



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

2025-26

ECF Saint Too Canaan College
Annual School Plan
2025-26

CONTENT	Page no.
<u>School Vision and Mission</u>	3
<u>Major Concerns</u>	4
<u>Action Plan for the Major Concerns</u>	5-22
Plans on Government Grants	23 - 33
Appendix I: Capacity Enhancement Grant	
Appendix II: School-based After-school Learning and Support	
Appendix III: Diversity Learning Grant	
Appendix IV: Life-wide Learning and Sister School Grant	
Appendix V: Learning Support Grant	
Appendix VI: Promotion of Reading Grant	

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 2024-27, School 3-year Development Plan:

1. To foster the development of positive values and promote the holistic well being of student.
2. To empower students' uniqueness.

Action Plan for the Major Concerns

Major Concern 1: To foster the development of positive values and promote the holistic wellbeing of students

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. optimizing 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.)

The school will focus on unity and committee, two out of twelve values promoted by EDB. These two values should be instilled to students through education in lessons and being the themes of activities outside the classroom.

Focus on Value Education Theme: The theme of value education will relate to the development of **responsibility and perseverance**. Increase the frequency of dedicated Form Teachers Lessons for value education.

Major Concern 1: To foster the development of positive values and promote the holistic wellbeing of students					
Target 1.1 in SDP: To empower students to cultivate a growth mindset.					
Strategy 1: Learning and Teaching Department					
Strategies	Success criteria	Methods of Evaluation	Time scale	PIC	Resources
Inculcate the values of a growth mindset through curriculum design of different subjects so as to teach students to delicate more effort, time and energy for their own personal growth. The integration of value education to curriculum will be highlighted in curriculum documents.	70% of teachers and students agree that a growth mindset is instilled to students through the curriculum.	Lesson observations Homework inspections Annual Report Subject Evaluation Survey L&T survey	Whole year	L&T	

		Meeting with Panels Conduct mark system			
Strategy 2: Cultivate ethical decision-making skills and moral reasoning among students to empower them to make responsible choices.					
Create an atmosphere that emphasizes moral education on campus, such as posting ethical slogans and organizing thematic activities, to subtly influence students' values.	Participants give positive feedback	CNC statistics	Whole year	CNC	
Encourage students to apply what they have learned to their real-life situations, participate in social welfare activities, and cultivate empathy and a sense of responsibility.	Participants give positive feedback	CNC statistics	Whole year	CNC / MCEC	
Strategy 3 : Integrate mindfulness and stress management techniques into the curriculum to equip students with tools for maintaining physical and mental well-being.					
Provide professional training on mindfulness and stress management for teachers.	Participants give positive feedback	CNC statistics Feedback from participants	Whole year	CNC	
Incorporate mindfulness and relaxation techniques into existing courses such as ME lesson, helping students learn to regulate their emotions and manage stress.	Participants give positive feedback	CNC statistics Feedback from participants	Whole year	CNC / CGC	

Participating in the Healthy School Programme (HSP), which is guided by a professional team and funded by the government, can lead to a healthier campus life.	Participants give positive feedback	CNC statistics Feedback from participants	Whole year	CNC	\$270000
Strategy 4: Provide opportunities for students to engage in community service and volunteer work, fostering a sense of social responsibility and civic engagement.					
Establish student volunteer team, regularly organizing service activities.	Participants give positive feedback	CNC statistics Feedback from participants	Whole year	CNC / MCEC	
Collaborate with NGOs to enable students to participate in community development initiatives.	Participants give positive feedback	CNC statistics Feedback from participants	Whole year	CNC / SNC	
Strategy 5: Organize parents' activities					
Organize parents' talks with topics related to growth mindset / Positive Discipline	- Parents have a stronger awareness about the well-being of students - >40 parents for each talk	- questionnaire - individual interview after parents' talk	From Nov to May (4 workshops)	HSCC	
Introduce external resources from the community (i.e. online parents' talks, movie appreciation)	- Info about external parents' talks is sent to the parents via Gmail	- questionnaire	Whole year (The info. will be sent to parents via Gmail.)	HSCC	
Arrange relaxing indoor and outdoor activities for parents and their children (e.g. BBQ, interest class)	- Parent-child relationship is strengthened and there is a positive effect on their	- questionnaire - individual interview after parents' talk	31/1 (BBQ / Poon Choi),18/4 (interest class)	HSCC	

