



***CNEC Christian College***  
***(Founded in 1973)***

# **School Plan**

## **(2021-2022)**

# **CNEC Christian College**

## **School Vision & Mission**

### **Our vision:**

We are committed to establishing a school for developing students' character and achieving academic excellence through collaboration.

### **Our school mission is to:**

- provide a holistic education;
- nurture people of excellence; and
- promulgate the Truth and lead students to an abundant life.

# **CNEC Christian College**

## **Annual School Plan**

**(2021-22)**

### **Major Concerns:**

1. Equipping Students to become Active and Self-directed Learners
2. Nurturing students with positive values and education through the development of character strengths

**Major Concern 1: Equipping Students to become Active and Self-directed Learners**

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p><b>Area 1: Creating an active and self-directed learning environment in reading</b></p> <ul style="list-style-type: none"> <li>Teachers conduct book sharing in the DEAR periods</li> <li>Promoting reading across the curriculum in all subjects</li> <li>School Library and Reading Promotion Group launch related reading activities / program e.g. reading scheme and book fair, to raise the borrowing rate of books in School Library.</li> </ul> <p><b>Area 2: Promoting active and self-directed learning through teaching and e-Learning</b></p> <ul style="list-style-type: none"> <li>Enhancing teaching skills of e-learning through professional collaboration, staff development programs and professional sharing among teachers</li> <li>Active and self-directed learning and e-learning strategies have been adopted and evaluated by all teachers</li> <li>Setting clear performance goals for both teaching and learning and devise concrete measures to attain them (assessments)</li> <li>Subject departments conduct focused lesson observations, e.g. peer lesson observation focusing on the pedagogy of conducting active and self-directed learning and / or e-learning</li> <li>Enriching students' learning experiences and skills through active and self-directed learning activities such as goal-setting, note-taking, and self-assessment</li> </ul>	<p>9/21 - 6/22</p>	<ul style="list-style-type: none"> <li>Teachers have shared a book in the DEAR periods.</li> <li>Reading across the curriculum has been done in all subjects.</li> <li>The borrowing rate of books in School Library has raised by 5 % compared with the school year 2018-19 (face-to-face learning mode) or school year 2020-21 (online learning mode).</li> <li>In the Stakeholders' survey, 40% (online learning mode) or 50% (face-to face learning mode) of the students and 60% of the parents agreed that "I / My child often read materials such as leisure reading materials and newspapers outside class."</li> </ul> <ul style="list-style-type: none"> <li>All teachers have joined sharing sessions on e-learning.</li> <li>Teachers have joined the QSIP (CUHK) and tried out self-directed learning strategies, relevant evaluation has been made.</li> <li>Clear performance goals have been set in the teaching progress and evaluated.</li> <li>All subject departments have conducted focused lesson observations.</li> <li>70% of the students have successfully achieved their goal in the goal setting activities launched by Students Development Committee.</li> <li>In the stakeholders' survey,               <ul style="list-style-type: none"> <li>over 55% of the students agreed that "I know how to set learning goals for myself."</li> <li>over 50% of the students, 40% of the teachers and 60% of parents agreed that "I / My students / My child take the initiative to learn."</li> <li>Over 60% of the students agreed that "I often review my learning based on my test/exam results and teachers' comments on my performance in assignments and in class."</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of subject departments</li> <li>Borrowing record of School Library</li> <li>Stakeholders' Survey</li> </ul> <ul style="list-style-type: none"> <li>Evaluation from teachers and subject departments</li> <li>Evaluation with QSIP</li> <li>Stakeholders' Survey</li> <li>Feedback from class teachers and subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>Self-directed learning and e-learning Task Group</li> <li>All teachers</li> <li>School Library</li> </ul> <p>All subject departments</p>	<p>Refer to the plans of the groups concerned</p> <p>Financial resources from CNECCC Education Foundation</p>

**Major Concern 2: Nurturing students with positive values and education through the development of character strengths**

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>Nurturing students with positive values and education through the development of character strengths</li> </ul>	<p>9/21 - 6/22</p>	<ul style="list-style-type: none"> <li>Students can identify their own character strengths through the completion of VIA survey in Religious Education lessons.</li> <li>70% of the F.1 and F.2 students can develop growth mindset through stamp collection programme.</li> <li>Action Groups, Task Group, Uniform Teams, etc. instilled the concept of specific character strengths in their activities.</li> <li>More subject panels other than Chinese language, English and Religious Education have instilled the concept of some character strengths in their teaching.</li> <li>Specific character strengths are selected by the school and the importance of them is instilled through messages in morning assemblies and class teacher's period.</li> <li>70% of the junior form students agreed that they can use their character strengths to face challenges and set their goals.</li> <li>Talks or workshops on positive education and development of character strengths are organized for teachers, parents and students.</li> <li>70% of the teachers and parents agreed that junior form students can use their character strengths to face challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers, students and parents</li> <li>Conduct surveys of teachers and students</li> <li>Report in the Annual Review</li> </ul>	<ul style="list-style-type: none"> <li>YSY and all teachers</li> <li>Student Development Committee, Action Groups, Task Groups and subject panels concerned</li> </ul>	<p>Refer to the plans of the groups concerned</p>