



Evangel College School Development Plan

**2018/19 - 2020/21
(3 Years)**

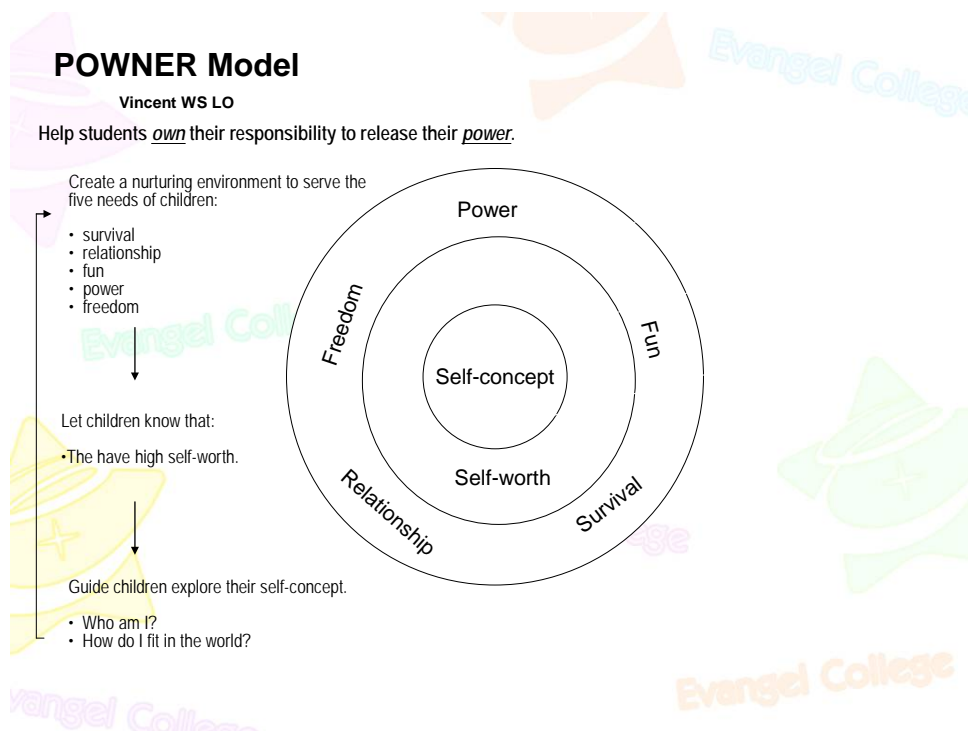
1 School Vision & Mission

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 fulfill 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. (See POWNER Model below) 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.



2 School Goals

- 2.1 Implement **Life Value Education** which nurtures students to acquire life values, develop healthy self and contribute to others in the social, societal, national and global arena.
- 2.2 **Professionalize teaching and learning** in school-based curriculum development, learner-centred classroom teaching, practising assessment for learning, coping with learner diversity as well as developing the capacity of students to learn independently.
- 2.3 Provide diversified platforms for students to explore and **develop their talents**.
- 2.4 Develop a critical mass of **teacher leaders** dedicated to developing the school into a learning organization.

3 School Motto

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

4 Core Values of Education

4.1 The principle of creation

4.1.1 The biblical truth

- 4.1.1.1 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.

4.1.2 Implications for education:

- 4.1.2.1 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.
- 4.1.2.2 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.
- 4.1.2.3 For God gives people the freedom of choices, 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.

4.1.2.4 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)

4.2 The principle of fall of man

4.2.1 The biblical truth

4.2.1.1 God reminds Adam and Eve not to sin. They 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.

4.2.2 Implications for education

4.2.2.1 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.

4.2.2.2 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.

4.3 The principle of incarnation

4.3.1 The biblical truth:

4.3.1.1 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.

4.3.2 Implications for education:

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

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

4.3.2.3 To educate students, teachers should teach students with both words and actions.

4.4 The principle of redemption

4.4.1 The biblical truth

4.4.1.1 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.

