

**ECF Saint Too Canaan College
Annual School Report
2021-22**

ECF Saint Too Canaan College Annual School Report 2021-22

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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 2021-22

Ir. CHEN Dzu Biao, James (Supervisor)
Dr. LEUNG Kam Bor, Sherman (Deputy Supervisor)
Dr. LAW Wai On, Simon
Mr. LEE Yu Wai, Wilson
Rev. SIU Wai Chu
Dr. YAO Kin Hing, Paul
Mr. YIM Yu Chau, Stephen
Ms. CHEN Yoeh Yu, Ruth
Ms. TSUI Chiu Mui (Principal)
Ms. LEUNG Lai Chong (Teacher Manager)
Ms. LI Yuk Chi, Debbie (Parent Manager)
Mr. HO Chung Hei (Alumni Manager)

1.5 Staff Team

There were 98 staff members: the Principal, 65 teachers (including 2 Native English-speaking Teachers, 1 Christian Education Officer), 2 Laboratory Technicians, 3 ITA technicians, 6 Teaching Assistants, 1 CGC Social Worker, 4 Clerical staff, 1 Administrative Officer, 3 Executive Officers, 1 Accounting Officer, 1 School Social Worker, 1 Library Assistant, 1 Staff room assistant and 8 Janitorial Staff.

1.6 Our Teachers Teaching Experience Percentage (%)

- A. 0-4 years 15%
- B. 5-9 years 18%
- C. 10 years or above 67%

Average years of teaching experience: 14 years.

1.7 Class Structure

1.7.1 There were 26 classes with a total of 733 students.

1.7.2 The class structure approved by the Education Bureau (EDB) and the number of students in the current school year are as follows:

	S1	S2	S3	S4	S5	S6	Total
No. of classes	5	5	4	4	4	4	26
No. of students	144	141	116	123	111	98	733

Achievements and Reflection on Major Concerns

Priority Task 1:

The major concerns were discussed in the School Administration Committee meeting. The following three major concerns were adopted for 2021-2024, School 3-year Development Plan:

Major Concerns

1. To implement a student-centered approach in academic and non-academic aspect.
2. To nurture students' positive values and attitudes through promoting value education holistically.

Major concern 1: To implement a student-centered approach in academic and non-academic aspect.

- 1.1 Facilitate students to adopt active learning strategies and study habits in their learning.
- 1.2 Enhance student learning capacity through promotion of Reading across the Curriculum (RaC).
- 1.3 Enhance learning and teaching effectiveness through facilitation of Assessment for Learning (AfL).
- 1.4 Cultivate a culture of self-management and independence among students.

Achievement:

Achieved.

In the teachers survey, around 96% of teachers agree that they intent to teach learning strategies in class, while around 50% of students believe that they are able to apply them in the class. Also, around 50% of students agree that teachers have often arrange interactive learning activities in class. Around 75% of teachers believe that they often engage students in active inquiry and construction of knowledge in lessons. (SHS 2122)

In the past year, the school has organized different workshops and teachers sharing sessions on notetaking and assessment provided by external professional speakers e.g QSIP program from CUHK and experienced panels or teachers, to share teaching strategies in teachers sharing session. Instructors from QSIP also co-prepare lessons and conduct lesson research with teachers from English, Chinese and PSH.

As for assessment, 85% of teachers agree that the performance assessment methods adopted by subject panels effectively assess students' performance. (SHS2122) In the past year, one of the focuses in teachers' training was the alignment of learning and assessment. The stat shows that teachers were able to apply the knowledge in addressing students' learning by using assessment.

From the survey, even though the reading habit of students still has room for improvement, students agree that they are often able to use a variety of resources, such as the Internet and the library, in learning (65%, SHS2122).

In general, Major Concern 1 is achieved. Even during the COVID with a different mode of learning, students are able to adopt active learning strategies and study habits and teachers are able to address students' learning through assessments.

Reflection:

Students learning habit, RaC and AfL will still be the major concerns of 2223. It is important to help students establish good learning habits and improve homework quality. Colleagues

suggested the teaching focus should be more focus on transferable skills instead of content only.

Students need to utilize the content taught in class for self-evaluation and self-reflection and thus improve their DSE result. Extra monitoring mechanisms such as peer homework checking or more serious consequences and expectations on students' performance could be imposed.

From the survey, students' reading habit still has room for improvement. Colleagues reflect that students may lack chances to explore knowledge wide enough for different subjects. Especially when more subject choices will be offered for NSS. Therefore, self-directed reading skills and Reading Across the Curriculum should be further strengthened.

Based on the survey, the focuses in learning and teaching will continue to be students' self-directedness, reading habit as well as assessment. Workshops and training programs / PLP / PPLO, etc. will emphasize the importance of these areas.

Major Concern 2: To nurture students' positive values and attitudes through promoting value education holistically.

- 2.1 Teachers' consensus about the importance and the need for promoting value education in a holistic way is established.
- 2.2 A holistic and balanced school-based value education curriculum plan is established.
- 2.3 Promote national security education in the school.
- 2.4 Inculcate and reinforce 3R (Respect, Responsibility, Resilience) among students through different activities.

Achievement:

Achieved.

96% of teachers believe there are enough students support. As for leadership training, 88% of teachers think the training is effective and students are able to develop their leadership potential. Most teachers believe that students have enough support from the school in terms of spiritual development (96%), moral and civic education (98%), career development (96%) and school activities (94%). (Teachers' survey, 2122)

86% of teachers believe that the discipline and guidance work is geared to students' development needs. 93% of teachers agree the school actively encourages students to participate in extra-curricular activities. (SHS, 2122)

As for students, most of them agree that the school is intent to on fostering their leadership (54%). 58% of them agree that the school actively fosters their virtues (SHS, 2122)

The introduction of form teachers' lessons is successful. 91% of teachers welcome the new addition and believe that is a good channel to nurture students' positive values and attitude.

Flag raising ceremonies as well as school assemblies about national security education have been conducted and promoted among students with satisfactory result. All teachers have attended seminars and talks about the national security during the staff development day. Students and teachers' awareness to national security has raised significantly.

With the addition of the SEN social worker, more support is given to the SEN students in terms of adjustment in assessments and emotional support. 92% believe that there was enough support for SEN students.

Due to the Covid, most activities were either cancelled or conducted online or during the weekend. Even though the rate of participation by students has inevitably dropped, 94% of teachers believe that the coordination and the variety of students' activities in the school was more than satisfactory. Two of the most commented activities were the Thanksgiving assembly and Canaan Show during the post exam, where students were able to shine and show their gratitude to people around.

In general, Major Concern 2 is achieved. Teachers are well-equipped technically and mentally in promoting value education. A sound and target-oriented value education framework in formal and informal curriculum has been set up. The impact on students is also beyond satisfactory.

Reflection:

It is suggested that students' cleanliness and self-discipline can be further improved. Even though most teachers think that students' discipline is generally good, some believe that students were not very attentive and did not show interest in morning assemblies and school assemblies. It can be attributed to the fact that most assemblies were conducted online through YouTube live streaming and students has little interaction. It is also observed that there was an increasing number of students using their mobile phones after school for non-academic purposes. In addition, the cleanliness of some classrooms and public area may not be very satisfactory as the teacher desks in some rooms were not tiny and not user friendly. It is therefore suggested that students should be given more education on the above two areas and consequences should be given to students or classes which are under performed.

The survey showed that several comments for students' potential development including: training students to sing hymns and the school song during public events; help senior form students to manage their time in different roles of ECA or groups; nurturing students' resilience; develop e portfolio for students to keep track of their achievement; allow more chances for students to try or even make mistakes during public events. As for the morning assemblies, more different types of content should be introduced, while some of the assemblies were too long. More spiritual elements could be introduced.

For 2223, other than the focuses in Major Concern 2 such as the NSE, 3R and value education, etc, students' mental health should also be addressed as shown in the survey (APASO 2122). Also, with the graduate resumption of normal activities, AIMS program will also be one of the major areas in 2223, in which students are able to explore different fields of ECAs.

Our Learning & Teaching

2. 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>
2.1	Facilitate students to adopt active learning strategies and study habits in their learning.						
a	Greater use of online platform to encourage students to have lesson preparation and self-directed learning.	Teachers /students	Sept 21 – Jun 22	a. As reflected in lesson observations and homework inspections (Over 70% of teachers agree that such arrangements can help them enhance teaching and learning effectiveness)	Lesson observations Homework inspections Annual Report Subject Evaluation Survey L&T survey Meeting with Panels	Teachers training \$20,000	<p>The success criteria were completely achieved.</p> <p>In the teacher’s survey, around 96% of teachers agree that they intent to teach learning strategies in class, while around 50% of students believe that they are able to apply them in the class.</p> <p>It is also well-observed in the PLO and assignments of students.</p> <p>Recommendation: More professional training will be provided to the middle management in using online platforms.</p>

<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>
	b	Promote note-taking habits in junior forms through workshops for students and teachers.	Teachers/ students	Sept 21 – Jun 22	b. As reflected in lesson observations (Over 70% of teachers agree that such arrangements can help them enhance teaching and learning effectiveness)		QSIP CUHK \$300,000	The success criteria were partly achieved. Notetaking workshop was conducted for S.1 and over 70% of teachers agree that this can help students learn better in class. Recommendation: It is suggested that this strategy can be continued in 2223.
	c	Equip senior form students with subject-based learning strategies focusing on study skills and examination skills.	Teachers/ students	Sept 21 – Jun 22	c. As reflected in lesson observations (Over 70% of teachers agree that such arrangements can help them enhance teaching and learning effectiveness)		Learning skill workshop \$10,000	The success criteria were partly achieved. Around 50% of students agree that teachers have often arrange interactive learning activities in class. Recommendation: It is suggested that this strategy can be continued in 2223.

