

# ANNUAL SCHOOL REPORT (2023-2024)



**CREATIVE SECONDARY SCHOOL**



CREATIVE SECONDARY SCHOOL 啓思中學  
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## **Key Elements of the School Report**

- (1) Our School
  - (2) Achievements and Reflection on Major Concerns; Feedback and Follow-up
  - (3) Student Performance
  - (4) Financial Summary
  - (5) Appendix
- Please include related documents.

## (1) Our School

### School Motto, Emblem & Values 啓思中學校訓、校徽及價值觀

We recognize that all students are uniquely talented. Within our exceptionally supportive community, students develop positive relationships and relish the opportunity to realize their individual potential to the full. Learning at CSS is highly student-centred, engaging and inquiry based. Through a broad range of experiences in and beyond school, students become confident, optimistic, compassionate and internationally-minded young adults, ready to find their place in the world.

我們深信所有學生都具獨特天賦。在我們充滿關愛及互相支援的學校社群內，學生建立良好而正面的人際關係，珍惜機會，盡展個人潛能。啓思中學的學習強調以學生為本，着重探究式學習，讓學生樂在其中。透過校內和校外廣闊而多元的體驗，學生茁壯成長，成為充滿自信、樂觀、仁愛及具備國際視野的青年，立足於世界。

#### CSS emblem 啓思中學的校徽

The emblem for Creative Secondary School has the three letters "CSS" arranged to represent a tree. This is a clear progression from the emblem for Creative Primary School and its Kindergarten, which is a young green shoot.

Both emblems express our mission to help students grow eventually into healthy, balanced, active and compassionate citizens of the world. In many cultures, a tree also represents knowledge. Our houses are also named after trees commonly found in Hong Kong.

啓思中學的校徽是由「CSS」三個英文字母所組成，象徵一棵樹。這是參考啓思小學及其附屬幼稚園校徽中的幼芽圖案而設計的，由初入學的小幼芽，茁壯成長為一棵強壯的大樹。

每一個標誌都表達了我們的使命，幫助學生成長為健康、平衡、活躍和富有同情心的世界公民。在眾多文化裡，樹木也代表知識。我們六個學社中的每個學社，均以香港常見的樹木命名。

#### CSS Values 啓思中學價值觀

- Each student is uniquely talented and should be empowered to develop his/her potential to the full.

每個學生均有其獨特的天賦，應該賦予機會，讓他們盡展潛能。

- A caring, respectful, trusting and positive school culture provides students with the confidence to learn, to meet new challenges and develop self-respect and respect for others.  
在關愛、尊重、信任和正面的校園氛圍中，讓學生有信心去學習、迎接新的挑戰，以及發展自重和尊重他人。
- Students should have the opportunities and choices in pursuing their passions and aspirations in school, in the Hong Kong community and globally.  
學生應該有機會和選擇，在學校、香港及世界追尋他們所熱愛和理想的志向。
- High expectation will motivate students to develop their personal qualities and their confidence to overcome challenges and make progress in and beyond school.  
高度的期望會使學生有動力去發展他們的個人特質和自信，克服在學校及其他地方的挑戰，並且不斷進步。
- your school's homepage or respective "School Profiles" for public reference.  
<https://www.css.edu.hk/>

## I. To maximise **ENGAGEMENT** in a holistic learning environment

Major Goals 主要目標	Intended Outcomes/Targets 預期成果/目標
1.1 Further strengthen experiential learning with an increased focus on service.	1.1.1 Deepen students' learning through multifaceted experiential learning opportunities both on campus and beyond.
	1.1.2 Develop new opportunities for contributing to the school community and beyond.
1.2 Ensure the appropriate support is available to all stakeholders to engage and achieve in their roles.	1.2.1 Adopt student- centred approach in student development and enhance individualised support for all students including those with various learning needs
	1.2.2 Increase opportunities for parental engagement in school activities.
1.3 Improve infrastructure and systems that support engagement for lifelong learning.	1.3.1 Explore innovative ways of using classrooms for optimising learning engagement.
	1.3.2 Further integrate technology in to Learning & Teaching
1.4 Support collaboration across teams and faculties to advance Learning and Teaching.	1.4.1 Promote development of Learning and Teaching practices through consistent sharing and collaboration.
	1.4.2 Get the best out of our mixed curricula & diverse ways of learning and teaching
	1.4.3 Review the teaching of critical thinking and affective skills across faculties
	1.4.4 Review curriculum across the school with a view to enhancing a good interface between junior and senior schools.

## II. To cultivate **WELLBEING** through developed communication

Major Goals 主要目標	Intended Outcomes/Targets 預期成果/目標
2.1 Explore and diversify well-being opportunities	2.1.1 Build a goal oriented culture with a view to celebrating ongoing accomplishments.
	2.1.2 Promote and offer a variety of programmes for all stakeholders' wellbeing in school and beyond.
2.2 Cultivate a positive psychology of being and doing	2.2.1 Consolidate & clarify the articulation of policies and procedures
	2.2.2 Facilitate opportunities for stakeholders to practise positive habits and values to enable members of the community to thrive and flourish.
	2.2.3 Improve systems to enable better collection of stakeholder's opinions and ideas.

