



**ECF Saint Too Canaan College
Annual School Report**

2023-24

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Our School

1.1 School Mission

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 educate 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 lifelong 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 create 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 33 classrooms, 4 laboratories, 1 STEM room, 1 computer room, 7 special rooms, library, English Corner, health center, 1 basketball court 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 23-24:

Ir. CHEN Dzu Biao, James (Supervisor)
Dr. LEUNG Kam Bor, Sherman (Deputy Supervisor)
Dr. LAW Wai On, Simon
Mr. LEE Yu Wai, Wilson
Rev. SIU Wai Chu
Mr. YIM Yu Chau, Stephen
Mr. LEE Ka Ming (Principal)
Mr. YAN Ka Chi (Teacher Manager)
Ms. LI Yuk Chi, Debbie (Parent Manager)
Mr. HO Chung Hei (Alumni Manager)

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Priority Task 1: The major concerns were discussed in the School Administration Committee meeting. The following two major concerns were adopted for 2021-2024, School 3-year Development Plan:

Major Concerns

1. To implement a student-centered approach in academic and non-academic aspect.
2. To nurture students' positive values and attitudes through promoting value education holistically.

Major concern 1: To implement a student-centered approach in academic and non-academic aspect.

- 1.1 Facilitate students to adopt active learning strategies and study habits in their learning.
- 1.2 Enhance student learning capacity through promotion of Reading across the Curriculum (RaC).
- 1.3 Enhance learning and teaching effectiveness through facilitation of Assessment for Learning (AfL).
- 1.4 Cultivate a culture of self-management and independence among students.

Achievements
<p>Achieved.</p> <p>It was challenging these few years as the teaching team was unstable under the influence of emigration and teachers' moving to aided schools. Nevertheless, our school has endeavoured to implement a student-centred approach through different channels. For example, different trainings were provided by Staff Development Committee to strengthen our staff training in teaching. QSIP was recruited from CUHK to assist the development of teaching methods for several subjects.</p> <p>As revealed from teachers' stakeholder survey, 82% of teachers agree that they teach students learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources". 83.7% of teachers often ask questions to inspire students' thinking to implement student-centred approach. 54.2% of students agree their teachers teach them learning strategies and 55.5% of students agree teachers often allow them to explore a variety of topics. (SHS2324)</p> <p>Nevertheless, only 36.9% of students often read materials such as leisure reading materials and newspapers outside class.", which is a common phenomenon among youngsters in Hong Kong. There is still room for improvement. (SHS2324)</p> <p>Different actions have been implemented with the purpose of achieving Target 1.1 to 1.4 of Major Concern 1 specifically:</p> <p>In response to Target 1.1, different strategies, e.g. online platform, note-taking workshops and student-led activities were used to facilitate students to adopt active learning strategies and study habits.</p> <p>Online platform — In lesson observations (PPLO), nearly all teachers made use of online resources to facilitate teaching and students' self-directed learning. In the year-end L&T teacher survey, most teachers agreed that the school was committed to promoting self-directed learning</p>

in classroom teaching. The average mark is 3.8 out of 5.

Note-taking workshops — Two sessions of note-taking workshops were arranged to S1 students in 1st term with the expectation to build up note-taking habits since junior forms.

In response to Target 1.2 (RaC), both Chinese and English Departments have the reading lists integrated into the curriculum as extended reading. Besides, with the subscription to online reading platforms, e-reading has also been a focus these years. The school has set up a reading club called 悅讀學會. Book crossing activities were introduced in the Reading Week in order to create reading atmosphere.

In response to Target 1.3(AfL), teachers can know the learning needs of students from the assessment statistics of internal assessment data and public exam results. Follow-up teaching, tutorials or further assessments to specific student groups would be carried out.

In response to Target 1.4 (a culture of self-management and independence), from SD teachers' survey, about 80% teachers are generally satisfied (Level 4 or above). The overall rating is 3.42 (out of 5), which is generally satisfactory. (SD Teachers' Survey)

There was a total of 61 extra-curricular activities. Its variety equips students with attitudes and skills to organize activities independently. AIMS programme was promoted for students to achieve whole-person development. In the SD questionnaire, over 70% students responded positively which showed their leadership had been enhanced.

Self-management culture and mutual support could be developed gradually in Big Brothers Big Sisters Programme. By training students to be "gatekeepers" for their peers, the program equipped young people with the skills and knowledge to provide initial support, and connect classmates and hence to self-manage eventually.

Leadership training was vital in developing potential people to fill future leadership role and to cultivate a culture of independence. Certain S1-3 class committee members and S2-4 ECA representatives were selected to join the leadership workshops or camps.

Reflection

After the note-taking workshops, as reflected in lesson observations, around half of the students would take notes on their own. The design of worksheets can be made more in line with the application and recycle of the skills learnt.

Due to the rather high turn-over rate these few years (e.g. emigration), it still takes some more time for the school to promote student-centred lessons to new teachers. Some more experienced teachers who are more hands on in conducting student-centred lessons can be invited to open their classroom for peer lesson observation.

It can be regulated that reading is part of lesson preparation in the coming year. This practice of reading club can be extended to the next academic year.

As for assessment, there is still much room for improvements in helping students to reflect using assessment data. Students can be trained to have a revision focus for each unit based on their assessment results. More systematic and regular sharing about assessment can be arranged in L&T meetings, PLP and staff training in the coming year.

To further reinforce the self-management culture, more guidance should be given to the supervisors for managing the ECA, such as to have annual plan and set goals.

By positioning students as active participants in supporting their peers' social needs in Big Brother Big Sister Programme, the program has the potential to create a lasting, positive impact on school culture of mutual support and independence eventually.

More platforms should be made to the ECA to present their hard working throughout the year, such as creating a room in google drive that ECA can put their promotional materials.

Feedback and Follow-up

Though there will be another 3-year plan for the school next year. Some concerns have not been addressed. There is a need to keep working on certain areas like promoting learning habits, reading and 3R in the school. For this sake, recommendations will still be made.

Learning skills will still be introduced and promoted to students especially junior forms. More to be worked on its extension to senior forms. "Learning skills of Key Learning Areas" in seven learning goals is expected to be achieved.

RaC will be continued as the target of "To unlock students' reading potentials" in Annual School Plan next year. It echoes the seven learning goals of "Reading and Information Literacy". The concept of cross-subject reading will be further inculcated to both students and teachers. Some centralized policies can be introduced.

"Adopt an evidence-based approach to inform our assessments" is one of the targets in Annual School Plan next year. More experience will be accumulated and shared about AfL in the coming year. The school needs to work on its promotion to students and help them formulate their studies using their own assessment data though.

In order to address the potential of each individual student and to explore their uniqueness, different activities, reading and whole-person development were carried out this year. 3R still seems to be further developed. Next year, we focus on the development of well-being of students through promoting positive values and emphasis on physical and mental well-being (Major Concern 1 in Annual School Plan). Transition week in the first two weeks in September is a trial for students to adapt to school life after the long summer holiday.

