

ECF Saint Too Canaan College
2007-2008 Learning & Teaching Department
Annual Report

1 Aims

- 1.1 This department aspires to plan and implement updated but suitable curricula, reliable assessment system, appropriate language policy and assignment policy and procedures.
- 1.2 Hence, learning experiences are deliberately provided for students to construct knowledge, to acquire thinking methods and self-learning habits, to develop the potential, to enjoy intellectual growth, and to pursue excellence. The students will then contribute to society with vision and passion.
- 1.3 In order to achieve the above aim, this department must from time to time be aware of the change in social and educational environment, enhance the teachers' professional experience and teaching effectiveness, grasp the learning conditions of students and coordinate physical facilities and informational resources.

2 Objectives

- 2.1 Students enhance their language proficiency and can actively utilize the opportunities in the intra-lesson time or extra-lesson time to speak English.
- 2.2 Teachers can actively use various channels to enhance the teaching effectiveness.
- 2.3 Strengthen the learning atmosphere and learning attitude of the students.
- 2.4 Prepare for the NSS.

3 Evaluation

3.1 Evaluation of the overall level of achievement on the aims

3.1.1 Curriculum

- 3.1.1.1 The KLA of English Language was successful to gain subsidy from EDB to launch all-round in-lesson English enhancement courses for junior forms. So far, the progress and effectiveness were good.
- 3.1.1.2 Preparation of NSS is in progress, as evaluated below.
- 3.1.1.3 Curriculum mapping is being done in KLAs.
- 3.1.1.4 Curriculum tailoring is still applied for some classes due to varied abilities. But much precaution is taken not to deprive those capable students from widening their scope.
- 3.1.1.5 Many policies related to curriculum implementation were strengthened in the year, from admission of students, class formation to add/drop of electives.

3.1.2 Assessment

- 3.1.2.1 SBA's were furthered strengthened in language subjects, as well as those subjects as requested in public examinations.
- 3.1.2.2 TSA was used as a good reminder for teachers to assure basic competency in our junior students.
- 3.1.2.3 All-round and continuous assessment were prevailing to assure progressive performance. At the same time, the weights of summative assessment were raised, as a means to guide them for excellence.
- 3.1.2.4 Inspection of examination papers was smooth. The quality about format was much improved. Filing system was very good.
- 3.1.2.5 Make-up examination was employed for S.1 students. It led to further discussions.

3.1.3 Language policy

- 3.1.3.1 It was the main objective of the year, and was evaluated below.

3.1.4 Assignment policy & procedure

- 3.1.4.1 The homework policy and procedures still attracted a lot of manpower and staff felt

- burdensome. But staff still insisted the procedures as it functioned to up-keep the learning habits of our students who are relatively lower in self-management and self-motivation.
- 3.1.4.2 “Grace day” was still used and still caused some procrastination among students, but less serious than before.
- 3.1.4.3 Students were more ready to use the self-advancement scheme to improve homework submission. The results were better than before.
- 3.1.5 Learning experiences
- 3.1.5.1 More teachers went to learn BBL and the strategies learnt helped the students.
- 3.1.5.2 More classes had LS and hence more involved in interactive mode of learning.
- 3.1.5.3 KLAs had organized non-classroom learning context for students, e.g. inter-class competition, speech festivals, music festival, inter-school athletic meets, science project competition, thematic weeks, visit to museum, camp and study tours... They were worth implementing for the comment from teachers are very favourable.
- 3.1.5.4 S.1 split class in language subjects widen the students’ learning experiences.
- 3.1.5.5 About reading for learning, more exhibitions were organized. Oral reporting was strengthened in the reading lessons. It was amazing that more students could share experience in morning assemblies.
- 3.1.5.6 Overall speaking, it was a good improvement.
- 3.1.6 Learning atmosphere
- 3.1.6.1 It was the main objective in the year. Detailed evaluation was given below
- 3.1.6.2 About reading
- 3.1.6.3 Overall speaking, it was a good improvement.
- 3.1.7 Support for teachers
- 3.1.7.1 7 teaching assistants (TA) were employed to assist teachers. But, KLAs were not effective in assigning and allocating jobs to the TAs. But, the TAs had taken a lot of lesson substitution duties
- 3.1.7.2 The teachers were supported to pursue Master Degree about liberal studies and languages. Teachers were also willing to attend recognized seminars. All these helped their teaching.
- 3.1.7.3 Some supports were related to teaching effectiveness and were to be evaluated below.

