

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

2019-2020 School Year

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Annual School Report
2019-2020
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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 2019-2020

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 Christian Education Officer), 2 laboratory technicians, 3 ITA technicians, 7 teaching assistants, 1 green school officer, 1 CGC social worker, 1 School liaison manager, 5 clerks, 4 executive officers, 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 12%
- B. 5-9 years 26%
- 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: 367 boys and 352 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 | 132 | 132 | 123 | 124 | 106 | 102 | 719 |

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

Evaluation of the Major Concerns for the 2019-2020 School Year

Major concern 1: To enhance learning and teaching effectiveness

| Targets | Strategies | Success Criteria | Extent of targets achieved (Fully, Partly or not achieved) Evaluation and Follow-up action |
|---|---|---|--|
| 1.1 To strengthen teaching skills through teachers' professional development. | (a) Enhance teaching skills through e-teaching platform | <ul style="list-style-type: none"> ● At least 70% of teachers can use ONE e-platform in the lesson | <p>Achieved.</p> <ul style="list-style-type: none"> ● The strategy was planned to implement in 3 years, from 1819-2021, the school has 3 years to train up all teaching staff with good IT skills in teaching. In 1920, the second year, the report showed that 73% agreed that their skills enhanced by e-teaching platform such as google classroom, Schoology, Kahoot, Nearpod, zoom lesson in COVID-19 periods. ● Different departments conduct their training/sharing using of e-teaching effectiveness with Panel members. (PSH, Math, Eng, Chinese) <p>Follow up action: It's suggested that as more IT training including how to use iPen, different Apps, to enhance more interactive teaching among students. We aim at 90% of teachers can use at least ONE e-platform in the lesson.</p> |
| | (b) Different teaching strategies (Sharestart, assessment tools) to improve teaching effectiveness. | <ul style="list-style-type: none"> ● 70% of the students are clear about sharestart lesson flow. ● All KLA heads can use assessment data to | <p>Achieved.</p> <ul style="list-style-type: none"> ● As increasing number of teachers adopted Sharestart strategy in the lesson, more students being motivated in learning. The survey showed that 76% from agree to strongly agreed students can understand the lesson flow. ● It was the 4th trip to Sharestart Conference to Taipei, total now we have 24 teachers with training and apply the skills in their lesson. |

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| | | improve teaching. | <p>The school prepared platform for those joined the Conference staff to share in staff meeting or panels meeting.</p> <ul style="list-style-type: none"> ● LS with open lesson which has invited other schools' teachers to give feedback after lesson observation in Nov 1920. ● A training on Sharestart teaching strategies held for teachers newly join STCC and TA. <p>Maths did the research on correlation with using Sharestart in the lesson with the assessment result.</p> <p>Follow up action:</p> <ul style="list-style-type: none"> ● It's suggested that more KLAs need to use assessment data to analyse about the correlation between teaching and result in order to prove the learning. |
| 1.2 Upgrading students learning performance | <p>(a) Improve quality assignment</p> <p>(b) Improve public exam result by using effective assessment methods</p> | <ul style="list-style-type: none"> ● Over 80% of participating KLAs agree it's successful in designing lessons and worksheet. ● Over 80% subjects obtain passing rate in DSE result | <p>Partly achieved</p> <ul style="list-style-type: none"> ● The teachers generally have 67% comment on improve quality assignment. And 19% showed neutral response to the questions. ● It's more than 67% teachers agree that the school must improve public exam result and use those effective assessment methods. And only still have some subjects need to catch up DSE passing rate. ● For S3 TSA passing rate, three core subjects attain good results which are higher than HK average. ● There can be more support on how to encourage students to do and submit quality homework by L&T. From last year suggestion KLAs need to provide guidelines for quality assignment as well as reduce quantity of worksheet and focus on well-design assignment. We have followed these suggestions and made improvement. ● KLA heads conducted and set clear achievable targets in the review |

| | | | |
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| | | | <p>meetings with members, sharing the strategies with other departments, carried out different tutorials and strategies how to raise passing rate.</p> <p>Follow up action:</p> <ul style="list-style-type: none"> ● Mid-term review with KLAs head is important to see how to input resources and adjust the strategies. |
| <p>1.3 Develop Cross-curriculum learning and explore new curriculum</p> | <p>(a) Promote STEM and green education get involve different subject skills to broaden thinking</p> <p>(b) Explore new subjects and curriculum, e.g GCE</p> | <ul style="list-style-type: none"> ● Over 70% of Junior form students can participate in STEM and green activities. | <p>Partly Achieved</p> <ul style="list-style-type: none"> ● The report showed that 66% of teachers agreed that STEM and green education get involve different subject skills to broaden thinking and some cross KLA curriculum put into STEM and sustainable concept to it to provoke thinking skills. ● For GCE curriculum not enough time to discuss due to WFH, social issues and COVID-19. For discussion in SAC. <p>Follow up action:</p> <ul style="list-style-type: none"> ● Collecting more KLAs' and functional groups' suggestion how to link up different departments and base on these 2 topics to broaden students thinking skills and knowledge. |

Major Concern 2: To nurture students to be servant leaders

| Targets | Strategies | Success Criteria | |
|--|---|--|--|
| 2.1 To develop students' potentials and recognition of achievement through different channels. | <p>(a) Provide different mass program for in different form level</p> <p>(b) Provide Local and oversea expo and counseling for senior form students to know their potential more.</p> <p>(c) Educate students' interpersonal competence by providing various learning experience.</p> | <ul style="list-style-type: none"> ● Students with good attitude in participating activities ● 80% students join ONE activity ● 80% find those expo and counselling is useful for planning further studies. | <p>Partly Achieved.</p> <ul style="list-style-type: none"> ● The report showed that 67% , 68% and 69% from agree to strongly agree for strategies (a) to (c). Due to COVID-19 cancellation of the school activities, it was difficult to assess students achievement as only around 4 months' school life. <p>Follow up action:</p> <ul style="list-style-type: none"> ● The school would like to keep the tradition to allow students at least join ONE activity. After using e-class for enrollment, we can check if clash of interest classes, can make adjustment and use E-class for taking attendance which can immediately follow up students' attitude in participating activities. |
| 2.2 Educate students' interpersonal competence by providing various learning experience. | <p>(a) Train and develop leaders through workshops and programs provide by organization outside school</p> <p>(b) Organize different camp, competition, Peer-mentoring program, training to prefects and leaders to enrich different</p> | <ul style="list-style-type: none"> ● 70% Students leaders can acquire better leadership skills in training and recognized by awards. ● 80% students agree the program is useful to them. | <p>Partly Achieved.</p> <ul style="list-style-type: none"> ● The report showed that 70% agreed that student leaders improved their leading skills by workshops and trainings. Moreover, 68% agreed that organized different camps or programs can provide more learning experience for leaders. ● SD has organized different trainings for the students leaders at the beginning of the school year and organized Joint-schools leadership workshops for leaders to exchange ideas with other schools. <p>Follow up action:</p> <ul style="list-style-type: none"> ● According to Stakeholders' survey, both students and teachers commented that the school can provide more opportunity to foster |

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| | skills. | | students' leadership. Nevertheless, there have been already many leadership training programs. As we find that leaders' performance is a bit weak and more leaders training should be provided to nurture potential S3 and S4 students 2021. |
|--|---------|--|--|

Major concern 3: To nurture inclusive culture

| Targets | Strategies | Success Criteria | |
|--|--|---|--|
| 3.1 To enhance respect and more understand of different ability students and varies cultural difference. | (a) Organize activities for students to learn and appreciate cultures / nature (NCS, AFS). | <ul style="list-style-type: none"> Over 70% of students willing to participate in NCS activities and local students are willing to communicate with AFS/ NCS students. | <p>Partly achieved</p> <ul style="list-style-type: none"> According to the survey, 60% agreed that through organizing activities that students can respect and appreciate other cultures especially NCS and AFS. AFS, Austria student left HK in January as the social issues, suggested him going back to his home country which means he stayed with STCC for about 4 months. Increasing number of NCS in STCC, establish NCS curriculum, activities, career guidance for their need. <p>Follow up action: There is a room for improvement such as providing more platforms for them to shine and introduce cultural and their interest to local students as they are in lack of understanding cultures of different NCS. So only after more communication between local and NCS, they can treat them as normal STCC students and show more appreciation.</p> |
| | (b) Sustain life-wide learning programs such as study tours, mission trips and | <ul style="list-style-type: none"> Over 70% of students can learn respect and understand other | <p>Partly achieved.</p> <p>For LWL program, over 66% agreed that throughout the trips and services which can broaden students' horizons. However, teachers understood that due to COVID-19, all tours have been cancelled.</p> |

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| | service programs to broaden students' horizons | cultural from life-wide learning. | |
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Summary of the evaluation and planning

1. Refer to students' performance and learning and teaching part, the school must emphasize public exam result and provide staff training topic which relate to preparation of a good lesson and align the assessment with teaching. Subjects with better DSE result are encouraged to share strategies to inspire other Panels.
2. Refer to student support and development, leadership skills and quality can be acquired by leading the activities and programs, suggested allocating sufficient resources to students to let them experience LWL and LWL certainly allows students gain outside learning and personal growth. Moreover, for the leaders we need to give them higher expectation on academic and self-discipline issues. Those plans put on hold this year can be implemented next year.
3. Refer to teaching, IT support is sufficient. However, E learning need more improvement as Zoom lessons may continue and effectiveness of online teaching need data to support.

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 Recommendations</u> |
|-------------------|--|---------------|----------------------|---|--|--|---|
| 3.1 | Enhancing Teaching effectiveness | | | | | | |
| a | Enhance teaching skills through different teaching strategies. | Teachers | Sept 19 – Jun 20 | 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) b. As reflected in lesson observations and homework inspections and assignments | Lesson observations Homework inspections Annual Report L&T survey Panel meeting Oral feedback | Training (\$20000) Expense in SDC | The success criteria were completely achieved. According to L&T survey,(40 teachers response) 95% of teachers agreed that school have set clear goals and pays considerable attention to the enhancement of teaching effectiveness. According to L&T survey, 87.5% of teachers agreed that school have provided adequate resources to help teachers raising their professionalism in areas related to teaching effectiveness. Recommendation: More professional training will be provided to middle management in lesson observation. |
| b | Organize professional development workshops for enhancing teaching effectiveness | Teachers | Sept 19– Jun 20 | | | | |

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|-----|--------------------------------|---|-----------------------|---------------------|---|--|---|--|
| 3.2 | Fostering Learning performance | | | | | | | |
| | a | Improve quality in students' assignments. | Teachers/ students | Sept 19– Jun 20 | As reflected in lesson observations and homework inspections | Lesson observations Homework inspections Annual Report L&T survey | <p>The success criteria were partly achieved.</p> <p>According to L&T survey, 77.5% of teachers agreed that students have improved their assignment qualities.</p> <p>Recommendation: KLAs need to provide students more samples and guidelines for quality assignment. And L&T will provide a training to students in study and learning skills.</p> <p>According to L&T survey, 85% of teachers agreed that they have made good use of assessment to improve student academic performance. It showed that teachers are being more competent to use effective assessment to enhance teaching and learning.</p> <p>For S3 TSA passing rate, three core subjects attained good results</p> | |
| | b | Effective use of assessment for learning to improve students' academic performance. | Teachers/ Students | Sept 19 – Jun 20 | As reflected in homework inspections and students' assessment performance (Over 80% subject can pass in DSE passing rate) | <p>Learning skills workshops (\$40000)</p> <p>Homework inspections</p> <p>RT/Exam result</p> <p>DSE result</p> <p>L&T survey (Teachers & students)</p> | | |

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|-----|-------------------------------------|--|----------|------------------|---|--|--|--|
| | | | | | | | | which are higher than HK average. |
| 3.3 | Promoting Cross-curriculum learning | | | | | | | |
| | a | Review curriculum to enhance cross-curricular learning and deep learning. | Teachers | Sept 19 – Jun 20 | Theme based curriculum provided by KLA and implement in different subjects or functional groups | L&T survey KLA scheme of work/annual report | | <p>The success criteria were completely achieved.</p> <p>According to L&T survey, 80% of teachers agreed that school have committed to develop school-based curriculum to stimulate students' learning motivation and enhance deep learning.</p> |
| | b | Develop school-based curriculum in line with the students' learning needs. | Teachers | Sept 19 – Jun 20 | | | | <p>According to L&T survey, 87.5% of teachers agreed that school have developed school based curriculum in line with the students' learning needs.</p> <p>Recommendation: L&T will take initiatives to review and refine junior form cross KLAs curriculum in fostering student deep learning.</p> |

