

**ECF Saint Too Canaan College**  
**2017-2018**  
**School Annual Report**

## ECF Saint Too Canaan College

### I. Our School

#### 1. School Mission

##### 1.1 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.

##### 1.2 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, social ability, 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."

##### 1.3 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.

#### 1.4 School Management

School Management Committee members for school year 2017-2018:

Mr. Chen Dzu Biao, James (Supervisor)

Dr. Leung Kam Bor, Sherman (Deputy Supervisor)

Dr. Lau Siu Ying, Patrick

Mr. Lee Yu Wai, Wilson

Rev. Siu Wai Chu

Dr. Yao Kin Hing, Paul

Mr. Yim Yu Chau, Stephen

Mr. Yuen Sui See

Rev. Yiu Hing Sang (Left on 21/2/2018)

Dr. Li Pak Hung, Stephen (School Principal)

Ms. Tsui Chiu Mui, Celine (Teacher Representative)

Mr. Chan Sui Tak, Patrick (Parent Representative)

#### 1.5 Number of Active School Days

Number of school days in school calendar : 183

Number of school days with regular classes : 146

#### 1.6 Lesson Time for the 8 Key Learning Areas

	Percentage (%)
Chinese Language Education	16
English Language Education	16
Mathematics Education	14
Science Education	11
Technology Education	7
Personal, Social and Humanities Education	21
Arts Education	8
Physical Education	5

#### 1.7 Our Students

##### 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	130	121	121	125	114	114	725

## 1.8 Our Teachers

### Teaching Experience

	Percentage (%)
0-4 years	10%
5-9 years	25%
10 years or above	65%

## II. Achievement and Reflection on Major Concerns

The major concerns were discussed in the School Administration Committee meeting. The following three major concerns were adopted for 2017-2018:

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

### Overview of the year

The school takes pride in the celebration of her 15<sup>th</sup> year anniversary. By the grace of the Lord, with no exaggeration, this is a year full of joy, thanksgiving. This is also a fruitful year of learning. To many teachers and students, this is the most memorable year in their lives.

The 15th Anniversary Worship was held in November 2017, signaling the commencement of the year of joyfulness and echoed by a home-coming event in June, which is attended by hundreds of old students. In between were the Open Day in December which attracted over 2000 guest from other schools and the general public.

Throughout this year the school continues to progress markedly in the realm of academic and student development. On the side of student development, the school continues to develop students in their talents, interest and leadership. This year, the number of clubs and societies is over 50, not including a large number of house activities and training camps. The school also add fuel in encouraging students in cross cultural exposure. Among the large number of colorful ventures, science study tour to MIT and music tour to Vienna were most welcomed by students and parents. Students also benefited grossly from the work tour to Cambodia where they served the under-privileged children living in there. Dream comes from exposure. A considerable number of students expressed that their lives were shares positively by these experiences.

In the realm of academic studies, the focus in career education continues to be the engine for progress. As students recognize their life direction more vividly, they tend to work harder in their studies and treasure more their school lives. Student progress in academic work is witnessed in higher quality of assignment, higher scores in their tests and examinations at school and also higher grades as shown in public assessment. This year the percentage of students that attained the passing score of the Territory-wide School Assessment (TSA) in all three subjects, namely, English, Chinese and Mathematics are all above 90%. We believe that strong academic achievement will give students more opportunities in their lives.

# 1 Learning and Teaching Department

## 2. Objectives, strategies, implementation and evaluation

<u>Objectives</u>	<u>Strategies</u>	<u>Target</u>	<u>Time Schedule</u>	<u>Success criteria</u>	<u>Methods of evaluation</u>	<u>Budget</u>	<u>Evaluation result and recommendation</u>
2.1	Teaching effectiveness						
a	Foster self-directed learning through e-learning and “share, think and express” and explore positive discipline.	Teachers	Sept17 – Jun 18	a. As reflected in lesson observations and homework inspections (Over 70% of teachers agree that such arrangements can help them broaden their teaching and design the lesson)	Lesson observations Homework inspections Annual Report L&T survey	PD training (\$3,000)  Lesson visit in Taipei (\$4000* 6) Expense in SDC	<p>The success criteria was completely achieved.</p> <p>Majority KLA incorporated sharestart, self- learning, thinking, sharing skill in PPLO, PLO. This can be shown in LS, Chinese history, Chinese lesson and other subjects. More than 6 teachers went to Taipei workshops which can be promoted in different KLAs.</p> <p>Cater learner diversity can be shown through PPLO, PLO, CWI. Over 90% teachers designed graded worksheet for different ability students and hints were provided to lower ability student. Moreover, through grouping with different ability students and worksheet in graded design with challenging questions.</p>
b	Cater learner diversity through teaching strategies	Teachers	Sept 17– Jun 18	b. As reflected in lesson observations and homework inspections and assignments			

								Suggested “Sharestart Learning Committee” can organize open classroom for lesson observation. More positive discipline skill to be applies in classroom management is needed. Each KLA can start it in 1718.
2.2	Learning performance							
	a	Enhance quality in students’ assignments.	Teachers/ students	Sept 17– Jun 18	As reflected in lesson observations and homework inspections	Lesson observations Homework inspections Annual Report L&T survey		<p>The success criteria was partly achieved.</p> <p>Some Students still submitted poor homework even incomplete assignment especially in senior form they treat test/quiz more serious than quality homework.</p> <p>Suggestion: KLAs need to provide guidelines for quality assignment. And reduce quantity of worksheet and focus on well-design assignment and ask students to complete in good quality.</p> <p>L&amp;T promotion video on “quality hw submission” will be conducted in Sept to Oct to educate students’ responsibility to do it and submit on time.</p>

	b	Improve assessment results	Teachers/ Students	Sept17 – Jun 18	As reflected in homework inspections and students' assessment performance (Over 80% subject can pass in DSE passing rate)	Homework inspections RT/Exam result, DSE result L&T survey (Teachers &students)	The success criteria were partly achieved. For S3 TSA result, 3 core subjects with closer to HK level and English is far above. For DSE 80% subject can pass in HK level, can't achieve at this moment.
2.3	Cross-curriculum learning						
	a	Promote suitable cross-curricular topics across subjects or KLAs.	Teachers	Sept17 – Jun 18	Theme based curriculum provided by KLA and implement in different subjects or functional groups	L&T survey KLA scheme of work/annual report	The success criteria was partly met. KLAs co-operated with each other. E.g. English with VA, PSH (geog.) with Science (Bio), and PE with different subjects. However, not deeply involved in lesson plan, assessment methods which can be in-depth. Explored.



#### 4. Evaluation on Learning and teaching policy programme

##### 4.1 Form Level

Form	Program
S1	<ul style="list-style-type: none"> <li>• Subject enrichment and enhancement tutorial after RT/Exam</li> <li>• Note processing skills training</li> <li>• Make-up exam summer tutorial</li> <li>• NCS pre-exam tutorial class</li> </ul>
S2	<ul style="list-style-type: none"> <li>• Subject enrichment and enhancement tutorial after RT/Exam</li> <li>• Make-up exam summer tutorial</li> </ul>
S3	<ul style="list-style-type: none"> <li>• Subject enrichment and enhancement tutorial after RT/Exam</li> </ul>
S4	<ul style="list-style-type: none"> <li>• Issue-based learning skills</li> </ul>
S5	<ul style="list-style-type: none"> <li>• Issue-based learning skills</li> <li>• Subject tutorials afterschool</li> <li>• Summer program for enhancement subject tutorial</li> </ul>
S6	<ul style="list-style-type: none"> <li>• Interschool oral practice</li> <li>• Subject tutorials afterschool</li> <li>• Interschool mock paper exchange practice</li> </ul>

It is believed that regular drilling and practice was good for senior form students to consolidate what they have learnt. It's good that s5 and S6 have different timeslot for subject every day after school. For junior form program, it is suggested need to improve students learning skill and performance. And some study skills /generic skills should be considered to train students at the beginning of the academic year. Those skills that subject teacher can frequently use in the lesson. It's suggested that Panels can use RT and exam data to shortlist those lag behind the standard and provide specific tutorial to catch up.