	<p>mental health.</p> <p>- 80 participants for BBQ / Poon Choi activity</p> <p>- 20 participants for interest class</p>				
Target 1.2 in SDP: To inculcate a constructive learning attitude among students.					
To promote and implement effective learning strategies across the curriculum through sharing from students and teachers in activities such as S3 course orientation and morning assemblies.	70% of teachers and students agree that effective learning strategies across the curriculum have been shared to the school.	<p>Lesson observations</p> <p>Homework inspections</p> <p>Annual Report</p> <p>Subject Evaluation Survey</p> <p>L&T survey</p> <p>Meeting with Panels</p> <p>Conduct mark system</p>	Whole year	L&T	
Target 1.3 in SDP: To strengthen the integration of Christian principles into the educational experience					
To strengthen the integration of Christian principles into educational experience.	Values from the Bible will be instilled to students in lesson, mainly the Biblical Lessons.	70% of students agree that they can learn the values from the Bible effectively.	Whole year	L&T	
Let the students understand the Christian belief, believe in God,	Questionnaire (Score:1-4)	Questionnaire /Teacher evaluation	Whole year	SNC	

participate in Christian fellowship and church activities.	score over 2.5				
Share the Gospels with students so that non-Christians can believe in God and Christians would experience walking with Jesus and achieve the mission of evangelism.	Questionnaire (Score:1-4) score over 2.5	Questionnaire /Teacher evaluation	Whole year	SNC	
Nurture students with Christian characters through different meetings like cell groups of different forms, Christian fellowship and discipleship classes.	Questionnaire (Score:1-4) score over 2.5 students' attendance over 60%	Questionnaire /Teacher evaluation Participation Rate	Whole year	SNC	
Strengthen the faith of Christian leaders by CMT camp and discipleship classes.	Questionnaire (Score:1-4) score over 2.5	Questionnaire /Teacher evaluation	Whole year	SNC	
Consolidate the Christian belief of new believers by LWL camp and Christian fellowship.	Questionnaire (Score:1-4) score over 2.5	Questionnaire /Teacher evaluation	Whole year	SNC	
Through participation in student fellowship, Christmas and Easter services, spiritual camps, SNC assemblies, and Gospel Week activities, Christian leaders can be trained for spiritual growth and character development, fostering them to become mature Christians and potential leaders in the school.	Questionnaire (Score:1-4) score over 2.5 students' attendance over 60%	Questionnaire /Teacher evaluation Participation Rate	Whole year	SNC	

Collaboration with Christian NGOs to serve underprivileged communities in the area exemplifies Christ's love.	Questionnaire (Score:1-4) score over 2.5	Questionnaire/ Students' sharing	December	SNC / HSCC	
Through all year-round Christian activities, Christian Ministry Team leaders and members can learn to be followers of Jesus and school role models.	Questionnaire (Score:1-4) score over 2.5	Questionnaire/ Students' sharing	Whole year	SNC	
Target 1.4 in SDP: To bolster students' sense of national identity and civic responsibility					
Chinese culture will be effectively introduced through Chinese Language teaching and relevant learning activities outside the classroom.	70% of students and teachers agree that Chinese cultures are introduced effectively inside and outside and classroom.	Lesson observations Homework inspections Annual Report Subject Evaluation Survey L&T survey Meeting with Panels Conduct mark system	Whole year	L&T	
Flag-raising ceremony 1. Students can experience their national identity through the flag-raising every week and other special occasions. 2. MCEC Society members /	All students should participate in the ceremony with respectful attitude and well-disciplined.	Teacher evaluation / Questionnaire	Whole year	MCEC	

