

ECF Saint Too Canaan College
2012-2013
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, socialability, 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 2012-2013:

Mr. Chen Dzu Biao (Supervisor)

Elder Li Shiu Hong (Deputy Supervisor)

Dr. Chan Ching Hai

Dr. Leung Kam Bor
 Rev. Yiu Hing Sang
 Rev. Yu Kwok Hung
 Rev. Cheung Wing Sang (Joined on 21 March 2013)
 Dr. Kwan Ming Tak (Joined on 21 March 2013)
 Dr. Lau Siu Ying (Joined on 21 March 2013)
 Mr. Lee Yu Wai (Joined on 21 March 2013)
 Mr. Ho Man Leung (Left on 20 May 2013)
 Dr. Li Pak Hung (School Principal)
 Mr. Lui Chi Hing (Parent Representative)
 Mr. Cheung Kim Sing (Teacher Representative)

3. Number of Active School Days
 Number of school days in school calendar : 193
 Number of school days with regular classes : 142
4. Lesson Time for the 8 Key Learning Areas

	Percentage (%)
Chinese Language Education	15
English Language Education	16
Mathematics Education	13
Science Education	11
Technology Education	8
Personal, Social and Humanities Education	22
Arts Education	8
Physical Education	5

III. Our Students

1. Class Organization

	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	4	4	4	4	4	4	24
No. of Students	137	134	107	126	96	104	704

IV. Our Teachers

Teaching Experience

	Percentage (%)
0-4 years	17%

5-9 years	46%
10 years or above	37%

V. Major Concerns

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

The following three major concerns were adopted for 2012-2013:

1. To foster students to be self-directed learners.
2. To nurture students to be future leaders.
3. To develop students with international perspective.

Based on the major concerns of 2012-2013, 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. L&T Core member of each division will initiate plan for L&T department.

1.1.2 Curriculum

- 1.1.2.1 Over 99% 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.

- 1.1.2.4 Projected grade for S6 students helped them to prepare for HKDSE and choosing pathways after S6.

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. Lots of students were fell in the range of make-up exam. Review the criteria for attending make-up exam in 2013-14

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 Teaching

1.1.6.1 REES scheme on promoting teaching strategies among EMI subjects was launched in the 2nd year. Teachers grasped technique and rational in helping students learn better in EMI subjects

1.1.6.2 It is suggested that to have more sharing for teachers who teach EMI subjects.

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 Liberal Studies and Chinese History

1.2 Evaluation of the overall level of achievement on the objectives

1.2.1 To assist students to formulate learning goals and practice self-reflection

1.2.1.1 Students are able to formulate their personal effective learning plans. However, they were seldom to review it seriously during school year.

1.2.1.2 Students always reviewed their learning performance. It was still difficult for senior students to adjust their learning habit. It is suggested that central arranged revision section can be set for S6 students in the coming year.

- 1.2.1.3 S3 students grasped learning target in Liberal Studies lessons through Formative Instruction Practice. Their performance in Liberal Studies was improved.
- 1.2.2 To promote self-directed learning by helping students to implement their learning strategies through curriculum design
 - 1.2.2.1 Each KLA designed learning materials to promote self-directed learning. Students tasted self-directed learning. They also grasped the technique to learn through those exercises.
- 1.2.3 To promote **reading atmosphere**
 - 1.2.3.1 To cultivate students reading habit by Reading Everywhere and Online Reading
 - 1.2.3.1.1 Bookshelves of reading everywhere are not easily available for students. Students also are not interested in the types of book being chosen. Create a good ideal reading area for students in the ground floor with suitable reading materials.
 - 1.2.3.1.2 Online reading program was not effective to help students build up reading habit. It is suggested to have reading lesson for S1 & S2 in the coming year.
 - 1.2.3.2 To help students read frequently
 - 1.2.3.2.1 The rate of borrowing books is slightly increased. It is suggested to promote reading books in different subjects in the coming year.
 - 1.2.3.2.2 It is suggested to set up a Reading committee to promote reading across different KLAs.

VII. Student Development Department

1. Objectives

- 1.1 To develop students' attentiveness and acquire self-discipline and perseverance.
- 1.2 To identify and actualize students' potentials
- 1.3 To develop proactive and innovative leaders .

2. Evaluation

2.1 Objective 1

To develop students' attentiveness and acquire self-discipline and perseverance.

