

ANNUAL SCHOOL REPORT (2024-2025)



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**

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

Throughout the 2024-2025 academic year, the Creative Secondary School has worked hard to ensure that students are more engaged within lessons. The teachers and students have raised the bar of their expectations for learning and pedagogical approaches which has made the learning more visible for those who walk the halls and see what is happening in real time. This is ensuring that students make more of their time leading to meaningful learning that will later yield results in their outcomes of assessments while building a stronger sense of agency for themselves and others around them.

We have also made significant strides in maximising student engagement through a diverse range of experiential learning opportunities, strengthened stakeholder support, and enhanced infrastructure. These achievements reflect a concerted effort to maintain and enhance a vibrant and holistic learning environment that extends beyond the traditional classroom.

Experiential and Service Learning:

The school year commenced with a robust **Bridging Programme** for new F1 students, immersing them in the core concepts of the IB Learner Profile, Approaches to Learning (ATL) skills, and academic integrity. This was complemented by a well-attended **MYP Orientation for Parents** on August 15, 2024, with over 120 parents gaining insights into the junior curriculum. The **F1 Induction Programme** (August 12- 14, 2024), led by the Student Union in collaboration with teachers and student leaders, successfully integrated students into the school community.

Creative Week remained a cornerstone of our experiential learning, with 14 meticulously planned overseas and local trips executed in the second term. Destinations ranged from Beijing and Xian for F2 students to Spain, Iceland, and New Zealand for senior students, each with a strong focus on inquiry-based learning and service. The planning process itself was a model of engagement, with a cross-functional committee evaluating over 50 trip proposals based on a comprehensive set of criteria. A student-led **Creative Week Learning Showcase** was held after the trips to celebrate and communicate student learning from these experiences.

Service as Action has become deeply embedded in the curriculum. In September and October,

the Waste Warriors programme saw F1 and F2 students raise awareness about food waste, while the **Seahorse Rangers** initiative involved students creating Panda artwork from recycled materials to promote environmental consciousness. The **F1 Kindness Walk** collection drive, supported by F2 students and the Kindness Walk itself, gave students opportunities to donate and distribute food (and other necessities) to the homeless, demonstrating a strong commitment to community service. In January, 28 junior school students participated in a fundraising event at Ocean Park, selling their artwork to support panda conservation.

Global and Local Partnerships:

Our commitment to global citizenship was evident through our active sister school exchange programmes. In the first term, 19 CSS students participated in the **International Cultural Festival at Hangzhou Greentown Yuhua School**. In January, we welcomed 16 students and 2 teachers from Hangzhou for a six-day visit, with 15 CSS families being host families. A programme that received excellent feedback for fostering cultural understanding and personal growth. A visit from **SCNU Foreign Language School (SCNUFLS)** in March has paved the way for future exchange programmes. Locally, the **Creative Primary School Experience Day** on December 17 saw 98 P5 students visit our campus, with 10 of our own students acting as ambassadors, strengthening the bond within the Creative Schools Continuum.

Curriculum and Co-Curricular Engagement:

The school offered **55 diverse Co-Curricular Activities (CCAs)** in Term 1, introducing paid taster sessions to allow students to explore their interests before committing. Interdisciplinary Units (IDUs) provided rich, integrated learning experiences, such as the F1 Dragon Dance (PE & Chinese) showcased at the Creative Chinese Festival and the F2 investigation into sound pollution (Math & Science) across various Hong Kong districts. Subject-specific trips, including a Design Technology baking workshop, a Chinese History museum visit, and multiple Visual Arts excursions, further enriched the authentic learning across the curriculum.

Stakeholder Engagement:

Parental engagement was a key focus. The introduction of a **Parents' Cantonese Club CCA**, based on parent feedback, and the live-streaming of the F2 to F3 Options Session are testaments to our commitment to involving parents in school life and fostering Home-School Collaboration. The **Student Council's collaboration with the PTA** for a Tangyuan-making event during the Winter Solstice fostered a strong sense of community. Admissions Talks were redesigned into a more interactive group setting with student and parent ambassadors, receiving positive feedback from prospective families. Our Student Council also worked to consult

students and the PTA with regard to a possible change in our Uniforms for the coming school years.

