

ECF Saint Too Canaan College

2012-2013

School Annual Plan

ECF Saint Too Canaan College

I School Mission

1 Our Belief

It is our belief that our students are created in God's image and they are unique, respectable and valuable. Therefore, it is our mission to educate our students to have respect for life as well as develop their abilities and potential given by God.

We believe that education is a means to practice the Christian faith. Based on the love of Christ, we are dedicated to educating our students with love and care.

2 Mission Statement

Our main objective is to promote self-esteem, passion for life, concern for others, social responsibility and life long learning among students with an emphasis on virtue, wisdom, physical development, sociability, aesthetic appreciation and spirituality. To achieve the objective, our school strives to reinforce the foundations of "knowledge", "character and value" as well as "skill and quality" for our students.

The following mission statement, in line with our belief and aspiration, serves as a blueprint for the long term development of our school.

"Based on the teaching of the Bible and through the practice of love, we are committed to creating a learning environment filled with creativity, initiative, care and trust. We aim to help students build harmonious relationships with others, and to develop their own unique potential in the areas of intellect, character and temperament. We aspire to cultivate young people with a sense of responsibility, rationality and affection, who pursue excellence in life with vision and passion."

II. Major Concerns

The major concerns were discussed in the School Administration Committee meeting. The following three major concerns were adopted for 2012-2013:

1. To foster students to be self-directed learners.
2. To nurture students to be future leaders.
3. To develop students' with international perspective.

III. Annual Plan for 2012-2013

Heads of Learning and Teaching Department and Student Development Department would discuss with their respective department and formulate the departmental Annual Plan for 2012-2013 based on the major concerns of this year.

The 2012-2013 Learning and Teaching Department Annual Plan (Appendix 1) would be the bases for panels of Key Learning Areas to develop their own Annual Plans.

The 2012-2013 Student Development Department Annual Plan (Appendix 2) would be served as the bases for the heads of functional groups to prepare their own Annual Plans.

2012-2013 L&T Annual Plan

1 Aims

- 1.1 This department aspires to plan and implement updated but suitable curricula, reliable assessment system, appropriate language policy and assignment policy and procedures.
- 1.2 Hence, learning experiences are deliberately provided for students to construct knowledge, to acquire thinking methods and self-learning habits, to develop the potential, to enjoy intellectual growth, and to pursue excellence. The students will then contribute to society with vision and passion.
- 1.3 In order to achieve the above aim, this department must from time to time be aware of the change in social and educational environment, enhance the teachers' professional experience and teaching effectiveness, grasp the learning conditions of students and coordinate physical facilities and informational resources.

2 SWOT

2.1 Strength

- 2.1.1 Native English Teachers and splitting class in junior form English lessons to enhance students' exposure to English.
- 2.1.2 Splitting class in NSS Liberal Studies and Mathematics provide a good opportunity to cater students' learner diversity
- 2.1.3 S1 students have good foundation in study

2.2 Weakness

- 2.2.1 Teachers are not fluent and confident enough to speak in English in the classroom and the public area and they are permissive to let students speak in Chinese.
- 2.2.2 Teachers are not resourceful enough to provide a variety of learning and teaching strategies.
- 2.2.3 Weak results in public examination may lower the image of this school.

2.3 Opportunities

- 2.3.1 Our "EMI" and "Christian" label has progressively set clear image of this school in the community.

2.4 Threat

- 2.4.1 Fine-tuning of Medium of Instruction for Secondary Schools weaken the EMI advantageous position of our school.
- 2.4.2 Decrease numbers of students in senior form.

