

ECF Saint Too Canaan College

2010-2011

School Annual Plan

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. 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.

III. Annual Plan for 2010-2011

Heads of Learning and Teaching Department and Student Development Department would discuss with their respective department and formulate the departmental Annual Plan for 2010-2011 based on the major concerns of this year.

The 2010-2011 Learning and Teaching Department Annual Plan (Appendix 1) would be the bases for panels of Key Learning Areas to develop their own Annual Plans.

The 2010-2011 Student Development Department Annual Plan (Appendix 2) would be served as the bases for the heads of functional groups to prepare their own Annual Plans.

ECF Saint Too Canaan College
2010-2011 Learning & Teaching Department
Annual Plan

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 To foster students to be active learners.
- 2.2 To develop students to be confident users of English.
- 2.3 To orientate teachers and students towards the smooth NSS transition.

3. Objectives, strategies, implementation and evaluation

Objectives	Strategies	Target	Time schedule	Success criteria	Methods of evaluation	Budget	
3.1	To foster students to be active learners.						
	3.1.1 Students are able to formulate their personal effective learning plans.						
	a. To help students set learning target and revision plan.	Students	Sep10 – Jun 11	- At least 80% students formulate their learning target and revision plan.	- Record of Self-directed Learning Handbook - Questionnaire	\$6,000	
	b. Subject teachers provide opportunities for students to apply study skills (especially notes taking and lesson preparation) in the learning process.	Students	Sep 10 – Jun 11	- At least 70% students know how to take notes and are on task during the lesson. - At least 50% students formulate their lesson preparation.	- Teachers' observation - Questionnaire		
	c. To promote peer learning through study groups.	Students	Sep 10 – Jun 11	- At least 60% classes hold study groups before examinations and revision tests. - At least 20 study groups (senior students) are formed in SDL.	- Teachers' observation - Questionnaire		
	d. Academic Prefects are trained to help those students who have difficulties in learning at Self Study Area.	Students	Sep 10 – Jun 11	- Academic Prefects help students after school every day.	- Teachers' observation - Record		

	3.1.2 Students have consistent progress in academic performance.						
	a. Students are able to search for learning resources through Eclass and Internet.	Students	Sep 10 – Jun 11	At least 60% students search for learning resources through Eclass and Internet in at least 2 subjects.	- Teachers' observation - Questionnaire		
	b. Workshops for parents in helping students to learn.	Parents	Sep 10 – Jun 11	At least 60% attendees find parents' workshops or seminars useful for them.	- Questionnaire	\$2,000	
	c. Adjust the levels of requirement for students to cater for the learner diversity.	Teachers Students	Sep 10 – Jun 11	At least 60% subjects try to cater for the learner diversity.	- Questionnaire		
3.2	To develop students to be confident users of English.						
	a. S1 students learn group discussion and presentation vocabulary or useful phrases in English in Learning Across Curriculum (LAC) lessons.	Teachers Students	Sep 10 – Jun 11	At least 70% of the students get a pass in LAC.	- Academic results		
	b. Subject teachers provide opportunities for students to discuss and present in English during the lessons.	Students	Sep 10 – Jun 11	At least 70% of the students use English in group discussion and presentation.	- Teachers' observation - Questionnaire		
3.3	To orientate teachers and students towards the smooth NSS transition.						
	a. A clear system is set for students to finish SBA according to the working schedule.	Students	June 11	90% students can follow the working schedule of SBA.	Data collection		
	b. To encourage subject teachers to attend seminars	Teachers	Sep10 – Jul 11	KLA heads manage to arrange their teachers to	Data collection		

		especially those in relation to NSS assessment concepts and learner diversity by EDB and other parties.			attend 80% of the NSS seminars.		
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4. Year plan

Event		Schedule													Teacher(s) in charge
		Aug 10	Sept 10	Oct 10	Nov 10	Dec 10	Jan 11	Feb 11	Mar 11	Apr 11	May 11	Jun 11	Jul 11	Aug 11	
Administration	1. Compilation of L&T handbook	✓	✓											✓	LYY
	2. Prepare completed students list and repeaters list for Form Meetings											25-29/6 ✓			LYY
	3. Prepare name list of students who get Grade A and Grade D in Learning Attitude for Form Meetings				16/11 ✓		21-27/1 ✓			11-14/4 ✓		25-29/6 ✓			LYY
	4. Formulation of master timetables for RT & exam paper review	✓	✓												LYY
	5. Formulation of master timetable (new school year)													✓	Summer Duty
Curriculum	6. Arrangement of S3 course selection (From Jan to Mar) Document refer to Public.			✓	✓			✓	✓				✓		WCY
	7. Briefing session for S4 and S6 students about withdrawing subject				✓ 9/11										WCY
	8. Analyzing 3rd set data for S4 & 6 withdrawing subject after final exam,												✓		WCY

