

**ECF Saint Too Canaan College  
Annual School Report  
2020-2021 School Year**

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2020-2021

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# **(1) 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 30 classrooms, 4 laboratories, 1 STEM room, 1 computer room, 6 special rooms, library, English Corner, health center, 2 basketball courts and 1 football court. Moreover, our school has set up a Campus TV Studio in order to provide a platform for students to develop their oral training and creativity.

## **1.4 School Management School Management Committee members for school year 2019-2020**

Ir. Chen Dzu Biao, James (Supervisor)  
Dr. Leung Kam Bor, Sherman (Deputy Supervisor)  
Dr. Lau Siu Ying, Patrick  
Dr. Law Wai On, Simon  
Mr. Lee Yu Wai, Wilson  
Rev. Siu Wai Chu  
Dr. Yao Kin Hing, Paul  
Mr. Yim Yu Chau, Stephen  
Mr. Yuen Sui See  
Ms. Chen Yoeh Yu, Ruth  
Ms. Tsui Chiu Mui (Principal)  
Ms. Leung Lai Chong (Teacher Representative)  
Mr. Chan Sui Tak, Patrick (Parent Representative)

## **1.5 Staff Team**

There were 99 members of staff: the Principal, 63 teachers (including 2 Native English-speaking Teachers, 1 Christian Education Officer), 2 laboratory technicians, 3 ITA technicians, 7 teaching assistants, 1 green school officer, 1 CGC social worker, 5 clerks, 4 executive officers, 1 SEN social worker, 1 school librarian, 2 staff room assistants and 10 janitors.

### 1.6 Our Teachers Teaching Experience Percentage (%)

- A. 0-4 years 12%
- B. 5-9 years 26%
- C. 10 years or above 62%

Average years of teaching experience: 12 years.

### 1.7 Class Structure

1.7.1 There were 24 classes with a total of 729 students.

1.7.2 The class structure approved by the Education Bureau (EDB) and the number of students<sup>2</sup> in the current school year are as follows:

	S1	S2	S3	S4	S5	S6	Total
No. of classes	4	3	3	3	4	5	24
No. in the form	148	128	125	120	115	93	729

## (2) Achievements and Reflection on Major Concerns

### Priority Task 1:

The major concerns were discussed in the School Administration Committee meeting. The following three major concerns were adopted for 2018-2021, School 3-year Development Plan:

### Major Concerns

1. To enhance learning and teaching effectiveness
2. To nurture students to be servant leaders
3. To nurture inclusive culture

### Major concern 1: To enhance learning and teaching effectiveness

- 1.1 To advance teaching through different strategies and professional development.
- 1.2 To equip students with self-directed skills

<p><b>Achievement:</b></p> <p>Achieved.</p> <p>The strategy was planned to be implemented in 3 years, it came last year. The school organized different workshops and teachers sharing sessions on E-learning and assessment provided by external professional speakers e.g QSIP program from CUHK, experienced panels or teachers to share teaching strategies in teachers sharing session.</p> <p>Moreover, teaching materials and pedagogies are used to help different abilities and learning styles of students inside the classroom. Teachers used e-learning resources, grouping, note-taking different strategies to cater students' needs in helping to learn better.</p> <p>Furthermore, equipped students for self-directed learning skills by using iPad note taking in S1-S2. Provided workshops for them on how to take notes in different subjects. And students using QR code or online platforms to do pre-lesson study or post lesson challenging tasks.</p> <p>In the teachers survey , around 65% of colleagues agreed that student learning and teaching were highly achieved while around 35% of colleagues chose curriculum and assessment as our strengths and suggested both can be continued.</p> <p>The respondents appreciated the School established the peer lesson observation and peer lesson preparation culture which enables colleagues to have wide exposure on different teaching strategies, thus, they could improve their teaching. Colleagues are flexible to use new teaching methods as well. And the school adopted streaming to let students learn at their pace and provide learning materials catering for learner diversity.</p> <p>To choose curriculum and assessment as one of our strengths, colleagues said that the cross-curriculum cooperation, deep learning between different subjects, 3X elective combinations available for elite students, CDC is effective in implementing policies and using School-based curriculum are constructive elements to make it as our strengths. We can say that Major concern 1 this target is in general successfully met.</p>
<p><b>Reflection:</b></p> <p>Majority of the respondents (69.6%) chose student learning and teaching as the key area to improve in the coming year. It is important to help students establish good learning habits and improve homework quality. Colleagues suggested the teaching focus should be more focus on</p>

transferable skills instead of content only.

Students need to utilize the content taught in class for self-evaluation and self-reflection and thus improve their DSE result. Extra monitoring mechanisms such as peer homework checking or more serious consequences and expectations on students' performance could be imposed.

Other respondents (30.4%) chose curriculum and assessment as the aspect to improve. They suggested mapping between junior and senior forms curriculum and a closer linkage between the curriculum and assessment should be made. It would be much better to review curriculum development from S1-6 for some subjects. Assessment material design should be redesigned to distinguish students' ability. And the examination paper should match the DSE level. It would be good to have a wider variety for NSS subjects as well.

Based on the survey, it's suggested curriculum mapping is important. General STEM education in S1 will be carried out in the coming year as not only served for Elite STEM projects. The school should continue to explore the use of various IT platforms to enhance students' self-directed learning. To equip e-reading skills and a self-directed reading scheme will be further promoted in the next 3-year major concern. To enhance self-directed reading skills and Reading Across the Curriculum should be further strengthened. Providing more subjects for NSS course selection is under discussion at the moment.

### **Priority Task 2:**

### **Major Concern 2: To nurture students to be servant leaders**

2.1 To develop students' potential.

2.2 To equip students to be servant leaders.

#### **Achievement:**

Achieved.

Major concern 2 main demonstrated student support and student leadership in the area of student development, in which, there are around 25% and 68% respondents chose to agree developing students' potentials and recognition of achievement through different channels and educating students' interpersonal competence by providing various learning experience which is fully achieved and can be further developed for next year respectively. While 7% respondents opted for keeping both.

As the school provided 2 form teachers for each class to take good care of students and the School showed adequate student support, such as various types of life-wide learning activities, social workers support, Extra-curricular activities, SEN team, CNC team and financial support. Those support can develop students' potentials and Colleagues also feedback that the School has good partnership with several stakeholders. The School established good relationships with various parties, including Home School cooperation, association for oversea study, local tertiary education and church cooperation. The School also seeks opportunities to collaborate with external organizations for various School events.

Due to Covid -19, the school still provides limited opportunities for students to join different activities and competitions which enables them to exhibit their achievements and nurture their personal qualities. Students are proactively to participate in extra-curricular activities but fair participation rate especially senior form students.

We can say that Major concern 2 this target is in general successfully met.

<p><b>Reflection:</b></p> <p>More colleagues who selected attitude and behaviour, students should be trained as responsible, polite and self-motivated. Their time management and multi-tasking skills should be improved. Around 47.3% colleagues advised that there is improvement needed in the area of developing students’ potentials and recognition of achievement while 24.6% colleagues suggested there is a need to educate students’ interpersonal competence.</p> <p>The survey showed that several comments for students’ potential development including: providing different areas for senior students to know their potential; acquire service from outside organizations for organizing training workshop; nurturing the sense of responsibility and resilience; keeping record for students’ personal growth; let students to take up role of organizing activities; provide opportunities to mediocre students to take up role and train up leaders in both junior and senior levels and teachers may spend more time on evaluating and reflection with students.</p> <p>In addition, colleagues also suggested several ways in developing students’ interpersonal competence, such as organizing sustainable activities with third-party to nurture students’ interpersonal skills with outsiders; arranging joint-school or inter-house competition. Moreover, students should be trained as responsible, polite and self-motivated. Their time management and multi-tasking skills should be improved.</p> <p>There is a limitation as the chance of participating in some important school leader’s election is only for a limited number of outstanding students who can manage both academic and activities. It may need to create chances for different students with different capabilities in different aspects, not only limited to those top leaders but opportunities to other students are still needed. It’s suggested to set up talent pool and let different ability students shine.</p>
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**Priority Task 3:**

**Major concern 3: To nurture inclusive culture**

3.1 To foster students’ appreciation and understanding of different cultures

3.2 To promote importance of accepting the differences among student

<p><b>Achievement:</b></p> <p>Mainly achieved.</p> <p>STCC Students can demonstrate empathy, appreciation and concern for others and they treat others with respect even though with different cultures. Based on the Christian education belief, mutual respect and high acceptance of inclusive culture inside the campus. NCS “Harmony day” for local students to understand non-local students’ cultures by respecting others’ different lifestyles.</p> <p>Appreciation Day was organized by MCEC to show gratitude to all staff inside the campus and parents as well as the schoolmates. Green school education promotes how humans need to respect and treasure the environment by leading a green life in school.</p> <p>For the curriculum part, through LE/ ME/BK and form teachers’ period or assembly to deliver important values including respect and acceptance for others.</p> <p>We can say that Major concern 3 this target is in general successfully met.</p>
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**Reflection:**

Majority staff agreed it is the most effective way for students to learn other cultures through life wide learning programs. Moreover, they reflected that NCS students need more encouragement to join activities as they do not have much confidence or sociable ability to interact with other students.

From the survey, staff advised that in nurturing inclusive culture, includes getting qualitative response from students to reflect on the effectiveness of the activities; encouraging NCS to be member of House or Student Union; focus more on cultural exchange on top of learning and appreciate culture; develop and organize cross-cultural activities and education in depth; inviting NCS students to organize a cultural day for the school; theme setting for student development direction plan for 3 to 5 year, providing support for AFS student; organize seminar to introduce the minority group in HK; nurture the elite students; organize more voluntary work activities for students; providing more platforms for local students to understand and get along with NCS students; develop local outreach projects and students may suggest LWL program for the school. With the increasing number of NCS students and better standard of S1 admission, talks and workshops are provided by school to know more and change the mindset of the students and teachers how different cultures can mutual benefit each other and live harmoniously if we understand each other more deeply.