3 Objectives, strategies, implementation and evaluation

| <u>Objectives</u> | <u>Strategies</u> | <u>Target</u> | <u>Time Schedule</u> | <u>Success criteria</u> | <u>Methods of evaluation</u> | <u>Budget</u> |
|-------------------|---|---------------|----------------------|--|--|---------------|
| 4.1 | To assist students to formulate learning goals and practice self-reflection | | | | | |
| | 4.1.1 Students are able to formulate their personal effective learning plans | | | | | |
| | a. To help students set learning goals and revision plan | Students | Sep12 – Jun 13 | At least 80% students formulate their learning target and revision plan | - Record of Self-directed learning handbook - Questionnaire | \$57,150 |
| | b. To help students review their learning performance and habit | Students | Sep12 – Jun 13 | At least 80% students review their learning performance and habits | - Record of Self-directed learning handbook - Questionnaire | |
| | c. To help students review learning target in lessons through Formative Instruction Practice in S3 Liberal Studies | Students | Sep12 – Jun 13 | At least 70% S3 students grasp the learning targets during Liberal Studies lessons | - Homework - Questionnaire | |
| 4.2 | To promote self-directed learning by helping students to implement their learning strategies through curriculum design | | | | | |
| | a. To revise curriculum by learning materials to promote self-directed learning | Teachers | Sep 12 – Jun 13 | At least 1 learning materials can be in the curriculum | - Teaching schedule | \$0 |
| 4.3 | To promote reading atmosphere | | | | | |
| | a. To cultivate students reading habit by | | | | | \$93,000 |
| | • “Reading Everywhere” | Students | Oct 12 – Jun 13 | At least 70% students read books from Reading Everywhere bookshelves | Questionnaire | |
| | • Online Reading Scheme | Students | Sep 12 – Jun 13 | At least 80% students fulfill the targets of Online Reading Scheme | Data collection | |
| | b. To help students read frequently | Students | Sep 12 – Jun 13 | Frequency of borrowing books is increased in 10% | Data collection | |

4 Year plan:

| Event | | Schedule | | | | | | | | | | | | | Teacher(s) in charge |
|----------------|--|-----------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------------------|
| | | Aug 12 | Sept 12 | Oct 12 | Nov 12 | Dec 12 | Jan 13 | Feb 13 | Mar 13 | Apr 13 | May 13 | Jun 13 | Jul 13 | Aug 13 | |
| Administration | 1. Compilation of L&T handbook | ✓ | ✓ | | | | | | | | | | | ✓ | WIN |
| | 2. Prepare completed students list and Repeaters list for Form Meetings | | | | | | | | | | | ✓ | | | LYY |
| | 3. Prepare Namelist of students who get Grade A and Grade D in Learning Attitude for Form Meetings | | | | ✓ | | ✓ | | | ✓ | | ✓ | | | LYY |
| | 4. Formulation of master time-tables for RT & exam paper review | ✓ | ✓ | | | | | | | | | | | | LYY |
| | 5. Formulation of master time-table (new school year) | | | | | | | | | | | | | ✓ | Summer Duty |
| Curriculum | 6. Arrangement of S3 course Selection(From Jan to Mar) Document refer to Public. | | | ✓ | ✓ | | | ✓ | ✓ | | | | ✓ | | CB |
| | 7. Briefing session for S5 and S6 students about Withdrawing subject | | | | ✓ | | | | | | | | | | CB |
| | 8. Analyzing 3 rd set data for S5 & S6 withdrawing subject after Final Exam, then report to L&T for arranging parent interview. | | | | | | | | | | | | ✓ | | CB |

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|------|---|--|---|---|---|---|---|---|---|---|---|---|---|--|--------|
| | 9. 2 nd and 3 rd stages of S6 Withdrawing Subject. | | | | | | | | | | | | ✓ | | CB |
| | 10. Class formation in each form. | | | | | | | | | | | | ✓ | | WCY/CB |
| | 11. Class formation of S4 electives | | | | | | | | | | | | ✓ | | CB |
| | 12. Class formation of S5 electives | | | | | | | | | | | | ✓ | | CB |
| | 13. Arrangement of S4 new student course selection | | | | | | | | | | | | ✓ | | WCY |
| | 14. Plan no. of classes next year | | | | | | | | | | | ✓ | | | WCY |
| | 15. Plan subject allocation next year | | | | | | | | | | | ✓ | | | WCY |
| Exam | 16. Announce exam regulations for students (HKDSE) | | ✓ | | | | | | | | | | | | LYY |
| | 17. Monitor the Exam Registration (HKDSE) | | ✓ | | | | | | | | | | | | LYY |
| | 18. In charge of Exam Centre supervisor and arrangement Invigilation (HKDSE)) | | | | | | | | ✓ | | | | | | LYY |
| | 19. Handling the Appeal Applications (HKDSE) | | | | | | | | | | | | ✓ | | LYY |
| | 20. Manage the logistics of SBA submission (HKDSE) | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | LYY |
| | 21. Manage the logistics of TSA | | | | | | | | | ✓ | | | ✓ | | LYY |
| | 22. Arrange center supervisors and invigilation (TSA) | | | | | | | | | | | ✓ | | | LYY |

