

ANNUAL SCHOOL REPORT (2022-2023)



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.
(Secondary School Profiles
https://www.chsc.hk/ssp2022/sch_detail.php?li_id=2&lang_id=1&chg_district_id=1&sch_id=239&return_page=sch_list.php%3Flang_id%3D1%26chg_district_id%3D1%26search_mode%3D%26frmMode%3Dpagebreak%26sort_id%3D-1%26district_id%3D8%26sch_type%3DDSS;

I. To further enhance effective learning and teaching which is locally rooted and globally focused

進一步加強有效的學與教，使其紮根於香港放眼全球

Major Goals 主要目標	Intended Outcomes/Targets 預期成果/目標
Enhance students' approaches to learning 增強學生的學習方法	<ul style="list-style-type: none">● Broaden transfer of knowledge locally and globally through enhancing 21st century skills; 通過提高21世紀的技能來擴展本地和全球的知識傳播；● Develop deeper research and dissemination skills through explicit information and media literacy training; 通過明確的信息和媒體素養培訓，發展更深入的研究和傳播技能；● Promote student-centred learning through the practice of self-management skills which sponsor organization, affective skills and reflection processes. 通過自我管理技能的實踐來促進以學生為中心的學習，這些技能可以幫助組織、情感技能和反思過程。
Develop teaching effectiveness through capacity building and professional development 通過能力建設和專業發展提高教學效果	<ul style="list-style-type: none">● Raise commitment to improving professionalism through more focused needs-based staff development programmes; 通過更加針對員工需求的發展計劃致力提高專業素養；● Support staff to further develop knowledge and skills related to ESL teaching & learning strategies, Hong Kong, IBMYP and IBDP curricula, pedagogies and educational policies; 支持員工進一步發展與ESL教學策略、本地、IBMYP和IBDP課程、教學法和教育政策有關的知識和技能；● Enhance the professional capacity of teachers in catering for students with SEN; 增強教師為有特殊教育需要的學生提供社交生活的專業能力；● Optimize teachers' professionalism to engage appropriate 21st century technologies and skills to support a student-centred learning pedagogy; 優化教師的專業素養，適當利用21世紀科技和技能來支持以學生為中心的學習教學法；
Improve student attainment 提高學生的素養	<ul style="list-style-type: none">● Establish a School Statistics' Team; 建立學校統計小組；● Using internal and external statistics, benchmarks and other tools to help students set and review performance targets; 使用內部和外部統計數據，基準和其他工具來幫助學生製訂和審查學習目標；● Set progressive targets for academic and non-academic achievement in faculties and centres. 為各學科和中心就學術和非學術成就設立進步目標。

II. Support and promote student individualised academic and pastoral growth throughout their schooling

在整個學習過程中支持和促進學生個體化的學術和培育成長

Major Goals 主要目標	Intended Outcomes/Targets 預期成果/目標
Deepen student learning opportunities, broaden choice 加深學生學習機會，拓寬選擇範圍。	<ul style="list-style-type: none">● Deepen MYP service as action, CASOLE and CCA provision in the formal curriculum; 在正式課程中深化MYP服務作為行動，提供CASOLE和CCA；● Broaden activities to support students' creative, physical, experiential and service learning development which reflect the school ethos; 擴大活動以支持學生的創造性、身體力行、體驗和服務學習發展，以反映學校風氣；● Further develop and expand English & Chinese Language proficiency and academic results through cross-curricular integration and support programmes for NCS and CALP; 針對NCS和CALP的跨課程整合和支援計劃，進一步發展和擴大英語和中文的語言水平和學術成果；● Embed unique school curricula programmes such as CLACH, STEAM and CALP into the revised Junior Secondary Curriculum as well as to support the delivery of IBDP & HKDSE curriculum; 將獨特的學校課程計劃（如CLACH、STEAM和CALP）納入經修訂的初中課程，並支援IBDP和HKDSE課程教學；● Develop all teachers' professional knowledge of ESL strategies in teaching & learning to individualise students' academic growth; 在教學中發展所有教師對ESL策略的專業知識，促進學生以體化的學業成長；● Consider the introduction of foreign language courses e.g. French, Spanish and German to provide chances for students to learn an additional language beyond English, Chinese and other home languages. 考慮引入外語課程，例如法語、西班牙語和德語，為學生提供英語、中文和其他母語以外學習其他語言的機會。
Strengthen students participation in determining future pathways 加強學生參與確立未來道路的研究	<ul style="list-style-type: none">● Strengthen the Careers and Higher Education service to ensure each student understands their individual career aspirations, possible study pathways and the different options available to them; 加強職業和高等教育服務，以確保每個學生都能理解自己的職業志向、可能的學習途徑以及他們可以選擇的路向；● Organize further students' training on writing their own personal statements, building SLPs and enhancing their interview skills beginning portfolio writing for F.1. 組織進一步的學生訓練，以摘寫自己的個人陳述，建立SLP並增強他們的面試技巧，開始為F.1編寫個人檔案。