Teaching and Learning Quality: 7Cs Survey Results

The 7Cs survey, conducted in the winter and spring terms, provides valuable insights into the quality of teaching and learning at CSS. The framework assesses seven key areas of classroom practice: Captivate, Care, Challenge, Clarify, Confer, Consolidate, and Control. The overall school average shows a positive trend, with slight improvements in most categories between the two terms.

Stakeholder Perceptions of Engagement

The annual stakeholder surveys provide further evidence of our commitment to engagement. The 2024-25 Teacher Survey shows a significant improvement in Teachers' Professional Development (+0.2), indicating that our staff feel well-supported in their professional growth. However, the survey also reveals a slight decrease in teacher perceptions of Student Learning (-0.1), which will be a key area of focus for the upcoming year.

Teacher Survey Area	2023-24	2024-25	Change
Teachers' professional development	3.4	3.6	+0.2
School curriculum and assessment	3.9	3.9	0.0
Teaching (including inside/outside classroom)	4.2	4.2	0.0
Student learning (including inside/outside classroom)	3.4	3.3	-0.1

Reflection

The breadth and depth of engagement activities this year have been remarkable. The systematic approach to planning Creative Week, the successful execution of sister school exchanges, and the high level of participation in service learning initiatives are all points of strength. The introduction of taster sessions for CCAs has proven effective in empowering students to make informed choices, and the increased involvement of parents in school events has strengthened our community bonds as well as Home-School Collaboration.

With that being said, the sheer volume of activities has at times stretched our resources and posed challenges for scheduling and coordination. The reduced Tutor Time, a consequence of a packed calendar, has made it more difficult for House Tutors to deepen connections with their

tutees and provide more consistent pastoral support.

While the host family programme was successful, feedback indicated a need for better preparation and training for host families to enhance the support for the experience of both hosts and visiting students.

Feedback and Follow-up

Based on the reflections, several areas for improvement have been identified. To address the challenge of a necessary crowded calendar, a systematic review of all school events and activities will be undertaken to ensure a more balanced and manageable schedule for the coming academic years. This review will prioritise activities that have the greatest impact on student learning and wellbeing.

To enhance the effectiveness of our pastoral care system, we will explore ways to protect and optimise Tutor Times, ensuring that they remain a cornerstone of our student support structure and proactive means of character development. For exchange programmes, we will develop a more structured training and support programme for host families, providing them with resources and guidance needed to maximise the enriching experience for visiting students.

We will continue to build on our successful stakeholder engagement initiatives, seeking new and innovative ways to involve parents in their children's education. The positive feedback from the redesigned Admissions Talks will inform our future outreach efforts, as we continue to showcase the unique strengths of the CSS community.

2. To cultivate WELLBEING through developed communication

Achievements

The 2024-2025 academic year saw a comprehensive approach to student wellbeing, with a wide array of programmes and initiatives designed to support the physical, emotional, and social development of all students. These efforts reflect a deep commitment to creating a nurturing environment where students can thrive.

Positive Education and Personal Growth:

The year began with the **7 Habits of Highly Effective Teens Workshop** in August, which was

so well received by F5 students that they proposed extending it to staff. This was followed by a **Staff Meeting on Positive Education** in October, which introduced teachers to the use of the Student Planner for wellbeing check-ins and the integration of Habits of Mind into daily teaching. The **Self-reflection Journal and Goal-setting** initiative encouraged all junior school students to set one academic and one wellbeing goal aligned with the IB learner profile, fostering ownership of their personal growth.

