

I School Motto, Vision and Mission

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

A full elaboration of the school’s vision and mission statement is contained in the CSS handbook which is downloadable from the school website www.css.edu.hk.

II Basic information about the school

1. School Management Committee

The school’s sponsoring body is the Creative Education Foundation Ltd. The school is governed by the Creative Secondary School Management Committee Ltd.

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

School Supervisor: Mr. Fong Hup, CPA, MH

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

Committee Members: Dr. Eddy Fong, CPA, GBS, JP

Mr. Victor Fong, BSc, RIBA, HKIA, RA

Dr. Ng Ho Ming, PhD

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

Mr. Tony Yen Yuen Ho, SBS, JP

Mrs. Ophelia Ngan BA, MEd

Mr Roger Crosby BSc PGCE (teacher representative)

Ms Tsang Shuk Wa (parent representative)

2.1 School Campus Facilities

At the start of the 2016-17 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 school Visual Arts studios
- 7 Science laboratories
- 4 small classrooms
- 2 ICT rooms
- 2 seminar rooms built in 2016 - 17
- A Design Technology centre consisting of workshops, graphics studios & CAD facilities
- A Drama studio
- 2 multi-purpose activity rooms convertible to a meeting room
- Senior school music teaching room
- A recording studio in main music room
- A library
- Two school halls, balcony and multipurpose room
- 2 basketball courts and a tennis court (enhanced by astroturf surface)

In 2016 – 17, the following projects were planned to enhance the school campus:

1. Renovated corridor ceilings & lighting, replacement of external fire doors, and other essential works covered by EDB major repairs grant
2. Replacement of defective furniture
3. New external displays, including the CSS Learner Attributes banners.

These projects were completed by October 2017.

2.2 Financial Summary for the 2015 / 16 School Year

	Government Funds	Non-Government Funds
<u>INCOME (in terms of % of the annual overall income)</u>		
DSS Subsidy	47%	
School Fees		52%
Donations	0%	0%
Other Income	N.A.	1%
Total	47%	53%
<u>EXPENDITURE (in terms of % of the annual overall expenditure)</u>		
Staff Remuneration	76%	
Operational Expenses	6%	
Fee Remission / Scholarship	14%	
Repair & Maintenance	1%	
Depreciation	3%	
Miscellaneous	0%	
Total	100%	
Surplus for the school year #		0.6 months of the annual expenditure
Accumulated Surplus in the Operating Reserve as at the End of the School Year #		3.7 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 2016-2017 School Year:-		\$(in million)
- Room alteration, additional and renovation works		0.35
- Replacement and repairing defective air conditioners		0.12
- Replacement of old and addition of new furniture & equipment for campus		0.24
- Replacement of old and addition of new computers and IT equipment		0.50
- Enhancement of electricity and fire safety systems		0.15
		1.36
Details of expenditure for large-scale capital work on School Premises for 2017-2018 School Year:-		\$(in million)
- Alteration works for toilet (phase 1), PE store, LG/F ICT Room and General Office and Balcony		0.52
- Replacement of old and addition of new furniture and equipment for Campus		0.10
- Addition of time control system for air-conditionings		0.12
- Replacement of old and addition of new computers & IT equipment, etc.		0.45
- Faculty equipment and facilities enhance for Science & Technology		0.65
		1.84

2.3 Government Grants received in 2016 - 17

Apart from the DSS grant, the school benefitted from the following grants during the year 2016 - 2017.

Granting Body	Purpose & Date Granted	Amount granted	Comment
EDB	National & Moral Education (2012)	\$530,000	No time limit on expenditure. Funded projects are now ongoing.
EDB	Capacity Enhancement (annually)	\$500,656	Successfully implemented as planned.
EDB	NCS Chinese Curriculum (annually)	\$1,500,000	implementation based on enhancing existing NCS curriculum already being delivered.
EDB	Strengthening School Admin Management Grant	\$250,000	The grant may be used up to the end of 2017/18 school year

EDB	4 th strategy on IT education	\$84,940	recurrent grant for enhancement of Wifi Infrastructure and for acquiring mobile computing devices
EDB	STEM Grant	\$200,000	One-off grant for promoting STEM education
EDB	IT grant for e-learning	\$253,850	One-off Information Technology Grant for e-Learning in School
EDB	Diversity Learning Grant	\$1,950	Grant to support student studying other language

3. Information on students

The school's enrolment in 2016-2017 (*based on the enrolment returns to Education Bureau in March 2017*) was 746 students from Form 1 to Form 6.