2. Evaluation on Learning and teaching policy

| | Measurement |
|----------------------------|--|
| For Teaching effectiveness | <ul style="list-style-type: none"> ● We believed that teaching effectiveness would be enhanced through establishing a positive culture of open classroom. Teachers participated in central arrangement of PPLO lesson observation and peer lesson observation PLO for the purpose of professional development. However, only 1/3 of teachers participated in lesson observation due to the class suspension in 2nd term under COVID-19 situation in HK. ● We carried out some professional training and workshops for all teaching staff and KLAs this year. English department also joined EDB School-based Supporting Scheme to help our S4 teachers refining the curriculum and improve teaching quality. ● We employed Mr. Lam Ming Tong as a Teaching consultant to provide professional guidance to new teachers and follow up cases to enhance their teaching quality by lesson preparation and lesson observation. |
| For Curriculum development | <ul style="list-style-type: none"> ● To provide students deeper learning experience, we fostered the cross circular collaboration through out the year. STEM Committee co-worked with Math, Science and Tech departments to run the learning activities and set up a STEM society. We also tried to integrate STEM elements in junior forms IT subject that students could taste the STEM lessons with building up their abilities of problem solving and other soft skills. ● This year we implemented a new streaming policy involves separating students into classes based on their academic ability. It fostered the atmosphere of healthy competition and catered learner diversities by adopting small class teaching. The annual academic results have shown the effect. |
| For students learning | <ul style="list-style-type: none"> ● We initiated online teaching and learning by using ZOOM platform during the class suspension period. To tailored made a special timetable for students to maximize their learning effectiveness and motivation. We called it “3+2” system. Three learning days in Zoom and two days self-directed learning at home. It provided students opportunities in managing their time and consolidating the knowledge. ● To enhance our student learning with good study skills and habits, a series of training were conducted in S1 and S2. It focused on note taking skills, revision skills and memory skills. The feedback was positive. |

5. Suggestion on overall learning and teaching policies

5.1 Professional training

To further enhance teaching effectiveness, there are two strategic measures. First one is helping our middle management to equip the knowledge and practical experiences on lesson observation. They are the gate keepers of teaching quality assurance in each KLA. They should be more capable of assessing a good quality lesson and give constructive feedback to their KLA members. It is suggested that more exchange of ideas and collaborations could be facilitated. Second one is bridging our subject teachers gap to improve teaching quality. Teachers could be able to manage their lessons well, prepare a good lessons plan, effective assessment, interact with students, etc. More training can be carried out to equip our teachers from time to time.

5.2 Alignment of assessment with teaching and learning

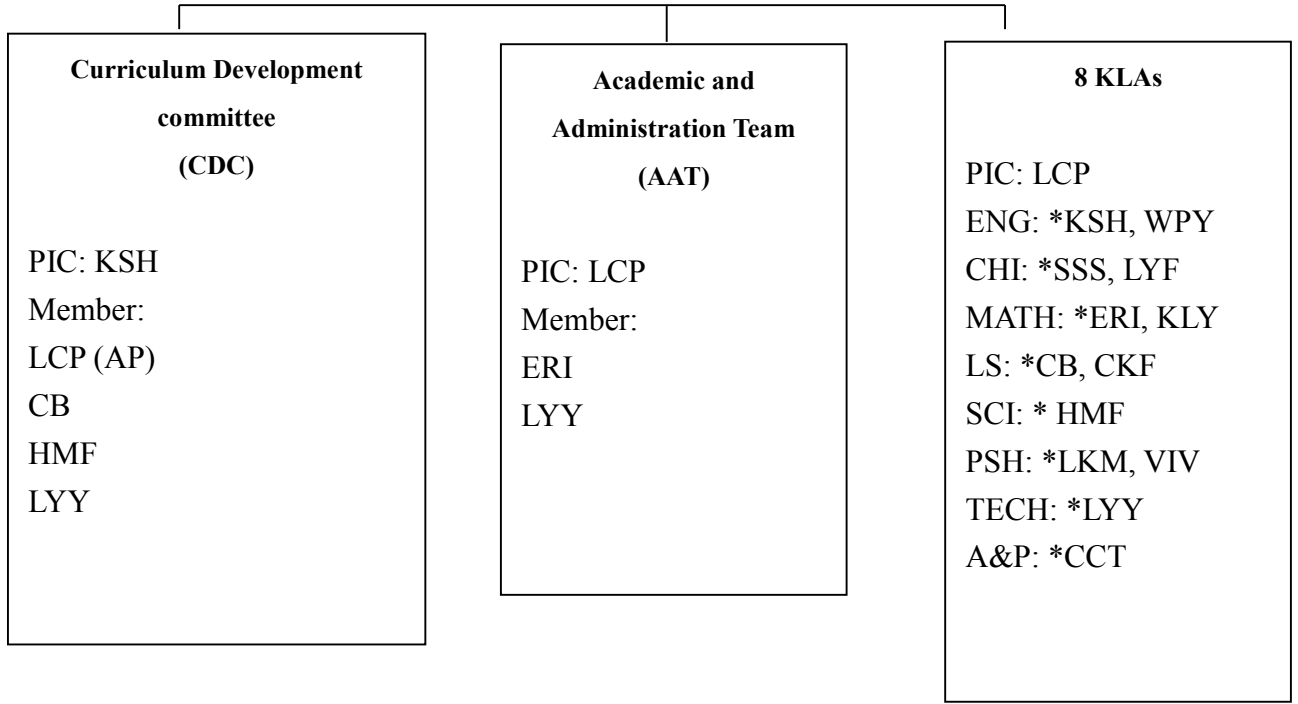
Effective assessment is inseparable from good teaching and learning. Assessment for learning is best described as a process by which assessment data is used by teachers to adjust their teaching strategies and by students to reinforce their learning motivation. Concerning to this issue, school can invite outside institutions to provide professional training to our teaching staff. Staff have a consistent whole school approach to classroom practice and have benefitted from many opportunities to work together to share good practice and to develop ideas and resources.

5.3 Promotion of e-Learning in Junior forms

It is suggested that school could formulate specific strategies and long-term goals for promoting the wider use of e-learning resources inside classroom and extended lesson outside classroom. L&T and ITA can co-work to implement BYOD scheme to help S1 students better use of electric devices in learning. Subject teachers are encouraged to design a series of quality e-Learning materials specifically to suit the curriculum. From generating learning interest during lessons to offering self-learning, students would be benefit from granting more enhancement opportunities after school.

L&T Organization Chart

L&T Department
LCP, AP



L&T Department job allocation 1920

L&T Major Concerns: Curriculum Development, Teaching Enhancement, Student Learning

| Dept. | Initial | L&T Major Concerns | L&T affairs |
|----------|---------|--|--|
| L&T Head | LCP | Monitoring all programs / Handling crisis or complaints | RT & Exam papers checking PPLO/PLO/CWI/PLP/TTR |
| ENG | KSH | Curriculum Development | Exchange Student Program |
| ENG | WPY | Teaching Enhancement | Student Learning (Senior Form) - New students and repeaters care and follow up |
| CHI | SSS | Student Learning (Senior Form) - S4 Study Skills | Self-study center management |
| CHI | LYF | Teaching Enhancement | L&T Support for NCS |
| MATHS | ERI | Student Learning - L&T SEN learning support | Assessment – Internal Examination |
| MATHS | KLY | Teaching Enhancement | Assessment data analysis |
| LS | CB | Curriculum Development | S3 Course selection / Tutorial Classes |
| LS | CKF | Teaching Enhancement | Assessment – External exam / Projected grades |
| SCI | HMF | Curriculum Development | Homework Policy / RT & Exam papers checking |
| TECH | LYY | Curriculum Development | Assessment – External exam / Projected grades |
| A&P | CCT | Student Learning (Junior Form) - Repeaters care and follow up | L&T assembly |
| PSH | LKM | Subject Evaluation Survey (SES) | |
| PSH | VIV | Student Learning (Junior Form) - S1 Learning Skills | Homework Policy |
| ITA | DER | IT support in Internal Examination | |
| L&T TA | CKC | Resource management / Board decoration/ Self-study center support | Assessment data analysis |
| Reading | YWY | Promote Reading in STCC / Reading across KLAs | |

KLA Heads

| <u>KLA</u> | | | |
|----------------------------------|---------------------|-----------------------|-----------------------|
| English Language Education Panel | Head | | Kong Suet Ha (KSH) |
| | Deputy Head | | Wong Pak Yi (WPY) |
| 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 | | Ho Ming Fai (HMF) |
| | Subject Coordinator | Biology | Lui Wing Shuen (LWS) |
| | Subject Coordinator | Chemistry | Ho Ming Fai (HMF) |
| | Subject Coordinator | Physics | Tsang Kim Hoi (TKH) |
| Technology Education Panel | Head | | Liang Ying Yi (LYY) |
| | Subject Coordinator | BAFS | Liang Ying Yi (LYY) |
| | Subject Coordinator | IT / ICT | Chan Ka Wing (DER) |
| | 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) |

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

- 3.1 Develop student's potentials and recognition of their achievement through different channels.
- 3.2 Educate students interpersonal competence by providing various learning experiences.
- 3.3 Train and develop leaders through different levels of workshops and programs.

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 2019 - 2020 Annual plan.

Overall results of Objective 1:

From SD teachers' survey:

- 39 teachers completed the survey.
- About 79% teachers are satisfied with this aim (Level 3);
- About 11% 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 & S4 Life program

CGC

| | |
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| Success criteria | <ul style="list-style-type: none"> ● S2 - Feedbacks of the students and teachers are positive. ● S4 - Over 80% students felt satisfactory. |
| Evaluation | <ul style="list-style-type: none"> ● Canceled due to social conflict |

MCEC

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| Success criteria | <ul style="list-style-type: none"> ● Rating is above 3.5 to admit the programs/activities could help exploring their potentials. |
| Evaluation | <ul style="list-style-type: none"> ● We had arranged all the materials, but was cancelled finally. |
| Recommendation | <ul style="list-style-type: none"> ● It's good to combine some common topics with the related subjects (LE/ME/L&S/LS) before we plan the activities. |

● **Local and Oversea Studies Expo**

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| Success criteria | <ul style="list-style-type: none"> ● Over 80% students and their parents agreed that Expo was useful |
| Evaluation | <ul style="list-style-type: none"> ● Over 60% of the students and the parents found the Expo useful. ● The Expo included 20 booths from different educational institutions and 3 talks on local and overseas tertiary education. It was very convenient for students and parents to access to different information. |
| Recommendation | <ul style="list-style-type: none"> ● We addressed the need of parents and students – obtaining information about overseas study. Therefore, next year, we will conduct an overseas session introduced by our College Liaison Manager instead of agency. Also, we will invite more overseas institutions to set booths in the Hall. ● We might consider starting the event later so that the working parents could have sufficient time to attend on time. |

3.1.1.2 Developmental Programs

● **Extra-curricular Activities**

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|------------------|--|
| Success criteria | <ul style="list-style-type: none"> ● Success criteria >3.5 |
| Evaluation | <ul style="list-style-type: none"> ● Rating 3.7 ● A total of 60 societies/school teams/service group and interest class/club. ● Students gained many experiences and we discovered many potential leaders. ● Teachers were welcomed to have another way to educate students outside classroom. |
| Recommendation | <ul style="list-style-type: none"> ● E-enrollment should be used to make the running of ECA more systematic and efficient. ● Should continue to invite more teachers to be the advisors of the ECA. |

● **Voluntary Service Scheme**

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| Success criteria | <ul style="list-style-type: none"> ● Rating is above 3.5 indicating that the voluntary service is meaningful and feel delighted to help others. |
| Evaluation | <ul style="list-style-type: none"> ● Rating: 4.3 ● Voluntary Service Scheme was useful for students to learn how to care the society. Students enjoyed communicating with the elderly but in lack of skills. ● Parent volunteers also found that the activities meaningful and rewarding. |
| Recommendation | <ul style="list-style-type: none"> ● The activities in S3 and S4&5 were cancelled. ● It is suggested that we can keep inviting different organizations which mainly aims at providing voluntary Service. ● The CYC service award scheme should be developed. |

● **Career Guidance Groups (S.5 & 6)**

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| Success criteria | <ul style="list-style-type: none"> ● Over 80% students agreed that group counseling was helpful. |
| Evaluation | <ul style="list-style-type: none"> ● Based on the results, students were positive about the guidance group. ● All Form Teachers participated as mentors to their students. They had a closer relationship with the students so that the discussion could be conducted effectively. ● The discussion was constructive, and students set a clearer goal in future study pathways. ● The time was shorter than expected due to different reasons, e.g. lessons were dismissed late. Additional session was organized. |
| Recommendation | <ul style="list-style-type: none"> ● Next year, students and subject teachers should be reminded of the group counseling, so students could join on time. |

