

# **ECF Saint Too Canaan College Annual School Plan**

**2023-24**

# ECF Saint Too Canaan College

## Annual School Plan

### 2023-24

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# School Vision and Mission

## **Our Vision:**

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.

## **Our Mission:**

Our main objective is to train students to become self-directed learners and 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, sociability, 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, serves 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 relationships 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."

## **Major Concerns**

The major concerns were discussed in the School Administration Committee meeting. The following three major concerns were adopted for 2021-24, School 3-year Development Plan:

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

## Action Plan for the Major Concerns

### Major Concern 1: To implement a student-centered approach in academic and non-academic aspects.

**Briefly list the feedback and follow-up actions from the previous school year:**

(In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)

- In respect of Target 1.1 “Facilitate students to adopt active learning strategies and study habits in their learning”, a steady progress could be observed through PPLO.
- In respect of Target 1.2 “Enhance student learning capacity through promotion of Reading across the Curriculum (RaC)”, Reading marathon and book cross festival as highlights of the reading week in the coming academic year.
- In respect of Target 1.3 “Enhance learning and teaching effectiveness through facilitation of Assessment for Learning (AfL)”, a steady progress can be observed through the sharing from KLAs.

<b>Target 1.1 in SDP: Facilitate students to adopt active learning strategies and study habits in their learning.</b>					
<b><u>Implementation Strategy</u></b>	<b><u>Success Criterion</u></b>	<b><u>Methods of Evaluation</u></b>	<b><u>Time Scale</u></b>	<b><u>Responsible Person</u></b>	<b><u>Resources Required</u></b>
Greater use of online platform to encourage students to have lesson preparation and self-directed learning.	a. As reflected in lesson observations and homework inspections (Over 70% of teachers agree that such arrangements can help them enhance teaching and learning effectiveness)	Lesson observations  Homework inspections  Annual Report  Subject Evaluation Survey	Sept 23 – Jun 24	KSH	
Promote note-taking habits in junior forms through workshops for students and teachers.	b. As reflected in lesson observations (Over 70% of teachers agree that such arrangements can	L&T survey  Meeting with Panels	Sept 23 – Jun 24	VIV/LKL	Learning skill workshop \$30,000

	help them enhance teaching and learning effectiveness)				
Equip senior form students with subject-based learning strategies focusing on study skills and examination skills.	c. As reflected in lesson observations (Over 70% of teachers agree that such arrangements can help them enhance teaching and learning effectiveness)		Sept 23 – Jun 24	VIV/LKL	
Provide more student-led activities in lessons to increase student participation in learning.	d. As reflected in lesson observations (Over 70% of teachers agree that such arrangements can help them enhance teaching and learning effectiveness)		Sept 23 – Jun 24	KSH	
<b>Target 1.2 in SDP: Enhance student learning capacity through promotion of Reading across the Curriculum (RaC).</b>					
Promote reading to learn by assigning extended reading tasks to students in different subjects.	a. As reflected in student and teacher feedback (Over 70% of teachers agree that such arrangements can help students more engaging in reading activities and build up reading habits)	Annual Report	Sept 23 – Jun 24	KSH	
Establish an online system for students to create their reading portfolios.		L&T survey			
		Subject Evaluation Survey	Sept 23 – Jun 24	LYF/YWY	
Set up theme-based Reading Club and Groups to encourage regular sharing by teachers and students.		Meeting with teachers and students			
			Sept 23 – Jun 24	LYF/YWY	