Prefect leaders / BB members will learn how to process the Flag-raising ceremony					
<p>Flag-raising training course</p> <p>1. The course aims to cultivate students' reverence for the national flag and enhance their sense of civic responsibility through both theoretical learning and practical application.</p>	The students will learn the proper procedures and etiquette for flag raising and lowering, as well as cultivate a sense of national pride and commitment to their community.	Teacher evaluation / Questionnaire	Whole year	MCEC	
<p>School assembly</p> <p>1. Value Education Day provides a platform for students to have the opportunity to understand and explore different values.</p> <p>2. Through interacting and engaging with individuals from diverse cultures, backgrounds, and perspectives, students can broaden their horizons, cultivate respect for diversity, and reflect on their own values.</p>	By arranging mass education in school assemblies, activities, and follow-up works, 80% Students recognize that the school is cultivating the students' spirit of national consciousness.	Teacher evaluation / Questionnaire	Two days	MCEC	
<p>Board Display</p> <p>1. Materials about national education will be updated on the displayed board.</p>	90% of students will read the articles and information, and through participation, reflect on	Interviews/ Teacher evaluation	Whole year	MCEC	

	their own learning and responsibilities to society.				
Basic Law competition/ Inter-school civic education Activities Further promote national identity among students through activities organized by NGO	80% students should participate in a Basic Law competition helps students gain a deeper understanding of its content, principles, and values, enhancing their comprehension and awareness of constitutional law.	Interviews/ Teacher evaluation	Whole year	MCEC	
National Education Competitions / National Security Student Ambassadors 1. Further promote national identity among students through activities organized by NGO 2. Students share information on national security and establish good role models on appropriate platforms in the school. (國旗下的講話)	80% Engaging promising students in suitable programs. These will enable students to become influential leaders in their future careers and social lives.	Interviews/ Teacher evaluation	Whole year	MCEC	
Target 1.5 in SDP: To nurture students with STCC's core values (Respect, Responsibility, Resilience).					
Strategy 1 : Learning and Teaching Department					

<p>1. Values will be instilled to students through the curriculum of different KLAs in which green education and responsibilities of citizenships, so on and so forth, will be introduced and discussed.</p> <p>2. SBSS will support the curriculum development of the Values Education inside and outside the classroom in the coming academic year.</p>	<p>70% of students and teachers agree that core values of the school are introduced effectively in lessons and activities.</p>	<p>Lesson observations</p> <p>Homework inspections</p> <p>Annual Report</p> <p>Subject Evaluation Survey</p> <p>L&T survey</p> <p>Meeting with Panels</p> <p>Conduct mark system</p>	<p>Whole year</p>	<p>L&T</p>	
<p>Strategy 2 : To strengthen students' moral values, and cultivate students to become citizens who show respect, responsibility, resilience and care or others.</p>					
<p>To strengthen students' moral values, and cultivate students to become citizens who show respect, responsibility, resilience and care for others.</p>	<p>By arranging mass education in school assemblies, activities, and follow-up works, 80% Students recognize that the school is effectively cultivating the students' spirit of helping others and social responsibility.</p>	<p>Teacher evaluation /</p> <p>Teacher evaluation /</p> <p>Questionnaire/</p> <p>Observation Method/</p> <p>Conduct regular progress review meetings/ Interview</p>	<p>Whole year</p>	<p>MCEC</p>	<p>/</p>
<p>Voluntary Service Scheme (S2)</p> <p>1. Civic obligations can be</p>	<p>Students recognize that volunteer activities help</p>	<p>Teacher evaluation /</p> <p>Questionnaire/</p>	<p>Whole year</p>	<p>MCEC</p>	

nurtured through voluntary service by students. 2. JC Voluntary together-school based programme is completed. Volunteer training courses and practical programs for S2 students.	them Cultivate Volunteer Spirit and Sense of Social Responsibility	Observation Method/ Conduct regular progress review meetings			
Strategy 3: Students should show their commitment, self-management, respect, discipline and diligent while joining the ECA. (SD)					
Students' e-attendance will be used for keeping records.	Over 75% of the attendance should be made by the participants.	Check the attendance in eClass.	Whole year	PDC	\$10,000
Create platforms to show students' achievements, such as Canaan Show, assemblies and booklet.	Students find their sustainable interests and keep on learning.	A questionnaire will be given to the PICs by each activity, that average score is over 3.5	Whole year	PDC	\$2000
Students are taught to have their own responsibility and commitment to attend every meeting and practice. Besides, students are expected to demonstrate proper behavior and attitude when participating in every activity.	Over 75% of the attendance should be made by the participants.	Check the attendance in eClass.	Whole year	PDC	

Major Concern 2: To empower students’ uniqueness.

