

ECF Saint Too Canaan College

2015-2016

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 2015-2016:

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 2015-2016

Heads of Learning and Teaching Department and Student Development Department would discuss with their respective department and formulate the departmental Annual Plan for 2015-2016 based on the major concerns of this year.

The 2015-2016 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 2015-2016 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.

ECF Saint Too Canaan College
2015-2016 L&T Annual Plan

Appendix 1

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 Liberal Studies , Mathematics and Chinese provide a good opportunity to cater students' learner diversity
- 1.1.3 Junior students have good learning habit and trainings on study skills and methods help them a lot.
- 1.1.4 Students are attentive and well-behave in the lesson, only little classroom discipline problems.

1.2 Weakness

- 1.2.1 Teachers can be more confident enough to speak in English in the classroom and the public area.
- 1.2.2 Core subject result in public examination is not outstanding which affects the UGC entering rate. More training in Chinese subject in NSS is necessary.
- 1.2.3 Teachers with SEN training are not enough that can't cater SEN needs through the curriculum design and tailor made teaching materials.

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 The Second year to 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. And knowledge can be transferable to different KLAs. Chinese department joined the EDB Learner Diversity programme aim at getting improving result in Chinese.

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

1.3.4 More new students join in each form can encourage our students to learn from others and good chance to take care new students in both academic and personal development.

1.4 Threat

1.4.1 Few experienced teachers resigned in current year, need more training and takes time for new teachers and TA to pick up.

2 Objectives, strategies, implementation and evaluation

<u>Objectives</u>	<u>Target</u>	<u>Strategies</u>	<u>Success criteria</u>	<u>Methods of evaluation</u>	<u>Time Scale</u>	<u>People in Charge</u>	<u>Budget</u>
2.1		Enhance students to be an active learner through lessons and activities.					
	Teachers	a. To provide clear learning targets and alignment of learning targets with assessments.	90% can use the learning targets in their lessons.	- PPLO record - PLP record	Sep15 – Jun 16	LKM	FIP/LD training 1,000
	Teachers	b. To cater learning diversity and help students with different abilities to be active learners in the lesson.	At least 80% teacher can show to use learning diversity skill in	- From homework design and lesson observation. - Average score KLA Panel evaluation at 3.0 (out of 4)	Sep15– Jun 16	CB	
	Students	c. To initiate students to organize more different knowledge-based actives.	At 90% KLA activities can be organized mainly by students.	- Questionnaire Observation	Sep15– Jun 16	TCM	
2.2		Create channels and enhance students' confidence to communicate in English and Putonghua around school campus.					
	Teachers/ students	a. To provide environment for students to communicate freely around the campus in both Putonghua and English.	By general impression and from the survey, teachers and students are able to achieve 80% in communicating in English and PTH.	- LPC survey - Teacher and student survey	Sep15 – - Jun 16	TCM/CB	20,000
	Students	b. To organize activities in English or Putonghua.	For ESD day, 100% KLA organize activities in English. At least 50% activities organized in PTH.	- LPC survey - Questionnaire	Sep15 – - Jun 16	TCM/CB	

2.3		Help students to develop a mindset of career planning through curriculum mapping and lessons.					
	Teachers/ Students	a. To incorporate more career planning concept in the curriculum and lesson delivery by subject teachers.	Each KLA at least one career planning concept show in the curriculum.	- Questionnaire - Note-taking exercise - Learning handbook	Sep15 – Jan 16 -	TCM	S3 Learning hand book publication. 1,500
	S3 Students	b. To train students to relate their interests and academic results with career path planning in junior forms.	At least 60% students are voluntary to join and apply those study skills in subjects.	- Questionnaire	Sep15 – Dec 16 -	TCM	

3. Year plan:

Event		Schedule												Teacher(s) in charge	
		Aug 15	Sept 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16	Mar 16	Apr 16	May 16	Jun 16	Jul 16		Aug 16
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	1. Arrangement of S3 course Selection(From Nov to Mar)			✓	✓			✓	✓				✓		CB
	2. Briefing session for S5 and S6 students about Withdrawing subject				✓							✓			CB
	3. Analyzing 3 rd set data for S5 & S6 withdrawing subject after Final Exam, then report to L&T for arranging parent interview.												✓		CB
	4. Arrange foundation course for 1 elective students							✓							TCM/ CB
	5. 2 nd and 3 rd stages of S6 Withdrawing Subject.												✓	✓	CB
	6. Class formation in each form.												✓	✓	CB/ TCM
	7. Class formation of S4electives												✓	✓	CB
	8. Class formation of S5 electives												✓	✓	CB
	9. Arrangement of S4 new student course selection												✓	✓	CB
	10. Evaluate and discuss the subject combination				✓	✓									
	11. Plan no. of classes next year						✓	✓	✓						TCM
	12. Plan subject allocation next year							✓	✓						TCM