<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>
	d	Provide more student-led activities in lessons to increase student participation in learning.	Teachers/ students	Sept 21 – Jun 22	d. As reflected in lesson observations (Over 70% of teachers agree that such arrangements can help them enhance teaching and learning effectiveness)			<p>The success criteria were partly achieved.</p> <p>Around 75% of teachers believe that they often engage students in active inquiry and construction of knowledge in lessons.</p> <p>Recommendation: It is suggested that this strategy can be continued in 2223.</p>
2.2	Enhance student learning capacity through promotion of Reading across the Curriculum (RaC).							
	a	Promote reading to learn by assigning extended reading tasks to students in different subjects.	Teachers/ students	Sept 21 – Jun 22	a. As reflected in student and teacher feedback (Over 70% of teachers agree that such arrangements can help students more engaging in reading activities and	Annual Report L&T survey Subject Evaluation Survey Meeting with teachers and students		<p>The success criteria were partly achieved.</p> <p>From the SES report and teachers survey, students reading habits in different subjects still have room for improvement.</p> <p>Recommendation:</p>

<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>
				build up reading habits)			It is suggested that this strategy can be continued in 2223.
	b	Establish an online system for students to create their reading portfolios.	Teachers/ students	Sept 21 – Jun 22			The success criteria were not achieved due to the suspension of classes. Recommendation: It is suggested that this strategy can be resumed in 2223.
	c	Set up theme-based Reading Club and Groups to encourage regular sharing by teachers and students.	Teachers/ students	Sept 21 – Jun 22			The success criteria were not achieved due to the suspension of classes. Recommendation: It is suggested that this strategy can be resumed in 2223.
	d	Organize Reading marathon and Book Crossing Festival (漂書節) to create reading atmosphere.	Teachers/ students	Sept 21 – Jun 22			The success criteria were partly achieved. Book Crossing Festival was conducted and students welcome

<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>
							the activities. Recommendation: It is suggested that this strategy can be continued in 2223.
2.3	Enhance learning and teaching effectiveness through facilitation of Assessment for Learning (AfL).						
a	Help students reflect on their learning progress using the internal data results to formulate their learning plans.	Teachers	Sept 21 – Jun 22	a. As reflected in student and teacher feedback (Over 70% of teachers agree that such arrangements can help students more engaging in learning and exam preparation)	Lesson observations Annual Report L&T survey Meeting with Panels and teachers		The success criteria were partly achieved. 85% of teachers agree that the performance assessment methods adopted by subject panels effectively assess students' performance. (SHS2122) Recommendation: It is suggested that this strategy can be continued in 2223
b	Strengthen teachers to make better use of internal assessment data and public exam results to evaluate teaching effectiveness and student learning performance.	Teachers/ students	Sept 21 – Jun 22	b. As reflected in student assessment performance (Internal exam, TSA and DSE			The success criteria were partly achieved. 85% of teachers agree that the

<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>
					passing rate will be improving)			<p>performance assessment methods adopted by subject panels effectively assess students' performance. (SHS2122)</p> <p>Recommendation: It is suggested that this strategy can be continued in 2223</p>
	c	Provide teachers with opportunities for good practice sharing and professional training in department meetings and staff development day.	Teachers	Sept 21 – Jun 22	e. As reflected in lesson observations (Over 70% of teachers agree that such arrangements can help them enhance teaching effectiveness)			<p>The success criteria were partly achieved.</p> <p>71% of teachers agree that the teacher professional development activities organized by the school are of great help to them in teaching.</p> <p>In the past year, the school has organized different workshops and teachers sharing sessions on notetaking and assessment provided by external professional</p>

<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>
							<p>speakers e.g QSIP program from CUHK and experienced panels or teachers, to share teaching strategies in teachers sharing session. Instructors from QSIP also co-prepare lessons and conduct lesson research with teachers from English, Chinese and PSH.</p> <p>Recommendation: It is suggested that, without the support of QSIP in 2223, senior teachers can run professional training workshops within different panels to exchange ideas.</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 on open lessons. Teachers participated in the central arrangement of PPLO and PLO for the purpose of professional development. This year, all teachers were engaged in lesson observation during the period of ESR and PPLO. Obviously, our teachers are more confident and competent in designing a good lesson flow and classroom routines. ● This year we also carried out some professional training and workshops for all teaching staff and KLAs through QSIP CUHK. The English department also joined EDB School-based Supporting Scheme to help our S5 teachers refine 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 with a deeper learning experience, we fostered the refinement of class formation to cater learner diversity. Hn and Ft two classes were defined as elite and second best students with similar learning abilities. At the same time, more resources and small class teaching would be provided. ● We take initiative to integrate STEM elements in junior forms so that students could take the STEM lessons next year for building up their abilities of problem solving and other soft skills. S1-S2 IH has become History and Geography and S3 were provided taster lessons for students to explore more in History. In 22-23, History and THS will be arranged for NSS course selection.
For students learning	<ul style="list-style-type: none"> ● With online teaching and learning experience in the past two years, students and teachers were more familiar with the IT skills and online platform to deliver lessons, conduct simple assessments and give instant responses mutually. ● To enhance our student learning with good study skills and habits, a series of training sessions were conducted in S1 and S2. It focused on note taking skills, revision skills and memory skills. The feedback was positive.

3. Evaluation of DSE Results 2022

Overall performance of 2022 has improved. In terms of the passing rate, there were nine subjects above the HK average and among those subjects, there were five subjects with 100% passing rate. School appreciated all KLA heads for putting effort on many remedial tutorials to help students get a pass in DSE. And some Students got 5** in different subjects. The school suggested that KLAs should consider how to increase the numbers of level four or above. It is suggested that they should discuss with their members to provide support and possible measurements for the coming S5 and S6 students.

4. Suggestion on overall learning and teaching policies

4.1 Professional training

To further enhance teaching effectiveness, the major concern is to help our Panel heads to equip the knowledge and practical experiences on lesson observation. They are the gatekeepers 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. Therefore, more training will be carried out by QSIP CUHK and our senior teachers to facilitate the middle management to closely supervise their members in teaching quality improvement.

4.2 Alignment of assessment with teaching and learning

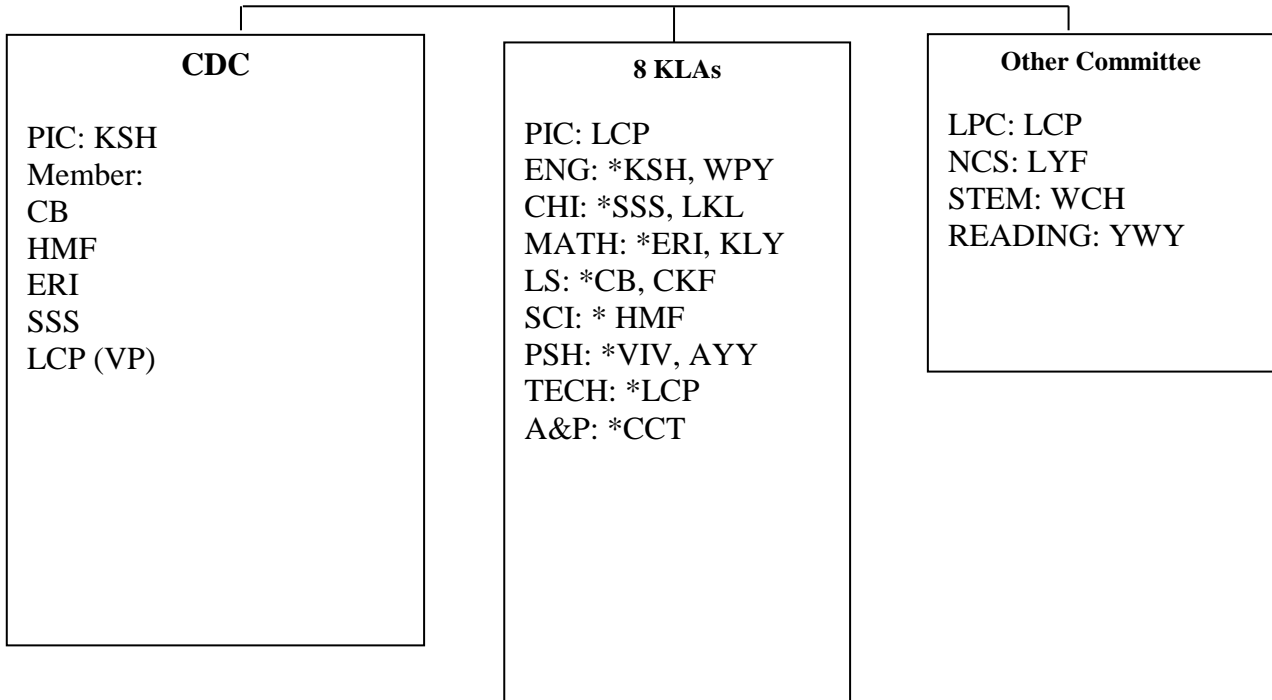
Effective assessment is inseparable from good teaching and learning. Assessment for learning is best described as a process by which assessment data is used by teachers to adjust their teaching strategies and by students to reinforce their learning motivation. Concerning this issue, L&T will provide sufficient data after the RT/Exam to our subject teachers so that they could make better use of the assessment data to do analysis and curriculum evaluation. We would like to build up a whole school approach to promote a normal practice of using assessment data from internal exam to public exam.

4.3 Promotion of good study and learning habits in Junior forms

It is suggested that school could formulate specific strategies and long-term goals for promoting good study and learning habits in junior forms. Benefiting from the BYOD scheme in S1-S2, our students are more convenient to use IT platforms and different devices in learning such as note-taking, revision skills and self-directed learning skills. Subject teachers are encouraged to design a series of quality learning materials specifically to align with the lesson objectives. From generating learning motivation during lessons to facilitating self-directed learning habits at home, students would be benefit from granting more enhancement opportunities in coming year.