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. optimizing 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.)

More attention should be paid to learning across the curriculum. Project work will be carried out in junior forms.

To boost well-being and 3Rs, strengthening support programs for emotion control, self-discipline, and resilience. (SD report recommendation for 25-26 Planning)

Major Concern 2: To empower students’ uniqueness.					
Target 2.1 in SDP : To build self-efficacy in students.					
Strategy 1: Learning and Teaching Department					
Strategies	Success criteria	Methods of Evaluation	Time scale	PIC	Resources
Refine the award system of the school to recognize students’ achievement	At least 70% of students agree on the effectiveness to motivate them strive harder on learning.	Lesson observations Homework inspections Annual Report	Whole year	L&T	
Show good assignments and record of students’ achievement publicly.	Each KLA has participated in displaying students’ good work. At least 70% of stakeholders (teachers,	Subject Evaluation Survey L&T survey Meeting with Panels			

	students and parents) agree on its effectiveness on recognizing the effort from students.	Conduct mark system			
Strongly promote the use of self-study centre and the tutoring services provided by the alumni	As reflected in lesson observations and homework inspections				
Project learning will be introduced in S2 focusing on redevelopment of Choi Hung Estate. It is a cross-KLA and functional group project.	At least 70% of teachers and students agree with the effectiveness of having project learning in promoting self-directed learning and pursuing of knowledge.				/
Strategy 2: To nurture students' self-discipline and time management.					
Students who have good performance continuously will be awarded and appreciated	Participants give positive feedback	Participants' and teachers' questionnaires	Whole year	CNC	71140
Caring Groups will be held to encourage students to persist in performing well.	Participants give positive feedback	Participants' and teachers' questionnaires	Whole year	CNC	
Students who participate in Self-improvement Scheme will be given services of higher standard and requirement.	Participants give positive feedback	Participants' and teachers' questionnaires	Whole year	CNC	
We provide the opportunities to let students have the autonomy to run	- Most of the students join ECA.	- For the AIMS programme, over	Whole year	PDC	

their own club and let them organize their activities.	<ul style="list-style-type: none"> - Supervisors give good comments to the committee members - Students perform their achievements successfully - Over 75% of the attendance should be made by the participants. 	<ul style="list-style-type: none"> 80% of the students joined ECA - A questionnaire will be given to the PICs, that average score is over 3.5 			
We provide the opportunities to let students choose the autonomy to plan their learning journey in different categories, ie. 'AIMS', to explore growth mindset and develop their talents continuously.	<ul style="list-style-type: none"> - Most of the students join ECA. - Supervisors give good comments to the committee members - Students perform their achievements successfully. 	<ul style="list-style-type: none"> - For the AIMS programme, over 80% of the students joined ECA - A questionnaire will be given to the PICs, that average score is over 3.5 	Whole year	PDC	
Strategy 3: Through diversified learning experiences, cultivate students' potential, build their self-confidence and sense of accomplishment.					
Inter-class board and room decoration (Competitions and Workshops) 1. 5S' practice is encouraged to be implemented in classroom	All classes should decorate their board according to the criteria.	Observation Method / Form teachers' sharing/ Conduct regular progress review meetings	Whole Year	MCEC / CNC	

<p>setting (cleanliness competition)</p> <ol style="list-style-type: none"> 2. To improve the quality of the 3. board decoration, class leaders will be invited to join the workshops. 4. Class visit and marking by P, AP, SD head, MCEC members. 					
<p>Stars of Canaan</p> <ol style="list-style-type: none"> 1. In each category, 1 Star of Canaan Nominee will be elected in each class by their classmates. 2. Students will select the final “Star” among the 4 nominees. 3. For each term, an election procedure will be organized. 4. Reading passages will be provided to explain the quality of each star. 5. Awardees are invited to video sharing in morning assembly /TV 	90% students should join the nomination and election	Conduct regular progress review meetings/ Interviews	Whole Year	MCEC	
<p>Arrange study tour for teachers and students to Osaka, Japan to learn about sustainable development</p>	Over 70% of participants agreed that the educational tour expanded	Questionnaire/ sharing from students and teachers	Whole year	GSC	

