

# Creative Secondary School – School Report for 2011 – 2012

## I School Motto, Vision and Mission and Theme of the Year

*“Through this place we thrive, we serve and find our place in the world.”*

Theme of the year 2011 – 2012 - *“Maximising your potential, maximizing your opportunities”*

A full elaboration of the school’s vision and mission statement is contained in the CSS handbook which is downloadable from the school website [www.css.edu.hk](http://www.css.edu.hk).

## II Basic information about the school

### 1. School Management Committee

The school’s sponsoring body is the Creative Education Foundation Ltd. The school is governed by the Creative Secondary School Management Committee Ltd.

Chairman: Mr. Yeung Po-Kwan, OBE, O.St.J., CPM, MCIL, FCMI, FRSA, JP

School Supervisor: Mr. Fong Hup, CPA, MH

School Principal: Mr. Cheung Siu Ming, BSc, MA, PGCE

Committee Members: Dr. Eddy Fong, CPA, SBS, JP

Mr. Victor Fong, BSc, RIBA, HKIA, RA

Dr. Ng Ho Ming, PhD

Mrs. Clio So Chan So Ming, MEd, BPhil, CEEd

Mr. Fung Chi Kwan, MEd, BEd, BSocSc, CEEd

Mr. Tony Yen Yuen Ho, SBS, JP

Dr. Robert Sunderland BSc PhD (teacher representative)

Mrs Ophelia Ngan BA (parent representative)

### 2.1 School Campus Facilities

At the start of the 2011-12 academic year, teaching and learning on the school campus was supported by the following facilities:

- 30 classrooms (2 of which were dedicated to teaching junior Visual Art)
- A senior school Visual Arts studio
- 7 Science laboratories (the textiles suite & geography room were converted into laboratories in 2010)
- 4 small classrooms
- 3 ICT rooms
- A Design Technology centre consisting of workshops, graphics studios & CAD facilities
- A Drama studio
- A library
- A school hall, balcony and multipurpose room
- 2 basketball courts and a tennis court

In 2011 – 12, the following projects were planned to enhance the school campus:

1. Converting an existing classroom to serve a dual purpose to teach junior secondary drama
2. Creating an extra senior Visual Arts studio on the 6<sup>th</sup> floor by reducing the size of the adjacent library.
3. Relocating the Careers Education service to the 6<sup>th</sup> floor
4. Relocating the school social worker’s office to the 3<sup>rd</sup> floor

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5. Creating an additional multi-purpose hall on the lower ground floor of Block C, primarily to support PE teaching

All these projects were completed during the summer of 2012, except for the construction of the additional school hall, which required further planning permission before construction could begin.

### 2.2 Financial Summary for the 2010 / 11 School Year

	Government Funds	Non-Government Funds
<b><u>INCOME (in terms of % of the annual overall income)</u></b>		
DSS Subsidy	39%	
School Fees		60%
Donations	N.A.	0%
Other Income	N.A.	1%
<b>Total</b>	<b>39%</b>	<b>61%</b>
<b><u>EXPENDITURE (in terms of % of the annual overall expenditure)</u></b>		
Staff Remuneration		70%
Learning & Teaching resources		1%
Fee Remission / Scholarship		17%
Repair & Maintenance		1%
Depreciation		5%
Other Operating Expenses		6%
<b>Total</b>		<b>100%</b>
<b>Surplus for the school year #</b>		<b><i>0.5 months of the annual expenditure</i></b>
<b>Accumulated Deficit in the Operating Reserve as at the End of the School Year #</b>		<b><i>- 2.6 months of the annual expenditure</i></b>
<b><i># in terms of equivalent months of annual overall expenditure</i></b>		

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☑	It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements
<b>Details of expenditure for large-scale capital work on School Premises for 2010-2011 School Year:-</b>	<b>\$ (in million)</b>
- Alteration and additional works on DT Workshop	<b>2.20</b>
- Alteration and additional works of Art Workshop on Blk C 5/F & 6/F	<b>0.33</b>
- Additional of works on premises enhancement Projects (electrical works)	<b>0.32</b>
- Enhancement of Fire Alarm System	<b>0.20</b>
	<b>3.05</b>

### 3. Information on students

The school's enrolment in 2011-2012 was 697 students from Form 1 to Form 6, this being the first year that the school had Form 6 students.