III. Align and strengthen school culture

整合並加強學校文化

Major Goals 主要目標	Intended Outcomes/Targets 預期成果/目標
<p>Align and strengthen core school values, practices and culture 整合並加強學校的核心價值觀，實踐和文化</p>	<ul style="list-style-type: none">● Integrate the 9 characteristics of Professional Learning Communities to inform professional practices; 整合專業學習社區的9個特徵，為專業實踐提供參考；● Strengthen through-train collaboration with Creative Primary School & Creative Primary School's Kindergarten to ensure a smooth transition for students academically and culturally between campuses; 加強與啟思小學和啟思小學附屬幼稚園的一條龍合作，以確保學生在中、小、幼稚園之間的學術和文化上平穩過渡；● Strengthen mentorship and leadership through targeted development programmes; 通過有針對性的發展方案加強師友指導和領導；● Raise expectations on staff roles in providing support and guidance to students; 提高員工在為學生提供支援和指導方面的期望；
<p>Align & strengthen stakeholder support & development structures to match school values 調整並加強持份者的支持和發展架構，以符合學校的價值觀</p>	<ul style="list-style-type: none">● Promote student leadership, self-discipline, responsibility and commitment to society; 促進學生的領導才能、自律、責任感和對社會的承諾；● Consolidate and refine administrative tasks and structures to allow for more support in teaching and learning and pastoral work; 鞏固和完善行政任務和結構，以便在教學和培育工作中獲得更多支持；● Organize and support various staff social welfare events to further integrate teachers and provide them with opportunities to find work-life balance. 組織和支持各種員工社會福利活動，以進一步整合教師團隊，並為他們提供尋找工作與生活平衡的機會。
<p>Reinforce and further develop high calibre quality assurance and self-evaluation strategies, policies, practices and procedures 加強並進一步製訂高質素的保證和自我評估策略、政策、做法和程序</p>	<ul style="list-style-type: none">● Review and reconstruct appraisal processes to reflect the school ethos, collaborative, open and inquiry-based learning pedagogies and promote professional and personal growth. 審查和重建評估程序，以反映學校風氣、協作、開放和基於探究的學習方法，並促進專業和個人成長。● Engage school-wide groups of staff, students and other stakeholders to review and develop policies, procedures and practices which demonstrate a focus on international mindedness rooted locally, safety and well-being. 與全校教職員、學生和其他持份者進行接觸，以審查和製訂政策、程序和實踐，展示出世界觀及對源自本地、安全和健康生活等的重視。

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

1. To further enhance effective learning and teaching which is locally rooted and globally focused

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Achievements

This year is the final year of the SDP, but is the first year in which disruption to our plans by the pandemic has not been a major factor – many of the goals that were rolled forward partially or completely unfinished have been addressed this year across all three major concerns. It has been a phenomenally busy year as a consequence, but a lot of lost ground has been made up.

The use of the Google suite and a large range of online resources has become routine and sharing within the teaching body is now widespread. There is a great deal of teacher interest in taking this further and people have the confidence to do a lot of their own research in this regard. ICT support in various forms has also come of age.

The focus on approaches to learning has continued, although not really in the areas that we had considered would be the focus when we planned three years ago, again due to the needs of the pandemic. Students' research skills and media literacy, as well as their ability to organise their time have all improved steadily during online learning, but affective skills and the ability to stay motivated and engaged have suffered.

Dealing with poor social skills and difficulty fitting back into a face-to-face environment were the immediate priority and, happily, our counsellors and social workers have not been as busy as we initially thought they might be. Making extensive use of reflection journals and similar tools in Junior School has been a big success as well as building up the critical role of our life planning team in all year levels now that we have students in school once again, something that EDB visitors complimented the school on.

