

ECF Saint Too Canaan College

2013-2014

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 2013-2014:

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 2013-2014

Heads of Learning and Teaching Department and Student Development Department would discuss with their respective department and formulate the departmental Annual Plan for 2013-2014 based on the major concerns of this year.

The 2013-2014 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 2013-2014 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.

2013-2014 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.

1 SWOT

1.1 Strength

- 1.1.1 Native English Teachers and splitting class in junior form English lessons to enhance students' exposure to English.
- 1.1.2 Splitting class in NSS Liberal Studies, English and Mathematics provide a good opportunity to cater students' learner diversity
- 1.1.3 S1 & S2 students have good foundation in study

1.2 Weakness

- 1.2.1 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.
- 1.2.2 Weak results in public examination may lower the image of this school.

1.3 Opportunities

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

1.4 Threat

- 1.4.1 Fine-tuning of Medium of Instruction for Secondary Schools weaken the EMI advantageous position of our school.

2 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 grasp their 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	Sep13 – Jun 14	At least 80% students formulate their learning target and revision plan	- Record of Self-directed learning handbook - Questionnaire	\$6,000
	b. To help students review their learning performance and habit	Students	Sep13 – Jun 14	At least 80% students review their learning performance and habits	-Record of Self-directed learning handbook - Questionnaire	
4.2	To promote self-directed learning by developing students' learning habits and learning strategies.					
	a. To help students review learning target in lessons through Formative Instruction Practice					\$30,000
	<ul style="list-style-type: none"> At least one lesson in each term (all subjects) 	Teachers	Sep13 – Jun 14	At least 70% teachers grasp learning targets in this year	- PLP - Homework - Questionnaire	
	<ul style="list-style-type: none"> S3 Liberal Studies 	Students	Sep13 – Jun 14	At least 70% S3 students grasp the learning targets during Liberal Studies lessons	- PLP - Homework - Questionnaire	

4.3	To promote reading atmosphere						
		a. To cultivate students reading habit by					\$93,000
		<ul style="list-style-type: none"> • “Reading Everywhere” 	Students	Oct 13 – Jun 14	At least 60% students read books from Reading Everywhere bookshelves	Questionnaire	
		<ul style="list-style-type: none"> • Reading Lesson in S1 & S2 	Students	Sep 13 – Jun 14	At least 70% students fulfill the targets of Reading Lesson	Data collection	
		b. To help students read frequently	Students	Sep 13 – Jun 14	Frequency of borrowing books is increased in 10%	Data collection	

3 Year plan:

Event		Schedule												Teacher(s) in charge	
		Aug 13	Sept 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14	Jul 14		Aug 14
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 time-tables for exam paper review											✓			LYY
	5. Formulation of master time-table (new school year)													✓	Summer Duty
Curriculum	6. Arrangement of S3 course Selection(From Nov 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
	9. 2 nd and 3 rd stages of S6 Withdrawing Subject.												✓	✓	CB
	10. Class formation in each form.												✓		WCY/CB
	11. Class formation of S4electives												✓		CB
	12. Class formation of S5 electives												✓		CB
	13. Arrangement of S4 new student course selection												✓		CB
	14. Plan no. of classes next year					✓									WCY
	15. Plan subject allocation next year							✓							WCY
E	16. Announce exam regulations for students (HKDSE)		✓												LYY

	17. Monitor the Exam Registration (HKDSE)		✓												LYY
	18. In charge of Exam Centre supervisor and arrangement of 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
	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. Prepare statistics for Form Meetings							✓				✓			ERI
	30. S4 Streaming Test													✓	Summer Duty
	31. S1 Attainment Test												✓		Summer Duty
Learning	32. Form teachers' orientation	✓													WCY/ TCM
	33. Implement and follow up "serious HW case"			✓	✓	✓	✓	✓	✓	✓	✓	✓			TCM
	34. Monitoring HW SAS and punishment system		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			SSS