### III. To boost agency, consistency and transparency through **ACCOUNTABILITY**

<b>Major Goals 主要目標</b>	<b>Intended Outcomes/Targets 預期成果/目標</b>
<b>3.1</b> Translate the broader Mission and Vision into achievable, tangible goals.	<b>3.1.1</b> Review and consolidate our Policies and Practice documents.
	<b>3.1.2</b> Actualise our Mission and Vision into actionable goals & concrete expectations.
<b>3.2</b> Empower stakeholders through capacity building.	<b>3.2.1</b> Offer and support opportunities for staff, students and parents (at all levels), to nurture their initiatives and leadership.
	<b>3.2.2</b> Develop a coaching culture.

## (2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

### 1. To maximise **ENGAGEMENT** in a holistic learning environment

#### Achievements

This Annual School Plan (ASP) is the first one in the current School Development Plan (SDP). When the teaching staff were surveyed to begin the process of creating the new SDP and this first ASP, concerns about student engagement following online learning were almost universally identified by staff. Teacher disillusion with work also featured strongly, stemming from the same cause. A large majority of the teaching staff identified a renewed focus on experiential learning that aligned with the school's ethos of service was identified as a potential solution, as well as renewal of our teaching spaces, a continued and growing push to draw student leaders further into school life and to strengthen parental involvement too.

Already identified as an area for development before the distraction of the pandemic, MYP Service as Action in our written curriculum was successfully audited and the process of deepening and renewal of this crucial element of our foundational programme began with faculties developing and testing new activities in the written curriculum. Of particular note was a new Interdisciplinary Unit (IDU) between Maths and Science in which noise levels along the notoriously loud and polluted major road running behind the school were measured by students, the data analysed against noise pollution standards and potential mitigation measures advocated for. Another success was the Kindness Walk for which F1 and F2 students collected and distributed supplies to homeless people on the streets of Hong Kong, completing the distribution drive despite some of the most persistently wet summer weather in recent memory.

In line with these developments in our Junior School, the requirements for being offered one of our limited number of IBDP places have been further elucidated with the need for active involvement with community service being clarified and written into the selection criteria.

Performing Arts at CSS were all but wiped out during online learning and this year the Arts Faculty created its own renaissance, returning stronger than ever with our first full school production in several years, delivering Grease to the school community. Around a quarter of our students took part in the production, student leaders stepping up to manage everything from the choreography of the dancers to sales and marketing, as well as set design and production, lighting, sound, makeup and every other aspect of the performance.

In parallel with the success of Grease, the Arts Faculty began delivering lessons that explored the use of technology in the arts, including lighting, sound and video design. Many events and performances during break and lunchtimes have taken place around

the school and an Arts Hub has been created in a large open space on the 2nd floor. The Winter Arts Show has also returned, in conjunction with our Primary School and Kindergarten, proved to be a great success, helping the Creative Community to get into the Christmas spirit in December 2023. This was followed on the final day of the autumn term with a Christmas collaboration with RTHK who came to school to film the 34th International Pop Poll in front of a live audience of CSS students and which included acts from our school.

As well as helping drive the school production, increased student leadership has been very apparent in other areas of school life, including during our Flag Raising Ceremonies, the arranging and conducting of inter house sports and competitions and in the discussion and implementation of quality of life initiatives with the Principal. This aspect of school life has gone from being barely apparent at the end of online learning to going beyond already significant pre-pandemic levels this year.

This has also been an excellent year for sport, our student athletes participating in a very large number of fixtures and enjoying considerable success in a wide range of sports including football, athletics, martial arts, volleyball and others. Our PE team and supporting teachers have given up many evenings and weekends, often at short notice, to make this possible. Sports Day has long been one of the biggest dates in the school calendar and for the first time this year has taken place over two days, allowing for a greater range of events, a proper finals day and widespread participation in and enjoyment of whole school events such as the various relay races.

Participation in external competitions other than sport has also increased greatly this year and has possibly reached an all time high, particularly for gifted and talented students. Our students have enjoyed success in music, visual arts, maths, science, design, STEAM and language competitions, both in Hong Kong and overseas. This effort has also been supported by a diverse range of trips as part of the taught curriculum. Of particular note have been design-oriented trips to local universities as well as trips with a cultural focus within Hong Kong, the Greater Bay area and to the Chinese Mainland more generally that have helped students with their study of Citizenship and Social Development, National and Global Identity and National Security Education.

The school's flagship programme, Chinese Language Arts Culture and History (CLACH) has also come back stronger than ever this year. As well as driving the cultural trips mentioned above, there have been an unusual range and number of Chinese musical performances, the school investing in instruments and external instructors to begin the process of more fully developing an aspect of school life that has always enjoyed a place in CSS assemblies and celebrations, but which has had a relatively low profile until now. A sister school agreement was also signed with the Affiliated Foreign Language School of South China Normal University which will lead to mutual visits and exchanges from the coming academic year.

CLACH has also been instrumental in driving greater parental involvement in the school, organising calligraphy and paper cutting lessons for the wider school community, and bringing in parents to teach students Chinese cooking and customs for important holidays, including the PTA teaching CLACH Ambassadors to make tang



yuan for the winter solstice. Parents have also been engaged in other areas of school life, for example the Creative Week Showcase and a DT workshop experience organised by the Technology Faculty. The Spanish team arranged to have the Hong Kong schools' Spanish Culture Festival at CSS for the first time this year, bringing in a significant crowd from across the school community and beyond to enjoy performances and Spanish food.