The school once again did a lot for Professional Development, targeting the needs of our broad curriculum and diverse student body, and the considerable range of teacher experience. Several teachers received extensive SEN training, and ESL workshops continued to run, although neither on the scale that had been hoped for as the return from online learning and upskilling staff to teach new syllabuses needed to be a priority; now that online learning has ended globally, examination bodies are releasing new subject guides that had been deferred for several years. Considerable resources have gone into 21C skills, teachers taking an active interest in the use of ICT to an extent that would not have happened without online learning and also requesting PD to help bring the lessons of online learning into the classroom.

Language benchmarking for English and Chinese, using CEFR and a range of other measures, has taken place again in order to place students in their teaching groups. This is now thoroughly embedded in our admissions process and has reached an impressive level of sophistication and reliability.

The setting of academic goals by students has this year been linked to the use of reflection journals by Junior School students, and remains tied to academic tutoring and Rapid Progress Checks throughout the school. The Higher Education team has also helped Senior students to set academic goals with tertiary education in mind.

A school statistics team has begun to function, especially in conjunction with external exam results, predicted grades and the Predicted Levels Study for the DSE.

Exam results have been generally good again this year, but of particular note is the great reduction in the size of the “tail” in Senior School, especially in the DSE stream.

Reflection

We have probably taken our development of 21C skills as far as it will go without a refocusing of strategy now that consolidation of what was learned during online learning has largely taken place. This will likely need some widespread and coordinated investment. Much of the development in this area began as an ad hoc response to the pandemic, but during the devising of our new SDP the renewal of our IT infrastructure was identified by many staff as being a worthwhile endeavour, with a focus on the classroom of the future. Any development needs to be done in a considered and systematic way to achieve a high degree of standardisation across our learning spaces.

Motivation to be a self-starter and lifelong learner seemed to be at something of a low point at the end of online learning. The return to school has dealt with the immediate needs of many students quite effectively and students are mostly enjoying school life again, but engagement in lessons is still recovering. Critical thinking has also suffered somewhat as the rather isolating environment of online learning does not foster this, face to face discussion often being the best environment to prompt deeper thought and investigation.

The life planning team has been increased in size to build on their successes, with Will McVeigh working with Barbara Cooper in 2023-24 with a particular focus on Higher Education. This is a great step to ensure the long term resilience of the team.

This has been a good year for professional development, although the direction it has taken is not entirely what was originally planned. This leaves SEN PD as priority and also the stakes have been raised with the development of ESL PD as the school has increasingly taken on Junior students for 2023-24 with Emergent LA English needs. Providing teachers with the tools necessary to support these students, and so be accountable themselves whilst enabling students to engage with the curriculum as fully as possible, is a priority.

Benchmarking has been a success, as has the use of reflection and academic goal setting. The pastoral and academic teams have also demonstrated a strong track record for early identification of struggling students. The next step is to help teachers produce more personalised plans for students with a particular need in mind, such as what is needed for emergent English above.

It would be good to be able to use MYP grades as predictive benchmarks into F4, but MYP grades do not translate well into DSE outcomes. They are a little better for the IBDP, but not much.

Feedback and Follow-up

The focus on 21C skills has led teachers to identify a range of potential online resources that could be useful but that require a subscription. Evaluating, filtering and prioritising this list in order to continue to gain ground in this area is a possible priority for the next SDP. Upgrading and standardising classroom hardware is also an area of interest.

An AtL focus for the incoming SDP should be affective skills, which stagnated during online learning. More generally, getting students and even members of staff to re-engage to the fullest possible extent with school life is a need. The enthusiasm and inviting atmosphere is still there; people simply need support for their ideas to bring it to the fore. Continuing the peer observation initiative for one more year, this time with the “Best Lesson Initiative” with a particular focus on engagement, is a good idea. A focus on the wellbeing of students and staff is also likely to help support reengagement with learning and school life.

As well as “finishing off” what began with the “Good Lesson Initiative” in 2021-22, and what was proposed for SEN and ESL PD in 2022-23, it is necessary to revisit our strategy for the teaching of Emergent English LA and to deepen the role of what is currently our Centre for Academic Language Proficiency. This will achieve a number of objectives: Better aligning Emergent English LA with MYP LA in general to smooth the return to the mainstream of emergent students; provide pull-out support for our weakest English LA learners in place of additional languages such as Spanish and even language heavy lessons such as I&S; pre-teach key vocab to prepare students for language heavy lessons; provide immersion English support for our absolute weakest English learners with a view to accelerating their ability to gain access to the full curriculum. This will require a significant adjustment and redirecting of resources to Emergent English LA.