	their breadth of environmental knowledge				
In order to provide students with a chance to demonstrate their responsibility and insights, different groups are in charge of the morning and weekly assemblies.	Over 70% of participants agreed that they increased their confidence and sense of belonging.	Questionnaire	Whole year	GSC	
Target 2.2 in SDP: To adopt an evidence-based approach to inform our curriculum, instructional planning and assessments.					
Summative assessments. Recognize students' progress in class and form by awarding them in the year-end prize presentation ceremony as a way to motivate students to strive harder	70% of teachers would make changes to their curriculum and adopt different more effective teaching strategies.	Lesson observations Homework inspections Annual Report Subject Evaluation Survey L&T survey Meeting with Panels Conduct mark system	Whole year	L&T	
Formative assessments. Through the collection of data, teachers refine the curriculum accordingly and adjust the teaching strategies.	More categories of awards on L&T aspects will be established to recognize the efforts from students in managing their studies.		Whole year	L&T	
Target 2.3 in SDP: To unlock students' reading potentials.					
Regular reading activities run by KLAs and the Reading Committee	1. At least one reading activity to be held	Lesson observations	Whole year	L&T	

	by Chinese Department and English Department each term.	Homework inspections			
Activities on Reading across the Curriculum (RaC) will be held through integration to the curriculum and outside classroom	2. High participation rate to the reading activities run by the Reading Committee on reading days. 3. At least one RaC activity to be held each term.	Annual Report Subject Evaluation Survey L&T survey Meeting with Panels Conduct mark system	Whole year	L&T	
The learning resources centre was moved from the seventh floor to the first floor in an effort to improve the reading environment and make it easier for students to use.	The number of books borrowed has increased compared to last year.	Statistics	Whole year	Library	
To invite parents to participate in the reading days	Parents have a higher initiative to build up reading atmosphere in the family	- questionnaire - individual interview after each activity	6-7/11, 23-24/4	HSCC Reading Committee	
Target 2.4 in SDP : To create a wide variety of opportunities for students to showcase their unique talents and strengths.					
Strategy 1 : Learning and Teaching Department					
A platform for students to showcase	70% of teachers and	Lesson observations	Whole year	L&T	

their learning outcomes in the L&T learning outcome showcasing day.	students agree that ample opportunities are created in the campus for students to showcase their talents.	Homework inspections			
Performance from students on large-scaled events such as the Info Day to showcase their learning outcomes.		Annual Report			
		Subject Evaluation Survey	Whole year	L&T	
		L&T survey			
		Meeting with Panels			
		Conduct mark system			
Strategy 2 : Foster a learning environment that celebrates diversity, encourages self-expression, and promotes the acceptance of individual differences.					
Strategies	Success criteria	Methods of Evaluation	Time scale	PIC	Resources
Develop clear equal opportunity and anti-discrimination policies to ensure the campus environment is inclusive of students and faculty from diverse backgrounds.	Participants give positive feedback	Interview / Sharing	Whole year	CNC	
Provide teachers with training on diversity and anti-bias, enhancing their ability to handle differences on campus	Participants give positive feedback	questionnaires	Whole year	CNC	
Strategy 3 : Provide opportunities through counselling, curriculum mapping and other developmental programme					
Mass programme: Career Days (2 days) Delivering message by article	80% of students agree that activities are inspiring and meaningful.	Questionnaire	16-17 April	CGC	

sharing, lunch time activities, workshops, morning and weekly assembly					
ME and Form Teacher lessons: ME lessons in S.4 to S.6 and Form Teacher lessons with different themes of career developmental stages from self-understanding to pathways planning.	Feedback from the students and teachers is positive.	Interview / worksheets	Whole year	CGC	
Integration of career education into different subject curriculums: 1. Explore areas in the curriculum for the inclusion of career guidance elements 2. S5 students write their personal statement and consult with English teacher	Feedback from the students and teachers is positive.	Interview	Whole year	CGC	
Strategy 4 : 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	\$30000

