

**Creative Secondary  
School  
School Report**

**School Year 2020-21**

## **Key Elements of the School Report**

- (1) Our School
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# **(1) Our School**

## **School Mission**

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.

## **School Motto**

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

## **Summary**

Creative Secondary School is an EMI, co-ed, Direct Subsidy School on the edge of Tseung Kwan O. The purpose-built campus opened in January 2007 contains modern facilities beyond the standard provision for a government school with around 30 classrooms, including a drama studio, 4 Visual Arts studios, 5 seminar rooms, 7 science labs, a DT centre with CAD/CAM facilities and a very spacious library. The school employs 82 teachers who deliver the International Baccalaureate Middle Years Programme (MYP) and both the IB Diploma Programme (IBDP) and Hong Kong Diploma of Secondary Education (DSE). The teachers are a mixture of locally recruited staff and teachers recruited internationally from around 20 nations. The students are predominantly from Hong Kong Chinese backgrounds, although a significant number are of other ethnicities and nationalities. The school is an IB World School and remains the only local school to deliver the Hong Kong curriculum through the MYP. Invitational Education (IE), Positive Education (PosEd) and Restorative Practice (RP) form the core of the school's ethos.

School profile can be found here:

[https://www.chsc.hk/ssp2020/sch\\_detail.php?li\\_id=2&lang\\_id=1&chg\\_district\\_id=1&sch\\_id=239&return\\_page=sch\\_list.php%3Flang\\_id%3D1%26chg\\_district\\_id%3D1%26search\\_mode%3D%26frmMode%3Dpagebreak%26sort\\_id%3D-1%26district\\_id%3D8](https://www.chsc.hk/ssp2020/sch_detail.php?li_id=2&lang_id=1&chg_district_id=1&sch_id=239&return_page=sch_list.php%3Flang_id%3D1%26chg_district_id%3D1%26search_mode%3D%26frmMode%3Dpagebreak%26sort_id%3D-1%26district_id%3D8)

## (2) Achievements and Reflection on Major Concerns

### Priority Task 1:

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

##### Achievements

- **Enhance students' Approaches to Learning (AtL)**

Year 1 objectives in the 3-year plan are largely complete.

Whilst COVID prevented some teams from pursuing their original goals, there was widespread, generally successful adaptation to the online and hybrid learning environment.

A newly interdisciplinary approach has been taken to the teaching of a large number of units, with languages providing much of the focus, such as the Centre for Academic Language Proficiency (CALP) collaboration with Science during their unit on aspiration. Chinese and the Chinese Language Arts Culture and History team (CLACH) have also had a standout year on this, working closely with the Arts Faculty to develop a greater understanding of Chinese culture. We managed to go ahead with the F2 Science-Individuals and Societies (I&S) interdisciplinary unit (IDU) "Rivers" despite being unable to deliver the field trip, giving students the chance to explore interdisciplinary learning in a Science Technology Arts Engineering Maths (STEAM) setting and engage in advocacy for the environment.

Major curriculum mapping efforts have been very successful, both vertically and horizontally. In particular, the MYP team now have a largely complete, detailed AtL map to use in the coming year and have acquired, developed and distributed a range of tools and documents that will enhance the cross-curricular planning, delivery and evaluation of AtLs in lessons. Collaborative planning across Faculties has culminated in the production of largely complete and up to date schemes of work for all areas.

The library team has been integrated into research skills sessions for the Community Project (CP) and Extended Essay (EE), in particular on the use of databases and correct use of citations. The MYP and library teams have pushed a school-wide effort to focus on the correct use of APA-style referencing

A full audit of the demands placed on students by our teaching of AtLs within the MYP has been completed. This has been compared to the requirements for 21st Century Skills set down in the HK curriculum. The conclusion is that by the MYP final year, our AtL framework actually goes well beyond the key skills required by the HK curriculum at that level.

IB Creativity Action Service and DSE Other Learning Experiences (CASOLE) has continued to deliver a wide range of experiences despite COVID. The strong focus on reflection and student self-evaluation has continued and expanded, and this is well-documented on Managebac. This has been supported during the Personal Growth Programme (PGP) to a greater extent than previously. Many regular and even new activities ran e.g. Dragon Boating, Cantonese Opera, Indigo Dye, Knit a Square, Master Archer, Working with HKFYG to redevelop the LOHAS S.P.O.T Youth Centre, Taekwondo, Wing Chun, Wu Shu, Jazz Dance, School Mural Project.

In the IBDP, a determined effort has been made to place AtLs on unit planners and to link unit planners to the IBDP Core, particularly Theory of Knowledge (ToK), giving units a properly trans-disciplinary feel and a strong focus on knowledge transfer. The new ToK syllabus has been successfully implemented and, along with dedicated skills sessions for EE students, the new Exhibition has served well to focus students' efforts on meaningful research that benefits a major assessment task.

PD addressing AtLs has been repeatedly delivered throughout the year. The result is that unit planners demonstrate a reasonable level of compliance with both IB and EDB requirements for AtLs and 21C Skills, and written reflections from both teachers and students show that what is planned is often being delivered. This also extends to the addition and delivery of local and global contexts within particularly MYP units.

There has been more coordinated follow-up between curriculum and pastoral teams in helping students of concern. A particular issue has been those who are struggling with self-organisation; having a group of teachers collaborating and consistently engaging in follow-up has been hugely beneficial. This has coincided with greater use of surveys and student-led evaluation of units to help highlight student needs and concerns. The targeted use of PGP time has been a key factor in this success.

- **Develop teaching effectiveness through capacity building and professional development**

Year 1 objectives in the 3-year plan are largely complete with the exception of developing Professional Learning Communities, which has definitely begun but has been held back by staff spending so much time working from home. Conversely, the Year 2 goal of enhancing teachers' capacity for working with students who have special needs has already begun, with considerable PD being delivered this year.

Planning of PGP has involved a greatly increased range of staff and a detailed, coherent programme that has the support of tutors has started to emerge. Guest presenters from in school and outside have been used more extensively than usual and feedback from students and staff suggests that this has been popular.

