

**ECF Saint Too Canaan College**  
**2013-2014**  
**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 2013-2014:

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  
 Dr. Kwan Ming Tak  
 Dr. Lau Siu Ying  
 Mr. Lee Yu Wai  
 Dr. Li Pak Hung (School Principal)  
 Mr. Sham Kui Man (Parent Representative)  
 Ms. Wu Chi Ying (Teacher Representative)

3. Number of Active School Days  
 Number of school days in school calendar : 200  
 Number of school days with regular classes : 148

4. Lesson Time for the 8 Key Learning Areas

|   | Percentage (%) |
|---|----------------|
| Chinese Language Education                | 16             |
| English Language Education                | 16             |
| Mathematics Education                     | 13             |
| Science Education                         | 10             |
| Technology Education                      | 8              |
| Personal, Social and Humanities Education | 21             |
| 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 | 133 | 137 | 132 | 128 | 116 | 102 | 748   |

**IV. Our Teachers**

Teaching Experience

|                   | Percentage (%) |
|-------------------|----------------|
| 0-4 years         | 10%            |
| 5-9 years         | 50%            |
| 10 years or above | 40%            |

## **V. Major Concerns**

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

The following three major concerns were adopted for 2013-2014:

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 2013-2014, 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**

### 1.1 Evaluation of the overall level of achievement on the aims

#### 1.1.1 Curriculum

1.1.1.1 Over 96% S4 students can choose one elective among their 1<sup>st</sup> to 3<sup>rd</sup> choices.

1.1.1.2 Admission of students, class formation and add/drop of elective subjects are proceeded with more consideration to maintain the stability of the standing curriculum requirement.

#### 1.1.2 Assessment

1.1.2.1 TSA was continuously used as a good reminder for teachers to assure basic competency in our junior students.

1.1.2.2 Good progress was reported in the inspection of examination papers. The scope and depth of papers were improved. They were responding to different learning abilities.

#### 1.1.3 Assignment policy & procedure

1.1.3.1 No of students who were engaged in Holiday Detention classes was decreased.

#### 1.1.4 Learner Diversity

1.1.4.1 Programs for catering learner diversity were carried out after school such as S1 Homework caring groups, tutorial class for newly arrival students from Mainland China, enhancement classes, etc. Over 83% students agreed their needs were catered.

#### 1.1.5 Teaching

1.1.5.1 REES scheme on promoting teaching strategies among EMI subjects was launched in the 3<sup>rd</sup> year. Teachers from Mathematics Department grasped

technique and rational in helping students learn better in EMI subjects

#### 1.1.6 Academic results as the learning performance

1.1.6.1 It is continuing to be an encouragement that the HKDSE result with good performance especially in Geography and Chinese History.

### 1.2 Evaluation of the overall level of achievement on the objectives

#### 1.2.1 To assist students to grasp their learning goals and practice self-reflection

1.2.1.1 Students are able to formulate their personal effective learning plans. Over 80% students set learning goals and revision plan (86%).

#### 1.2.1.2 To help students review their learning performance and habit

1.2.1.2.1 Over 81% of students always reviewed their learning performance through test / exam results and teachers' comments.

1.2.1.2.2 Over 70% S5 & S6 students agreed that their learning habit was improved in this year.

#### 1.2.2 To promote self-directed learning by developing students' learning habits and learning strategies.

1.2.2.1 Over 80% teachers can set learning target at least one lesson in each term.

1.2.2.2 S3 students grasped learning target in Liberal Studies lessons through Formative Instruction Practice. Over 90% S3 students grasped their learning targets in LS lessons. Their performance in Liberal Studies was improved. On top of learning target, assessment and feedback should be matched with learning target in S3 for the coming academic year.

#### 1.2.3 To promote **reading atmosphere**

1.2.3.1 To cultivate students reading habit by Reading Everywhere and Reading Lesson in S1 & S2

1.2.3.1.1 Bookshelves of reading everywhere were more easily available for students. Students also were interested in the types of book being chosen. More than 50% students read books from these book shelves.

1.2.3.1.2 Reading lesson

1.2.3.1.2.1 S1 & S2 students enjoyed reading lesson. Over 77% S2 students

enjoyed book sharing with classmates. Over 82 % S1 students enjoyed reading book out of classroom. It is suggested to nurture S2 students reading habit in the coming year.

1.2.3.2 To help students read frequently

1.2.3.2.1 The rate of borrowing books is similar as last year. It is suggested to promote reading books in different subjects in the coming year.

