



CREATIVE SECONDARY SCHOOL 啓思中學

# 2017-2018 SCHOOL REPORT



啓思中學

CREATIVE  
SECONDARY  
SCHOOL





## **Table of Contents**

<b>01</b>	<b>Our School</b>
<b>02</b>	<b>Achievements and Reflections on Areas of Development</b>
<b>03</b>	<b>Student Performance</b>
<b>04</b>	<b>Financial Summary</b>
<b>05</b>	<b>Feedback on Future Planning</b>
<b>06</b>	<b>Appendices</b>

## **01 Our School**

### **School Motto**

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

In 2017 – 18, we developed the CSS Learner Attributes, which was designed to express our commitments to the core values of Invitational Education, the IB Learner Profile and of the Creative Education Foundation.

### CSS Learner Attributes



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](http://www.css.edu.hk).

## School Management Committee

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

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, CEd

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)

(For the school year 2018 - 19, Mr. Victor Fong will succeed Mr. Fong Hup as School Supervisor, who will remain on the School Management Committee as Vice Chairman)

## Basic Information on Students

The school's enrolment in 2017-2018 was 718 students from Form 1 to Form 6.

Form	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Total
Students	140	129	134	119	101	95	718
Classes	5	5	5	5	5	5	30

## Basic Information on Teachers

In 2017 - 18 the teaching staff establishment consisted of 84 full-time teachers, 4 part-time teachers, 5 assistant teachers and the Principal. There were 32 native English speakers, 14 natively fluent Putonghua speakers and 33 natively fluent bilingual speakers. 64 had a university degree from overseas and 45 have Master Degrees.

## **Campus Facilities**

At the start of the 2017-18 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
- 1 ICT room
- 2 seminar rooms
- A Design Technology centre consisting of workshops, graphics studios & CAD facilities
- A Drama studio
- Senior school music teaching room
- A recording studio in main music room
- 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

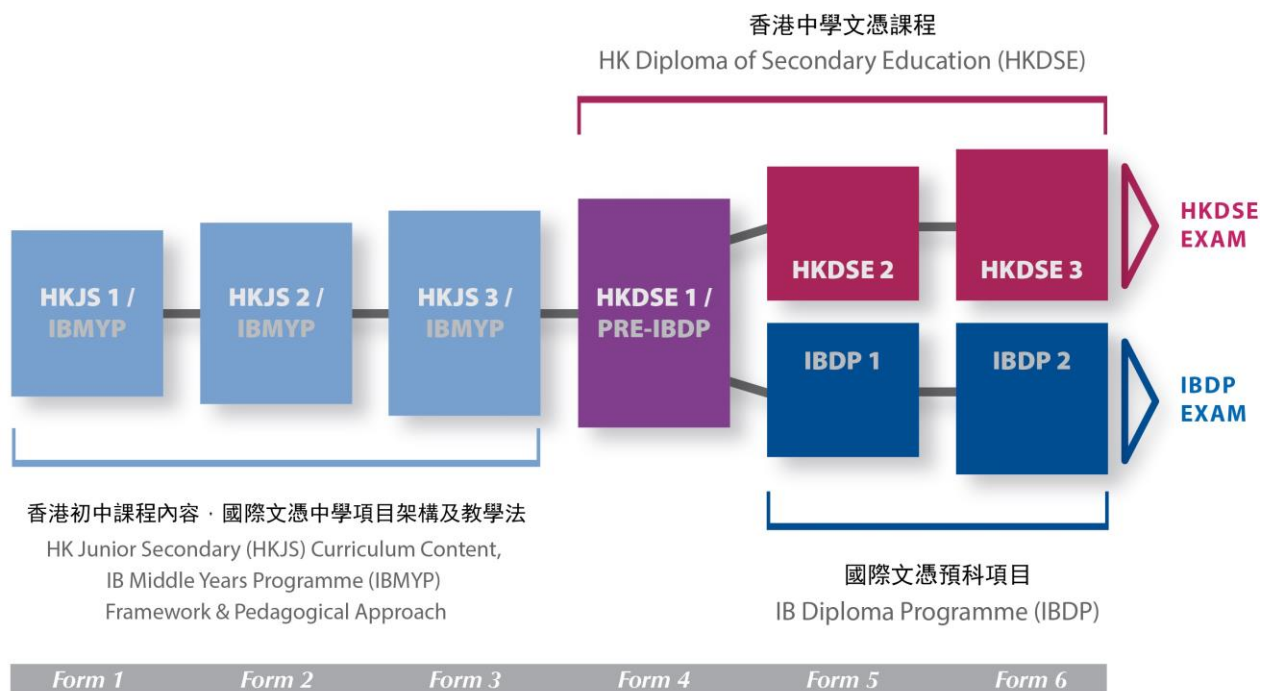
## **Digital Technology to Enhance Learning**