Despite the large amount of online learning, the school has supported several PGDE students. The level of challenge has gone way beyond a typical year and yet this year's student-teachers are some of the best performing that we have had. Support for Newly Qualified Teachers (NQTs) has also continued throughout the year with workshops that target common concerns.

This year's PD Days have systematically addressed every sub-target on this year's school development plan, supported by after-school sessions offered in-house on topics as diverse as emotionally aware leadership, SEN, the role of language, and drugs education. Participation by staff has been excellent and professional sharing continues to be celebrated and enjoyed. The year culminated with the first School Self-Evaluation Day, which was productive and generally well-received. The non-teaching staff have also benefited from workshops on PD Days.

The scale of PD delivered this year has been well beyond what we can typically achieve. As we approach the end of the school year, Teachers will have attended almost 50 IB workshops and attendance at EDB workshops has increased significantly, in part as a result of the school ensuring that staff are made aware of what is on offer, but also because the number of EMI workshops has begun to increase. For the first time, all staff have had access to self-directed funds for PD. A significant number of staff are involved in Masters and PGDE courses. There has been far greater collaboration with a range of external PD providers, teachers taking full advantage of free opportunities that have been made available in response to COVID.

Teachers have taken advantage of both internal and external PD focused on ICT tools. Initially this was with a view to teaching more effectively online, but tools such as Kahoot, Jamboard, Quizlet and Padlet will continue to be useful and activities are likely to be more diverse as a consequence. Google classroom has also featured heavily in online teaching and is now a major resource in its own right given the sheer volume of useful activities that have been placed on there this year.

- **Improve student attainment**

Year 1 objectives in the 3-year plan are largely complete, although formal benchmarking has been limited to five faculties.

Communication with parents has been strengthened this year, partly as a necessary response to COVID, but also as a continuation of the ongoing process of preparing students to make decisions about Diploma choice, elective subjects and Higher Education. The reliance on online conferences has given parents who would not normally attend school events such as 3-way conferences, coffee mornings and information sessions the opportunity to take part. A hybrid model is likely to continue as a consequence of this.

Student attendance and engagement in lessons has been successfully tracked during online teaching. The system has been extended to tracking during face to face teaching.

Formal benchmarking has been completed by 5 Faculties this year: English, CALP, Chinese, Maths and Science. The SEN team has also carried out CATS testing. A range of tools have been used, such as ICAS, CEFR and EDB's own tools. Tracking of student performance has occurred and analysis of the data is ongoing in preparation for next year. Some at risk students were identified this year as a result of the benchmarking and interventions involving the Learning Support Team and the Pastoral Team have taken place. The school has also used a Positive Education benchmarking tool for non-academic benchmarking.

A knowledge management team has been formed and is ready to begin work analyzing benchmarking data with a view to helping other teams to set progressive academic and non-academic goals.

## Reflections

- **Enhance students' approaches to learning**

The plan this year was primarily concerned with mapping and engaging in broad vertical and horizontal collaborative planning across Faculties in order to create enhanced opportunities for AtL delivery. This has occurred in an organized way despite the disruption from COVID, however the response to COVID has probably created richer and more thoroughly developed opportunities than might otherwise have been thought possible. Many of these ideas have been used in lessons in response to an immediate need, evaluated and added to the curriculum for future years.

The direction this target has taken is not entirely what was initially intended, but the overall outcome was better than might have reasonably been expected. This is especially true of the teaching of interdisciplinary tasks and topics in an attempt to enrich the rather dry online learning environment. Whilst these were not formal IDUs, new IDUs are likely to come from this. Whilst online learning proved to be painful and incredibly tiring for teachers and students, the long-term effects of COVID on our curriculum and AtLs are likely to be net positive.

The plan to further develop students critical & creative thinking skills through cross-curricular integration has benefitted from the interdisciplinary approach taken during online learning by many Faculties. Despite this, it is probably more in need of follow up than other areas. Teams and Faculties must evaluate in detail what they achieved and ensure that what is good is built into the written curriculum for use in future years and fully developed into IDUs where appropriate.

The goal of broadening the transfer of knowledge locally and globally through enhancing 21<sup>st</sup> Century Skills has been achieved in domains like critical thinking and creativity, working online having pushed teachers to a range of new resources from Hong Kong and around the world. The domains of communication and collaboration have been much harder to address and should perhaps be the priority next year within this goal. Similarly, research skills and use of media sources have been honed this year, but this perhaps increases the need for focused media literacy training as a follow up.

Learning this year has been student-led to an unusual degree and huge demands have been placed on students to self-manage. Attendance and engagement data suggests that whilst a significant majority of our older students have done well under tough circumstances, many younger students have not enjoyed the same success. Added to this, in all year groups teachers have commented that academic performance is not as good as they would have expected in a normal year. Student reflection has played a key role in getting the most out of online learning and needs to remain a central part of what we do, along with teaching self-management, to ensure students have the self-awareness needed to make up lost ground. Affective skills have probably suffered more than any other area and need to be a priority.



- **Develop teaching effectiveness through capacity building and professional development**

Out of necessity, this has been an outstanding year for building capacity and for professional development. Much of this has taken a different direction to what was initially intended, but the school has ultimately achieved the far greater part of its goals in this area as well as finishing the year with an incredibly tired but far more resilient staff than could have reasonably been expected.

PD this year has been very much focused on addressing teacher needs, with 21<sup>st</sup> Century technology forming the nucleus of PD in the early part of the year and a great deal being achieved. Much informal sharing was also organized and many staff have inadvertently become instructors in fields they don't normally teach and have developed increased capacity for leadership.

In the later part of the year, a focus on PD in language learning and supporting SEN developed that occupied time which was previously being used to address technological needs. After working in isolation for so long, there was considerable enthusiasm amongst teachers for these sessions. A lot was achieved and progress was made that might not have occurred until next year under different circumstances, these sessions helping make up for the lack of progress in other areas. The PD provision was high quality and engaging.

