



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

**2018-2019 School Year**

# School Vision & Mission

## **Our Vision:**

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

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

## **Our Mission:**

Our main objective is to promote self-esteem, passion for life, concern for others, social responsibility and life-long learning among students with an emphasis on virtue, wisdom, physical development, sociability, 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, serves as a blueprint for the long-term development of our school.

"Based on the teaching of the Bible and through the practice of love, we are committed to creating a learning environment filled with creativity, initiative, care and trust. We aim to help students build harmonious relationships 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."

# **ECF Saint Too Canaan College**

## **Annual School Plan**

### **18-19 School Year**

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

### Action Plan for the Major Concerns for the 2018-2019 School Year

#### Major concern 1: To enhance learning and teaching effectiveness

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.1 To advance teaching through different strategies and professional development.	(1) Enhance teaching skills through e-teaching and STEM education. <ul style="list-style-type: none"> <li>● All teachers at least use iPad in teaching ONCE per term.</li> <li>● All junior form students taste STEM curriculum in IT lesson.</li> <li>● Teachers adopt more e-teaching platform to arouse learning interest.</li> </ul>	<ul style="list-style-type: none"> <li>● At least 70% of junior form students have interest in STEM</li> <li>● Over 80% STEM Elite class shows interest in STEM.</li> </ul>	<ul style="list-style-type: none"> <li>● STEM Meeting minutes</li> <li>● IT Academic assessment performance</li> <li>● Frequency of attending external activities</li> <li>● Students' feedback</li> <li>● Students' classwork</li> <li>● KLAs monitor and share e-teaching tools in KLA meetings.</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>	<ul style="list-style-type: none"> <li>● STEM committee</li> <li>● ICT/IT department</li> </ul>	<ul style="list-style-type: none"> <li>● ITA</li> <li>● iPad borrowing support</li> <li>● STEM Elite class, service provider</li> <li>● STEM funding</li> <li>● Lab technicians</li> <li>● IT technicians</li> </ul>

			<ul style="list-style-type: none"> <li>● School survey</li> </ul>			
	<p>(2) Incorporate Sharestart and positive discipline to improve teaching effectiveness.</p> <ul style="list-style-type: none"> <li>● Sharestart, open lessons in LS with other schools.</li> <li>● Sharestart in Chinese, Chinese History and other KLAs.</li> <li>● Positive discipline can be adopted inside and outside the classroom when educating students for better discipline or respecting the situation.</li> </ul>	<ul style="list-style-type: none"> <li>● 70% of the students are clear about sharestart lesson flow and assessment with this teaching methods has improved.</li> <li>● Teachers' observation and feedback to manage classroom discipline in a positive and respectful way.</li> </ul>	<ul style="list-style-type: none"> <li>● L&amp;T survey</li> <li>● School survey</li> <li>● PPLO form</li> <li>● LS departmental meeting minutes</li> <li>● SDC, whole school development evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year, starting from Nov.</li> <li>● Depends on Sharestart conference</li> </ul>	<ul style="list-style-type: none"> <li>● L&amp;T</li> <li>● SD</li> <li>● CNC , CGC</li> </ul>	<ul style="list-style-type: none"> <li>● Sharestart organization in HK and Taipei</li> <li>● Service provider by positive discipline</li> </ul>