Exam (External)	1. Announce exam regulations for students (HKDSE)		✓												LYY
	2. Monitor the Exam Registration (HKDSE)		✓												LYY
	3. In charge of Exam Centre supervisor and arrangement of invigilation (HKDSE))								✓						LYY
	4. Handling the Appeal Applications (HKDSE)												✓		LYY
	5. Manage the logistics of SBA submission (HKDSE)		✓	✓	✓	✓	✓	✓	✓	✓	✓				LYY
	6. Manage the logistics of TSA									✓		✓			LYY
	7. Arrange center supervisors and invigilation (TSA)										✓				LYY
Learning	8. Planning the Exam Time Table (internal)			✓	✓	✓			✓		✓				ERI
	9. Preparing Exam guideline and regulations (internal)		✓												ERI
	10. Planning the Invigilation Time Table (internal)			✓		✓			✓		✓				ERI
	11. Handling Students irregularities during the Exam (internal)					✓	✓	✓	✓			✓			ERI
	12. Handling students eligibility for Examination (internal)				✓		✓		✓	✓		✓			ERI
	13. Monitor the logistics for exams and revision tests			✓		✓		✓			✓				ERI
	14. Prepare statistics for Form Meetings							✓				✓			ERI
	15. S1 Attainment Test												✓		Summer Duty
Learning	1. Form teachers' orientation	✓													TCM
	2. Implement and follow up holiday detention class			✓	✓	✓	✓	✓	✓	✓	✓				TCM
	3. Monitoring HW SAS and punishment system		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			SSS
	4. Academic prefects' training and follow up		✓												SSS
	5. Monitoring self-study center	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			SSS
	6. Operate and monitor S1-S2 HW time	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			TCM
	7. Publish L&T handbook	✓													TCM
	8. operate and revise Self-advancement Scheme			✓	✓	✓	✓	✓	✓	✓	✓				SSS
	9. Follow up input of academic awards						✓						✓		TCM
	10. Devise, execute and monitor the homework procedure	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		TCM

	11. Coordinate Summer course (tutorials)											✓			Summer
	12. Elite Programmed/ Gifted students		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			TCM
	13. SEN support during HW time		✓	✓		✓	✓	✓	✓	✓	✓	✓			TCM
	14. S1 HW caring group		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		TCM
	15. Serious HW caring detention class	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		TCM
	16. Whole school approach cater learning diversity training			✓	✓	✓	✓	✓	✓	✓	✓				CB
	17. Critical thinking/reading skills/learning skills workshop	✓						✓	✓	✓	✓	✓			TCM
	18. Financial needs students tutorial class (S1-S3)				✓	✓					✓				TCM
	19. S6 Self study time in hall		✓	✓	✓	✓	✓								CB
	20. S1 Bridging Course													✓	Summer
	21. Coordinate S1 and S2 Post 1 st term exam/UT Remedial						✓	✓	✓						TCM
	22. Administration of Self-directed Learning (Wednesday)/	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				CB
	23. Follow up repeaters	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			LKM
	24. Follow up new comers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			LYY/
	25. Formulation of master time-tables for S6 post exam			✓											ERIC
	26. S6 subject intervention programme/focus programme	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			TCM
	27. S6 and S5 different grade projection														
Teaching	1. Peer Lesson Preparation (PLP)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			LKM
	2. Principal and Panel Lesson Observation (PPLO)		✓						✓	✓					LKM
	3. Peer Lesson Observation (PLO)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			LKM
	4. Coursework Inspection (CWI)						✓	✓							LKM
	5. Subject Evaluation Scheme (SES)									✓					LKM
	6. Teachers Training Record (TTR)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			LKM
	7. Teachers' teaching strategies sharing					✓				✓					LKM
	8. Monitoring the "Whole-school approach learning diversity" teach sharing / lesson observation		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			CB

