

ECF Saint Too Canaan College

2014-2015

School Annual Report

ECF Saint Too Canaan College

1. School Mission

1. Our Belief

It is our belief that our students are created in God's image and they are unique, respectable and valuable. Therefore, it is our mission to educate our students to have respect for life as well as develop their abilities and potential given by God.

We believe that education is a means to practice the Christian faith. Based on the love of Christ, we are dedicated to educating our students with love and care.

2. Mission Statement

Our main objective is to promote self-esteem, passion for life, concern for others, social responsibility and life long learning among students with an emphasis on virtue, wisdom, physical development, 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."

II. Our School

1. 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.

2. School Management

SMC members for school year 2014-2015:

Mr. Chen Dzu Biao, James (Supervisor)

Dr. Chan Ching Hai, Charles (Deputy Supervisor)

Rev. Yiu Hing Sang

Dr. Leung Kam Bor, Sherman

Rev. Yu Kwok Hung

Mr. Lee Yu Wai, Wilson

Rev. Cheung Wing Sang
 Dr. Lau Siu Ying, Patrick
 Dr. Li Pak Hung, Stephen (School Principal)
 Mr. Chang, Ian Peter (Teacher Representative)
 Mr. Sham Kui Man (Parent Representative)

3. Number of Active School Days
 Number of school days in school calendar : 192
 Number of school days with regular classes : 142

4. Lesson Time for the 8 Key Learning Areas (updated)

	Percentage (%)
Chinese Language Education	16
English Language Education	16
Mathematics Education	14
Science Education	10
Technology Education	8
Personal, Social and Humanities Education	20
Arts Education	8
Physical Education	5

III. Our Students

1. Class Organization (updated)

	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	138	137	136	150	132	104	797

IV. Our Teachers

Teaching Experience(updated)

	Percentage (%)
0-4 years	8%
5-9 years	46%
10 years or above	46%

V. 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 2014-2015:

1. To foster students to be self-directed learners.
2. To nurture students to be future leaders.
3. To develop students with international perspective.

Overview of the year

There are substantive progresses in the major objectives of the school in the year 2014/15. The school as a whole experienced marked improvement in many aspects.

One area is about student learning. Students were more active in learning, including pre-lesson preparation, engagement in class, upgraded quality of assignment, better habit of reading and the overall learning attitude was praiseworthy. This is confirmed in the survey of the stakeholder survey held at the end of the school year. As a result, internal annual assessment and results in Public assessment including Territory-Wide School Assessment and DSE were advancing. This year the percentage of students who had obtained University Entrance Requirement is higher than that of the HK average.

The second major objective which is equally important is facilitating students to be leaders. This year, more students had involved in different ways of training and direct services, with a wide spectrum of activities, from sport training of Outbound to Work Experience Project held in the Summer vacation. Many prizes were gained. The morale of striving for excellence and humility to serve were both apparent.

The third major objective is training students to have global perspectives. Students learned to establish their national identity and respect for the different cultures. Students acquired their national identity through various activities, including formal curriculum in class, National Flag raising ceremony held every month, programmes organized by the Moral and Civic Education Committee, and frequent study tours to the Mainland. On the other hand, students benefited from the International Cultural Week held very year and enjoyed the 10 day study tour to our sister school in Australia. All these added to the awareness and internalization of global perspective in their mindset.

One area that we have been left behind is the progress of e-learning. It is expected the hardware of the IT system will be ready for use in the middle of the following year and pilot schemes will embark immediately after that.

Based on the major concerns of 2014-2015, each department, KLA and functional group had their own annual report on their respective area of concern. The Learning and Teaching Department and Student Development Department reports were attached.

VI. Learning and Teaching Department

1. Curriculum

- 1.1 Over 96% of S4 students can choose their first priority for electives. Over 90% who have offered among their 1st to 3rd choices according to students overall annual result in S3.
- 1.2 Remapping of curriculum in Chinese department and English department allows a smooth transition between S3 and NSS S4 curriculum. By using EDB resources in the curriculum and discussing with the subject teachers, teaching materials can be modified in a better way.

- 1.3 For PSH department, current year is the transitional period to change from Social Studies (S.S) to Integrated Humanities (IH). By doing this, more regional issues can be included rather than only focusing on local studies. Curriculum restructuring in IH subject will cover a broader range of knowledge and provide students different aspects in learning.
- 1.4 To maintain the stability of the standing curriculum requirement, the department handled admission of students, class formation and add/drop of elective subjects with more consideration.
- 1.5 In order to provide diversified learning experiences for students and develop their potentials, Drama education, Music, Moral education continue to be included in our S4-S5 curriculum. Students can have wider exposure and all round development by showing their outcomes on the stage through drama competition and fashion show.
- 1.6 For curriculum planning, emphasis is placed on PLP (peer lesson preparation) which allows professional exchange of ideas throughout the year. Teachers attempted to adjust the topics/content according to students' ability.

2. Assessment

- 2.1 TSA result performance was released to the Chinese, Mathematics and English Panels when the school received the report. It was then discussed in the panel meeting. To address the issues raised from the discussion, the department devoted more resources on drilling and training for S3 students. To prepare S3 for TSA, 2-3 drilling practices were organized in the SDL lessons in Wednesday afternoon. In addition, after-school practices were organized. TSA was continuously used as a good reminder for subject teachers to assure basic competency in our junior students. Moreover, it is an appropriate indicator for teachers to know more about strengths and weaknesses of our students, hence, the school can put more effort on certain aspects.
- 2.2 The scope and depth of internal RT/ Examination papers were improved. In terms of setting examination papers, teachers have tried to include questions of different levels/elements to test students' knowledge, understanding, application and evaluation. Good progress has been maintained to monitor the quality of examination papers by circulating among the subject teachers teaching the same form. Positive and constructive comments were given to the setters who would amend the papers according to teachers' feedback. It was also good that the school developed the practice to include few challenging questions in junior form I.S. and S.S exam papers to meet student's different learning needs.
- 2.3 In order to strike a balance between formative and summative assessment, clear assessment policy on the distribution and percentage of continuous assessments was released to teachers after it has been reviewed in L&T core meeting. For those S6 repeaters without premock result, school has set up policy to strike for fairness for the students. For those new students in the second term, guidelines on the calculation of assessments were provided to ensure the fairness among students.

- 2.4 Internal assessment data after RT and Exam review meeting can provide a comprehensive reflection on students' performance in each subject. Panels can use the data to analyze and improve their teaching focus as well as organize different enhancement and enrichment classes for the students. For those classes held by our teachers, it was believed that students can benefit greatly as they took the classes seriously and with good attendance. For those 30 S.1 students who have high abilities, enrichment classes were organized and conducted by The Typhoon Club.
- 2.5 According to the assessment reports, bottom 20 students from S1-S5 were required to re-take 2nd RT during the Easter holidays. They have 3 weeks for revision and can get assistance from subject teachers. Most students have shown great improvement in core subjects and many of them got pass in RT re-do programme.
- 2.6 Based on the evaluation results, we made concrete measures to improve the results of S6 students. Projected grades could help students to know their level of achievement. They could then discuss with their teachers accordingly and know the possible level they are expected to achieve if they focus on specific topics. Projected grades will be provided to students by subject teachers three times according to pre-mock, continuous assessment and mock results. "Strive for excellence scheme" has been implemented to cater students with different abilities by encouraging them to attend tutorial classes arranged by subject teachers or external resources for a short period of time. Each panel heads have to submit their current strategy plans to upgrade and promote S6 students' learning to L&T head. It was believed that students with higher motivation can learn better if individual consultation is provided before they attend different tutorial classes.

3. Learning policy and Assignment policy

- 3.1 In order to allow smooth transition for S1 students to get used to the new campus life, in addition to 10-day bridging course, S1 homework caring group was one of the strategies adopted to help students to set up good habit in doing homework and provide caring services to students who had difficulties in doing homework every Monday and Thursday after school. It was suggested that verbal appreciation should be accompanied with students' improvement.
- 3.2 Number of students requested to attend Holiday Detention (Christmas and Easter) classes was decreased. For those students with outstanding 6 items of homework not yet submitted before long holiday, they have to come back school from 9 am to 12 pm for 3 continuous days to clear all homework or do revision. After implementing this policy, students were more serious with their homework and they become more aware about the consequences of poor submission.
- 3.3 Different workshops on learning methods were organized by LTL (Learning in L&T) after 1st RT. 20 students from S1 and S2 attended 1-hour study skill workshop after school to

learn more methods in studying and doing revision. Students were attentive and understood the important skills they have learnt. Some of them can even apply the skills to the 1st term exam. To equip students with the skills for the examination, LS and Chinese departments co-organized workshops for S6 students to be conducted by reputable speakers

3.4 The school joined “community based project”, tutorial classes provided before 2 exams in December and May for S1–3. Different outing programmes were provided to students with financial needs. In addition to focus on tutorials only, students were allowed to widen their horizons.

