

ECF Saint Too Canaan College

2008-2009

School Annual Report

ECF Saint Too Canaan College

I School Mission

1 Our Belief

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

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

2 Mission Statement

Our main objective is to promote self-esteem, passion for life, concern for others, social responsibility and life long learning among students with an emphasis on virtue, wisdom, physical development, sociability, aesthetic appreciation and spirituality. To achieve the objective, our school strives to reinforce the foundations of "knowledge", "character and value" as well as "skill and quality" for our students.

The following mission statement, in line with our belief and aspiration, serves as a blueprint for the long term development of our school.

"Based on the teaching of the Bible and through the practice of love, we are committed to creating a learning environment filled with creativity, initiative, care and trust. We aim to help students build harmonious relationships with others, and to develop their own unique potential in the areas of intellect, character and temperament. We aspire to cultivate young people with a sense of responsibility, rationality and affection, who pursue excellence in life with vision and passion."

II Our School

1 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, 2 computer rooms, 6 special rooms, library, English Corner, 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.

2 School Management

SMC members for school year 2008-2009:

Mr. Chen Dzu Biao, James (Supervisor)

Rev. Li Shiu Hong, Simon

Mr. Li Pak Hung, Stephen

Mr. Leung Kam Bor, Sherman

Dr. Chan Ching Hai, Charles

Rev. Yiu Hing Sang

Mr. Ho Man Leung

Rev. Yu Kwok Hung

Mr. Li Lok Shing, Samuel (School Principal)

3 Number of Active School Days

Number of school days in school calendar : 193

Number of school days with regular classes : 159

4 Lesson Time for the 8 Key Learning Areas

	Percentage (%)
Chinese Language Education	19
English Language Education	19
Mathematics Education	14
Science Education	11
Technology Education	8
Personal, Social and Humanities Education	16
Arts Education	8
Physical Education	5

III Our Students

1 Class Organization

	S.1	S.2	S.3	S.4	S.5	S.6	S.7	Total
No. of Classes	4	4	4	5	5	2	2	26
No. of Students	121	120	122	190	189	66	53	861

IV Our Teachers

1 Teaching Experience

	Percentage (%)
0-4 years	43
5-9 years	38
10 years or above	19

V Major Concerns

1. To orientate teachers and students towards the smooth NSS transition.
2. To strengthen students to be active users of English.
3. To develop the self-evaluation culture through the external review.

Based on the major concerns of 2008-2009, each department, KLA and functional group had their own annual report on their respective area of concern. The Learning and Teaching Department and Student Development Department reports were attached.

VI Learning and Teaching Department

1 Evaluation

1.1 Evaluation of the overall level of achievement on the aims

1.1.1 Curriculum

- 1.1.1.1 All KLA have planned their NSS curriculum, in the sense that they have decided on the modules. Some KLA have good progress in curriculum mapping between the NSS and the junior form. Details are accounted below.
- 1.1.1.2 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.
- 1.1.1.3 Admission of students, class formation and add/drop of elective subjects are proceeded with more consideration to maintain the stability of the standing curriculum requirement.

1.1.2 Assessment

- 1.1.2.1 TAS and SBA were established related subjects as requested in public examinations.
- 1.1.2.2 TSA was continuously used as a good reminder for teachers to assure basic competency in our junior students.
- 1.1.2.3 Continuous assessment and multiple assessment were continuously addressed, and the function of assessment for learning was timely reminded.
- 1.1.2.4 Good progress was reported in the inspection of examination papers, as well as the format. The scope and depth of paper should continuously be monitored, in the light of the Bloom's taxonomy of objectives, as well as responding to different learning abilities.
- 1.1.2.5 Make-up examination was employed for both S.1 and S.2 students.

1.1.3 Language policy

It was the main objective of the year, and was accounted below.

1.1.4 Assignment policy & procedure

The policy and procedure were still carried on but with improved smoothness. The self-advancement scheme had been better utilized.

1.1.5 Learning experiences

1.1.5.1 This year no teachers joined the elementary level of BBL training. But, three teachers had finished the second level of training.

1.1.5.2 More classes had Liberal Studies lessons and hence more involved in interactive mode of learning.

1.1.5.3 Split-class mode in junior form English Language widened the students' learning experiences.

1.1.5.4 KLA had organized considerable life-wide learning context for students, e.g. inter-class competitions, speech festivals, music festival, inter-school athletic meets, science project competition, thematic weeks, visit to museum, day camp and field trips, etc, though sometimes disturbed by the emergence of H1N1. These learning experiences were generally accepted as worth implementing.