1.2.3.2.2 It is suggested to coordinate Reading Schemes among different subjects.

## VII. Student Development Department

### 1. Objectives

- 2.1 Students can learn from role models who possesses the character traits of Attentiveness, Self-discipline and Perseverance
- 2.2 Students can formulate their career goals and practice self-reflection at different stages of their learning process.
- 2.3 Establish the culture of “Passing the Torch” (傳承文化)

### 3. Evaluation

3.1 Objective 1

**Students can learn from role models who possesses the character traits of Attentiveness, Self-discipline and Perseverance**

3.1.1 Strategies and implementation

**Strategy: Students can learn role models through mass programs, developmental programs and award schemes**

3.1.2 Objective and subjective means, measurable set in the 2013-14 Annual plan.

Overall results: about 54% teachers are satisfactory in this aim (Level 3)

About 46% teachers are very satisfactory in this aim.(Level 4 and 5)

3.1.2.1 **Mass Programs**

a) Morning assembly competition

-Less than 5% sharing was about the role models of those character traits .

-Over 50% sharing was about the book sharing because” Reading is fun” is the main theme of this year.

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

b) School assembly

- We invited different speakers (role models )to share their life experiences. Throughout their sharing, students could learn the good character traits from their life. (The Rating is 4.7)

Suggestions:

- Responsible teachers of morning assembly should inform the teachers about the theme of “Role Model’ that should be promoted in morning assemblies
- More Role models of those character traits can be invited in the school assemblies in the coming year.

3.1.2.2 Development programs

- S1 Self-management skills
- S2 Experience programs, AQ
- S3Goal setting programs

- About 30 students have joined the above programs. The attendance rate is about or over 70%. The result is satisfactory.

Suggestions

- Since we want to promote a good planning in OEA in Junior form and we have joined P.A.T.H program for next three years , more integration of SD activities will be organized in the coming year.

3.1.2.3 Award Schemes

Choose class models

a) Inter-class board competition

- Inter-class board and room decoration was held from September to October
- 5S’ practice was encouraged to implement in classroom settings.
- The board decoration competition with a theme: “My Christian Classroom” was held.
- All classes joined the competition. The Rating is 4. The result is satisfactory.

Suggestion

- We need to promote the practice of 5S throughout the year.
- A theme of “positive thinking” and class moto can be put on board decoration in the coming year.

b) 5' S practice competition—(Clean up STCC monthly)

- Classes were checked by CNC and MCEC at least twice in one term
- About 60% classes could keep their classroom clean.
- The result of Junior form is satisfactory but the improvement should be concerned in senior form.
- There are too much stuff on the top of the lockers and cabinets.

Suggestions

- i) We need to set a checklist for senior form .
- ii) School should renew the lockers of senior form

c) Star of Canaan:

- Students with good characters were be elected by teachers . They became Role models for other students. 100% students joined the election.
- (Oct, Nov) Self-discipline (Oct, Nov) Respect (Jan, Feb) Responsibility
- (Jan, Feb) Perseverance (Mar, Apr) Leadership, (Mar, Apr) Progress
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-The rating is 4 . In this year, only teachers could elect the star of Canaan.

-In this year, the Awards ceremony was cancelled. The Awardees could share their experience in school assembly. The result is satisfactory.

Suggestions

-It is suggested that more activities can be involved or organized by the of “Star of Canaan” union(星星同學會) , therefore, students can follow their role models.

d) Punctuality monthly award

- Good attendance records were posted monthly on board to show appreciation.
- Some students have very few (less than 9) late records and the number of students with serious late records (more than 15 times late records in the whole year) keeps decreasing these years (less than 5% of total students).
- About 60% of students can achieve the goal.

3.1.2.4 **Other progams**

a) Parent education

Topics of the workshops are related to the personal qualities.

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

-The topics (我的孩子長大了, 寬緊合度的管教, 伴你孩子活出正能量) are



- suitable for S1 parents. Parents' feedbacks were very positive.
- The Parents' Workshops held in the second term were conducted in the form of '家長學堂', in which credits were recorded and certificates will be issued to them in the coming PTA AGM.
  - The result of above two workshops are satisfactory. 90% shows satisfactory for the workshops. Over 30-60 parents joined those workshops.

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) Parents have strong interest in the topics like “PTA/ 九型人格”, “子女規劃” and “親子歷奇”. Those topics can be chosen in the coming year.
- iii) Activity of “親子歷奇” can be organized for a whole day camp.

b) Organic farming

- In this year, 9 students (all from S1) were recruited as little farmers. They needed to attend six lessons. They took responsibility during the process.
  - Their performance and the attendance is satisfactory
- Little farmers: Over 90% attendance rate but health ambassadors were not committed in the program.