3.5 After first term exam evaluation meeting, it was found that S2 students have performed unsatisfactorily and their poor learning attitude needed to be adjusted immediately. L&T core implemented “Enhancing Learning habit scheme” which aims at helping students to take responsibility in learning, strengthen learning habits in all forms and own their learning. These messages were delivered to students through morning assemblies and form teachers’ briefing in the form time. It is believed that good attitude will drive students to have good academic performance.

4. Teaching

4.1 FIP (Formative Instructional practices) would be adopted for 3 years in STCC. Current year, teachers needed to show learning targets in teaching and align assessments with the learning targets. This not only provided clear structure to teachers, but also let them know where they are teaching and what types of homework can match with the learning targets. This practice also provided clear lesson flow for students to follow.

4.2 Learners’ Diversity (LD) was another major focus that required the involvement of all departments and teachers. At the beginning of this academic year, expertise from EDB was invited to share the rationale of whole school approach in LD and how to carry out in different KLAs. Meetings, discussions, lesson observations were conducted in S2 IS, Math and LS subjects. Teachers from different departments shared how they could cater learners’ diversity through tailor-made notes with different levels. They used different learning styles to cater learning diversity in Math. Lesson. Through managing expectations, learning diversity was narrowed in LS essay writing. As part of Teachers’ Development (TD) activities, over 20 colleagues shared FIP—learning target and LD in June. The sharing inspired other teachers how to transform those skills to their own subjects. Based on the data from the questionnaire, more than 80% of teachers are interested to practice and know more about LD.

4.3 To enhance the teaching effectiveness and teachers’ awareness of small class teaching, English department organized workshops and invited a speaker from HKU to clarify the concept of small class teaching and its effectiveness. Other teachers were invited to join the workshops.

- 4.4 IT in learning and “Flipped the classroom” are the teaching trends these few years. Teachers from different disciplines attended seminars to get more ideas and see if the teaching strategies could be implemented in our school for the benefits of our students. Besides, many teachers visited UCK School to observe how IT can be incorporated into lessons. Exchanging professional ideas on IT in learning can make the lesson more interesting.
- 4.5 English teachers observed English lessons in Heep Ho College to learn more about how the learning targets (FIP) were carried out in the lessons. Math. Department organized an inter-school sharing on teaching strategies with Ning Po Number 2 Secondary School after examination period. This inter-school sharing could help to enhance teaching strategies among different schools.
- 4.6 Regarding cross KLA PLO, teachers had completed peer lesson observation and feedbacks were given to the teachers being observed. This practice could further enrich one’s teaching skills.

5. Learner Diversity

- 5.1 Programs for catering learner diversity were carried out after school, such as S1 Homework caring groups and enhancement classes. Different KLA organized their own enhancement classes in different forms for students with different abilities throughout the year. Majority of the students agreed that their needs were catered.
- 5.2 SEN tutorials were conducted during SDL timeslots for S2-3 students. Teachers with SEN training provided tailor-made worksheets, focused on content delivery and paid attention to a small group of students to better cater their needs. Few students had shown a bit improvement in English dictation and their writing. In addition, another group was set up for S1-2 Elite students in Math which provided students with higher level exercises to train their critical and creative thinking skills.
- 5.3 Other than courses provided inside school, we encouraged elite students to join the “Elite programme” held by CUHK. They had attended the regular courses, partly sponsored by the school, in Math and Science. Besides, summer programme was organized for Economics Elite students. Few of them joined the camp to broaden their horizons with other students. Students were selected to attend the “Public speaking and thinking skill” workshops held by “Elite organization” to enhance their ability in leadership.
- 5.4 Three students joined a gifted education programme organized by CUHK and the school sponsored half of the tuition fee. In order to encourage students to join external competitions, there will be another funding to sponsor their enrolment fee.
- 5.5 For those SEN students with special needs in writing or doing homework, school waived their homework non-submission records and gave them special allowance for homework submission date. Moreover, instructions were given to S1 subject teachers to allow

students to complete HW to certain proportion in order to ease their learning difficulties.

5.6 Classes are streamed according to student's English ability. In S1-S3, Honesty is the best class. Student's Putonghua proficiency reaches certain level. It warrants that Chinese subject of all Honesty classes will be taught in Putonghua. Teachers will also set higher academic expectations on those classes and more extra reading materials will be provided.

6. Cross KLA activities

6.1 Cross KLA activities can be shown in the ESD day (English speaking day). For example, Maths cooperated with Technology department to organize activities for students. PSH and LS department not only focused on globalization and environmental issues, but also incorporated values on how to be a global citizen, treasure the natural resources and respect different views, into the activities. Most junior form students enjoyed the ESD and were willing to communicate in English.

6.2 English department organized IC week assembly (International cultural) which focused on knowing more about New Zealand. On behalf of A&P department, VA was invited to take the lead to demonstrate fashion design about the New Zealand culture. To show their full support to students, teachers also participated as designers and models on the stage.

6.3 Youth sex education activities were co-organized by the counseling team and Life Education and moral Education during lunch time. Students were welcome to join the activities which could allow them to know more about their emotional expression and sexual topics.

6.4 PSH department worked with PDC (Potential Development Committee) to organize study tours to Malaysia and Seoul. However, due to the tight flight schedule and outbreak of virus in Seoul, study tour to Seoul was finally cancelled this year. It is a good practice that subject department cooperates with functional group to organize study tour. This type of collaboration allows that the study tour not only focuses on knowledge, but also on leadership training and self management.

7. Promote reading in the campus

7.1 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.

7.2 Library organized more than 4 book exhibitions in collaboration with Chinese department, English department, SNC (spiritual nurturing committee) and CGC (career guidance committee). A large variety of books was provided to students to develop their reading habit.

7.3 Junior form reading lesson was put into timetable. The reading lessons were well

organized in a way that different elements, including book sharing, reading in STCC, reading outside school, visiting UST and central library and visiting Eslite in Causeway Bay, were incorporated. From the students' survey, it is believed that these different types of activities can arouse students' interests in reading.

7.4 A reading seminar about animal right was held during the reading week assembly in April. The activity was well received by teachers and students. A reading booklet had been published by term end to review all the reading activities held in STCC in past few years.

8. DSE Academic results

8.1 It continues to observe that the HKDSE results had improved, especially in BAFS (Business), English, LS and Chinese History, showing higher passing rate than HK average.

8.2 S6 students had performed better in the DSE Examination. 43% (HK average 40.3%) of students could achieve 3322, 71% (HK average 69.1%) could achieve 22222. Overall speaking, our school is above HK average in all these areas. These better results were the results of students' improving learning attitude, students' untiring effort and teaching strategies on individual student needs.

8.3 On DSE result release day, all panel heads and deputy heads gathered to share the information and simple data of students' results. This allowed them to have general picture on students' performance in DSE examination and put these observations into department planning on improvement measures for the coming S6 students. More details about the individual subject results will be released to all staff during the staff meeting in August.

9. Evaluation on L&T major concerns and suggestions

(refer to Appendix 1-3)

9.1 Students can learn actively through consistent mode of assessment for learning.

9.1.1 To focus on developing clear learning targets by teachers in the lessons.

About 71% of S1 students believed that they could learn more effectively by following the learning targets in lesson. For S1-S5 students, about 64% agreed that learning targets are helpful in their learning.

From teachers' survey, 76.5% agreed that students could learn more effectively by following the learning targets in lessons. This was the first year that the school adopted whole school approach to implement learning targets in all classes. This measure was considered effective for both teachers and students to understand and follow the learning targets in the lesson.

9.1.2 To provide clear learning target and alignment of learning target with assessment. From teachers' survey, 85.7% agreed that FIP could help to enhance teaching and learning effectiveness. As part of staff development training, the school encouraged teachers to link the assessments to the learning targets closely. Most of the teachers were willing to try and carry out in their lessons. Teachers shared successful cases in the Staff development day in June.

9.2 Students can develop self-directed learning through strengthening learning platforms (E-learning) and providing extended learning materials.

9.2.1 To provide more Online resources to more capable students for self directed learning.

Each department has provided a reading list for students including online materials, website and extra reading booklist. Students can choose to read and do their reading report. E-learning was still not popular in school due to the lack of wifi support at the moment. Evaluation can be found in the Library report.

9.2.2 To provide extended reading materials for different subjects.

In collaboration with Library, KLA reading scheme was set up in the current year. Students could gain bonus in the continuous assessments by reading the books recommended by subject teachers. Preparing more knowledge based reading materials is a good practice to enrich students' subject knowledge.