This year, for the first time since online learning, Creative Week returned to its original format and did so with the largest range of overseas trips ever offered which included the chance for F2 to go abroad as part of the programme for the first time. The F2 trips had a strong emphasis on China with trips going to Beijing and Xian, and trips to Sichuan, Taiwan and Inner Mongolia were available to older students. Outside of China, trips went to Italy, New Zealand, Osaka, Hokkaido, Singapore and Spain.

The amount of experiential learning on offer this year has placed a substantial burden on an already overworked staff and some new positions of responsibility have been created to help with the workload, including an additional Deputy Head of School Life (Experiential Learning and Creative Week) and an additional Deputy Head of Junior School. Teacher headcount has been increased too, with additional teachers and assistant teachers being recruited to help free up the time needed for collaboration and further developing materials for differentiated instruction.

Substantial work has been done by the English Faculty to better align our curriculum content with the revised curriculum framework for MYP English Language Acquisition, in particular at the emergent level. In addition, new differentiated material was produced for Form 3 English and generative AI was used to summarise and simplify English texts to varying degrees to support further differentiation. Chat GPT is now available in school and the teaching staff have received a range of individual and joint professional development on the use of AI for creating teaching resources. Other faculties are exploring the use of AI for differentiation, in particular Mathematics, and major curriculum review has begun in several faculties that had been delayed by online learning. One benefit of online learning has been the plethora of online tools that have come into use, and systematic review of online tools is now built into all faculties' development cycles, for example this year with a multi-faculty review of Kognity.

A significant aspect of the ongoing curriculum review has been the rebalancing of the local and international curricula in Forms 1-4, placing a greater emphasis on Hong Kong curriculum content and related skills whilst maintaining a more typically international focus on critical thinking and information literacy. Students' interest in the DSE has continued to rise steadily, with a quarter of this year's F4 cohort listing it as their preferred Diploma, allowing the school to give almost three-quarters of students their first choice of course in Form 5 next year.

Systematic professional development has taken place this year for all staff regarding identifying, approaching and protecting at-risk students, as well as crisis management training for the Senior Leadership Team. A combination of internal expertise as well as external instructors were brought in to facilitate this. Several staff have completed EDB's advanced SEN training and a push is beginning to greatly

increase the proportion of teachers who have completed the basic course. The Learning Support Team have worked closely with core faculties this year and are now able to be deployed to teach to their strengths, each specialising in helping students in a narrow range of subjects whilst also continuing to support electives when needed. This is now providing highly focussed, specialised pullout support that greatly accelerates students' progress as well as in class support to help teachers more effectively manage students' learning challenges.

The school campus is now almost 20 years old and wear and tear has taken its toll, along with obsolescence of equipment. This year some complicated and much needed major repairs were completed that have created a much more pleasant environment in many learning spaces. This has included replacement of many air conditioners including the units in the school hall. Classrooms have also been renewed and a lot of the old ICT equipment has been replaced, creating a much more consistent set of equipment across classrooms as well as allowing teachers to increasingly rely on their relatively new laptops instead of ancient desktop computers. Student murals continue to be added to walls across campus, brightening the place up and adding a personal touch to many areas.

### **Reflection**

Instrumental in this year's successful school development was the thorough canvassing of all teachers over the course of last year to create a new SDP that everyone could get behind. A lot was done in a short time, which was only possible because teachers wanted to see this through. The school closures of the pandemic hurt our staff and students, caused great problems that led to disengagement of staff and students on an epic scale. This left a miserable hangover that was proving intractable until this year when staff chose to re-engage to hit development targets that they had prioritised. This has proved contagious and student engagement has followed. Considerable latitude was given by leadership in this process, which both helped the development process gain momentum. It also began to restore faith and trust in school leadership that had been seriously eroded by repeated changes of Principal leading to repeated changes of direction. This ended with a very drawn out appointment process which delayed urgent action. Teacher turnover has been very high for several years, but this has come to an end this year. This has happened in time to preserve enough staff who remember what a joyful place to work and study our school used to be that a swift turnaround is now likely. Our ethos of service, trust, care and gaining pleasure from what we do has survived the COVID crisis and is re emerging in time to be rebuilt. Continuing with our previous practice of recruiting a teaching body with a diverse range of skills and experience has also helped to create an engaging environment. This has included the recruitment of inexperienced but highly trained, trustworthy young teachers who have ideas and energy, and who can readily be taken beyond their comfort zone by experienced coaches. These young people are excellent role models, some of them our own graduates, who have consistently come to represent a fantastic investment on the part of the school.

