

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 2013 – 2014 - *“Create a Sustainable Future”*

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.

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, CED

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

Mr. Tony Yen Yuen Ho, SBS, JP

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

Mr Roger Crosby BSc PGCE (teacher representative from June 2014)

Mrs. Ophelia Ngan BA, MEd (parent representative)

2.1 School Campus Facilities

At the start of the 2013-14 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
- 7 Science laboratories
- 4 small classrooms
- 3 ICT rooms
- A Design Technology centre consisting of workshops, graphics studios & CAD facilities
- A Drama studio
- A library
- Two school halls, balcony and multipurpose room (the new multi-purpose Lower Ground School Hall was established in November 2013)
- 2 basketball courts and a tennis court (enhanced by astroturf surface)

In 2013 – 14, the following projects were planned to enhance the school campus:

1. Converting an existing outdoor space on the 2nd floor of Block C to create three multi-purpose rooms to support teaching of special subjects including music.

2. Conducting major repairs funded by EDB grant mainly to improve drainage and to replace external fire doors rotted away by weathering.
3. Establishing a recording studio in the existing main music room

These projects were completed by September 2014.

2.2 Financial Summary for the 2012 / 13 School Year

	Government Funds	Non-Government Funds
<u>INCOME (in terms of % of the annual overall income)</u>		
DSS Subsidy	38%	
School Fees		61%
Donations	N.A.	0%
Other Income	N.A.	1%
Total	38%	62%
<u>EXPENDITURE (in terms of % of the annual overall expenditure)</u>		
Staff Remuneration	74%	
Operational Expenses	6%	
Fee Remission / Scholarship	16%	
Repair & Maintenance	1%	
Depreciation	3%	
Miscellaneous	0%	
Total	100%	
Surplus for the school year #		0.96 months of the annual expenditure

Accumulated Deficit in the Operating Reserve as at the End of the School Year #	<i>1.18 months of the annual expenditure *</i>
# in terms of equivalent months of annual overall expenditure	
* In addition, SSB has placed cash deposits into the school's accounts to guarantee sufficient operating funds equivalent to two months of annual overall expenditure.	
<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	
Details of expenditure for large-scale capital work on School Premises for 2011-2012 School Year:-	\$ (in million)
Alteration and additional works of Multi-purpose Rooms by partial enclosure of the covered playground at LG/F of Blk C	1.66
Supply and Installation of Artificial Turf on Block B, 4/F	0.21
Conversion of Blk C, 2/F Floor Balcony space into Multi-purpose Rooms	2.39
	4.26

2.3 Government Grants received in 2013 – 14

Apart from the DSS grant, the school benefitted from the following major grants during the year 2013 – 2014.

Granting Body	Purpose & Date Granted	Amount granted	Comment
EDB	English Enhancement Scheme (2009)	\$499,640	<i>Final Year of implementation completed & final report submitted to EDB.</i>
EDB	National & Moral Education (2012)	\$530,000	No time limit on expenditure. Funded projects are now ongoing.
EDB	Capacity Enhancement (annually)	\$365,809	Successfully implemented as planned.
EDB	NCS Chinese Curriculum (annually)	\$500,000	A new grant – implementation based on enhancing existing NCS curriculum already being delivered.

3. Information on students

The school's enrolment in 2013-2014 (*based on the enrolment returns to Education Bureau on 19th March 2014*) was 760 students from Form 1 to Form 6.

Form	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Total
Students	148	140	129	129	123	91	760
Classes	5	5	5	5	5	5	30

4. External examination results and tertiary education destinations

CSS third cohort of F6 students participated in the Hong Kong Diploma of Secondary Education (HKDSE) and the International Baccalaureate Diploma Programme (IBDP). Highlights of their achievement are as follows:

- *Top HKDSE student averaged over 5 points including 5** in Liberal Studies and ICT, entering HKU*
- *10 out of 35 students remaining in Hong Kong have entered HKU*
- *10 IBDP students scored 40 or more points*

4.1 IB Diploma

Of the 62 students who took the IB Diploma examinations:

- 10 scored 40 or more points (16.7% - versus 4.4% across all IB World Schools)
- 52 scored 30 or more points (86.7% - versus 46.6% across all IB World Schools)
- 34 points was the average score of students achieving the IB Diploma (world average was 29.9)
- 27 CSS students (43.5%) achieved the bilingual Diploma **

4.2 Hong Kong Diploma

18 students took the HKDSE examinations.