● **NCS Career Program**

| | |
|------------------|--|
| Success criteria | <ul style="list-style-type: none"> ● 70% NCS students and parents agreed that the program was useful. |
| Evaluation | <ul style="list-style-type: none"> ● Most students found the counseling sessions useful. ● Test was not conducted as the online sessions affected the participation rate and some were unable to join as they were not in Hong Kong. ● Students gained more information about local education systems and how they could apply universities based on their need and situations. ● Online platform made the counseling challenging as the number and the types of activities were restricted. |
| Recommendation | <ul style="list-style-type: none"> ● Next year, we could continue to follow their cases and provide support to them. |

● **Parents' talks and workshops**

| | |
|------------------|---|
| Success criteria | <ul style="list-style-type: none"> ● Level of satisfaction: 70% ● Number of participants: 40 |
| Evaluation | <ul style="list-style-type: none"> ● Over 90% satisfaction (includes agree and strongly agree) ● Around 50 parents replied to join this talk but only 12 parents attended. Most parents decided to stay at home due to COVID-19 probably. ● In order to minimize the contact among individuals, parents' talks in 2nd school term were cancelled even after the school resumption. ● Information of several external parents' talks was posted in parents' whatsapp group and on the PTA webpage. Parents can decide to join these talks. |
| Recommendation | <ul style="list-style-type: none"> ● It is suggested to organized school-based online parents' talks instead of cancelling them. |

3.1.1.3 Award Scheme

● **Stars of Canaan**

| | |
|------------------|---|
| Success criteria | <ul style="list-style-type: none"> ● Rating is above 3.5 and 90% students had joined the nomination and election. |
| Evaluation | <ul style="list-style-type: none"> ● We had school suspension both in 1st and 2nd term, so we cancelled the event lastly. |
| Recommendation | <ul style="list-style-type: none"> ● The format / selection procedure of the star of Canaan should be reviewed. ● More need to be done on student engagement. |

3.2 Objective 2:

Educate students interpersonal competence by providing various learning experiences.

3.2.1 Objective and subjective means, measurable set in the 2019-20 Annual plan.

Overall results of Objective 2:

From SD teachers' survey:

- 39 teachers completed the survey.
- About 79% teachers are satisfied with this aim (Level 3);
- About 8% 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 interpersonal competence by providing various learning experiences.

Junior Students

3.2.1.1 Moral Value

● School Assemblies and Workshop

| | |
|------------------|---|
| Success criteria | <ul style="list-style-type: none">● Rating is above 3.5 which demonstrates the assembly could help students to understand moral and civic affair. |
| Evaluation | <ul style="list-style-type: none">● Rating: 4.4● Each class performed in appreciation day had unique features, and created many touching moments. It was a breakthrough in the Appreciation Day assembly.● The school assembly was useful and meaningful for students, especially the touching talk by the guest from Fu Hui Education Foundation (Life and Value Education)● The other two assemblies were cancelled because of the class suspension. |
| Recommendation | <ul style="list-style-type: none">● Should arrange the junior and senior form to join the assemblies separately, assemblies could be specified to different forms.● It's good to invite different organization to share their stories. |

3.2.2.2 Discipline

Refer to Extra-curricular activities in point 3.1.1.2

3.2.2.3 Cleanliness

● Inter-class board and room decoration

| | |
|------------------|--|
| Success criteria | <ul style="list-style-type: none">● All classes should decorate their board according to the criteria. |
| Evaluation | <ul style="list-style-type: none">● Rating: 3.1. Result: All classes joined the competition.● The result was not as good as expected.● Although the guidelines were clear, the students had no concept and skills of how to design or decorate the board.● Some classes did it well and were created a sense of unity in the class. |
| Recommendation | <ul style="list-style-type: none">● Some workshops should be given to student leaders so that they can equip their skills of board decoration.● It is suggested that we could take photos or make posters with excellent room decoration and share to students for recognition. |

● **Classroom Cleanliness Competition + video shooting**

| | |
|------------------|--|
| Success criteria | <ul style="list-style-type: none"> ● All classes will be scored and monitored by teachers and prefect team |
| Evaluation | <ul style="list-style-type: none"> ● Rating: 4. Result: Class visit was made twice each term ● The classes were clean in the competition, but they couldn't keep it. The awareness of keeping the classroom clean was quite low, especially among the senior forms. ● Students behaved well after the class resumption. |
| Recommendation | <ul style="list-style-type: none"> ● Raising the awareness about personal hygiene is needed. ● Encourage class teachers to strictly enforce students to keep the classroom clean, especially after lunch and after school. |

3.2.2.4 Respect

● **Peer-mentoring Program**

| | |
|------------------|---|
| Success criteria | <ul style="list-style-type: none"> ● Programs have been held successfully. |
| Evaluation | <ul style="list-style-type: none"> ● The success criteria were met. The ratings of evaluation is 3.4 out of 5. ● All programs have been held successfully. Workshops for mentors of Big Brother and Big Sister Scheme (BBBS) have been held to enhance their interpersonal, communication and conflict solving abilities. |
| Recommendation | <ul style="list-style-type: none"> ● It is suggested that there could be more training in peer-relationship or self-exploration can help the peer mentors in their own personal growth as well. |

● **Environmental related curriculum**

| | |
|------------------|---|
| Success criteria | <ul style="list-style-type: none"> ● The topic will be taught in different subjects according to the subject perspective. ● More than 80% students agree the lesson can increase their awareness to environmental protection. |
| Evaluation | <ul style="list-style-type: none"> ● There are more subjects with green education elements in this year. ● According to feedback from related subject teachers and students, 80 % agree that the hands-on activities showing students the green facilities in schools give them opportunities to better understand the concepts involved. |
| Recommendation | <ul style="list-style-type: none"> ● 90 % students also suggested that they would like to have lesson on environmental protection-related topics in future. |

Senior Students

3.2.2.5 National Identity

● Monthly flag-raising ceremony

| | |
|------------------|--|
| Success criteria | <ul style="list-style-type: none"> ● All classes should participate the ceremony with respectful attitude and well-disciplined. ● Rating is above 3.5 |
| Evaluation | <ul style="list-style-type: none"> ● No flag-raising ceremonies was held throughout the year. |
| Recommendation | <ul style="list-style-type: none"> ● The education of the meaning of the flag-raising ceremony is needed. ● Should further educate students the knowledge of the national anthem, the respective etiquette and the enactment of a local national anthem law. |

3.2.2.6 Serving heart & Gratefulness

● Nationality education study tour (Guangxi)

| | |
|------------------|--|
| Success criteria | <ul style="list-style-type: none"> ● There are altogether around 30 students joining the tour ● The reflective writing by leaders will be uploaded to school websites. |
| Evaluation | <ul style="list-style-type: none"> ● We plan to have a Guangxi Tour during Easter Holiday and Sichuan Tour on June. We cancelled the tours because of the school suspension. |
| Recommendation | <ul style="list-style-type: none"> ● It's time to explore other volunteer service tour in another area. |

● Appreciation Day (22/11/19)

| | |
|------------------|--|
| Success criteria | <ul style="list-style-type: none"> ● All classes should join the activity of the day |
| Evaluation | <ul style="list-style-type: none"> ● Rating: 4.1. Result: All classes joined at least one activity ● It was a little bit rushed to hold the Appreciation Day because the class just resumed normal few days before. ● Luckily we had new arrangement this year: express appreciation by writing cards to teachers and classmates and listening to the sharing by peers ● The cooperation with CNC (Appreciation cards) and HSCC (Board display of Appreciation cards) were smooth. |
| Recommendation | <ul style="list-style-type: none"> ● The content of Appreciation Day should be enriched. |

● Voluntary Service Group

| | |
|------------------|--|
| Success criteria | <ul style="list-style-type: none"> ● Success criteria: >3.5 |
| Evaluation | <ul style="list-style-type: none"> ● Rating: 4.6 ● The students performed well in some events. Some were active and enthusiastic. We had found some potential leaders. |

| | |
|----------------|--|
| | <p>However, the suspension of school and the cancelation of the services and activities lessened the chances of members' learning.</p> <ul style="list-style-type: none"> ● It's good to arrange a wide range of activities to broaden students' horizon. |
| Recommendation | <ul style="list-style-type: none"> ● The role and function of MCE Society and CYC should be set clearly. |

● **Christian Ministry Team**

| | |
|------------------|--|
| Success criteria | <ul style="list-style-type: none"> ● 20 members can be recruited. The average score of the items related to Christian ministry team is more than half. |
| Evaluation | <ul style="list-style-type: none"> ● About 20 of 36 (56%) Christian ministry team members have attended the fellowships. ● Three groups were separated for serving different areas in campus. They are worship group, caring group and activity group. In this year, worship group was committed to serve for hymn singing in morning assembly, weekly assembly and Christmas service. ● The core members were committed and tried their best to prepare the program for the schoolmates to enjoy the fellowship. During the school suspension in second term, they were initial to the online fellowship for committed members to have a sharing and prayer meeting. |
| Recommendation | <ul style="list-style-type: none"> ● The regular worship practice is suggested to upgrade to more professional when the school resumes normal. ● Three groups in CMT should be further developed by SNC teachers with more spiritual guidance and more serving platforms should be provided for CMT. |

3.2.2.7 Self-Confidence

● **Nurturing programs**

| | |
|------------------|---|
| Success criteria | Rating is above 3.0 |
| Evaluation | <ul style="list-style-type: none"> ● This year, we have co-operations with two agencies, Happy Teen, about school-based supporting services and (YMCA) respectively. Students in general have positive feedback after joining the activities. ● Students have a lot of activities and KLAs or functional groups' activities too, so the rate of participation is greatly affected. Higher priority should be given to centralized nurturing programs and award scheme. ● Quite a number of pre-planned activities have been cancelled in the |

| | |
|----------------|--|
| | 2nd term. |
| Recommendation | <ul style="list-style-type: none"> ● It is suggested that there could be more training in peer-relationship or self-exploration can help the peer mentors in their own personal growth as well. |

● Punctuality campaign/Self-discipline campaign/yellow-paper awards

| | |
|------------------|---|
| Success criteria | <ul style="list-style-type: none"> ● Rating is above 3.0. |
| Evaluation | <ul style="list-style-type: none"> ● The success criteria were met. The ratings of evaluation is 4.1 out of 5. ● Self-discipline campaign / “Yellow paper” award were proceeded to promote self-confidence culture. ● Appreciations were shown in assemblies regularly and awards of cleanliness and discipline will be sent to classes with good performance. |
| Recommendation | <ul style="list-style-type: none"> ● To continue |

3.3 Objective 3:

Train and develop leaders through different levels of workshops and programs.

3.3.1 Objective and subjective means, measurable set in the 2019-20 Annual plan.

Overall results of Objective 3:

From SD teachers’ survey:

- 42 teachers completed the survey.
- About 50% teachers are satisfied with this aim (Level 3);
- About 13% teachers are very satisfied with this aim.(Level 4).
(Rate:1-4, 1 least satisfactory , 4 most satisfactory)
- The overall result is general.

Strategies and implementation

Strategy 1: Train and develop leaders through different levels of workshops and programs.

