

## **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 2014 – 2015 - *“Be Positive – Act Positively 正面思維，知行合一”*

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, CEd

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

Mr. Tony Yen Yuen Ho, SBS, JP

Mr Roger Crosby BSc PGCE (teacher representative)

Mrs. Ophelia Ngan BA, MEd (parent representative)

### **2.1 School Campus Facilities**

At the start of the 2014-15 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
- 2 multi-purpose rooms convertible to a meeting room
- Senior school music teaching room
- Adding a recording studio in main music room
- A library
- Two school halls, balcony and multipurpose room
- 2 basketball courts and a tennis court (enhanced by astroturf surface)

In 2014 – 15, the following projects were planned to enhance the school campus:

1. Renovating PE changing rooms
2. Redecoration of repainting of interior & external walls
3. Renovating of DT Centre including walls, ceiling and floor
4. Replacing the school entrance gates & other enhancements to the campus

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5. Conversion of small seminar room and storage room into additional office space
6. Court C lighting system installed with updated lighting
7. New filters for drinking fountains and new water taps installation
8. Further enhancement of 4/F Court (astroturf)
9. Replacement of defective furniture
10. Music studios - soundproofing panels and other equipment's installation
11. New caterer 'Ocean Blue' with new renovation works in the canteen

These projects were completed by October 2015.

**2.2 Financial Summary for the 2013 / 14 School Year**

	<i>Government Funds</i>	<i>Non-Government Funds</i>
<b><i>INCOME (in terms of % of the annual overall income)</i></b>		
<i>DSS Subsidy</i>	<i>37%</i>	
<i>School Fees</i>		<i>62%</i>
<i>Donations</i>	<i>N.A.</i>	<i>0%</i>
<i>Other Income</i>	<i>N.A.</i>	<i>1%</i>
<b><i>Total</i></b>	<b><i>37%</i></b>	<b><i>63%</i></b>
<b><i>EXPENDITURE (in terms of % of the annual overall expenditure)</i></b>		
<i>Staff Remuneration</i>	<i>74%</i>	
<i>Operational Expenses</i>	<i>6%</i>	
<i>Fee Remission / Scholarship</i>	<i>16%</i>	
<i>Repair &amp; Maintenance</i>	<i>1%</i>	
<i>Depreciation</i>	<i>3%</i>	
<i>Miscellaneous</i>	<i>0%</i>	
<b><i>Total</i></b>	<b><i>100%</i></b>	
<b><i>Surplus for the school year #</i></b>		<b><i>1.1 months of the annual expenditure</i></b>

<i>Accumulated Surplus in the Operating Reserve as at the End of the School Year #</i>	<i>2.2 months of the annual expenditure</i>
<i># in terms of equivalent months of annual overall expenditure</i>	
<input checked="" type="checkbox"/> <i>It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements</i>	
<i>Details of expenditure for large-scale capital work on School Premises for 2013-2014 School Year:-</i>	<i>\$ (in million)</i>
<i>Alteration and additional works of Multi-purpose Rooms by partial enclosure of the covered playground at LG/F of Blk C</i>	<i>1.66</i>
<i>Supply and Installation of Artificial Turf on Block B, 4/F</i>	<i>0.21</i>
<i>Conversion of Blk C, 2/F Floor Balcony space into Multi-purpose Rooms</i>	<i>2.39</i>
	<i>4.26</i>
<i>Details of expenditure for large-scale capital work on School Premises for 2014-2015 School Year:-</i>	<i>\$ (in million)</i>
<i>Additional cost for conversion of Blk C, 2/F., Floor Balcony space into Multi-purpose Rooms</i>	<i>0.13</i>
<i>Alteration and additional works of G/F., Canteen Area</i>	<i>0.39</i>
<i>Installation of studio lighting system</i>	<i>0.21</i>
<i>Installation of wireless access point for school campus</i>	<i>0.30</i>
	<i>1.03</i>

### 2.3 Government Grants received in 2014 – 15

Apart from the DSS grant, the school benefitted from the following grants during the year 2014 – 2015.