- The top student averaged over 5 points, including 5** in Liberal Studies & ICT
- 89% of students passed Liberal Studies, examined in English
- 83% of students scored grade 3 or higher in English
- 66% of students scored 10 or more points in their 4 core subjects

4.3 Tertiary Education and other destinations

Main areas of study in Tertiary Education Institutions	Percentage
THEATRE, MUSIC, VISUAL ARTS, DESIGN, ARCHITECTURE, MEDIA	25%
BUSINESS, ECONOMICS, LAW, OTHER SOCIAL SCIENCES	37%
SCIENCES, ENGINEERING, TECHNOLOGIES	25%
LANGUAGES, EDUCATION, LIBERAL ARTS	13%

Country of Destination	Percentage	Highlights
Hong Kong	39%	HKU (10 out of 35), CUHK, HKUST, CityU, PolyU
United Kingdom	21%	Edinburgh, Glasgow, Cardiff, Exeter, Kent, London, Loughborough, Nottingham, Sussex
Canada & USA	16%	Carlton, Toronto, McGill, Guelph, Chicago, Colorado, San

		Francisco, Wisconsin-Madison
Australia	9%	Melbourne, UNSW
Other Countries	8%	Keio, Waseda (Japan), Switzerland, Taiwan
Gap Year/Work	8%	

5. Curriculum Organisation

5.1 School Calendar and the Timetabled Week.

For 2013 – 2014, 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, Individuals and Societies (formerly known as Humanities), 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 PE, 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	4	4	5	200,	200	250	11.1	11.1	13.9
Science	4	5	4	200,	250	200	11.1	3.9	11.1
Physical Education	4	3	3	200	150	150	11.1	8.3	8.3
Arts: Visual Arts, Drama, Music	4			200			11.1		
Technology: DT, ICT, Food, Textiles	4			200			11.1		
Personal Growth	1			50			2.8		

Total	36	1800	100%
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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
Core total	19	950	52.8
3 Electives	12	600	33.3
PE	4	200	11.1
Personal Growth	1	50	2.8
Other Total	17	150	47.2
Total	36	1800	100%

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
Core total	20	1000	55.5%
Up to 3 Electives	12	600	33.3%
Electives Total	12	600	33.3%
PE	2	100	5.6
Private study	2	100	5.6
Other Total	4	200	11.2%
Total	36	1800	100%

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

Total	36	1800	100%
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6 Information on teachers

6.1 Number and composition of the teaching staff team

In 2013 – 2014, the school had 79 teaching staff and the Principal. There were 32 native English speakers and 26 natively fluent bilingual speakers. 59 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 eighth 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. The IB Middle Years Programme has had a major update called the Next Chapter, and many teachers attended training workshops related to its implementation.

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, the emphasis on school based professional development which began last year continued to be prominent during this year.

School-based professional development consisted primarily of cascading of external training to other colleagues, collaborative curriculum planning, standardization sessions to achieve greater consistency in IB and HKDSE school-based assessments, and the introduction of technology tools such as Google, Moodle, turnitin.com and Managebac. Newly / recently qualified teachers were supported by their Heads of Faculty and senior staff. The school's 3rd 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.

III Major Strands of Development addressed in 2013 – 2014

The school plan for 2013 – 14 was derived from the third and final 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 2013 – 14 annual plan in accordance with the above 4 major areas of development.