Form	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Total
Students	144	131	134	134	110	93	746
Classes	5	5	5	5	5	5	30

4. External examination results and tertiary education destinations

CSS's 6th cohort of F6 students participated in the Hong Kong Diploma of Secondary Education (HKDSE) and the International Baccalaureate Diploma Programme (IBDP). Highlights of their achievement and tertiary education destinations are as follows:

- Over 90% continue to study in tertiary education
- 35 students out of 45 studying in HK (78%) has been admitted into full degree courses
- 25 out of these 45 students (56%) were admitted into HKU, CUHK or HKUST
- Other students have gone to study overseas – Australia, Canada, New Zealand, Taiwan, Switzerland, UK and USA.

4.1 IB Diploma highlights

- All 51 students succeeded to obtain the IB Diploma (100% pass, first time ever)
- average score of students achieving the IB Diploma = 34.7

4.2 Hong Kong Diploma highlights

- Top 3 students entered HKU, CUHK and HKUST
- 100 % passed English

4.3 Tertiary Education and other destinations

Main areas of study in Tertiary Education Institutions	Percentage
THEATRE, MUSIC, VISUAL ARTS, DESIGN, ARCHITECTURE, MEDIA	24 %
BUSINESS, ECONOMICS, LAW, OTHER SOCIAL SCIENCES	33 %
STEM - SCIENCES, TECHNOLOGIES, ENGINEERING, MATHEMATICS	27 %
LANGUAGES, EDUCATION, LIBERAL ARTS, others	16 %

Destination	Percentage	Highlights
Hong Kong	48%	HKU(9) + CUHK(8) + HKUST(8) - 56%
United Kingdom	28%	Birmingham, Edinburgh, Exeter, Goldsmith's, Kent,

		Liverpool, U of Arts London, Sussex, York,
USA/Canada	7%	UC Davis, Mount Holyoke, Pennsylvania State, Guelph
Australia/NZ	5%	Queensland, Murdoch, Monash, Otago
Other Countries	4%	Switzerland, Taiwan
Others	8%	Gap Year/Work

5. Curriculum Organisation

5.1 School Calendar and the Timetabled Week.

For 2016 – 2017, the school operated on a calendar of 190 school days, based on a 6 day cycle timetable of 36 periods of 50 minutes each, and a co-curricular programme comprising over 50 school clubs & activities.

5.2 Class Organisation

For the purposes of registration and attendance, social organization and personal growth and development, students continue to be organized into 6 Houses, named after 6 trees commonly found in Hong Kong – Bauhinia, Bombax, Cassia, Delonix, Jacaranda and Juniper.

For the purposes of learning, students in Form 1 to 3 were organized mainly into 6 classes for the following subjects – English, Mathematics, Chinese (7/8 classes), Science, Individuals and Societies (formerly known as Humanities), Physical Education, Arts, Technologies – and into 7 classes for the following subjects in Form 3 – Visual Arts, Music, Drama, Food Technology, Design Technology, and ICT. The teaching groups for Form 1 science, I&S, PE, Arts and Technologies were identical to the social groupings for the 6 Houses.

