

**ECF Saint Too Canaan College
Annual School Report**

2018-2019 School Year

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CONTENT

1. Our School	P. 2 – 3
2. Achievements and Reflection on Major Concerns	P. 4 – 7
3. Our Learning and Teaching	P. 8 – 15
4. Support for Student Development	P. 16 – 27
5. Student Performance	P. 28 – 38
6. Financial Summary	P. 39
7. Appendix I - IV	P. 29 – 49

1 Our School

1.1 School Mission

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 educate 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 lifelong 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 create 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, 1 STEM room, 1 computer room, 6 special rooms, library, English Corner, health center, 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 2018-2019

Ir. Chen Dzu Biao, James (Supervisor)

Dr. Leung Kam Bor, Sherman (Deputy Supervisor)

Dr. Lau Siu Ying, Patrick

Dr. Law Wai On, Simon

Mr. Lee Yu Wai, Wilson

Rev. Siu Wai Chu

Dr. Yao Kin Hing, Paul

Mr. Yim Yu Chau, Stephen

Mr. Yuen Sui See
 Ms. Chen Yoeh Yu, Ruth
 Ms. Tsui Chiu Mui, Celine (Principal)
 Mr. Lee Ka Ming (Teacher Representative)
 Mr. Chan Sui Tak, Patrick (Parent Representative)

1.5 Staff Team

There were 100 members of staff: the Principal, 63 teachers (including 2 Native English-speaking Teachers, 1 school missionary), 2 laboratory technicians, 2 IT technicians, 7 teaching assistants, 1 green school officer, 1 CGC social worker, 5 clerks, 3 executive officers, 1 administrative officer, 1 SEN social worker, 1 school librarian, 2 staff room assistants and 10 janitors.

1.6 Our Teachers Teaching Experience Percentage (%)

- A. 0-4 years 10%
- B. 5-9 years 28%
- C. 10 years or above 62%

Average years of teaching experience: 12 years.

1.7 Class Structure

1.7.1 There were 24 classes with a total of 704 students: 370 boys and 334 girls.

1.7.2 The class structure is shown below:

	S1	S2	S3	S4	S5	S6	Total
No. of classes	4	4	4	4	4	4	24
No. in the form	134	125	112	123	110	100	704

2. Achievements and Reflection on Major Concerns

The major concerns were discussed in the School Administration Committee meeting. The following three major concerns were adopted for 2018-2021, School 3-year Development Plan:

Major Concerns

1. To enhance learning and teaching effectiveness
2. To nurture students to be servant leaders
3. To nurture inclusive culture

Major concern 1: To enhance learning and teaching effectiveness

- 1.1 To advance teaching through different strategies and professional development.
- 1.2 To equip students with self-directed skills

Achievement:

- A. Different workshops and teachers sharing sessions on E-learning and assessment provided by external professional speakers or experienced panels to equip more teaching strategies.

Referring to the teachers' survey results, 56.1% of teachers agreed to the statement "The teachers professional development activities organized by the school are of great help to me in performing my duties." While 31.6% is natural to the above statement. We can say that this target has just reached the satisfactory baseline.

- B. Teaching materials and pedagogies are used to help different ability and learning style of students inside the classroom.

Teachers have adopted different learning material and methods to cater students' learner diversity and by using e-learning resources, sharestart, motivation, grouping, note-taking, learning target skills, positive discipline, using kind and firm inside classroom teaching, all those skills can be applied and fully used in different subjects. For sharestart encouraged to be used in different subjects and conduct LS open lessons and discussion in sharestart skill. Generally speaking, for the statement "The school strategically arranges different learning modes and opportunities for students in the light of students' abilities, interest and needs." there was a successful rate of 27.3% strongly agree and 72.7% with agree, which is very high and total 100% agree to the statement. We can say that this target is in general successfully met.

- C. Equipped students for self-directed learning skills.

The school using Green and STEM topics for self-directed learning in s2 some subjects. Students find answers and do projects by using guided questions. More worksheet with QR code for pre-lesson study or post lesson extended follow questions can be shown in worksheets which to encourage self-directed learning outside the classroom.

Reflection:

KLA or subject panel heads should refine the school-based curriculum to address learners' diversity. A more refined school-based curriculum on STEM which can enhance different thinking skills is required. Moreover, more e-learning elements should be included as most students agree that e-books, online-learning resources and different mobile learning applications can increase their learning effectiveness. The school should continue to explore the use of various IT platforms to enhance students' self-directed learning.

To enhance self-directed learning, reading to learn as well as designing and implementations of plans in the junior forms, students could be better equipped for different subject knowledge and skills by e-reading and self-directed reading scheme will be further promoted as well. The role KLA heads and the co-operation with Library teacher in the promotion of self-directed learning and Reading Across the Curriculum can be further strengthened.

A systematic teaching closely related to students' ability and suitable assessment do enhance students' learning. We hope that there could also be more professional exchange on pedagogical strategies for supporting students' different learning needs. And more training topics can be suggested by teachers as they understand their needs well.

Major Concern 2: To nurture students to be servant leaders

2.1 To develop students' potentials.

2.2 To equip students to be servant leaders.

Achievement:

A. Students are provided with different opportunities to participate in various leadership programmes and organize events and activities inside and outside school to develop their potentials.

Students' participation in leadership programmes has been maximized to include all students' leaders, sports team heads, interest clubs and society heads. Also, some other focused joint-school training programmes have been offered by some major students' leadership bodies, namely, Prefect, Student Union, House heads, Christian Missionary Team leaders. The activities aim to enhance leadership skills and self-confidence. "My Child's learning opportunities in respect of extra-curriculum knowledge and life-skills are increased", this successful rate by parents' survey is 80.2% above agree. Referring to teachers' survey "The school provides enough opportunity to foster students leadership", rating with 45.5% strongly agree and 54.5% agree that statement shows that this target is in general successfully met.

B. Through ME and BK lesson, different extra-curricular activities and voluntary service which equip students with characters of humble leaders.

Referring to teachers' survey "The school's extra-curricular activities help extend students learning experiences' with 72.7% high rates. They agree with the statement that students can learning different experiences. Students also demonstrated themselves as humble servant leaders by visiting Guangxi ShangXi trip to serve. Another group of students joined Cambodia service trip to serve orphans and children in poverty. Their serving experience and reflection were published in the school magazine.

Reflection:

To better address the development of students' potential and different abilities, a whole-school approach on talent pool needs to be set up. How to train up different ability students in order to avoid some students overload in services while others just focus on their studies without contribute themselves is a concern. More in-school pull-out programs can be arranged for supporting students' different types of leadership character training, e.g systematic way in running an event, disciplinary training, spiritual leaders training, etc.

There is a limitation as the chance of participating in some important school leader's election is only for a limited number of very good students. It may need to create chances for different students with different capabilities in different aspects, not only limited to those top leaders but opportunities to other students are still needed.

Major concern 3: To nurture inclusive culture

3.1 To foster students' appreciation and understanding of different cultures

3.2 To promote importance of accepting the differences among student

A. Students can demonstrate compassion, empathy, appreciation and concern for others in both words and deeds. They treat others with respect even though with different cultures.

With strong Christian education belief, the school believes that every child is unique and teachable, with the ground we show mutual respect and accept inclusive culture inside the campus.

We have a strong tradition of taking care new students through the big brother and sister program. The school set up booth in Chinese cultural week and NCS food and custom booth during open day and let local students understand non-local students' cultures by respecting others' different lifestyles.

Moreover, Appreciation Day was organized by MCEC to show gratitude to all staff inside the campus and parents as well as the schoolmates. What's more as green school education, Green school committee always promotes how to treasure the environment by leading a green life in school.

Referring to parents' survey "The school can foster in my child in good virtues." with 81.3% high rates who claimed agree with the statement that students with good character learning at school. "I say thank you and am grateful when someone does something for me". From students' survey, over 94% agree with statement that students know to show appreciation among themselves.

- B. To promote importance of accepting the differences among students through the LE/ME/BK and form teachers' period. And more activities were provided by counseling groups to know the importance of respecting and accepting others.

Some important values were conducted in the lessons through the moral education and form teachers' period time.

With the effective functioning of discipline and counselling works, positive learning atmosphere with mutual respect and acceptance of others' weakness, these virtues were maintained.

Referring to Students survey, "I do nice things for the people who are nice to me", which is very high and 94.8% agree to the statement. We can say that this target is in general successfully met. Promoting acceptance and treat others in a good way are found in the campus.

Reflection:

The School has provided adequate opportunities for students to express respect and appreciation like school assemblies, booths, display boards, etc. In such communications, this is an important basis for further collaboration in different settings and situations

To better address the mutual understanding and benefits of students with different needs, more knowledge and information is needed to provide to teachers by some special training how to take care with those gifted students, to understand their needs inside and outside the classroom. As such, teachers and students understand how to get along with them to appreciate their strength and at the same time to respect and understand their weakness.

With increasing number of NCS students, talks and workshops are provided by school to know more and change the mindset of the students and teachers how different cultures can mutual benefit each other and live harmoniously if we understand each other more deeply.