Mental Health and Emotional Support:

A series of mental health workshops and talks were delivered throughout the year. The **Health Talk on Stress and Emotion Management** by Tseung Kwan O hospital in September, the **Mental Health Workshop** by HKFYG in October for F5-F6 students, and the **“5 Senses” workshop** for junior students all provided valuable tools for managing stress and building resilience. The **Talk2Me Peer Support Training** by Kely Support, which began in October with 18 F4-F5 students, aimed to create a network of peer support within the school. For F6 students, the **“Are you Uni Ready?”** workshop by Kely Support addressed the specific challenges of transitioning to university life, including drug and alcohol awareness. The APASCO shows that students have less anxiety and more meaning in life.

Subscale	23-24 Q-Scor	24-25 Q-Scor	
Affect (Positive Affect)	85	85	
Affect (No Negative Affect)	116	116	
Affect (No Anxiety, Depressive Symptoms)	88	93	5
Satisfaction (School)	93	90	-3
Meaning in Life	106	113	7

Sex Education and Adolescent Development:

Age-appropriate sex education was delivered to all year levels. F1 students received sessions from the Health Department on adolescent change, F2 students participated in workshops by HKFYG, and F3 students learned from the Family Planning Association. These comprehensive programmes ensured that students received accurate information and guidance on their physical and emotional development.

Safety, Citizenship, and Values Education:

A range of talks addressed important issues of safety, citizenship, and values. The **Education Talks on Racial Harmony** by the Home Affairs Department promoted understanding and respect for Hong Kong’s ethnic minorities. The **Internet-related Crimes talk** by The Law Society of Hong Kong in February educated students on cyber safety. **National Security Education (NSE) talks** at Sing Tao and sessions on Criminal Law by The Law Society provided students with an understanding of their legal responsibilities. The **“2025 Let’s Join Hands in Safeguarding National Security” competition** launch in October further reinforced these

themes.

Student Leadership and Social Connection:

The **Student Leadership Framework** provided numerous opportunities for students to engage in meaningful activities that promoted wellbeing and social connection. The Student Union organised 14 lunchtime events throughout the year, including Random Dance, inter-house sports competitions, a Nationality Parade celebrating diversity, Tea Day, Valentine's Day, and Easter celebrations. These activities created a vibrant and inclusive school culture. The **Student Council's Hot Chocolate Give Out** when temperatures dropped below 12 degrees was a small but meaningful gesture that fostered a sense of care and community.

Cultural Celebrations:

Cultural celebrations played a significant role in promoting wellbeing and a sense of belonging. The **Creative Christmas Festival** on December 20 featured house parties, dance parties, and workshops tailored to different year levels. The **Creative Chinese Festival** on January 24 included award presentations, appreciation for host families, and a Dragon Dance competition. The **Flag-raising ceremony and Lion Dance** on February 6 marked the start of the second term with excitement and cultural pride. The **Diwali celebration** in October, where students from the Indian community shared their traditions, and exemplified the school's commitment to celebrating cultural diversity.

Career and Higher Education Guidance:

University Inspirations sessions, where alumni shared their university experiences, and **Career Inspiration** talks, with parents discussing their professional journeys, providing valuable insights for students. University visits to City University and HKU, as well as an **Art Portfolio Building session** with Norwich University, offered practical guidance for students considering specific fields of study.

Stakeholder Perceptions of Wellbeing

Our commitment to wellbeing is reflected in the consistently high ratings from all stakeholder groups. The 2024-25 surveys indicate a strong sense of community, support, and positive school climate.

Parents continue to rate the school very highly, with stable and strong scores for Support for Student Development (4.0), School Climate (4.2), and Home-School Cooperation (4.0). This reflects the strong partnership between the school and our parent community.

Teachers also report a positive and improving school climate, with ratings for both School Climate and Support for Student Development increasing by +0.1.

Teacher Survey Area	2023-24	2024-25	Change
Support for student development	3.8	3.9	+0.1
School climate	3.8	3.9	+0.1

Students report stable satisfaction with the support and climate at the school, with consistent scores across all wellbeing-related categories.

