



Evangel College School Development Plan

2015/16 - 2017/18

Evangel College

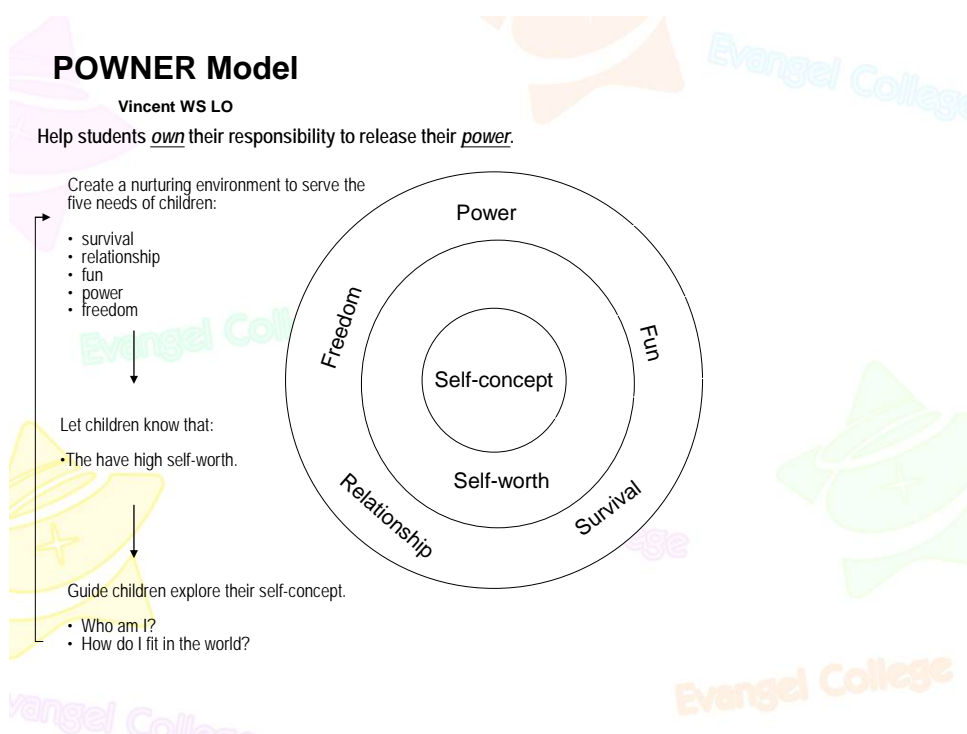
1 School Vision & Mission

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 (2010/11-2014/15)

Major Concerns	Extent of targets achieved, e.g.: Beyond expectation (A) Meet high expectation (B) Meet expectation (C) Below expectation (D) Need serious attention (E)	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
1. Teaching and Learning	Institutionalizes the practice of setting essential learning targets (B)	Incorporated as routine work	
	Adopting target-oriented and psychologically appropriate materials (B)	Incorporated as routine work	
	Learner-centred classroom teaching (C)	<u>Integrate the concerns under "Coping with Learner Diversity" in the next SDP</u>	
	Assessment for learning (C)		
	Coping with learning diversity (C)		

	Nurturing independent learning (C)		
	NSS Studies (B)	Incorporated as routine work	In the next SDP, the school will provide differentiated support for all students to achieve good results in HKDSE.
	TSA (B)	Incorporated as routine work	
	Using IT for teaching and learning (C)	Incorporated as routine work	In the next SDP, the school will develop the wi-fi infrastructure; the school will also initiate teachers to explore effective ways of using IT inside and outside classroom to foster teaching and learning.
	Project learning (A)	Incorporated as routine work	The museum-based learning was introduced to facilitate project learning.
2. Student Support, School Ethos & Student	Case identification and intervention for self-concept renew (A)	Incorporated as routine work	Cases were reported and discussed for follow up action in the meeting of the form-coordinator meetings