3. Our Learning & Teaching

3.1 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>
3.1	Enhancing Teaching effectiveness						
a	Enhance teaching skills through e-teaching and different teaching strategies.	Teachers	Sept18 – Jun 19	a. As reflected in lesson observations and homework inspections (Over 70% of teachers agree that such arrangements can help them broaden their teaching and design the lesson)	Lesson observations Homework inspections Annual Report L&T survey	PD training (\$3,000)	The success criteria was completely achieved.
b	Organize professional development workshops for enhancing teaching effectiveness	Teachers	Sept 18– Jun 19	b. As reflected in lesson observations and homework inspections and assignments		Lesson visit in Taipei (\$4000*8) Expense in SDC	Majority KLA incorporated self-directed learning and interactive skills in the lessons. This can be shown in PPLO and PLO. There were 8 teachers went to Taipei ShareStart Conference which can be promoted in different KLAs. Moreover, through teacher sharing sessions and staff development, some of our teachers from different KLAs were able to use e-learning methods in lessons.

3.2	Fostering Learning performance						
	a	Improve quality in students' assignments.	Teachers/ students	Sept 18– Jun 19	As reflected in lesson observations and homework inspections	Lesson observations Homework inspections Annual Report L&T survey	<p>The success criteria was partly achieved.</p> <p>This year S1 students late submitted homework problem was very serious. Also some students still submitted poor homework even incompleted assignment especially in senior form they treat test/quiz more serious than quality homework.</p> <p>Suggestion: KLAs need to provide guidelines for quality assignment. And reduce quantity of worksheet and focus on well-design assignment and ask students to complete in good quality .</p> <p>L&T will adopt several measurements to tackle these problem with the help from the form teachers and parents as well.</p>

	b	Improve assessment results	Teachers/ Students	Sept18 – Jun 19	As reflected in homework inspections and students' assessment performance (Over 80% subject can pass in DSE passing rate)	Homework inspections RT/Exam result, DSE result L&T survey (Teachers & students)		The success criteria were partly achieved. For S3 TSA passing rate, three core subjects attained good results which are higher than HK average. For DSE results and evaluation, please refer to the information on P.8.
3.3	Promoting Cross-curriculum learning							
	a	Review curriculum to enhance cross-curricular learning and deep learning.	Teachers	Sept18 – Jun 19	Theme based curriculum provided by KLA and implement in different subjects or functional groups	L&T survey KLA scheme of work/annual report		The success criteria was partially achieved. KLAs co-operated with each other such as IH, LS, IS Eng, Chi. It is suggested that more opportunities for lesson observation is necessary in order to foster professional exchange of teaching skills and demonstration of student achievements.

3.2 Evaluation on Learning and teaching policy

	Measurement
For Teaching effectiveness	<ul style="list-style-type: none"> ● To enhance teaching effectiveness by using assessment data, this year L&T department organized different workshops focus on “Assessment for Learning”. It helped teachers know more about how to use formative assessment data to generate the correlation between teaching and assessment. It was suggested that more training should be conducted in order to raise the awareness of using assessment data and technical support in data analysis. ● Three subjects participated in EDB supporting scheme (NCS Chinese, Maths and Music) this year. It was significantly increased the professional capacity in developing school-based curriculum. Some of our teachers were invited to deliver a presentation in EDB seminars. ● Inter-school sharing on curriculum design and assessment methods (BAFS, English, LS, Maths) can enhance and increase teaching effectiveness. ● We employed Mr. Lam Ming Tong as a Teaching consultant to provide professional guidance to new teachers and follow up cases in order to enhance their teaching quality by lesson preparation and lesson observation.
For Curriculum development	<ul style="list-style-type: none"> ● In order to provide more opportunities to high ability students in achieving better academic results and career aspiration, S4 students could study three electives or M1/M2 in 1920 NSS. It was regarded as a transformation of our NSS curriculum development with wider range of course combinations in 82 choices. ● Streaming policy involves separating students into classes based on their academic ability. This promotes healthy competition and encourages students to work harder to remain in the top class, or to work their way upwards if they are in a lower class.
For students learning	<ul style="list-style-type: none"> ● To foster self-directed learning atmosphere was our major concerns this year. We initiated different kinds of training to our teachers for promoting more student-centered learning platform inside and outside classroom. It also provides students a good incentive to learn by using flipped classroom and e-learning system. ● Policies for correcting late homework submission habit. Different policies have been adopted to help students to establish good homework submission habit, including tutorials in self-study center, Saturday detention class and

	<p>L&T summer programme for HW. Number of serious cases (SEN) still difficult to correct their habit. It's suggested all subject teaches have responsibility to follow up timely and special allowance provide for SEN students.</p>
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3.3 Suggestion on overall learning and teaching policies

3.3.1 Enhancing teaching methodology

To further enhance teaching effectiveness, it's time to set up teaching enhancement committee to review and implement different teaching strategies. More Sharing sessions on teacher development session will be carried out to promote professional exchange and share good outcomes. Incorporating the rationale of self-directed learning, more lesson study and research will be carried out for those who are willing and interested to practice in their lessons.

3.3.2 Language policy

For the EMI atmosphere, all the routines set up, morning announcement in English, display board in the public areas and using English to communicate in KLA activities. However, some of the teachers are not fully able to fulfill classroom teaching by using English language in EMI subjects. It's understandable that teachers would like to teach directly and clearly by using Cantonese so that students could be easier to absorb the knowledge and subject content. But it's time to explore and promote more EMI learning environment inside classroom especially junior forms.

3.3.3 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 successfully. And accuracy of the homework data was improved by using iPad for homework submission and reduce less paper.

4 Team members

4.1 Head: Lau Chun Por (LCP)

L&T department job allocation (Panels, AAT, CDC)			
Dept.	Initial	L&T affairs	L&T affairs
L&T Deputy Head	LCP	Monitoring all programs / Handling crisis or complaints	RT/Exam papers checking SES/PLP/TTR/PLO Projected grades follow up
*ENG	KSH	PIC : Exchange student program	Curriculum development
# ENG	WPY	Senior form repeaters care and follow up	
*CHI	SSS	S2-S5, new students care & support	L&T assembly
#CHI	LYF	NCS Chinese curriculum	Gifted students support
*MATHS	ERI	Internal exam	3X Timetabling
#MATHS	KLY	STEM Education	RT/ exam data analysis
*LS	CB	Learning Issues (internal /outsource program) & LPC support	Curriculum development
#LS	CKF	S3 Course selection	Self-study center management
*SCI	YLT	STEM Education coordinator	L&T SEN learning support
#SCI	HMF	All HW related issues	Curriculum development
*TECH	LYY	External exam/Projected grades/ Parents' day data	RT/Exam papers checking
*A&P	CCT	Junior form repeaters care and follow up	L&T assembly
*PSH	LKM	CWI/PPLO	
# PSH	VIV	Community Based program	
LIB	YWY	Promote Cross-KLA reading activities	Community Based program
ITA	DER	IT support in L&T matters	
L&T TA		Resource room management / Self-study center support	Update L&T board/event

4.2 KLA Heads

<u>KLA</u>			
English Language Education Panel	Head		Kong Suet Ha (KSH)
Chinese Language Education Panel	Head		So Suet Shan (SSS)
	Deputy Head		Lee Yin Fong (LYF)
Mathematics Education Panel	Head		Wong Wai Kit (ERI)
	Deputy Head		Kwok Lai Yi (KLY)
Liberal Studies Education Panel	Head		Chiang Bun (CB)
	Deputy Head		Chow Kim Fung (CKF)
PSH Education Panel	Head		Lee Ka Ming (LKM)
	Deputy Head		Chan Kin Ming (VIV)
	Subject Coordinator	Chinese History	Wong Chi Wing (WCW)
	Subject coordinator	IH	Chan Kin Ming (VIV)
	Subject Coordinator	Economic	Au Yu Yan (AYY)
	Subject Coordinator	Geography	Tam Ho Chi (THC)
	Subject Coordinator	LE/ME	Wong Chi Wing (WCW)
	Subject Coordinator	BK	Lee Sau Kuen (SAU)
Science Education Panel	Head		Yau Lok Ting (YLT)
	Deputy Head		Ho Ming Fai (HMF)
	Subject Coordinator	Biology	Chan Chun Ming (CCM)
	Subject Coordinator	Chemistry	Ho Ming Fai (HMF)
	Subject Coordinator	Physics	Yau Lok Ting (YLT)
Technology Education Panel	Head		Liang Ying Yi (LYY)
	Subject Coordinator	BAFS	Liang Ying Yi (LYY)
	Subject Coordinator	IT / ICT	
	Subject Coordinator	Technology and Living	Luk Chung Yan (JOA)
Art and Physical Education Panel	Head		Chu Cheong Tat (CCT)
	Subject Coordinator	Music	Wang Yu Chu (WYC)
	Subject Coordinator	VA	Kee Shuk Fun (KSF)
	Subject Coordinator	Physical Education	Leung Lai Chong (LLC)

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4. Support for Student Development

1. Aims

- 1.1 Create a positive school culture based on the school mission statement and Canaan Covenant.
- 1.2 Nurture students' character focused on whole-person development.
- 1.3 Develop students' potential in preparation for their future lives.

2. Objectives

- 2.1 Develop student's potentials and recognition of their achievement through different channels.
- 2.2 Educate students to be respectful and responsible to their surroundings by providing various learning experiences.
- 2.3 Train and develop leaders through different levels of workshops and programs. (Qualities: Positive and proactive, Skills: Communication and Collaboration, EQ AQ IQ, CQ)

3. Evaluation

3.1 Objective 1

Develop student's potentials and recognition of their achievement through different channels.