##### 4.2 School Level

	Type of program
For teachers (teaching)	<ul style="list-style-type: none"> <li>● To enhance more teaching strategies, this year workshops focus on “Sharing on IT in education, e.g. schoology, iPad in teaching” conducted by ITA to help teachers to know more how they can incorporate IT into their lessons. PSH, IH and Economics, S1 English started to promote IT in teaching</li> <li>● “Sharestart” Taipei conference, 8 teachers were invited to attended and two-day workshop were organized in UCCKE. LS / Chinese panels to have chance to know the new teaching methodologies. Throughout the year, we can find that more teachers have tried this methodology and shared with other teachers through PPLO and teachers’ sharing session.</li> <li>● Inter-school sharing on curriculum design and assessment methods (BAFS,</li> </ul>

	<p>English) can enhance and increase teaching effectiveness.</p> <ul style="list-style-type: none"> <li>● NSC have more exchanges ideas with other schools, e.g. YMCA, UCCKE.</li> </ul>
For students (learning)	<ul style="list-style-type: none"> <li>● It is suggested some students join in talented programme in CUHK. Students can enrolled to join the programme under teachers' guidance and supervision. Hopefully it will be more student-centered learning platform to show their knowledge beyond the lesson and the textbook. It also provides a good incentive to learn about the issues and build more confidence to speak in public.</li> <li>● “Community-based project” was organized to provide subject tutorials and different outing programmes to students with financial needs. Instead of focusing only on tutorials, it allows students to widen their horizons. Students attended Korean, Japanese, language-base course to arouse their interests. Poor attendance of afterschool board-games as clash with homework detention class and other interest class. It's suggested to add more outing or day camp to welcome other students to join in the pool.</li> <li>● Policies for correcting late homework submission habit. Different policies have been adopted to help students to establish good homework submission habit, including tutorials in self-study center, Saturday detention class and L&amp;T summer programme for HW. Number of serious cases (SEN) still difficult to correct their habit. It's suggested all subject teaches have responsibility to follow up timely and special allowance provide for SEN students.</li> <li>● Based on students' survey, students think they have improvements on submission homework. But teachers commented that still many poor learning habit and poor quality homework, this objective is only partially achieved. The survey also reflected that one hour detention class from Monday to Thur. (s1-s4), is for punishment rather than corrective behaviours. It's suggested that how students spend their time in the detention class have to be guided by subject teachers or teachers on duty. Most teachers agreed it's difficult to have s5 detention class as they need to attend all tutorial afterschool.</li> </ul>

## 5. Evaluate reading atmosphere in the campus

Visual reading, such as reading poster in each classroom, board display, mobile library, fixed book corner on each floor and bookshelves in the public areas, were effective to attract students to read everywhere in the campus. However, the books and magazines can be more updated in the cabinet in each floor. Book exhibitions in collaboration with different KLAs and functional groups

was successfully held. It provides a good opportunity to bridge the connections between the library and different departments/teams.

The reading lessons in S1 was well-organized in a way that different elements, including reading lesson kick-off , book sharing, reading in STCC, reading outside school, visiting public library and Eslite, were incorporated.

It's suggested that more KLA subjects based reading can be arranged in different months. Promotion of theme reading such as green life, sustainable and STEM reading materials can be provided. To encourage reading, form teachers, subject teachers, VP & AP can share books in S1 Reading lesson at the beginning of academic year. Providing chances for student librarians to buy the books they like as the gift for those top-books borrowers.

## **6. Suggestion on overall learning and teaching policies**

### **6.1 Measures to follow up repeaters/new students (S2-S4)/SEN/NCS**

Caring programme and lunch chat time (cooperated with BBBS) was conducted to follow up with newly arrived students in order let them to catch up. It's suggested to group them to know each other well can help to have social bonding to know more friend. They can adapt to the learning atmosphere by seeking help from academic prefects. The school has to brief repeaters about expectations at the beginning of the school term. Repeaters' data should be reviewed regularly and more encouragement should be made before exam to those repeaters with significant improvements to drive them to do better in the final exam. L&T core have to remind those new students with possibility to repeat in the 2<sup>nd</sup> term so that they have psychological readiness.

Still there is not enough service for SEN students will be taken out during Homework time to attend special training and tutorials organized by social workers. And special allowance will be given to them in Homework aspects but yet can't cater their time extension in quiz and test. It's suggested tailor made assessment provided to those students if they have special requirement.

1718 is the first batch to start NCS programme in S1. All KLAs and functional groups with good cooperation to help smooth adaptation of 9 NCS students. Some teaching language and HW policies will have minor adjustment for those students. More Maths and Chinese tutorial classes organized before exam to help them to catch up easily.

### **6.2 Measures for Homework detention class**

It is advised that students should be responsible for their learning, including homework submission. Subject teachers are responsible for requesting students to submit homework on time. Those students with 2 items outstanding on a particular day are required to attend

after-school detention class in class/form basis that day (from Monday to Thursday). This policy were quite successfully. And accuracy of the homework data was improved by using iPad for homework submission and reduce less paper.

#### 6.4 Enhancing teaching methodology (IT and Sharestart)

IT and Sharestart these two teaching methods will continue to be implemented in the coming year. To further enhance teaching effectiveness, different KLA member will be involved in “IT in education” and “Sharestart” learning committee to implement teaching strategies. More Sharing sessions on teacher’s development session will be carried out to promote professional exchange and share good outcomes. Incorporating Positive discipline with “Sharestart” exploration process will be carried out for those who are willing and interested to practice in their lessons.

#### 6.5 Language policy

Not many meetings or discussion issues were adopted in the LPC meeting. Only the survey about the EMI language used in form time and EMI subject teaching. Most of the colleagues can fulfill basic requirement. For the EMI atmosphere, all the routines set up, morning announcement in English, display board in the public areas using English and classroom language conducted in English. It’s suggested to train students to translate Cantonese into English for NCS and AFS student during occasions such as morning assembly, Friday assembly if necessary. It’s time to explore and promote more EMI learning environment inside the school.

## 7 Team members

### 7.1 Head

Tsui Chiu Mui (TCM)

### 7.2 L&T department duty allocation ( Panels, AAT, CDC)

Dept.	Initial	L&T affairs	L&T affairs	L&T affairs
L&T Head	TCM	RT/ Exam paper checking Student promotion list	Monitoring all programs Handling crisis or complaints	Explore new programs
*ENG	KSH	PIC : Exchange student program	Cross-KLA curriculum development	LPC support
*CHI	SSS	S2-S6 new students care & support	L&T assembly	
#CHI	LYF	PTH curriculum	NCS Chinese curriculum	
*MATHS	ERI	Community Based program	Internal exam/exam-paper review timetable	
#MATHS	KLY	L&T assembly	RT/ exam data analysis	
*LS	CB	Learning Issues (internal /outsourse program) Centralized tutorial by alumni	S3 course selection, add-drop	LPC Support
#LS	CKF	Self-study center management		
*SCI	YLT	STEM coordinator	L&T SEN learning support	
#SCI	HMF	All HW related issues (warning letter input)	Cross-KLA curriculum development	Assist External exam
*TECH	LYY	S5-S6 Projected grade and follow up	External exam	Parents' day arrangement
*A&P	CCT	Community Based program		
*PSH	LKM	Gifted students support	CWI/PPLO/SES/PLP/TTR/PLO	Assist all L&T issues (study tour, complaint cases)
# PSH	WCW	S1-S6 repeaters care and follow up		
LIB	YWY	Promote Cross-KLA reading activities		
AAT	DER	Internal exam support, (SAS input)	Self-study center management	
AAT	WPW	IT support in HW	RT/ exam data analysis	
CDC	LCP	NCS curriculum	“Learn, think and express”+ PD support	
L&T TA		Resource room management	Update L&T board/event	Self-study center support

- L&T Parents day interview party: TCM, LKM, CB (other KLA heads if necessary)
- Proposed L&T complaint case handling procedures: Subject teacher--- KLA heads--- AP---VP--P

### 7.3 KLA Heads

<u>KLA</u>			
English Language Education Panel	Head		Kong Suet Ha (KSH)
Chinese Language Education Panel	Head		So Suet Shan (SSS)
	Deputy Head		Lee Yin Fong (LYF)
Mathematics Education Panel	Head		Wong Wai Kit (ERI)
	Deputy Head		Kwok Lai Yi (KLY)
Liberal Studies Education Panel	Head		Chiang Bun (CB)
	Deputy Head		Chow Kim Fung (CKF)
PSH Education Panel	Head		Lee Ka Ming (LKM)
	Deputy Head		Wong Chi Wing (WCW)
	Subject Coordinator	Chinese History	Wong Chi Wing (WCW)
	Subject coordinator	IH	Chan Kin Ming (VIV)
	Subject Coordinator	Economic	Au Yu Yan (AYY)
	Subject Coordinator	Geography	Tsui Chui Mui (TCM)
	Subject Coordinator	LE/ME	Hung Ming Sum (HMS)
	Subject Coordinator	BK	Lee Ka Ming (LKM)
Science Education Panel	Head		Yau Lok Ting (YLT)
	Deputy Head		Ho Ming Fai (HMF)
	Subject Coordinator	Biology	Chan Chun Ming (CCM)
	Subject Coordinator	Chemistry	Ho Ming Fai (HMF)
	Subject Coordinator	Physics	Yau Lok Ting (YLT)
Technology Education Panel	Head		Liang Ying Yi (LYY)
	Subject Coordinator	BAFS	Liang Ying Yi (LYY)
	Subject Coordinator	IT / ICT	
	Subject Coordinator	Technology and Living	Luk Chung Yan (JOA)
Art and Physical Education Panel	Head		Chu Cheong Tat (CCT)
	Subject Coordinator	Music	Wang Yu Chu (WYC)
	Subject Coordinator	VA	Kee Shuk Fun (KSF)
	Subject Coordinator	Physical Education	Leung Lai Chong (LLC)

## IV. Student Development Department

### 1 Objectives

1.1 Help students to develop a mindset of successful career planning through different programs, workshops and personal guidance.