Major Concern 2: To nurture students' positive values and attitudes through promoting value education holistically.

- 2.1 Teachers' consensus about the importance and the need for promoting value education in a holistic way is established.
- 2.2 A holistic and balanced school-based value education curriculum plan is established.
- 2.3 Promote national security education in the school.
- 2.4 Inculcate and reinforce 3R (Respect, Responsibility, Resilience) among students through different activities.

Achievements

Achieved.

To nurture students' positive value, 2 values (diligence and empathy) are the emphasis this year. Different programmes were carried out to deliver these two values.

In response to Target 2.2 (value education curriculum plan), as revealed from SD teachers' survey, about 80% teachers rate Level 4, and about 11% teachers rate Level 5. The overall rating is 3.89 out of 5. The overall result is very good. (SD Teachers' Survey)

With respect to the strategy of pursuing Christian values through curriculum design and Christian leaders training, 35 new believers were recruited from Christian activities such as Gospel Week, Bible Study Group and Cell Group. Preparation work was done by the students. We hope that their organization skills and leadership can be nurtured through organizing the fellowship.

In response to Target 2.3 (To promote national security education), the Q-score 116 in "national identity recognition" of APASO is high (mean 100). (APASO 2324)

With the aim to reinforce students' moral values and undertake civic responsibility, MCEC organized school assemblies and workshop with topic of Value education day (diligence). In MCEC survey, rating is 4 (success criteria 3.5). Through interactive activities and class competitions, students could learn the meaning of different values.

In response to Target 2.4 (Inculcate and reinforce 3R (Respect, Responsibility, Resilience)), as revealed from parents' stakeholder survey, 79.8% of parents agree the school enables their child to understand how to get along with others, such as respecting others and being considerate. 79.3% of parents agree the school helps their child develop good moral character. 58.5% of students agree the school actively teaches us how to get along with others, such as showing respect. 56.8% of students agree the school helps us develop good moral character. (SHS2324)

MCEC organized a S2 Voluntary Service Scheme where they completed four professional volunteer training courses and various volunteer activities. From MCEC survey, rating is 4 (success criteria 2.5) indicating that the voluntary service is meaningful.

The overall engagement of Green Prefect has been much better under the organization of teacher and the elite Green Prefect team constantly reminding students about their duties. It is great to see as the Green Prefect program is part of the Green School 2.0 initiative. This has shown an improvement in the responsibility and commitment

Reflection

Regarding the value education such as Christian values, we should have meetings before the fellowship to discuss how to design the content so as to get better communication with other members.

When promote national security, MCEC organized School assemblies and Workshop with topic of Value education day (diligence), next year we can incorporate workshops, lectures, or group discussions to allow students to explore values from different perspectives.

In S2 Voluntary Service Scheme, students are exposed to new ideas and skills, broadening their horizons and enhancing compassion. The school has earned the title of "Kindness Campus," and additionally, three students received the "Best Little Kindness Award" for the year.

It is suggested to continue to have green prefects as the rep of each class and regular activities can be held so to increase their awareness about environment protection and respect to environment (3R).

Feedback and Follow-up

In the coming year, we will put more focus on the following areas. They are all major concerns in next School Annual Plan.

1. To empower students' uniqueness by offering more chances for students of different characters and abilities to shine in their own way. It echoes "Generic Skills" in seven learning goals.
2. The theme of the value education can be related to the development of responsibility and perseverance.
3. Students' 3R and the well being of students should be further emphasized. It echoes "Healthy Life Style" in seven learning goals.

(3) Student Performance

3.1 Students' academic performance (KSH)

It was the second year of full resumption of on-site school life for STCC. Our students could have the chance to be fully occupied by their learning at school and different extra-curricular activities. With smooth adaptation to face-to-face interaction and schoolmates and teachers, they were participative and found their school life enjoyable here.

As usual, teachers worked really hard to shape and prepare them for HKDSE so as to reach the Hong Kong standard. It is true that there is still room for improvements for some subjects though.

Around 90% of our HKDSE takers this year were given an offer for tertiary studies. There were more offers given to our students in JUPAS this year. Among them, students given the UGC-funded offers were admitted to universities like The University of Science and Technology and The Hong Kong Polytechnic University. Others were admitted to courses offered by local tertiary institutions or chose to study overseas.

Our teaching team is working hard and willing to adopt different approaches. The school will keep exploring different strategies and strengthen its policies in enhancing teaching effectiveness in the future.

3.2 Students' personal growth

Our students have satisfactory performance in physical education and arts development. They participated in various activities and competitions to widen their exposure. Moreover, their efforts to and perseverance in practicing paid off in the end and many students won different awards in the competitions.

There were around 60 extra-curricular activities in our school and students have full chance to explore their interests and develop their potential. AIMS programmes were developed recently to facilitate students to devise their activities and career plan to achieve whole-person development. Moreover, it enables the school to further record and recognize students' activities and achievement in an organized manner. In the questionnaire, over 70% students showed they chose their ECAs according to the AIMS. About 80% students showed they can uphold good attitude in joining ECAs and learn some useful skills.

Different leadership training workshops and camps were held to teach the communication and leadership skills to student leaders. For committee members of the ECAs, over 70% students responded positively which showed their leadership has been enhanced.

3.3 Students' Performance : Academic

NCS

Contest / Competition	Title of Award	Awardees	
IGCSE / GCE AL Chinese Examination Certificate	Pearson Edexcel GCE AL Chinese Examination	6 Faith	CHUNG Yau Mei Yumi
		6 Faith	Garcia Rebecca Grace Enriquez
		6 Faith	Khan Sahil
		6 Faith	Sandhu Dilpreet Singh
		6 Faith	Shalla Zara
		6 Honesty	Singh Harshdeep
	6 Honesty	KPALMA Essowazinam Ruth	
	Pearson Edexcel IGCSE Chinese Examination	5 Faith	APO Troy Justin G
5 Faith		Sivanandam Sheehan Audrey Sumobay	

ENG

Contest / Competition	Title of Award	Awardees	
Hong Kong Secondary Schools Debating Competition	1st Runner-up in Division one Term 1 debate	4 Faith	Momnah Mazhar
		4 Faith	Nareena Kaur
		4 Faith	Sunar Sarhana
75th Hong Kong Schools Speech Festival (2023) (English Speech)	2nd place in the Solo Verse Speaking – Non – Open, Secondary 1, Girls, in the Speech Festival	1 Faith	Liong Hoi Yan
	2nd place in the Solo Verse Speaking – Non – Open, Secondary 4, Girls, in the Speech Festival	4 Love	Chiu Cheuk Wing
	2nd place in the Choral Speaking – Secondary 1 and 2, Mixed Voice, in the Speech Festival	1 Honesty	

