

ECF Saint Too Canaan College
2009-2010
School Annual Report

ECF Saint Too Canaan College

1. 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, socialbility, 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 creating 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."

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, health centre, 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 2009-2010:

Mr. Chen Dzu Biao (Supervisor)

Elder Li Shiu Hong (Deputy Supervisor)

Dr. Li Pak Hung

Rev. Yu Kwok Hung
 Rev. Yiu Hing Sang
 Dr. Leung Kam Bor
 Mr. Ho Man Leung
 Dr. Chan Ching Hai
 Mr. Li Lok Shing (School Principal)
 Mr. Kan Kwong Choi (Parent Representative)
 Mr. Lam Ming Tong (Teacher Representative)

3. Number of Active School Days
 Number of school days in school calendar :194
 Number of school days with regular classes : 158

4. Lesson Time for the 8 Key Learning Areas

	Percentage (%)
Chinese Language Education	17
English Language Education	17
Mathematics Education	13
Science Education	10
Technology Education	8
Personal, Social and Humanities Education	18
Arts Education	9
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	4	5	2	2	25
No. of Students	133	123	111	145	201	70	67	850

IV. Our Teachers

Teaching Experience

	Percentage (%)
0-4 years	40%
5-9 years	35%
10 years or above	25%

V. Major Concerns

The major concerns were discussed in the School Administration Committee meeting.

The following three major concerns were adopted for 2009-2010:

1. To foster students to be active learners.
2. To develop students to be confident users of English.
3. To nurture students' leadership qualities.

Based on the major concerns of 2009-2010, 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 Structure

1.1.1.1 The structure of the L&T Committees was trimmed down and was re-organized and original jobs enriched. Much more members should be needed in L&T core.

1.1.2 Curriculum

1.1.2.1 Over 98% S4 students can choose one elective among their 1st to 3rd choices.

1.1.2.2 Curriculum tailoring is still applied for some classes due to varied abilities.

1.1.2.3 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.

1.1.3 Assessment

1.1.3.1 Continuous assessment and multiple assessment are continuously addressed, and the function of assessment for learning was timely reminded.

1.1.3.2 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 by KLA heads, in the light of the Bloom's taxonomy of objectives, as well as responding to different learning abilities.

1.1.3.3 Make-up examination was employed for S.1 to S.3 students. S.3 students

were more serious in compare with the result of S.1 students.

1.1.4 Assignment policy & procedure

1.1.4.1 As the punishment become heavier for late submission of homework assignment, less students submitted homework late in compare with last school year. The policy and procedure were still carried on but with improved smoothness.

1.1.5 Learning experiences

1.1.5.1 KLAs had organized considerable life-wide 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, day camp and field trips, etc. These learning experiences were welcomed by students.

1.1.5.2 Though more exhibitions were organized and oral reporting was strengthened in the reading lessons, improvement were left to be desired. Reading for learning was not yet generally propelled by KLAs. Library should promote learning atmosphere by learning need and difficulties that KLAs encountered.

1.1.6 Academic results as the learning performance

1.1.6.1 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. 10 students entered UGC funded degree program.

1.1.6.2 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 foster students to be active learners

1.2.1.1 Through Subject teachers promotion, students get used to take notes during lessons.

1.2.1.2 Lesson preparation was still weak in compare with notestaking. PLP should be made earlier, so teachers would plan more for lessons in coming two weeks. Teachers could set question for students to prepare for contents in next lessons.

1.2.1.3 Alumni back to school to help junior form students after school at Self-study Centre. More junior form students, especially S.1 students did homework after school at the center.

1.2.1.4 Students had not got obvious progress in academic performance. A clear learning target should be owned by students.

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

1.2.2.1 Students adapt to the NSS curriculum

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

1.2.2.2 Teachers adapt to the learning and teaching mode

1.2.2.2.1 English Language KLA had effectively utilize the authorized funding to implement in-school training and workshop. Related teachers reflected the gain. However, other KLAs encountered difficulty in organizing taylor-made in-school training

1.2.2.2.2 Large proportion of the teachers had still participated the necessary and EDB-provided seminars and workshops.

1.2.2.2.3 Most core subjects were aware to prepare the curriculum of the senior form with detail down to the level of teaching material, teaching strategies, major assignments, selection of assessment tools. Still some KLAs, they depended on the official documents issued by EDB and HKEAA, and followed the strategies of original curriculum.

1.2.3 Students were still reluctant to use English to communicate with others in the EMI subject lessons.

2. Recommendations for the coming year

2.1 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.

- 2.2 As self motivated learning and life-long learning are concerned, learning through internet are expected to develop. Junior form online study platform should be improved so much more students could make use of it to do revision after school.
- 2.3 Teaching students how to learn should be promoted among subject teachers. So students could learn how to take note, prepare for lesson and even revise after lessons.
- 2.4 More members are needed to assist L&T core to implement the policies.

VII. Student Development Department

1. Objectives

To nurture students' leadership qualities

- 1.1 To develop confident and influential leaders.
- 1.2 To foster self-disciplined culture among students

2. Evaluation

2.1 To develop confident and influential leaders.

2.1.1 Strategies and implementation

- Create various channels to train our students to be confident and influential leaders

2.1.2 Objective and subjective means, measurable set in the 2009-10 Annual plan.

Overall results: about 83% teachers tick 3 or above in this aim. (Appendix I)

- Big brothers and sisters scheme (focus on study groups) was set up in this year
(The detail evaluation :Please refer to CNC Annual report)
- Through the leadership training program, different leaders such as SU, Form houses and Prefects can be trained to be confident and influential leaders.
((The detail evaluation :Please refer to PDC Annual report)
- Different channels such as morning assemblies, school assemblies and different functions can train students' becoming confident and influential leaders.
- Other training programs were provided by other SD committees.