Reflection

The comprehensive wellbeing programme this year has been a strength, with a wide range of activities addressing different aspects of student development. The integration of Positive Education into the curriculum and the use of the Student Planner for wellbeing check-ins represent a systematic approach to cultivating a growth mindset. The high level of student participation in lunchtime activities and cultural celebrations indicates that these initiatives are meeting a genuine need for social connection and community.

However, student questionnaire results are concerning, with 16 students identified as having severe depression and 34 with moderately severe depression. While the Counselling and Pastoral Teams are following up with these students, this data highlights the need for continued vigilance and support. The challenge of reduced Tutor Times, mentioned in the Engagement section, also impacts wellbeing, as it reduces opportunities for House Tutors to build trusting relationships with their tutees or provide timely support.

There have also been some struggles with students adapting to learning in English and adjusting to different lifestyle habits. This requires a coordinated response from multiple departments to provide appropriate support as well as specific interventions and IEPs.

Feedback and Follow-up

In response to the mental health concerns identified through surveys, we will review our current support structures to ensure that students with severe or moderately severe depression are receiving timely and effective interventions. This will include exploring the possibility of increasing counselling resources and strengthening the referral pathways to external mental health services.

To address the language challenges, we will develop a more targeted support programme that includes English language support, cultural orientation, and peer mentoring. This will involve collaboration between the Curriculum, Pastoral, and Learning Support Teams.

We will continue to review the use of Tutor Times, recognising its critical role in pastoral care and wellbeing. This may involve a re-evaluation of the school calendar to reduce the number of activities that encroach on Tutor Time.

The success of the peer support training will be evaluated, and if positive, we will consider expanding this programme to include more students. We will also explore additional ways to enhance senior school privileges, as providing students with more autonomy and responsibility can contribute to their sense of wellbeing and belonging.

3. To boost agency, consistency and transparency through ACCOUNTABILITY

Achievements

The 2024-2025 academic year has seen significant progress in fostering accountability, student agency, and transparency across the school. These developments reflect a commitment to empowering students and staff to take ownership of their roles and responsibilities.

Student Leadership Framework:

The **refined Student Leadership Framework (SLF)** has been a major achievement this year. The four-tier system—Student Council (F1-F6, teacher nomination), Student Union (F4-F5, student election), House Committee (F3-F5, student election), and Youthnity (F1-F5, student sign-up)—provides clear pathways for student leadership at all levels. The introduction of a recognition system, where members can continue in their roles if they maintain a good score,

has incentivised sustained commitment and excellence.

The impact of this framework is evident in the significant increase in student-led activities, from approximately 5 in 2023-2024 to 14 in 2024-2025. Student Union events increased from 4 to 9, and inter-House competitions from 5 to 6. The diversity of these activities—spanning sports, arts, social science, service, culture, and English—demonstrates the breadth of student agency. The **Student Council’s Uniform Consultation**, where students provided feedback that was compiled into a report for the Principal, exemplifies meaningful student voice and accountability. The Council’s formation of three teams—Study Groups, Publications, and F6 Graduation support—shows initiative and responsiveness to student needs.

Academic Accountability and Integrity:

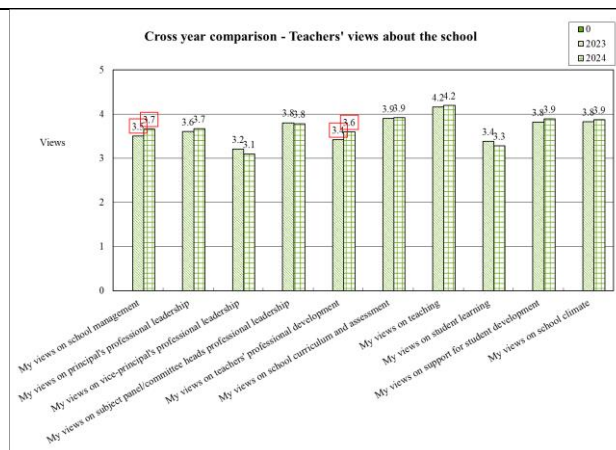
Academic integrity was emphasised from the start of the year, with an interactive session for F1 students in August. The **Rapid Progress Check (RPC)** system, where all Subject Teachers provide information on student progress, followed by House Tutor and student one-to-one meetings and Leadership Team interventions for students of concern, ensures accountability at multiple levels. This systematic approach has contributed to improved outcomes in all areas.

