ECF Saint Too Canaan College

2015-2016

School Annual Report

ECF Saint Too Canaan College

I. Our School

1. School Mission

1.1 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.

1.2 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, social ability, 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, serve 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 relationship 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."

1.3 Introduction

ECF Saint Too Canaan College, a Christian co-educational secondary school joining DSS, commenced operation in September 2003, with the aim of providing quality Christian education for students.

With a millennium school campus in Kwun Tong, our school provides a good learning environment with comprehensive facilities for our students, which include 30 classrooms, 4 laboratories, 2 computer rooms, 6 special rooms, library, English Corner, health centre, 2 basketball courts and 1 football court.

Moreover, our school has set up a Campus TV Studio in order to provide a platform for students to develop their oral training and creativity.

1.4 School Management

SMC members for school year 2015-2016:

Mr. Chen Dzu Biao, James (Supervisor)

Dr. Chan Ching Hai, Charles (Deputy Supervisor)

Dr. Lau Siu Ying, Patrick

Mr. Lee Yu Wai, Wilson

Dr. Leung Kam Bor, Sherman Rev. Siu Wai Chu

Dr. Yao Kin Hing, Paul (Joined in March 2016)

Mr. Yim Yu Chau, Stephen

Rev. Yiu Hing Sang

Dr. Li Pak Hung, Stephen (School Principal)

Mr. Chang, Ian Peter (Teacher Representative)

Mr. Chan Kwok Ho, Kenny (Parent Representative) (Joined in Dec 2015)

Mr. Sham Kui Man (Parent Representative) (Left in Dec 2015)

Rev. Yu Kwok Hung (Left in Dec 2015)

1.5 Number of Active School Days

Number of school days in school calendar   : 191

Number of school days with regular classes   : 148

1.6 Lesson Time for the 8 Key Learning Areas

	Percentage (%)
Chinese Language Education	16
English Language Education	16
Mathematics Education	14
Science Education	11
Technology Education	7
Personal, Social and Humanities Education	21
Arts Education	8
Physical Education	5

1.7 Our Students

Class Organization

	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	4	4	4	4	4	4	24
No. of Students	133	130	126	144	130	117	780

1.8 Our Teachers

Teaching Experience

	Percentage (%)
0-4 years	11%
5-9 years	32%
10 years or above	57%

II. Achievement and Reflection on 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 global understanding.

Overview of the year

The academic year of 2015/16 is another year of substantive improvement in the the targeted areas of concern.

The first part is about building up among students a culture and habit of self-directed learning. This includes a wide scale of promotion of reading among students. The programmes were widely accepted by different forms of students.

Apart from that, In S1 level, the school advocated a programme of "No one be left behind". These new entrants of secondary school were given a second of re-taking their test or examinations if they were not able to attain results at certain satisfactory level. Special assistance was given to these students through teachers, alumni who were studying in universities and senior form students. The programme was heralded as a success. Average passing rate at S1 was substantively raised. The programme would eventually be extended to other form levels.

The second major objective in the year is to focus on the Career Education. The scope of career education in this school extends from the realm of providing information of further studies, to a full range of service that includes life education lessons in class time for students to understand more about themselves, job market information and work experience. The whole learning climate of the school was elevated by students having a picture of their own future mind and also the ways that they can reach there.

This school also received support from a prominent 5 year project with the name of CLAP (Career and Life Adventure Project) organized by the Chinese University of Hong Kong and

funded by the HK Jockey Club Charity Fund. This school was selected as one of the 5 pilot schools. This school was chosen because of its successful track record in the aspect of education. The philosophy, scope and practice of career education in this school may rank among on the best of Hong Kong.

The third objective is leadership training. One innovation in this year is the creation of the Four House system. In the past, student activities were basically divided into different forms, such as S1 as a house and so on. According to the new House system, all students were divided into 4 groups equally from S1 to S6. Students in the senior levels would therefore be leaders leading their younger brothers and sisters in academic, sports and leisure time. Students responded very positively. Leaders emerged and experience of good practices were handed on.

In late October 2015, an External School Review was conducted by a professional group of the Education Bureau. The report pin-pointed various areas of marked improvement of this school, compared to the last Comprehensive Review in 2008, including school culture, student behavior, and teaching effectiveness. Document can be located in EDB website.

III. Learning and Teaching Department

Evaluation of the overall level of achievement on the aims

1.1 Evaluation on Strategies and implementation

Enhance students to be an active learner through lessons and activities.
a. To provide clear learning targets and alignment of learning targets with assessments.
b. To cater learning diversity and help students with different abilities to be active learners in the lesson.
c. To initiate students to organize more different knowledge-based actives.

1.1 a. The success criteria was completely achieved. All teachers had tried to set and use clear learning targets in every lesson and refine lesson design by applying FIP to enhance student learning. Teachers started to design formative assessments (FIP) and the assessment is aligned with the targets in many subjects.

1.1 b. The success criteria was met. As reported and appreciated by External School Review Report, this area was done well. L&T provided continuous teachers' professional development and teachers' training sessions on how to cater learning diversity. Different KLAs, such as Math, PSH, LS and Science, were involved to refine graded worksheets and include questions with high-order thinking. To encourage and assist students' learning, hints and bonus marks were also provided for challenging questions in tests and examinations. During lessons, group setting was completed on the basis of learning ability. More students were willing to answer

different types of questions and participate in group work. Implied students were more willing to participate actively in the lesson. Generally, teachers attempted to adjust the content in different ways according to students' different abilities. From the L&T panel heads survey which showed that 78% agreed that teachers can cater learning diversity to help students, however, we need more other strategies for upgrading their assessment.

1.1c. The success criteria was achieved through different ESD days activities and KLA activities. From the ESD evaluation, about 86% agreed it's a way to promote and develop English environment on campus. KLA society heads and committee members went through brain-storming process under teachers' supervision. With these brain-storming processes, subject related issues were demonstrated in different activities, such as Math with "Pi" as the theme, LS activities related to globalization and Economics activities in "demand and supply" concept. In addition, Science tried different interesting experiments that students have learnt. In order to help students to apply the business concepts, Technology department organized a competition on the operation of food stall, requiring student to start with proposal, plan advertising campaign, design how to operate the food stalls and earn profit. Students were well-trained to have initiative to organize the activities.

However, it is suggested to enhance deep learning among the activities. More reflection and evaluation of activities should be encouraged.

1.2 Create channels and enhance students' confidence to communicate in English and Putonghua around the campus
a. To provide more environment for students to communicate freely around the campus in both Putonghua and English.
b. To organize activities in English or Putonghua.

1.2.a&b The success criteria was partly achieved through creating channels, including the morning assemblies, Friday assemblies and students' announcements. Most of students were willing to communicate in English, especially those junior form students. They were confident to speak inside and outside classrooms when they communicate with teachers and schoolmates. This achievement can be demonstrated in LPC committee survey showed 80% students have no difficulty in understanding and speaking English especially S1.

