

**ECF Saint Too Canaan College**

**2016-2017**

**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

School Management Committee members for school year 2016-2017:

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

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)

#### 1.5 Number of Active School Days

Number of school days in school calendar : 187

Number of school days with regular classes : 151

#### 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	130	122	123	129	117	116	737

## 1.8 Our Teachers

### Teaching Experience

	Percentage (%)
0-4 years	13%
5-9 years	28%
10 years or above	59%

## 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 2016-2017:

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 2016-2017 witnessed the marked improvement of the school in many aspects, including student development and academic performance. The main engine behind all these phenomena is believed to be the increasingly active career education of the school.

Career education in STCC starts with the first day when students enter this school when they speak out their dreams of future. Then throughout the junior secondary level, students are provided with thorough programs on self-understanding of personality, attitude and ability. They are also exposed to possible future career. In senior secondary level, students have the opportunity of searching their dream career, partake in visits and job practices. They are divided into small group of 5 and be taken care of by alumni of this school serving as mentors to them. The school also organizes major activities to provide students with work experiences. We discover that the clearer the students are able to grasp their future, the harder they will work towards it, and their enthusiasm in academic work and heart for participation of school activities increase all along.

This year, we have provided students with a large number of leadership positions such as Student Union, Prefects, Houses Captains etc. to develop leadership of students. We have also over 50 clubs and societies for the development of interests and talents. Among all these, the school orchestra is one of the most impressive one. On top of all these, volunteer work provides the most long-lasting effect on students' life. One of these group is the group of Ministry and Services.

Students join these activities to serve the under-privileged in developing countries. Experiences of these trips are extremely valuable.

Academic performance is equally impressive this year. The most convenient example is the TSA. The TSA scores this year is highly satisfying. The percentage of students of attaining the required standard is higher than the Hong Kong average by a wide margin. English Language, for example is 93 % as compared to the Hong Kong average of 70%. We hope to build up more outstanding academic performance of the students on these foundations.

### III. Learning and Teaching Department

#### 1. Objectives, strategies, implementation and evaluation

<u>Objectives</u>	<u>Strategies</u>	<u>Target</u>	<u>Time Schedule</u>	<u>Success criteria</u>	<u>Methods of evaluation</u>	<u>Budget</u>	<u>Evaluation result and recommendation</u>
1.1	Enhance learning and teaching						
a	Incorporate learning targets, questioning techniques, e-learning and “share and start” into lessons	Teachers	Sept16 – Jun 17	As reflected in lesson observations and homework inspections	Lesson observations Homework inspections PLO feedback Annual Report L&T survey	Teachers , Training \$10,000	The success criteria was completely achieved. Majority of KLA incorporated learning targets and questioning skill in PPLO, PLO. “Think, share and start” can be shown in LS, Chinese history , S1 Chinese and a few English lessons. Suggested to set up Learning committee with regular teaching strategies sharing and hopefully each KLA can start it in 1718.
b	Cater learner diversity through teaching strategies	Teachers	Sept 16– Jun 17				The success criteria was completely achieved. Catering of learner diversity can be shown through PPLO, PLO, CWI. Over 90% teachers

							designed graded worksheets for students of different ability and hints were provided to students of lower ability. Even in test /exam papers, challenging questions were provided to students of higher ability.
1.2	Promote good quality assignment						
a	Design assignments to arouse students' learning interests and efficacy.	Teachers/ students	Sept 16– Jun 17	As reflected in lesson observations and homework inspections	Lesson observations Homework inspections PLO feedback Annual Report L&T survey	Teachers' Training \$20,000	Failed to train teachers the skills in designing good quality assignment. As shift the focus to the “think, share and start” teaching skills’ training throughout the year rather than focus on HW design. Suggestion: It can be picked up in 1718 in the way that KLA can share their assignment design skills and how to arouse students’ interest.
b	Train students to hand in quality assignment on time.	Students	Sept16 – Jun 17	As reflected in homework inspections and students’ assessment performance	Homework inspections L&T survey		Majority of teachers required students to hand in quality homework. They asked them to redo until it’s in good quality.

								Suggestion: L&T promotion video on “quality homework submission” will be conducted in 1718, Sept -Oct to educate students’ responsibility to do it and submit on time.
1.3	Promote reading and English speaking environment							
	a	Enhance students’ language proficiency through subject-based reading.	Students	Sept16 – Jun 17	At least 70% of students join subject-based reading and agree with the objectives achieved	L&T survey Reading survey	Gifts 1,500	<p>The success criteria was met.</p> <p>Each KLA provided booklist and followed up by library that over 75% students could finish subject required reading and some completed the book report as required by subjects.</p> <p>Suggestion: more STEM based reading can be provided by library. Reading, can be extended news articles, excerpts from books, or online reading. Updated booklist from KLA are strongly advised.</p>



b	Create channels to communicate in English confidently.	Teachers/ Students	Sept16 – Jun 17	At least 70% students join ESD and department activities using English and agree with the objectives achieved	L&T survey LPC survey	<p>From KLA heads' evaluation, it's agreed that ESD is a way to promote and develop English environment on campus. Assumed each ESD Day around 100 students participated. Some KLA count the attendance as subject daily mark. Observed by KLA, more over 80% activities with more than 70% participants. The success criteria was met.</p> <p>Other channels such as morning assembly announcement and Prize presentation in the Friday assembly also provide chances for students to use English and most of them can speak it in a confident way.</p>

## 2. Evaluation on Learning and teaching policy programme

### 2.1 Form Level

Form	Program
S1	<ul style="list-style-type: none"> <li>• “No one lag behind” program</li> <li>• Note processing skills training</li> <li>• Make-up exam summer tutorial</li> </ul>
S2	<ul style="list-style-type: none"> <li>• “No one lag behind” program</li> <li>• Make-up exam summer tutorial</li> </ul>
S3	<ul style="list-style-type: none"> <li>• Critical thinking skills and writing skills</li> </ul>
S4	<ul style="list-style-type: none"> <li>• Issue-based learning skills</li> <li>• Oasis –subject tutorials</li> </ul>
S5	<ul style="list-style-type: none"> <li>• Issue-based learning skills</li> <li>• Subject counselling / Monday—study time/Wednesday drilling</li> <li>• Summer program for enhancement subject tutorial</li> </ul>
S6	<ul style="list-style-type: none"> <li>• Subject counselling / Monday—study time/Wednesday drilling</li> <li>• Interschool oral practice</li> <li>• Interschool mock paper exchange practice</li> </ul>

It is believed that regular drilling and practice is good for senior form students to consolidate what they have learnt. It’s suggested to have more timeslot for subject drilling for different level students.

For junior form programs, it is suggested to review how to improve students’ weak areas after result performance meetings. And some study skills /generic skills should be considered to train students at the beginning of the academic year. “No one lag behind” programme was successful and could help students to catch up. However, it’s suggested that L&T can provide data to the KLA and subject teachers take up those students who lag behind the standard and provide specific tutorials to them.