### (3) Our Learning & Teaching

#### 2. Objectives, strategies, implementation and evaluation

<u>Objectives</u>	<u>Strategies</u>	<u>Target</u>	<u>Time Schedule</u>	<u>Success criteria</u>	<u>Methods of evaluation</u>	<u>Budget</u>	<u>Evaluation result and Recommendations</u>
3.1	Enhancing Teaching effectiveness						
a	Cater learning diversity by adopting different pedagogical approaches.	Teachers	Sept 20 – Jun 21	a. As reflected in lesson observations and homework inspections (Over 70% of teachers agree that such arrangements can help them broaden their teaching and design the lesson)  b. As reflected in lesson observations and homework inspections and assignments	Lesson observations	Training by QSIP CUHK	The success criteria were completely achieved.  According to L&T survey, (51 teacher response) 92.2% of teachers agreed that school have set clear goals and pays considerable attention to the enhancement of teaching effectiveness.  According to L&T survey, 90.2% of teachers agreed that school have provided adequate resources to help teachers raise their professionalism in areas related to teaching effectiveness.  Recommendation: More professional training will be provided to the middle management in lesson observation and use of assessment data.
b	Organize professional development training to improve teaching quality	Teachers	Sept 20– Jun 21		Homework inspections	Expense in SDC	
					Annual Report		
					L&T survey		
					Panel meeting		
					Oral feedback		

3.2	Fostering Learning performance							
a	Build up good learning habits and study skills in junior forms.	Teachers/ students	Sept 20– Jun 21	As reflected in lesson observations and homework inspections	Lesson observations Homework inspections Annual Report L&T survey	Learning skills workshops by Edvenue	The success criteria were partly achieved. According to L&T survey, only 50% of teachers agreed that school has promoted a good learning atmosphere and that students are highly motivated to participate in academic activities.	
b	Effective use of assessment data to align with teaching and learning.	Teachers/ Students	Sept 20 – Jun 21	As reflected in homework inspections and students' assessment performance (Over 80% subject can pass in DSE passing rate)	Homework inspections  RT/Exam result  DSE result  L&T survey (Teachers &students)			<p>Recommendation: School needs to provide students a better environment for learning and L&amp;T will provide training to students and teachers in study and learning skills.</p> <p>According to L&amp;T survey, 90.2% of teachers agreed that school have effective uses of assessment for learning to improve students' academic performance. It showed that teachers are being more competent and confident to use effective assessment to enhance teaching and learning.</p>

3.3	Promoting Cross-curriculum learning						
	a	Facilitate cross-curricular collaboration to deeper student learning.	Teachers	Sept 20 – Jun 21	Theme based curriculum provided by KLA and implement in different subjects or functional groups	L&T survey KLA scheme of work/annual report	<p>The success criteria were completely achieved.</p> <p>According to L&amp;T survey, 92.1% of teachers agreed that the school has endeavored to refine the class structure and streaming system for better catering to different levels of students in academic performance.</p>
	b	Develop school-based curriculum in line with the students’ learning needs.	Teachers	Sept 20 – Jun 21			<p>According to L&amp;T survey, 82.4% of teachers agreed that the school has committed to develop a school-based curriculum to stimulate students’ learning motivation and meet their needs.</p> <p>Recommendation: L&amp;T will take initiatives to plan more NSS subjects and to review and refine junior form cross KLAs curriculum in fostering student deep learning.</p>

### 3. Evaluation on Learning and teaching policy

	Measurement
For Teaching effectiveness	<ul style="list-style-type: none"> <li>● We believed that teaching effectiveness would be enhanced through establishing a positive culture on open lessons. Teachers participated in the central arrangement of PPLO and PLO for the purpose of professional development. This year, all teachers were engaged in lesson observation during the period of ESR and PPLO. Obviously, our teachers are more confident and competent in designing a good lesson flow and classroom routines.</li> <li>● This year we also carried out some professional training and workshops for all teaching staff and KLAs through QSIP CUHK. The English department also joined EDB School-based Supporting Scheme to help our S5 teachers refine the curriculum and improve teaching quality.</li> <li>● We employed Mr. Lam Ming Tong as a Teaching consultant to provide professional guidance to new teachers and follow up cases to enhance their teaching quality by lesson preparation and lesson observation.</li> </ul>
For Curriculum development	<ul style="list-style-type: none"> <li>● To provide students with a deeper learning experience, we fostered the refinement of class formation to cater learner diversity. Hn and Ft two classes were defined as elite and second best students with similar learning abilities. At the same time, more resources and small class teaching would be provided.</li> <li>● We take initiative to integrate STEM elements in junior forms so that students could take the STEM lessons next year for building up their abilities of problem solving and other soft skills. This year we proposed the timeline of implementation of new subjects, History and THS. In 2122, S1-S2 IH will become History and Geography and S3 will provide taster lessons for students to explore more in History. In 22-23, History and THS will be arranged for NSS course selection.</li> </ul>
For students learning	<ul style="list-style-type: none"> <li>● With online teaching and learning experience in the past two years, students and teachers were more familiar with the IT skills and online platform to deliver lessons, conduct simple assessments and give instant responses mutually.</li> <li>● To enhance our student learning with good study skills and habits, a series of training sessions were conducted in S1 and S2. It focused on note taking skills, revision skills and memory skills. The feedback was positive.</li> </ul>

#### 4. Evaluation of DSE Results 2021

- Overall performance of 2021 has improved. In terms of the passing rate, there were nine subjects above the HK average and among those subjects, there were five subjects with 100% passing rate. School appreciated all KLA heads for putting effort on many remedial tutorials to help students get a pass in DSE. And some Students got 5\*\* in different subjects. The school suggested that KLAs should consider how to increase the numbers of level four or above. It is suggested that they should discuss with their members to provide support and possible measurements for the coming S5 and S6 students.

#### 5. Suggestion on overall learning and teaching policies

##### 5.1 Professional training

To further enhance teaching effectiveness, the major concern is to help our Panel heads to equip the knowledge and practical experiences on lesson observation. They are the gatekeepers of teaching quality assurance in each KLA. They should be more capable of assessing a good quality lesson and give constructive feedback to their KLA members. Therefore, more training will be carried out by QSIP CUHK and our senior teachers to facilitate the middle management to closely supervise their members in teaching quality improvement.

##### 5.2 Alignment of assessment with teaching and learning

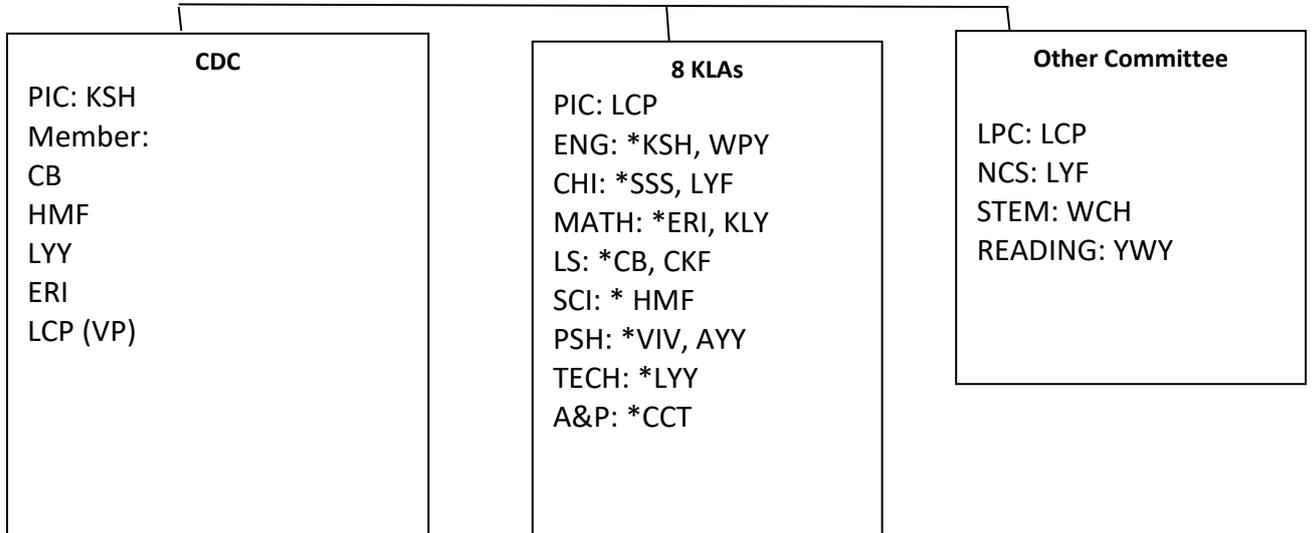
Effective assessment is inseparable from good teaching and learning. Assessment for learning is best described as a process by which assessment data is used by teachers to adjust their teaching strategies and by students to reinforce their learning motivation. Concerning this issue, L&T will provide sufficient data after the RT/Exam to our subject teachers so that they could make better use of the assessment data to do analysis and curriculum evaluation. We would like to build up a whole school approach to promote a normal practice of using assessment data from internal exam to public exam.

##### 5.3 Promotion of good study and learning habits in Junior forms

It is suggested that school could formulate specific strategies and long-term goals for promoting good study and learning habits in junior forms. Benefiting from the BYOD scheme in S1-S2, our students are more convenient to use IT platforms and different devices in learning such as note-taking, revision skills and self-directed learning skills. Subject teachers are encouraged to design a series of quality learning materials specifically to align with the lesson objectives. From generating learning motivation during lessons to facilitating self-directed learning habits at home, students would be benefit from granting more enhancement opportunities in coming year.

## L&T Organization Chart

L&T Department  
LCP, VP



L&T Department job allocation 2021

Dept.	Initial	<b>L&amp;T affairs</b>	
L&T Head	LCP	Monitoring all programs Handling crisis or complaints Teachers development training	PPLO/PLO/CWI/PLP / Student Evaluation Survey (SES) RT & Exam papers checking
ENG	KSH	Curriculum Development	Exchange student program
ENG	WPY	New students care and follow up	Academic Prefect
CHI	SSS	Academic Prefect	Self-study center management
CHI	LYF	NCS learning affairs	S1-S2 study skills training
MATHS	ERI	Curriculum Development	Internal Examination
MATHS	KLY	Assessment data analysis	Summer Tutorials
LS	CB	Curriculum Development	NSS learning affairs
LS	CKF	External exam	Summer Tutorials
SCI	HMF	Curriculum Development	RT & Exam papers checking / Homework policy
TECH	LYY	Curriculum Development	External exam
A&P	CCT	Repeaters care and follow up	L&T assembly
PSH	VIV	S1-S2 study skills training	SEN learning support
PSH	AYY	Homework policy	L&T assembly
ITA	DER	IT support in internal Examination and L&T affairs	
L&T TA	TBC	L&T data analysis / Resource management / Exam affairs / Board decoration	
Reading	YWY	Promote Reading in STCC / Reading across KLAs	

#ITA, L&T TA and Reading Committee are supportive parties with L&T department.