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, enabling students to access learning resources even when they are off-site. Many school licenses have been purchased to support student's learning, ranging from subject-specific software for maths, design, music composition, educational databases, to digital subscriptions to publications and software to support academic honesty and develop research skills.

In 2017 – 18 the following developments were implemented:

- the school's wifi internet infrastructure was enhanced with additional bandwidth to accommodate the growing needs of the school community.
- The previous library management software was replaced to further support student research, including extensive web-based search functions
- Communication with parents have largely gone "paperless".
- The school's mobile digital devices policy was re-drafted in close consultation with students, for implementation in 2018 – 19.

## Curriculum Model



CREATIVE SECONDARY SCHOOL 啓思中學

## Junior Secondary Curriculum and Class Organisation

The school delivers the Hong Kong Junior Secondary Curriculum (Form 1 to Form 3) through the pedagogical framework of the International Baccalaureate Middle Years Programme (IB MYP). The IBMYP's eight subject groups match 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

For the purposes of registration and attendance, social organization, and the Personal Growth Programme (PGP), students are organised into 6 Houses, named after 6 trees commonly found in Hong Kong – Bauhinia, Bombax, Cassia, Delonix, Jacaranda and Juniper. Students' overall social, emotional and academic learning, progress and achievement is overseen by their House tutors.

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



In Form 1 – Form 3, students learn 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 learn 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). Students who are bilingually fluent followed LL courses for both English and Chinese.

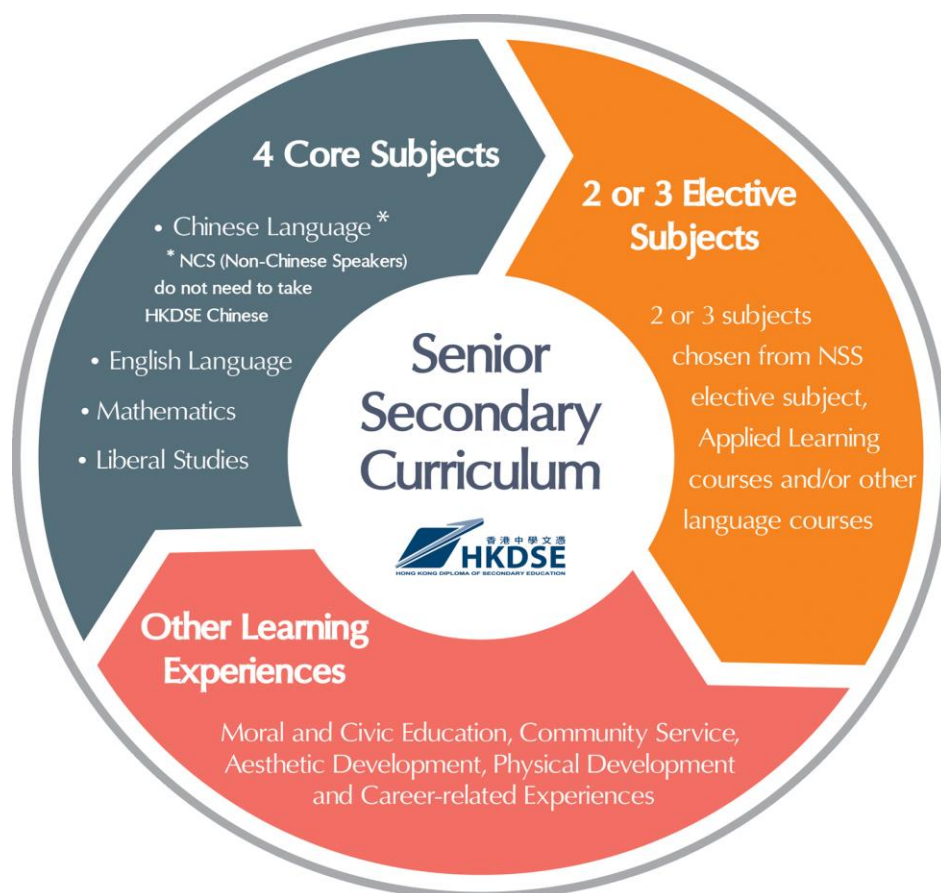
For Arts & Technology, students in F1 & 2 study all course in rotation - Visual Art, Music & Drama and Design Technology, Food Technology & ICT. In F3, students choose and specialise in one Art and one Technology subject. For Science, Physical Education and I&S, students in F2 & 3 study in mixed house, mixed ability groups. In F3 science, they rotate through the three separate sciences in preparation for senior secondary curriculum elective courses. For Mathematics, students in F2 & 3 are taught in sets according to their aptitude for the subject.