Appendix : Plans on Government Grants

Saint Too Canaan College

Plan on Use of Capacity Enhancement Grant in 2025/2026 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
To relieve teachers' workload so that teachers can concentrate on: Curriculum development Enhancing students' language proficiency ✓ Coping with learning needs of students ✓ Others (Please specify) <u>Enhance teaching effectiveness</u>	<ul style="list-style-type: none"> ● To recruit 2 Teaching Assistants to provide support to teachers. ● To cater the learning needs of students, e.g. lesson substitution, exam invigilation, tutorial. ● To assist teachers' teaching effectiveness, e.g. organize learning activities, extra-curricular activities, preparing teaching equipment & exam timetable ● To share teachers' administrative duties, e.g. preparing teaching materials, statistics, taking mins etc. 	From September 2025 to August 2026	2 Teaching Assistants (Around HK\$460,000 = Salary & MPF)	<ul style="list-style-type: none"> ● Teacher questionnaire – over 70% of teaching staff agreed relevant strategies have: ● Teachers agree that their administrative workload is shared and relieved. ● The teachers can save more time to prepare lessons and teach students after school. ● Enhanced capacity of teachers to concentrate on teaching effectiveness. ● Assisted in better arrangements in the organization of learning activities/extra-curricular activities, e.g. in life-wide learning and different student activities. 	Ms. Chan Wing Sze (Executive Officer)

Issued by: LKM/P

Date: 25/9/2025

Revision: 0

**School-based After-school Learning and Support Programmes 2025/26 s.y.
School-based Grant—Programme Plan**

Appendix II

Name of School: ECF Saint Too Canaan College

Staff-in-charge: Mr. Yan Ka Chi

Contact Telephone No.: 2372 0033

A. The total estimated number of eligible students is 45

[including A. 5 students receiving the Comprehensive Social Security Assistance (CSSA), B. 22 students receiving full grant recipients under the Student Financial Assistance Schemes (SFAS) and C. 18 students covered by discretionary quota¹]

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 [#]			Estimated expenditure (\$)	Name of partner/ser vice provider (if applicable)
					A	B	C		
Art /cultural activities — (Ceramic class, Dance Society, Drama Club, Model Scene Interest Class, Model Society, and Sand Art Club)	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 2025 – May 2026	1	8	3	\$13,365	

Learning skill training — Intellectual Development Board Game Society, English Musical Society, Debate Training Class (Cantonese)	Provide platform for students to train up their minds and share with each other	75% attendance record	Good attitude / nurture the critical mind	Oct 2025 – May 2026	1	0	3	\$2,284	
Sports — School Team (Athletics Team, Badminton Team Boys & Girls, Basketball Team Boys, Basketball Team Girls, Football Team Boys, Frisbee Team Boys & Girls, Swimming Team Boys & Girls, Table-tennis Team Boys & Girls, Volleyball Team Boys, Volleyball Team Girls)	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 2025 – May 2026	3	9	10	\$27,900	
Others — Self-confidence Development (Business Experience Programme)	Provide platform for students to explore different area and nurture their interest in it	75% attendance record	Good attitude / nurture the critical mind	Oct 2025 – May 2026		5	2	\$600	
Total no. of activities: <u>19</u>				@ No. of man-times	5	22	18		
				**Total no. of man-times	45				

Note:

1. Students who are considered financially needy under the school-based criteria can be included in the discretionary quota which is capped at 25% of the total number of students in receipt of CSSA and full grant under SFAS.
2. Types of activities include tutorial service, learning skills training, language training, visits/outdoor activities, art and cultural activities, sports activities, self-confidence development, volunteer service, adventure activities, leadership training and social/communication skills training.
3. The person-times of eligible students refer to the sum of eligible students participating in each activity, i.e. a student participating in more than one activity can be counted more than once.