9.3 Students can develop their potentials through workshops on learning strategies and study skills.

9.3.1 To enhance the learning habits through mass programs.

For S1-S3, mass programme was held at the beginning of the academic year in the L&T assembly. SWOT scheme, memorizing skills, notes taking, chart and organization map were introduced. Over 90% of students were attentive and believe that these skills could be applied into learning. The workshop also helped students to understand what learning styles they belong to and how it can help them to learn more effectively. A series of memorizing skill workshops were provided for S4 students who were interested in it. 95% of the participants believed that the skills are useful in memorizing the subject knowledge.

9.3.2 To learn the study skills through workshops for S1 and study skill booklet for S3.

Two sessions on study skill methods were provided to S1 and S2 students after the 1st RT. They showed interest and 70% of them applied the skills into 1st term exam. Subject teachers shared the study skills in different subjects and distributed a booklet for S3 before the exam to help them not only about learning but also course selection.

10 Suggestion:

10.1 Measure to follow up repeaters/new students/SEN

A programme was conducted in the past to follow up with newly arrived students. (Church activities, social worker programmes, learning programmes) School has to brief repeaters of our expectations in the beginning of the school term. 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 and special allowance will be given to them in Homework aspects.

10.2 Measure for serious Homework detention class

It was advised that students should be responsible for their learning, including submitting homework and subject teachers are responsible for requesting students to submit homework on time. It was suggested to print the homework non-submission list to subject teachers earlier so that they can ask the students to submit the late homework. Subject teachers have to delete the non-submitted homework record. It was suggested that teachers have to meet parents for serious homework non-submission cases. And teachers have to write clearly the homework list on the blackboard. Monitors have to be trained to write clearly the homework diary. If necessary, serious Homework detention class for 1.5 hours will be implemented from Sept to Dec. to see the effectiveness of it.

10.3 Upgrade Senior students learning performance

Senior form student are too passive in the lesson and lack of expectation in their learning. Teachers are suggested to cater for learning diversity in term adopt more different teaching strategies, and pair up work to help them in collaborative learning. Study time on Monday and drilling on Wednesday are good practice to push students to learn. And more different interventions to help them in

10.4 Enhancing teaching methodology

Learning target and assessment methods will continue to carry out in coming year. Exploring IT in education will start from few colleagues who have interested in it. Teacher's teaching sharing session will be put into school calendar in order to promote professional exchange and can share other department's good outcomes.

VII. Student Development Department

1. Objectives

- 1.1 Students can learn from role models who possesses the character traits of Attentiveness, Self-discipline and Perseverance
- 1.2 Students can develop a mindset of successful career planning through different programs, workshops and personal guidance.
- 1.3 Students can have autonomy in planning activities with teachers acting as advisors

2. Evaluation

2.1 Objective 1

Students can learn from role models who possesses the character traits of Attentiveness, Self-discipline and Perseverance

2.1.1 Strategies and implementation

Strategy: Students can learn role models through mass programs, developmental programs and award schemes

2.1.2 Objective and subjective means, measurable set in the 2014-15 Annual plan.

Overall results: about 48.3% teachers are satisfied in this aim (Level 3)

About 37.9% teachers are very satisfied in this aim.(Level 4 and 5)

2.1.2.1 Mass Programs

a) Morning assembly competition

-At least over 30% of teachers and students' sharing was about the role models of those character traits .

-Book sharing is still the main theme of most of the morning assemblies

-About 80% classes could get 8 marks in their performance. The marking scheme was focus on the attentiveness and their shape of their class

b) School assembly

- We invited different speakers (role models)to share their life experiences.

- Throughout their sharing, students could learn the good character traits from their life. The Rating is 4. (Point scale: 1-5)

-In this year, teachers set self-discipline routines .Students can go to hall by themselves. Their performance is satisfactory . The program can start earlier and the feedback of teachers on their discipline in assembly is good .

According to the SD survey, about 96.6% of teachers are satisfied in this area.

Suggestions:

1. More role models of different areas can be invited to our school assembly.
2. More student leaders can be trained to lead the school assembly.
3. In the coming year, only one school assembly is arranged . Junior students can have more chances to learn good models traits from senior form students.

2.1.2.2 Development programs

a) Whole person development program

- For S1 students, they have to complete 10 activities with 5 assigned and 5 self-planned activities within a year.
- For S4 students, they have to complete 15 activities with 8 assigned and 7 self-planned activities within a year.

Result : Only 7 S1 students and 5 S4 students can fulfil the criteria .

The result is far away from our expectation .(our success criteria :
S1: 70%, S4 :50%)

It is because that the promotion is very weak and the follow up is weak too.

Suggestions:

-The program will be computerized and students will input their attendance through IT system by themselves . S1&2 students and S4 &5 students should join the program. This program will be bridged to students OEA system . They can use the data for applying JUPAS.

b) P.A.T.H programs

- This year, we have co-operations with two agencies, 樂天會(S.1 P.A.T.H.S.) and 童軍知友社(S.2 P.A.T.H.S.)
 - S1 Self-management skills
 - S2 Experience programs-team building & serving skills are trained
- About 30 students have joined the above programs. The attendance rate is about or over 70%. The result is satisfactory.

Suggestions

- Since Junior form students have positive feedback on those programs, we will still join P.A.T.H program for next three years .
- But better time coordination should be arranged before implementing the programs

c) High Flyer programs

- S3 goal setting program: Experience program, workshops and parents' talk were organized throughout this year.
- Over 75% students felt satisfactory with those programs

2.1.2.3 Award Schemes

Choose class models and students models

a) Inter-class board competition

- Inter-class board and room decoration was held from September to October
- 5S' practice was encouraged to implement in classroom settings.
- The board decoration competition with a theme: "Aim High, Fly High" was held.
- As suggested last year, class moto and biblical verse were put in each class in order to keep class spirit.
- All classes joined the competition. The Rating is 4.3. The result is satisfactory.

Suggestion

- MCEC teachers should remind the teachers and students to start the board decoration earlier.

b) 5' S practice competition—(Clean up STCC monthly)

- Classes were checked by CNC and MCEC at least twice in one term (The rating is 3.7)
- About 60% classes could keep their classroom clean.
- The result of Junior form is satisfactory but the improvement should be concerned in senior form

Suggestions

- More recycling facilities should be provided in the classroom and in the campus

c) Class discipline competition

-The self-discipline campaign was held twice in this year. Over 90% classes keep their discipline and cleanliness well.

d) Punctuality award

- The punctuality list of each class was posted monthly. Most students have no late records and the number of students with no late records increased. (The rating is 4)

Suggestion

Although there is some improvement in some forms, the effective strategies of promoting the good character of punctuality should be explored .

e) Star of Canaan:

- Students with good characters were be elected by teachers . They became role models for other students. 100%students joined the election.

- (Oct) Respect (Nov) Responsibility (Jan) Self-discipline
- (Feb) Humility (Mar) Progress (Apr) leadership
-

-The rating is 4.3 . In this year, the Awardees were more mature to give an impressed sharing and had a positive influence on other students .

The result is especially satisfactory in senior form. They can set a good model throughout the process.

-As suggested from last year, we have invited the stars of the Star of Canaan to organize activities . The outcome is satisfactory.

Suggestions

1. The voting schedule should be kept strictly.
2. The prize presentation can be put in the ceremony in the coming year to honor the students.
3. The Star of Canaan club should be kept for promotion of the coming year. According to our survey, there is 34.3% (Level 3) and 55.2% (level 4) of teachers are satisfied with the leadership development . Students' leaders can play role models.

2.1.2.4 Other programs

a) Parent education

Topics of the workshops are related to the personal qualities.

-Workshops for S1 parents:3 workshops were held on the Saturdays of October and November for S.1 student 's parents

-About 90% parents are satisfied with the workshop. About 45 parents attended the workshop.

- The Parents' Workshops held in the second term were opened for all parents

- The result of workshops are satisfactory. 90% shows satisfactory for the workshops. Over 45 parents joined those workshops.

Suggestion

1. More time should be given for group discussion
2. The similar topic can be used in the coming year.
3. The cooperation with church can be a form of support for parents.

b) Organic farming

-In this year, 12 students were recruited as little farmers. They needed to attend six lessons. Most of them took care of the plants . Their performance and the attendance is satisfactory.

Little farmers: The attendance rate is over 90%

Suggestions

1. The practical interview for organic farmers will be kept for next year.
2. Questionnaire will be developed to evaluate the program and students' performance.

2.2 Objective 2

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

2.2.1 Strategies and implementation

Strategy1 : To cultivate students' self- reflective attitudes in their life planning through our good quality career education.

Objective and subjective means, measurable set in the 2014-15 Annual plan.

Overall results: about 62% teachers are satisfactory in this aim (Level 4 or above)

2.2.1.1 Local & Oversea Expo was held in Jan. Over 400 students and parents participated in this program. Over 90% participants agreed that the program is useful.

2.2.1.2 Experience program, workshops and parent talk were organized for S3 students. Over 75% of the students felt satisfactory.

2.2.1.3 We conducted online aptitude tests and briefing workshops for S4-S6 students. Most of them agreed that the tests can enhance their self-understanding.