There is a Personal Growth Programme delivered by House Tutors, consisting of one lesson every 6 day cycle.

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

## 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 5 core subjects – Chinese, English, Mathematics, Liberal Studies and Physical Education, together with their chosen elective subjects.



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

<b>Arts</b>	Visual Art, Music, Drama
<b>Humanities</b>	Economics, History, Geography
<b>Sciences</b>	Biology, Chemistry, Physics
<b>Technologies</b>	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 the Middle School tutors provide advice to individual students.

Form 4 students of 2017 – 18 also completed their MYP Personal Project, a project based on personal research over several months. This is the last cohort of CSS students to undertake this project, as the school will move to from a 4 year to a 3 year Middle Years Programme from 2018 onwards.

In the Form 5 & 6 HKDSE Programme, students have 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.

#### 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%		

#### 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%

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

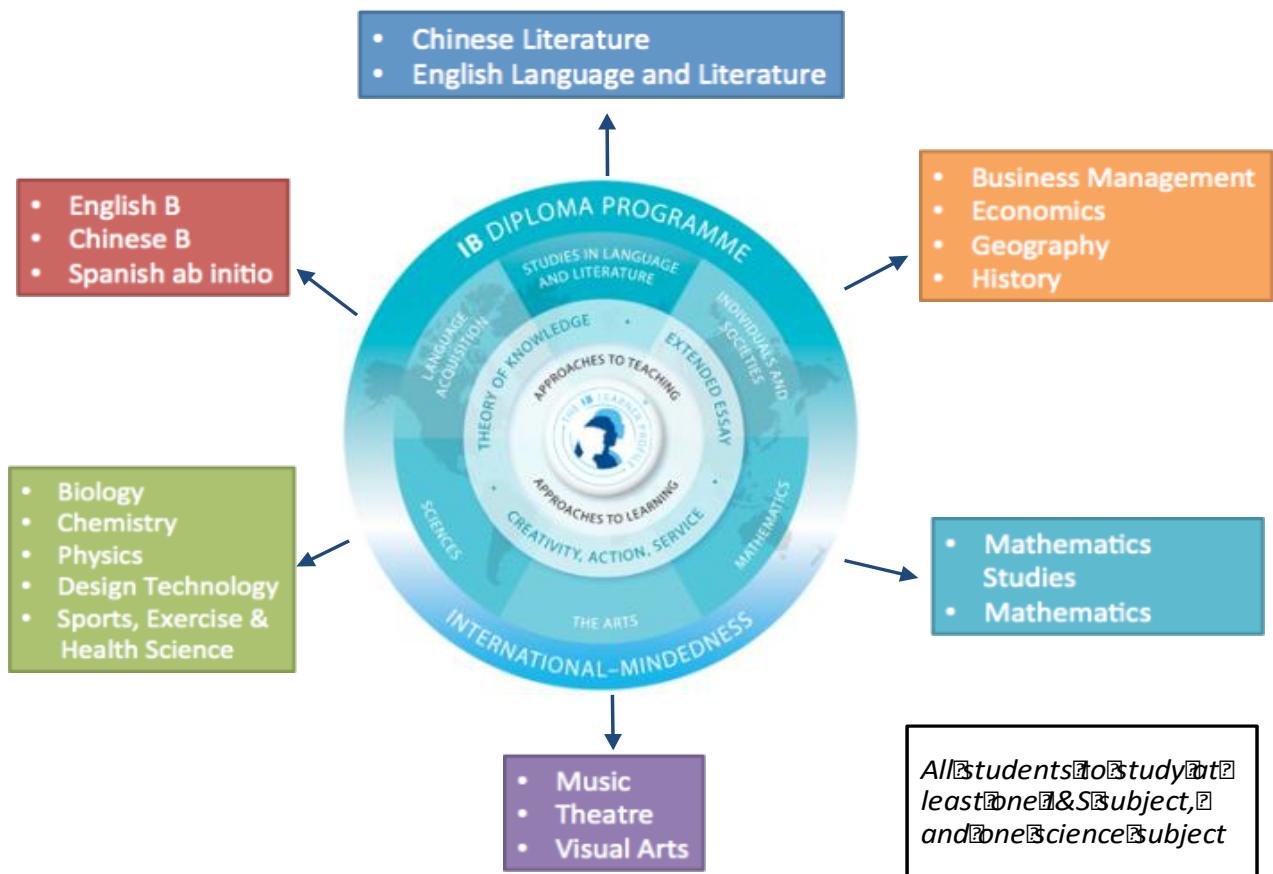
Curriculum Area	Number of lessons per cycle	Minutes of learning per cycle	% of total learning time
English	5	250	13.5
Chinese	5	250	13.5
Mathematics	5	250	13.5
Liberal Studies	5	250	13.5
Core total	20	1000	54.1%
Up to 3 Electives	12	600	32.4%
Electives Total	12	600	32.4%
PE/OLE	2	100	5.4
Private study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