3.1.1 Objective and subjective means, measurable set in the 2018-19 Annual plan.

Overall results of Objective 1:

From SD teachers' survey:

- 42 teachers completed the survey.
- About 81% teachers are satisfied with this aim (Level 3);
- About 14.3% teachers are very satisfied with this aim.(Level 4).
(Rate:1-4, 1 least satisfactory , 4 most satisfactory)
- The overall result is satisfactory.

3.1.2 Strategies and implementation

Develop student's potentials and recognition of their achievement through different channels.

3.1.2.1 **Mass Programs**

- **S2 Life program**

Success criteria	80% of S2 students agreed that the program was useful.
Evaluation	<ul style="list-style-type: none"> ● They had the experiential activities which were perceived as very interesting. ● The group sharing encouraged reflection and goal setting. ● Due to the S.1 interviews, the event was conducted in Self-study Centre, which made it difficult for the students to listen to the instructions. Next year, it is suggested that the event should be held in the Hall. ● The helpers from the NGOs could be more proactive and passionate. Their attitude could determine the engagement of the students.

● **S4 L.I.F.E program**

Success criteria	Over 80% students felt satisfactory. (CGC) / Above 3.5 (MCEC)
Evaluation	<p>CGC</p> <ul style="list-style-type: none"> ● In the Life Camp, all S.4 students engaged in the games. Aligning with the theme (goal setting), they learnt the SMART model which provided clear guidelines for them to set goals for senior forms. ● For Career Lives Program, students commented that the activities were interesting and original. They enjoyed the Program and it gave them some opinions about the future jobs and goals. ● At the beginning of the Term, Class Teachers could overview the schedule of S.4 Life Program so that they understand their duties and the activities that develop their students. <p>MCEC</p> <p>Rating: 4.7 (success criteria: >3.5)</p> <ul style="list-style-type: none"> ● S.2 have joined the beach cleaning work. Most students participated actively and have generally achieved what we wanted. It is good to have a cross cooperation with LS and Green school team. We have arranged a workshop for the participants before the voluntary work. This can raise the awareness of environment protection. ● The S.4 joined the Ark Life Education workshop to reflect on their life. The comments from students were very positive and from their sharings after the activity. Even students who used to have behavioral issues were very active and enjoyed the game a lot. ● We have prepared the reflection WS after the activity. The result was positive and found worthy to join it.

3.1.2.2 Developmental Programs

● Interest class(香薰潤手霜製作班)

Success criteria	<ul style="list-style-type: none"> ● Level of satisfaction: 70% ● 20 participants
Evaluation	<ul style="list-style-type: none"> ● 100% satisfaction (includes agree and strongly agree) ● 16 participants joined the activity. ● Due to the nature of the class, the maximum number of participants was 16 parents. ● All parents successfully made the hand cream with the natural materials prepared by the tutor. They appreciated the professional teaching and guidance from the tutor. ● Only parents could join the interest class as the students needed to prepare for their final exam.

● Extra-curricular Activities

Success criteria	4.4
Evaluation	<ul style="list-style-type: none"> ● Students gained many experiences in participating different ECA. ● Teachers were welcomed to have another way to educate students outside classroom. ● We discovered many potential leaders from different groups and committee. ● The leadership conference (included 4 schools) was worth to join.

3.1.2.3 Award Scheme

● Stars of Canaan

Success criteria	Rating: 4.4 (success criteria > 3.5)
Evaluation	<ul style="list-style-type: none"> ● All of the Star of Canaan were responsible in the rehearsal and sharing session through campus TV video. The senior form students were so helpful; they have shown their leadership during the video taking. The sharing of nominees could inspire students how to be a role model and cultivate their morality. ● The students were quite presentable and well-prepared for the presentation. ● Students were proud of Stars of Canaan Nominees. It facilitated students to build up positive values and some important sharing skills. ● The event was a precious opportunity for students to show their talents and leadership. ● The Stars of Canaan election has gained more recognition among the students over the years. The assembly has succeeded in delivering the message about the significance of the qualities promoted. ● However, it was not easy to book campus tv broadcasting time slot, which may affect effectiveness.

3.2 Objective 2:

Educate students to be respectful and responsible to their surroundings by providing various learning experiences.

3.2.1 Objective and subjective means, measurable set in the 2018-19 Annual plan.

Overall results of Objective 2:

From SD teachers' survey:

- 42 teachers completed the survey.
- About 78.6% teachers are satisfied with this aim (Level 3);
- About 2.4% teachers are very satisfied with this aim.(Level 4).
(Rate:1-4, 1 least satisfactory , 4 most satisfactory)
- The overall result is satisfactory.

Strategies and implementation

Strategy 1: Educate students to be respectful and responsible to their surroundings by providing various learning experiences.

3.2.1.1 **Respectful and responsible to oneself**

● **Self-improvement Scheme**

Success criteria	Rating: 65% increment in 2nd term (success criteria: >3)
Evaluation	<ul style="list-style-type: none">● Students tried to correct their misbehaviors and conducting services/ improvement programs under the supports and guidance of teachers in the Self-improvement scheme. In the second term, there are about 65% increment when compare with the data in 1st term. It is obvious that students are more motivated in joining the Self-improvement Scheme and application at the early stage and they are more resist in finishing it successfully.

● **School assemblies and workshops**

Success criteria	Rating: 4.25 (success criteria: >3.5)
Evaluation	<ul style="list-style-type: none">● Students were inspired especially by the sharing of Mr. Wong and his wheelchair dancing. The school assemblies were useful for students, especially the talk of Value Education. The speech was touching and could inspire students that they could know more about the role of perseverance in life and develop their healthy life. The drama was interesting and could inspire students.● Overrun often occurred in the assemblies which might induce complaints.

3.2.1.2 Respectful and responsible to others

- Class prefects

Success criteria	Rating: 3.8 [Nurture students' confidence] (success criteria: >3.0)
Evaluation	<ul style="list-style-type: none"> ● Class prefects were appointed to keep the discipline and cleanliness of their own classes. However, there are still room of improvement in keeping campus clean and the involvement of other students should be addressed in next academic year.

- Appreciation Day

Success criteria	Rating: 4.4 Result: All classes joined at least one activity <ul style="list-style-type: none"> ● (Each class has prepared gifts and words of appreciation to their class teachers and they each student involved the election) ● (success criteria: All classes should join the activity of the day)
Evaluation	<ul style="list-style-type: none"> ● Appreciation Day was a good chance for students to express appreciation to their class teachers and classmates. Students who bought the candies and appreciation cards participated actively. Yet, students found the price of candies was so high and not attractive enough. ● Anyway, knowing how to appreciate others is really important, especially in HK where criticism is a norm. Students can learn to express thanks to teachers, and classmates. ● This year, we cooperated with CNC (Appreciation cards) and SNC (Gift to teachers and staffs). We also specially arranged an appreciation session for the effort of janitors.

- Voluntary Service &

- Voluntary Service Scheme (S.1, S.3)

Success Criteria	Rating: 4.4 (success criteria: >3.5)
Evaluation	<ul style="list-style-type: none"> ● Through these activities, for example S1 Elderly home visit, students could enjoy communicating with the elderly. This helped students to respect the elderly's feelings. The 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. ● For S3 Canaan Fun Fest, participants have been enjoying a series of delightful programs at the event, including magic show, balloon twisting, dessert cooking, sand painting, hymn singing, etc. STCC students and participants enjoyed the gathering very much. ● It was good that senior students are group leaders. The service trained their leadership, enabled them to practice organizing an activity, and also leading a team. And different services nurtured students' civic obligations.

● **Students' fellowship & Gospel Week**

Success Criteria	<p>The average score of the items related to student fellowship is more than half. (Result : Gospel Week : 70-80% students enjoy & very enjoy the activities)</p>
Evaluation	<p>Students' fellowship</p> <ul style="list-style-type: none"> ● There are total 104 students to join these 5 student fellowships in this year. The content of these fellowship included board games, teacher sharing, mass games, BBQ gathering and Gospel Week reunion. ● The arrangement of monthly student fellowships should be focused on the target group of students who were invited by class teachers. It is essential to increase the students' engagement when the class teachers lead the gathering and share their spiritual lives with their students. Students were eager to listen their teacher sharing of their lives and were stimulated to think about Christian faith. <p>Gospel Week</p> <ul style="list-style-type: none"> ● 40 students believed Jesus and 19 students started over to be committed Christians in Gospel Week. Teachers were all willing to take part in the activities such as writing testimonies and playing dodge ball. In general, the spiritual atmosphere in whole campus was good. ● It was proposed that try to avoid having gospel week on the first day after long holiday in next school term. ● The highest participation rate for most students and teachers to join to share gospel was Gospel Café. It is recommended that Gospel Café can be separated into two events, for examples, Gospel snack and Gospel drinks. Hence, more chances should be provided for in-depth sharing among students and teachers. ● Students enjoyed dodgeball competition much in general. Indeed, it is quite difficult to put "gospel" element in this game. ● Evangelicalism day can be extended to more than one day.