5.3 Lesson Time for the 8 Key Learning Areas of the Curriculum in Form 1 – 3

Key Learning Area	Number of lessons per 6 day cycle			Minutes of learning per 6 day cycle			% of total learning time		
	F1	F2	F3	F1	F2	F3	F1	F2	F3
English	5			250			13.5		
Chinese	5			250			13.5		
Mathematics	5	6	5	250	300	250	13.5	16.2	13.5
Humanities & Personal & Social Education	4	4	5	200	200	250	10.8	10.8	13.5
Science	5	4	4	250	200	200	13.5	10.8	10.8
Physical Education	4	4	4	200	200	200	10.8	10.8	10.8
Arts: Visual Arts, Drama, Music	4			200			10.8		
Technology: DT, ICT, Food	4			200			10.8		
House Time	1			50			2.7		
Total	37			1850			100%		

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5.4 Lesson Time for the Hong Kong Diploma of Secondary Education in Form 4

Curriculum Area	Number of lessons per cycle	Minutes of learning per cycle	% of total learning time
English	5	250	13.5
Chinese	5	250	13.5
Mathematics	6	300	16.2
Liberal Studies	4	200	10.8
Core total	20	1000	54.1
3 Electives	12	600	32.4
PE	4	200	10.8
Careers & Life Planning	1	50	2.7
Other Total	17	850	45.9
Total	37	1850	100%

5.5 Lesson Time for the Hong Kong Diploma of Secondary Education in F5&6

Curriculum Area	Number of lessons per cycle	Minutes of learning per cycle	% of total learning time
English	5	250	13.5
Chinese	5	250	13.5
Mathematics	5	250	13.5
Liberal Studies	5	250	13.5
Core total	20	1000	54.1%
Up to 3 Electives	12	600	32.4%
Electives Total	12	600	32.4%
PE/OLE	2	100	5.4
Private study	2	100	5.4
House Time	1	50	2.7
Other Total	5	250	13.5%
Total	37	1850	100%

5.6 Lesson Time for the International Baccalaureate Diploma Programme in F5&6

Curriculum Area	Number of lessons per cycle	Minutes of learning per cycle	% of total learning time
HL subject 1	6	300	16.2
HL subject 2	6	300	16.2
HL subject 3	6	300	16.2
SL subject 1	4	200	10.8
SL subject 2	4	200	10.8
SL subject 3	4	200	10.8
Theory of Knowledge	2	100	5.4
Private Study	4	200	10.8
House Time	1	50	2.7
Total	37	1850	100%

6 Information on teachers

6.1 Number and composition of the teaching staff team

In 2016 – 2017, the school had 91 teaching staff (including 4 part-time) and the Principal. There were 26 native English speakers, 15 natively fluent Putonghua speakers and 36 other natively fluent bilingual speakers. 61 had a university degree from overseas and 44 have Master Degrees.

The school continued to appoint a critical mass of fluent English and Putonghua speakers on the staff team to provide a holistic language learning environment across the different subjects of the curriculum. This provides effective support for students' acquisition of English for academic purposes.

6.2 Professional Development

As a school in its 11th year of operation and implementing an innovative curriculum plan of delivering the new Hong Kong curriculum through the framework of the IB MYP and offering both IB and HK Diplomas, professional development of teachers continued to remain a very high priority.

Whilst teachers continued to attend IBDP and IBMYP subject workshops, and conferences offered by the International Alliance for Invitational Education, as well as workshops organized by the EDB on various aspects of the HKDSE, the emphasis on school based professional development which began last year continued to be prominent during this year.

School-based professional development consisted primarily of cascading of external training to other colleagues, collaborative curriculum planning, standardization sessions to achieve greater consistency in IB and HKDSE school-based assessments, and the introduction of technology tools such as Google, turnitin.com, eclass and Managebac. Newly / recently qualified teachers were supported by their Heads of Faculty and senior staff. The school's three professional development days included guest speakers, staff-led workshops and other sharing of good practice.

III Major Strands of Development addressed in 2016 – 2017

The school plan for 2016 – 17 was derived from the third year of the school's 3 year school development plan for 2014 – 2017 submitted to the Education Bureau.

In the 2014 – 2017 school development plan, the four major areas of school development were as follows:

1. Continuing to strengthen the school's student-centred, engaging and inquiry based approaches to learning & teaching
2. Enhancing the school's Guidance & Achievement framework to facilitate students' all-round development & progression to tertiary education
3. Updating and enhancing facilities, operations & services to more effectively support the school community's aspirations
4. Securing the school's profile as an high quality, innovative Direct Subsidy Scheme school with over ten years of successful operation

Particular development tasks were developed in the 2016 – 17 annual plan in accordance with the

above 4 major areas of development.