CHI

Contest / Competition	Title of Award	Awardees	
第七十五屆香港學校朗誦節	中學二年級 — 男子組，散文獨誦 — 粵語，季軍	2 Honesty	Hui Tin Hei
	中學一、二年級，二人朗誦 — 粵語，亞軍	2Pr	Au Yeung Pui
	中學一、二年級，二人朗誦 — 粵語，亞軍	2Pr	Chan Cheuk Yung Pia
	中學四年級 — 女子組，散文獨誦 — 粵語，季軍	4 Faith	To Sin Ying
	中學三、四年級，二人朗誦 — 粵語，冠軍	4 Faith	To Sin Ying
	中學三、四年級，二人朗誦 — 粵語，季軍	4 Honesty	Chan Hoi Ching
	中學三、四年級，二人朗誦 — 粵語，季軍	4 Honesty	Choi Hoi Yiu
	中學四年級 — 男子組，散文獨誦 — 粵語，亞軍	4 Honesty	Wong Wai Chit
	中學三、四年級，二人朗誦 — 粵語，冠軍	4 Honesty	Wong Wai Chit
	中學五、六年級 — 女子組，散文獨誦 — 粵語，冠軍	5 Honesty	Lau Ka Yu

TECH

Contest / Competition	Title of Award	Awardees	
CPCE Excellence Contest 2023/24 Environmental, Social, and Governance (ESG) in Business (Secondary Group)	Judges Commendation Award	4 Honesty	Wong Wai Chit
		4 Honesty	Chan Ka Bo
		4 Honesty	Blanche Marija Elisabeth De Failly
		4 Honesty	Silverio Hannah Nicole
		4 Faith	Dong Wendan
		4 Faith	Gurung Pratikchha
		4 Hope	Lam Yuk Hei

3.4 Students' Performance : non-Academic

A&P - PE

Contest / Competition	Title of Award	Awardees	
2023 Bay Area Ultimate Club League	Best Spirit	4 Hope	Lee Kai On Issac
	Best Spirit, Girls MVP	5 Honesty	Ng Cheuk Yi
	Best Spirit	5 Honesty	Yu Sea Lok
Hong Kong Dodgeball (Multi-ball Style) Rookie Competition 2023	U15 Mix (2nd runner-up)	3 Faith	Tsang Sze Suet
		3 Honesty	TONG Tsz Ying
2023 Hong Kong Pan Asia Tournament	Best Spirit	4 Hope	LEE Kai On Issac
		5 Honesty	NG Cheuk Yi
2023 Kwun Tong District Inter-school Swimming Championships	50M Breast Stroke (1st runner-up)	1 Hope	YUEN NOK YAU
	50M Breast Stroke (2nd runner-up)	1 Honesty	YUEN HOI CHING
	Boys C Grade 4 X 50M Freestyle Relay (Champion)	1 Hope	TSOI KAI YIN
		2 Hope	Chan Tsz Hin Nathan
	50M Freestyle (1st runner-up)	2 Faith	Lee King Hang
	Boys C Grade 4 X 50M Freestyle Relay (Champion)	2 Faith	Lee King Hang
		2 Perseverance	Cheng Tsz Lok Aiden
	Girls B Grade 4 X 50M Freestyle Relay (2nd runner-up)	2 Faith	Ip Ching
		3 Perseverance	TSOI Tsz Ching
		3 Perseverance	Kwok Yan Ling
	100M Freestyle (Champion)	3 Honesty	Lau Yeuk Nam Natalie
	50M Freestyle (Champion)	3 Honesty	Lau Yeuk Nam Natalie
	Girls B Grade 4 X 50M Freestyle Relay (2nd runner-up)	3 Honesty	Lau Yeuk Nam Natalie
Overall girls B Grade Individual Champion	3 Honesty	Lau Yeuk Nam Natalie	
50M Breast Stroke (2nd runner-up)	5 Love	Lau Chun Lok	
Asia Oceanic Juniors Masters 2023	Best Spirit	4 Hope	LEE Kai On Issac
		5 Honesty	NG Cheuk Yi
Inter-School Fencing 2023-2024	Boys A Grade Foil (2nd runner-up)	5 Honesty	LEUNG Lok Him Anson
Joint School Cup - Hong Kong Rope Skipping Racing Championship 2024	Front Rope-skipping 13-14 years old boys group (3rd runner-up)	1 Faith	CHAN CHUN HEI JEFFREY
	Cross Open 13-14 years old boys group (2nd runner-up)	1 Faith	CHOI Pak Chun Jayden
	Side Swing Cross 13-14 years old boys group (3rd runner-up)	1 Faith	CHOI Pak Chun Jayden
	Toad 13-14 years old girls group (2nd runner-up)	2 Faith	LUI Wing Lam

Po Leung Kuk Choi Kai Yau School Invitation Relay	4x100m boys and girls mixed relay (1st runner-up)	2 Perseverance	Chan Cheuk Yung Pia
		3 Love	Hui Sai Shing
		5 Faith	Yau Hiu Tung
		5 Honesty	Tam Chun Hei
Inter-School Athletics Competition 2023-2024	Javelin (2nd runner-up)	3 Perseverance	So Ting Hei
	400m (3rd runner-up),	2 Faith	Lam Pak Yin
	4x100m relay (3rd runner-up)	2 Faith	Lam Pak Yin
		1 Love	Leung Ho Yin Anviz
		2 Honesty	Lee Chi Kin
		2 Perseverance	Wong Lap Yin
		2 Faith	Lui Wing Lam
	High Jump (2nd runner-up)	2 Faith	Lui Wing Lam
	1500m (2nd runner-up),	1 Faith	CHOW YAU YEUNG
	4x400m relay (2nd runner-up)	1 Faith	CHOW YAU YEUNG
		1 Hope	WONG SUM YEE
		2 Hope	Yip Hoi Lam
		2 Honesty	Luk Hei Yee Hailey
2 Perseverance		Chan Cheuk Yung Pia	
2023-24 Inter-school Football Competition	Champion	2 Love	Cheung Tsz Long Adrian
		2 Hope	Tang Tsz Ho
		2 Faith	Chan Kwan Chak Cyrus
		2 Perseverance	Cheung Ho Hin
		2 Perseverance	Stein Daniel Evison
		2 Perseverance	Stein Michael Pearce
		3 Love	Lai Chun Hei
		3 Love	Lam Ka Ming
		3 Faith	Cheung Wang Tik Adrian
		3 Faith	Law Wing Him
		3 Perseverance	Dhillon Sartaj Singh
		3 Perseverance	Khan Muhammad Danial
		3 Perseverance	Sandhu Dilshaan Singh
		3 Perseverance	Tse Yui Hei
		4 Love	Hong Heung Yin
		4 Love	Kwok Hin Pok
		4 Love	Ng Ka Ho
		4 Love	Tsang Tsz Yin
4 Hope	Lee Kai On Issac		