Performance	Voluntary service and training (A)	Incorporated as routine work	Lot of alumni members continue to serve the community as voluntary workers
	Life-wide-Learning (ECA) & OLE (B)	Incorporated as routine work	The policy related to school teams will be reviewed in the next SPD
	Life Value Education (Moral & Civic Education, etc.) (A)	Incorporated as routine work	LVE Committee will review the curriculum and align selected subjects (LS, CE, Chi, etc.) and functional groups (Ethos, LWL, etc.) to implement the curriculum.
	Guidance Program (B)	<u><i>The school will set Class Climate Building as one of the major concerns in the next SPD so as to pursue excellence in building learning atmosphere, class cohesion, class discipline and classroom environment.</i></u>	
	Junior EC Cadets, EC Cadets (A)	Incorporated as routine work	A strong team with mentorship culture was developed.

	Diversified award and recognition schemes for holistic development (A)	Incorporated as routine work	
3.Organization and Management	School vision and mission (A)	Incorporated as routine work	
	Strategic and program planning and school evaluation (B)	Incorporated as routine work	The school will review and refine the School-self Evaluation to inform the strategic and program planning.
	Staff Development & Supervision (B)	<u>The school will set mentoring practices as one of the major concerns in the next SDP so as to strengthen supervision and teacher development.</u>	
	Staff Appraisal (C)	Incorporated as routine work	The school will review the policy of appraisal.
	Communication channel (B)	Incorporated as routine work	The school will join the pilot scheme of EDB to develop the Policy of Making Complaints.
	Filing system (B)	Incorporated as routine work	

	Resource management (C)	Incorporated as routine work	
	Crisis management (B)	Incorporated as routine work	
	Home-school partnership (B)	Incorporated as routine work	
	External partnership (B)	Incorporated as routine work	
	School promotion (B)	Incorporated as routine work	
	School set up (A)	Incorporated as routine work	
	Finance management (A)	Incorporated as routine work	
	Alumni (B)	Incorporated as routine work	The school will engage alumni member to support current students.

	Transition (B)	Incorporated as routine work	The school will develop the 3-6-3 Through-train Curriculum Development to cope with transition across key stages and prepare students for HKDSE.
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6. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • <u>From pilot Management & Financial Audit in 2015</u> • The school sets up and put clear and comprehensive measures into practices for managing finance, human resources, school fee remission and scholarship. • <u>From Comprehensive Review (CR) in 2012 triangulated with the results of Stakeholder Surveys</u> • 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 	<ul style="list-style-type: none"> • <u>Recommendation from CR Report</u> • The school has taken the recommendation of CR report (1) to revise the organizational structure to meet the challenges of a growing and complex organizational and curriculum structure and (2) to strengthen and expand its middle and senior management team and act more proactively to speed up the progress. • <u>Observation from Stakeholder Surveys</u> • The staff in general satisfied about the school management. However, there is room for improvement in conducting planning, implementation and evaluation (PIE). As part of the development of middle and senior management team, the heads of departments, committees and subject committees can be aligned to play more active role in gearing PIE to school development and informing the following cycles of PIE through SSE.

PI Areas	Major Strengths	Areas for Improvement
2. Professional Leadership	<ul style="list-style-type: none"> • <u>From Comprehensive Review (CR) in 2012 triangulated with the results of Stakeholder Surveys:</u> • The SMC shows strong commitment complemented by the leadership of the principal and the strong dedication of the senior management team. • <u>The view of experts</u> • 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. 	<ul style="list-style-type: none"> • <u>From Comprehensive Review (CR) in 2012</u> • The school is recommended to develop the core teachers in each Key Learning Area further so that they could (1) build up stronger curriculum leadership to develop and (2) manage a genuine through-train curriculum. • <u>Discussion with HODs</u> • The school should set up a mentoring system to train the mentors in charge of training mentees to implement the school plans. • The school should spell out the Principles of Christian School Education more clearly to the whole staff.

