

## **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 2012 – 2013 - *“Think Green, Live Green”*

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, GBS, 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 up to March 2013)

Ms. Amanda Shepherd BSc PGCE (teacher representative from March 2013)

Mrs. Ophelia Ngan BA, MEd (parent representative)

### **2.1 School Campus Facilities**

At the start of the 2012-13 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 and 1 converted to serve the dual purpose of teaching English & junior Drama))
- Two senior school Visual Arts studios (extra studio built during summer 2012)
- 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 2012 – 13, the following projects were planned to enhance the school campus:

1. Converting an existing outdoor space on the lower ground floor of Block C, to serve as a multi-purpose school hall and to support PE and Drama teaching

2. Converting an existing outdoor space on the 2<sup>nd</sup> floor of Block C to create three multi-purpose rooms to support teaching of special subjects including music.
3. Laying an all-weather artificial turf surface on the roof of Block A to provide a PE facility for hockey, netball, handball and tennis.

All these projects were completed during the summer of 2013, except for the construction of the three additional rooms on the 2<sup>nd</sup> floor, which required further planning permission before construction could begin. The school received the final approval from EDB in October 2013.

## 2.2 Financial Summary for the 2011 / 12 School Year

	Government Funds	Non-Government Funds
<b><u>INCOME (in terms of % of the annual overall income)</u></b>		
DSS Subsidy	38%	
School Fees		61%
Donations	N.A.	0%
Other Income	N.A.	1%
<b>Total</b>	<b>38%</b>	<b>62%</b>
<b><u>EXPENDITURE (in terms of % of the annual overall expenditure)</u></b>		
Staff Remuneration		76%
Operational Expenses		7%
Fee Remission / Scholarship		12%
Repair & Maintenance		1%
Depreciation		4%
Miscellaneous		0%
<b>Total</b>		<b>100%</b>
<b>Surplus for the school year #</b>		<i>0.16 month of the annual expenditure</i>

<b>Accumulated Surplus in the Operating Reserve as at the End of the School Year #</b>	<i>0.23 month of the annual expenditure</i>
<i># in terms of equivalent months of annual overall expenditure</i>	
<input checked="" type="checkbox"/> It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements	
<b>Details of expenditure for large-scale capital work on School Premises for 2011-2012 School Year:-</b>	<b>\$ (in million)</b>
- Alteration and additional works on IS Lab2, Lab3, Lab4 on Blk B 4/F & Blk C 3/F	<b>1.40</b>
- Alteration and additional works of Counselling Room on 3/F & Library on 6/F	<b>0.50</b>
	<b>1.90</b>

### 2.3 Government Grants received in 2012 – 13

Apart from the DSS grant, the school benefitted from the following major grants during the year 2012 – 2013.

Granting Body	Purpose & Date Granted	Amount granted	Comment
QEF	New Technology in School Administration (2012)	\$114,800	Implemented – final report sent to QEF by end of October 2013 and posted on school website
EDB	English Enhancement Scheme (2009)	\$499,640	<i>S1 reading skills enhanced through purchasing Reading Pal resources, and funds facilitated time for English curriculum planning.</i> Continuing implementation – 2013-4 is the final year.
EDB	National & Moral Education (2012)	\$530,000	No time limit on expenditure. Funded projects planned to begin in 2013 - 4
EDB	Capacity Enhancement (annually)	\$352,652	Report to be posted on website after 11 Nov CSS Board meeting

### 3. Information on students

The school's enrolment in 2012-2013 (*based on the enrolment returns to Education Bureau on 30<sup>th</sup> March 2013*) was 721 students from Form 1 to Form 6, this being the second year that the school had Form 6 students, and the first year that the school has 30 classes.

