



CNEC Christian College
(Founded in 1973)

School Plan

(2022-2023)

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

(2022-23)

Major Concerns:

1. Nurturing students to be self-directed learners and catering for their diverse learning needs
2. Promoting positive values education and good mental health to help students live a purposeful life

Major Concern 1: Nurturing students to be self-directed learners and catering for their diverse learning needs

Focus 1: To help students learn more effectively by revising school time-table and refining the curriculum					
Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. To bloom students' all-rounded development, the school time-table is revised from 5 days plan to 6-day cycle calendar					
1.1 STEM Education are formally implemented into the school time-table for F.1 and F2 students	9/22 - 8/23	<ul style="list-style-type: none"> One project portfolio (Engineering Notebook) would be prepared by students as an accumulation of progress of work in different stages for F.1 STEM Education Students can develop creativity, collaboration skill, problem solving skill and presentation skill 	<ul style="list-style-type: none"> Teachers' Involvement Observation on students' performance in the lesson by the subject teachers Project portfolios of students Reports from the subject department 	<ul style="list-style-type: none"> Academic Committee Subject Departments Student Learning Support Coordinator All teachers 	<ul style="list-style-type: none"> Student Activities Support Grant Capacity Enhancement Grant Teacher Relief Grant to employ teaching assistants Life-wide learning Grant
1.2 One music period is formally implemented into the school time-table for all forms of students	9/22 - 8/23	<ul style="list-style-type: none"> Gain enjoyment and satisfaction through participating in music activities One cross-curriculum lesson between Visual Arts and Music is implemented in F1 Music curriculum One cross-curriculum lesson between English and Music is implemented in F.1 Music curriculum 	<ul style="list-style-type: none"> Observation on students' participation in the activities by the subject teachers Feedback from subject teachers and students Reports from subject departments 		
1.3 2 periods of assembly (F.1-F.3 in 7 th and 8 th periods and F.4-F.6 in 4 th and 5 th periods for every Day 3) are implemented into the school time-table	9/22 - 8/23	<ul style="list-style-type: none"> Programmes involve Christianity, National Security Education and Positive Values Education, community services, aesthetic development, career-related sharing, leadership training, English enrichment will be arranged 	<ul style="list-style-type: none"> Positive feedback from teachers and students for revising the school time-table Results of Stakeholder Survey 		
2. Refine the curriculum of all subjects					
2.1 Standardising the format of the teaching progress	9/22 - 8/23	<ul style="list-style-type: none"> Clear aims, objectives and scope of work are stated Teaching and learning objectives of each section are defined with various means of assessment and tasks are adopted Teaching methods/ skills/ public examination main points are provided by the subject teachers 	<ul style="list-style-type: none"> Standardized teaching progresses of all subjects Teaching materials of teachers Teaching methods and skills are adopted in the classroom teaching 	<ul style="list-style-type: none"> Dean of Studies Subject Departments National Security Education Coordinator All teachers 	<ul style="list-style-type: none"> EDB guidelines NSE subject frameworks provided by EDB
2.2 National Security education (NSE) and Values Education are introduced into all subjects	9/22 - 8/23	<ul style="list-style-type: none"> For each subject, National Security Education and Values Education are organically integrated and naturally connected into curriculum Reading materials about National Security education are prepared for students in appropriate sections of the curriculum 	<ul style="list-style-type: none"> National Security education and Values Education are naturally introduced in the teaching of all subjects 		

Focus 2: To improve students' self-directed learning skills through reading and note-taking					
Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Improve students' self-directed learning skills through reading					
1.1 Teachers and students conduct book sharing	9/22 - 8/23	<ul style="list-style-type: none"> 14 teachers and 6 students conduct book sharing during DEAR periods 	<ul style="list-style-type: none"> The book sharing materials in the DEAR period 	<ul style="list-style-type: none"> Self-directed Learning Task Group Subject Departments School Library All teachers 	<ul style="list-style-type: none"> Reading Grant
1.2 Reading schemes within subjects and organised by the school library	9/22 - 8/23	<ul style="list-style-type: none"> Renovating the variety of books in the school library according to the book lists suggested by the subject panel chairmen At least 1 reading scheme is launched by a subject for junior form students and the school library The borrowing rate of books in the School Library has raised by 5% compared with the school year 2021-22 (mixed mode of face-to-face learning and online learning) In the Stakeholders' survey, 70% of students and 60% of parents show their views that "I / My child often read materials such as leisure reading materials and newspapers outside class." 	<ul style="list-style-type: none"> Reports from the subject departments Library book borrowing rate records Records of usage of the school library Results of Stakeholder Survey 		
1.3 Reading/ activities Across the Curriculum (RaC/ AaC) in all subjects	9/22 - 8/23	<ul style="list-style-type: none"> Each subject department has the plan on Reading across Curriculum, including the topics, subjects involved and the levels concerned Two book fairs with specific theme such as STEM or any other cross subjects are arranged to facilitate exposure to quality reading materials 	<ul style="list-style-type: none"> Reports of RaC/ AaC across Curriculum Plans from subject departments Teachers' observation on students' enthusiasm for joining the book fair Feedback from teachers and students 		
2. Improve students' self-directed learning skills through note-taking					
2.1 CUHK-QSIP provides training and services (1) Train up F.1 and F.2 students for their note-taking skills (2) Training services provided to our F.1 and F.2 Chinese, English and Science subjects teachers	9/22 - 8/23	<ul style="list-style-type: none"> Two workshops in training up the note-taking skills of F.1 and F.2 students are arranged in the first term of the academic year <ul style="list-style-type: none"> F.1 workshop: 26/9/2022 F.2 workshop: 3/10/2022 F1 and F2 students are capable of the skills in note-taking according to the guidelines by teachers Students can design their personalized learning method such as pre-lesson study and post-lesson summary-making All teachers have joined the CUHK-QSIP training workshop and tried out the self-directed learning strategies within the lesson 	<ul style="list-style-type: none"> Feedback from subject teachers and students Reports from subject departments Results of survey after the training workshops Evaluation meeting with QSIP coordinators 	<ul style="list-style-type: none"> CUHK-QSIP programme coordinators F.1 and F.2 subject teachers 	<ul style="list-style-type: none"> Financial resources from CNECCC Education Foundation