2.1.1 Strategies and implementation

Strategy: Nurture personal qualities through learning activities, programs, personal guidance and award scheme

2.1.2 Objective and subjective means, measurable set in the 2012-13 Annual plan.

Overall results: about 54% teachers are satisfactory in this aim (Level 4)

About 19% teachers are very satisfactory in this aim.(Level 5)

2.1.2.1 Learning activities

a) Morning assembly competition:

-About 80% classes can get 8 marks in their performance. The marking scheme is focus on the attentiveness and their shape of their class

b) Developmental programs:

-We CAN programs are organized for S1-3 students.

S1 students' training is focus on Self-management skills. S2 students' training is focus on AQ through Experience programs. Goal setting programs are organized for S3 students.

-About 30 students had been recruited in each program with almost 100% attendance rate. The rating of evaluation of this program by teachers and students are 3.6 and 4 out of 5 respectively.

-As starting this program in the first year, the result are satisfactory. Most teachers show appreciation of the program

Suggestions:

i) Since the programs involved huge of human resources, it is suggested that the Junior Forms Nurturing Program (We CAN program) should be coordinated by SD department instead of CNC.

ii)Form teachers would like to know more about the aims of the program and the performance of the students after each program. More communication with form teachers is needed in the coming year.

c) . Courtesy week: (Appreciation week)

- Writing appreciation cards, song dedication and Mister Softee ice-cream activity were organized in this week (16/4-19/4)

-Most teachers appreciate and agree with the design of this campaign that it provides great opportunities for teachers and students to appreciate each other

-All classes joined at least one activity. The rating of evaluation is 4.7 out of 5).

-Good cooperation with different departments such as CNC, MCEC and Chinese

Suggestions

- i) Before the program, students are taught how to respect others.
- ii) Teachers can set different targets on each day
(e.g. Monday : respect or appreciate to ourselves; Tuesday : to our family, Wednesday : to teachers, Thursday : to other school staffs, etc.)

2.1.2.2 Personal guidance

a) Form teachers' role :

- In the beginning of the term, form teachers have set class routines and goals for each class.
- Over 90% students overall have good behavior records except S.3 and S.5 students (Only 83% S.3 students and 84% S.5 students have good behavior records)
- Most classes keep their discipline and cleanliness well.
- CNC teachers and Form teachers started to provide personal guidance to students with serious misbehaviors records at early stages. With co-operations of form teachers and parents, most students had shown improvements throughout the year.

b) Class prefects

- The class prefects in S.1 perform well throughout this year.
However, the role of class prefect is not significant and the performances of the class prefects are unsatisfactory in S.2 and S.3. The rating is fair only.

2.1.2.3 Award Schemes

a) Inter-class board competition

- Inter-class board and room decoration was held from September to October
- 5S' practice is encouraged to implement in classroom settings.
- The board decoration competition with a theme: "10th Anniversary of STCC" .
- All classes joined the competition. The Rating is 4.3. The result is satisfactory.

Suggestion

- i) As the provision of board decoration material by school may not be enough, so

we have provided a budget of \$100 for each class to buy material. The response was positive. This suggestion will be kept next year.

ii) We may need to check the board and class tidiness and cleanliness time to time. So we may think about concrete routine to take care their class.

b) Star of Canaan:

-Students can develop their healthy characters in the sense of quality students with positive thinking.

(Oct, Nov) Respect,(Oct, Nov) Helpfulness,(Jan, Feb) Caring,(Jan, Feb) Responsibility (Mar, Apr) Progress,(Mar, Apr) Leadership

-The rating is 4 .Students and teachers can elect the students who own those qualities

Suggestions

i) We may cancel the Awards Ceremony at the end of the term. Instead, we will promote the Stars of Canaan by thematic months with related activities. The star of Canaan will be elected and announced every month (e.g. Oct, Nov, Dec, Mar, Apr, May)

ii) All nominees will be elected by teachers. The nominees will be gathered to form a so called Club of Canaan Stars/“星星同學會”. They will be mobilized to take part in the activities. By observing performance of nominees in different activities, the nominees in the club will have the right to elect (互選), together with teachers’ ballots, to elect the final 6 Stars of Canaan of the year.

iii) Each star can get the reward every 2 months instead of end-of-term ceremony. So, students can show up their quality throughout the year.

