

Creative Secondary School – School Report for 2010 – 2011

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 2010 – 2011

“Growing, Maturing, Succeeding”

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

Dr. Robert Sunderland BSc PhD (teacher representative)

Mrs Leslie Chan (parent representative)

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 2010-11, the campus had 32 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, enhanced in 2010 with additional storage and a kiln to support ceramic work
- Drama studio
- Music studio
- Dance studio
- Multi-purpose activity room
- Design Technology centre, expanded to provide for greater workshop area
- Food Technology and Textile Technology suites
- 3 Computer suites
- 5 Science laboratories
- 3 outdoor basketball courts and other sports facilities

- 2 rooftop garden areas
- a private study room for senior students 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
- wireless internet access installed throughout the campus

The campus has ample additional space for future development. Towards the end of the summer of 2011, the following projects were implemented:

1. Conversion of the textile and geography rooms into two additional science laboratories.
2. Two additional rooms for the Design Technology Centre
3. Further storage facilities and working space for senior Visual Arts students.

The school has planned further projects to be implemented during 2011 - 2012– including a sheltered space to support PE / performing arts lessons.

4. Information on students

The school's enrolment in 2010-2011 was 608 students from Form 1 to Form 5 for the first time. 126 students joined the school as Form 1 students.

5. Curriculum Organisation

5.1 School Calendar and the Timetabled Week.

For 2010 – 2011, 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 in Form 1 to 3 were organized into 5 or 6 classes for the following subjects – English, Mathematics, Chinese, Science, Integrated Humanities, Physical Education – and into 6 classes for the following subjects – Visual Arts, Music, Drama, Food/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 beginning the implementation of the IB Diploma Programme

Following the school's authorization in April 2010 to offer the IB Diploma Programme, the school began the implementation of this diploma in August 2010, thus becoming the first DSS secondary school in Hong Kong, as well as the first IB World School, to offer both the Hong Kong and IB Diplomas.

In June 2010, the school's second 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. Their IB MYP coursework was submitted to the IB for moderation. All students received a transcript of their MYP studies issued in Geneva by the IB. In addition, students who met the MYP requirements of at least 36 points also received an MYP certificate issued by the IB.

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%

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	14	700	23.3
Science / Humanities	10	500	16.7
Arts / Technology or OLE			
Electives Total	19 - 24	950 - 1200	31.6 - 40
PE	4	200	10
Tutor	2	100	3.3

Time/Assembly			
Other Learning Experiences Total	6 - 11	300 - 550	10 – 18.3
Total	60	3000	100%

5.6 Lesson Time for the Hong Kong Diploma of Secondary Education in Form 5

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%
Up to 3 Electives	21	1050	35%
Electives Total	21	1050	35%
PE/OLE activities	6	300	10
Tutor Gp / Assembly	3	150	5
Other Learning Experiences Total	9	450	15%
Total	60	3000	100%

5.7 Lesson Time for the International Baccalaureate Diploma Programme in Form 5

Curriculum Area	Number of lessons per fortnight	Minutes of learning per fortnight	% of total learning time
HL subject 1	9	450	15
HL subject 2	9	450	15
HL subject 3	9	450	15
SL subject 1	6	300	10
SL subject 2	6	300	10
SL subject 3	6	300	10
Tutor Gp / Assembly	3	150	5
Theory of Knowledge	3	150	5
Private Study	9	450	15
Total	60	3000	100%

6 Information on teachers

6.1 Number and composition of the teaching staff team

In 2010 – 2011, the school had 59 f.t.e. teaching staff and the Principal.

The school continued to appoint a critical mass of fluent English and Putonghua speakers on the staff team to provide a holistic language learning environment across the different subjects of the curriculum. This provides effective support for students' acquisition of English for academic purposes. Furthermore, the school appointed a number of teachers with IB Diploma or Hong Kong Diploma teaching experience in readiness for the school's first-ever Form 6 and the second year of the IBDP in 2011-2012. *Of the full-time teachers appointed, 24 were native English speakers and 37 had a university degree from overseas. 15 teachers had prior IBDP teaching*

experience before joining CSS.

6.2 Professional Development

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

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

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

School-based professional development consisted primarily of collaborative curriculum planning, standardization sessions to achieve greater consistency in IB and HKDSE school-based assessments, and the introduction of technology tools such as turnitin.com and Managebac to monitor student progress. Newly / recently qualified teachers were supported by their Heads of Faculty and other staff through mutual classroom observation and other strategies. 14 teachers attended an IAIE-sponsored workshop on classroom management strategies entitled "First Days of School". English Faculty team worked with consultants from British Council on implementation of HKDSE English curriculum, and also conducted MYP curriculum planning, both of which were funded by EDB English Enhancement Scheme grants.