Focus 3: To cater for students with diverse learning needs and to help them achieve their full academic potential					
Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.1 Professional sharing on catering for students with diverse learning needs	9/22 - 8/23	<ul style="list-style-type: none"> • One seminar is arranged for teachers in enhancing the teaching techniques for students with diverse learning needs • Over 80% of teachers can apply the effective pedagogies introduced to teaching • Teachers can apply the effective teaching methods and public examination main points mentioned in the teaching progresses in the lessons or in designing the assessment tools 	<ul style="list-style-type: none"> • Feedback from teachers • Evaluations of the survey after the seminar • Peer lesson observations • Reports from the subject departments 	<ul style="list-style-type: none"> • Staff Development Coordinator • Academic Committee • Subject Departments • All teachers 	<ul style="list-style-type: none"> • Diversity Learning Grant • Teacher Relief Grant to employ teaching assistants
1.2 Provide various learning support programmes and adopt various means of tasks and assessment to cater for diverse students' learning needs	9/22 - 8/23	<ul style="list-style-type: none"> • Learning support programmes for gifted students and low achievers are provided • Graded exercises are prepared for students. Over 90% of students can handle the exercises which suit their levels • Break down instructions into manageable tasks, especially for low achievers and SENs students • Questioning techniques of teachers are enhanced and in-depth discussion and high-order thinking are incorporated into the reviewed curriculum 	<ul style="list-style-type: none"> • Reports from the subject departments • High attendance rate of the remedial classes • Results of the Stakeholders' Survey • Meetings with HoDs • Interim and year-end feedbacks from teachers and students 	<ul style="list-style-type: none"> • Academic Committee • Head of Subject Departments • All teachers 	
1.3 Strengthen the assessment for learning	9/22 - 8/23	<ul style="list-style-type: none"> • Heads of Departments (HoDs) analyze the assessment results after each test and examination to identify students' strength and weaknesses • Students have a self-evaluation by figuring out the mistakes and seek improvements after tests and examinations • Students' efforts are appreciated by an achievable reward scheme 	<ul style="list-style-type: none"> • Evaluation of the reports from subject departments • Meetings with HoDs 	<ul style="list-style-type: none"> • Academic Committee • Head of Subject Departments • All teachers 	

Major Concern 2: Promoting positive values education and good mental health to help students live a purposeful life