1.2 Nurture our students to grow in the qualities of a servant leader.

(Personal qualities : Self-discipline, Self-confidence, Proactive and Positive)

1.2.1 Establish a talent pool with supportive resources to bolster talented students' development.

1.2.2 Provide channels and platforms to involve school leaders to discuss school policies.

### 2 Evaluation

2.1 Objective 1

**Help students to develop a mindset of successful career planning through different programs, workshops and personal guidance.**

2.1.1 Objective and subjective means, measurable set in the 2017-18 Annual plan.

Overall results of Objective 1: about 74.3% teachers are satisfied in this aim (Level 3)

About 22.9% teachers are very satisfied in this aim. (Level 4 )

(From teachers' survey. Rate: 1-4, 1 least satisfactory, 4 most satisfactory)

The overall result is satisfactory.

2.1.2 Strategies and implementation

**Help students to develop a mindset of successful career planning through different programs, workshops and personal guidance.**

### **2.1.2.1 Mass Programs**

#### **a) Career Days**

Success criteria	80% of students agree that activities are inspired and meaningful
Evaluation	<ul style="list-style-type: none"> <li>● Career Prefects had a good performance. They had a good sharing of course selection in NSS with S3 students</li> <li>● It's suggested to invite only one guest in the school assembly because the two guest speakers had different style and the theme of their sharing was not consistent.</li> <li>● Better communication can be given with the speakers.</li> <li>● Various types of books in book fair can be provided in the coming year.</li> <li>● By observation, 80% of students agree that activities are inspired and meaningful.</li> </ul>

#### **b) Programs for junior forms**

##### ● **S2 L.I.F.E program**

Success criteria	80% of students agree that activities are inspired and meaningful
Evaluation	<ul style="list-style-type: none"> <li>● S2 students experienced the importance of the learning skills, like memory, communication, listening, writing and time management, and the attitude, such as perseverance, focus and relax for the coming S3 school life. By observation, 80% of S2 students enjoyed the program and agreed that the program is useful for helping them to plan their future path.</li> <li>● The Career prefects learned how to organize a mass program and practiced their leadership qualities as well.</li> <li>● It was a good channel to connect both senior and junior form students together to share their school life.</li> </ul>

##### ● **S3 NSS Course Selection Mini Expo**

(<https://goo.gl/forms/V5Gcz5gzpYjUGKC2>)

Success criteria	80% of students agree that activities are inspired and meaningful
Evaluation	<ul style="list-style-type: none"> <li>● The Mini Expo was successfully held. Various subject teachers and S4-S6 students had helped in conducting the sharing with S3 students. According to the result of the pre- and post-test, 100% S3 students agreed that the supporting works are useful.</li> <li>● S3 students' level of understanding toward the skill set required for different subjects had been significantly enhanced.</li> </ul>



	<ul style="list-style-type: none"> <li>● S5 and S6 students' sharing were more concrete and constructive. Such observation will be reflected to different KLAs for better arrangement in coming year.</li> </ul>
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c) **Programs for senior forms:**

● **S4 L.I.F.E program:**

Success criteria	Over 80% of students agree that activities are inspired and meaningful
Evaluation	<ul style="list-style-type: none"> <li>● In the Life Camp, all S.4 students participated in a variety of team building and adventure games, which aimed at encouraging students to set and strive for their goals in the coming year.</li> <li>● In the camp, S4 students loved the dynamic and interactive team-building activities. It was suggested that we can make use of different time-slots and strategies to arouse students' motivation to join different activities.</li> <li>● The Career Lives program was held by St. James Settlement. Students can taste different jobs. They learned to set their personal career goals and reflected upon their abilities through the program. Overall, 100% students felt satisfactory and participated actively in the activities. It was suggested to continue joining the programs in coming year.</li> </ul>

● **Local and Oversea Studies Expo:**

Success criteria	Over 80% students and their parents agreed that Expo is useful.
Evaluation	<ul style="list-style-type: none"> <li>● Taiwan, oversea and local talks were useful .Since the time was a bit rush, they suggested the expo to be conducted on Saturday morning.</li> <li>● Since the Expo was held near the examination, it was suggested to arrange a better time-slot to organize it so that more students and parents could be benefited.</li> </ul>

### 2.1.2.2 Career Guidance Groups (<https://goo.gl/forms/YobncV5V575Yx6jr2>)

Success criteria	Over 80% students felt useful.
Evaluation	<ul style="list-style-type: none"> <li>● According to the result of the pre- and post-test, 80% participants, including S5 &amp; S6 students, felt useful and agreed that the Career Guidance Groups had effectively helped them to understand the relationship between their personality, interests, abilities and their future career plan. They can set their career goals.</li> <li>● S6 students found that the time was rush in lunch time.</li> <li>● For S5 students, with the support of the form teachers, the students showed a more stable attendance and quality sharing.</li> <li>● They prefer 5-6 students to form a group. They hoped that more similar activities could be held.</li> </ul>

### 2.1.2.3 Developmental program

#### ● Workplace learning

Success criteria	80% of students agreed that activities are inspired and meaningful.
Evaluation	<ul style="list-style-type: none"> <li>● The career exploration program included Urban Spring, visiting Government organization and summer internship program.</li> <li>● 14 students from S4 and S5 visited the Urban Spring, which allowed them to take a glimpse of the social enterprise industry. Moreover, they had a Career Q&amp;A session with the staff and learnt to organize a mass event to promote green message.</li> <li>● This project also encouraged the co-operation between different subjects and groups, including BAFS, PE and SU. Students intentionally seek help from PE teacher and SU to include the Green elements in the Sports Days.</li> <li>● Moreover, the collaboration with business partnership also opened students' horizon to hotel industry, including organizational structure, job vacancies, hotel human resources measures, essential personal quality and attitude of being a hotel practitioner.</li> </ul>

#### **2.1.2.4 Personal guidance**

##### **● Individual case**

Success criteria	Over 80% students felt useful
Evaluation	<ul style="list-style-type: none"> <li>● 16 cases were approached throughout the academic year. There were mainly 3 referral channels, including L&amp;T, CNC and self-approach. Over 80% students felt useful.</li> <li>● Since students have more choices in their pathways, more in-depth individual counseling could be provided to students in need.</li> <li>● The coordination of case system could be established.</li> </ul>

#### **2.1.2.5 Training programs**

##### **● CLAP Training Programs for teachers**

Success criteria	NIL
	CLAP didn't provide training to our staff
Evaluation	NIL

##### **● Provide training for teachers to carry out parent education**

Success criteria	Over 80% of parents agreed that the training is useful
Evaluation	<p>In 2017-2018, CGC had organized two foundation courses to the parents. 4 sessions per each group were successfully held.</p> <ul style="list-style-type: none"> <li>● For the group in 1st term, over 80% of parents agreed that the training is useful as revealed from the questionnaires.</li> <li>● For the group in 2nd term, since the response rate was not satisfactory, the survey result cannot be further analyzed.</li> <li>● The attendance is not satisfactory .It was suggested to have more collaboration with PTA in organizing different activities so as to ensure better commitment and participation of the parents.</li> <li>● Teachers can coach our parents to be helpers and volunteers in future school activity in order to widen the career education spectrum in school.</li> </ul>

## 2.2 Objective 2:

### **Nurture our students to grow in the qualities of a servant leader.**

#### **(Personal qualities : Self-discipline, Self-confidence, Proactive and Positive)**

- Establish a talent pool with supportive resources to bolster talented students' development.
- Provide channels and platforms to involve school leaders to discuss school policies.

#### 2.2.1 Objective and subjective means, measurable set in the 2017-18 Annual plan.

Overall results in Objective 2 : 77.1% teachers are satisfied in this aim (Level 3)

8.6% teachers are very satisfied in this aim (level 4)

(From teachers' survey.Rate:1-4, 1 least satisfactory, 4 most satisfactory)

The overall result is satisfactory. )

#### **Strategies and implementation**

##### **Strategy 1: Students can learn the qualities through mass programs, developmental programs and award schemes**

(Establish a talent pool with supportive resources to bolster talented students' development.)

#### 2.2.1.1 **Mass programs**

##### **a) School assembly**

Success criteria	Rating: 4.4 (success criteria: >3.5)
Evaluation	<ul style="list-style-type: none"><li>● Five assemblies of value education are held throughout the year. They are: Anti-gambling Drama, Appreciation Day ,Sex Education Value Education 黎志偉先生 Sharing session of Guangxi tour</li><li>● More continuous workshops of different topics, such as sex, addiction to computer and video games, emotional control, drug addiction can be arranged for different forms.</li><li>● Strengthen the students' sense of civic rights and obligations, such as inviting editor from news agency to hold a symposium.</li><li>● Junior and Senior form attend assembly separately, assemblies could be specify to each form Topic: Bullying, Inter-personal / communication skills (for junior form) Dating (for senior form)</li><li>● In the school assembly of Appreciation day, we should make sure students to follow the content of the script and keep the time more accurately.</li></ul>

b) **Morning assembly**: Leaders of each societies were arranged to hold the morning assemblies. They also led the prayers. They showed more confidence at stage.

c) **Christian services and student fellowship** : 60% of team members are willing to serve in assembly and gospel week. 60% of team members attend the regular meetings.