| | | | | | | | | | | | | | | | |
|-----------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-------------|
| Exam (Internal) | 23. Planning the Exam Time Table (internal) | | | ✓ | ✓ | ✓ | | | ✓ | | ✓ | | | | ERI |
| | 24. Preparing Exam guideline and regulations (internal) | | ✓ | | | | | | | | | | | | ERI |
| | 25. Planning the Invigilation Time Table (internal) | | | ✓ | | ✓ | | | ✓ | | ✓ | | | | ERI |
| | 26. Handling Students irregularities during the Exam (internal) | | | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | ERI |
| | 27. Handling students eligibility for Examination (internal) | | | | ✓ | | ✓ | | ✓ | ✓ | | ✓ | | | ERI |
| | 28. Monitor the logistics for exams and revision tests | | | ✓ | | ✓ | | ✓ | | | ✓ | | | | ERI |
| | 29. S4 Streaming Test | | | | | | | | | | | | | ✓ | Summer Duty |
| | 30. S1 Attainment Test | | | | | | | | | | | | ✓ | | Summer Duty |
| Learning | 31. Form teachers' orientation | ✓ | | | | | | | | | | | | | TCM /WCY |
| | 32. Planning teacher on duty in HW Detention Class | ✓ | | | | | ✓ | | | | | | | | TCM |
| | 33. Implement and follow up “ serious HW case” | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | TCM |
| | 34. Monitoring HW SAS and punishment system | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | TCM |
| | 35. Academic prefects' training and follow up | | ✓ | | | | | | | | | | | | SSS |
| | 36. Monitoring self-study center | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | SSS |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-------------------------|
| 37. Operate and monitor S1-S3 HW time | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | TCM |
| 38. Publish L&T academic booklet | ✓ | | | | | | | | | | | | | WCY/ TCM |
| 39. operate and revise Self-advancement Scheme | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | TCM |
| 40. Follow up input of academic awards | | | | | | ✓ | | | | | | ✓ | | TCM |
| 41. Devise, execute and monitor the homework procedure | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | TCM |
| 42. Coordinate Summer course | | | | | | | | | | | ✓ | | | Summer duty |
| 43. S1 Bridging Course | | | | | | | | | | | | | ✓ | Summer Duty |
| 44. Coordinate S1 and S2 Post 1 st term exam/UT Remedial Classes | | | | | | ✓ | ✓ | ✓ | | | | | | Summer Duty |
| 45. Administration of Self-directed Learning (Wednesday) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | WCY |
| 46. Follow up the learning matters of students after the Form Meetings | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | CB LYY TCM WCY |
| 47. Formulation of master time-tables for S6 post exam tutorials | ✓ | ✓ | | | | | | | | | | | | CB |

| | | | | | | | | | | | | | | | |
|----------|---|--|---|---|---|---|---|---|---|---|---|---|--|--|-----|
| Teaching | 48. Peer Lesson Preparation (PLP) | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | LKM |
| | 49. Principal and Panel Lesson Observation (PPLO) | | ✓ | | | | | ✓ | ✓ | ✓ | | | | | LKM |
| | 50. Peer Lesson Observation (PLO) | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | LKM |
| | 51. Coursework Inspection (CWI) | | | | | | | ✓ | ✓ | | | | | | LKM |
| | 52. Subject Evaluation Scheme (SES) | | | | | | ✓ | | | | ✓ | ✓ | | | LKM |

4 Team members

4.1 Head

Wu Chi Ying (WCY)

4.2 Core

Teaching:

Lee Ka Ming (LKM)

Learning:

Self-study Center & Academic

So Suet Shan(SSS)*, Law Ka Lai (LKL)

Others

Tsui Chiu Mui (TCM)*, Ho Ming Fai (HMF)

Assessment:

Internal

Wong Wai Kit(ERI)*, Wong Yu Lan (WYL)

External

Liang Ying Yi(LYY)*, Chiu Man Wah (CMW)

Curriculum:

Chiang Bun (CB)*, Lam Man Yan (LMY)

** Teacher in Charge*

4.3 KLAs

English Language Education Panels :

Kong Shuet Ha (KSH), Chan Yuk Yin (CYI)

Chinese Language Education Panels :

So Suen Shan (SSS), Lee Yin Fong (LYF)

Mathematics Education Panels :

Wong Wai Kit (ERI), Kwok Lai Yi (KLY)

Liberal Studies Education Panels :

Chiang Bun (CB), Chow Kim Fung (CKF)

PSH Education Panels :

Tsui Chiu Mui (TCM), Lee Ka Ming (LKM)

Science Education Panels :

Yau Lok Ting (YLT)

Technology Education Panels :

Liang Ying Yi (LYI)