The deliberate involvement of students and parents in the creation of the SDP and the inclusion of a major role for both groups in its execution has been a big help. The

school has a history of encouraging and supporting independent action from students that has helped them to grow into capable young adults who are generously treated by institutions of further and higher education who seem to like them. Whilst effective student leaders have been produced in the past, their skills and ideas have not always been directed back into the school community, instead being used to predominantly influence their next step in life. This has changed this year with our student body choosing to take actions that help positively influence their peers as well as helping to take the organisation itself to the next level. We had made clear niches for them to fill and it was a simple matter for student leaders to create their own opportunities for wider growth within the school, giving back as well as looking to their future. Having a positive and very approachable staff body also helped. Of particular note is the graduating cohort of 2024 who worked very closely with next year's graduates, coaching, encouraging, advising and teaching them how to be the best students they can be to an extent that was unusual even for this school. We began to see the class of 2025 emulate this behaviour, paying forward the help they received.

Creating and maintaining engagement in both staff and students appears to be best achieved here by involving people in the decision making process from an early stage and demonstrating engagement to those we teach/manage - engagement appears to flow downwards. Drawing on many years of successful pre-pandemic curriculum enrichment, useful tools from online learning, and a staff and student body with diverse skills and interests also helps.

### **Feedback and Follow-up**

What has been done with MYP Service as Action is just the beginning and this needs to continue to create a comprehensive curriculum. Bringing back work experience placements for all Senior students would be a good step too. Creative week could also be diversified to include both more service-related opportunities as well as sports or STEAM-related trips.

Involving parents with Creative Week activities, for example by volunteering as chaperones, might also be an idea. Running workshops for parents on the aspects of the school's ethos that are a major help with keeping people engaged could be arranged, such as Invitational Education, Positive Education and Restorative Practices.

The increasing popularity of Chinese instruments has led to the Music Department planning for a second phase of workshops to allow students to go much deeper. The TKO Schools Music Festival is also in the process of being relaunched. Students are also to be given the opportunity to plan their own Arts event soon. The Maths Faculty is preparing to relaunch some of its activities such as the Monthly Maths Puzzle event, and PE is looking at how best to implement the latest research on individualised support for both our athletes and non-athletes alike, as well as pushing for greater parental support at events.

The success of engaging students with experiential learning this year suggests that it is time to push harder to raise engagement within classrooms in the coming year. This process began this year with teachers gradually moving away from pandemic-

inspired desk arrangements in classrooms and returning to something more group oriented. The peer observation initiative also continued for a third year, teachers mostly enthusiastic about visiting each others' lessons and sharing good practice.

The idea of academic rigour in lessons was floated this year as a potential next step, but needs to be clearly defined, as well as teachers and students being introduced to the most recent findings and practices in this regard. Organisations such as the IBO, EDB and others are well-placed to provide resources in this regard. Freeing up senior leaders to help coach teachers, as well as freeing up teachers to collaborate, cooperate, observe and share will be necessary. Increased teacher headcount is a big step along the way, but stripping away unhelpful bureaucracy, frequent long meetings and avoiding the hijacking of the teacher time that has already been created are all necessary steps.

Clear expectations already exist for teaching a "good lesson" at CSS, but these could be more widely explored and people's roles and responsibilities more clearly defined, with a view to avoiding duplication of effort as well as ensuring that problems are identified early. Any pursuit of greater rigour in the classroom must take the form of helping teachers to work smarter rather than demanding that people work harder; with the fallout from online learning and three changes of Principal, teacher workload at all levels of the organisation has been a problem for some years. With the exception of leaders and scholars, general expectations of students have not been explored in a sustained manner with students for quite some time, generally only being looked at in response to a problem of a specific nature such as lateness or uniform. It may be time to remedy this.

Whilst extensive work has been done on the maintenance of the premises this year, there is still work to do. Ensuring that the ICT infrastructure around the school is reasonably uniform and of a high quality needs finishing, some rooms still need some attention and the spaces that have been made good need to be kept that way through displays of school pride and student achievement. Getting as much help with this from our students as possible would be a good step to take.

## 2. To cultivate **WELLBEING** through developed communication

### Achievements

This year a concerted effort has been made to celebrate achievement. Each team meeting begins with an opportunity for staff to briefly mention any things to celebrate that they're aware of that affect staff or students. This could be school-related or not. Major achievements have been shared with the whole school community via our bulletins and website.

A full cycle of goal setting and appraisal has been completed "for real" this year, following on from last year's trial run. Whilst the system still needs work to achieve the "coaching culture" that we are looking for, and also to reduce its time requirements, it went smoothly.

Student punctuality has continued to improve with staff at all levels of the organisation pushing hard to make this happen. The punctuality awards are now embedded in our school culture.

PE lessons in Junior School have returned to 4 lessons per cycle and the curriculum is now completely updated to allow us to make the most of this time. This was a popular feature of the curriculum for many years, but the time for PE was halved a few years ago to meet additional time needs for academic subjects. Online learning immediately followed and the impact of the change was not seen until the effect of enforced inactivity on students became apparent in the wake of the pandemic. Protecting this time is very desirable for the wellbeing of our younger students. Brief wellbeing activities, for example "brain breaks" are also being incorporated into lessons of other faculties to help students to focus.

PE student helpers have grown greatly in number this year. They are present at all school events and at many fixtures. Match reports are being submitted to Facebook by this team of students. More staff than ever are also supporting school sports.

The number of teachers who are workshop leaders for external bodies such as the IBO is increasing steadily back towards its pre-pandemic levels.