35. Academic prefects' training and follow up		✓													SSS
36. Monitoring self-study center	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			SSS
37. Operate and monitor S1-S2 HW time	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			TCM
38. Publish L&T academic booklet	✓														WCY/ TCM
39. operate and revise Self-advancement Scheme			✓	✓	✓	✓	✓	✓	✓	✓	✓				SSS
40. Follow up input of academic awards						✓							✓		TCM
41. Devise, execute and monitor the homework procedure	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		TCM
42. Coordinate Summer course											✓				Summer duty
43. Elite programme		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
44. S1 HW caring group		✓	✓												
45. Memory training programme			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
46. 區本計劃 tutorial class (S1-S3)				✓	✓										
47. S1 Bridging Course													✓		Summer Duty
48. Coordinate S1 and S2 Post 1 st term exam/UT Remedial Classes						✓	✓	✓							Summer Duty
49. Administration of Self-directed Learning (Wednesday)/ S6 Exam Drilling (1 st term), S5 Test Drilling (2 nd term)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				TCM/ CB
50. Follow up the learning matters of students after the Form Meetings				✓	✓	✓	✓	✓	✓	✓	✓				CB LYY TCM WCY
51. Formulation of master time-tables for S6 post exam tutorials	✓	✓													CB
52. Pre mock exam in Summer															Summe r Duty

Teaching	53. Peer Lesson Preparation (PLP)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			LKM
	54. Principal and Panel Lesson Observation (PPLO)		✓						✓	✓					LKM
	55. Peer Lesson Observation (PLO)		✓	✓	✓	✓	✓	✓	✓	✓	✓				LKM
	56. Coursework Inspection (CWI)						✓	✓							LKM
	57. Subject Evaluation Scheme (SES)										✓	✓			LKM

Diversity Learning Grant

Three-year plan—measures to broaden students’ choices of elective subjects and provision of gifted education programmes

For the Third cohort of senior secondary students (from 2011-12)

DLG funded programmes	Strategies and benefits anticipated (e.g. in what way student’s diverse learning needs are catered for)	Name of programmes/courses and providers	Duration of the programmes/courses	Estimated no. of students involved in each school year	Evaluation of student learning/success indicators	Teacher in charge
Other programmes	<ul style="list-style-type: none"> - To provide a series of educational exercises and workshops specially designed to foster a critical thinking and writing habit for students in Liberal Studies. - 1st year: 11-12 - 	<ul style="list-style-type: none"> - Critical Thinking & Writing Workshop - EDBIT Liberal Case™ 	3 weeks/ one 1.75-hour lesson each week	15 (11-12)	Students will improve their critical thinking and writing skill.	Tutor from other organizations
	<ul style="list-style-type: none"> - To provide a series of memories training skills and workshop specially designed to foster students memorizing skill and applied in different NSS subjects. - 1st year:11-12 	<ul style="list-style-type: none"> - Memory training skill - Crazy Fung Memory Training Centre 	2 months each session 2 hours.	12 (11-12)	Student will improve their memory skills.	Tutor from other organizations

4. Team members

4.1 Head

Wu Chi Ying (WCY)

4.2 Core

Teaching:

Lee Ka Ming (LKM)

Learning:

Self-study Center & Academic Prefect

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)*, Law Wing Man(LWM)

Curriculum:

Chiang Bun (CB)*, Chan Wai Kin(CWK)

** Teacher in Charge*

4.3 KLAs

English Language Education Panels :

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

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), Wong Yee Man(WYM)

Technology Education Panels

Liang Ying Yi (LYY)

Art and Physical Education Panel

Chu Cheong Tak (CCT)

4.4 Groups

Library Services Head

Yip Wai Yee (YWY)

Information Tech in Education Head

Wu Chi Ying(WCY)

4.5 L&T Representative

S1

Tsui Chiu Mui(TCM)

S2

Lee Ka Ming (LKM)

S3

Chiang Bun(CB)

S4

Wong Wai Kit(ERI)

S5

Liang Ying Yi(LYY)

S6

So Suen Shan (SSS)

Appendix 2

ECF Saint Too Canaan College

2013-2014 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 After ten years of School development, the learning atmosphere, students' performance and their sense of belonging keep improving. Those favorable factors enhance the establishment of students' self-directed and self-disciplined culture in student development.
- 2.1.2 Most of heads of SD committees are experienced coordinators. We can share the core values and same mission in this school. The cooperation and collaboration of SD committees can be enhanced through We CAN program in this year. More resources can be mobilized in a more effective way.
- 2.1.3 Most of our teachers are experienced teachers. Only two new teachers are recruited . The disciplined problem may be reduced. We can focus our concerns on developing student leadership.

2.2 Weaknesses

2.2.1 Nearly all SD heads are form teachers especially in higher form. There are only one form teacher in senior form Their flexibility of time is limited . Moreover, the number of members are cut in some SD committees . Those factors will affect the workload of SD heads.