However, for speaking Putonghua, it was not fully achieved. During the year,

there was not enough opportunities for students to speak in Putonghua, except for one activity organized by the Chinese department.

In order to align with the school's major concerns, it is suggested to organize more student-led activities or assemblies in Putonghua.

1.3 Help students to develop a mindset of career planning through curriculum mapping and lessons.

a. To incorporate more career planning concept in the curriculum and lesson delivery by subject teachers.

b. To train students to relate their interests and academic results with career path planning in junior forms.

1.3a The success criteria was mostly achieved through curriculum design in some subjects, such as LE/ME/BK.   Teachers tried to incorporate exploring interest and future path into the curriculum and invite external organizations to introduce some programmes as well. To further align with this major concern, "Dream-building in Canaan" programme was organized in collaboration with CGC.   Those students with potentials in mathematics, physics and VA were selected to join the programme in order to help them to explore more about how subject content can be applied to their future career.   At the end of the programme, some students expressed that they would like to set engineer or architect as their future career goals.

1.3 b As CGC provided more information in S3 for the subject selection, students could better understand the relationship between interests and career planning. A cross department competition " 中三選科之後 " organized by CGC and Chinese department could help students to be more familiar with their career exposure after a series of talks and seminars.

To better equip our junior students, it is suggested that more career games/talks can be provided for S1-S2 students to broaden their horizons in different job natures / requirements and encourage them to develop more interests and get better results.

It's not easy to get all KLAs and subjects involved in curriculum plan to deliver career education. This year, about 35% KLA involved in lesson or activities to widen students' mindset with career education in both formal and informal curriculum.

2.   Evaluation on Learning and teaching policy programme

2.1 Form Level

Form	Program
S1	● "No one lag behind" program

	● Critical thinking skills and writing skills ● Make-up exam summer tutorial
S2	● Critical thinking skills and writing skills ● Make-up exam summer tutorial
S3	● Critical thinking skills and writing skills
S4	● Deep-learning skills ● Oasis –subject tutorials
S5	● Deep-learning skills ● Oasis –subject tutorials ● Subject counselling / Monday—study time/Wednesday drilling
S6	● Subject counselling / Monday—study time/Wednesday drilling ● Oasis –subject tutorials

It is believed that regular drilling and practice was good for senior form students to consolidate what they have learnt. For junior form program, it is suggested to review how to improve students' weak areas after result performance meetings. Ongoing and regular review is considered to be more effective to meet students' needs.

2.2 School Level

	Type of program
For teachers (teaching)	● To enhance more teaching strategies, learning diversity training and teachers' sharing on IT in education, "Think & share" two-day workshop were organized for teachers catch up with new teaching methodologies. ● More lesson observations and sharing with UCCK were conducted for Maths/English/LS/PSH. Inter-school sharing on curriculum design and assessment methods can enhance and increase teaching effectiveness.
For students (learning)	● New programme "Inviting Campus" – 迦南講場/ hymn sharing/ book sharing were held in the 2nd term. Students were invited to prepare for more discussions on current issues and voice their opinions. Students were also encourage to participate in book sharing and spiritual sharing with schoolmates. For the hidden-curriculum happened earlier during Monday, Wednesday and Friday morning. Among the three programmes, 迦南講場" was most welcome by junior students. ● It is suggested that teachers can provide more guidance for students' preparation before they are on the stage. It also provides a good incentive to learn about the issues and build more confidence to speak in public. ● "Community based project" was organized to provide subject tutorials and different outing programmes to students with

| | financial needs. Instead of focusing only on tutorials, it allows students to widen their horizons. |
| | • Different policies have been adopted to help students to establish good homework submission habit, including tutorials in self-study center, S1 HW detention class, Tuesday detention class, holiday detention class and L&T summer programme for HW. However, based on students' survey, improvements can be seen in students' learning habit, though this objective is only partially achieved. The survey reflects that these policies are punishments rather than corrective behaviours. Teachers also reflect that the policies are considered to be lenient to students. After discussing in the staff meetings and collecting teachers' opinion, these policies will be refined in the coming academic year. |

2.3 Evaluate reading atmosphere in the campus

Visual reading, such as board display, mobile library, fixed book corner on each floor and bookshelves in the public areas, were effective to attract students to read everywhere in the campus. However, the books and magazines can be more updated. Library organized book exhibitions in collaboration with different KLAs and functional groups. It provides a good opportunity to bridge the connections between the library and different departments/teams. It is suggested that more KLA based reading books can be provided. The reading lessons in S1-2 were well organized in a way that different elements, including book sharing, reading in STCC, reading outside school, visiting UST, visiting central library and visiting Eslite, were incorporated. From the students' survey, it is believed that these different types of activities can arouse students' interests in reading. However, as mentioned in ESR report, reading lessons might duplicate with reading time. Therefore, S2 reading lesson is suggested to be taken out in the coming academic year.

It is suggested to post more reading posters. To further encourage reading, reading should start from teachers as a role model. More interesting programmes and themes can be explored for the coming reading week.

3. Suggestion on overall learning and teaching policies

    3.1   Measures to follow up repeaters/new students/SEN/NCS

    A programme was conducted in the past to follow up with newly arrived students. The school has to brief repeaters about our expectations in the beginning of the school term. Repeaters' data should be reviewed regularly and more encouragement should be made before exam to those repeaters with significant improvements to drive them to do better in the final exam.   L&T core have to remind those new students with possibility to repeat in the 2nd term so that they have psychological readiness. In the future, SEN students will be taken out during Homework time to attend special training and tutorials organized by professionals (to be arranged by CNC, counselling) and special allowance will be given to them in Homework aspects. The possibility to have more Chinese practice and special care for NCS students will be explored in 2016-17 and 2017-18 respectively.

    3.2   Measures for Homework detention class

    It is advised that students should be responsible for their learning, including homework submission.   Subject teachers are responsible for requesting students to submit homework on time. To further refine the homework detention system, it is suggested to cancel "one-day allowance" for the homework detention class.   Those students with 2 items outstanding on a particular day are required to attend after-school detention class in class/form basis that day (from Monday to Thursday).

    3.3   Keep closely on senior form students' learning performance

    Study time on Monday and drilling on Wednesday provide good opportunity to push students to learn in S5-S6.   More different interventions, such as subject counselling for small target group, will be arranged to help students to catch up.

    3.4   Enhancing teaching methodology

    Learning targets and assessment methods will continue to be implemented in the coming year. To further enhance teaching effectiveness, the new projects "IT in education" and "Think and Share" will be explored by a few colleagues who have interested in it.   Two sharing sessions on teaching will be carried out to promote professional exchange and share other departments' good outcomes.