### 2.2 School Level

	Type of program
For teachers (teaching)	<ul style="list-style-type: none"> <li>● To enhance more teaching strategies, workshops focus on “ Sharing on IT in education, e.g schoology, Ipad in teaching” were conducted by ITA this year to help teachers to know more how they can incorporate IT into their lessons.</li> <li>● “Think &amp; share” two-day workshop was organized for teachers catch up with new teaching methodologies. More teachers have tried this methodology and shared with other teachers through PPLO and teachers’ sharing session.</li> <li>● Lesson observations and sharing with UCKK were conducted for English/Chinese</li> </ul>

	<p>/PSH.</p> <ul style="list-style-type: none"> <li>● Inter-school sharing on curriculum design and assessment methods (Tech: Accounting) , Maths, English) could enhance and increase teaching effectiveness.</li> <li>● Teachers from Mainland China stayed 1 day in STCC to exchange ideas on teaching curriculum and experience in Moral education subject. It's a fruitful experience to share with others.</li> </ul>
<p>For students (learning)</p>	<ul style="list-style-type: none"> <li>● “Inviting Campus”: It's good to have wider diversity topics and functional groups to join in the events this year. E.g hymn sharing/ book sharing / current issue discussion were held once/twice per month. Students were invited to prepare for more discussions on current issues and voice their opinions.</li> <li>● It was suggested that more other talented programmes could be carried out. Students could enrol to join the programme under teachers' guidance and supervision. Hopefully it would be a more student-centered learning platform to show their knowledge beyond the lesson and the textbook. It also provided a good incentive to learn about the issues and build up more confidence to speak in public.</li> <li>● “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 allowed students to widen their horizons. Students joined day-camp for problem solving activities. Not many students enrolled and shown up for the programme sometimes because they joined similar programme before. It's suggested to add more language courses rather than only outing. E.g Korean, Japanese, language-base programmes with examination and certificate for them.</li> <li>● Policies for correcting late homework submission habit. Different policies had been adopted to help students to establish good homework submission habit, including tutorials in self-study center, S1 homework detention class, holiday detention class and L&amp;T summer programme for homework. Number of serious cases dropped after different policies to help them. However, still there were many cases of poor quality homework submission. It's suggested all subject teaches have responsibility to follow up timely.</li> <li>● Based on students' survey, students thought they had improvements on submission homework. But teachers commented that there had been still many poor learning habit and poor quality homework. This objective was only partially achieved. The survey also reflected that one hour detention class from Monday to Thur. (s1-s4), objective of policy was for punishment rather than corrective behaviours. It's suggested that how students spend their time in the detention class should be guided by subject teachers or teachers on duty. Most teachers welcomed the changes of detention class even though detention class is more frequent from S1-S4.</li> </ul>

### **3. Evaluate reading atmosphere in the campus**

Visual reading, such as reading poster in each classroom, 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 could be more updated in the cabinet in each floor. Book exhibitions in collaboration with different KLAs and functional groups were successfully held. It provided a good opportunity to bridge the connections between the library and different departments/teams, including the Chinese Department, English Department, SNC and CGC this year. Services were provided on two Parents' day as well.

The reading lessons in S1 were well organized in a way that different elements, including reading lesson kick-off by teachers' playing a few minutes drama on "How to Encourage reading", book sharing, reading in STCC, reading outside school, visiting public library and Eslite, were incorporated.

It's suggested that more KLA programmes can be involved reading. Eg. Star-glazing activity with the Science Department, more readings to students before doing experiment. Or camping in library for overnight reading. To encourage reading, reading should start from teachers as a role model by inviting subject teachers, VP & AP to share in S1 Reading lesson at the beginning of academic year.

### **4. Suggestion on overall learning and teaching policies**

#### **4.1 Measures to follow up repeaters/new students/SEN/NCS**

Caring programme and lunch chat time were conducted to follow up with newly arrived students in order let them to catch up. It's suggested to group them to know each other well can help to have social bonding to know more friends. 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 given 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 the possibility to repeat in next year so that they have psychological readiness.

Still there is not enough service for SEN students, like taking them out during Homework time to attend special training and tutorials organized by professionals (to be arranged by CNC and counselling colleagues) and giving special allowance to them in homework aspects. It's suggested tailor-made assessment can be made to different students if they have special requirement.

2017-18 is the first batch to start NCS programme in S1. All departments and functional groups need cooperation to have smooth adaptation of those students. Some teaching language and homework policies will have minor adjustment for those students.

#### 4.2 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. 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). This policy were quite efficient in reducing the number of students with outstanding homework.

#### 4.3 Keep close monitoring on senior form students' learning performance

After evaluation in KLA meeting, Study time on Monday and drilling on Wednesday will be cancelled. Instead, subject counselling for different group of students will be provided so that there can be more focus on their exam skilling training and better co-ordination of the timeslot for different subjects. Different interventions, such as subject counselling for small target groups by outsource expertise or some famous tutors for the workshops, will be arranged to help students to catch up.

#### 4.4 Enhancing teaching methodology (IT and 學思達)

IT and 學思達, these two teaching methods will continue to be implemented in the coming year. To further enhance teaching effectiveness, different KLA members will be involved in "IT in education" and "Think and Share" Learning Committee to share teaching strategies. More sharing sessions on teaching will be carried out to promote professional exchange and share other departments' good outcomes. Incorporating Positive Discipline (PD) with 學思達 still in exploration process and will be carried out by those teachers with training and interest to practice in their lessons.

#### 4.5 Language policy

Not many meetings or discussion issues were adopted in the LPC meeting. As the routines set up, ESD days, morning announcement in English, display board in the public areas using English. It's suggested to train students to translate Cantonese into English for NCS and AFS Italian student during occasions such as morning assembly, Friday assembly if necessary.

### 5. Team members

#### 5.1 Head

Tsui Chiu Mui (TCM)

#### 5.2 Core

Teaching:

Lee Ka Ming (LKM)

Learning:

Self-study Center & Academic Prefect

Chan Yuk Yin, Chan Ka Wing (CYY,

	DER)
Homework, Homework caring group	Ho Ming Fai (HMF)
Assessment:	
Internal	Wong Wai Kit (ERI)*
External	Liang Ying Yi (LYY)
Curriculum:	Chiang Bun (CB)*, KSH, CYY, WYM, LKM
	<i>* Teacher in Charge</i>

### 5.3 KLA's

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)

### 5.4 Groups

Library Services Head:	Yip Wai Yee (YWY)
Information Tech in Education Head:	Tsui Chiu Mui (TCM)

Issued by: TCM, Academic VP  
Date: 30-7-2017  
Revision: 0

## IV. Student Development Department

### 1.Objectives

- 1.1 Help students to develop a mindset of successful career planning through different programs, workshops and personal guidance.
- 1.2 Nurture our students to grow in the qualities of a servant leader.  
(Personal qualities : Focus : Self-efficacy- Self-confidence, Initiative)
  - 1.2.1 Establish a talent pool with supportive resources to bolster talented students' development.
  - 1.2.2 Encourage students to organize innovative activities.
  - 1.2.3 Provide channels and platforms to involve school leaders to discuss school policies.