4.4.2 Implications for education

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

4.4.2.2 Teachers need to provide students with opportunities to repent and make improvement.

4.5 The principle of fulfillment

4.5.1 The biblical truth

4.5.1.1 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.

4.5.2 Implications for education

4.5.2.1 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.

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

5 Holistic Review

Effectiveness of the previous School Development Plan (2015/16-2017/18)

Major Concerns	Extent of targets achieved A: Beyond expectation; B: Meet high expectation C: Meet expectation; D: Below expectation E: Need serious attention	Follow-up action Incorporated as routine work/ Continue to be major concerns in the next SDP/ Others	Remarks
Major concern 1: Coping with learner diversity	<p>1. Devise strategies and engage teachers to provide differentiated support for H, A & L achievers.</p> <ul style="list-style-type: none"> - The school devised and spelt out clearly to teachers the Rubrics of Student-centred Classroom Teaching in which the requirement for differentiated engagement inside classroom was required. Most teachers were able to attain Level 4 according to the rubrics. [Meet expectation (C)] - The school set up the Stage of Sharing, the Share-to-Learning Summit as well as made use of the Learning Marathon and 5-min Sharing inside classroom to foster all students to learn, discuss and share how they learn. [Beyond expectation (A)] - The school made arrangement for split class arrangement as well as remedial classes inside and outside the time-table for low achievers. [Meet expectation (C)] - The school made arrangement for pull-out classes (debate classes, writer classes, drama classes, math classes, etc.) to extend the potential of high achievers. [Meet high expectation] - The action research project on using core tasks to help students learn math was accepted by the Hong Kong Teacher Centre and shall be 	<p>Incorporated as routine work</p> <p>Further development shall be included in the concern of Academic Excellence in the next SDP.</p>	

	published in their journal. [Meet high expectation]		
	<p>2. Train leaders (at least 2) to take charge of the concerns.</p> <ul style="list-style-type: none"> - The school set up the School Development and Supervision Committee (SDSC) on Support for SEN, Low Achievers and Repeaters in the School Year 2017/18. A core team of 3 (one EP, two SENCOs) was formed to lead the work diligently. [Beyond expectation (A)] - The school set up the SDSC on Gifted Education. The POWER Path (木人巷) was set up to engage high achievers/ the motivated actively in different key learning areas in Level 2 and Level 3 activities as well as to display their works. A core team of 3 persons was formed to lead the work diligently. [Beyond expectation (A)] - The school set up the SDSC on the 2nd & 3rd Classroom (Co-curriculum) to provide ALL students with diversified opportunities (e.g. museum-based learning, community-based learning, independent learning award scheme, etc.) to learn outside classrooms and the school. A core group of 3 persons was formed to lead the work. [Meet expectation (C)] 	Incorporated as routine work	
	<p>3. Help leaders to train the trainees (at least 2).</p> <ul style="list-style-type: none"> - The leading team of each SDSC was a triplet – comprising a leader and two assistants. [Meet expectation (C)] 	<p>Incorporated as routine work</p> <p>Further development shall be included in the next SDP.</p>	
Class climate building	<p>1. Train and engage class teachers to mentor students to build positive class climate.</p> <ul style="list-style-type: none"> - Class teachers followed the instruction of the school to meet and 	Incorporated as routine work	

	discuss with their class committee regularly how to improve the class climate as well as instruct students to fill the log. [Meet expectation (C)]		
	<p>2. Train and engage class committee to build positive class climate.</p> <ul style="list-style-type: none"> - Four Chinese quotations: 1. “己所不欲,勿施於人”; 2.”二人同心,其利斷金”; 3. “己欲立而立人,己欲達而達人”; 4.”一室之不治,何以天下國家為” were used as principles to guide class committees (P5-S6) to build the class discipline, class cohesion, learning atmosphere, classroom environment respectively. Students were able to memorize, recite and make reference to the quotations to develop the class climate. [Meet high expectation (B)] 	Incorporated as routine work	
	<p>3. Train KS and Form Coordinators to support and develop class teachers.</p> <ul style="list-style-type: none"> - The School Ethos Team engaged KS and Form Coordinators to follow class teachers as well as made arrangement for class committees to share how to build class climates through breakfast meetings with the principal, assemblies and Moral & Civic Education Award Ceremonies. [Meet high expectation (B)] 	Incorporated as routine work	
Mentoring support for new teachers, experienced teachers to excel in teaching and learning.	<p>1. Develop the rubrics for teaching and learning</p> <ul style="list-style-type: none"> - The rubrics for Student-centred Classroom Teaching were devised. [Meet expectation (C)] 	Incorporated as routine work	
	<p>2. Engage teachers to form coaching triplets.</p> <ul style="list-style-type: none"> - All teachers were engaged to form coaching triplets so as to observe the lessons of their group members and to be observed as well as 	Incorporated as routine work	

