Creative Secondary School
School Report

School Year 2021-22

Key Elements of the School Report

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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 realise 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

(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 2 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. This provided opportunities to focus more deeply on some aspects of the plan, the school making significant progress with some year 3 elements of the School Development Plan in lieu of those year 2 elements that presented a problem under current restrictions. Objectives where additional progress has been made include *"Optimise teachers' professionalism to engage appropriate 21st century technologies and skills to support a student-centred learning pedagogy"* where the online environment forced teachers to develop these skills even further than last year and a digital platform is under development for making the resulting resources available to all, and *"Consider the introduction of foreign language courses e.g. French, Spanish and German to provide chances for students to learn an additional language beyond English, Chinese and other home languages"* which we are ready to implement in 2022-23 for F1 and F2 in Spanish and German. The school's use of Google Classroom (GC) has come of age and this is now an outstanding resource for documenting tasks set by teachers and for collating and tracking work submitted by students - 100% of classes now have an associated Google Classroom. Major Internal Assessments (IAs) for IBDP students are still submitted through Managebac as this will automatically run submissions through turn-it-in and generate paperwork for upload to the IBO, but most other work comes in through GC. Curriculum and Assessment are seen by teachers as being one of the main strengths of the school and this priority task is intended to increase the ability of students to access both. In the teacher stakeholder survey 86% of teachers agreed with the statement *"Subject panels are able to monitor curriculum implementation of their own subjects, e.g. through systematic use of data on Student Learning and Teaching and evaluation data to inform curriculum implementation"* and only 3% disagreed. Furthermore, 73% of teachers agreed with the statement *"The school strategically arranges different learning modes and opportunities for students in the light of students' abilities, interests and needs"* and only 7% disagreed. In the school's own internal survey of students, the 7Cs survey, the statement *"My teacher wants us to explain and compare things; not just memorise things"* scored 2.34 on a 0-3 point scale, somewhat above average for the 22 questions in the survey, suggesting that

students see our enquiry-based pedagogy as being a major feature of their learning experience.

AtLs have been successfully tracked and unit plans collated on the Creative Document Centre (CDC) as evidence. What remains to be done is for the Digital Learning Coordinator to audit AtLs against 21C skills to ensure that a good balance is being taught.

A strong focus on current affairs has been maintained throughout the year and this is a feature of assessment in the Senior School. In F4, news sharings are used as a stimulus for practice assessments on a regular basis in CSD lessons and in F5-6 current affairs have provided the backbone for a number of ToK Exhibitions and Extended Essays (EE) in addition to continuing to serve as a key part of the Independent Enquiry Study in Liberal Studies. This has done a lot to push critical and creative thinking, not just in these subjects, but across the board as students bring what they have learned in other subjects into TOK and CSD to use as examples to illustrate their ideas and then transfer the skills and ideas from their analysis back to other subject areas.

The library team has delivered research skills, information and media literacy, and academic honesty training to F3 for their Community Project and for IBDP students in preparation for their EE. Next year this will be expanded to encompass a wider part of the student body with age-appropriate upskilling going on prior to major assessments.

Implementation of Service as Action (SAA) was difficult this year, but in line with developing research skills Junior School students looked for opportunities for local advocacy and designed posters to make a start on this. Some of these opportunities will be further developed next year and others may turn into Community Projects. Guidelines for SAA have been developed by the Junior Curriculum Coordinators ready for full implementation next year.

The AtL domain of self-management has been put to the test this year by continued and extensive online learning. Despite students being utterly fed up with online school, their self-management has been evident with 61% of students agreeing with the statement *I often do my assignments seriously* in the stakeholder survey and only 8% disagreeing. The response from parents was very similar with 65% agreement and 10% disagreement.

Experiential learning has also continued in lessons with a new Interdisciplinary Unit (IDU) being introduced in F1, students investigating the design and performance of parachutes in science, technology and maths. It was possible for classes to complete this project at home, including experiments. The "Rivers" IDU went ahead in F2 in a modified form using simulated water samples as the field trip could not go ahead. The Dragon Dance IDU has also been completed albeit on a very different timeline to what is normal. Creative Week has gone ahead in a modified format, the school held a normal Sports Day and Swimming Gala.