3.2 Evaluation of the overall level of achievement on the objectives

- 3.2.1 Students can actively speak English
- 3.2.1.1 Clear MOI schedule was issued to guide subjects, classes and teachers by the EMI targets this year. Not all KLA heads had followed up the % of English used according to this schedule after lesson observation. Statistics had been collected but in early April and at the term end. Timely issues with close supervision will empower teachers to insist.
- 3.2.1.2 The plan of 4 NETs was not smoothly implemented due to difficulty in recruitment. But, the final steady state of 3 NETs helped in fulfilling part of the planned objectives.
- 3.2.1.3 The English Speaking Day was much enforced than before. However, portion of teachers were still reluctant to speak English outside classrooms. It was much encouraging that some committees had used the ESD and proceed activities in English. Also, the students were admired when they shared reading experiences in English in morning assembly. However, culture has a long run to establish.
- 3.2.1.4 Many committees and KLAs were generally less responsive to display their boards and slogans in English. However, L&T had displayed some amount of mottoes and maxims in classrooms and corridors according to the decisions of EMI Focus Group,

though in the middle of the year onwards. The effect would be better if they were promoted with sharing.

- 3.2.1.5 The EMI Focus Group, as formed in SDC, helped in enforcing using English in the campus, though the group caused some unexpected loading to some teachers. The usage of the statistics after each ESD should be prescribed and administered clearly next year.
- 3.2.2 Teachers can actively use various channels to enhance the teaching effectiveness.
 - 3.2.2.1 Teaching Strategy & Effectiveness group (LTT) had set out clear basic steps and schedules for KLAs to follow for peer lesson observation. LTT had also monitored the progress then. Most teachers perceived that the steps were complied with better this year. They benefited from the peer lesson observations. These in turn improved the learning atmosphere.
 - 3.2.2.2 The duty roster system of weekly assembly and reading lesson were adjusted to create space for peer lesson preparation. However, half of the teachers perceived them to be ineffective. L&T meeting also revealed that in the 'space' subject teachers could not be available simultaneously.
 - 3.2.2.3 Some Friday after-school sessions were pre-assigned for peer lesson preparation. The language KLAs were good to use them to operate training sessions. Some teachers did not make use of the space as they had the preparation at other time slots.
 - 3.2.2.4 Two Friday after-school sessions were used by two speakers to share teaching strategies. The teachers were attentive, learned the practical skills and attracted to be eager for more. Hence, 9 teachers had joined the BBL program.
 - 3.2.2.4 The principal and L&T Head had also conducted lesson observations. The KLA heads reported that the post-lesson conferencing helped them master the functions of lesson observations.
- 3.2.3 Strengthen the learning atmosphere and learning attitude of the students.
 - 3.2.3.1 Two "academic days" were established. It really helped structure the learning life of students and for KLAs to implement activities, e.g. subject-based ones, uniform tests, supplement lessons and others.
 - 3.2.3.2 The scope and quota of service and activity of students were confined to "1+2 or 2+1" scheme. L&T members reviewed in the meeting that the scheme had directed the students to organize their life.
 - 3.2.3.3 Mid-term presentation ceremony of academic results was organized and was well reported by teachers that it served to motivate for learning.
 - 3.2.3.4 Welcomed were the following policies: early announcement of graduation, promotion and repeat criteria, and the ranking of academic position in form. They functioned to orientate the students in striving for better results. They were good especially for S1 students. Occasional assemblies for various forms were effective to remind and raise their spirit.
 - 3.2.3.5 LTL had tried the best to explore some venues for S5 and S7 students' self study. Finally canteen was employed. On average, about students used the facilities. Also, the physical conditions of canteen were not the most favourable. Further measures should be devised.
 - 3.2.3.6 The reading lessons of S5 and S7 were drafted to enhance the teaching periods of subjects. This policy was welcomed to released the tension of teaching schedule and practicing for public examinations.
 - 3.2.3.7 Supplement lessons for S5 had been centrally coordinated to fulfill the efficiency purpose. Some learning activities of some KLAs were hence facilitated. Overall speaking, teachers were not ready to convey the very purpose to students and the latter's spirit was not highly lifted enough to sustain the drilling.
 - 3.2.3.8 Elite program for S.5 was still in force but the enthusiasm of students depended on subjects and teachers. Students felt tired quite easily. Seed program in S4 was less overwhelming than last year. It was conducted also on week days. The performances of students were satisfactory.