	provide feedback to each other. [Meet expectation (C)]		
	<p>3. Train teachers to use the rubrics and operate the coaching triplets to improve their teaching and learning.</p> <ul style="list-style-type: none"> - The rubrics for Student-centred Classroom Teaching explained to all teaching staff through Class Teacher Meetings. [Meet expectation (C)] - Teachers were invited to share in the Class Teacher Meetings how to implement student-centred teaching. [Meet expectation (C)] 	Incorporated as routine work	
	<p>4. Train teacher leaders to help supervise the coaching triplets.</p> <ul style="list-style-type: none"> - The Vice-principals implemented the Level-up Movement, observing the lessons of all teachers and providing them with feedback according to the rubrics for Student-centred Classroom Teaching so as to help all teachers attained Level 4 in teaching. [Meet expectation (C)] - The Vice-principals invited subject panel heads to observe lessons with them so as to coach them how to observe lessons. [Meet expectation (C)] - The Principal conducted open teaching to demonstrate how student-centred teaching could be implemented. Lessons taught included Chinese History, Geography, Biology, Physics, Christian Education, Mathematics, Integrated Science, etc.. [Meet expectation (C)]. 	Incorporated as routine work	

6 Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
<p>Area 1: School Management</p>	<p><u>From pilot Management & Financial Audit in 2015</u></p> <ul style="list-style-type: none"> The school sets up and put clear and comprehensive measures into practices for managing finance, human resources, school fee remission and scholarship. <p><u>From Comprehensive Review (CR) in 2012 triangulated with the results of Stakeholder Surveys</u></p> <ul style="list-style-type: none"> The SMC shows strong commitment complemented by the leadership of the principal and the strong dedication of the senior management team. The school ethos is very positive with collegial spirit, caring attitude and spiritual emphasis. The team of teaching and non-teaching staff is hardworking, motivated and conscientious <p><u>Improvement Made/ New Development</u></p> <ul style="list-style-type: none"> The school has taken the recommendation of CR report: (1) The school has conducted a job and need analysis so as to understand the missions and challenges the school needed to cope with; (2) The school has designed and adopted the use of a broader and flatter organizational structure so as to create more middle and senior management posts as well as to make the vertical communication more efficient. In the organizational structure, School Development and Supervision Committees (SDSCs) have been set up to take charge of different areas of work. The name of SDSC was used to replace Department deliberately, aiming at strengthening the role 	<p>The size of the middle and senior management team has reached the critical mass. However, more effort should be paid on developing the capacity of the middle and senior management team so as to sustain the development as well as create essential changes.</p>