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

Year 2 objectives in the 3-year plan are largely complete with the exception of PD

workshops to develop teacher capacity for teaching students with SEN as opportunities have been limited.

The PIE cycle has successfully been closed this year with our second school self-evaluation day in late May bringing to a conclusion the 37 annual plans that arose from the first such day in June last year. This year, teachers have been able to focus a little more on their own needs as well as those of their Faculties and teams, the Good Lesson Initiative providing every teacher in the school with quality feedback from at least two structured lesson observations, 158 formal, peer-to-peer observations having been carried out since March. In addition, a generic lesson planning document for our school's context has been developed by the entire teacher body and also subject-level and schoolwide feedback from most of our students has been obtained about how we are doing in 7 domains: Care; Captivate; Challenge; Clarify; Confer; Control; Consolidate (7Cs). This will feed into individual goal setting for 2022-23.

Teachers and support staff have continued to spend the personal PD funds allocated by the school. The school has also supported three permitted teachers on staff through PGDEs this year in line with a policy of moving towards every class teacher having a PGDE or similar. Despite COVID, we have continued to accept external trainee teachers for placements and our teacher-supervisors have been commended by local universities for their work.

Compulsory PD for teachers on National Security Education has been successfully completed by all teachers and NSE is being implemented in lessons. Chinese, Chinese History and CSD have led the way with large scale implementation in lessons. However, despite supporting material not being available in English, both Science and IB Theory of Knowledge have also made significant inroads with this.

The Centre for Academic Language Proficiency has provided extensive PD throughout the year to help teachers work with ESL students who struggle to access the curriculum due to weak English language skills. In F1 we have identified 14 such students (15%), in F2 there are 23(20%), in F3 there are 8(7%). Workshops, lesson drop-ins and assisting with the review of teaching materials have all taken place and strategies to help such students are firmly embedded in much of what we do.

The English Faculty have also modified their curriculum to create special groups in the Junior School for students who are weak in both English and Chinese in order to train these students to be able to access literature in English and so have a good chance of being able to access their choice of either HKDSE or IBDP in Senior School due to the literature requirement of all IB programmes. This will be of particular help to students who speak neither language at home on a regular basis. Such students are currently underrepresented on the IBDP at 9% in F5 versus 15% on the DSE.

Extensive PD on the use of digital tools has continued and teachers' skill level with such tools is far beyond where we hoped it would be when the school development plan was originally written. Teachers are now confident in managing their own PD in this area, asking the Digital Learning Coordinator for advice from time to time. This feeds into many opportunities for using a wide range of modes of assessment, in particular assessment for learning, evidence for this having been collected during the second round of lesson observations in the Good Lesson Initiative by the observer team.

Staff have attended 22 IB MYP workshops, 26 IBDP workshops and 78 school workshops this year and the school is well on track to ensure that every teacher attends an IB workshop at least once every 3 years and that teachers manage to get a total of at least 50 hours of CPD each year. The school has provided 20 hours of onsite PD during three PD days and the afternoon NSE workshop as well as additional twilight sessions.

Whilst little has been done to explicitly create Professional Learning Communities (PLCs) within CSS, functional teams, Faculties and other groups had a lot of success to report on School Self-Evaluation Day. In order to assess the success of the attempt to instil the 9 characteristics of PLCs, a survey was conducted in late May. This showed that collaboration; mutual trust, respect and support, and inclusive membership were seen as particular strengths of the teaching body with 100%, 97% and 94% of respondents saying they were always or nearly always present respectively. The two weakest performing areas were reflective professional inquiry and looking beyond the school at 61% and 50% respectively.

The staff portal has been further developed to simplify a number of administrative tasks such as tracking attendance and engagement, originally in response to online learning. Teacher aides have also been provided to help with admin in Faculties that previously lacked support staff. The school has ensured that every Faculty has at least a half-share in a teacher aide if it does not have technicians.