Granting Body	Purpose & Date Granted	Amount granted	Comment
EDB	National & Moral Education (2012)	\$530,000	No time limit on expenditure. Funded projects are now ongoing.
EDB	Capacity Enhancement (annually)	\$392,041	Successfully implemented as planned.
EDB	NCS Chinese Curriculum (annually)	\$1,100,000	2 <sup>nd</sup> year of grant – implementation based on enhancing existing NCS curriculum already being delivered.

### 3. Information on students

The school's enrolment in 2014-2015 (*based on the enrolment returns to Education Bureau on 19<sup>th</sup> March 2015*) was 785 students from Form 1 to Form 6.

Form	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Total
Students	145	134	147	128	117	114	785
Classes	5	5	5	5	5	5	30

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

CSS's fourth 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 and tertiary education destinations are as follows:

- 17 students admitted into degree courses in HKU
- all HKDSE students succeeded to enter tertiary education
- top IBDP students entered HKU Faculty of Medicine and Faculty of Law

#### 4.1 IB Diploma

- 95.8% succeeded to obtain the IB Diploma (world average = 79%)
- 13% obtained 40 or more points
- 87% scored 30 or more points
- average score of students achieving the IB Diploma = 34.2 (world average = 30)

#### 4.2 Hong Kong Diploma

- 100% passed English
- 100% passed Liberal Studies, examined in English
- 100% passed in most elective subjects including Visual Arts, Design Technology, BAFS, Biology & History
- 90% passed Chinese

#### 4.3 Tertiary Education and other destinations

Main areas of study in Tertiary Education Institutions	Percentage
THEATRE, MUSIC, VISUAL ARTS, DESIGN, ARCHITECTURE, MEDIA	20%
BUSINESS, ECONOMICS, LAW, OTHER SOCIAL SCIENCES	39%
STEM - SCIENCES, TECHNOLOGIES, ENGINEERING, MATHEMATICS	23%
LANGUAGES, EDUCATION, LIBERAL ARTS, HOTEL MANAGEMENT, others	17%

Country of Destination	Percentage	Highlights
Hong Kong	58%	HKU, CUHK, HKUST, PolyU, SCAD, CityU
United Kingdom	22%	UCL, King's, UAL, Bristol, Exeter, Leicester, Warwick
Australia	8%	RMIT, Melbourne, Sydney, Monash, UNSW
USA/Canada	6%	Boston, SFU, UBC, LA College of Music

Other Countries	3%	Japan, Korea, Taiwan, Philippines, Switzerland
Gap Year/Work	3%	

## 5. Curriculum Organisation

### 5.1 School Calendar and the Timetabled Week.

For 2014 – 2015, 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 50 school clubs & activities.

### 5.2 Class Organisation

For the purposes of registration and attendance, social organization and personal growth and development, students continue to be 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 mainly into 6 classes for the following subjects – English, Mathematics, Chinese (7 classes), 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 science, I&S, 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		
<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>
3 Electives	12	600	33.3
PE	4	200	11.1
Personal Growth	1	50	2.8
<b>Other Total</b>	<b>17</b>	<b>150</b>	<b>47.2</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 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/OLE	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>

## **6 Information on teachers**

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

In 2014 – 2015, the school had 84 teaching staff and the Principal. There were 32 native English speakers and 30 natively fluent bilingual speakers. 62 had a university degree from overseas and 43 have Master Degrees.

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 ninth 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 Next Chapter is being implemented, and many teachers attended training workshops.

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, eclass and Managebac. Newly / recently qualified teachers were supported by their Heads of Faculty and senior staff. The school's three professional development days included guest speakers, staff-led workshops and other sharing of good practice.

## **III Major Strands of Development addressed in 2014 – 2015**

The school plan for 2014 – 15 was derived from the first year of the school's 3 year school development plan for 2014 – 2017 submitted to the Education Bureau, following the completion of the school's previous 3 year school development plan from 2001 – 2014.