Area 1: To Nurture students with Positive Values Education					
Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.1 Elements of positive Values have been instilled in all subjects.	9/22 - 8/23	<ul style="list-style-type: none"> The elements of positive values education have been included all subjects and have been shown in the teaching progress. 	<ul style="list-style-type: none"> Reports from the subject departments. 	<ul style="list-style-type: none"> Subject Departments All teachers 	<ul style="list-style-type: none"> School fund for subject teaching Life-wide learning Grant
1.2 Promote positive values through whole-school activities and program.	9/22 - 8/23	<ul style="list-style-type: none"> Whole-school activities and programs organized by action groups or task groups to promote positive Values education. 	<ul style="list-style-type: none"> Observation on students' participation in the activities by the teachers. Feedback from teachers and students Reports from the groups concerned. 	<ul style="list-style-type: none"> Counselling AG (TYH,CHY,HKK) Moral and Civic Education TG (YSY,CCS,CYLc) 	
1.3 Promote "Law abidingness" through Discipline Week.	10/22	<ul style="list-style-type: none"> Students are willing to abide by the law and regulations Teachers are equipped by the training on Discipling students with love. 	<ul style="list-style-type: none"> Questionnaire to collect feedback from students and teachers 	<ul style="list-style-type: none"> Discipline AG (WKF,YLF) 	<ul style="list-style-type: none"> School fund for Action groups
1.4 To promote Chinese culture and national identity	9/22 - 8/23	<ul style="list-style-type: none"> Students' recognition of national identity is uplifted. 	<ul style="list-style-type: none"> The result in the APASO Survey 	<ul style="list-style-type: none"> Moral and Civic Education TG (YSY,CCS,CYLc) Chinese Department (YSY,CTM,HYP) Chinese History Department (HPS) Citizenship and Social Development Department (CKF) 	<ul style="list-style-type: none"> School fund for subject teaching Life-wide learning Grant
1.5 Create more opportunities for students to serve others and the community.	9/22 - 8/23	<ul style="list-style-type: none"> 40 % of the Junior form and 25% of the Senior form students have taken part in voluntary service. 	<ul style="list-style-type: none"> Feedback from teachers and students Reports from the groups concerned. 	<ul style="list-style-type: none"> Moral and Civic Education TG (YSY,CCS) Co-curricular Activities AG (CTM,TCW) Community Service (CL,CWL,OWS) 	<ul style="list-style-type: none"> School fund for subject teaching Life-wide learning Grant
1.6 Equipped class teachers with professional knowledge and enhance the effectiveness of classroom management.	9/22 - 8/23	<ul style="list-style-type: none"> Teachers feel more confident in classroom management and harmonious relationship with students is developed. 	<ul style="list-style-type: none"> Feedback from teachers and students 	<ul style="list-style-type: none"> Discipline AG: WKF YLF Moral and Civic Education TG (YSY,CCS) 	<ul style="list-style-type: none"> The Budget of the group or subjects concerned Life-wide learning Grant

Area 2: Promoting physical health and mental health by developing good habits and peer support.					
Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.1 Talks on developing healthy habits will be held to promote physical health and mental Health. 2.2 Activity of promoting physical ability will be held by P.E department	9/22 - 8/23	<ul style="list-style-type: none"> Students' awareness of the significant of their physical health is aroused. The physical fitness of students is uplifted. 	<ul style="list-style-type: none"> Collect feedback from students The result of the Stakeholder survey and the APASO Test for physical fitness 	<ul style="list-style-type: none"> Healthy Campus (TKH,LCW,KCM) Counselling AG (TYH,CHY,HMK) P. E. Department (CSY,KCM) 	<ul style="list-style-type: none"> School fund for activity Life-wide learning Grant
2.3 Arrange talks on promotion of mental health for teachers, students, and parents.	9/22 - 8/23	<ul style="list-style-type: none"> The awareness of the significant of their own mental health is aroused. The score of negative emotions is lowered and the score of self-concept is uplifted. 	<ul style="list-style-type: none"> Questionnaire to collect feedback from teachers, parents, and students 	<ul style="list-style-type: none"> Staff Development AG (SMY,EC) Parent Education (SKH) Moral and Civic Education TG (YSY,CCS) Counselling AG (TYH,CHY,HMK) 	<ul style="list-style-type: none"> School fund for activity Life-wide learning Grant
2.4 Organize Drugs preventive week to promote healthy lifestyle.	11/22	<ul style="list-style-type: none"> Students' awareness of the significant of their physical health is aroused. The physical fitness of students is uplifted. 	<ul style="list-style-type: none"> Collect feedback from students 	<ul style="list-style-type: none"> Healthy Campus (TKH,LCW,KCM) 	<ul style="list-style-type: none"> Life-wide learning Grant
2.5 Different schemes on peer support will be organized to promote peer support. (1) Gatekeeper- student ambassadors (2) Pupil Ambassadors Scheme on Positive Living (PUAS) (3) Student ambassadors for facing adversity	9/22 - 8/23	<ul style="list-style-type: none"> The score of negative emotions is lowered and the score of self-concept is uplifted. Students are more willing to share with others and ask for help when they are in need. 	<ul style="list-style-type: none"> The result of APASO 	<ul style="list-style-type: none"> Healthy Campus (TKH,LCW,KCM) Moral and Civic Education TG (YSY,CCS) Counselling AG (TYH,CHY,HMK) 	<ul style="list-style-type: none"> Life-wide learning Grant
2.6 Organise thanksgiving activity to nurture grateful attitude	9/22 - 8/23	<ul style="list-style-type: none"> Positive feedback from teachers and students for the assembly of moral education Students are willing to practice thanksgiving by writing record of gratitude. 		<ul style="list-style-type: none"> Religious AG (HPS) Moral and Civic Education TG (YSY,CCS,CYLc) Religious Education Department (NKY) 	<ul style="list-style-type: none"> The Budget of the group or subjects concerned Life-wide learning Grant