Evaluation of this objective: A survey was conducted in April. All leaders of different student committees fill a questionnaire and the result of the survey is referred to Appendix II & III

- Most of the student leaders agree that their confidence can be enhanced through organizing different programs.
- Most of the students leaders agree that they can have the positive influence on other people.
- The positive results can be found in another questions.

2.1.3 Recommendations for the coming years

2.1.3.1 This year, the leadership training program is organized for SU, Form House and Prefects only. It is suggested that the program should include more committees e.g. CGC, MCEC, HEC, Christian Ministry Team. Due to the heavy workload of PDC, it is advised that PDC Head will be the coordinator of the training program next year; and one representative from each SD committee should involve in the program.

2.1.3.2 It is suggested the SU cabinet should be comprised of 8 students from S.4-S.6 and the Chairperson must come from S.5 or S.6 in 2010-2011, which is a special arrangement for this transition year. And it is advisable to have student helpers from junior forms.

For Form House election, each class will nominate 2 students based on Form Teachers' reference. Then, the Form House Captain will be elected by all students of the respective form.

2.2 To foster self-disciplined culture among students

2.2.1 Strategies and implementation

Strategy: 1. Develop self-disciplined culture through develop self-disciplined class.

--Class teachers set goals to develop self-disciplined class culture (e.g class rules and cleanliness routine)

--The theme of inter-class board competition will focus on developing self-culture among students in a class.

Strategy 2: Establish positive image of self-disciplined students, class and forms.

--Stars of Canaan & Punctuality Campaign

2.2.2 Objective and subjective means, measurable set in the 2009-10 Annual plan.

Overall results: About 69% teachers tick 3 or above in this aim (Appendix I)

Strategy 1: Class teachers were invited to fill the questionnaire and the result is referred to Appendix IV.

No. of questionnaires distributed: 37

No. of questionnaires collected: 29

- About 85% of class teachers agreed that they have set the goals and class rules for their class and about 72% of class teachers agreed that the goals and rules helped their class to develop a culture of self-discipline.
- About 85% of class teachers agreed that they have set the routine of cleanliness after school for their class and about 68% of class teachers agree that the routine of

cleanliness after school could help their class to develop a culture of self-discipline.

Strategy 2:(Refer to CNC and MCEC evaluation)

2.2.3 Recommendations for the coming years

Set up the daily routines is very important to develop a self-disciplined culture among students. This year, we get a satisfactory result for most class teachers who can set the rules and daily routine of cleanliness for their class. Although a few classes may not have the expected outcome, over half of class can develop a self-discipline culture. It is a good start. Those practice will continue next year. Students can be mobilized to monitor the class discipline and the cleanliness of a class. More class prefects and cleanliness prefects can be elected so that students can take up their responsibility for their behavior.

2.3 Other measures

2.3.1 Review the STCC Award Scheme

All junior students should submit their STCC Award Scheme book in this year but the return rate is not satisfactory. The promotion is not enough and the responsible TA resigned suddenly before the end of term. It becomes difficult to collect the accurate data. As a result , this scheme cannot be implemented successfully.

Recommendation for the coming years: 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.

2.3.2 Review the arrangement of morning assembly and weekly assembly.

2.3.2.1 Morning assembly

Overall results: About 83% of teachers tick 3 or above and 63% tick 4 or above in this question. The result is satisfactory.(Appendix I)

Recommendation for the coming years:

Three days morning assemblies will be arranged in the coming year.

	Monday	Wednesday (campus TV)	Friday
Person in charge	Principal/ Flag-raising Ceremonies and sharing	Teachers/students	Teachers/students

Language	English	English	Chinese
Topics	Learning, Moral & National Ed, Spiritual sharing and current issues		

***Prefects will be invited to review the school discipline once a month (Nov & Dec) in the morning assembly.

2.3.2.2 School assembly

Overall results: About 88% of teachers tick 3 or above and 61% tick 4 or above in this question. The result is satisfactory.(Appendix I)

Recommendation for the coming years: School assembly will become weekly assembly next year. Students can have more chance to develop their leadership through assembly and the number of Spiritual nurturing assemblies can be increased. Students can have more opportunity to know Christianity.

2.3.3 Review the policy of lateness detention classes

It is suggested that the lateness detention class should be held at least once per week and last for at least 1 hour (Appendix V). Punctuality scheme will be conducted next year with the reward of \$5 coupon.

2.3.4 Review the revised conduct grade system and self-improvement scheme (Appendix VI)

For the revised Self-improvement Scheme, the deduction of warning letter index will be cancelled and the conduct grade will be based on the index after completion of the scheme.

3. Conclusion:

In the coming year, we will focus on developing self-discipline culture among students. Students should learn to take their responsibility of their own actions.

Students are encouraged to take more leading role in organizing activities. We aim at creating a positive culture and use whole-school approach to nurture our students. Since many S.5 repeaters will study in STCC in the coming year, their adjustment and the relationship with old students should be highly concerned in next year.