Many informal professional learning communities have formed based around common needs and interests, however working from home has hindered deeper development in this area. This is something that could be relaunched with much fanfare early next year if the COVID situation continues improving.

The three formal PD Days were largely unaffected by COVID and allowed the school to address some key needs. The first PD Day provided workshops that gave staff the opportunity to enjoy a session that advanced their skills in each of a wide range of the targets on this year's School Development Plan. This event set the tone for PD across the year and was very well received by staff. The second day focused on Positive Education and the welfare of stakeholders, addressing another key area within our plan. The final day was our first ever School Self-Evaluation Day, addressing the meeting of targets within our major concerns as well as setting the stage for next year. Staff had prepared detailed evaluations for their teams and Faculties and delivered highlights to the entire teaching staff before breaking into teams to begin a new planning cycle. This brought closure to this year's PIE cycle as well as celebrating a successful year that could so easily have been a disaster.

- **Improve student attainment**

This year, the specific goals in this area of Major Concern number 1 have been disrupted rather less than in other areas. A school statistics team has been established and this has worked with the self-evaluation team to begin determining precisely what is going to be needed.

Benchmarking tests have occurred and Heads of Faculty used the data to determine placement of students in language groups this year. End of year MYP grades are being determined and the benchmarking data can then be evaluated for its value in both setting student goals as well as its predictive value. Benchmarking will be repeated next year. The science and maths ICAS data is in the process of being analysed. This is the first year of maths ICAS data and it will be interesting to compare it to MYP data. For science, this is the 4<sup>th</sup> year of ICAS testing. In previous years, making the test available in both English and Chinese has allowed us to investigate the impact of language on progress and the success of ESL differentiation strategies, and this will continue. A related goal within the Science Faculty is to use this year's MYP and F4 results to determine the relative importance of each MYP criterion when making elective and Diploma choices.

## Priority Task 2:

### Support and promote student individualised academic and pastoral growth throughout their schooling

#### Achievements

- **Deepen student learning opportunities, broaden choice**

Year 1 objectives in the 3-year plan are partially complete. Once again, COVID has caused delays and difficulties, but there have been a range of achievements in this area that were not initially targets.

Despite the hybrid learning environment, there has been widespread participation in language competitions and festivals, students celebrating their bilingualism and their appreciation of local and global culture. Maths and Business have also enjoyed some success in external competitions.

The embedding of CLACH into lessons and CCAs has continued apace, especially within the Arts and through collaboration between the Chinese Faculty and I&S. A Cantonese drama production took place for the first time.

The formal embedding of STEAM into lessons and CCAs has begun. The Science and Tech Faculties are delivering skills and activities that are highly transferable across all subject areas and the Arts Faculty has picked up on this, creating activities that make extensive use of digital media. A Science-Tech IDU is ready to go in F1 next year.

Student mentor programmes have grown. In addition to reading ambassadors, student mentors are being used extensively in English, Chinese, PE and PGP. Alumni are also being invited into school with increasing regularity to share their experiences and wisdom.

Service As Action within the MYP is now being embedded into the curriculum. The larger part of this is initially through CCAs, but several Faculties have lesson activities ready to go once things return to normal.

The uptake of smaller elective subjects has been fairly typical. Most subjects have large enough groups to run and every subject is running in at least one Diploma in all year groups except Tech and Living in S5, and SEHS in S5. Subjects have now been blocked together in such a way as to allow maximum choice whilst avoiding very small, costly groups. Students can choose to take both a generalist approach or a more heavily specialized approach to subject choice.

- **Strengthen students' participation in determining future pathways**

Year 1 objectives in the 3-year plan are complete.

There has been successful implementation of a virtual University Fair involving 45 local and international universities. In addition, HKUST and CityU provided online presentations for our students.

Alumni have been present to help advise our students.

A detailed, tailor-made booklet has been produced to support JUPAS applications, in particular interview skills. This has been very well-received.

Big University Day was adapted successfully to the current circumstances. PGP time was used to support applications and personal statement writing, along with workshops and 1 to 1 support from the HE team. This has been very well-received and this year's offers continue to suggest that our students can punch well above their weight when applying for HE destinations.

Tutors and the Senior School team continue to be ever more involved in the HE process and are receiving increased support in the reference writing process.

Careers education sessions were delivered to F1 during PGP, in line with EDB expectations.

## Reflections

- **Deepen student learning opportunities, broaden choice**

Meeting goals within this objective has been difficult due to this year's unusual circumstances, the focus having been on new ways of learning and teaching rather than deepening what is already there.

Creative Week was cancelled, but a limited programme is now back on for the end of the academic year with opportunities to engage in activities locally. The current situation has not stopped the CASOLE team from helping S5 students to complete a service learning project, something that has been particularly meaningful during a year that has been as tough for the wider community as it has been in school. A significant number of CCAs have been able to run online. Despite this year's successes, this will need to be a focus next year to pick up on areas where there has been a lack of opportunity this year.

The cross-curricular successes from Major Concern 1 are also relevant here, languages having provided much of the impetus for this in collaboration with Faculties as diverse as Arts and Science. Students at all stages of progression with their language learning have taken themes, concepts and skills directly from language classrooms into other subjects and have applied these directly in lessons, with their experiences and knowledge in other subjects then feeding into language lessons. Students in CALP and NCS groups have had at least as much opportunity to participate and students have shown enthusiasm for these experiences, their confidence having been lifted and their interest in becoming more fluent in language fed by activities that were a welcome relief from repetitive online routines.

An additional CALP specialist has been recruited to ensure that next year the Faculty has enough non-contact time to join lessons in other areas so as to support and advise teachers who are not language specialists, particularly in the Junior School. This will build on the considerable efforts that CALP teachers have put into PD for all teachers this year. This has focused on ESL strategies in teaching and learning.