During the course of 2016 - 2017, the school had made progress on these development strands, as outlined below:

1st Major Area of Development	Continuing to strengthen the school's student-centred, engaging & inquiry based approaches to learning & teaching
Development Tasks for 2016 - 17	Progress Made in 2016 - 2017
<p>1. Staff deployment & development 1.1 HKDSE Coordinator to work with key teachers with HKDSE expertise to deliver HKDSE with greater rigour. 1.2 Focusing PD on improving students' literacy in order for them to access the curriculum more effectively 1.3 Continue with lesson observation & feedback within faculties, including peer observation</p> <p>2. Curriculum Development 2.1 Planning for a 3 year MYP curriculum and review Form 4 curriculum in the light of greater flexibility offered by the IB's MYP</p> <p>3. Enhancing students' learning 3.1& 3.2 Faculties to focus on literacy strategies in F1 & F2</p> <p>4. Evaluating curriculum effectiveness 4.1 Consolidate good practice in readiness for reviewing assessment particularly in Form 4 4.2 Explore the use of literacy tools to track student progress</p>	<p>1.1 First large cohort of S6 HKDSE students completed the programme, with most students improving on mock exam performance & top HKDSE students entering HKU, CUHK and HKUST. 1.2 Teaching staff's awareness of learning needs of ESL learners raised, and some effective strategies shared; staff ready for more PD next year. 1.3 Classroom lesson observations & feedback has led to more sharing of good practice of classroom management between teachers</p> <p>2.1.1 Progress made in MYP curriculum update, in readiness for IB evaluation in 2019 2.1.2 F4 curriculum revision has led to teaching plans re-written to better prepare students for both Diplomas, ready for 2017 - 18.</p> <p>3.1 Students in F1 and F2 with difficulties in accessing the curriculum identified and receiving discrete support through a new scheme called English Language Enhancement Programme (ELEP).</p> <p>4.1 Assessment and standardization processes in faculties continuing with new staff involvement 4.2 A combination of tools (Lexile, CAT4) piloted and applied. Agreed to continue in 2017-18.</p>
2nd Major Area of Development	2. Enhancing the school's Guidance & Achievement framework to facilitate students' all-round development & progression to tertiary ed.
Development Tasks	Progress Made in 2016 - 2017
<p>1. develop & enhance appropriate policies & processes 1.1- IE - Expectations of tutors and their close relationship with their groups to be made very clear at the start of the year; 1.2 - Service & Action - To consolidate progress made in 2015-16. 1.3 - Learning Support - Consolidate progress made in 2015- 16.</p>	<p>1.1 - IAIE visiting team in 2017 gave the school very positive feedback. 1.2 - Parents & students feedback have been positive 1.3 Learning Support Coordinator well established, effective work securing positive support from staff,</p>