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)*,

                                      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 in the form (form leader)

        S1   Lee Ka Ming (LKM)

        S2   Yau Lok Ting (YLT),

                                      Hung Ming Sum (HMS)

        S3   Lee Yin Fong (LYY)

        S4   Kong Suet Ha (KSH)

        S5   Lau Chun Por (LCP)

        S6   Tsui Chiu Mui (TCM)

IV. Student Development Department

1. Objectives

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

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

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

2. Evaluation

2.1 Objective 1

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

2.1.1 Strategies and implementation

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

2.1.2 Objective and subjective means, measurable set in the 2015-16 Annual plan.

Overall results: about 43% teachers are satisfied in this aim (Level 3)

About 43% teachers are very satisfied in this aim.(Level 4)

(From teachers' survey.Rate:1-4, 1 least satisfactory , 4 most satisfactory)

The overall result is satisfactory.

2.1.2.1 **Mass Programs**

a) School assembly

-CGC School Assembly (S1-S6 x 1, S1-S5 x 1, S6 x 3, S3 x 2, S4-S5 x 1 = 8 times)

- 90% students agreed that the assemblies were successful . The form level of career education can match different students' needs.

b) Programs for junior forms

-S2 Enrichment program : Over 70% agreed the program was useful and meaningful.

-S3 students programs: LE lessons and different programs were designed for them to make connection to NSS Course selections.

-Over 90% felt satisfactory .

c) <u>Programs for senior forms:</u> Over 70% students agreed that the Life journey program is useful and meaningful. The other program of visiting university was cancelled because of the clash of time of different programs.The program will be conducted when the students promote to S5.

2.1.2.2 Workshops

a) Organize work-related experience program to enrich students' understanding of work. The result is satisfactory and meet the success criteria.

2.1.2.3 **Personal guidance**

a) Individual and group counseling : Four counseling groups were carried by teachers and Shue Yan students.85% agreed that the groups are very meaningful.

b) Mentorship program: 25 old students became mentors and shared their experience with S6 students. 85% students indicated that it was useful and helpful to them.

2.2 Objective 2

<u>Students can learn the qualities of servant leaders through various platforms .</u>

2.2.1 Strategies and implementation

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

2.2.2 Objective and subjective means, measurable set in the 2015-16 Annual plan.

Overall results: 72.4% teachers are satisfied in this aim (Level 3)

10%   teachers are very satisfied in this aim (level 4)

(From teachers' survey.Rate:1-4, 1 least satisfactory , 4 most satisfactory)

The overall result is satisfactory.

2.2.2.1 <u>Mass programs</u>

a) <u>School assembly</u>: Three assemblies of value education were held and the result was satisfactory. The rate is 4.2 (>3.5-annual plan). The speakers can set the old models for students.

b) <u>Morning assembly</u>: 100% Students read the school announcement .About 80% of the responsible persons of Campus TV were students and student leaders. They also lead the prayers. They showed more confidence at stage.

c) <u>Student fellowship:</u> 60% of Christian Ministry team members served in assemblies and Gospel week.

2.2.2.2 <u>Developmental programs</u>

a) P.A.T.H program, Big brothers and Big sisters and prefects: Leadership training programs have been successfully completed . They can learn communication, interpersonal and conflict resolving skills.

b) Organic farming: 13 students were recruited as organic farmers this year. The attendance rate is 90% (>80% in annual plan).They learn caring and patience during the process.

c) Enrichment program:

   -S2: Wall climbing & and Action Love(社區關懷行動) &

    S4:Life experiential program & Poverty caring program

   -The rating is 4(>3.5 in annual plan). Students learn caring, empathy and patience during the program.

2.2.2.3 Awards

  a) Inter-class board competition and 5S practice competition :

   It was held in Sept and Oct. All classes should join. The theme is

   Shine the light:心.照. The rating is 4.73 (>3 in annual plan).

   The board design can promote the school major concerns and enhance the character nurturing in leadership.

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  b) Class discipline competition and punctuality award: The rating is 4 .

   The record/chart were posted on board on ground floor each month.

   A self-discipline culture can gradually promoted in different form. But the rating is 2.8 in classroom cleanliness. Much effort should be put in this area.

  c) Star of Canaan: Different qualities of leaders were promoted through the award scheme of Star of Canaan. (Self-discipline, Attentiveness, Humility, Courage, Progress, Leadership) . The rating is 4.8(>3.5 in annual plan) .

Strategy 2: Students can learn how to serve others through different platforms

2.2.2.4 Serving leaders in campus: Everyone has at least one serving post (人人 有工開)

   Students should take at least one post in class level or school level.

   Students served as MC in different platforms and class prefects could keep the discipline in class , morning and school assembly. The success criteria is met.

2.3 Objective 3:

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

2.3.1 Strategies and implementation

To Provide different rituals and platforms for students to organize activities and teachers play as mentors or advisors only

2.3.2 Objective and subjective means, measurable set in the 2015-16 Annual plan.

Overall results: 58.6% teachers are satisfied in this aim (Level 3)

20% teachers are very satisfied in this aim (level 4)

(From teachers' survey.Rate:1-4, 1 least satisfactory , 4 most satisfactory)

The overall result is satisfactory.

2.3.2.1 Election of SU: This year, only one cabinet joined the election and it won the presidency by more than 50% of total votes. They led the New four houses and designed their annual plan and games for four houses competition. The rating is 4.37. They organized innovative activities and mobilized whole school students to join and the outcome was successful.

2.3.2.2 Whole-person development and talent pool: Students can input their service post and activities into the IT system. The talent pool IT system is ready for the coming year. Students can be more proactive to plan their activities and service for potential development.

3. Conclusion and Recommendation

3.1 According to the SD survey, we found that the results of all objectives are satisfactory especially objective one. It shows that the external resources of CLAP project can enhance our whole school approach on career education which becomes more and more important in student development in their secondary school life.

The other areas of Student Development got a satisfactory result, especially in the support on students' growth (86.2%: level 3,13.8% :level 4), Parent and school cooperation (65.5% :level 3 and 24%level 4) and MCEC programs (75.8%: level 3,6.8%:level 4). The students' discipline keeps improving in this year. We release the policy that they can eat in classrooms and corridor. Students are more self-disciplined and more aware of their

cleanliness. But the result of coordination of activities is not satisfactory (37.9%: level 2, 44.8% level 3,13.8%:level 4). We hope that we can have a good planning and a better coordination of different activities in the coming year.

3.2 In the coming year, we will put more focus on the following areas.
  3.2.1 Consolidation of whole school career education

Base on the good practices and external support from EDB and CLAP Project, school-based career education will still be our main concern in the coming year. Our strong team of CGC and the professional help from "CLAP", more trainings will be provided for our teachers , students and parents. Since we build a good network and relationship with our alumni, more resources will be put on mentorship program which helps students to develop the mind-set of career planning . In addition that, More cooperation and collaboration with other departments will be another focus in the coming years. Through the whole school-based career education , students can discover their interests, strengths and career aspirations. It promotes their sense of direction and their motivation in learning. As a result , they can actualize their dreams in future.