Art and Physical Education Panel :

Chu Chong Tat (CCT)

4.4 Groups

Library Services Head :

Yip Wai Yee (YWI)

Information Tech in Education Head:

Chiu Shuk Wai(GRA)

4.5 L&T Representative

S1

Lee Ka Ming (LKM)

S2

Chiang Bun(CB)

S3

Tsui Chiu Mui(TCM)

S4

Liang Ying Yi(LYI)

S5

So Suen Shan (SSS)

S6

Wong Wai Kit(ERI)

Issued by : WCY, VP

Date : 10-9-12

Revision : 0

ECF Saint Too Canaan College

2012-2013 Student Development Department

Annual Plan

1. Aims

1.1 Create a positive school culture based on the school mission statement and Canaan Covenant.

1.2 Nurture students' character focused on whole-person development.

1.3 Develop students' potential in preparation for their future lives.

2. SWOT analysis

2.1 Strengths

2.1.1 In coming the 10th year of School development, the learning atmosphere, students' performance and their sense of belonging keep improving. It lays good foundation for developing self-directed culture in student development.

2.1.2 Most of heads of SD committees are experienced coordinators. We can share the core values in this school. The cooperation and collaboration of SD committees can be enhanced in this year. More resources can be mobilized in a more effective way.

2.1.3 The teaching team is steady . Only a few new teachers are recruited .Most of them are experienced teachers. The disciplined problem may be reduced. We can spend more resources to develop student leadership.

2.2 Weaknesses

2.2.1 The number of members are cut in some SD committees . It may affect the workload of SD heads.

2.3 Opportunities

2.3.1 The number of items of OLA are reduced to 10. Responsible teachers can design the program in a more flexible way. It can reduce the students' and teachers' burden.

2.3.2 After experiencing the first batch of NSS, it becomes only six forms in secondary students. The strategic planning of student development can be more focused.

2.4 Threats

2.4.1 There are new students in different forms. More concerns should be taken for their adjustment in our school life.

3. Objectives

3.1 To develop students' attentiveness and acquire self-discipline and perseverance.

3.2 To identify and actualize students' potentials

3.3 To develop proactive and innovative leaders .

4. Strategies and implementation

| Objective 1: To develop students' attentiveness and acquire self-discipline and perseverance. | | | | | |
|---|--|--|-------------------------------------|--|------------------------------|
| Strategy: Nurture personal qualities through learning activities, programs, personal guidance and award scheme | | | | | |
| Strategies | Success criteria | Methods of Evaluation | Time scale | People in Charge | Resources |
| 1. Learning activities a. Morning assembly competition b. Developmental programs <ul style="list-style-type: none"> ● S1 Self-management skills ● S2 Experience programs, AQ ● S3 Goal setting programs c. Courtesy week <ul style="list-style-type: none"> ● promote the understanding of the value of respect | a. About 80% class get 8 marks. b. About 30 students can be recruited Attendance rate: 70% Rate of achieving goal : 3.5 c. 25% students can join the program | Mark sheet Attendance record Questionnaire Statistics information | Sept Whole year March | WYW YKC CNC – YLT & CSW CNC and MCEC (YLT & YKW) | 500 80,000 500 |
| 2. Personal guidance a. Form teachers' role <ul style="list-style-type: none"> ● Develop self-disciplined class ● Set class routines and goals ● Class prefects should be appointed to keep the discipline and cleanliness in a class. | Feedback of prefects and teachers : rating 3.5 | Questionnaire from SD Record of CNC | Whole year | CNC and prefects | 4000 |

| Objective 1: To develop students' attentiveness and acquire self-discipline and perseverance. | | | | | |
|--|---|--|---|---------------------------------------|--------------------------------------|
| Strategy: Nurture personal qualities through learning activities, programs, personal guidance and award scheme | | | | | |
| Strategies | Success criteria | Methods of Evaluation | Time scale | People in Charge | Resources |
| 3. Award schemes a. Inter-class board competition b. 5'S practice competition c. Star of Canaan (Oct, Nov) Respect (Oct, Nov) Helpfulness (Jan, Feb) Caring (Jan, Feb) Responsibility (Mar, Apr) Progress (Mar, Apr) Leadership | a. All classes should decorate their board according to the criteria b. All classes will be scored and monitored by teachers and prefect team. The satisfactory level is 3 or above c. Rating is above 3.5 and 90% students have joined the nomination election | a. Class visit and marking by vice-principal and SD members. b. Class visit and marking by MCEC and CNC members c. Statistical information | Sept ,2012 Nov-June Oct-May | MCEC-YKW MCEC &CNC MCEC | 2900 3000 |

Objective 1: To develop students' attentiveness and acquire self-discipline and perseverance.