**Annual Programme Proposal for
DLG - Other Programmes: Gifted Education for the 2025/26 school year**

Appendix III

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Teacher i/c	Budget
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	\$54,200
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	- Regular practice. - Join inter-school competition	SSS	\$20,000

Appendix IV

2025-2026 (School Year) Plan on the Use of the Life-wide Learning and Sister School Grant ECF Saint Toi Canaan College												May 2025 ver.
<p>Schools are required to upload this Plan on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs / IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices. Our school will use this Grant in compliance with relevant requirements as stipulated in circulars, guidelines and other documents issued by the EDB. Our school understands that in case of inappropriate use of the Grant, our school should make good relevant expenses by deploying other suitable resources.</p>												
Category 1: Details of Activities												
No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)			Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity ^A		Evaluation Method ^A	
				Students (Please specify levels and number)	Teachers	School Management			Others (Please specify target and number)	(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)
1.1 Local Activities (including online exchanges)												
1	Olympics Training	Oct 25 - May 26	To increase interest and enthusiasm for learning mathematics.	S2-S3, 12	0	0	0	12,000	A2 Intellectual Development		B1 Questionnaire	
2	School Picnic Coach	6-Oct-25	To nurture class cohesion	S2-S3, 12	60	0	0	22,500	A1 Values Education		B5 Observation	
3	OLE Coach	Whole year	To provide chance for students for different learning/activity experience	Whole school	60	0	0	36,000	A1 Values Education		B1 Questionnaire	
4	S4 Career Life Program	26-Mar	To allow students to have more understanding on future career	S4 Whole form	0	0	0	30,000	A5 Career-related Experiences		B1 Questionnaire	
5	Chinese Speech Team	Oct 25 - May 26	To train members to participate in major speech	S1-S5, 12	0	0	0	8,500	A2 Intellectual Development		B1 Questionnaire	
6	Chi Debate Team	Oct 25 - May 26	To cultivate the critical thinking ability, expression skills, etc	S3-S5, 16	0	0	0	20,000	A2 Intellectual Development		B1 Questionnaire	
7	English musical material	Oct 25 - May 26	To showcase students' talents in music and dance	S.1-S.5	0	0	0	30,000	A4 Physical and Aesthetic Development		B5 Observation	
8	English Speech Team	Oct 25 - May 26	To train members to participate in major speech	S1-S5, 15	0	0	0	10,000	A2 Intellectual Development		B1 Questionnaire	
9	School Choir	Oct 25 - May 26	To nurture music talents and co-operation between members	S1-S4, 65	0	0	0	5,000	A4 Physical and Aesthetic Development		B1 Questionnaire	
10	Singing Contest	3-Jul-26	Large-scale school event for students to showcase talents	S1-S5	0	0	0	17,750	A4 Physical and Aesthetic Development		B5 Observation	
			Potential students									

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)			Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity ^A		Evaluation Method ^A		
				Students (Please specify levels and number)	Teachers	School Management			Others (Please specify target and number)	(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B9 Others" is chosen, please provide details in this column)
11	Visual Art Exhibition	25-Nov	Potential students to showcase talents in visual arts	S1-S5	0	0	0	3,500		A4 Physical and Aesthetic Development		B1 Questionnaire	
12	Sports Day	4 - 5 Dec 25	Large-scale school event for students to strive for excellence in sports	Whole school	60	0	0	29,000		A4 Physical and Aesthetic Development		B1 Questionnaire	
13	Sports Team Activities	Oct 25 - May 26	To train students' physical fitness and nurture	S1-S5, depends on selection	0	0	0	242,000		A4 Physical and Aesthetic Development		B1 Questionnaire	
14	HKUPA Frisbee Tournament		Sports competition to strive for excellence in sports	S1-S5, 10	0	0	0	3,000		A4 Physical and Aesthetic Development		B5 Observation	
15	Library : Reading ,materials & activities	Whole year	To nurture reading culture					8,000		A1 Values Education		B2 School Meeting and Discussion	
16	Subsidies for ECA	Whole year	To provide chance for students to develop different potentials	Whole school	0	0	0	132,450		A1 Values Education		B1 Questionnaire	
17	PSH: LWL	26-Mar	To provide chance for students to join cultural activities to widen horizon	S1 - S5, 20-30	6	0	0	111,440		A3 Community Service		B1 Questionnaire	
18	Animal Project and Animal Care, Site Visit Activities	Oct 25 - May 26	To nurture students' love and care	S1-S6, 30	0	0	0	12,000		A1 Values Education		B1 Questionnaire	
19	STEAM education development	Oct 25 - May 26	To develop STEAM education	Whole school				150,000		A2 Intellectual Development		B1 Questionnaire	
20	Campus Studio	Oct 25 - May 26	To develop the Digital Education	Whole school				71,300		A2 Intellectual Development		B1 Questionnaire	
21	e-Learning apps	Oct 25 - May 26	To develop the Digital Education	Whole school				130,000		A2 Intellectual Development		B1 Questionnaire	
22	Leadership training	Oct 25 - May 26	To develop students leadership	Whole school				30,000		A1 Values Education		B1 Questionnaire	
23	Online professional training with Panyu management team and teachers	Oct 25 - May 26	To facilitate professional exchange and enhance teachers understanding of		65	6		\$30,000.00	Guangdong Panyu Middle School	A6 Patriotic Education		B3 Professional Sharing in School	
(Please insert rows above if the space provided is insufficient.)				Total estimated expenses of item 1.1			\$1,144,440.00						