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	15.4
HL subject 2	6	300	15.4
HL subject 3	6	300	15.4
SL subject 1	4	200	10.3
SL subject 2	4	200	10.3
SL subject 3	4	200	10.3
Theory of Knowledge	2	100	5.1
Private Study	4	200	10.3
CASOLE	2	100	10.3
House Time	1	50	2.6
Total	39	1950	100%

## IB Diploma Programme at CSS

The subjects offered to IBDP students in F5 & F6 were as follows:



### Other school-related information

Please refer to the school website [www.css.edu.hk](http://www.css.edu.hk)

## 02 Achievements and Reflections on Major Areas of Development

### Major Area of Development 1: Teaching & Learning / Curriculum

<p><b>Target 1 – Establish the new CSS curriculum model</b></p> <ul style="list-style-type: none"> <li>• Implement 3 year MYP</li> <li>• Strengthen Form 4 as 1<sup>st</sup> year of DSE</li> <li>• Consider IBCP option</li> </ul>
<p>Achievements</p> <ul style="list-style-type: none"> <li>• The MYP Community Project was successfully introduced to F3 students</li> <li>• F4 courses for Chinese, Maths and Sciences were revised to provide a greater focus on knowledge &amp; understanding. A new Form 4 examination was introduced</li> <li>• Feasibility study thoroughly conducted, including contacts with the HKAPA and other IBCP schools, with a clear recommendation not to proceed with the IB Careers-related Programme option.</li> </ul>
<p>Reflections</p> <ul style="list-style-type: none"> <li>• Positive feedback from staff who were guided to assess such projects for the first time – good professional development experience</li> <li>• DSE subject teams appreciated the stronger focus in Form 4; the F4 exam was well received by students and teachers as an effective synoptic assessment</li> <li>• While we concluded that the IBCP was not a suitable pathway for our context, the consideration exercise enabled the school to develop a greater understanding of applied learning options available in Hong Kong particularly The APA’s Musical Theatre BTEC subsidiary Diploma, which offered CSS students the opportunity to study alongside students from other schools.</li> </ul>

<p><b>Target 2 - Raising students’ English &amp; Chinese literacy &amp; inter- cultural awareness</b></p> <ul style="list-style-type: none"> <li>• Promote literacy in both languages</li> <li>• Strengthen English language acquisition &amp; support for students</li> <li>• Promote appreciation of Chinese culture to school community</li> </ul>
<p>Achievements</p> <ul style="list-style-type: none"> <li>• Whole school benchmark assessments (Lexile, CAT4 and OOPT) provided valuable data to inform staff discussion on student English literacy levels, leading to the school’s decision to launch a new Centre for Academic Language Proficiency (CALP) to focus support on students most in need of literacy enhancement.</li> <li>• The initial work of the Chinese team was broadened to involve other teams (Arts, Liberal Studies, Ind. &amp; Socs) and a whole-school approach to developing Chinese Language, Arts, Culture &amp; History was agreed.</li> <li>• Staff discussion on the EDB’s requirement to introduce a discrete Chinese</li> </ul>

History course for S1 – S3 informed a decision to establish a team to plan for the implementation of this requirement through parallel courses delivered in Cantonese (for native Cantonese speakers) and in English (for NCS students)

#### Reflections

- This was an example of evidence-based staff deliberation leading to a decision to establish a new curriculum resource to directly benefit existing students and strengthen the school's capacity to admit students needing literacy enhancement
- The school board gave its support to CLACH and Chinese History initiatives, and positive feedback was received from the PTA.