3.3.1.2 Serving Others

● **SU & Four Houses election and operation**

| | |
|------------------|--|
| Success criteria | Rating 4.0 (success criteria > 3.5) |
| Evaluation | <ul style="list-style-type: none"> ● Joint meetings with SU and Four Houses were held throughout the year. ● 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 |

| | |
|----------------|--|
| | <ul style="list-style-type: none"> ● Good to see every student had the right to vote for their leaders. ● Some 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. ● The feedbacks and opinions from students and school were positive. |
| Recommendation | <ul style="list-style-type: none"> ● Four Houses Pep rally should be held before Sports Days to arouse house's spirit, while S1 must be the cheerleading team on the stage. ● More communication will be made in organizing activities with different parties. |

3.3.1.3 Nurturing leaders' qualities

● Leadership training

| | |
|------------------|---|
| Success criteria | <ul style="list-style-type: none"> ● The workshops and camp had held successfully. ● The chairperson had held activities successfully. ● Sharing session will be made after the camp. |
| Evaluation | <ul style="list-style-type: none"> ● Teachers and students found convenient to use the "e-attendance". ● Students felt the workshop was useful, and they were more confident to lead their class to work out some activities. |
| Recommendation | <ul style="list-style-type: none"> ● Should increase the capacity of leadership training workshops, especially for S1-3 students. |

● Training to Prefects

| | |
|------------------|--|
| Success criteria | <ul style="list-style-type: none"> ● Programs have been held successfully. |
| Evaluation | <ul style="list-style-type: none"> ● The prefect team are comprised of students from S.2 to S.5. The responsibility, commitment and efforts of the prefects are highly appreciated by teachers and students. ● The structure, regular routines and monitoring systems have been well-developed. ● Some teachers reflect that the prefects are not firm enough when executing their instructions. They need further support by teachers. |
| Recommendation | <ul style="list-style-type: none"> ● It is suggested the prefects should be empowered by giving more authority and chance on stage to develop their confidence. |

● **Career Prefect Team**

| | |
|------------------|--|
| Success criteria | <ul style="list-style-type: none"> ● 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"> ● Most of the activities were canceled this year, so questionnaires were not used for evaluation as the results would not be a good reference. ● Career Prefects organized lunch programs, which they found them interesting to introduce career education through different ways. ● The prefects were recommended by teachers, so they were more disciplined and responsible. ● The Core Committee gave clear instructions to the juniors and they could follow the instructions well. |
| Recommendation | <ul style="list-style-type: none"> ● This method of recruitment for prefects should still be adopted next year. |

● **Environmental Prefect**

| | |
|------------------|--|
| Success criteria | <ul style="list-style-type: none"> ● The campaigns can be held successfully. ● The Green School Society members can hold the activities successfully. ● The Green School Society members can get a certificate from the Program. ● Half of the Green School Society participate in the workshop training. |
| Evaluation | <ul style="list-style-type: none"> ● Several scheduled environmental prefect meetings and activities were cancelled due to the school suspension caused by social unrest and COVID-19. ● Green School Society members have higher level of participation in preparing and carrying out green school activities, which makes them more proactive and have stronger sense of belongings. |
| Recommendation | <ul style="list-style-type: none"> ● They can shoulder more responsibility in future. |

4. Conclusion and Recommendation

4.1 Due to the social movement and COVID-19, many activities of SD Committees are cancelled. Still, according to the SD survey, we found that the results of all objectives are satisfactory, especially:

Objective 1 – “Develop student’s potentials and recognition of their achievement through different channels.” (Level 3 : 79%, Level 4 : 11%) and

Objective 2 – “Educate students interpersonal competence by providing various learning experiences.” (Level 3 : 79% , Level 4 : 8%)

Regarding to Objective 3 – “Train and develop leaders through different levels of workshops and programs.”, the result is affected due to class suspension. Leaders do not have many chances to develop their potentials.

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

- Support on students’ growth (Qt 7):
Level 3 – 64.9%
Level 4 – 27%
(=Total 91.9%)
- MCEC (Qt 13):
Level 3 – 84.2%
Level 4 – 7.9%
(= Total 92.1%)
- Career development (Qt 11) :
Level 3 – 78.9%
Level 4 – 7.9%
(= Total 86.8%)
- Spiritual development (Qt 12):
Level 3 – 76.3%
Level 4 – 10.5%
(= Total 86.8%)

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

Foster a school culture of respect and inclusiveness by creating an environment that embrace individual and group differences (Major Concern 1 next year)

The political issue deeply affects the relationship, interaction and trust among people with different viewpoints. Besides, there are students of different nationalities in our school. It is important to foster a culture of respect. Moreover, “Respect” is one of the three cores values emphasized in STCC.

Develop servant leadership by exploring students’ potentials and recognizing their achievement (Major Concern 2 next year)

Due to the epidemic, many programs were cancelled. Students do not have a chance to develop and explore their potentials. If class resumes at school, leadership programs or development of servant leaders is a major concern.

5. Team members

Head of SD Department: Lee Ka Ming(LKM)

Members: Yan Ka Chi (YKC)

Wong Chi Wing (WCW)

Chan Wai Kin (CWK)

Wong Shun Yiu(WSY)

Au Man Hung (AMH)

Chan Chun Ming (CCM)

Leung Lai Cheong (LLC)

Tsang Kam Hoi (TKH)

5. Student Performance

5.1 Students' academic performance

- 5.1.1 Overall performance of 2020 was not satisfied. In terms of the passing rate, there were only five subjects, English, Maths M1, LS, ICT and Music slightly above HK average. School requested different KLAs should conducted meetings to report the data with their members and submit suggested follow-up measures for the coming S5 and S6 students. Also, more monitoring and encouragement from L&T was necessary.
- 5.1.2 School are eager to formulate specific strategies and long-term goals for promoting the wider use of e-learning resources inside classroom and extended lesson outside classroom. L&T and ITA co-work to implement BYOD scheme to help S1 students better use of electric devices in learning. Subject teachers are encouraged to design a series of quality e-Learning materials specifically to suit the curriculum. From generating learning interest during lessons to offering self-learning, students would be benefit from granting more enhancement opportunities after school.
- 5.1.3 In order to provide students deeper learning experience, we fostered the cross circular collaboration throughout the year. STEM Committee co-worked with Math, Science and Tech departments to run the learning activities and set up a STEM society. We also tried to integrate STEM elements in junior forms IT subject that students could taste the STEM lessons with building up their abilities of problem solving and other soft skills.

5.2 Students' non academic performance :

5.2.1 Students' Award Summary [External Award]

Chinese

| <u>Class</u> | <u>No.</u> | <u>Name (in Chi)</u> | <u>Name (in Eng)</u> | <u>Competition & Award</u> |
|--------------|------------|----------------------|-------------------------|--|
| 1Lv & 1Hn | | | | 2019-2020 71st Speech Festival - Choral Speaking (Second Runner Up) |
| 2Lv | 19 | 黎子瑤 | Lai Tsz Yiu | 2019 -2020 71 st Speech Festival - Solo Prose Reading - Duologue(First Runner Up) |
| 2Ft | 7 | 張康妮 | Cheung Hong Ni Nicole | Healthy Animation Script Creation Contest Outstanding Performance Award |
| 2Hn | 10 | 江倩宜 | Kong Sin Yi | Healthy Animation Script Creation Contest Second Runner Up |
| 2Hn | 4 | 甄浩揚 | Cheng Ho Yeung Barnabas | 2019-2020 71st Speech Festival - Choral Speaking (Second Runner Up) |
| 2Hn | 26 | 黃皓研 | Wong Hao Yan Ivan | 2019-2020 71st Speech Festival - Choral Speaking (Second Runner Up) |
| 4Ft | 29 | 温皓鏞 | Wan Ho Suen Quieva | 2019-2020 71st Speech Festival - Chinese Dramatic Duologue (Champion) |

A&P

| <u>Class</u> | <u>No.</u> | <u>Name (in Chi)</u> | <u>Name (in Eng)</u> | <u>Competition & Award</u> |
|--------------|------------|----------------------|----------------------|--|
| 3Hp | 3 | 陳彥豪 | Chan Yin Ho | 2019-2020 Inter-School Swimming Competition Boys B grade Freestyle 100m - Fourth place |
| 3Hn | 16 | 李子晴 | Lee Tsz Ching | 2019-2020 Inter-School Swimming Competition The second place |
| 3Hn | 31 | 楊凱琳 | Yeung Hoi Lam | 2019-2020 Inter-School Swimming Competition The second place |
| 4Lv | 33 | 黃子峻 | Wong Tsz Tsun | 2019-2020 Inter-School Snooker Championship Team Event-The second Runner-up |
| 4Hp | 30 | 楊珽瑋 | Yeung Ting Hai | 2019-2020 Inter-School Swimming Competition The second place Merit 1 次 |
| 4Hn | 5 | 周增銘 | Chau Tsang Ming | 2019-2020 Inter-School Snooker Championship Team Event-The second Runner-up |

| | | | | |
|-----|----|-----|-----------------|--|
| 4Hn | 5 | 周增銘 | Chau Tsang Ming | 2019-2020 Inter-School Snooker Championship Individual Event-The first Runner-up |
| 4Hn | 22 | 李樂瑤 | Li Lok Yiu | 2019-2020 Inter-School Swimming Competition The second place |
| 5Hp | 23 | 楊泰濠 | Yeung Tai Tsui | 2019 - 2020 A.S. Watson Group Hong Kong Students Awards |

STEM

| <u>Class</u> | <u>No.</u> | <u>Name (in Chi)</u> | <u>Name (in Eng)</u> | <u>Competition & Award</u> |
|--------------|------------|----------------------|----------------------|--|
| 2Hn | 27 | 王爾信 | Wong I Shun Eliah | Greater Bay Area STEM Excellence Award 2020 (Silver Award) |
| 2Hn | 30 | 吳漫熾 | Wu Man Hee | Greater Bay Area STEM Excellence Award 2020 (Silver Award) |
| 2Hn | 31 | 甄詠珊 | Yen Wing Shan | Greater Bay Area STEM Excellence Award 2020 (Silver Award) |

PDC

| <u>Class</u> | <u>No.</u> | <u>Name (in Chi)</u> | <u>Name (in Eng)</u> | <u>Competition & Award</u> |
|--------------|------------|----------------------|----------------------|---|
| 4Hp | 2 | 陳凱晴 | Chan Hoi Ching | 30th Hong Kong Darts Open 2019 WDF World Ranking Event (Tournament Joint 5th) |

6. Financial Summary

ECF Saint Too Canaan College

Financial Summary for the 2018/2019 School Year

| | Government Funds | Non-Government Funds |
|--|---|----------------------|
| INCOME <i>(in terms of % of the annual overall income)</i> | | |
| DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools) | 75.14% | N.A. |
| School Fees | N.A. | 23.78% |
| Donations | 0.00% | 0.01% |
| Other Income | 0.66% | 0.41% |
| Total | 75.80% | 24.20% |
| EXPENDITURE <i>(in terms of % of the annual overall expenditure)</i> | | |
| Staff Remuneration | | 80.42% |
| Operational Expenses (including those for Learning and Teaching) | | 11.38% |
| Fee Remission / Scholarship ¹ | | 3.36% |
| Repairs and Maintenance | | 1.60% |
| Depreciation | | 2.81% |
| Miscellaneous | | 0.43% |
| 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[#] | 4.5 months of the annual expenditure | |
| [#] <i>in terms of equivalent months of annual overall expenditure</i> | | |

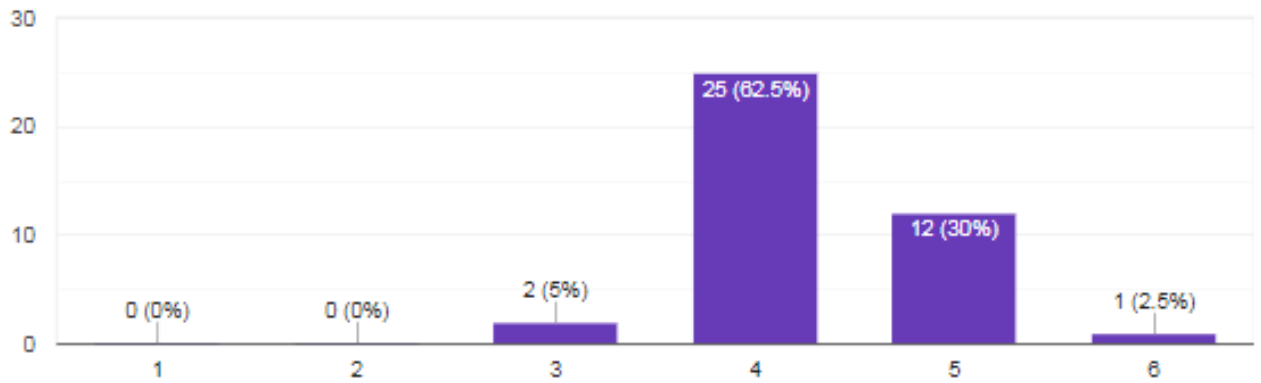
¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is difference from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the education Bureau, which must be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

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

1.1 Enhancing Teaching effectiveness:

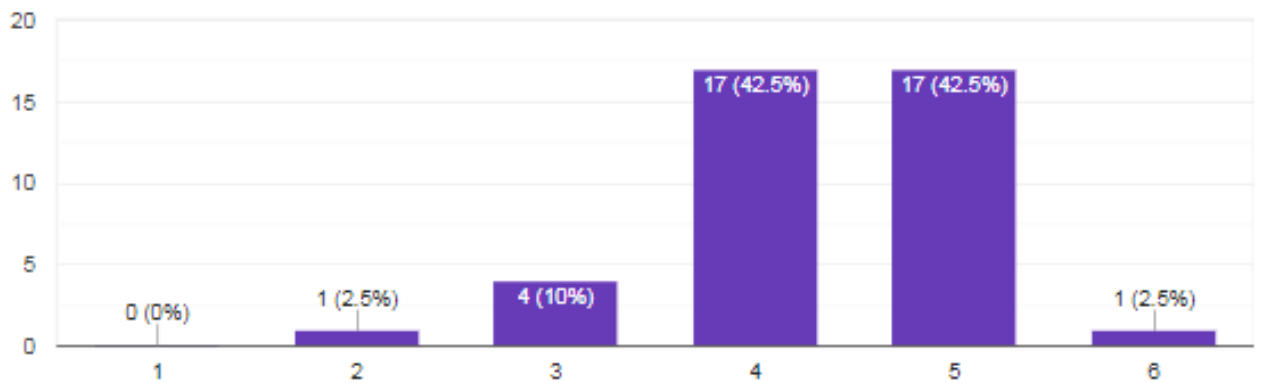
1.1.1 Enhance teaching skills through different teaching strategies.