Early identification of academic issues using the RPC system has been a success for a few years, as has the ability of the pastoral team to quickly identify and refer students with non-academic issues, which often lead to academic problems. Both sets of problems could be further addressed through an increased focus on student health and

wellbeing, especially in the wake of the pandemic. Plans have been carried out to roughly double the amount of PE in F1-4, but more can be done.

The school statistics team has lost its most active member, so coaching a new leader is crucially emergent.

2. Support and promote student individualised academic and pastoral growth throughout their schooling

在整個學習過程中支持和促進學生個體化的學術和培育成長

Achievements

During the 22/23 academic year, a great deal of work was done to write SAA into unit plans and to rebuild the school's strong history of providing community service more generally, usually via Senior students using opportunities presented by CAS and OLE to take action, much of it initiated individually. Student initiative and to some extent leadership, has not withered much during online learning, at least amongst pre-existing CSS students.

Experiential learning has made a comeback this year, with the return of a locally-based Creative Week. Our Interdisciplinary units, such as the Dragon Dance, along with major field work have restarted successfully in 22/23. We have succeeded in offering a large and varied range of CCAs despite still needing to recover from the impacts of the pandemic.

Our sports teams have had a successful return to competition, with large numbers of fixtures from around Christmas onwards.

Academic results in English show students continuing to make exceptional progress during their time at CSS. Results in Chinese have improved. Our NCS students continue to do very well in their GCSEs.

Our Chinese Language Arts Culture and History (CLACH) programme has enjoyed another successful year with cultural visits made by several subjects as part of the taught curriculum and with Chinese cultural and artistic CCAs such as music and calligraphy remaining popular. This is now well and truly embedded in our curriculum, is popular and well-supported by the school community, and we have sufficient expertise amongst the staff to ensure its continued progress into the future. The CLACH room has also been finished and brought into use.

In November this year, the school finally received funding from the government's IT-Lab grant scheme after around 18 months of back and forth. The final amount was around \$450,000 and much of the initial proposal is being funded, including several activities involving AI, robotics, drones, VR/AR and animation. Campus TV began broadcasting in the summer term of 2022-23 and the frequency with which programmes can be shared is set to increase in 2023-24.

Spanish and German MYP Language Acquisition were successfully implemented in F1 and F2. Every student in F1 and F2 was able to study one of the two languages.

Careers and Life Planning had a successful year with the continued development and implementation of programmes for the Junior School, including portfolio building and involvement in PGP lessons. An additional member of the team has been recruited for 2023-24, Will McVeigh joining the team to be trained up and ultimately take over from Barbara Cooper when she eventually steps down. Universities have continued to make a lot of generous offers to our students.

Reflection

The deepening of MYP Service As Action was a major goal for the outgoing 3 year SDP, but this became limited in its scope by online learning. Things have been set in motion, but taking many disparate strands and turning these into service opportunities written into the taught curriculum remains a task to complete. Whilst our Senior School student leaders remain capable and energetic, our Junior School students have not had much opportunity in this regard and will need some help finding their way.

The success with restarting many of our experiential learning programmes, along with the perceived weakness of students' affective skills following online learning, has sparked great interest in not just rebuilding our experiential programmes, but also in taking these much further. There is great interest in providing students with opportunities that include a strengthened ethos of service as mentioned above, but also encouraging opportunities for students to get out and enjoy sport, aesthetics, culture, fieldwork and travel. This is seen as being both in line with the ethos of the school, but also as being a great way to re-engage students in their learning whilst addressing the difficulties caused by an extended period online. Greater involvement in both internal inter-house events as well as greatly increased participation in external competitions is also seen by teachers as highly desirable.

The PE team needed to grow going into 23/24 in order to ensure that we have sufficient staff to supervise the large number of fixtures that have been created by youth sporting organisations in the wake of the pandemic, and by our students' burgeoning enthusiasm for a return to sport. This also ensured that we could return to an amount of PE in the F1-4 curriculum that is close to what we had up until

around 2020, as well as keeping the PE team heavily involved with F5-6 CAS and OLE.

CLACH is one of the school's most successful initiatives and looks secure for the time being. We need to ensure that we recruit and deploy staff in such a way as to preserve the programme for the long-term. This programme is a potential source of the kind of enrichment and experiential learning that our students need right now and has the potential to help with engagement for years to come.