3.2.1.3 **Respectful and responsible to campus**

● **Inter-class board and room decoration**

Success Criteria	<p>Rating: 3.7 Result: All classes joined the competition. (success criteria: all classes should decorate their board according to the criteria)</p>
Evaluation	<ul style="list-style-type: none"> ● Students of each class were given chances to set up the board and room decoration together, which could help students create a sense of unity in class. ● Most of the junior form paid so much effort on the board. But the senior form response was icy. This year Principal and Assistant Principal as judge to score the competition, most of the classes were able to give a brief explanation on the

	<p>content of their board.</p> <ul style="list-style-type: none"> ● The area of the board is too big for decoration.
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● **Classroom Cleanliness Competition + Video shooting**

Success Criteria	<p>Rating: 4.4 Result: Class visit was made twice each term</p> <p>(success criteria: All classes will be scored and monitored by teachers and prefect team)</p>
Evaluation	<ul style="list-style-type: none"> ● As a Classroom Cleanliness Competition, it can help consolidate the class and encourage students to keep clean and tidy. ● The classes kept clean in the competition, but they couldn't keep on it. The awareness of keeping the classroom clean was quite low, especially among the senior forms. ● A video was taken to remind students to keep good 5S practice in classroom and cleanliness in school campus. Also, to have good discipline and courtesy in school life. ● 2 brooms and dustpans in male and female toilet are placed. Students are able to clean the dirt easily.

3.2.1.4 **Respectful and responsible to country**

● **Monthly flag-raising ceremony**

Success Criteria	<p>Rating: 4.5 (success criteria: >3.5)</p>
Evaluation	<ul style="list-style-type: none"> ● The monthly flag-raising ceremony runs smooth. I can see students paid a lot effort on it. Thanks to the training of the team members.

3.2.1.5 **Respectful and responsible to environment**

● **To cooperate with GSC**

Success criteria	<p>Two workshops about the operation of the system were organized for students who are interested.</p>
Evaluation	<ul style="list-style-type: none"> ● They were attentive during the workshop. ● They learned very technical knowledge in operating the system.

3.2.1.6 **Respectful and responsible to the world**

● **Life-wide Learning**

Success criteria	<ul style="list-style-type: none"> ● Set up framework and theme for S1-S3, provide dates and coordination for S4-S5 overseas tours, so that they can have different learning goals. ● Coordinate and organize different learning activities for different forms.
Evaluation	<ul style="list-style-type: none"> ● 11 overseas tours and 5 local activities were successfully held. Students were impressed with the great learning and serving experience. A framework was set for future.

3.3 Objective 3:

Train and develop leaders through different levels of workshops and programs.
(Qualities: Positive and proactive, Skills: Communication and Collaboration, EQ AQ IQ, CQ)

3.3.1 Objective and subjective means, measurable set in the 2018-19 Annual plan.

Overall results of Objective 1:

From SD teachers' survey:

- 42 teachers completed the survey.
- About 69% teachers are satisfied with this aim (Level 3);
- About 14.3% teachers are very satisfied with this aim.(Level 4).
(Rate:1-4, 1 least satisfactory , 4 most satisfactory)
- The overall result is satisfactory.

Strategies and implementation

Strategy 1: Train and develop leaders through different levels of workshops and programs. (Qualities: Positive and proactive, Skills: Communication and Collaboration, EQ AQ IQ, CQ)

3.3.1.1 Serving Others

- **Career Prefect Team**

Success criterion	80% Career prefect agreed that the team helped them to gain greater knowledge in careers and skills as a leader.
Evaluation	<ul style="list-style-type: none">● Career Prefects gave feedbacks regarding the use of Career Room in the First Term. In the Second Term, the Room was used for different purposes with the help of Career Prefects, e.g. making handcrafts, movie appreciation.● The attendance to the meetings was affected as Prefects joined different societies. Prefects were unable to manage their time, so they were absent from some of the meetings / activities. Next year, it is important to highlight that Prefects should only take up manageable duties.● More activities could be arranged to the Prefects throughout the year so that they will be given enough opportunities to gain more self-understanding, encourage their growth and apply what they have learnt in the trainings.

- **Trainings to Prefects**

Success criterion	Programs have been successfully held.
Evaluation	<ul style="list-style-type: none">● The responsibility, commitment and efforts of the prefects are highly appreciated by teachers and students. Junior prefects have better trainings and empowerments so that more junior form students with good conducts are more willing to apply for being prefects. The structure, regular routines and

	monitoring systems have been well-developed and prefect heads / leaders have been being trained to be capable of managing the team well. Most teachers agree that prefects act as role models and help to build up self-discipline climate.
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● **Lunch Prefect**

Success Criteria	<ul style="list-style-type: none"> ● To empower them to carry out survey to monitor the operation of the tuck shop and the lunch service supplier. ● 70% of students are satisfied with the lunch services of the provider.
Evaluation	<ul style="list-style-type: none"> ● To train up a team lunch prefect. ● Two surveys were conducted: 1st term and 2nd term. ● Less than 70% stakeholders were satisfied with the lunch service in these aspects: nutrition, portion of main dish, portion of sauce, portion of vegetable and taste. ● Less than 70% stakeholders were satisfied with the tuck shop service in these aspects: variety of food, temperature, price and queuing time in non-peak hours. ● More than 70% stakeholders were satisfied with lunch service in these aspects: temperature and hygiene ● More than 70 Less than 70% stakeholders were satisfied with the tuck shop service in these aspects: environmental hygiene, taste, quality of food and portion of food.

● **Cambodia Service Trip**

Success Criteria	The average score of the items related to the service is more than half.
Evaluation	<ul style="list-style-type: none"> ● There were 16 students to join the trip in this year. In this year, all the reviews and surveys after the trips were centralized by life wide learning committee. ● The students reflected that it was meaningful for their life to serve the needy under the hot weather and adverse environment. that they will join the trip again if the trip is possible to be arranged in the month that is not in the hot weather.

● **Nationality Education Tour**

Success Criteria	Rating: 4.8 (success criteria: >3.5)
Evaluation	<ul style="list-style-type: none"> ● The students performed well, especially the teaching activities. They widened horizons that promote them to learn how to communicate with each other and cherish the learning opportunities. The trip was extremely meaningful in raising students' awareness of being a servant leader.

3.3.1.2 Nurturing leaders' qualities

● SU & Four Houses

SU and Four Houses operation / Linkage and communication between different parties	
Success Criteria	4.6
Evaluation	<ul style="list-style-type: none"> ● Joint meetings with SU and Four Houses were held throughout the year. This year, SU president Susanna Wong performed as a very efficient and convincing leader in leading the meetings and coordinated all the activities smoothly. ● All the SU and Four Houses supervisors did their best to nurture students. Students were more mature in their performance. ● Many activities were held and all committee members were given sufficient opportunities to develop their potentials ● Good to see every student had the right to vote for their leaders. ● Many assemblies held by KLAs were cooperated with Four Houses. The atmosphere was good. Students got involved in the competitions actively. ● The overall performance of SU and Four Houses was highly satisfactory. Every leader performed as a responsible, reliable and confidence leader. Hope that they will pass their experiences to their fellows. ● This was the first time to hold the inter-flow meeting in the first term. The result was good. However, the second inter-flow meeting was cancelled due to the limited time in the second term. ● Different parties had high expectation about the inter-flow meeting. ● The feedbacks and opinions from students and school were positive. Students' effort on trying to improve the school as a whole was highly appreciated. ● The SU president had fully prepared and performed well in the meeting. She managed the flow of discussion smooth and systematic.

● Leadership Training

Success Criteria	4.2
Evaluation	<ul style="list-style-type: none"> ● The students who had joined the Guangxi tour thought that there was an unforgettable trip in their school life. They had shared their experience in writing and were uploaded on the school website. ● Teachers found convenient to use the "e-attendance". ● Students felt honorable to be the members of Etiquette Club. They were looking forward learning more in the coming year.

4. Conclusion and Recommendation

4.1 According to the SD survey, we found that the results of all objectives are satisfactory, especially the objective one - Develop student's potentials and recognition of their achievement through different channels. (81%: level 3, 14.3%: level 4). A total of 66 societies/school teams/service group and interest class/club were set up for students' potential development.

The other areas of Student Development got a satisfactory result, especially in:

- Leadership development :
Level 3 - 82.9%
Level 4 - 12.2%
(= Total 95.1%)
- Career development :
Level 3 - 54.8%
Level 4 - 35.7%
(= Total 90.5%)
- Parent & school co-operation :
Level 3 - 71.4%
Level 4 - 23.8%
(= Total 95.2%)

Although the lunch arrangement and discipline in school assembly requires further improvement.

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

Educate students' interpersonal competence by providing various learning experiences. (Major Concern 2 next year)

According to APASO survey, S1 Social Skill requires further attention. Students come from middle-class families and are spoiled often. They are impolite when getting along with friends. This may be the SD development trend in future.

Besides, the "Support" aspect in all forms of STCC is below average and the effect size is more significant. It requires further attention. To nurture students' grateful heart can be a major strategy.

Train and develop leaders through different levels of workshops and programs. (Major Concern 2 next year)

According to Stakeholders' survey (Students' and Teachers'), students and teachers comment that the school can provide more opportunity to foster students' leadership. Nevertheless, there have been already many leadership training programs. It may be due to the leaders' performance is weak and there are few leaders. More trainings can be provided to nurture potential S3 and S4 students next year.

