

Creative Secondary School – School Report for 2009 – 2010

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 2009 – 2010

“Let’s all be Effective Learners”

A full elaboration of the school’s vision and mission statement is contained in our parents’ 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, SBS, JP
Mr. Victor Fong, BSc, RIBA, HKIA, RA
Dr. Ng Ho Ming, PhD
Mrs. Tai Lam Sau Mui, BA, CEd
Mrs. Clio So Chan So Ming, MEd, BPhil, CEd
Mr. Fung Chi Kwan, MEd, BEd, BSocSc, CEd
Mr. Tony Yen Yuen Ho, SBS, JP

2. Start of the school’s operation

The school opened in September 2006 as a co-educational Direct Subsidy Scheme (DSS) school using English as the medium of instruction (EMI). The school’s Opening Celebration was held in May 2007 and the Guest of Honour was Mr Raymond H.C. Wong, JP, the Permanent Secretary of the HKSAR Education Bureau.

3. School Campus Facilities

For 2009-10, the campus had 28 classrooms as well as the following facilities:

- School Hall, extended to accommodate the whole school community
- School library on the top floor of the main teaching block
- Three Visual Arts studios
- Drama studio
- Music studio
- Dance studio
- Multi-purpose activity room
- Design Technology centre

- Food Technology and Textile Technology suites
- 3 Computer suites
- 5 Science laboratories
- 3 outdoor basketball courts and other sports facilities
- 2 rooftop garden areas
- 5 seminar rooms and 2 conference rooms to support small group teaching and learning and other activities
- staffroom located on the 1st floor to facilitate easy communication between teachers and students
- the first phase of wireless internet access installed.

The campus has ample additional space for future development. Towards the end of the summer of 2010, the following projects were implemented:

1. Enhancement of Visual Arts studios to provide additional storage facilities as well as the installation of a kiln to support ceramics work.
2. Re-design of the DT studio to provide for extended workshop spaces.
3. The partition of a 6/F ICT Room to provide for a private study room with ICT facilities to support Form 5 & 6 students.

The school has identified further projects to be implemented during 2010 - 2011 – including two additional science laboratories, two additional rooms for Design Technology and sheltered space to support PE / performing arts lessons.

4. Information on students

The school's enrolment in September 2009 was 476 students. 123 students joined the school as Form 1 students.

5. Curriculum Organisation

5.1 School Calendar and the Timetabled Week.

For 2009 – 2010, the school operated on a calendar of 190 school days over 2 terms, based on a biweekly timetable of 60 periods of 50 minutes each, and a co-curricular programme comprising 40 school clubs which were run after school on 4 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 were organized into 5 or 6 classes for the following subjects – English, Mathematics, Chinese, Science, Integrated Humanities, Physical Education – and into 6 classes for the following subjects – Visual Arts, Music, Drama, Food/Textiles Technology, Design Technology, and ICT. The latter 6 teaching groups are identical to the social groupings for the 6 Houses.

5.3 Implementing the Hong Kong New Senior Secondary Curriculum and seeking authorization of the IB Diploma Programme

Following the school gaining IB World School status in February 2009 after the successful IBMYP authorization visit, CSS received a visit from the IB Diploma Programme authorization team in February 2010. In April 2010 the school received authorization to offer the IB Diploma Programme starting August 2010, thus becoming the first DSS secondary school in Hong Kong to achieve this distinction.

In June 2010, the school's first cohort of Form 4 students graduated from the IB Middle Years Programme after completing their four years of study, culminating with their MYP Personal Projects.

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

Key Learning Area	Number of lessons per fortnight	Minutes of learning per fortnight	% of total learning time
English	9	450	15
Chinese	9	450	15
Mathematics	7	350	11.7
Humanities & Personal & Social Education	9	450	15
Science	7	350	11.7
Physical Education	5	250	8.3
Arts: Visual Arts, Drama, Music	6	300	10
Technology: DT, ICT, Food, Textiles	6	300	10
Tutor Time/Assembly	2	100	3.3
Total	60	3000	100%

Note: In addition, students had daily reading time of 15 minutes five days a week after lunch.