<p>1.3.1 - Explore the hiring of learning support assistants. 1.3.2 - Explore support for dyslexic students in Chinese classes.</p> <p>1.4 - Continue work on establishing a policy framework for gifted & talented student.</p> <p>2. Develop & enhance appropriate programmes</p> <p>2.1 - To build on progress made in enhancing student development in 2015-16. 2.1.1 - Facilitate successful election of new student union leaders for 2016-17. 2.1.2 - Continue with existing exchanges & explore possible links with Long Island NY, Germany or Scotland. 2.1.3 - Offer scholarships to HKDSE students with good performance. 2.2, 2.3, 2.4 - Consolidate and review student support practices in Lower, Middle and Upper School in readiness for new proposals in the next 3-year SDP. 2.5 - To build on progress made in 2015-16 to ensue students' well-being. 2.5.1 - House system to promote positive attitudes & behavior, through senior students providing role models for younger students. 2.5.2 - To enhance student involvement in keeping the school environmentally friendly. 2.5.3. Implementation of sex/sexuality education in the Personal Growth programme undertaken in all forms</p> <p>3. monitor student development more effectively</p> <p>3.1 - To implement second year of the three year plan for i-portfolio. 3.2.1 - Heads of School to provide coaching for the tutoring role. 3.2.2 - Heads of Schools to continue working collaboratively with tutors in monitoring conduct and academic progress of students. 3.2.3 - Head of Student Development to work collaboratively with House Coordinators developing six houses to provide opportunities for students.</p>	<p>students and parents: - assistant teacher for learning support appointed for 2017 – 18 - assistant teacher to research into providing Chinese dyslexic support for students with needs</p> <p>1.4 After discussion, decided not to change current position on providing talented students with support on a case-by-case basis.</p> <p>2.1 2.1.1 student union leaders Venia, elected for 2016 – 17; 2.1.2 existing exchanges continued & new exchange opportunities established with Long Island, Scotland and Spain. 2.1.3 HKDSE scholarship scheme launched and first group of students awarded in August 2017. 2.2, 2.3, 2.4 – Whole school Personal Growth Programme established after review and consultation, to begin implementation in 2017 – 18. 2.5 CSS Learner Attributes established after whole school consultation; Restorative Practice planned and ready to begin implementation in 2017 - 18 Sex education incorporated in PGP.</p> <p>3.1 - i-portfolio reviewed with a decision to establish a student-centred and student-managed profile rather than a school-based achievement record system. 3.2 – After review, the tutor system has been revamped in have one tutor per class supported by additional deputy heads of lower, middle and upper school, and closer monitoring approaches put in place for 2017 – 18. Head of Student Development re-titled as Head of Experiential Learning, to oversee all CCA, exchange programmes, Creative Week excursions and other experiential learning programmes.</p>
<p>3rd Major Area of Development</p>	<p>3. Updating and enhancing facilities, operations & services to more effectively support the school community's aspiration</p>
<p>Development Tasks</p>	<p>Progress Made in 2016 - 2017</p>
<p>1. enhance CSS campus</p>	

<p>1.2.1 Tender and begin major repair works through deploying EDB's major repair grant</p> <p>1.2.2 Continue to conduct necessary repair and maintenance works</p> <p>1.3 Majority of enhancement works completed, minor works to be completed</p> <p>1.4 Establish green plans with stakeholders including a CCA group and begin implementation</p> <p>1.5.1 Devise a medium-term programme for air conditioners repair and replacement</p> <p>2. Upgrade ICT facilities & general operational services</p> <p>2.1 To monitor the Wi-fi and internet provision for students and staff and identify areas for improvement</p> <p>2.2.1 Further review of current use of ICT and explore further ways to strengthen current success in handling operational processes (eClass, 3 way conference online booking system, etc.)</p> <p>2.2.2 Use EDB SAM grant to implement software solutions</p> <p>2.3 Explore further extensions to student database and digital communications channels</p>	<p>1.2.1 Major repairs implemented in summer of 2017.</p> <p>1.2.2, 1.3 Repair & maintenance team working continuously to implement minor repairs and enhancement works effectively</p> <p>1.4 CCA group established and reducing/recycling work begun in earnest. Google Drive & Gmail to parents established as main communication platform.</p> <p>1.5.1 Early draft, to be taken further in 2017 – 18.</p> <p>2.1 Wifi provision has matched the higher level of internet usage; decided to extend laptop policy down to Form 1 i.e. for all students; more flexible mobile phone usage policy now also ready to proceed for 2017 – 18.</p> <p>2.2.1 E-registration & parents app now bedded down; online 3 way conference registration software programme in effective use for the year;</p> <p>2.2.2 & 2.3 Student.css.edu.hk database functions further extended to cover aspects of procurement and other admin functions.</p>
<p>4th Major Area of Development</p>	<p>4. Securing the school's profile as an high quality, innovative Direct Subsidy Scheme school with over ten years of successful operation</p>
<p>Development Tasks</p>	<p>Progress Made in 2016 - 2017</p>
<p>1. Promoting CSS's Core Values</p> <p>1. Continue to promote the school's core values, building upon the celebrations of its 10th anniversary year in 2016.</p> <p>2. Promoting CSS's distinctive position as a DSS school offering both HKDSE & IBDP</p> <p>2.1 Continue to promote the benefits of the school's two Diploma curriculum model to prospective & existing students and parents</p> <p>2.2 Promoting the flexible access opportunities</p>	<p>1.</p> <ul style="list-style-type: none"> • Ongoing positive feedback from all stakeholders after 10th anniversary celebration • Core values re-articulation in progress; CSS Learner Attributes developed for use in Autumn Term 2017. <p>2</p> <p>2.1 promotion seminars and materials well understood by current and prospective parents.</p> <p>2.2 Additional staffing allocated & timetable arranged, so that all students in F3 to F6 were able to study</p>