2.1.2.4 Parent education

a) Topics of the workshops are related to the personal qualities.

-Workshops for S1 parents:3 workshops were held on the consecutive Saturdays of October and November for S.1 student ‘s parents

-3 workshops for other parents were held in February, March and April.

The topic is “如何將自律、專注及堅毅帶入你家中”. Parents could share their opinions towards the topics freely with the guidance of the speaker.

Most of the parents found such sharing valuable.

Suggestion:

i) The time was generally well kept as planned. The duration of time for talks (i.e. 2:30-4:30) and the rundown of talks could remain the same next

year.

- ii) Some of the speakers will be invited next year as they could really cater for the needs of the parents. The co-operation with the organization '心暖心輔導中心' is highly recommended due to the high quality services provided.

2.2 Objective 2

To identify and actualize students' potentials

2.2.1 Strategies and implementation

Strategy: To Provide different channels to help students to recognize their abilities and interests, and celebrate their achievements

2.2.2 Objective and subjective means, measurable set in the 2012-13 Annual plan.

Overall results: about 64% teachers are satisfactory in this aim (Level 4)

About 16% teachers are very satisfactory in this aim. (Level 5)

2.2.2.1 Talented campus

- a) S1 and S4 students should take one activity /interest class.

- Many new interest classes have been introduced this year such as Korean, Japanese, and painting, etc. The students attendance record have shown that students are favourite in those new interest classes.

- The rating is 4.

Suggestions

- i) Interest classes involve a lot of administrative process and the quality of tutors is important.

- ii) Show off Day is really a good platform for students to build up confidence.

- b).All students should take at least one post.

- c) Celebrate achievement: Public appreciation for the student achievement

Students' Achievement Record can be kept and uploaded in our school website but most photos of A&P achievement were shown at the end of term ceremony.

Suggestion

The collection of photos of achievement should be kept from the beginning of

the Term. Each department should be known this arrangement . CTV should be noticed to collect those photos throughout the whole year.

2.2.2.2 Career planning

a) Career talk:

-Local and Oversea Studies Expo was held in Feb. Over 15 institutions were invited to join. More than 80% of participants felt the Expo is very successful.

b) Elective selection book:

-Although we cannot order the elective selection book ,S3 Students can have sufficient information and guidance in select their electives in NSS through different briefing sessions and parents nights.

c) Career workshops for S4 and S5 students

- Seminars of introducing the job market in Hong Kong and about the pathways after DSE were organized for Senior form students . 80% of them found it is helpful for their career planning.

Suggestions

i) More activities for career education will be organized in S1 to S3.

Students have to learn how to plan their future and understand the importance of career planning.

ii) Mentorship scheme should be launched for our S6 students to find out their interests, strengths and career aspirations.

2.2.2.3 Organic farming

-The rate of attendance is 70% . It is because that most of the health ambassadors are S5 students and they usually have time crash with other activities or tutorials after school. However, they still continued to serve as little farmers after the program.

-For the first year run, students showed considerable growth in perseverance and responsibility.

Suggestion

i)Cooperation with the Produce Green Foundation to train some potential leaders from junior form in the coming year.

ii) Fixed amount of program fee can be collected from the students at the beginning. There will be a refund scheme when the student has good

- performance and attendance in the program.
- iii) Past health ambassadors, especially S.6 students will be invited to be the little teachers in the coming year.
 - iv) To cooperate with the science department to seek for any science education in making use of the field.

2.3 Objective 3:

To develop proactive and innovative leaders .

2.3.1 Strategies and implementation

Strategy: To Establish the culture of “Passing the Torch”

2.3.2 Objective and subjective means, measurable set in the 2012-13 Annual plan.

Overall results: About 38.7% teachers are satisfactory in this aim.(Level 4)

About 9.6% teachers are very satisfactory in this aim.(Level 5)

The result is not satisfactory.

2.3.2.1 Rituals

-In speech day, S5 students will attend the ceremony and present the souvenirs to S6 students .

-In SU and leaders Inauguration ceremony, the leaders of last year will present the badges to new leaders. It is a symbol of passing the torch.

2.3.2.2 Mentor system

a) Big brothers and Big sisters scheme: The rating is 3.5

- The numbers of application of both mentors and mentees increased this year.

The trainings for mentors and the activities held by the mentors were well-designed and appreciated by teachers.