The embedding of CLACH and STEAM into CCAs and the taught curriculum has been discussed in part in major concern 1. In addition, STEAM in the context of CSS has been clearly defined this year and concrete plans made to develop a dedicated STEAM space. At present the room is an open space that is used primarily for Drama, but building work begins over the summer to prepare it for its planned role. A proposal has been written and is in the process of being turned into an initial Innovation Lab application, supported further by requests for QEF funding next year.

Maximising subject choice whilst ensuring that teaching groups in S5 and S6 are of a realistic size has been a balancing act over the last three years. This year, the F4 elective subject blocks have been arranged very successfully to allow students to study 3 sciences or to specialize heavily in other ways such as by studying multiple technology, I&S or arts subjects. It is also possible for students to take a very generalist approach to subject choice. Both routes are popular and uptake of the large majority of electives looks

sustainable in at least one Diploma and in most cases both Diplomas. Technology and Living is the one subject where Diploma-level uptake is poor enough to threaten the subject, which is interesting given that it is the most popular elective subject in F3. We need to ascertain why early interest does not translate into Diploma students if the subject is to have a secure future. Form 3 Arts and Technology elective choice remains excellent and every subject will run with at least one decent-sized group.

- **Strengthen students' participation in determining future pathways**

The Higher Education team has shown that it is entirely possible to run highly successful events online that would normally run face to face. Attendance was, for the most part, excellent. This fits in with a trend in other areas where online events have attracted stakeholders and members of the wider community who do not normally attend. It is likely desirable that we investigate the possibility of running hybrid events for Higher Education events, options evenings, 3-way conferences and any other event where high attendance is particularly desirable. This is especially true if the event takes place during the normal working day. The Head of Admissions & Marketing will investigate this with stakeholders to envisage the best way forward for the next academic year.

The school's Alumni Association was created about 4 years ago. Despite COVID, this year it has been particularly active in advising existing students on educational and career pathways, as well as sharing experiences and skills. The online environment during the larger part of the year was not a major obstacle and giving alumni the opportunity to join us online in future years may be worth looking into.

The school now has a substantial body of experienced Senior School tutors and Heads who have considerable expertise in reference writing, university application personal statements and interview skills. This year, this has been used in an organized way during PGP time and, despite great uncertainty, university applications have yielded a diverse range of generous offers from around the world and in Hong Kong. It is worth trying to cement this team together and bring in new teachers in a systematic way so that they are properly supported and this knowledge is passed on.

The successful implementation of Careers Education in S1 needs to be moved up the school over the coming years.

A pathway for senior students who are not a good fit for either Diploma needs to be further investigated. DSE category B and C subjects may be good choices.

## Priority Task 3:

### Align and strengthen school culture

#### Achievements

- **Align and strengthen core school values, practices and culture**

Year 1 objectives in the 3-year plan are largely complete. Again, the loss of opportunities to work face to face has caused efforts to be redirected in some objectives, but what has been achieved as a consequence of COVID has probably done more to strengthen core school values and culture than would otherwise have been the case.

A network has been built that includes 10 of our major feeder primary schools that will help students prepare to transition from primary to secondary. Links with CPS have been strengthened by teacher visits that have led to a greater understanding of each other's curricula, especially within the languages and maths. Steps have been taken to begin to align the PYP and MYP.

The leadership structure has been changed to align responsibilities across Faculties and to allow better collaboration between curriculum and pastoral teams. Informal leadership within the school has never been stronger, many teachers and non-teaching staff stepping up to take responsibility for leading and mentoring others in response to the difficult circumstances in which we find ourselves. Achievements are being recognized more consistently and many such staff are aware that they are being prepared for a formal leadership role in recognition of their willingness to step outside of their comfort zone.

Chinese History has been successfully taught to students for the second year, using the Chinese language where possible. The programme has been successfully aligned with the development of CLACH as well as the requirements of HKD. CLACH Reading Ambassadors have been appointed from the student body.

An entire PD Day was dedicated to Positive Education and was well-received. A serious attempt to follow up has been made, but this is difficult in the current climate.

Uptake of Cantonese-medium workshops delivered by EDB has been good, including among NQTs. This has included attendance by support staff such as lab technicians. EMI workshops are still lacking, but there has been some improvement.

An NQT mentor support handbook has been developed and trialed. The policies concerning NQT induction have also been reviewed and clarified.



- **Align & strengthen stakeholder support & development structures to match school values**

Year 1 objectives in the 3-year plan are largely complete.

A school admissions team has formed and started to operate largely independently of the teaching team, taking pressure off teachers to support this process at what is a busy time of year. An online application system has further reduced the burden. Online information sessions for potential applicants have run successfully.

The school has paid for yoga lessons for interested staff as an experiment to promote wellbeing. Uptake has been good and feedback positive. Despite COVID, staff have maintained an active social network with many activities going on at weekends.

Despite COVID, all F5 students have successfully completed a service learning project as part of CASOLE.

Student leadership has been promoted through the successful use of students as mentors by a number of Faculties as well as in CCAs such as the Battle of the Books and the Earth Day celebrations.

- **Reinforce and further develop high calibre quality assurance and self-evaluation strategies, policies, practices and procedures**

Year 1 objectives in the 3-year plan are largely complete.

The first ever School Self-Evaluation Day was held in June. All teaching staff were required to attend and had prepared by participating in the annual plan reflection process for each Faculty and team to which they have contributed this year. Feedback suggests that whilst we need to make some changes to the format of the day, it was generally very well-received.

The P-I-E cycle has been successfully and convincingly closed this year at all levels of the organization for the first time.

The process of lesson observations, separate from formal appraisal, was reviewed and a draft policy is ready to go. Despite this year's unusual learning environment, lesson observations have continued unabated and are still regarded positively by the large majority of staff.

Current circumstances have forced a review and reconstruction of collaborative processes, inquiry-based learning, and personal and professional targets. Although this began as an ad hoc response to problems, staff have embraced the pain this has caused and used it as an opportunity for growth. Experiments have been done and significant efforts made to formalize successes, record these, write them into policies and plans, and ultimately share the benefits with colleagues both in CSS and elsewhere. The overhaul of Schemes of Work at the end of this year was well-timed to solidify what has been achieved.