### 2.Evaluation

#### 2.1 Objective 1

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

##### 2.1.1 Strategies and implementation

**Help students to 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 2016-17 Annual plan.

Overall results: about 50% teachers are satisfied in this aim (Level 3)

About 41% 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) Career Days

-80% of students agree that activities are inspired and meaningful. (Meet the Success criteria )

- Career Prefects had a good performance. Representatives of 4 houses had highly participated in activities.

- In school assembly, teachers shared their stories which inspired the students to make their life planning with passion and own interests.

-It is suggested to provide various types of books in book fair.

b) Programs for junior forms

- S2 L.I.F.E program : Over 80% agreed the program was useful.  
(Meet the success criteria)
  - In the 1<sup>st</sup> term, a few students were disengaged because of the nature of the activity. It is suggested that HKSA(agency), teachers and helpers could do some individual work to engage those students.
  - In 2<sup>nd</sup> term, 20 career perfects were also successfully organized a School-Hunt activity to all S2 students which they learned how to make a SMART-goal.  
The outcome is satisfactory.
  
- S3 NSS Course Selection Mini Expo: 80% S3 students agreed that the supporting works are useful. (Meet the success criteria)
  - It is suggested that the number of sessions of subjects should be decreased from 4 to 3 so that every session had enough time to illustrate the course in details.
  - The co-operation between KLA, CGC and class teachers were great. It is suggested that reserving around 10mins for class teachers to help students to consolidate their experience and provided a good summary at the end of the activity.

c) Programs for senior forms:

- S4 L.I.F.E program: 80% of S4 students felt satisfactory .  
(Meet the success criteria )
  - The **CAREER LIVE** activity was successfully held by St. James Settlement Career Centre.
  - S4 students experienced how to make the decision on their future path by choosing some occupations in Career Centre.
  - It is suggested that the number of students would keep in small group rather than two classes more than 70 students.
  
- Local and Oversea Studies Expo:90% students and their parents agreed that Expo is useful. (Meet the success criteria )
  - Part of the participants agreed that the Taiwan and oversea talks were useful. Most of participants appreciated the local talks which included the alumni sharing.
  - S6 students were necessary to join and we invited all S4 to S5 and United Christian College to join. The outcome was satisfactory



- It is suggested that more seats and clearer guidance should be prepared before the program started.

#### 2.1.2.2 **Career Guidance Groups**

- Over 80% of participants, including S5 & S6 students agreed the groups are useful to them.
- It is suggested that S5 groups can focus more on the building relationship, enhancing motivation and career orientation.
- Since most of the S5 students were absent because they had to join other school activities at the same time. Therefore, the time and dates of the groups guidance should be checked and well arranged.
- The number of sessions can be increased from 4/5 to 6, or even more. They wanted to use more time in exploring their pathways.

#### 2.1.2.3 **Developmental program**

- **Mock Trial (Justice Education Project) (MCEC+CNC+CGC+LS)**  
The Rating is 4.5 (success criteria:80% )-It meets the criteria .
- Over 80% of participants agreed the activities of Mock Trial are inspired and meaningful (having rating of 4.5/5)
- About 20 students joined the program and participated different training and competitions.
- The activity was an incredible experience for the participants in improving the students' critical thinking and presentation skills.
- It is suggested opening the audience platform to junior forms students to benefit more students and facilitate recruitment of participants in the future.

#### 2.1.2.4 **Personal guidance**

- **Individual and group counseling** : 80% of teachers agreed that the training is useful and inspired (Meet the success criteria)
- Mentorship program: All of the teachers agreed that the training is useful and inspired. They learned the theory and application of the individual group works through the practise.

## 2.2 Objective 2:

### **Nurture our students to grow in the qualities of a servant leader.** **( Self-efficacy- Self-confidence, Initiative )**

#### 2.2.1 Strategies and implementation

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

#### 2.2.2 Objective and subjective means, measurable set in the 2016-17 Annual plan.

Overall results: 64.7% teachers are satisfied in this aim (Level 3)

8% 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 **Mass programs**

a) School assembly: Five assemblies of value education were held and the result was satisfactory. The rate is 4.6 (>3.5-annual plan). The speakers can set the good models for students.

-For the Cyber Risk talk, it reminds student the severity of cyberbullying. We can organize the talk again for the junior form student.

-The time management is still the problem. The assemblies would be shorter in order not to let the students leave the school lately

(we should count the time for prize-presentation at the end of the assembly too.)

-In the assembly of incursive campus, it is suggested that we could deepen the understanding of the SEN and students could learn how to communicate with those SEN students.

-We may invite 曾燕虹、鍾建民 to share their experiences with the students in the assembly.

b) Morning assembly: Leaders of each societies were arranged to hold the morning assemblies. They also led the prayers. They showed more confidence on stage.

c) Christian services and student fellowship : 60% of team members are willing to serve in assembly and gospel week. 60% of team members attend the regular meetings.

### 2.2.2.2 Developmental programs

a) S2 and S4 L.I.F.E program The Rating is 4 to admit the programs are useful.  
. (success criteria: >3.5)

- S.2 have joined the 平等分享行動. Students shared their love and resources with the needy in Tai Lok Tsui. They can talk with the homeless people and showed their care. For S.2 program, it is suggested to keep a better schedule coordination and carry out the program in collaboration with other departments.

- S.4 joined the Ark Life Education workshop to reflect on their life.

It is suggested that we can organize the activity next year.

b) Voluntary Service Scheme (S.1~ S.3) and NSS OLE Community Service (S.4-5)  
The rating is 4.3.(Success criteria: >3.5)

■ S.1: Elderly home visit (senior students as group leaders)

■ S.2: visit homeless people and resident in divided flats (Tai Lok Tsui)

■ S.3: organize a party in elderly centre

■ Senior form students : 薪火義工計劃: 19/11/16 and 26/11/16;

-Those activities were meaningful and rewarding experiences to our students.

It was an eye-opening experience to many students to witness the disadvantaged group in society.

-It is suggested that try not to hold this event with other activities in the same day.

Better coordination with other SD committees will help to lessen the workload of Form Teachers and students.

c) Parent education

● S1-S2 Parents' night (:如何培養謙厚共融的孩子):

70% of participants satisfied with the workshop

-It is suggested that new S.1 parents can be invited to join the parents' talks/workshops before the start of new school term

(i.e. organized in June and July).

This can raise their sense of belonging and the degree of engagement.

