

**ECF Saint Too Canaan College**

**2014-2015**

**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 2014-2015:

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 2014-2015**

Heads of Learning and Teaching Department and Student Development Department would discuss with their respective department and formulate the departmental Annual Plan for 2014-2015 based on the major concerns of this year.

The 2014-2015 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 2014-2015 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.

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 Junior students have good foundation in study skills and methods throughout trainings.
- 1.1.4 Students are attentive in lesson, few classroom discipline problems.

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 and low percentage of students got degree offers which may lower the image of the school.
- 1.2.3 Teachers with SEN training are not enough that can't cater SEN needs through the curriculum design.

1.3 Opportunities

- 1.3.1 Our "EMI" and "Christian" label has progressively set clear image of this school in the community.
- 1.3.2 Join the "whole school approach of catering learning diversity" which can help middle management and teachers to know more to the lesson design to cater different groups of students.

1.3.3 Admission of S1 can keep our steadily numbers of students in junior forms.

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>	
2.1	Students can learn actively through consistent mode of assessment for learning.						
	a	To focus on developing clear learning target by teachers in the lessons.	Teachers	Sep14 – Jun 15	90% can use the learning targets in their lessons.	- PPLO record - PLP record	\$30000 (FIP training)
	b	To provide clear learning target and alignment of learning target with assessment.	Students/ teachers	Sep14 – Jun 15	At least 80% students can review their learning by using relevant assessment.	- Note-taking exercise book - CWI record form - Questionnaire from teachers' training	
2.2	Students can develop self-directed learning through strengthening learning platforms (E-learning) and providing extended learning materials.						
	a	To provide more Online resources source to more capable students for self directed learning	Teachers/ students	Sep14 – Jun 15	At least 80% teachers show extended online resources to the students.	- PLP - Homework - Questionnaire	\$30,000
	b	To provide extended reading materials for different subjects	Students	Sep14 – Jun 15	At least 70% students completed reading scheme and finish books assigned by subject teachers.	- Reading scheme - Questionnaire	
2.3	Students can develop their potentials through workshops on learning strategies and study skills.						
	a	To enhance the learning habits through mass programs. (SDL)	Students	Sep14 – Jun 15	At least 80% students can use those study skills in their notes taking and homework.	- Questionnaire - Note-taking exercise - Learning handbook	\$5000
	b	To learn the study skill through workshops for S1 and skill study booklet for S3.	Students	Sep14 – Dec 15	At least 60% students are voluntary to join and apply those study skills in subjects.	- Questionnaire	

3 Year plan:

Event	Schedule													Teacher(s) in charge
	Aug 14	Sept 14	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	Apr 15	May 15	Jun 15	Jul 15	Aug 15	
Administration	1. Compilation of L&T handbook	✓	✓										✓	WIN
	2. Prepare completed students list and repeaters' list for Form Meetings											✓		LYY
	3. Prepare name list 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)			✓	✓			✓	✓			✓		CB
	7. Briefing session for S5 and S6 students about Withdrawing subject				✓						✓			CB
	8. Analyzing 3 <sup>rd</sup> set data for S5 & S6 withdrawing subject after Final Exam, then report to L&T for arranging parent interview.											✓		CB
	9. 2 <sup>nd</sup> and 3 <sup>rd</sup> stages of S6 Withdrawing Subject.											✓	✓	CB
	10. Class formation in each form.											✓		CB/ TCM
	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/ TCM
	15. Plan subject allocation next year							✓						WCY/ TCM
Exam (External)	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	✓													TCM
	33. Implement and follow up holiday detention class			✓	✓	✓	✓	✓	✓	✓	✓				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 handbook	✓													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/ Gifted students training(S2 Maths)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			TCM



	44. SEN (Eng/CHI) caring group		✓	✓		✓	✓	✓	✓	✓	✓	✓		TCM
	45. S1 HW caring group		✓	✓										TCM
	46. Whole school approach cater learning diversity (Maths/ IS)			✓	✓	✓	✓	✓	✓	✓	✓			TCM
	47. Memory training programme/competition	✓						✓	✓	✓	✓	✓		TCM
	48. Financial needs students tutorial class (S1-S3)				✓	✓					✓			TCM
	49. S6 Self study time in hall		✓	✓	✓	✓	✓							CB
	50. S1 Bridging Course												✓	Summe r Duty
	51. Coordinate S1 and S2 Post 1 <sup>st</sup> term exam/UT Remedial Classes						✓	✓	✓					Summe r Duty
	52. Administration of Self-directed Learning (Wednesday)/ S6 Exam Drilling (1 <sup>st</sup> term), S5 Test Drilling (2 <sup>nd</sup> term)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			CB
	53. Follow up the learning matters of students after the Form Meetings				✓	✓	✓	✓	✓	✓	✓			CB/ LYY/ TCM
	54. Formulation of master time-tables for S6 post exam tutorials	✓	✓											CB
	52. Pre mock exam in Summer										✓	✓		CB
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
	58. Teachers Training Record (TTR)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		LKM
	59. Teachers' teaching strategies sharing in staff development day/ staff meeting					✓				✓				LKM
	60. Monitoring the "Whole-school approach learning diversity" teach sharing / lesson observation		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		TCM/ CB