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

Curriculum Area	Number of lessons per fortnight	Minutes of learning per fortnight	% of total learning time
English	8	400	13.3
Chinese	8	400	13.3
Mathematics	7	350	11.7
Liberal Studies	7	350	11.7
Core total	30	1500	50
Electives 1 & 2 Science / Humanities	14	700	23.3
Electives 3 & 4 Arts / Technology or OLE	10	500	16.7
Electives Total	19 - 24	950 - 1200	31.6 - 40
PE	4	200	10
Tutor Time/Assembly	2	100	3.3
Other Learning Experiences Total	6 - 11	300 - 550	10 – 18.3
Total	60	3000	100%

In addition, all Form 4 students spent 4 full days on a work experience programme as an additional entitlement of Other Learning Experiences (OLE).

6 Information on teachers

6.1 Number and composition of the teaching staff team

In 2009 – 2010, the school had 43.6 f.t.e. teaching staff and the Principal.

The school continued to appoint a critical mass of fluent English and Putonghua speakers on the staff team to provide a holistic language learning environment across the different subjects of the curriculum. This provides effective support for students' acquisition of English for academic purposes. Furthermore, the school appointed a number of teachers with IB Diploma teaching experience in readiness for the start of the IBDP in 2010-2011. Of the full-time teachers appointed, 22 were native English speakers, 27 had overseas teaching qualifications and 30 had a university degree from overseas. 8 teachers had prior IBDP teaching experience before joining CSS. Next year's staff recruitment plan will continue to follow this policy.

6.2 Professional Development

As a new school in its fourth year of operation and implementing an innovative curriculum plan of delivering the new Hong Kong curriculum through the framework of the IB MYP, professional development of teachers was given a very high priority.

New teachers attended a 3-day introductory workshop on the IB Middle Years Programme in August 2008, facilitated by a certified trainer from the International Baccalaureate. In addition to teachers continuing to attend IB MYP three day subject workshops and EDB-organised workshops on HKDSE, the school also sent 15 teachers for IB Diploma training, an essential requirement for IBDP authorization.

In addition, teachers attended EDB-sponsored professional development workshops on various other topics including gifted education and Invitational Education.

The positive feedback from teachers on these training events has helped the school to plan further professional development activities for the year 2010 – 11.

III Major Strands of Development addressed in 2009 – 2010

The school plan for 2009 – 2010 is derived from the school's 5 year school development plan for 2006 – 2011 submitted to the Education Bureau. The 5 year plan was accepted by the Education Bureau and the CSS School Board of Directors signed a 10 year Service Agreement with the Education Bureau to operate the school, in April 2008.

In the 2009 – 2010 school plan, the major areas of school development were as follows:

- 1. Supporting the all-round development of students as effective learners** – develop and strengthen the school's Guidance and Achievement framework; support students' classroom learning by developing differentiation strategies and by supporting individual students.
- 2. Consolidate existing Curriculum and develop the Senior School Curriculum** – deliver the first year of the new senior secondary (NSS) curriculum; implement the post-IB MYP authorisation action plan & consolidate the IB MYP's implementation in Form 1 to Form 4. Continue planning of Form 5 & 6 curriculum leading to the HKDSE; secure authorization of the IB Diploma Programme in readiness for implementation in 2010; establish a careers guidance & college preparation programme.
- 3. Review the school's development in the first 3 years and further enhance the school's culture, leadership & management systems** - Further establish the school's self-evaluative culture and extended leadership; seek for IAIE accreditation as an Inviting School

During the course of 2009 – 10, the school had made progress on the above 3 strands of development, as outlined below:

Major Strand of Development	Progress made in 2008 - 2009
1. Supporting the all-	- The school inducted new teachers into the role of house tutors and