Form	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Total
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Students	155	121	126	125	100	94	721
Classes	5	5	5	5	5	5	30

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

CSS second 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:

- **IBDP pass rate** – 97% (world average 78.5%)
- **IBDP score of 40 points or more** – 21.5% of students (world average 4.4%)
- **Average IBDP score** – 35.3 points (world average 29.8%)
- **HKDSE 100% pass** – in English, Liberal Studies, DAT, Music, Maths Module 1
- **HKDSE grade 5** - 48% of students scored a grade 5 in at least one of their subjects

##### 4.1 IB Diploma

Of the 65 students who took the IB Diploma examinations:

- 14 scored 40 or more points
- 38 scored 35 or more points
- 54 scored 30 or more points
- 35.3 points was the average score of students achieving the IB Diploma (world average was 29.8)
- 55.6% of CSS students achieved the bilingual Diploma \*\*

*\*\* To achieve a **bilingual IB Diploma**, a student either has to study two Literature-based courses (formerly known as Language A), or study in a language of instruction which is a different from their first language.*

*At CSS, more than half of IB Diploma students studied and successfully met the required standard for the Chinese Literature 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

21 students took the HKDSE examinations. 48% scored a grade 5 in at least one of their subjects. In the four core subjects:

- 1 scored an average of 5 or more points
- 7 scored an average of 4 or more points
- 100% passed English, Liberal Studies, and Mathematics Module 1

In the elective subjects:

- 1 scored an average of 5 or more points
- 6 scored an average of 4 or more points

- 12 scored an average of 3 or more points

### 4.3 Tertiary Education and other destinations

Main areas of study in Tertiary Education Institutions	Percentage
THEATRE, MUSIC, VISUAL ARTS, DESIGN, ARCHITECTURE, MEDIA	27%
BUSINESS, ECONOMICS, LAW, OTHER SOCIAL SCIENCES	38%
SCIENCES, ENGINEERING, TECHNOLOGIES	21%
LANGUAGES, EDUCATION, LIBERAL ARTS	14%

Country of Destination	Percentage	Highlights
Hong Kong	38%	7 HKUST, 5 HKU, 3 at CUHK, PolyU, CityU, IEd, BU, 2 APA
United Kingdom	39%	4 – London (Imperial, UAL, Queen Mary), Exeter 3 – Manchester, Kent; 2 - Warwick, East Anglia,
USA & Canada	12%	Boston, UC Davis, Parsons, Northeastern, Vincennes, McGill
Other Countries	5%	Monash, ABK Language & Musician Institute Japan
Gap Year/Work	6%	

In addition, three students from the first cohort transferred from HKU (2) and Baptist U (1) to UCL (Architecture) and Durham (Chemistry, PPE)

## 5. Curriculum Organisation

### 5.1 School Calendar and the Timetabled Week.

For 2012 – 2013, 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 6 classes for the following subjects – English, Mathematics, Chinese, Science, Integrated Humanities (to be re-named as Individuals and Societies in 2013 - 14), Physical Education, Arts, Technologies – and into 7 classes for the following subjects in Form 3 – Visual Arts, Music, Drama, Food Technology, Design Technology, and ICT. The teaching groups for Form 1 & 2 Arts and

Technologies were 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		
	F1	F2	F3	F1	F2	F3	F1	F2	F3
English	5			250			13.9		
Chinese	5			250			13.9		
Mathematics	5			250			13.9		
Humanities & Personal & Social Education	5	4	4	250,	200	200	13.9	11.1	11.1
Science	4	5	4	200,	250	200	11.1	3.9	11.1
Physical Education	3	3	4	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 cycle	Minutes of learning per cycle	% 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 Science / Humanities	8	400	22.2
Electives 3 & 4 Arts / Technology	6	300	16.6
<b>Electives Total</b>	<b>14</b>	<b>700</b>	<b>38.8</b>
PE	3	150	8.3
<b>Other Total</b>	<b>3</b>	<b>150</b>	<b>8.3</b>
<b>Total</b>	<b>36</b>	<b>1800</b>	<b>100%</b>

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

Curriculum Area	Number of lessons per cycle	Minutes of learning per cycle	% 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>55.5%</b>
Up to 3 Electives	12	600	33.3%
<b>Electives Total</b>	<b>12</b>	<b>600</b>	<b>33.3%</b>
PE	2	100	5.6
Private study	2	100	5.6
<b>Other Total</b>	<b>4</b>	<b>200</b>	<b>11.2%</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 cycle	Minutes of learning per cycle	% 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 2012, the school's second 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 further year of hard work and intensive preparation for the final examinations of both diplomas, students successfully sat these external examinations and graduated from CSS with very pleasing results for a second year running, a summary of which is posted on the school website.