### 2.2.1.2 **Developmental programs**

#### a) **S2 and S4 L.I.F.E program**

Success criteria	<b>Rating: 4.8 (success criteria: &gt;3.5)</b>
Evaluation	<ul style="list-style-type: none"> <li>● S.2 LOVE ACTION, cooperate with ECF church and Kwun Tong District Council. Students visit elderly home and did the cleansing work in Shun Lee Estates</li> <li>● S.4 Ark Life Education (Life Education workshop)</li> <li>● It is suggested that students can share or display their reflections.</li> <li>● It is suggested that students can be prepared earlier, say, a week before, so as to prepare themselves better physically and psychologically. In order to do that, the dates of the activities should not too close to other activities.</li> <li>● For S.4, we may keep the experiential programs next year. There was positive impact for students. For example, join the program in Life Journey Centre, yet the fee will be expensive.</li> </ul>

#### b) **Voluntary Service Scheme (S.1~ S.3) and NSS OLE Community Service (S.4-5)**

Success criteria	<b>Rating: 5.0 (success criteria: &gt;3.5)</b>
Evaluation	<ul style="list-style-type: none"> <li>● Through these activities, S1 students learnt respect for the elderly's feelings. The activities were meaningful to our students.</li> <li>● For Mock Trial program, students can surely broaden their horizons. The activity was an incredible experience to the participants in improving the students' critical thinking and presentation skills.</li> <li>● More volunteer services can be organized for senior form students. Voluntary service team can be established next year.</li> <li>● Keep inviting different organization which mainly aims at providing voluntary Service.</li> <li>● Funfair / Party to welcome elderly. Invite school choir and mini-orchestra to have the performance.</li> </ul>

**c) Leadership training program**

Success criteria	80% students indicate it is useful. (For camp )
Evaluation	<ul style="list-style-type: none"> <li>● The training of organizing activities for S1 and S2 class chairperson was successfully held in Sept,2017. Student leaders can organize the activities for their class. The form teachers' evaluation was good.</li> <li>● This class level training will be arranged in the coming year.</li> <li>● A leadership training camp for whole school leaders was held in March, 2018.</li> <li>● About 50 student leaders joined this program. The theme is about style of leadership. Through this program, leaders not only learned the qualities of leadership but also knew their style of leadership. This is the key factor to affect the cooperation with other leaders.</li> <li>● Most of them found the training inspired them a lot. They suggested that more outdoor and adventure games can be provided.</li> <li>● A certificate course can be provided to S1 and S2. They can be trained earlier and prepare them for future development to become the leaders in school level. Other training such as conflict management, decision-making, etc. will be held next year.</li> </ul>

**d) A new peer –mentor system**

Success criteria	The rating is 4.1 out of 5
Evaluation	<ul style="list-style-type: none"> <li>● Training for Prefect team and training activities for mentors of Big Brother and Big Sister Scheme (BBBS) had been held to enhance their interpersonal, communication and conflict solving abilities.</li> <li>● Prefect leaders were trained to support the junior members. BBBS joined the activities of Joyful@school program which trained them as peer guiding angels and cultivate a caring campus atmosphere.</li> <li>● However, prefects did not proactively lead and manage the class prefects, and BBBS mentors are very busy in dealing with their school works or extra-curricular activities.</li> <li>● We keep joining the Joyful@school program in developing more positive and caring angels.</li> <li>● New peer-mentoring system can be run in the coming year. S1 students can be paired up with S4 students to develop a supportive culture.</li> </ul>

**e) Parent education**

Success criteria	70% of participants satisfied with the workshops
Evaluation	<p>14/10/2017: 我的孩子長大了 (李柏雄校長) (for S.1 parents only)            27/10/2017: 正向親子教育—正面管教(陳寶安博士)            18/11/2017: 提升情緒及壓力管理，建立健康的親子關係 (趙麗雯博士)            10/3/2018: 正面管教工作坊 (二) (黃璐璐女士)            14/4/2018: 子女生涯規劃 (職學定向組歐萬紅老師及吳源豐老師)            12/5/2018: 「真·了」性格透視親子溝通工作坊 (童軍知友社社工)</p> <ul style="list-style-type: none"> <li>● The feedback of the workshops was generally positive but the participation rate was not satisfactory. Most registered parents were absent in the workshops. Only half of the applicants attended the workshops.</li> <li>● It was suggested to give the name list (with contact no.) to the PTA committee members or school clerks. They could make phone call to remind the parents to attend the workshops one day before.</li> </ul>

**2.2.1.3 Awards Schemes**

**a) Inter-class competition**

Success criteria	<b>Rating: 4.3 Result: All classes joined the competition.</b>
Evaluation	<ul style="list-style-type: none"> <li>● We can promote Green school education next year. We may encourage class to use some appropriate recycling material.</li> <li>● Different themes can be set for different forms/ junior or senior form.</li> </ul>

**b) 5”s Practice --Cleanliness competition**

Success criteria	<b>Rating: 3.7</b>
Evaluation	<ul style="list-style-type: none"> <li>● Plastic tray should be provided for material recycling. Encourage the class to recycle paper, and competitions can be held to measure the amount of recycling paper. The class of highest amount can be awarded.</li> </ul>

**c) Class discipline competition and Punctuality award**

Success criteria	Rating :3.8 out of 5
Evaluation	<ul style="list-style-type: none"> <li>● Class discipline competition was held regularly but students' self-discipline culture still have rooms for improvement.</li> <li>● Clear expectations should be transmitted to teachers and students</li> <li>● In this year, Special interventions (including meeting parents, special improvement program, special lunch / afterschool detention, etc.) have been conducted to students with serious late records at early stage.</li> <li>● Most students have no late records and the number of students with no late records increased. Some students have very few late records and the number of students with serious late records keeps decreasing these years.</li> </ul>

**d) Star of Canaan**

Success criteria	Rating : 4.1 out of 5
Evaluation	<ul style="list-style-type: none"> <li>● (Oct, Nov) Self-discipline , Humility</li> <li>● (Jan, Feb) Trustworthy, Positivity</li> <li>● (Mar, Apr) Progress, Leadership</li> <li>● The event is a precious opportunity for students to show their talents and gain the recognition among the students</li> <li>● Sharing in assembly is good but it would be great if the certificate presentation can be done in front of all students during the assembly in the coming year.</li> <li>● It is suggested that we could let stars of Canaan of each form share their story and educate others in the different platforms.</li> </ul>

e) **House of the year** : Luke and Matthew got the award. The leaders learned different leadership qualities throughout the year.

f) **Activity award and Talent pool system**: In order to develop student's talents. Students are encouraged to participate different activities. Students are awarded in each form in this area. Start from next year, a more comprehensive computer system will be set up to record students' talents. We will start from S1.



**Objective 2: Nurture our students to grow in the qualities of a servant leader.  
(Self-discipline, Self-confidence, Proactive and Positive)**

2.2.2 Strategies and implementation

**Strategy2: Students can learn how to organize innovative activities through different student organizations.**

**2.2.2.1 Serving leaders in campus:** Everyone has at least one serving post (人人有工開)

Students should take at least one post in class level or school level.

The success criteria is met.

**2.2.2.2 Election of SU and House system:**

Success criteria	Rating: 4.6
Evaluation	<ul style="list-style-type: none"> <li>● All the SU and Four Houses supervisors did their best to nurture students. Students were more mature in their performance.</li> <li>● It is suggested that besides conduct mark, the basic academic requirement will be added in the House committee nomination form.</li> <li>● Each house should have its own activity to arouse house's spirit.</li> <li>● More communication should be made in organizing activities with different parties.</li> </ul>

**2.2.3 Strategy 3: Provide channels and platforms to discuss school policies with school leaders**

**2.2.3.1 Meeting with Principals and Vice-principals and CNC teachers:**

Success criteria	Rating: 4.4
Evaluation	<ul style="list-style-type: none"> <li>● The feedbacks and opinions from students and school were positive. Students' effort on trying to improve the school as a whole was highly appreciated.</li> <li>● The SU president performed well and he managed the flow of discussion smooth and systematic.</li> <li>● The meeting should be arranged in the 1<sup>st</sup> term instead of term-end because they can discuss the related issues in the 2<sup>nd</sup> term.</li> <li>● More supervision should be made before the meeting.</li> </ul>

**2.2.3.2 Meeting with Food Service Provider**

-The school leaders had not been arranged to meet with the food provider with HEC teachers but they raised their concern on the quality of food and service of our food provider in the Meeting with Principals meeting. HEC head will follow up the suggestions in the coming year.

### 3. Conclusion and Recommendation

3.1 According to the SD survey, we found that the results of all objectives are satisfactory especially the objective one. This is the last year of joining CLAP project .It shows that with the help of CLAP project, our school becomes the seed school and we can set up an example in career education and help other schools to develop their system.