	<p>of persons-in-charge of various SDSCs in supervision and development.</p> <ul style="list-style-type: none"> • The model of “PIE + MF” or “PIMEF” was introduced. Persons in charge (PICs) of a SDSC shall diligently monitor (M) how their action teams plan (P), implement (I) and evaluate (E) their works as well as provide their action teams with feedback (F) for making further improvement. • PICs of SDSCs needed to attend the monthly meetings of the Strategy Steering Council chaired by the principal and to report the work and development of their action teams on request. • The Model of Management by Objectives has been adopted. PICs of all SDSCs have been met to clarify the core actions their teams need to take. Obviously, PICs have been better involved in strategic and action planning. 	
Area 2: Professional Leadership	<p><u>From Comprehensive Review (CR) in 2012 triangulated with the results of Stakeholder Surveys:</u></p> <ul style="list-style-type: none"> • The SMC shows strong commitment complemented by the leadership of the principal and the strong dedication of the senior management team. <p><u>The view of experts</u></p> <ul style="list-style-type: none"> • Experts from EDB, local universities, Wales, Ireland, New Zealand, US, Taiwan and South Korea, etc. as well as teachers and principals from other local school visited the school – observing lessons, conducting post-lesson conferences and exchanging view with the school. The visitors were highly appreciative of the school’s direction, strategies and effort in pursuing excellence in teaching and learning as well as value education. <p><u>Improvement made/ New development:</u></p> <ul style="list-style-type: none"> • Apart from Panel Heads, the school has set up the post of Vice-Panel Heads as well 	<p>To facilitate school-based staff development and for the sake of succession, the school needs to document the “corporate wisdom” of the school.</p>

	<p>as KLA Heads in order to engage and develop more people in leading curriculum development.</p> <ul style="list-style-type: none"> The school put forward dividing the 12-year academic development into three stages. KLA Heads/ panel heads from both the primary and secondary sections have met and discuss the longitudinal development and transition from one stage to another. 	
Area 3: Curriculum and Assessment	<p><u>External Accreditation</u></p> <ul style="list-style-type: none"> The school met satisfactorily the requirements for accreditation in Quality Assessment Management Accreditation Scheme conducted by Hong Kong Examinations and Assessment Authority. <p><u>From the Comprehensive Review (CR) in 2012</u></p> <ul style="list-style-type: none"> The school has a clear assessment policy for homework and assessment, which emphasizes both assessment for learning and assessment of 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. <p><u>From Stakeholder Survey</u></p> <ul style="list-style-type: none"> Various subject teams were aware of the trend of curriculum development, the general requirement of the school for setting clear learning objectives, coping with learner diversity, monitoring the curriculum implementation and assessment for learning. <p><u>New Development</u></p> <ul style="list-style-type: none"> The school has made use of the advantage of a through-train school, dividing the 12-year curriculum into three different stages: 1st four years (P.1-P.4), 2nd four years 	<p>The school might consider work out the essential subject literacy (content and skills) and engage students to learn at their own pace, way and choice to master them.</p> <p>The school might consider help all students pass genuinely in the internal exams so as to build their confidence in the public exams.</p>