2.3 Opportunities

2.3.1 Our intake of form one is satisfactory. The sufficient new students of each form were enrolled to our school. The team spirit is strengthened and it can be a favorable factors for our department.

2.3.2 We have more clear picture of career pathways for students after experiencing the two batches of NSS. The strategic planning of student career education can be more comprehensive and focused.

2.4 Threats

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

3. Objectives

3.1 Students can learn from role models who possesses the character traits of Attentiveness, Self-discipline and Perseverance

3.2. Students can formulate their career goals and practice self-reflection at different stages of their learning process.

3.3 Establish the culture of “Passing the Torch” (傳承文化)

4. Strategies and implementation

Objective 1: Students can learn from role models who possesses the character traits of Attentiveness, Self-discipline and Perseverance					
Strategy: Students can learn role models through mass programs, developmental programs and award schemes					
Strategies	Success criteria	Methods of Evaluation	Time scale	People in Charge	Resources
1. Mass programs 1.1 Morning assembly <ul style="list-style-type: none"> ● Teachers' and students' sharing ● Morning assembly competition 1.2 School assembly <ul style="list-style-type: none"> ● Invite role models to share their experiences 	1.1 <ul style="list-style-type: none"> ● About 60% sharing is about role models ● About 80% get 8 marks in the competition 1.2 About 60% students find the talk is helpful in building their character	Questionnaire Result of the competition Statistics information	Whole year Sept Whole year	WYW WYW, YKC MCEC	500 3200

Objective 1: Students can learn role models who possesses the character traits of Attentiveness, Self-discipline and Perseverance					
Strategy: Students can learn role models through mass programs, Developmental programs and award schemes					
Strategies	Success criteria	Methods of Evaluation	Time scale	People in Charge	Resources
2 Developmental programs <ul style="list-style-type: none"> ● S1 Self-management skills ● S2 Experience programs, AQ ● S3 Goal setting programs 	<ul style="list-style-type: none"> ● About 30 students can be recruited in each program ● Attendance rate:70% ● Rate of achieving goal :3.5 	Attendance record Questionnaire	Whole year Nov-June	MCEC-YKW MCEC &CNC	41970
3 3.1 Award schemes Choose class models and Students' models <ul style="list-style-type: none"> ● Inter-class board competition ● 5'S practice competition ● Star of Canaan (Oct) Self-discipline (Nov) Respect (Jan) Responsibility (Feb) Perseverance	<ul style="list-style-type: none"> ● All classes should decorate their board according to the criteria. ● The satisfactory level is 3 or above ● Rating is above 3.5 and 90% students have joined the nomination 	Class visit and marking by vice-principal and SD members. Statistical information	Sept Oct-May	MCEC MCEC	1200 1800

(Mar) Leadership	election				
(April) Progress					

Objective 1: Students can learn role models who possesses the character traits of Attentiveness, Self-discipline and Perseverance					
Strategy: Students can learn role models' personal qualities through mass programs, Developmental programs and award schemes					
Strategies	Success criteria	Methods of Evaluation	Time scale	People in Charge	Resources
<ul style="list-style-type: none"> Punctuality award Monthly record Clear up STCC monthly 	<ul style="list-style-type: none"> About 60% of the students can achieve this goal All classes join this activities and 70% classes can keep clean in their class. 	<p>Attendance record</p> <p>The record/chart will be posted on board on ground floor</p> <p>All classes will be monitored by teachers and prefect team</p> <p>Questionnaire filled by parents</p>	<p>Whole year</p> <p>Whole year</p> <p>Oct-Nov</p> <p>Feb-April</p>	<p>MCEC+CNC</p> <p>HSCC</p>	<p>4000</p>
3.1 Parent education Topics of the workshops are related to the personal	<ul style="list-style-type: none"> About 30 parents attend each workshop. 				

Qualities.					
<ul style="list-style-type: none"> ● Workshops for S1 parents ● Workshops for all parents 	<ul style="list-style-type: none"> ● 70% strongly agree the goal has been achieved 				

Objective 1: Students can learn role models who possesses the character traits of Attentiveness, Self-discipline and Perseverance					
Strategy: Students can learn role models' personal qualities through mass programs, Developmental programs and award schemes					
Strategies	Success criteria	Methods of Evaluation	Time scale	People in Charge	Resources
1. 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	7800

Objective 2: Students can formulate their career goals and practice self-reflection at different stages of their learning process.

Strategy: To Provide different channels to help students to formulate their career goals and practice self-reflection at different stages of their learning process.