## Reflection

- **Align and strengthen core school values, practices and culture**

A strong focus on the Creative Learner Attributes has been difficult this year. Although not totally overlooked, this will need to be a priority next year.

Individual Faculties and many non-Faculty teams have a strongly collaborative culture that resembles the nucleus of a professional learning community. Collaboration outside of these teams tends to be ad hoc and informal, but has become increasingly focused due to the pressures of this year and wider, more diverse PLCs are likely to emerge with a little encouragement. The large amount of often opportunistic PD being offered by teams this year has helped teachers to understand what interests them outside of their major responsibility, and interest groups are starting to coalesce around non-Faculty teams. This seems to be particularly true for ESL, SEN, CLACH and STEAM.

Aligning the PYP at Creative Primary with the MYP at CSS will be a huge step. As CPS is a Chinese-medium of instruction school, there is a lot of work that could be done to both ease the entry of CPS students into our EMI MYP and also to fully develop the enhanced Chinese language potential that CPS students have when they join us. The relationships that have been developed this year with other feeder schools should be used to look at curriculum alignment too, in particular for students who join us with no natural language for the study of MYP Language and Literature.

This year has been a year of increasing mentorship. Although largely informal, the need to develop new skills and find new ways of doing old things has pushed staff to actively seek out and offer help. The move towards an increased number of interdisciplinary activities has also fueled this trend. For many this has taken the form of an exchange rather than a senior member of staff bringing on someone more junior. Positive relationships have formed and many staff have become comfortable in a mentoring role who have never taken such a role before. This has included non-teaching staff such as the ICT support team offering guidance intended to help in the delivery of lessons. This confidence will remain into next year and it would be good to see the school help to actively match up teachers who can exchange skills.

More formal mentoring has taken place with NQTs and student teachers. The school has a track record of success with both, a number of our staff being placement students that we have recruited and many others coming to us as NQTs who go on to do well. The first experience of mentoring that many of our staff get is working with a student teacher and this is something that needs to continue to be encouraged. Next year the school has offered a significant number of PGDE placements.

Positive Education got off to a good start this year with the PD Day. The use of a Pos Ed survey to assess students' attitudes to school did not go so well, initially due to technical issues, but with further disruption coming from online learning. Working with the data from this should be a priority for next year.

- **Align & strengthen stakeholder support & development structures to match school values**

The increased alignment of curriculum and pastoral administrative tasks and responsibilities has been good for helping students of concern in a more thorough and consistent manner. It has also been good for teacher workload and stress as a more collaborative approach has been taken to such matters leading to more robust and consistent systems. Although teachers may experience an initial spike in workload as they participate in less familiar tasks, the increased speed with which issues are brought under control, and in some cases resolved, is ultimately beneficial. This alignment will become more concrete with the changes to leadership structure, but we should still look at our policies to ensure they are a reflection of this approach.

Teachers have shown an enthusiasm for the yoga that the school has offered this year. The space and facilities that we have on campus make organizing such activities far more realistic than would be the case off-campus and adding to these is worth investigating given that teachers are willing to stay and participate. The work being done on the new gym is a very positive step and hopefully we can anticipate good usage.

The number of staff leaving this year is fairly typical of the last few years. In 2016 when compulsory DSE for 51%+ of students was being introduced, turnover shot up and has never really come down far from the highs of that time. Exit interviews have been taking place for several years and it is important that we act on recurring concerns. This year, an unusual number of middle and senior leaders are leaving whereas more junior staff are staying put in larger numbers. Working out plans to support staff in new roles therefore needs to be a priority and is progressively being addressed through a new leadership structure and the employment of a School Quality Engineer.

Opportunities for student leaders to influence the direction of the school have been limited this year and placing our student leaders front and centre from the start of next year will be vital.

Opportunities for students to demonstrate self-discipline have been abundant. Some have succeeded beyond all expectations, others not so much. Whatever a student's current circumstances, it would be beneficial to continue to keep student reflection as a key part of what we do and, early on, to ask students to focus on lessons learned as a result of this year, to consider the strengths they have demonstrated and to consider any needs or concerns that they have identified.

- **Reinforce and further develop high calibre quality assurance and self-evaluation strategies, policies, practices and procedures**

With the closing of the PIE cycle for 2020-21, staff seem to appreciate that something significant has been achieved, and the opportunity now exists to embed this process by taking all teachers through the process next year in such a way as to consciously draw attention to the nature and purpose of each step.

School self-evaluation has been a salient feature of the year, with complete annual plans from most teams being prepared and evaluated and this being followed up on with new plans for next year. Repeating this year's cycle, but with some changes to the format of SSE Day in line with staff feedback, would be a good idea. Staff participation in the day was excellent and being seen as responsive to feedback would help ensure further strong participation.

Lesson observation has been difficult this year, but, given the success of this year's student-teachers, it remains a central and celebrated aspect of teaching at CSS. A policy that formalizes what we do is ready to be put to staff to embed the generally frequent and low-risk observations that are a feature of working here, which will hopefully revitalize the culture of lesson observation and marry this up with the success that we've had this year with personal target-setting.

### **(3) Our Learning and Teaching**

Students from Secondary 1 to Secondary 3 study the IB Middle Years Programme, the content of which is largely based on the Hong Kong Junior Curriculum. This fusion of curricula is unique to the school and gives rise to a programme of study that is locally rooted, but which has an international context. Over the last two years there has been a strong focus on the delivery of Chinese History, which is delivered in the Chinese language wherever students have the necessary language skills. This has developed in parallel with the school's Chinese Language Arts Culture and History (CLACH) initiative, which places a Chinese context at the centre of all curriculum development and is a major driver for interdisciplinary learning opportunities. A Science Technology Engineering Arts and Maths (STEAM) initiative is also being implemented to drive knowledge transfer between subjects, embed 21<sup>st</sup> Century skills in the curriculum and to further drive interdisciplinary initiatives.

