

ECF Saint Too Canaan College
2010-2011
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 2010-2011:

Mr. Chen Dzu Biao (Supervisor)

Elder Li Shiu Hong (Deputy Supervisor)

Rev. Yu Kwok Hung

Rev. Yiu Hing Sang
 Dr. Leung Kam Bor
 Mr. Ho Man Leung
 Dr. Chan Ching Hai
 Dr. Li Pak Hung (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 : 190
 Number of school days with regular classes : 154

4. Lesson Time for the 8 Key Learning Areas

	Percentage (%)
Chinese Language Education	15
English Language Education	16
Mathematics Education	12
Science Education	10
Technology Education	8
Personal, Social and Humanities Education	20
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	4	6	2	2	26
No. of Students	118	130	113	134	192	70	67	824

IV. Our Teachers

Teaching Experience

	Percentage (%)
0-4 years	36%
5-9 years	33%
10 years or above	31%

V. Major Concerns

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

The following three major concerns were adopted for 2010-2011:

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 2010-2011, 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 After trimming down of L&T Department, it was more efficient to carry out the policies and routine jobs. One more core member is needed in coming year for developing learning atmosphere and reviews the curriculum after double cohort.

1.1.2 Curriculum

- 1.1.2.1 Over 96% S4 students can choose one elective among their 1st to 3rd choices.
- 1.1.2.2 Owing to varied abilities, curriculum tailoring is still applied for some classes in junior forms.
- 1.1.2.3 The special 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.2 students. S.2 students were more serious in compare with the result of S.1 students.

1.1.4 Assignment policy & procedure

1.1.4.1 After introducing Holiday Detention classes and lunch time homework time for those seriously not submitted homework, fewer 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.

1.1.6 There was some improvement in promoting reading atmosphere by increasing more sharing on reading among students. Reading for learning was propelled by English and Chinese Department. In the coming other KLAs should also be invited in the program.

1.1.7 Academic results as the learning performance

1.1.7.1 It is continuing to be an encouragement that the HKAL result with good performance especially in Chinese Language, English Language, Liberal Studies and Chinese History. In this year, Geography also got a great improvement in HKALE result. Over half S7 students got offers from JUPAS. 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 foster students to be active learners

1.2.1.1 Peer learning was promoted. In compare with junior students, much more senior students formed informal study group in Self-directed Learning period.

1.2.1.2 Learning atmosphere was boosted. Over 70% students made use of Self-study Center after school. And over 61% students thought that Homework Tutorial Classes can help them to solve the problems in their studies. Not only junior form students, but also Form 5 and Form 7 students also stayed there for revision

after school. There was a good attempt by helping those students in need with assistance of Academic Prefects.

1.2.1.3 Students were more aware the academic performance. Over 75% students started their revision 1 or 2 weeks before exam. A clear learning target can be set in each terms and reviewed after exams in the Learning Handbook.

1.2.1.4 Good attempt for each KLAs to upload learning materials for students in at least one subject of one form. Much more learning materials can be uploaded in different subjects in coming year.

1.2.1.5 Online vocabulary system (self-learning database) was not effective to help junior students to learn as the service provider cannot update the information efficiently. It is suggested that we would not buy the service from this provider in stead we will make use of the E-class system for uploading vocabulary for students.

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

1.2.2.1 Students adapt to the NSS curriculum-SBA

1.2.2.1.1 Clear instructions on SBA were set. Students and parents were informed by circular. All the procedure were set according to HKEAA's suggestion.

1.2.2.2 Teachers adapt to the learning and teaching mode

1.2.2.2.1 English Language KLA had effectively utilized the authorized funding to implement in-school training and workshop. Related teachers reflected the gain.

1.2.2.2.2 Over 80% NSS teachers had participated EDB-provided seminars and workshops. Still some teachers need to participated more of them.

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 To develop students to be confident users of English.

1.2.3.1 It is better for students to use English to communicate with others in the EMI

subject lessons. All students use English in presentation. However, there is still room for improvement in using English in group discussion.

2. **Recommendations for the coming year**

- 2.1 Promoting teaching strategies among EMI subjects-It is the most important in an EMI school. Students need to manage the learning skills in EMI subjects which is different from what they do in English Language. It means that teachers should also equip teaching strategies in teaching EMI subjects.
- 2.2 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.
- 2.3 As self motivated learning and life-long learning is concerned, learning through internet is 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.

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 2010-11 Annual plan.