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> • <u>External Accreditation</u> • The school met satisfactorily the requirements for accreditation in Quality Assessment Management Accreditation Scheme conducted by Hong Kong Examinations and Assessment Authority. • <u>From the Comprehensive Review (CR) in 2012</u> • 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. • <u>From Stakeholder Survey</u> • 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. 	<ul style="list-style-type: none"> • <u>Recommendation from CR Report</u> • 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. • The school should make every effort to professionalize the practices of teachers to maximize the impact of assessment for learning to support student learning. • <u>Discussion of HODs</u> • The school should make use of the advantage of the through-train system to launch the 3-6-3 curriculum development and emphasize both skill building as well as mastery of core knowledge across different stages to prepare students for HKDSE.

PI Areas	Major Strengths	Areas for Improvement
<p>4. Student Learning and Teaching</p>	<ul style="list-style-type: none"> • <u>From the Comprehensive Review (CR) in 2012</u> • 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. • <u>Discussion of HODs</u> • The school has been working hard on five concerns: (1) school-based curriculum development, (2) classroom teaching, (3) assessment for learning, (4) coping with learner diversity, and (5) nurturing independent learning. 	<ul style="list-style-type: none"> • <u>From the Comprehensive Review (CR) in 2012</u> • The school has to continue to be proactive in catering for learning diversity so that all students actualize their full potential with appropriated and adequate learning support. • 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 can make wider use of co-curricular activities as an important platform to further extend the learning capacity of students. • <u>Discussion of HODs</u> • In a through-train system in which most students promote directly from the primary section to the secondary section, the school should act more proactively to cope with the learner diversity of students.
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PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> • <u>From the Comprehensive Review (CR) in 2012</u> • The school has set up very positive school ethos with collegial spirit, caring attitude and spiritual emphasis. • <u>Deployment of resources</u> • 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. 	<ul style="list-style-type: none"> • <u>From the Comprehensive Review (CR) in 2012</u> • The school should develop more mentors to provide support and hands-on experience to new teachers so that they could better help with the provision of guidance service to students. • <u>Discussion of HODs</u> • The school should train class teachers to provide mentoring support for Class Committee to build class climate for bettering class cohesion, class discipline, classroom environment and learning atmosphere.

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> • <u>From the Comprehensive Review (CR) in 2012</u> • Enthusiastic parents who feel very much part of the school community, with good school and parent rapport shown. • <u>Networks set up</u> • 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, 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. 	<ul style="list-style-type: none"> • <u>Discussion with HODs</u> • Engage teacher leaders in professional networks e.g. CDC, HKEAA, Asia Society, etc. so as to foster teacher development. • Communicate with PTA more on the school development so that they can be a better channel of communication between the school and parents.

PI Areas	Major Strengths	Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> • <u>From the Comprehensive Review (CR) in 2012</u> • 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. • <u>Observation of School Ethos Team</u> • Students have a strong sense of belonging to the school. • Students behave well and are willing to follow the instruction of teachers. 	<ul style="list-style-type: none"> • <u>HODs</u> • The school should spell out the curriculum of Life Value Education (LVE) clearly. • The school should gear LVE curriculum to formal curricula e.g. Christian Education, Chinese Language, Liberal Studies, etc. as well as informal curricula e.g. Moral & Civic Education, class climate building, ECA, school teams and EC Cadets.

PI Areas	Major Strengths	Areas for Improvement
8. Participation and Achievement	<ul style="list-style-type: none"> • <u>Observation of Life-wide Learning Team</u> • The school has launched the One-Student-One-LWL-Activity, One-Student-One-Post Scheme, School Team Policy, Clubs-and-Societies Policy, Diversified Award Scheme, and Community Service Policy. 	<ul style="list-style-type: none"> • <u>Discussion of HOD</u> • Provide more platforms for students to share what they learn academically or non-academically. • Develop student leaders to manage groups, teams, clubs and societies through character building and developing management skills.