**ECF Saint Too Canaan College
2021-2022 Learning and Teaching Department
L&T Core Organization Chart**

L&T Department
LCP, VP



Issued by: LCP, AP
Date: 6-8-2021
Revision: 0

L&T Department job allocation 2122

Dept.	Initial	L&T affairs	
L&T Head	LCP	Monitoring all programs Handling crisis or complaints Teachers development training	PPLO/PLO/CWI/PLP / Student Evaluation Survey (SES) RT & Exam papers checking
ENG	KSH	Curriculum Development	Summer Elite Tutorials (July)
ENG	WPY	New students care and follow up	Self-study center management
CHI	SSS	Curriculum Development	Academic Prefect
CHI	LKL	Senior forms study skills training	External exam
MATHS	ERI	Curriculum Development	Internal Examination SEN learning support
MATHS	KLY	Assessment data analysis	Summer Tutorials (mid-Aug)
LS	CB	Curriculum Development	NSS learning affairs
LS	CKF	External exam	Academic Prefect
SCI	HMF	Curriculum Development	RT & Exam papers checking / Homework policy
A&P	CCT	Repeaters care and follow up	L&T assembly
PSH	VIV	Junior forms study skills training	Homework policy
PSH	AYY	Internal exam	RT & Exam papers checking
NCS	LYF	NCS whole school development	Teaching Enhancement Committee
ITA	DER	IT in teaching Student workshop / training	
L&T TA	LSU	L&T data analysis / Resource management / Exam affairs / Board decoration	
Reading	YWY/ LH	Promote Reading in STCC / Reading across KLAs	

*ITA, L&T TA and Reading Committee are supportive parties with L&T department.

Supporting role

KLA information

<u>KLA</u>			
English Language Education Panel	Head		Kong Suet Ha (KSH)
	Deputy Head		Wong Pak Ki (WPY)
Chinese Language Education Panel	Head		So Suet Shan (SSS)
	Deputy Head		Law Ka Lai (LKL)
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		Chan Kin Ming (VIV)
	Deputy Head		Au Yu Yan (AYY)
	Subject Coordinator	Chinese History	Wong Chi Wing (WCW)
	Subject Coordinator	Economic	Au Yu Yan (AYY)
	Subject Coordinator	Geography	Tam Ho Chi (THC)
	Subject Coordinator	History	Yuen Chun Yan (YCY)
	Subject Coordinator	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	POON Sheung Yin Esther (PYI)
	Subject Coordinator	Integrated Science	LEE Hoi Ling (LHO)
Technology Education Panel	Head		Lau Chun Por (LCP)
	Subject Coordinator	BAFS	Lam Wing Man(LWM)
	Subject Coordinator	IT	Yip Chun Wa (YCW)
	Subject Coordinator	ICT	Chan Ka Wing (DER)
	Subject Coordinator	STEM	Chan Ka Wing (DER)
	Subject Coordinator	Technology and Living	Au Yeung Mei Kuen (AMK)
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	Chu Cheong Tat (CCT)

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. Major Concerns

- 2.1 To implement a student-centered approach in academic and non-academic aspect.
- 2.2 To nurture students' positive values and attitudes through promoting value education holistically.

3. Evaluation

3.1 Major Concern 1: To implement a student-centered approach in academic and non-academic aspect.

3.1.1 Overall Results of Target 1.4 in SDP: Cultivate a culture of self-management and independence among students.

3.1.1.1 From SD teachers' survey:

- 48 teachers completed the survey.
- About 60% teachers are generally satisfied with this aim (Level 3);
- About 40% teachers are quite satisfied with this aim. (Level 4).
(Rate:1-5, 1 very unsatisfactory, 5 very satisfactory)
- The overall result is generally satisfactory.

3.1.1.2 Strategies 1: Equip students with attitudes and skills to organize activities independently through workshops and regular student-teacher meetings.

Extra-curricular Activities (PDC)

Success criteria	<ul style="list-style-type: none"> ● Over 50% of the S1 and S4 students join ECA; attendance over 75%. ● Average score is over 2.5 in questionnaire
Evaluation	<ul style="list-style-type: none"> ● About 80% S1 and 4 students chose their ECAs according to the SMART. ● Average score 3.3. ● Most of the students achieved 90% attendance. ● About 80% students indicated they could uphold good attitude in joining ECAs and learn some useful skills. ● For committee members of the ECAs, over 90% students responded their leadership had been enhanced. ● SU and Fours Houses planned the activity details on their own (e.g. 競技比賽 & cooking class).
Recommendation	<ul style="list-style-type: none"> ● There are still many students joining no ECA so we should promote the SMART (2223: AIMS) programme strongly. ● More guidance should be given to the supervisors for managing

	the ECA, such as to have annual plan and set goals with the committee members.
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S3 Mini Expo & Local and Oversea Studies Expo (CGC)

Success criteria	<ul style="list-style-type: none"> ● 80% of the S.3 students agree that the supporting works are useful. ● 80% students & parents agree that the Expo is useful.
Evaluation	<ul style="list-style-type: none"> ● All S.3 students agreed that the Expo helped them to gain understanding of the NSS subjects, learning strategies and hence they made a more wise choice in choosing electives.
Recommendation	<ul style="list-style-type: none"> ● Only about 50% of the students indicated that they had found that elective subjects. Therefore, more support should be provided to help them make an informed decision.

Career Guidance Groups (S.5 & 6) (CGC)

Success criteria	<ul style="list-style-type: none"> ● Over 80% of students agree that group counseling is helpful.
Evaluation	<ul style="list-style-type: none"> ● 90% of the S.5 students were positive about the guidance groups. ● The Groups effectively helped students to understand the relationship between their personality, interests, abilities, and their future career plan and career goal. ● This year, we put the consoling sessions in weekly assemblies. The effectiveness was higher as all students were required to attend without any reasons for being absent. Therefore, the participation rate was high. ● Form Teachers were willing to discuss study plans with students.
Recommendation	<ul style="list-style-type: none"> ● This year, we tried to put the counseling sessions in weekly assemblies. The practice received positive feedback and it should be continued next year.

Career Days (CGC)

Success criteria	<ul style="list-style-type: none"> ● 80% of students agree that activities were inspiring and meaningful.
Evaluation	<ul style="list-style-type: none"> ● About 80% of students felt satisfactory about the activities. ● The illustration of Holland Codes helped students understand the personal career preferences. ● The reading materials on two morning sessions were concise and allowed students to reflect. ● Career Prefects discussed the arrangements of Assembly on their own. The teachers monitored the process only.
Recommendation	<ul style="list-style-type: none"> ● Nil

Parents' Talks (CGC)

Success criteria	<ul style="list-style-type: none"> ● Over 80% of parents agree that the activities are useful.
Evaluation	<ul style="list-style-type: none"> ● About 90% of the responses were positive about the topic and the content. ● The topics were popular and they were the necessary elements in career guidance.
Recommendation	<ul style="list-style-type: none"> ● Nil

Students' self-discipline (CNC)

Success criteria	<ul style="list-style-type: none">● Students who participate in Self-improvement Scheme will be given services of higher standard and requirement and participants give positive feedback.
Evaluation	<ul style="list-style-type: none">● The average score was 3.5.● The total number of punishment records dropped slightly. Students have also shown self-discipline through the attendance record, in which the number of lateness and absence have dropped by 13%. The number of students applying for SIS have also raised.
Recommendation	<ul style="list-style-type: none">● Nil

3.1.1.3 Strategy 2 : Encourage student organizations to formulate succession plan to identify and develop people with the potential to fill future leadership role.

Christian Ministry Team (SNC)

Success criteria	<ul style="list-style-type: none">● More than 60% of the students satisfy with their service performance and they feed back with stronger leadership skills.
Evaluation	<ul style="list-style-type: none">● 4 cards designed by students distributed (Caring Team).● CMT members should join the activities and invite other students to join (Activity Team).● Students from activity team were not much involved except for the core members.
Recommendation	<ul style="list-style-type: none">● Could invite form teachers to write messages on the card.● Get more members involved in contributing to the activity (Activity Team).● The activity should be held more frequently next year (Activity Team).● Can assign a theme to each of the activity. (Activity Team).

Leadership Training (PDC)

Success criteria	<ul style="list-style-type: none">● S1-3 class committee chairperson, vice-chairperson and activity secretary and S2-4 potential students of each ECA will be selected to join the leadership workshops or camps.● Students can give positive comments after training.● Average score is over 2.5 in questionnaire
Evaluation	<ul style="list-style-type: none">● The leadership training workshop was held in late October, 2021 which S3 class committee leaders organized activities to S1-2 leaders with evaluation sharing. S4-5 leadership training workshop was held twice as well.● 100% of the future leaders responded positively that they learnt more about how to organize and to have self-evaluation. They are confident to take up the important roles next year.● Average score is 3.4.
Recommendation	<ul style="list-style-type: none">● Nil

3.1.1.4 Strategy 3 : Promote “student-led” practices in class routines and activities through class teachers.

Empower Form Teachers’ Role (CNC)

Success criteria	<ul style="list-style-type: none"> ● Formulate clear instructions to form teachers about their role and expectations by issuing the form teachers handbook in the hope that number of violations of related items drop. ● Use of data (attendance and conduct record) and regular reports to FT allows teachers to give instant and necessary intervention to cater students’ need in the hope that participants give positive feedback.
Evaluation	<ul style="list-style-type: none"> ● The success criteria was met. Even with form teachers’ regular reminders to parents about students’ attendance and homework record, the number of violations have not dropped significantly. ● Form teachers believed that the handbook has provided a good reference.
Recommendation	<ul style="list-style-type: none"> ● Nil

3.2 Major Concern 2 : To nurture students’ positive values and attitudes through promoting value education holistically.

3.2.1 Overall Result of Target 2.2 in SDP: A holistic and balanced school-based value education curriculum plan is established.

3.2.1.1 From SD teachers’ survey:

- 48 teachers completed the survey.
- About 21% teachers are generally satisfied with this aim (Level 3);
- About 69% teachers are quite satisfied with this aim.(Level 4).
- About 6% teachers are very satisfied with this aim (Level 5)
(Rate:1-5, 1 very unsatisfactory, 5 very satisfactory)
- The overall result is satisfactory.

3.2.1.2 Strategy 1 : Foster students to pursue Christian values through curriculum design, Christian leaders training and church-school partnership.

Christian fellowship and church activities (SNC)

Success criteria	<ul style="list-style-type: none"> ● Gospel Week : 20 new believers ● Christmas Service : Average score more than half. ● Easter Service : Average score more than half. ● S1 Bible Study Group : 10 S1 new believers ● S4/S5 Cell Group : 5 S4/S5 new believers
Evaluation	<ul style="list-style-type: none"> ● Gospel Week : The survey revealed that there were 46 students claimed themselves were confirmed to be the followers of Jesus. The gospel singer Simon Girl shared and sang in the assembly. The message given by the singer was related to students’ needs so that it was the most touching and attractive. Teacher's comments were positive. ● Christmas Service : Average score is 4.2.