Organize Reading marathon and Book Crossing Festival (漂書節) to create reading atmosphere.			Sept 23 – Jun 24	LYF/YWY	
<b>Target 1.3 in SDP: Enhance learning and teaching effectiveness through facilitation of Assessment for Learning (AfL).</b>					
Help students reflect on their learning progress using the internal data results to formulate their learning plans.	a. As reflected in student and teacher feedback (Over 70% of teachers agree that such arrangements can help students more engaging in learning and exam preparation)	Lesson observations Annual Report L&T survey	Sept 23 – Jun 24	KSH	
Strengthen teachers to make better use of internal assessment data and public exam results to evaluate teaching effectiveness and student learning performance.	b. As reflected in student assessment performance (Internal exam, TSA and DSE passing rate will be improving)	Meeting with Panels and teachers	Sept 23 – Jun 24	KSH/KLY	
Provide teachers with opportunities for good practice sharing and professional training in department meetings and staff development day.	e. As reflected in lesson observations (Over 70% of teachers agree that such arrangements can help them enhance teaching effectiveness)		Sept 23 – Jun 24	LYF	

<b>Target 1.4 in SDP: Cultivate a culture of self-management and independence among students.</b>					
<b>Strategies 1:</b> Equip students with attitudes and skills to organize activities independently through workshops and regular student-teacher meetings.					
To strengthen the development of the Students Union and Four Houses; enhance the linkage and communication between different parties in school.	<p>Questionnaire (Score:1-4)</p> <p>1. SU: ~Former SU organize the AGM smoothly. ~Cabinets promoted their platform in different ways clearly. ~Cabinets perform well in the consultation session ~Cabinets won the election</p> <p>2. Four Houses: ~Former Houses committee members organize the AGM smoothly. ~Candidates promoted their visions in different ways clearly.</p>	<p>1. Questionnaire to all the students, score over 2.5</p> <p>2. Questionnaire to all candidates or cabinets, score is over 2.5</p> <p>3. Comments from supervisors and other teachers</p>	Whole year	PDC	\$16,900
Enhancing the interflow between students and school	<p>1. SU and other student organizations can know more school policy.</p> <p>2. SU and other student organizations can feed back to P, VPs and AP with concrete and constructive suggestions.</p>	<p>1. SU can set good questionnaires.</p> <p>2. Comments from supervisors, class teachers and Ps.</p>	Whole year	PDC	



<b>Strategy 3</b> : Promote “student-led” practices in class routines and activities through class teachers.					
Provide class-based activities such as Inter-class Board Decoration Competition, Inter-class Energy Saving Comp, Music Contest, etc to promote leadership and engagement among students		70% of the students actively engage in the activities in questionnaire	Whole year	MCEC	

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

**Briefly list the feedback and follow-up actions from the previous school year:**

(In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)

- In respect of Target 2.1 “Teachers’ consensus about the importance and the need for promoting value education in a holistic way is established.” and Target 2.4 “Inculcate and reinforce 3R (Respect, Responsibility, Resilience) among students through different activities.”, the overall result is satisfactory (85%) & (81%) respectively.
- To further deepen students’ value education all around the school, such as the curriculum, OLE, mass programs, LWL, etc.
- The theme of the value education can be related to the development of diligence and empathy.

**Target 2.1 in SDP : Teachers’ consensus about the importance and the need for promoting value education in a holistic way is established.**

**Strategy 1 :** Increase teachers’ understanding of the rationale, goals and purposes of value education through various means such as online courses, professional development programmes, outsourcing programs and joint school programs.

<u>Strategies</u>	<u>Success criterion</u>	<u>Methods of Evaluation</u>	<u>Time scale</u>	<u>Responsible Person</u>	<u>Resources Required</u>
Reviewing the teachers training profile of current and newly appointed teachers in the requirement of Basic Law and National Security.	<ul style="list-style-type: none"> <li>• 50% of teachers have either obtained the requirement of Basic Law or have participated in teachers trainings about National Security</li> </ul>	Questionnaire / eservices	2 <sup>nd</sup> term	SD	Nil