5. Team members

Head of SD Department: Lee Ka Ming(LKM)

Members: Yan Ka Chi(YKC)

Wong Chi Wing (WCW)

Yeung Kwok Wai(YKW)

Wong Shun Yiu(WSY)

Lau Chun Por(LCP)

Au Man Hung (AMH)

Chan Chun Ming (CCM)

Leung Lai Cheong (LLC)

Tsang Kam Hoi (TKH)

Issued by: LKM, AP/SD

Date:25/8/19

Revision:0

5. Student Performance

5.1 Students' academic performance

- 5.1.1 Overall performance of 2019 was improving compare with 2018. In terms of the passing rate, there were nine subjects, English, Maths, M1, M2, LS, C.Hist, BAFS (Accounting and Management) and VA, above HK average. In addition, there were five subjects attained 100% passing rate. Some subjects have good result, such as Chinese Language subject, one student has obtained the best result with 5** in all papers. It's requested different KLAs should conducted meetings to report the data with their members and submit suggested follow-up measures for the coming S6 students. Also, more monitoring and encouragement from L&T was necessary.
- 5.1.2 The School students' performance can be better. School put much effort to take care in every aspect 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.
- 5.1.3 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, all over 90%.

5.2 Students' non academic performance :

5.2.1 Students' Award Summary [External Award]

Chinese

<u>Class</u>	<u>No.</u>	<u>Name (In Chin)</u>	<u>Name (In Eng)</u>	<u>Competition & Award</u>
1Hn & 2Hn				2018-2019 70th Chinese Speech Festival Choral Speaking (First runner-up)

4Hp	22	楊凱宇	Yeung Hoi Yu	2018-2019 70th Chinese Speech Festival Duologue(First runner-up)
4Ft	29	譚天恩	Tam Tien Yan	2018-2019 70th Chinese Speech Festival Duologue(First runner-up)
5Lv	14	黃靖烜	Wong Ching Huen Placid	2018-2019 70th Chinese Speech Festival Duologue(First runner-up)
5Ft	15	何融蔓	Ho Yung Man	2018-2019 70th Chinese Speech Festival Duologue(First runner-up)
3Hp	6	許諾怡	Hui Happy	2018-2019 70th Chinese Speech Festival Duologue(Second runner-up)
3Hn	24	汪海倫	Wang Hailun	2018-2019 70th Chinese Speech Festival Duologue(Second runner-up)

4Ft	29	譚天恩	Tam Tien Yan	2018-2019 70th Chinese Speech Festival Solo Prose Reading (Champion)
3Hn	24	汪海倫	Wang Hailun	2018-2019 70th Chinese Speech Festival Solo Prose Reading(First runner-up)
3Hp	6	許諾怡	Hui Happy	2018-2019 70th Chinese Speech Festival Solo Prose Reading(Second runner-up)

English

2Ft	6	鍾勁致	Chung Hong Chi	2018-2019 70th English Speech Festival Solo Prose Speaking (S.2 Boys) (1st-Runner Up)
4Ft	36	楊心儒	Bernarda Scharf	2018-2019 70th English Speech Festival Solo Prose Speaking (S4 Girls) (Champion)

Technology

1Lv	29	王爾信	Wong I Shun Eliah	HKUST Underwater Robot Competition 2019 (Achievement Level: Merit)
1Ft	25	成家俊	Sandhu Dilpreet Singh	HKUST Underwater Robot Competition 2019 (Achievement Level: Merit)
1Hn	14	高愷智	Ko Hoi Chi	HKUST Underwater Robot Competition 2019 (Achievement Level: Merit)
1Hn	29	黃皓研	Wong Hao Yan	HKUST Underwater Robot Competition 2019 (Achievement Level: Merit)
2Ft	18	李祉晉	Lee Tsz Chun Jamie	HKUST Underwater Robot Competition 2019 (Achievement Level: Merit)

Liberal Studies

4Lv	19	葉梓澄	Yip Tsz Ching	Justice Education Mock Trial Competition 2018-19 1st Round: Best Witness
4Hn	6	鄭椅文	Cheng Yee Man	Justice Education Mock Trial Competition 2018-19 2nd Round (Best Lawyer)
3Hn	19	吳斯穎	Ng Sze Wing	Justice Education Mock Trial Competition 2018-19 Third Round (Best Witness)

Science

2Ft	31	黃嘉浩	Wong Kar Ho	STEAM Awards in Musical Instrument Design Competition (First Runner-up of Outstanding Performance Award)
2Ft	31	黃嘉浩	Wong Kar Ho	STEAM Awards in Musical Instrument Design Competition (My Favourite Musical Instrument Award)
2Ft	31	黃嘉浩	Wong Kar Ho	STEAM Awards in Musical Instrument Design Competition (Overall Second Runner-up)
2Hn	9	方俊鴻	Fong Chun Hung	STEAM Awards in Musical Instrument Design Competition First Runner-up of Outstanding Performance Award
2Hn	13	賴可欣	Lai Ho Yan	STEAM Awards in Musical Instrument Design Competition First Runner-up of Outstanding Performance Award
2Hn	22	吳海琳	Ng Hoi Lam	STEAM Awards in Musical Instrument Design Competition First Runner-up of Outstanding Performance Award

2Hn	24	戴奴妃	Tai Man Fei	STEAM Awards in Musical Instrument Design Competition First Runner-up of Outstanding Performance Award
2Hn	9	方俊鴻	Fong Chun Hung	STEAM Awards in Musical Instrument Design Competition My Favourite Musical Instrument Award
2Hn	13	賴可欣	Lai Ho Yan	STEAM Awards in Musical Instrument Design Competition My Favourite Musical Instrument Award
2Hn	22	吳海琳	Ng Hoi Lam	STEAM Awards in Musical Instrument Design Competition My Favourite Musical Instrument Award
2Hn	24	戴奴妃	Tai Man Fei	STEAM Awards in Musical Instrument Design Competition My Favourite Musical Instrument Award
2Hn	9	方俊鴻	Fong Chun Hung	STEAM Awards in Musical Instrument Design Competition Overall Second Runner-up
2Hn	13	賴可欣	Lai Ho Yan	STEAM Awards in Musical Instrument Design Competition Overall Second Runner-up
2Hn	22	吳海琳	Ng Hoi Lam	STEAM Awards in Musical Instrument Design Competition Overall Second Runner-up
2Hn	24	戴奴妃	Tai Man Fei	STEAM Awards in Musical Instrument Design Competition Overall Second Runner-up

A&P

2Lv	15	劉耀陽	Lau Yiu Yeung	2018 All China Roller Skating Championship (7th Place in 200m trial)
2Lv	15	劉耀陽	Lau Yiu Yeung	2018 All China Roller Skating Series (Champion in Boys Junior A Grade 300m)
2Lv	15	劉耀陽	Lau Yiu Yeung	2018 All China Roller Skating Series (Champion in Boys Junior A Grade 500m)

2Lv	15	劉耀陽	Lau Yiu Yeung	2018 Guangdong Province Roller Skating Championships (4th Place in Boys Junior A Grade 5000m)
2Lv	15	劉耀陽	Lau Yiu Yeung	2018 Guangdong Province Roller Skating Championships (Champion in Boys Junior A Grade 3000m Relay)

2Lv	15	劉耀陽	Lau Yiu Yeung	2018 Huizhou Roller Skating Open (5th Place in Boys Junior A Grade 1000m trial)
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2Lv	13	賴柏雯	Lai Pak Man	2018-2019 Inter-School Badminton Competition [D2](3rd runner up in Girls B Grade)
3Hp	10	林曉盈	Lam Hiu Ying	2018-2019 Inter-School Badminton Competition [D2](3rd runner up in Girls B Grade)
3Hp	20	施紫晴	Sze Tsz Ching	2018-2019 Inter-School Badminton Competition [D2](3rd runner up in Girls B Grade)
3Ft	16	梁愷瑤	Leung Hoi Yiu Gabrielle	2018-2019 Inter-School Badminton Competition [D2](3rd runner up in Girls B Grade)
3Hn	19	吳斯穎	Ng Sze Wing	2018-2019 Inter-School Badminton Competition [D2](3rd runner up in Girls B Grade)
4Ft	24	文映晴	Man Ying Ching	2018-2019 Inter-School Badminton Competition [D2](3rd runner up in Girls B Grade)

1Lv	22	馬煥竣	Ma Hee Chun	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Boys Junior Grade)
2Lv	7	蔡禮翹	Choi Timon	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Boys Junior Grade)
2Lv	31	袁兆凱	Yuen Siu Hoi	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Boys Junior Grade)
2Ft	7	方韋竣	Fong Wai Chun	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Boys Junior Grade)
2Ft	18	李祉晉	Lee Tsz Chun Jamie	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Boys Junior Grade)
2Ft	30	黃文軒	Wong Brandon	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Boys Junior Grade)
4Hp	11	賴政樺	Lai Joshua	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Boys Junior Grade)
4Hp	23	楊泰溱	Yeung Tai Tsui	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Boys Junior Grade)
4Ft	11	張煒林	Cheung Wai Lam	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Boys Junior Grade)
4Hn	13	李蹕南	Lee Cheuk Nam	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Boys Junior Grade)
2Lv	18	梁芷滄	Leung Tsz Yau Claire	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Girls Grade)
2Ft	1	陳天兒	Chan Tin Yi	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Girls Grade)
2Ft	19	李子澄	Li Tsz Ching	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Girls Grade)
2Hn	3	陳科瑩	Chan For Ying	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Girls Grade)
2Hn	8	曹芷穎	Cho Tsz Wing Shirin	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Girls Grade)
2Hn	16	劉家妍	Lau Ka Yin	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Girls Grade)