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)
	Homework, Homework caring group	Ho Ming Fai (HMF)
	Assessment :	
	Internal	Wong Wai Kit (ERI)*
	External	Liang Ying Yi (LYY)*
	Curriculum	Chiang Bun (CB)*
		<i>*Teacher in Charge</i>
4.3	KLAs	
	English Language Education Panels:	Kong Suet Ha (KSH), Chan Yuk Yin (CYU)
	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)/ Lee Ka Ming (LKM)
	S3	Chiang Bun (CB)
	S4	Liang Ying Yi (LYY)
	S5	So Suet Shan (SSS)
	S6	Wong Wai Kit (ERI)

Issued by: TCM, Head of L&T

Date: 25-8-15

Revision: 0

ECF Saint Too Canaan College
2015-2016 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 Students' profile keeps changing in STCC. Students' learning abilities and conduct behavior are good in our intake . Those favorable factors enhance the establishment of students' self-directed and self-disciplined culture in student development.
- 2.1.2 All heads of SD committees are experienced coordinators. They participate different areas of professional training that can help them to plan good quality of developmental programs for our students. We also have good team spirit in SD team. The more cooperation and collaboration of SD committees can be enhanced in the coming year.
- 2.1.3 A part-time social worker of outside agency is recruited to our SEN team. She can take some cases and release the workload of our counselling team. Our counselling team can focus more in developing different areas of our students.

2.2 Weaknesses

- 2.2.1 About 11 new teachers join 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 We have more additional resources for students' career education. Besides one more social worker, we are elected to join the CLAP program which can provide more training and services for our teachers and students.

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 develop a mindset of successful career planning through different programs, workshops and personal guidance.

3.2 Students can learn the qualities of servant leaders through various platforms .

3.3 Students can actualize their potentials through organizing innovative activities and participating different activities .

4. Strategies and implementation

Objective 1: Students can develop a mindset of successful career planning through different programs, workshops and personal guidance.						
Strategy: Students can a mindset of successful career planning through different programs, workshops and personal guidance.						
Targets	Strategies	Success criteria	Methods of Evaluation	Time scale	People/department in Charge	Resources
Students	1 Mass programs					
	1.1 School assemblies <ul style="list-style-type: none"> ● S1-S6 x 1, S1-S5 x 1, S6 x 3, S3 x 2, S4-S5 x 1 = 8 times 	80% of students agree that the program is useful.	Questionnaire	Whole year	CGC	
	1.2 Programs for junior forms <ul style="list-style-type: none"> ● Enrichment program for S2 students to know the job market and learn goal-setting ● Help S3 students start to plan their future through programs and make connections 	80% of S2 students agree that the program is useful.	Questionnaire	One for first term . One for second Term.	CGC	10,000
	NSS Course selections (Use Assessment tool)	80% S3 students agreed	Questionnaire			2000

Objective 1: Students can develop a mindset of successful career planning through different programs, workshops and personal guidance.

Strategy: Students can a mindset of successful career planning through different programs, workshops and personal guidance.

Target	Strategies	Success criteria	Methods of Evaluation	Time scale	People/department in Charge	Resources
Students	1.3 Programs for senior forms					
	<ul style="list-style-type: none"> ● Enrichment programs for S4 students to explore multiple pathways ● Organize Studies Expo to explore our students in mapping their further studies and occupations. 	Over 80% students felt satisfactory	Questionnaire	One for first term. One for second Term.	CGC	13000
	<ul style="list-style-type: none"> ● Organize Studies Expo to explore our students in mapping their further studies and occupations. 	Over 80% attend the Expo	Questionnaire	8th January,2016	CGC	3000
	2. Workshops					
	<ul style="list-style-type: none"> ● Organize work-related experience program to enrich students' understanding of work 	Over 80% students felt useful	Questionnaire	Whole year Outsource	CGC	6000

Objective 1: Students can develop a mindset of successful career planning through different programs, workshops and personal guidance.

Strategy: Students can a mindset of successful career planning through different programs, workshops and personal guidance.

Targets	Strategies	Success criteria	Methods of Evaluation	Time scale	People/department in Charge	Resources
Students	<p>3. Personal guidance</p> <ul style="list-style-type: none"> ● Carry out individual and group counseling to different needs of our students ● Carry out mentorship scheme to invite old students to share life experiences 	<p>Over 80% students felt satisfactory</p> <p>Over 70% mentee felt satisfactory</p>	<p>Questionnaire</p> <p>Questionnaire</p>	<p>Whole year</p> <p>S6 academic year S5 second Term</p>	<p>CGC</p> <p>CGC</p>	<p>4000</p>

Objective 2: Students can learn the qualities of servant leaders through various platforms .