Suggestions

In the coming year, health ambassadors are optional for joining organic farming. Their major duty should be planning and organizing HEC activities.

3.2 Objective 2

**Students can formulate their career goals and practice self-reflection at different stages of their learning process.**

3.2.1 Strategies and implementation

**Strategy: To Provide different channels to help students to formulate their career goals and practice self-reflection at different stages of their learning process.**

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

Overall results: about 64.3% teachers are satisfactory in this aim (Level 4 or above )

### 3.2.2.1 Junior forms

- a) To assist students exploring their interest, strengths and life skills in junior form.
- “Dream Runners” Scheme was organized for more abled students in order to strengthen their motivation to plan their future.
  - Totally 24 S3 students joined the program. Over 70% agreed the program was useful and meaningful.
  - Since S3 students were too busy in studying many subjects, their attendance was unsatisfactory.
  - S2 Sim journey was organized by school agency, but they did not collect the data for evaluation because the time is rush .But the outcome is satisfactory.

### 3.2.2.2 Senior forms

- a) Workshops for S4-S5 students: Four workshops were held for students. Over 80% students show satisfactory .
- b) Local and Oversea Studies Expo was held in Feb. Over 16 institutions participated. More 85% students show satisfactory
- c) Mock DSE result announcement: All S6 students attended the Mock DSE result announcement in OCT. Most of them were serious during the program. They could set their target for the DSE .
- d) DSE result announcement : We organized parents talk and consultation days before and after the DSE result announcement. Half of the students and parents felt useful.

### Suggestions

Starting from the 2014/15 school year, an additional annual recurrent cash grant from the Government will be the extra resources to enhance and enrich life planning education elements for students. We have invited a social worker to work on the career education for our students.

## 3.3 Objective 3:

### Establish the culture of “Passing the Torch” (傳承文化)

#### 3.3.1 Strategies and implementation

#### **Strategy: To Provide different rituals and platforms for establishing “Passing the Torch”**

In the process, give more autonomy to students to organize activities and teachers play as mentors or advisors only

### 3.3.2 Objective and subjective means, measurable set in the 2013-14 Annual plan.

Overall results: About 39% teachers are satisfactory in this aim.(Level 3)

About 50% teachers are very satisfactory in this aim.(Level 4 & 5)

#### 3.3.2.1 Rituals

-In speech day, S5 students attended the ceremony and presented the souvenirs to S6 students .S6 students also presented the souvenirs to S5 as well. They encouraged each other and established the culture of “Passing the torch”.

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- In SU and leaders Inauguration ceremony, the leaders of last year presented the badges to new leaders. It is a symbol of passing the torch.
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#### 3.3.2.2 Mentor system

a) Big brothers and Big sisters scheme(BBSS): The rating is 3.4

-About 15 BBSS were trained and at least 4 meeting or activities were held and provided the opportunities for the sharing support for those mentors and S1 students.

- However, mentors were very busy in dealing with their school works or extra-curricular activities. Mentees were very passive and the outcome is not satisfactory.

#### Suggestion

-More training and support from teachers will be enhanced in the coming year.

-We want to help them to build up confidence and encourage them to learn to be leaders and role models of STCC. Teachers could also be mentors of groups of student leaders in order to promote the culture of “Passing the Torch” and “Self-discipline”.

b) Prefect team: The rating is 3.4

-Prefect leaders had regular meetings monthly, managed and led the Prefect team. Senior awarded Prefects shared their skills and experience to junior prefects in training sessions and Prefect Annual meeting.

-Junior form prefects performed better than high forms .S1 class prefects could play their role in keeping the self-discipline in their class.

-The other forms class prefects could not meet our expectation.

### Suggestions

-More training and support should be provided for prefects and class prefects.

#### c) Relationship between SU and form house

- The rating of performance is 4.0 for SU and 3.57 for Form house
- Although there was only one proposed cabinets, Vertex, participated in the election and they won the presidency by over 50% of votes.
- Under the new structure of SU, Form House members provided sufficient manpower to help SU organize their activities.
- The members' performance is satisfactory.
- In this year, each form had organized three activities throughout the school year.
- All form houses have set their annual plans and finished it on time.
- They can learn different leadership skills through the cooperation with SU and other form houses.

### Suggestions

Since we want to enhance the culture of "Passing the torch", Form house will be changed to Vertical structure in 1516. Lots of preparation will be proceed in the coming year.