	then report to L&T for arranging parent interview.														
	9. 2nd and 3rd stages of S6 withdrawing subject											✓			WCY
	10. Class formation in each form											✓			WCY
	11. Class formation of S4 electives											✓			WCY
	12. Class formation of S5 electives											✓			WCY
	13. Arrangement of S4 new student course selection											✓			WCY
	14. Plan no. of classes next year										✓				WCY
	15. Plan subject allocation next year										✓				WCY
Exam (External)	16. Announce exam regulations for students (HKALE)		✓												LYY
	17. Monitor the exam registration (HKALE)		✓												LYY
	18. In charge of exam centre supervisor and arrangement of invigilation (HKALE))								✓						LYY
	19. Handling the appeal applications (HKALE)											✓			LYY
	20. Manage the logistics of SBA submission (HKDSE)		✓	✓	✓	✓	✓	✓	✓	✓	✓				LYY
	21. Manage the logistics of TSA										✓ (Speaking)		✓ (Written)		LYY
	22. Arrange center supervisors and invigilation (TSA)										✓				LYY
Exam (Internal)	23. Planning the exam timetable (internal)			✓ 4/10	✓ 29/11	✓ 13/12			✓ 1/3		✓ 9/5				ERI

	24. Preparing exam guidelines and regulations (internal)		✓											ERI
	25. Planning the invigilation timetable (internal)			✓ 15/10		✓ 10/12 23/12			✓ 11/3		✓ 20/5			ERI
	26. Handling students' irregularities during the exam (internal)				✓	✓ S7	✓	✓	✓		✓			ERI
	27. Handling students' eligibility for examination (internal)			✓ S1-S6		✓ S1-S7		✓ S1-S6	✓ S1-S6		✓ S1-S6			ERI
	28. Monitor the logistics for exams and revision tests			✓	✓		✓			✓				ERI
	29. S4 Streaming Test												✓	Summer Duty
	30. S1 Attainment Test											✓		Summer Duty
Learning	31. Form teachers' orientation	✓												TCM / CB
	32. Planning teacher on duty in HW Detention Class	✓					✓							CB
	33. Implement and follow up "serious HW case"			✓	✓	✓	✓	✓	✓	✓	✓			CB/ TCM
	34. Monitoring HW SAS and punishment system		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		TCM
	35. Academic prefects' training and follow up		✓											TCM/CB
	36. Monitoring Self-study Center	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		TCM/CB
	37. Operate and monitor S1-S3 Hw time	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		LKM
	38. Publish L&T academic booklet	✓												WCY
	39. Operate and revise Self-advancement Scheme			✓	✓	✓	✓	✓	✓	✓	✓			TCM

	40. Follow up input of academic awards						✓						✓		TCM
	41. Devise, execute and monitor the homework procedure	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		CB/ TCM
	42. Coordinate summer course											✓			Summer duty
	43. S1 Bridging Course													✓	Summer Duty
	44. Coordinate S1 and S2 post 1st term exam/UT Remedial Classes						✓ (Wk 23-28)	✓	✓						WCY
	45. Administration of Self-directed Learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				WCY
	46. Follow up the learning matters of students after the Form Meetings				✓	✓	✓	✓	✓	✓	✓	✓			CB LYY TCM WCY
	47. Formulation of master timetables for S6 post exam tutorials	✓	✓												CB
Teaching	48. Peer Lesson Preparation (PLP)		✓	✓	✓	✓	✓ 1st term record before 28/1	✓	✓	✓	✓	✓	✓ 2nd term record before 4/6		LKM
	49. Principal and Panel Lesson Observation (PPLO)		✓ New 27/9-8/10	✓ Others 4/10-22/10	1st term record before 12/11			✓ All 21/2-20/3	✓	2nd term record before 15/4					LKM
	50. Peer Lesson Observation (PLO)		✓ 27/9-25/2	✓	✓	✓	✓	✓ record before 25/2							LKM

	51. Coursework Inspection (CWI)							✓ 24/1- 9/2 (return on 11/2)	CWI record before 25/2						LKM
	52. Subject Evaluation Scheme (SES)						✓ S7 (Wk20)				✓ (Wk 39-40)	✓			LKM