	<p>and 3rd four years. Subject leaders from the primary and secondary sections have met each other continuously to identify the learning objectives of the 2nd four years of studies; and they observed the lessons of each other so as to develop compatible teaching approach to help students cope with transition and sustain their development. Collaboration between the subject leaders of the primary and secondary sections has been very smooth.</p> <ul style="list-style-type: none"> • The school has made S.3 as the foundation year for NSS studies. In the year, various subjects will consolidate essential knowledge and skills of students as well as help students develop knowledge that students need to know no matter what elective subjects they take in NSS. • The school has put forward the notion of gearing (1) essential learning targets, core tasks and assessment task, as well as (2) instruction, coaching, assessment and independent learning. • The school has made use of previous data to produce a graph which predicts accurately (R^2 value about 0.9) the percentage of S.6 students passing HKDSE with 33222 based on the S.1 annual average score. • The school has made use of TOEFL data to predict the passing rate of students in English paper of HKDSE exam. • The school has responded to the initiative of STEM education and kicked off STEM education in the formal curricula as well as pull-out programs. • The school has deliberately developed the culture of independent learning. The school encouraged students to learn independently through platforms/ opportunities through the 2nd and 3rd Classrooms (Co-curriculum) and Gifted Education. • The school has built the culture of sharing of learning. Apart from 5-minute Sharing in the lessons, students might take initiative or on invitation attend the Stage of 	
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	<p>Sharing and the Summit of Sharing to learn.</p> <ul style="list-style-type: none"> • Subject teachers were aware of the importance of using differentiated tasks to cope with learner diversity. (Please also refer to the Major Concern 1 of Part 5: Holistic Review.) 	
Area 4: Student Learning & Teaching	<p><u>From the Comprehensive Review (CR) in 2012</u></p> <ul style="list-style-type: none"> • Students, both in lessons observed and in group discussions with team members, exhibited positive views about learning and teaching in school. It is clear from observations in classrooms and on other occasions, that most enjoy their school life. <p><u>Follow-up actions suggested in previous SDP</u></p> <ul style="list-style-type: none"> • CR recommended that “The school should review the measures to further improve the support for high, average and low achievers (including the gifted and SEN students). The school may go further by providing personalized learning support for identified students, if possible.” The school therefore spelt out clearly the responsibilities of various subject panels to cope with learner diversity; and the school set up the SDSC on SEN, Low Achievers and Repeaters and built a core team of 3 persons (an EP, a SENCO for the primary school session, and a SENCO for the secondary school section) for promoting/aligning 1st, 2nd and 3rd-level support for SEN students and launching a success-for-all program for low achievers (SEN or non-SEN), for example, by using core-task portfolio. • CR recommended that “The school can make wider use of co-curricular activities as an important platform to further extend the learning capacity of students.” The school therefore set up the SDSC on Gifted Education as well as the SDSC on 2nd and 3rd Classroom (Co-curriculum). The SDSC on Gifted Education mainly created platforms/opportunities for engaging students to learn in the areas they were good at or interested in. The SDSC on 2nd and 3rd Classroom (Co-curriculum) implemented programs like Museum-based Learning, Community-based Learning, Language 	

	<p>Activities, Reading Programs, etc. to extend the learning of students outside classrooms or the school.</p> <ul style="list-style-type: none"> The percentage of students attaining 33222 in HKDSE has been increasing. The school maintains the policy of promoting all P.6 students from our primary section to her secondary one. In the HKDSE 2018, almost 70% of our S.6 students attained 33222 requirements. <p><u>Improvement Made or New Development</u></p> <ul style="list-style-type: none"> The school has made use of the MI Weeks after the Term 2 Exams to organize orientation for our P.6 students for their transition to our/other secondary schools. The school has attempted various platforms for students to share learning. It has been found that participants enjoyed sharing and found the preparation for sharing was useful for them to consolidate how to learn. 	
Area 5: Student Support	<p><u>From the Comprehensive Review (CR) in 2012</u></p> <ul style="list-style-type: none"> The school has set up very positive school ethos with collegial spirit, caring attitude and spiritual emphasis. <p><u>Deployment of resources</u></p> <ul style="list-style-type: none"> The school has spent lot of resources to provide support measures for students – 2 class teachers per class, 4 school-based social workers, 1 social worker from NGO partner, the School Ethos Team, an educational psychologist, a teaching assistant for SEN, a teaching assistant for math learning, out-sourced support services for SENs. <p><u>New development</u></p> <ul style="list-style-type: none"> <u>The practice of engaging students to manage their class has been institutionalized.</u> 	<p>The school might pay more effort on training student mentors and mediators so as to develop the capacity of students to do peer support.</p> <p>The school might pay more effort on helping needy parents to improve their parenting so as to create a nurturing family environment.</p>