Form	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Total
Students	130	128	134	102	112	91	697
Classes	5	5	5	5	5	4	29

*\* based on the enrolment returns to Education Bureau on 30<sup>th</sup> March 2012*

### 4. External examination results and tertiary education destinations

CSS first cohort of F6 students participated in two external Diploma examinations – the newly established Hong Kong Diploma of Secondary Education and the International Baccalaureate Diploma Programme.

Key highlights of these results are as follows:

- **Maximum IBDP score of 45** – one (12 in HK, 109 globally)
- **IBDP pass rate** – 91.3% (world average 78.1%)
- **Bilingual IB Diplomas** – **73.5% (world average 30.8%)** \*\*
- **Average IBDP score** - 33 points (world average 31%)
- **HKDSE English** - 96% scored level 3 or higher (49% in whole of Hong Kong)
- **HKDSE 100% pass** - Econ, BAFS, DAT, Music, Maths Module 1

#### 4.1 IB Diploma

Of the 58 students who took the full set of IB Diploma examinations:

- 1 scored the maximum possible 45 points

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- 5 scored 40 or more points
- 18 scored 35 or more points
- 41 scored 30 or more points

The cohort achieved 36 "7"s, 7 being the highest possible score for an IB Diploma subject.

\*\* To achieve a **bilingual IB Diploma**, a student either has to study two languages at Language A (a native level first language) standard, or study in a language of instruction which is a different from their Language A. All Language A courses involve an intensive study of world literature.

At CSS, almost three quarters of IB Diploma students studied and successfully met the required standard for the Chinese Language A course. Since the rest of the IB programme is delivered in English, this has resulted in a very high proportion of bilingual diplomas, more than any other IB school in Hong Kong.

### 4.2 Hong Kong Diploma

Of the 25 students who took the HKDSE examinations:

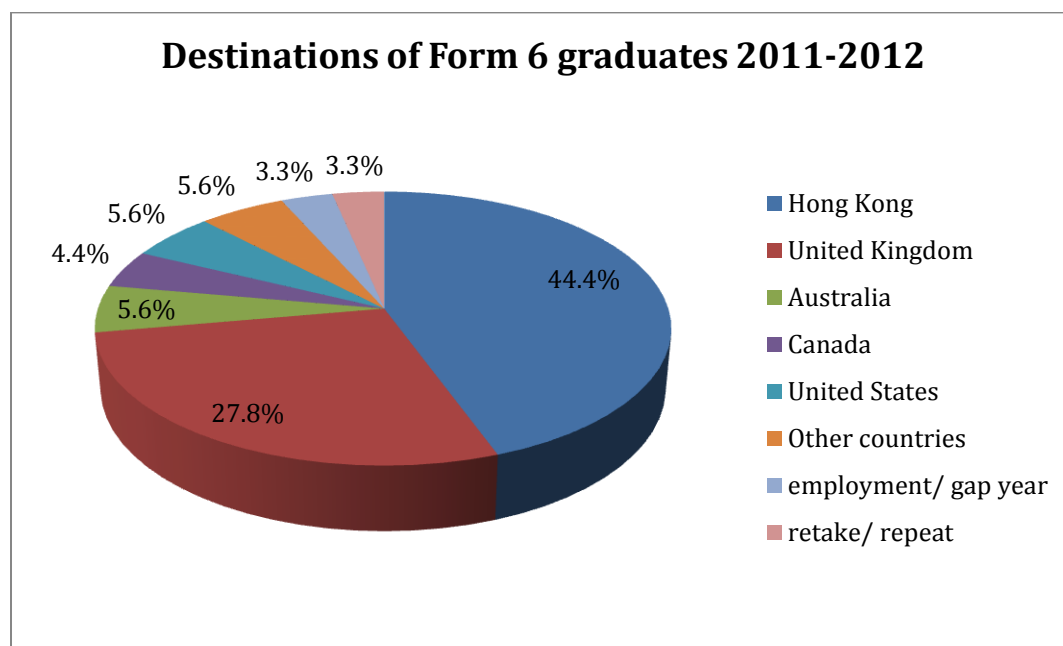
For core subjects:

- 1 scored an average of 5 or more points
- 5 scored an average of 4 or more points
- 12 scored an average of 3 or more points

For elective subjects:

- 7 scored an average of 4 or more points
- 13 scored an average of 3 or more points

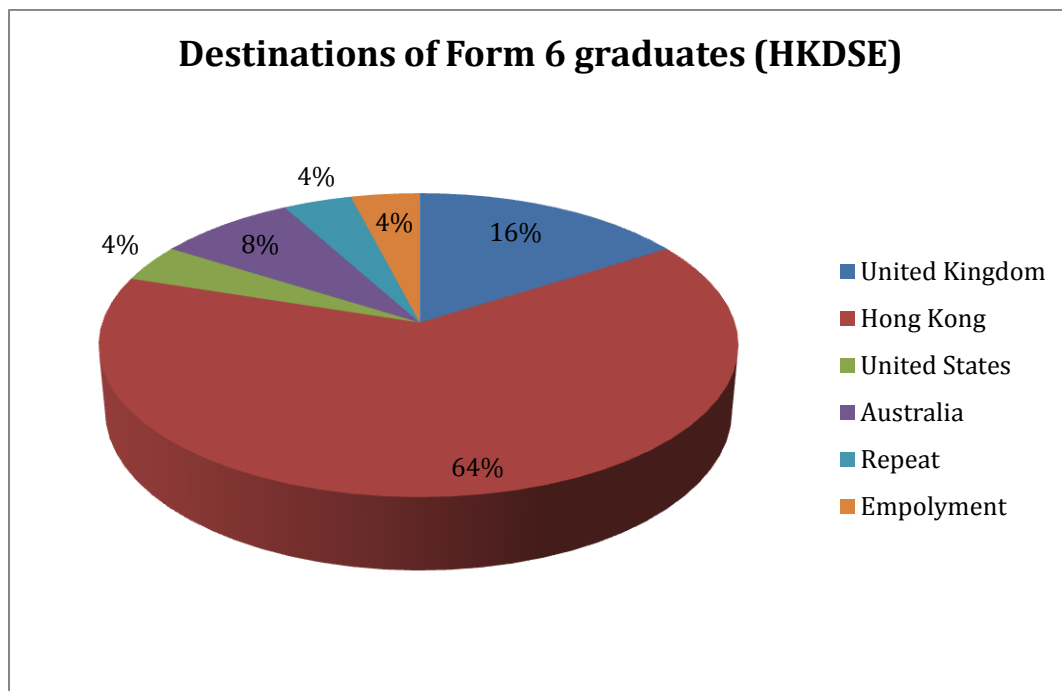
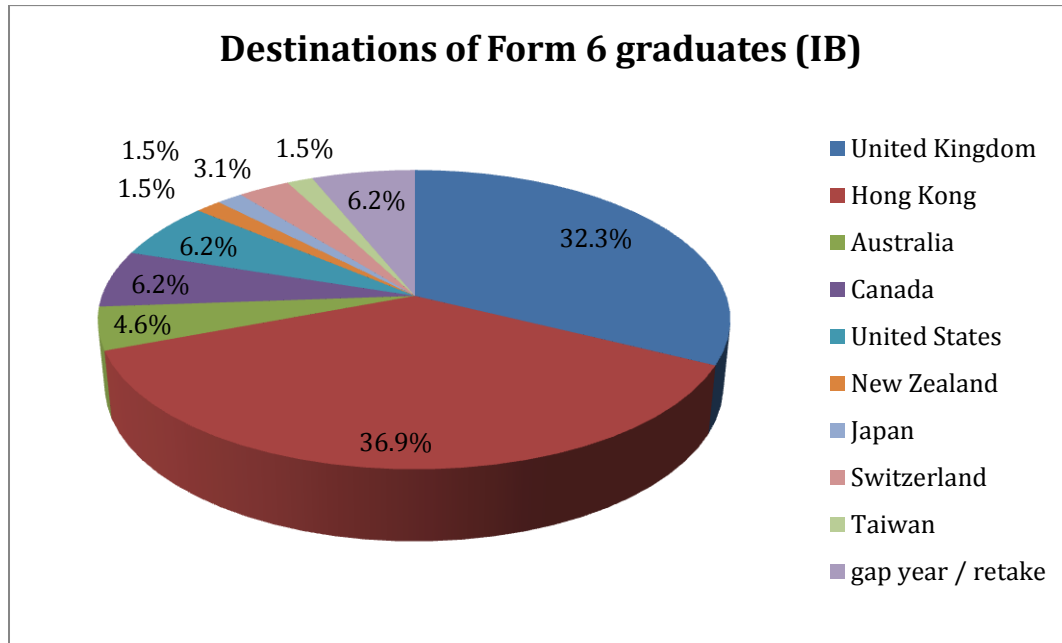
### 4.3 Tertiary Education and other destinations