● Parents' workshop : 70% of participants satisfied with the workshop

◇ 15/10/2016: 我的孩子長大了 (李柏雄校長) (for S.1 parents only)

◇ 19/11/2016: 建立孩子的自信心 (趙麗雯博士)

◇ 3/12/2016: 如何藉記憶法提升專注力 (李鑑峰先生)

-It was suggested to introduce Positive Discipline as the core topic next year.

### 2.2.2.3 Awards

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

-The rating is 4.6 (>3 in annual plan).

It was held in Sept and Oct. All classes should join. The theme was “SHAPE” 陶造我生命 including the 6 stars of Canaan. Class Motto and biblical verses were included.

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

#### b) Class discipline competition and punctuality award:

-The success criteria were met. The ratings of evaluation is 4.25 out of 5.

Punctuality campaign / Self-discipline campaign / “Yellow paper” award were proceeded to promote self efficacy culture

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

- Special interventions (including meeting parents, special improvement program, special lunch / afterschool detention, etc) had been conducted to students with serious late records at early stage.

-As a result, most students had no late records and the number of students with no late records increased. Some students had very few late records and the number of students with serious late records kept decreasing these years.

-Nevertheless, students should be trained to be self-discipline under the regulations of school and high expectations from teachers.

-It is suggested that the self-discipline culture can be further fertilize with sense of autonomy and citizenship.

-5S practice should be implemented regularly in whole school year .

#### c) Star of Canaan: The rating is 4.8( >3.5 in annual plan ) .

-Different qualities of leaders were promoted through the award scheme of Star of Canaan. (Self-discipline, Humility, Altruism, Courage, Progress, Leadership)

- The Stars of Canaan election had gained more recognition among the students over the years. The assembly had succeeded in delivering the message about the significance of the qualities promoted.

- Propose the new stars of Canaan in the coming year: Perseverance 堅毅, Commitment 承擔, Trustworthy 忠誠可靠, Positivity 積極正向

d) House of the year

-There were five rounds of exciting competitions in this year. Finally, House of Luke and House of Mark got the highest scores and won the House of the Year.

e) School Activity award-Whole person development record

-Students input their school activities in IT system. The student who participated the highest number of school activities can get the prize. One for each form.

f) Establish Talent pool and OLE record –Start from last year, students can develop their portfolio by entering their OLE record. This is also a talent pool which can be a comprehensive record for their talents and their whole person development.

**Strategy2: Students can learn how to organize innovative activities through different student organizations.**

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.

2.2.2.5 .Election of SU: The rating is 4.6.

This year, there was two proposed cabinet “Fusion” and “Challengers” participated in the Students Union election. Finally, “Fusion” won the presidency by more than 65% of the total votes.

2.2.2.6 House system The selection was held after school and all the house members had their right to vote for their choices. They showed their responsibility and willing to commit their works.

-The overall performance of SU and Four Houses was highly satisfactory.

- The election system can be well developed and the communication with other parties should be enhanced.

-It is suggested that each house should have its own activity in post-exam activities period to promote house spirit.

2.2.2.7 Leadership training program: Two workshops were organized in this year.

- More than 80% students leaders agreed that they learn different skills to

- become a leader through the workshop.
- They suggest that a leadership training camp can be organized for them.

**Strategy 3: Provide channels and platforms to discuss school policies with school leaders**

2.2.2.8 **Meeting with Principals and Vice-principals and CNC teachers:** The rating is 4.5.

- Each class society took the responsibility to fill in the questionnaire. Two representatives of each class were invited to have meeting with SU committee members; and finally two representatives of each form were invited to have meeting with Principal, two Vice-principals, Head of CNC and Head of PDC.
- The communication flow was good during the meeting.
- It is suggested that regular lunch meeting with class society can be organized by SU committee members. -Regular meetings with teachers or Principal can be held in the coming year. (Once for each term )

2.2.2.9 **Meeting with Food Service Provider**

The school leaders also met the food provider with HEC teachers. Their presentation was excellent.

**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 second year of joining of CLAP project can help us to consolidate our whole school approach on career education which becomes an important part in student development in their secondary school life.

The other areas of Student Development get a satisfactory result, especially in the Career Guidance support (41.2% :level 3, 44.1%: level 4), Support on students' growth (64.7%: level 3, 23.5% :level 4), Parent and school cooperation (61.7% : level 3 and 23.5%: level 4) , MCEC programs (64.7%: level 3, 17.6%: level 4) and Leadership development (61.8%: level 3, 11.8%: level 4).

Although the students' discipline keeps improving in this year, the cleanliness of classroom needs to be improved and the self-disciplined culture should be more promoted.

The result of coordination of activities is more satisfactory in this year (61.7%: level 3 17.6%: level 4)(Last year: 44.8% level 3,13.8%:level 4 )

3.2 In the coming year, we will put more focus on the following areas.

**3.2.1 Continuous of whole school career education**

Based on our strong team of CGC and the professional help from “CLAP” project, whole school career education will still be our main concern in the coming year. More related trainings will be provided for our teachers, students and parents. Since we build a good network with our alumni, more resources can be put on mentorship program. In junior form, the career education in LE lessons will be refined which helps students to develop the mind-set of career planning in earlier stage. In addition, there will have more collaborations between SD and L&T departments in order to make use of resources and sharing experiences in career guidance work.

**3.2.2 Keep developing self-confident servant leaders**

According to the stakeholder’s survey and APASO, our students still in 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. Therefore, we still keep “Every one can be a servant leader” slogan in developing students’ leadership. Explore one’s talent is our major concern.

In the coming year, SU, Four House system and different societies can attract more leaders. Through leadership training programs, students not only learn the skills but also equip their mind-set as a servant leader who are confident but humble, have commitment and courage to be the leaders in society in future.

**3.2.3 Promoting positive and inclusive culture –Positive discipline**

We believe that students can be more positive and self-disciplined if they can be trusted and appreciated. If they can be recognized and find their position in school, students will have more confidence to get along with others. In coming year, 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, around 8 NCS S1 students, one exchange student and new students will join our school. Therefore, the promotion of inclusive culture is important.

The practice of Positive Discipline can help us to foster a positive and inclusive culture in our campus,

#### **4. Team members**

Head of SD Department: Wong Yuk Wah(WYW)

Members: Hung Ming Sum(HMS)

Yan Ka Chi (YKC)

Yeung Kwok Wai(YKW)

Wong Shun Yiu(WSY)

Lau Chun Por(LCP)

Chan Chun Ming (CCM)

Leung Lai Cheong (LLC)

Tsang Kam Hoi (TKH)

Issued by: WYW, HOD/SD

Date:9/8/17



## **V. Student Performance**

### 1. Students' academic performance

1.1 The local degree basic entrance requirement is 3322. Our school students achieve similar to Hong Kong level.

1.2 The School is not satisfied with our students' performance. 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 VA and ICT. And number of students who obtain with 5\* and 5 are increasing compared with past few years especially in different subjects.