In Secondary 4, students begin studying for the HKDSE. Typically, students will start the year studying three elective subjects chosen from a wide range of sciences, arts, technology and humanities. Where appropriate, there is a strong practical programme to support subjects. During this year, students will make a decision about whether to continue with HKDSE or to switch to the IB Diploma the following year. As the school is required to have a majority of students in Senior 5 and 6 studying HKDSE, a selection process for IBDP is needed as it is always oversubscribed. This process is based on key differences between the two Diplomas such as IBDP requiring the study of literature and having a stronger emphasis on long pieces of in-depth coursework.

In Secondary 5 and Secondary 6, students will continue to study one of the two Diplomas. The majority of HKDSE students will drop to studying two electives whilst our IBDP students will almost all do the full Diploma, with around half doing the Bilingual Diploma that requires the study of literature in both English and another language, usually Chinese. Teachers are expected to be able to deliver both Diploma programmes and are given appropriate professional development to ensure that this can happen.

In addition to Secondary 1-6, the school has a single pre-Secondary 1 class that caters for students from feeder schools that finish a year earlier than is typical in Hong Kong. These students pursue a programme that is intended to prepare them to begin the IB MYP in Secondary 1.

#### **(4) Support for Student Development**

The school operates a House system with students joining one of six Houses when they join the school. Each of the six tutor groups within each year group contain the members of one specific House, students being encouraged to develop a sense of belonging and House spirit. Form Tutors are members of the teaching staff who are credited with contact time for the work they do as Tutors, ensuring they have time to follow up on issues experienced by students, to communicate with parents and to prepare for the delivery of the school's Personal Growth Programme lesson each week. This includes a broad range of topics from relationship education, civic and moral education, careers and Higher Education guidance and counselling, achievement celebrations and much more.

Experiential Learning is a key part of student development, the school employing a teacher as an Experiential Learning Coordinator. As well as a multitude of CCAs, the school runs Creative Week each year, during which the timetable is suspended and students spend the week participating in challenging activities and themed trips both within Hong Kong and around the world. Diploma students engage in Creativity Action Service (CAS) if they are IBDP students and Other Learning Experiences (OLE) if they are DSE students. The two groups are combined much of the time as the programmes overlap greatly, giving them the opportunity to participate with all of their peers in education outside the classroom. These opportunities are timetabled to ensure that adequate opportunities for non-academic development are provided.

The school operates a Careers and Higher Education Counselling Service, which takes care of careers education during PGP and which provides extensive support for applications to colleges and universities. It also works with our Alumni Association to create opportunities for alumni to meet with our students and share their experience.

A Center for Academic Language Proficiency has also been established to ensure that students who struggle to access the curriculum in other subjects due to weak English skills are properly supported. Its teachers deliver ESL lessons to small groups, support other teachers by push-in and observation of students, and deliver high quality professional development to teachers in order to bring on their skills when working with ESL learners.

The school employs a social worker and counsellors to follow up on students experiencing difficulties with their schooling who are in need of extra support that their Form Tutor and Head of Year cannot provide. Additionally, there is an SEN team of three teachers who provide academic and social support for diagnosed additional needs, provide pull-out/push-in support in lessons, investigate potential SEN cases that have been referred by teachers, liaise with specialists to create IEPs and then maintain a register of these for teachers to access. The school also employs external SEN consultants on a case by case basis.

**Policies, Resources and Measures adopted in supporting students with SEN or Academically Low Achievers.**

**School Policies, Resources and Support Measures of Implementing Whole School Approach to Integrated Education (2020 / 2021 school year)**

<p><b>I. Policy</b></p>	<p>Learning Support is available for all students with identified additional needs from Pre-S1 to S6. At CSS we have an inclusive learning ethos which enables the Learning Support Department to work with teachers to help support students with challenges they may have accessing the curriculum. These might include, but are not limited to, issues with concentration in class, collaboration with peers, having specific literacy difficulties or other challenges.</p>
<p><b>II. Resources</b></p>	<p>In addition to the Learning Support Team, CALP Faculty, TAs and SEN PD paid for from the school’s normal operating budget, we have received two grants from EDB related to SEN support: Grant for Supporting NCS Students with SEN; Learning Support Grant. A social worker is also provided.</p>
<p><b>III. Support measures and allocation of resources</b></p>	<p>Students with SEN and ALAs are provided with the following support measures:</p> <p>An SST headed by the Director of Student Development and Well-being. The team members include the Curriculum Coordinators, the SEN Coordinator, Form Tutors, the School Social Worker, the Guidance Counsellors, the Exams Officer and subject teachers;</p> <p>In addition to the SEN Coordinator, two specialist teachers are employed in the implementation of the WSA in catering for student diversity;</p> <p>ALAs are provided with pull-out lessons as well as in-class support when required;</p> <p>In order to help students with SEN to better cope with their learning, the school has implemented a 1:1 laptop policy and has organized PD for teachers so that they understand the accessibility functions, such as speech to text, on commonly used devices;</p> <p>The school’s Center for Academic Language Proficiency runs courses specifically aimed at students who are having difficulty accessing the curriculum due to language comprehension issues;</p> <p>Subject teachers complete periodic rapid progress checks as well as</p>



	<p>monitoring and recording of lesson engagement for all students in order to quickly identify students of concern;</p> <p>Providing regular PD to teaching staff that focuses on a particular form of SEN that we have in school and also to update teachers on the broader SEN situation in each year group;</p> <p>External Ed Psych and language therapists are employed as required to help diagnose students and develop SSPs;</p> <p>Deploying teachers or TAs to team-teach to support students with SEN in classrooms;</p> <p>Arranging lesson observations by SEN specialists to monitor and feedback on students, and to provide subject teachers with strategies;</p> <p>After-school tutorials are provided for those students in need;</p> <p>Providing benchmark testing in languages, maths and science, in addition to CATs, to help with early identification of students in need of intervention;</p> <p>Adapted learning materials, teaching strategies and/or assessment accommodation are provided to students in need;</p> <p>Students of junior classes are supported by those from the senior classes through peer tutoring such as the reading buddies system;</p> <p>Whole school policies such as Invitational Education, Restorative Practise and Positive Education are used to create an inclusive community.</p>
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## **(5) Student Performance**

Student performance for S1-5 has been difficult to gauge accurately this year due to the nature of the online working environment. We were able to complete exams in school for Senior 4 and 5 towards the end of the academic year. The results were mixed, more committed and better organized students having done reasonably well learning online, although generally not as well as would have been expected in a normal year, whereas less able and less committed students did unusually poorly in many cases.