The other areas of Student Development got a satisfactory result, especially in the support on students' growth (71.4%: level 3, 20%: level 4), Spiritual development (77.1%: level 3, 5.7%:level 4), Parent and school cooperation (85.3.7% : level 3 and 11.8%: level 4) , MCEC programs (71.4%: level 3, 8.6%: level 4) and Leadership development (74.3%: level 3, 14.3%: level 4).

Although the students' discipline keeps improving in this year, the cleanliness of classroom needs to be improved and the self-disciplined culture should be more promoted.

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

#### 3.2.1 **Keep fostering positive, self-discipline and inclusive culture**

The approach of Positive discipline is to believe that students' primary goal is to belong and feel significant. We are all unique. Therefore, our students can be more positive and self-disciplined if they have a sense of belong, being trusted and appreciated. If they can be recognized and find their positions in school, students will have sense of belong and build up more confidence to get along with others .In coming year, more channels and platforms can be provided to develop and more school leaders. Once they own their school life, they will be more initiative in different aspects of life. About 8 new NCS S1 students and 8 NCS S2 students, one exchange student and new SEN students will join our school, therefore, the promotion of inclusive culture is very important.

Keeping practice of Positive Discipline can help us to foster a positive and inclusive culture in our campus. More trainings will be provided for our teachers and parents in this area. Besides, in developing inclusive culture in school, nurturing personal qualities are very important. Respect, Responsibility and Resilience (3R) are the important personal qualities that we must train our students in their whole person development.

### **3.2.2 Prepare our students to be future servant leaders**

According to the stakeholder's survey and APASO, some of our students still lack of self-confidence in learning and lack of skills in helping others. Some students may have negative emotional effect in their school life. Self-confidence comes from self-efficacy which can be learned from different models, successful experience and positive reinforcement. First of all, we will set up a talent pool system which will record every students' talents. We start from S1 students in the coming year. We believe that developing one's talent is our major concern. Once they discover their talents, they can set their goals and plan their career paths. In the coming year, SU, Four House system and different societies can attract more leaders. Through systemic training course, students not only learn the generic skills but also equip their mind-set as servant leaders who are confidence but humble, proactive and courage to be the leaders in society in future.

#### **4. Team members**

Head of SD Department: Wong Yuk Wah (WYW)

Members: Hung Ming Sum (HMS)

Yan Ka Chi (YKC)

Yeung Kwok Wai (YKW)

Wong Shun Yiu (WSY)

Lau Chun Por (LCP)

Chan Chun Ming (CCM)

Leung Lai Cheong (LLC)

Tsang Kam Hoi (TKH)

## V. Student Performance

### 1. Students' academic performance

1.1 In 2018, 115 students sat for the HKDSE. The local degree basic entrance requirement is 3322. Our school students achieve similar to Hong Kong level. Performance of 2018 was unsatisfactory terms of the passing rate of each subject. 4 core subjects showed improvement compare with 2017. The passing rate for English, M1, Geography, ICT, BAFS (BM/ACCOUNTING), VA were higher than HK average. In addition, the percentages of Level 4 or above is improving. More strategies should be carried out to train elite students and help them to achieve a higher level. It's requested different KLAs should conducted meetings to report the data with their members and submit suggested follow-up measures for the coming S6 students. Each KLA has to implement the strategies they have planned. More monitoring and encouragement from L&T was necessary.

1.2 The School students' performance can be better. School put much effort to take care in every aspect of their school life. It proves the School's emphasis on individual care and strive for excellence for each individual student. Learning in and out of School is seen as a coherent whole. Academic performance of our DSE shows an improving result in this school year. And non-academic achievements are good and our students succeed as leaders, or leaders-to be, in different aspects.

1.3 The scores of our students in the Territory-wide System Assessment (TSA) are found to be consistently higher than corresponding territory. We got 3 subjects far above HK level, all over 90%.

2. Students' non academic performance:

2.1 Students' Award summary (2017-18) [External Award]

**Chinese**

<b><u>Class</u></b>	<b><u>No.</u></b>	<b><u>Name (In Chin)</u></b>	<b><u>Name (In Eng)</u></b>	<b><u>Competition &amp; Award</u></b>
S1 & S2				69th Speech Festival - Choral Speaking 2017 (First Runner-up)
2 Love	17	許諾怡	Hui Happy	69th Speech Festival - Solo Prose Reading 2017 (First Runner-up)
4 Love	12	羅永溢	Law Wing Yat	69th Speech Festival - Solo Prose Reading 2017 (Second Runner-up)
4 Honesty	7	張柏睿	Cheung Pak Yui	69th Speech Festival - Solo Prose Reading 2017 (First Runner-up)
3 Love	20	譚天恩	Tam Tien Yan	69th Speech Festival - Dramatic Duologue 2017 (Champion)
3 Honesty	29	楊凱宇	Yeung Hoi Yu	69th Speech Festival - Dramatic Duologue 2017 (Champion)
4 Love	11	劉若薇	Lau Sohne	69th Speech Festival - Dramatic Duologue 2017 (Second Runner-up)
4 Love	20	黃靖烜	Wong Ching Huen Placid	69th Speech Festival - Dramatic Duologue 2017 (Second Runner-up)
4 Hope	14	劉芍岐	Lau Cheuk Ki	69th Speech Festival - Dramatic Duologue 2017 (Champion)
4 Hope	29	溫子寧	Wan Tze Ning Orczy	69th Speech Festival - Dramatic Duologue 2017 (Champion)
4 Faith	16	何融蔓	Ho Yung Man	69th Speech Festival - Dramatic Duologue 2017 (Second Runner-up)
4 Faith	16	何融蔓	Ho Yung Man	69th Speech Festival - Dramatic Duologue 2017 (Second Runner-up)
4 Faith	39	葉曉曦	Yip Hiu Hei	69th Speech Festival - Dramatic Duologue 2017 (Second Runner-up)
5 Love	12	劉峻樂	Lau Tsun Lok	"Human Rights Law" Debating Competition 2017 (3rd Runner-up)
5 Hope	22	蕭智謙	Siu Chi Him	"Human Rights Law" Debating Competition 2017 (3rd Runner-up)

## Maths

2 Honesty	11	馮焯楠	Fung Cheuk Nam	Asia International Mathematical Olympiad Open Contest Heat (Second Class Honour)
2 Honesty	18	羅晞哲	Law Hei Chit	Asia International Mathematical Olympiad Open Contest Heat (Third Class Honour)
2 Honesty	20	梁在信	Leung Joy Shun	Asia International Mathematical Olympiad Open Contest Heat (Third Class Honour)
3 Love	5	卓宏憲	Cheuk Wang Hin	Asia International Mathematical Olympiad Open Contest Heat (Third Class Honour)
3 Honesty	2	陳柏賢	Chan Pak Yin	Asia International Mathematical Olympiad Open Contest Heat (Third Class Honour)
3 Honesty	24	鄧朗唯	Tang Long Wai	Asia International Mathematical Olympiad Open Contest Heat (Third Class Honour)
6Lv	30	謝子俊	Xie Zijun	Asia International Mathematical Olympiad Open Contest (Gold Honor in Senior Secondary Group)

## Liberal Studies

3 Love	7	張洛寅	Cheung Lok Yan	The Winner of " The Justice Think-tank" Justice Education Project SRACP
3 Hope	1	陳顯揚	Chan Hin Yeung Samuel	The Winner of " The Justice Think-tank" Justice Education Project SRACP
3 Hope	1	陳顯揚	Chan Hin Yeung Samuel	The Winner of " The Justice Think-tank" Justice Education Project SRACP
3 Hope	10	林洵銘	Lam Shun Ming	Best Performance as Witness Justice Education
3 Faith	27	黃焯倫	Wong Ethan Cheuk Lun	The Winner of " The Justice Think-tank" Justice Education Project SRACP
3 Honesty	2	陳柏賢	Chan Pak Yin	The Winner of " The Justice Think-tank" Justice Education Project SRACP
3 Honesty	2	陳柏賢	Chan Pak Yin	The Winner of " The Justice Think-tank" Justice Education Project SRACP
3 Honesty	6	鄭翊翹	Cheng Yik Kiu	The Winner of " The Justice Think-tank" Justice Education Project SRACP
3 Honesty	6	鄭翊翹	Cheng Yik Kiu	The Winner of " The Justice Think-tank" Justice Education Project SRACP

3 Honesty	24	鄧朗唯	Tang Long Wai	The Winner of " The Justice Think-tank" Justice Education Project SRACP
3 Honesty	24	鄧朗唯	Tang Long Wai	The Winner of " The Justice Think-tank" Justice Education Project SRACP

4 Love	23	王騰毅	Wong Tang Ngai Billy	The 19th Consumer Cultural Study Award
4 Love	25	余建樂	Yu Kin Lok	The 19th Consumer Cultural Study Award
4 Hope	3	陳芷忻	Chan Tsz Yan	The 19th Consumer Cultural Study Award
4 Hope	16	劉愷甜	Lau Hoi Tim	The 19th Consumer Cultural Study Award
4 Hope	25	彭文勵	Pang Man Lai	The 19th Consumer Cultural Study Award
4 Hope	31	胡鎧澄	Wu Hoi Ching	The 19th Consumer Cultural Study Award
4 Faith	19	劉維竣	Lau Wai Chun	The 19th Consumer Cultural Study Award
4 Faith	34	黃曉晴	Wong Sheeta	The 19th Consumer Cultural Study Award
4 Faith	35	王恩浩	Wong Yan Ho	The 19th Consumer Cultural Study Award
4 Faith	36	吳曉儀	Wu He Cindy	The 19th Consumer Cultural Study Award
4 Honesty	10	何銘婷	Ho Ming Ting	The 19th Consumer Cultural Study Award
4 Honesty	27	王穎心	Wong Wing Sum	The 19th Consumer Cultural Study Award