The scores of our students in the Territory-wide System Assessment (TSA) are found to be consistently higher than corresponding territory. We got 3 subjects far above HK level.

2. Students' non academic performance:

2.1 Students' Award summary (2016-17) [External Award]

<u>Award title</u>	<u>Class</u>	<u>Student Name</u>	<u>Category of Award</u>
<b><u>Chinese</u></b>			
(1) 第八屆博藝盃全港朗誦比賽	六愛	黃靜雯	冠軍 (高中組粵語散文合誦)
	六望	方琬晴	冠軍 (高中組粵語散文合誦)
	六誠	何悅	冠軍 (高中組粵語散文合誦)
(2) 第 68 屆香港學校朗誦節	二信	譚天恩	冠軍 (男子詩詞獨誦(粵))
	二誠	楊凱宇	季軍 (男子詩詞獨誦(粵))
	三愛	黃皚銚	季軍 (女子詩詞獨誦(粵))
(3) 第十屆全港學生公開朗誦比賽 2017	二信	譚天恩	冠軍 (中學組粵語散文誦讀)
	二信	譚天恩	亞軍 (中學組粵語聖經誦讀)
	二信	譚天恩	亞軍 (中學組粵語解說誦讀)
(4) 「華辯盃」	五望	蔡樂賢	最佳辯員
(5) 香港世界和平統一家庭聯合會主辦「分享我一次行孝的經驗」徵文比賽	三誠	吳曉儀	真情流露獎 (初級組)
	五望	楊鋸淳	真情流露獎 (高級組)
<b><u>English</u></b>			

(1) 68 <sup>th</sup> Hong Kong Schools Speech Festival	1Ft	Pang Wai Lam Zachary	1st Runner-up (Boys Prose Reading Solo(English))
	5Hp	Yu Sum Wai	1st Runner-up (Girls Prose Reading Solo(English))
	2Hn	Yeung Hoi Yu	2nd Runner-up (Boys Prose Reading Solo(English))
<b><u>Mathematics</u></b>			
(1) Super 24 Competition	1Hn	Fung Cheuk Nam	2nd Runner-up
	1Hn	Cheng Wing Ki	2nd Runner-up
	1Hn	Yu Sai Hin Chris	2nd Runner-up
<b><u>Liberal Studies</u></b>			
(1) 消委會第十七屆消費文化考察報告獎	四信	石榮灝	特別嘉許 (選題) 獎 (初級組)
	四誠	黃庭賢	特別嘉許 (選題) 獎 (初級組)
	五愛	莊惠喬	特別嘉許獎 (高級組)
	五愛	方曦彤	特別嘉許獎 (高級組)
	五愛	麥詠嵐	特別嘉許獎 (高級組)
<b><u>A&amp;P</u></b>			
(1) 2016/17 School Music Compositions Showcase	6Lv	Wu Yat Wing	Personal Award (Excellent Music Composition Award (優秀作品獎))
(2) 2016 全港中學校際飛盤邀請賽	2Lv	Yeung Tai Tsui	Champion
	3Ft	Kwok Sau Lok	Champion
	3Ft	Tong Ka Kiu	Champion
	3Hn	Sze Chi Yeung	Champion
	4Ft	Cheng Tsz Sin	Champion

	2Hp	Kam Tsz Kiu	1st Runner-up
	3Hn	Wong Wing Sum	1st Runner-up
	4Hn	Ho Lok To	1st Runner-up
(3) 2016 慕光英文書院友學接力賽	4Hn	Hui Yat Nok Bosco	2nd Runner-up
	5Lv	Cheung Tak Kan	2nd Runner-up
	5Hn	Tam Siu Yu	2nd Runner-up
	5Hn	Tang Ho Chung	2nd Runner-up
(4) HKSSF Swimming Competiton			
- Boys C 50m Butterfly Swimming	2Ft	Sun Kai Kin	Champion
- Boys C 100m Freestyle Swimming	2Ft	Sun Kai Kin	1st Runner-up
- Girls B 4x50m Freestyle Relay	2Hn	Liu Cheuk Ying	1st Runner-up
	3Ft	Yu Ka Sin	1st Runner-up
	4Hp	Lam Wing Hei	1st Runner-up
	4Hp	Lo Olive Ching Wun	1st Runner-up
- Boys A 200m Medley Swimming	5Lv	Cheung Siu Wo Ron	2nd Runner-up
- Girls B 100m Freestyle Swimming	3Ft	Yu Ka Sin	3rd Runner-up
(5) HKUPA Inter-School Winter 2016	2Lv	Yeung Tai Tsui	2nd Runner-up
	2Ft	Cheung Wai Lam	2nd Runner-up
	2Hn	Cheung Ho Sun	2nd Runner-up
	2Hn	Cheung Kwong Yuen	2nd Runner-up
	3Lv	Luk Chun Hei	2nd Runner-up
	3Ft	Kwok Sau Lok	2nd Runner-up

	3Ft	Tong Ka Kiu	2nd Runner-up
	3Ft	Tang Ho Chun Adrian	2nd Runner-up
	3Hn	Sze Chi Yeung	2nd Runner-up
	3Hn	Wong Wing Sum	2nd Runner-up
	4Ft	Cheng Tsz Sin	2nd Runner-up
(6) 大埔區排球比賽	6Ft	Yu Hoi Ting Katy	1st Runner-up (大埔區排球比賽女子公開組)
(7) 屈臣氏暑期田徑訓練班結業賽	3Ft	Kwok Sau Lok	Champion (男子 B 組跳遠)
(8) 香港沙灘排球巡迴賽黃金一站	6Ft	Yu Hoi Ting Katy	1st Runner-up
(9) 第 52 屆學校舞蹈節 2015-2016			
- 爵士舞及術舞(個人)	6Hp	Tai Ying	Champion
- 爵士舞及術舞(雙人)	6Hp	Tai Ying	Champion
	6Hn	Wong Ho Wing	Champion
- 現代舞(雙人)	3Ft	Hou Kwan Han	3rd Runner-up
	3Hn	Hou Kwan Yee	3rd Runner-up
(10) 觀塘區分齡田徑比賽 2016			
- 女子 100 米 跨欄青少年 D 組	4Lv	Wong Ching Man	1st Runner-up
- 女子 1500 米青少年 D 組	4Hn	Lok Wing Hei	1st Runner-up
- 女子青少年 D 組 4X400 米接力	4Lv	Wong Ching Man	1st Runner-up
	4Hp	Lo Olive Ching Wun	1st Runner-up
	4Hn	Lok Wing Hei	1st Runner-up
	4Hn	Li Man Wai	1st Runner-up