2024 Hong Kong Secondary School Academic Dodgeball (Multi-ball Style) Resurrection Cup	Champion	1 Perseverance	LEUNG ZHIYU
		2 Faith	Cheung Kai Yuen
		3 Faith	Tsang Sze Suet
		3 Faith	Tse Hiu Ying
		3 Honesty	TONG Tsz Ying
		3 Perseverance	Chan Hiu Lam Fowla
		4 Hope	Chong Ka Wing
		5 Love	Lau Chun Lok
		5 Love	Tam Ki Chun
Hong Kong Dodgeball Inter Secondary-School (Single-ball Style) Competition 2024	Girls Group (2nd Runner-up)	1 Perseverance	LEUNG ZHIYU
		1 Perseverance	Wong Lok Ching
		2 Faith	Cheung Kai Yuen
		2 Faith	Ho Tsz Yau
		3 Love	Cheuk Sze Wing
		3 Faith	Tsang Sze Suet
		3 Honesty	Leung Tsz Yiu
		3 Honesty	TONG Tsz Ying
		3 Perseverance	Leung Shu Yiu
2023-2024 Hong Kong Schools Badminton Competition	Boys B Grade (3rd Runner-up)	3 Perseverance	So Ting Hei
		4 Love	Ng Tin Lam Evan
		4 Hope	Lam Yuk Hei
		4 Hope	Leung Ching Him
		4 Hope	Ng Tin Nok Edric
		4 Honesty	Lau Ho Him Jeff
		4 Honesty	LEE Ho Chun
Inter-School Table Tennis Competition 2023-2024	Boys B Grade (3rd Runner-up)	1 Love	CHAN CHI KAN
		1 Love	YUEN SHUI MAN RYAN
		1 Faith	LI CHEUK HIM
		1 Perseverance	Lau Ho Sum Rex
		2 Perseverance	YIP Hei Yeung
All Hong Kong Inter-Secondary Schools Gymnastics Competition 2023-2024	Girls C Grade Vault (Champion)	1 Honesty	LEUNG Hui Ching
	Girls C Grade Floor Exercise (Champion)	1 Honesty	LEUNG Hui Ching

HKFDF 2024 Winter Ultimate Age Group Tournament (U20)	Best Spirit	1 Love	CHUNG TIK MAN
		1 Love	LO WING CHING BECCA
		1 Love	WONG CHEUK YAN
		2 Love	Siu Sze Yin
		2 Hope	Chan Man Ga
		2 Hope	Kwok Tsz Ching
		2 Hope	Mo Hoi Laam
		2 Hope	Wong Sum Yau
		2 Perseverance	Lau Pui Ying
		4 Honesty	Lui Rachel
		5 Honesty	Yu Sea Lok
		1 Love	LAU PAK HEI
		1 Love	Leung Ho Yin Anviz
		1 Love	POON MORIS
		1 Love	WONG YAT HANG
		1 Faith	CHIU TSUN HEI
		1 Honesty	CHEUNG CHING
		1 Perseverance	LAM YAT HEI
		2 Hope	Tung Hor Chi
		2 Faith	Chung Chun Ting
		2 Faith	Lam Pak Yin
		2 Honesty	Chan Lok Hin
		2 Perseverance	Chung Ling Fung
2 Perseverance	Wan Ka Ho		
2 Perseverance	YIP Hei Yeung		
3 Perseverance	So Ting Hei		
HKFDF 2023 Ultimate Development League	3rd place	4 Hope	Lee Kai On Issac
		5 Honesty	Yu Sea Lok
		5 Honesty	Ng Cheuk Yi
HKFDF 2024 Winter Ultimate Age Group Tournament (U20)	3rd place	4 Hope	Lee Kai On Issac
		5 Honesty	Ng Cheuk Yi

2023-24 Inter-school Swimming Championships	Boys C Grade 100m Free-style (1st Runner-up)	2 Faith	Lee King Hang
	Boys C Grade 50m Free-style (Champion)	2 Faith	Lee King Hang
	Girls B Grade 100m Free-style (3rd Runner-up)	3 Honesty	LAU Yeuk Nam Natalie
	Girls B Grade 50m Free-style (2nd Runner-up)	3 Honesty	LAU Yeuk Nam Natalie
	Girls B Grade 4x50m Free-style (1st Runner-up)	3 Honesty	LAU Yeuk Nam Natalie
	Girls B Grade 50m Butterfly (3rd Runner-up)	4 Faith	NG Wing Tung Jacquelyn
	Girls B Grade 50m Back Stroke (Champion)	4 Faith	NG Wing Tung Jacquelyn
	Girls B Grade 4x50m Free-style (1st Runner-up)	4 Faith	NG Wing Tung Jacquelyn
		3 Perseverance	TSOI Tsz Ching
		3 Perseverance	KWOK Yan Ling
	Girls B Grade Overall (2nd Runner-up)	3 Honesty	LAU Yeuk Nam Natalie
		4 Faith	NG Wing Tung Jacquelyn
		3 Perseverance	TSOI Tsz Ching
		3 Perseverance	KWOK Yan Ling
	Girls A Grade 50m Breast Stroke (3rd Runner-up)	3 Hope	Lam Yu Ying
	Girls A Grade 100m Breast Stroke (3rd Runner-up)	3 Hope	Lam Yu Ying
	Girls A Grade 4x50m Free-style (Champion)	3 Hope	Lam Yu Ying
	Girls A Grade 100m Free-style (3rd Runner-up)	6 Hope	Ma Yui Hei
	Girls A Grade 4x50m Free-style (Champion)	6 Hope	Ma Yui Hei
		5 Honesty	Wong King Yee
4 Hope		Lee Hoi Lam	
Girls A Grade Overall (2nd Runner-up)	6 Hope	Ma Yui Hei	
	5 Honesty	Wong King Yee	
	4 Hope	Lee Hoi Lam	
	3 Hope	Lam Yu Ying	
黃大仙區分齡網球比賽 女子青少年 FG 組單打	康樂及文化事務署	4 Hope	Lo Tsz Yau, Ariel
九龍城區分齡網球比賽 2023 女子青少年 FG 組單打	康樂及文化事務署	4 Hope	Lo Tsz Yau, Ariel
觀塘區分齡網球比賽 2023 女子青少年 FG 組單打	康樂及文化事務署	4 Hope	Lo Tsz Yau, Ariel