<b>Target 2.2 in SDP: A holistic and balanced school-based value education curriculum plan is established.</b>					
<b>Strategy 2 :</b> Set up value education working group to coordinate the value education development of the school holistically.					
The Value education working group conduct regular meetings to review the policies and different strategies.	Conduct at least 3 times of meetings and	Minutes	Whole year	SD	/
	All students should participate in the ceremony with respectful attitude and well-disciplined. Rating is above 3.5	Teacher evaluation	Whole year	MCEC	/
Materials about national education will be updated on the displayed board.	Updated the board periodically	Teacher evaluation	Whole year	MCEC	/
<b>Strategy 3 :</b> Develop a new LE curriculum for form teacher lessons.					
Incorporate elements of previous LE lessons.	70% of the participants believe the content of LE is essential to their life	Questionnaire	Whole year	SD	\$30,000
<b>Target 2.3 in SDP : Promote national security education in the school</b>					
<b>Strategy 2:</b> Enrich students' understanding of the history and development of the country and enhance their sense of national identity through the school curriculum and diversified life-wide learning activities.					
1. Coordinate for both local activities(S1-5) and overseas tours(S3-5) 2. Coordinate and organize different learning activities for different forms according to the theme of the year in value education: Diligence and	1. Each activity should be designed with learning aims for students which the students can achieve 2. Each activity is	1. Self-evaluation meeting. 2. Debriefing session of all PICs 3. The annual report will be made at the end of the academic year.	Whole year	PDC / LWL	\$71,140

Empathy 3. Implement the activities in a whole school approach	implemented with safety 3. Students perform their achievements successfully during the programs and in LWL presentation	4. Questionnaire to students and teachers			
<b>Strategy 3:</b> Reinforce students' understanding of Basic Law especially the basic concept of Basic Law and the relationship between the Central Authorities and the HKSAR.					
To give speeches about Basic Law and the meaning of national anthem and national flag during the morning assemblies after the flag raising ceremony	All students should participate in the ceremony with respectful attitude and well-disciplined.	Teacher observation	Whole year	SD	/
<b>Target 2.4 in SDP : Inculcate and reinforce 3R (Respect, Responsibility, Resilience) among students through different activities.</b>					
<b>Strategy 2 :</b> Strengthen students' interpersonal and communication skills to interact with other students through Harmony Day and Appreciation Day.					
To nurture students with the appropriate attitude to face adversity	Rating is above 3.5 which demonstrates the assembly could help students to understand moral and civic affairs and enhance their interpersonal and communication skills	<ul style="list-style-type: none"> <li>Teacher evaluation / Questionnaire</li> </ul>	Value Education Day + Harmony day  CNC assembly	SD	/

<b>Strategy 3: Further incorporate green education practices into the formal and informal curriculum.</b>					
Monitor the use of energy in the school more closely among students.	Survey at the beginning and ending of school year to see the changes in their attitude and understanding about environmental protection.	The returning rate of checklist at the end of school term is over 70%.  Self-evaluation and class teacher feedback			\$10,000
					\$20,000
Enhance the efficiency of the green prefects' monitoring work within the class	More than 75% students agree that the lessons help them to understand the concept of conservation and nitrogen cycle	Questionnaire to students and teachers			\$2,000

## ECF Saint Too Canaan College

Appendix I

### Plan on Use of Capacity Enhancement Grant in 2023/2024 School Year

Name of school : ECF Saint Too Canaan College

Our school has read and understands the ground rules and procedures in the utilization of the Capacity Enhancement Grant (CEG). The following plan on the use of the CEG is drawn up after full consultation with teachers.