The professional development (PD) opportunities offered by EDB are being well-used by teachers. This is especially true of our more recently qualified teachers as well as those with responsibility for a subject area. Courses focusing on the English language as a medium of instruction and also advanced SEN training have been taken up. There have been PD collaborations with other schools such as Computer Science and language training with Kellet and the Hong Kong TOK Teachers Network at ISF. There has also been widespread PD, both internal and external, on conditions identified by teachers as a particular concern such as ASD and ADHD as well as identifying and intervening when students are at risk. The latter was supplemented by a crisis management workshop for senior leaders.

Staff meetings have been changed to follow a 20:80 model, giving 20 percent of the time to presentation of information and 80 percent to discussion and activities. A gallery walk has also been built into the start of the meeting to help disseminate information.

Although finding convenient times for collaborative planning meetings is still a challenge, especially for larger faculties, these have now become embedded in the working practices of every faculty.

Communication tools for gathering opinions such as Google Surveys are being widely used to gather opinions and feedback in a quick and effective manner. Tools such as Google Classroom and Google Chat are now being effectively used by a large number of teachers for brief and timely exchanges between staff, students and parents.

The CLACH team participated in “The 7th Outstanding Teaching Award for Moral Education” jointly organised by the Education Bureau and Winsor Education Foundation.

The 7Cs survey was implemented twice this year for the second time and is now a feature of our annual routine.

## **Reflection**

### **Facilitating Factors**

#### **1. Collaborative Culture:**

- The concerted effort to celebrate achievements fosters a positive and collaborative environment among staff and students. Regular sharing of successes enhances morale and encourages continued participation.

#### **2. Structured Meetings:**

- The implementation of a 20:80 meeting model allows for more effective discussions and engagement, promoting a sense of ownership and involvement among staff during meetings.

#### **3. Supportive Leadership:**

- Strong backing from leadership in areas such as professional development and curriculum updates helps create a clear direction and encourages staff to engage with initiatives.

#### **4. Increased Professional Development Opportunities:**

- Access to a variety of professional development courses, especially those targeting specific needs like SEN training, allows teachers to enhance their skills and better support their students.

#### **5. Effective Communication Tools:**

- The use of tools like Google Surveys, Google Classroom, and Google Chat has improved communication and feedback mechanisms, facilitating timely responses and collaboration between staff, students, and parents.

#### 6. **Engagement of Student Councils and Helpers:**

- The active involvement of student councils and PE student helpers in school events promotes a sense of community and shared responsibility, enhancing the overall school culture.

### **Hindering Factors**

#### 1. **Time Constraints for Collaborative Planning:**

- Finding suitable times for collaborative planning remains a challenge, particularly for larger faculties. This can limit the effectiveness of teamwork and shared planning efforts.

#### 2. **Transition to a Coaching Culture:**

- While progress has been made in goal setting and appraisal, fully transitioning to a coaching culture requires ongoing commitment and may encounter resistance from staff who are accustomed to traditional evaluation methods.

#### 3. **Balancing Academic and Physical Education Needs:**

- The challenge of maintaining adequate time for both PE and academic subjects can lead to tension in curriculum planning, potentially affecting student engagement and wellbeing.

#### 4. **Inconsistent Engagement in Professional Development:**

- Variability in participation rates for professional development opportunities may indicate differing levels of motivation or awareness among staff, which can hinder overall effectiveness.

#### 5. **Feedback Utilization:**

- Gathering feedback via surveys is effective, but ensuring that this feedback is acted upon can be challenging. A clear process for responding to survey results is necessary to enhance staff trust and engagement.

### **Consolidated Experience and Reflection**

The process of planning, implementing, and evaluating these initiatives has provided valuable insights into the dynamics of our school community. Key reflections include:

- **Importance of Communication:** Effective communication tools have proven essential for gathering feedback and fostering collaboration. Continually exploring and refining these tools will enhance their impact.
- **Value of Recognition:** Celebrating achievements, both big and small, reinforces a culture of appreciation and motivation among staff and students. Future efforts should continue to focus on recognizing contributions to maintain engagement.

- **Need for Flexibility:** The challenges encountered, particularly in scheduling and balancing various educational needs, highlight the importance of flexibility in planning. Adapting strategies to accommodate the unique needs of different faculties will enhance the effectiveness of collaborative efforts.
- **Commitment to Continuous Improvement:** The journey towards establishing a coaching culture and improving student wellbeing is ongoing. A commitment to regularly revisiting and refining these initiatives will be crucial for sustained success.
- **Collaboration as a Catalyst:** The collaborative efforts observed throughout the year demonstrate that when staff and students work together towards common goals, the outcomes are significantly more positive. Fostering this collaborative spirit should remain a priority as we move forward.

### **Feedback and Follow-up**

To enhance the goal-oriented culture within the school, a system will be established to celebrate achievements, including student-led activities, with the aim of increasing the number and variety of recognition events available to all students. To strengthen the coaching culture, training will be offered to staff on effective coaching techniques, and surveys will be utilized to assess staff comfort and effectiveness in applying these methods.