<p>and benefits of the school's unique curriculum structure and broad range of elective subjects to prospective F3 & F4 students & parents</p>	<p>elective subjects of their choice. The smallness of some classes are considered to be less effective for learning and their place on the curriculum is being reviewed for 2019.</p>
<p>3. Promoting achievements of CSS students</p>	<p>3</p>
<p>3.1 Continue to showcase CSS students' talents through Open Day, Arts Shows and other events</p>	<p>3.1 - Extensive CSS student performances & exhibitions continued to be offered in 2017 – joint TKO schools concert held at CSS.</p>
<p>3.2 Publicise the progression of CSS students over past 5 years to tertiary institutions in Hong Kong & worldwide</p>	<p>3.2 – 5 year track record of CSS students Tertiary Destinations (95% entry rate) strongly promoted in school website and presentations.</p>
<p>3.3 Invite Alumni who have graduated from University to return to school to speak to parents and students</p>	<p>3.3 - Very strong Alumni turnout at Open Day; enhanced through social media.</p>
<p>3.4 Plan to establish a CSS Alumni Association</p>	<p>3.4 – Formal launch of CSS Alumni Association planned for autumn of 2017</p>

IV Conclusion

By the end of the school's 11th year the school's sixth cohort of graduate students have continued to gain entry to tertiary education, with well over 90% entering tertiary education and with both HKDSE and IBDP graduates achieving entry to HKU, CUHK, HKUST, APA as well as renowned overseas universities.

The school has further strengthened our connections with other like-minded schools in Hong Kong in the DSS Schools Council and beyond; we actively contribute to the DSS schools IBDP network; our ongoing participation in the Hong Kong Scotland Schools Improvement Partnership and our cultural exchange with Hangzhou Greentown Yuhua School continue to bear fruitful outcomes for students, as is our continued involvement in the network of IE schools in Hong Kong.

The staff team for 2017 – 18 remains our strong asset, with talented teachers continuing to join CSS. The school now needs to promote itself more vigorously in 2017 – 18 so that our distinctive service as a school continues to be a high quality choice for prospective parents and students.

Cheung Siu Ming
Principal
October 2017

Addendum 1

Report on use of Government major grants

1. Capacity Enhancement Grant

In 2016 – 17, the school applied this grant towards the salary costs of three staff members; a technician for Visual Arts, an assistant of Physical Education 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 school campus and for special exhibitions.

Physical Education – the assistant teacher performed her duties as planned with good effectiveness. In addition to her regular co-teaching of classes she assisted the PE team through logistical work including the booking of external sports facilities, organising transport for students to use these facilities, assisting with the annual sports day and swimming gala, handling administration of sports competition entries, managing the use of sports equipment and being an additional first aider. Her performance was evaluated by the Head of PE through observation of her duties as well as by interview.

Audio-Visual Technology Officer- 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. He supported Music and Drama and other teachers in their use of sound recording, lighting and video technologies to enhance student learning. His performance was evaluated by the Head of Music and Head of School Operation.

2. NCS Chinese Curriculum Grant

When the school received the 2016 – 17 grant, we had already been delivering a Chinese second language curriculum for some years using the school’s own resources.

In 2016 – 17, there were 130 NCS students in S1 – S6. The students were taught in 14 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 (80.8% achieving A and 11.5% achieving A grade).*

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.