## EDB – Diversity Learning Grant (DLG) for Senior Secondary (SS) students 1415

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

**For the second cohort of senior secondary students (from 1415)**

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
Memory skill training	<ul style="list-style-type: none"> <li>- To provide a series of memory training skills and workshop specially designed to foster students’ memorizing skill and application in different NSS subjects.</li> <li>- Students can represent school to join memory competition in HK</li> </ul>	<ul style="list-style-type: none"> <li>- Memory training skill</li> <li>- Crazy Fung Memory Training Centre</li> </ul>	2 months each session last 2 hours, total 16 hours	20 Elite students from core subjects and electives subjects	Students can apply skills in memorizing the textbook content	Tutor from Crazy Fung Memory Training Centre

1415 S4 Students

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
VA Appreciation of artwork	<ul style="list-style-type: none"> <li>- To provide a series of training skills and workshop to the Elite students about how to appreciate the artwork, different drawing skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Miss Kwok Mei Yuk (tutor from IED/BU continuous school)</li> </ul>	6/10/2014-15/12/2014 (Monday, total 7 lessons, each session 2 hours)	10-12 1415 (S5)	Students will improve their sense of appreciation from different aspects. And their drawing skills will be improved.	Tutor

1415\_S6 Students (VA)

<ul style="list-style-type: none"> <li>- Chinese Debate team training To provide training skills to students</li> </ul>	<ul style="list-style-type: none"> <li>- Intensive training course for aspiring students' debating skill.</li> <li>- Professional tutors</li> </ul>	<p>8 sessions (1.5 hours per session)</p>	<p>10 students from S4 or S5</p>	<ul style="list-style-type: none"> <li>- Students will improve their critical thinking and debate skill.</li> </ul>
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1415\_Chinese Debate (s4)/(S5)

<ul style="list-style-type: none"> <li>- ICT To provide skill and knowledge training to ICT students and to understand more about ethic in IT world</li> </ul>	<ul style="list-style-type: none"> <li>- Intensive training course for aspiring students' IT skill.</li> <li>- Professional tutors</li> </ul>	<p>8 sessions (1.5 hours per session)</p>	<p>6 students from s6 Selected by 1314 exam marks</p>	<ul style="list-style-type: none"> <li>- Students will improve their application skill in ICT.</li> </ul>
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1415\_ S6 (ICT)

4. Team members
- 4.1 Head Tsui Chiu Mui (TCM)
- 4.2 Core
- Teaching: Lee Ka Ming (LKM)
- Learning :
- Self-study Center & Academic Prefect So Suet Shan (SSS), Law Ka Lai (LKL)
- Homework, Homework caring group Tsui Chiu Mui (TCM)\*, Ho Ming Fai (HMF)
- Assessment :
- Internal Wong Wai Kit (ERI)\*, Wong Yu Lan (WYL)
- External Liang Ying Yi (LYY)\*, Lam Wing Man (LWM)
- Curriculum Chiang Bun (CB)\*, Chan Wai Kin (CWK)
- \*Teacher in Charge*
- 4.3 KLAs
- English Language Education Panels: Kong Suet Ha (KSH), Chan Yuk Yin (CYY)
- Chinese Language Education Panels: So Suet 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 Panel: Lee Ka Ming (LKM)
- Science Education Panels : Yau Lok Ting (YLT), Wong Yee Man(WYM)
- Technology Education Panel: Liang Ying Yi (LYY)
- Art and Physical Education Panel: Chu Chong Tat (CCT)
- 4.4 Groups
- Library Services Head: Yip Wai Yee (YWY)
- Information Tech in Education Head: Lam Ho Fai (LHF)
- 4.5 L&T Representative
- S1 Lee Ka Ming (LKM)
- S2 Tsui Chiu Mui (TCM)
- S3 Chiang Bun (CB)
- S4 So Suet Shan (SSS)
- S5 Wong Wai Kit (ERI)
- S6 Liang Ying Yi (LYY)

Issued by: TCM, Head of L&T

Date: 14-9-14

Revision: 1

## Appendix 2

### ECF Saint Too Canaan College 2014-2015 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' academic 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 Whole person development program in this year.