Unfortunately, the IT Lab funding arrived too late for the plan to be put into immediate effect as the curriculum and IT-related CCAs had been set for the year, but work has now begun on implementing the plan in full during 2023-24 and things are moving quickly. Once the programme has been finished and the final report written, we can submit a proposal for funding from the second round of IT-lab grants that have now been confirmed. We need to ensure that Campus TV maintains its momentum and that the STEAM room enters general use, getting its use embedded into the written curriculum across faculties.

The implementation of Spanish and German in 2022-23 went remarkably smoothly, although the future of the subjects needs some consideration. The lesson time required to deliver these subjects without taking us below EDB/IB required minimums in other subjects was difficult to find and has cut several subjects' lesson time back to the bone, but this only provides two lessons of Spanish or German, which is not sufficient for students to access IBDP Language B in F5/6. DSE Category C language courses for stronger students of Spanish/German may be an option, but this definitely won't be for the majority. If an IBDP student wishes to take up an alternative to Chinese A or B then the school will need to offer at least one more ab initio language as students who have done Spanish LA in Junior School will not then be allowed to do Spanish ab initio at IBDP and will not be ready for Spanish B. Using the services of Pamoja may be an option, but we deliberately moved away from this three years ago and brought our Spanish teaching in-house. The curriculum time issue in Form 3 has been "solved" for 2023-24 by offering Spanish and German as elective subjects in parallel with the arts and tech as this will still allow students to meet MYP requirements, but uptake has been quite limited.

Careers and Life Planning remains a particular strength of the school and one that has not been adversely affected by the pandemic. The greater involvement of the team with Junior School is encouraging as this can only further strengthen a robust options process and our students' success in obtaining quality tertiary education places.

Feedback and Follow-up

The planned focus on student leadership over the last three years was handicapped by the pandemic, but nonetheless bore fruit with our older students. The incoming school plans need to maintain this focus on leadership opportunities, but particularly to focus on helping capable Junior students to engage with student leadership activity. There is also a need to ensure that all of our student leaders are helped to be accountable and remember some basic expectations regarding uniform, behaviour and attendance which have slipped a little during online learning.

The need to restore experiential learning as a centrepiece of our curriculum has been raised repeatedly by most groups of stakeholders – this is something the community values greatly and that readily ties into the school’s ethos of service as well as a diverse and engaging curriculum and CCA opportunities. Continuing to support our now-expanded PE team in the delivery of both sporting fixtures and plenty of PE in the taught curriculum remains a priority. Ensuring that ample indoor space is readily available should also be a longer term goal.

As well as increasing the amount of Chinese History in the F2/3 curriculum to bring this into line with F1, CLACH is gaining a strong presence in the Arts, Chinese and in the PE/Arts/Chinese Dragon Dance IDU that is now running again successfully post-pandemic and is stronger than ever. CLACH activities of all kinds are popular with students, engaging and enriching, and seem to be readily available to our school with plenty of external organisations able to offer solid support. This is an area to continue to drive.

The IT-lab plan is moving forward with courses and equipment passing through the procurement process at the time of writing. Once the current project is finished, we fully intend to apply for the second round of funding, this providing a potential source of additional experiential learning and curriculum enrichment for students.

Spanish and German are a source of some debate as to how exactly they fit into our future plans. The offering of additional languages is very much in keeping with the nature of the school as an IB World School and also links to the increasing availability of Category C languages in the DSE. However, insufficient time is allocated to the additional languages to allow all but the very strongest students to access IBDP Language B and also rules out the study of IBDP ab initio in the language that a student has covered in Junior School. It may be sufficient time for a committed student to be prepared to study the language as a Category C language in DSE in many cases. Giving additional time to these languages takes time away from other subjects that are already stretched, but could be done if this was deemed a priority. Making the additional language optional in Form 3 is likely to lead to the kind of self-selection that makes these languages viable Category C options for DSE.

The continued use and further development of reflection journals in the Junior School to further enhance the role of Careers and Life Planning is a good idea, especially given just how much progress has been made in a short time. The recurring themes of ensuring student accountability for their own learning, as well as teaching students how to learn and the need to increase engagement post-pandemic all make this highly desirable.

3. Align and strengthen school culture

整合並加強學校文化

Achievements

The school's organisational structure has been redesigned to create functional teams that will operate along the lines of Professional Learning Communities, each with a very clear remit and structure. Some of these teams, such as academic faculties, already existed and were simply incorporated into the new structure, others are either new or only existed informally.

The school held a Professional Development Day for all three Creative Continuum schools for the first time, with a theme of positive education, very much in line with the ethos of all three organisations and their history of successful engagement with Invitational Education, something that was allowed to drift during the pandemic.