Item	Details	Time Frame	Budget	Evaluation Criteria (Indicator)	Responsible Party
<p>To relieve teachers' workload so that teachers can concentrate on:</p> <p><input type="checkbox"/> Curriculum development</p> <p><input type="checkbox"/> Enhancing students' language proficiency</p> <p><input checked="" type="checkbox"/> Coping with learning needs of students</p> <p><input checked="" type="checkbox"/> Others (Please specify) <u>Enhance teaching effectiveness</u></p>	<ul style="list-style-type: none"> <li>● To recruit 2 Associate Teachers to provide support to teachers.</li> <li>● To cater the learning needs of students, e.g. teaching lessons, lesson substitution, exam invigilation, tutorial.</li> <li>● To assist teachers' teaching effectiveness, e.g. organize learning activities, extra-curricular activities, preparing teaching equipment &amp; exam timetable</li> <li>● To share teachers' administrative duties, e.g. preparing teaching materials, statistics, taking mins etc.</li> </ul>	From September 2023 to August 2024	2 Associate Teachers (Around HK\$570,000 = Salary & MPF)	<ul style="list-style-type: none"> <li>● Teacher questionnaire – over 70% of teaching staff agreed relevant strategies have:</li> <li>● Teachers agree that their administrative workload is shared and relieved.</li> <li>● The teachers can save more time to prepare lessons and teach students after school.</li> <li>● Enhanced capacity of teachers to concentrate on teaching effectiveness.</li> <li>● Assisted in better arrangements in the organization of learning activities/extra-curricular activities, e.g. in life-wide learning and different student activities.</li> </ul>	Ms. Chan Wing Sze (Executive Officer)

Issued by: LKM/P

Date: 1/10/2023

Revision:0

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

**Name of School:** ECF Saint Too Canaan College

**Staff-in-charge:** Mr. Yan Ka Chi

**Contact Telephone No.:** 2372 0033

**A. The estimated number of students (count by heads) benefitted under this Programme is 40 (including A. 7 CSSA recipients, B. 18 SFAS full-grant recipients and C. 15 under school's discretionary quota).**

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner/serv ice provider (if applicable)
					A	B	C		
Art /culture activities — Aesthetic Development (Vocal Training Class,, Drama Club, Model Society and VA Society)	Provide artistic concepts to students and nurture their interest in art	Perform well in the lessons with good performance / products and 75% attendance record	Skill-based training, questionnaire	Oct 2023 — May 2024	1	3	5	\$4,000	
Sports — Physical Development (Basketball Club, Dance Club and Darts Club)	Provide sports knowledge and help students establish a lifelong exercise habit	Active in participation with 75% attendance record	Skill-based training, questionnaire	Oct 2023 — May 2024	2	3	1	\$2,760	

Learning skill training — Intellectual Development (Board Game Society)	Provide platform for students to train up their minds and share with each other	75% attendance record	Good attitude / nurture the critical mind	Oct 2023 – May 2024	0	3	1	\$350	
Sports — School Team (Athletics Team Boys & Girls, Badminton Team Boys & Girls, Basketball Team Girls, Dodgeball Team Boys & Girls, Fencing Team, Football Team Boys, Frisbee Team Boys & Girls, School Choir, Table-tennis Team Boys & Girls, Volleyball Team Girls and Rope Skipping Class)	Enhance students' interests towards sports and to enhance students' skills in school team	75% attendance record	Good learning performance in the class, skill test, attendance record etc.	Oct 2023 – May 2024	4	9	8	\$29,900	
<b>Total no. of activities: <u>19</u></b>				<b>@No. of man-times</b>	7	18	15		
				<b>**Total no. of man-times</b>	40				

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)



**Annual Programme Proposal for  
DLG - Other Programmes: Gifted Education for the 2023/24 school year**

Appendix III A

<b>Domain</b>	<b>Programme</b>	<b>Objective(s)</b>	<b>Targets (No./level/selection)</b>	<b>Duration/ Start Date</b>	<b>Deliverables</b>	<b>Teacher i/c</b>	<b>Budget</b>
Learning & Teaching Department	Tutorial for elites for different DSE subjects	To tailor-make course to enhance the learning effectiveness of different DSE subjects	Selecting S4 – S6 students with different ability recommended by subject teachers after RT/Exam and in Summer	Around 30 courses of 8-12 lessons DSE drilling throughout the year	Courses delivered by experienced tutors or alumni	KSH/Panel heads	\$41,000
Chinese Department	Debate Skills Training (Chinese)	To enhance students debating skills in Chinese	S4 – S6 students can improve their skills in debate and public speaking	10 – 12 sessions	<ul style="list-style-type: none"> <li>- Regular practice.</li> <li>- Join inter-school competition</li> </ul>	SSS	\$20,000
Arts & Physical Education Department	Joint-School Programme for Senior Secondary PE Curriculum	To provide opportunities for student to attend DSE PE course which is not provided by school.	5 S4 students & 3 S5 students who have potential in PE	Around 30 lessons throughout the year	<ul style="list-style-type: none"> <li>- Regular practice</li> <li>- Fitness test</li> </ul>	LLC	\$32,000