4 Faith	4	陳銘蔚	Chan Ming Wai	Roundtable Education – I-Generation x 1104: Competition of Project Learning Hong Kong Future Planning Award
4 Honesty	22	伍婉齊	Ng Yuen Chai	Roundtable Education – I-Generation x 1104: Competition of Project Learning Hong Kong Future Planning Award
4 Honesty	27	王穎心	Wong Wing Sum	Roundtable Education – I-Generation x 1104: Competition of Project Learning Hong Kong Future Planning Award
4 Honesty	31	文卓茵	Man Cheuk Yan	Roundtable Education – I-Generation x 1104: Competition of Project Learning Hong Kong Future Planning Award

## Science

2 Honesty	11	馮焯楠	Fung Cheuk Nam	Fun Science Competition 2018 (1st runner up)
2 Honesty	18	羅晞哲	Law Hei Chit	Fun Science Competition 2018 (1st runner up)
2 Honesty	19	羅善妮	Law Naomi Shan Ni	Fun Science Competition 2018 (1st runner up)
2 Honesty	20	梁在信	Leung Joy Shun	Fun Science Competition 2018 (1st runner up)
4 Love	11	劉若薇	Lau Sohne	Fun Science Competition 2018 (1st runner up)
4 Love	14	呂栢浩	Lui Pak Ho Royson	Fun Science Competition 2018 (1st runner up)
4 Love	20	黃靖烜	Wong Ching Huen Placid	Fun Science Competition 2018 (1st runner up)

6Lv	1	陳正昊	Chan Ching Ho	Australian National Chemistry Quiz (Credit)
6Lv	30	謝子俊	Xie Zijun	Australian National Chemistry Quiz (High Distinction)

6Lv	1	陳正昊	Chan Ching Ho	Secondary School Mathematics and Science Competition (Biology-Distinction)
6Lv	30	謝子俊	Xie Zijun	Secondary School Mathematics and Science Competition (Physics-Proficiency)
6Hp	17	馬灝琛	Ma Ho Sum Hendry	Secondary School Mathematics and Science Competition (Chemistry-Proficiency)

## Technology

5 Faith	9	周曉蓮	Chow Hiu Wan	TWGHs Creative Cube – Secondary School Creating Business Competition 2017 (Judges' Recommendation)
5 Faith	20	呂卓榮	Lui Cheuk Wing	TWGHs Creative Cube – Secondary School Creating Business Competition 2017 (Judges' Recommendation)
5 Faith	22	繆巧慧	Mau Hau Wai	TWGHs Creative Cube – Secondary School Creating Business Competition 2017 (Judges' Recommendation)
5 Faith	25	石榮灝	Shek Wing Ho	TWGHs Creative Cube – Secondary School Creating Business Competition 2017 (Judges' Recommendation)



**PSH**

1 Hope	20	梅凱晴	Mui Hoi Ching	The 3rd am 730 Hong Kong Secondary School Creative Advertising Strategy Competition 2017-18
3 Love	2	區永達	Au Wing Tat Adam	The 3rd am 730 Hong Kong Secondary School Creative Advertising Strategy Competition 2017-18

**A&P**

1 Love	9	馮澤鈞	Fung Chak Kwan	2018 Inter-school Dodgeball Championships – Hong Kong Island & Kowloon (3rd runner-up in Junior Form)
3 Love	24	蔡穎賢	Tsoi Wing Yin	‘1017 Fast-A-Meal 2017’ Art and Photography Competition (Merit)
3 Faith	5	鄭椅文	Cheng Yee Man	‘1017 Fast-A-Meal 2017’ Art and Photography Competition (Champion and The Most Creative Award)

5 Hope	26	葉菁芯	Yip Ching Sum	2017 Teaching and Skills Endowment: student collective artwork exhibition (Nomination)
5 Faith	30	胡昭弦	Wu Siu Yin Liz	2017 Teaching and Skills Endowment: student collective artwork exhibition (Nomination)
5 Honesty	5	鄭梓晴	Cheng Tsz Ching	2017 Teaching and Skills Endowment: student collective artwork exhibition (Nomination)
5 Honesty	32	容弘	Yung Wang	2017 Teaching and Skills Endowment: student collective artwork exhibition (Nomination)
6Lv	6	莊鎮匡	Chong Chun Hong Keith	2017 Teaching and Skills Endowment: student collective artwork exhibition (Merit)
6Lv	22	羅樂	Lo Lok	2017 Teaching and Skills Endowment: student collective artwork exhibition (Merit)
6Lv	24	文靖童	Man Ching Tung	2017 Teaching and Skills Endowment: student collective artwork exhibition

				(Merit)
6Ft	1	陳卓恩	Chan Cheuk Yan	2017 Teaching and Skills Endowment: student collective artwork exhibition (Nomination)
6Ft	8	徐盼	Hsu Priscilla Hope	2017 Teaching and Skills Endowment: student collective artwork exhibition (Nomination)
6Hn	14	劉泳堯	Lau Wing Yiu	2017 Teaching and Skills Endowment: student collective artwork exhibition (Nomination)
6Hn	30	楊芷彤	Yeung Tsz Tung	2017 Teaching and Skills Endowment: student collective artwork exhibition (Nomination)

1 Faith	32	葉天儀	Yip Tin Yee	2017-2018 Inter-School Athletics Competition Division 3(A1) First runner up in Girls C Grade Shot Put
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2 Faith	27	楊珽瑋	Yeung Ting Hai	2017-2018 Inter-School Swimming Competition D3(K1) Champion in 4X50m Free Style Relay
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3 Faith	21	孫紫鍵	Sun Kai Kin	2017-2018 Inter-School Swimming Competition D3(K1) Champion in Boys B Grade 50m Butterfly
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1 Hope	29	楊凱琳	Yeung Hoi Lam	2017-2018 Inter-School Swimming Competition D3(K1) Champion in Girls C Grade 4X50m Free Style Relay
1 Honesty	20	李子晴	Lee Tsz Ching	2017-2018 Inter-School Swimming Competition D3(K1) Champion in Girls C Grade 4X50m Free Style Relay
2 Honesty	23	李樂瑤	Li Lok Yiu	2017-2018 Inter-School Swimming Competition D3(K1) Champion in Girls C Grade 4X50m Free Style Relay

3 Faith	21	孫紫鍵	Sun Kai Kin	2017-2018 Inter-School Swimming Competition D3(K1) Fourth in Boys B Grade 100m Free Style
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3 Love	12	黎璟欣	Lai King Yan	2017-2018 Inter-School Swimming Competition D3(K1) Fourth in Girls B Grade 4X50m Free Style Relay
3 Love	15	廖卓盈	Liu Cheuk Ying	2017-2018 Inter-School Swimming Competition D3(K1) Fourth in Girls B Grade 4X50m Free Style Relay
3 Honesty	28	邱芊榮	Yau Chin Ying Sophie	2017-2018 Inter-School Swimming Competition D3(K1) Fourth in Girls B Grade 4X50m Free Style Relay
4 Honesty	16	劉子晴	Lau Tsz Ching	2017-2018 Inter-School Swimming Competition D3(K1) Fourth in Girls B Grade 4X50m Free Style Relay

1 Honesty	20	李子晴	Lee Tsz Ching	2017-2018 Inter-School Swimming Competition D3(K1) Fourth in Girls C Grade 100m Breast Stroke
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1 Hope	29	楊凱琳	Yeung Hoi Lam	2017-2018 Inter-School Swimming Competition D3(K1) Second in Girls C Grade 50m Free Style
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1 Love	9	馮澤鈞	Fung Chak Kwan	2018 Inter-school Dodgeball Championships – Hong Kong Island & Kowloon (3rd runner-up in Junior Form)
1 Love	25	黃文軒	Wong Brandon	2018 Inter-school Dodgeball Championships – Hong Kong Island & Kowloon (3rd runner-up in Junior Form)
1 Hope	1	陳諾謙	Chan Nok Him	2018 Inter-school Dodgeball Championships – Hong Kong Island & Kowloon (3rd runner-up in Junior Form)
1 Faith	13	劉宗禧	Lau Chung Hei	2018 Inter-school Dodgeball Championships – Hong Kong Island & Kowloon (3rd runner-up in Junior Form)