Over 93% of 2011-12 Form 6 graduates have commenced their studies in tertiary education institutions. 44% in Hong Kong, 28% in the UK, 10% in Canada & USA, 6% in Australia, 6% in other countries including New Zealand, Switzerland, Japan and Taiwan.

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8 students have enrolled in the University of Hong Kong, 3 in the Chinese University of Hong Kong and 5 in the Hong Kong University of Science & Technology. Overseas university destinations include University College London, Birmingham, Exeter, York, Manchester, Edinburgh and Central St Martin's College, University of Arts London, Toronto, British Columbia, Oregon, Michigan State, Macquarie, National Taiwan University, Waseda University in Japan and the International College of Hotel Management in Switzerland. "



### 5. Curriculum Organisation

#### 5.1 School Calendar and the Timetabled Week.

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For 2011 – 2012, the school operated on a calendar of 190 school days, based on a 6 day cycle timetable of 36 periods of 50 minutes each, and a co-curricular programme comprising over 40 school clubs which were run after school on 5 days per week.

### 5.2 Class Organisation

For the purposes of registration and attendance, social organization and personal growth and development, students are organized into 6 Houses, named after 6 trees commonly found in Hong Kong – Bauhinia, Bombax, Cassia, Delonix, Jacaranda and Juniper.

For the purposes of learning, students in Form 1 to 3 were organized into 5 or 6 classes for the following subjects – English, Mathematics, Chinese, Science, Integrated Humanities, Physical Education – and into 6 classes for the following subjects – Visual Arts, Music, Drama, Food Technology, Design Technology, and ICT. The latter 6 teaching groups are identical to the social groupings for the 6 Houses.

### 5.3 Lesson Time for the 8 Key Learning Areas of the Curriculum in Form 1 – 3

Key Learning Area	Number of lessons per 6 day cycle	Minutes of learning per 6 day cycle	% of total learning time
English	5	250	13.9
Chinese	5	250	13.9
Mathematics	5	250	13.9
Humanities & Personal & Social Education	5, 4, 4 in F1 – F3	250, 200, 200	13.9, 11.1, 11.1
Science	4, 5, 4 in F1 – F3	200, 250, 200	11.1, 13.9, 11.1
Physical Education	3, 3, 4 in F1 – F3	150, 150, 200	8.3, 8.3, 11.1
Arts: Visual Arts, Drama, Music	4	200	11.1
Technology: DT, ICT, Food, Textiles	4	200	11.1
Personal Growth	1	50	2.8
<b>Total</b>	<b>36</b>	<b>1800</b>	<b>100%</b>