	<p>(3) Organize internal and external professional development workshops.</p> <ul style="list-style-type: none"> <li>● Teachers professional development including physical health and spiritual health</li> <li>● KLAs are able to develop and communicate with other school through visits</li> <li>● Staff fellowship will be focused in teachers' spiritual wellness.</li> <li>● Thursday morning prayer to provide prayer supports to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>● 100% of the teachers have to join the staff development session.</li> <li>● Over 70% teachers agree that prayer support among colleagues is important.</li> </ul>	<ul style="list-style-type: none"> <li>● SDC survey</li> <li>● SNC survey</li> <li>● Whole school survey</li> <li>● KLA meeting agenda</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>	<ul style="list-style-type: none"> <li>● SDC committee</li> <li>● SNC</li> <li>● Thursday prayer meeting survey or verbal feedback</li> <li>● KLA heads</li> </ul>	<ul style="list-style-type: none"> <li>● Support from church</li> <li>● Buy services from the fitness center</li> <li>● More celebration through staff fellowship</li> </ul>
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<p>1.2 To equip students with self-directed skills</p>	<p>(1) Review curriculum to enhance cross-curricular learning.</p> <ul style="list-style-type: none"> <li>● Self-directed learning can be shown in QR code in worksheet and list for self-reading schedule</li> <li>● Green is the topics for S2 cross curricular mapping.</li> <li>● STEM education comment on few Cross KLA subjects. E.g MCEC/SMC Math, Science, IT, VA, Chinese (NCS) , Geog.</li> </ul>	<ul style="list-style-type: none"> <li>● Over 70% of participating KLAs agree it's successful in designing lessons and worksheet.</li> <li>● S2 Students agree that subjects' knowledge can be broaden through cross curricular mapping.</li> </ul>	<ul style="list-style-type: none"> <li>● SD survey</li> <li>● KLA meeting agenda</li> <li>● CDC—cross curricular meeting minutes and s2 survey</li> <li>● STEM minutes</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>	<ul style="list-style-type: none"> <li>- CDC (CB/HMF)</li> <li>- STEM coordinator</li> <li>- Library</li> </ul>	<ul style="list-style-type: none"> <li>- Green organization</li> <li>- STEM service provider</li> <li>- TA</li> <li>- Green education consultant</li> </ul>
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	<ul style="list-style-type: none"> <li>● Apply Big Data in curriculum planning to cater for learner diversity.</li> <li>● Through data to trace back each subject performance of a student and school can have enhancement or enrichment tutorial.</li> </ul>	<ul style="list-style-type: none"> <li>● Over 70% of subject teachers can use data to shortlist different tutorial groups to catch up progress.</li> </ul>	<ul style="list-style-type: none"> <li>● L&amp;T survey</li> <li>● IT survey</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>	<ul style="list-style-type: none"> <li>● IT head</li> <li>● L&amp;T head</li> </ul>	<ul style="list-style-type: none"> <li>● IT technicians</li> <li>● Alumni tutorial lessons</li> </ul>
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Major Concern 2: To nurture students to be servant leaders

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1 To develop students' potentials.	<p>(1) Provide different channels to develop students' potentials.</p> <ul style="list-style-type: none"> <li>● Including morning assembly announcements, Friday assembly MC and society activities.</li> <li>● Set up different interest groups to explore students' interest</li> <li>● Encourage students for external competitions and activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Students participate actively and seriously in the activities</li> <li>● Over 70% of students have good attendance in their interest groups.</li> <li>● Over 50% of students participate in at least ONE of external activities</li> </ul>	<ul style="list-style-type: none"> <li>● School survey</li> <li>● SD survey</li> <li>● Workshop questionnaire</li> <li>● Teachers' observation and feedback on students' performance.</li> <li>● External competition award</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>	<ul style="list-style-type: none"> <li>● SD department</li> <li>● L&amp;T KLA societies</li> <li>● PDC</li> <li>● Library</li> <li>● CNC</li> <li>● House supervisor</li> </ul>	<ul style="list-style-type: none"> <li>● Service provider for S4 camp</li> <li>● TA</li> </ul>

