

ECF Saint Too Canaan College
2011-2012
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 2011-2012:

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. Lui Chi Hing (Parent Representative)
 Ms. Wong Yuk Wah (Teacher Representative)

3. Number of Active School Days
 Number of school days in school calendar : 196
 Number of school days with regular classes : 145

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	4	6	2	28
No. of Students	128	115	127	108	119	172	68	837

IV. Our Teachers

Teaching Experience

	Percentage (%)
0-4 years	32%
5-9 years	33%
10 years or above	35%

V. Major Concerns

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

The following three major concerns were adopted for 2011-2012:

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 2011-2012, 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 One more core member was added in this year. She mainly shared workload in developing learning atmosphere.

1.1.2 Curriculum

- 1.1.2.1 Over 98% S4 students can choose two electives among their 1st choice.
- 1.1.2.2 Owing to varied abilities, curriculum tailoring is still applied for some classes in junior forms.

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. Besides, format of examination paper, the scope and depth of paper, in the light of the Bloom's taxonomy, was improved. Assessing different learning abilities in the examination paper should continuously be monitored by KLA heads in the coming year.
- 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. Much more improvement in make-up examination were made by S2 students. 2 students from S1 and 1 students from S2 were required to repeat after the make-up examination.

1.1.4 Assignment policy & procedure

1.1.4.1 Fewer students submitted homework late seriously in compare with last school year. The policy and procedure of homework submission were still carried on but with improved smoothness.

1.1.5 Learning experiences

1.1.5.1 KLAs had organized various 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 and field trips, etc. These learning experiences encouraged students to learn outside classroom. However, much more coordination should be made. Most activities were organized in the second term especially for senior students in this year.

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 all KLAs under Online reading program. Much more improvement should be made in daily operation.

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, Geography and Chinese History.

1.1.7.2 Also, there is a promising performance on HKDSE result in English Language, Liberal Studies and Chinese History. The percentage of students awarded level 2 is higher in compare with the percentage of students in Hong Kong. Among them, Chinese History and Liberal Studies got even higher percentage in level 4 and level 3 respectively.

1.1.7.3 On the whole, the results of science subjects in HKAL and HKDSE 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 Only 62% students formulate their learning target and revision plan. Teachers can group students to formulate their target and plan in Hall at the beginning of school year.

1.2.1.2 Peer learning was further promoted. S2 and S4 students were encouraged to join study group after lesson through different programs. Over 50% S2 students were successfully joined after school study group. S4 students less devoted, only 22% joined study group.

1.2.1.3 Students were aware the academic performance.

1.2.1.4 Over 80% students agreed that academic prefect and tutors of Self-study center could help them to solve the problems during revision. Learning atmosphere was boosted progressively.

1.2.1.5 Memory Training course was welcomed by parents. Over 75% students agreed that it can help them to revise what they leant.

1.2.2 To develop students to be confident users of English.

1.2.2.1 Science Department starts EMI training program for teachers. 100% teachers participated the seminars. Biology teachers joined the 2nd stage of the program – micro-teaching.

1.2.2.2 PSH and Maths Department promoted reading during lessons. PSH and Science Department promoted online reading. Over 61% students finished online reading.

1.2.2.3 Much more students to use English to communicate with others in the EMI subject lessons especially in S1 over 62% used English during lessons of EMI subject. However, there is still room for improvement in using English in group discussion.

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

1.2.3.1 Students adapt to the NSS curriculum-SBA

1.2.3.1.1 Clear instructions on SBA were set. Students and parents were informed by circular. All the procedure were set according to HKEAA's suggestion. Over 91% students can follow the working schedule of SBA.

1.2.3.2 Teachers adapt to the learning and teaching mode

1.2.3.2.1 English Language and Science Department effectively utilized the authorized funding to implement in-school training and workshop. Related teachers reflected the gain.

1.2.3.2.2 Over 82% NSS teachers had participated EDB-provided seminars and workshops especially in Science Department and Liberal Studies

Department. Still some teachers need to participated more of them.

1.2.3.2.3 Curriculum mapping was made among Chinese Department, English Department, Liberal Studies Department and Visual Arts.