2 Love	5	陳芷裴	Chan Tsz Pui	2018 Inter-school Dodgeball Championships – Hong Kong Island & Kowloon (3rd runner-up in Junior Form)
2 Love	21	劉璟衡	Lau King Hang	2018 Inter-school Dodgeball Championships – Hong Kong Island & Kowloon (3rd runner-up in Junior Form)
2 Hope	26	鄧卓謙	Tang Cheuk Him	2018 Inter-school Dodgeball Championships – Hong Kong Island & Kowloon (3rd runner-up in Junior Form)
2 Faith	5	朱巧童	Chu Kevia	2018 Inter-school Dodgeball Championships – Hong Kong Island & Kowloon (3rd runner-up in Junior Form)
3 Hope	4	張晷遠	Cheung Kwong Yuen	2018 Inter-school Dodgeball Championships – Hong Kong Island & Kowloon (3rd runner-up in Junior Form)
3 Hope	5	史提芬	Gurung Steven Bahadur	2018 Inter-school Dodgeball Championships – Hong Kong Island & Kowloon (3rd runner-up in Junior Form)

4 Faith	30	徐燕熙	Tsui Yin Hei	Hong Kong Inter-school Taekwondo Competition 2018 (1st Runner-up in Secondary School Girls Color Belt)
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5 Honesty	27	徐嘉蔚	Tsui Ka Wai Emiko	Pop Singing Competition of Secondary School Division (Champion)
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## VI. Financial Summary

ECF Saint Too Canaan College			
Financial Summary for the 2016/2017 School Year			
		Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of % of the annual overall income)			
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)		75.00%	N.A.
School Fees		N.A.	24.09%
Donations		0.00%	0.02%
Other Income		0.42%	0.47%
	Total	75.42%	24.58%
<b>EXPENDITURE</b> (in terms of % of the annual overall expenditure)			
Staff Remuneration		82.95%	
Operational Expenses (including those for Learning and Teaching)		9.13%	
Fee Remission / Scholarship <sup>1</sup>		3.05% (12% of school fee income)	
Repairs and Maintenance		2.18%	
Depreciation		2.28%	
Miscellaneous		0.41%	
	Total	100%	
<b>Surplus for the School Year<sup>#</sup></b>		0.48 month of the annual expenditure	
<b>Accumulated Surplus in the Operating Reserve as at the end of the School Year<sup>#</sup></b>		6 months of the annual expenditure	
<sup>#</sup> in terms of equivalent months of annual overall expenditure			
<sup>1</sup> The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall			
<input checked="" type="checkbox"/> It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship			

**ECF Saint Too Canaan College  
Learning & Teaching Department  
2017-18 Teachers' Survey on Learning Policies: Analysis**

Please choose the appropriate rating for each of the following questions. (1 = “Strongly disagree”, 6 = “Strongly agree”)

	<u>Result/ Average</u> (max = 6)
1. Teacher’s initial	55 responses
2. This question mainly focuses on <b>L&amp;T major concerns</b> this year. How well do you think the following major concerns have achieved this year?	
(a) <b>Teaching effectiveness:</b> Foster self-directed learning through e-learning and “share, think and express” and explore “Positive discipline”.	4.22
(b) <b>Learning performance:</b> Enhance quality in students’ assignments. Improve assessment results.	3.87
(c) <b>Cross-curriculum learning:</b> Promote suitable cross-curricular topics across subjects or KLAs.	4.16
3. Regular homework detention class (Monday to Thursday 3:50 – 4:40 p.m.) is useful to help students to clear not-submitted homework.	4.25
4. Teacher’s workload in performing duties in homework detention class is reasonable.	4.00
5. Students submit quality homework.	3.55
6. The learning atmosphere is good in lessons.	4.04

7.	(a)	Compared with the first term, the homework submission punctuality has been improved.	1-6	3.73
	(b)	Compared with the previous three school years, students have made certain improvement in handing in homework on time.	1-6, N/A (Not sure)	4.10
8.	(a)	The arrangement of S.6 after-school supplementary lessons is appropriate.	1-6, N/A (Not sure)	4.20
	(b)	S.6 students participated well in after-school supplementary lessons.	1-6, N/A (Not sure)	4.02
	(c)	The arrangement of S.5 after-school supplementary lessons is appropriate.	1-6, N/A (Not sure)	4.14
	(d)	S.5 students participated well in after-school supplementary lessons.	1-6, N/A (Not sure)	3.98
9.		The award and punishment system is appropriate in L&T area.	1-6	4.41
10.		Do you have any suggestion to L&T Department concerning the learning policy? Please feel free to express your view.	(Free answer)	

**ECF Saint Too Canaan College  
2017-18 Capacity Enhancement Grant Report**

1. Aims:

In order to relieve teachers' workload, 3 teaching assistants (TAs) are employed with the use of the Capacity Enhancement Grant in 2017-18.

2. Major duties of TAs

- 2.1 KLA administrative work (lesson material preparation, KLA activity coordination, taking KLA meeting minutes, etc.)
- 2.2 Administrative and clerical support (taking meeting minutes, statistical analysis for surveys, administrative work for the Learning & Teaching Department and Student Development Department, etc.)
- 2.3 Lesson substitution (Total no. of substitution periods: Around 681 periods)
- 2.4 Exam Invigilation (Total no. of invigilation hours: Around 275 hours)
- 2.5 Other duties include school patrol, assisting in large-scale school activities (e.g. Speech Day, Sports Day) and external activities (e.g. Speech Festival, inter-school competitions)

3. Evaluation

According to the statistics, it is found that about 91% respondents show a positive attitude towards the roles of TAs in relieving their workload. A majority of teachers agree that TAs can share their non-teaching duties. The statistics also show that TAs can provide necessary administrative and clerical support for teachers. As such, teachers agree they have more time for lesson preparation. From the figures, all respondents support the school to employ TAs with use of CEG for the coming year.

For details of the statistics, please refer to the Appendix.

4. Recommendation

The school continues to employ TAs with the CEG.

Issued by: WIN/TCM/P

Date: 4/10/2018

Revision: 0



## 5. Questionnaire Result

A questionnaire aims to evaluate the effectiveness of teaching assistants to alleviate teachers' workload is conducted in this school year. The result is as follows:

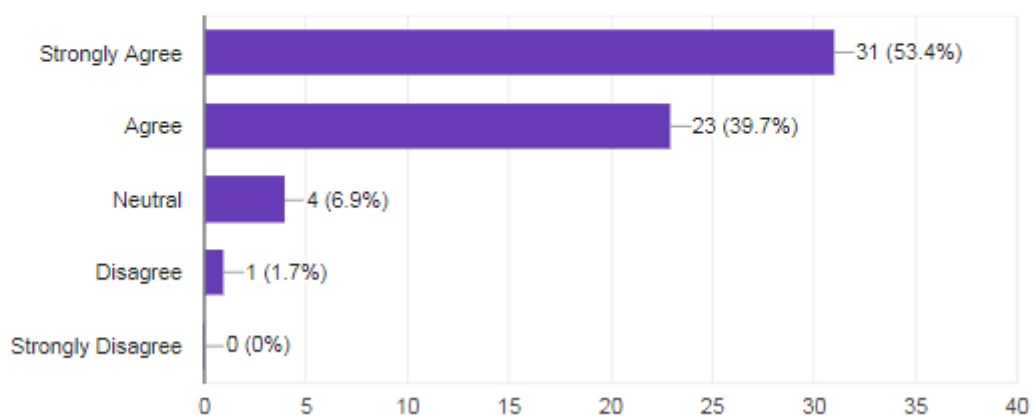
Target : All teachers

Number of questionnaires distributed : 64

Number of questionnaires collected : 58

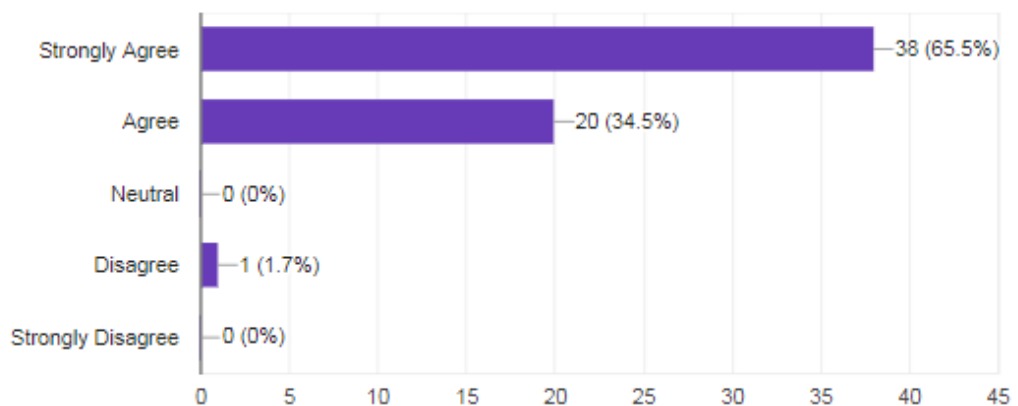
### 1. TAs can share my teaching related duties, e.g. preparation for teaching materials and lesson substitution.