In the 2014 – 2017 school development plan, the four major areas of school development were as follows:

1. Continuing to strengthen the school's student-centred, engaging and inquiry based approaches to learning & teaching
2. Enhancing the school's Guidance & Achievement framework to facilitate students' all-round development & progression to tertiary education
3. Updating and enhancing facilities, operations & services to more effectively

support the school community's aspirations

4. Securing the school's profile as an high quality, innovative Direct Subsidy Scheme school with over ten years of successful operation

Particular development tasks were developed in the 2014 – 15 annual plan in accordance with the above 4 major areas of development.

During the course of 2014 - 2015, the school had made progress on the these development strands, as outlined below:

<b>1<sup>st</sup> Major Area of Development</b>	<b>Continuing to strengthen the school's student-centred, engaging &amp; inquiry based approaches to learning &amp; teaching</b>
<b>Development Tasks</b>	<b>Progress Made in 2014 - 2015</b>
<p><b>1. Staff deployment &amp; development</b>                      1.1 To deploy and further develop staff expertise and other resources to effectively deliver the NSS curriculum to over 50% of senior students, starting with 2014-5 S4 cohort.</p> <p>1.2 Professional development – for teaching HKDSE, for English Language Learning, SEN, differentiation and ICT</p> <p>1.3 Introduce more lesson observation and feedback for teaching staff to enhance professional sharing of good practice and self-evaluation.</p> <p><b>2. Curriculum Development</b>                      2.1 Complete a full review of the curriculum in S1 to S4 to meet the concept-based requirements of the MYP Next Chapter curriculum and to ensure that the reviewed curriculum effectively prepares students for both HKDSE and IBDP</p> <p>2.2 To plan and implement Chinese Language Acquisition (NCS) curriculum for HKDSE students, based firstly on GCSE / AS and then on the newly proposed Chinese Second Language course in HKDSE</p> <p>2.3 Develop PE curriculum for F5 &amp; 6 students – consider IB Sport, Exercise and Health Science, HKDSE Applied Learning Course on sport</p> <p><b>3. Enhancing students' learning</b>                      3.1 Providing more learning tools for students - integrating information literacy into curriculum, introducing students earlier to the use of command terms, analysis tools, to support transition to Diploma-level study</p> <p>3.2 To enhance current approaches to learning and</p>	<p>1.1 HKDSE programme delivered effectively to S4 students, resulting in the school's largest cohort of S5 HKDSE students returning for S5 in 2015 – 16, studying 11 elective subjects.</p> <p>1.2 Varied programme including three PD days, workshops and conferences delivered as planned. Hong Kong wide HKDSE workshops delivered in English were few and far between&gt;</p> <p>1.3 Positive climate established; common template for lesson observation developed by teaching staff, following peer to peer observations in several faculties.</p> <p>2</p> <p>2.1 All MYP unit plans revised using the Next Chapter unit planner. Form 4 units designed to address needs of both Diplomas.</p> <p>2.2 Form 4&amp;5 NCS Students successfully took the Chinese GCSE exams and achieved excellent results. 74% obtained grade A*/A and 48% obtained A*.</p> <p>2.3 One IB SEHS class was established and are currently working towards their first exam in May 2016. HKDSE options being explored for 2016.</p> <p>1.1 A Diploma Day in June 2015 for F4 students introduced the key skills and aptitudes for each Diploma, including time-management, research skills, perseverance, understanding assessment criterion and frameworks, academic honesty.</p> <p>1.2 ESL support: subject-specific glossaries and key words</p>