KLA information

<b><u>KLA</u></b>			
English Language Education Panel	Head		Kong Suet Ha (KSH)
Chinese Language Education Panel	Head		So Suet Shan (SSS)
	Deputy Head		Lee Yin Fong (LYF)
Mathematics Education Panel	Head		Wong Wai Kit (ERI)
	Deputy Head		Kwok Lai Yi (KLY)
Liberal Studies Education Panel	Head		Chiang Bun (CB)
	Deputy Head		Chow Kim Fung (CKF)
PSH Education Panel	Head		Chan Kin Ming (VIV)
	Deputy Head		Au Yu Yan (AYY)
	Subject Coordinator	Chinese History	Wong Chi Wing (WCW)
	Subject coordinator	IH	Chan Kin Ming (VIV)
	Subject Coordinator	Economic	Au Yu Yan (AYY)
	Subject Coordinator	Geography	Tam Ho Chi (THC)
	Subject Coordinator	LE/ME	Wong Chi Wing (WCW)
	Subject Coordinator	BK	Lee Sau Kuen (SAU)
Science Education Panel	Head		Ho Ming Fai (HMF)
	Subject Coordinator	Biology	Lui Wing Shuen (LWS)
	Subject Coordinator	Chemistry	Ho Ming Fai (HMF)
	Subject Coordinator	Physics	Tsang Kim Hoi (TKH)
Technology Education Panel	Head		Liang Ying Yi (LYY)
	Subject Coordinator	BAFs	Liang Ying Yi (LYY)
	Subject Coordinator	IT / ICT	
	Subject Coordinator	Technology and Living	Luk Chung Yan (JOA)
Art and Physical Education Panel	Head		Chu Cheong Tat (CCT)
	Subject Coordinator	Music	Wang Yu Chu (WYC)
	Subject Coordinator	VA	Kee Shuk Fun (KSF)
	Subject Coordinator	Physical Education	Leung Lai Chong (LLC)

## (4) Support for Student Development

### 1. Aims

- 1.1 Create a positive school culture based on the school mission statement and Canaan Covenant.
- 1.2 Nurture students' character focused on whole-person development.
- 1.3 Develop students' potential in preparation for their future lives.

### 2. Objectives

- 2.1 Foster a school culture of respect and inclusiveness by creating an environment that embraces individual and group differences.
- 2.2 Develop servant leadership by exploring students' potentials and recognising their achievements.
- 2.3 Nurture Christian characters by promoting Christian values in various platforms.

### 3. Evaluation

#### 3.1 Objective 1

#### **Foster a school culture of respect and inclusiveness by creating an environment that embrace individual and group differences.**

- 3.1.1 Objective and subjective means, measurable set in the 2020 - 2021 Annual plan.

Overall results of Objective 1:

From SD teachers' survey:

- 49 teachers completed the survey.
- About 84% teachers are satisfied with this aim (Level 3);
- About 10% teachers are very satisfied with this aim. (Level 4).  
(Rate:1-4, 1 least satisfactory, 4 most satisfactory)
- The overall result is satisfactory.

- 3.1.2 Strategies and implementation

#### **Foster a school culture of respect and inclusiveness by creating an environment that embrace individual and group differences.**

##### 3.1.2.1 Inclusive career education (CGC )

Success criteria	<ul style="list-style-type: none"> <li>● 80% of the NCS students agreed that the program was useful.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>● All students found the counseling sessions useful. They set goals and review the choices for future studies and jobs.</li> <li>● From the feedback, students gained more information about local education systems and how they could apply to universities based on their needs and situations.</li> </ul>
Recommendation	<ul style="list-style-type: none"> <li>● To help Form / Career teachers follow the students' planning progress, individual reports should be prepared at the end of the sessions next year.</li> </ul>

##### ● Peer-mentoring programs (CNC)

Success criteria	<ul style="list-style-type: none"> <li>● Programs have been held successfully.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>● The ratings of the evaluation is 3.5 out of 5 and the programs have been successfully held. Around 10 BBBS students have participated in the EDB peer mentoring program in which they were equipped with peer mentoring skills and attitude through a series of activities throughout the year.</li> </ul>

● **Inter-class board and room decoration (MCEC)**

Success criteria	<ul style="list-style-type: none"> <li>All classes should decorate their board according to the criteria.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>Rating: 4.2. All classes joined the competition. The result was satisfactory.</li> <li>The class leaders were invited to join a workshop which was held by SDD. They learnt the concept and skills of how to design or decorate the board.</li> <li>Most of the classes finished the board with good quality.</li> </ul>
Recommendation	<ul style="list-style-type: none"> <li>Should educate the students to use recycled materials when making their board.</li> </ul>

● **Classroom Cleanliness Competition + Video shooting (MCEC)**

Success criteria	<ul style="list-style-type: none"> <li>All classes will be scored and monitored by teachers and prefect team. At least once each term.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>Rating: 4</li> <li>Result: Class visit was made twice each term.</li> <li>It could help consolidate the class and encourage students to keep clean and tidy.</li> <li>The classes kept clean in the competition, but they couldn't keep at it. The awareness of keeping the classroom clean was quite low, especially among the senior forms.</li> <li>Students behaved well in the junior form.</li> </ul>
Recommendation	<ul style="list-style-type: none"> <li>Raising awareness about personal hygiene/sense of belonging to the school is needed.</li> <li>The recycle concept should be enhanced.</li> </ul>

● **Flag-raising ceremony (MCEC)**

Success criteria	<ul style="list-style-type: none"> <li>All students should participate in the ceremony with respectful attitude and well-disciplined.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>No public flag-raising ceremonies were held throughout the year.</li> <li>The education of the meaning of the flag-raising ceremony is needed.</li> <li>Only 1/10 and 1/7 had the flag-raising ceremony.</li> </ul>
Recommendation	<ul style="list-style-type: none"> <li>Should further educate students the knowledge of the national anthem, the respective etiquette and the enactment of a local national anthem law.</li> <li>The MCE Society members should learn how to go through the flag-raising ceremony.</li> </ul>

● **Environmental friendly activities (GSC)**

Success criteria	<ul style="list-style-type: none"> <li>More than 80% students agree the activities can increase their awareness of environmental protection.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>By observation and drop in electricity pay bill</li> </ul>
Recommendation	<ul style="list-style-type: none"> <li>More activities can be provided, recycling donations and educate students to change their living style.</li> </ul>

● **Parents' talks and workshops (HSCC)**

Success criteria	<ul style="list-style-type: none"> <li>● Level of satisfactory : 85%, Participation rate : 40</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>● Over 90% satisfaction (includes agree and strongly agree)</li> <li>● On average around 45 parents attended</li> <li>● 4 parents' talks were conducted:</li> <li>● Face-to-face talks were organized except the talk on 12/12. This arrangement could ensure the effectiveness of the delivery of the messages and enhance the interactions among parents.</li> <li>● Information of several external parents' talks was posted in parents' WhatsApp group and on the PTA webpage. Parents could decide to join these talks and fill in the application form by themselves.</li> </ul>
Recommendation	<ul style="list-style-type: none"> <li>● It is suggested to develop a series of parent talks (i.e. Parents' Academy) and inform the parents at the start of school term.</li> <li>● It is suggested to organize 3 compulsory parent's talks for S1 parents to deliver important messages from the school (including L&amp;T and SD aspects).</li> <li>● For the compulsory parents' talks, discussion sessions should be included to enhance parents' learning.</li> </ul>

● **Facilitate parent-school communication (HSCC)**

Success criteria	<ul style="list-style-type: none"> <li>● The info. external parents' talks are posted on websites and sent through WhatsApp.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>● Information of several parents' talks was posted in the parent WhatsApp group and PTA webpage.</li> <li>● Various topics of talks were included such as health talk about vaccination and learning through online platforms. These would provide extra information to parents instead of only the topics of parents' talks organized by the school.</li> </ul>
Recommendation	<ul style="list-style-type: none"> <li>● It is suggested to encourage parents to attend parents' talks related to National Security Law.</li> <li>● More information to the parents about students' learning is suggested during the epidemic.</li> <li>● Form teachers play an important role in being the bridge between school and parents.</li> <li>● Parent education is important in our school.</li> </ul>

3.2 **Objective 2:**

**Develop servant leadership by exploring students' potentials and recognising their achievements.**

3.2.1 Objective and subjective means, measurable set in the 2020-21 Annual plan.

Overall results of Objective 2:

From SD teachers' survey:

- 49 teachers completed the survey.
- About 74% teachers are satisfied with this aim (Level 3);
- About 8% teachers are very satisfied with this aim.(Level 4).  
(Rate:1-4, 1 least satisfactory, 4 most satisfactory)
- The overall result is satisfactory.