A&P – VA

Contest / Competition	Title of Award	Awardees	
第三屆東華三院文穎怡中華文創設計獎	中學及大專學生組 優異獎 Merit	4 Faith	Dong Wendan 董雯丹
		4 Faith	Luk Ching Yau 陸政攸
		4 Faith	Lo Chi Hei 盧焜希
The 15th Arts Ambassadors-in-school Scheme 第十五屆校園藝術大使計劃嘉許狀	Certificate of Recognition	4 Honesty	Wong Yin Lam
		4 Honesty	Wu Man Hei Jasmine
《第三屆東華三院文穎怡中華文創設計獎》	中學及大專學生組 優異獎 Merit	4 Faith	Dong Wendan
		4 Faith	Lo Chi Hei
		4 Faith	Luk Ching Yau
Black and White Painting Competition 2024	Merit Award in the Secondary Group	4 Faith	Dong Wendan
	Silver Award in the Secondary Group	4 Faith	Luk Ching Yau
		4 Faith	Lo Chi Hei
The 15th Arts Ambassadors-in-school Scheme	Certificate of Recognition	4 Honesty	Wong Yin Lam
		4 Honesty	Wu Man Hei Jasmine
“Fabulous China-chic” Inter-school Design Competition	Certificate of Merit	5 Honesty	Wang Simo
Exhibition of Student Visual Arts Work 2023/24		3 Honesty	Chung Tsan Pui
由教育局與 香港理工大學合辦「賞藝縫裳」時裝設計比賽	嘉許狀	4 Love	Hua Longjing
		4 Hope	Ma Yat Hei
		4 Faith	Dong Wendan

A&P – Music

Contest / Competition	Title of Award	Awardees	
76th Hong Kong Schools Music Festival (2024)	Erhu Solo -Junior (2nd place)	5 Hope	Chan Yee Tung

Dance Club

Contest / Competition	Title of Award	Awardees	
60th Schools Dance Festival Contemporary Dance Solo Honours Award	Honours Award - Contemporary Dance Solo	5 Faith	Lee Lok Hin
香港學界公開賽暨第六屆「專 業精英盃」學術才藝大賽 (普、粵、英)	高中組 舞蹈 冠軍	5 Honesty	Choi Wai Yin

Non-academic

Contest / Competition	Title of Award	Awardees	
Harmony Scholarship from Home and Youth Affairs	Harmony Scholarship	5 Honesty	Lau Ka Yu
		5 Faith	APO Troy Justin Galope
		5 Faith	Sivanandam Sheehan Audrey
		4 Faith	Singh Mannt Sohal
Sir Edward Youde Memorial Fund Council	Sir Edward Youde Memorial Prizes for Senior Secondary School Students	6 Honesty	Jung Hiu Wing
		6 Honesty	Zhong Wai Nam
TREATS Inclusive Scholarship Scheme 2024	TREATS Inclusive Scholarship	4 Honesty	Silverio Hannah Nicole
Hong Kong Youth Progress Award from Elsie Tu Education Fund	Hong Kong Youth Progress Award	6 Hope	Wong Tsz Yin
		3 Honesty	Li Ho Yin Elvis
Ng Teng Fong Charitable Foundation	Ng Teng Fong Scholarship	4 Honesty	Wong Yin Lam
羅氏慈善基金及教育局合辦的 「應用學習獎學金(2022/23 學 年)」	應用學習獎學金	6 Honesty	Mok Nga Sin
Youth Arch Foundation	The Youth Arch Student Improvement Award 2023	2 Hope	Kwan Hei Man, Ashley
		2 Faith	Yeung Yin Sum
		2 Love	Lin Hei Yi
		2 Honesty	Luk Hei Yee Hailey
		2 Love	Lam Eunice
		3 Love	Lau Hebe
		3 Faith	Cheung Sum Yu
		3 Love	Li Sin Tung
		3 Honesty	Li Ho Yin Elvis
		3 Honesty	Wong Kin Chong Ivan
		4 Hope	Li Yat Hei

		4 Love	Ng Ka Ho
		4 Faith	Dong Wendan
		5 Love	Yeung Po Ming
		5 Faith	Ng Ci Ai
		5 Hope	Chan Yee Tung
		5 Honesty	Ng Cheuk Yi
		6 Hope	Lo Wing Ping
		6 Love	Kwan Yuk Hai
		6 Honesty	Cheong Hei Lam

(4) Financial Summary

ECF Saint Too Canaan College			
Financial Summary for the 2022/2023 School Year			
		Government Funds	Non-Government Funds
INCOME (in terms of % of the annual overall income)			
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)		74.65%	N.A.
School Fees		N.A.	22.96%
Donations		0.00%	0.00%
Other Income		1.21%	1.18%
Total		75.86%	24.14%
EXPENDITURE (in terms of % of the annual overall expenditure)			
Staff Remuneration		81.14%	
Operational Expenses (including those for Learning and Teaching)		10.23%	
Fee Remission / Scholarship ¹		4.48%	
Repairs and Maintenance		1.32%	
Depreciation		2.10%	
Miscellaneous		0.73%	
Total		100%	
Surplus/(Deficit) for the School Year[#]		1.1 month of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the end of the School Year[#]		7.21 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure			
<p>¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the <u>annual overall expenditure</u> of the school. This % is difference from that of the fee remission/scholarship provision calculated on the basis of the <u>school fee income</u> as required by the education Bureau, which must be no less than 10%.</p> <p><input checked="" type="checkbox"/> It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements .</p>			

(5) Appendix

ECF Saint Too Canaan College

Appendix I

2023-24 Capacity Enhancement Grant Report

1. Aims:

In order to relieve teachers' workload, 2 Teaching Assistants are employed with the use of the Capacity Enhancement Grant in 2023-24.

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 624 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 98% 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: LKM/P

Date: 18/10/2024

Revision: 0

5. Questionnaire Result

A questionnaire aimed 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

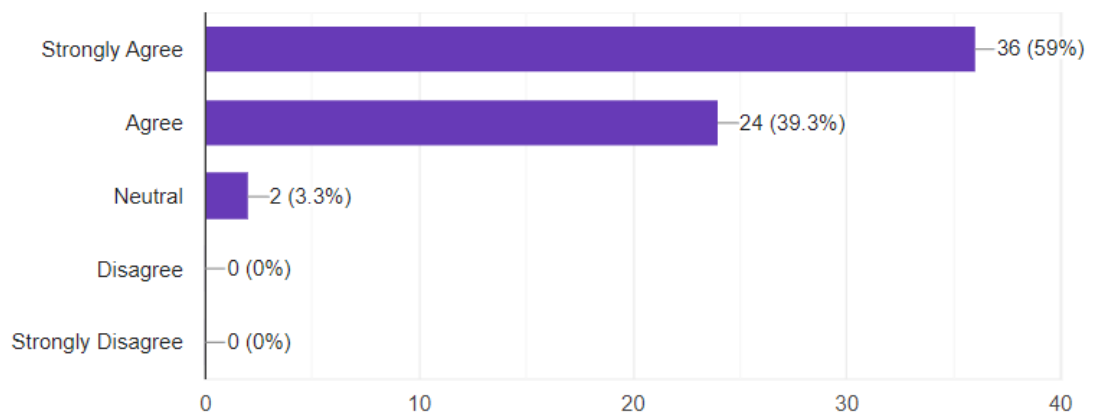
Number of questionnaires distributed : 63