In order to optimize collaborative planning, flexible meeting times will be provided, incorporating rotating schedules and virtual meeting options. Participation rates will be tracked, and feedback on these planning sessions will be collected to gauge effectiveness. Additionally, well-being initiatives will be promoted by incorporating programs that focus on mindfulness and resilience training, with student engagement and feedback on these programs being evaluated through surveys.

To increase engagement in professional development, incentives will be created to encourage staff participation, and participation rates will be monitored to correlate them with teaching effectiveness and student success. A clear process will be developed for responding to feedback gathered from surveys, ensuring that the community is updated on actions taken based on this feedback. Lastly, fostering community involvement will be a priority, with student councils encouraged to lead community service projects. Participation in these projects will be tracked to assess their impact on students' sense of belonging within the school.



### 3. To boost agency, consistency and transparency through **ACCOUNTABILITY**

#### **Achievements**

This is the second post-pandemic year in which we have had a full calendar of major school events, traditions and ceremonies that fully incorporates what was in place before online learning, such as Opening Ceremony, Open Day, Options Exhibition, Arts Show and Diploma students' Art Exhibition, IBDP Theatre performances with full audiences, school production, Open Day, F3 and F6 Graduation Ceremonies, Graduation Dinner, Achievement Celebrations and celebrations of Chinese festivals. New events have also been added and are now routine such as Flag Raising Ceremonies and a frequently student-led sharing afterwards.

The responsibilities and roles of student leaders and scholars have been fully enumerated such that they now have a clear understanding of these. This has been carefully aligned with the ethos of the school and our procedures with respect to this are well-documented. Work has begun on other policies, procedures and documents that make expectations for students clearer, such as an independent learning policy. Expectations and selection criteria for students wishing to apply for a place on the IBDP have been refined, fully documented and trialled with this year's F4 cohort for the Diploma Pathways process. The criteria proved easy to use given the vast amount of academic and non-academic data that was made available for each student, helping to quickly identify those students who needed deeper discussion and so allowing the panel more time to examine each case.

The role of student leaders has expanded. In Junior School, House Monitors now have expanded roles in tutor time and PGP with a strong emphasis on accountability that means these students are no longer limited to fetching and carrying. In Senior School, student leaders are bringing their own initiatives and ideas for school development to senior leaders for discussion and consideration on a regular basis. They are also joining teachers on duty at break and lunchtime. Senior students are once again joining junior classes to serve as mentors in subjects such as maths and Chinese, just as they did before online learning.

New reflection materials have been created for Junior School students, such as reflection journals, that are being used in tutor time and PGP in conjunction with reporting and our Rapid Progress Check system.

The Diploma Pathways process and F3/4 Options Exhibition are now embedded in our calendar and have taken on a concrete shape that needs very little additional refining.

The staff handbook and job descriptions have been thoroughly reviewed and updated, a task that never quite seemed to get completely finished despite several years of trying.

External grade boundaries moved quite a long way for both Diplomas during online learning, but now seem to have settled down. Our internal grade boundaries have been thoroughly reviewed and standardisation stepped up this year, giving us highly consistent application and understanding amongst Diploma teachers. Internal exams are also being prepared to a consistently high standard.

Benchmarking for incoming F1 students has continued using CEFR for English and Chinese as well as ICAS for maths and science. The data has proved to be extremely useful for placing students in appropriate maths and language groups and this process is now very well refined.

New staff workshops and NQT mentoring were revived a couple of years ago as the pandemic died down. Last year they went very smoothly and have been developed further based on the feedback we received. They were very successful and, whilst there will always be room for fine tuning, they are now well-established. The practice of crediting teachers new to the school with an additional non-contact period to allow time for the workshops has continued.

The organisation structure was pretty much settled at the end of last year, with just a few minor tweaks this year. Appointments have been made this year that more strongly align the paper structure with reality and teams are now beginning to function in the manner that is described in the organisation chart. Faculties have also built most of the required teams within teams to create functioning systems and also informal year-level leadership opportunities. Teamwork PD has repeatedly been delivered during staff meetings to encourage this process. The budget system has also been overhauled to better reflect the organisational structure and PD has been given to budget holders.

## **Reflection**

### **Facilitating Factors**

#### **Return to Major Events and Traditions:**

1. The resumption of familiar school events has re-established community spirit and continuity, helping students and staff reconnect with the school's ethos and culture.
2. **Clear Roles for Student Leaders:**  
Clearly defined responsibilities for student leaders have empowered them, enhancing their accountability and involvement in school life. This clarity has fostered leadership skills and initiative among students.
3. **Well-Documented Policies and Procedures:**  
The careful documentation of expectations and selection criteria for the IBDP and other initiatives has streamlined processes, making it easier for students and staff to navigate requirements.
4. **Mentorship Programs:**  
The revival of senior students mentoring junior classes has strengthened community ties and provided valuable support for younger students, enhancing peer relationships.
5. **Effective Use of Data:**  
The use of comprehensive academic and non-academic data for student assessments has allowed for better-informed decisions regarding student placements and support.

6. Revived Professional Development:

The successful revival of staff workshops and mentoring programs has contributed to teacher effectiveness and morale, ensuring ongoing professional growth.

7. Organisational Structure Alignment:

The alignment of the organizational structure with the realities of school operations has improved communication and teamwork, fostering a more cohesive working environment.