During the course of 2013 - 2014, the school had made progress on the these development strands, as outlined below:

1st Major Area of Development	1. Securing the school’s distinctive positioning in Hong Kong
Development Tasks	Progress Made in 2013 – 2014
<ol style="list-style-type: none"> 1. Step up current PR programme to highlight quality of :- <ol style="list-style-type: none"> a) care, respect, trust in school community relationships (IE) b) learning & teaching, c) student development & achievement d) university destinations 2. Intensive communication with existing parents & other stakeholders regarding school’s strengths and benefits, including survey to be conducted by consultant. 3. Complete the work of the working group to review mission statement, began in 2012-13 4. Update all curriculum brochures, clarifying the benefits of each diploma option to existing and future parents, 5. Explain the school’s criteria for allocating students to HK or IB Diploma to junior secondary parents & students 6. Make the school’s tertiary education destinations and distinctive careers advice service more visible to parents 7. Communicate external evaluation reports to parents 8. Continue to enhance current programme of Arts & Technology activities for the year 2013 – 2014 through concerts, drama productions & exhibitions 9. Review and consolidate successes of sports teams 10. Invite new graduates of 2013 to maintain contacts established with 2012 graduates through social media and the school network 11. Welcoming former graduates to return to school to offer seminars and workshops to existing students about getting ready for university & careers. 	<ol style="list-style-type: none"> 1. PR group successfully implemented a programme including school tours, Open Day in November, website updates, adverts. Showcased student videos and highlights of students’ achievements regularly on the school website. 2. Survey conducted in Oct 2013, confirming parents’ positive perceptions about the school’s strengths and benefits. Parents’ key concerns about Diploma choice were better understood. 3. Duly completed and translated, placed on website, CSS handbook and in new brochures. 4. Curriculum brochures were all updated and proved particularly useful to prospective parents. 5. Series of meetings held with existing parents, supported by documents clearly explaining the school’s criteria. 6. Enhanced section on Higher Education News, Events & Resources established on school website 7. EDB CR report of 2012 on website; summary of Oct 2013 consultant survey emailed to all parents 8. Many performances throughout the year, including CSS hosting of a joint concert of three TKO schools. 9. PE team & head of student development overseeing quality of coaches and performance of students; sports scholarships awarded. 10. Social media used extensively by alumni; inaugural alumni reunion event held in July. 11. Graduates invited back by CSSPTA to share their university experiences.

12. Encourage alumni to establish a constitution & run inaugural meeting	12. Work with alumni constitution still in progress
2nd Major Area of Development	2. Further strengthening the school's curriculum and pedagogy
Development Tasks	Progress Made in 2013 - 2014
<ol style="list-style-type: none"> 1. Consolidate good practice & continue to prepare students effectively for Diploma examinations. 2. Continuing to train and to deploy more teachers to teach both HK and IB Diplomas. 3. Deploy additional resources on targeted subjects, including all core HKDSE subjects. 4. Respond to recommendations from the MYP evaluation visit of Jun 2013 5. Prepare for forthcoming implementation of MYP Next Chapter. 6. Review current range of elective subjects offered in each of the two Diploma programmes 7. Monitor the effectiveness of the new F4 structure introduced in 2012-3 for choosing elective subjects to further enhance the flexibility of HKDSE 8. Continue and extend inter-disciplinary, inquiry-based learning units in MYP 9. Continue to focus on meeting individual student needs through differentiated classroom activities 10. Continue to develop school-wide approach to ESL 11. Continue to enhance the provision of CSL (Chinese as a second language) courses 12. Develop a plan to deploy additional resources provided by EDB to promote moral and civic education 13. Appoint Learning Support Coordinator to lead the school's efforts to consolidate & review existing learning support for students with individual needs, including their English language development to access the curriculum 14. Further develop the learning support policy framework 15. Continue with HKDSE and IB training to increase number of teachers able to teach both. 16. Continue the successful practice of Teachers Teaching Teachers (TTT) 17. Continue to facilitate lesson observation & feedback as a key developmental process for both observers and those observed; 18. Maintain support programme for newly/recently qualified teachers 19. Develop suitable HR strategies including a revised salary structure to recruit, motivate and retain effective teachers & maintaining team morale 	<ol style="list-style-type: none"> 1. Third set of good Diploma results confirmed that good practice in the first two years was being embedded. 2. Experience of HKDSE teachers as HKEAA exam markers shared with other colleagues. 3. Additional resources deployed, especially in Chinese and Liberal Studies. 4. Key recommendations on learning support and curriculum development implemented. 5. New teaching units written; conducted sharing with students & parents. More staff trained. 6. Review conducted; added Sports Science as new SL subject. 12 electives offered in each diploma. 7. F4 electives structure (4 + 3) did enable all students to follow courses of their choice, except for ICT which did not have sufficient numbers. 8. Successful IDU conducted for MY1/F1 students in June 2013. 9 & 10. Consultant continued to work with staff to deliver ESL support across the curriculum for targeted students. 11. EDB NCS grant helped to enhance staffing & resources, with good performance in IB Chinese Language B diploma exams. 12. Plan developed involving a number of subject areas, primarily Chinese & Liberal Studies. 13& 14. The learning support coordinator appointed began work with 3 deputy heads of school on a learning support policy framework, partly funded by EDB's English Enhancement Scheme grant. 15 - 17. Greater numbers of teachers now ready to teach both Diplomas; PD days well used to enable teachers to run over 15 workshops for other teachers. Lesson observation & feedback conducted by some Heads of Faculty; more work in this area needed for future. 18. Teacher mentor continued to implement support programme, with very positive feedback from recently qualified teachers. 19. Revised salary structure developed and approved by School Board