40 responses



1.1.2 Organize professional development workshops for enhancing teaching effectiveness.

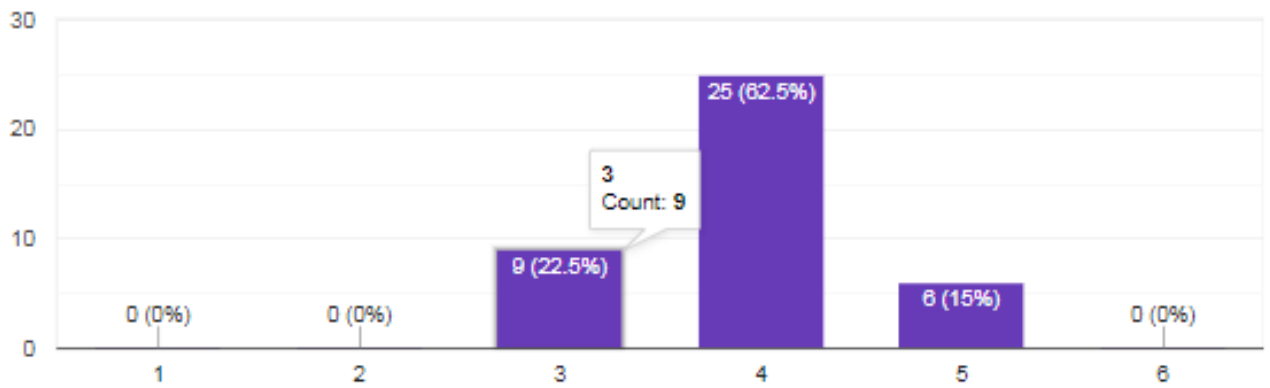
40 responses



1.2 Fostering Learning performance:

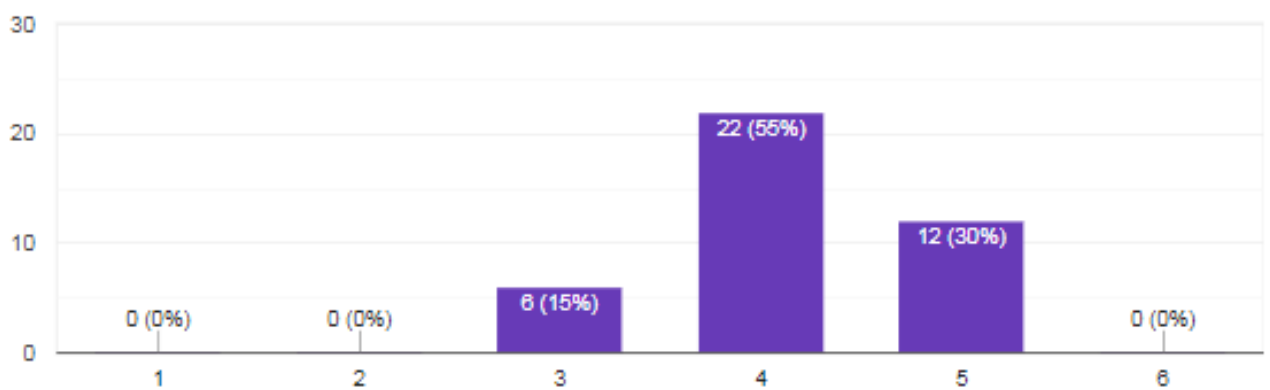
1.2.1 Improve quality in students' assignments.

40 responses



1.2.2 Effective use of assessment for learning to improve students' academic performance.

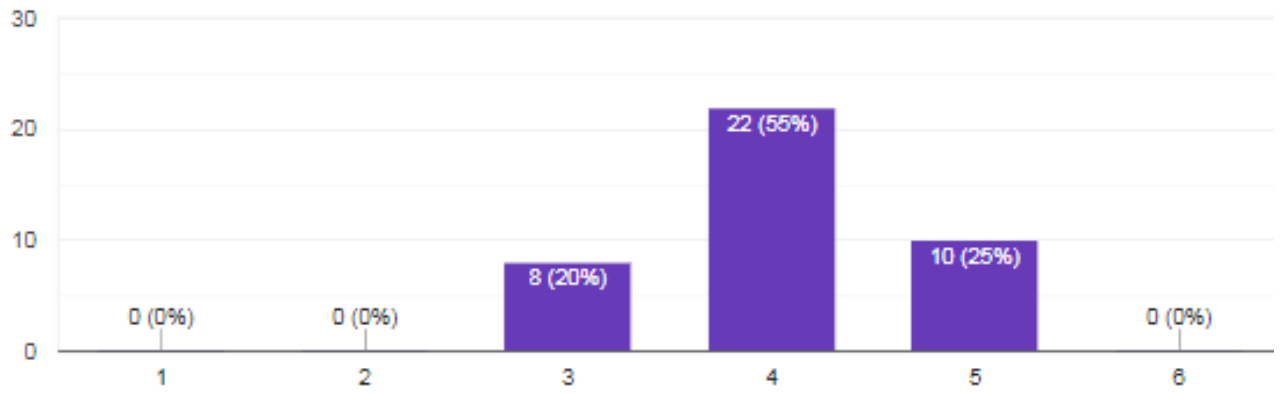
40 responses



1.3 Promoting Cross-curriculum learning:

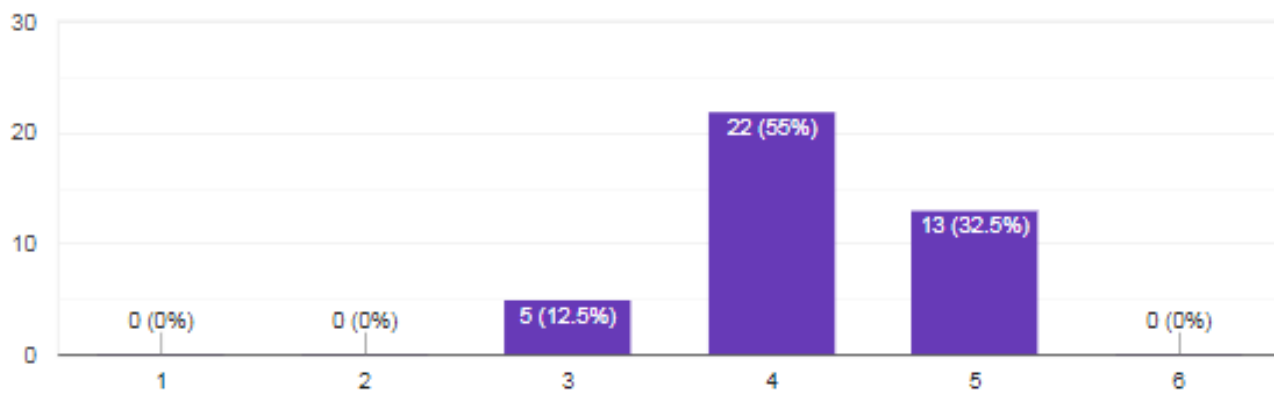
1.3.1 Review curriculum to enhance cross-curricular learning and deep learning.

40 responses



1.3.2 Develop school-based curriculum in line with the students' learning needs.

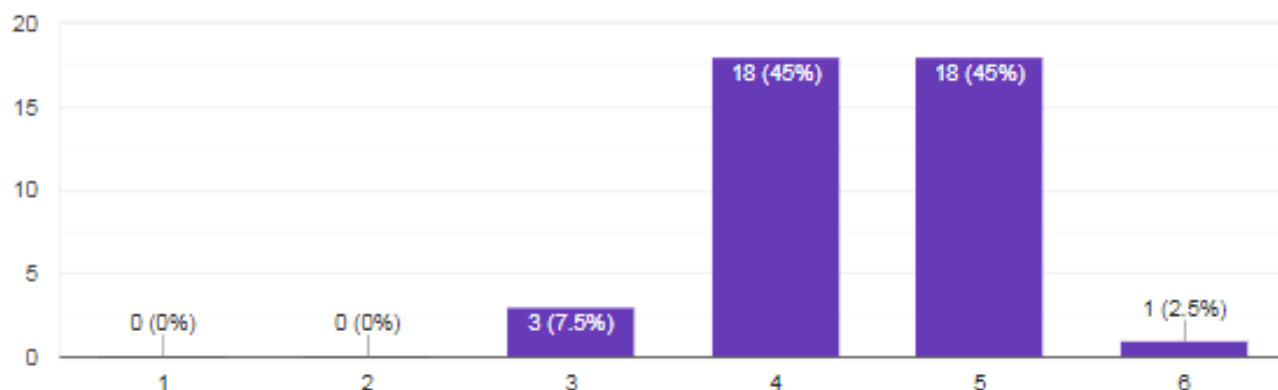
40 responses



2. Our school sets clear goals and pays considerable attention to the enhancement of teaching effectiveness.

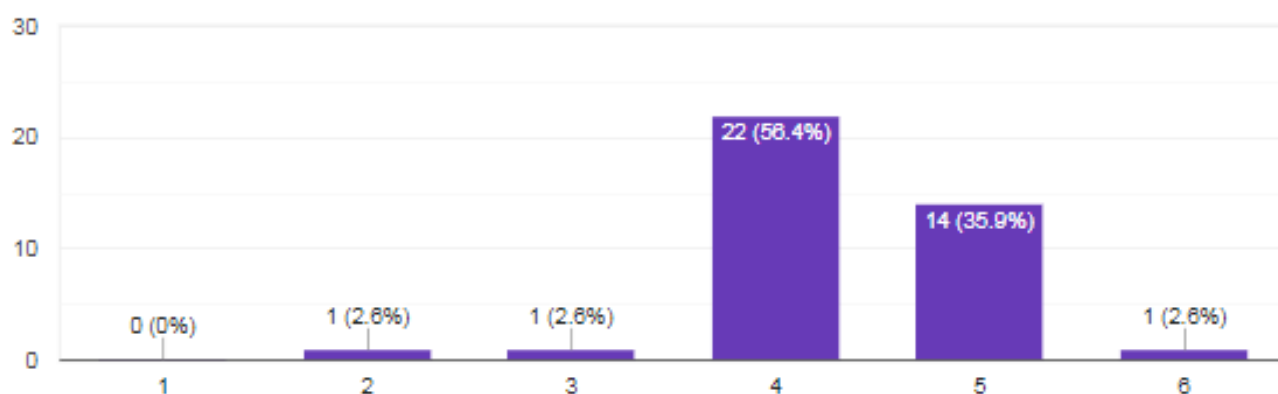


40 responses



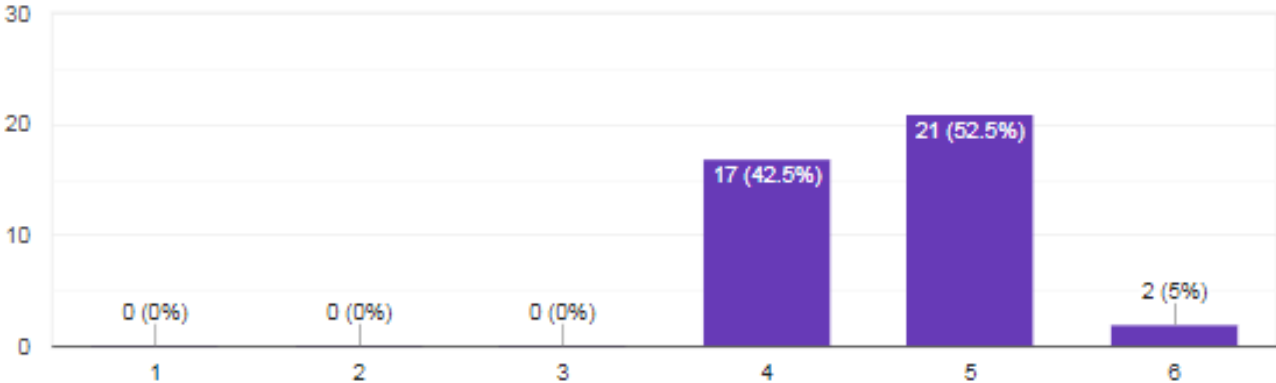
3. Our school provides adequate resources to help teachers raising their professionalism in areas related to teaching effectiveness.