Strategy 1: Students can learn the qualities through mass programs, developmental programs and award schemes

Targets	Strategies	Success criteria	Methods of Evaluation	Time scale	People in Charge	Resources
Students	1. Mass Program 1.1 School assembly <ul style="list-style-type: none"> ● Value Education: Role models: (perseverance and leadership) ● Incursive culture ● Appreciation day 1.2 Morning assembly <ul style="list-style-type: none"> ● More students will hold the morning assembly and demonstrate the qualities 	Rating is above 3.5 It indicate that the assembly could help the student to learn the good qualities. 100% Students read the school announcement 80% of the responsible persons of Campus TV will be students and student leaders	Teachers' evaluation and questionnaire Statistics	Different School assemblies Whole year Morning assemblies	MCEC SD-WYW	6000 1000

Objective 2: Students can learn the qualities of servant leaders through various platforms .

Strategy 1: Students can learn the qualities through mass programs, developmental programs and award schemes

Target	Strategies	Success criteria	Methods of Evaluation	Time scale	People in Charge	Resources
Students	<p>1.3 Student Fellowship:</p> <ul style="list-style-type: none"> The leaders can be nurtured to be servant leaders through serve in different school assemblies and big events 	-60% of team members are willing to serve in assembly and gospel week.	Questionnaire	Whole year	SNC	
	<p>2. Developmental programs</p> <p>2.1.P.A.T.H, Big brothers and Big sisters and prefects</p> <ul style="list-style-type: none"> Students learn those qualities through training programs 	-About 70% students find it useful	Questionnaire	Whole year	CNC	3000
	<p>2.2Organic farming</p> <ul style="list-style-type: none"> Learn good qualities 	-More than 80% Attendance	Statistical information			7500

	<p>2.3 Enrichment programs for</p> <p>S2: Wall climbing & Action Love (社區關懷行動)</p>	<p>-Rating is above 3.5</p> <p>The program can help the students to learn the good qualities.</p>	<p>Questionnaire and reflection</p>	<p>Feb, April</p>	<p>MCEC</p>	<p>15200</p>
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Objective 2: Students can learn the qualities of servant leaders through various platforms .

Strategy 1: Students can learn the qualities through mass programs, developmental programs and award schemes

Target	Strategies	Success criteria	Methods of Evaluation	Time scale	People in Charge	Resources
Students	S4:Life experiential program Poverty caring program	Rating is above 3.5 The program can help the students to learn the good qualities.	Questionnaire and reflection	March- April 16	MCEC	22000
	2.4 Leadership training program	Rating is above 3.5 The program can help the students to learn the good qualities.	Questionnaire and reflection			30000
	3. Awards ● Inter-class board competition	All classes should decorate their board according to the criteria	Class visit and marking by MCEC and SNC members. Statistical information	Oct Once for 1st term and once for second term	MCEC	360
	Theme: Shine the light:心.照 ● 5'S practice competition ● Class discipline competition ● Punctuality award ● Star of Canaan Oct/Nov: Self-discipline, Attentiveness Jan/Feb: Courage, Humility Mar/Apr: Progress, Leadership	Rating is above 3 The record/chart will be posted on board on ground floor -Rating is above 3.5 and 90% students had joined the nomination and election	Teacher evaluation Nominees' sharing will be posted on board on G/F	Whole year	CNC MCEC MCEC	1500

	Objective 2: Students can learn the qualities of servant leaders through various platforms .					
	Strategy 1: Students can learn how to serve others through different platforms					
Target	Strategies	Success criteria	Methods of Evaluation	Time scale	People in Charge	Resources
Students	<p>1. Everyone has at least one serving post (人人有工開)</p> <p>1.1 Class level</p> <p>1.2 School level</p> <ul style="list-style-type: none"> -Central recruitment -Helpers in House <p>2. Leaders in campus (學生 CEO)</p> <p>2.1 Empower the role of class prefects</p> <ul style="list-style-type: none"> -Keep discipline in class <p>2.2 School assembly & Morning assembly</p> <ul style="list-style-type: none"> -Discipline -MC & participation 	<p>Every student can have at least one serving post</p> <p>Rating is above 3.0</p> <p>Prefects keep the discipline In the school assemblies The MCs are played by students in over half of the program</p>	<p>Statistical information</p> <p>Teachers' report</p> <p>Teachers' report</p>	<p>Sept & Oct</p> <p>Whole year</p> <p>Whole year</p>	<p>PDC +SD</p> <p>CNC</p> <p>CNC and Responsible teachers</p>	<p>900</p>