### 5.4 Lesson Time for the Hong Kong Diploma of Secondary Education in Form 4

Curriculum Area	Number of lessons per fortnight	Minutes of learning per fortnight	% of total learning time
English	5	250	13.9
Chinese	5	250	13.9
Mathematics	5	250	13.9
Liberal Studies	4	200	11.1
<b>Core total</b>	<b>19</b>	<b>950</b>	<b>52.8</b>
Electives 1 & 2	8	400	22.2
Science / Humanities			
Electives 3 & 4	6	300	16.6
Arts / Technology			

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or OLE

<b>Electives Total</b>	<b>11 - 14</b>	<b>550 - 700</b>	<b>30.5 - 38.8</b>
PE	4	200	11.1
<b>Other Learning Experiences Total</b>	<b>4 - 7</b>	<b>300 - 350</b>	<b>11.1 - 19.4</b>
<b>Total</b>	<b>36</b>	<b>1800</b>	<b>100%</b>

### 5.5 Lesson Time for the Hong Kong Diploma of Secondary Education in F5&6

Curriculum Area	Number of lessons per fortnight	Minutes of learning per fortnight	% of total learning time
English	5	250	13.9
Chinese	5	250	13.9
Mathematics	5	250	13.9
Liberal Studies	5	250	13.9
<b>Core total</b>	<b>20</b>	<b>1000</b>	<b>55.4%</b>
Up to 3 Electives	12	600	33.3%
<b>Electives Total</b>	<b>12</b>	<b>600</b>	<b>33.3%</b>
PE/OLE activities	4	200	11.1
<b>Other Learning Experiences Total</b>	<b>4</b>	<b>250</b>	<b>11.1%</b>
<b>Total</b>	<b>36</b>	<b>1800</b>	<b>100%</b>

### 5.6 Lesson Time for the International Baccalaureate Diploma Programme in F5&6

Curriculum Area	Number of lessons per fortnight	Minutes of learning per fortnight	% of total learning time
HL subject 1	6	300	16.7
HL subject 2	6	300	16.7
HL subject 3	6	300	16.7
SL subject 1	4	200	11.1
SL subject 2	4	200	11.1
SL subject 3	4	200	11.1
Theory of Knowledge	2	100	5.6
Private Study	4	200	11.1
<b>Total</b>	<b>36</b>	<b>1800</b>	<b>100%</b>

### 5.7 Implementing the final year of the Hong Kong New Senior Secondary Curriculum and the IB Diploma Programme

In August 2011, the school's first cohort of Form 6 students began their final year of studies at CSS, either following the Hong Kong Diploma of Secondary Education (HKDSE) programme, or the IB Diploma Programme (IBDP). After a year of hard work and intensive preparation for the final examinations of both diplomas, the students successfully sat these external examinations and graduated from CSS with very pleasing results, a summary of which is posted on the school website.

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## **6 Information on teachers**

### **6.1 Number and composition of the teaching staff team**

In 2011 – 2012, the school had 75 f.t.e. teaching staff and the Principal.

The school continued to appoint a critical mass of fluent English and Putonghua speakers on the staff team to provide a holistic language learning environment across the different subjects of the curriculum. This provides effective support for students' acquisition of English for academic purposes. Furthermore, the school appointed a number of teachers with IB Diploma or Hong Kong Diploma teaching experience in readiness for the school's first-ever Form 6 and the second year of the IBDP in 2011-2012. Of the full-time teachers appointed, 40 were native English speakers and 53 had a university degree from overseas. 15 teachers had prior IBDP teaching experience before joining CSS.

### **6.2 Professional Development**

As a new school in its fifth year of operation and implementing an innovative curriculum plan of delivering the new Hong Kong curriculum through the framework of the IB MYP and offering both IB and HK Diplomas, professional development of teachers remained a very high priority.

New teachers attended a 3-day school-based introductory workshop on the IB Middle Years Programme in August 2008, facilitated by a certified trainer from the International Baccalaureate.