2. Recommendations for the coming year

2.1 Self directed learning and life-long learning is concerned in the coming 5 years. Reviewing learning goals and feedback after assessment should be the focus of teachers' learning and teaching strategies.

2.2 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.

2.3 Reading habit – It is the most important means of life-long learning. Reading habit of students and teachers should be enhanced.

VII. Student Development Department

1. Objectives

1.1 To foster self-disciplined culture among students

1.2 To cultivate the character of civism among students.

1.3 To develop confident and influential leaders.

2. Evaluation

2.1 To foster self-disciplined culture among students

2.1.1 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: Equip our students to design their self-career planning

Strategy 5: Provide parent education for our parents especially stress on how to develop children to have a good management of their life.

2.1.2 Objective and subjective means, measurable set in the 2011-12 Annual plan.

Overall results: about 58% teachers are satisfactory in this aim

About 38% teachers are very satisfactory in this aim. (Appendix I)

2.1.2.1 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)

Most form teachers set the class rules for their class especially junior form and they found that the class rules can help their class to develop the self-disciplined culture.

Class prefects are appointed in junior form in order to keep their class discipline.

The result is satisfactory. But the discipline in some senior form classes should be monitored in coming year.

Suggestions:

1. Class prefects can be the members of prefect team, therefore, they can be trained by their big brothers and big sisters.
2. Class prefects should be also assigned in senior form in order to develop the self-disciplined culture.

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

Inter-class board competition

- Inter-class board and room decoration was held from 19/09/11 to 21/10/11
- 5S' practice is encouraged to implement in classroom settings.
- The board decoration competition with a theme: "HOME sweet HOME".
- "OLE corner" will be reserved for info update.

All classes joined the competition. The result of the rating is 3.3 .

The response is average. The provision of board decoration material is a problem.

Suggestions:

It is recommended to contact the GO to refill adequate backing papers in room 609. MCEC may provide a budget of \$100 for each class to buy material.

c) 5'S Practice class competition - "Make classroom be you home"

- It was held in 01/03/11- 31/5/12 (2 phases)
- The result of the rating is 4
- 50% of the classes(Junior form) performed very well while senior needs improvement.
- LE and ME teachers taught 5'S practice in their lessons

Suggestions

As there is no form time after school in senior form, form teachers may appoint students to monitor the class cleanliness and tidiness.

2.1.2.2 Strategy 2: Establish positive image of self-disciplined students

a) Star of Canaan :

- Self-discipline is a good character that we put into the list of Star of Canaan(Oct, Nov) .
- The result of the rating is 4 (success criteria: 3.5)
- This year, the short video clips in the ceremony gained positive responses. The Masters of Ceremony performed very well.
- 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.

Suggestions:

1. Some new stars should be employed such as humble, loyalty, commitment, devotion, helpfulness, etc. Students with different qualities could have chance to get the award.
2. Teachers' election can be made during Thursday' briefing session.

b) Punctuality Campaign: Since some students who always late for school may affect the fairness of the campaign, the competition will be reviewed next year

a) Marks are given to those students can keep their files clean and tidy.

2.1.2.3 Strategy 3: Establish a self-reflection culture among student

- All Students in junior form (about 50% of students) wrote their reflection after the first term examination and second Revision test.
- They could write their goals in a measurable way.
- They could set goals for their learning and their character.
- The quality of their self-reflection is better than last year.

Suggestions:

1. The self-reflection or set targets of learning will be put in SDL book.

2. The self-reflection of their character development will be arranged in LE and ME lessons.

2.1.2.4 Strategy 4: Equip our students to design their self-career planning

a) . Local & Overseas Study Exhibition

- It was held in Oct in 2011.
- About 300 S5 -6 students attended the program. Over 70% of S5 and 6 students join the program.
- Their feedback is positive

Suggestion

Study Expo can be held in Jan next year.

b) Provide counseling for course selection for JUPAS

- Total 6 school assemblies and parents night were organized in providing the workshops and counseling for S6 and S7 students and parents.
- They felt the workshops useful

Suggestions

More tailored made assemblies for S6 students can be organized in next year.

c) Organize workshops regularly for S4 students exploring their paths

- S4 students' workshops were held in ME lessons
- They can explore their career path in the lessons

Suggestions

The workshops can be held in ME lesson in Sept in the coming year.

d) Organize counseling groups regularly for students exploring their paths

- Two counseling groups were carried out by Shue Yan University students.
- The result of the survey is positive

Suggestions

Those counseling groups can be organized for S4 students.

e) Workshops and ME lessons for interview skills

- ME Teachers and social workers carry out different kind of JUPAS workshops to help S6 & S7 students.