- **Improve student attainment**

Year 2 objectives in the 3-year plan have progressed, but working remotely for a large part of the year has slowed the pace with using data to set targets for students.

The Knowledge Management Team (KMT) has begun to work with the Creative Document Centre and this has been successfully used to collect curriculum documentation for the year.

The first major task concerning student attainment undertaken by the Knowledge Management Team was the Predicted Level Study in the HKDSE. Data was successfully collected and sent to HKEAA and the results of the study returned in time to inform the F6 mock examination process. Individually Heads of Subject and Heads of Faculty were briefed by the KMT Coordinator on the successes and failures of the predicted grade process during the previous year and advice given about the setting and marking of mock papers, and the choice of cut scores. Similar processes have been ongoing in the IBDP for some years and these continue.

When the results were compared to the September predicted grade (PG2), which was issued before the Predicted Level Study was completed, the average difference between PG2 and the actual DSE score was an overprediction of 2.93 points, giving an average overprediction of 0.42 points per subject. When PG2 was compared to the F6 Progress Grade, issued after the mock exams and Predicted Level Study, the overprediction came down to 0.46 points in total or around 0.07 points per subject. This is an encouraging improvement and shows the value of the Predicted Level Study.

For the IBDP, the PG2 scores were underpredicting by an average of 2.29 compared to the final grade, giving an average underprediction of around 0.36 levels per subject. This decreased very slightly to an underprediction of 2.23 following the mock exams. This is a reasonable margin of error for IBDP predictions, although efforts should still be made to reduce it. Saying this, our IBDP results were our best ever by a significant margin, so such an underprediction is to be expected.

Work has begun on mapping MYP performance to Diploma results. For the IBDP, a meaningful correlation has been shown to exist for years, although the three-year separation between the end of the MYP and IBDP results means this is rather weak and F4 data tends to be a better indicator of performance. For the DSE, it is even more difficult to find a useful pattern. In both cases, the large scatter of the data is the issue. Maths illustrates the problem quite well. Our weakest students get an MYP level 3 in Maths, but go on to get grades from U to 3 at DSE with fairly even distribution. Students achieving an MYP level 6 go on to get DSE grades from level 2 to 5, again with a fairly even distribution. Clearly there is a correlation, but not enough to be useful. Strategies to address this have been discussed at length and can be trialled, such as isolating certain MYP criteria or setting an exam late in F3 that uses AtL skills and MYP knowledge, but with questions closer to the Diploma styles.

In preparation for the mock exams, F6 DSE students attended school on Saturday mornings to do pre-mock exam papers or to attend subject-specific workshops. This is the first year that such an initiative has been run.

Formal benchmarking has continued to be done 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 to add to the data from last year and to begin to identify statistically meaningful trends as the amount of data becomes sufficient to do so.