	<ul style="list-style-type: none"> ● Easter Service : Average score is 4.2. It was held via zoom, some students were not very attentive. ● S1 Bible Study Group : 6 meetings and two face-to-face meetings were held this year. The survey showed that most S1 students were positive to this program. They were active and energetic during the meetings. ● S4/S5 Cell Group : Two cell groups were held during the weekly assemblies. The aims were to share about the life testimonies and connect students through sharing the Gospel.
Recommendation	<ul style="list-style-type: none"> ● Gospel Week : Invitation of celebrities to deliver performance can be kept next year. ● Christmas Service : It could be served by familiar faces, i.e. CMT members, teachers and pastors at STCC so that students may be more engaged. ● Easter Service : Little gifts were suggested to create the festive atmosphere. ● S1 Bible Study Group : It would be canceled and held in bible lessons in the coming year. ● S4/S5 Cell Group : More times suggested for next year (4 times).

3.2.1.3 Strategy 2 : Develop a new curriculum for form teacher lessons.

Form Teachers' Lessons (MCEC)

Success criteria	<ul style="list-style-type: none"> ● Rating is above 3.5.
Evaluation	<ul style="list-style-type: none"> ● Rating is 3.5. ● 3/9/21 & 11/2/22 Form teachers' lessons. The content was meaningful. The feedback was received that it was more suitable in junior form rather than senior form.
Recommendation	<ul style="list-style-type: none"> ● The lesson plan should be designed into two levels that are more effective in junior and senior form. Clearer guidelines will be given to form teachers.

3.2.2 Overall Result of Target 2.3 in SDP: Promote national security education in the school

3.2.2.1 From SD teachers' survey:

- 48 teachers completed the survey.
- About 19% teachers are generally satisfied with this aim (Level 3);
- About 63% teachers are quite satisfied with this aim. (Level 4).
- About 17% teachers are very satisfied with this aim (Level 5)
(Rate:1-5, 1 very unsatisfactory, 5 very satisfactory)
- The overall result is very satisfactory.

3.2.2.2 Strategy 1 : Enrich students' understanding of the history and development of the country and enhance their sense of national identity through the school curriculum and diversified life-wide learning activities.

To promote national education through different programs and activities:

School assembly, Flag-raising ceremony and Board Display (MCEC)

Success criteria	<ul style="list-style-type: none">● The assembly about value education is held successfully.● All students should participate in the flag-raising ceremony with respectful attitude and well-disciplined.● Update the board periodically. Rating is above 3.5.
Evaluation	<ul style="list-style-type: none">● The other assembly about Basic Law was collaborated with the LS Department. Students integrated their learning from LS / CS subjects successfully in the assembly. (Rating is 4.2)● The flow of rehearsals in the flag-raising ceremony was productive. The idea of passing the torch on was demonstrated. (Rating 4.2)● Materials about national education was updated on the displayed board. However, only posting the poster was not enough. Students no longer stayed at the ground floor so that there were not many students who would spend time reading.
Recommendation	<ul style="list-style-type: none">● The assembly which collaborated with the LS Department can continue next year.● Should further train students the knowledge of the national anthem, the respective etiquette and the enactment of a local national anthem law in respect of flag-raising ceremony in the future.● The articles about national education should be posted on boards in each classroom.

To reinforce students' moral values and undertake civic responsibility:

Casual Wear Day (MCEC)

Success criteria	<ul style="list-style-type: none">● Casual Wear Day: >60% of students and teachers join the activities.
Evaluation	<ul style="list-style-type: none">● The casual wear day was postponed to the 2nd term. (22/7/22) Over 90% of students and staff joined the activity. The donation of \$45102.9 has been sent to "Pei Ho (Ming Gor) Charity Foundation Limited" for charity purposes.● Casual Wear Day is always such a popular activity that almost all STCC students participate.
Recommendation	<ul style="list-style-type: none">● It is suggested to have more casual wear days.● The background of the charity will be introduced more.

Parents' Talks (HSCC)

Success criteria	<ul style="list-style-type: none">● The info. about external parents' talks are posted in website and sent through WhatsApp.
Evaluation	<ul style="list-style-type: none">● Various topics of talks were included such as National Security Law, value education, parents' online sharing session. These would provide extra information to parents.
Recommendation	<ul style="list-style-type: none">● It is suggested to encourage parents to attend parents' talks organized by different organizations in the community.● The topics related to value education are strongly recommended which echo one of the school major concerns.

3.2.3 Overall Result of Target 2.4 in SDP : Inculcate and reinforce 3R (Respect,

Responsibility, Resilience) among students through different activities.

3.2.3.1 From SD teachers' survey:

- 48 teachers completed the survey.
- About 17% teachers are generally satisfied with this aim (Level 3);
- About 77% teachers are quite satisfied with this aim. (Level 4).
- About 4% teachers are very satisfied with this aim (Level 5)
(Rate:1-5, 1 very unsatisfactory, 5 very satisfactory)
- The overall result is satisfactory.

3.2.3.2 Strategy 1 : Strengthen students' interpersonal and communication skills to interact with other students through Harmony Day and Appreciation Day.

To reinforce students' moral values and undertake civic responsibility:

Appreciation Day (MCEC)

Success criteria	● All classes should join the activity of the day.
Evaluation	<ul style="list-style-type: none"> ● Due to the social distancing measures, we had the online assembly for Appreciation Day. ● Expressing appreciation to janitors and gardeners along with the theme-based assembly was shaping a foundation of encouraging students to stay thankful in usual times. ● The cooperation with CNC (Appreciation cards) was smooth. ● Students attended the activities and prepared the materials on time. [SD meeting 21/9]
Recommendation	● The meaning of the Appreciation Day could be further enhanced. More aspects should be introduced to appreciate.

Green School Society (GSC)

Success criteria	<ul style="list-style-type: none"> ● The Environmental committee members can hold the activities successfully: ● a. One No Plastic Bottle Day per month; ● b. Students bring plastic bottle to the recycling material booth.
Evaluation	● Due to Covid-19, we could not organize recycling material booth, No Plastic Bottle Day and workshops on environmental protection this year.
Recommendation	● It is suggested to continue to have green prefects as the rep of each class and regular activities can be held so to increase their awareness about environment protection.

3.2.3.3 Strategy 2 : Further incorporate green education practices into the formal and informal curriculum.

Success criteria	● Environmental friendly activities (reading article, watching movie & butterfly workshop, No Plastic Bottle Day Campaign) : More than 80% students agree the activities can increase their awareness of environmental protection.
Evaluation	● Over 80% of students believe that environmental activities can help raise their awareness of environmental protection.

Recommendation	<ul style="list-style-type: none"> ● It is suggested that the school can find more outside resources for the workshops and seminars next year. More interesting and interactive activities such as booth games and interactive drama about green living can be held on Open Days.
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2. Conclusion and Recommendation

4.1 Due to the COVID-19, many activities of SD Committees are cancelled/changed to zoom. Still, according to the school’s major concern survey, we found that the results of all objectives are satisfactory, especially:

Target 2.1 – “Teachers’ consensus about the importance and the need for promoting value education in a holistic way is established..” (Level 4 : 81%, Level 5 : 4% = Total 85%).

Target 2.4 – “Inculcate and reinforce 3R (Respect, Responsibility, Resilience) among students through different activities.” (Level 4 : 77%, Level 5 : 4% = Total 81%).

According to SD survey, the following areas of Student Development got a satisfactory result, especially in:

- Spiritual development (Qt 11):
 - Level 3 – 62%
 - Level 4 – 34%
 - (=Total 96%)
- MCEC programs (Qt 12):
 - Level 3 – 80%
 - Level 4 – 18%
 - (=Total 98%)
- Parents & school co-operation (Qt 13):
 - Level 3 – 74%
 - Level 4 – 24%
 - (= Total 98%)

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

1. To enhance the scope and depth of students’ participation in ECA. AIMS program (previously SMART program) is to be launched in order to provide a framework for students to follow when they join the ECA. Each student is encouraged to participate in ECA across different categories so as to ensure a balanced whole person development.
2. With the relief of the COVID situation, more face to face student activities can be held. Focus will be put on training student leaders on both school and class levels. Training workshop assisted by outside organization as well as other schools will be conducted.
3. The LS and MCEC assemblies can be integrated into a Value Education Day so as to promote the national security and the Basic Law.

4. To further develop a better communication with parents, each teacher will participate in at least one PTA activity among all the activities.
5. To address the mental health issue among students, especially after the resumption of whole day school, the school will join the failure education program organized by outside organization, which provide resources and experience in developing students' growth mindset and resilience. Various events about the program will be conducted throughout the year, including form teacher lessons as part of the program.
6. With the possible resumption of the overseas Life Wide Learning Days, preparation will start in the first term.

4.2 Team members

Head of SD Department:

Lee Ka Ming(LKM)

Members:

Yan Ka Chi (YKC)

Wong Chi Wing (WCW)

Chan Wai Kin (CWK)

Wong Yu Lan (WYL)

Au Man Hung (AMH)

Chan Chun Ming (CCM)

Leung Lai Cheong (LLC)

Tam Ho Chi (THC)

Student performance

5.1 Students' academic performance (KSH)

Students are willing to participate in a wide range of academic as well as non-academic activities and competitions within and outside school. They perform well and have gained group and individual awards in inter school competitions in verse speaking, sports as well as STEM and green education.

With concerted effort in improving learning and teaching qualities, our students' performance in public examinations improved continuously. In terms of the 2022 DSE passing rate, there were nine subjects above HK average and among those subjects, there were five subjects with 100% passing rate. The school appreciated all KLA heads for putting effort on many remedial tutorials to help students getting pass in DSE. And more students got 5** / 5* in different subjects. The school suggested that KLAs should consider how to increase the numbers of level four or above. Students with better Jupas offer this year. Some got offers from The Hong Kong University (HKU), the Chinese University of Hong Kong (CUHK) and The Hong Kong University of Science and Technology (HKUST).