39 responses



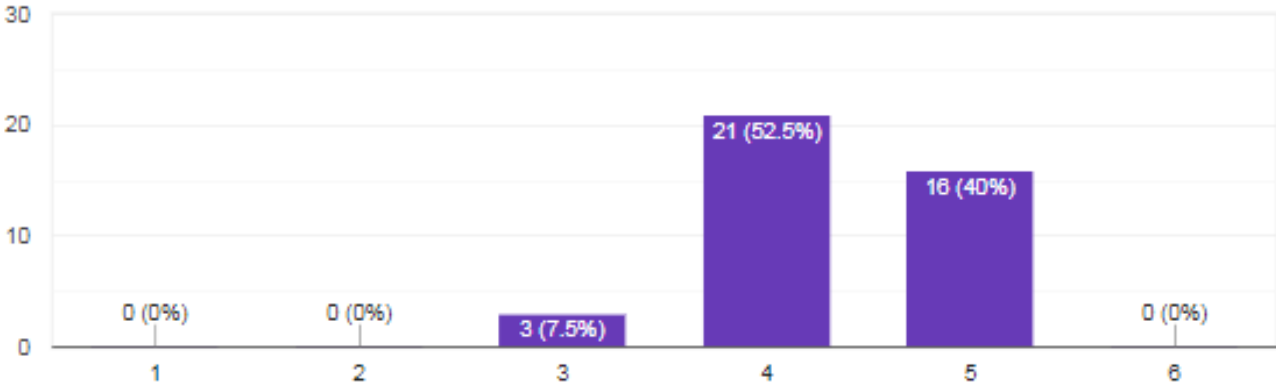
4. Our school endeavors to refine the class structure and streaming system for better catering different levels of students in academic performance.

40 responses



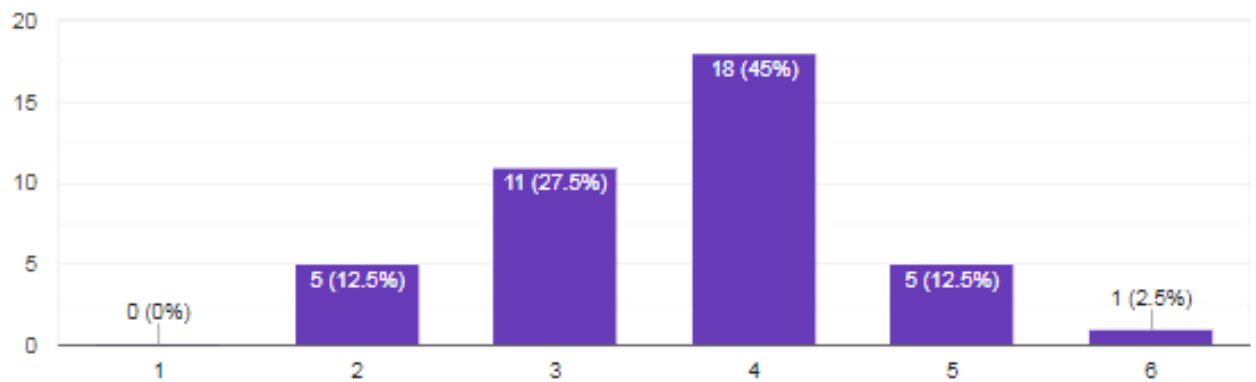
5. Our school is committed to develop school-based curriculum to stimulate students' learning motivation and meet their needs.

40 responses



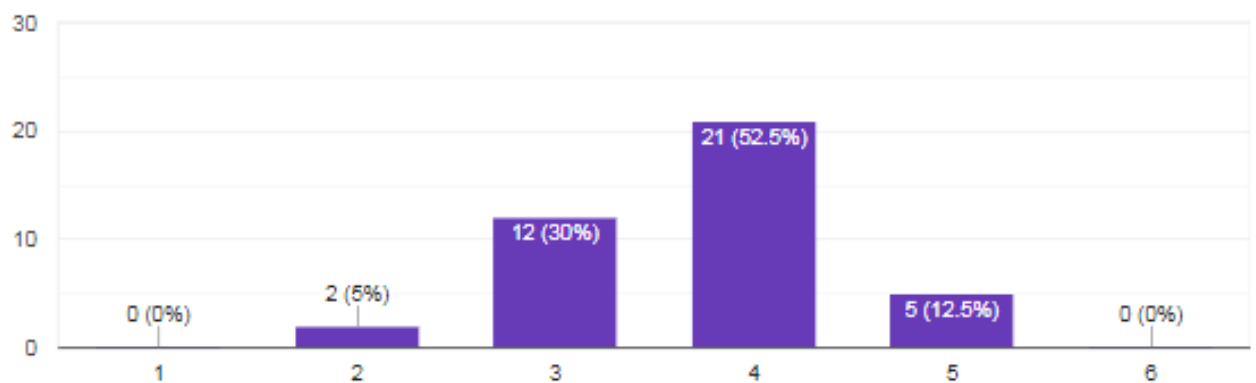
6. Our school has good learning atmosphere that students are highly motivated to participate in academic activities.

40 responses



7. Our school is committed to promote self-directed learning in classroom teaching.

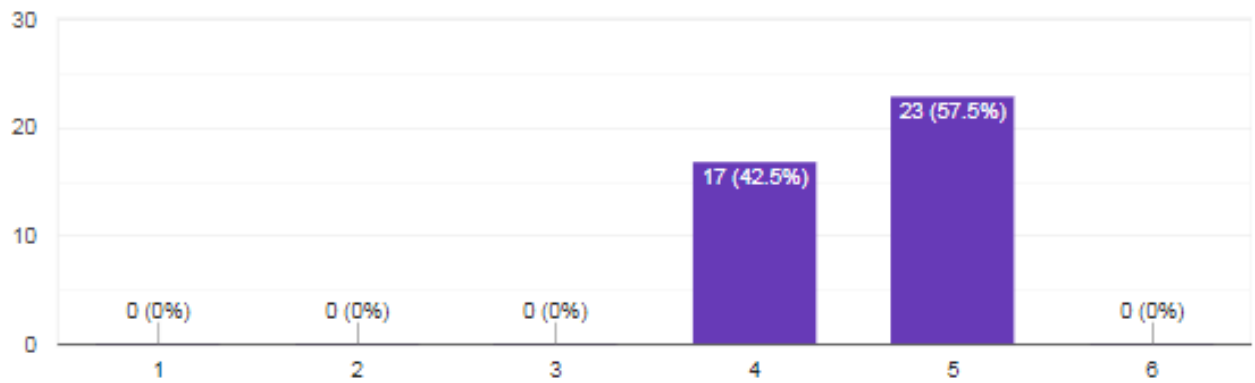
40 responses



The following questions are set to understand our teachers' self-reflection on teaching effectiveness. How well do you think the following targets have been achieved this year?

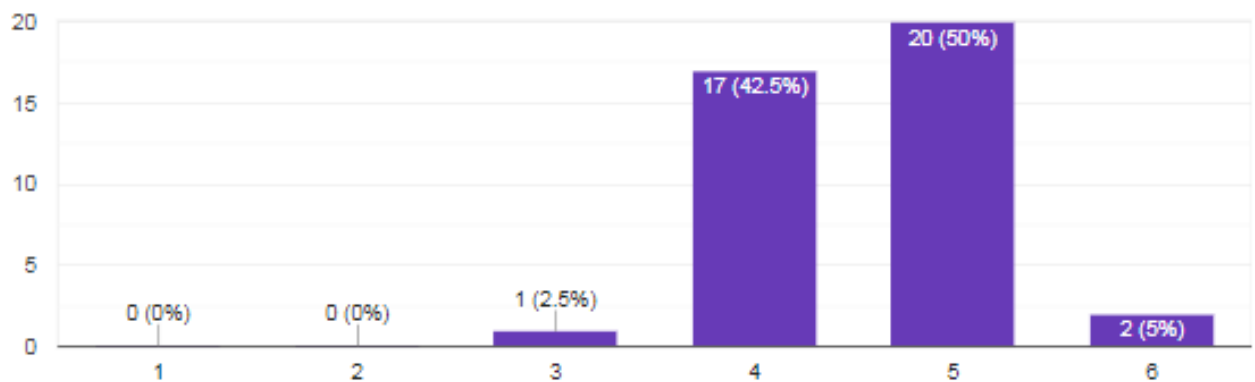
8. I am eager to employ different teaching strategies to enhance students' learning interests and capabilities.

40 responses



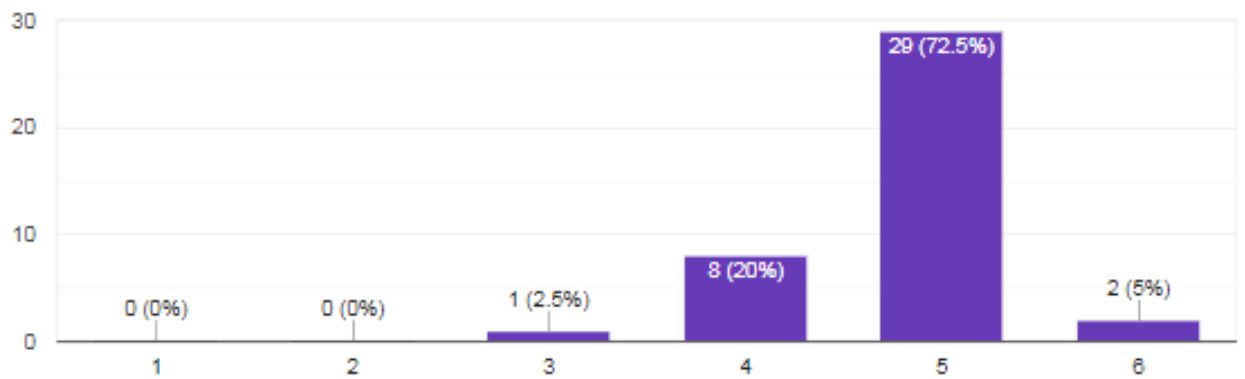
9. I am eager to employ different teaching strategies to cater students' learning diversity.

40 responses



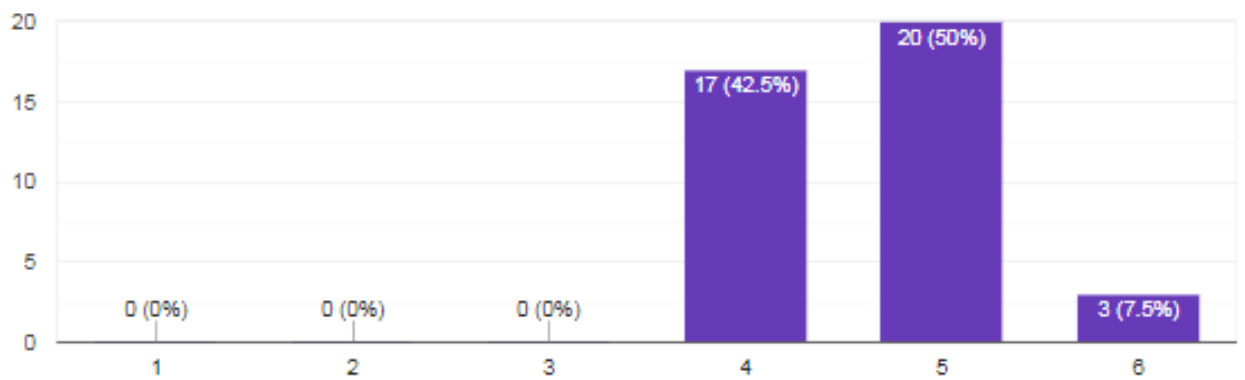
10. I have clear directions and objectives when designing the lesson plan and teaching materials.