#### Hindering Factors

1. Post-Pandemic Adjustment:

Adjusting back to pre-pandemic routines may present challenges for some staff and students, requiring additional support and time for full integration.

2. Need for Continuous Refinement:

Although several processes are now well-established, ongoing fine-tuning is necessary to address any emerging issues and adapt to changing needs.

3. Time Constraints for Implementation:

The comprehensive nature of new policies and initiatives may strain resources and time, potentially leading to burnout among staff.

4. Consistency in Implementation:

While many initiatives are in place, ensuring consistent application across all faculties and teams poses a challenge, particularly in larger or more diverse environments.

#### Feedback and Follow-up

To strengthen accountability through clear communication, it is essential to ensure that all policies and procedures are easily accessible to all stakeholders, including students, staff, and parents. Regular updates and communication regarding any changes or new initiatives will further enhance understanding. Surveys will be conducted to assess stakeholders' comprehension of policies and expectations, with a target of achieving at least 90% clarity among respondents.

In enhancing leadership roles for students, opportunities should be expanded for student leaders to engage in more significant roles within school governance and decision-making processes. Facilitating regular forums for students to share and discuss their ideas with faculty will promote involvement. The number of student-led initiatives and the level of participation from both student leaders and the wider student body will be tracked, aiming for increased involvement each term.

To implement continuous professional development, ongoing training workshops focused on the latest educational strategies and student engagement techniques should be provided, ensuring all staff have access to professional growth opportunities. Monitoring staff participation in these workshops and their application in the classroom through peer evaluations and student feedback will target an increase in effective teaching practices.

Fostering a coaching culture among staff requires the development of a structured coaching program where experienced teachers mentor newer staff members, facilitating knowledge sharing and professional growth. The effectiveness of this coaching program

will be evaluated through feedback from both mentors and mentees, with the aim of achieving positive outcomes in teaching effectiveness and staff satisfaction.

Enhancing mentorship programs is also vital. Strengthening the mentorship program by providing additional training for senior students and mentoring juniors will focus on effective communication and support strategies. Feedback from both mentors and mentees will be collected to assess the program's effectiveness, aiming for improved academic performance and personal development in junior students.

Utilising data effectively involves continuing to leverage academic and non-academic data to guide student placements and support, ensuring that data collection processes are streamlined and efficient. The success of placements will be assessed by tracking academic progress and student satisfaction, targeting a clear improvement in performance metrics.

Promoting community engagement is essential as well. Increasing opportunities for parents and the community to engage with the school through workshops, volunteer programs, and events that highlight student achievements will strengthen ties. Participation rates of parents and community members in school events will be tracked, with a goal of increasing involvement by at least 20% over the next year.

Addressing post-pandemic adjustment challenges requires providing additional support resources, such as counselling and peer support groups, to help students and staff transition back to full engagement in school life. Attendance and participation in school activities will be monitored, with the aim of achieving engagement levels comparable to pre-pandemic times.

Finally, ensuring consistency across implementation is crucial. Establishing regular check-ins and evaluations for all new policies and initiatives will help ensure they are consistently implemented across all faculties. Conducting biannual reviews of policy implementation will aim for at least 80% compliance across departments.

### **(3) Student Performance**

Students retain their generally positive attitude from previous years, most choosing to actively participate in school life and appearing to enjoy their time here both inside and outside the classroom.

Adherence to school rules is generally very good, with little disruption in lessons and serious breaches being rare. Due to concerns about regularly missing deadlines in home learning, a Home Learning Club has been established to assist those who struggle with managing deadlines for assignments. Clear consequences have also been laid out for students who continually miss deadlines, ensuring accountability and encouraging better time management.

Additionally, the frequency of phone use incidents has significantly decreased, demonstrating a marked improvement compared to previous years.

Furthermore, with the support of the student council, students are becoming more socially aware

during lunch recess. They maintain a high level of cleanliness and exercise self-management skills by returning their bowls to the kitchen, resulting in minimal unattended bowls in the seating areas.

Overall, students are now expected to contribute to a more inviting learning environment by actively participating in all forms of competition, service learning, excursions, and leadership opportunities and taking charge of the display boards in their house tutoring rooms. This collaborative approach helps build a stronger sense of belonging within the school community.

(i) Academic Performance:

- **IBDP results 2024:**

The IB results in brief are as follows:

Students achieving IB Diploma, 33 out of 34: 97.1%

Students achieving Bilingual Diploma: 45.5%

30 points and above: 90.9%

35 points and above: 51.5%

40 points and above: 21.2%

Average score: 34.8

Average points per subject: 4.93

Our students with this year's highest IBDP score of 42 points will study:

- . HK Polytechnic University - BSc (Hons) Physiotherapy
- . HKU - Bachelor of asset management and private banking

- **IBDP core (TOK and EE)** An average score of 2 points is maintained.

- **HKDSE results 2024:**

The DSE results have shown some level of improvement in 42.8% of students achieving 332A. The number of students not achieving at least a level 2 dropped in most subjects, especially in the core, and there is around 71.4% of students achieving five level 2s or above, including Chinese and English.

Best 5 Highest: 29

- . Top two students - Justin Yu attained five level 5 or above, including four level 5\*; Isaac Lee attained four level 5 or above, including two level 5\*
- . The percentage of students attaining 332A and 2222A improved.