<p>2.2 To equip students to be servant leaders</p>	<p>(1) Train and develop leaders through different levels of workshops and programs</p> <ul style="list-style-type: none"> <li>● Provide training for class committees, subject prefects, house leaders, SU leaders, society committees, librarian prefects, etc</li> <li>● Provide workshops for leaders to write and present a good speech.</li> <li>● Provide ONE day training camp for leaders on organizing activity skill training</li> </ul>	<ul style="list-style-type: none"> <li>● Over 80% of leaders attend different trainings</li> <li>● Over 90% of participants can pass in the workshop for speech skills.</li> <li>● Students have better leading skills in their interest group activities.</li> </ul>	<ul style="list-style-type: none"> <li>● School survey</li> <li>● Workshop questionnaire</li> <li>● Teachers' observation and feedback on students' performance.</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>	<ul style="list-style-type: none"> <li>● SD department</li> <li>● L&amp;T KLA societies</li> <li>● PDC</li> <li>● Library</li> <li>● House supervisor</li> </ul>	<ul style="list-style-type: none"> <li>● Service provider from HKBU English department</li> </ul>
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Major concern 3: To nurture inclusive culture

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3.1 To foster students' appreciation and understanding of different cultures	<p>(1) Organize activities for students to learn and appreciate cultures / nature (NCS, AFS).</p> <ul style="list-style-type: none"> <li>● NCS set up booth and activities for other students to know their cultures more.</li> <li>● German girl's sharing on her culture and conduct German class for local students.</li> </ul>	<ul style="list-style-type: none"> <li>● Over 70% of students willing to participate in NCS activities and local students are willing to communicate with AFS/ NCS students.</li> </ul>	<ul style="list-style-type: none"> <li>● School survey</li> <li>● NCS evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>	<ul style="list-style-type: none"> <li>● L&amp;T</li> <li>● NCS committee</li> <li>● AFS coordinator</li> </ul>	<ul style="list-style-type: none"> <li>● Service provides for NCS/ AFS organization</li> <li>● NCS TA</li> <li>● NCS funding</li> </ul>

	<p>(2) Expand life-wide learning programs such as study tours, mission trips and service programs to broaden students' horizons.</p> <ul style="list-style-type: none"> <li>● Oversea trips for S3-S5 students on subject or services basis.</li> <li>● Local programs for S1-S2 to build collaboration skills and spiritual life.</li> <li>● Australian study tour and immersion program by English Department for language enrichment and cultural experience.</li> </ul>	<ul style="list-style-type: none"> <li>● Students participate more actively in the life-wide learning programs.</li> <li>● Over 70% of students agree that they enjoy and learn from life-wide learning.</li> <li>● Students better understand other cultures and improve their spoken English.</li> </ul>	<ul style="list-style-type: none"> <li>● Life-wide learning survey</li> <li>● Students' reflection and sharing in study tour booklet.</li> <li>● Each tour conduct its' survey</li> <li>● Study tour teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>● Second term</li> </ul>	<ul style="list-style-type: none"> <li>● Life-wide learning committee</li> <li>● L&amp;T KLA tours</li> <li>● SD different Tour</li> </ul>	<ul style="list-style-type: none"> <li>● Different travel agents</li> <li>● TA</li> <li>● Clerical support for data entry</li> <li>● Mainland China visit grant (MCEC)</li> <li>● Chinese history grant (\$100,000)</li> <li>● Life-wide learning grant</li> </ul>
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<p>3.2 To promote importance of accepting the differences among students</p>	<p>(1) Educate students to respect and appreciate others' differences and to treasure and respect the environment. (Green education) by providing <b>various</b> learning experiences</p>	<ul style="list-style-type: none"> <li>● Over 70% of students understand they have differences with others and learn to accept and appreciate others.</li> <li>● Over 80% of S1 students agree that their awareness in saving energy and recycling raised.</li> <li>● Over 70% students join at least ONE green school</li> </ul>	<ul style="list-style-type: none"> <li>● Students' SEN program/activity records</li> <li>● Observation by subject teachers</li> <li>● Teachers' feedback</li> <li>● School survey</li> <li>● Green school survey</li> <li>● SD survey on inclusive education</li> <li>● Feedback from Green conference</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>	<ul style="list-style-type: none"> <li>● MCEC</li> <li>● CNC</li> <li>● Green School Committee</li> <li>● SD department</li> <li>● NCS committee</li> <li>● SEC group</li> </ul>	<ul style="list-style-type: none"> <li>● Canaan church</li> <li>● Green organization</li> <li>● Green education consultant</li> </ul>
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		activity ● Over 80% of students agree that green is important at school.				
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**School-based After-school Learning and Support Programmes 2018/19 s.y.**  
**School-based Grant - Programme Plan**