- 男子青少年 C 組 4X100 米接力	4Hn	Hui Yat Nok Bosco	1st Runner-up
	5Lv	Cheung Tak Kan	1st Runner-up
	5Hn	Tam Siu Yu	1st Runner-up
	5Hn	Tang Ho Chung	1st Runner-up
- 男子 200 米青少年 C 組	5Hn	Tam Siu Yu	2nd Runner-up
- 男子 1500 米青少年 D 組	4Lv	Pung Chun Yu	2nd Runner-up
- 男子鉛球青少年 D 組	3Ft	Kwok Sau Lok	2nd Runner-up
- 男子青少年 D 組 4X400 米接力	3Lv	Kei Chun Hei	2nd Runner-up
	3Ft	Kwok Sau Lok	2nd Runner-up
	3Ft	Tong Ka Kiu	2nd Runner-up
	3Hn	Sze Chi Yeung	2nd Runner-up
(11) The 69th Hong Kong Schools Music Festival			
- Zheng Solo (Intermediate)	4Hn	Tsui Ka Wai	The 2nd Place
- Graded Piano Solo (Grade Four)	1Ft	Pang Wai Lam Zachary	Certificate of Merit
- Suona Solo (Junior)	1Hn	Yim Lok Hang	Certificate of Merit
- Cello Solo (Junior)	2Ft	Li Wun Yan	Certificate of Merit
- Graded Piano Solo (Grade Five)	6Lv	Ma Tsz Yau	Certificate of Merit
- Liuqin Solo (Junior)	1Hn	Yim Lok Hang	Certificate of Proficiency
- Graded Piano Solo (Grade Six)	2Hn	Ho Ka Yan Jessica	Certificate of Proficiency
	5Hp	Ma Ho Sum, Hendry	Certificate of Proficiency
- Piano Duet (Intermediate)	3Lv	Pang Man Lai	Certificate of Proficiency
	3Hn	Kwan Wan Chi	Certificate of Proficiency
- Graded Piano Solo (Grade Eight)	4Hn	Lui Kin Lok	Certificate of Proficiency
- Original Composition	6Lv	Wu Yat Wing	Certificate of Proficiency

(12) 2017 年香港花卉展展品比賽:學童插花藝術	4Hp	Ng Cho Sum	Highly Commended
(13) 2017 世界台灣學生繪畫比賽 (高級組)	5Hn	Yeung Tsz Tung	1st Runner-up
(14) 2017 年香港花卉展學童繪畫比賽	3Hn	Au Anya	Certificate of Merit
	4Hp	Yip Ching Sum	Certificate of Merit
	4Hn	Cheng Tsz Ching	Certificate of Merit
	5Lv	Man Ching Tung	Certificate of Merit
(15) 香港青馬青年獅子會十周年活動：繪畫比賽《童 夢·我手畫我心·我的夢想世界》	1Ft	Lau Ho Yeung Jaydon	Champion
	3Hp	Chan Tsz Yiu Vivian	1st Runner-up
	1Hn	Chan Tsz Chung	2nd Runner-up
	3Lv	Cheung Pak Yui	Certificate of Merit
(16) Hong Kong School Drama Festival 2017/18			
- Adjudicator's Award	1Hp	Choy Tin Yan	Champion
- Award For Outstanding Stage Effect	2Lv	Lo Cheuk Yiu	Champion
- Award For Outstanding Cooperation	3Hn	Ho Yung Man	Champion
	3Hn	Kwan Wan Chi	Champion
	3Hn	Liu Clement Trevor	Champion
	3Hn	Sar Yui Nga	Champion
	3Hn	Yip Hiu Hei	Champion
	1Ft	Liu Tsz Leung Ryan	1st Runner-up

	1Ft	Yeung Hoi Leung	1st Runner-up
	2Lv	Tse Chi Lai Vincent	1st Runner-up
	4Ft	Chan Ho Ching	1st Runner-up
	1Ft	Kan Yueh Xing	2nd Runner-up
	1Ft	Lee Tsz Tung	2nd Runner-up
	1Ft	Wang Hailun	2nd Runner-up
	3Lv	Hui Pak Yan Yannis	2nd Runner-up
	3Lv	Lam Wai Kit	2nd Runner-up
	3Lv	Law Wing Yat	2nd Runner-up
	3Lv	Pang Man Lai	2nd Runner-up
	5Hp	Chan Cho Miu	2nd Runner-up
	5Hp	Sham Kiu	2nd Runner-up
- Award For Outstanding Script	3Hn	Ho Yung Man	Champion
- Award For Outstanding Performer	3Lv	Lam Wai Kit	Champion
	3Lv	Law Wing Yat	Champion
	3Hn	Ho Yung Man	1st Runner-up
	3Hn	Sar Yui Nga	1st Runner-up
	4Ft	Chan Ho Ching	2nd Runner-up
(17) 2017 年全港中小學學界閃避球錦標賽			
- 初中男子組	1Lv	Chan Yik Kwan	Champion
	1Lv	Lau King Hang	Champion
	1Ft	Wan Tim	Champion
	1Ft	Liu Tsz Leung Ryan	Champion
	2Lv	Gurung Steven Bahadur	Champion



	2Lv	Tai Ka Long	Champion
	2Hp	Wu Tsz Tsun	Champion
	2Hn	Cheung Kwong Yuen	Champion
	2Hn	Cheung Ho Sun	Champion
	3Lv	Wong Yan Ho	Champion
	3Hp	Lee Tsz Yui Julian	Champion
	3Ft	Wan Tim	Champion
	3Ft	Lee Pan Lun	Champion
	3Hn	Leung Ching Kit	Champion
	3Hn	Wong Lik Yeung	Champion
(18) 2017 年第三屆校際飛盤邀請賽			
- 男子初級組	3Lv	Luk Chun Hei	1st Runner-up
	3Ft	Kwok Sau Lok	1st Runner-up
	3Ft	Tong Ka Kiu	1st Runner-up
	3Ft	Tang Ho Chun Adrian	1st Runner-up
	3Hn	Sze Chi Yeung	1st Runner-up
- 女子公開組	1Hp	Lor Tsz Wing	1st Runner-up
	1Ft	Leung Hoi Yiu Gabrielle	1st Runner-up
	2Ft	Wang Vanessa Bao Ting	1st Runner-up
	4Hn	Ho Lok To	1st Runner-up
	4Hn	Tsui Ka Wai Emiko	1st Runner-up
(19) 學界羽毛球比賽			

- 女子乙組	1Ft	Leung Hoi Yiu Gabrielle	3rd Runner-up
	1Ft	Sze Tsz Ching	3rd Runner-up
	2Hp	Man Ying Ching	3rd Runner-up
	2Ft	Tsoi Wing Yin	3rd Runner-up
	2Ft	Lai King Yan	3rd Runner-up
	2Hn	Liu Cheuk Ying	3rd Runner-up
	4Hn	Li Man Wai	3rd Runner-up
(20) 學界田徑比賽			
- 男子甲組三級跳	4Hn	Hui Yat Nok Bosco	Champion
	4Hn	Ng Ka Lam	Champion
	5Lv	Cheung Tak Kan	Champion
	5Hn	Tam Siu Yu	Champion
	5Hn	Tang Ho Chung	Champion
	5Lv	Cheung Tak Kan	2nd Runner-up