2.2.1.4 Career workshops were carried out in LE (S1-3) and ME(S4-6) lessons. Teachers felt the lessons were useful.

2.2.2 Strategies and implementation

Strategy 2 : To develop students' international perspective in understanding the entire system of local, Mainland China, Taiwan and oversea education

2.2.2.1 Three counseling groups were organized to cater 40 S6 students with stress management. 90% of them agreed that the groups can help them to release their stress effectively.

2.2.2.2 Oversea, mainland China and Taiwan studies were introduced in S6 school assemblies. 65% of students felt satisfactory of the program.

2.2.2.3 University tours and visits were organized to help students to explore their pathways. 75% of students felt satisfactory.

2.3 Objective 3: Students can have autonomy in planning activities with teachers acting as advisors

2.3.1 Strategies and implementation

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

2.3.1.1 Objective and subjective means, measurable set in the 2014-15 Annual plan.

Overall results: About 48.3% teachers are satisfactory in this aim.(Level 3)

About 37.9 % teachers are very satisfactory in this

aim.(Level 4 & 5)

2.3.2.2 Election of SU

-The rating of performance is 4.43 for SU and 4 for Form house

This year, there were two proposed cabinets, Supernova and Omega participated in the election and Supernova won the presidency by gaining 388 votes. They won the presidency by over 50% of votes.

-Under the new structure of SU, Form House members provided sufficient manpower to help SU organize their activities.

-They organized various activities for whole school students. They can finish all activities that they have planned in their annual plan.

2.3.2.3 Form Houses

-In this year, each form had organized three activities throughout the school year.

-All form houses have set their annual plans and finished it on time.

Suggestions

- A new House system in Vertical structure will be implemented in the coming year. We expect that more leaders can be developed under this system.

2.3.2.4 Student fellowship

About 65% of team members actively served in assembly and gospel week. 43.5% of team members attended the regular meetings. The average score of the items related to Christian ministry team is more than 2.22.

The Christian Ministry Team members are more mature than last year. They are more proactive in organizing spiritual activities and they can set good models for other students.

About 18 students joined the student fellowships in average in every day III after the period of self-directed learning. Many students cannot join the fellowship due to lots of activities were organized at that period of time.

Suggestions

1.It is suggested that Friday lunch time will be more suitable for student

fellowship and S1 bible study group can be arranged in some assemblies.

2. Outside resources of spiritual leaders will be recruited and they can lead our students in different spiritual activities. They can be the models for our student leaders.

3. Conclusion and Recommendation

3.1 According to the SD survey, we found that the results of all objectives are more satisfactory than last year. The result of objective two is the best outcome. It shows that the career education becomes an important part 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 (82.7%: level 4 or above), Parent and school cooperation (79%: level 4 or above) and MCEC programs (70%: level 4 or above). The students' discipline is improving in this year. But in comparing with last year, the leadership development (58.6% level 4 or above), the rate drops a little. We hope that the change of house system can give more chances to develop our student leaders. In lunch arrangement, the result is under our expectation. Only 51.7% is level 4 and level 5. The quality of lunchbox of new food provider should be upgraded in the coming year.

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

3.2.1 Whole school approach in career education

Based on the good foundation of our school career education, more resources can be mobilized in our school in the coming few years. Besides the grant from EDB, we are elected to join the meaningful project "CLAP" in the coming three years. This project involves lots of resources in implementing whole school career education in STCC. We have more external support in teachers' training, job-related experiences for students and parental workshops. In addition, the mentorship program was successfully launched for our S6 students last year. More alumni are invited to join this program in the coming year. Students can find out their interests, strengths and career aspirations through the process. It is a fruitful and meaningful program.

3.2.2 Develop servant leaders

In the coming year, the New House system will be proceeded. Students are allocated into four houses. This vertical structure can provide more platforms for junior form students to learn different skills and leadership traits from senior form students.

Start from next year, all students will attend one school assembly. This change can bring more chances for students to learn models from different forms. Our major concern is to develop servant leaders who can possess a serving heart and learn

different good qualities of a servant leaders.

3.2.3 Build up a self-disciplined and incursive culture

Although students' discipline keeps improving in these few years, we still keep high expectation on promoting "self-disciplined" culture. Therefore, more appreciation should be given for those self-disciplined class and students. More Award schemes will be designed to promote the self-disciplined culture.

Besides, as number of cases of SEN keeps increasing , the promotion of incursive culture is also a major concern in our school .Therefore, outside resources such as part-time social workers will be provided for the support of those SEN students and teachers. More learning strategies and social skills training will be provided for SEN students . Through this extra support and other programs, a self-disciplined and incursive culture can be fostered and build up in STCC.

VIII. Student Performance

1. Students' academic performance

1.1 Public exam Result HKDSE in 2015 : Percentage of students who achieve the minimum entrance requirements for local degree courses: $26/100 = 26\%$.

1.2 The local degree basic entrance requirement is 3322. Our school students achieve 43% which is above HK level 35.3%.

1.3 The School is satisfied with our students' performance 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, Liberal Studies and BAFS (management). Number of students who obtain with 5* and 5 are increasing compared with past few years.

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. Both Math and Chinese language are slightly below the standard.

2. Students' non academic performance:

2.1 Students' Award summary (2014-15) [External Award]

<u>Award title</u>	<u>Class</u>	<u>Student Name</u>	<u>Category of Award</u>
<u>Chinese</u>			
(1) 第 66 屆香港學校朗誦節 (中文朗誦)	五信	王家瑤	冠軍
	一望	張柏睿	亞軍
	一愛	蘇穎琳	季軍
	三誠	江禧樺	季軍
	五愛	文采琳	季軍
	五信	何瀚賢	季軍
	一愛	吳曉儀	優良
	一望	鳳莉瑩	優良
	一望	林海澄	優良
	一望	梁巧琳	優良
	一望	廖朗延	優良
	一望	陳芷遙	優良
	一望	陳芷遙	優良
	一誠	紀竣曦	優良
	一誠	符愛莉	優良
	三信	謝鎮崇	優良
	三誠	江禧樺	優良
	三誠	吳佩縈	優良
	三誠	溫晉鍵	優良
	四愛	黃靜雯	優良

	四望	李煊熔	優良
	四望	方琬晴	優良
	四信	葉金琳	優良
	四誠	何悅	優良
	四誠	鄭嘉瑤	優良
	五愛	郭懿彤	優良
	五愛	文采琳	優良
(2) 扶輪社全港學生演講比賽	五信	盧逸朗	高中組亞軍
(3) 中文科學生好書推介比賽	一愛	黃皚鈞	優秀作品
	一望	廖朗延	優秀作品
	一誠	王穎心	優秀作品
	一誠	余嘉倩	優秀作品
	一誠	何融蔓	優秀作品
	一誠	黃皚翹	優秀作品
	二望	陳朗熙	優秀作品
	二信	何樂陶	優秀作品
	二信	陳文君	優秀作品
	二誠	何嘉駿	優秀作品
	二誠	羅啟安	優秀作品
	三愛	周德睿	優秀作品
	三愛	劉映廷	優秀作品
	三信	方曦彤	優秀作品
	三誠	李鍵淳	優秀作品
	三誠	蔡樂賢	優秀作品

(4) 香港世界和平統一家庭聯合會...我和爸媽的故事徵文比賽	一誠	何銘婷	初級組真情流露獎
	二誠	許韻淇	初級組真情流露獎
	三誠	祁庭暉	初級組真情流露獎
	五愛	陳子樂	高級組真情流露獎
	五愛	曹惠鈞	高級組真情流露獎
(5) 第十四屆基本法盃	四信	盧青諾	最佳辯論員
(6) 星島第三十屆全港校際辯論比賽	五望	關軒明	最佳辯論員及最佳交互答問到
	五愛	陳雪綸	最佳交互答問
(7) 第一屆今日香港與當代中國辯論比賽	三誠	Singh Vring Jasdeep	最佳辯論員
(8) 優質環境 健康生活 扶輪社全港學生演講比賽	五信	盧逸朗	高中組亞軍
	五愛	李修慧	高中組優異獎
	五望	廖俊豪	高中組優異獎
	二誠	周昊航	初中組優異獎
(9) 第6屆博藝盃	一望	張柏睿	金獎
	一望	林海澄	金獎
<u>English</u>			
(1) 66th HongKong Schools Speech Festival (Eng Speech)	1 Hope	Liu Clement Trevor	Merit
	1 Faith	Li Chun Hei	Merit
	3 Honesty	Singh Vring Jasdeep	Merit
	5 Love	Wing Ching Tung	Merit