<p>teaching in the lower school to cater for the diverse backgrounds, interests, aptitudes and needs of students so that they make a successful transition from primary to secondary schooling</p> <p>3.3 Develop a framework of lesson observation and feedback to identify and share good practice</p> <p><b>4. Evaluating curriculum effectiveness</b></p> <p>4.1 Strengthen standardization across all faculties and disciplines</p> <p>4.2 To explore value-added systems to inform and validate the school’s internal processes of monitoring and facilitating student progress</p>	<p>continued to be offered to F1 and F2 students to enhance their access to curriculum. Implementation of Next Chapter Approaches to Learning (ATL) was planned for 2015 16.</p> <p>1.3 PD time devoted to developing a lesson observation framework using staff generated criteria. Lesson observation form and feedback protocols established. Observations taking place within faculties.</p> <p>4.</p> <p>4.1 Consistent implementation of MYP Next Chapter unit plans and the common structure of assessment criterion. Standardization was conducted rigorously across all F4 subjects and Personal Projects.</p> <p>4.2 The Durham University CEM centre’s valued-added framework for IB Diploma was explored. No system based on MYP grades currently exists.</p>
<p><b>2<sup>nd</sup> Major Area of Development</b></p>	<p><b>2. Enhancing the school’s Guidance &amp; Achievement framework to facilitate students’ all-round development &amp; progression to tertiary ed.</b></p>
<p><b>Development Tasks</b></p>	<p><b>Progress Made in 2014 - 2015</b></p>
<p><b>1. develop &amp; enhance appropriate policies &amp; processes</b></p> <p>1.1 To apply for IE Fidelity Award</p> <p>1.2 To develop Action &amp; Service opportunities for students</p> <p>1.3 Establish a comprehensive register of students with additional needs</p> <p>1.4 Begin work on establishing a policy framework for gifted &amp; talented students</p> <p><b>2. Develop &amp; enhance appropriate programmes</b></p>	<p>1.1</p> <ul style="list-style-type: none"> <li>• IE workshops for students, parents &amp; staff.</li> <li>• May 2015 - Positive recommendation from visiting consultant in</li> <li>• June 2015 - CSS attained the Inviting School 1<sup>st</sup> Silver Fidelity Award; to be received in New York in Oct 2015 IAIE World Conference</li> </ul> <p>1.2</p> <ul style="list-style-type: none"> <li>• Ran F.1 Camp, F.2 Day trips, F.3 overseas excursions, F.4 work experience, F.5 OLE Service Trip.</li> <li>• Students joined community service run by PTA, School Counselor and Social Worker</li> <li>• House Activities and Competitions: F.1 Dragon Dance, F.2 Dance, F.3 Inter-House Competition, Sports day cheering, Swimming Gala, F.1 and F.2 Chinese History competition</li> <li>• Student Union Volleyball competitions</li> </ul> <p>1.3</p> <ul style="list-style-type: none"> <li>• Register set up to track support given to students with additional needs.</li> <li>• continued to provide a language and speech therapy &amp; learning support service</li> <li>• Received some positive feedback from parents</li> </ul> <p>1.4</p> <ul style="list-style-type: none"> <li>• More consistent support established for students’ applications to course &amp; events run by external agencies</li> </ul> <p>2</p>