5.2 Students' personal growth

Students are good-hearted and well-mannered. They care about the society and are willing to take care of the needy in the community. They also show interest in joining ECA and various activities. They are friendly and welcome to embrace different cultures such as NCS students and new students. Senior form students are particularly eager to serve the school and the students by taking up student leader's role. From taking extra responsibility, these students have chance to develop their confidence and sense of belonging to the school. Most students have clear goals in studies and career. They understand their own strengths and weaknesses well.

A small portion of students are relatively vulnerable to stress and challenges. Most are able to bounce back and recover under teachers' guidance.

5.3 Students' Performance : Academic

Contest/ Competition	Title of Award	Awardee	
73 rd Hong Kong Schools Speech (English Speech) Festival	Champion	2 Faith	Cheung Tsz Wai Kinson
	First Runner Up	1 Hope	Chan Chun Wai
		2 Faith	Lai Pan Ki Cheryl
		2 Perseverance	Nareena Kaur
		2 Perseverance	To Sin Ying
		5 Love	Pang Wai Lam Zachary
	Second Runner Up	2 Faith	Tong Kin Ho Jophy
		5 Love	Chan Hoi Ching
73 rd Hong Kong Schools Speech Festival - Solo Prose Reading (Chinese Speech)	Second Place	2 Perseverance	Wong Wai Chit
	Third Place	1 Love	LAU Yan Chi
		1 Love	Yeung Pui Yi Dora
2021-2022 Senior Form Hong Kong Secondary Schools Debate Competition	Winner	4 Hope	CHAN Steve
		4 Faith	Eackamnoor Kaur
		4 Faith	Walia Gurleen Kaur
		5 Honesty	Tai Man Fei
2021 Respect Out teachers Campaign Writing Competition - Junior Form Section	Merit Award	3 Honesty	Ng Cheuk Yi
24 th Hong Kong Primary and Secondary School Putonghua Speech Contest	Merit Award	2 Faith	Hua Longjing
		2 Honesty	Fu Hoi Ching Taylor
Hong Kong ICT Awards 2021	Certificate of Merit	5 Faith	Lee Tsz Chun Jamie
		5 Honesty	Wong Oi Ying
		5 Honesty	Yip Tin Yee
The Musketeers Foundation Institute of Data Science (HKU_IDS)_Secondary School Contemporary Drawing Competition "Data is the New Art Form" Art Competition 2022	Merit	1 Faith	Cheung Hiu Sum
Organized by Hong Kong Educational Publishing Company LTD : "The 32nd Annual Book Report Competition for Secondary School Students" (Classics reading report--Senior Section:Merit)	Minor Merit	6 Honesty	Ng Sze Wing

Contest/ Competition	Title of Award	Awardee	
2021-2022 Hong Kong School Drama Festival	Award for Outstanding Cooperation	2 Faith	Lai Pan Ki Cheryl
		2 Honesty	Lao Sam
Bank of Communication Outstanding Hong Kong Secondary School Students Scholarship		6 Honesty	Lau Zhi Yi
Ng Teng Fong Scholarship		4 Honesty	Chan Chiu Ho
Sir Edward Youde Memorial Prizes for Senior Secondary School Students		6 Honesty	Ng Sze Wing
		6 Honesty	Tong Man Yue
The Third Future Engineer Grand Challenge 2021		5 Faith	Lee Tsz Chun Jamie
		5 Honesty	Wong Oi Ying
		5 Honesty	Yip Tin Yee

5.4 Students' Performance : non-Academic

Contest/ Competition	Title of Award	Awardee	
25 th Elite Snooker Club rating competition	Champion	5 Love	Wong Tsz Tsun
2021-2022 The 1st 3 SING Sea Dragon Billiard Ltd.Youth Cup	Champion	5 Love	Wong Tsz Tsun
The Hong Kong Youth Photography Competition (2020-21)	Distinction	3 Faith	Chan Yee Tung
		4 Honesty	Chan Hoi Ying
Inter_School Swimming Competition_Girls B Grade 100m Breast Stroke	Second place	2 Love	Lam Yu Ying
Inter_School Swimming Competition_Girls B Grade 4 x 50m Free Style Relay	Second place	2 Love	Lam Yu Ying
		3 Honesty	Wong King Yee
		4 Love	Lam Ka Yin
		4 Honesty	Ma Yui Hei
Inter_School Swimming Competition_Girls C Grade 50m Back Stroke	Second place	2 Perseverance	Ng Wing Tung Jacquelyn
Inter-School Snooker Competition	Second place	6 Honesty	Chau Tsang Ming
Inter-School Swimming Competition Boys A Grade 50m Free Style	Second place	4 Hope	Chan Yin Ho
2021-2022 Hong Kong Multi-Ball Style Dodgeball Championship	Second place	3 Hope	CHONG Ka Wing
		4 Hope	Lee Ho Lam
		4 Hope	Tam Ki Chun
		4 Faith	Lau Hin Ting
		4 Faith	Leung Sin Yu
		4 Faith	Sandhu Dilpreet Singh
		5 Love	Chu Kevia
		5 Hope	Wong Brandon
Inter_School Swimming Competition_Girls C Grade 4 x 50m Free Style Relay	Third place	1 Love	Kwok Yan Ling
		1 Faith	Lau Yeuk Nam Natalie
		1 Perseverance	Tsoi Tsz Ching
		2 Perseverance	Ng Wing Tung Jacquelyn
Inter_School Swimming Competition_Girls C Grade 50m Free Style	Third place	1 Faith	Lau Yeuk Nam Natalie
2022 Inter-Secondary School Dodgeball Rookie Tournament - Boys Senior Multi-Ball Style	Third place	1 Perseverance	Lau Chun Lok
		3 Hope	CHONG Ka Wing
		4 Hope	Lee Ho Lam
		4 Hope	Tam Ki Chun
		4 Faith	Lau Hin Ting
		4 Faith	Sandhu Dilpreet Singh
		4 Honesty	Cheung Lok Hang
		5 Love	Lau Chung Hei
5 Hope	Wong Brandon		

Contest/ Competition	Title of Award	Awardee	
2022 Inter-Secondary School Dodgeball Rookie Tournament - Girls Single-Ball Style -	Third place	1 Love	LAU Yan Chi
		1 Love	SHUM Yuet Tung
		1 Hope	Cheuk Sze Wing
		1 Hope	HO Tsz Yau
		1 Hope	Yip Pui Yee
		1 Perseverance	CHAN Hiu Lam Fowla
		1 Perseverance	TSE Hiu Ying
		2 Perseverance	Chan Chau Yip Callia
		2 Perseverance	Hung Hiu Wan
		5 Love	Chu Kevia
2021 Hong Kong Multi-Ball Style Dodgeball Championship	Second place Minor Merit	6 Hope	Lau King Hang
2021 Event 2 Hong Kong under-21 snooker open championship	fourth place	5 Love	Wong Tsz Tsun
2020-2021 The 21 st "Aoxiang New Generation" All-round Youth Leadership Training Program	The most creative expression award	4 Faith	Tsang Hin Ho Hugo
		4 Honesty	Chan Hoi Ying
		4 Honesty	Leung Tsz Yiu
		4 Honesty	Mok Nga Sin
		4 Honesty	To Cheuk Nam
		4 Honesty	Wong I Shun Eliah
		4 Honesty	Wong Ka Hon
		4 Honesty	Wong Tin Wan
2021-2022 Second Round Mock Trial Competition (Secondary School)	The Best Mooter	2 Love	Mok Sze Nga
		4 Love	Chung Yik
JOCKEY CLUB ICH+ INNOVATIVE HERITAGE EDUCATION PROGRAMME (Merit in 'Pass It On@Secondary' course)	Merit	3 Love	Chew Hoi Ying
		3 Honesty	Lee Ching Lam
		4 Faith	Lee Pui Ying
		4 Honesty	Chan Lok Lam
		4 Honesty	Jung Hiu Wing
JOCKEY CLUB ICH+ INNOVATIVE HERITAGE EDUCATION PROGRAMME _ Completed 'Pass It On@Secondary' course	Completed	1 Perseverance	Lau Chun Lok
		2 Hope	Hui Wai Ting Amelie
		3 Faith	Lau Sze Wai
		3 Honesty	Cheung Sin Tung
		3 Honesty	Wong Hoi Ching
		4 Love	Poon Wing Yan
		4 Hope	To Wing Suet
		4 Faith	Tsang Hoi Ki
		4 Honesty	Lai Tsz Yiu
		4 Honesty	Wong Yan Yiu

Contest/ Competition	Title of Award	Awardee	
2021-2022 Hong Kong School Drama Festival	Award for Outstanding Audio-visual Effects	1 Love	Yeung Pui Yi Dora
		1 Honesty	So Ting Hei
		1 Perseverance	Yau Tsz Ching
		2 Love	Ho Tin Yu
		2 Faith	Lai Pan Ki Cheryl
		2 Honesty	Lao Sam
		2 Perseverance	Tsang Wing Yu
		2 Perseverance	Wong Wai Chit
		3 Love	Lee Lok Hin
		3 Faith	Chan Wang Hin
		3 Faith	Yau Hoi Ying Sophie
		4 Love	Cho Ching Hei
		4 Love	Wong Hao Yan Ivan
		4 Faith	Yen Wing Shan
2021-2022 Hong Kong School Drama Festival	Award for Outstanding Performer	2 Perseverance	Tsang Wing Yu
		4 Faith	Yen Wing Shan
2021-2022 Hong Kong School Drama Festival	Award for Outstanding Cooperation	1 Love	Yeung Pui Yi Dora
		1 Honesty	So Ting Hei
		1 Perseverance	Yau Tsz Ching
		2 Love	Ho Tin Yu
		2 Perseverance	Tsang Wing Yu
		2 Perseverance	Wong Wai Chit
		3 Love	Lee Lok Hin
		3 Faith	Chan Wang Hin
		3 Faith	Yau Hoi Ying Sophie
		4 Love	Cho Ching Hei
		4 Love	Wong Hao Yan Ivan
		4 Faith	Yen Wing Shan
A.S. Watson Group Hong Kong Student Sports Award	5 Hope	Wong Brandon	
Hong Kong Arts Development Council_Arts Ambassadors-in-School Scheme_Certificate	4 Honesty	Jung Hiu Wing	
The Best Witness in the First Round Mock Trial Competition (Secondary School)	5 Faith	Lee Tsz Chun Jamie	
The classic famous sentence radio drama competition	4 Love	Chan Yu Hong	
	4 Love	Chung Yik	
	4 Love	Cui Yingru	
	4 Hope	Yiu Sum Yi	
Future Stars - Upward Mobility Scholarship	3 Faith	Guo Jun Ni	
	4 Honesty	Wong Ka Hon	

Feedback on the Future planning

In response to the suggestions for improvement by the EDB External School Review (ESR) team in November 2020, we have reviewed all the findings and drawn up a 3-year School Development Plan SDP (2021-24). We have integrated the cyclical process of Planning, Implementation and Evaluation (PIE) to our development plan to optimize the performance of each concerned area.