- 3.2.3.9 It must be noted that the enrichment course and tutorial course for S1 English were well accepted and the attendance were good. In addition to the effort and arrangement of Chinese Language and form teachers, the learning atmosphere were secured. The attendance in the summer tutorial courses was also very good, though the number of classes formed was lower than expected due to reluctance of S.3 students to join the bridging program.
 - 3.2.3.10 Overall classroom management was improved due to some special students having found more suitable schools, better support for teachers and deliberate appointing teachers for classes.
 - 3.2.3.11 Inter-schools activity to enhance learning experience was not operated due to lack of human resources.
 - 3.2.3.12 Generally, the self-motivation and self-regulation in learning have to be nurtured in the long run.
- 3.2.4 Prepare for the NSS.
- 3.2.4.1 Time frame had been set at the school level. However, it was not closely expedited. It was good of Chinese, English and Liberal Studies to follow the schedule well.
 - 3.2.4.2 Elective subjects were fixed as well as the modules of respective subjects. These information were announced to staff. They should also be delivered to parents timely.
 - 3.2.4.3 Most KLAs had proceeded to utilize the respective funding and to set their operation plans. The Language KLAs were good enough to introduce tailor-made training program in-house.
 - 3.2.4.4 A large proportion of the teachers were acquiring necessary knowledge about curriculum and assessment through EDB-provided workshops. Some would use other channels, e.g. master degree programs. But also a lot of teachers were not on schedule to have acquired the respective teaching strategies which were most suitable for NSS curriculum.
 - 3.2.4.5 KLAs had been starting to focus on curriculum mapping, i.e. to uphold the continuity between the senior forms and the junior forms in the aspects of curriculum, learning habit and assessment.

4 Recommendations for the coming year

1. Content of examination paper -- Most teachers can comply with the requirements in format marks allocation. Later, KLA heads should go deeper to monitor the quality of content which should be related to learning objectives and education goals.
2. Punctuality -- Teachers' punctuality in submitting papers, reports and other documents should be improved.
3. Grace-day – This structure has to be re-considered.
4. Make-up examination – It is widely believed that make-up examination will strengthen the learning attitude of the students and reinforce their sense of crisis and responsibility. Then, the parents and students should be well informed
5. Split class – Extend the split-class mode of teaching to S.2 and S.3 in order to enhance the learning effectiveness in English.
6. Reading habit – It is the most important means of life-long learning. Reading habit of students and teachers should be enhanced.
7. Re-structure the jobs of the TAs – The team of TAs should be well planned in terms of job nature, working conditions, number of members and how to schedule tasks to them. It is a big help to teachers, but idling will ill-affect the working morale.
8. OLE – As it is a main feature of NSS, efforts must be put and series of liaison meetings be called to organize a system to incorporate the existing abundant related events, subject learning experiences and learning profiles.
9. IT in Education – It is another important means to nurture students' self-learning and life-learning ability.

10. Clear structure to follow up the EMI – English learning environment covers all groups and committees in the school. To achieve the whole-school target of promoting English learning and using environment, a separate committee can be formed to aim at 3-year plan and to monitor the implementation of programs.
11. BBL – This collection of learning-teaching strategies will surely enrich our teachers’ repertoire. More teachers should be motivated to join the training courses.
12. Peer lesson observation – This culture is on the good way to be established and reinforced. Positive experiences should be more shared in the teaching team.

5 Team Members

5.1 KLAs

English Language Education Coordinators :	LYP, KSH
Chinese Language Education Coordinators :	WYL, SSS
Mathematics Education Coordinators :	KLY, ERI
Science Education Coordinator :	CW, LPT
PSH Education Coordinators :	TCM, LKM
Technology Education Coordinators :	LYY, KYP
Liberal Studies Education Coordinators :	WCY
Art and Physical Education Coordinator :	CCT

5.2 Groups

Campus TV and A V Coordinator :	KPY
Library Services Coordinator :	YWY
IT in Education Coordinator :	EC
Teaching Strategies and Effectiveness Coordinator :	LKM
Learning Strategy and Effectiveness Coordinator :	CW
Curriculum, Assessment and Resources Coordinator :	KLY
Examination Coordinator :	KYP
Central Administration Coordinator :	LLY

Prepared by: M. T. Lam
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ECF Saint Too Canaan College
2007-2008 Student Development Department
Annual Report

1. Aims

- 1.1 Create a positive school culture based on the school mission statement and Canaan Covenant.
- 1.2 Nurture students' character focused on whole-person development.
- 1.3 Develop students' potential in preparation for their future lives.

2. Objectives

Enhance the school ethos and strengthen the students' sense of belonging and positive attitude.