<p>2.1 To enhance Student Development in different areas : House Competition and Activities, Student leadership, Exchange Program, Achievement Award, CCA and Scholarship</p> <p>2.2 Enhance support for the well-being of students</p> <p>2.3 Review and strengthen House activities program in Lower School</p> <p>2.4 Review &amp; Strengthen career guidance &amp; HE preparation for Middle and Upper School</p> <p>2.5 To enhance student involvement in keeping the school canteen environmentally friendly</p> <p><b>3. monitor student development more effectively</b></p> <p>3.1 To set up i-portfolio for recording students’ achievement</p> <p>3.2 Heads of Schools to work collaboratively with tutors in monitoring conduct and academic progress of students</p>	<p>2.1 48 CCA in 5 Areas, with 677 participants; leadership opportunities for 13 House Captains and Vice-captains and more House activities through stronger links with student union; Exchange Programmes with Hangzhou and Denmark continue to flourish; 7 students received external scholarships, 252 students received CSS Scholarships (175 General, 77 Special)</p> <p>2.2 Better collaboration between Social Worker, Counsellor and Heads of Schools has enabled more effective monitoring of students in difficulty and support given.</p> <p>2.3 SWOT analysis of Lower School tutor team’s work conducted. More experienced staff assigned to Lower School team and training for staff planned for 2015 –16.</p> <p>2.4 G&amp;A team reviewed careers work &amp; established stronger connection between Heads of School, tutors and the Careers team. Careers advice, University Fairs, World of Work much appreciated by students &amp; parents. Alumni continue to give very positive feedback.</p> <p>2.5 Canteen supervision rota by Senior student monitors reviewed and to continue in 2015-6. Student Union and PTA proposals to make canteen warm and green to be followed up in 2015 – 6.</p> <p>3</p> <p>3.1</p> <p>3.1.1 Workshop was arranged for IT team, CCA coordinator, SA coordinator and Heads of School.</p> <p>3.1.2 Student progress report template finalised, customized items confirmed, iPortfolio contract with eClass signed, trials for F3 and MY1 students conducted in June 2015</p> <p>3.1.3 Timeline for three years planning to implement iPortfolio established - MY1, F1, F4 in 2015/16, MY1, F1, F2, F4, F5 in 2016/17, Whole School in 2017/18</p> <p>3.2 Progress meetings have become much more interactive; with meaningful and productive collaboration well established between Heads of Schools, tutors and subject teachers.</p>
<p><b>3<sup>rd</sup> Major Area of Development</b></p>	<p><b>3. Updating and enhancing facilities, operations &amp; services to more effectively support the school community’s aspiration</b></p>
<p><b>Development Tasks</b></p>	<p><b>Progress Made in 2014 - 2015</b></p>
<p><b>1. enhance CSS campus</b></p> <p>1.1 School building refurbishment – to implement a major school repair programme, in preparation for the school’s 10th anniversary</p> <p>1.2 Recognizing the need to maintain a campus that is no longer new, ensure effective and efficient repair and maintenance services</p>	<p>1.1 PE changing rooms, some more toilets &amp; DT floor and ceiling renewed, school interior &amp; exterior walls cleaned and certain areas (hall &amp; entrance to office) repainted. Canteen area refurbished with aircon and clear automatic shutters.</p> <p>1.2 Repair &amp; maintenance team of 4 fully established with ongoing agenda to repair and maintain campus facilities and to begin devising a long term repair and maintenance plan.</p>

<p>1.3 Enhancing basic facilities in recently established spaces – new Lower Ground hall, music studios &amp; multi-purpose rooms</p> <p>1.4 Implement green plans through conserving energy and reducing wastage by involving all stakeholders of the school</p> <p>1.5 Conduct a medium term review of the school’s facilities and services to support future developments</p> <p><b>2. Upgrade ICT facilities &amp; general operational services</b></p> <p>2.1 Upgrade the Wi-fi and internet provision for students and staff to support effective teaching and learning in school</p> <p>2.2 Continue to explore &amp; monitor the use of ICT to enhance management and school operational processes</p> <p>2.3 Enhance student information database &amp; communication software systems to achieve greater effectiveness</p>	<p>1.3 Sound-absorbing curtains added to lower ground hall &amp; storage space improved. Equipment installed in music recording studio; interactive white boards installed in multi-purpose rooms. Performing Arts Technician appointed to monitor and strategically devise additional plans for further enhancement of equipment and systems.</p> <p>1.4 Green CCA student group active with proposals for recycling; cut back on plastic drink bottles in canteen with new caterer; campaign to cut down on air-con use &amp; consider the use of recycled paper for copying</p> <p>1.5 Area identified for additional construction of two new rooms, to support the increase in number of upper school teaching groups as the school switches to two evenly balanced Diploma programmes.</p> <p>2</p> <p>2.1 Over 40 older-generation wifi transmitters upgraded; consultancy undertaken to identify infrastructure that required upgrading (switches &amp; hubs, cabling) - upgrade work carried out over summer 2015.</p> <p>2.2 Electronic registration consolidated; online 3 way conference registration software programme purchased for use in 2015-6; greater use of software tools on Google platform to support file sharing amongst staff and for communication with parents &amp; students. Additional use of Parent eApp as a mean of communication with parents.</p> <p>2.3 Student.css.edu.hk database functions extended to enable class lists and timetables as well as report cards and transcripts to be more easily generated.</p>
<p><b>4<sup>th</sup> Major Area of Development</b></p>	<p><b>4. Securing the school’s profile as an high quality, innovative Direct Subsidy Scheme school with over ten years of successful operation</b></p>
<p><b>Development Tasks</b></p>	<p><b>Progress Made in 2014 - 2015</b></p>
<p><b>1. Promoting CSS’s Core Values</b></p> <p>1.1 Circulate and promote the newly revised statement of Core Values with stakeholders</p>	<p>1.1 Revised statement of core values included in new school brochure &amp; website</p>

