality educational experience and student achievements (both academic and non-academic) which are commensurate with the Vision and Mission of its original proposal to secure Direct Subsidy Scheme status. To build on existing strengths for continuous improvement, the School needs to address the following issues:

Management & Organization

- The School is recommended to sustain her effort in strengthening and expanding its middle and senior management and act more proactively to speed up the progress.
- With regard to the organizational structure, there is a need for the School to undertake a holistic review of its management structure to meet the challenges of a growing and complex organizational and curriculum structure.

School Ethos and Student Support

- Although the School has a number of measures in place to support new teachers in carrying out their duties in the area of guidance and student support, it is suggested developing more mentors to provide support and hands-on experience to them so that they could better help with the provision of guidance service to students.
- The School is advised to conduct a holistic review of its life-wide learning policy. Life-wide learning is conceived to include not only extra-curricular activities, but also formal curriculum outside the classroom and co-curricular activities which supplement the formal curriculum.
- Although the School has implemented a series of measures to cope with the learning needs of high, average and low achievers, support for students with special educational needs should be reviewed to strengthen the support rendered to gifted students as well as students with learning difficulties. The School may go further by providing personalized learning support for identified students, if possible.
- To enhance the communication between the School and parents and external organizations, it is proposed to employ a full-time public relations or liaison officer to answer enquiries and to promote the School's image through various channels.

Learning and Teaching

- To maintain the continuity and coherence of the curriculum, the School is recommended to develop the core teachers in each Key Learning Area further so that they could build up stronger curriculum leadership to develop and manage a genuine through-train curriculum.
- Although the School has been providing students with substantial experiential learning opportunities, it is recommended to reflect on the overall aims and objectives of co-curriculum activities and structure the organization of the activities to engage students more widely as well as to further extend their learning beyond the classroom. The School is recommended to make wider use of co-curricular activities as an important platform to further develop the learning capacity of students.

- On top of project learning, the theme-based learning experience scheduled in the primary section and the cross-disciplinary co-curricular activities organized in the secondary section, the School can go further by providing students with richer cross-curricular learning experiences in the form of formal curriculum as well as co-curricular activities to sharpen their development of generic skills.

- The student intake has kept improving since the opening of the School. Starting from the school year 2010/11, the School has started reviewing and enriching its curriculum to cater for the learning needs of the new intakes. To realize the full potential of the students, it is recommended for the School to sustain her effort in this important area by conducting a comprehensive curriculum review and revamp. Furthermore, the School is recommended to keep on communicating with parents on the policy of adopting a mixed mode of teaching the Chinese subjects for effective language learning.

- Building on the good work of the EC Teacher Academy, the School is recommended to sustain her effort and go further by helping teachers develop a wider repertoire of teaching approaches and strategies to cope with the new challenges in learning and teaching. Although the School has been supporting teachers to attend subject-specific professional development activities outside school and training the Key Stage co-ordinators and core teachers to provide professional support to their panel members, it is recommended to put more resources to nurturing master teachers in different Key Learning Areas so that they might assist the school more substantially in the provision of high-quality, school-based, subject-specific professional support to the young teachers.

- With respect to ‘Assessment for Learning’, the School has been practicing various measures to evaluate the academic performance of students and to support teachers in providing appropriate feedback to students on their work. To improve, the School is recommended to make wider and more effective use of the “Online Key Stage Formative Assessment Report System” and professionalize the practices of teachers in this important area so as to maximize the impact of assessment for learning to support student learning.