Name of School: ECF Saint Too Canaan College  
 Staff-in-charge: Mr. Lee Ka Ming Contact Tel. No.: 2372 0033

I) The estimated number of students (count by heads) benefitted under this Programme is 43  
 (Including A 13 CSSA recipients, B 44 SFAA full-grant recipients, C 10 under school's discretionary quota)

II) Information on Activities to be subsidised/complemented by the Grant:

* Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	# Estimated no. of participating eligible students			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Art-related workshops (fashion, Ceramic club, wooden toy workshop)	Provide design concepts to students and nurture their interest in art	Perform well in the lesson with good art products 80% attendance record	Skill-based training, questionnaire	10/2018-5/2019	2	10	5	17*1000 \$17,000	

MBot /STEM-related workshop	Provide basic and advanced training of STEM related problem-solving skill to enhance student learning interests	Perform well in lesson, with products created 80% attendance record	Skill-based training, questionnaire	10/2018-5/2019	1	5		6*2000 \$12,000	
日本花道學會	Enhance students' interests towards VA subjects and observation ability	Pass the Ikebana exam held by tutor, obtain 池坊入門 (Ikenobo Introductory certificate)	One exam held in the last lesson, attend training in Japan	10/2018 – 5/2019 Friday (12 lessons)	1	1		2*3120 \$6,240	
Sports team training and coach fee	To enhance students' interests towards sports and to enhance students' skills in school team	80% attendance record	Good learning performance in the class, skill test, attendance record, etc	10/2018 – 5/2019	4	20	10	34 *1000 \$34,000	
Organic Garden	To provide workshop on farming skills for students	80% attendance record	Good learning performance, serious attitude in farming	Wednesday (irregular)		3		3*500 \$1,500	



Olympiad Math	To enhance students' interest in and skills in solving Olympiad Math problems	80% attendance record	An assessment will be conducted at the end of the course Join competition	Selected by Math society		2		2*500 \$1,000	
S1-S2 NCS tutorial	To provide intensive tutorials to students in small groups to upgrade their learning	80% attendance record	Good learning performance, can complete the assignment easily	Whole year	2	5	10	17*500 \$8,500	
Model society	To provide platform for student to make model	80% attendance record	Good learning performance, exhibition for model	10/2018-5/2019		2		2*150 \$300	
Leaders Training camps/ Gospel camp	To enhance students' exposure To learning communication and leadership skills	Perform well in the camp , serious attitude	Feedback from students	Whole year	10	35	5	50*300 \$15,000	
A Cappella class	To provide music exposure to students	80% attendance record	Performance by students	Monday 10/2018-5/2019	1	1	2	4*600 \$2400	
Total no. of activities:  <u>10</u>					@No. of man-times	21	84	32	\$97,940
					**Total no. of man-times	137			

Note:

- \* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.
- # Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C)
- @ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.
- \*\* Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

**Three-year plan – Measures to broaden students’ choices of elective subjects and provision of gifted education programmes for the ninth cohort of SS students (from the 2018/19 to 2020/21 school years)**

The following programmes are adopted with the support of the EDB’s Diversity Learning Grant (DLG):

DLG funded Programme	Strategies and benefits anticipated (e.g. in what way students’ diverse learning needs are catered for)	Name of programme /course and provider	Duration of the programme/course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning/success indicators	Teacher-in-charge
					the 17/18 s.y.	the 18/19 s.y.	the 19/20 s.y.		
Other Programmes	<ul style="list-style-type: none"> <li>- Students will gain an insight into their existing practice of learning from a 2-dimensional approach</li> <li style="padding-left: 20px;">- width and depth</li> <li>- Students will be able to learn the step-by-step approach to Deep Learning. Through the</li> </ul>	S4-S5 Deep Learning Class (中四及中五批判思維訓練班)	2-3 lessons	Selected by good result in RT/Exam	20	30	40	Performance in: <ul style="list-style-type: none"> <li>- Assessment</li> <li>- Discussion and students’ sharing</li> <li>- Reflective exercise</li> <li>- Quiz</li> <li>- Take-home assessment</li> </ul>	LCP