40 responses



11. I am confident of and competent to make the alignment of teaching and assessment.

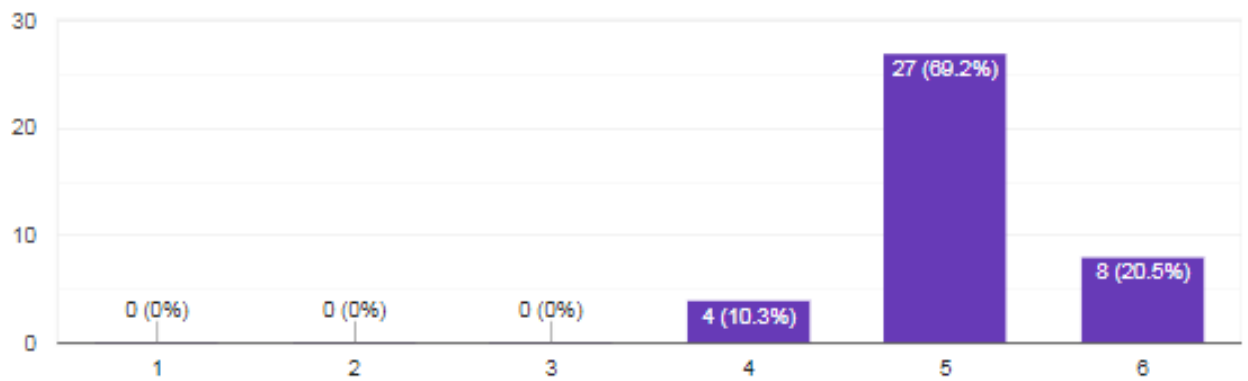
40 responses



12. I am serious in the marking of assignments, tests and examination papers. Appropriate feedback is usually given.

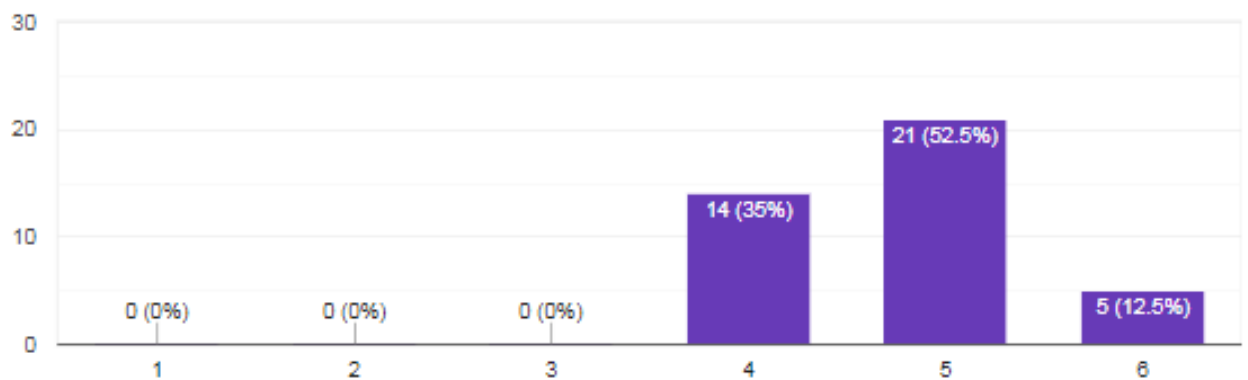


39 responses



13. I am willing to learn from other colleagues by peer lesson observation and exchange ideas with each other.

40 responses



ECF Saint Too Canaan College
2019-20 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 2019-20.

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 275 periods)
- 2.4 Exam Invigilation (Total no. of invigilation hours: Around 194 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 98% 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.

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:

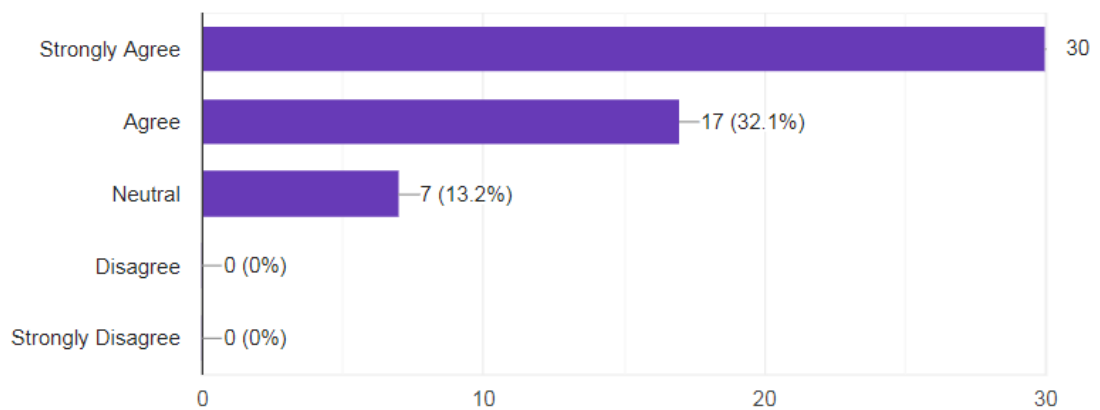
Target : All teachers

Number of questionnaires distributed : 63

Number of questionnaires collected : 53

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

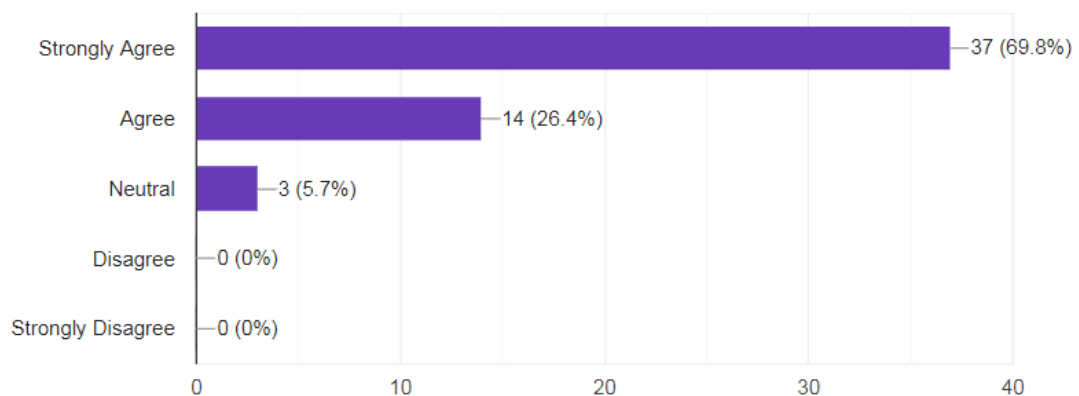
53 responses



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

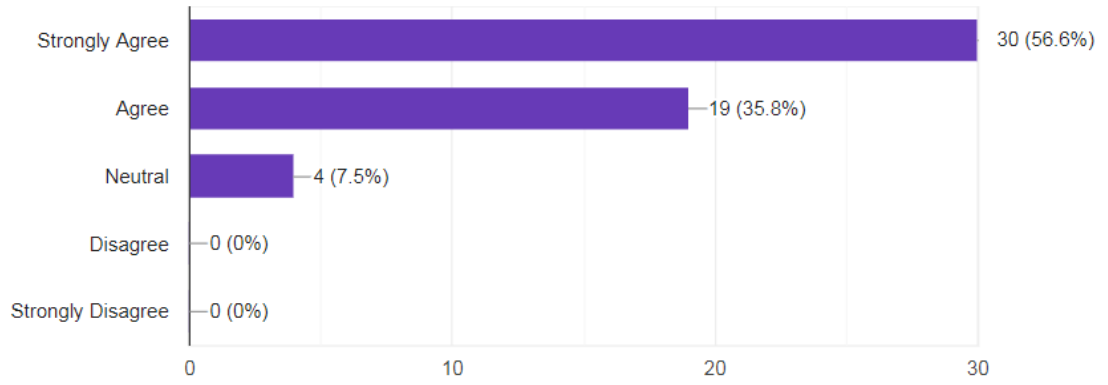


53 responses



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

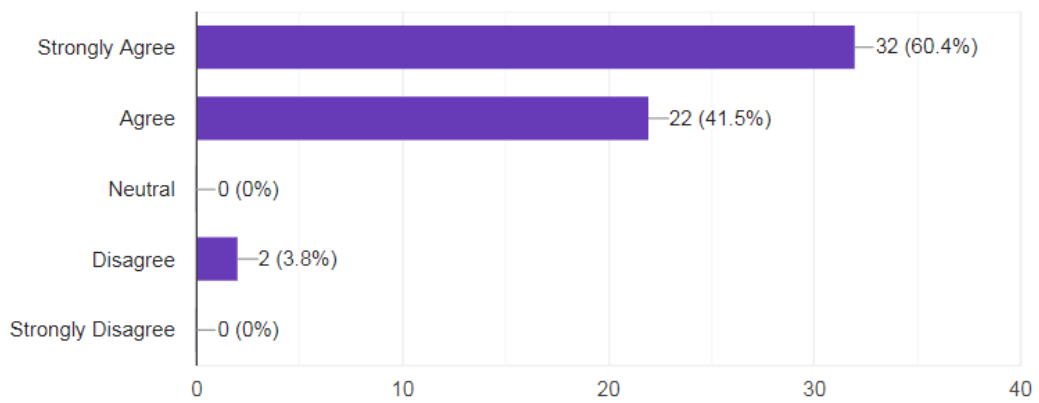
53 responses



4. Overall, TAs can relieve my workload.



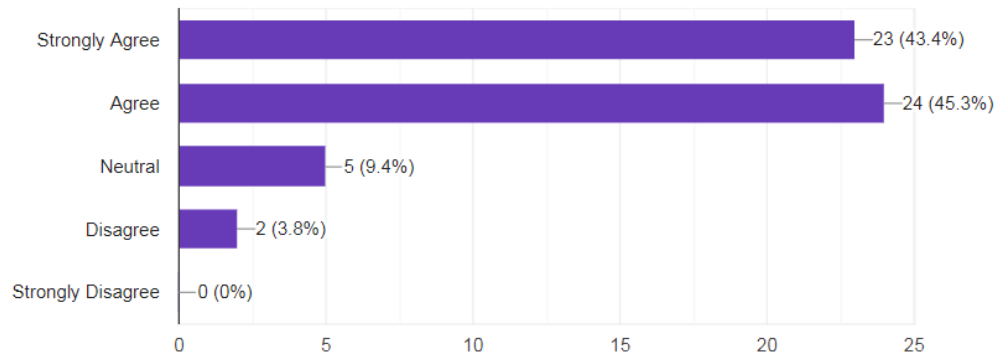
53 responses



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



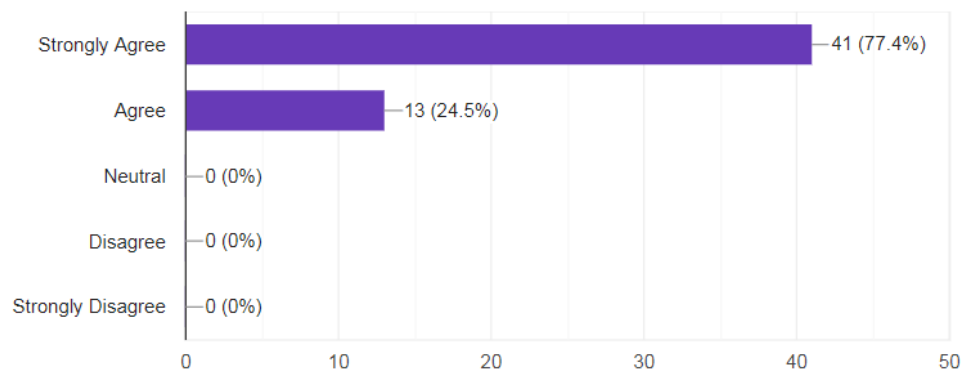
53 responses



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



53 responses



**School-based After-school Learning and Support Programmes 2019/20 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 46 (including A. 6 CSSA recipients, B. 23 SFAS full-grant recipients and C. 17 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 (Ceramic club, Face Painting Workshop, Wooden Workshop) | 1 | 3 | 1 | | 10/2019 –12/2019 | 3,682 | Skill-based training, questionnaire | | |
| 日本花道學會 | | 1 | | | 10/2019 –12/2019 | 3,080 | One exam held in the last lesson | | |

| | | | | | | | | | |
|---|---|----|---|--|------------------|-------|--|--|--|
| Sports team training and coach fee (Athletics Team & Country Team, Badminton Team, Basketball Team, Cycling Team, Football Team, Frisbee Team, Girls Volleyball Team Table-Tennis Team) | 2 | 12 | 8 | | 10/2019 –12/2019 | 6,625 | Good learning performance in the class, skill test, attendance record, etc | | |
| Sports-related workshop (Rope Skipping Class, Dance Club, Cricket Club, Darts Club) | 3 | 1 | 5 | | 10/2019 –12/2019 | 1275 | Skill-based training, questionnaire | | |
| Drama Club | | 1 | | | 10/2019 –12/2019 | 300 | Good learning performance, serious attitude in drama | | |
| Organic Garden | | | 1 | | 10/2019 –12/2019 | 75 | Good learning performance, serious attitude in farming | | |
| Model Society | | 2 | | | 10/2019 –12/2019 | 200 | Good learning performance, exhibition of model | | |
| A Cappella Class | | 1 | | | 10/2019 –12/2019 | 300 | Performance by students | | |

| | | | | | | | | | |
|---------------------------------|----|----|----|--|-----------------------|--------|--|--|--|
| School Choir Team | | 1 | | | 10/2019-5/2020 | 350 | Performance by students | | |
| Board Game | | 1 | 1 | | 10/2019 –12/2019 | 150 | Performance by students, good attitude | | |
| Chi Debate Team | | | 1 | | 10/2019 –12/2019 | 375 | Performance by students, good learning attitude | | |
| Total no. of activities: | | | | | | | | | |
| @No. of man-times | 6 | 23 | 17 | | Total Expenses | 16,412 | | | |
| **Total no. of man-times | 46 | | | | | | | | |