Strategies	Success criteria	Methods of Evaluation	Time scale	People in Charge	Resources
<p>Junior form</p> <p>2.1 To assist students exploring their interest, strengths and life skills in junior form.</p> <p>We CAN Program- e.g S2 Sim journey S3 Dream runner</p> <p>2.2 To provide further career planning to S3 students before NSS curriculum.</p>	Over 80% of the students agree the program is useful	Questionnaire	<p>Whole year</p> <p>Different stage</p>	<p>CGC</p> <p>CGC+L&T</p>	<p>1000</p> <p>1000</p>
Senior form					

2.3 Workshops for S4-S5 students	Over 70% students felt satisfactory	Questionnaire	Assembly and	CGC	300
2.4 Mock DSE result announcement			Post-exam activities	CGC	8600
2.4 Studies Expo- students in mapping their further studies and their occupations.	Over 80% students attend		Nov		1500
Objective 3: Establish the culture of “Passing the Torch”					
Strategy: To Provide different rituals and platforms for establishing “Passing the Torch”					
In the process, give more autonomy to students to organize activities and teachers play as mentors or advisors only					
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					

2.1 Big Brother Big Sister Scheme and prefect team: -Trainings will be provided to Prefects and Mentors of Big Brother and Big Sister. It will enhance the inter-personal, communication and abilities of the students. -Senior prefects will share their mission and experience to junior prefects in meeting.	Rating is above 3.5	Questionnaire	Whole year	CNC-HMS	5000
	Rating is above 3.5	Questionnaire	Whole year	CNC-YLT	10000
Objective 3: Establish the culture of "Passing the Torch"					
Strategy: To Provide different rituals and platforms for establishing "Passing the Torch"					
In the process, give more autonomy to students to organize activities and teachers play as mentors or advisors only					
Strategies	Success criteria	Methods of Evaluation	Time scale	People in Charge	Resources
2.2 Relationship between SU and Form house					

<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. ● More cooperation among form houses in order to build a harmonious relationship and establish the culture of “:Passing the Torch” 	<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 . ● Activities will be organized by the cooperation among forms. 	<p>Self-evaluation meeting</p> <p>Questionnaire will be carried out among teachers.</p> <p>Teachers’ observation</p>	<p>Whole year</p>	<p>PDC-SU& Form House Supervisor</p>	<p>1800</p>
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Objective 3: Establish the culture of “Passing the Torch”					
Strategy: To Provide different rituals and platforms for establishing “Passing the Torch”					
In the process, give more autonomy to students to organize activities and teachers play as mentors or advisors only					
Strategies	Success criteria	Methods of Evaluation	Time scale	People in Charge	Resources
<p>3. Student fellowship</p> <p>Through the serving of all Christian activities, let the members of Christian Ministry Team can learn from the others, be representatives of the fellowship and experience the love and the grace from God.</p>	<ul style="list-style-type: none"> ● 60% of team members are willing to serve in assembly and gospel week. 60% of team members attend the regular meetings . ● Students agree that the meeting can be the platform for them to learn from role models. 	<p>Sharing and Attendance record</p> <p>Questionnaire</p>	Whole year	SNC-WSY	2200

4. Year plan

Event	Timeline												Responsible Parties/ Teacher
	Sept 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14	July 14	Aug 14	
Central Recruitment	1 st Term				2 nd Term								WYW, LHF, TAs
Election of Student Union, Form Houses	Enrolment & Election		School activities organized by 13-14 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
Cleanliness Campaign			✓			✓	✓	✓	✓				YKW and YLT
We CAN Program		✓	✓			✓	✓	✓	✓				CNC Team
Gospel Week						✓							SNC team
Student fellowship	✓	✓	✓	✓	✓	✓	✓	✓	✓				SNC Team CMT Team
Star of Canaan Election		✓	✓	✓	✓	✓	✓	✓	✓				YKW and MCEC team
Parents' Workshops		✓				✓	✓	✓					WPY & HSCC members
Career education		P1	P2: Interview workshops Local and overseas Course selection for JUPAS Career counseling groups				S3-S5 Career education Career counseling group Different activities for career planning						CGC group
Post-exam Activities				Preparation – responsible teachers, Student Union and Form House leaders									PDC, TAs & responsible teachers

***Program 1(P1): Assembly –S1-S3 Assembly briefing: S6

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)
	Hung Ming Sum (HMS)
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)

5.