	<p>"process of learning for transfer", students will become able to take what's learned in one situation and apply it to another.</p> <ul style="list-style-type: none"> <li>- Students will learn the DEEP Learning Process: <ul style="list-style-type: none"> <li>- Deal With</li> <li>- Decide Actions</li> <li>- Deposit</li> </ul> </li> </ul>							Students are able to apply their knowledge in LS /ENG/CHI writing	
Gifted Education Programme (KLA)	To tailor-make course to enhance the learning effectiveness of different DSE subjects	Tutorial for elites	12 lessons whole year	Selected by good result in RT/Exam	40	40	50	One assignment for each lesson Test and quiz	KLA heads
Training on Debate Team	To enhance students' debating skills in both Chinese and English	Debate Skills Training (Chinese & English)	10-12 training sessions	Selected in Debate team	20	20	20	Students will improve their skills in debate and public speaking	Chi/Eng PIC for debate (outsource programme)

Gifted training for Elite	To provide opportunities for students with talents in different areas	CU Talent course	Around 4-6 sessions for each course	Selected by KLA heads			5	Assignment Presentation Certificate	KLA heads
Gifted in Music (extra lesson)	To provide course and training for Gifted students who take 3X in DSE	Skill and knowledge based training	Course on Saturday	Selected by Music teacher	1	1	1	Assignment Test Quiz	Music teacher
Training for prefects and leaders	To enhance students' leadership and skills of organizing activities To strengthen team spirit of members	Social work organization	2 days training  2 lessons (6 hours)			1	1	Students are able to organize activities independently Students will improve skills of leading others.	PDC head CNC Head LKM

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

<b>Domain</b>	<b>Programme</b>	<b>Objective(s)</b>	<b>Targets (No./level/selection)</b>	<b>Duration/ Start Date</b>	<b>Deliverables</b>	<b>Teacher i/c</b>	<b>Budget</b>
Learning & Teaching Department	S4-S5 Deep Learning/critical thinking workshop	<ul style="list-style-type: none"> <li>- To provide a 2-dimensional approach for learning</li> <li>- To enhance process of learning for transfer and introduce DEEP Learning Process to students.</li> </ul>	<ul style="list-style-type: none"> <li>- 30 students</li> <li>- S4 /S5 students</li> <li>- Selected by good assessment</li> </ul>	3 sessions about 6-9 hours	Performance in: <ul style="list-style-type: none"> <li>- Assessment</li> <li>- Discussion and students sharing</li> <li>- Reflective exercise</li> </ul> *Students can apply knowledge in core subjects	LCP	\$24000
Elite Students Enhancement Course	S5-S6 Elite Programme	To tailor-make course to enhance the learning effectiveness of different DSE subjects	Students obtain level 5 or above	8-12 lessons DSE drilling Throughout year	Assignment Test Drilling questions	LCP/KLA heads	\$ 12000
Gifted Education Program--Training on Debate Team	Debate Skills Training (Chinese & English)	To enhance students debating skills in both Chinese and English	10-12 session	10/18-5/19	Regular practice and join competition	Teachers Debate in-charge	\$2,000

STEM related Programme	Brainwave control Workshop coding	To enhance students' hands on skills on Robotic/ programming and develop problem-solving skills	8-10 session	10/18-5/19	Regular training and practice, join competition	Sci/Tech Head	\$4,000
Gifted in Music (extra lesson)	Course and training for Gifted students who take 3X in DSE	To enhance Skill and knowledge based on DSE music curriculum	Every Saturday	9/18-6/19	Regular lesson, assignment and assessment	LCP/ Music teacher	\$4,000

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