## **Strategies and implementation**

### **Strategy 1: Develop servant leadership by exploring students' potentials and recognising their achievements.**

#### **• Career Prefect Team (CGC)**

Success criteria	<ul style="list-style-type: none"><li>80% Career prefect agreed that the team helped them to gain greater knowledge in careers and skills as a leader.</li></ul>
Evaluation	<ul style="list-style-type: none"><li>Most of the activities were canceled this year, so questionnaires were not used for evaluation as the results would not be a good reference. Questionnaire is changed to an interview with prefects.</li></ul>
Recommendation	<ul style="list-style-type: none"><li>The online platforms affected the recruitment. The number of applications has hit the lowest in these years. If it uses the same recruitment method, other ways like teachers' recommendation should be emphasized.</li><li>The Core Committee was given leadership training. For example, how to hold a meeting and draft an agenda. Their leadership role was significant in LWL activity.</li></ul>

#### **• Trainings to prefects (CNC)**

Success criteria	<ul style="list-style-type: none"><li>Programs have been held successfully.</li></ul>
Evaluation	<ul style="list-style-type: none"><li>Around 50 prefects have participated in prefect training workshops (kin ball) organized by Happy Teen. Students were given chances to participate in a new sport in which they learnt how to build leadership and communicate with each other.</li></ul>

#### **• SU & Four Houses election and operation (PDC)**

Success criteria	<ul style="list-style-type: none"><li>A capable cabinet is elected by the students with over 50% of the votes or gets the highest number of votes from the election.</li><li>All Four Houses Committee members are elected by the students by the highest number of votes from the election.</li></ul>
Evaluation	<ul style="list-style-type: none"><li>This year, there was one proposed cabinet "Pristine" participated in the Students Union election. Finally, "Pristine" won the presidency by more than 80% of the total votes.</li><li>Many activities were held and all committee members were given sufficient opportunities to develop their potential, such as to record promotional videos.</li><li>The overall performance of SU and Four Houses was highly satisfactory. Every leader performed as a responsible, reliable and confident leader. Hope that they will pass their experiences to their fellows.</li></ul>
Recommendation	<ul style="list-style-type: none"><li>The feedback and opinions from students and school were positive. Students' effort on trying to improve the school as a whole was highly appreciated.</li></ul>

#### **• Extra-curricular Activities (PDC)**

Success criteria	<ul style="list-style-type: none"> <li>All the clubs can organize their activities and finish their activities according to their year plan.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>3.13 (success criteria &gt;2.5)</li> <li>Students gained many experiences in participating in different ECA. We discovered many potential leaders from different groups and committees.</li> <li>Teachers were welcomed to have another way to educate students outside the classroom.</li> <li>70% average attendance of all ECAs which still have room to improve.</li> </ul>
Recommendation	<ul style="list-style-type: none"> <li>More guidance should be given to the supervisors for managing the ECA.</li> </ul>

● **Leadership Training (PDC)**

Success criteria	<ul style="list-style-type: none"> <li>The workshops and camp were held successfully.</li> <li>The chairperson had held activities successfully.</li> <li>Sharing session will be made after the camp</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>3.25 (success criteria &gt;2.5)</li> <li>We promoted the “e-attendance” to the teachers for checking students’ attendance. Students were encouraged to take their responsibility and commitment to attend all the ECA meetings or gatherings.</li> <li>Teachers and students found it convenient to use the “e-attendance”. But sometimes they will miss out on attendance.</li> <li>In the questionnaire of S4-5 leadership training workshop, they averaged 3.6 out of 4 scores to show their positive responses which indicates they are confident and capable to organize activities under pandemic.</li> <li>In the questionnaire of S2-3 future leadership training day camp, they average 3.3 out of 4 scores to show their positive responses which tells them they are confident and ready to be future leaders.</li> </ul>
Recommendation	<ul style="list-style-type: none"> <li>For a more concrete evaluation of the leadership training program, we should create questionnaires to Form Teachers, and know how the class committee organizes class activities.</li> <li>Could provide more chances for students to organize programmes.</li> </ul>

● **Stars of Canaan (MCEC)**

Success criteria	<ul style="list-style-type: none"> <li>Rating is above 3.5 and 90% students had joined the nomination and election.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>Rating: 4.2 (success criteria: &gt; 3.5 and 90% students had joined the nomination and election)</li> <li>Result: All classes joined the nomination</li> <li>We had school suspension both in 1st and 2nd term, so we only had a limited schedule in the second term.</li> <li>Two categories (Self-discipline and Progress) were chosen finally.</li> <li>Students were invited to vote online which was a new start.</li> </ul>

Recommendation	<ul style="list-style-type: none"> <li>● Try not to focus on the students studied in class Honesty.</li> <li>● Students studied in class Love and Hope should shine also.</li> <li>● Each nominee should be rewarded and had a certificate.</li> </ul>
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● **GSC Committee (GSC)**

Success criteria	<ul style="list-style-type: none"> <li>● The Environmental committee members can hold the activities successfully: <ul style="list-style-type: none"> <li>● a. One No Plastic Bottle Day per month;</li> <li>● b. students bring plastic bottle to the recycling material booth</li> </ul> </li> <li>● One gathering per month with committee members and environmental prefect</li> <li>● They can complete the competition and win a prize</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>● Gold Award of Hong Kong Green School Award</li> </ul>
Recommendation	<ul style="list-style-type: none"> <li>● Cooperate with more subjects</li> <li>● Make good use of existing hardware</li> <li>● Improve student leadership structure: Green perfect.</li> </ul>

● **Christian Ministry Team (SNC)**

Success criteria	<ul style="list-style-type: none"> <li>● More than 60% of the students are satisfied with their service performance and they feed back with stronger leadership skills.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>● The caring team members supported the S1 students on 25th September with drinks and cards and did the same to the S6 students on their last day.</li> <li>● The activity team had run the fellowship for 4 times.</li> </ul>
Recommendation	<ul style="list-style-type: none"> <li>● CMT members should be encouraged to join every meeting, while the activity team members should be made compulsory to participate. Their attendance should be recorded in the ECA attendance register. It was suggested that after the worship as a big group in the beginning, students could go to their assigned teams (ie. caring, activity and worship teams) for sharing.</li> <li>● Coaching and training could be given regularly to the team members so as to boost their confidence in hymn singing. More opportunities of practice could be provided e.g. during prayer meetings to broaden their performing experience.</li> </ul>

### 3.3 Objective 3:

#### Nurture Christian characters by promoting Christian values in various platform.

3.3.1 Objective and subjective means, measurable set in the 2020-21 Annual plan.

Overall results of Objective 3:

From SD teachers' survey:

- 49 teachers completed the survey.
- About 63% teachers are satisfied with this aim (Level 3);
- About 14% teachers are very satisfied with this aim. (Level 4).  
(Rate:1-4, 1 least satisfactory, 4 most satisfactory)
- The overall result is general.

#### Strategies and implementation

##### Strategy 1: Nurture Christian characters by promoting Christian values in various platform.

###### ● Gospel Week (SNC)

Success criteria	30 new believers.
Evaluation	<ul style="list-style-type: none"><li>● Rating 4.0 (success criteria &gt; 3.5)</li><li>● The survey conducted after the Gospel Week revealed that the compilation of teachers' videos on the theme "Praise and Grace under the Pandemic" was the most attractive activity for the students, teachers' sharing could always touch students the most.</li><li>● The comic design competition based on a Biblical story was held for S1 and S2 to replace the drama competition. There were 3 types of prizes.</li></ul>
Recommendation	<ul style="list-style-type: none"><li>● However, the time for form teachers' sharing was too short.</li></ul>

###### ● Discipleship class (SNC)

Success criteria	<ul style="list-style-type: none"><li>● 30 students attend the class and complete the program.</li></ul>
Evaluation	<ul style="list-style-type: none"><li>● After the Gospel week, new believers were taken up by SNC teachers and they had received 4 sessions of Follow-up.</li><li>● SNC teachers had greeted and congratulated the new believers on their new faith. They showed their care via various e-platforms like Gmail, WhatsApp, etc.</li></ul>
Recommendation	<ul style="list-style-type: none"><li>● Under the COVID19 pandemic, the Follow-up sessions are not enough because the school was suspended for a very long period of time.</li><li>● Those new believers are positive and SNC teachers are suggested to take more care of them.</li><li>● It is confident that the class can be run more successfully when COVID19 is subsided and the school can resume normal next year.</li></ul>

###### ● S4 – S6 Cell group

Success criteria	<ul style="list-style-type: none"><li>● 5 S4 new believers,</li><li>● 3 S5 new believers,</li><li>● 3 S6 new believers</li></ul>
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Evaluation	<ul style="list-style-type: none"> <li>• There were 2 ME lessons for S4 and S5. Two cell groups were held during the weekly assemblies. 4 Honesty has organized a camp during the summer holiday.</li> <li>• S6 had one ME lesson and 6 Love will go on a camp with the church.</li> </ul>
Recommendation	<ul style="list-style-type: none"> <li>• A few 4 Honesty students were interested in serious religious discussions and were eager to participate in an extra session in the afternoon to discuss the issues with the pastor.</li> </ul>

- **S5 Career Group**

Success criteria	<ul style="list-style-type: none"> <li>• 3 S5 new believers</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Career guidance is the focus of the S5 meetings. Alumni of the different occupations will share their experiences during lunch time and S5 students will visit their workplace during the post-exam period.</li> <li>• Mentorship programme is suggested to continue.</li> </ul>

- **SNC Camp**

Success criteria	<ul style="list-style-type: none"> <li>• 40 students attend the camp</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• SNC Camp was successfully organized and students were positive about these activities.</li> <li>• The activities were meaningful and students could know more about the faith of Christianity.</li> </ul>

#### 4. Conclusion and Recommendation

4.1 Due to the COVID-19, many activities of SD Committees are cancelled. Still, according to the SD survey, we found that the results of all objectives are satisfactory, especially: Objective 1 – “Foster a school culture of respect and inclusiveness by creating an environment that embraces individual and group differences.” (Level 3 : 84%, Level 4 : 10%).

Under zoom lessons, students were not familiar with each other. Next year, if students attend lessons at school, how to nurture class cohesion is a concern.

Regarding Objective 3 – “Nurture Christian characters by promoting Christian values in various platforms.”, the result may be affected due to class suspension.

The other areas of Student Development got a satisfactory result, especially in:

- Support for SEN students (Qt 8):
  - Level 3 – 69%
  - Level 4 – 20%
  - (=Total 89%)
- Support on students’ career growth (Qt 11):
  - Level 3 – 65%

- Level 4 – 18%  
(=Total 83%)
- MCEC (Qt 13):  
Level 3 – 74%  
Level 4 – 20%  
(= Total 94%)

4.2 In the coming year, we will put more focus on the following areas. To nurture students' positive values and attitudes through promoting value education holistically. (Major Concern 2 next year). Fostering Christian values and moral education is what the Student Development Department does consistently. A holistic and balanced school-based value education curriculum plan is to be established. Moreover, value education can be implemented through Form Teacher Lesson as well.

To inculcate and reinforce 3R (Respect, Responsibility, Resilience) among students through different activities is another important target of the Student Development emphasis in Major Concern. For example, to strengthen students' interpersonal and communication skills to interact with other students through Appreciation Day, life-wide learning, to further incorporate green education practices into the formal and informal curriculum.

#### 4.3 Team members

Head of SD Department:	Lee Ka Ming(LKM)
Members:	Yan Ka Chi (YKC)
	Wong Chi Wing (WCW)
	Chan Wai Kin (CWK)
	Wong Yu Lan (WYL)
	Au Man Hung (AMH)
	Chan Chun Ming (CCM)
	Leung Lai Cheong (LLC)
	Tsang Kam Hoi (TKH)

## **(5) Student performance**

### **5.1 Students' academic performance**

Students are willing to participate in a wide range of academic as well as non-academic activities and competitions within and outside school. They perform well and have gained group and individual awards in inter school competitions in verse speaking, sports as well as STEM and green education.