	Objective 3: Students can actualize their potentials through organizing innovative activities and participating different activities .					
	Strategy: To Provide different rituals and platforms for students to organize activities and teachers play as mentors or advisors only					
Target	Strategies	Success criteria	Methods of Evaluation	Time scale	People in Charge	Resources
Students	<p>1. Election of SU -They can draft annual plan their own and organize activities for students</p> <p>2. New House system Four houses: Matthew , Mark, Luke, John -Design the activities by themselves and cooperate with other societies .</p> <p>3. Talent pool -Nominate more able leaders to join outside activities</p>	<p>-A rating system has been set up to evaluate the effectiveness of the SU and Four house programs and activities during the self-evaluation meeting.</p> <p>-Set up a data base for recording whole school students' talents</p> <p>-Join outside Interschool Nomination of awards</p>	<p>Students set the evaluation method by themselves</p> <p>IT system</p>	<p>Whole year</p> <p>Whole year</p> <p>Whole year</p>	<p>PDC</p> <p>PDC+SD</p>	<p>Refer to SU Budget</p> <p>1600</p>

6. Evaluation

Teachers, social workers of leadership training and students will be involved in the evaluation.

(Refer to 4 Strategies and implementation)

5. Year plan

Event	Timeline												Responsible Parties/ Teacher
	Sept 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16	Mar 16	Apr 16	May 16	Jun 16	July 16	Aug 16	
Central Recruitment	1 st Term Whole school				2 nd Term								*WYW, LHF, TAs , SD heads
Election of Student Union, Houses	Enrolment & Election		School activities organized by 1516 Student Union & Houses								Recruitment of Leaders		WYW, PDC, TAs
Orientation programs	Individual Caring											O' Day	SD head, social workers and From teachers
Leadership Training	Recruitment S4 Camp		Leadership training sections in different parties								In-service training		All SD committees L&T and SD
Inter-class Board Competition	✓	✓											YKW and MCEC team
Appreciation Day					✓								YKW and YLT
Fellowship Gospel week(Feb)*	✓	✓	✓	✓	✓	*	✓	✓	✓	✓			SNC team
Star of Canaan Election		✓	✓	✓	✓	✓	✓	✓	✓	✓			MCEC Teachers, students
Parents' Workshops		✓	✓			✓	✓	✓	✓				HSCC &PTA
S2&4 Enrichment Programs		✓				✓	✓	✓	✓				CGC, MCEC, CNC
Career Education	*S6	Interview workshops Local and oversea exp 8/1 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 House leaders									PDC, TAs & responsible teachers

***S6—Mentorship program**

7. Team members

**Student Development Department Head
Character Nurturing Committee**

Wong Yuk Wah (WYW)

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

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Three-year plan – Measures to broaden students’ choices of elective subjects and provision of gifted education programmes for the seventh cohort of NSS students (from the 2015/16 to 2017/18 school years)

The following programmes are adopted with the support of the EDB’s Diversity Learning Grant (DLG):

DLG funded Programme(s)	Strategies and benefits anticipated (e.g. in what way students’ diverse learning needs are catered for)	Name of programme(s) /course(s) and provider(s)	Duration of the programmes /courses	Target students	Estimated no. of students involved in each school year			Evaluation of student learning/ success indicators	Teacher-in-charge
					15/16	16/17	17/18		
Other Programmes	<ul style="list-style-type: none"> - Students will gain an insight into their existing practice of learning from a 2-dimensional approach - width and depth - Students will be able to learn the step-by-step approach to Deep Learning. Through the "process of learning for transfer", students will become able to take what’s learned in one situation and apply it to another. - Students will learn the DEEP Learning Process: <ul style="list-style-type: none"> - Deal With - Decide Actions - Deposit 	S4-S5 Deep Learning Class (中四及中五批判思維訓練班)	2 lessons	Students with good exam/ revision test result	20	30	40	Performance in : <ul style="list-style-type: none"> - Assessment - Games & activities - Discussion and students sharing - Reflective exercise - Quiz and challenge - Take-home assessment 	Edvenue Ltd.