	<p>The school has engaged students to work proactively to build class climate for bettering the class discipline, class cohesion, learning atmosphere and classroom environment. Chinese cultural quotations, as the guiding principles, have been introduced and memorized by students. Representatives of class committees (P.5-S.6) were trained and breakfast meetings with each form of students were held for representatives to share how they built the class climate. Class teachers and students met regularly to identify areas of class climate for making improvement; and then planned, implemented and evaluated actions accordingly. Good practices were captured; and classes were presented awards in Moral & Civic Education Award Ceremony and arranged to share in speech and/or writing. It was found that class climate improved and the no. of complaints from parents about class climate drastically reduced.</p> <ul style="list-style-type: none"> • <u>New facilities/centres have been set up to engage students who need more attention.</u> <p>The school has set up the Game Room, rock-climbing wall, abseiling facilities to engage students who need more attention.</p> <ul style="list-style-type: none"> • <u>Mediation Approach in handling student cases has been developed.</u> <p>The school put forward the Mediation Approach in handling student cases: (1) Connect students; (2) Generate the sense of crises, (2) Guide students to understand the problems and devise their own ways to solve the problems. Form coordinators of School Ethos Teams were trained to adopt the approach and they found the approach useful for helping students.</p> <p>The school emphasized the importance of reporting of cases rapidly, making rapid responses, understanding and solving the problems accordingly, fostering reconciliation and following up the case afterwards. It was found that on addressing the concerns, parents became less anxious about the situation and put more trust on the school to handle to situation.</p>	
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Area 6: Partnership	<p><u>From the Comprehensive Review (CR) in 2012</u></p> <ul style="list-style-type: none"> • Enthusiastic parents who feel very much part of the school community, with good school and parent rapport shown. <p><u>Networks set up</u></p> <ul style="list-style-type: none"> • The school developed good partnership with parents – having a strong Parent Helper Team, Parents Choir, and PTA – all of which participated actively to support the school. • The school developed network with HKU, HKBU, CDI, HKEdU, professional bodies, schools as well as overseas schools and educational institutions e.g. Asia Society to foster development in teaching and learning. • The school initiated partnership with alumni to organize activities and provide support for students. • The school developed partnership with the Metro Radio which served as a regular channel for the principal to do parent education. (New) <p><u>Improvement made based on discussion with HODs</u></p> <ul style="list-style-type: none"> • The school developed new and close networks with some schools in Hong Kong, Macau, Taiwan and China for conducting professional exchange activities as well as student learning activities. • The school made arrangement for sharing by students, teachers and the principal to help parents to understand the school from different angles. 	<p>The school might consider expanding the PTA for electing a parent representative from each form so as to better the channel of home-school communication.</p> <p>The school might consider develop a genuine relationship with a sister school in China so as to facilitate our study tour to China.</p>
Area 7:	<u>From the Comprehensive Review (CR) in 2012</u>	The school might consider infusing value education in all facets of

<p>Attitude and Behaviour</p>	<ul style="list-style-type: none"> • 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 relationship with each other based on God's love. <p><u>New development in response to the last SDP</u></p> <p>Chinese Culture-based Moral & Civic Education:</p> <ul style="list-style-type: none"> • The school has identified and infused famous ancient Chinese quotations as guiding principles of conduct into different areas of campus life – e.g. class climate building, community service, school teams, adventure base counseling, etc. Students began to memorize those Chinese quotations and put them into practice. • The school has set up the LVE Lane (Life Value Education Lane, “思齊里”) and displayed in the LVE lane all the Chinese quotations the school wants students to learn. The school has diligently captured stories of students to illustrate how they practice the values underpinning the Chinese quotations. The school invited students to produce posters to share how they learnt to be good neighbors, good learners and servant leaders. The posters produced by students are displayed in LVE Lane. <p>Nurturing proactivity of students:</p> <ul style="list-style-type: none"> • The school has made every effort to nurture the proactivity of students. For examples, students might apply to the school for setting up their own clubs/societies; take initiative to perform music in the Share-to-Learn Square; apply for displaying their art works in the Creative Arts Gallery, demonstrate experiments in the EC-to-Do Corner, 	<p>student life by using Chinese cultural values & Biblical principles.</p>
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	perform dance in the Sports Days, etc.	
Area 8: Participation and Achievement	<p><u>New development to respond to the suggestion of the last SDP</u></p> <ul style="list-style-type: none"> • The school has set up SDSC on Healthy School Life to look after matters related to interest classes, school teams, community service, clubs and societies, multiple intelligence activities/week, etc. • Diversified platforms have been created for all students to foster them to take proactive roles in developing their potentials. • The school has set up SDSC on Gifted Education to engage students talented or highly interested in different KLAS or services to extend their learning outside classrooms or the school. The POWNER Path (木人巷) has been set up to display students' participation and achievement in different areas. Physical centres/ platforms/ stations have been set up for teachers to exhibit students' work or students to take initiatives to display their work and organize learning activities. Centres/ platforms/ stations set up includes Creative Arts Gallery, Mini-theatre, Sharing-to-Learn Square, EC-to-Do Station, STEM Centre, Game Room, rock-climbing wall and abseiling facilities etc. To launch the use of various centres/ platforms/ stations, students were invited to officiate the opening ceremony. After setting up POWNER Path, students keep on winning more and more awards in the external competitions. • The school has set up SDSC on 2nd & 3rd Classroom (Co-curriculum) which plans for drawing the attention of students and guides them to make well use of learning opportunities outside classrooms and the school – museums of science, space, culture, history, natural and cultural heritage, reading environment, language environment. The school has set up the Independent Learner Award Scheme to encourage students to plan and learn independently. 	The school should sustain her effort to create diversified learning opportunities/platforms for students to participate and achieve.