With concerted effort in improving learning and teaching qualities, our students' performance in public examinations improved continuously. In terms of the 2021 DSE passing rate, there were nine subjects above HK average and among those subjects, there were five subjects with 100% passing rate. The school appreciated all KLA heads for putting effort on many remedial tutorials to help students getting pass in DSE. And more students got 5\*\* / 5\* in different subjects. The school suggested that KLAs should consider how to increase the numbers of level four or above. Students with better Jupas offer this year. Some got offers from The Hong Kong University and The Hong Kong University of Science and Technology (HKUST).

### **5.2 Students' personal growth**

Students show interest in participating in a wide range of activities. Students are courteous and friendly. They enjoy a good relationship with their teachers and peers with various cultural backgrounds. Students are willing to serve their teachers, peers and the needy in the community. Student leaders, such as prefects and house committee members, are responsible and confident in carrying out their duties. They show good leadership characters and serve as good role models for their peers.

## 5.3 Students' Academic/non-academic performance : External Award

Contest/ Competition	Title of Award	Awardee	
2019-2020 Mei Ho House Hong Kong Spirit Learning Project "Affection across the Generations" Essay Competition	Senior Secondary School Category, Certificate of Merit	5 Honesty	Fan Pui Chun
		5 Honesty	Law Hei Chit
		5 Honesty	Ng Sze Wing
2020-2021 National Teenage Chinese Language Knowledge "Sapling Cup"	Third Prize in Senior Secondary Section	5 Faith	Ngan Hong Ni Konny
City Literary Awards 2020	Certificate of Award	6 Honesty	Liu Tsz Laam
Hong Kong Biology Literacy Award (2020/2021)	Written Test Active participation	5 Honesty	Ng Sze Wing
		5 Honesty	Tong Man Yue
Hong Kong Schools Speech Festival	Dramatic Duologue - Merit 2 Times	5 Love	Hui Happy
		5 Faith	Ngan Hong Ni Konny
	Solo Prose Reading - Merit 1 Time	5 Honesty	Wang Hailun
		5 Faith	Shum Wing Yan
		4 Love	Chu Kevia
		2 Hope	Wu Jingyi
		1 Hope	Wong Wai Chit
	Solo Prose Reading - Merit 2 Times	5 Love	Hui Happy
		5 Hope	Wan Ho Suen Quieva
		5 Honesty	Lau Zhi Yi
		5 Faith	Ngan Hong Ni Konny
		3 Faith	Lai Tsz Yiu
		1 Love	Hong Heung Yin
The 11th Interschool Creative Writing Competition (2020-2021)	Teenage Writers Award	5 Honesty	Chan Tsz Ho Vito
The 1st International Chinese Festival	2nd Runner Up	2 Faith	Wu Zhiha
The 23rd Hong Kong Primary and Secondary School Putonghua Speech Contest	Certificate of Merit	3 Faith	Kpalma Essowazinam Ruth
		2 Hope	Wu Jingyi
	Certificate of Proficiency	2 Honesty	Choi Wai Yin
		2 Honesty	Wong Hoi Ching
The 36 <sup>th</sup> Sing Tao Inter-School Debating Competition	Best Debater in 2 <sup>nd</sup> Preliminary	5 Honesty	Tang Sum Yin
	Best Interrogative Debater in 2 <sup>nd</sup> Preliminary	5 Honesty	Tong Man Yue
The Chemists Online Self-Study Award Scheme	Diamond Award	6 Honesty	Lui Shing Leong
		5 Honesty	Lau Zhi Yi
		6 Honesty	Law Hei Chit
		7 Honesty	Leung Joy Shun
		8 Honesty	Li Lok Yiu

## B. Extra-Curricula Activities

Contest/ Competition	Title of Award	Awardee	
2020-2021 A.S. Watson Group Hong Kong Students Awards	Certificate of Award	5 Hope	Lor Tsz Wing
2020-2021 Hong Kong School Drama Festival	Award For Outstanding Cooperation	5 Honesty	Lau Zhi Yi
		4 Honesty	Lau Cheuk Yin
		3 Love	Wong Hao Yan Ivan
		3 Hope	Leung Wing Yan
		3 Honesty	Chan Tsz Yeung
		3 Honesty	Cheng Ho Yeung Barnabas
		3 Faith	Chan Hoi Ying
		3 Faith	Cho Ching Hei
		3 Faith	Yen Wing Shan
		2 Honesty	Yeung Hoi Ching
		2 Faith	Lee Lok Hin
		2 Faith	Lee Lok Hin
		2 Faith	Yau Hoi Ying Sophine
		1 Love	Chan Ka Bo Christine
		1 Love	Lao Sam
		1 Love	Tsang Wing Yu
		1 Hope	Wong Wai Chit
		1 Honesty	Cheung Yuen Kiu
	1 Faith	Lai Pan Ki Cheryl	
	Award For Outstanding Director	3 Love	Wong Hao Yan Ivan
		3 Hope	Leung Wing Yan
		3 Honesty	Cheng Ho Yeung Barnabas
3 Faith		Chan Hoi Ying	
3 Faith		Yen Wing Shan	
Award For Outstanding Performer	3 Honesty	Chan Tsz Yeung	
Ng Teng Fong Scholarship	Student Scholarship	4 Honesty	Yip Tin Yee
Putonghua Radio Four Masterpieces Radio Drama Competition 2020	Certificate of Merit	3 Love	Chan Yu Hong
		3 Love	Wan Ching Kwan
		2 Hope	Wu Jingyi
Tian Ran Healthcare Limited Scholarship	Student Scholarship	4 Faith	Singh Vring Rajdeep
		4 Faith	Wan Po Yee

## (6) **Feedback on the Future planning**

2020-2021 was the last academic year of the school's 3-Year Plan set in 2018. In nurturing our students and stretching their potential to be servant leaders, we have been focusing on giving more learning opportunities to students of diverse backgrounds by providing them with different learning opportunities. With the social unrest and impact of COVID 19 pandemic together with the longest period of school closure and using a half-day timetable, the Major Concerns in our School Plan could hardly be implemented. Almost all the planned overseas learning tours and Life-Wide Learning activities / after school activity were cancelled and change

Pedagogical-wise, more subjects had included e-learning and school-based learning materials to help students in doing revisions and have self-directed learning. In the past three years, the school carried out school-improvement projects with help from QSIP to enhance learning effectiveness by continuously improving teaching strategies and assessment for learning in the classrooms. Self-directed learning skills starting from notes taking training will be enhanced in the next 3 years. In order to help reading across the curriculum (Rac), starting from 2021-2022 academic year onwards, reading is a school's major concern and putting more resources into promoting reading atmosphere. To better address the learning and development needs of students, the school will have a holistic review on the school curriculum to ensure that it is adequately covered at the junior secondary and a wider choice of elective subjects.

The EDB conducted an External School Review (ESR) of the school in Nov. 2020. They sent the school the Final Report with much encouraging remarks as well as some recommendations for improvement of the school. The school has carried out suitable measures and implemented some of them in the second term of 2021 in response to the recommendations. The EDB required every school to set out its own School Development Plan (SDP) for a 3-year period and to devise corresponding action in an Annual School Plan (ASP) to map out the implementation details. Whole school has participated in discussion through the staff meetings to collect staff opinions for the next 3-year SDP for 2021-2022, 2022-2023 and 2023-2024 school needs to conduct school self-evaluation (SSE) as an internal quality assurance and be accountable to the EDB and the public. It is hoped that by having self-evaluation year by year, the school could be developing in a professional way continuously and thus be able to provide quality holistic education to our students.

## (7) Financial Summary

### ECF Saint Too Canaan College Financial Summary for the 2019/2020 School Year

	Government Funds	Non-Government Funds
<b>INCOME</b> <i>(in terms of % of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	77.91%	N.A.
School Fees	N.A.	21.19%
Donations	0.00%	0.02%
Other Income	0.53%	0.35%
Total	78.44%	21.56%
<b>EXPENDITURE</b> <i>(in terms of % of the annual overall expenditure)</i>		
Staff Remuneration		80.21%
Operational Expenses (including those for Learning and Teaching)		8.34%
Fee Remission / Scholarship <sup>1</sup>		3.30%
Repairs and Maintenance		5.08%
Depreciation		2.56%
Miscellaneous		0.51%
Total		100%
<b>Surplus/(Deficit) for the School Year*</b>	0.92 month of the annual expenditure	
<b>Accumulated Surplus in the Operating Reserve as at the end of the School Year*</b>	5.01 months of the annual expenditure	
<sup>#</sup> <i>in terms of equivalent months of annual overall expenditure</i>		

<sup>1</sup> The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is difference from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the education Bureau, which must be no less than 10%.

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

**ECF Saint Too Canaan College**  
**2020-21 Capacity Enhancement Grant Report**

1. Aims:

In order to relieve teachers' workload, 3 teaching assistants (TAs) are employed with the use of the Capacity Enhancement Grant in 2020-21.

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 150 periods) [Due to class suspension, fewer lesson substitution was required]
- 2.4 Exam Invigilation (Total no. of invigilation hours: Around 185 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 95% 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.