<u>Science</u>			
(1) Australian National Chemistry Quiz 2014	5 Love	Leung Ka Hin	Distinction
	5 Love	Li Wing Yin	Distinction
	4 Faith	Chan Tsz Hei	Credit
	6 Love	Tong Foon	Credit
(2) The Secondary School Mathematics and Science Competition	6 Love	Soong Ka Po	Distinction in Chemistry
(3) The Chemists Online Self-Study Award Scheme 2013-14	6 Love	Soong Ka Po	Platinum Award
	6 Love	Lee Shun Yee	Platinum Award
	6 Hope	Ho Yuk Lam	Platinum Award
<u>Technology</u>			
(1) The Boys & Girls Club Association of HK - Mission Well	4 Love	Wong Ching Man	Junior Financial Secretary (Champion)
(2) HKCC Business Excellence Contest : A Green Marketing Campaign	4 Hope	Chan Wing Yin	Judges Commendation Award
	4 Hope	Fung Hiu Ching	Judges Commendation Award
	4 Hope	Leung Ho Yan	Judges Commendation Award
	5 Hope	Shek yan Tung	Judges Commendation Award
(3) Inter-School IT Elite Challenge	5 Hope	Kwok Yu Lam	Champion
	5 Hope	Lau Kin Long	Champion
	5 Faith	Pang Chun Ho, Teddy	Champion

	5 Honesty	Wong Ho Yin	Champion
	5 Honesty	Yeung Cheuk Hay	Champion
<u>Personal, Society & Humanities (PSH)</u>			
(1) 第五屆全港中學中國歷史研習獎勵計劃	四信	譚穎芯	第一名
<u>A&P</u>			
(1) AS Watson Group HK Student Sports Award	5 Faith	Ip Man Hei Sunny	Champion
(2) HKSBL 香港區際籃球聯賽	4 Honesty	Wong Ching Tun	2nd Runner-up
(3) HKSSF Swimming Competition	4 Faith	Kwok Ching Man	1st Runner-up (Girls B grade 50m Free Style)
	4 Faith	Kwok Ching Man	2nd Runner-up (Girls B grade 100 Free Style)
(4) St Bonaventure College & High School Invitation Relay - 4x100m Girls	5 Love	Woo Yee Lee, Immanuel	2nd Runner-up
	5 Hope	Ho On Ki Angel	2nd Runner-up
	5 Hope	Ip Yan Chi	2nd Runner-up
	5 Honesty	Wong Wing Lam	2nd Runner-up
(5)UCC-KE Invitatin Relay - 4x100m Boys	3 Love	Tam Siu Yu	2nd Runner-up
	3 Hope	Hui Yat Nok Bosco	2nd Runner-up
	4 Love	Leung Tsz Long	2nd Runner-up
	4 Honesty	Ma Nok Yin	2nd Runner-up
(6) UCC-THT Invitation Relay - 4x100m Girls	4 Faith	Yu Hoi Ting Katy	1st Runner-up
	4 Honesty	Wong Ho Wing	1st Runner-up
	5 Love	Woo Yee Lee,	1st Runner-up

		Immanuel	
	5 Hope	Ho On Ki Angel	1st Runner-up
(7) HKBUSA Invitation Relay - 4x100m Girls	3 Honesty	Nip Hiu Lam	2nd Runner-up
	3 Honesty	Lam Esther	2nd Runner-up
	4 Faith	Yu Hoi Ting Katy	2nd Runner-up
	4 Honesty	Wong Ho Wing	2nd Runner-up
(8) Hong Kong Acrobatic Gymnastics Open Championship	5 Faith	So Ching Tsun	1st Runner-up
(9) HKSSF Athletics Competition - Girls B Grade 100m Hurdles	4 Faith	Yu Hoi Ting Katy	Champion
- Boys B Grade 4x100m Relay	3 Love	Tam Siu Yu	Champion
	3 Hope	Hui Yat Nok Bosco	Champion
	4 Love	Leung Tsz Long	Champion
	4 Hope	Lam Chun Yu, Joey	Champion
- Girls B Grade 400m	4 Honesty	Wong Ho Wing	1st Runner-up
- Girls B Grade 4x100m Relay	3 Honesty	Nip Hui Lam	1st Runner-up
	3 Honesty	Lam Esther	1st Runner-up
	4 Honesty	Wong Ho Wing	1st Runner-up
	4 Faith	Yu Hoi Ting Katy	1st Runner-up
	3 Love	Tam Siu Yu	2nd Runner-up

- Boys B grade 100m			
- Boys B Grade Javelin	4 Love	Leung Tsz Long	2nd Runner-up
- Boys B Grade Discus	4 Love	Leung Tsz Long	2nd Runner-up
- Boys A Grade Triple Jump	5 Love	Lui King Leong	2nd Runner-up
- Girls B Grade 100m	4 Faith	Yu Hoi Ting Katy	2nd Runner-up
- Boys C Grade Shot Put	2 Faith	Kwan Lai Lok	3rd Runner-up
- Boys A Grade Shot Put	5 Faith	Ip Man Hei Sunny	3rd Runner-up
- Girls A Grade 100m	5 Hope	Ip Yan Chi	3rd Runner-up
(10) 2015 年香港技巧體操公開賽高級組混合雙人	五信	蘇菁蕤	第三名
(11) Hong Kong School Drama Festival -	3 Honesty	Kong Hei Wa	Award for Outstanding Performer
	2 Love	Mou Cheuk Yin Joey	Award for Outstanding Cooperation
(12) HKSSF Badminton Competition (Girls)	1 Love	Lau Tsz Yin	4th Place
	1 Honesty	Chan Tsz Yan	4th Place
	2 Honesty	Lee Tak Sim Daisy	4th Place
	2 Honesty	Li Man Wai	4th Place
	2 Honesty	Lo Tsz Wing	4th Place

	3 Honesty	Ng Zandra Pui Ying	4th Place
(13) Hong Kong Windsurfing Joint School Competition - Minum Girls	1 Faith	Chu Hiu Yan Dora	2nd Runner-up
(14) Inter School Rhythmic Gymnastics Competition - Novice Rope	1 Hope	Lam Hoi Ching	5th Runner-up
(15) The 67th Hong Kong Schools Music Festival	1 Faith	Chan Cheuk Hei	3rd Place
	2 Faith	Kwan Lai Lok	Certificate of Merit
	4 Love	Ma Tsz Yau	Certificate of Merit
	4 Love	Wu Yat Wing	Certificate of Merit
	Alumni	Ma Tsz Wai	Certificate of Merit
	1 Love	Tong Ka Kiu	Certificate of Proficiency
	1 Hope	Lee Pan Lun	Certificate of Proficiency
	1 Honesty	Chio Yat Hei	Certificate of Proficiency
	2 Honesty	Lee Tak Sim, Daisy	Certificate of Proficiency
	4 Hope	Kwok Wing Yee	Certificate of Proficiency
	5 Faith	Leung Yik Shun, Samuel	Certificate of Proficiency
	5 Faith	Lo Yat Long	Certificate of Proficiency
<u>Learning & Teaching Department</u>			
(1) 第一屆香港學界記憶大賽 - 高中組聽記中文數字	四望	李煊熔	第一名
- 初中組中文詩詞速記	二誠	李偉豪	第一名
- 高中組 5 分鐘限時速讀	四愛	余子邦	第一名

初中組 5 分鐘限時速讀	二愛	黃韋舜	第二名
<u>Library</u>	—	—	
(1) 26th Reading Carnival -			
Outstanding Performance of Promoting Reading of the Carnival Booth	1 Love	Pong Shun Chi	1st Runner Up of Secondary School
	1 Hope	Cheung Lok To	1st Runner Up of Secondary School
	1 Faith	Ng Hoi Ching	1st Runner Up of Secondary School
	1 Honesty	Fong Yee Laam	1st Runner Up of Secondary School
	1 Honesty	Chan Tsz Yan	1st Runner Up of Secondary School
	2 Love	Fung Titus	1st Runner Up of Secondary School
	2 Faith	Lam Macus Yik Wei	1st Runner Up of Secondary School
	2 Faith	Leung Wan Tik	1st Runner Up of Secondary School
	2 Honesty	Cheung Chi Wai	1st Runner Up of Secondary School
	3 Love	Pang Cho Hin	1st Runner Up of Secondary School
	3 Love	Chow Hoi Lam Vivian	1st Runner Up of Secondary School
	3 Honesty	Mok Hiu Lam	1st Runner Up of Secondary School
	4 Love	Wu Yat Wing	1st Runner Up of Secondary School
	4 Love	Yu Tsz Pong	1st Runner Up of Secondary School
	4 Hope	Chow Yi Man	1st Runner Up of Secondary School
	4 Hope	Mak Man Ki	1st Runner Up of Secondary School
	4 Hope	Ng Nok See	1st Runner Up of Secondary School
	4 Faith	Chan Tsz Ching	1st Runner Up of Secondary School