  3.2.2 Develop self-confident servant leaders
From the stakeholder's survey and APASO , we found that our students still lack of self-confidence in learning and in their self-images. Some students may have negative emotional effect in their school life. We believe that self-confidence comes from self-efficacy which can be learned from different models, successful experience and positive reinforcement.
In the coming year, Four House system can attract more leaders . Students can learn different models from house activities This vertical structure can provide more platforms for junior form students to learn different skills and leadership traits from senior form students. They can build up their confidence through organizing and participating
activities .Moreover, start from next year, all students should input their activities, services and different talents through IT system. The whole-person development record can enhance their self-esteem. More confident servant leaders can be developed and they can transfer their confidence in their learning and in their social life.

  3.2.3 Promoting initiative and incursive culture
We believe that to bring up a self-disciplined child is based on "trust". According to ESR report , we can empower our students and train them to solve problem by themselves . More channels and platforms can be provided to involve school

leaders to discuss school policies. Once they own their school life , they will be more initiative in different aspects of life.

Besides, as number of cases of SEN keeps increasing , the promotion of incursive culture is still important in our school .External resources such as three-day part-time social workers will be provided and more support will be explored for SEN students and teachers. .

V. Student Performance

1. Students' academic performance

1.1 Public exam Result HKDSE in 2016 : Percentage of students who achieve the minimum entrance requirements for local degree courses: 16.8%.

1.2 The local degree basic entrance requirement is 3322. Our school students achieve 24% which is below HK level 34%.

1.3 The School is not satisfied with our students' performance even though this batch students intake is quite low. School put much effort to take care in every aspects of their school life. It proves the School's emphasis on individual care and strive for excellence for each individual student. Learning in and out of School is seen as a coherent whole. Academic performance of our DSE shows an improving result in this school year. And non-academic achievements are good and our students succeed as leaders, or leaders-to be, in different aspects.

Judging from the figures of student performance in external public examination, DSE and TSA, the performance of students has been improving. Our students have higher passing rate than HK level in English, Chinese History. And number of students who obtain with 5* and 5 are increasing compared with past few years especially in Chinese and Chinese History. Student with highest

The scores of our students in the Territory-wide System Assessment (TSA) are found to be consistently higher than corresponding territory means in the English language and Math. Only Chinese language are slightly below the standard.

2. Students' non academic performance:

2.1 Students' Award summary (2014-16) [External Award]

Award title	Class	Student Name	Category of Award
Chinese			
(1) 第四屆全港學界微型小說創作比賽	三誠	何嘉駿	嘉許狀
(2) 第 67 屆香港學校朗誦節	四誠	甘家瑜	季軍 (二人朗誦(粵))
	四誠	蔡曉晴	季軍 (二人朗誦(粵))
	一誠	羅棣錕	季軍 (男子詩詞獨誦(普))
	五信	葉金琳	季軍 (女子詩詞獨誦(粵))
	五望	方琬晴	季軍 (女子散文獨誦(粵))
(3) 第三屆觀塘區聯校辯論比賽複賽	四誠	沈翹	最佳辯論員
(4) 第十五屆基本法盃初賽	五信	戴德恩	最佳辯論員
(5) 星島第三十一屆全港校際辯論比賽初賽	五信	戴德恩	最佳交互答問
English			
(1) 67th HongKong Schools Speech Festival (Eng Speech)	1Love	Wang Vanessa Bao Ting	Champion (S.1 Solo Prose Reading)
	4 Hope	Yu Sum Wai	2nd Runner-up (S.4 Solo Prose Reading)
Mathematics			
(1) Hong Kong Mathematical Olympiad	4Love	Xie Zi Jun	Champion
	3Honesty	Tam Lok Ching	1st Runner-up

		Enoch	
	3Honesty	Chau Ho Hong	2nd Runner-up
	3Honesty	Ho Ka Chun	2nd Runner-up
Technology			
(1) The Boys & Girls Club Association of HK - Mission Well	4Faith	Tong Leo	Junior Financial Secretary (Champion)
	4Honesty	Chan Hei Long	Junior Financial Secretary (Champion)
A&P			
(1) 香海正覺蓮社佛教正覺中學第十三屆陸運會- 4x100 友校接力賽	5Love	Ngan Chi Chung	2nd Runner-up
	5Love	Leung Tsz Long	2nd Runner-up
	5Honesty	Ma Nok Yin	2nd Runner-up
	5Hope	Ho Chun Lok	2nd Runner-up
	5Honesty	Wong Ho Wing	2nd Runner-up
	5Honesty	Hui Leung Sze	2nd Runner-up
	5Faith	Yu Hoi Ting Katy	2nd Runner-up
	4Honesty	Nip Hiu Lam	2nd Runner-up
(2) Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary School and Primary School Invitation Inter-school relay competition - 4x100m	4Honesty	Tam Siu Yu	2nd Runner-up
	4Honesty	Tang Ho Chung	2nd Runner-up
	4Faith	Hui Yat Nok Bosco	2nd Runner-up

	3Honesty	Lui Kin Lok	2nd Runner-up
(3) HKSSF Swimming Competition			
- Girls A Grade 50m Free Style	5Faith	Kwok Ching Man	Champion
- Boys B Grade 4x50m Free Style Relay	4Love	Cheung Siu Wo Ron	Champion
- Boys B Grade 4x50m Free Style Relay	4Love	Pun Pak Sum	Champion
- Boys B Grade 4x50m Free Style Relay	3Faith	Hui Chun Hei	Champion
- Boys B Grade 4x50m Free Style Relay	4Faith	Woo Nok Hang	Champion
- Girls A Grade 100m Free Style	5Faith	Kwok Ching Man	1st Runner-up
- Boys B Grade 200m Individual Medley	4Love	Cheung Siu Wo Ron	2nd Runner-up
- Boys B Grade 50m Free Style	4Love	Cheung Siu Wo Ron	3rd Runner-up
(4) 8th world cheerleading championships 2015	6Faith	So Ching Tsun	3rd Runner-up
(5) 9th Athletic Meeting - school invitation 4x100m relay	4Honesty	Tam Siu Yu	1st Runner-up
	4Honesty	Tang Ho Chung	1st Runner-up
	4Faith	Hui Yat Nok Bosco	1st Runner-up
	3Honesty	Lui Kin Lok	1st Runner-up
(6) WAC Annual Challenge			
100m Hurdle	5Faith	Yu Hoi Ting Katy	1st Runner-up
(7) 2016 年全港技巧體操分齡賽	6Faith	So Ching Tsun	1st Runner-up
(8) HKSSF Athletics Competition			
- 200m	5Faith	Yu Hoi Ting Katy	Champion
- Boys B Grade 4x100m	4Honesty	Tang Ho Chung	1st Runner-up