5. Team Members

5.1	Head:	Wu Chi Ying (WCY)
5.2	Core	
	Teaching:	Lee Ka Ming (LKM)
	Learning:	
	Homework Policy	Chiang Bun (CB)*, Wong Pak Yi (WPY)
	Others	Tsui Chiu Mui (TCM)*, Lam Man Yan (LMY)
	Assessment:	
	Internal	Wong Wai Kit (ERI)*, Wong Yu Lan (WYL)
	External	Liang Ying Yi (LYY)*, Law Ka Lai (LKL)
	Curriculum:	Wu Chi Ying (WCY)
		*Teacher in charge
5.3	KLAs	
	English Language Education Panels:	Kong Suet Ha (KSH), Chan Yuk Yin (CYI)
	Chinese Language Education Panels:	So Suet Shan (SSS), Lee Yin Fong (LYF)
	Mathematics Education Panels:	Wong Wai Kit (ERI), Kwok Lai Yi (KLY)
	Liberal Studies Education Panels:	Chiang Bun (CB), Chow Kim Fung (CKF)
	PSH Education Panels:	Tsui Chiu Mui (TCM), Lee Ka Ming (LKM)
	Science Education Panel:	Lam Ming Tong (LMT)
	Technology Education Panel:	Liang Ying Yi (LYY)
	Arts and Physical Education Panel	Chu Chong Tat (CCT)
5.4	Groups	
	Library Services Head:	Yip Wai Yee (YWY)
	Information Tech in Education Head:	Chiu Suk Wai (GRA)
5.5	L&T Representative	
	S1	Lee Ka Ming (LKM)
	S2	Chiang Bun (CB)
	S3	Tsui Chiu Mui (TCM)
	S4	Wu Chi Ying (WCY)
	S5	Wong Wai Kit (ERI)
	S6&7	Liang Ying Yi (LYY)

ECF Saint Too Canaan College
2010-2011 Student Development Department
Annual Plan

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

- 2.1 To nurture students’ leadership qualities.
To develop confident and influential leaders.
- 2.2 To foster a culture of self-discipline among students.

3. Strategies and implementation

3.1 To nurture students’ leadership qualities

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.1.1. To develop confident and influential leaders.	- Create various channels to train our students to be confident and influential leaders.			Whole year	SD committee	

	<p>a. Each students should have at <u>least one post</u> at school.</p>	<p>- The service record can be checked to make sure students should take at least one post at school.</p>			PDC and SD	
	<p>b. Perfects and Big brothers & Sisters Scheme --focus on student development</p> <p>- CNC teachers play the role of mentors to give advice to student leaders and observe their performance and growth.</p> <p>- Provide training to Prefects and Big-Brother-Big-Sister leaders through workshop and training camp.</p> <p>- Encouraging students to give feedback and evaluation to improve the qualities of the services.</p>	<p>- Positive feedback from the student leaders</p>	<p>- Evaluation meeting</p>	Whole Year	CNC	\$6,000

	<p>c. Leadership training program</p> <ul style="list-style-type: none"> - All SD heads should join the committee for discussing the leadership training program. - PDC head will be the coordinator of the program. - All the SU and Form House members, Prefects, Missionary Teams and other service groups are invited to participate the leadership training program with two workshops and a day camp. - Throughout the training programs, all the participants are supposed to acquire certain level of leadership and other personal qualities such as self-confidence and influential techniques. 	<p>A survey will be conducted after the program.</p> <ul style="list-style-type: none"> - 70% of participants show satisfaction with the training program. - 70% of participants indicate that the program can enhance their skills in becoming a confident and influential leaders. 	<ul style="list-style-type: none"> - Self-evaluation Meeting - Questionnaire - A PDC comprehensive questionnaire will be done at the end of the school term 	Whole year	SD Heads	\$25,000
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	<p>d. Provide different channels for leaders to hold the activities (e.g. morning assemblies ,school assemblies and other school activities etc.)</p> <p>--e.g. Prefects hold morning assembly and weekly assembly</p>	<p>- Questionnaire : 60% of students' leaders agree that their confidence is enhanced through holding the morning and weekly assemblies or other functions.</p>	<p>- Questionnaire</p>	<p>Whole Year</p>	<p>SD</p>	
	<p>e. Each of SD committees should design at least a task for their leaders who can play an active role in leading other students.</p> <p>- Teachers should give feedback to them and let them to organize the program by themselves.</p>	<p>- An evaluation should be done after the completion of the assigned task.</p> <p>- The success criteria should be set in each SD committee.</p>	<p>- Questionnaire</p>	<p>Whole Year</p>	<p>SD committees</p>	
	<p>f. Encourage students to participate external activities in order to widen their exposure.</p>	<p>- At least two external activities should be joined in each term.</p> <p>- SD head will give more support in this nomination.</p>	<p>-</p>	<p>Whole Year</p>	<p>SD committees</p>	