### **Target 3 - Develop professional capacity of teaching team**

- Strengthen culture of high expectations and school improvement
- Enhance support for new & recently qualified teachers
- Raise professional expertise through lesson observation & feedback, PD, networking

#### Achievements

- A series of staff, school leadership and Board meetings and conferences were held which enabled the school to confirm and clarify a culture of positive expectations and a commitment to whole-school improvement, summarized by the adoption of ECEC as a phrase (Engagement, Consistency, Expectations & Communication) to enhance the effectiveness of school policy implementation.
- A senior colleague appointed to oversee support for new and recently qualified teachers carried out this task effectively and was invited to continue in this role for the next school year.
- Staff discussions were conducted to review current practices on lesson observation & feedback, and a revised framework was drafted and agreed for use in the next academic year.
- The Professional Development team, re-constituted at the start of last year, worked effectively to implement the school's PD days, allocate PD resources to support priorities and collate data to inform future PD work and decisions; staff continued to engage with networking opportunities through visiting other schools & attending network meetings and workshops with teachers from other schools.

#### Reflections

- Self-review and SWOT exercises conducted by staff, parents and board engaged stakeholders effectively and generated valuable data; the school's re-constituted leadership team of 2018 – 19 has a clear and informed perspective on the school's development priorities
- Positive feedback was received from new and recently qualified teachers, informing the school's decision to consolidate this area of responsibility
- The framework and associated templates for lesson observation and feedback was last reviewed in 2012 and this further review was timely, given the gradual change in the composition of the staff team and the maturation of the school since that earlier period of the school's development

- A more coherent approach to professional development has clearly helped to focus finite resources on key priorities and to plan strategically ahead.
- In-school collaboration and the networking with teachers in other schools continue to be valued by teachers as very effective forms of PD, in addition to attendance of formally organized conferences & funded workshops; this has informed the school's deployment of teacher duties in the timetable.

## Major Area of Development 2: Student Ethos, Achievement, Social & Emotional Education

### Target 1 – Raising students' expectations – motivation, self-discipline, confidence, positive attitudes, resilience, self-respect, respect for others

- Promote CSS Student Attributes
- Revamp Personal Growth Programme
- Promote & implement Restorative Practice
- Establish the role of tutors & additional deputy heads of school
- Provide staff PD to support consistent implementation

#### Achievements

- Language of attributes used throughout the community – creative credits, reporting, achievement awards established for implementation in 2018 - 19
- PGP Aligned vertically – Full review in May 2019
- Restorative Practices (RP) language used throughout the community.
- RP Triangle and flowchart implemented and understood – review May 2019
- HOS/DHOS established and responsibilities established in the community
- PD sessions on RP conducted throughout the year

#### Reflections

- As RP, PGP and CSS Learner Attributes were only piloted last year a full review will take place May 2019
- Evidence shows student engagement with school life has further improved - shared understanding of and closer adherence to school expectations and rules, greater respect shown in and outside the classroom

### Target 2 – Address specific needs of students in academic as well as social & emotional learning

- Provide exceptional caring environment for students
- Monitor and track student progress using a range of tools
- Enhance working of the Learning Support Team

#### Achievements

- Assessment tools were used to gauge student learning potential (CAT4\*) and attitudes towards self and school (PASS\*\*)
- Student needs monitored by progress & achievement team, with digitised registers, reports & spreadsheets to inform teachers' practice
- Learning support work enhanced with dedicated base and one more teacher to support SENCO; team to expand to 3 teachers for 2018 – 19.