- Boys B Grade 4x100m	4Honesty	Tam Siu Yu	1st Runner-up
- Boys B Grade 4x100m	4Faith	Hui Yat Nok Bosco	1st Runner-up
- Boys B Grade 4x100m	4Love	Cheung Tak Kan	1st Runner-up
- Girls A Grade 4x100m	4Honesty	Nip Hiu Lam	2nd Runner-up
- Girls A Grade 4x100m	4Honesty	Lam Esther	2nd Runner-up
- Girls A Grade 4x100m	5Faith	Yu Hoi Ting Katy	2nd Runner-up
- Girls A Grade 4x100m	5Honesty	Hui Leung Sze	2nd Runner-up
- 1500M	4Faith	Man Chi Chung	2nd Runner-up
- Discus Throw	2Honesty	Sze Chi Yeung	3rd Runner-up
(9) Hong Kong Inter Secondary School Frisbee Tournament	1Love	Tang Chun Yin	3rd Runner-up
	1Love	Yeung Tai Tsui	3rd Runner-up
	1Love	Tang Long Wai	3rd Runner-up
	1Love	Wang Vanessa Bao Ting	3rd Runner-up
	1Love	Cheng Tsz Wing	3rd Runner-up
	1Love	Wong Tsz Yue	3rd Runner-up
	1Honesty	Cheung Kwong Yuen	3rd Runner-up
	1Honesty	Chu Kin Chun Marco	3rd Runner-up
	2Love	Kwok Sau Lok	3rd Runner-up
	2Love	Cheung Hoi Ching	3rd Runner-up

	2Love	Lai Wing Kei	3rd Runner-up
	2Hope	Tang Ho Chun Adrian	3rd Runner-up
	2Hope	Chan Tsz Kiu	3rd Runner-up
	2Faith	Wong Yue Hin	3rd Runner-up
	2Faith	Tong Ka Kiu	3rd Runner-up
	2Faith	Luk Chun Hei	3rd Runner-up
	2Honesty	Sze Chi Yeung	3rd Runner-up
	3Love	Ho Lok To	3rd Runner-up
	3Love	Chan Tak Lung	3rd Runner-up
	3Hope	Ko Chi Hang	3rd Runner-up
	3Faith	Cheng Tsz Sin	3rd Runner-up
	4Hope	Szeto Wai Ki	3rd Runner-up
	4Hope	Cheung Hoi Hang Athena	3rd Runner-up
(10) Lok Sin Tong Yu Kan Hing Secondary School 4 x 50m invitation swimming relay Competition	2Faith	Yu Ka Sin	2nd Runner-up
	3Honesty	Lam Wing Hei	2nd Runner-up
	5Faith	Kwok Ching Man	2nd Runner-up
	3Honesty	Lo Olive Ching Wun	2nd Runner-up
(11) Watson Outstanding Sportsperson Award	5Faith	Ma Lok Yin	
(12) The 68th Hong Kong Schools Music Festival			
Graded Piano Solo (Grade Five)	2Faith	Wu Hoi Ching	Certificate of Merit
Graded Piano Solo (Grade Five)	1Honesty	Ho Ka Yan,	Certificate of Merit

		Jessica	
Graded Piano Solo (Grade Six)	3Faith	Hui Ka Nam, Matthew	Certificate of Merit
Graded Piano Solo (Grade Eight)	3Honesty	Lui Kin Lok	Certificate of Merit
Graded Piano Solo (Grade Eight)	5Love	Ma Tsz Yau	Certificate of Merit
Harmonica Solo (Junior)	3Love	Kwan Lai Lok	Certificate of Merit
Piano Duet (Senior)	5Love	Wu Yat Wing	Certificate of Merit
Piano Duet (Senior)	5Love	Ma Tsz Yau	Certificate of Merit
Liuqin Solo (Junior)	5Hope	Kwok Wing Yee	Certificate of Proficiency
Dizi Solo (Advanced)	5Love	Ma Tsz Yau	Certificate of Proficiency
Xiao Solo (Advanced)	5Love	Ma Tsz Yau	Certificate of Proficiency
Piano Solo (Grade Five)	4Hope	Ma Ho Sum	Certificate of Proficiency

VI. Financial Summary

ECF Saint Too Canaan College
Financial Summary for the 2014/2015 School Year

	Government Funds	Non-Government Funds
INCOME *(in terms of % of the annual overall income)*		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	77.41%	N.A.
School Fees	N.A.	21.83%
Donations	0.00%	0.01%
Other Income	0.28%	0.47%
Total	77.69%	22.31%
EXPENDITURE *(in terms of % of the annual overall expenditure)*		
Staff Remuneration	86.13%	
Operational Expenses (including those for Learning and Teaching)	7.44%	
Fee Remission / Scholarship[1]	3.02% (12% of school fee income)	
Repairs and Maintenance	1.57%	
Depreciation	1.48%	
Miscellaneous	0.37%	
Total	100%	
Surplus for the School Year[#]	1.49 month of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the end of the School Year[#]	5.86 months of the annual expenditure	

[#] *in terms of equivalent months of annual overall expenditure*

[1] The % of expenditure on fee remission/scholarship is calculated on the basis of the <u>annual overall expenditure</u> of the school. This % is difference from that of the fee remission/scholarship provision calculated on the basis of the <u>school fee income</u> as required by the education Bureau, which must be no less than 10%.

☑ *It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements .*

基督教中國佈道會聖道迦南書院 學與教組
2015-2016 學生學習情況問卷調查報告

一. 請就以下描述圈出合適的評分。 **(1 為極不同意；6 為極同意)**

Please circle the appropriate rating for the following questions. (1 represents "Strongly Disagree", 6 represents "Strongly Agree")

	極同意 **Strongly agree**					極不同意 **Strongly Disagree**	不適用 **N/A**
	S.1	**S.2**	**S.3**	**S.4**	**S.5**		
1. 我有善用筆記簿，記下課堂重點的習慣。 I develop the habit of taking key points in notebook during lesson.	4.5	4.4	4.1	4.3	4.2		
2. 透過學習目標，使我更有效學習。 I can learn more effectively by following the learning targets in lesson.	4.2	4	3.5	4.2	3.7		
3. 我有自動自覺在測驗/考試前一/兩星期進行溫習。 I take the initiative to do the revision one/two week(s) before the test/exam.	4.2	4.2	3.9	4.3	4.2		
4. 我有嘗試在課堂以外用自學方式進行學習，如閱讀報章、雜誌、參考書籍及瀏覽互聯網等。 I attempt to learn on my own outside classroom, such as reading newspapers, magazines, reference books, browsing internet, etc	4.1	3.8	3.8	4.1	3.8		
5. 我有認真完成功課的習慣。 I always complete my assignments seriously.	4.6	4.5	4.2	4.3	4.1		
6. 我有準時繳交功課的習慣。 I always submit them on time.	4.6	4.6	4.5	4.5	4.2		
7. 我善用課後時間各同學或老師請教學科問題。 I always ask classmates and teachers questions after the lesson.	3.9	3.5	3.4	4.0	3.7		
8. 我有善用自學中心進行個人溫習。 I always go to self study center to study.	3.9	3.4	3.3	3.7	2.9		
9. 長假期(例如: 聖誕假)留堂班，令我可以積極補做未完成的功課。 I actively finish the incomplete homework during Long Holiday Detention Class (e.g. Christmas Holiday).	3.8	3.2	3.0	3.4	3.2		
10. 透過自我奮進計劃(SAS)，我能自覺地到自學中心(self study center)溫習，以便註銷學習範疇的警誡信。 I actively go to self study center in order to cancel L&T warning letter.	4.3	3.8	3.5	3.8	3.6		
11. 自學中心的導師可幫助我解答功課上的難題。 The tutor in self study center can solve my queries in homework.	3.8	3.2	3.6	3.9	3.2		
12. 自學中心學業領袖生令使用自學中心流程順暢。 The Academic prefects in self study center can facilitate the procedure of using self-study center.	3.9	3.4	3.8	3.9	3.3		
13. 我對自學中心的環境及設施感到滿意 I am satisfied with the environment and facilities in self-study center.	4.3	4.0	3.9	4.0	3.6		
14. 我有參加過 Inviting campus(閱讀/詩歌/迦南講場)的活動。 I have participated in the activities of inviting campus.	3.7	3.6	3.3	3.4	3.3		