### DLG - Other Language for the 2023/24 school year

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Teacher i/c	Budget
Learning & Teaching Department	Japanese Course (off school support programme)	<ul style="list-style-type: none"> <li>- To enhance students' competitiveness and increase their chances for tertiary education</li> <li>- To build up a foundation in Japanese</li> <li>- To develop students' multiple potential and to enhance their worldwide perspective</li> <li>-</li> </ul>	1 S6 student, selecting students with language ability and interest	20 lessons throughout the year	Test & exam	L&T	\$4,300

**Three-year plan – Measures to broaden students’ choices of elective subjects and provision of gifted education programmes for the tenth cohort of SS students (from the 2023/24 to 2025/26 school years)**

Appendix III B

The following programmes are adopted with the support of the EDB’s Diversity Learning Grant (DLG):

DLG funded Programme	Strategies and benefits anticipated (e.g. in what way students’ diverse learning needs are catered for)	Name of programme /course and provider	Duration of the programme/course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning/success indicators	Teacher-in-charge
					the 23/24 s.y.	the 24/25 s.y.	the 25/26 s.y.		
Other Language	<ul style="list-style-type: none"> <li>- To enhance students’ competitiveness in the 21st century and increase their chances for tertiary education</li> <li>- To enhance students’ worldwide perspective and chance of development around the world</li> <li>- To develop students’ multiple potential</li> </ul>	Japanese course (off school support programme)	3 years	Students who have potential in language	1	2	3	Students will take HKDSE in S6.	L&T Representative
Other Programme	<ul style="list-style-type: none"> <li>- To comply with the development of SS Curriculum and to develop students’ multiple potential</li> <li>- As our school does not offer PE as elective in DSE, this provides an additional opportunity for students to acquire the professional PE in-</li> </ul>	DSE PE courses (off school support programme)	3 years	Students who have potential in PE and approved by PE teachers	8	10	10	Students will take HKDSE in S6.	PE Teacher

	depth knowledge in different field/track events. It benefits the students for further tertiary study or career development as physical trainers or teachers.								
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## Plan on the Use of the Life-wide Learning Grant

2324

Appendix IV

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.  
Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

## Category 1: To organise / participate in life-wide learning activities

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
e.g.	Career Expreience Activity	Nov 2022	S1-S3	200	\$20,000.00	\$100.00									
1	Olympics Training	Whole Year	S1-S5	15	\$9,000.00	\$ 600									
2	School Picnic Coach Fee	8 Dec 2023	S1-S3	446	\$22,500.00	\$ 50									
3	Other Learning Experience (OLE)	Whole Year	S4-S5	227	\$22,500.00	\$ 99									
4	Mock Release of DSE Result	12 Jul 2024 (S5) & 24 Nov 2023 (S6)	S5-S6	188	\$15,000.00	\$ 80									
5	Chinese Speech Team	2nd Term 2324	S1-S5	12	\$8,500.00	\$ 708									
6	Chinese Debate Team	Whole Year	S3-S5	20	\$20,000.00	\$ 1,000									
7	English Speech Team	Whole Year	S1-S5	15	\$7,000.00	\$ 467									
8	School Choir	Whole Year	S1-S5	50	\$11,000.00	\$ 220									
9	Woodwind & Brass	Whole Year	S1-S5	20	\$39,500.00	\$ 1,975									
10	Sports Team Coach	Whole Year	S1-S5	190	\$175,500.00	\$ 924									
11	HKUPA Frisbee Tournament	2324	S1-S5	14	\$3,000.00	\$ 214									
12	Extracurricular Activities (Subsidies)	Whole Year	S1-S5	671	\$46,450.00	\$ 69									
13	LWL (PDC)	25-28 Mar 2024	S1-S5	671	\$17,440.00	\$ 26									
14	LWL (PSH)	25-28 Mar 2024	S1-S5	671	\$3,000.00	\$ 4									
15	SNC Camp	25-28 Mar 2024	S1	166	\$70,000.00	\$ 422									
16	Leadership Training Program	To be announced	S3-S5	30	\$30,000.00	\$ 1,000									
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.1				3,406	\$500,390.00										

