

Evangel College

2007-2008 Year Plan

A. Teaching & Learning

➤ School-based curriculum development

- Before the school year starts, every subject panel needs to make informed choices of essential learning targets and schedule when such targets would be covered in the school year.
- Before each unit starts, every subject panel needs to work collaboratively on producing a coherent unit plan composed of intended essential learning targets, learning materials, design of instruction, homework, assessment and feedback.

➤ Pedagogy

- Every subject panel needs to adopt learning-centred pedagogy that emphasizes:
 - “Four highs”
 - (1) High motivation,
 - (2) High engagement,
 - (3) High expectation, and
 - (4) High display;
 - Stratified and spiral progression
 - (1) Start by tapping what students have learned;
 - (2) Progress in small steps;
 - (3) Vary learning tasks for provide opportunities for repeated learning;
 - (4) Closely monitor students’ learning and provide students with instant feedback.
 - 2.2 Every subject group has to attend collaborative preparation activities for bettering teaching, learning and assessment.

➤ Assessment and feedback

- The school conducts summative assessments for Chinese, English, Math, Integrated Science, Social Studies (F.1 only), China Studies

(F.1 only), General Studies (P.1 only) in form of paper-and-pencil assessment at the end of each of term. The school then issues a school report to parents; and every subject panel needs to produce a subject report and provides feedback to students on their strength and weakness.

- The school conducts formative assessments – continuous and target-oriented – in form of performance assessment like class observation, marking of homework and practical assessment, etc. Every subject panel needs to hand in the essential learning targets to the Department of Academic Affair at the beginning of each term and monitors continuously how well students learn in the term. The school then issues a school report to parents to provide them with feedback on how well their child learns in the knowledge, skills and attitude domains.

➤ Supporting students with diverse learning needs:

- The school adopts small-class teaching in English in P.1 and F.1.
- Every subject panel adopts the stratified and spiral progression approach in teaching to build the confidence of students to learn.
- Every subject panel differentiates the teaching methods, class work and homework to cope with the diverse learning needs of students.
- English teachers provide remedial support for P.1 students during the tutorial period.
- The school operates the Multi-sensory Learning Centre to support P.1 students with special education needs.
- The school operates the Parents Centre for training them to support their children to learn.
- The school provides English Remedial Classes for secondary students who do not meet the targets.
- The school conducts the Self-Regulated Learning and Assessment Program in Math for secondary students.

➤ Preparation for Senior Secondary Studies

- The school sets up the preparatory committee for adopting the Senior Secondary Curricula in the school year 09/10.

➤ Four key tasks

- Learning to Read & Reading to Learn
 - The school expands the collection of books in the school library.
 - The school furnishes the school library to attract students into the library for reading.
 - The school devises policy to improve the reading comprehension ability of students.
 - The school implements the Reading Tutoring Scheme to support low achievers to read English books and benchmark their attainment in vocabulary and fluency in reading.

- Moral and Civic Education in Context
 - The school implements Life Value Education as a subject and in the campus life.
 - The school sets up award schemes to recognize and reinforce services as well as the learning of values and attitudes.

- IT for Learning
 - The school expands the IT infrastructure for facilitating classroom teaching, self-directed learning, assessment, administration and communication.
 - The school adopts the e-Class and web-SAMS for supporting the school development.

- Project Learning
 - 1 The school helps students to acquire the skills of project learning by doing environmental protection projects.

➤ Medium of Instruction (MOI) & Language Environment:

- MOI
 - The school adopts English as the medium of instruction in Math, Integrated Science, Social Studies and Creative Technology (for KS 1 & KS 3).and General Studies (for KS 1).
 - The school develops the classroom languages for doing interactive learning in English