1.2 Non-local Activities												
1	Mainland Sister School visit	TBC	To facilitate professional exchange and enhance teachers understanding of China's education development	0	10	6	0	\$100,000.00	To explore and visit newly connected schools	A6 Patriotic Education		B1 Questionnaire
2	Overseas Study Tour	23 - 26 Mar	to widen students' horizon through visiting different places overseas	Whole school	60	0	0	250,000		A1 Values Education		B1 Questionnaire
Total estimated expenses of item 1.2								\$350,000.00				
Total estimated expenses (sum of items 1.1 and 1.2)								\$1,494,440.00				
Name of Teacher Responsible for Life-wide Learning:				CWK		Position:		Teacher				
Name of Teacher Responsible for the Sister School Scheme:				YKC		Position:		Vice Principal				

**Plan of Learning Support Grant (LSG)
for the 2025/26 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	9/2024-6/2025	Participants' comments; Teachers' observation	The service of outsource organization is satisfactory. Students' ability has been enhanced.	\$54,600
Chinese Learning Enrichment Program	To enhance Chinese Learning skills	Dyslexia ADHD	10-12/2024	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	2-5/2025	Students' survey & Teachers' observation	The service of outsource organization is satisfactory. Students' social skills have been enhanced.	\$21,000
Study Skills Enrichment Program/ Attention Training Program	To enhance Learning skills	ADHD Dyslexia	2-5/2025	Students' survey & Teachers' observation	Teacher's performance is professional. The teacher can guide students to participate actively. Students' improvement is obvious.	\$18,000
Animal Assisted Therapy Workshop	To increase student's self-awareness and reduce negative emotions	Mental illness	12/2025-5/2026	Students' survey & Teachers' observation	The service of outsource organization is satisfactory. Students' emotions have been more positive.	\$10,000

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	\$296,982
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	\$906,006

ECF Saint Too Canaan College
Plan on the Use of the Promotion of Reading Grant
2025-2026

The major objectives of promoting reading:

Firstly, to enhance student learning capacity through promotion of Reading across the Curriculum (RaC) by assigning extended reading tasks to students in different subjects with the Reading Time and Reading Scheme. Secondly, we are eager to arouse the reading atmosphere by organizing different reading activities such as Reading Days, lunchtime activities and assemblies to foster the students, teachers and parents' reading environment. Moreover, we want to develop the library prefects, class reading ambassadors and Reading Club members to promote students' reading potentials.

	Item*	Estimated Expenses (\$)
1.	Purchase of reading materials	\$16,000.00+ \$40,000.00 =
	<input checked="" type="checkbox"/> Printed books	\$56,000.00
	<input checked="" type="checkbox"/> e-Books or e-resource	
2.	Web-based Reading Schemes	\$6,000.00
	<input checked="" type="checkbox"/> eRead Scheme:	
	Other scheme :	
3.	Reading Activities	\$4,176.00
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input checked="" type="checkbox"/> Hire of service from external service providers to organize learning activities related to the promotion of reading	

	<input checked="" 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: \$66,176.00