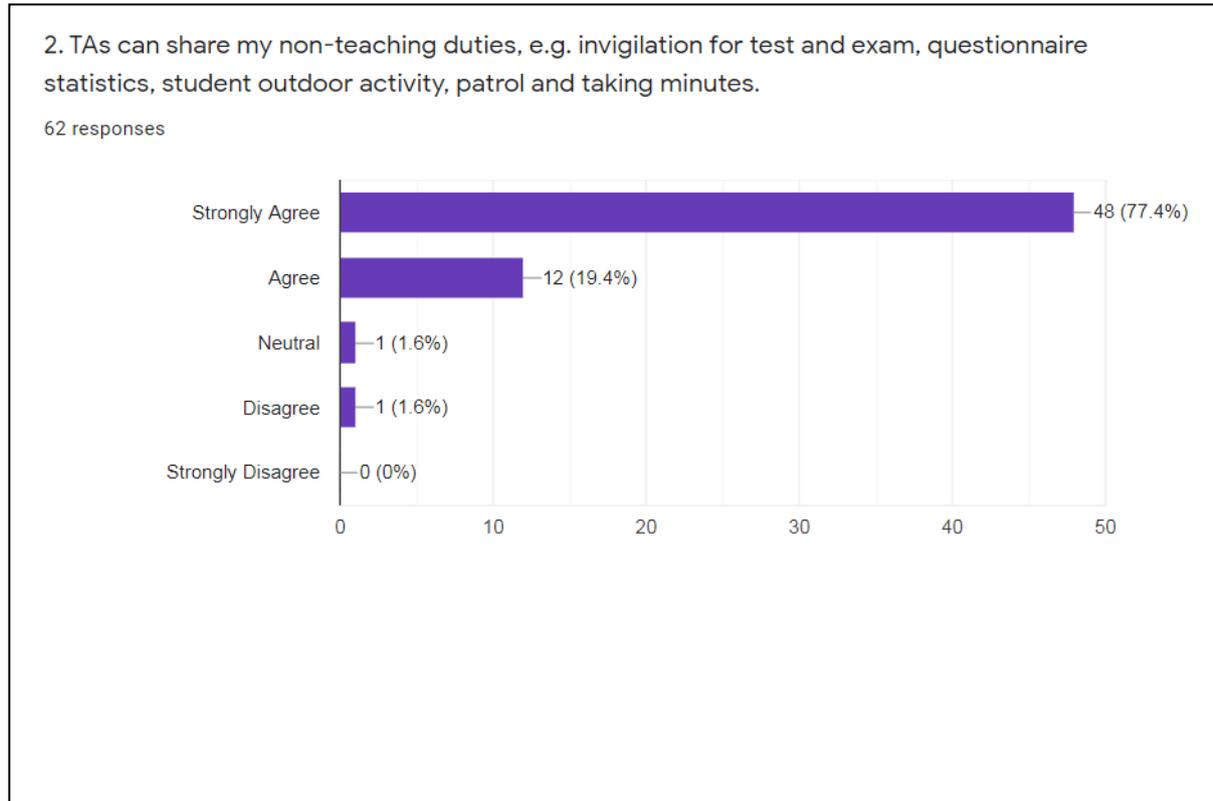
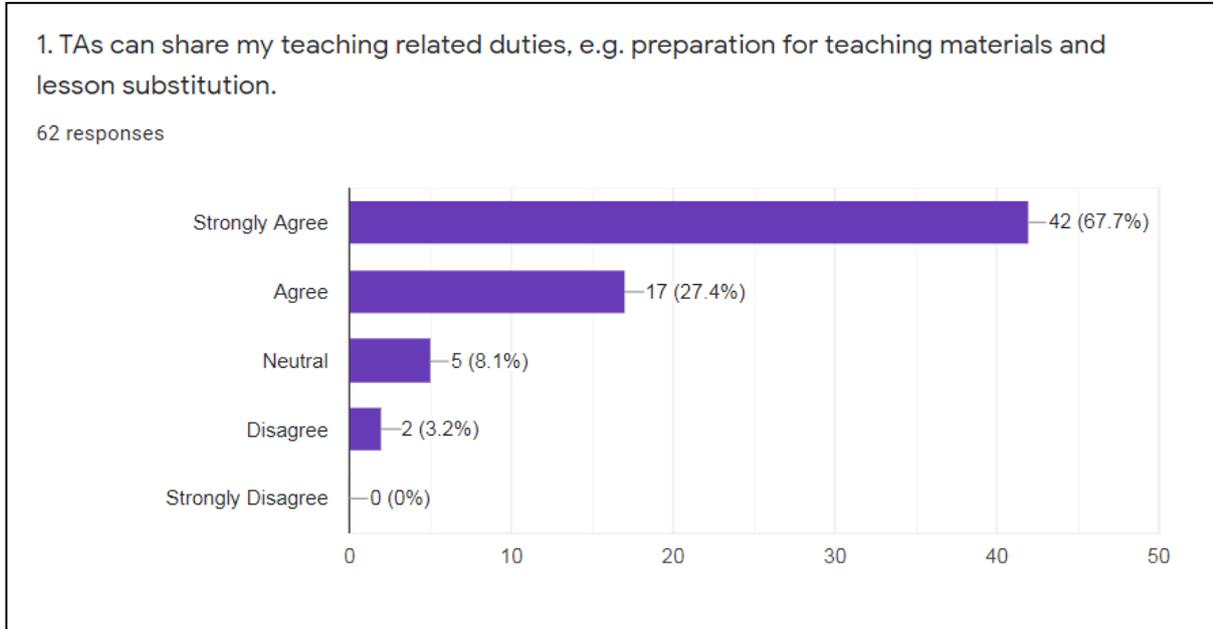
## 5. Questionnaire Result

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

Target : All teachers

Number of questionnaires distributed : 64

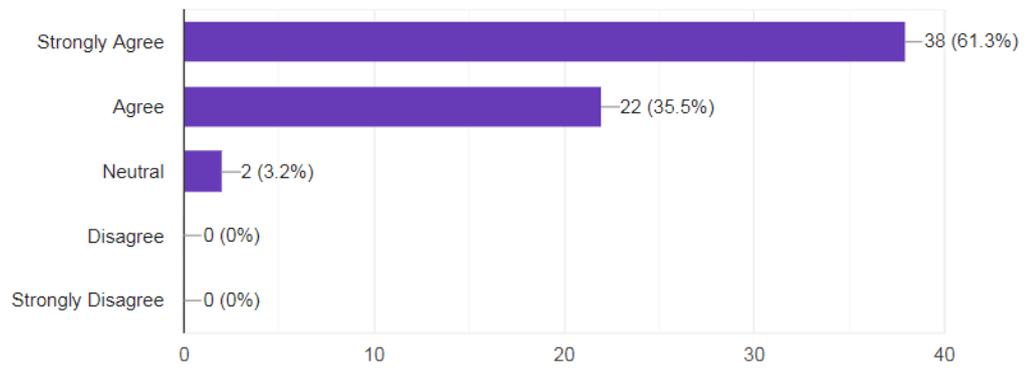
Number of questionnaires collected : 62



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



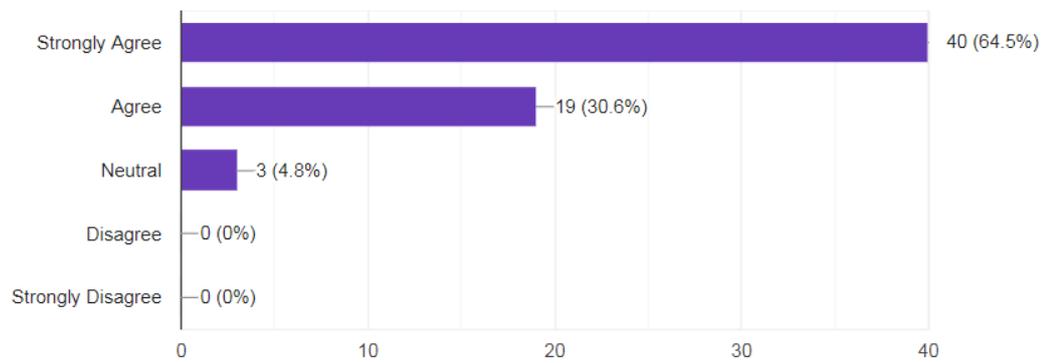
62 responses



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

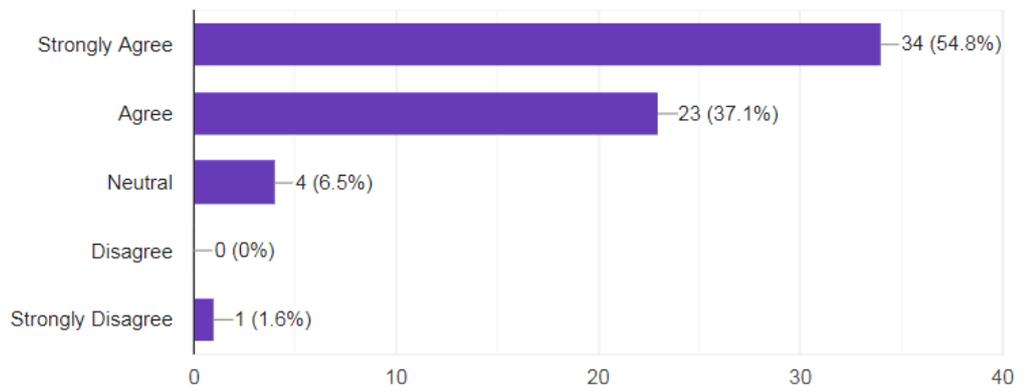


62 responses



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

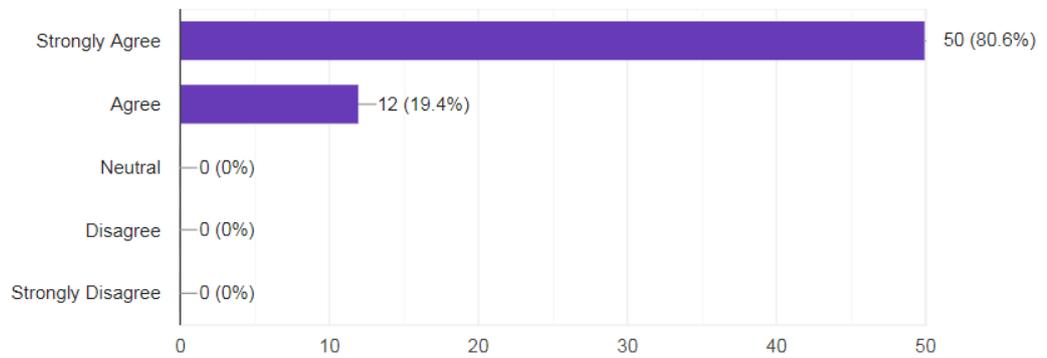
62 responses



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



62 responses



**School-based After-school Learning and Support Programmes 2020/21 s.y.  
School-based Grant - Programme Report**

Name of School: ECF Saint Too Canaan College

Staff-in-charge: Mr. Lee Ka Ming Contact Telephone No.: 2372 0033

A. The number of students (count by heads) benefitted under the Grant is 9 (including A.          CSSA recipients, B. 6 SFAS full-grant recipients and C. 3 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 (HK\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students’ learning and affective outcome)
	A	B	C						
Art-related workshops (Drama Club)		1		92.48%	10/2020 – 5/2021	600	Skill-based training, questionnaire	Woo Po Sau	
Sports-related workshops (Dance Club, Darts Club)		2	1	Dance: 73.8% Darts:	10/2020 – 5/2021	750	Skill-based training, questionnaire	Dance Club: Shek Yan Tung Darts Club: Ip Tin Yee Rita	
Organic Garden		2	1	70%	11/2020 – 5/2021	750	Good learning performance, serious attitude in farming	Produce Green Foundation	
Model Society			1	40.14%	10/2020 – 5/2021	100	Good learning performance, exhibition of models	Lui Cheuk Wing	
School Choir		1		61.86%	10/2020 – 5/2021	700	Performance by students	Fung Pui Shan Patience	
<b>Total no. of activities:</b>	5								
@No. of man-times		6	3						
**Total no. of man-times	9					<b>Total Expenses</b>	2900		