<p>and prospective parents</p> <p><b>2. Promoting CSS’s distinctive position as a DSS school offering both HKDSE &amp; IBDP</b></p> <p>2.1 Promoting the benefits of the school’s unique two Diploma curriculum model to existing students</p> <p>2.2 Promoting the flexible access opportunities and benefits of the school’s unique curriculum structure to prospective students</p> <p><b>3 Promoting achievements of CSS students</b></p> <p><b>3.1</b> Continue to showcase CSS students’ talents through events in this year’s calendar such as Open Day</p> <p>3.2 Publicise the progression of 2014 CSS students to tertiary institutions in Hong Kong &amp; worldwide</p> <p>3.3 Promote the success of CSS alumni network</p>	<p>2.</p> <p>2.1 Extensive number of parents meetings and student assemblies conducted to explain the new arrangements for the two Diplomas and to promote the HKDSE as an equally well-resourced and well-taught programme at CSS.</p> <p>2.2 Additional staffing planned for 2015 – 16 to ensure that students in F3 to F6 can study elective subjects of their choice. Timetabling flexibility ensured that individual students’ options were well supported.</p> <p>3.</p> <p>3.1 CSS student talent promoted through Open Day, winter &amp; summer art shows, together with joint music concert with TKO schools and joint Visual Arts exhibition with CPSKG &amp; CPS at JCCAC.</p> <p>3.2 Tertiary Destinations of CSS students strongly promoted in school website and in presentations to current and prospective parents</p> <p>3.3 Alumni networking enhanced through social media (CSS Facebook) and informal reunions. Many alumni volunteer their time to support whole school events.</p>
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#### IV Conclusion

By the end of the school’s 9<sup>th</sup> year the school’s fourth cohort of graduate students have maintained the standards set by earlier cohorts. They have achieved pleasing results and have been very successful in gaining entry into tertiary education.

The school has successfully implemented a new policy and procedure of deciding on and allocating Form 4 students to the two Diplomas.

The school’s progress and development having been externally validated by the Education Bureau (2012), IBO (MYP in 2013 & IBDP in 2015) and IAIE (2012 – 15). CSS received from the IAIE the Inviting School 1<sup>st</sup> Silver Fidelity Award in June 2015.

*Cheung Siu Ming*  
Principal  
October 2015



*Addendum 1*

*Report on use of Government major grants*

*1. Capacity Enhancement Grant*

*In 2014 – 15, the school applied this grant towards the salary costs of two staff members; an technician for Visual Art and an assistant 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 2014 – 15 grant, we had already been delivering a Chinese second language curriculum for some years using the school's own resources.*

*In 2014 – 15, there were 41 NCS students in S1 – S6. The students were taught in 13 Chinese Second Language classes, with the same curriculum time as Chinese First Language classes. The grant has enabled the school to enhance its provision for these students through the continued 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.*

*NCS students in F4 and F5 were entered for the GCSE Chinese examination for the first time, with outstanding results (74% achieving A\*/A grade and 48% achieving A\* grade).*

*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.*

*A more detailed report on the school's NCS Chinese programme (written in Chinese) has been separately submitted to the EDB.*

*Addendum 2*

***Key challenge of Implementing EDB's policy for DSS schools to principally offer the HKDSE***

The key challenge faced by the school in 2014 – 15 was undoubtedly the implementation of the EDB's directive that a majority of Secondary 4 students must follow the HKDSE programme in 2015 - 16, rather than have a free choice of either the HKDSE or the IBDP. This is a fundamental change to the school's curriculum framework as well as its core purpose of providing students and parents with unrestricted access to its two Diplomas.