Staff mentorship has been expanded. The new-to-the-school teachers programme that ran this year was a big success and was positively commented on by the new teachers. It ran throughout the year with regular workshops and individual meetings, having a regular programme that outlined the nature of the school, its ethos and curriculum in some detail, various members of middle and senior leadership contributing according to their expertise.

Teacher's Aides have been available this year to faculties that do not operate with technicians or similar support staff, reducing the burden presented by routine preparation work that does not need a qualified teacher to complete it.

A staff appraisal system was developed and trialed successfully, which can be further developed to establish a strong mentor-mentee relationship between an appraiser and appraisee.

Rapid Progress Checks (RPCs) were successfully completed throughout the year. This is a well-established process, but this year detailed follow up by tutors resulting in extensive academic tutoring took place throughout the school to an extent not fully realised since the pandemic began.

Student voice has been strengthened this year, with student leaders beginning to play a more active role in events and ceremonies and in starting to drive policies and expectations in some areas such as uniform. Expectations on student leaders and scholars have also been clarified and the internal scholarship application process streamlined somewhat, although this still needs work.

For the first time, the new School Development Plan (2023-26) was developed in a relatively democratic manner, with detailed consultations with teachers on the evaluation of the outgoing plan and on their priorities for the new one. The incoming major concerns for 2023-26 are the result of a consensus achieved across the teaching staff.

School self-evaluation has been deeply embedded in the routines of the school for a full 3-year Development Cycle and detailed evaluation of the outgoing SDP has taken place with contributions from a wide range of stakeholders.

Five major policies have been fully reviewed and rewritten by the entire teaching staff, with contributions from student and parent representatives. These include the Language Policy, Admissions Policy, Inclusion Policy, Assessment Policy and Academic Integrity Policy.

Reflection

The reorganisation of the school team structure was driven by a need to facilitate accountability into the future by streamlining communication, budgeting and clear lines of responsibility. The outgoing structure of the organisation was relatively clear, but unwieldy and top heavy, with a very complex hierarchy and lines of communication. The move to a team-based structure defined by roles rather than actual people was a departure from long-standing practice and took some doing, but once established it is reasonably clear.

Based on staff feedback, the Continuum PD Day achieved its goals of pushing the ethos of the Creative Continuum schools, bringing the schools closer together to achieve a better through train experience and also providing staff with an experience to improve professional wellbeing. Continuing with this is highly desirable.

Running new-to-the-school and new teachers' programmes is nothing new, but the consistently positive feedback and ongoing one-to-one check ins and support for new teachers went further this time than before and feedback was consistently very positive, the new teachers feeling that they quickly became informed about many aspects of what is quite a complex school for its size, and they felt as though they were cared for. The involvement of a range of school leaders helped make the programme simpler to deliver as the whole burden did not fall on one individual, and sessions were led by the most knowledgeable people in that area.

The initial steps of the appraisal process involving goal setting did not follow the procedure as ultimately laid down, and peoples' appraisers this year were not the mentors involved in goal setting. Given that the finalised procedure is simpler than that initially followed and that it spreads the burden of goal setting and appraisal across a larger part of leadership, it should not be a problem to carry out the procedure exactly as written in 2023-24. The lesson observation (Best Lesson Initiative) and appraisal exercises could easily get conflated and an effort needs to be made to keep low risk peer observation separate from formal observation for appraisal purposes. Perhaps forming PD partnerships or trios that do not involve a person's line manager/appraiser would help. All in all, the appraisal exercise was a success and most staff expressed either satisfaction or better with the process. The appraisal system is seen as necessary and long overdue by teachers and there is little resistance to running a full formal appraisal next year.

A strength of academic tutoring appears to be students making wiser and more appropriate choices of elective subjects. Subject changes have become less common and very late subject changes have disappeared almost completely. We're also seeing a steady improvement in external exam results, especially amongst students who find academic studies to be a challenge, and in terms of value added.

Students have started writing and delivering the sharing for the Flag Raising Ceremony on a regular basis with a little help from senior staff members. They have also played a major role in Open Day, very successfully running stalls as happened before the pandemic and with older students acting as tour guides for the guests and providing most of the initial "sales pitch" to prospective parents. Given the significant rise that we have seen in applications, this is clearly a good formula. Students have also proactively started approaching senior leaders with intelligent requests and suggestions of ways to make the school better, including modifications to rules and uniform. Student voice was a major feature of the school before the pandemic and it appears that students are willing to work with teachers to make this a reality again.

Scholars and student leaders have acknowledged a new document setting out guidelines for their conduct if they are to maintain their status. There is nothing new here, but it formalises, consolidates and clarifies their status, something that will simplify their role and also their recruitment, giving them time to focus on what they need to do as well as allowing them to be more effective role models on behalf of the school.

The new school development plan has been successfully turned into the first annual plan of the 2023-26 cycle and has also been linked to the seven learning goals without difficulty. The three major concerns have the backing of a large majority of the teaching staff as this is where they came from.

Whilst the "Big Five" policies have been brought up to date by the whole school community and widely circulated, we need to ensure that they are easy to find in both their full and overview formats, and that other policies are put in the same places, such as the Staff Handbook. There are also still policy gaps or issues with out of date documents that need to be filled, such as a homework policy, as well as guidelines concerning expectations that are hard to find or where more than one version of a document exists and both are accessible despite these not being entirely aligned.

Feedback and Follow-up

The new school staff teams structure on its own will not be enough to achieve increased accountability without the school actively planning for this. In the coming years, an emphasis on team building will be useful to the functioning of these teams, and also necessary to get buy-in to the new system and so for the functioning of the whole organisation, along with providing staff with enhanced skills in areas such as budgeting.

Repeating the Continuum PD Day should continue to focus on the Invitational/Positive Education ethos of all three schools with a view to helping staff deliver engaging lessons in the wake of online learning as easily as possible. Also it could help with creating a teacher wellbeing focus, helping teachers to be more at ease in planning and delivering lessons and so help create the headspace for teachers to proactively maintain their own health.

Continuing the new-to-the-school teachers' programme in the 2022-23 format is a good idea given its success last year. It made a difference to teacher wellbeing and helped new teachers to get involved with school life and curriculum delivery more deeply and more quickly.

The appraisal process should be run in 2023-24 and onwards in the format described by our newly finished appraisal documentation. The process may need further refining, but is very unlikely to change much from its written form in the immediate future. Teachers have consistently found goal setting and review to be useful for several years and this lends weight to the process of their own professional development as well as putting in place a formal support mechanism and an entitlement to both support and recognition.

RPCs are well-established, but the follow up mechanisms continue to develop. Academic tutoring with each form tutor focusing on each individual in their tutor group to help with analysis of teachers' feedback, the spotting of general patterns for each individual, and with the setting of targets needs to continue as it is paying dividends. This assists students at so many levels, helping them to be accountable, to remain engaged or re-engage, and to spot serious problems early and refer the student to counsellors or a more senior member of staff.

Clarifying expectations of student leaders and scholars was good, but we need to raise their profile. Much of the scholarship selection process has been moved to the staff portal this year, simplifying it considerably, but there is still work to do to clarify criteria and streamline the process.

We need to keep staff closely involved with the execution of the annual plan and get regular feedback on needs and on progress as the ideas of engagement, wellbeing and accountability are very broad and many specific courses of action are available to us – the staff can help us to prioritise those that in their eyes have the best chance of working. Teacher voice was a major contributor to our plans and it needs to remain central. The voices and interests of the support staff also need to be considered with greater emphasis than is currently the case or else an opportunity will be missed.

With the early departure of the School Principal before the First Term, the school managed to keep sailing to the destination under the leadership of the Acting Principal and Senior management team. The stakeholders survey well reflected the satisfaction of teacher in the senior management.

(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. Punctuality is really very good this year with only a handful of students arriving late each day, continuing a trend of significant, steady improvement since the return from online learning. Adherence to the school rules is generally very good with little disruption in lessons and serious breaches of the school rules being very rare. Low level disruption of a minor nature such as incorrect uniform, phone use on campus during the school day, inattention in lessons, failure to do homework or the use of headphones is perhaps the most significant issue, as has been the case in previous years, but even here there has been a pronounced improvement since the return from online learning, students getting back into old routines and teachers more consistently reminding students of expectations.

(i) academic performance

The DSE results have continued to show a steady improvement in 48.5% of students achieving 3322. The number of students not achieving at least a level 2 dropped significantly in most subjects, especially in the core, and English results continued to be excellent with around 65% of students achieving a level 4 or above and almost 100% achieving a level 3 or above.

In the IBDP a pass rate of 100% was achieved. The average score was 35.6. The details are as follows:

Number of students who got 40 points or above: 8 (25%)
Number of students who got 35 or above: 19 (59%)
Number of students who got 30 or above: 28 (88%)
Number of Bilingual diplomas: 13 (41%)
Number of students who got 3 bonus points: 6 (19%)
Number of students who got 2 bonus points or above: 18 (56%)
Number of students who got 1 bonus point: 5 (16%)

(ii) non-academic performance.

There has been a surge in interest in the Arts towards the end of the year that continues at the time of writing. Students have signed up for the school musical in large numbers and performances are beginning to appear around school again. The Chinese drumming group is very strong and efforts to rebuild the orchestra and choir post-pandemic have got off to a good start. Students' interest in community service continues to be a strength with older students joining LOHAS Youth Spot and similar programmes, as well as mentoring Junior School students in reading and mathematics. Sport remains popular with the school fielding teams in as diverse a range of sports as ever, with football, volleyball, athletics and basketball proving particularly popular. Individual success has been enjoyed in football, fencing, martial arts and athletics by a number of students, interest in the martial arts in particular now showing signs of being converted to success in competition. Whole school events such as graduations, and student participation in sharing during our flag raising ceremonies go from strength to strength, and competition for student council and House leadership positions remains intense,

student leadership appearing to be in almost as strong a position now as it was before online learning. The recovery of a normal school life for our students has proven surprisingly quick, our students showing their characteristic enthusiasm for life at CSS.

(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 2021/22 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	50%	N.A.
School Fees	N.A.	49%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	1%
Total	50%	50%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		78%
Operational Expenses (including those for Learning and Teaching)		3%
Fee Remission / Scholarship ¹¹		17%
Repairs and Maintenance		1%
Depreciation		1%
Miscellaneous		0%
Total		100%
Surplus/Deficit for the School Year #	-0.04 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	5.74 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

¹¹ 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 work on School Premises for 2021-2022 School Year:- \$m

Room alternation, additional and renovation works 1.0

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

Faculty equipment and facilities enhance for Laboratory and Music 0.1

3.5

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

Room alternation, additional and renovation works 0.5

Replacement of old and addition of new computers & IT equipment 1.3

Faculty equipment and facilities enhance for Laboratory and Music 0.2

2.0

School year 2022-23

<u>Granting Body</u>	<u>Name of the Grants</u>	<u>Amount utilized (\$)</u>	<u>Remark</u>
EDB	DSS - Capacity Enhancement Grant	398,763.00	Fully Spent
EDB	DSS - Diversify Learning (OP) Grant	8,171.34	Remaining balance of \$8,171.34 will be carried forward to next year.
EDB	DSS - Diversify Learning (OL) Grant	-	Fully Spent
EDB	DSS - Diversify Learning (ApL) Grant	7,550.00	Fully Spent
EDB	DSS - Non-Chinese Speaking Students Grant	1,537,500.00	Fully Spent
EDB	DSS - HK/CH Sis Sch Grant	317,082.00	Remaining balance of \$159,955 will be carried forward to next year. About \$95,920.34 will be clawed back.
EDB	DSS - Home-School Co-operation	25,855.00	Fully Spent
EDB	DSS - Learning Support Grant (SEN)	1,540,662.02	Remaining balance of \$123,847.02 will be carried forward to next year.
EDB	DSS - Non-Chinese Speaking Students Grant (SEN)	405,948.11	Remaining balance of \$73,918.11 will be carried forward to next year. About \$103,230 will be clawed back.
EDB	DSS - Student Activities Support	31,200.00	Remaining balance of \$37 will be carried forward to next year.
EDB	DSS - School Based After School Learning	27,955.53	Remaining balance of \$458.53 will be carried forward to next year.
EDB	DSS - Senior Sec Sub and Soc Dev	300,000.00	Remaining balance of \$204,961.25 will be carried forward to next year.
EDB	Subsidies to fight against epidemic	37,500.00	Fully utilized to support the student activities.
QEF	QEF - A pledge to Act	134,300.00	About \$56,573.36 will be clawed back.

QEF	QEF - Clach	196,000.00	Fully utilized.
QEF	QEF- Gym	870,400.00	The \$123k are the items purchased not listed in the QEF proposal, the School will write an explanation for the deviation.
Innovation Lab	IT Innovation Lab	424,000.00	Remaining balance of \$226,302 will be carried forward to next year.
Jockey Club	Jockey Club Joy of E-Reading Scheme	99,675.00	Remaining balance of \$84,683.96 will be carried forward to next year.