- Language Environment

- All English language teachers and assigned non-English teachers talk to students in English outside of classroom except during counseling.
 - All Chinese language teachers and some assigned non-Chinese teachers talk to students in PTH outside of classroom except during counseling.
 - 22% of teaching time in the time-table – 8 out of 35 lessons in a week – is allocated for English teaching. The school aims at helping all students to exceed threshold ability for using English and PTH to learn and interact.
 - Various reading schemes will be introduced to enhance the culture of reading in English:
 - Graded Readers Scheme
 - Reading Tutoring Scheme
 - The school makes all announcements in English.
 - The school issues circulars in English.
- Support for teachers:
 - The school conducts professional development activities for teachers to learn effective classroom interaction in English.
 - Academic Awards and Scholarships
 - The school will set up a system of diversified academic awards to recognize achievement as well as effort in learning.
 - Summative assessment awards include:
 - Subject Rank Awards
 - Class Position Awards
 - Form Position Awards
 - Progress Awards (Summative Assessment)
 - Formative assessment awards include
 - Grade A Attitude and Achievement Awards
 - Grade B Attitude and Achievement Award
 - Attitude Awards
 - Progress Awards (Formative Assessment)
 - The school will set up a system for awarding scholarships to recognize those with high achievement in both summative and formative assessment

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B. School Ethos

➤ Informed practices to build nurturing school and classrooms

- Informed practices to build nurturing school and classrooms:
 - The school makes informed choices on practices – that help to build the self-esteem and self-concept and extend the potential of the students - underpinned by the Bible as the highest authority as well as sound education theories.
 - Christian Education perspective:
The school will rest her development on the biblical truths as follows:
 - *Creation*: All children are created by God in his image and for divine purpose. They should be respected and have great potentials to learn and develop.
 - *Fall of man*: All people are sinners. Children are imperfect, so they can be problematic from time to time. Similarly, teachers are imperfect; they need to be aware of their own problems and work on them before acting on students.
 - *Incarnation*: Relationship is important. Without relationship, students can hardly open their heart for renewal.
 - *Salvation*: There is no reaping without sowing. It takes the heart, mind, soul and body of teachers to educate a child.
 - *Fulfillment*: Genuine education is holistic; it works on the heart, mind, soul and body of children.
 - Invitational Education:
 - The school adopts Invitational Education, put forward by William Purkey, in school. Invitational Education emphasizes the building of self-concept and perception of children in a school environment that trust, respect, optimism and intentionality are infused in all policies, programs, processes, places and people.
 - Maslow's hierarchy of needs:
 - The school addresses different levels of needs of children put forward by Maslow – physiological needs, safety, belonging, self-esteem and self-actualization.

➤ Life Value Education

- The school elaborates on the 12-year life value education framework for guiding the practice of Life Value Education.
- The school implements Life Value Education in form of formal curriculum as well as informal learning experience for helping students develop self-concept, potentials, personal and social independence and responsibility

➤ School-wide management of student behavior.

- Promotion and enforcement of school rules.
 - The school promotes and enforces clear school rules and procedures for helping students understand their rights as well as responsibilities in school.
 - The school conducts routine monitoring of students' general behavior in school, and establishes and enforces appropriate consequences for violation of school rules and procedures.
- Guidance programs:
 - The school conducts guidance programs for all students in form of assemblies, competitions and Adventure Base Counseling.
 - The school conducts specific guidance programs for student leaders, passive students and students with emotional/ behavioral difficulties.
- Recognizing, acknowledging and awarding good attitude, participation, contribution and achievement.
 - The school conducts continuous assessment of students' learning attitude on subject basis and recognizes those who do well.
 - The school produces the Non-Academic School Report to provide students feedback on their non-academic performance.
 - The school presents the *Good Word and Good Deed Awards* to recognize good behavior of students.
 - The school implements the Policy of High Display of Students' Work in classrooms as well as the whole school.
- Case work for renewal of self-concept:
 - The school devises ways for early identification and

classification of cases and provides proper intervention for renewal of self-concept of students with behavioral and emotional problems.

- The school responds to disruptive behavior firmly and promptly but will emphasize acceptance, respect, listening for understanding, helping students reflect upon their behavior, emotion, perception and self-concept, and having them bear appropriate consequences and taking action to improve.
- Class management
 - The school implements the Double Class Teachers System so as to enhance the interaction of class teachers with their students.
 - The school helps each class establish and enforce a comprehensive set of classroom rules and procedures for guiding general classroom behavior and various classroom procedures.
 - The school helps teachers build class climate through inviting teacher-pupil interaction and practices in the areas as follows:
 - Good rapport with students
 - Good teaching
 - Catching and praising good attitude and behavior
 - Positive calls to parents
 - Scheduling personal time with students
 - Showing personal interest in students
 - Nipping disruptive behavior in the bud wise

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C. Life Wide Learning (LWL)

- The school provides students with diversified Life Wide Learning opportunities for students to nurture their talents in different areas– visual art, music, dances, drama, sports, leadership and services, etc.
- The school makes use of a period in the time-table for LWL in primary grades.
- The school makes use of two weekdays after school and the Saturday

mornings to provide LWL activities for primary and secondary students.