Overall results: about 70% teachers are satisfactory in this aim (Appendix I)

2.1.2.1 According to form teachers' report, each student can take at least one post in class level and school level service

2.1.2.2 Big brothers and Big sisters Scheme: According to CNC annual report, some evaluations were shown as following.

Evaluations:

- a). Training was given to BBBS: There were training sessions provided by school social workers and teachers to the Big Brothers and Big Sisters

(BBBS). It successfully equipped the BBBS with basic interpersonal skills and the appropriate attitude.

Some BBBS were selected to join the STCC Leadership Training Camp. It was a good opportunity for them to be equipped through different activities. At the same time, the training camp was a good occasion for all school leaders to communicate with others.

- b). Provide support for S1 students: BBBS were encouraged to organize social gathering to get familiar with the new S.1 students. It was a good try for them to take the initiative to organize activity in which they could exercise their roles and function as a peer guide and senior students to offer the warm help to new S.1 students.
- c) Mentors' function of the BBBS: Questionnaire was distributed to the mentors. It found that there was a good promotion on the mutual understanding between mentors and mentees through activities. Mentors were responsible and they paid effort on organizing activities and approaching the mentees.
- d) Other suggestions : More promotion of this BBBS should be done. It was suggested to recruit S.3 and S.4 students as mentors to provide a better care and guidance to the new S.1 students.

2.1.2.3 Leadership training program: According to PDC annual report, the evaluations were shown as following.

- a) Different service group members were chosen to join a 2-day and 1-night camp. Throughout the training program, all the participants acquired certain level of leadership and other personal qualities such as self-confidence and influential techniques. Leaders can also acquired speaking skills through the speaking skill workshops.
- b) The effectiveness of the program is rated by PDC members. The result is 3.5 (1-5).
- c) It is suggested that series of workshops are needed to enhance the students' leadership.
- d) It is advised that training should be held after the inauguration ceremony.
- e) The evaluation is only rated by PDC teachers. It is lack of students'

evaluation.

The success criteria can not be measured .Therefore, the participants should fill a questionnaire after the training program next year.

2.1.2.4 Each of SD committees should design at least a task for their leaders who can play an active role in leading other students.

a) CNC-Big brothers and Big Sisters Scheme

Student leaders of Big-Brother-Big-Sister Scheme are able to conduct one product/project with the S.1 students to show their quality of leadership.

Evaluation:

There was one social gathering, a sharing session, was organized by mentors in BBBS for the whole process from planning and exercising. It was a good start for student leaders to host the activity in which they were able to apply skills and knowledge learnt from service in the duty.

b) PDC-- Form House operation

- Junior Form Houses (S1-S3) and senior Form Houses (S4-S6) were supervised by two teachers separately as the supervisor.
- Each form had organized two activities by themselves throughout the school year.
- Form House members had participated in other activities which are assigned by school such as La-La Team in Sports Days.

Evaluation:

- Senior Form Houses were particularly active and have shown their enthusiastic quality. They performed better than junior Form House Teachers suggest that some of the Form House members can be appointed by teachers and some of them can be elected through the election.
- Form House members can let students and teachers know more about them by more promotions and invitations of teachers to join their activities.

c) HEC student leaders --Joyful Fruit Day

It is successful. Two leaders held the meetings with members before Joyful

Fruit Day.

Different works have been fairly assigned to health ambassadors. 5 groups of teachers and students have joined the fruit dessert cooking competition. 11 classes have joined the word puzzle competition.

Evaluation:

More training to new health ambassadors and invite the past leaders to share the experience.

d) CGC--Career Prefect Committee

A total of 12 team members from S5 and S6 were elected and they were given a series of training in the first school term. They were responsible for organizing a big event: Career Guidance Day and S2 Experience Program. Through these activities, they had learnt the program skills and leadership talents.

Evaluation:

By the feedback they gave, over 85% of them were highly satisfied with the committee as a whole. And over 75% agreed that the leadership training for them was very useful.

e) MCEC—Leaders for voluntary services

S.4-5 students (13+16) are recruited as the group leaders. They led the junior classmates to do the volunteer work. Also, they helped to do the preparation work and arrange the material.

Evaluation:

This is deliberately designed for allowing senior students to play an active role in leading the junior students. This could train the leadership quality of the senior form students. S.3 students worked for the elderly home cleansing. This is the first attempt and the response was satisfactory.

f) SNC--- Christian Ministry Team

100% team members of Christian ministry team have served in assembly and gospel week. The average score of the items related to Christian ministry team is 2.43 which is more than half. Also, 75% of the team members join the training camp before the Gospel Week. After the camp, all

of them served and involved in gospel week.