	5 Love	Lee Kar Wah	1st Runner Up of Secondary School
	5 Love	Leung Ka Hin	1st Runner Up of Secondary School
	5 Love	Poon Chun Kit	1st Runner Up of Secondary School
	5 Love	Tso Wai Kwan	1st Runner Up of Secondary School
	5 Hope	Lau Kin Long	1st Runner Up of Secondary School
<u>Student Development Department</u>			
(1)Advancement Academy Scholarship 第九屆希望獎學金	2 Hope	Lai Cheuk Yin Anson	
(2)Best Endeavour Award	1 Hope	Cheung Kwan Oscar	
	1 Honesty	Wong Tang Ngai, Billy	
	2 Love	Law Sum Yin	
	2 Hope	Ho Yung Kuen Ronald	
	3 Love	Yung Wang	
	3 Honesty	Kong Hei Wa	
	4 Hope	Tan Xiao Ying	
	4 Honesty	Pang Hoi Tung	
	5 Hope	Ting Sze Yui	
	5 Faith	Yuen Ka Lun	
	6 Hope	Ho Yuk Lam	
	6 Faith	Wong Chung Ying	

(3)明日領袖獎	四誠	馬諾言	
	五望	石欣桐	
(4)施彭年教聯獎學金	五信	鄭啟麟	
(5)太陽報心之書贈書計劃	一信	王力揚	
	五望	梁皓邦	

基督教中國佈道會聖道迦南書院 學與教組
2014-2015 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。(A 為極不同意; F 為極同意)

Please circle the appropriate rating for the following questions. (A represents “Strongly Disagree”, F represents “Strongly Agree”)

	極同意 Strongly agree					極不同 意 Strongly Disagree	不 適 用 N/A
	6					1	
	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	4.6	4.6	4.1	4.3		
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.	4.3	3.5	4.2	3.7	3.6		
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.	4.4	3.8	4.4	3.9	3.7		
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	3.8	3.6	4.0	3.7	4.1		
5. 我有認真完成功課的習慣。 I always complete my assignments seriously.	4.8	3.9	4.5	3.8	3.8		
6. 我有準時繳交功課的習慣。 I always submit them on time.	4.7	4.3	4.7	4.1	3.9		
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.	3.7	3.0	4.0	3.6	3.6		
8. 我有善用自學中心進行個人溫習。 I always go to self study center to study.	3.6	2.5	3.5	3.1	3.4		
9. 我有善用自學中心進行小組研習。 I always go to self study center to join small group discussion.	3.6	2.5	3.2	3.0	3.1		
10. 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	2.4	3.0	3.3	3.0		
11. 我認為一星期一次 1 小時的留堂班合適。 It is appropriate to have an 1-hour Detention Class once a week.	4.1	2.9	3.3	3.3	3.2		
12. 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.	5.8	3.1	3.4	3.3	3.2		
13. 透過到自學中心與同學小組研習能有效地提升我的學習效能。 My study effectiveness is enhanced through small group discussion with my classmates in self study center.	4.1	3.2	3.7	3.4	3.3		
14. 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.	4.5	3.1	3.5	3.3	3.6		

15. 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.	4.2	3.3	3.6	3.4	3.4
16. 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	3.2	3.7	3.4	3.4
17. 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.	4.5	3.2	3.5	2.9	3.3
18. Applicable to S1 to S3 students/(中一至中三級適用) 星期三下午 SDL 時段，我善用時間作自我學習及溫習。 I make good use of the SDL session on Wednesday afternoon to do self-revision or self study.	5.0	4.5	4.2	3.2	4.5
19. Applicable to S1 to S2 students/(中一至中二級適用) 透過功課時間(Homework time)，我可以完成大部份功課。 I complete most of my homework during Homework time.	4.8	4.4			
20. 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.	4.4				
21. 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.			4.4		
22. 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.					3.2
23. 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.					3.4

二. 其他意見

Other comments

- 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	<ul style="list-style-type: none"> - Homework Lesson 可以完成很多功課 - 欣賞自學中心的環境，因為對比小學，我的自習進步和積極了很多 - SDL 有更多時間溫習 - 功課堂因為可使我不在家做功課做得太晚，從而溫習 - 有自學中心供學生溫習 - 留堂班時間剛剛好 - Homework caring group, 幫助我做 revision - Homework caring group. 因為它讓我完成大部分功課，使我回家有時間溫習 - 有 [自我奮進計劃] 讓準時及 hand in all homework - It would be the Homework time. It is because I could finish most or even all of my homework at school, so that I can
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	<p>have more time to study at home.</p> <ul style="list-style-type: none"> - HW Caring group, 我最欣賞那裡的老師 , 如果我們有問題他們會用心幫我們解答 - 自學中心的導師令我明白更多上課時不明白的東西 - 欣賞一次在 ssc 一個 prefect 教我數學, 解釋原因是入什麼 , 令我十分欣賞
<u>S.2</u>	<ul style="list-style-type: none"> - 太多功課 - 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 - 自學中心能使我專心學習 - SDL 可以做功課 , 溫習 - 留堂班 - 詳盡的筆記 , 仔細的內容 - SAS 可以取消 warning letter
<u>S.3</u>	<ul style="list-style-type: none"> - SDL , 可以在校完成功課 , 溫習當天所得 - 眾多講座 - Academic Prefect - Self study center 的導師可幫助同學 - 中三選科講座 , 因為十分實用以及適合我們的需要 - 中三選科講座 , 令我目標明確
<u>S.4</u>	<ul style="list-style-type: none"> - 小組溫習 - 一星期一次 SDL - Self Study Centre because it is good for us to learn actively - SAS , a chance to let students wash their record - 會安排問卷訪問同學' - 自學中心的老師能夠幫助同學 - 星期三早放 , 可以留校溫習 - 沒有欣賞的 , 胡言亂語 - 學校有良好的環境
<u>S.5</u>	<ul style="list-style-type: none"> - 有夜讀時間 - 支持星期三定期測驗 - 星期三定期測驗, 有效地提供各科之測驗 , 督促同學溫習, 為學生補課 , 以免同學有不明而不自知 - 有充足的自習時間 - 我欣賞老師會主動提供課餘時間給我們提問 - 自學中心 , 寧靜的環境可以更專心 - 夜讀時間有效逼人溫習 - More time can stay at school do revision, it is more efficient that at home - 自學中心的領袖生態度良好且能解決我的學術困難 - No, it is because for the Mon study time, the students can do other things out of study, and if we have problem not one can teach us.

	- 6個功課以上方要留堂
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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?

S.1	<ul style="list-style-type: none"> - 在功課時間需要改善，應把功課時間 改過教學時間，讓我們多學知識，提升學習氣氛 - 功課時間可以更長 - 功課堂可以星期一至五都通行 - 留堂班一小時不足夠 - Homework Time is not enough - Homework Time 需要更多時間 - 我認為大部分學生都不懂得積極做筆記，學校可以盡量鼓勵學生自己寫筆記 - 對之前有過多家長通知書的同學，有減少家長通知書及警告信的同學，應獎勵 - Homework Time, 班主任可少說話，令同學多點時間做功課 - 我認為把功課留堂班增加至一星期三次，警惕學生 - 可能有一點趣味性的活動 - 可以鼓勵同學到自學中心溫習 - 在 Homework Time, 我們可以進行小組討論，令學生進一步了解功課的問題 - 我認為 SAS 的安排有待改善，因為只是為了註銷警一，而忘了自學的意義，所以可以用其他的提升學習氣氛的活動去註銷它 - The school could let us leave earlier on Wednesday since during SDL, most of the students are actually doing nothing besides drawings, reading comic books and other stuffs that doesn't go with self-study. - And I think the SDL (Besides for the time when teacher gives us pastpaper to do) time is kind of useless (No Offence) - 如果每星期都有音樂，BK 會更好. 最好當然每星期都有兩天的體育堂 - 我覺得自修室需要改善，我多次到自修室也十分吵，令我不能專心完成手上的工作，希望 Prefect 可以令他們安靜，以免滋擾其他同學 - SAS 可以放到 Lunch Time，因為放學後可能有學生要去補習，而他就不能出席 sas - 將星期一留堂班改為輔導班 - 推廣自學中心 - 考試期間有 sas
S.2	<ul style="list-style-type: none"> - 不要有功課留堂班，無聊，而且只是在坐一會兒就走，成效不大 - Add more homework time - 太多功課 - 自學中心不夠安靜 - 假期留堂班，因為令到假期失去了 - 中三仍有功課時間 - 打擾課堂的學生，應去 106 - 不要留堂班