## 6 Information on teachers

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

In 2012 – 2013, the school had 78 f.t.e. teaching staff and the Principal. There were 30

native English speakers and 20 natively fluent bilingual speakers. 50 had a university degree from overseas.

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.

## **6.2 Professional Development**

As a school in its seventh 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 continued to remain a very high priority.

Whilst teachers continued to attend IB subject 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 became more prominent during this year.

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 Moodle, turnitin.com and Managebac. Newly / recently qualified teachers were supported by their Heads of Faculty and senior staff through mutual classroom observation and other strategies. The school's 3<sup>rd</sup> professional development day once again 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.

## **III Major Strands of Development addressed in 2012 – 2013**

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:

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 2012 – 13 annual plan in accordance with the above 4 major areas of development.

During the course of 2012 - 2013, 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 2012 – 2013</b>
<p>1. Develop a programme of PR activity to highlight quality of :- a) learning &amp; teaching, b) student personal growth &amp; achievements c) students' awareness of their own and others' culture</p> <p>2. Enhance communication with existing parents &amp; other stakeholders regarding school's strengths and benefits</p> <p>3. Continue the work of the working group to review mission statement; develop 2012-3 school theme</p> <p>4. Update all curriculum brochures, clarifying the benefits of each diploma option to existing and future parents</p> <p>5. Make HE destinations and careers advice service more visible to parents</p> <p>6. Communicate EDB CR report to existing &amp; prospective parents</p> <p>7. Develop a programme of Arts &amp; Technology activities for the year 2012 – 2013</p> <p>8. Review and consolidate successes of sports teams</p> <p>9. Invite new graduates of 2012 to keep in touch using school webmail, and to establish a newsletter; establish constitution &amp; run inaugural meeting of alumni</p>	<p>1. PR group successfully implemented a programme including Open Day, school tours, website updates, a November issue of CSS Express and other brochures. Students produced promotional videos for website. Highlights of students' sports achievements featured regularly on the school website.</p> <p>2. This work was in response to a recommendation to the CR report. In addition to brochures and face-to-face seminars, the school switched over largely to a web-based email system whereby each parent has a free account, to enhance communication with parents.</p> <p>3. Students were invited to contribute to the 2012 – 13 theme and "Think Green, Live Green" was voted most by teachers. The work on the new mission statement was deferred to 2013 – 14.</p> <p>4. Curriculum brochures were all updated and proved particularly useful to prospective parents.</p> <p>5. The Head of Upper School and Careers &amp; Higher Education Adviser produced a second edition of the 4-page school profile document in December 2012 to directly support students' university applications.</p> <p>6. The EDB Comprehensive Review report was electronically shared with existing and prospective parents by being placed on the school website.</p> <p>7. In addition to other regular annual activities such as the Arts trip to Europe, a highly successful Form 6 Arts exhibition was held in the JC Creative Arts Centre in Shek Kip Mei.</p> <p>8. Badminton team maintained their Division 1 status, while football and table tennis were promoted to Div 2.</p> <p>9. CSS Alumni Association was formally launched at a dinner in the summer of 2012. Social media has been used extensively by alumni members to keep in touch with each other. Graduates came back to school to share their university experiences.</p>
<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 2012 - 2013</b>
<p>1. Consolidate good practice of F5/6 teachers &amp; continue to prepare students effectively for Diploma examinations; Deploy additional resources on targeted subjects</p>	<p>1. Good practice from completing the first cycle of both Diploma programmes in 2011-2 was shared with all teachers, some of whom then joined the F5&amp;6 teaching teams. Aspects included overseeing students' time management and academic honesty in their IAs &amp; SBAs. Second set of impressive Diploma results confirmed that progress in the first year is being consolidated.</p>