Evaluation:

Christian Ministry Team(CMT) played the important role in preach gospel in this year. Their positive image can be shown to other students . By observing the spiritual growth of the members of Christian Ministry team, most of them joined in the team when they were in S1. For nurturing the spiritual leaders, S1 Christians should be the focusing group for spiritual nurturing and caring in the coming year.

Moreover, they can play their caring role in some activities such as Community care” or “Campus care” .

2.1.2.5 Encourage students to participate external activities in order to widen their exposure.

This year, we nominated three students to be the candidates for the outstanding students award election in Kwun Tong.

Evaluation:

Although they could not be elected in this activity, they can consolidate their academic and activity experiences . They can have positive recognition from teachers. We will keep on to nominate our students to join external activities.

Conclusion and suggestions:

When we review the evaluation of SD committees on training leaders. Most of the student leaders could play a leading role in organizing activities in this year. We will keep on to develop student leadership. But we found that only about 27% of teachers are satisfied with the Form house development. Therefore, a 3-year plan will be drafted for the development of form house. Their work should be made known to more teachers and students. PDC and SD head will follow up this suggestion.

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.

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

Strategy 3: Establish a self-reflection culture among students

Strategy 4: Provide parent education for our parents especially stress on how to

develop children to have a good management of their life.

2.2.2 Objective and subjective means, measurable set in the 2010-11 Annual plan.

Overall results: about 44% teachers are satisfactory in this aim (Appendix I)

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

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

Evaluation:

The results are satisfactory.(scale:1-5)

Most form teachers set the class rules for their class (Rating: 4.1) and they found that the class rules can help their class to develop the self-disciplined culture .(Rating: 4).

Also, they set the routine of cleanliness after school for their class(Rating: 3.8). The routine of cleanliness after school can help their class to develop a culture of self-discipline.(Rating:3.9)

- b) The theme of inter-class board competition will focus on developing self-discipline culture among students in a class 5 S' practice(五常法) is encouraged to implement in classroom settings.

The board decoration competition with a theme: “My well-disciplined class”.

Evaluation:

The response is average. The performance of different varies. It depends on the seriousness of the responsible students. Some classes failed to finish the board and room decoration before the deadline.

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

- a) Star of Canaan : Self-discipline is a good character that we put into the lists of Star of Canaan. The sharing of the nominees are quite welcomed by the teachers and parents. Quite a lot of students will read the sharing of their nominees on G/F.

Evaluation:

This is a conventional program of STCC. We need to put some new elements to it. It is suggested to make use of the star of Canaan as the monthly theme of STCC. MCEC will discuss the matter with CNC .

- b). Punctuality Campaign: CNC and MCEC encourage students to come to school on time and early. There were 3 phases in this year.

Evaluation:

The result of the program is very satisfactory. Lots of students joined the program and got the prize.

Conclusion and suggestions:

- Self-discipline culture should be kept on developed in the coming year. The form time after school should be arranged in Junior form so that form teachers can train students how to become a self-disciplined young people before they promote to S4.
- 5S practice should be taught in LE lessons so that students can learn how to manage their belongings .
- Different theme of Star of Canaan can be put in each month to promote the good character in STCC.

2.2.2.3 Strategy 3: Establish a self-reflection culture among students

Students wrote their reflection after the first term examination. Only half of them could set goals for the second term. Since the goals were difficult to measure, we couldn't find the relationship between writing self-reflection and the improvement of their result or behavior.

Suggestions:

The self-reflection or set targets of learning will be put in SDL Book . The self-reflection of their character development will be arranged in LE and ME lessons

2.2.2.4 Strategy 4: Provide parent education for our parents especially stress on how to develop children to have a good management of their life.

A total of 5 workshops were held on the first Saturday of November, December, March, April and May in the 10/11 academic year. The topic satisfied parents' real needs.

Evaluation:

All the parents participated enjoyed the workshops and had positive comments on the mode of workshop, the professionalism of the speaker and the usefulness of the content. The satisfactory rate is over 90%.The participates were over 80.

Suggestions: S1 parent workshops should be kept and different topics which related to school major concerns can be put in the other workshops for the coming year.

3. Conclusion: In the coming year, we will still focus on developing self-discipline culture among students. Students should learn how to take their responsibility for their life.

Junior form students will be trained for different self-management skills such as 5S practice, time, emotion, follow rules and regulations. Senior Form students should learn how to plan their future. Students are encouraged to take more leading role in organizing activities. Form house development will be our focus in student leadership. We aim at creating a positive culture and use whole-school approach to nurture our students. Moreover, since two public exams will appear in 2011-2012, stress management and more orientation programs of career paths should also be our major concerns in student development department.