Other than the suggestions for improvement, the ESR team also recognized that STCC student's improvement in both academic and non-academic areas was remarkable. In 2021-22 school year, STCC has continually implemented the goals, strategies, and take action steps that aim to improve the quality of education students receive. In particular, STCC emphasis on self-directed learning and value education.

New initiatives to enhance Teaching & Learning:

STCC has been implemented the BYOD scheme since September 2020 for using IT to enhance the effectiveness of learning and teaching. We have tried out various tools to further exploit the advantages of using mobile computer devices to achieve learning effectiveness, particularly during remote learning period. To further enhance students' motivation, teachers have adopted different pedagogies and technology applications for online teaching to achieve positive outcomes. In the last school year, students' information literacy has shown significant improvement.

We have always been striving to strengthen the promotion of reading and help students building up reading habits from young age. To encourage using technology to support reading, the school e-book databases has been expanded and this is proven effective in engaging students. In addition, we have organized various reading programs such as book-crossing corner, inter-class reading competition, etc.

STEAM is also one of our key focuses which build the creative problem-solving and critical thinking skills students will need in the future. We would continue to improve our facilities to support the STEAM education and provide more opportunities for students to engage in experiential learning. This year we have encouraged students to participate in various STEAM competitions and attained several related awards.

We believe that value education plays a significant role in cultivating students' positive values and prepare them for the challenges they face. This year various initiatives have been implemented to emphasis on value education. As the prolonged Pandemic and social isolation had a huge impact on students learning across many dimensions in particular in students' emotional health, we see failure as an opportunity for students to receive feedback on their strengths as well as their areas of improvement. We have been trying to establish a culture with a learning approach to failure. We made use of class teacher time to promote learning from failures, and help students build resilience thru their daily life.

To offer students with equal emphasis on practice and theory linked to broad professional and vocational fields, we will start offering Applied Learning (ApL) from 2022-23, and the newly launched subject is Tourism & Hospitality. This diversified learning platform aims to enhance students' vocation-related competencies. It has been proven that ApL would help students explore their career aspirations and orientation for lifelong learning.

In the upcoming year, STCC will participate the "Diversity at School" project funded by the Jockey Club. The project would support us to build up a School-based Diversity Management

Model to tracks and manages all the student performance related data. With its unique integrated assessment features, teachers could easily compare, analysis and identify students' need in different dimensions, and provide supports to facilitate their learning and personal development.

At STCC we continually strive to provide students' with equal and quality learning opportunity. 2021-22 is the 6th cohort of our Non-Chinese Speaking students admission. We would continue to enhance our support toward NCS students regardless of their races.

With the relaxing of isolation requirements and the ease of travel measures for travelers worldwide, STCC would resume our school exchange programs in a gradual manner. We plan to offer a wide range of school exchange activities for students such as cross-cultural interflow, language learning, sports or art exchange, community services, etc. The connection with overseas or mainland sister schools would be further expanded. In the meantime, exchange with local Primary and Secondary schools has been carried on. The school management has been visiting different Primary schools for admission and school promotion purpose. Besides, our students were actively participated in various joint-school programs such as student leaders' training and related seminars.

To enhance teachers' professional development, we have engaged the Quality School interflow Improvement Project (QSIP) team to help Strengthen teachers' professional capacity. During the year, the QSIP team has scheduled numerous lesson observations and post-lesson discussions. They arranged collaborative lesson planning meetings and gave advices on design of learning activity for the enhancement of learning and teaching effectiveness. In addition, mentoring support were provided for panel heads and middle managers to refine their feedback skills. Thru the program teachers were encouraged to sharing of good practices. In the upcoming year the team would continue to support our PD development.

Financial Summary

for the 2020-21 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of % of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to)	76.67%	N.A.
School Fees	N.A.	22.76%
Donations	0.00%	0.00%
Other Income	0.20%	0.37%
Total	76.87%	23.13%
EXPENDITURE (in terms of % of the annual overall expenditure)		
Staff Remuneration	83.98%	
Operational Expenses (including those for Learning and Teaching)	7.44%	
Fee Remission / Scholarship ¹	3.77%	
Repairs and Maintenance	1.81%	
Depreciation	2.39%	
Miscellaneous	0.61%	
Total	100%	
Surplus/(Deficit) for the School Year[#]	0.89 month of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the end of the School Year[#]	5.91 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the 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 .

ECF Saint Too Canaan College
2021-22 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 2021-22.

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 290 periods)
- 2.4. Exam Invigilation (Total no. of invigilation hours: Around 246 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 96% 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 aimed to evaluate the effectiveness of teaching assistants to alleviate teachers' workload is conducted in this school year. The result is as follows:

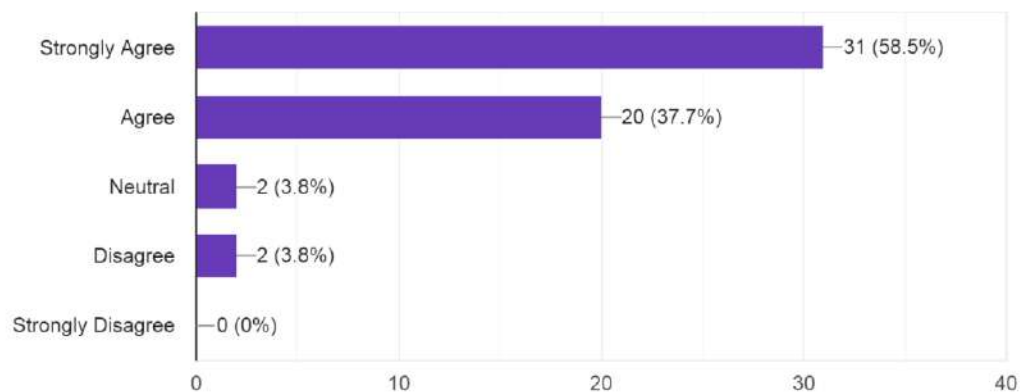
Target : All teachers

Number of questionnaires distributed : 66

Number of questionnaires collected : 53

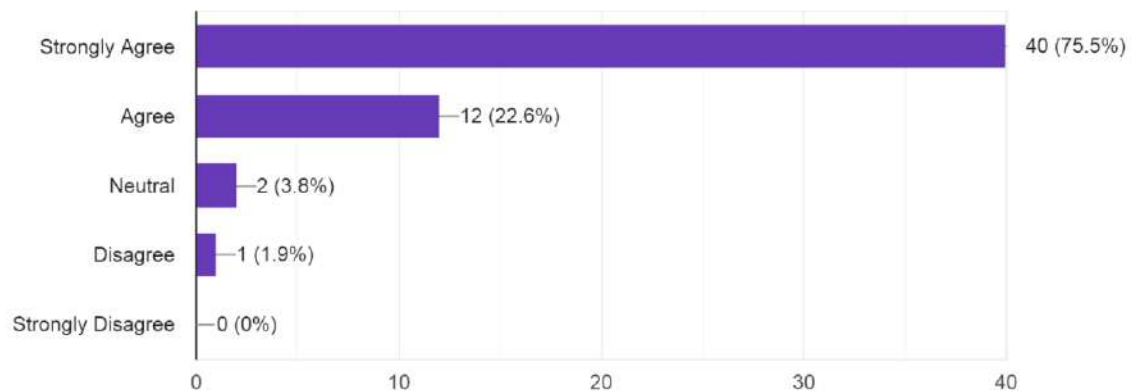
1. TAs can share my teaching related duties, e.g. preparation for teaching materials and lesson substitution.

53 responses



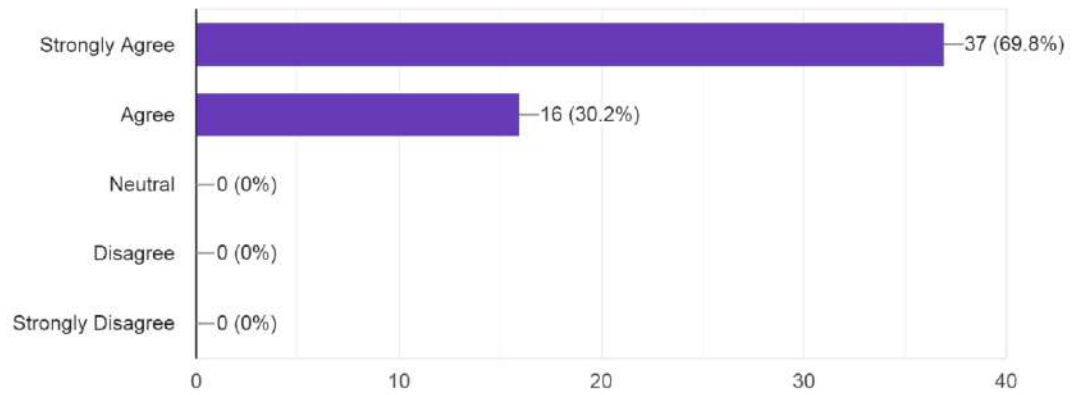
2. TAs can share my non-teaching duties, e.g. invigilation for test and exam, questionnaire statistics, student outdoor activity, patrol and taking minutes.