3. Evaluation

3.1 Strategies and Implementation

Objectives	Strategies and implementation	Groups	Success criteria (Refer to 07-08 Annual Plan)	Effectiveness
1	1.1 The functions of Character Nurturing Committee will focus more on : 1.1.1 Character Nurturing: 2R 1.1.2 The guidance and counseling role on students' growth 1.1.3 More developing programs will be explored.	CNC	Refer to CNC Evaluation SD: Questionnaire	Marks:
	1.2 The major concerns of MCEC: 1.2.1 Establishing a positive culture through mass programs and building up good models in our school. 1.2.2 National education will be implemented on special days.	MCEC	Refer to MCEC evaluation SD: Questionnaire	
	1.3 Central Recruitment for Student Organizations and Societies 1.3.1 Election of 07-08 Student Union All students can have the right to vote. They can have more experience in organizing activities. A sense of belonging will be promoted through organizing activities. 1.3.2 Formation of Form Houses It can strengthen the students' sense of belonging if they can have their own form Houses.	SD PDC SD PDC	1.3.1 At least two parties join the Election. 90% students vote. SU internal & external questionnaire SD & PDC Questionnaire. 1.3.2 Sufficient students can be nominated into different Form Houses. PDC evaluation	Only one cabinet was formed. More than 90% students voted. They could not get the sufficient votes of support from students so the services of SU was suspended this year. Successful

	<p>1.3.3 Societies and Committee Recruitment A sense of belonging will be promoted through organizing activities.</p> <p>1.3.4 Policy on students' participation in services and activities (i.e 1 service +2 activities 2 services +1 activity) More students can have the chance to develop their potential rather than we focus on just a few students.</p>		<p>1.3.3 95% of the S.1-3 students have one post of service in class level</p> <p>1.3.4 80% of the S.4-7 students have one post of service in class level</p> <p>1.3.5 About 90% of the students can comply with the rules of *new policy</p>	<p>Successful</p> <p>Successful</p> <p>Successful Over 90% of the students could comply with this rule but some students took extra helpers' roles which made them busy and it might affect their academic results.</p>
	<p>1.4 STCC Award Scheme ---Six-year Award Scheme</p> <p>1.4.1 Students can achieve different goals if they join the award scheme.</p> <p>1.4.2 The award scheme will focus on whole-person development.</p> <p>1.4.3 It helps to develop a positive culture and a sense of belonging among the students.</p> <p>1.4.4 More students strive for excellent performance and more outstanding models should appear.</p> <p>1.4.5 Through joining the scheme, students can meet the requirement of OLE in NSS.</p>	All Committees	<p>1.4.1 84.9% S.1 students will join the scheme and hand in their book for record at least one time.</p> <p>1.4.2 63.6% S.2-3 students will join the scheme.</p> <p>1.4.3 30% of the junior students can achieve the first level of the scheme.</p> <p>1.4.4 20% of the senior students can achieve the first level of the scheme.</p> <p>1.4.5 10% of the junior students can achieve the second level of the scheme.</p> <p>1.4.6 5% of the senior students can achieve the second level of the scheme.</p>	<p>Achieved ✓</p> <p>Achieved ✓</p> <p>Only 4 senior students could achieve the first level of the scheme. No student could achieve the second level of the scheme.</p>
	<p>1.5 Leadership training</p> <p>1.5.1 More students are elected when forming houses with different forms.</p> <p>1.5.2 More leaders will be trained in organizing activities. It will enhance their sense of belonging to school.</p>	SD PDC	<p>1.5.1 80% leaders complete the program.</p> <p>1.5.2 60% leaders have good performance.</p>	<p>Achieved ✓ (Questionnaire)</p> <p>Achieved ✓</p>
	<p>1.6 Spiritual Nurturing: 1.6.1 Promote Christian values</p>	SNC	Refer to SNC evaluation	

	<p>on the school culture. Focus on spiritual leaders training.</p> <p>1.6.2 More students will be encouraged to have services in assembly. Students can have more chances to lead programs.</p>			
	<p>1.7 Health Education:</p> <p>1.7.1 More emphasis on physical and mental health education.</p> <p>1.7.2 Promote positive values on health and positive thinking on mental health.</p>	HEC	Refer to HEC evaluation	
	<p>1.8 Career guidance</p> <p>1.8.1 Provide different channels for students to become aware of their personal development.</p> <p>1.8.2 Explore more paths for their career development.</p>	CGC	Refer to CGC evaluation	

4. Team members

Head of SD Department: Wong Yuk Wah(WYW)

Members: Shek Man Kwong(SMK)

Wong Oi Yee(WOY)

Yeung Kwok Wai(YKW)

Wong Shun Yiu(WSY)

Lau Chun Por(LCP)

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Lam Chi Yin(LCY)