##### 2.2 Weaknesses

2.2.1 About 10 new staffs joined in our school team. They need time to adapt our culture. Students need time to adjust their teaching methods. It may create some disciplined problems in the lessons.

##### 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 additional resources for students' career education. One more social worker is recruited and the 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 develop a mindset of successful career planning through different programs, workshops and personal guidance.
- 3.3 Students can have autonomy in planning activities with teachers acting as advisors

#### 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/department in Charge	Resources
<p>1. Mass programs</p> <p>1.1 Morning assembly</p> <ul style="list-style-type: none"> <li>● Teachers' and students' sharing</li> <li>● Morning assembly competition</li> </ul> <p>1.2 School assembly</p> <ul style="list-style-type: none"> <li>● Students can play role models in different ceremonies.</li> <li>● Teachers set self-discipline routines in guiding students to learn those personalities during the assemblies.</li> </ul>	<p>1.1</p> <ul style="list-style-type: none"> <li>● About 50% sharing is about role models</li> <li>● About 80% get 8 marks in the competition</li> </ul> <p>1.2</p> <ul style="list-style-type: none"> <li>● Questionnaire</li> <li>● About 60% teachers agree</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' feedback</li> <li>● Result of the competition</li> <li>● Statistics information</li> </ul>	<p>Sept</p> <p>Whole year</p>	<p>WYW</p> <p>WYW, YKC</p> <p>MCEC</p> <p>CNC</p>	<p>500</p>

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
<b>2. Developmental programs</b> <ul style="list-style-type: none"> <li>● Whole person development program: S1 &amp;S4</li>   <li>● P.A.T.H program            -S1 Self-management skills            -S2 Experience programs,</li>   <li>● High Flyer program            (career education)            -S3Goal setting programs</li> </ul>	S1: About 70% can fulfil the requirement. S4: About 50% can fulfil the requirement  <ul style="list-style-type: none"> <li>● About 30 students can be recruited in each program</li> <li>● Attendance rate:70% Rate of achieving goal :3.5</li> <li>● Over 80% S3 students agreed it is useful.</li> </ul>	<ul style="list-style-type: none"> <li>● The Attendance record</li>   <li>● Attendance record</li> <li>● Questionnaire</li>   <li>● CGC Questionnaire</li> </ul>	Whole year  Nov-June  Sept  Oct-May	PDC  MCEC &CNC  MCEC  CGC	    5000



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
<b>3. Award schemes</b> <b>Choose class models and Students' models</b> <ul style="list-style-type: none"> <li>● Inter-class board competition Class Moto competition 5'S practice competition</li> <li>● Class discipline competition</li> <li>● Punctuality award</li> <li>●</li> <li>● Star of Canaan (Oct) Respect</li> </ul>	<ul style="list-style-type: none"> <li>● All classes should decorate their board according to the criteria.</li> <li>● All classes join this activities and 80% classes can keep discipline and clean in their class.</li> <li>● Rating is above 3.5 and 90% students</li> </ul>	<p>Class visit and marking by vice-principal and SD members.</p> <p>Statistical information Attendance record</p> <p>The record/chart will be posted on board on ground floor</p>	<p>Whole year</p> <p>Whole year</p> <p>Before the exam Oct-Nov Feb-April</p>	MCEC+CNC	<p>360</p> <p>900</p>

(Nov) Responsibility (Jan) Self-discipline (Feb) Humility (Mar) Progress (April) Leadership	had joined the nomination and election				
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Objective 1: Students can learn role models who possess 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
4. Students leader' role models They are trained to be Attentiveness, Self-discipline and Perseverance through different workshops and programs	<ul style="list-style-type: none"> <li>● 70% of teachers agree</li> </ul>	<ul style="list-style-type: none"> <li>● Term End Questionnaire</li> </ul>	Whole year	WYW SD committees	
5. Other programs 5.1 Parent education Topics of the workshops are related to the personal	<ul style="list-style-type: none"> <li>● About 40 parents attend each workshop.</li> <li>● 70% strongly agree the</li> </ul>	<ul style="list-style-type: none"> <li>● Questionnaire filled by parents</li> </ul>	Whole year	HEC-CCM and LLC	1000