Note:

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

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

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

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

## C. Project Effectiveness

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

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

**D. Comments on the project conducted**

*Problems/difficulties encountered when implementing the project*

*(You may tick more than one box)*

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

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

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**Programme Evaluation Report for  
Diversity Learning Grant - Other Programme: Gifted Education for the 2020/21 school year**

<b>Programme title</b>	<b>Objective</b>	<b>Targets (No./level/selection)</b>	<b>Duration/ Start Date</b>	<b>Deliverable</b>	<b>Evaluation</b>	<b>Expenditure</b>
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 2020- July 2021	- Assignments & tests	Students behaved well and learnt different exam-orientated skills. Assessments and regular exercises were carried out. The attendance of students was high.	\$45,600
Debate Skills Training (Chinese)	To enhance students debating skills in Chinese	Students who are presentable and with analytical skills were recommended by teachers.	September 2020 – July 2021	- Regular practice. - Join inter-school competition	Students were well trained with different debating skills. The attendance of students was high.	\$26,500
VA Tutorial for senior form students (Elite class, remedial class & S6 split group)	To tailor-make course to enhance the learning effectiveness	Selecting S4 & S6 elite VA students recommended by subject teachers	January 2021 – May 2021	- Regular drawing practice - Exam-oriented skills - Assignments	Students performance was satisfactory. The assignments are of satisfactory quality. The attendance of students was high.	\$18,060

**Report on the Use of the Life-wide Learning Grant  
2020-2021\_ School Year**

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses <sup>s^</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
<b>Category 1</b>	<b>To organise / participate in life-wide learning activities</b>												
<b>1.1</b>	<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												
<b>1</b>	<b>Life-Wide Learning Days :</b> 31 booths were set up with different kinds of activities to allow students to have different exposures. The descriptions of booths are as follows:												
1.1	Canaan Basketball Club Demo Lesson: Students can practice basketball skills through competitions to enhance team building skills.	Physical Education	23-25 June 2021	S1-5	48	I feel happy about the experience in LWL Days	108,771	E1			✓		
1.2	Canaan Band Club Demo Lesson: Through song sharing, playing instruments & song composition, students' musical talents grow and their leadership gets practiced.	Arts(music)	23-25 June 2021	S1-5	47	I found the dates, venues and manpower arrangements satisfactory.					✓		
1.3	Ikenobo Ikebana Demo Lesson: Appreciating the beauty of the nature	Arts (Others)	23-25 June 2021	S1-5	35						✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses <sup>s^</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
				Level	Number of Participants				I	M	P	S	C		
	through the lens of classic Japanese art culture, so students are improving themselves in many ways.														
1.4	Model Making Experience: Getting used to the model making techniques, for staying more focused when handling detailed work.	Arts (Visual arts)	23-25 June 2021	S1-5	33					✓			✓		
1.5	Cookies Lesson: Students can make cookies and decorate with icing, so they can use their imaginations in a right way.	Home economics	23-25 June 2021	S1-5	26	Same as above	Refer to above				✓				
1.6	A Scary and Joyful STEM Experiment: The idea of center of gravity (COG) is the paramount learning content, and students are able to relate and utilize the ideas of COG in daily routine cords.	Cross-Disciplinary (STEM)	23-25 June 2021	S1-5	57				✓						
1.7	Badminton Class: Students can develop senses of competition through multiple trainings for playing badminton.	Physical education	23-25 June 2021	S1-5	26						✓				
1.8	Climbing Experience: Offering students practical chances to climb, so students can have a clear idea of how people achieve goals which is one step at a time.	Physical education	23-25 June 2021	S1-5	32						✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expense <sup>s</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
1.9	Cycling Experience: Students have chances to ride bike nicely and safely instead of simply knowing how bikes work from regular lessons.	Physical education	23-25 June 2021	S1-5	34	Same as above	Refer to above				✓		
1.10	Dodgeball Experience: Unleash students' potentials of playing dodgeball through professional training sessions and well organized games.	Physical education	23-25 June 2021	S1-5	59						✓		
1.11	Football Experience: Students are not only chasing a football in the field, but also learning how to play with teammates and win games strategically.	Physical education	23-25 June 2021	S1-5	57						✓		
1.12	Frisbee Experience: Students are playing this sport for both passion and exercise habit, so they can stay healthy in the long run.	Physical education	23-25 June 2021	S1-5	59						✓		
1.13	Basic A Cappella technique trainings: Students can have practical lessons about Cappella that is taught by Gilbert Wong.	Arts (music)	23-25 June 2021	S1-5	67						✓		
1.14	Game and Music Journey: Integrating the fun of playing board games and	Cross-Disciplinary (Others)	23-25 June 2021	S1-5	94					✓	✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses <sup>^</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
				Level	Number of Participants				I	M	P	S	C		
	taking part in fellowships, so students can be more positive.														
1.15	Darts Experience: Playing darts do require excellent concentration, and this program enables students to try a rare sport in Hong Kong.	Physical education	23-25 June 2021	S1-5	69					✓	✓				
1.16	Ignited: Your Dramatic Souls: Students can be creative in often times, and activities that help preparing for drama are good chances to practice the ideas of appreciation and team spirit.	Arts (Others)	23-25 June 2021	S1-5	78					✓	✓				
1.17	Face Painting Workshop: Students can have experiences of being body painting artists through drawing on their skins.	Arts (Visual arts)	23-25 June 2021	S1-5	80	Same as above	Refer to above			✓					
1.18	Rope-skipping Class: Rope-skipping is not only for cardio vascular training, but also a fancy sport that enhance students' concentrations.	Physical education	23-25 June 2021	S1-5	76					✓					
1.19	Dinghy Sailing Certification Scheme, sponsored by the Scallywag Foundation: Students and certified campaign share a platform that allows them to train together, so young people	Physical education	23-25 June 2021	S1-5	78					✓					

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses <sup>^</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
				Level	Number of Participants				I	M	P	S	C		
	can improve basic skills and learn some advanced techniques.														
1.20	Worm Growing Demo Lesson: Insects are stereotypically scary to some students, but this science-based program is a good chance that help each participant to have more accurate ideas and think about some strengths of edible insects.	Science	23-25 June 2021	S1-5	73				✓						
1.21	Essential Aerial Photography: Aerial photography is extensively used by many campaigns, and students are having opportunities to be aerial photographers are having great insights.	Cross-Disciplinary (STEM)	23-25 June 2021	S1-5	72					✓					
1.22	My Game My Life: Students are understanding the keys and importance of life planning after playing multiple games; in addition, they can be more self-motivated and well prepared for their career paths.	Leadership Training	23-25 June 2021	S1-5	79	Same as above	Refer to above								✓
1.23	DIY Eco Bag: Students can reuse some of their own old apparels, yet they can make their own tote bags and perform recycling at the same time.	Values Education	23-25 June 2021	S1-5	70					✓					

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses <sup>^</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
1.24	Red Cross Youth Unit 265 Experience: Students are taking part in Red Cross Uniformed Group, for launching quality services; thus, students are more eager to serve the community and put the spirit of humanity in action.	Value Education	23-25 June 2021	S1-5	73					✓			✓	
1.25	Let it go: Students play Puzzles, Relay Race, and Guess To, and they are having stronger will power when they are facing more challenges and resolving more complicated problems.	Leadership Training	23-25 June 2021	S1-5	95					✓				
1.26	English Language Games and Activities: Students have chances to think out of the boxes when they are playing English games and sharing popular cultures. They can be more proficient in expressing themselves in English.	English Language	23-25 June 2021	S1-5	86					✓				
1.27	Voice Projection Techniques and Expanding Vocal Range: Students are learning from Ms. Patience Fung who is a professional vocalist; for example, students are practicing vocal and choral singing techniques with a professional, yet they can raise their team spirits.	Arts (music)	23-25 June 2021	S1-5	69	Same as above	Refer to above				✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses <sup>^</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
1.28	Basketball Class: Students can strengthen their basic skills of playing basketball by modified games and training sessions. The intensity of the scrimmages is relatively lower; still, students can raise their senses of being part of a team.	Physical education	23-25 June 2021	S1-5	89					✓				
1.29	Voice Acting Class: Students can try being voice actors in animations and radio dramas; also, the small group settings encourage students to perform peer reviews and appreciate the fun of voice acting.	Chinese Language	23-25 June 2021	S1-5	73					✓				
1.30	Public Speaking Skills and Debate Competitions: The program is focusing the skills of public speaking, especially for delivering English speeches. Students will also realize how they can do better when they are using English as a second language.	English Language	23-25 June 2021	S1-5	92				✓					
1.31	Fencing Class: Fencing is a sport that has many peoples' attentions in recent years, and students can know the forms and right ways of playing this sport.	Physical education	23-25 June 2021	S1-5	74	Same as above	Refer to above			✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expense <sup>s</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
Other Activities are as follows :													
2.	CGC : Workplace exploration: - Explore different popular industries - Understand the requirements of different occupations - Reflect on their career goals and plans	Career education	6/2021	S4-S5	65	Positive feedbacks. Students could obtain the latest information about the job market and relevant study paths.	4,100	E1				✓	
3.	Music: School Choir - To enhance students' musical capacity and co-operation with others. - To improve the musical skills through constant practice	Arts (Music)	10/2020 – 5/2021	S1-S5	23	The virtual performance in Speech Day was satisfactory.	27,988	E1			✓		
4.	Music: Mini-Orchestra - To enhance students' musical capacity and co-operation with others. - To improve the musical skills through constant practice	Arts (Music)	10/2020 – 5/2021	S1-S5	20	The virtual performance in was satisfactory.	11,900	E1			✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expense <sup>s</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
5.	PE: Sports Team Coach To develop students' sports skills in order to achieve perseverance and team spirit.	Physical Education	10/2020 – 5/2021	S1-S5	223	Satisfactory though it is affected by epidemic.	97,928	E5			✓		
6.	PDC: Subsidies for ECA - to further develop students' potentials and leadership through organizing and participating the extra- curricular activities.	Potential Development	10/2020 – 5/2021	S1-S5	Whole school	Students gained many experiences. We discovered many potential leaders.	104,161	E1&E5				✓	
7.	PDC: School Picnic To organize leisure activities apart from learning activities and promote class cohesion	Value education	6/11/2020	S1- S6	Whole School	Class cohesion was enhanced, especially under the epidemic.	16,907	E1				✓	
8.	SD: Leadership Training program To nurture student leaders' leadership potential and get ready to pass the torch onwards.	Leadership Training	10/2020 (workshop) 11/2020 & 5/2021 (training camp)	S4 and S5	25	Positive response. Students were confident of organizing activities under epidemic and ready to be future leaders.	108,771	E1		✓			
9.	SD: LIFE program	Career Education	6/2021	S4 and S5	10	Students could not see editing or	13,500	E1					✓