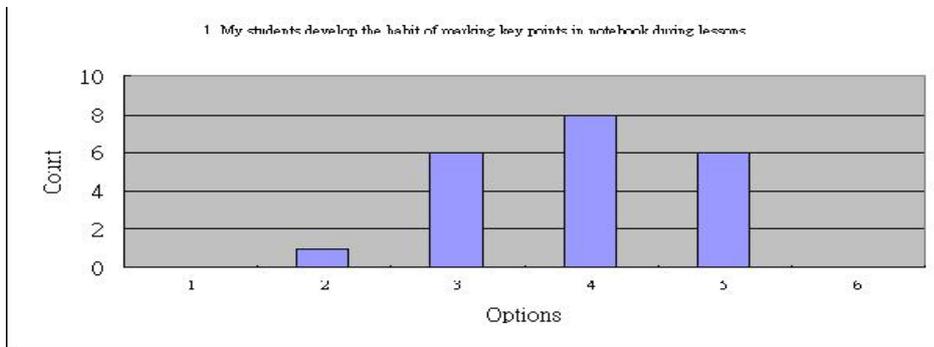
	<ul style="list-style-type: none"> - 用電腦上堂 - 我認為不應該每欠三份功課就要寄一張家通，應每六份功課一張家通，學生先有時間清除記錄 - 自學中心應提供冷氣給學生自修，令到有一個舒服的環境去學習
S.3	<ul style="list-style-type: none"> - 更多 SDL 時段，為學生提供溫習時間 - 不要有留堂班 - 學生的競爭意識過強，而導致心理質素下降 - 多點宣傳自學中心，除非有事 否則正常也不會去 - SDL 時間不時 TSA，可以少一點 - 有番功課時間 - 搞 CAMP，三日兩夜 - 自修室燈光不足，冷氣太少，不吸引 - 去更特別的地方交流，如東南亞 - 多點溫習班 給不同的學生 - 更多的溫習時間 - 太多操練，學生會感到壓力 - SDL 可以長少少 - 更多問卷及講座 - SDL 用作講座時間，TSA 訓練不能幫助我們
S.4	<ul style="list-style-type: none"> - SDL Center 太嘈 - 不要長假期留堂班溫書 做功課 - 不要功課留堂班 (特別是遲到留堂班) - 希望老師可以多弄 revision exercise 於學生，讓學生容易溫習 - 提早放學時間，學生可以有充足休息，有足夠時間溫習 - Without SDL, Let students have self study at home and lead to a more effective study - No SDL but change to group discussion (study group time) to increase the learning habit of student. Also it can have a good learning atmosphere - 我個人認為留堂班而且有懲罰性，可是不代表可以幫助同學改善欠交功課及遲到。相反，我認為留堂班不能幫助我去改善問題，我認為我好像浪費了一小時，溫不出有質素的課。留堂班後，我要補習會更加倦，感覺有點沒意思 - 可以增加 study group 使用課室時間 - 加強獎勵吧，留班沒有阻嚇性 - 功課留堂班時間太長，影響補習 - 可以一個星期中兩次 SDL - LS 老師太嚴
S.5	<ul style="list-style-type: none"> - 在中四中五加插星期三固定之 SDL 時間 - 星期一全年夜讀 - 夜讀，同學只是流於形式的等時間到，人在心不在。若是有心，不強則自行，若是無意，強逼有何用？

- 星期三下午測驗點解次次都甘趕，學生唔係唔思考，你老師遲放，有要趕命食 LUNCH，請問學生會否有正面態度去考？請作適當安排 !!! 謝
- 星期一夜讀打亂了本來的溫習時間，我認為在家溫習比在學校更有效率。而且因為是強制性，全級的學習氣氛未見有太大的提升
- 夜讀時間一星期一次太少
- Self- study centre has a little bit noisy
- 夜讀時間並放在星期五
- 確保課堂及自由時段安靜
- 老師特別預留時間為中文同學補課溫習，讓中文同學以身作則，引動學習氣氛
- 多開設小班(15人)比較好
- 中五級星期一溫習時段和星期三測驗時段影響學生課餘補習，再者，這都沒有太大的作用
- 提供補課於 LUNCH Time, Time can be use better
- Our school should provide more category of books such as physiology, philpsiphy and psychology. Or enlarge our library to a new building on the empty group between football ground and basketball ground.
- Secondly, why not force the peak students to form a mentor group in helping other students to further improve our students' level
- 星期一夜讀時間令課外及校內的補習班難以安排
- 我不認同星期一的溫習時間有用。始終每一個人有獨特的溫習方法，我和一班人溫習反而本末倒置，完全不入腦，一個小時就只可以白白浪費來做功課。我建議學校不限制學生溫習的地方，例如同學可以自由選擇圖書館或自修中心溫習
- 在夜讀安排科目老師，可以幫助同學溫習
- 讀書風氣需改善，如增 tutorial class，將學生溝通的語言轉為英語，從鼓勵學生轉為罰最差學生

Survey Name 2014 - 2015 Teachers' Questionnaire about Students' learning
 Time Frame 2015/06/22 - 2015/06/26
 Total Number of
 Response(s) 21

1. My students develop the habit of marking key points in notebook during lessons.

1	2	3
0	1	6



2. My students can learn more effectively by following the learning targets in lessons.

1	2	3
0	0	5



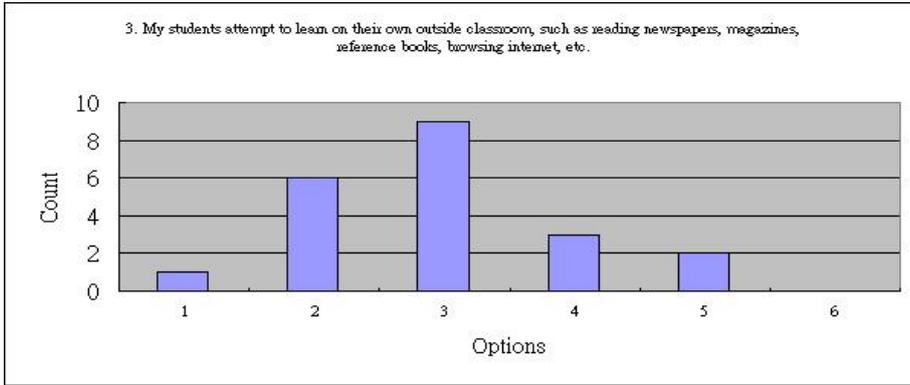
3. My students attempt to learn on their own outside classroom, such as reading newspapers, magazines, reference books, browsing internet, etc.

1	2	3
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1

6

9



4. My students always complete assignments seriously and on time.

1

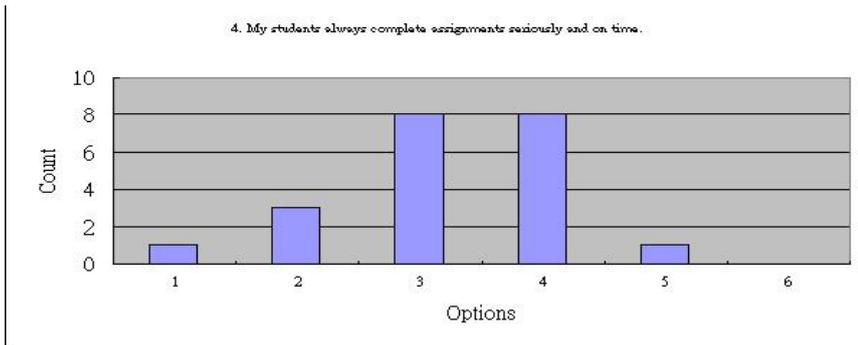
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1