Recognition and Awards:

The **CSS Spirit Award** and **Punctuality Awards** recognise students who demonstrate school values and good habits. The **Award Presentation Ceremony** in February, celebrated academic excellence, with 42 students receiving Academic Excellence or Academic Achievement Awards in Term 1 2024-25, compared to 35 in the previous year. This represents a significant improvement in academic performance.

Staff Accountability and Professional Development:

The **Professional Development sessions on Data-Driven Approach** for School Leadership Team members, Heads of Faculty, and Subject Coordinators have enhanced staff capacity to use data for reflection and planning. Heads of Faculty were trained to analyse HKDSE School Statistical Reports, enabling more informed decision-making. The **IB Evaluation** in March was a positive experience, with the school’s Programme Development Plan (PDP) focusing on enhancing teaching through constructive lesson observation processes. The teaching staff see an improvement in professional development and school management.



Diploma Pathways and Academic Support:

The **F4 to F5 Diploma Pathways** allocation process was more comprehensive this year, with 40 IBDP places offered out of 98 students. The process involved collecting students' academic results, one-to-one meetings between House Tutors and students, comments from Subject Teachers and House Tutors, attendance and punctuality records, and service activities records. This holistic approach ensures that students are placed in the pathway that best suits their strengths and goals.

For F6 HKDSE students, extensive support was provided, including catch-up sessions, pre-mock exams, Other Learning Experiences lessons for SBA catch-ups, after-school lessons, post-mock exam practices, and lunch English enhancement classes. Teachers also contacted parents to discuss learning strategies. Nevertheless, there is still a need for continued exploration of processes that will support our DSE learners.

Inclusion and Diversity:

The school received the **Inclusion and Diversity Award** from Dialogue in the Dark (HK) Foundation, recognising continuous efforts to promote inclusion and diversity both inside and outside the campus. This award reflects the school's commitment to creating an environment where all students feel valued and supported.

Reflection

The refinement and implementation of the Student Leadership Framework has been a significant success, with clear evidence of increased student agency and engagement. The systematic approach to academic accountability through the RPC system and the comprehensive Diploma Pathways allocation process demonstrate a commitment to transparency and fairness.

The improvement in junior school academic performance, with zero students below the threshold in F1, F2, and F3 (compared to multiple students in the previous year), is a testament to the effectiveness of our support systems and the accountability of both students and staff. The recognition of our inclusion and diversity efforts through an external award validates our ongoing commitment to these values.

For our DSE students we can see a need to have earlier and more targeted interventions, particularly in core subjects. We will also take steps to improve students' ability to achieve through different strategies in the coming years.

The increase in AI plagiarism, while addressed through a staff briefing on good practices, requires ongoing vigilance and education for both students and staff. As AI tools become more prevalent, we must continue to reinforce the importance of academic integrity and provide clear guidance on the appropriate use of these technologies.

Feedback and Follow-up

To address the challenges faced by the F6 HKDSE cohort and prevent similar issues in future years, we will implement earlier and more intensive support for students identified as at risk, particularly in core subjects. This will include targeted interventions starting in F4 and F5, with a focus on building foundational skills.

We will continue to develop our data-driven approach, ensuring that all Heads of Faculty and Subject Coordinators are confident in using data to inform their planning and reflection. This will be supported by ongoing professional development and the sharing of best practices.

The Student Leadership Framework will be reviewed and refined based on feedback from students and staff, with a focus on ensuring that all students have opportunities to develop their leadership skills. We will also explore ways to further enhance student voice in school decision-making, building on the success of the Uniform Consultation.

To address the issue of AI plagiarism, we will develop a comprehensive policy and education programme that provides clear guidance for students and staff on the ethical use of AI tools. This will be integrated into our academic integrity programme and reinforced through regular communication and training.

(3) Student Performance

(i) Academic Performance:

Junior School (F1 - F3)

The 2024-2025 academic year has seen remarkable improvement in junior school academic performance. In Term 1, **42 students received Academic Excellence or Academic Achievement Awards**, compared to 35 students in the previous year, representing a 20% increase in the number of students achieving the highest academic standards.

More significantly, the number of students of academic concern decreased dramatically across all junior year levels. The following table illustrates this improvement:

Year Level	Performance Threshold	2023-2024 Term 1	2024-2025 Term 1
F1	Less than 33 points out of 77	3 students	0 students
F2	Less than 30 points out of 70	4 students	0 students
F3	Less than 27 points out of 63	6 students	0 students

This represents the **complete elimination of low-performance** in F1, F2, and F3, a significant achievement that reflects the effectiveness of the school's academic support systems. Notably, F2 students who were identified as students of concern in 2023-24 showed remarkable improvement when they reached F3 in 2024-25, demonstrating the impact of sustained support and intervention.

Junior School Coordinators met with subject coordinators to discuss action plans for supporting students, and the Rapid Progress Check (RPC) system ensured that students of concern received timely and targeted support from tutors and the leadership team.

IBDP Results 2025

The 2025 IBDP cohort achieved exceptional results, demonstrating the school's commitment to academic excellence and the effectiveness of its support systems.

Metrics	Results
Average total points (diploma awarded)	36.2
Students achieving diploma	32 out of 33 (97.0%)
Bilingual diploma awarded	19 (59.4%)
Diploma awarded	13 (40.6%)
30 points and above	31 (96.9%)
35 points and above	22 (68.8%)
40 points and above	8 (25.0%)

Six-Year Trend Analysis (2020-2025):

The school's IBDP performance has shown a strong upward trajectory, with the 2025 results representing the smallest gap with the Hong Kong average in the past six years and a significant margin above the global average.

Key Observations:

- The 2025 results show a significant improvement from 2024, with an increase of 1.43 points
- The school is now performing at a level very close to the Hong Kong average, with only a 0.53-point difference
- The school significantly outperforms the global average by 5.61 points, the highest margin in the six-year period
- The high percentage of bilingual diplomas (59.4%) reflects the school's success in promoting multilingualism

HKDSE Results 2025

The 2025 HKDSE cohort also achieved strong results, continuing the school's trend of outperforming the Hong Kong average in core subjects.

Metric	CSS	HK	Difference
Core subjects at 332A/3322 or better	45%	38%	+7%
Core subjects at 332A/3322 or better, with two electives at level 2 or better	38%	37%	+1%

Six-Year Trend Analysis (2020-2025) - Core Subjects at 332A or Better:

The school has demonstrated a remarkable improvement trajectory in HKDSE performance over the past six years, transforming from underperformance to consistent outperformance of the Hong Kong average.

Key Observations:

- The school has consistently outperformed the Hong Kong average in the 332A metric since 2023
- The 2025 result of 45.40% represents a significant achievement and demonstrates sustained improvement
- The turnaround from 2021 (when the school was 10.91% below the HK average) to 2025 (7.10% above) is particularly noteworthy
- This improvement reflects the effectiveness of the school's academic support programmes, including Saturday sessions, enrichment classes, and enhanced parent communication

Notable Individual Achievement:

Aarez DAR from F6 Juniper was admitted to the Faculty of Business Administration at The Chinese University of Hong Kong (CUHK), specialising in Hospitality and Real Estate, through the School Nominations Direct Admission Scheme (SNDAS) before the HKDSE examination results were released. This is a testament to the school's strong relationships with local universities and the quality of its students.

Higher Education Destinations (2025 Graduates)

All 2025 graduates successfully commenced university, a significant achievement that reflects the comprehensive support provided by the Higher Education team. A high percentage of students attended Hong Kong institutions, while others pursued opportunities in the UK, USA, Canada, Australia, and New Zealand. Some students experienced delays with UK student visas, but all were ultimately successful in securing their places.

The 2025 graduating class secured placements at prestigious universities across a range of disciplines:

Field of Study	Programme	University
Medicine	Medicine MBChB	The Chinese University of Hong Kong
	Medicine MBChB	Aston University, United Kingdom
Engineering	BEng in Civil Engineering	University of Bristol, United Kingdom

Sciences	Bachelor of Veterinary Science	City University of Hong Kong
	Science Master Class (BSc & MRes)	The University of Hong Kong
	BSc in Integrative System and Design	The Hong Kong University of Science and Technology
Business / Social Sciences	Bachelor of Business Administration (IBGM)	The University of Hong Kong
	Bachelor of Science in Physiotherapy	The Hong Kong Polytechnic University
	Bachelor of Finance Asset Management/Private Banking (AMPB)	The University of Hong Kong
Arts	BA in Film and Television	Hong Kong Academy for Performing Arts

These placements demonstrate the breadth of talent within the graduating class and the effectiveness of the school's university counselling and support.

(ii) Non-academic Performance.

The 2024-2025 academic year saw outstanding achievements in sports, performing arts, visual arts, and other co-curricular domains, demonstrating the holistic development of our students.

Sports

CSS students excelled in a wide range of sports at local, regional, and international levels:

F1CA Douglas Wong competed in an Ice Hockey Tournament in Malaysia from September 25-28, 2024.

F3DE Travis Poon was selected as a scholarship athlete for Windsurfing for 2024- 2025, representing Hong Kong at the Hong Kong Open Windsurfing Championships from November 5-10, 2024.

F4CA Janice Cheung competed in athletics in Bahrain for Hong Kong, won bronze in the Girls Long Jump on December 3, 2024 (outperforming competitors from DGS, GHS, and Heep Yunn), and was selected to represent Hong Kong at the Asia Youth Athletics Championships in Dammam, Saudi Arabia, from April 15-18, 2025.

F5 Gigi represented Hong Kong in the Football Tournament in Turkey (Pink Youths Cup), with matches against Jordan (2-0 win) and India (0-1 loss), and participated in a friendly match against Denmark Girls Football Club (3-1 win).

F5Bo Yanki won first place in the intermediate Pickleball Championships and was appointed Youth Pickleball Ambassador by the Hong Kong Pickleball Association.

F6 Ju - Aarez DAR played for the “Mens China Cricket League” in Hangzhou, with his team remaining undefeated and winning gold.

F6JA Jason Lin won first place in a Taiwan Fencing Competition in February 2025.

Performing Arts

CSS students demonstrated excellence in drama and performing arts:

F6 JU Howie Yuen, F5 JU Arnav Verma, and F5 CA Jamie Then all received **LAMDA Acting Awards**, recognising their outstanding performance and dedication to the dramatic arts.

Visual Arts

CSS students achieved significant recognition in visual arts competitions and exhibitions:

The **F6 VA HKDSE & IBDP Exhibition** was **successfully** held on March 7, 2025, showcasing the culmination of years of artistic development.

In the **Creative Brilliance 2025 - Picasso Art Contest**, two CSS students were recognised as **STAR ARTISTS**: WONG WING TUNG IRIS (Age 16) and CHIK YAN KI YANKI (Age 17). Seven additional students received **Diamond Artist Award or Gold Artist Award**: LI SUEN YEE AMY, SOON HO CHUN JOSHUA, WIJEWARDENA YEHANSA SADUNI, MARTIN REESE MARGARET DALUMPINES, WEI ZISHAN SANDRA, KOT HIN TING BRAD, and WONG CHEUK LAM BIANCA.

Two CSS students' works were selected for the **Exhibition of Student Visual Arts Work for the EDB 2024/25** at the Hong Kong Central Library (November 27 – May 5, 2025): Li Nicole (F2) with “肖像畫 Portrait Painting” and Maia Grace Tsang Parry (F6) with “共渡毯被 Shared Blanket”.

Chinese Language and Culture

F6 Li Jia Peng received the 中學組 高級 優異獎 (Secondary School Senior Level Merit Award) in the Chinese Handwriting Competition.

F4 Lin Shu Ling received the 中學組 高級 卓越獎 (Secondary School Senior Level Excellence Award) in the Chinese Handwriting Competition.

Other Achievements

Multiple students received recognition in the **HK Young Writer Award** competition.

The **F5 IBDP Collaborative Sciences Project (CSP)** was completed on March 4, 2025, demonstrating interdisciplinary collaboration and scientific inquiry.

The **X-profile CCA Team**, led by F5 IB students, conducted a session on “Caring” in the week leading up to Christmas, promoting compassion and empathy.

Inclusion and Diversity Recognition

The school received the **Inclusion and Diversity Award (Education Sector)** from Dialogue in the Dark (HK) Foundation, recognising continuous promotion of inclusion and diversity among students both inside and outside campus. This award acknowledges the school's sustained efforts, including previous collaborations with Dialogue in the Dark during Creative Week, and activities such as visually-impaired and hearing-impaired taster activities, Lunch in the Dark, and Life in the Dark experiences. Students have learned sign language and how to cater for people with special learning needs, with these values and attitudes instilled and sustained on campus.

International Exchange Programmes and Cultural Engagement

Students participated in a wide range of international exchange programmes, demonstrating the school's commitment to global citizenship and cross-cultural understanding:

Peking University AI Programme (July 2025):

- 3 students participated in the U.S.-China Youth and Students Exchange Association programme
- F6 Jonas Zheng achieved first position in the essay on AI Hallucination, a significant academic achievement

Yamato Seiran High School, Fukuoka Exchange (July 2025):

- 5 CSS students welcomed 5 Japanese students and 3 teachers
- Cultural workshops included Chinese Drum and Chinese Fan Making

These exchanges have provided students with invaluable opportunities to develop intercultural competence, language skills, and global perspectives.

Conclusion

Creative Secondary School is in a position of strength, with a clear vision, a dedicated staff, and a proven track record of success. The achievements of the 2024-2025 academic year are a testament to the school's commitment to its mission and values. By proactively addressing the strategic opportunities identified in this report, as well as the transitions between primary and secondary school and the need for more systematic data collection, the school will build on its successes and continue to provide an exceptional and holistic education for all its students.

(4) Financial Summary

(5) Appendix

ANNEX

Template for Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2023 / 2024 School Year

	Government Funds	Non-Government Funds
INCOME <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)	50.6	N.A.
School Fees	N.A.	47.4
Donations, if any	N.A.	0
Other Income, if any	N.A.	2
Total	50.6	49.4
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	70.4	
Operational Expenses (including those for Learning and Teaching)	6.5	
Fee Remission / Scholarship ¹¹	20.7	
Repairs and Maintenance	0.8	
Depreciation	1.6	
Miscellaneous	0	
Total	100	
Surplus for the School Year [#]	1.15	
Accumulated Surplus in the Operating Reserve as at the End of the School Year [#]	6.21	
[#] <i>in terms of equivalent months of annual overall expenditure</i>		

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 works, if any:

<u>Details of expenditure for large-scale capital work on School Premises for 2023-24</u> <u>School Year:-</u>	<u>\$m</u>
<u>Room alternation, additional and renovation works</u>	<u>0.8</u>
<u>Replacement of old and addition of new computers & IT equipment</u>	<u>0.3</u>
<u>Faculty equipment and facilities enhance for Laboratory and Music</u>	<u>0.8</u>
	<u>1.9</u>

<u>Details of expenditure for large-scale capital work on School Premises for 2024-25</u> <u>School Year:-</u>	<u>\$m</u>
<u>Room alternation, additional and renovation works</u>	<u>0.2</u>
<u>Replacement of old and addition of new computers & IT equipment</u>	<u>0.3</u>
<u>Faculty equipment and facilities enhance for Laboratory and Music</u>	<u>1.1</u>
	<u>1.6</u>