Throughout the year, whilst managing this challenge, the school faced two major uncertainties:

- 1) How many S4 students would actually return to study in CSS as S5 students
- 2) How the EDB would react in response to the school's proposal to offer a particular number of IBDP places to S4 students

This challenge was managed successfully through a number of key actions implemented by teaching & administrative staff, with the support of the CSS Board of Directors:

1. *Establishing a critical timeline for this new process which gave all concerned – students, parents, staff, school leadership and school board - sufficient time and information to make key decisions*
2. *Establishing a core team of key staff to focus on this critical issue – Principal, Vice Principal (Academic), Examinations Officer, Head of Middle School, IBDP Coordinator – supported by the Timetable Manager/HKDSE Coordinator, MYP Coordinator, MYP PP coordinator, Deputy Head of Middle School & F4 tutors, Heads of Faculty, F4 subject teachers and other colleagues.*
3. *Teaching staff collaboratively developing selection criteria for the IB Diploma programme which are rigorous, transparent and consistent with the IB's requirements for its Diploma programme.*
4. *F4 subject teachers and personal project supervisors working conscientiously to assess students' work and to generate reports and grades according to a tight schedule.*
5. *Communicating all year with students and parents through two briefing meetings, three way conference, assemblies, circulation of documents and numerous phone calls and emails, and keeping all staff updated at each critical stage of the process.*
6. *Middle School leaders and house tutors counselling and supporting students and parents through what must have been for them a very stressful year.*
7. *Heads of Faculties & subjects offering interviews to students wishing to choose their IBDP courses, sometimes as a new subject.*
8. *School board conferring and writing to the EDB to press for their support and agreement to the school's proposed number of IBDP places.*

The outcome, securing the EDB's agreement to our offer of IBDP places to every student who met the selection criteria (52), was largely satisfactory, although the cohort of 132 students and their parents went through a roller-coaster year, resulting in 24 students leaving CSS:

- 9 students left without applying for an IBDP place
- 3 students offered a IBDP place left to attend other IB schools (2 overseas, 1 in HK)
- 12 students who were not successful in securing a IBDP place left, mainly to go overseas.

Three new students joined CSS's S5 cohort of 2015 – 16 – two following HKDSE and one IBDP. The school's roll for S5 in 2015 – 16 had reduced by 21 to 111 students (59 HKDSE, 52 IBDP). S4

leavers had dropped from 13% to 10% in the past 3 years, but increased to over 18% in 2014 – 5. A number of S4 students returning in 2015 – 16 to follow HKDSE had indicated their intention to stay for one year only and continue their studies overseas in 2017 – 17.

Teaching staff went through a whole range of emotions, including frustration, elation, bewilderment, empathy with “near-miss” students, disappointment and finally relief that a definite outcome was secured.

In retrospect, the increasingly unbalanced numbers between the two Diplomas in itself would have triggered a serious review of the school’s curriculum model. The number of HKDSE students in S5 had dwindled dramatically from over 25 students in 2011-2 to just five in 2014 – 5, creating adverse pressure on the viability of elective subjects, often taught to just 1 or 2 students, thus depriving students of the interactive learning experiences enjoyed in teaching groups of 5 or more students. At the same time, a significant number of students who had opted for the IBDP against the school’s advice had struggled with the demands of this programme and had by the end of S5 dropped down to IB courses or had left the school. The percentage of S5 leavers for the past three years had been 10.8% in 2012 – 13, 6.4% in 2013 – 14 and 14.0% in 2014 – 15.

Strategically it is essential for CSS’s HKDSE programme to flourish, in order to motivate more students to stay on for their final two years of secondary education. This will continue to be the school’s top priority for the coming 3 - 4 years. Even though there is no formal mechanism for updating the published School Development Plan of 2014 – 17, this focus must feature prominently in the SDP of 2017 – 2020.

The balanced numbers in the two Diplomas in the S5 cohort in 2015 - 16 has enabled viable class sizes to operate equally across the two Diplomas. Students being placed in Diplomas which are appropriate to their needs should result in more focused learning and improved achievement. In the long run this is the key factor to turn the tide, consolidate the school’s pioneering efforts in curriculum innovation and enhance the school’s standing in the wider community.