Teachers continued to attend IB subject workshops for both MYP and IBDP, workshops and conferences offered by the International Alliance for Invitational Education, as well as workshops organized by the EDB on various aspects of the HKDSE.

School-based professional development consisted primarily of collaborative curriculum planning, standardization sessions to achieve greater consistency in IB and HKDSE school-based assessments, and the introduction of technology tools such as turnitin.com and Managebac to monitor student progress. Newly / recently qualified teachers were supported by their Heads of Faculty and other staff through mutual classroom observation and other strategies. The school's 3<sup>rd</sup> professional development day consisted of over twenty workshops delivered by CSS staff as facilitators for other colleagues; the process was greatly beneficial for both workshop facilitators and participants involved.

The positive feedback from teachers on these training events will inform the school's plans for further professional development activities for the year 2012 – 13.

## **III Major Strands of Development addressed in 2011 – 2012**

The school plan for 2011 – 2012 is derived from the first year of the school's 3 year school development plan for 2011 – 2014 submitted to the Education Bureau, following the completion of the school first 5 year plan from 2006 – 2011.

In the 2011 – 2014 school development plan, the four major areas of school development were as follows:



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1. Securing the school’s distinctive positioning in Hong Kong
2. Further strengthening the school’s curriculum and pedagogy
3. Facilitating students’ achievement and progression into Higher Education
4. Developing the school campus to achieve our ambitions

Particular development tasks were developed in the 2011 – 12 annual plan in accordance with the above 4 major areas of development.

During the course of 2011 - 2012, the school had made progress on the these development tasks, as outlined below:

<b>1<sup>st</sup> Major Area of Development</b>	<b>1. Securing the school’s distinctive positioning in Hong Kong</b>
<b>Development Tasks</b>	<b>Progress Made in 2011 - 2012</b>
1. Develop a year programme of PR activity.	PR group successfully implemented a programme including the Open Day focused on Design and Creativity, school tours, website updates, a November issue of CSS Express and other brochures. Students produced promotional videos & first-ever CSS Yearbook.
2. Establish a working group to review mission statement	This work was deferred mainly in order to respond to the EDB Comprehensive Review report on the school’s progress to date, due in October 2012
3. Update all curriculum brochures, clarifying the benefits of each diploma option	All curriculum brochures have been updated in order to promote the school’s unique curriculum model – delivering the HK curriculum through the MYP framework plus offering both the IB and HK Diplomas.
4. Produce a school profile document to support students’ H.E. applications	The Head of Upper School and Careers & Higher Education Adviser produced a first edition of the 4-page school profile document in December 2011 to directly support students’ university applications.
5. Develop programme of Arts & Technology activities for the year	A varied programme of arts & technology was implemented – two concerts, several drama performances, a F6 IBDP Visual Arts and D&T exhibitions, and establishing a student video team. Several arts excursions were conducted – F3 to Italy, F5&6 to London & Berlin.
6. Review and consolidate successes of sports teams	High profile success of the Badminton squad achieving promotion to Division I of the HKSSF, with nearly 10% of students participating. Many other successes include table tennis, athletics and swimming.
<b>2<sup>nd</sup> Major Area of Development</b>	<b>2. Further strengthening the school’s curriculum and pedagogy</b>
<b>Development Tasks</b>	<b>Progress Made in 2011 - 2012</b>
1. Lead all F6 teachers to complete all courses & prepare students effectively for their Diploma examinations	The teaching team successfully completed teaching both IB and HK Diploma courses, including all HKDSE SBAs and IBDP IAs. Students achieved positive results in both Diplomas(details on school website). The two Diploma coordinators led with experience and expertise in administering the school’s first public exams without any mishaps.
2. Review F4 curriculum and produce a report & recommendations for development	An initial review recommended leaving major structural proposals to be considered in 2012-13, to align with likely changes signaled in MYP Next Chapter, to allow time to reflect on first cohort’s Diploma results and to respond to the CR report in Oct 2012.
3. Organise seminars and publications for options	Seminars were conducted to promote both Diplomas evenly. The outcomes in terms of student choices was not very different to