2Hn	28	黃藹瑩	Wong Oi Ying	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Girls Grade)
2Hn	33	葉天儀	Yip Tin Yee	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Girls Grade)
3Lv	21	羅子穎	Lor Tsz Wing	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Girls Grade)
3Ft	16	梁愷瑤	Leung Hoi Yiu Gabrielle	2018-2019 Inter-School Frisbee Tournament (2nd runner up in Girls Grade)

1Lv	12	葉晉柔	Ip Chun Yau	2018-2019 Inter-School Swimming Competition [D3] (2nd runner up in Girls C Grade 4X50m Free Style Relay)
2Lv	1	陳彥豪	Chan Yin Ho	2018-2019 Inter-School Swimming Competition [D3](2nd runner up in Boys C Grade 50m Free Style)
1Hp	24	馬睿希	Ma Yui Hei	2018-2019 Inter-School Swimming Competition [D3](2nd runner up in Girls C Grade 4X50m Free Style Relay)
2Hn	17	李子晴	Lee Tsz Ching	2018-2019 Inter-School Swimming Competition [D3](2nd runner up in Girls C Grade 4X50m Free Style Relay)
2Hn	32	楊凱琳	Yeung Hoi Lam	2018-2019 Inter-School Swimming Competition [D3](2nd runner up in Girls C Grade 4X50m Free Style Relay)
2Hn	17	李子晴	Lee Tsz Ching	2018-2019 Inter-School Swimming Competition [D3](2nd runner up in Girls C Grade 50m Breast Stroke)
2Lv	1	陳彥豪	Chan Yin Ho	2018-2019 Inter-School Swimming Competition [D3](Champion in Boys C Grade 100m Free Style)

1Lv	22	馬煒竣	Ma Hee Chun	2019 Shanghai Frisbee Youth Open (Champion)
2Lv	18	梁芷滢	Leung Tsz Yau Claire	2019 Shanghai Frisbee Youth Open (Champion)
2Lv	31	袁兆凱	Yuen Siu Hoi	2019 Shanghai Frisbee Youth Open (Champion)
2Ft	7	方韋竣	Fong Wai Chun	2019 Shanghai Frisbee Youth Open (Champion)
2Ft	15	劉宗禧	Lau Chung Hei	2019 Shanghai Frisbee Youth Open (Champion)

2Ft	18	李祉晉	Lee Tsz Chun Jamie	2019 Shanghai Frisbee Youth Open (Champion)
2Ft	30	黃文軒	Wong Brandon	2019 Shanghai Frisbee Youth Open (Champion)
2Hn	3	陳科螢	Chan For Ying	2019 Shanghai Frisbee Youth Open (Champion)
2Hn	8	曹芷穎	Cho Tsz Wing Shirin	2019 Shanghai Frisbee Youth Open (Champion)
2Hn	16	劉家妍	Lau Ka Yin	2019 Shanghai Frisbee Youth Open (Champion)
3Lv	21	羅子穎	Lor Tsz Wing	2019 Shanghai Frisbee Youth Open (Champion)
4Hp	11	賴政樺	Lai Joshua	2019 Shanghai Frisbee Youth Open (Champion)
4Hp	23	楊泰濠	Yeung Tai Tsui	2019 Shanghai Frisbee Youth Open (Champion)
4Ft	9	張浩生	Cheung Ho Sun	2019 Shanghai Frisbee Youth Open (Champion)
4Ft	11	張煒林	Cheung Wai Lam	2019 Shanghai Frisbee Youth Open (Champion)
4Ft	32	湯迦喬	Tong Ka Kiu	2019 Shanghai Frisbee Youth Open (Champion)
4Hn	13	李蹕南	Lee Cheuk Nam	2019 Shanghai Frisbee Youth Open (Champion)
4Hn	28	鄧浩駿	Tang Ho Chun Adrian	2019 Shanghai Frisbee Youth Open (Champion)

1Lv	29	王爾信	Wong I Shun Eliah	GT Cup Youth Gospel Football Competition U15 group [SIC] Hong Kong Soccer In Christ (2nd runner up)
1Hp	3	陳晉匡	Chan Chun Hong	GT Cup Youth Gospel Football Competition U15 group [SIC] Hong Kong Soccer In Christ (2nd runner up)
1Hp	7	陳宇航	Chan Yu Hong	GT Cup Youth Gospel Football Competition U15 group [SIC] Hong Kong Soccer In Christ (2nd runner up)
1Hp	34	甄津諾	Zhen Wu Kenny	GT Cup Youth Gospel Football Competition U15 group [SIC] Hong Kong Soccer In Christ (2nd runner up)
1Ft	25	成家俊	Sandhu Dilpreet Singh	GT Cup Youth Gospel Football Competition U15 group [SIC] Hong Kong Soccer In Christ (2nd runner up)

2Hp	11	熊展醜	Hung Chin Lai	GT Cup Youth Gospel Football Competition U15 group [SIC] Hong Kong Soccer In Christ (2nd runner up)
2Hp	17	梁晉瑋	Leung Chun Wai	GT Cup Youth Gospel Football Competition U15 group [SIC] Hong Kong Soccer In Christ (2nd runner up)

2Lv	7	蔡禮翹	Choi Timon	Inter-School Athletics Competition [D3](2nd runner up in Boys C Grade Shot Put)
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1Lv	19	李灝林	Lee Ho Lam	Inter-School Dodge Ball Competition 3rd runner up
1Lv	26	譚棋晉	Tam Ki Chun	Inter-School Dodge Ball Competition 3rd runner up
1Ft	25	成家俊	Sandhu Dilpreet Singh	Inter-School Dodge Ball Competition 3rd runner up
1Hn	1	陳朗謙	Chan Long Him	Inter-School Dodge Ball Competition 3rd runner up
2Lv	7	蔡禮翹	Choi Timon	Inter-School Dodge Ball Competition 3rd runner up
2Lv	8	馮澤鈞	Fung Chak Kwan	Inter-School Dodge Ball Competition 3rd runner up
2Ft	15	劉宗禧	Lau Chung Hei	Inter-School Dodge Ball Competition 3rd runner up
2Ft	30	黃文軒	Wong Brandon	Inter-School Dodge Ball Competition 3rd runner up
3Lv	18	劉璟衡	Lau King Hang	Inter-School Dodge Ball Competition 3rd runner up
3Hp	2	朱巧童	Chu Kevia	Inter-School Dodge Ball Competition 3rd runner up
3Ft	2	陳芷裴	Chan Tsz Pui	Inter-School Dodge Ball Competition 3rd runner up

3Lv	8	周增銘	Chau Tsang Ming	Inter-School Pool Championship 2019 (Individual Champion)
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2Lv	15	劉耀陽	Lau Yiu Yeung	The 21st HKSAR, China Youth Roller Skating Invitation Championships (5th Place in Youth Men 1000m)
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PDC

2Hn	10	高彩琳	Ko Choi Lam	55th Schools Dance Festival Jazz & Street Dance [Duet](Secondary Section Commended Award)
5Hn	13	劉子晴	Lau Tsz Ching	55th Schools Dance Festival Jazz & Street Dance [Duet](Secondary Section Commended Award)

1Lv	21	劉懷悅	Liu Huai Yueh	55th Schools Dance Festival Jazz & Street Dance [Group Dance](Secondary Section Commended Award)
1Hp	27	莫雅茜	Mok Nga Sin	55th Schools Dance Festival Jazz & Street Dance [Group Dance](Secondary Section Commended Award)
2Hn	10	高彩琳	Ko Choi Lam	55th Schools Dance Festival Jazz & Street Dance [Group Dance](Secondary Section Commended Award)
4Ft	14	侯均嫻	Hou Kwan Han	55th Schools Dance Festival Jazz & Street Dance [Group Dance](Secondary Section Commended Award)
4Hn	12	侯均儀	Hou Kwan Yee	55th Schools Dance Festival Jazz & Street Dance [Group Dance](Secondary Section Commended Award)
4Hn	20	廖子嵐	Liu Tsz Laam	55th Schools Dance Festival Jazz & Street Dance [Group Dance](Secondary Section Commended Award)
4Hn	41	余愷盈	Yu Hoi Ying	55th Schools Dance Festival Jazz & Street Dance [Group Dance](Secondary Section Commended Award)
5Hn	13	劉子晴	Lau Tsz Ching	55th Schools Dance Festival Jazz & Street Dance [Group Dance](Secondary Section Commended Award)
5Hn	13	劉子晴	Lau Tsz Ching	55th Schools Dance Festival Jazz & Street Dance [Solo](Secondary Section Commended Award)
4Hn	12	侯均儀	Hou Kwan Yee	55th Schools Dance Festival Modern Dance [Solo](Secondary Section Honours Award)