<p>2. Review key aspects of lower and middle school curriculum:</p> <ul style="list-style-type: none"> <li>• F4 structure in response to “Next chapter”</li> </ul> <p>Evaluate delivery of MYP, including</p> <ul style="list-style-type: none"> <li>• MY1 programme</li> <li>• The MYP personal project</li> <li>• Inquiry-based learning</li> <li>• Inter-disciplinary collaboration</li> </ul> <p>3. Implement a new F4 structure for choosing elective subjects to further enhance the flexibility of HKDSE</p> <p>4. Continue and extend interdisciplinary, inquiry-based learning units in MYP</p> <p>5. Focus on meeting individual student needs through differentiated classroom activities:</p> <ul style="list-style-type: none"> <li>• Develop school-wide approach to ESL;</li> <li>• Consolidate &amp; review existing learning support for students with individual needs;</li> <li>• Establish an updated learning support policy framework</li> </ul> <p>6. Continue with HKDSE and IB training for teachers; Use teachers with expertise to deliver school-based PD; Continue teacher appraisal as developmental process; Maintain support programme for recently qualified teachers</p>	<p>2. Key staff facilitated school-based development sessions, after attending IB workshops on the MYP Next Chapter. Introductory work on Next Chapter continued throughout the year, as IB rolled out new subject guides for humanities and language B (renamed as Individuals &amp; Societies and Language Acquisition). This year’s Personal Project moderation session involved using new evaluation criteria for the first time. MY1 programme continued to be successful and students have integrated well.</p> <p>3. Form 3 Students &amp; parents were fully briefed about the rationale and decision-making process involved in choosing three instead of four electives in Form 4. Key differences between IBDP and HKDSE were highlighted to inform students’ decision-making.</p> <p>4. A coordinator was appointed to take the lead on inter-disciplinary learning. Two major interdisciplinary projects were implemented - An environmentally-focused project for all Form 1 students working off regular timetable drew from languages, humanities, sciences and arts; a project on the Beatles for all Form 2 integrated art, music and drama, and included student performances as well as a themed professional performance</p> <p>5. A team was established to process and prioritise teacher referrals. An external language consultant was engaged to work with key staff to deliver English language support across the curriculum for the targeted students across all year groups. An existing member of staff was appointed learning support coordinator for 2013-4 and initial work was begun on a learning support policy framework. This work was partly funded by the EDB’s English Enhancement Scheme grant.</p> <p>6. 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. A highly successful PD day was based on existing teachers teaching other teachers through school-based interactive workshops. A senior colleague was appointed to mentor newly &amp; recently qualified teachers, in addition to the support they received from their Heads of Faculty. Teachers were encouraged to observe and support each other in honing teaching skills.</p>
<p><b>3<sup>rd</sup> Major Area of Development</b></p>	<p><b>3. Facilitating students’ achievement and progression into Higher Education</b></p>
<p><b>Development Tasks</b></p>	<p><b>Progress Made in 2012 - 2013</b></p>
<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 activities; consolidate leadership development activities for students</p>	<p>1. 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>2. Students attended Model United Nations in Singapore. Students also participated in the second IB World Student</p>