2.1.2.5 Strategy 5: Provide parent education for our parents especially stress on how to develop children to have a good management of their life.

Workshops:

a) .Oct—中一適應家長講座

(16/10/2011)—56 (23/10/2011)—47 (30/10/2011)--45

b) Feb to April---親子講座

家庭堡壘--(11/2/2012)---38 處理衝突 (3/3/2012)----36

親子網上行 (11/4/2012)---29

c) The level of satisfactory is 90%. The topics satisfied parents' real needs

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.

Suggestions

1. The duration of time for talks (i.e. 2:30-4:30) and the rundown of talks could remain the same next year.
2. Some of the speakers will be invited next year as they could really cater the needs of the parents.
3. The topics should be aligned with our school major concerns.

2.2 To cultivate the character of civism among students.

Through achieving the strategy one of objective one, our students can practice the Civism.

2.2.1 Strategy: To educate the students to practice the Civism

2.2.2 Objective and subjective means, measurable set in the 2011-12 Annual plan.

Overall results: about 60% teachers are satisfactory in this aim

About 24% teachers are very satisfactory in this aim. (Appendix I)

Strategy: To educate the students to practice the Civism

- Outstanding class competition was only held in the 1st term.
- Different aspects of assessment of self-disciplined class were set in a check list.
- It was difficult to collect the data because it involved lots of teachers.

- The competition was similar with the 5'S practice competition.

Suggestion

CNC and MCEC will discuss how to combine the competitions and make the purpose clear for the students.

2.3 To develop confident and influential leaders

2.3.1 Strategy 1: Create various channels to train our students to be confident and influential leaders

Strategy 2 Provide more channels to promote form house development

2.3.2 Objective and subjective means, measurable set in the 2011-12 Annual plan.

Overall results: about 22% teachers are satisfactory in this aim

About 56% teachers are very satisfactory in this aim. (Appendix I)

2.3.2.1 Strategy 1: Create various channels to train our students to be confident and influential leaders

a) Each students should have at least one post at school. Students learn how to lead and serve others through taking different posts in class level and school level. Students' performance is satisfactory .

b) Leaders in SD teams

i) Big brothers and Big sisters Scheme (BBSS)

- Training workshops were organized for Big Brothers Big Sisters mentors. In the workshops, interpersonal skills were taught by school social workers.
- BBBS were encouraged to organize social gathering to get familiar with the new S.1 students.
- However, the quality of program cannot establish a more solid and familiar relationships between mentors and mentees.

Suggestions

For BBBS, the linkage between mentors and mentees was not strong enough. The linkage and relationship should be improved in future. Teachers can structure a number of activities which can link the mentors and mentees together. The relationship can be strengthened.

ii) Prefect team

- Three training sessions were conducted on 4th October, 2011, 7th October, 2011 and 5th November, 2011.
- A training camp was organized on 7th and 8th of April, 2012. In the training camp, interpersonal skills, team building and friendship were developed.
- Perfect team becomes more mature and could keep the discipline for the whole school.
- Their performance should be highly appreciated.
- Since the time was rush in morning assembly, Prefects could not be trained to hold the Morning assembly. But they can announce the result of the discipline and cleanliness competition and their performance was good.
- Teachers found that Prefects were not ready to hold the school assembly because it was not enough time to train their skills.