-Since the mentors did not proactively communicate with mentees, mentors failed to care and support their mentees.

Suggestion

-BBBS should focus more on helping mentors and mentees to build up relationship and trusts rather than just holding activities for them.

b) Prefect team: The rating is 4.3

- The success criteria were met.

-Core group of Prefect leaders managed and led the Prefect team.

Regular Evaluation meetings had been held by the core group of Prefect leaders.

-Senior / awarded Prefects shared their skills and experience to junior prefects in training sessions and Prefect Annual meeting.

-Starting from this year, prefect leaders hold the discipline of the weekly assembly before singing school songs.

c) Relationship between SU and form house

-The rating of performance is 4.6 for SU and 4.2 for Form house

-In the new structure this year, Form house is under SU structure. But their communication is only for organizing activities . The “passing the torch” culture has not developed .

Suggestions

i) Form house members can join SU meeting to learn the rationale and the principles of planning activities

ii) More cooperation between SU and among form houses should be enhanced in order to build a harmonious relationship among different forms.

d) Student fellowship

-80% team members of Christian ministry team have served in assembly, gospel week and student fellowship. 70% members attend the CMT meeting regularly on every Thursday. The average score of the items related to Christian ministry team is 2.34.

-About 30 students joined the student fellowships in average in every day 3 after the period of self-directed learning. There were various activities in student fellowship such as teacher spiritual sharing, Gospel magic, Bible knowledge competition. Most of the participants were the members of Christian Ministry team and they served in the fellowship

Suggestions

i) Christian ministry team sets a good model in school and the image is sharp in this year. Enhance the culture of Passing the torch, some target Christians should be selected to train them to take the leading role of the team when the old members graduate.

ii) More platforms should be explored for nurturing Senior form Christian students since they may not attend the students fellowship due to the

clash of mock exam practice.

3. Conclusion and Recommendation

3.1 According to the SD survey, we found that the results of Objective one and two are satisfactory but Objective three is less satisfactory .Therefore , we will put this major concern again in the coming year. That means “Passing the torch “culture should be promoted through different channels and platforms.

The other areas of Student Development got a satisfactory result, especially the career development (76% level 4 or above ,satisfactory), support on students’ growth (74%: level 4 or above ,satisfactory), leadership development (74%: level 4 above) lunch arrangement (74%: level 4 or above). The highest rating can be found in Home school cooperation. (87%, level 4 or above). Students’ character and their leadership development are kept improving and their overall performance is satisfactory. Their sense of belonging to school is much stronger. When we compare our result in 1112 SD survey , the result of most items is improving.

3.2 In the coming year, we will put more focus on the following areas.

3.2.1 Enhance and promote “passing the torch” culture

In order to build a harmonious relationship and pass the STCC core values from Senior form to junior form students, more platforms for cooperation and communication should be provide for different forms. A “self-management—自治” and “self-discipline” culture would be the ultimate goals in the near future.

3.2.2 New operation of We CAN program

After go through the first round of We CAN programs, SD will assign a core group to design the development activities according to the major concerns of each form. SD committees will have more cooperation and collaboration. We CAN programs are not only organized by CNC group . SD head will have an overview on the operation of those programs. More SD committees heads will involve in planning and running of the programs. The integration of SD programs will be enhanced.

3.2.3 Strengthen the religious atmosphere

More visible decoration will be appeared in campus and classroom in order to enhance the religious atmosphere. We hope that those practices can build up students’ good character and enhance students’ spiritual development.

ECF Saint Too Canaan College
Financial Summary for the 2011/2012 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of % of the annual overall income)		
DSS Subsidy	80.83%	N.A.
School Fees	N.A.	16.36%
Donations	0.31%	0.02%
Other Income	1.82%	0.66%
Total	82.96%	17.04%
EXPENDITURE (in terms of % of the annual overall expenditure)		
Staff Remuneration	85.82%	
Operational Expenses	8.96%	
Fee Remission / Scholarship	2.42%	
Repairs and Maintenance	0.97%	
Depreciation	1.33%	
Miscellaneous	0.50%	
Total	100%	
Surplus for the School Year[#]	0.65 month of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the end of the School Year[#]	4.83 months of the annual expenditure	
<i>[#] in terms of equivalent months of annual overall expenditure</i>		

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements.