



啓思中學

CREATIVE SECONDARY SCHOOL

School Report

學校報告

2019-2020



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1. Our School

School Motto

Through this place we thrive, we serve and find our place in the world

The CSS Learner Attributes was designed in 2017 - 18 to express our commitment to the core values of Invitational Education, the IB Learner Profile and of the Creative Education Foundation.

CSS Learner Attributes 啓思中學學習者特質



A full elaboration of the school's educational philosophy and core values is contained in the CSS parents' handbook which is downloadable from the school website www.css.edu.hk.

School Management Committee

Chairman: Mr. Yeung Po-Kwan, OBE, O.St.J., CPM, MCIL, FCMI, FRSA, JP

School Supervisor: Mr. Victor Fong, BSc, RIBA, HKIA, RA

Vice Chairman: Mr. Fong Hup, CPA, MH

School Principal: Mr. Cheung Siu Ming, BSc, MA, PGCE

Dr. Eddy Fong, CPA, GBS, JP

Dr. Roger Cheng Hon-Man, BA, MPhil, MA, PhD

Ms. Wong Sau Yee Carrie B.S.W.(Hons), R.S.W.(HK)

Mrs. Clio So Chan So Ming, MEd, BPhil, CEd

Mr. Tony Yen Yuen Ho, SBS, JP

Mrs. Ophelia Ngan BA, Med

Ms. Alexandra Champion BA (Hons), MA, MSocSc (Teacher Representative)

Mr Simon Mak (Parent Representative)

Basic Information on students

The school's enrolment in 2019-2020 was 699 students from Form 1 to Form 6, based on the September 2019 EDB headcount.

Form	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Total
Students	165	133	110	106	100	85	699
Classes	5	5	5	5	5	5	30

Basic Information on teachers

The CSS staff team consists of teachers from Hong Kong as well as from all continents of the world. In 2019 - 20 the teaching staff establishment consisted of 83 full-time teachers, 5 part-time teachers, 2 assistant teachers and the Principal. 62 have a university degree from overseas, 37 have Master Degrees and 2 have Doctorate Degrees. 75% are natively fluent in English, 40% in Cantonese and 15% in Putonghua. Over a third are natively fluent in more than one language, and there are fluent speakers of over 15 other languages.

Campus Facilities

At the start of the 2019-20 academic year, teaching and learning on the school campus was supported by the following facilities:

- 30 classrooms (2 of which were dedicated to teaching junior Visual Art)
- Two senior secondary Visual Arts studios
- 7 Science laboratories
- 4 small classrooms and 2 seminar rooms
- 1 flexible learning facility converted from an ICT room
- A Design Technology centre consisting of workshops, graphics & CAD facilities
- A Drama studio
- 2 Music Rooms, one with a recording studio
- A library
- Two school halls, balcony and three multipurpose rooms
- 2 basketball courts and a tennis court (enhanced by astroturf surface)

- extensive wifi internet access across the campus to support student & staff users

Digital Technology to enhance learning

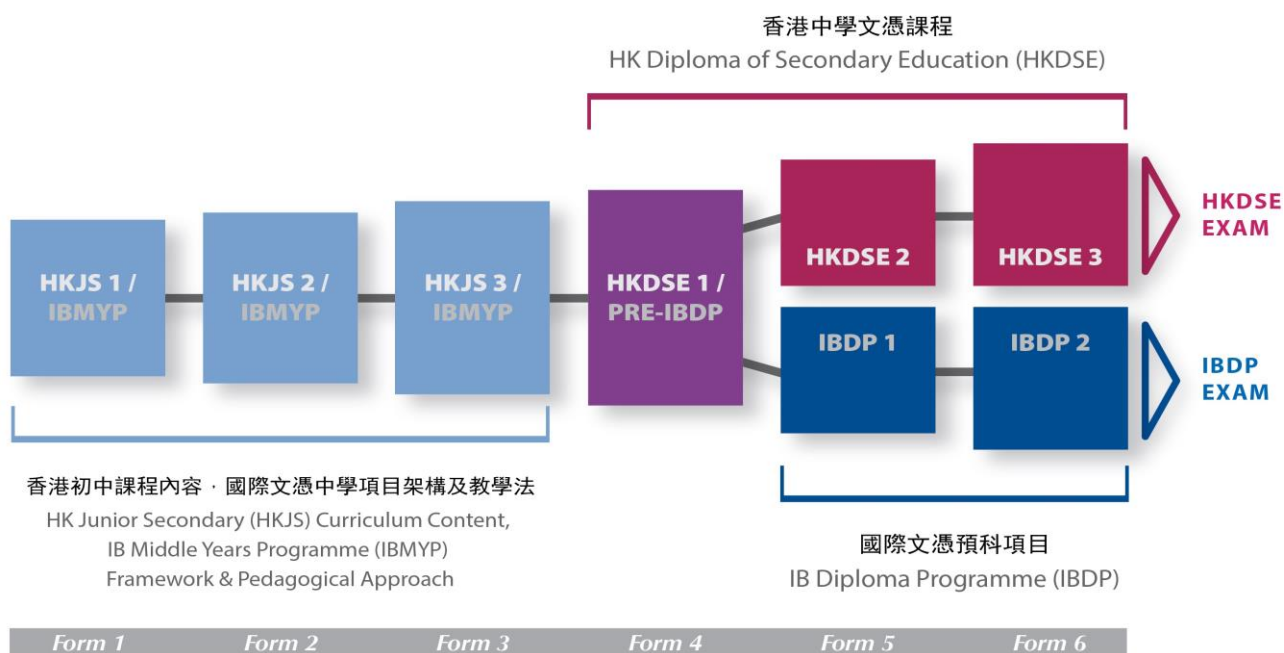
CSS has been a laptop school for several years. Students are all familiar with using digital technology tools to support their inquiry-based learning in all areas of the curriculum. All staff, students and parents have access to a web-based platform which includes email, video-conferencing, storage and file-sharing facilities, enabling students to access learning resources even when they are off-site. Many software licenses have been purchased to support student's learning, ranging from subject-specific apps for maths, design, music composition, educational databases, to digital subscriptions to publications and software to support academic honesty and develop research skills. Communication with parents have largely gone "paperless". The school's mobile digital devices policy was updated in 2019 – 20.

Covid-19 Pandemic and Distance Learning

The school implemented an extensive period of distance learning when staff and students worked off-campus during the Covid-19 pandemic. This was an unprecedented episode, where the school community pioneered and persevered with online learning, absorbed many lessons and is ready to build upon this unique experience for 2020 – 21 when clearly the pandemic looks likely to continue. The Google platform, already familiar to staff and students, served as a quite reliable and safe platform for learning and teaching.

The school board continued to support the teaching team by investing in \$0.5M in digital technology over the summer break in readiness for the challenges of 2020 – 21.

Curriculum Model



House System

For the purposes of registration and attendance, social organisation, and the Personal Growth Programme (PGP), all students from Form 1 to Form 6 were organised into 6 Houses, named after 6 trees commonly found in Hong Kong – Bauhinia, Bombax, Cassia, Delonix, Jacaranda and Juniper. Students' social, emotional and academic learning was overseen by their House tutors. A Personal Growth Programme consisting of one lesson every 6 day cycle was delivered by house tutors.

Junior Secondary Curriculum and Class Organisation

The school delivered the Hong Kong Junior Secondary Curriculum (Form 1 to Form 3) through the pedagogical framework of the International Baccalaureate Middle Years Programme (IBMYP). The IBMYP's eight subject groups matched the eight Key Learning Areas of the HK curriculum:

HKJSC	Chinese	English	Maths	Arts	Humanities	PE	Science	Technology
IBMYP	LL or LA	LL or LA	Maths	Arts	I&S	PE	Science	Design

LL – Language & Literature, intended for first language learners

LA – Language Acquisition, intended for second language learners

I&S – Individuals and Societies, equivalent to Humanities

In Form 1, students learnt in their house groups for all subjects except for English and Chinese.

In Form 1 – Form 3, students learnt Chinese and English in either Language & Literature (LL) or Language Acquisition (LA) classes, according to their language background. The study of literature is a core component of the LL course. Within the LA curriculum, students learnt in groups according to their phase of language acquisition (i.e. Chinese LA learners are taught in discrete advanced, intermediate and beginners' classes, and similarly for English). Bilingually fluent students followed LL courses for both English and Chinese.

In 2019 – 20, the Centre for Academic Language Proficiency (CALP) became fully operational and provided support for students whose level of academic language proficiency was insufficient to fully access the English medium curriculum. Small groups of English LA students in F1, F2 and F3 were given discrete tuition.

For Arts & Technology, students in F1 & 2 studied all course in rotation - Visual Art, Music & Drama and Design Technology, Food Technology & ICT. In F3, students chose and specialised in one Art and one Technology subject. For Science, Physical Education and I&S, students in F2 & 3 studied in mixed ability groups, not in their house groups. In F3 science, students experienced the three separate sciences in various units of learning, in preparation for senior secondary curriculum elective courses. For Mathematics, students in F2 & F3 were taught in sets according to their aptitude for the subject.

At the end of Form 3, students completed a Community Project, a culminating activity to conclude their three-year IB Middle Years Programme.

Junior Secondary Chinese History course

During 2019 – 20, the school introduced into the Form 1 curriculum a new subject, Chinese History, in accordance with curriculum guidelines issued by the Education Bureau. The new course was delivered as a single lesson in the 36 period 6 day cycle, through the medium of Cantonese for native Cantonese speakers (about 80% of students) and through the medium of English for NCS students.

During 2019 – 20, the Chinese History teaching team wrote the 2nd year of the course in readiness for its delivery in 2020 – 21.

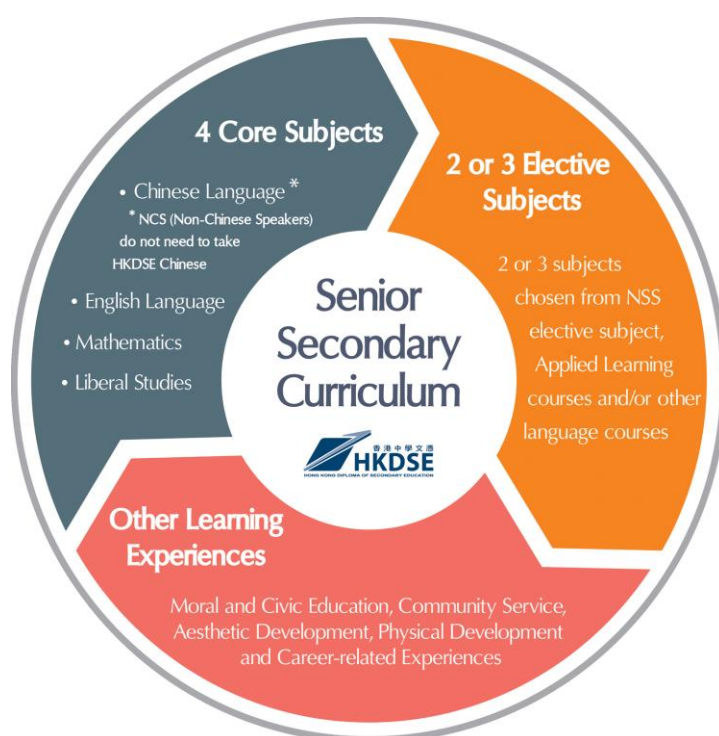
Planning for greater diversity in Arts, Design and Technology courses

A survey of students indicated that a significant minority of students who prefer the option of studying two arts subjects or two design & technology subjects in Form 3, rather than one of each. The Form 3 curriculum for 2020 – 21 was therefore planned to cater for this.

The implication of this on the senior secondary curriculum would be that students who wish to specialize and select two electives in Arts or Technology can do so in future. It is already possible for senior secondary students to study more than one science or humanities subject. This planned change would level the playing field between all four key learning areas – Arts, Technology, Science and Humanities (I&S).

Senior Secondary Curriculum

In Form 4 - 6, students followed the HKDSE programme, unless they were admitted into the IB Diploma option in F5 & F6. HKDSE students studied 4 core subjects – Chinese, English, Mathematics, Liberal Studies, together with their chosen elective subjects as well as undertake a programme of Other Learning Experiences (which includes physical education).



In Form 4, students studied three elective subjects, chosen from the following:

Arts	Visual Art, Music, Drama
Humanities	Economics, History, Geography
Sciences	Biology, Chemistry, Physics
Technologies	Business, Accounting & Financial Studies (BAFS), Design & Applied Technology (DAT), Technology & Living (Food) and Information & Communication Technology (ICT)

All students had free choice of their three elective subjects, a key feature of the school's broad and balanced curriculum offer and our emphasis on developing every students' potential and meeting their aspirations. The careers & university guidance team and Middle School tutors provided advice to individual students.

Students who required ongoing support for academic use of English followed an additional course in English instead of a 3rd elective subject.

In the Form 5 & 6 HKDSE Programme, students continued with 2 or 3 electives and also had the option of taking up Maths Module 1 or 2, or English Literature as an elective subject, provided they met the required expectation for these courses. For those who have requested the option and met the school's expectations, they switched away from the HKDSE to study the IB Diploma at the start of Form 5.

IB Diploma Programme at CSS



IBDP Students were required to study 6 courses, 3 at Standard Level and 3 at Higher Level. They also followed a 3-component core (mirrored by Liberal Studies and OLE in the HKDSE).

1. Theory of Knowledge – short inter-disciplinary course
2. Extended Essay –usually related to one of the 3 HL subjects studied by the student.
3. Creativity, Activity and Service – a programme of student-initiated activities

Environmental Systems and Societies (ESS) was offered for the second year. This was an inter-disciplinary Standard Level subject course belonging to both Science and I&S groups. ESS Students could study two subjects from the Arts if they wished.

Film Studies - In 2019-20 our IBDP curriculum began to offer students the option to study a new Arts subject, Film Studies, as an online course.

New Mathematics courses - the IB's two new mathematics courses, **Analysis & Approaches** and **Applications & Interpretations**, both available as Higher or Standard Level, have replaced the previous 3 Mathematics courses.

2. Achievements and Reflections on Major Concerns

Major Concern 1 - Enhancing Assessment, Recording and Reporting (ARR)

Target 1 – Bring together different systems of ARR used in MYP, DSE & IBDP

- Introduce Managebac ARR & curriculum planning software to cover all 3 curriculum programmes

Achievements

- Assessment, Recording & Reporting group established.
- Contact with Managebac software supplier established and DSE reporting software pursued
- Managebac training organized for two key staff members

Reflections

- *Progress in this area much hampered by Covid-19*
- *Good working relationship is ongoing with software supplier*
- *Both key staff members (MYP Coordinator and curriculum administrative officer) leaving for another school / country. Need to identify key colleagues for further training (new MYP Coordinator and new admin. Officer)*

Target 2 - Enhance big data approaches to inform curriculum improvement decision –making

- Study range of data currently collected – EDB-based (Pre- S1, TSA, DSE SBA), school- based (admissions, RPC, exams) and other external data eg IBDP IAs, CAT4, PASS, OOPT
- Facilitate staff data conversations based on data management and analysis

Achievements

- Debate and decision on F4 students' Diploma allocation more thoroughly informed by compilation and study of grades, student motivation & engagement and a wider range of quantitative & qualitative evidence, compared to previous years.
- Process of predicting grades for F6 students likewise well-informed.
- Decisions taken to conduct core subject benchmarking for new S1 students at the beginning of 2020 – 21 academic year

Reflections

- *Greater progress hampered by curtailing of detailed deliberations by staff teams as a result of the challenges posed by campus closure & online learning.*
- *Cancellation of TSA and pre-S1 assessments caused by Covid-19 also regrettable, making the benchmarking decisions for new S1 very valuable*

Major Concern 2: Embedding links between Restorative Practices, Invitational Education and Positive Education

<p><i>Target 1 – Raise staff, student and parents’ awareness of Restorative Practices as an effective way of implementing core values of Invitational Education and Positive Education</i></p> <ul style="list-style-type: none"> • Invest in further professional development for teachers and workshops for parents & students in PE, IE and RP • Further enhance student voice through Student Rep. Council & student leaders • Promotion of CSS Learner Attributes
<p>Achievements</p> <ul style="list-style-type: none"> • 10 Middle Leaders attended overseas PD on Positive Education in Sept 2019 • Student Representative Council elected by all students after active canvassing • Staff endorsed a team of senior students as student leaders • CSS Learner Attributes wall mural project completed through CASOLE projects on the middle staircase, a highly visible location for all students • Strong emphasis given by staff towards student well-being during extended period of school closure and online learning • Student motivation and achievement in online learning celebrated through end-of-year awards
<p>Reflections</p> <ul style="list-style-type: none"> • <i>Need to follow up with more PD for all staff, as well as for parents & students on IE, Positive education and RP.</i> • <i>Need to build on successful elections last year to enhance student voice</i> • <i>Stronger promotion of CSS Learner Attributes should continue</i>

Major Concern 3 : Improving quality of teaching & learning

<p><i>Target 1 – Lesson observation & feedback</i></p> <ul style="list-style-type: none"> • Enhance framework to include observable features & quality feedback, supported by PD • Conduct new round of lesson observations
<p>Achievements</p> <ul style="list-style-type: none"> • Framework shared with newly appointed middle leaders who will undertake lesson observations • PD on lesson observations & feedback organized for the autumn, to be facilitated by external consultant (McGlynn) • Lesson observations prioritized for teachers new to the school
<p>Reflections</p> <ul style="list-style-type: none"> • <i>PD had to be cancelled due to unavailability of the external consultant</i>

- *Limited amount of lesson observation soon curtailed by social events and then by Covid-19*
- *Light touch monitoring of lesson preparation & delivery conducted instead during period of school closure & online learning – it was largely not possible to give meaningful feedback to teachers*
- *This ought to be an ongoing priority for the coming year, especially given the number of new middle leaders appointed and new teachers joining the school*

Target 2 – Enhance professional development and appraisal

- Develop appropriate structures and approaches, supported by PD
- Conduct new round of Professional reviews with target setting

Achievements

- Appropriate structures and approaches agreed by Faculties
- Professional reviews with target setting were initiated

Reflections

- *Severe disruption to the school year caused by Covid-19 prevented sufficient quality time to be devoted to professional dialogue across many teams; targets related to school-based learning have had to be deferred or re-considered.*

3. Student Achievement and Activities

3.1 Musical Theatre performance – *Oliver!*

Our warmest congratulations to over 100 students who made up the performing artists and crew put on three spectacular performances of this fantastic musical on 12 – 14 December 2019, much enjoyed by enthusiastic audiences including visitors from the HKAPA. The vibrancy and energy of the organically developed choreography was matched by really superb singing, backed by our own talented orchestra and vocal ensemble. A big thanks to our team of Directors Alexandre Campion, Andrew Stephenson and Tiffany Lo, and our orchestra and choir conductors Christina Hahm and Charlotte Chan for taking our students through a challenging process of rehearsals over the autumn months of 2019.



3.2 Sports Achievements Highlights

Swimming	Inter-School Swimming Competition	Yuen Edith	Girls A 50m Freestyle 2 nd Place
		Chan Pak Yin	Girls A 50m Butterfly 3 rd Place
		Tso Chau Ho	Girls B 50m Breaststroke 3 rd Place Girls B 50m Freestyle 4 th Place Girls B 100m Freestyle 1 st Place

		Chan Pak Nin Cheng Jing Ho Kevin Leung Hoi Kit Mak Julius Chi Lun	Girls B 50m Freestyle 3 rd Place Boys A 200m Medley Swimming 2 nd Place Boys A 50m Backstroke 4 th Place Boys A 50m Breaststroke 2 nd Place Boys B 200m Medley Swimming 1 st Place Boys B 100m Freestyle 2 nd Place
Boys Rugby	HK Island & Kln Sec Schools Regional Committee Inter-Secondary Schools Competition BOCHK Rugby Sevens Cup		A Grade 2 nd Place
Softball	All Hong Kong Inter-Secondary School Softball Competition		2 nd Place
Cross Country	Inter-School Cross Country Competition	Powell Morgan Thomas Nylander Allan Axel Frank	Boys A 2 nd Place Boys C 9 th Place
Karting	China Karting Carnival & Asia Pacific Karting Tournament	Yuen Shing Pan Michael	3 rd Place

3.3 Chinese Language & Culture

第七十一屆香港學校朗誦節 71th Speech Festival (Chinese Speech)

Student's name	Form	House	Event	Award
蔡湑妍 CHOI Hei Yin Healey	1	Jacaranda	詩歌獨誦-普通話 Solo Verse Speaking-Mandarin	Champion
蔡湑妍 CHOI Hei Yin Healey	1	Jacaranda	散文獨誦-普通話 Solo Verse Speaking-Mandarin	Champion
梁家聰	3	Cassia	詩歌獨誦-粵語	Third Place

Leung Ka Chung Keith			Solo Verse Speaking- Cantonese	
趙梓曦 ZHAO ZIXI Steven	3	Cassia	詩歌獨誦-普通話 Solo Verse Speaking-Mandarin	Third Place
鄭正皓 Kevin Cheng	5	Cassia	散文獨誦-普通話 Solo Verse Speaking-Mandarin	Third Place

第八屆非華語學生（中學）普通話朗讀比賽

The 8th Putonghua Speech Competition for Non-Chinese Speaking Students (Secondary School Division) - Cancelled

第三十一屆中學生好書龍虎榜書評寫作比賽 *Book Report Competition*

- Postponed, results not yet released

3.4 Debating

The various debating teams began in earnest and with great ambition, with over 20 students signed up to compete. They conducted a number of friendly matches against other schools in October 2019, with 3 wins and 2 losses. The details are listed below:

Form 6 v Our Lady of Rosary College - Win

Form 5 v Kowloon True Light School - Win

Form 6 v Sing Yin Secondary School - Lose

Form 2-3 v Fukien Secondary School - Win

Form 1 v Holy Trinity College - Lose

Unfortunately, the rest of the school year was heavily disrupted and the HK-wide regular competitions were curtailed or cancelled.

3.5 Social Services

融和獎學金

Harmony Scholarships Scheme Awards

Student's name	Form	House
FU Maxine 符鳴心	F4	Ja
LI Alexander Carl 李家仁	F5	Ja

WEARNE Emma Janine Daine	F2	Ba
JENKINS Rhiannon Marian Mi	F4	Ca
MUMTAHINA Maksud 馬慧娜	F3	Ju
WEARNE Lana Alteia Gail	F4	Ba
WEARNE Lana Alteia Gail	F4	Ba

3.6 Other achievements

Youthnity July 2020	Inter-school student-led conference, jointly organised by students from Creative Secondary School & Law Ting Pong Secondary School	Shun Chan Derek Zheng Amogha Sudhakar Sam Cheng Alison Li Khunsha Dar Kenneth Ho Felicia Yap	F5Ca F5De F5Ju F5Ca F5Ba F5Ju F5Ja F5De	Over 100 students participated in the joint conference that took place in the two schools. The conference aimed to raise students' awareness about environmental protection.
Minecraft competition	Territory-wide	Choi Jonathan Bukhari Syed Hyder Ali Leung Cheuk On Carlos Chen Zion De Thomas Au Pak Yin	F4Ba F5De F3Ba F3Ba F3Ba	First-runner up
Sir Edward Youde Foundation	Sir Edward Youde Memorial Prizes 2019/20	Chen Sing Yu Gurr Sien Kay	F6Ca F6 Ba	

3.7 2019 – 2020 Examination Results and Tertiary Destinations

This year's public examinations were affected by the Covid-19 pandemic.

The IBDP examinations across the northern hemisphere were cancelled, and replaced by the IB's calculated score based on students' coursework (externally assessed).

The HKDSE examinations were deferred from March to April. The oral examination in Chinese was cancelled, a component in which CSS students had done well in the past.

Nevertheless, CSS students have gained many pleasing university places with their good examination results.

IBDP – 98% pass (61% awarded Bilingual Diploma); average score 35

Students accepted many offers to study, including Medicine at HKU and University of Adelaide, Vet Medicine in Royal Veterinary College, London, International Business & Finance in Manchester, Music in Goldsmith's & the Royal College of Music, London, Visual Art in Chicago and Baptist U, Biological Engineering in Rhine-Waal University, Germany.

HKDSE - 100% pass in English, top student scored 44 pts

Students accepted many offers to study, including Medicine at CUHK, Global Studies at CUHK, Law at Exeter University, Computer Science at Simon Fraser, Chemistry at CityU, Biology in Queensland, Music at Adelaide and Guildhall School of Music & Drama, and Visual Art in San Francisco.

Overall, Form 6 students have secured university places as follows:

- 7 students admitted into HKU and 6 admitted into CUHK
- 21 admitted into other HK tertiary institutions
- 1 student admitted to Rhine-Waal University of Applied Science, Germany
- 22 students destined to study in the UK, including Bath, Central St Martin's, Durham, Exeter, Guildhall School of Music & Drama, Goldsmith's College, Loughborough, Reading, Royal Veterinary College, Royal College of Music, Newcastle, Nottingham, Manchester, Queen Mary College, Surrey.
- 15 students going to Canada, United States, Australia – including Simon Fraser, St Mary's Halifax, UBC, Chicago, Fordham, San Francisco, Sydney, Adelaide
- 4 students to China, Taiwan, SE Asia

This pattern of well over 90% entering tertiary education, with over 40% staying in Hong Kong and half going overseas is similar to previous years' graduate destinations. In many cases, entrance to university depended on the quality of application, interview & portfolio, rather than just the academic grades. By and large, students have chosen special courses of study rather than just a well-known university.

4. Financial Summary for the 2018 / 19 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of % of the annual overall income)		
DSS Subsidy	45%	
School Fees		54%
Donations	0%	0%
Other Income	N.A.	1%
Total	45%	55%
EXPENDITURE (in terms of % of the annual overall expenditure)		
Staff Remuneration	74%	
Operational Expenses	7%	
Fee Remission / Scholarship	16%	
Repair & Maintenance	1%	
Depreciation	2%	
Miscellaneous	0%	
Total	100%	
Surplus (Deficit) for the school year 2018-19	0.36 month of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	3.97 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		
<input checked="" type="checkbox"/> It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements		
Details of expenditure for large-scale capital work on School Premises for 2019-2020 School Year:-		\$ (in million)
- Room alteration, additional and renovation works		0.08

- Replacement of old and addition of new furniture and equipment for Campus	0.45
- Addition & Replacement of air-conditioners	0.18
- Replacement of old and addition of new computers & IT equipment, etc.	0.66
- Faculty equipment and facilities enhance for Science & Technology	0.06
	1.43
Details of expenditure for large-scale capital work on School Premises for 2020-2021 School Year:-	
- Room alteration, additional and renovation works	0.61
- Replacement of old and addition of new computers & IT equipment, etc.	0.79
- Faculty equipment and facilities enhance for Science, Technology & P.E etc.	0.15
	1.55

Government Grants received in 2019-20

Apart from the DSS grant, the school benefitted from the following grants in 2019 – 2020.

Granting Body	Purpose & Date Granted	Amount utilized	Comment
EDB	National & Moral Education (2012)	\$108,500	No time limit on expenditure. Funded projects are now ongoing.
EDB	Capacity Enhancement (annual)	\$499,070	Successfully implemented as planned. Fully spent
EDB	NCS Chinese Curriculum (annual)	\$1,500,000	Implementation based on enhancing existing NCS curriculum already being delivered. Fully spent
EDB	Sister School HK-Mainland (annual)	\$132,000	Underspent due to Covid-19 in 2019-2020
EDB	4th strategy on IT education	\$84,940	Recurrent grant for enhancement of Wifi Infrastructure and for acquiring

			mobile computing devices
EDB	Promotion of Chinese History and Culture	\$10,400	One-off grant. The deadline of this grant is extended to 31 August 2021. Remaining balance of \$123,000 is carried forward to next year.
EDB	Diversity Learning Grant (ApL)	\$7,550	Fully spent
EDB	Diversity Learning Grant (OL)	\$3,900	Fully spent
EDB	Learning Support Grant	\$683,978	Remaining balance of \$174,492 will be carried forward to next year
EDB	Grant for Supporting NCS Students with Special Educational Need	\$40,000	Remaining balance of \$60,000 will be carried forward to next year
EDB	Students Activities Support Grant	\$24,050	Fully spent
EDB	Grant for Supporting Non-Chinese Speaking Students to learn Chinese History and Culture	\$1,000	One-off grant. The deadline of this grant is extended to 31 August 2021. Remaining balance of \$49,000 will be carried forward to next year
EDB	Special Anti-epidemic Grant	\$23,645	Remaining balance of \$1,355 will be carried forward to next year

5. Feedback on Future Planning

The school's 3 Year Development Plan and the School's Annual Plan for 2020 – 21, to be placed on the CSS website, have been formulated after extensive school-wide consultation by the Principal Dr. Anthony Adames.

- 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
- 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
- III. *Align and strengthen school culture*
整合並加強學校文化

Targets and Strategies within each domain, drafted for the 2020 – 21 Annual Plan, are based on reflections of this year's achievements, as described in section 2 above.

6. Appendices

Report on use of Government major grants

6.1 Capacity Enhancement Grant

In 2019– 20, the school applied this grant towards the salary costs of three staff members; a technician for Visual Arts, an assistant of Special Needs and Audio-Visual Technology Officer.

Visual Arts – the teaching assistant assisted the Visual Arts teaching team in preparing and procuring learning resources required for Visual Arts classes from S1-to S6. She supported the preparation of students’ art work for display around the campus and for special exhibitions.

Special Needs – the assistant teacher performed her duties including assisting with teaching, assessing and recording of students’ learning needs; helping to maintain and update the database of students with special needs, and assisting the SEN coordinator with administrative and other duties, such as translation of documents and papers from Chinese to English. Her performance was evaluated by the SEN Coordinator.

Audio-Visual Technology - the audio-visual technology officer assisted the Music, Drama and other teaching teams in the use of audio-visual learning resources required for Music and Drama class from S1 to S6. She supported Music and Drama and other teachers in their use of sound recording, lighting and video technologies to enhance student learning. Her performance was evaluated by the Heads of Music and Drama.

6.2 NCS Chinese Curriculum Grant

When the school received the 2019 – 20 grant, we had already been delivering a Chinese second language curriculum for some years using the school’s own resources.

In 2019 – 20, there were 187 NCS students in S1 – S6. The students were taught in 15 Chinese Second Language classes, with the same curriculum time as Chinese First Language classes. The grant has enabled the school to enhance its provision for these students through the continued employment and professional development of additional teaching assistants, the acquisition of further resources, including digital resources which further facilitated interactive learning and teaching as well as additional activities and learning experiences for the students concerned. These measures were successfully implemented.

NCS students in F4 and F5 were entered for the GCSE Chinese examination, with outstanding results (100% passing rate and 53% achieving level 9 - highest score).

The performance of assistant teachers were monitored by the Head of Chinese Faculty and her Deputy, through meetings, lesson observations, collaborative planning and delivery of curriculum units and assessment tasks. Their professional development included in-school workshops and meetings, training workshops offered by the IB as well as their own professional study at HKU for MEd and PGDE.

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