Number of questionnaires collected : 61

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

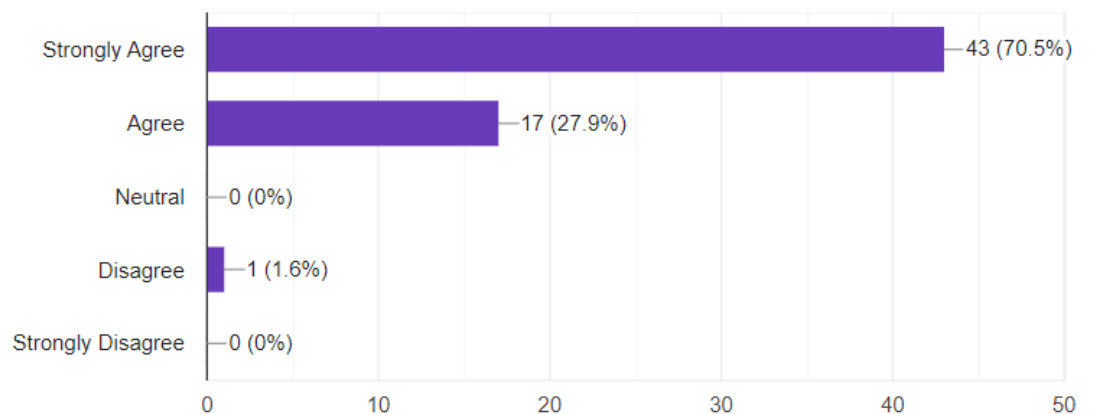


61 responses



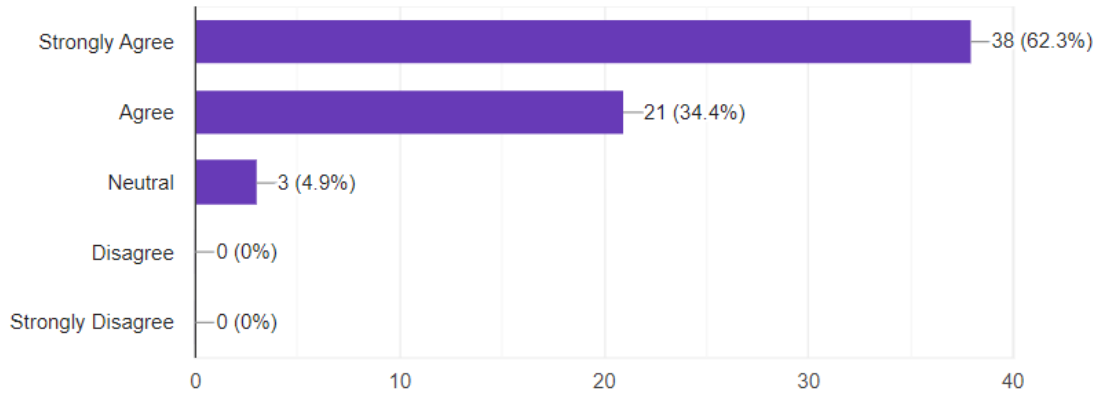
2. TAs can share my non-teaching duties, e.g. invigilation for test and exam, questionnaire statistics, student outdoor activity, patrol and taking minutes.

61 responses



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

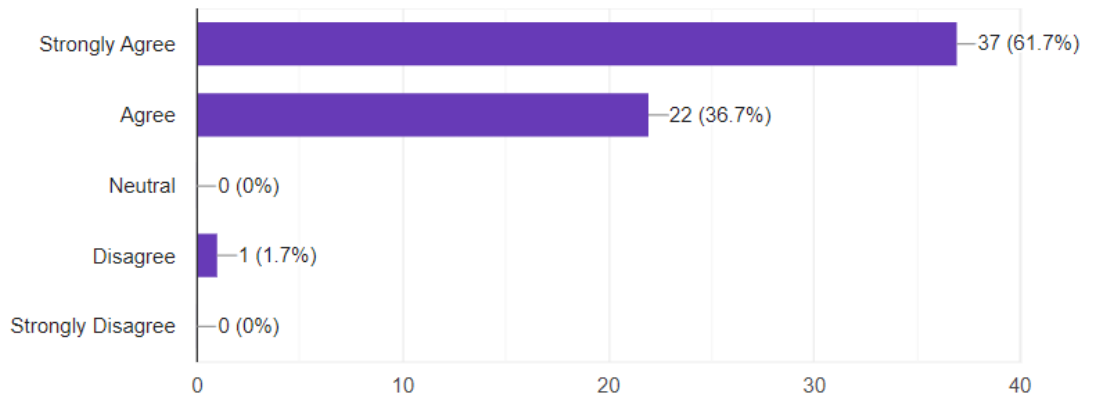
61 responses



4. Overall, TAs can relieve my workload.

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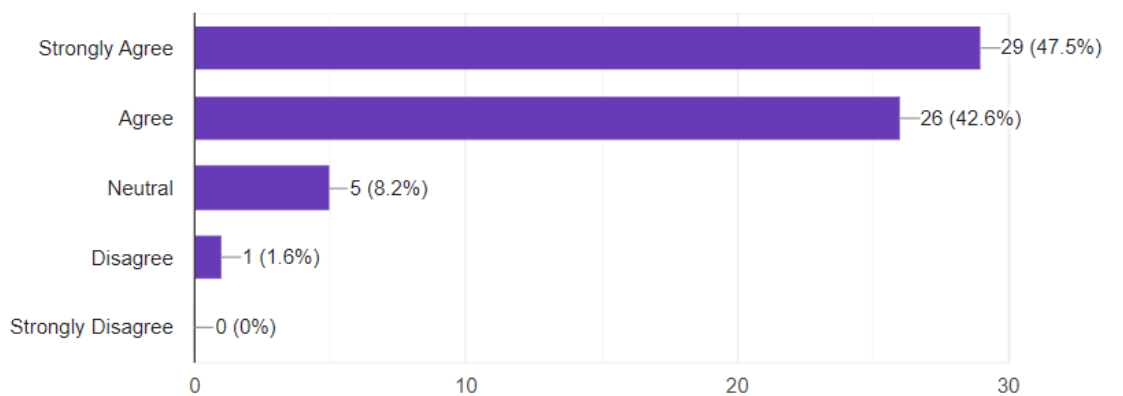
60 responses