	4.2	3.6	3.4	3.6
15. Applicable to S1 to S4 students/(中一至中四級適用) 出席功課留堂班可讓我完成未繳交的功課。 I can finish the incomplete homework during Homework Detention class.	4.2	3.6	3.4	3.6
16. Applicable to S1 to S2 students/(中一至中二級適用) 透過功課時間/功課強化班，我可以完成大部份功課。 I complete most of my homework during Homework time/serious tutorial class.	4.4	4.2		
17. Applicable to S1 students/(中一級適用) 星期一及四的功課關顧小組可加強我的學習。 The Homework Caring group on Monday and Thursday can help to enhance my learning.	3.9			
18. Applicable to S3 students/(中三級適用) 選科講座可提供足夠資訊，助我選擇科目。 Course selection talk provides sufficient information for me to choose my elective subjects.			4.2	
19. Applicable to S5 students/(中五級適用) 星期一溫習時段可讓我養成良好學習習慣。 Study time on Monday can help me to develop good learning habit.				3.6
20. Applicable to S5 students/(中五級適用) 星期三下午測驗時段可提供各科測驗的訓練。 Wednesday drilling can provide me more training on subject tests.				2.9

二. 其他意見

Other comments

1. 對於以上各項的安排，你最**欣賞**的是什麼？請列明原因。

   Which of the above arrangements do you appreciate the most? Why?

S.1	• 欣賞自學中心的環境，因為有櫈可以坐 • 我最欣賞老師用心教學 • 我最欣賞放學後可以找老師，如果我們有問題他們會用心幫我們解答 • 我最欣賞功課堂，可以完成很多功課 • 我認為老師可以有一個環節是玩與學習有關的遊戲遊戲，可以提升全校氣氛 • SAS，可以取消警告信 • 我最欣賞每個課堂都有寫下重點，令我清楚知道課堂目標 • 功課留堂班 • 迦南講場，可以發表意見 • 老師鼓勵同學善用筆記，因為這樣可以令學生清楚明白課堂重點，容易溫習。 • 學校的設施、人、學習 • 我最欣賞 Self Study Center 的老師，如果我們有問題他們會用心幫我們解答
S.2	• Homework Time 可以做功課 • Self-study Time can give me time to do revision can let me have time to study at home • 自學中心能使我有空間專心學習 • 詳盡的筆記，仔細的內容 • SAS 可以取消 warning letter

<u>S.3</u>	• 我最欣賞 Self Study Center 有自我學習領袖生,因為他們能教到同學一些功課上的難題,並令自學中心的流程更順暢
	• 眾多講座,對各科有不同的認識
	• 用筆記簿,令學習玟容易上手,也令到忘記時可拿出來溫習
	• 老師會嘗試叫同學安靜,認真教導。老師都會好好運用時間教同學
	• 有筆記本助我抄下重要的上課內容。因為這樣做可以令到我更加專心上課
	• 上課有學習目標
	• 個人自修的溫習台橙
	• 閱讀/詩歌/迦南廣場能提升同學興趣
	• 自學中心的環境與設施,可以令同學有自修的時間,準備 EXAM
	• 對學生提供自修中心,可讓學生有課後自習的地方
	• 選科講座,因為能令我更清楚選科的重要性
	• 欣賞 MISS LUI 教得好,無上年如此的惡
	• 提供講座助我選擇科目
	• 學校積極鼓勵同學準時交功課
	• NOTEBOOK
	• TIPS
	• 講座令我更了解選科
	• 學校設施,有安全感
	• NOTE-TAKING HABIT. BECAUSE I CAN STUDY MORE EFFICIENTLY BY NOTE-TAKING
	• Sas,因為令我有空間溫習之如也可以悔改 小息名 LUNCH TIM 有電視睇
	• 生涯規劃
	• 自修室
	• 選科講座的確幫助了我很多
	• 講座,有效知道揀咩科後會讀咩
<u>S.4</u>	• SAS
	• Learning Targets are useful
	• School given out notes and notebook for us to jot down the important things in lesson
	• 通過 SAS cancel L&T warning Letter, 可以有改過的機會
	• SAS 是我最欣賞的。因為可以給予同學機會改善自己
	• 學習目標,溫習時一看學習目標就知道那堂學些什麼
	• 我最欣賞的是 SAS, 因為 SAS 除了能令學生改善操行,還能提升學生的學習氣氛。惟 SAS 的改善方法過於狹窄,局限學生想為學校貢獻的方法。我建議校方應不再提供改善方法,讓學生自發去想方法為校貢獻,而不是強逼性的
	• Note taking habit, because it is good for remember the note.
	• 善用放學時間問老師、同學問題
	• I appreciate the morning reading time on Thus Tue the most, because this really gives students a chance to

	have a quite environment and atmosphere for reading
<u>S.5</u>	• 迦南講場能讓學生發揮所長，增廣見聞 • Extra Learning Experience • Study Time Arrangement since it is a great chance to study • 老師友善 • 溫習時段 • Self-Study Center 設備 • 星期一溫習時段可以讓人有自律的心 • 星期二的留堂班,因為同學有認真在時間內完成欠交功課在其中十分有氣氛 • SSC 的自修桌 • 走廊有枱,有助同級同學在不同科目有所交流

2.　於整體而言，你認為以上的安排仍有什麼**需要改善**的地方，可提升全校學習氣氛？

Overall speaking, what should be improved for the above arrangements in order to enhance the school's learning

atmosphere?