Suggestion

In order to develop the self-disciplined culture, class prefects can be put into prefect team. They can be trained as a “young” prefect.

iii) Christian Ministry team

- About 20 students of different form to join the team.
- Through anticipating different kinds of SNC activities and serving God in school, they can be nurtured to be Jesus followers to serve and love God
- 60% of team members are willing to serve in assembly and gospel week.
- 60% of team members attend the regular meetings.
- The average score of the items related to Christian ministry team is more than half.

Suggestion:

Fellowship will start on Wednesday bi-weekly for Christians to gather and keep a good relationship with new believers next year.

iv) Career Guidance team

- 10 members from S4-S5 were recruited
- 100% students attend 6 sessions workshops provided by NGO and social work

- They could hold different CGC programs and their performance was satisfactory

Suggestions:

1. S3 students can be invited to the team for developing their career mind-set.
2. Training can be conducted in the second term
3. The team members can have more personal sharing in different programs

v) Health Ambassadors team

- 18 students are trained health ambassadors to hold program and lunch patrol.
- Training course was provided for health ambassadors and to empower them to hold the meeting among themselves.
- Although they did not need to patrol in lunch, they were eager to hold the health activities for our students.
- Their performance was satisfactory and the team spirit was built.

Suggestion

Their roles can be reviewed and widened because HEC team will develop organic farming and promote environmental education in the coming year.

Remarks: The success criteria cannot be measured in every team because they use different types of evaluation for their performance. All SD teams will try to use similar tool for evaluation in the coming year.

c) External activities

- We tried to nominate our students to join different outstanding students award scheme but the result was not satisfactory. Only one student got the award the in Young Leader Association.
- Also, we joined the “倡健學校計劃” but the result was not satisfactory because the program was not so attractive.

Suggestions:

Students should be encouraged to join more external activities in order to widen their exposure.

2.3.2.2 Strategy 2: Provide more channels to promote form house development

a) Promote the form house status through school ceremonies and competitions

- 7 Form Houses were set up. They are Peace (S1) Courage (S2), Trust (S3), Grace (S4), Gentleness (S5), Kindness (S6) and Patience (S7)
- Students who were interested in Form House were elected through the SU and Form House election. Some of the students were nominated by teachers.
- All the Form Houses were supervised by different teachers separately as the supervisor.
- Each form had organized **three** activities throughout the school year.
- Form House members had participated in other activities which are assigned by school such as Sports Days.
- Senior Form Houses were particularly active . They performed better than junior Form Houses.
- Each Form House published their first “Form Post” which were about their school lives. “Form Post” was a successful task for them.
- Principal gave encouragement for each Form house in the School Commencement day.
- S5 Form house members presented the big encouragement card to S6 Form house captain.

In PDC team, the rating of Form House operation is 5 (scale-1-5)

In teachers’ survey, the overall results is about 28% teachers are satisfactory in this aim and about 54% teachers are very satisfactory in this aim. (Appendix I)

- #### b) Senior form students can have chance to lead junior form students.
- SU can train Form house leaders through organizing inter-form school activities such as inter-form competition in school assembly.

Suggestions

1. Special guidance should be given to S1 by their teacher supervisor.
2. Form House members can let students and teachers know more about them by more promotions and invitations of teachers to join their activities.
3. Class teachers should support Form House activities as it is a school

policy in developing students' leadership, creativity and sense of belonging.

4. Explore more ways to enhance the culture of "passing the torch" for the Form house development.

3. Conclusion: In this year, we found that the results of all major concern are satisfactory, especially the items of career development (62% :level 4 satisfactory), support on students' growth (63%: level 4 satisfactory), Form house development (54%: level 4, 11% :level 5), lunch arrangement (74%: level 4). Students' character and their leadership development are kept improving and their overall performance is satisfactory. Their sense of belonging to school is stronger. When we review our major concerns in 09-12 school plan, the result of each item is satisfactory and improving.

In the coming year, we will begin our new three-year school plan cycle. We will put focus on developing students to become a self-directed learner. Students should be more proactive in their learning and their life planning. In our department, we will put more focus on nurturing our students' personal qualities such as attentiveness, self-discipline and perseverance. On the good foundation of leadership development in STCC, we will keep training our students to be a proactive leader and serve the community in future. The culture of "Passing the torch" will be also our focus in the first year of school plan.