A similar pattern for our Junior School students has been described by many teachers as evidenced by the summative assessments done towards the end of the year. Overall, online learning was a tough experience for all concerned and one that few are keen to repeat. Going into next year, we need to bear in mind that most students are behind relative to where they would normally be and that the gap between the strongest and the weakest is larger than usual. This is especially true for subjects with a practical component as normal practical lessons could not be held for the larger part of the year.

For our exam groups, this year has been particularly hard as students were uncertain as to what exactly they were preparing for, the possibility of exams being cancelled constantly in the back of their minds. For our DSE cohort, the cancellation of SBAs in many subjects was a serious blow as the MYP prepares our students especially well for this. For our IB students, Internal Assessment went ahead including for practical subjects, but the planning and execution was incredibly hard and student performance suffered, especially for students who find it difficult to organize or motivate themselves.

**IBDP – 97% pass (47% awarded Bilingual Diploma); average score 36.5**

**This is a summary of our IBDP results:**

Number of students who achieved the diploma:	38 (97.4%)
Number of students with 40 points or above:	7 (18.4%)
Number of students with 35 points or above:	27 (71.1%)
Number of students with 30 points or above:	36 (94.7%)
Number of bilingual diploma awarded:	18 (47.4%)

Students accepted many offers to study, including two studying Medicine at CUHK; Physiotherapy at Monash in Australia; Business and Management at HKUST; Architecture, Psychology and Law at HKU; Biomedical Sciences at University College London; International Economics and Business at Erasmus University in Rotterdam and Sports and Exercise Science at Loughborough.

**HKDSE - 100% pass in English**

Students accepted many offers to study, including Business at Durham; Economics at HKU; Advertising at Jinan University; Software at Korea Aerospace University; Accounting and

Finance at Lancaster and at Queensland; Human Resource Management at Hang Seng University and Animal And Veterinary Bioscience at Sydney.

Also, one of our 2020 HKDSE graduates has been admitted to HKU to study Medicine.

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

- 10 students admitted into HKU, 4 admitted into HKUST, 1 into HKCityU and 3 admitted into CUHK
- 15 admitted into other HK tertiary institutions
- 1 student admitted to Bard College, Berlin, Germany
- 13 students destined to study in the UK, including Anglo European Chiropractic College, Cardiff, CATS Global School, Lancaster, Loughborough, Nottingham Trent, University College London, Exeter, Leicester, Liverpool International College, University of the Arts London, University of the West of England.
- 10 students going to Canada, United States, Australia – including Monash, Melbourne, New South Wales, Sydney, Manitoba, Simon Fraser, Toronto-Scarborough, Victoria, Indiana-Bloomington and UC Berkeley
- 3 students to China and SE Asia
- 2 students to the Netherlands

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.

Again, non-academic performance is hard to gauge as online learning has greatly reduced opportunities for interactions with students. A number of CCAs have been able to continue and attendance has been reasonable, but not as good as usual. Students have participated in a number of competitions and festivals, in particular in maths and languages, and have enjoyed some success. Normally the school does well in team sports, especially rugby and softball, but fixtures have been cancelled this year.

**(6) Financial Summary**  
**Reporting DSS Schools' Annual Financial Position**  
**Financial Summary for the 2019/2020 School Year**

	<b>Government Funds</b>	<b>Non-Government Funds</b>
<b>INCOME</b> <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)	51%	N.A.
School Fees	N.A.	48%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	1%
<b>Total</b>	51%	49%
<b>EXPENDITURE</b> <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	78%	
Operational Expenses (including those for Learning and Teaching)	6%	
Fee Remission / Scholarship <sup>1</sup>	13%	
Repairs and Maintenance	1%	
Depreciation	2%	
Miscellaneous	0%	
<b>Total</b>	100%	
<b>Surplus/Deficit for the School Year</b> #	0.43 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year</b> #	4.28 months of the annual expenditure	
<i># in terms of equivalent months of annual overall expenditure</i>		

<sup>1</sup> 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: \_\_\_\_\_**

Details of expenditure for large-scale capital work on School Premises for 2020-2021 School Year:-	
	\$ (in million)
- Room alteration, additional and renovation works	0.64
- Replacement of old and addition of new computers & IT equipment, etc.	0.89
- Faculty equipment and facilities enhance for Science, Technology & P.E.	0.12
	1.65
Details of expenditure for large-scale capital work on School Premises for 2021-2022 School Year:-	
	\$ (in million)
- Room alteration, additional and renovation works	1.72
- Replacement of old and addition of new computers & IT equipment, etc.	0.40
- Faculty equipment and facilities enhance for Science, Technology, P.E & Arts etc.	0.37
	2.49

## Government Grants received in 2020-2021

Apart from the DSS grant, the school benefited from the following grants during the year 2020-2021.