Rapid Progress Checks (RPCs) have been a successful means of tracking students using a combination of academic data, direct teacher input and additionally attendance and engagement data drawn from the staff portal for the first time. Tracking has been difficult again this year with the online environment persisting much of the time, but has been successful despite this obstacle. The new practice of starting all meetings with students of concern has also been a great help.
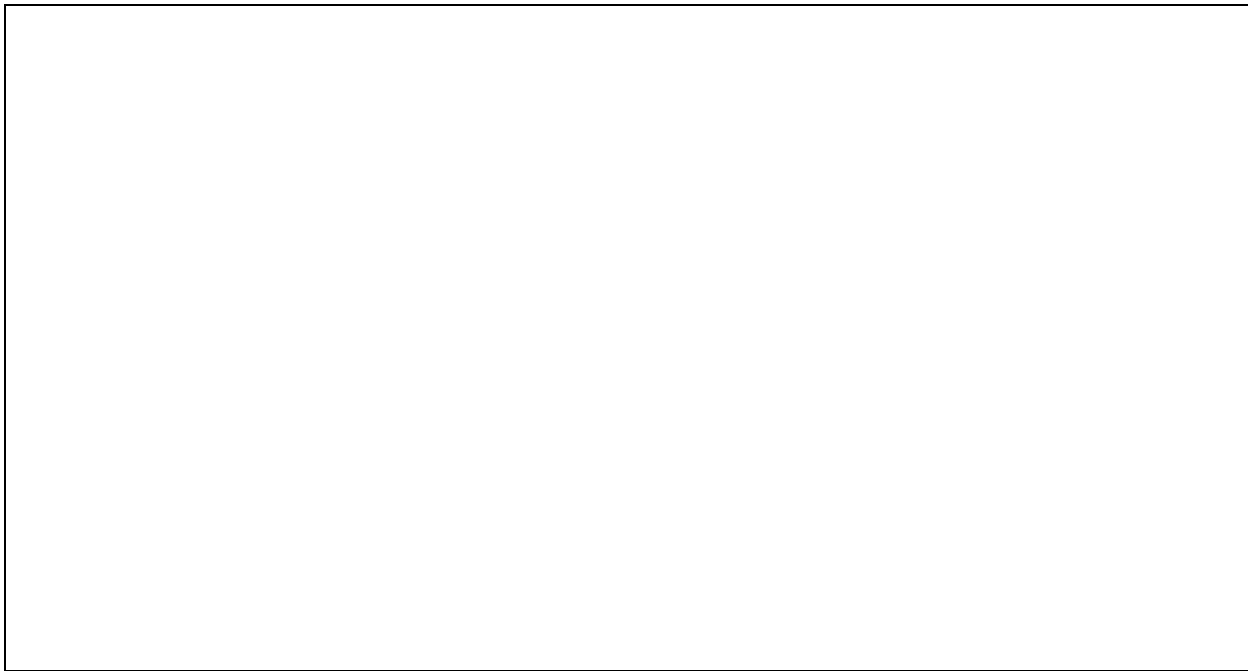
Reflections

- **Enhance students' approaches to learning**

  The plan this year to broaden transfer of knowledge locally and globally through enhancing 21st century skills has taken on a life of its own this year with students being forced back into online lessons. The difficulty of online teaching has encouraged teachers to use current articles as stimulus materials to allow students greater independence in class and tasks based around research, analysis and dissemination of knowledge, critical thinking and selecting online sources have been common.

  Enquiry has taken a front seat for a large part of this year. In response to the statement "*I often engage my students in active inquiry and construction of knowledge in lessons*" 88% of teachers responded with agreement and only 1% with disagreement. This is in contrast to the scepticism about inquiry-based learning that has been evident at times prior to the current situation. What would be good is if the best aspects of the approach to inquiry that have developed online can be preserved and used to enhance face to face teaching with all of its benefits and opportunities. Google Classroom is packed with good examples and it would be good to get the best of this onto the online learning platform to make them widely available.

  Students' skill level with ICT, apps and internet search engines has developed apace. Alongside the successful documenting, mapping and explicit teaching of AtLs, this bodes well for skills-based education. What is missing is the mapping of 21C skills by the DLC - the amount of 21C content is substantial, but it would be good to see how much balance there is as a lot of this development was in response to a crisis rather than a carefully planned action. This will feed into the planned strategy for teaching information and media literacy that was not able to be developed this year as the individuals concerned were needed elsewhere, in particular the DLC with the return to online learning. The DLC is currently working on a platform to showcase our online teaching and learning experience so that this can be called upon at any time by our teachers and many of the skills learned

can be brought into regular classrooms.

Despite disliking the online environment, students have shown considerable self-discipline. Schoolwide attendance data taken across all lessons rather than during tutor time shows an absence rate of 3.7% from lessons across the year. This includes around 20 students who were taken overseas during the height of the epidemic and who were unable to access online classes for an extended period or who experienced long term illness; the figure drops to around 3.3% if these are excluded. The graduating cohort showed markedly higher absence rates than the rest of the school at 12.7%, showing both a desire to work independently to prepare for public exams as well as displaying a level of stress-related absence that is new to the school. Again a very significant part of this came from 9 individuals and if these are excluded then the rate drops to around 8.8%.