<p>Qualities. 5.2 Workshops of Organic Farming</p>	<p>goal has been achieved</p> <ul style="list-style-type: none"> <li>● More than 90% attendance of the health ambassadors for the participation of organic farming program.</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance record</li> </ul>			<p>8400</p>
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Objective 2: Students can develop a mindset of successful career planning through different programs, workshops and personal guidance.					
Strategy 1: To cultivate students' self-reflective attitudes in their life planning through our good quality career education.					
Strategies	Success criteria	Methods of Evaluation	Time scale	People in Charge	Resources
2.1 Organize Studies Expo for senior form students	<ul style="list-style-type: none"> <li>Over 80% of the students agree the program is useful</li> </ul>	Questionnaire	30/1/2015	CGC	3000
2.2 Help S3 students start to plan their future through selection of NSS courses	<ul style="list-style-type: none"> <li>Over 80% of the Students felt satisfactory</li> </ul>		Oct-Dec		40000
2.3 Organize workshops for S4-S6 students to have Self-understanding of their interests	<ul style="list-style-type: none"> <li>Over 70% of the Students felt satisfactory</li> </ul>		Oct-May		4000
2.4 Carry out workshops in LE/ME lessons to help students reflect their life planning	<ul style="list-style-type: none"> <li>Over 80% of the Students felt satisfactory</li> </ul>				15000

Objective 2: Students can develop a mindset of successful career planning through different programs, workshops and personal guidance.					
Strategy 2: To develop students' international perspective in understanding the entire system of local, Mainland China, Taiwan and oversea education					
Strategies	Success criteria	Methods of Evaluation	Time scale	People in Charge	Resources
2.5 Organize counseling groups regularly for DSE students exploring their paths	● Over 70% students attend	Questionnaire	Sept-May	CGC+ New Social workers	4000
2.6 Organize activities to explore students studying in different countries	● Over 70% students attend and felt useful.				
2.7 Organize visit and information day to understand local & oversea tertiary education	● Over 70% students felt satisfactory				20000

Objective 3: Students can have autonomy in planning activities with teachers acting as advisors					
Strategy: To Provide different rituals and platforms for students to organize activities and teachers play as mentors or advisors only					
Strategies	Success criteria	Methods of Evaluation	Time scale	People in Charge	Resources
3.1 Election of SU They can draft annual plan their own and organize activities for students	<ul style="list-style-type: none"> <li>● A capable cabinet is elected by the students with over 50% of votes or get the highest number of votes from the election.</li> </ul>	<ul style="list-style-type: none"> <li>● Self-evaluation meeting.</li> </ul>	Oct- May	PDC	1600
3.2 Form House members can learn how to organize different activities from SU big brothers and sisters.	<ul style="list-style-type: none"> <li>● All Form House members are elected by the students by the highest number of votes from the election.</li> <li>● SU and Form house can run 80% of the activities in annual plan</li> </ul>	<ul style="list-style-type: none"> <li>● A rating system has been set up to evaluate the effectiveness of the program and activities during the self-evaluation meeting.</li> </ul>			24400

Objective 3: Students can have autonomy in planning activities with teachers acting as advisors					
Strategy: To Provide different rituals and platforms for students to organize activities and teachers play as mentors or advisors only					
Strategies	Success criteria	Methods of Evaluation	Time scale	People in Charge	Resources
3.3 Student fellowship To nurture and develop Christians to be servant leaders based on bible teaching	<ul style="list-style-type: none"> <li>60% of team members are willing to serve in assembly and gospel week. 60% of team members attend the regular meetings .</li> </ul>	Sharing and Attendance record Questionnaire	Whole year	SNC-WSY	11960

## 5. Year plan

Event	Timeline												Responsible Parties/ Teacher	
	Sept 14	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	Apr 15	May 15	Jun 15	July 15	Aug 15		
Central Recruitment	1 <sup>st</sup> Term					2 <sup>nd</sup> 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 Education		P1	P2: Interview workshops Local and oversea exp LE/ME lessons Course selection for JUPAS Career counseling groups				Other forms Career education LE/ME lessons Visit Universities Work-related experiences					CGC		
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 oversea 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

<b>Student Development Department Head</b>	Wong Yuk Wah (WYW)
<b>Character Nurturing Committee</b>	Yau Lok Ting (YLT) Hung Ming Sum (HMS)
<b>Moral and Civic Education Committee</b>	Yeung Kwok Wai (YKW)
<b>Spiritual Nurturing Committee</b>	Wong Shun Yiu (WSY)
<b>Career Guidance Committee</b>	Lau Chun Por (LCP)
<b>Potential Development Committee</b>	Lam Ho Fai (LHF)
<b>Health Education Committee</b>	Chan Chun Ming (CCM)
<b>Home-School Cooperation Committee</b>	Chan Chun Ming (CCM)