<p>CAT4 – <a href="https://www.gi-assessment.co.uk/products/cognitive-abilities-test-cat4/">https://www.gi-assessment.co.uk/products/cognitive-abilities-test-cat4/</a>  PASS – <a href="https://www.gi-assessment.co.uk/products/pupil-attitudes-to-self-and-school-pass/">https://www.gi-assessment.co.uk/products/pupil-attitudes-to-self-and-school-pass/</a></p>
<p><b>Reflections</b></p> <ul style="list-style-type: none"> <li>• PASS data shows students to be largely positive about self and school</li> <li>• The proactive identification of students’ individual needs – SEN, ESL/ALP – have been well received by students and parents</li> <li>• Staff has better access of information on students with needs from secure &amp; convenient digitally shared datafiles</li> <li>• SEN team has raised staff awareness &amp; understanding; well respected by teachers</li> </ul>

<p><b>Target 3 – Support students to better plan and achieve their career aspirations</b></p> <ul style="list-style-type: none"> <li>• Revamp work of careers team to help students to identify their strengths, better manage their portfolios and make informed career decisions</li> </ul>
<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• Newly appointed leader has greatly enhanced effectiveness of the careers team</li> <li>• Systems in place now to streamline higher education application processes</li> <li>• Students, parents and staff receive regular updates from the team</li> <li>• PD sessions for relevant staff members conducted</li> <li>• Open door policy for students – greater access to the team</li> <li>• Regular guest speakers</li> <li>• Aabled access for opportunities in the HK community – guided visits to workplaces</li> <li>• Interview system to guarantee equal opportunities to all students/parents</li> <li>• Annual University Fair held at CSS attracted over 40 universities</li> </ul>
<p><b>Reflections</b></p> <ul style="list-style-type: none"> <li>• Feedback indicate a vast improvement in all areas; the team’s optimistic, positive approach has been well received by parents</li> <li>• Next year, more work will be done to enhance access to the team and its integration into the school community</li> <li>• Students and parents now enjoy improved diversity of choices through the team’s knowledge of higher educational opportunities in Hong Kong and overseas</li> </ul>

**Major Area of Development 3: Operations and Administration:**

<p><b>Target 1 – Further improve school administration and operations through more effective teamwork and more use of digital technology</b></p> <ul style="list-style-type: none"> <li>• Explore software to improve administrative efficiency</li> </ul>
<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• the school accounting software has been upgraded to a cloud-based platform.</li> <li>• the school developed its own software module to handle a number of</li> </ul>

needs, including staff leave application, budget requests, drop-down menus for school reports to improve consistency of report writing

#### Reflections

- Budget holders can now directly monitor their expenditure and school administration can improve overall budget control. This is to be implemented in 2018 – 19 school year and feedback from budget holders will inform our further development.
- The school's use of its own programmer has enabled us to address certain needs in-house rather than search for an external and often costly solution. Feedback from users will more easily be collected to further enhance the modules. The teaching staff's collaboration to generate text for drop down menus has enhanced teamwork.

### **Target 2 – Plan for longer term development and sustainability**

- Explore more effective storage strategies as the school campus reaches full capacity

#### Achievements

- Digital storage has been enhanced through the introduction of Google Drive and now Google Team Drive.
- A start has been made to archive and dispose of non-essential papers and documents attached to each cohort after their graduation.

#### Reflections

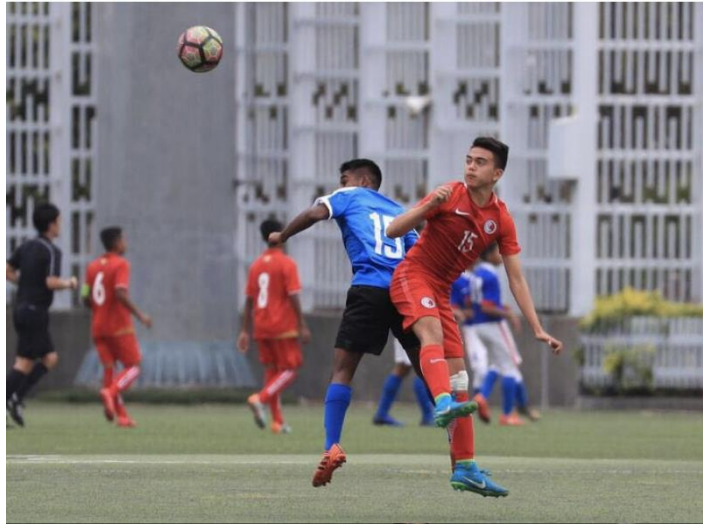
- Increasingly, teaching staff prefer flexibility of cloud-based storage which enables them to work anywhere, and share with other colleagues easily. The school's existing hard-wired network drives are still maintained and backed up daily, and serves as a contingency in case the cloud-based storage encounters interruptions.
- The practice of pruning out outdated non-essential paper documents will need to be sustained at the end of every school year, and options to be considered will include digital scanning of essential records.