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

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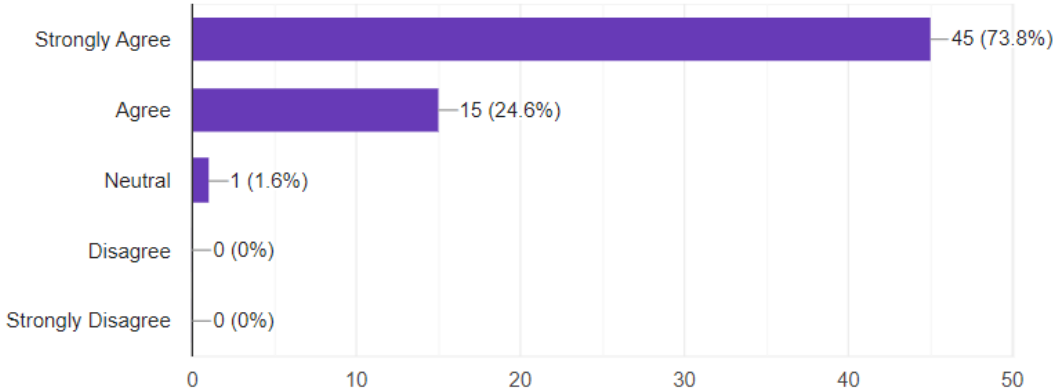
61 responses



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



61 responses



School-based After-school Learning and Support Programmes 2023/24 s.y.
School-based Grant - Programme Report

Appendix II

Name of School: ECF Saint Too Canaan College

Staff-in-charge: Mr. Yan Ka Chi **Contact Telephone No.:** 2372 0033

A. The number of students (count by heads) benefitted under the Grant is 32 (including A. 0 CSSA recipients, B. 15 SFAS full-grant recipients and C. 17 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	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Sports — Physical Development (Volleyball Team G, Rope Skipping, Football B, Frisbee Team, Badminton Team, Basketball Team B, 校隊集訓交流團)	0	8	14	72.76%	10/2023–8/2024	\$9,000.00	Skill-based training, questionnaire		
Communication skills training — Korea Study Tour	0	3	1	100%	24/3/2024-28/3/2024	\$2,100.00	Teachers' observation, Students' involvement		

Art and Cultural Activities— 文化旅遊在關西	0	1	0	100%	24/3/2024- 28/3/2024	\$600.00	Teachers' observation, Good learning performance		
Volunteer Services— L5 多元學習活動	0	1	0	100%	24/3/2024- 28/3/2024	\$600.00	Teachers' observation, Discipline and serving heart		
Learning Skill Training— 東日本 Steam	0	2	1	100%	24/3/2024- 28/3/2024	\$1,500.00	Skill-based training, questionnaire		
Visit— Bali Study Tour	0	0	1	100%	24/3/2024- 28/3/2024	\$300.00	Good learning performance, serious attitude in 'Green' activities.		
Total no. of activities: <u>12</u>									
@No. of man-times	0	15	17			\$14,100.00			
**Total no. of man-times	32				Total Expenses				

Note:

* Types of activities are categorized as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, 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), full grant under the SFA Schemes (B) and needy 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			
Learning Effectiveness						
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		✓				
Personal and Social Development						
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		✓				
Community Involvement						
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		✓				

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 reason: _____);
- 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)

**Programme Evaluation Report for
DLG - Other Programme: Gifted Education for the 2023/24 school year**

Appendix III

Programme title	Objective	Targets (No./level/selection)	Duration/ Start Date	Deliverable	Evaluation	Expenditure
Tutorial for elites for different DSE subjects	To tailor-make course to enhance the learning effectiveness of different DSE subjects	Selecting elite students for enhancing their exam skills	September 2023- August 2024	- Assignments & tests	Students behaved well and learnt different exam-orientated skills. Assessments and regular exercises were carried out. The attendance of students was high.	\$21,075
Debate Skills Training (Chinese)	To enhance students debating skills in Chinese	Students who are presentable and with analytical skills were recommended by teachers.	October 2023– Jun 2024	- Regular practice. - Join inter-school competition	Students were well trained with different debating skills. The attendance of students was high.	\$6,300
VA Tutorial for senior form students	To tailor-make course to enhance the learning effectiveness and exam-oriented skills	Selecting senior forms VA students recommended by subject teachers	September 2023 – December 2024	- Regular drawing practice - Exam-oriented skills - Assignments	Students performance was satisfactory. The assignments are of satisfactory quality. The attendance of students was	\$9,000

					high.	
BAFS (Acc) Tutorial for S5 students	To tailor-make course to enhance the learning effectiveness and exam- oriented skills	Selecting senior forms BAFS students recommended by subject teachers	December 2023 – June 2024	<ul style="list-style-type: none"> - Regular drilling - Exam-oriented skills 	Students behaved well and learnt different exam- orientated skills. The attendance of students was satisfactory.	\$3,750

**ECF Saint Too Canaan College
Grant for the Sister School Scheme
2023/24 Annual Report**

Appendix IV

Name of Sister School: 深圳市坪山區中山中學 (pair-up)

Date of Forming Sister School Pair: 16th December 2019

Other sister school: 廣東番禺中學 / 番禺實驗中學 (2005 contacted, June 2021 reconnected)

Our school plans to conduct the following exchange activities with our sister school:

Item No.	Item Name and Content of the Exchange Activity	Intended Objective(s)	Monitoring / Evaluation	Grant Allocation
1.	<p>Online conference / Online activities with students</p> <p>i. middle management to share and exchange the latest update of school development</p> <p>ii. Encourage cultural exchange within the students through online activities, which is cost effective and saves travelling time.</p>	<p>Management staff</p> <p>i. Exchange and share education management skills in the ever-changing environment.</p> <p>ii. Keep track on the national socio development through the exchange with sister school</p> <p>Participated staff: SAC members, Form leaders/AO/EO/ IT dept.</p> <p>Students</p> <p>i. Understand the learning habit of students in Mainland China.</p> <p>ii. Encourage better understand on Chinese culture</p>	Teachers and the management staff have paid a physical visit to Panyu Middle school. The online conference has been rearranged to the coming academic year.	<p>Purchase up-to-date audio-visual equipment to ensure smooth execution of online conference and online students activities</p> <p style="text-align: right;">HK\$47,714</p>
2	<p>2-day visit to sister school in Shenzhen Or Panyu</p> <p>Teachers: Sharing on teaching methodology and Morale and Civic education, positive values. Visit cultural and historical spots in Shenzhen or Panyu</p> <p>● Campus visit and understand the</p>	<p>Teachers:</p> <p>i. Attend lessons to experience different education between places.</p> <p>ii. Experience cultural diversities in order to build harmonious relationships between Hong Kong and Shenzhen</p> <p>iii. Understand the cultural</p>	By observation and survey results from the participating staff, the visit to the Panyu Middle School is successful. Teachers of both schools have valuable exchange of knowledge and updates through lesson observations, interflow meetings as well as campus tour.	<p>Transportation, accommodation and meals for staff</p> <p style="text-align: right;">HK\$ 37,068</p>