#### d) Student fellowship

- About 65% of team members served in assembly and gospel week. 60% of team members attended the regular meetings. The average score of the items related to Christian ministry team is 2.3
- About 22 students joined the student fellowships in average in every day III after the period of self-directed learning.
- Wednesday morning worship and devotion, student fellowship and Christian ministry team lunch gathering were good platforms to gather the committed Christians to share their Christian belief and to show their spiritual support to the others. Those were the good platforms for them to set good models and students can learn from one another.

### Suggestions

-Since there are clashes between student fellowship and other activities, the attendance of student fellowship were affected . It is suggested that some measures are needed to favor the committed Christians to join the student fellowship.

#### 4. Conclusion and Recommendation

4.1 According to the SD survey, we found that the results of Objective two are satisfactory but Objective one is the least satisfactory. Also, we found that the result of students' self-discipline from stakeholder survey is below our expectation. Therefore, we will put "Establishing self-discipline culture is our major concern again in the coming year. Furthermore, whole school approach of career education will be proceed in the coming year.

The other areas of Student Development got a satisfactory result, especially the career development (85% level 4 or above, satisfactory), support on students' growth (75%: level 4 or above, satisfactory), leadership development (75%: level 4 above) lunch arrangement (57%: level 4 or above). In comparing with last year, we will pay more attention for the lunch arrangement. We hope that the new food provider will reduce the problems of ordering lunch boxes. But Highest rating can be found in Home school cooperation. (82%, level 4 or above). Students' character and their leadership development are kept improving and their overall performance is satisfactory.

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

##### 4.21 New operation of OLE programs

After two years' operation of We CAN programs, we found that a more comprehensive Whole-person development programs should be implemented from Form one to Form six.

We will try to run the OLE programs in S1 and S4 in the first stage. All activities will be classified into different types and students needs to participate a certain number of activities. All record will be put in their OLE record. After six years, students can learn different values and skills through those activities. They can go through the paths of whole-person development which can help them to set their life planning and develop them to become good leaders in future.

##### 4.22 Whole school approach in career education

Start from next year, the additional grant will be given to school for the life planning education. We have employed a social worker to assist the operation of those programs.

In Junior form, Career education in S1 to S3. Students will be implemented in the coming year. More experiential programs will be organized in LE or ME lessons. More support for S3 students course selection and Parental works are our focus in coming year.

In Senior form, mentorship scheme will be launched for our S6 students who can find out their interests, strengths and career aspirations. More opportunities for

working experiences will be provided for senior form students.

#### 4.23 Build up a self-disciplined and incursive culture

In promoting the “self-disciplined” culture, a clear and high expectation on students’ conduct should be communicated with teachers, students and parents. More appreciation should be given for those self-disciplined class and students. Award schemes will be designed to promote the self-disciplined culture.

Besides, as number of cases of SEN keeps increasing these years, the promotion of incursive culture is also a major concern in our school .Therefore, outside resources such as EP service will be provided for the support of those SEN students and teachers. More learning strategies and social skills training will be provided for SEN students because most of our SEN students are high-functioned and they have talent to achieve excellent academic performance. Through this extra EP support and other programs, a self-disciplined and incursive culture can be fostered and build up in STCC.

**ECF Saint Too Canaan College**  
**Financial Summary for the 2012/2013 School Year**

|   | <b>Government<br/>Funds</b>            | <b>Non-Government<br/>Funds</b> |
|---|--|---------------------------------|
| <b>INCOME</b> (in terms of percentages of the annual overall income)                                      |  |                                 |
| DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)            | 80.21 %                                | N.A.                            |
| School Fees   | N.A.                                   | 18.47 %                         |
| Donations, if any   | N.A.                                   | 0.02 %                          |
| Other Income, if any  | 0.71 %.                                | 0.59 %                          |
| <b>Total</b>  | 80.92 %                                | 19.08 %                         |
| <b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)                            |  |                                 |
| Staff Remuneration  | 88.58 %                                |                                 |
| Operational Expenses (including those for Learning and Teaching)  | 7.08 %                                 |                                 |
| Fee Remission / Scholarship   | 2.08 %                                 |                                 |
| Repairs and Maintenance   | 1.07 %                                 |                                 |
| Depreciation  | 0.77 %                                 |                                 |
| Miscellaneous   | 0.42 %                                 |                                 |
| <b>Total</b>  | 100%                                   |                                 |
| <b>Surplus/Deficit for the School Year</b> <sup>#</sup>   | -0.34 months of the annual expenditure |                                 |
| <b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year</b> <sup>#</sup> | 4.20 months of the annual expenditure  |                                 |
| <sup>#</sup> in terms of equivalent months of annual overall expenditure                                  |  |                                 |

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