## VI. Financial Summary

ECF Saint Too Canaan College			
Financial Summary for the 2015/2016 School Year			
		Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of % of the annual overall income)			
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)		76.26%	N.A.
School Fees		N.A.	23.07%
Donations		0.00%	0.03%
Other Income		0.24%	0.40%
	Total	76.50%	23.50%
<b>EXPENDITURE</b> (in terms of % of the annual overall expenditure)			
Staff Remuneration		85.06%	
Operational Expenses (including those for Learning and Teaching)		7.98%	
Fee Remission / Scholarship <sup>1</sup>		3.28%	(13% of school fee income)
Repairs and Maintenance		1.45%	
Depreciation		1.90%	
Miscellaneous		0.33%	
	Total	100%	
<b>Surplus for the School Year<sup>#</sup></b>		1.44 month of the annual expenditure	
<b>Accumulated Surplus in the Operating Reserve as at the end of the School Year<sup>#</sup></b>		6.31 months of the annual expenditure	
<sup>#</sup> in terms of equivalent months of annual overall expenditure			
<sup>1</sup> The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall			
<input checked="" type="checkbox"/> It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship			

**ECF Saint Too Canaan College Learning & Teaching Department  
2016-17 Teachers' Questionnaire on Homework Policies  
Analysis**

**Please choose the appropriate rating for each of the following questions. (1 = “Strongly disagree”, 6 = “Strongly agree”)**

1. Regular homework detention class (Monday to Thursday 3:45 – 4:30 p.m.) is useful to help students to clear not-submitted homework.  
Average = 4.44
2. L&T Department has implemented effective policies to deal with students with serious records related to homework submission.  
Average = 4.22
3. Students submit quality homework.  
Average = 3.47
  - This question obtained the lowest mark in the survey. Teachers may find that there is still room for improvement on the quality of students' submitted homework.
  - L&T Department may further consider educating students to submit quality homework in the coming year.
4. The workload in the duty of regular homework detention class is acceptable.  
Average = 4.22
5. Compared with the previous three school years, students have made certain improvement in handing in homework on time.  
Average = 4.17
6. Do you have any suggestion to L&T Department concerning the homework policy? Please feel free to express your view.  
Some highlights of teachers' opinions:
  - Further actions should be taken to deal with students who have serious homework records, e.g. meeting with P/VP instead of issuing warning letters only.
  - Subject monitors may put the homework directly into teachers' bookshelves during the morning form time.
  - Work accuracy of SRA is not satisfactory.

General analysis:

- In Question 1, 2, 4 and 5, the average mark is over 4. It can be reflected that teachers find that the effectiveness of homework detention class and related policies are satisfactory. Teachers also agree that students have made certain improvement in submitting homework punctually over the past three years.
- Homework policies seem to be effective to handle with students with minor records in homework submission. However, for the students who frequently failed to submit homework on time, the policies may not be adequate.

\*\* L&T Department may further consider applying other suitable ways to deal with students who accumulate numerous records in homework submission.

基督教中國佈道會聖道迦南書院 學與教組  
 ECF Saint Too Canaan College Learning & Teaching Department  
 2016-17 學生學習情況問卷調查  
 2016-17 Students' Learning Questionnaire  
 分析 Analysis

一、 請就以下描述圈出合適的評分。(1 = 極不同意；6 = 極同意)

Please circle the appropriate rating for each of the following questions. (1 = “Strongly disagree”, 6 = “Strongly agree”)

	Average
1. 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.	4.31
2. 我有自動自覺在中期測驗或考試一至兩星期前進行溫習。 I take the initiative to do the revision one to two weeks before the Revision Tests or exams.	4.32
3. 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 and browsing internet etc.	3.97
4. 我喜歡使用平板電腦(如 iPad)於課堂學習。 I like using tablet (e.g. iPad) in learning during the lessons.	4.99
5. 我時常在課後時間向同學或老師請教學科問題。 I always ask classmates and teachers questions after the lesson.	3.56
6. 我時常認真完成功課。 I always complete homework seriously.	4.34
7. 我已建立準時繳交功課的習慣。 I have developed a habit of submitting homework on time.	4.46
8. 星期六留堂班能有效督促需出席之學生改善交功課之習慣。 Saturday Homework Detention Class can facilitate the attendees to develop a better habit in submitting homework.	3.67
9. 我有恆常到自學中心進行自修之習慣。 I always go to Self-study Center to study.	2.7 8
10. 自學中心的導師可幫助我解答功課上的難題。 The tutors in Self-study Center can solve my queries in homework.	3.4 9
11. 我對自學中心的環境及設施感到滿意。	4.01

I am satisfied with the environment and facilities in Self-study Center.	
12. 透過自我奮進計劃(SAS)，我能自覺地到自學中心溫習，以便註銷學習範疇的警誡信。 Through Self-advancement Scheme (SAS), I actively do revision at the Self-study Center in order to cancel L&T warning letter.	<b>4.00</b>
13. 我時常參加逢星期四英語日(English Speaking Day)及星期五早上 Inviting Campus(書籍分享/迦南講場)的活動。 I always participate in Thursday English Speaking Day and Friday Inviting Campus activities (Book sharing/Canaan Forum).	<b>2.4</b> <b>5</b>
14. (中一至中四級適用 Applicable to S.1 to S.4 students) 星期一至四功課留堂班督促學生需每日準時交功課。 Monday to Thursday Homework Detention Class can supervise and urge students to submit homework on time every day.	<b>3.81</b>
15. (中二至中五級適用 Applicable to S.2 to S.5 students) 相比上學年，學校推行更多不同措施鼓勵學生學習。 Compared with last school year, the school implements more different policies to facilitate students' learning.	<b>3.86</b>
16. (中一及中二級適用 Applicable to S.1 and S.2 students) 我在功課節內可以完成大部份功課。 I complete most of my homework during Homework Lesson.	<b>4.26</b>
17. (中一及中二級適用 Applicable to S.1 and S.2 students) 我有認真利用「爭分奪秒」(Seize the time)計劃提醒自己在中期測驗及考試前溫習。 Through "Seize the time", I do revision seriously before Revision Tests and exams.	<b>4.00</b>
18. (中三級適用 Applicable to S.3 students) 選科講座提供充足及最新的資訊，幫助我選擇高中選修科目。 Course selection talks provide sufficient and up-to-date information for me to choose elective subjects in senior form.	<b>4.55</b>
19. (中五級適用 Applicable to S.5 students) 星期一溫習時段讓我有效進行自修，準備公開考試。 Study-time on Monday enhances me to self-study effectively for preparing the public exam.	<b>2.7</b> <b>9</b>
20. (中五級適用 Applicable to S.5 students) 星期三下午之各科測驗或評估有效幫助我準備公開考試。 The tests or assessments in different subjects on Wednesday drilling-period effectively help me to prepare for the public exam.	<b>3.3</b> <b>9</b>

Questions which obtained below 3.5 marks are indicated in a **box**: Question 9, 10, 13, 19 and 20.