3rd Major Area of Development	3. Facilitating students’ achievement and progression into Higher Education
Development Tasks	Progress Made in 2013 - 2014
<ol style="list-style-type: none"> 1. Consolidate the authority and develop the effectiveness of student leaders to speak and act on behalf of students’ best interests. Maintain and raise students’ involvement in all aspects of school life; Strengthen students’ sense of belonging to their Houses 2. Enhance students’ awareness of their own culture & heritage, and civic responsibilities 3. Continue and raise the quality of participation in external events including HKSSSEN, MUN, IB student world conference and other activities; 4. Maintain and extend exchange programmes with schools outside HK 5. Greater promotion of CSS scholarship scheme, including scholarships for HKDSE and extension of special scholarships; 6. Encouraging students to take up CAS and OLE opportunities to serve the school community; 7. Workshop for new tutors 8. More focused tutors’ meetings to strengthen their roles 9. Consolidate the practice of electronic registration to improve student attendance and punctuality more effectively 10. Continue provision of speakers and careers events for senior school students; 11. Prioritising time for senior school tutors to write student references and to support their university applications. 	<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 & sports activities.</p> <p>2,3,4 Students attended MUN events. Students also participated in third IB World Student conference in Vancouver. The exchange programme with Yuhua School in Hangzhou. The Denmark exchange programme has continued into its third year, with small numbers of students in F2-3 staying for 3 months in each other’s schools.</p> <p>5. CSS special scholarships in Form 1 – 3 successfully implemented for 2nd year. HKDSE scholarships have been posted on the school website.</p> <p>6. HKDSE OLE service trip in Taiwan highly successful.</p> <p>7-9. Regularly scheduled house tutors meetings and orientation for new tutors have continued to be implemented. Smartcard system for registration introduced last year now embedded as regular practice.</p> <p>10 & 11. 2nd CSS HE Day highly successful, with nearly 20 HK & overseas universities represented. F6 tutors continue to receive time to write HE references. Students continued to receive high quality advice and support from careers team.</p>
4th Major Area of Development	4. Developing the school campus to achieve our ambitions
Development Tasks	Progress Made in 2013 - 2014
<ol style="list-style-type: none"> 1. Further promote environmental policies and practices through an environmental theme for 2013-4 and the adoption of effective monitoring of energy usage; support the work of student groups and encourage more house involvement in green activities; freezing electricity and photocopying at last year’s levels 	<p>1. A further environmental theme for 2013 – 14 was chosen from many student submissions – “Create a Sustainable Future”. Green strategies group and student council developed some small scale projects. Photocopying more closely monitored and targets set for next year’s new photocopying contract tender.</p>