## 03 Student Performance

### 3.1 Sports

#### HKSSF Grantham Ten Sports Excellence Award

- **Morgan Powell** – Hong Kong U15 soccer team, HK inter-schools Rugby Sevens champion



#### Table Tennis

- **Maurice Chong**
  - Champion, Mongolian Open 2018;
  - Member of Hong Kong youth team
  - Member of Hong Kong adult team
- **Ivan Yiu** – Champion of Hang Seng Cup (恒生學界盃), Hong Kong Table Tennis Association (HKTTA).



## **Rugby**

- BOCHK Rugby Sevens Cup – B Grade Champion, C Grade 1<sup>st</sup> Runner-up
- All Hong Kong Inter-School Rugby Sevens Competition
  - Boys B Grade – Hong Kong champions
  - Boys C Grade PLATE 1<sup>st</sup>
  - Girls C Grade - Shield

## **Athletics**

- Stephanie Yau (HKSSF A Grade Div Two) – 1<sup>st</sup> in Long Jump & 2<sup>nd</sup> in 100m

## **Badminton**

- Boys Division Two (Kowloon) – 3rd overall, A Grade 2nd.

## **Cross Country**

- Girls Division Three (Area 2) – B Grade 2<sup>nd</sup>.

## **Soccer**

- Boys Div Three (Kowloon one) – 2<sup>nd</sup> overall,
- Girls – Wofoo's School 7-a-side Girls Football Cup – 3rd

## **Swimming**

- Girls Division Three (Kowloon 2) – team Champions
  - Edith Yuen - 1st 50m Free Style & 3<sup>rd</sup> 50M Butterfly
  - Chloe Lui – 1<sup>st</sup> 100m Breast Stroke, 2<sup>nd</sup> 50m Breast Stroke

## **Gymnastics**

- Chu Pak Chun – 全港競技體操公開及新秀比賽暨國際邀請賽 B Grade Floor Exercise 1<sup>st</sup>

## **Taekwondo**

- Maya Yung – B Grade Girls 1<sup>st</sup> Secondary School and Tertiary Institution TKD Competition
- Kenneth Ho – 1<sup>st</sup> place, 港穗杯 2017

## **Climbing**

- Sarah Leung
  - 1<sup>st</sup> Girls (16 – 18) China Hong Kong Mountaineering and Climbing Union Sports Climbing Competition;
  - 1<sup>st</sup> Girls U17 Climbing Star & Hong Kong Primary and Secondary School Bouldering Competition

## 3.2 Highlights of Other Achievements

### Music

#### New Territories East Lunar New Year Lantern Carnival 2018

CSS Orchestra, Brass Ensemble and String Quintet were invited by the Hong Kong Leisure and Cultural Services Department (LCSD) to perform in Lunar New Year Lantern Carnivals, Youth Night 2018, which was held on Saturday, March 3 at Hong Kong Velodrome Park, Tseung Kwan O.



### STEM

- Jonathan Ho – 2<sup>nd</sup> runner up, Electronic Endeavor Match, IEEE, April 2018
- Derek Zheng – Level 2 Award, Hong Kong Youth Mathematical High Achievers Contest

### Debating

- 1<sup>st</sup> Runner Up HKPTU Lion Rock South EMI division finals

### Drama

- Silver trophy in the 10th Hong Kong Radio Drama Competition

### Service

- Vaswani Simran Vinod - Harmony Scholarship Scheme Award, Race Relations Unit, Home Affairs Dept

### 3.3 Examination Results

The IBDP results in brief are as follows:

- 45 out of 46 students passed the IBDP
- The average score is 35.0
- 67% achieved the bilingual Diploma
- 59% of students had achieved 35 points or above
- Our student with this year's highest IBDP score of 44 points will study Psychology with Criminology in Loughborough University, UK

The HKDSE results in brief are as follows:

- 28% achieved 33222, required for entry into full degree courses in HK universities
- 100% passed English, with 94% scoring level 3 or above
- 62% passed Chinese, with 26% scoring level 3 or above
- 94% passed Liberal Studies, and
- 66% passed Mathematics
- Over half the students improved on their mock exam performance for the 4 core subjects
- Our student with this year's highest HKDSE score of 29 points will study Economics in Exeter University, UK.