3.2 To foster a culture of self-discipline among students.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.2.1 Develop a culture of self-discipline through developing self-disciplined classes.	a. Class teachers set goals to develop self-disciplined class culture (e.g class rules and cleanliness routine)	- About 90% of Class teachers set goals for developing their self-disciplined class & form culture.	- Questionnaire filled by class teachers	Whole Year	SD and MCEC	
	b. The theme of inter-class board competition will focus on developing self-culture among students in a class. The board decoration competition with a theme: “My well-disciplined class” will be held in September	- All classes should decorate their board according to their criteria - In the term end survey, 70% of class teachers agree that the routine of cleanliness can help students to develop self-disciplined culture	- Class visit and marking by vice-principal and SD members. - Questionnaire filled by class teachers -	Sept	SD and MCEC	
	c. The cleanliness competition will be held in September in order to promote 5 S in classroom.	- 60% of the class can follow the 5S practice after the competition.	- Class visit by Vice-Principal and MCEC Committee Members	Sept	SD and MCEC	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.2.2 Establish a positive image of self-disciplined students, classes and forms.	<p>a. Stars of Canaan : Students from each class of each form will be nominated in each month for their quality character. The best students will be elected</p> <p>b. Punctuality Campaign: - Collaborate with CNC to encourage students to come to school on time and early.</p>	<p>- The self-disciplined students will be awarded in Ceremony of Stars of Canaan.</p> <p>- They will write their sharing and express the positive comments on self-discipline character.</p> <p>- Rating is above 3.5 and 90% students had joined the nomination and election</p> <p>-</p> <p>- At least 50% joined the campaign</p>	<p>- Statistical information</p> <p>- Questionnaire</p> <p>- Statistical information</p>	Whole year	MCEC	\$3,600

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.2.3 Establish a self-reflection culture among students	a. Writing self-reflection reports after test weeks and examinations.	- 70% of students can set goals for their learning outcome and character development.	- Student's Reflection Worksheets	After Test & Exam	SD Head	
3.2.4 Provide parent education for our parents especially stress on how to develop children to have a good management of their life.	- Organize different workshops for parents, such as Workshops for S1 parents and Parents' sharing - The topics will focus on how to bring up self-management child.	- Achieve 70% of "satisfactory" level in Questionnaire - participation rate/number of parents : 40	- Questionnaire - Participation record		HSCC	\$3,000

4. Year plan

Event	Timeline												Responsible Teacher
	Sept 10	Oct 10	Nov 10	Dec 10	Jan 11	Feb 11	Mar 11	Apr 11	May 11	Jun 11	July 11	Aug 11	
Central Recruitment	1 st Term				2 nd Term								WYW, LHF, TAs
Election of Student Union, Form Houses	Enrolment & Election		School activities organized by 10-11 Student Union & Form Houses							Orientation programs		WYW, PDC, MCEC, TAs	
Self-reflection Reports			Test Week			1st Exam		Test Week					SD head and TAs
Leadership Training	Recruitment		Leadership training sections							In-service training		All SD committees	
Inter-class Board Competition	✓												HMF, YKW
Punctuality Campaign				✓	✓			✓	✓				YKW
Star of Canaan Election		✓	✓	✓	✓	✓	✓	✓	✓				YKW, HMF, WYL, BEN
Self-Reflection Report			Test Week			1st Exam		Test week					
Post-exam Activities					Preparation – responsible teachers, Student Union and Form House leaders							PDC, TAs & responsible teachers	

5. Evaluation

Teachers, social workers of leadership training and students will be involved in the evaluation.
(Refer to 3 Strategies and implementation)

6. Team members

Head: Wong Yuk Wah (WYW)
 Members: Shek Man Kwong (SMK)
 Chan Sze Wing (CSW)
 Yeung Kwok Wai (YKW)
 Wong Shun Yiu (WSY)
 Lau Chun Por (LCP)
 Lam Ho Fai (LHF)
 Chan Chun Ming (CCM)
 Ng Yuen Fung (NYF)