<p>2. Provide Student Union 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; complete enhancement of wireless networking; extend student use of wireless mobile devices down to Form 3, establish more interactive whiteboards and other facilities to support learning; develop Moodle and Google software platforms more effectively used to support learning</p> <p>4. Effectively deploy any secured QEF funding for enhancing AV facilities; complete enhancement of Visual Arts & Music facilities</p> <p>5. Establish three new classrooms on second floor of C block; successful deployment of secured Government budget for major repairs of campus; conduct regular campus audits to monitor the quality of the campus environment</p>	<p>2. Noticeboard space has been allocated to student council, and more spaces allocated to student notices. Student artwork more widely displayed around the campus. The Form 6 Visual Arts Exhibition successfully held in school.</p> <p>3. Campus development continued during 2013 - 4 and progress had been made - Further replacements of over 40 PCs and over 20 wireless transmitters continued in 2013 – 4. Greater usage of Google & Moodle platforms occurred in 2013-4.</p> <p>4.QEF funding application for AV resources did not proceed after a further review of school needs. Recording studio due to be completed in November 2014.</p> <p>5.the building of three additional rooms in the empty space in Block C 2nd floor, as well as EDB-funded major repairs to firedoors & drainage was completed in Sept 2014. School operations team established to monitor quality of school facilities.</p>
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IV Conclusion

By the end of the school's 8th year the school's third cohort of graduate students have maintained the standards set by the first and second cohort. They have achieved pleasing results and have been very successful in gaining entry into tertiary education. The school's progress and development having been externally validated by the Education Bureau (2012), IBO (2013) and IAIE(2012 – 14), has also been endorsed by parents & prospective parents, as evidenced by a further increase in its enrolment to over 790 students in September 2014.

Cheung Siu Ming
 Principal
 October 2014

Addendum

Report on use of Government major grants

1. Capacity Enhancement Grant

In 2013 – 14, the school applied this grant towards the salary costs of two staff members; an assistant teacher of NCS Chinese and an assistant teacher of Physical Education.

NCS Chinese – the assistant teacher carried out her duties as planned with good effectiveness. In addition to her regular co-teaching of classes and curriculum support duties she also promoted Chinese culture to NCS students through assisting the Chinese team to organise activities during Mid-Autumn Festival, Chinese New Year and during external educational visits. Her performance was evaluated through lesson observation as well as interview by the Head of Chinese Faculty.

Physical Education – the assistant teacher performed her duties as planned with good effectiveness. In addition to her regular co-teaching of classes she assisted the PE team through logistical work including the booking of external sports facilities, organising transport for students to use these facilities, assisting with the annual sports day and swimming gala, handling administration of sports competition entries, managing the use of sports equipment and being an additional first aider. Her performance was evaluated by the Head of PE through observation of her duties as well as by interview.

2. NCS Chinese Curriculum Grant

When the school received the 2013 – 14 grant as a new type of grant for the first time, we had already been delivering a Chinese second language curriculum for some years using the school's own resources.

In 2013 – 14, there were 39 NCS students in S1 – S4. The grant has enabled the school to enhance its provision for these students through the employment and professional development of additional teaching assistants, the acquisition of further resources, including digital resources which further facilitated interactive learning and teaching as well as additional activities and learning experiences for the students concerned. These measures were successfully implemented. Work within the faculty to prepare NCS students to be entered for the GCSE Chinese examination had begun. (Up to this point, NCS students had largely followed the IB Diploma pathway and taken the IB's Chinese Language Acquisition courses designed for second language learners. These students in S5 and S6 were not eligible for NCS funding).

The performance of assistant teachers were monitored by the Head of Chinese Faculty and her Deputy, through meetings, lesson observations, collaborative planning and delivery of curriculum units and assessment tasks. Their professional development included in-school workshops and meetings, training workshops offered by the IB as well as their own professional study at HKU for MEd and PGDE.