### 3.4 Entrance to Tertiary Education

Form 6 students have again achieved pleasing results and secured university places as follows:

- 11 students admitted into HKU
- 7 others into CUHK and HKUST
- Over 20 admitted into other HK universities
- Our first-ever student admitted into Peking University (北大)
- Our first-ever student going to study in Finland
- 25 students destined to study in the UK, including King's College, University College London, Manchester, Exeter etc.
- 15 students going to Canada, United States, Australia

This pattern of about half staying in Hong Kong and half going overseas is similar to last year's 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.

## 04 Financial Summary for the 2016 / 17 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of % of the annual overall income)		
DSS Subsidy including grants	49%	
School Fees		49%
Donations	0%	0%
Other Income	N.A.	2%
Total	49%	51%
EXPENDITURE (in terms of % of the annual overall expenditure)		
Staff Remuneration	75%	
Operational Expenses	6%	
Fee Remission / Scholarship	15%	
Repair & Maintenance	1%	
Depreciation	3%	
Miscellaneous	0%	
Total	100%	
Surplus for the school year	0.33 month of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	3.9 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	



<p>Details of expenditure for large-scale capital work on School Premises for 2017-2018 School Year:-</p> <ul style="list-style-type: none"> <li>- Room alteration, additional and renovation works</li> <li>- Replacement and repairing defective air conditioners</li> <li>- Replacement of old and addition of new furniture &amp; equipment for campus</li> <li>- Replacement of old and addition of new computers and IT equipment</li> </ul>	<p>\$ (in million)</p> <p>0.14</p> <p>0.04</p> <p>0.56</p> <p>0.48</p>
	1.22
<p>Details of expenditure for large-scale capital work on School Premises for 2018-2019 School Year:-</p> <ul style="list-style-type: none"> <li>- Enhancement of 1/F to 5/F staff toilets, LG/F maintenance office, DT storage room</li> <li>- Replacement of old and addition of new furniture and equipment for Campus</li> <li>- Addition &amp; Replacement of air-conditioners reserve</li> <li>- Replacement of old and addition of new computers &amp; IT equipment, etc.</li> <li>- Faculty equipment and facilities enhance for Science &amp; Technology</li> </ul>	<p>\$ (in million)</p> <p>0.547</p> <p>0.0661</p> <p>0.15</p> <p>0.13</p> <p>0.248</p>
	1.14

### 2.3 Government Grants received in 2017 – 18

Apart from the DSS grant, the school benefitted from the following grants during the year 2017 – 2018.

Granting Body	Purpose & Date Granted	Amount utilized	Comment
EDB	National & Moral Education (2012)	\$71,852	No time limit on expenditure. Funded projects are now ongoing.
EDB	Capacity Enhancement (annually)	\$484,016	Successfully implemented as planned.
EDB	NCS Chinese Curriculum (annually)	\$1,500,000	Implementation based on enhancing existing NCS curriculum already being delivered.
EDB	Pilot Sister School HK-Mainland	\$120,000	Successfully implemented as planned 11 / 2017 Hangzhou
EDB	SAMS	\$113,924	One-off grant to facilitate schools to review daily operation
EDB	4th strategy on IT education	\$84,940	recurrent grant for enhancement of Wifi Infrastructure and for acquiring mobile computing devices
EDB	STEM Grant	\$13,696	One-off grant for promoting STEM education

## **05 Feedback on Future Planning**

The school's Annual Plan for 2018 – 19, to be placed on the CSS website, shares the same three domains for development as this year's.

1. Teaching & Learning/Curriculum
2. Student Ethos, Achievement, Social & Emotional Education
3. Operations and Administration

Targets and Strategies within each domain, drafted for the 2018 – 19 Annual Plan, are based on reflections of this year's achievements, as described in section 2 above.

## 06 Appendices

Report on use of Government major grants

### 1. Capacity Enhancement Grant

In 2017 – 18, 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 school 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 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 2017 – 18 grant, we had already been delivering a Chinese second language curriculum for some years using the school's own resources.

In 2017 – 18, there were 155 NCS students in S1 – S6. The students were taught in 13 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 (51.8% achieving A\* and 25.9% 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.