<p>round development of students as effective learners – develop and strengthen the school’s Guidance and Achievement framework; support students’ classroom learning by developing differentiation strategies and by supporting individual students.</p>	<p>implement the established new arrangements for horizontal year-by-year management of student guidance & achievement, through the appointment of a senior colleague as Head of Year 1&2, with F3 and F4 teams led by the VP and AP. The success of this development led to appointments for Head of Year 3 and 5 to start next year.</p> <ul style="list-style-type: none"> - The personal growth programme for Form 1 – 3 students was reviewed and implemented with F1 house tutors delivering the programme to new F1 students; this new mode of implementation is to be extended next year into Form 2 - A coordinator was appointed to work closely with the school’s MYP, HKDSE and IBDP coordinators to establish systems for OLE and plan systems for CAS, including setting up effective time-saving software to monitor student progress. - Another coordinator further extended student leadership programmes. A key outcome was the successful work done by a student-based preparatory committee organizing elections to establish the CSS Student Council. - The CSS Activities Week was further developed with a new Community Service F3 trip to Vietnam, and with all F4 students participating in an inaugural work experience programme. The all-round development of students as IB Learners was further enhanced by this & other learning experiences outside of the classrooms”. - strategies for differentiated learning and teaching were further developed through starting a teacher support appraisal process involving classroom observations and feedback. - EDB English Enhancement grant has enabled the school to enhance students learning through the medium of English by bringing in British Council facilitators to work with the English teachers on using popular culture, short stories and social issues as learning themes in English classrooms - the framework for supporting students with individual needs was strengthened through the leadership of the Curriculum Director, leading to improved learning and motivation of specifically targeted students.
<p>2. Consolidate existing curriculum and develop the Senior School Curriculum - deliver the first year of the new senior secondary curriculum(NSSC) - implement the post-MYP authorisation action plan & consolidate its implementation in Form 1 to Form 4. -continue planning of Form 5 & 6 curriculum leading to the HKDSE; secure authorization of the IBDP in readiness for implementation in 2010;</p>	<ul style="list-style-type: none"> - The school successfully delivered the first year of the new HKDSE - four core courses and twelve elective courses – for our first cohort of 120 students. Students and parents were well advised on their F5/6 options - The MYP programme’s last year was successfully implemented, with all students completing their personal projects. Assessments of student assignment assessments sent to the IB for monitoring received positive feedback, helping the school to prepare for moderation of assessment in the following year. The new IB MYP document “From Principles to Practices” was disseminated to teachers; MYP units that are reviewed conform to new unit planning requirements. Students planned the first MYP graduation ceremony and Personal Projects exhibition, supported and advised by IBMYP coordinator. - teachers were assigned and appointed to teach next year’s HKDSE courses for Form 5 students. - teachers assigned to teach IBDP for the first time attended IB training workshops, and more teachers with IBDP experience continue to be appointed for next year. The school’s thorough preparation led by the IBDP coordinator enabled CSS to become the first DSS school to achieve successful IBDP authorization, in April 2010. - the school negotiated with the Education Bureau to establish a 5 year framework for delivering both HKDSE and IBDP within the policy parameters of the DSS. Discussions with Bureau are continuing on arrangements beyond this. - a careers guidance coordinator was appointed to work closely with the

<p>- establish a careers guidance & college preparation programme</p>	<p>MYP, HKDSE and IBDP coordinators to establish a programme to advise and support students in their career-planning and decision-making. A number of Higher Education and industry speakers came to address F4 students as part of this programme. This led to well-informed choices made by F4 and F3 students regarding elective subjects & diploma choice.</p>
<p>3. Review the school's development in the first 3 years and further enhance the school's culture, leadership & management systems - Further establish the school's self-evaluative culture and extended leadership; seek for IAIE accreditation as an Inviting School.</p>	<p>- The school continued to strengthen its implementation of the IE policies and practices in preparation for the accreditation visit. A IE stakeholders survey was conducted which further informed the school of its progress and areas that need to be addressed. Visiting IE educators in 2009 and 2010 confirmed the progress made by the school and the school was informed in May 2010 that it will be a recipient of the Inviting School Award at the October 2010 IAIE conference in Columbus, Ohio.</p> <p>- With the appointment of more staff this year as Faculty Heads and Coordinators, as well as G & A leaders, formal leadership of the school was further extended to a Heads of Faculty Group and a core G & A group amounting to around a quarter of the staff team. Newly appointed leaders were given support to carry out their roles by school leadership team.</p> <p>- school policy and procedures were reviewed and updated as part of the overall preparation for the school's forthcoming DSS Comprehensive Review in 2011 – 12. A number of CR options and dates, including the use of external agencies were explored.</p>

IV Conclusion - Areas of Development identified for attention in the next year plan

1. Continue and deepen the all-round development of students as IB learners - extend the school's Guidance and Achievement framework into Form 5 & 6; further consolidate the IB Learner Profile , implement a careers guidance & college preparation programme
2. Consolidate existing Curriculum and deliver the Senior School Curriculum – deliver the first year of the IB Diploma programme and the second year of the HKDSE programme; continue to consolidate the IB MYP's implementation in Form 1 to Form 4, review and enhance inquiry-based pedagogical approaches to learning.
3. Review the school's development in the last two years, further consolidate the school's culture, leadership & management systems and consider the next phase of the school's development - Further implement the school's self-evaluative culture and extended leadership; continue implementation of IE policies and practices, draft the second Five Year School Development Plan