<p>2. Extend participation of external events including HKSSN, MUN, IB student world conference and other activities; maintain and extend exchange programmes with schools outside HK</p> <p>3. Greater promotion of CSS scholarship scheme, including scholarships for HKDSE and extension of special scholarships;</p> <p>4. Encouraging students to take up CAS and OLE opportunities to serve the school community;</p> <p>5. Workshop for new tutors; more focused tutors' meetings to strengthen their roles</p> <p>6. Introduce electronic registration to track attendance more effectively</p> <p>7. Continue provision of external speakers and careers events for senior school students; Setting aside time for senior school tutors to write student references and to support their university applications</p>	<p>conference in Vancouver. The school's exchange programme with Greentown Yuhua School in Hangzhou continues to flourish. The exchange programme with a school in Denmark has continued into its second year, with small numbers of students in F2-3 staying for 3 months in each other's schools.</p> <p>3. CSS special scholarships now extended to students in Form 1 – 3, for music, arts &amp; sports. Scholarships to attract students joining the school in Form 4 have been posted on the school website.</p> <p>4. Most students now plan their own CAS as well as OLE programmes of activities, and benefit from the development of their self-management and organizational skills. OLE excursions planned by students include service trips to rural China where students have gone to teach English for a week during the summer.</p> <p>5. Regularly scheduled house tutors meetings and orientation for new tutors have continued to be implemented.</p> <p>6. Smartcard system has been implemented with the support of QEF funding.</p> <p>7. A CSS HE Day has been established, with over 15 HK and overseas universities sending representatives to meet with students and parents. All F6 tutors have been allocated time to write university references. Students continued to receive high quality advice and support from careers team.</p>
<p><b>4<sup>th</sup> Major Area of Development</b></p>	<p><b>4. Developing the school campus to achieve our ambitions</b></p>
<p><b>Development Tasks</b></p>	<p><b>Progress Made in 2012 - 2013</b></p>
<p>1. Further promote environmental policies and practices through an environmental theme for 2012-3 "Think Green, Live Green"; support and encourage more house involvement in green activities; capping electricity and photocopying at last year's levels and look for opportunities reduce usage</p> <p>2. Provide Student Council and Houses with more noticeboard space and other means of promoting activities; encourage the formation of more student clubs and societies; continue a programme of displaying student artwork around the campus</p> <p>3. Complete building of new facilities according to plan;</p> <ul style="list-style-type: none"> <li>• complete enhancement of wireless networking; extend</li> </ul>	<p>1. Student involvement improved with support from the incoming elected student leadership. Incoming elected student council leadership to play leading role. A further environmental theme for 2013 – 14 was chosen from many student submissions – "Create a Sustainable Future". With student council involvement, the school entered into discussions with an electricity monitoring agency Entrak with a view to saving on energy use.</p> <p>2. Noticeboard space has been allocated to student council, and more spaces allocated to student notices. Student artwork from 3D totem poles and masks to 2D paintings more widely displayed around the campus. The Form 6 Visual Arts Exhibition held at the Jockey Club Arts Centre in Shek Kip Mei has given student artwork a much higher profile in and beyond the campus.</p> <p>3. Campus development continued during 2012-3 and progress had been made: Work on the lower ground school hall under block C and on astroturfing the roof of Block A was begun during the summer break and were completed by end of October 2013.</p>

<p>student use of wireless mobile devices down to Form 3</p> <ul style="list-style-type: none"> <li>• Secure QEF funding for enhancing AV facilities; complete enhancement of Visual Arts &amp; Music facilities</li> <li>• Establish new classrooms on second floor of C block</li> <li>• Secure Government budget for major repairs &amp; renovation of campus                         <ul style="list-style-type: none"> <li>- conduct monthly campus audits to monitor the quality of the campus environment</li> </ul> </li> </ul>	<p>The building of additional rooms in the empty space in Block C 2<sup>nd</sup> floor was delayed till 2013 - 14 because of waiting for EDB approval.</p> <p>Wireless internet access had been successfully extended to Form 3 students after the installation of more powerful wireless transmitters.</p> <p>QEF funding application for AV resources was still pending while the details of the bid was still being re-drafted and reviewed before submission.</p> <p>Application to the EDB for major repairs budget had largely been approved.</p>
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The school also 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 8<sup>th</sup> year the school's second cohort of graduate students have maintained the standards set by the first cohort. They have achieved pleasing results and have been very successful in gaining entry into tertiary education. The school's progress and development has been externally validated by the Education Bureau as well as by the International Baccalaureate, and endorsed by parents as evidenced by a further increase in its enrolment to over 750 students in September 2013.

*Cheung Siu Ming*  
 Principal  
 November 2013