58 responses



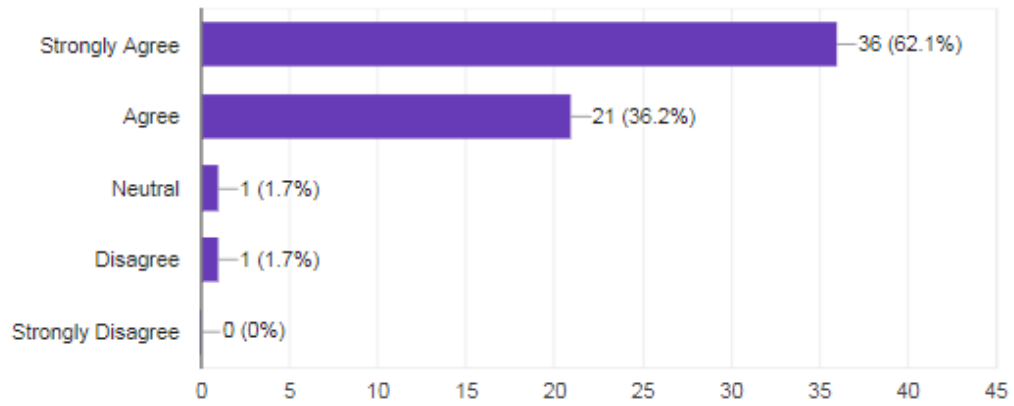
### 2. TAs can share my non-teaching duties, e.g. invigilation for test and exam, questionnaire statistics, student outdoor activity, patrol and taking minutes.

58 responses



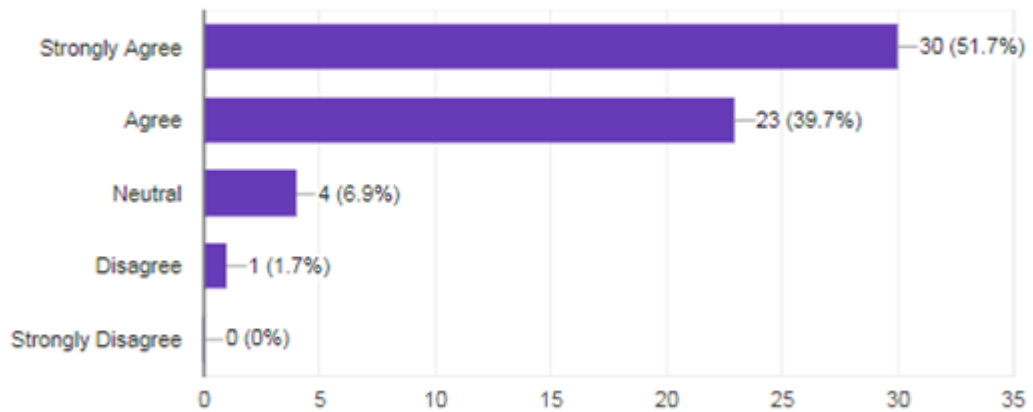
### 3. TAs can provide administrative and clerical support for my KLA/functional group.

58 responses



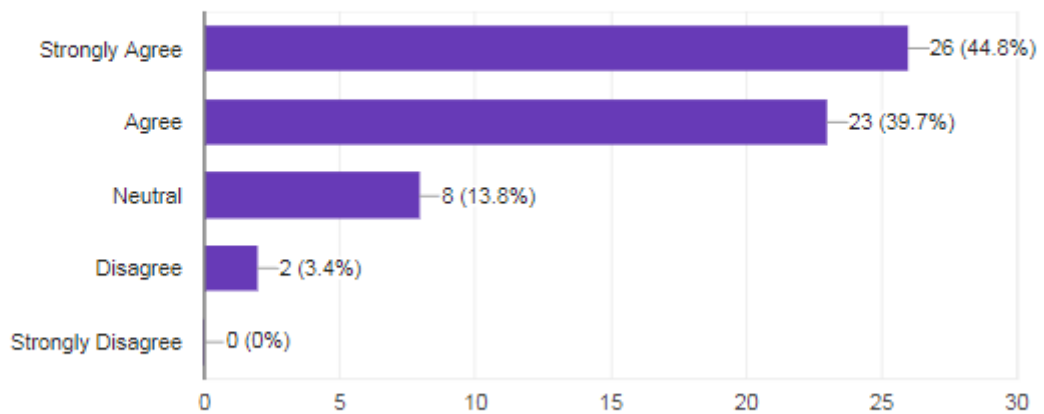
### 4. Overall, TAs can relieve my workload.

58 responses



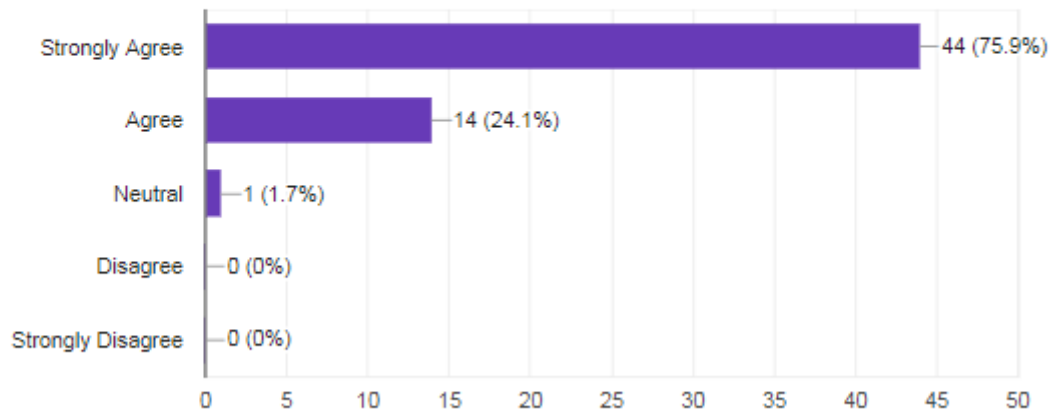
### 5. I can have more time to prepare my lessons.

58 responses



### 6. I agree with the use of Capacity Enhancement Grant to employ teaching assistants for the coming year.

58 responses



**School-based After-school Learning and Support Programmes 2017/18 s.y.**  
**School-based Grant - Programme Report**

Name of School: ECF Saint Too Canaan College

Staff-in-charge: Ms. Tsui Chiu Mui Contact Telephone No.: 2372 0033

A. The number of students (count by heads) benefitted under the Grant is 4 (including A. \_\_\_\_\_ CSSA recipients, B. 4 SFAS full-grant recipients and C. \_\_\_\_\_ under school's discretionary quota).

**B. Information on Activities to be subsidised/complemented by the Grant.**

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
中四高飛達人生活營		2		100%	21/9/17 – 23/9/17	800	Questionnaire	-	-
中四(乙組)籃球校隊		1		90%	9/17 – 6/18	400	By observation	-	-
模型谷		1		80%	10/17 – 5/18	200	Model making		
<b>Total no. of activities:</b>									
@No. of man-times		4			<b>Total Expenses</b>	1400			
**Total no. of man-times	4								

Note:

\* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\* Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

## C. Project Effectiveness

*In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?*

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
a) Students’ motivation for learning		✓				
b) Students’ study skills			✓			
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom		✓				
e) Your overall view on students’ learning effectiveness		✓				
<b>Personal and Social Development</b>						
f) Students’ self-esteem		✓				
g) Students’ self-management skills		✓				
h) Students’ social skills		✓				
i) Students’ interpersonal skills		✓				
j) Students’ cooperativeness with others			✓			
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life			✓			
m) Your overall view on students’ personal and social development		✓				
<b>Community Involvement</b>						
n) Students’ participation in extracurricular and voluntary activities		✓				
o) Students’ sense of belonging		✓				
p) Students’ understanding on the community			✓			
q) Your overall view on students’ community involvement			✓			

**D. Comments on the project conducted**

*Problems/difficulties encountered when implementing the project*

*(You may tick more than one box)*

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes (Please specify: \_\_\_\_\_);
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): \_\_\_\_\_

**E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)**

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## Programme Evaluation Report for

### DLG - Other Programme: Gifted Education for the 2017/18 school year

Programme title	Objective	Targets (No./level/selection)	Duration/ Start Date	Deliverable	Evaluation	Expenditure
In-School Programme for New Senior Secondary Music Curriculum	To provide opportunities for student to attend Joint-school DSE music course which is not provided by school.	1 student from S4	3 Sept2017- July 2018	- Speech day - Music festival	The attendance rate was high. Students got good results in Music subject. Students contributed his talents in school choir.	\$3,927.25
Tutorial for elites for different DSE subjects	To tailor-make course to enhance the learning effectiveness of different DSE subjects	Selecting students with different ability recommended by subject teachers after RT/Exam	October 2017 – June 2018	Courses delivered by experienced tutors or alumni	Students behaved well and applied exam-orientated skills. Assessment was carried out. The attendance of students was high.	\$101,225

<p>Debate Skills Training (Chinese)</p>	<p>To enhance students debating skills in Chinese</p>	<p>Students can improve their skills in debate and public speaking</p>	<p>November 2017 – April 2018</p>	<ul style="list-style-type: none"> <li>- Regular practice.</li> <li>- Join inter-school competition</li> </ul>	<p>Students were well trained with different debating skills. The attendance of students was high.</p>	<p>\$14,125</p>
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