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses <sup>^</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
	The original event, Career Lives, was canceled due to the pandemic. It was replaced by a visit to an advertising company.					interviewing celebrities as promised by the organization. They found it quite boring.								
				Expenses on Item 1.1			385,254.50							
<b>1.2</b>	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons.													
1	Planned non-local activities were cancelled due to COVID-2019.													
							Sub-total of Item 1.2							
							<b>Estimated Expenses for Category 1</b>		385,254.50					

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Estimated Expenses (\$)
Category 2	<b>To procure equipment, consumables or learning resources for promoting life-wide learning</b>			
1				
			<b>Estimated Expenses for Category 2</b>	0
			<b>Estimated Expenses for Categories 1 &amp; 2</b>	385,254.50

^: Input using the following codes; more than one code can be used for each item.

<b>Code for Expenses</b>			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

### Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	712
Estimated number of student beneficiaries:	712
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post): CWK, Head of Potential Development Committee

**Grant for the Sister School Scheme  
2020/21 Annual Report**

**Name of Sister School:** 深圳市坪山區中山中學 (pair-up) (Cannot be connected in 2020/21)

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

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

Our school conducted the following exchange activities with our sister school in 20/21:

Item No.	Item Name and Content of the Exchange Activity	Intended Objective(s)	Monitoring / Evaluation	Grant Allocation
1.	<p><b>Online conference with middle management of the two mainland sister schools on 18<sup>th</sup> June 2021</b></p> <p>Online teaching becomes important during the epidemic period and there is rising demand of online teaching so it is crucial to have deeper understanding on how to enhance online teaching effectiveness.</p>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>i. Exchange and share online teaching experience and pedagogy</li> <li>ii. Enhance online teaching effectiveness</li> <li>iii. Professional development of teachers</li> </ul> <p>Participated staff: Principal, Vice Principals, Assistant Principal, Executive Officer, ITA</p>	Evaluation meeting was held to discuss the effectiveness of the conference	<p><b>HK\$ 100,160</b> iPad for staff to conduct zoom meeting</p> <p><b>HK\$ 49,540</b> AV equipment</p>
2.	<p><b>2-day visit to sister school in Shenzhen</b> Visit cannot be arranged due to COVID-19.</p>			
3.	<p><b>Sister school visit STCC</b> Visit cannot be arranged due to COVID-19.</p>			

**Financial Report for 2020-21:**

Grant for the school year	HK\$ 150,000
Expenditure	<u>HK\$ 149,700</u>
<b>Surplus for the year</b>	<b><u>HK\$ 300</u></b>

**Report of Learning Support Grant (LSG)  
for the 2020/21 school year**

<b>Name of Activity</b>	<b>Objective of Activity</b>	<b>Target Group</b>	<b>Duration</b>	<b>Success Criteria/ Evaluation Method</b>	<b>Effectiveness</b>	<b>Actual Expense/ Average Expense</b>
Clinical Counselling Service	To provide individual counselling	Students with emotion needs	9/2021-6/2021	Participants' comments; Teachers' observation	The service of outsource organization is satisfactory. Students' ability has been enhanced.	\$118,375
English Fun Learning	To enhance English learning ability	Dyslexia	3-5/2021	Students' survey & Teachers' observation	Teacher's performance is professional. The teacher can guide students to participate actively. Students' improvement is obvious.	\$10,000
Chinese Fun Learning	To enhance Chinese learning ability	Dyslexia	12/2020	Students' survey & Teachers' observation	Teacher's performance is professional. The teacher can guide students to participate actively. Students' improvement is obvious.	\$8,000
S5 English Fun Learning	To enhance learning motivation	Dyslexia	3-5/2021	Teachers' observation	Teacher's performance is professional. The teacher can guide students to participate actively. Students' improvement is obvious.	\$7,200

Creative Art	To learn to express and relieve emotion	Students with emotion needs	3-5/2021	Students' survey	Teacher's performance is professional. The teacher can guide students to participate actively. Students' improvement is obvious.	\$6,560
Worm Packing	Inclusive activity	Others	11-12/2020	Teachers' observation	Students are active to learn.	\$15,780
Assessment fee	To subsidize the assessment fee of a SEN student	SEN student	11/2020	Diagnosis as student with special need and supported by assessment report and fee receipt.	Can share the financial burden of parents.	\$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	\$199,672.12
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	\$198,653.8
Employment of Social Worker	To recruit a Social Worker to provide professional service to SEN students	SEN students	Whole year	Performance appraisal	Provide individual counselling and support the activity implementation in an effective manner	\$481,140

## Report on the Use of the Promotion of Reading Grant 2020-2021

### Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)

To enhance the reading interest and habits of students through cross-curriculum reading policies for fostering student's self-directed skills of extended and deep learning, Reading Time is implemented in every Day 2 and Day 4 from S1 to S3 students in the few years. The average passing rate of Reading in 2020-21 of S1 maintains high passing rate (85%). The marking criteria of 'Reading' including students' AR in Reading video presentation or reading sharing, attitude and subject reading performance can effectively assess students' various ability and attitude of reading. Students mainly obtain the higher grading by oral presentation skills. Electronic assessment about reading of different subjects and different printed or electronic reading materials and reading scheme is considered as the marking of reading.

Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

Reading Time with schedule is established to strengthen the reading habit of students. Book recommendation by subject teachers will be suggested in Reading Time schedule and these book-sharing activities can be held regularly, like once a month and follow-up reading quizzes for students to answer. Content such as the introduction of e-reading platforms or presentation skills can be added in the content of the Reading time as well. Reading activities are held during the Reading Days. It is satisfactory to initiate reading atmosphere in the week in which facilitates students to learn and read in the whole school level. Students are satisfactory especially towards the reading assembly. The popular activities like book exhibition can be held if the time and venue is available.

## Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	\$57,980
	<input checked="" type="checkbox"/> Printed books (\$19279+\$17701) = \$36980	
	<input checked="" type="checkbox"/> e-Books (E-class eBook) = \$21000	
2.	Web-based Reading Schemes	\$10,624
	eRead Scheme	
	<input checked="" type="checkbox"/> Other scheme: Wisenews e-reading scheme	
3.	Reading Activities	
	Hiring writers, professional storytellers, etc. to conduct talks	
	Hire of service from external service providers to organise learning activities related to the promotion of reading	
	Paying the application fees for students to participate in reading activities and competitions	
	Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others : _____	
	(2021 Reading Grant: \$62,414) <b>Total</b>	\$68,604
	<b>Unspent Balance</b>	(\$6,190)

\* Please tick the appropriate boxes or provide details.

**Report on the Use of the Student Activities Support Grant  
2020-2021 School Year**

**I. Financial Overview**

A	Allocation in the Current School Year:	\$48,750
B	Expenditure in the Current School Year:	\$12,600
C	Unspent Amount to be Returned to the EDB (A – B):	\$36,150

**II. Number of Student Beneficiaries and Subsidised Amount**

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	5	\$1,800
Full-grant under the School Textbook Assistance Scheme	15	\$6,425
Meeting the school-based financially needy criteria	22	\$4,375 (capped at 25% of the total allocation for the school year)
<b>TOTAL</b>	42	<b>\$12,600</b> (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 <sup>1</sup> (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries <sup>2</sup>	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
<b>1. Local activities:</b> 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									

<sup>1</sup> Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

<sup>2</sup> 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.

No.	Brief Description and Objective of the Activity	Domain <sup>1</sup> (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries <sup>2</sup>	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Badminton Team (Cultivate students' interest in badminton through different forms of training, and help students establish a lifelong exercise habit.)	Physical Education	6	2250			✓		
2	Basketball Team (Teach basic basketball skills, through modified games and team building tasks.)	Physical Education	4	1500			✓		
3	Boys Basketball (Teach basic basketball skills, through modified games and team building tasks.)	Physical Education	4	1250			✓		
4	Dodgeball Team (Cultivating students' interest in Dodgeball through games and competitions, and help students establish a lifelong exercise habit.)	Physical Education	6	1000			✓		
5	Football Team (Teach basic football techniques, and help students establish a lifelong exercise habit.)	Physical Education	7	2625			✓		
6	Frisbee Team (Teach basic frisbee techniques through games and competitions, and help students establish a lifelong exercise habit.)	Physical Education	5	1250			✓		
7	Girls Volleyball (Teach basic volleyball techniques, and help students establish a lifelong exercise habit.)	Physical Education	5	1375			✓		

8	Table-tennis Team (Teach basic volleyball techniques, and help students establish a lifelong exercise habit.)	Physical Education	2	250			✓		
9	Organic Garden (Cultivate students' enthusiasm in farming and nature.)	Cross-Disciplinary (Others)	1	300	✓				
10	Fencing Team (Introduce different forms of fencing and basic fencing techniques.)	Physical Education	2	800			✓		

<b>Expenses for Category 1</b>			<b>12,600</b>						
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**2. Non-Local activities:** To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions

1									
2									
3									
4									
5									

<b>Expenses for Category 2</b>			<b>0</b>						
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**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									
4									
5									

<b>Expenses for Category 3</b>			<b>0</b>						
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<b>Total</b>									
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Contact Person for LWL (Name & Post): CHAN, Wai Kin (Head of PDC)