1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
e.g.	Exchange Tour to the Greater Bay Area	10-12 Apr 2023	S4-S5	88	\$100,000.00	\$1,136.36									
1	Study Tour (CGC)	25-28 Mar 2024	S3-S5	60	\$40,000.00	\$666.67									
2	Study Tour (PDC)	25-28 Mar 2024	S3-S5	60	\$74,000.00	\$1,233.33									
3	Study Tour (ENG)	25-28 Mar 2024	S1-S5	15	\$30,000.00	\$2,000.00									
4	Study Tour (STEAM)	25-28 Mar 2024	S3-S5	60	\$30,000.00	\$500.00									
5	Study Tour (GSC)	25-28 Mar 2024	S3-S5	60	\$35,000.00	\$583.33									
6	Study Tour (CHI)	25-28 Mar 2024	S3-S5	60	\$36,000.00	\$600.00									
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.2				315	\$245,000.00										
Total for Category 1				3,721	\$745,390.00										

**Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)**

No.	Item	Purpose	Estimated Expenses (\$)
e.g.	STEM Learning Kits	STEM Interest Group Activity	\$50,000.00
1	Reading ,materials & activities		\$6,500.00
2	STEM : Purchase of equipment	LWL program	\$10,000.00
3			
(Please insert rows above if the space provided is insufficient.)			
Estimated Expenses for Category 2			\$16,500.00
Estimated Expenses for Categories 1 & 2			\$761,890.00

**Category 3: Estimated Number of Student Beneficiaries (Compulsory)**

Total number of students in the school:	765
Estimated number of student beneficiaries:	765
Percentage of students benefitting from the Grant (%):	100%
Name of Contact Person for LWL:	CWK
Post of Contact Person for LWL:	Head of PDC

## Appendix V

**Date of Forming Sister School Pair: 16<sup>th</sup> December 2019**

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

23

	<p>Teachers:</p> <p>Sharing on teaching methodology and Morale and Civic education, positive values. Visit cultural and historical spots in <b>Shenzhen or Panyu</b></p> <ul style="list-style-type: none"> <li>● Campus visit and understand the latest teaching technology in China</li> <li>● Cultural exchange and sharing of teaching experience</li> </ul>	<p>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 difference in two places</p>	<p>participated staff to evaluate the trip.</p> <p>Participated teachers will prepare a sharing session with all other teaching staff.</p> <p>Reflection with photos will be uploaded to school website.</p>	<p>for staff</p> <p><b>HK\$ \$30,000 (\$ 2000*15)</b></p> <p>Computers and other necessary IT equipment for supporting remote working mode.</p> <p><b>HK\$ 90,000</b></p>
3.	<p><b>Arrange visit to Hong Kong for sister school</b></p> <p>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><b>Management staff</b></p> <p>i. Encourage cultural exchange in holding public activities</p> <p><b>Students</b></p> <p>i. Enable student to greet sister school representatives and be the tour guide of the campus tour</p>	<p>By observation &amp; Feedback form</p> <p>Survey will be done by participated students to evaluate the effectiveness of the activity.</p>	<p>Transportation and meal arrangement of our staff members during the local tour with the mainland sister school representatives.</p> <p><b>HK\$ 5,000</b></p>
4.	<p><b>Exchange School Publication</b></p> <p>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>	<p>i. Build connections and exchange ideas on school publications</p>		<p>Design and printing cost of school publications.</p> <p>Postage to Mainland China</p> <p><b>HK\$ 90,000</b></p>