Note:

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

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

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

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

C. Project Effectiveness

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

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

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 2019/20 school year**

Appendix IV

| 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 S6 | Sept 2019- July 2020 | <ul style="list-style-type: none"> - Assembly - 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. | \$1,800 |
| 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 by subject teachers after RT/Exam and in Summer | September 2019 – August 2020 | Courses delivered by experienced tutors or alumni | Students behaved well and applied exam-orientated skills. Assessment was carried out. The attendance of students was high. | \$69,323 |

| | | | | | | |
|----------------------------------|--|---|--------------------------------|--|---|----------|
| Debate Skills Training (Chinese) | To enhance students debating skills in Chinese | Students can improve their skills in debate and public speaking | September 2019 – December 2019 | <ul style="list-style-type: none"> - Regular practice. - Join inter-school competition | <p>Students were well trained with different debating skills.</p> <p>The attendance of students was high.</p> | \$10,125 |
|----------------------------------|--|---|--------------------------------|--|---|----------|

**Life-wide Learning Grant
Report on the Use of the Grant
2019-2020 School Year**

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|-------------------|---|--|------------------------------------|---|--------------------|----------------------|---------------------|--|---|---|---|---|
| | | | | | | | | I | M | P | S | C |
| | | | | | | | | I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences | | | | |
| Category 1 | To organise / participate in life-wide learning activities | | | | | | | | | | | |
| 1.1 | Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day) | | | | | | | | | | | |
| Liberal studies | Students visited museums with the presence of a tour guide, who introduced the culture heritage in Hong Kong and the relevant conversation work. Student could also learn more about the museum design. | -understand cultural heritage in Hong Kong -learn more about the cultural heritage conservation work in Hong Kong | Cancel due to COVID-19 development | N/A | N/A | N/A | N/A | | | | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | | |
|-----------------|---|--|------------------------------------|---|--------------------|----------------------|---------------------|---|---|---|---|---|--|
| | | | | | | | | I | M | P | S | C | |
| | | -visited museums and understand the principles of the museum design | | | | | | | | | | | |
| Liberal studies | Students visited libraries and book shops to understand the operation system of libraries and bookstores. They could gain a sense of the book managing systems in the commercial world. | -understand the operating systems of libraries and bookstores -learn about the differences of operating systems in libraries and bookstores | Cancel due to COVID-19 development | N/A | N/A | N/A | N/A | | | | | | |
| BAFS | A company visiting programme launched by EDB allows students to understand and explore different positions within an organization. They could better understand business operation and structure. | -explore different career pathways -understand more about the company's business structure | Cancel due to COVID-19 development | N/A | N/A | N/A | N/A | | | | | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | | | |
|-----------------------|---|---|------------------------------------|---|--------------------|-----------------------------|---------------------|---|---|---|---|---|--|--|
| | | | | | | | | I | M | P | S | C | | |
| | | -provide insights for students in career planning | | | | | | | | | | | | |
| | | | | | | Expenses on Item 1.1 | | | | | | | | |
| 1.2 | Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps) | | | | | | | | | | | | | |
| Potential development | A day camp is designed for students to learning beyond boundaries in the forest. Students were required to accomplish tasks with different levels of difficulties. | -cultivate a sense of pursuing excellence -build a sense of serving the community -understand the Chinese culture | Cancel due to COVID-19 development | N/A | N/A | N/A | N/A | | | | | | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|-----------------------------|--|---|------------------------------------|---|--------------------|----------------------|---------------------|---|---|---|---|---|
| | | | | | | | | I | M | P | S | C |
| Potential development | A training camp is organized for students to find their own strengths and unleash their potentials. They had to accomplish different tasks as a team. They were provided the opportunity to be a leader and work as a team in different tasks. | -unleash students' potentials -train students' leadership skills and interpersonal skills -strengthen students' adaptability | Cancel due to COVID-19 development | N/A | N/A | N/A | N/A | | | | | |
| Potential development | Interest Classes are organized to help students explore and develop their interests. They can learn different skills from the coaches in the interest classes. | -develop students' interests -unleash students' potentials -build up students' confidence and –enhance students' creativity and curiosity | Cancel due to COVID-19 development | N/A | N/A | N/A | N/A | | | | | |
| Arts and Physical education | Students can join the school choir, enhancing their singing skills. They are provided the opportunity to participate in external competitions to show their music talents. | -help students develop their interests in music -build up students' confidence | Cancel due to COVID-19 | N/A | N/A | N/A | N/A | | | | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | | | |
|-----------------------------|--|---|------------------------------------|---|--------------------|----------------------|---------------------|--|---|---|---|---|--|--|
| | | | | | | | | I | M | P | S | C | | |
| | | | | | | | | I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences | | | | | | |
| | | -unleash students' potentials | development | | | | | | | | | | | |
| Arts and Physical education | Different sports teams such as basketball teams and badminton teams are designed for students to improve their physical and mental health. Professional coaches are hired to provide appropriate guidance for students in improving their sports skills. | -strengthen students' perseverance and resilience -enhance students' physical and mental health -learn more about importance of team spirit | Cancel due to COVID-19 development | N/A | N/A | N/A | N/A | | | | | | | |
| Arts and Physical education | Students can join the mini-orchestra to enjoy playing instruments in a small group of students. They can receive guidance from professional coach to further polish up their skills in playing music instruments. | -help students' build up their confidence -unleash students' music talents -strengthen students' team spirit | Cancel due to COVID-19 development | N/A | N/A | N/A | N/A | | | | | | | |
| Expenses on Item 1.2 | | | | | | | | | | | | | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|--|--|--|------------------------------------|---|--------------------|----------------------|---------------------|---|---|---|---|---|
| | | | | | | | | I | M | P | S | C |
| 1.3 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons | | | | | | | | | | | | |
| Arts and Physical education | Study tour to Tai Chung, Taiwan -Students participated in the Frisbee training in Taiwan, where they could share their experience and exchange ideas with Taiwan students | -broaden students' horizon -strengthen students' perseverance and resilience -improve sport performance -understand the culture of Taiwan through training, visiting and exchange | Cancel due to COVID-19 development | N/A | N/A | N/A | N/A | | | | | |
| Spiritual nurturing | Study tour to Chiang Mai, Thailand -Students visited the underprivileged children in Thailand and showed their care for the children. They also visited the local historical sites to learn more about the history of Thailand. | -understand the culture and history of Thailand -develop students' care for others and empathy | Cancel due to COVID-19 development | N/A | N/A | N/A | N/A | | | | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | | |
|-----------------------|---|---|------------------------------------|---|--------------------|----------------------|---------------------|---|---|---|---|---|--|
| | | | | | | | | I | M | P | S | C | |
| | | -nurture student leadership in serving the society | | | | | | | | | | | |
| Potential development | Study tour to Vietnam -Students visited the historical sites and cultural heritage of Vietnam in order to get a better understanding of Vietnam's development. They also visited the islands, where they could see a wide variety of marine species. | -understand the history and cultural heritage of Vietnam -learn more about the marine species | Cancel due to COVID-19 development | N/A | N/A | N/A | N/A | | | | | | |
| Chinese Language | Study tour to Taipei, Taiwan -Students got the opportunity to visit museums and historical sites in Taipei, where they can gain a deeper understanding of Taiwan's development. | -understand different types of Chinese cultures including food culture and art culture -consolidate students' understanding of history, culture and livelihood | Cancel due to COVID-19 development | N/A | N/A | N/A | N/A | | | | | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|---------------------|---|--|------------------------------------|---|--------------------|----------------------|---------------------|---|---|---|---|---|
| | | | | | | | | I | M | P | S | C |
| Career and guidance | Study tour to England -Students visited the local schools in England, where they can gain first-hand experience in attending the local schools and learn more about essential information in pathways for further studies. | -enhance students' knowledge in British history and geography -explore pathways for further studies in England -visit local schools to gain a better understanding of the learning environment | Cancel due to COVID-19 development | N/A | N/A | N/A | N/A | | | | | |
| STEM education | Study tour to Germany -Students visited one of the leading countries in science and technology to learn the latest global science and technology development. | -keep abreast of the global changes and challenges brought by science and technology -arouse students' interest in science and technology | Cancel due to COVID-19 development | N/A | N/A | N/A | N/A | | | | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | | |
|------------------|--|---|------------------------------------|---|--------------------|----------------------|---------------------|---|---|---|---|---|--|
| | | | | | | | | I | M | P | S | C | |
| | | -improve students' knowledge in science and its application | | | | | | | | | | | |
| English language | Study tour to Singapore -Students visited public housing in Singapore to better understand the urban planning of Singapore. | -explore and understand the urban planning of Singapore -understand the housing development in Singapore | Cancel due to COVID-19 development | N/A | N/A | N/A | N/A | | | | | | |
| Liberal studies | Study tour to Taiwan -Students could learn the latest sustainable practice and relevant government environmental policies in Taiwan. | -learn about the sustainable development in Taiwan -understand the Taiwanese culture and its impacts | Cancel due to COVID-19 development | N/A | N/A | N/A | N/A | | | | | | |
| English language | Study tour to Australia -Students were able to practice their oral speaking with native speaker and understood more about the Australian culture through the conversations. | -allow student to practice their English speaking in real life situation | Cancel due to COVID-19 | N/A | N/A | N/A | N/A | | | | | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | | | |
|------------|-----------------------------------|---------------------------------------|-------------|--|--------------------|----------------------|--------------------------------|--|---|---|---|---|--|--|
| | | | | | | | | I | M | P | S | C | | |
| | | | | | | | | I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences | | | | | | |
| | | -learn more about the western culture | development | | | | | | | | | | | |
| | | | | | | | Expenses on Item 1.3 | | | | | | | |
| 1.4 | Others | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | Expenses on Item 1.4 | | | | | | | |
| | | | | | | | Expenses for Category 1 | | | | | | | |

| Domain | Item | Purpose | Actual Expenses (\$) |
|--|--|---|----------------------|
| Category 2 | To procure equipment, consumables or learning resources for promoting LWL | | |
| PE | Cricket is promoted in the school to engage more students. It is popular among the non-Chinese students. The Cricket Club purchased equipment to ensure students can enjoy the sports with sufficient support and resources. | -promote sports diversity -fulfil the needs of non-Chinese students in playing cricket -ensure students are able to play cricket without financial limitation | \$8,096 |
| Expenses for Category 2 | | | \$8,096 |
| Expenses for Categories 1 & 2 | | | \$8,096 |

*: Input using the following codes; more than one code can be used for each item.

| Code for Expenses | | | |
|-------------------|---|-------|--|
| E1 | Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.) | E6 | Fees for students attending courses, activities or training organised by external organisations recognised by the school |
| E2 | Transportation fees | E7 | Purchase of equipment, instruments, tools, devices, consumables |
| E3 | Fees for non-local exchange activities / competitions (students) | E8 | Purchase of learning resources (e.g. educational softwares, resource packs) |
| E4 | Fees for non-local exchange activities / competitions (escorting teachers) | E9 | Others (please specify) |
| E5 | Fees for hiring expert / professionals / coaches | COVID | Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak |

Number of Student Beneficiaries

| | |
|--|--|
| Total number of students in the school: | |
| Number of student beneficiaries: | |
| Percentage of students benefitting from the Grant (%): | |

Contact Person for Life-wide Learning (Name & Post): _____