1Lv	12	葉晉柔	Ip Chun Yau	Hong Kong School Drama Festival 2018/19 (Award For Outstanding Cooperation)
1Lv	18	劉家裕	Lau Ka Yu	Hong Kong School Drama Festival 2018/19 (Award For Outstanding Cooperation)
1Lv	33	鍾翊	Chung Yik	Hong Kong School Drama Festival 2018/19 (Award For Outstanding Cooperation)
1Hp	4	陳鎧瀛	Chan Hoi Ying	Hong Kong School Drama Festival 2018/19 (Award For Outstanding Cooperation)
1Hp	7	陳宇航	Chan Yu Hong	Hong Kong School Drama Festival 2018/19 (Award For Outstanding Cooperation)
1Hp	9	甄浩揚	Cheng Ho Yeung Barnabas	Hong Kong School Drama Festival 2018/19 (Award For Outstanding Cooperation)
1Hn	5	陳旨揚	Chan Tsz Yeung	Hong Kong School Drama Festival 2018/19 (Award For Outstanding Cooperation)
1Hn	34	甄詠珊	Yen Wing Shan	Hong Kong School Drama Festival 2018/19 (Award For Outstanding Cooperation)
2Hn	15	劉卓弦	Lau Cheuk Yin	Hong Kong School Drama Festival 2018/19 (Award For Outstanding Cooperation)
4Hp	10	江晉晞	Kong Chun Hei Nathan	Hong Kong School Drama Festival 2018/19 (Award For Outstanding Cooperation)
4Hn	7	朱仲謙	Chu Chung Him	Hong Kong School Drama Festival 2018/19 (Award For Outstanding Cooperation)
5Hp	8	許栢昕	Hui Pak Yan Yannis	Hong Kong School Drama Festival 2018/19 (Award For Outstanding Cooperation)
5Ft	1	歐芷榕	Au Annya	Hong Kong School Drama Festival 2018/19 (Award For Outstanding Cooperation)
5Ft	8	張樂陶	Cheung Lok To	Hong Kong School Drama Festival 2018/19 (Award For Outstanding Cooperation)
5Ft	15	何融蔓	Ho Yung Man	Hong Kong School Drama Festival 2018/19 (Award For Outstanding Cooperation)
5Ft	15	何融蔓	Ho Yung Man	Hong Kong School Drama Festival 2018/19 (Award For Outstanding Cooperation)
5Ft	26	佘睿雅	Sar Yui Nga	Hong Kong School Drama Festival 2018/19 (Award For Outstanding Cooperation)
5Ft	36	葉曉曦	Yip Hiu Hei	Hong Kong School Drama Festival 2018/19 (Award For Outstanding Cooperation)
1Hn	5	陳旨揚	Chan Tsz Yeung	Hong Kong School Drama Festival 2018/19 (Award For Outstanding Performer)

4Lv	16	胡紫盈	Wu Tsz Ying	The Hong Kong Flower Show 2019 Section X - Floral Art by School Children (2nd Runner-up)
4Hp	1	歐凱怡	Au Hoi Yi	The Hong Kong Flower Show 2019 Section X - Floral Art by School Children (Merit Prize)

5Ft	8	張樂陶	Cheung Lok To	The Hong Kong Flower Show 2019 Section X - Floral Art by School Children Merit Prize
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Student Development Department

2Ft	2	鄭偉庭	Cheng Tsun Ting	觀塘區學生飛躍表現獎勵計劃
2Hn	24	戴姣妃	Tai Man Fei	觀塘區中小學生圓夢計劃
3Hn	14	羅晞哲	Law Hei Chit	觀塘區中小學生圓夢計劃
3Lv	9	陳顯文	Chen Ho Man	2019年「明日之星-上游獎學金」計劃
3Lv	5	陳梓濠	Chan Tsz Ho Vito	2019年「明日之星-上游獎學金」計劃
4Lv	19	葉梓澄	Yip Tsz Ching	2019年「明日之星-上游獎學金」計劃
4Ft	6	陳睿雅	Chan Yui Nga Jasia	Ng Teng Fong Scholarship
6Hn	11	孔焯謙	Hung Cheuk Him	尤德爵士紀念基金高中學生獎
6Hn	15	李文慧	Li Man Wai	尤德爵士紀念基金高中學生獎

ECF Saint Too Canaan College		
Financial Summary for the 2017/2018 School Year		
	Government Funds	Non-Government Funds
INCOME (in terms of % of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to	75.10%	N.A.
School Fees	N.A.	23.78%
Donations	0.00%	0.02%
Other Income	0.49%	0.61%
Total	75.59%	24.41%
EXPENDITURE (in terms of % of the annual overall expenditure)		
Staff Remuneration	80.21%	
Operational Expenses (including those for Learning and Teaching)	11.63%	
Fee Remission / Scholarship ¹	2.97% (12% of school fee income)	
Repairs and Maintenance	2.37%	
Depreciation	2.40%	
Miscellaneous	0.42%	
Total	100%	
Surplus/(Deficit) for the School Year*	(0.30) month of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the end of the School Year*	5 months of the annual expenditure	
* in terms of equivalent months of annual overall expenditure		
¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the <u>annual overall expenditure</u> of the school. This % is difference from that of the fee remission/scholarship provision calculated on the basis of the <u>school fee income</u> as required by the education Bureau, which must be no less than 10%.		
<input checked="" type="checkbox"/> It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements.		

ECF Saint Too Canaan College
2018-19 Capacity Enhancement Grant Report

1. Aims:

In order to relieve teachers' workload, 3 teaching assistants (TAs) are employed with the use of the Capacity Enhancement Grant in 2018-19.

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 722 periods)
- 2.4 Exam Invigilation (Total no. of invigilation hours: Around 280 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 95% 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: TCM/P

Date: 15/10/2019

Revision: 0

5. Questionnaire Result

A questionnaire aims to evaluate the effectiveness of teaching assistants to alleviate teachers' workload is conducted in this school year. The result is as follows:

Target : All teachers

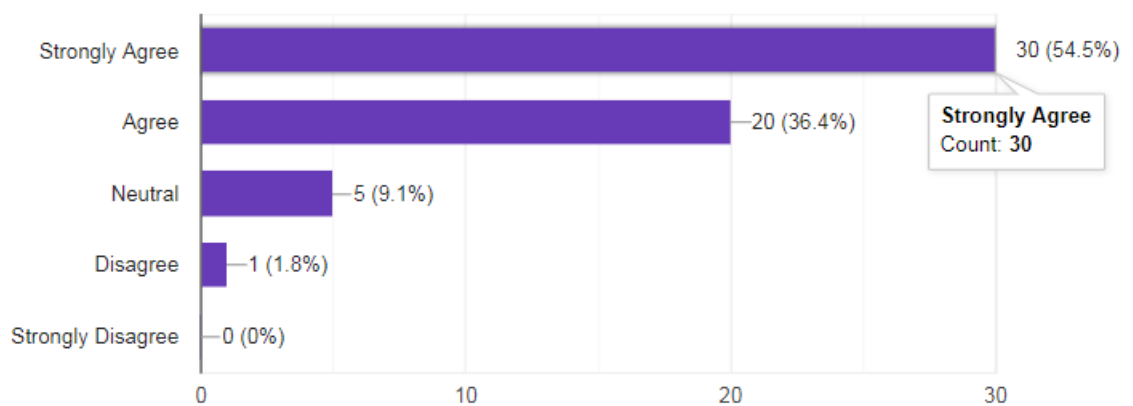
Number of questionnaires distributed : 63

Number of questionnaires collected : 55

1. TAs can share my teaching related duties, e.g. preparation for teaching materials and lesson substitution.



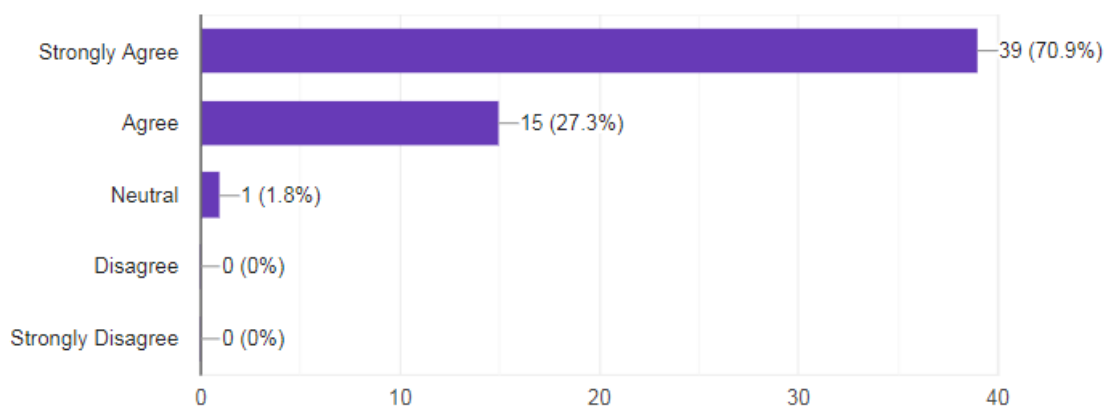
55 responses



2. TAs can share my non-teaching duties, e.g. invigilation for test and exam, questionnaire statistics, student outdoor activity, patrol and taking minutes.