3

8



5. The Homework detention class can help students to develop habit.

1

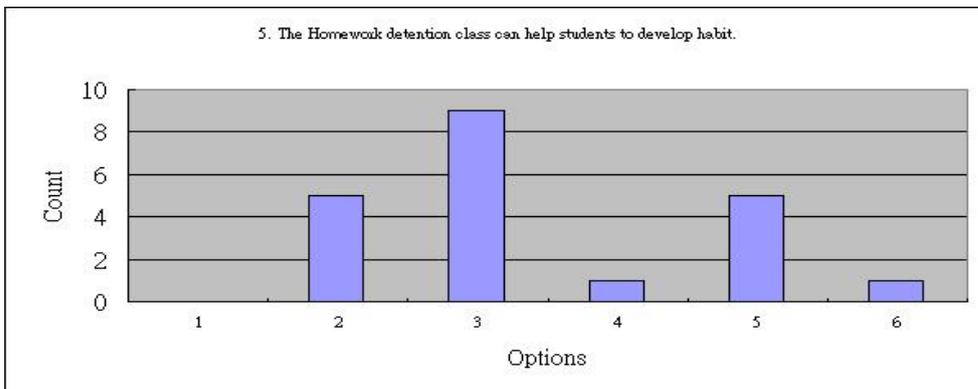
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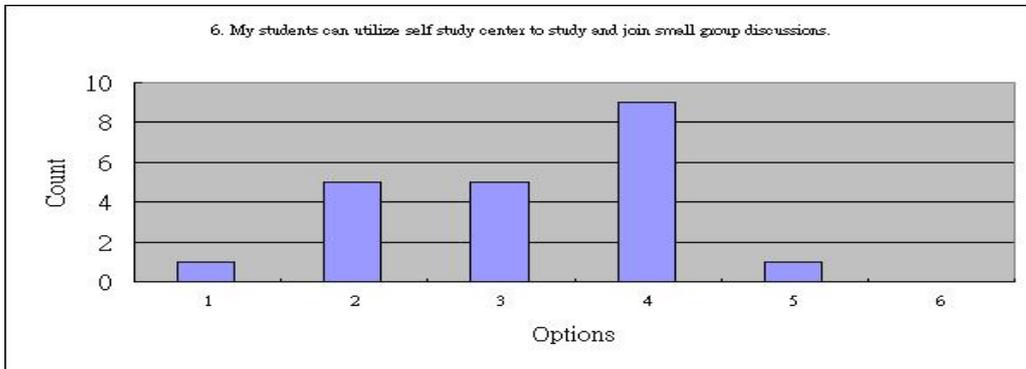
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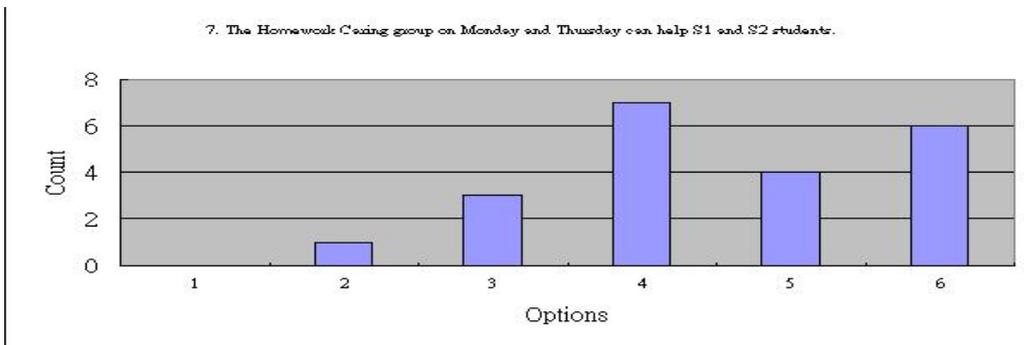
6. My students can utilize self study center to study and join small group discussions.

1	2	3
1	5	5



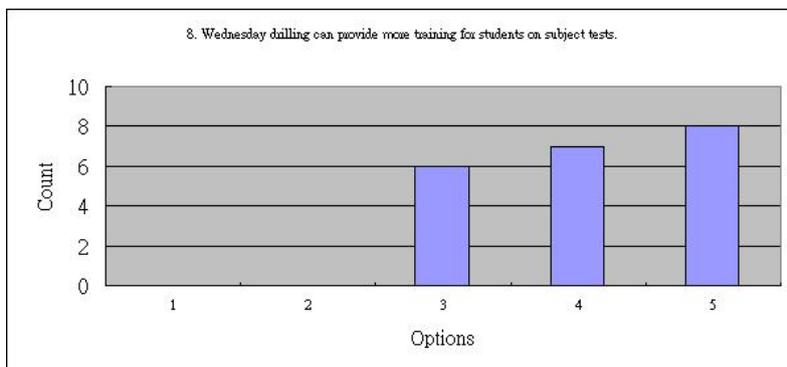
7. The Homework Caring group on Monday and Thursday can help S1 and S2 students.

1	2	3
0	1	3



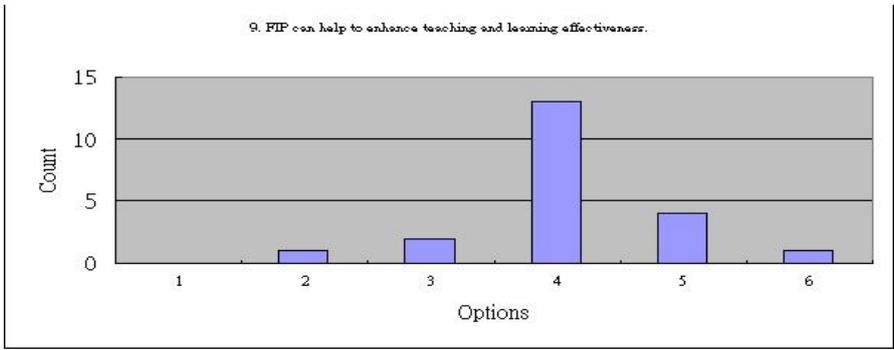
8. Wednesday drilling can provide more training for students on subject tests.

1	2	3
0	0	6



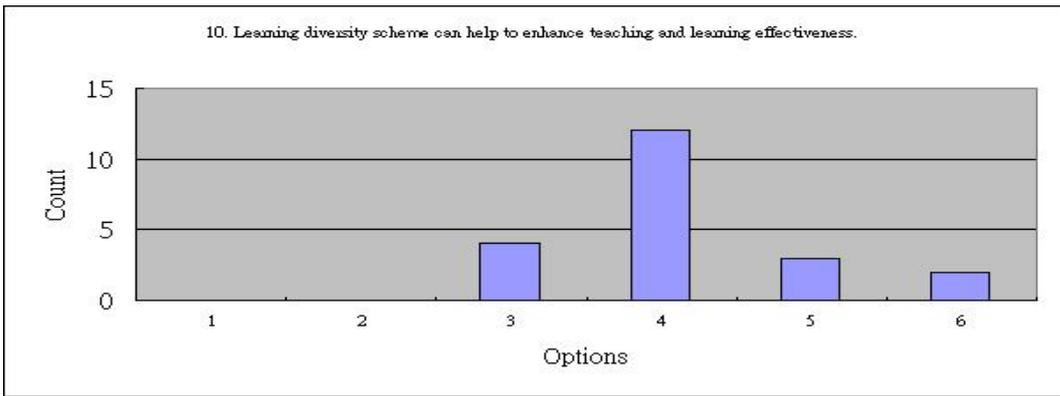
9. FIP can help to enhance teaching and learning effectiveness.

1	2	3
0	1	2



10. Learning diversity scheme can help to enhance teaching and learning effectiveness.

1	2	3
0	0	4



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

1. By continuous referring to the targets during classes, students are able to assess their own process during the lessons.
2. effectiveness in teaching, LE and FIP
3. F.I.P. is great.
4. FIP can help teachers to think how students more by self-learning and motivate them to make improvement.
5. FIP, students can have their ownership in learning
6. Homework care group, as it lessens form teachers' burden on keeping track of students' progress in handing in HW
7. Homework caring group
8. Homework Caring Group for S1 & S2 students. Help them with HW so that they won't have serious record of not-submitted HW.
9. Homework caring group 因對初入到中學的學生可作適應期，但不宜變成學生依賴的一個渠道。
10. Homework caring group, can see student improve.i.e. S1 students ,after joining the programme
11. Homework detention class. It's a lot of logistic work.
12. HW caring gp
13. Learning Target
14. S6 supporting policy
15. The Homework Caring group can help students with serious HW problem
16. The homework caring group is great for students who WANT to join, as is the self study centre. I like how the alumni come back to help their old school mates.
17. The homework caring group offers assistance to students who have difficulties completing their assignments and so they feel better supported.
18. Wed drilling. It provides an opportunity for the senior form students to do regular revision. Besides, it develops a routine for the students to have regular quizzes.

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

1. Detention class policy should be modified.
2. emphasis on training Ss' study habit
3. Homework lessons can be increased to 2 to 3 times a week in S1 and S2 so as to alleviate their workload.
4. increase the frequency of detention class, arrange more tutorial classes on Sat for senior form students
5. It's good to have so many opportunities available for students, but they also need time for their own personal reflection and relaxation.
6. No arrangement will be successful without the backup of a truthful, scientific analysis of the

current situation among students. There have been some positive signs of improvement in learning but the truth is, a great leap in students' learning is expected

7. Self study center can use it more effectively.

8. Stricter promotion criteria

9. teachers should have higher expectation in their HW

10. The expectation of students on doing HW seriously and of good quality.

11. the whole understand of FIP among teachers.(怎樣才算學完整套教學法?)

12. Think more techniques to teach students how to get marks in public exam.

13. 每天放學也有校友回來，其實是一個非常好的安排，宜多點利用這個資源，不要浪費。

ECF Saint Too Can aan College
Financial Summary for the 2013/2014 School Year

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	78.33 %	N.A.
School Fees	N.A.	20.33 %
Donations, if any	N.A.	0.01 %
Other Income, if any	0.53 %.	0.80 %
Total	78.86 %	21.14 %
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	86.87 %	
Operational Expenses (including those for Learning and Teaching)	7.22 %	
Fee Remission / Scholarship	2.37 %	
Repairs and Maintenance	2.05 %	
Depreciation	1.04 %	
Miscellaneous	0.45 %	
Total	100%	
Surplus for the School Year #	0.57 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	4.50 months of the annual expenditure	
<i># in terms of equivalent months of annual overall expenditure</i>		

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