	<ul style="list-style-type: none"> • The school has set up SDSC on Student Organization which helps nurturing the development of various student groups – Student Union, EC Cadet, Junior EC Cadet, Marching Band, Junior Marching Band, Alumni. • The school has diligently developed the culture of sharing of learning. Significant mass of students were invited to share how they learn on the Stage of Sharing, EC's Got Talents, Share-to-learn Summit. 	
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7 SWOT Analysis

7.1 Our Strengths

- The school has a clear sense of direction in school development.
- The school provides clear strategies for implementing the school plans.
- The school has created time, collegial and one-teacher-one-subject environment for teachers to explore how to teach well. (new)
- The school has developed effective models of practices: POWNER Model, Class Climate Building, Mediation Approach in Handling Cases, Student-centred Learning and Teaching, etc. which helps teachers make sense of how things work and develop good working habits. (new)
- The senior management team and the staff teams, as a whole, are committed to their work.
- On renewing the organizational structure, making it broader and keeping it flat, more middle management posts have been created. As a result, the responsibility of the Senior Management Team has been shared widely. (new)
- On adopting the Model of Management by Objectives, middle managers have acquired better understanding about the direction and foci of their work, gearing more closely to the school development. (new)
- The SMC is highly supportive to the school.
- The school has deployed resources flexibly to support the school development with respect to development of facilities and provision of learning programs, student support and teacher-class ratio, etc.
- The school has set up a social worker cum program worker team, an educational psychologist cum SENCO team, strong office team to create a proactive and supportive school environment for students.
- The team leader of the social worker team is also a registered family therapist and two of the social workers are pursuing studies in family therapy. That enables our school to intervene early in family problems for the sake of our students.
- The working environment is healthy working, physically and culturally.
- The school has created a loving and caring environment for students and the teacher-pupil relationship is very good.
- The school has adopted the POWNER Model to address the genuine needs of students – love, power, freedom, fun and survival – to help them acquire the sense of security, competence, purpose, relatedness, uniqueness.
- The school has successfully launched holistic value education, infusing the acquisition of Chinese cultural and Christian values in every facet of campus life.
- The HKDSE results have been improving throughout the years. The school has been promoting all her P.6 students (if they wish) and the rate of students attaining 33222 and admission to local degree program is highly satisfactory.

- The market share of the school is high. Up to now, about 27 candidates compete for 1 place in our P.1.

7.2 Our Weaknesses

- The school has been developing rapidly. She therefore needs to pay more effort on capturing and documenting the good practices of the school as “corporate wisdom”.
- Although the middle management team has been expanding, more effort should be paid on nurturing them into senior teachers to help the school leads and/or sustain the school development.
- One of the Vice-principal has just retired, the school needs to pay more effort on building the VP-cum-AVP team.

7.3 Our Opportunities

- The school has maintained good relationship with the alumni. Different groups have been formed – including MP Group, Music Group, Sports Group, Christian Group, EC Cadet Group, etc. The school shall engage members of the alumni to support the school.
- The school has developed preliminary connection with schools in China, Taiwan and Macau. She might explore how to develop closer partnership with those schools to widen the learning opportunities of our students and teachers.