The positive feedback from teachers on these training events has helped the school to plan further professional development activities for the year 2011 – 12.

III Major Strands of Development addressed in 2010 – 2011

The school plan for 2010 – 2011 is derived from the last year of 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 2010 – 2011 school plan, the major areas of school development were as follows:

- 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

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

Major Area of School Development	Progress Made in 2010 - 2011
<p>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</p>	<p>The school extended its Guidance & Achievement framework by appointing a Head of Form 5, and a deputy Head of Form 5 who was responsible for overseeing two areas – the IBDP's CAS programme and the HKDSE's OLE programme. A team of six house tutors were appointed to take responsibility for overseeing the social and academic progress of the new Form 5 students. Student academic monitoring was conducted on a monthly basis, with timely feedback given to students and parents through three way conference, reports and additional meetings with students and parents as required.</p> <p>The school appointed a full-time Careers and Higher Education Advisor with no teaching duties to support the work of the Careers Coordinator, primarily to prepare and advise Form 5 students as they start the process of applying for university entrance. The careers guidance & college preparation programme for Form 5 students was delivered as planned, with guest speakers from universities and from different professions; seminars on applying to different university systems (HK and overseas); workshops and provision of online resources to support student research and individualized advice sessions etc.</p> <p>The IB Learner Profile continued to be well-displayed and served as themes for student-led year assemblies for all year groups. Teaching staff referred more frequently to IB Learner Profile attributes in their report writing. Students reflected on their community service and their year's progress with reference to the IB Learner Profile.</p>
<p>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.</p>	<p>The first year of the IB Diploma was successfully delivered as planned with all teachers new to this diploma trained prior to the start of the year and guided throughout the year by Heads of Faculties and other experienced colleagues. Likewise the second year of the HKDSE was delivered as planned. In both diplomas, school-based assessments were successfully conducted as required by both examination systems. By the end of Form 5, all students in both Diplomas sat a school-based examination which served to inform all stakeholders about student progress and the degree of effectiveness of teaching in covering required syllabi.</p> <p>Faculty teams reviewed and in some cases revised MYP units of work at the start of the year and as the year progressed, in order to consolidate the programme. The assessment of final year student coursework was submitted for the first time to the IB for moderation, with very positive feedback from the IB indicating that teaching and assessment across faculties had largely met IB expectations. Plans were made to enhance inquiry-based learning and to develop more inter-disciplinary approaches and projects for next year.</p>
<p>3. Review the school's</p>	<p>The first 5 year plan was reviewed as part of an overall exercise from</p>

<p>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 School Development Plan</p>	<p>Feb 2011 to October 2011 to involve all stakeholders – students, parents, staff and school board – in drafting a new school development plan for the next three years. A number of key school documents were reviewed and updated, including the CSS handbook and the CSS staff handbook, incorporating refinements and extensions of school policies and procedures as the year progressed.</p> <p>Through promotion and external recruitment, leading positions for all 8 faculties and the three heads of school sections, lower school (F1-2), middle school (F3-4) and upper school (F5-6), together with other positions of leadership, have been filled in time for the start of the next school year. The full establishment of the leadership and management structure coincided with the school filling up to Form 6 for the first time, thus completing the first phase of the school's development.</p>
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The school also implemented the use of electronic readers and purchased additional reading books to support reading in Secondary One. Both of these initiatives were funded from the EDB English Enhancement Grant.

IV Conclusion

By the end of the school's fifth year and its first school development plan (SDP), the school has established itself successfully and the following have been achieved:

- A full staff team appointed and a projected enrolment of 700 students for 2011 - 2012
- The school gained accreditation as an IB World School in 2009, and now authorised to offer both the IB Middle Years Programme and the IB Diploma Programme.
- The school became the recipient of the IAIE's Inviting School Award in 2010, thus building up a school culture based on the core values of trust, respect, care, optimism and intentionality
- The school campus is fully deployed to support all aspects of school life
- The school will expect its first graduates from the Hong Kong and IB Diplomas in summer 2012

A new SDP has been drafted for discussion and approval by the school community and the Board of Directors in the autumn of 2011.

The new SDP will address four main areas of development over the coming three years:

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

The 2011 – 2012 year plan will be derived from the school's new 3 year SDP from 2011 – 2014.