Strategy: Nurture personal qualities through learning activities, programs, personal guidance and award scheme

| Strategies | Success criteria | Methods of Evaluation | Time scale | People in Charge | Resources |
|--|---|--|---------------------------------------|---------------------------------|--------------------------------|
| <p>4. Parent education Topics of the workshops are related to the personal qualities.</p> <p>a. Workshops for S1 parents</p> <p>b. Workshops for all parents</p> | <p>About 40 parents attend each workshop.</p> <p>a. 70% strongly agree the goal has been achieved</p> <p>b. 70% strongly agree the goal has been achieved</p> | <p>Questionnaire filled by parents</p> | <p>a. Oct-Nov</p> <p>b. Feb-April</p> | <p>HSCC-WPY</p> <p>HSCC-WPY</p> | <p>From PTA Funding (4000)</p> |

| Objective 2: To identify and actualize students' potentials | | | | | |
|---|---|---|---|--|--------------|
| Strategy: To provide different channels to help students to recognize their abilities and interests, and celebrate their achievements | | | | | |
| Strategies | Success criteria | Methods of Evaluation | Time scale | People in Charge | Resources |
| <p>1. Talented campus</p> <p>a.S1 and S4 students should take one activity /interest class.</p> <p>b.All students should take at least one post.</p> <p>c.Begin to develop talent pool (celebrate achievement takes photos public appreciation, End of term video show)</p> | <p>a. All S1 and S4 students can join either interest class or school team.</p> <p>b. All students can serve in class and school level.</p> <p>c. Keep students' Achievement Record and 80% of photos of achievement will be shown at the end of term ceremony.</p> | <p>a. Self-evaluation meeting Questionnaire</p> <p>b. Service record</p> <p>c. Data collection and End of term video show</p> | <p>Whole year</p> <p>Whole year</p> <p>Whole year</p> | <p>PDC-LHF</p> <p>PDC-LHF</p> <p>PDC-LHF</p> | <p>27000</p> |

| Objective 2: To identify and actualize students' potentials | | | | | |
|---|--|-----------------------|--------------------------|------------------|-----------|
| Strategy: To provide different channels to help students to recognize their abilities and interests, and celebrate their achievements | | | | | |
| Strategies | Success criteria | Methods of Evaluation | Time scale | People in Charge | Resources |
| <p>2. Career planning</p> <p><u>a.Career talk:</u></p> <p>-Organize Study Expo to develop students' self-directed attitudes of planning their future</p> <p><u>b.Elective selection book:</u></p> <p>to foster S3 students to make a good decision</p> <p><u>c.Career workshops for</u></p> <p>S4 and S5 students to explore their interests.</p> | a.Over 80% students attend the talk | Questionnaire | Feb | CGC | 2000 |
| | b.Over70% S3 students agreed materials is useful | Questionnaire | Dec & March | | 500 |
| | c. Over 70% students felt useful | Questionnaire | Nov & Dec April & May | CGC | 1000 |

| Objective 2: To identify and actualize students' potentials | | | | | |
|---|---|-----------------------|------------|------------------|-----------|
| Strategy: To provide different channels to help students to recognize their abilities and interests, and celebrate their achievements | | | | | |
| Strategies | Success criteria | Methods of Evaluation | Time scale | People in Charge | Resources |
| 3. Organic Farming | More than 90% attendance of the health ambassadors for the participation of organic farming program provided by Produce Green Foundation. | Attendance record | Whole year | HEC-CCM and LLC | 7500 |

| Objective 3: To develop proactive and innovative leaders . | | | | | |
|--|--|--|--|--|--|
| Strategy: To Establish the culture of “Passing the Torch” | | | | | |
| Strategies | Success criteria | Methods of Evaluation | Time scale | People in Charge | Resources |
| 1. Rituals -Speech day -SU and leaders Inauguration | Rituals will be used to show “Passing the Torch” | The rituals will be put In the programs | Oct and May | PDC –LHF and VP-WYW | |
| 2. Mentor system a. Big Brother Big Sister Scheme, four mentees will be led by two Mentors. Mentors will be supervised by Senior Mentors. b. Prefect team Senior Prefects will share their mission and experience to junior prefects in training sessions and Prefect Annual meeting. | Rating is above 3.5 Rating is above 3.5 | Questionnaire Questionnaire | Whole year Whole year | CNC-CSW CNC-YLT | 2000 4000 |