53 responses



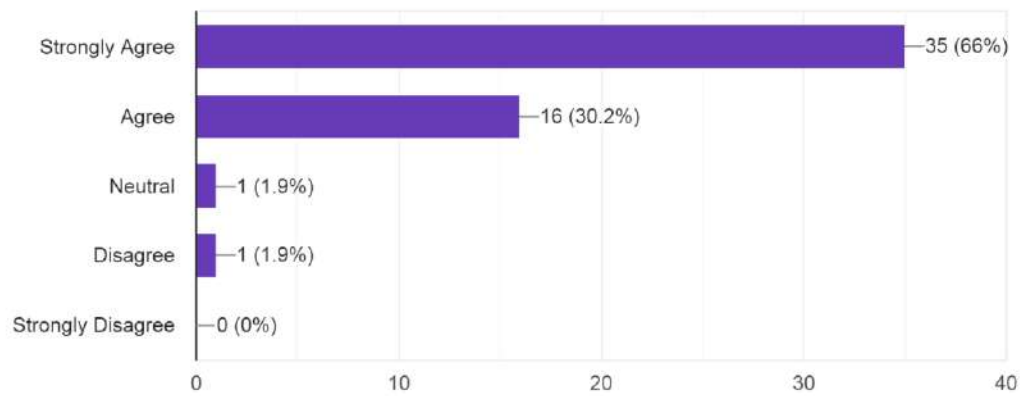
3. TAs can provide administrative and clerical support for my KLA/functional group.

53 responses



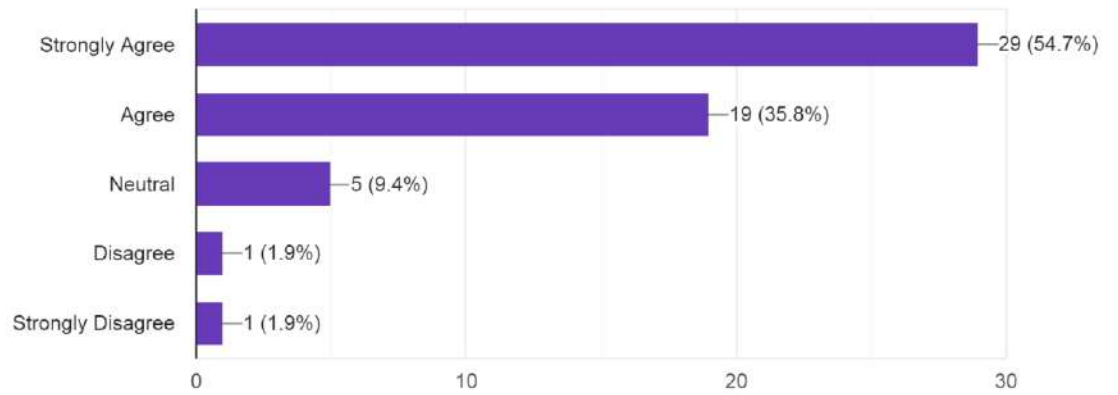
4. Overall, TAs can relieve my workload.

53 responses



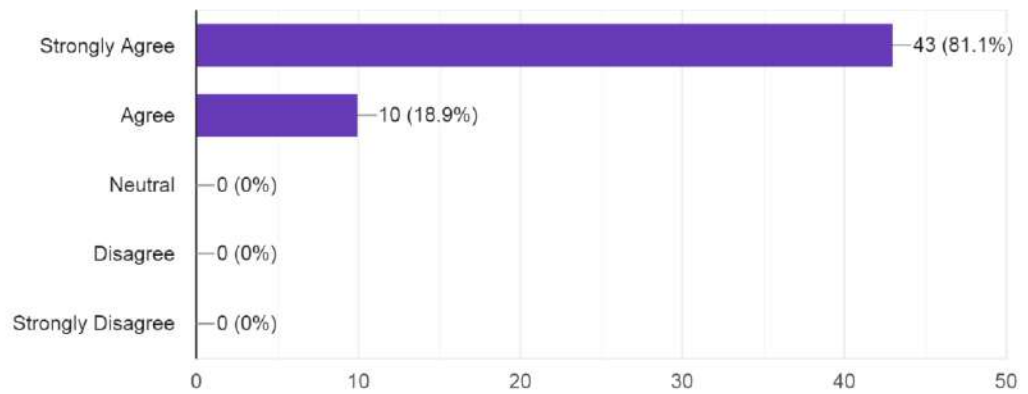
5. I can have more time to prepare my lessons.

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 2021/22 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.: 2372 0033

A. The number of students (count by heads) benefitted under the Grant is 54 (including A. 4 CSSA recipients, B. 27 SFAS full-grant recipients and C. 23 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 (HK\$)	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						
Aesthetic Development (A Cappella Class, Canaan Band Club, Face Painting Workshop, Model Scene Interest Class, Model Society, Wooden Toy Workshop, Campus Beauty Committee and VA Society)	1	10	9	77%	10/2021-5/2022	6,600	Skill-based training, questionnaire	Wong Gilbert Ho Cheun, Soo Kwan Hong, Lui Cheuk Wing	
Physical Development (Fitness Training Class, Rope Skipping Class and Basketball Club)	1	3	1	98%	10/2021 - 5/2022	2,150	Skill-based training, questionnaire	Cheung Ka Ho, Chow Man Wai	
Intellectual Development (Board Game Society and English Writing Course)	0	6	6	100%	10/2021 - 5/2022	7,130	Good attitude / nurture the critical mind / writing skill	/	
Service Group (Red Cross and The Boys' Brigade)	1	2	4	90%	10/2021 - 5/2022	1140	Teachers' observation : Discipline and serving heart	/	

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (HK\$)	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						
Ikenobo Club		1		100%	10/2021 – 5/2022	3,600	One exam held in the last lesson	Leung Wing Yee Sally	
Cooking Club		1		42.86%	10/2021 – 5/2022	80	Good learning attitude and cooking skill	/	
ICAC Cooking Activity	1	2	3	71%	10/2021 – 5/2022	225	Good learning attitude and cooking skill	/	
Organic Garden		1		16.67%	10/2021 – 5/2022	300	Good learning performance, serious attitude in farming	/	
Worm Growing Project		1		100%	10/2021 – 5/2022	400	Good learning performance, serious attitude in learning the scientific knowledge and skill	/	
Total no. of activities:									
@No. of man-times	4	27	23		Total Expenses	21,625			
**Total no. of man-times	54								

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 involvement		✓				

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): Due
- to epidemic, the number and frequency of activities had to be reduced. Besides, subject to the_
vaccination requirement, students' attendance rate is lower.

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 2021/22 school year**

Programme title	Objective	Targets (No./level/selection)	Duration/ Start Date	Deliverable	Evaluation	Expenditure
Tutorial for elites for different DSE subjects	To tailor-make course to enhance the learning effectiveness of different DSE subjects	Selecting elite students for enhancing their exam skills	September 2021- July 2022	- Assignments & tests	Students behaved well and learnt different exam-orientated skills. Assessments and regular exercises were carried out. The attendance of students was high.	\$32,175.00
Debate Skills Training (Chinese)	To enhance students debating skills in Chinese	Students who are presentable and with analytical skills were recommended by teachers.	September 2021 – March 2022	- Regular practice. - Join inter-school competition	Students were well trained with different debating skills. The attendance of students was high.	\$16,987.50
VA Tutorial for senior form students	To tailor-make course to enhance the learning effectiveness and exam-oriented skills	Selecting senior forms VA students recommended by subject teachers	September 2021 –December 2021	- Regular drawing practice - Exam-oriented skills - Assignments	Students performance was satisfactory. The assignments are of satisfactory quality. The attendance of students was high.	\$12,900.00

**Report on the Use of the Life-wide Learning Grant
2021-2022 School Year**

Category 1: To organise / participate in life-wide learning activities

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses	Nature of Expenses*	Essential Learning Experiences (Please put a ù the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or 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													
	Debate Team Developing strong and more confident public speakers whom use the Chinese language in a debate context.	Chinese Language	10/2021-05/2022	S2, S3, S5	13	Teachers' feedback and competition result	250	E1	✓					
	English Speech Team Developing confidence in themselves when speaking in English, in addition to learning teamwork and effective communication skills, or students could polish their interpersonal communication skills in a relaxed English speaking environment.	English Language	10/2021-05/2022	S1-S5	18	Questionnaire	6575	E1	✓					
	Music: School Choir Voice projection techniques and expanding vocal range: Students were experiencing the fun of chorus through demonstrating a chorus and the simple techniques of singing choruses.	Arts and Physical Education	10/2021-05/2022	S1, S2, S4	19	Questionnaire	51513	E1			✓			
	Music: Mini-Orchestra Assembling students who have excellent potentials of playing musical instruments. The instructor customized practice advices and schedules for the members, for guiding members to perform as outstanding as possible. The orchestra also performed with the school choir and teachers during multiple special programs.	Arts and Physical Education	10/2021-05/2022	S1, S2, S4	11	Questionnaire	20800	E1			✓			

	Sports Team Coach Professionalism was the foundation of inspiring the athletes of the school to make evident improvements from time-to-time. This practice was also securing the quality of students' performances when they were in exercise competitions.	Arts and Physical Education	10/2021-05/2022	S1-S6	141	Appendix IV Questionnaire	\$ 281,003	E5			✓		
	Subsidies for ECA Developing students' potentials and leadership through organizing and participating the extra-curricular activities. Different aspects like the intellect, values and serving heart were nurtured.	Potential Development Committee	10/2021-05/2022	S1-S6	685	Questionnaire	98927	E1	✓	✓	✓	✓	✓
	GSC : Living Farms Program Lessons and workshops were delivered to students to nurture nature knowledge.	Green School Committee	10/2021-05/2022	S1-S2	30	Questionnaire	10000	E1	✓				
	LS : Living Farms Program Lessons and workshops were delivered to students to nurture nature knowledge.	Liberal Studies	10/2021-05/2022	S1-S2	30	Questionnaire	10000	E1	✓				
	SNC : CMT Camp Fee Students were invited to join the camp to further deepen their belief in Jesus. There were also adventure programmes to build up the relationships among students.	Spiritual Nurturing Committee	30/10/2021	S1-S5	28	Questionnaire	8328	E1		✓			
	Leadership Training Program Relieving stress from the games after tests and exams, yet the students had more suggestions on managing the skills of strategic planning and effective communication.	Student Development	1/8/2022	S3-S5	60	Feedbacks from teachers	877	E1	✓	✓	✓	✓	

(Please insert rows above if the space provided is insufficient.)

