



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

2019-2020 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

1920 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 2019-2020 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 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 	<ul style="list-style-type: none"> ● Frequency of attending EDB related course ● KLAs monitor and share e-teaching tools in KLA meetings. ● School survey 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● L&T department ● KLA heads 	<ul style="list-style-type: none"> ● iPad borrowing support ● Lab technicians ● IT technicians
	(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 improve teaching. 	<ul style="list-style-type: none"> ● L&T survey ● School survey ● PPLO form ● KLA evaluation 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● L&T ● SD ● Depends on Sharestart conference 	<ul style="list-style-type: none"> ● Sharestart organization in HK and Taipei ● Provide conference tour for teachers

1.2 Upgrading students learning performance	(a) Improve quality assignment (b) Improve public exam result by using effective assessment methods	<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 	<ul style="list-style-type: none"> ● KLA meeting agenda ● Student assignment marking ● DSE result 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● L&T ● All teachers 	<ul style="list-style-type: none"> ● L&T learning skill workshops
1.3 Develop Cross-curriculum learning skills	(a) Promote STEM and green education get involve different subject skills to broaden thinking	<ul style="list-style-type: none"> ● Over 70% of Junior form students can participate in STEM and green activities. 	<ul style="list-style-type: none"> ● KLA meeting agenda ● Student assignment marking 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● L&T ● All teachers 	<ul style="list-style-type: none"> ● STEM and green activities/ visits

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 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. 	<ul style="list-style-type: none"> ● School survey ● SD survey ● Workshop questionnaire ● Teachers' observation and feedback on students' performance. 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● SD department ● PDC ● CGC ● MCEC 	<ul style="list-style-type: none"> ● Camp ● Local voluntary services
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</p>	<ul style="list-style-type: none"> ● 70% Students leaders can acquire better leadership skills in training and recognized by awards. ● 	<ul style="list-style-type: none"> ● School survey ● Workshop questionnaire ● Teachers' observation and feedback on students' performance. 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● SD department ● MCEC ● PDC 	<ul style="list-style-type: none"> ● Training workshop

	program, training to prefects and leaders to enrich different skills.	80% students agree the program is useful to them.	<ul style="list-style-type: none"> ● SD School survey ● Students reflection ● Teachers' observation and feedback on students' performance. 			
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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 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. 	<ul style="list-style-type: none"> ● School survey ● NCS evaluation ● Teachers observation 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● L&T ● NCS committee ● AFS coordinator 	<ul style="list-style-type: none"> ● Service provides for NCS/ AFS organization ● NCS funding
	(c) Sustain life-wide learning programs such as study tours, mission trips and service programs to broaden students' horizons	<ul style="list-style-type: none"> ● Over 70% of students can learn respect and understand other cultural from life-wide learning. 	<ul style="list-style-type: none"> ● Life-wide learning survey ● Students' reflection and sharing in study tour booklet. 	<ul style="list-style-type: none"> ● Second term 	<ul style="list-style-type: none"> ● Life-wide learning committee ● PDC 	<ul style="list-style-type: none"> ● Different travel agents ● Life-wide learning fund

**School-based After-school Learning and Support Programmes 2019/20 s.y.
School-based Grant - Programme Plan**

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

A. The estimated number of students (count by heads) benefitted under this Programme is 77 (including A. 21 CSSA recipients;
B. 29 SFAS full-grant recipients and C. 27 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 (-Ceramic Club, -Wooden Toy Workshop, -Face Painting 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	10/2019-5/2020	2			4*2,160 \$4,320	

Sports-related workshops (-Climbing Club, -Cricket Club, -Dance Club, -Darts Club, -Judo Club, -Rope Skipping Class, -Table Games Club)	Provide sports knowledge and chance to practice sports	Active in participation with 80% attendance record	Skill-based training, questionnaire	10/2019-5/2020	2	4	4	10*500 \$5,000	
Drama Club	Enhance students' interests towards drama and provide chance of collaboration	80% attendance record	Good learning performance, serious attitude in drama	10/2019-5/2020		1	1	2*600 \$1,200	
Sailing Society	To nurture students outdoor activity skills and perseverance	80% attendance record	Good learning performance	9/2019-5/2020		2	2	4*100 \$400	