7. SWOT Analysis

Our Strengths

- The school has a clear sense of direction in school development.
- The school provides clear strategies for implementing the school plans.
- The senior management team and the staff teams, as a whole, are committed to their work.
- The SMC is highly supportive to the school.
- The working environment is healthy working, physically and culturally.

Our Weaknesses

- Having strong leadership, teachers tend to rely on the senior management team to manage the school. The school should develop the capacity of more teachers to shoulder the responsibility of leading the school, developing and supervising teachers to sustain the school development.

- Having a big staff size, the school needs to set up diversified communication channels and practices to ensure effective internal communication.

Our Opportunities

- The school should strengthen the mindset of through-training education; act more proactively to develop students by building on the strength of previous key stage; and manage the 12-year curriculum to attain all essential learning goals.

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- The school can make use of the through-train school system to
 - ◆ Conduct a 12-year plan to attain essential learning goals.
 - ◆ Develop students by building on the strength of previous key stages.
 - ◆ Intervene early to foster transition from senior primary to junior secondary.
 - ◆ Prepare students early for HKDSE – e.g. starting from the senior primary.
- The school can make use of her network with external bodies to enhance
 - ◆ Professional development
 - ◆ Learning outside classroom
 - ◆ Life planning

Our Threats

- The student population size in Hong Kong is declining. It might affect the intake of the school.

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

1. Coping with learner diversity
2. Developing the culture of mentoring and collegial learning
3. Engaging students to manage class climate

School Development Plan (2015/16-2017/18)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
1.Coping with learner diversity	<ul style="list-style-type: none"> Devise strategies and engage teachers to provide differentiated support for H, A & L achievers. 	✓	✓	✓	<ul style="list-style-type: none"> Engage low achievers to work on core tasks, provide them with feedback and collect their work using portfolio for revision and learning. Engage average achievers to reflect and share how they learn. Engage H achievers to attempt challenging tasks and share to inspire other students to learn.
	<ul style="list-style-type: none"> Train leaders (at least 2) to take charge of the concerns. 	✓	✓		
	<ul style="list-style-type: none"> Help leaders to train the trainees (at least 2). 		✓	✓	

2. Class climate building	<ul style="list-style-type: none"> Train and engage class teachers to mentor students to build positive class climate. 	✓	✓	✓	<ul style="list-style-type: none"> Work out the rubrics for 4 elements of class climate building: class discipline, class cohesion, learning atmosphere, classroom environment Engage class teachers to work with class committee to plan, implement and evaluate improvement measures. Supervise how well class teachers and class committee work together to build the class climate.
	<ul style="list-style-type: none"> Train and engage class committee to build positive class climate. 	✓	✓	✓	
	<ul style="list-style-type: none"> Train KS and Form Coordinators to support and develop class teachers. 	✓	✓		
4. Mentoring support for new teachers, experienced teachers to excel in teaching and learning.	<ul style="list-style-type: none"> Develop the rubrics for teaching and learning 	✓			<ul style="list-style-type: none"> Members of each triplet will observe the lessons of each other, learn to provide feedback and provide feedback to the one who give feedback. Coaching triplets will be instructed to organize and share their learning to the main coaches of EC Teacher Academy. Good practices will be exhibited and
	<ul style="list-style-type: none"> Engage teachers to form coaching triplets. 	✓	✓	✓	
	<ul style="list-style-type: none"> Train teachers to use the rubrics and operate the coaching triplets to improve their teaching and learning. 				

	<ul style="list-style-type: none"> • Train teacher leaders to help supervise the coaching triplets. 	✓	✓	✓	<p>shared to other teachers.</p> <ul style="list-style-type: none"> • The main coaches of the EC Teacher Academy will mentor teacher leaders to adopt the GROW Model to supervise other coaching triplets.
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