Sub-total of Item 1.1 488273

1.2 **Non-Local Activities:** To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons

	Overseas tours cancelled due to epidemic.						\$0.00						
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(Please insert rows above if the space provided is insufficient.)

Sub-total of Item 1.2 \$0.00

Expenses for Category 1 \$488,273.00

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (\$)
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Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	685
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	Reading, materials & activities	Library	The library purchased books and readers that inspire students to found greater reading habit.	642	E7
(Please insert rows above if the space provided is insufficient.)					
Expenses for Category 2				\$642.00	
Expenses for Categories 1 & 2				\$488,915.00	

* : 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.)
- E2 Transportation fees
- E3 Fees for non-local exchange activities / competitions (students)
- E4 Fees for non-local exchange activities / competitions (escorting teachers)
- E5 Fees for hiring expert / professionals / coaches

- E6 Fees for students attending courses, activities or training organised by external organisations recognised by the
- E7 Purchase of equipment, instruments, tools, devices, consumables
- E8 Purchase of learning resources (e.g. educational softwares, resource packs)
- E9 Others (please specify)

Number of student beneficiaries:	685
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post):	CWK (Head of PDC)
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**ECF Saint Too Canaan College
Grant for the Sister School Scheme
2021/22 Annual Report**

Name of Sister School: 深圳市坪山區中山中學 (pair-up)

Date of Forming Sister School Pair: 16th December 2019

Other sister school: 廣東番禺中學 / 番禺實驗中學 (contacted in 2005, reconnected in June 2021)

Our school conducted the following exchange activities with our sister school:

Item No.	Item Name and Content of the Exchange Activity	Intended Objective(s)	Monitoring / Evaluation	Grant Allocation
1.	<p>Online conference on management with Shenzhen Zhongshan Secondary School was held on 8th July 2022</p> <p>i. The Principals of both school shared and exchanged the school philosophy.</p> <p>ii. Middle management and L&T head share the teaching effectiveness and explore any possible online exchange or visits in the future.</p> <p>iii. Both schools shared the latest school introduction video.</p>	<p>Management staff</p> <p>i. Exchange and share management experience under pandemic</p> <p>ii. Upgraded sanitary facilities under pandemic</p> <p>iii. To understand the teaching pedagogy of the sister school</p> <p>Participated staff: Principal, Vice-Principal, Assistant Principal, Executive Officer and I.T. Technicians</p>	<p>Evaluation meeting was held to discuss the effectiveness of the conference and discuss how to execute more online exchange or visit in the future</p>	<ul style="list-style-type: none"> ● AV hardware to facilitate smooth execution of the online conference ● Official school video design and production in order to let sister school understand the latest development of our school <p>HK\$: 116,800</p>

Item No.	Item Name and Content of the Exchange Activity	Intended Objective(s)	Monitoring / Evaluation	Grant Allocation
2	<p>2-day visit to sister school in Shenzhen (if applicable, depends on Pandemic)</p> <p>School visits cannot be conducted due to the COVID-19 pandemic.</p> <p>During the planning stage of the school visits, we have prepared the latest publication to introduce our school to the sister school.</p>			<p>Collateral and publication production including design fee</p> <p>HK\$: 63,450</p>

Financial Report for 2021-22:

Grant for the school year 20/21	HK\$ 156,035
Grant for the school year 21/22	HK\$ 157,127
Expenditure	HK\$ 180,250
Surplus / (Deficit) for the year	<u>HK\$ 132,912</u>

**Report of Learning Support Grant (LSG)
for the 2021/22 school year**

Name of Activity	Objective of Activity	Target Group	Duration	Success Criteria/ Evaluation Method	Effectiveness	Actual Expense/ Average Expense
Clinical Counselling Service	To provide individual counselling	Students with emotion needs	11/2021-6/2022	Participants' comments; Teachers' observation	The service of outsource organization is satisfactory. Students' ability has been enhanced.	\$60,000
English Enhancement Class	To enhance English learning ability	Dyslexia	9-10/2021	Students' survey & Teachers' observation	Teacher's performance is professional. The teacher can guide students to participate actively. Students' improvement is obvious.	\$7,500
Assessment fee	To subsidize the assessment fee of a SEN student	SEN student	11/2021-6/2022	Diagnosis as student with special need and supported by assessment report and fee receipt.	Can share the financial burden of parents.	\$6,000
Employment of Teaching Assistant	To recruit a Teaching Assistant to support SEN admin & student service	SEN students	Whole year	Performance appraisal	Provide support in an effective manner	\$207,201.09
Employment of Teacher	To subsidize the salary of teacher in charge of SEN Committee	SEN students	Whole year	Performance appraisal	Plan the support strategies to SEN students in an effective manner	\$468,474.38
Employment of Counsellor	To recruit a Counsellor to provide professional service to SEN students	SEN students	9/2021-11/2021	Performance appraisal	Provide individual counselling and support the activity implementation in an effective manner	\$109,554.45

ECF Saint Too Canaan College
Report on the Use of the Promotion of Reading Grant
2021-2022

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)

To enhance the reading interest and habits of students through cross-curriculum reading policies for fostering student's self-directed skills of extended and deep learning, Reading Time is implemented in every Day 2 and Day 4 from S1 to S3 students in the few years. The average passing rate of Reading in 2021-22 of S1 maintains high passing rate (91%). The marking criteria of 'Reading' including students' reading sharing, attitude and subject reading performance can effectively assess students' various ability and attitude of reading. Students mainly obtain the higher grading by oral presentation skills. Electronic assessment about reading of different subjects and different printed or electronic reading materials and reading scheme is considered as the marking of reading.

Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

Reading Time with schedule is established to strengthen the reading habit of students. Book recommendation by subject teachers will be suggested in Reading Time schedule and these book-sharing activities can be held regularly, like once a month and follow-up reading quizzes for students to answer. Content such as the introduction of e-reading platforms such as Eclass and Hyread or presentation skills can be added in the content of the Reading time as well. Reading activities are held during the Reading Days. It is satisfactory to initiate reading atmosphere in the week in which facilitates students to learn and read in the whole school level. Students are satisfactory especially towards the reading assembly. The popular activities like book exhibition and book crossing can be held if the time and venue is available.

Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	\$63,128
	<input checked="" type="checkbox"/> Printed books (\$11,007+\$11,321) = \$22,328	
	<input checked="" type="checkbox"/> e-Books (E-class and Hyread eBook) (\$21,000+19,800) = \$40,800	
2.	Web-based Reading Schemes	\$11,155
	eRead Scheme	
	<input checked="" type="checkbox"/> Other scheme: Wisenews e-reading scheme	
3.	Reading Activities	
	Hiring writers, professional storytellers, etc. to conduct talks	
	Hire of service from external service providers to organise learning activities related to the promotion of reading	
	Paying the application fees for students to participate in reading activities and competitions	
	Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others : _____	
	(2122 Reading Grant: \$62,851)	Total \$74,283
	Unspent Balance	(\$11,432)

* Please tick the appropriate boxes or provide details.

Report on Use of Citizenship and Social Development Grant 2021-22

Area	Budget (HK\$)	Actual Expenses 2021-22
Developing or procuring relevant learning and teaching resources	\$50,000	\$6,375.80
Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	\$100,000	
Organising school-based learning activities relating to the CS curriculum	\$50,000	
Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	\$100,000	
Others (please specify):		
Total Budget:	\$300,000	\$6,375.80
Unspent Balance:	\$293,624.2	

Report on the Use of the Student Activities Support Grant
2021/2122 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$56,550.00
B	Expenditure in the Current School Year:	\$11,921.70
C	Unspent Amount to be Returned to the EDB (A – B):	\$44,628.30

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	12	\$2,679.50
Full-grant under the School Textbook Assistance Scheme	34	\$6,969.60
Meeting the school-based financially needy criteria	18	\$2,272.60 (capped at 25% of the total allocation for the school year)
Total	64	\$11,921.70

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Badminton Team (Cultivate students' interest in badminton through different forms of training, and help students establish a lifelong exercise habit.)	Physical Education	6	\$1,375.00			✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
2	Girls Basketball Team (Teach basic basketball skills, through modified games and team building tasks.)	Physical Education	2	\$500.00			✓		
3	Boys Basketball (Teach basic basketball skills, through modified games and team building tasks.)	Physical Education	2	\$375.00			✓		
4	Dodgeball Team (Cultivating students' interest in Dodgeball through games and competitions, and help students establish a lifelong exercise habit.)	Physical Education	4	\$875.00			✓		
5	Football Team (Teach basic football techniques, and help students establish a lifelong exercise habit.)	Physical Education	3	\$750.00			✓		
6	Frisbee Team (Teach basic frisbee techniques through games and competitions, and help students establish a lifelong exercise habit.)	Physical Education	10	\$3,625.00			✓		
7	Girls Volleyball (Teach basic volleyball techniques, and help students establish a lifelong exercise habit.)	Physical Education	9	\$1,750.00			✓		
8	Boys Volleyball (Teach basic volleyball techniques, and help students establish a lifelong exercise habit.)	Physical Education	1	\$125.00			✓		
9	Table-tennis Team (Teach basic volleyball techniques, and help students establish a lifelong exercise habit.)	Physical Education	2	\$500.00			✓		
10	Fencing Team (Introduce different forms of fencing and basic fencing techniques.)	Physical Education	2	\$250.00			✓		
11	Climbing Team (Introduce different climbing techniques, and to train the perseverance of students)	Physical Education	2	\$500.00			✓		
12	VA Visit Fee (Enhance students' appreciation techniques of arts) [Cir 46]	Arts (Visual Arts)	2	\$100.00			✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
13	Geog Field Trip Transportation Fee (Widen students' exposure and deepen learning through real experinece) [Cir51, 63, 105A& 105B]	Geography	19	\$1,196.70	✓				
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			64	\$11,921.70					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			64	\$11,921.70					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for LWL (Name & Post):	CWK (Head of Potential Development Committee)
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