7.4 Our Threats

- The principal shall reach 60 in five years. The school should speed up the succession plan, developing a strong team of VPs and AVPs to lead the school.
- The global economy is not very stable. The financial problems might affect the intake of the school.
- The political environment in Hong Kong is very unhealthy. Parents might send their students to overseas before their graduation.
- Since the competition for S.1 students in Hong Kong is intense, the school is competing with traditional elite schools for our P.6 students to study in S.1.
- The birth rate of Hong Kong is very low and so the no. of students eligible for schooling is also low. Therefore, the competition for students is very high.
- After 12 years, new staff members have gradually replaced more experienced one in the school. The school needs to revisit some basic beliefs to develop new teachers to the school to sustain the work culture.

8 Major Concerns for a period of 3 school years (in order of priority)

1. Pursue excellence in academic attainment and learning attitude.
2. Implement value education based on the Biblical values and Bible-compatible Chinese Cultural Values
3. Build Middle and Senior Management Team for leading and managing change

School Development Plan (2018/19-2020/21)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
(1) Pursue excellence in academic attainment and learning attitude	1. Increase in % of students attaining L3 or above in HKDSE.	✓	✓	✓	1. Secure a good pass (L3 or above) in Chinese in HKDSE. - Conduct split class arrangement in S.6 in Chinese. - Master the assigned NSS passages, passages of past-papers and passages recommended by teachers.
	2. Secure good pass in internal exams.	✓	✓	✓	- Start early and keep the momentum of students in learning Chinese by inviting critical mass of students to share how to write, read and speak well. - Infuse the learning of famous Chinese quotations early.
	3. Launch student-centred learning and teaching.	✓	✓	✓	2. Make use of well-selected past paper questions (HKDSE, HKCEE, HKAL) for preparing students for public exams.
	4. Develop the culture of Sharing of learning.	✓	✓	✓	3. Secure good pass in all subjects in internal exams. 4. Conduct student-centred teaching and learning.

	5. Further extend the capacity of teachers to launch student-centred teaching and learning.	✓	✓	✓	5. Make use of learning opportunities outside classroom to help students develop broad knowledge base.
	6. Make use of co-curricular activities to help students develop broad knowledge base.	✓	✓	✓	
(2) Implement value education on the basis of Biblical values and Bible-compatible Chinese cultural values	1. Identify, clarify and justify the life values that students need to learn in campus life.	✓			1. On referring to EDB's documents on Moral & Civic Education, identify life values, substantiated with Chinese cultural and Bible quotations, that students need to learn.
	2. Infuse & reinforce the learning of life values in campus life.	✓	✓	✓	2. Infuse extensively the learning of life values in different areas of campus life.
	3. Develop teachers to take charge of the work.	✓	✓	✓	3. Capture students' stories and/or good practices and arrange them to share. 4. Conduct Moral & Civic Education Award Ceremonies to present awards to students. 5. Develop the LVE Lane further to promote the learning of life values.

(3) Build Middle and Senior Management Team for leading and managing change	1. Establish the Middle Management Team (MMT) and Senior Management Team (SMT).	✓			1. Review the Organizational Chart and delegate duties to MMT and SMT to look after different SDSCs, subject panels and SSCs.
	2. Develop the MMT and SMT.	✓	✓	✓	2. On reviewing the school's vision and mission and adopt the Model of Management by Objectives to help MMT and SMT to clarify if their missions and core actions and if their missions and core actions gear to the school development. 3. Strengthen the communication between SMT and MMT.
	3. Develop MMT to SMT.	✓	✓	✓	4. Develop MMT and SMT to conduct the Model of PIMEF in leading and managing their work. 5. Engage MMT and SMT to develop the school's principles and models of practices – documenting “corporate wisdom”. 6. Produce the school-based training guides for MMT and SMT. 7. Engage MMT and SMT in different professional networks.