Planning for Service as Action and raising student awareness of the possibilities for advocacy and direct action in the local community have been successfully carried out, but the priority now needs to be getting students out into the wider community so they can take action. Students were able to complete MYP Community Projects (CP) despite covid albeit with considerable limitations imposed on the possibilities. Our inability to showcase the CP for a couple of years has negatively impacted students' understanding of SAA and the need to plan projects that involve sustained action in order to succeed.

The library team has had some success delivering academic integrity, research skills, media and information literacy to students embarking on core elements of their programmes such as CP and EE. This needs expanding to the main curriculum, particularly in F1 and F4 next year, so that these skills are automatic at Diploma level.

The Academic Integrity policy is currently being re-written by a staff team led by the IBDP Coordinator. This is a major step towards raising its profile and driving teacher understanding. The approval process will involve all stakeholder groups including the wider teaching staff which will further strengthen the policy.

Experiential Learning (EL) has been disrupted but has stayed on track this year. It is imperative that next year we have a normal Creative Week and the EL is driven through the taught curriculum as well as through events. This needs to include more than just the IDUs. The STEAM suite will be coming available shortly once the Innovation Lab funds are made available, but it would be good to add field trips and excursions to the curriculum to the fullest possible extent to make up for what has been lost.

Only 49% of students responded positively to the statement "*My schoolmates actively participate in extracurricular activities*" in the student version of the stakeholder survey. This is a great concern and needs to be addressed before this becomes the new normal. Similarly, only 52% responded positively to the statement "*Through participation in the school's extra-curricular activities, my learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased*", suggesting that driving EL through the curriculum is a real need if students' life skills are to grow to the fullest possible extent.

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

Teachers regard professional development as being neither a particular strength nor weakness of the school, PD ranking 6th out of the 10 domains examined in the teacher stakeholder survey. In response to the statement "*The school has developed an ambience of professional interflow*" 70% of teachers agreed and 7% disagreed, suggesting that informal professional exchange and self-directed PD are well-established. However, in response to the statement "*The teacher professional development activities organised by the school are of great help to me in performing my duties*" 61% agreed whereas 12% disagreed, suggesting that formal PD opportunities, whilst generally well-regarded, are not as valued as PD in general.

Linking the PIE cycle to teacher personal goal setting is likely to help drive the success of the upcoming annual plan and needs to be carried forward into next year. If aspects of the annual plan have become personal goals then successful completion is more likely, especially if a teacher is working with a buddy on the resulting project. It also helps reinforce the PIE cycle and addresses the perceived weakness of reflective professional inquiry, potentially going some way towards embedding the Good Lesson Initiative as lesson observation is likely to be an important way for many teachers to gather evidence and feedback on their goals. This may also help to embed PLCs if teachers choose to set a goal that involves engaging beyond the school.

The proportion of students studying English Language Acquisition has increased over the last few years from just below 60% to around 70% in this year's intake and this trend looks set to continue given the patterns in migration to and from Hong Kong. This has made the role of CALP central to the future of the school. Expanding CALP to include languages other than English next year will help raise its profile and also allow its programmes to develop to benefit all of the student body instead of just those who struggle with English.Building a Google Classroom with CALP resources would be helpful.

A goal that could run in parallel with the further development of teachers' ESL skills would be a schoolwide reading initiative. For many years, reading time was a feature of the curriculum, but this was dropped due to underutilisation of the time which was needed elsewhere. The final blow was the shift to online learning two years ago. Only 12% of our teaching staff believe that their students like reading whereas 32% believe that they do not. Parents report that in 33% of cases their children often read for leisure and 32% state that they do not.

The difficulty this year in providing SEN workshops has largely been down to the difficulty associated with working online and the rather frantic pace of work during face to face teaching. The SEN team have made frequent drop-ins and have worked with individual teachers directly, however this year's goal is one to carry forward into next year to ensure that as many teachers as possible benefit.