	<p>latest teaching technology in China</p> <ul style="list-style-type: none"> ● Cultural exchange and sharing of teaching experience 	difference in two places		
3.	<p>Arrange visit to Hong Kong for sister school Invite sister school to visit our school during public events such as S.1 Information Session and campus tour.</p> <p>Arrange local cultural visit for the representatives of mainland school.</p>	<p>Management staff</p> <ul style="list-style-type: none"> i. Encourage cultural exchange in holding public activities <p>Students</p> <ul style="list-style-type: none"> i. Enable student to greet sister school representatives and be the tour guide of the campus tour 	Due to difficulty in matching time schedule, the visit has not been arranged.	Nil
4.	<p>Exchange School Publication Latest school publications such as school information prospectus, school leaflet, STCC chronicles etc. are prepared and will share with sister school to maintain close relationship.</p>	<ul style="list-style-type: none"> i. Build connections and exchange ideas on school publications 	Booklets and publication materials have been designed, printed and sent to the sister school for exchanging news and information of the school.	<p>Design and printing cost of school publications. Postage to Mainland China</p> <p>HK\$ 50,000</p>
5	<p>Salary of Executive Officer for Sister School Activities</p>	The duties of EO include communicating with sister schools, arranging exchange tour for teachers, making school publications, and arranging online conferences.	The school EO has played a crucial role in enhancing the communication between the two schools.	HK\$32,500

Financial Budget for 2023-24:

Grant for the school year 22/23 (Carried forward)	HK\$ 156,475
Grant for the school year 23/24	HK\$ 162,994
Estimated Expenditure	<u>HK\$ 167,282</u>
Surplus / (Deficit) for the year	<u>HK\$ 152,187</u>

Issued: LKM, P
Date: 29/9/2024
Revision: 0

**Report of Learning Support Grant (LSG)
for the 2023/24 school year**

Appendix V

Name of Activity	Objective of Activity	Target Group	Duration	Success Criteria/ Evaluation Method	Effectiveness	Actual Expense/ Average Expense
Clinical Counselling Service	To provide individual counselling	Students with emotion needs	10/2023-5/2024	Participants' comments; Teachers' observation	The service of outsource organization is satisfactory. Students' ability has been enhanced.	\$35,700
Chinese Learning Enrichment Program	To enhance Chinese Learning skills	Dyslexia ADHD	10-12/2023	Students' survey & Teachers' observation	Teacher's performance is professional. The teacher can guide students to participate actively. Students' improvement is obvious.	\$27,000
Social Skills Training Program	To enhance social skills	ASD	2-4/2024	Students' survey & Teachers' observation	Teacher's performance is professional. The teacher can guide students to participate actively. Students' improvement is obvious.	\$12,000
Diversity Fun Learning Program	To promote learning motivation and enhance Learning skills	ADHD Dyslexia	4-5/2024	Students' survey & Teachers' observation	Teacher's performance is professional. The teacher can guide students to participate actively. Students' improvement is obvious.	\$9,600
Employment of Teaching Assistants	To recruit a Teaching Assistant to support SEN admin & student service	SEN students	Whole year	Performance appraisal	Provide support in an effective manner	\$293,312.25
Employment of Teachers	To recruit teachers to support SEN students	SEN students	Whole year	Performance appraisal	Plan the support strategies to SEN students in an effective manner	\$711,478.08

ECF Saint Too Canaan College
23-24 Financial Budget & Actual Expenses (CS Subsidy)

Name of Committee : **PSH Department - Citizenship & Social Development (CS)**

Item No	Description	21-22 Expense Amount (\$)	22-23 Expense Amount (\$)	23-24 Expense Amount (\$)	Total expense Amount (\$)	Variance Amount (\$)	Remark
Consumable Item						300,000	
R1	Developing or procuring relevant learning and teaching resources	6,376.00	13,452.00		19,828.00		
R2	Subsidising students and /or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum		1,470.00		1,470.00		
R3	Organising school-based learning activities relating to the CS curriculum		9,073.76	39,920.00	48,993.76		
R4	Organising or subsidising students to participate in join-school/cross-curricular activities relating to the CS curriculum held in Hong Kong or in Mainland		6,000	23,310.00	29,310.00		
		6,376.00	29,995.76	63,230.00	99,601.76	200,398.24	
Prepared by:							
Teacher-In-Charge (Signature)							
Name	Lam Chun Wan						
Date	30/8/2024						

**Report on the Use of the Student Activities Support Grant
2023 - 2024 School Year**

I. Financial Overview

A	Allocation in the Current School Year:	\$59,150.00
B	Expenditure in the Current School Year:	\$15,275.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$43,875.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	0	\$0.00
Full-grant under the School Textbook Assistance Scheme	15	\$9,750.00
Meeting the school-based financially needy criteria	17	\$5,525.00 (capped at 25% of the total allocation for the school year)
Total	32	\$15,275.00

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Girls Volleyball Team (Teach basic volleyball techniques, and help students establish a lifelong exercise habit.)	Physical Education	7	\$2,925.00			✓		

2	Rope Skipping Team (Teach basic rope skipping techniques, and help students establish a lifelong exercise habit.)	Physical Education	3	\$1,300.00			✓		
3	Boys Football Team (Teach basic football techniques, and help students establish a lifelong exercise habit.)	Physical Education	2	\$975.00			✓		
4	Frisbee Team (Teach basic frisbee techniques, and help students establish a lifelong exercise habit.)	Physical Education	3	\$1,300.00			✓		
5	Badminton Team (Teach basic badminton techniques, and help students establish a lifelong exercise habit.)	Physical Education	2	\$650.00			✓		
6	Boys Basketball Team (Teach basic basketball techniques, and help students establish a lifelong exercise habit.)	Physical Education	1	\$650.00			✓		
7	L5 多元學習活動 (To promote their understanding and appreciation of Hong Kong local culture, and provide them with the joy of experiencing farming in the countryside.)	Cross-Disciplinary (Others)	1	\$650.00		✓			
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			19	\$8,450.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Korea Study Tour (To enhance students' understanding on the multiple pathways of tertiary education in Korea, fostering students' sense of empathy and broadening students' international horizons.)	Career Guidance Committee	4	\$2,275.00					✓
2	校隊集訓交流團 (Provide a chance to communicate with local students about their study and life style, know more about their physical education development and facilities.)	Physical Education	4	\$1,950.00			✓		

3	文化旅遊在關西 (Provide a chance for students to know different cultures and learn how to embrace people with different cultural background)	Cross-Disciplinary (Others)	1	\$650.00	✓				
4	東日本Steam (To let students learn more about the principles of modern technologies and their future development.)	STEAM	3	\$1,625.00	✓				
5	Bali Study Tour (To teach sustainability through community-integrated, entrepreneurial learning in a well-less, natural environment with a life challenged physically, intellectually and emotionally.)	Green Education Committee	1	\$325.00	✓				
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			13	\$6,825.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			32	\$15,275.00					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for LWL (Name & Post):	CWK
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