Questions 9 & 10: These 2 questions revealed that students do not frequently use the self-study center. However, this finding does not correlate with students' learning or studying attitude. Students may also do revision at other places, e.g. public library, at home or private tutorial centers. L&T Department may consider the reasons behind the low usage of the self-center, e.g. environment, opening hours, availability of tutors.

Question 13: Students do not actively participate in Thursday ESD and Friday Inviting Campus activities. L&T Department may consider the reasons behind, e.g. nature of activities, attractiveness of activities, time.

Questions 19 & 20: These 2 questions are only applicable to S.5 students. They gave relatively negative comments to Monday study-time and Wednesday drilling time. L&T Department should review the effectiveness of these 2 policies to this batch of S.5 students and also for the coming batches. In addition, S.6 Drilling Time in the coming year should be reviewed at the same time.

## 二、 其他意見

### Other comments

1. 就本學年學校對學習上推行的各項安排或措施，你最欣賞的是甚麼？為甚麼？  
For all the arrangements or policies related to learning this year, which of them do you appreciate most? Why?

Some highlights of students' opinions:

- The use of iPad in facilitating learning.
- Homework detention class helps students with not-submitted records.

2. 就本學年學校對學習上推行的各項安排或措施，你認為有什麼需要改善的地方以助提升學習氣氛？  
For all the arrangements or policies related to learning this year, what should be improved in order to enhance the learning atmosphere in our school?

Some highlights of students' opinions:

- Monday study-time and Wednesday drilling time are not effective.
- More tutorial classes to be provided.

問卷完

**END OF QUESTIONNAIRE**



1. Aims:

In order to relieve teachers' workload, 3 teaching assistants (TAs) are employed with the use of the Capacity Enhancement Grant in 2016-17.

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 874 periods)
- 2.4 Exam Invigilation (Total no. of invigilation hours: Around 254 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 96% 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: 26/9/2017

Revision: 0

**EFC Saint Too Canaan College**  
**2016-2017 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 2016-2017. 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.

	<b>Strongly Agree</b>		<b>Agree</b>		<b>No comment</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>Empty</b>			<b>Total</b>
1. TAs can share my teaching related duties, e.g. preparation for teaching materials and lesson substitution.	25	53.2%	18	38.3%	3	6.4%	1	2.1%	0	0.0%	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.	36	76.6%	9	19.2%	2	4.3%	0	0.0%	0	0.0%	0	0.0%		100.0%
3. TAs can provide administrative and clerical support for my KLA/functional group.	31	66.0%	16	34.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		100.0%
4. Overall, TAs can relieve my workload.	32	68.1%	13	27.7%	2	4.3%	0	0.0%	0	0.0%	0	0.0%		100.0%
5. I can have more time to prepare my lessons.	23	48.9%	18	38.3%	6	12.8%	0	0.0%	0	0.0%	0	0.0%		100.0%
6. I agree with the use of Capacity Enhancement Grant to employ teaching assistants for the coming year.	35	74.5%	11	23.4%	1	2.1%	0	0.0%	0	0.0%	0	0.0%		100.0%

Remark : Target : All teachers ; Number of questionnaires distributed : 63 ; Number of questionnaires collected : 47

**School-based After-school Learning and Support Programmes 2016/17 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 9

(including A. 1 CSSA recipients, B. 4 SFAS full-grant recipients and C. 4 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						
Eng Debating Team		1		80%	Throughout the year	560	Verbal feedback		
Eng Remedial Class		2	1	80%	2 <sup>nd</sup> Term	1,400	Questionnaire	Synergy	
Eng Enhancement Class	1	1		80%	2 <sup>nd</sup> Term	624	Questionnaire	Synergy	
DIY Gift & Give Club			1	80%	10/2016 – 5/2017	1,100	Artworks and Attitude in the Interest Class		
Ceramic Club			1	80%	10/2016 – 5/2017	1,100	Artworks and Attitude in the Interest Class		
魔術師聯盟			1	95.6%	4,11,18/10, 15,22,29/11 6,13,20/12 7,14,21,28/2 7,14,21/3 11,25/4; 2,9/5	350	Attendance Record		
<b>Total no. of activities:</b>									
@No. of man-times	1	4	4			5,134			
**Total no. of man-times	9				<b>Total Expenses</b>				

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.

# 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).

@ 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)

## 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			
<b>Learning Effectiveness</b>						
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		✓				
<b>Personal and Social Development</b>						
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		✓				
<b>Community Involvement</b>						
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 apparent 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)**

DIY Gift and Give Club and Ceramic Club - They are satisfied about the service provided

**Programme Evaluation Report for  
DLG - Other Programme : Gifted Education for the 2016/17 school year**

<b>Programme title</b>	<b>Objective</b>	<b>Targets (No./level/selection)</b>	<b>Duration/ Start Date</b>	<b>Deliverable</b>	<b>Evaluation</b>	<b>Expenditure</b>
S4-S5 Deep Learning Class (中四及中五批判思維訓練班)	<ul style="list-style-type: none"> <li>- Students will gain an insight into their existing practice of learning from a 2-dimensional approach - width and depth</li> <li>- 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.</li> <li>- Students will learn the DEEP Learning Process:               <ul style="list-style-type: none"> <li>- Deal With</li> <li>- Decide Actions</li> <li>- Deposit</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- 30 students</li> <li>- S4 – S5 students</li> <li>- Students with good exam/revision test result</li> </ul>	2 lessons (Dec 2016 & Jan 2017)	<ul style="list-style-type: none"> <li>- Assessment</li> <li>- Games &amp; activities</li> <li>- Discussion and students sharing</li> <li>- Reflective exercise</li> <li>- Quiz and challenge</li> <li>- Lecture &amp; debrief</li> <li>- Take-home assessment</li> </ul>	Students actively participated in the class. They use deep thinking skills to apply in LS and English issue writing topics. School would like held such course can benefit more students.	\$8,000
Tutorial for elites	To tailor-make course to enhance the learning	Each subject can obtain 5*	8 lessons in 3 months	One assignment for each lesson	Students behaved well in the	\$34,445

	effectiveness of different DSE subjects				tutorial classes and learnt the exam-orientated skills which can be applied in the exam.	
Debate Skills Training (Chinese & English)	To enhance students debating skills in both Chinese and English	Students can improve their skills in debate and public speaking	3 months	Regular practice and competition	Students were well trained with different debating skills. English debating	\$17,475
CU Program for the Gifted & Talented – Genes, Cells & Biotechnology	To introduce the relationship between DNA and genes; and how the humans make use of biotechnology to cure the diseases.	S4 – S6 gifted students selected by teachers	3 lessons in April	Lecture	Student completed the course and obtained certification.	\$1,875