| Objective 3: To develop proactive and innovative leaders . | | | | | |
|---|--|---|------------|-------------------------------------|-----------|
| Strategy: To Establish the culture of “Passing the Torch” | | | | | |
| Strategies | Success criteria | Methods of Evaluation | Time scale | People in Charge | Resources |
| <p>3. Relationship between SU and Form house</p> <ul style="list-style-type: none"> ● Form House will be put under the structure of SU. All the form house members will be assigned to different departments in SU as the sub-committee members. ● Form house members can learn how to organize different activities from SU big brothers and sisters. ● They can also pass the culture of Leadership in STCC to our junior form students. | <ul style="list-style-type: none"> ● The elected SU can organize activities according to their annual plan. ● All Form houses can write their annual plan just like SU . | <p>Self-evaluation meeting</p> <p>Questionnaire will be carried out among teachers.</p> | Whole year | PDC-SU& Form House Supervisor | 7,500 |

| Objective 3: To develop proactive and innovative leaders . | | | | | |
|---|---|-------------------------------|------------|------------------|-----------|
| Strategy: To Establish the culture of “Passing the Torch” | | | | | |
| Strategies | Success criteria | Methods of Evaluation | Time scale | People in Charge | Resources |
| 4. Student fellowship -All members of Christian Ministry Team come from different forms, students can learn the role models of upper form and will take up their leading role when they promote to higher form | 60% of team members are willing to serve in assembly and gospel week. 60% of team members attend the regular meetings. The average score of the items related to Christian ministry team is more than half. | Sharing and Attendance record | Whole year | SNC-WSY | |

4. Year plan

| Event | Timeline | | | | | | | | | | | | Responsible | |
|--|----------------------|-----------|---|--|----------------------|-----------|-----------|-----------|-----------|---------------------|----------------------|---------------------------------|------------------------------|-----------|
| | Sept 12 | Oct 12 | Nov 12 | Dec 12 | Jan 13 | Feb 13 | Mar 13 | Apr 13 | May 13 | Jun 13 | July 13 | Aug 13 | Parties/ Teacher | |
| Central Recruitment | 1 st Term | | | | 2 nd Term | | | | | | | | WYW, LHF, TAs | |
| Election of Student Union, Form Houses | Enrolment & Election | | School activities organized by 11-12 Student Union & Form Houses | | | | | | | | Orientation programs | | WYW, PDC, MCEC, TAs | |
| Self-reflection Reports | | | Test Week | | | 1st Exam | | Test Week | | | | | SD head and LE & ME teachers | |
| Leadership Training | Recruitment | | Leadership training sections in different parties | | | | | | | In-service training | | All SD committees | | |
| Inter-class Board Competition | ✓ | ✓ | | | | | | | | | | | YKW and MCEC team | |
| Courtesy Week | | | ✓ | ✓ | | | | | | | | | YKW and YLT | |
| Gospel Week | | | ✓ | | | | | | | | | | SNC team | |
| Star of Canaan Election | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | YKW and MCEC team | |
| Parents' Workshops | | ✓ | | | | ✓ | ✓ | ✓ | | | | | WPY & HSCC members | |
| Career planning Support for S6 | | P1 | P2: Interview workshops Local and overseas Course selection for JUPAS Career counseling groups | | | | | | | | | | | CGC group |
| Post-exam Activities | | | | Preparation – responsible teachers, Student Union and Form House leaders | | | | | | | | PDC, TAs & responsible teachers | | |

***Program 1(P1): Assembly briefing

Program 2(P2): Interview workshops and course selection for JUPAS, Local and overseas, Career counseling groups

5. Evaluation

Teachers, social workers of leadership training and students will be involved in the evaluation.
(Refer to 3 Strategies and implementation)

6. Team members

| | |
|--|---|
| Student Development Department Head | Wong Yuk Wah (WYW) |
| Character Nurturing Committee | Yau Lok Ting (YLT) Chan Sze Wing (CSW) |
| Moral and Civic Education Committee | Yeung Kwok Wai (YKW) |
| Spiritual Nurturing Committee | Wong Shun Yiu (WSY) |
| Career Guidance Committee | Lau Chun Por (LCP) |
| Potential Development Committee | Lam Ho Fai (LHF) |
| Health Education Committee | Chan Chun Ming (CCM) |
| Home-School Cooperation Committee | Wong Pak Yi (WPY) |