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<p>evenings to promote HKDSE</p> <p>4. Offer IB and HKDSE training to new teachers and those who require further training;</p> <p>5. Continue teacher appraisal as developmental process;</p> <p>6. Maintain the support programme for newly and recently qualified teachers</p>	<p>previous year; further activity needs to be planned and delivered in 2012 – 2013.</p> <p>With over a dozen new teachers, the school continued to send many staff to IB MYP and DP workshops, both in HK as well as overseas. Likewise some additional colleagues taking up HKDE teaching were sent to attend workshops run by EDB.</p> <p>Teachers were encouraged to observe and support each other in honing teaching skills.</p> <p>Newly/recently qualified teachers were mentored by their Heads of Faculty and given constructive feedback and support on their teaching.</p>
<b>3<sup>rd</sup> Major Area of Development</b>	<b>3. Facilitating students' achievement and progression into Higher Education</b>
<b>Development Tasks</b>	<b>Progress Made in 2011 - 2012</b>
<p>1. Maintain and raise the profile of student leaders and students' involvement in school life through house elections and inter-house competitions; student council elections, student-led service and sports.</p> <p>2. Extend participation of external events including HKSSN, MUN and other activities;</p> <p>3. Maintain and extend exchange programmes with schools outside HK</p>	<p>School Council and House captain elections as well as inter-house sports and other competitions continue to be held successfully, as in previous years. Student leaders regularly met with school advisers and school principal to discuss issues and plan service, artistic &amp; sports activities; student leaders assisted with some school decisions e.g. new catering service.</p> <p>A strong interest in Model United Nations has developed, with attendances at two conferences in HK and a future overseas conference planned for 2012 – 13. Students also participated in many other external events, including participating in the first-ever IB World Student conference in Vancouver.</p> <p>The school's 5 year-old exchange programme with Greentown Yuhua School in Hangzhou continues to flourish. A new exchange programme with a school in Denmark has just begun, with small numbers of students in F2-3 staying for 3 months in each other's schools.</p>
<b>4<sup>th</sup> Major Area of Development</b>	<b>4. Developing the school campus to achieve our ambitions</b>
<b>Development Tasks</b>	<b>Progress Made in 2011 - 2012</b>
<p>1. Promote the newly established EnviroSWAT team and encourage more house involvement in green activities.</p> <p>2. Provide Student Council and Houses with more notice board space and other means of promoting activities;</p> <p>3. Take a campus display space audit and start a programme of procuring student artwork for display</p> <p>4. Complete building of new facilities according to plan</p>	<p>Student-designed recycling bins introduced to the campus by SWAT team. Wider student involvement not yet at a high level; awareness campaign led to many environmentally-related submissions to the school theme of next year, with the final choice of "Think Green, Live Green" selected. Incoming elected student council leadership to play leading role.</p> <p>Noticeboard space allocated to student council, and more spaces allocated to student notices.</p> <p>Student artwork from 3D totem poles and masks to 2D paintings more widely displayed around the campus. The large-scale Form 6 Visual Arts Exhibition held for the first time in the school hall, and an accompanying video on the website, has given student artwork a much higher profile in and beyond the campus.</p> <p>The 2nd senior Visual Arts studio on 6th floor was completed on schedule, in support of increasing numbers of students studying Visual Arts up to F6. Other scheduled building required further time to obtain planning permission.</p>

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The school also implemented the use of electronic readers and purchased additional reading books to support the reading programme in Secondary One. This is a continuation of an initiative funded from the EDB English Enhancement Grant.

### **IV Conclusion**

By the end of the school's sixth year the school has reached an important milestone, with the graduation of its first cohort and their successful progression into tertiary education. The school's progress and development has been externally validated by the Education Bureau's Comprehensive Review conducted in May 2012, and the EDB CR report has now been published and placed on the school website.

The 2012 – 2013 year plan will be derived from the school's SDP from 2011 – 2014 and from a review of last year's progress as reported in this document.