<u>S.1</u>	• 校方可增設西方歷史及世界歷史，IH 不可取代西史及世史 • 校方推廣更多地理和歷史活動 • 自學中心經常沒有人當值 • 可以加一些講座 • 不要在功課堂上課，會令人很累 • 自學中心可以開放更長 • 每天的 TEST、QUIZ 太多，應減少，便可以有更多時間把功課做好 • 課堂可以有些溫習時間 • 小組教學 • 可以設休息遊戲區來舒緩學習的緊張 • 我認為不應該欠兩樣功課就要留堂，而且留堂對缺席學生不利 • 可以將星期三下午的閱讀課改為功課堂 • USE I-LESSON • 留堂班不要太密 • 很多學生在參加「SAS」時離開遊玩，希望能改善 • 功課堂可以每天都有，PE 堂多點 • 自學中心冷氣不夠 • 請多些外籍老師 • 中三後可自行出街吃飯 • 增加學習枱橙到各個部份 • 老師可在午飯時間到我們班幫我們補課

S.2	- 可增加網上資源 - 功課留堂班時間可以減短 - Add more homework time (希望每天有一節功課堂 - 可舉行更多活動，令更多同學可以從活動中學習更多 - 減少功課 - 可在自學中心增加參考資料 - 設立學習遊戲卡 - 可用 E-BOOK - 減少功課留堂班，因為沒有人認真做功課 - 功課時間可以增加 - The numbers of Academic Prefects can be increased. - 假期留堂班，因為令到假期失去了 - 一星期應該有兩個功課時間 - 取消閱讀課，因為臨近考試時間前兩星期，在那段時間溫習/做功課會更好 - 加多些留堂班，可減少欠交功課 - Active lessons (go out to survey others, it would not let us fall asleep as we are walking around.
S.3	**The students are too noisy in the classroom, and playful during recess and lunch time (playing football in the classroom)** - 自學中心,大部份同學在放學的時候都很累,不會自己走去自學中心,變成只局限於 SAS - 功課留堂班 記錄常出錯 - 功課留堂班能設置成能因應那些沒有 RECORD 的學生選擇參與其中,例如沒有 RECORD 的同學可能想要一個有冷氣的地方溫習和做功課,用他們也能到留堂班 - 自學中心應該開冷氣,因為太熱,很辛苦 - 希望學校可以加番個 RT(用於中三)因為無 RT 令到 D 考試測到大考都未測完 - 希望可以欠 5 樣功課才去留堂班 - I DON'T WANT SO MUCH HOMEWORK - 希望 SELF STUDY CENTER 有冷氣 - 要有番 RT WEEK - Rt 不要上課進行,很難溫習 - School can set the RT week again in order to let students can have more time for revision. And low pressure - 希望真真正正取消 2ND RT 及進行改, 因為很多同學也認為改變到這個 RT 的機制十分辛苦和感到吃力 - 恢復 RT!!!! - TSA PRATISE 少 D!!! - 老師上堂時請勿寫簡體,可讓學生更懂得欣賞中華文化 - 希望每一科都多一點 PROJECT AND PRESENTATION! - 希望中 4,中 5 多一點特別科 E.G.DRAMA - 多 D 科選

	• 電子教學,一人一 IPAD
	• 有時不必太凝重,可多點輕鬆
	• 考試前幾日都在 RT
	• 必須改善 RT SYSTEM, 非常嚴重。由一完左 1ST EXAM 就不停 RT 非常痛苦,非常大壓力
	• 恢復高中早放制度 給學生多點時間溫書
	• 多點交流團名額
	• 中學生可以離校食飯
S.4	• 不應增設留堂班
	• No Phone in the class
	• 自學中人的環境過於悶熱,旁邊的座位過於接近陽光,以致難以專心做功課
	• 希望學校可以讓同意留在班房內溫書,更能夠與同班在班房內討論學科知識
	• 我認為星期一溫習時段可適用 S4-S5,才能養成良好學習的習慣
	• Resume the RT Test, In the new system ,we have RT on class, after school but sometimes there's not enough time to study or even don't remember there's a RT.But in the old system ,because RT week is just like exam .We would study for that
	• Resume the RT week,Too much hw and test in F.4
	• 將 RT 分散的決定最需要改善,此舉比起上年度的政策更麻煩及令人疲勞。學生近乎每週都有 RT,同學必須在完成繁重的功課後,抽出時間溫習,同時令學生睡眠時間減少,影響翌日的學習。作為學生的我,更能體會以上情況的辛酸,繁重的學業令我身心疲勞,還望校方能對此政策多加討論及諮詢,改善學生的身心健康,提升全校學習氣氛。
	• 自我奮進計劃,因為可以令我有原因地留在學校溫習
	• 長假期工課留堂班的時間可以適當調節
	• Not enough chairs and tables in self study centre
	• 考試前請盡勿安排完成所有 R.T
	• 考試前的 1-2 星期請不要安排那麼多功課,根本就沒有時間用來溫習。如要安排功課,請安排一些跟考試有關的(而不是閱讀報告,READING LOG 等),根本無助提升全校學習氣氛
	• I think there should be more talks and activities about future careers
S.5	• 應重返一星期純考試制度,因要學生上課後帶著疲累身心考試並不能準確反映學生能力。而學生又會於上課時溫習考試內容,不能專心上課,學生不能吸收上課知識,又考不好測驗,欲速則不達。
	• 應增加自勵時段,可連午膳也用來做自勵
	• 增加多元化活動,如野外定向
	• 星期一溫習時段還不如強制 LUNCHTIME 留在 CLASSROOM 溫習,時間短而且次數不多
	• It is better not to separate the 2nd RT.
	• The drillings are exhausting
	• 留堂班浪費時間
	• No more 夜讀& DRILLINGS
	• 希望 RT 變番可以放咁早
	• 希望夏天時應可自行去盟冷氣

- 希望消除警戒信不需在先學中心消除，可在課室進行
- 希望校網提供中 4-6 的 RT/Exam 範圍
- 遲到 3 次只需記家通,不需去留堂班
- 自學中心應提供計數機、作文紙(大量)、筆記簿
- 希望下年每星期有一天放早,讓同學更有時間去溫書和補習
- 取決於同學的自發性,強逼只會帶來反效果
- 情願重新有 2ⁿᵈ RT 都唔希望再放學測驗,只會更加重負擔,絕對提升不了學習氣氛,反令其低下
- 星期三放學後不要再測驗了,解上完一整天課後精神及記憶不在狀態,根本沒可能會有好的表演!相反,改回一週 RT 的模式才能讓學生有緊張的氣氛,更專注學業
- 今年 2ⁿᵈ tem RT 編排令學生感壓力,因無時無刻都要在溫書的狀態很辛苦
- 刪除 RT 星期固然能增加學生學習時間,但同學亦因要再進行課堂 RT TEST 或課後而感到疲乏,若同學測出成績不佳,更會增加他們的錯敗感,間接影響日后學習表現,加上 RT 的成績在全年成績佔大比例,校方宜把所謂 RT TEST 改為小測,或重興 RT WEEK,另外在 SSC 的桌宜在校園的多處都加,因為有一點供求不足。及在各層的白色枱宜改為任何人及進行任何活動都可以使用,能大大增加用途性,鼓勵同學使用來學習。
- 溫習時段,我個人認為這段時間的用處不大,因為大多數的同學在這時段的溫習時間不足,所以建議星期一放早,之後有兩小時的溫習時間增加對科目的知識。
- 星期三 DRILLING , 因為這會令學生的壓力負擔加重。

ECF Saint Too Canaan College
2015-16 Capacity Enhancement Grant Report

1. Aims:

   In order to relieve teachers' workload, 3 teaching assistants(TAs) are employed with the use of the Capacity Enhancement Grant in 2015-16.