- **HKDSE value-addedness report 2024**

- . Mathematics improved a lot in the value-added performance. The stanine is 7 out of 9. It is the first time that our Mathematics attained a positive value-addedness. It showed that the teaching effectiveness in Mathematics improved.
- . English kept the high value-added performance. The stanine is 9 out of 9. This is an average performance when compared with all schools and other same-intake schools. The score for Chinese, English, and Maths is 5 out of 9.

(ii) Non-academic performance.

During the reporting period from June 1, 2024, to October 31, 2024, students at CSS demonstrated significant accomplishments in various non-academic areas:

**1. F1 Induction Programme:** All F1 students participated in a highly-rated induction program organised by the Student Union, which provided a welcoming and engaging start to their school journey.

**2. Workshops and Professional Development:**

- F5 students attended a workshop on the "7 Habits of Highly Effective Teens," which was well-received and prompted suggestions for similar staff training.

- A professional development session on Positive Education was conducted for staff, enhancing awareness of strategies to support student growth.

**3. Student Leadership:**

- New leadership teams, including the Student Union and House Committee, were successfully elected, fostering student engagement and responsibility.

- Students took ownership during the Flag Raising Ceremonies, demonstrating leadership and public speaking skills.

**4. Cultural Exchange and Community Engagement:**

- A group of 19 students participated in the International Cultural Festival in Hangzhou, engaging in cultural exchange and professional development alongside their teachers.

- The Mid-Autumn Festival was celebrated with a whole-school assembly and activities, promoting community spirit.

**5. Creative Week Initiatives:**

- The Creative Week Organizing Committee was established, offering various overseas trips that emphasise community service and cultural exchange opportunities.

- The positive response from students regarding the Creative Week trips indicates their enthusiasm for experiential learning.

**6. Active Participation in School Life:**

- Students engaged actively in events such as the CLACH Mid-Autumn Celebration and the Creative Showcase, highlighting their commitment to school activities and community service.

**Possible Growth Opportunities**

To build upon these achievements, the following growth opportunities could be explored:

**1. Enhanced Leadership Development:**

- Expand opportunities for student leadership through collaborative projects with the Creative Primary School, fostering accountability and engagement across the Creative Schools Continuum.

**2. Increased Community Service Initiatives:**

- Develop more structured community service programs that align with students' interests,

providing avenues for them to contribute meaningfully while enhancing their leadership skills.

**3. Workshops and Training for Soft Skills:**

- Organise additional workshops focused on soft skills development, such as public speaking, teamwork, and conflict resolution, to prepare students for future challenges.

**4. Strengthening Cultural Exchange Programs:**

- Increase participation in international exchanges and global service learning experiences to broaden students' perspectives and cross-cultural competencies.

**5. Recognition and Celebration of Achievements:**

- Implement a system to regularly recognise and celebrate non-academic achievements, encouraging a culture of appreciation and motivation among students.

By leveraging these growth opportunities, CSS can further enhance its students' non-academic development, fostering a well-rounded educational experience.

## **(4) Financial Summary**

- Use a table to summarise the school's financial position of the year. Items for reporting include the total amount of subsidy received from the government (excluding staff's salaries), balance in the Subscription Account, salaries of administrative staff and workmen, daily running cost and the accumulated surplus/deficit brought forward from the current school year and carried forward to the next school year, etc.
- The use of grants/funds should be elaborated with reference to the circular memoranda or circulars regarding their disbursement and use. Relevant documents could be attached if necessary.
- For DSS schools, please find the template for reporting schools' annual financial position at the Annex.



**(5) Appendix****ANNEX****Template for Reporting DSS Schools' Annual Financial Position  
Financial Summary for the 2022 / 2023 School Year**

	<b>Government Funds</b>	<b>Non-Government Funds</b>
<b>INCOME</b> <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	50%	N.A.
School Fees	N.A.	48%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	2%
<b>Total</b>	50%	50%
<b>EXPENDITURE</b> <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration		70%
Operational Expenses (including those for Learning and Teaching)		8%
Fee Remission / Scholarship <sup>11</sup>		20%
Repairs and Maintenance		1%
Depreciation		1%
Miscellaneous		0%
<b>Total</b>		100%
<b>Deficit for the School Year #</b>		-0.25 months of the annual expenditure
<b>Accumulated Surplus in the Operating Reserve as at the End of the School Year #</b>		5.38 months of the annual expenditure
# <i>in terms of equivalent months of annual overall expenditure</i>		

<sup>11</sup> The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

**Details of expenditure for large-scale capital works, if any:**

Details of expenditure for large-scale capital work on School Premises for 2022-2023 School Year:- \$m

Room alternation, additional and renovation works 0.1

Replacement of old and addition of new computers & IT equipment 2.4

Faculty equipment and facilities enhance for Laboratory and Music 0.1

Total: 2.6

Details of expenditure for large-scale capital work on School Premises for 2023-2024 School Year:- \$m

Room alternation, additional and renovation works 1.0

Replacement of old and addition of new computers & IT equipment 0.8

Faculty equipment and facilities enhance for Laboratory and Music 0.1

Total: 1.9