- The school records the participation and achievement of students in the Non-Academic Performance Report.
- The school implements the One-student-a-LWL-activity Policy.
- The school implements the A-student-a-post Policy.
- the school encourages parents to take their child to do visits during the long vacation.

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D. External Partnership

- The school sets up the Parents-Teachers Association to foster closer communication and partnership with parents.
- The school sets up the Parent Centre to educate parents to support their child to learn and grow.
- The school expands the Parent Helper Team to support the school development.
- The school conducts two parent days and at least 4 parent meetings in the school year.
- The school works with the church partner for fostering spiritual education and supporting parents when necessary.
- The school works with tertiary partners and EDB to support school-based development.

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E. Campus Evangelism

- The school implements Life Value Education that integrates the learning and practices of biblical values through formal curriculum and campus life experience.

- The school stops all LWL in one weekday after school for student fellowship.
- The school makes arrangement for gospel week, gospel camp, worships, gospel meetings, etc.
- The school will work with her church partners in the ministry of campus evangelism.

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F. Quality Assurance

- The school launches intensive class observation and feedback - peer observation as well as the principal's observation - to align classroom teaching and learning to the school's development.
- The principal and the panel heads observe the classroom teaching of teachers at least twice a year and conduct meeting for giving feedback to teachers after each and each round of class observation.
- The school launches intensive school based staff development to gear teaching, learning and teacher-pupil interaction to school development.
- The school conducts intensive pre-school-year staff development programs for preparing teachers to fulfill the vision and mission of the school.
- The school conducts staff development meetings for teachers during the staff development days and staff development meetings during the summative assessment periods.
- The school conducts high quality teacher appraisal for monitoring teachers' performance, provides them feedback for improvement and helps them devise their self-improvement plans.
- The school launches the school's self-evaluation scheme to help the school monitor, evaluate and improve her practices.

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G. Academic Administration

- The school revises clear systems, guidelines and procedures for student admission, promotion and repeating.
- The school revises guidelines to help subject panels to conduct high quality summative and formative assessment.
- The school produces informative school reports – Summative Assessment School Reports, Formative Assessment School Reports, Non-academic Performance School Reports - to parents for facilitating learning.
- The school monitors and evaluates the progress of the students through statistical analysis of their performance in various assessments.

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H. Information Technology

- The school expands the IT Committee and devises policies and procedures on IT and risk management.
- The school sets the new computer-laboratory for primary students.
- The school equips all new classrooms and special rooms in use with projection systems.

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I. Crisis Management:

- The school sets up the Crisis Management Committee to devise the policy of safety, security and crisis management.
- The school produces the crisis management procedure and compiles the crisis management handbook to cope with crisis, if any.
- The school conducts emergency drills.

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J. Decision making and communication:

- The school sets up the School Development Committee (SDC) to conduct program planning, monitor and evaluate the school development.
- The school sets up the Committee System to foster communication and development of subject panels and departments.
- The school reports to teachers the development of the school at the end of each term.

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K. School Promotion

- The school assigns an office staff, responsible for promoting the school to the public.
- The school publishes a new brochure for promoting the school to the public.
- The school renews the school webpage to promote the special features and achievement the school to the public.
- The school conducts briefing sessions to promote the school.

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L. Office Administration

- The school improves the central filing system for keeping and retrieval of essential documents.
- The school enforces the financial control system for managing the income and expenditure of the school.
- The school uses the web-based Financial Monitoring & Planning Module of web-SAMS for financial management.
- The school improves the school resource management system for ensuring that the school resources are properly kept, maintained and used for

educational purpose.

- The school conducts training for office staff for reception, receiving calls, first aids, making announcement and other office duties.
- The school conducts training for janitors for reception, printing, work safety and other janitorial duties.
- The school develops the office staff to take up duties to create capacity for teachers.
- The school produces the duty list to spell out the duties of office staff clearly for efficient and effective administrative support to the school.