

**ECF Saint Too Canaan College
Life-wide Learning Grant
Plan on the Use of the Grant
2019-2020 School Year**

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
Category 1	To organise / participate in life-wide learning activities										
1.1	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 -visited museums and understand the principles of the museum design	22/6-24/6, 26/6	S1	Questionnaire	4,000	✓				
Liberal studies	Students visited libraries and book shops to understand the operation system of libraries and	-understand the operating systems of libraries and bookstores	TBC	S1	Questionnaire	6,500	✓				✓

	bookstores. They could gain a sense of the book managing systems in the commercial world.	-learn about the differences of operating systems in libraries and bookstores									
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 -provide insights for students in career planning	TBC	S4-5	Questionnaire	3,000	✓				✓
1.2	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	22/6-24/6	S4-S6	Questionnaire	22,000				✓	
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	22/6-24/6	S4-S6	Questionnaire	15,000				✓	
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	Whole year	S1-S5 Interest Class	Questionnaire	100,000	✓			✓	✓
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 -unleash students' potentials	Whole year	S1-S5 School Choir	Questionnaire	54,000	✓				✓
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	Whole year	S1-S5 Sports Team	Questionnaire	277,000				✓	✓

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	Whole year	S1-S5 Mini-Orchestra members	Questionnaire	39,000	✓					✓	
1.3	To organise or participate in non-local exchange activities or 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	9/4-13/4	Frisbee team	Questionnaire	81,000					✓		
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 -nurture student leadership in serving the society	20/6-26/6	S4-S6	Questionnaire	42,800						✓	
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	22/6-25/6	S4-S6	Questionnaire	33,000	✓						
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	23/6-26/6	S4-S6	Questionnaire	35,400	✓						
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	20/6-27/6	S4-S6	Questionnaire	68,200							✓

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 -improve students' knowledge in science and its application	19/6-28/6	S4-S6	Questionnaire	138,000	✓					
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	22/6-26/6	S4-S6	Questionnaire	36,000	✓					
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	22/6-26/6	S4-S6	Questionnaire	27,000	✓					
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 -learn more about the western culture	1/8-16/8	S4-S6	Questionnaire	70,400	✓					
1.4	Others											
Estimated Expenses for Category 1						1,052,300						

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
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	8,500
		Estimated Expenses for Category 2	8,500
		Estimated Expenses for Categories 1 & 2	1,060,800

Estimated Number of Student Beneficiaries

Total number of students in the school:	738
Estimated number of student beneficiaries:	652
Percentage of students benefitting from the Grant (%):	88%