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	9/2019-5/2020	1	1		2*2700 \$5,400	
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	9/2019-5/2020	2	4	4	10 *1000 \$10,000	
Organic Garden	To provide workshop on farming skills for students	80% attendance record	Good learning performance, serious attitude in farming	10/2019-4/2020		2		2*500 \$1,000	
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	9/2019-5/2020		1		1*300 \$300	
Model society	To provide platform for student to make model	80% attendance record	Good learning performance, exhibition for model	10/2019-5/2020	1			1*200 \$200	

A Cappella class	To provide music exposure to students	80% attendance record	Performance by students	9/2019-5/2020			2	2*600 \$1,200	
Overseas Life-wide Learning Activities (-Overseas Study Tour, -Chinese Culture in Taiwan, -Yanji, China, -新加坡城市生態之旅, -Mission Trip to Thailand, -STEM, Historical & Cultural Tour, -Green Japan, -Sichuan Service Tour, -Vietnam Environmental & Cultural Tour, -Australia Study Tour -TaiChung Ultimate Frisbee Championship)	To widen students' horizon, develop the life-long learning capabilities and achieve the aims of whole-person development.	Active in participation	Performance by students, Reflection, activities outcome	6/2020 – 8/2020	7	8	8	23*1,500 \$34,500	

Local Life-wide Learning Activities (-Workplace Exploration, -S1 Project Learning, -S2 Potential Development Camp, -獨木舟星章訓練班 -博物館遊蹤 -創意攝影班 -戲劇人生 -關愛觀塘清潔工 -森林體驗日營 -外展訓練營	To know more about the community, develop the life-long learning capabilities and achieve the aims of whole-person development through joining local programmes.	Active in participation	Performance by students, Reflection, activities outcome	6/2020 – 8/2020	6	6	6	18*800 \$14,400	
Total no. of activities: <u>12</u>				@ No. of man-times	21	29	27	\$77,920	
				**Total no. of man-times	77				

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)

ECF Saint Too Canaan College
Plan on Use of Capacity Enhancement Grant in 2019/2020 School Year

Name of school : ECF Saint Too Canaan College

Means by which teachers have been consulted : As an agenda item in our Staff Meeting. After a detailed discussion, teachers agreed to recruit Teaching Assistants to relieve their non-teaching workload.

No. of operating classes : 24

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated (e.g. in what way teachers' workload is relieved)	Time Scale	Resources Required	Success Criteria	Method of Evaluation	People Responsible
Relieve teachers' administrative workload.	Teachers are responsible for lots of administrative and clerical duties which can be shared by supporting staff.	To recruit 3 Teaching Assistants to share some of the administrative duties of teachers, including lesson substitution, exam invigilation, preparing teaching materials and arranging SBA activities, etc.	<ul style="list-style-type: none"> - The Teaching Assistants can take up some of the administrative and clerical duties in the staff room operation. - The teachers can save more time to prepare lessons and teach students after school. 	From September 2019 to August 2020	3 Teaching Assistants (HK\$695,600 = Salary & MPF)	<ul style="list-style-type: none"> - Teachers agree that their administrative workload is shared and relieved. - The administrative work can be organized and coordinated in a systematic way. 	Questionnaire and statistics	Ms. Chan Wing Sze (Executive Officer)

Issued by: TCM/P
Date: 11/6/2019
Revision: 0

**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 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	TBC	S1	Questionnaire	6,500	✓					✓
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	-understand different types of Chinese cultures including food culture and art culture -consolidate students'	23/6-26/6	S4-S6	Questionnaire	35,400	✓					

	development.	understanding of history, culture and livelihood											
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%

**Annual Programme Proposal for
DLG - Other Programmes: Gifted Education for the 2019/20 school year**

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Teacher i/c	Budget
Arts & Physical Education Department	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 	WYC	\$10,000
Learning & Teaching Department	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	8-12 lessons DSE drilling throughout the year	Courses delivered by experienced tutors or alumni	LCP/Panel heads	\$40,000
Chinese Department	Debate Skills Training (Chinese)	To enhance students debating skills in Chinese	Students can improve their skills in debate and public speaking	10 – 12 sessions	<ul style="list-style-type: none"> - Regular practice. - Join inter-school competition 	SSS	\$25,000