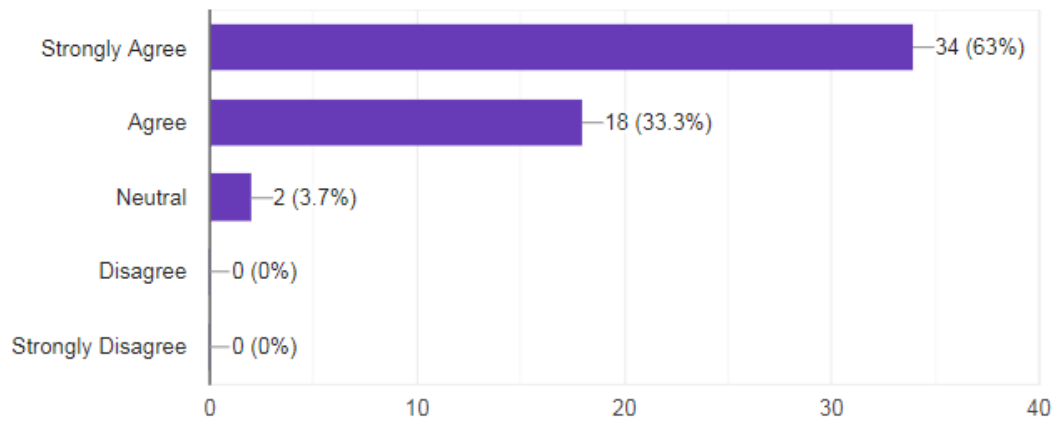


55 responses



3. TAs can provide administrative and clerical support for my KLA/functional group.

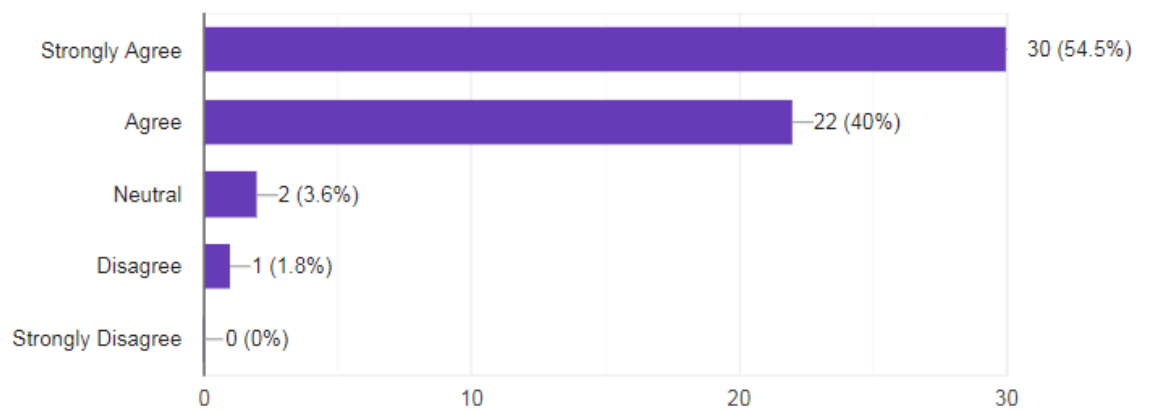
54 responses



4. Overall, TAs can relieve my workload.



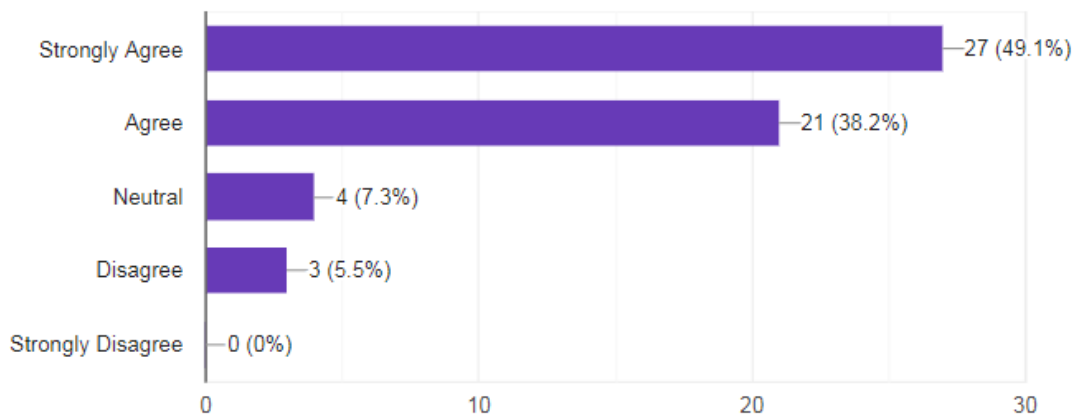
55 responses



5. I can have more time to prepare my lessons.

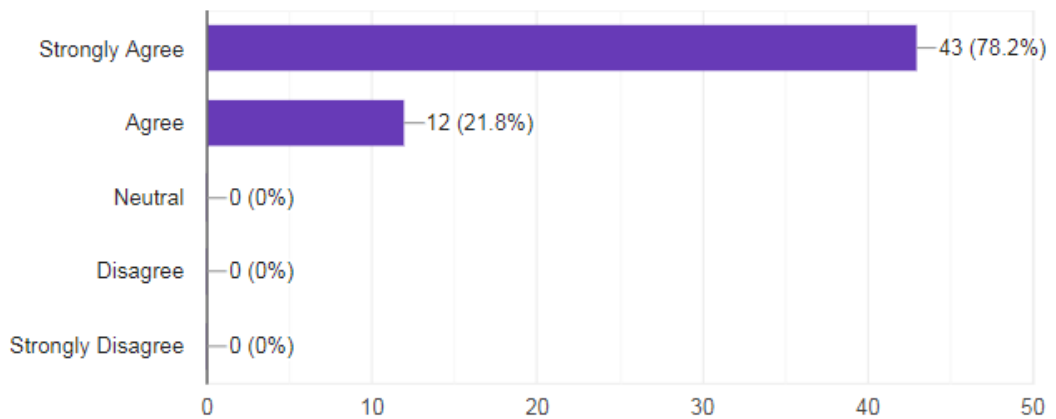


55 responses



6. I agree with the use of Capacity Enhancement Grant to employ teaching assistants for the coming year.

55 responses



Issued by: WIN/TCM/P
Date: 15/10/2019
Revision: 0

**School-based After-school Learning and Support Programmes 2018/19 s.y.
School-based Grant - Programme Report**

Name of School: ECF Saint Too Canaan College

Staff-in-charge: Mr. Lee Ka Ming Contact Telephone No.: 23720033

A. The number of students (count by heads) benefitted under the Grant is 30 (including A. CSSA recipients, B. SFAS full-grant recipients and C. under school's discretionary quota).

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Art-related workshops (fashion, Ceramic club)			2		10/2018 – 5/2019	2,700	Skill-based training, questionnaire		
日本花道學會	1				10/2018 – 5/2019 Friday (12 lessons)	2,700	One exam held in the last lesson, attend training in Japan		
Sports team training and coach fee (Girl Volleyball, Girl Basketball, Frisbee, 上海飛盤棉標賽)	1	4	3		10/2018 – 5/2019	14,850	Good learning performance in the class, skill test, attendance record, etc		

Overseas life-wide learning tours - 香港及台灣單車遊歷團 - 桂林山水遊 - 澳門考察體驗團 - 廣西上思服務交流團 - 男女子籃球隊交流團 - 北京遊學交流團 - 日本北九州交流團 - 2019年澳洲文化交流團及英語體驗課程	5	6	6		15-18/4/2019	34,300	Performance by students, Reflection, activities outcome		
Local life-wide learning activities - 森林體驗日營	1	1			15-18/4/2019	1,800	Performance by students, Reflection, activities outcome		
Total no. of activities:									
@No. of man-times	8	11	11			56,350			
**Total no. of man-times	30				Total Expenses				

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

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

Project Effectiveness

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

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

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 (Please specify: _____);
- 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)

Programme Evaluation Report for

DLG - Other Programme: Gifted Education for the 2018/19 school year

Programme title	Objective	Targets (No./level/selection)	Duration/ Start Date	Deliverable	Evaluation	Expenditure
In-School Programme for New Senior Secondary Music Curriculum	To provide opportunities for student to attend Joint-school DSE music course which is not provided by school.	1 student from S5	3 Sept 2018- July 2019	<ul style="list-style-type: none"> - Assembly - Speech Day - Pianist - School Choir - Pianist - Chairman of Music Society - Backstage Manager of Music Contest 	The attendance rate was high. Students got good results in Music subject. Students contributed his talents in school choir, music society and music contest.	\$4,145.45
Tutorial for elites for different DSE subjects	To tailor-make course to enhance the learning effectiveness of different DSE subjects	Selecting students with different ability recommended	September 2018 – June 2019	Courses delivered by experienced tutors or alumni	Students behaved well and applied exam-orientated skills.	\$51,510

		by subject teachers after RT/Exam			Assessment was carried out. The attendance of students was high.	
Debate Skills Training (Chinese)	To enhance students debating skills in Chinese	Students can improve their skills in debate and public speaking	October 2018 – April 2019	<ul style="list-style-type: none"> - Regular practice. - Join inter-school competition 	Students were well trained with different debating skills. The attendance of students was high.	\$26,875