1.1.5.5 About reading for learning, more exhibitions were organized and oral reporting was strengthened in the reading lessons. But, improvement was left to be desired. Reading for learning was not yet generally propelled by KLA. Library should improve the speed of cataloguing the new books.

1.1.6 Learning atmosphere & learning attitude

They were the major concerns and were accounted below.

1.1.7 Academic results as the learning performance

1.1.7.1 It is continuing to be an encouragement that the HKAL result was a big leap forward. The results of the two languages in HKCEE were also promising.

1.1.7.2 On the whole, the results of science subjects in HKAL and HKCEE were left to be desired.

1.2 Evaluation of the overall level of achievement on the objectives

1.2.1 To orientate teachers and students towards the smooth NSS transition.

1.2.1.1 Curriculum of junior forms had been reviewed nearly in all subjects, in order to assure the appropriate curriculum mapping across the junior forms to the senior one.

1.2.1.2 Elective subjects and modules were further reviewed and fixed. Manpower was in detail estimated, in order to plan the human resources in the coming year.

- 1.2.1.3 Both English Language KLA and Chinese Language KLA had effectively utilized the authorized funding to implement in-school training and workshop. Related teachers reflected the gain. However, other KLA encountered difficulty in organizing tailor-made in-school training.
- 1.2.1.4 A large proportion of the teachers had still participated in the necessary and EDB-provided seminars and workshops.
- 1.2.1.5 Not all KLA were aware of preparing the curriculum of the senior form with detail down to the level of teaching material, teaching strategies, major assignments, selection of assessment tools. Mostly, they depended on the official documents issued by EDB and HKEAA, and followed the strategies of original curriculum.
- 1.2.1.6 The special curriculum meetings functioned well to monitor the allocation of time, human resources, logistics and announcement on progress status of NSS. The corporate planning of the NSS system was secured.

1.2.2 To strengthen students to be active users of English.

- 1.2.2.1 A clear MOI schedule was set. However, teachers took time to take care of the learning difference of students rather than finding suitable simple language to guide the students. Even the statistics could not effectively attract teachers back to set target. Or, it could be said that they needed guidance as well as target and supervision.
- 1.2.2.2 More administration steps should be taken to remind teachers to use English for EMI subjects. Lesson observation would be a must.
- 1.2.2.3 The EMI handbook edited by LPC should be a helpful tool for teachers. Timely issued scenarios were also a step forward.
- 1.2.2.4 The two English Speaking Days were much enforced than before. The days were well shared by more committees and KLA. It is worth mentioning that in Sports Day even all announcements in English would not affect the proceeding of the whole-day activity. However, non-English teachers were with reluctance to speak English with students outside the classrooms.
- 1.2.2.5 The role of the NETs had been clearly defined. Students did not speak non-English to the NETs.
- 1.2.2.6 Students' confidence should be by all means strengthened in the future. The junior form students could have better progress.

1.2.3 To develop the self-evaluation culture through the external review.

- 1.2.3.1 It had been a big improvement that more teachers can submit documents on time and with appropriate format.
- 1.2.3.2 It was a reality that teachers needed quite frequent reminders to adopt the mindset of using past data to evaluate the target and strategies to better the

future performance. But, KLA had started to closely follow up the data in review and then used to review to start the new cycle of P-I-E.

- 1.2.3.3 More specifically, teachers should use the immediately emerging data in examination to review on learning-teaching strategies, with aspiration to improve the academic result, which was treated as one of the learning outcomes.
- 1.2.4 To strengthen the learning atmosphere and learning attitude of the students and the teaching effectiveness of teachers.
 - 1.2.4.1 Teaching Strategy & Effectiveness group (LTT) had set out clear and strengthened steps of peer lesson observation and course work inspection for KLA and teachers to follow. More teachers expressed that the peer lesson observation helped a lot. L&T Head made use of the course inspection procedures to deliver the basic standard requirement of formative assessment work.
 - 1.2.4.2 Teachers were clearly requested to design lesson plan with structure of “3+1”, i.e. motivation, development, consolidation and an interactive activity. Teachers started to design in this way; some were on the way and some were sophisticated. Peer lesson preparation and lesson observation provided opportunities to exchange ideas and to formalize the design.
 - 1.2.4.3 LTT helped find speakers to conduct BBL training sessions for interactive and questioning strategies.
 - 1.2.4.4 L&T Head used the coaching scheme to guide newly joined teachers to adapt to basic lesson requirement and help them develop lesson preparation attitude through this support. Some teachers reflected usefulness in the process.
 - 1.2.4.5 The academic days were also ESD. They were used for learning, teaching and assessment activities. The problem of clashing was diminished. We hoped that students would be clear to set their discipline of school life.
 - 1.2.4.6 Seed program for S.4 and elite program for S.5 were still conducted. Some students could make good use of the programs. In S.4 absenteeism was not negligible. It was still believed that the program may up-keep students’ awareness in fixing the target and gaining examination skills. Limited number of tutorial classes were run by our TAs, whereas those formerly run by external institute were cut, except those enhancement and remedial classes run by English KLA supported by funding. All these classes were aiming at different learning needs, hence catering for different learning abilities.
 - 1.2.4.7 It was the first year to run the post-mock supplementary lessons. The opinions were diverse. A lot of logistic work was necessary and clumsy.