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Attachment

Date	Objectives	Activities	Assessment Methods	*Staff Grading	Effectiveness	Evaluation and Recommendations
Oct	1. Enhance the school ethos and strengthen the students' sense of belonging and positive attitude.	Central Recruitment	1. Total no. of responses 2. Total no. of service positions and activities 3. 1+2 policy (1 service + 2 activities 2 services + 1 activity) 4. Online questionnaire	NIL	1. Nearly 90-100% of the students can comply with the 1+2 policy.	1. Students were conscientious in the interview. 2. The recruitment started earlier in September this year. We found that the arrangement of activities was better than last year. Suggestions: 1. SD head should remind teachers not to involve so many helpers in organizing activities. The position of helpers will not be counted into 1+2 policy so some students may be overloaded with the preparation work for the activities. 2. 1+2 policy will continue to be implemented next year.

*Staff Grading: 5 point scale (5-the highest grade)

Date	Objectives	Activities	Assessment Methods	Staff Grading	Effectiveness	Evaluation and Recommendations
Oct to July	1. Enhance the school ethos and strengthen the students' sense of belonging and positive attitude.	Form Houses	1. Sufficient students can be nominated into different Form Houses. 2. PDC evaluation	2.83	1. Six Form Houses are formed this year. 2. They need to organize two types of activities. Most of the students are responsible and can complete the task by themselves.	1. They can organize more activities. 2. They can work with higher form students or SU. 3. Other comments can be found in PDC evaluation.

Date	Objectives	Activities	Assessment Methods	Staff Grading	Effectiveness	Evaluation and Recommendations
Oct to July	1. Enhance the school ethos and strengthen the students' sense of belonging and positive attitude.	STCC Award Scheme	1. Percentage of participants 2. No. of students awarded 3. Online questionnaire	2.87	S.1: 84.9% S.2-3: 63.6% S.4-6: 67.4% 1. The result meets our expectation. 2. Only 3 students get the prizes.	1. Students were passive and they did not know which activities were included in the scheme. 2. The promotion of the scheme was not enough for the teachers. 3. Teachers did not keep the record for verification. 4. The coordination with L&T was not close enough. Suggestions: 1. Strengthen the coordination with L&T. 2. More promotion should be done for both teachers and students in the beginning of the term. 3. The scheme can be compulsory for students and it has some relations with their conduct. 4. The activities in which students participate can be counted as OLE hours.

Date	Objectives	Activities	Assessment methods	Staff Grading	Effectiveness	Evaluation and Recommendations
Sep to July	1. Enhance the school ethos and strengthen the students' sense of belonging and positive attitude.	Morning assembly	Online questionnaire	3.57	1. About 80% of the Wednesday sharing are conducted by students.	<p>1. Students' sharing and participation were good.</p> <p>2. More students could use English for their sharing.</p> <p>3. Sometimes, the sharing time overran.</p> <p>Suggestions:</p> <p>1. More students can participate in the morning assembly.</p> <p>2. The Principal will have sharing on Mondays in English.</p> <p>3. It is suggested that the sharing on Tuesdays and Thursdays should be conducted in English.</p> <p>4. Some SD members suggest that teachers may use Chinese when they want to share the moral values.</p>

Date	Objectives	Activities	Assessment methods	Staff Grading	Effectiveness	Evaluation and Recommendations
Sep to July	1. Enhance the school ethos and strengthen the students' sense of belonging and positive attitude.	School assembly	Online questionnaire	3.87	Refer to SNC and MCEC evaluation	<p>1. Most assemblies were well-organized and the content was attractive.</p> <p>2. Students had positive feedback.</p> <p>Suggestions:</p> <p>1. Release the workload of form teachers.</p> <p>2. Use English instructions in each weekly assembly. But SD members suggest not using English instructions if the content of the assembly is Chinese.</p>

Date	Objectives	Activities	Assessment methods	Staff Grading	Effectiveness	Evaluation and Recommendations
Jan to July	1. Enhance the school ethos and strengthen the students' sense of belonging and positive attitude.	Leadership Training Program	Teachers' evaluation PDC evaluation	NIL	<ol style="list-style-type: none"> 1. 80% leaders complete the program. 2. 60% leaders had good performance during training (Achieved our target) 	<p>Leadership training camp: 30 students</p> <ol style="list-style-type: none"> 1. The group activities and de-briefing were very useful for the members who could know their strengths and weaknesses in the process. 2. They were inexperienced in organizing activities. They had difficulties in managing their time among the school events and preparing the activities. 3. However, they were helpful and united. They solved those problems with teachers and other trainees. We believe that they learned a lot through the activities.

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