2. Major duties of TAs

   2.1 KLA administrative work (lesson material preparation, KLA activity coordination, taking KLA meeting minutes, etc)

   2.2 Administrative and clerical support (taking meeting minutes, statistical analysis for surveys, administrative work for the Learning & Teaching Department and Student Development Department, etc)

   2.3 Lesson substitution (Total no. of substitution periods: Around 1027 periods)

   2.4 Exam Invigilation (Total no. of invigilation hours: Around 199 hours)

   2.5 Other duties include school patrol, assisting in large-scale school activities (e.g. Speech Day, Sports Day) and external activities (e.g. Speech Festival, inter-school competitions)

3. Evaluation

   According to the statistics, it is found that about 94% respondents show a positive attitude towards the roles of TAs in relieving their workload. A majority of teachers agree that TAs can share their non-teaching duties. The statistics also show that TAs can provide necessary administrative and clerical support for teachers. As such, teachers agree they have more time for lesson preparation. From the figures, all respondents support the school to employ TAs with use of CEG for the coming year.

   For details of the statistics, please refer to the Appendix.

4. Recommendation

   The school continues to employ TAs with the CEG.

Issued by: WIN/LPH/P
Date: 18/10/2016
Revision: 1

EFC Saint Too Canaan College
2015-2016 Questionnaire on the Roles of Teaching Assistants
in Relieving Teachers' Workload

In order to relieve teachers' workload, 3 teaching assistants are employed with the use of the Capacity Enhancement Grant in 2015-2016. This questionnaire aims to evaluate the effectiveness of teaching assistants to alleviate teachers' workload in this school year.

Please put a "☐" in the most appropriate boxes.

	Strongly Agree		Agree		No comment		Disagree		Strongly Disagree		Empty			Total
1. TAs can share my teaching related duties, e.g. preparation for teaching materials and lesson substitution.	32	68.1%	11	23.4%	2	4.3%	1	2.1%	1	2.1%	0	0.0%		100.0%
2. TAs can share my non-teaching duties, e.g. invigilation for test and exam, questionnaire statistics, student outdoor activity, patrol and taking minutes.	41	87.2%	6	12.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		100.0%
3. TAs can provide administrative and clerical support for my KLA/functional group.	33	70.2%	11	23.4%	1	2.1%	1	2.1%	0	0.0%	1	2.1%		100.0%
4. Overall, TAs can relieve my workload.	32	68.1%	12	25.5%	2	4.3%	1	2.1%	0	0.0%	0	0.0%		100.0%
5. I can have more time to prepare my lessons.	27	57.4%	12	25.5%	7	14.9%	0	0.0%	1	2.1%	0	0.0%		100.0%
6. I agree with the use of Capacity Enhancement Grant to employ teaching assistants for the coming year.	36	76.6%	10	21.3%	1	2.1%	0	0.0%	0	0.0%	0	0.0%		100.0%

Target:All teachers

Number of questionnaires distributed: 58

Number of questionnaires collected: 47

School-based After-school Learning and Support Programmes 2015/16 s.y.
School-based Grant - Programme Report

Name of School: **ECF Saint Too Canaan College**

Staff-in-charge: Ms. Tsui Chiu Mui   **Contact Telephone No.:**   **2372 0033**

A. The number of students (count by heads) benefitted under the Grant is   **6**   (including A.   **2**   CSSA recipients, B.   **4**   SFAS full-grant recipients and C._____under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses ($)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
天文學工作坊		2		100%	18/9-11/12/2015 (Fri); 19/2 – 22/5/2016 (Fri)	2,200	Practicum and camp	Astronomy Classroom	Show interest and be ambassador in the Information Day
魔術師聯盟(A 班)	1			58%	10/2015 – 4/2016 (16 lessons, 1 lesson per week)	700	Practical exam	冼啟榮	
日本花道學會	1			100%	10/2015 – 5/2016 (12 lessons)	1,080	One exam held in the last lesson		Display in Information Day
藍球校隊	1			70%	9/2015 – 5/2016	300	Skill test, attendance record, etc		Skills improved after training
足球校隊	1			70%	9/2015 – 5/2016	300	Skill test, attendance record, etc		Skills improved after training
Total no. of activities:									
@No. of man-times	4	2				4,580			
****Total no. of man-times**	6				**Total Expenses**				

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service,

  adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.
** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a "✓" against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students' motivation for learning		✓				
b) Students' study skills		✓				
c) Students' academic achievement			✓			
d) Students' learning experience outside classroom	✓					
e) Your overall view on students' learning effectiveness		✓				
Personal and Social Development						
f) Students' self-esteem	✓					
g) Students' self-management skills		✓				
h) Students' social skills	✓					
i) Students' interpersonal skills		✓				
j) Students' cooperativeness with others	✓					
k) Students' attitudes toward schooling	✓					
l) Students' outlook on life		✓				
m) Your overall view on students' personal and social development		✓				
Community Involvement						
n) Students' participation in extracurricular and voluntary activities		✓				
o) Students' sense of belonging		✓				
p) Students' understanding on the community		✓				
q) Your overall view on students' community involvement			✓			

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

☐ unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);

☐ difficult to select suitable non-eligible students to fill the discretionary quota;

☐ eligible students unwilling to join the programmes;

☐ the quality of service provided by partner/service provider not satisfactory;

☐ tutors inexperienced and student management skills unsatisfactory;

☐ the amount of administrative work leads to <u>apparent</u> increase on teachers' workload;

☐ complicated to fulfill the requirements for handling funds disbursed by EDB;

☐ the reporting requirements too complicated and time-consuming;

☐ Others (Please specify): _____

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

魔術師聯盟(A 班) : Students quite enjoyed in the lessons. They practiced the magic trick eagerly.

藍球校隊 & 足球校隊 : Support for the above scheme. It is really helpful and useful to the students in need

Programme Evaluation Report for DLG-funded Other Programme (Gifted Education) 2015/16

Programme title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
S4-S5 Deep Learning Class (中四及中五批判思維訓練班)	- 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: - Deal With - Decide Actions - Deposit	-20 students - S4 – S5 students - Students with good exam/revision test result	2 lessons (Dec 2015 & Jan 2016)	- Assessment - Games & activities - Discussion and students sharing - Reflective exercise - Quiz and challenge - Lecture & debrief - Take-home assessment	Performance in : - Assessment - Games & activities - Discussion and students sharing - Reflective exercise - Quiz and challenge - Take-home assessment	$8,000