Still quite a number of teachers held that the students were beneficial.

1.2.4.8 Bridging courses were operated for new S.1 students and for those who were weak in English but were to be in EMI classes. It was meaningful, as reflected by the S.1 students, to give a 10-day learning program for them. It was reported that the S.1 students were ready to speak English on request.

1.2.4.9 L&T members were delegated to attend Form Meetings (all-round) and were expected to quickly respond to learning issues. The expectation was not fulfilled. Actually, the operations of the meeting and job specification of the representatives should be bettered.

1.2.4.10 Special assemblies were called for individual forms to guide and boost the students' learning atmosphere. It was worth announcing information, setting targets and instilling hope in this way.

1.2.4.11 A new self-learning centre was established on the 1/F for senior form students. The utilization was far from satisfaction. Students were clinging to stay in home rooms. Learning atmosphere in this new area was not yet built.

1.2.5 To strengthen the governance and effectiveness of the department

1.2.5.1 Though the office of ELO was set up, job specification was to be clarified and the mutual share of jobs between ELO and CDO made the division more vague.

1.2.5.2 Time was needed to fully develop potential and pattern of self regulation.

1.2.5.3 The good governance of the two KLA of languages was many times highlighted in order to set up a model. L&T Head had coached the other KLA and guided them to balance between affective relation and rational management. There is a plenty of room for improvement.

2 Recommendations for the coming year

2.1 Content of examination paper -- KLA heads should go deeper to monitor the quality of content which should cover items according to Bloom's taxonomy, and keep the level of difficulty constant in order to give a trend to monitor the academic performance.

2.2 Quite heavy workload was resulted due to make-up examination. The "cutting score" should be set up in order to strike the balance between warning effect and workload.

2.3 Reading habit – It is the most important means of life-long learning. Reading habit of students and teachers should be enhanced. It should be propelled in subject level, not just by library itself. Benefits gained in reading should be widely publicized.

2.4 As mentioned by the Comprehensive Review Team, attention should be paid to subject development.

2.5 As the whole teaching team must be trimmed down, the structure of the L&T must follow. Committees must be re-organized and original jobs enriched.

- 2.6 The offices of ELO and CDO must be clearly defined.
- 2.7 As self motivated learning and life-long learning are concerned, learning through internet and even interactive learning through it are expected to develop.
- 2.8 Self learning is an ideal target which is not to be realized in the near future. But, active learning should be induced as an intermediate step. Note-taking, lesson preparation, revision, self-reflection may be some paths to active learning.
- 2.9 BBL – This collection of learning-teaching strategies will surely enrich our teachers' repertoire. The three 2nd-level teachers can be invited to demonstrate the techniques to newly joined teachers and let them expose to and learn from this collection of strategies.
- 2.10 Post-mock tutorial lessons should be carried on, but with re-adjustment after consultation with teachers.
- 2.11 Academic results of some social subjects and science subjects should be cared of. Teachers can be interviewed to explore the methods and to set targets.

VII Student Development Department

1. Objectives

- 1.1 To develop students as a whole person through implementing a well-organized OLE program.
- 1.2 To train students as leaders and role models.
- 1.3 To organize the appropriate student development programs which are in line with the self-evaluation culture.

2. Evaluation

2.1 To develop students as a whole person through implementing a well-organized OLE program.

2.1.1 Strategies and implementation

- 2.1.1.1 A working group is formed. Members include VP, heads of PDC, MCEC, CGC and A&P. They need to work out the plan of OLE of the first round of NSS. S.3 students should be chosen to try the system of OLE.

2.1.2 Success Criteria

- 2.1.2.1 The working group successfully set the draft of the hour calculation of the first round of NSS (3 years).
- 2.1.2.2 S.3 students had successfully tried to enter their record of activities into the OLE system. The system operated smoothly.