Granting Body	Purpose & Date Granted	Amount utilized (\$)	Comment
EDB	NCS Chinese Curriculum (annual)	1,500,000	Implementation based on enhancing existing NCS curriculum already being delivered. Fully spent
EDB	Learning Support Grant	923,611	Remaining balance of \$308,347 will be carried forward to next year
EDB	Capacity Enhancement (annual)	491,112	Successfully implemented as planned. Fully spent
QEF	QEF – Bouldering Wall	309,000	Supply and install a climbing wall
CCFAP	CCFAP - Needy Students to buy mobile CPR Device for E-learning	134,367	Subsidy for students to purchase MacBook Pro for students
EDB	Grant for Supporting Non-Chinese Speaking Students with Special Educational Need	125,993	Remaining balance of \$135,407 will be carried forward to next year
EDB	One-off grant for Promotion of Chinese History and Culture	123,000	Fully utilized by 31 Aug 2021
EDB	Sister School HK-Mainland (annual)	118,990	Fund utilized to launch exchange programme for CSS students
EDB	One-off Special Support Grant	100,000	Fully utilized to recruit janitors for extra-cleaning of the School campus
EDB	4th strategy on IT education	84,940	Recurrent grant for monthly broadband charges
QEF	QEF – A pledge to Act	66,220	Promotion of positive education among the school community
EDB	Promotion of reading grant	59,966	Grant used for promotion of reading and encourage students to develop a good reading habit
EDB	One-off Grant for Supporting Non-Chinese Speaking Students to learn Chinese History and Culture	49,000	Fully utilized by 31 Aug 2021
EDB	One-off grant for gift of printed book pilot scheme	38,115	
EDB	Diversity Learning Grant (OP)	37,617	
EDB	One-off grant for National & Moral Education (2012)	30,000	
EDB	Students Activities Support Grant	29,250	
EDB	Diversity Learning Grant (ApL)	15,075	
EDB	School Based After School Learning	14,800	
EDB	One-off Top up grant supporting online learning of financially needy students	8,800	
EDB	Diversity Learning Grant (OL)	7,800	
EDB	One-off Special Anti-epidemic Grant	1,355	

## **(7) Feedback on Future Planning**

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

#### ***1.1 Enhance students' approaches to learning***

Successful mapping of AtLs and incorporation into unit plans this year will be followed by plans for explicit delivery of AtLs in lessons and opportunities for students to demonstrate these. There will be a particular focus on research skills in conjunction with the library team, and information and media literacy in conjunction with the DLC. Also, 21C Skills are to be given a similar treatment to AtLs and be tracked by the DLC.

There will be a continued sustained focus on local and global contexts, with social issues and current affairs providing a framework for student action and for knowledge transfer. These foci will also provide a concrete context for learning after the relative isolation experienced by students and staff this year.

Areas of the curriculum that have not been developed this year and are therefore a focus for next year include SAA, experiential learning, academic honesty and project-based learning, all difficult to develop during online learning.

#### ***1.2 Develop teaching effectiveness through capacity building and professional development***

Following successful application of the PIE cycle and a good year for PD, the staff development cycle will be repeated, but with greater autonomy for staff. Extensive use of in-house PD will continue with a particular focus on ESL and SEN, both items that we got a head start on this year. The need to address the diverse language backgrounds and ability levels of students will also be addressed by preparing for the introduction of Spanish and German in 2022-23 and looking at developing a Chinese-language equivalent of our CALP courses.

This year, staff broadened their use and knowledge of technology to meet the needs of online learning. This will be followed by expanding staff training, use and support of technology in school for teaching and learning as well as administration with a view to broadening learning experiences and reducing unnecessary workload.

#### ***1.3 Improve student attainment***

The school is now strongly placed to implement a centralized data store and to develop systems for data collection, analysis and dissemination that greatly improve student tracking and performance mapping. We are also nicely placed to implement improved follow-up of rapid progress checks given the greater integration of the pastoral and curriculum teams that has been achieved.

Analysis of student performance data suggests that the MYP and F4 curricula are benefitting some students more than others, especially in regards to exam and test performance. A review of assessment practices should be carried out to address the problem.

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

### ***2.1 Deepen student learning opportunities, broaden choice.***

The initial integration of CLACH, STEAM and CCE into the taught curriculum will continue and the newly formed NSE group will begin the process of integrating this also. Areas such as SAA, CASOLE and CCA could also be further integrated into the curriculum. Exploring the addition of a Chinese Programme to the CALP Centre will be undertaken.

The coming year will be a “Year of Activities” to help address the lost opportunities brought about by COVID. A School Life Team will be created to facilitate this.

Steps will be taken to prepare for the introduction of MYP German and Spanish Language Acquisition in 2022-23.

### ***2.2 Strengthen students’ participation in determining future pathways***

Despite everything, this has been a good year for the further development of Careers and Higher Education Guidance. This will be followed by deepening the preparation of students for these important decisions with seminars and workshops, as well as reaching out to the wider community to become involved with career advice and work experience placements. The successful introduction of Careers Education for S1 is to be followed with sessions for S2 and S3 next year.

## **3. Align and strengthen school culture**

### ***3.1 Align and strengthen core school values, practices and culture***

After COVID disrupted plans to build PLCs this year, this has become a high priority for next year.

Links with the primary school were successfully strengthened this year and this is to be capitalized on with the development of a summer bridging programme and Chinese language support.

The successes in PGP and individual student guidance arising from this year’s greater collaboration between the curriculum and pastoral teams is to be built on by further strengthening support for tutors and by building systems to better follow up on students who have been identified as struggling as well as ensuring we catch students whose progress is “just good enough”.

### ***3.2 Align & strengthen stakeholder support & development structures to match school values***



Opportunities to promote Creative Learner Attributes, student mentorship and leadership, IE, RP and Pos Ed are to be a major focus across the community in everything from PLCs, to PD and student leadership programmes. With the need to rebuild relationships and systems after over a year of predominantly online learning, this is a good time to address these important aspects of the CSS vision.

This year has been a tough year for staff; steps are to be taken to improve staff welfare, which are to be as diverse as improving administrative systems, organising social activities and providing PD that specifically addresses individual teachers' concerns regarding aspects of lesson planning and delivery that they find difficult.

### ***3.3 Reinforce and further develop high calibre quality assurance and self-evaluation strategies, policies, practices and procedures***

With COVID subsiding, lesson observations should return to being a major feature of teaching at CSS. These will be used to inform PD decisions, in particular with respect to inquiry-based learning and teaching pedagogies.

## **(8) Appendix**

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*APPENDIX I*