**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\$ 315,000</u>
<b>Surplus / (Deficit) for the year</b>	<b><u>HK\$ 4,469</u></b>

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Date: 29/9/2023  
Revision: 0

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

Appendix VI

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	10/2023-6/2024	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	2-5/2024	Students' survey & Teachers' observation	The service of outsource organization is satisfactory. Students' social skills have been enhanced.	\$12,000
Emotional Support/ Art Group	To learn to express and relieve emotion	Students with emotion needs	3-5/2024	Students' survey & Teachers' observation	Teacher's performance is professional. The teacher can guide students to participate actively. Students' improvement is obvious.	\$12000
Study Skills Enrichment Program	To enhance Learning skills	ADHD Dyslexia	2-4/2024	Students' survey & Teachers' observation	Teacher's performance is professional. The teacher can guide students to participate actively. Students' improvement is obvious.	\$14,000

Career Visit/ Job Placement/	To encourage students to prepare for their future study and career	SEN students	2-8/2024	Students' survey & Teachers' observation	The service of outsource organization is satisfactory. Students' can know more about various jobs, which stimulate to think about their own career.	\$6,000
Employment of Teaching Assistant	To recruit a Teaching Assistant to support SEN admin & student service	SEN students	Whole year	Performance appraisal	Provide support in an effective manner	\$282,141
Employment of Teacher	To subsidize the salary of teacher in charge of SEN Committee	SEN students	Whole year	Performance appraisal	Plan the support strategies to SEN students in an effective manner	\$711,713

**ECF Saint Too Canaan College**  
**Plan on the Use of the Promotion of Reading Grant**  
**2023-2024**

Appendix VII

The major objectives of promoting reading:

Enhance student-learning capacity through promotion of Reading across the Curriculum (RaC) by assigning extended reading tasks to students in different subjects. Secondly, promote reading motivation and self-directed reading of students with the use of Reading Award Scheme and Reading Booklet. We would like to arouse the reading atmosphere by organizing different reading activities such as Reading Days to foster the students, teachers and parents' reading environment. At the same time, the school would like to develop the leadership of library prefects, class reading ambassadors and Reading Club members to explore their potentials.

	Item*	Estimated Expenses (\$)
1.	Purchase of reading materials	\$11,000.00+ \$40,000.00 =
	<input checked="" type="checkbox"/> Printed books	\$51,000.00
	<input checked="" type="checkbox"/> e-Books or e-resource	
2.	Web-based Reading Schemes	\$12,000.00
	<input type="checkbox"/> eRead Scheme:	
	<input checked="" type="checkbox"/> Other scheme : Wisenews e-platform	
3.	Reading Activities	\$2,000.00
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input type="checkbox"/> Hire of service from external service providers to organize learning activities related to the promotion of reading	

	<input type="checkbox"/> Paying the application fees for students to participate in reading activities and competitions	
	<input checked="" type="checkbox"/> Subsidizing students to participate in or apply for fee-charging reading related activities or courses	
4.	Others : _____	

\* Please tick the appropriate boxes or provide details.

**Total: \$65,000.00**

ECF Saint Too Canaan College					
Financial Plan for the year of 2023-24					
Appendix VIII					
Name of Committee : PSH Department -Use of Citizenship and Social Development Grant					
Item No	Description	Budget Amount (\$)			Remark
<b>Consumable Item</b>					
R1	Developing or procuring relevant learning and teaching resources	30,000			
R2	Subsidising students and /or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	100,000			
R3	Organising school-based learning activities relating to the CS curriculum	30,000			
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	100,000			
		260,000.00			