2.1.3 Recommendations for the coming years

- 2.1.3.1 A formal group should be formed in the next three years. The composition can be the same as this year. It should monitor the operation of OLE.

2.2 To train students as leaders and role models.

2.2.1 Strategies and implementation

- 2.2.1.1 The leadership training program is run by PDC.
- 2.2.1.2 Two parties can join the SU election
- 2.2.1.3 At least 90% of students vote.
- 2.2.1.4 Form house leaders are developed through different channels.
- 2.2.1.5 More good models can be built up through organizing activities and public presentation on stage.
- 2.2.1.6 Good models can be developed through joining the STCC Award Scheme.
- 2.2.1.7 More students participate in school services through central recruitment.

2.2.2 Success Criteria

- 2.2.2.1 Although only one cabinet participated in the election, about 100% of the students voted and over half of the votes supported the cabinet. The SU election operated smoothly.
- 2.2.2.2 More form house leaders were invited to have sharing and read announcement in the morning assemblies. (At least once a week)
- 2.2.2.3 Good models were chosen to have sharing and public presentation in weekly assemblies such as the 1st prize presentation ceremony, graduation ceremony, Stars of Canaan and different functions.
- 2.2.2.4 About 44% of teachers are satisfied with the results of this objective. But only 20% show their satisfaction on the form house operation. 53% think the development of form house is fair only.
- 2.2.2.5 The participation rate of STCC Award Scheme is lower than we expected.
S1: 27.2% S.2: 20.6% S.3: 4.09% S.4: 5.3%
The participation rate of 2 Ft is the highest. It is 83.3%.
Only 5 students got the 1st level of STCC Award Scheme in the 2nd term.
- 2.2.2.6 The result of central recruitment was referred to PDC evaluation.
- 2.2.2.7 Other measures of the objectives can be found in the annual reports of other SD committees.

2.2.3 Recommendations for the coming years

- 2.2.3.1 The sense of belonging to form house should be enhanced. For example, flags should be presented to the form house earlier and the names of the houses should be explained to them earlier. The role of form house can be more apparent.
- 2.2.3.2 The qualities of our student leaders are not prominent enough. More should be done to build up their good characters and confidence. It is suggested that the SU election may be held earlier in the coming school year.

2.2.3.3 For STCC Award Scheme, ITED will suggest the feasibility of the computerization of STCC Award Scheme. More promotion should be done for the scheme next year.

2.3 To organize the appropriate student development programs which are in line with the self-evaluation culture.

2.3.1 Strategies and implementation

2.3.1.1 According to 08-09 Annual Plan, we expect at least 80% of the SD programs can follow the PIE principle.

2.3.2 Success Criteria

2.3.2.1 After CR practice, most of the SD programs can follow the PIE cycle. Evidence can be found in their Annual Reports.

2.3.3 Recommendations for the coming years

2.3.3.1 We will follow the format of the policy which was designed by SEC. The PIE culture should be continued in the future.

2.4 Other measures

2.4.1 The coordination of school activities: About 51% teachers show satisfaction in this area. But there is still room for improvement.

2.4.1.1 Due to the clash between uniform tests and the scheduled activities this year, it is suggested reviewing the Academic Day policy.

2.4.1.2 SD suggests that L&T should have better planning for the coordination of uniform tests at the beginning of the school year.

2.4.1.3 Form Coordinators may also collect all the information about the uniform tests of their respective forms and then pass the information to PDC.

2.4.1.4 Vice-principal may need to approve the additional uniform tests during the term. S.4 OLE activities in 09-10 should be taken into consideration when reviewing the Academic Day.

2.4.2 Review the arrangement of weekly assembly and morning assembly.

2.4.2.1 Due to NSS, the weekly assembly will be arranged once per 10 days.

2.4.2.2 The language policy in morning assembly:

Three ESDs will be adopted next year, i.e. Tue, Wed & Thu.

The use of campus TV for assembly with some special topics can be considered. SD members suggest that Principal can hold the morning assembly on Wednesday, so that the teachers and students can deliver their messages either in Cantonese or English on Monday.

The aesthetic element of OLE should be arranged in some morning assemblies.

3. Conclusion

This is a challenging year. We have learned a lot from the CR team. Many good suggestions have been collected in our SD documents. In the coming year, we will focus on the action plans of the CR suggestions. According to the 09-10 Stakeholder Survey and APASO results, S.1 and S.4 students' self-confidence and self-image are comparatively low and self-discipline should be enhanced in the whole school. Those students' leadership qualities will be our major concerns next year.