Perhaps one event provides some of the strongest evidence for greater teacher use of technology in lessons and a change in approaches to teaching. At the Graduation Dinner this year, the student organisers decided to invite the guests to play a game of Kahoot as part of the celebrations.

Campus TV has not been established this year. The process of obtaining funding from the Innovation Lab project has taken far longer than anticipated and needs to be completed before the school is able to budget for the Campus TV equipment that is not covered by the application for funds. It appears that this is just around the corner. The room is ready to receive equipment and operating Campus TV is a realistic goal for the coming year.

- **Improve student attainment**

Diploma assessment practices have begun to be reviewed with changes being made to the pre-mock examination arrangements for DSE students. Next year we will introduce a first term examination for both F4 and F5 students to try to raise the level of their examination skills and see if this translates into academic improvement despite the cost in teaching time. It may also be worth considering a synoptic exam at the end of F3 to provide further practice. This could also be used to address the difficulties of using the MYP grades for benchmarking and for making predictions.

The very substantial improvement in DSE grade predictions following the mock exams and the Predicted Level Study has brought our predictions much closer to being in line with those for the IBDP and suggests that the problems in previous years were down to the choice of grade boundaries rather than the assessments themselves.

This is a significant improvement, however some subjects did better than others and a slight underprediction in all core subjects except maths helped to offset a much smaller deviation than previous years but still noticeable overprediction in most electives. This suggests that whilst the mock exam grade boundaries are now realistic, there may be a bit more work to do, in particular with regards to the balance used between exam grade and other assessments when calculating the final F6 progress grade. Elective subjects are less likely to have experienced teachers of the DSE as teams are quite small.

The continuing very reasonable margin of error for IBDP predicted grades is satisfying, although efforts should still be made to reduce it. Saying this, our IBDP results were our best ever by a significant margin, so such an underprediction is to be expected.

With the IBDP as for the DSE, some subjects do better than others at predicting grades, teacher experience again being a major factor, but the differences across subjects are much smaller and the problems tend to move between subjects from year to year.

In the 7Cs student survey, F6 saw the domain of "Consolidate" as being one of the weaker domains, scoring 2.18 with only one other domain below this at 2.12. The average for a domain was 2.29 and 2.40 was the maximum. Increased examination practice may address this along with the Saturday pre-mocks, and the focus in the Good Lesson Initiative on learning outcomes and follow up tasks.

In order to set academic targets within the curriculum that translate into Diploma outcomes it is necessary to overcome the difficulty of using the MYP for Diploma benchmarking. Whilst there is definitely a correlation between MYP performance in a subject and Diploma outcomes, the statistical significance is poor. Data has been centralised on the

staff portal far more consistently and in more detail than has sometimes been the case and this is now much more searchable. It may be possible to isolate the significance of certain criteria as has been done for maths and science using MYP criterion A, which has far more predictive power than overall MYP grades. Student recruitment data is in the process of being interrogated, but the task is not complete.

Data is used to set individual targets for students, for example in RPC follow up interviews, although it would be good if the approach could be made more general and involved the "coaching" of students by tutors. This would require tutors to receive the appropriate PD. In the teacher stakeholder survey, the area of teaching scored most highly overall and the statement "*I often help my students to review their learning, so that they have a clear idea about their learning performance and progress*" gained 99% agreement. However, students responded to the statement "*The teachers often tell us about our progress and problems in learning*" with 61% agreement and 10% disagreement and parents responded to the statement "*My child is confident in learning*" with 63% agreement and 11% disagreement. Whilst there is clearly a positive response to teachers helping students to understand what they need to do to improve, there is definitely room for students to gain greater benefit from the efforts that teachers are making in this regard.

Priority Task 2:

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

Achievements
• **Deepen student learning opportunities, broaden choice** Year 2 objectives in the 3-year plan are partially complete. Once again, COVID has caused delays and difficulties in some areas. A Head of School Life has been appointed and is in the process of uniting several teams under her leadership. CASOLE remains a timetabled subject and the programme has developed to offer an even greater range of possibilities to students. Covid has prevented the full range of off-campus activities that have been developed in previous years, but these can easily resume and be further added to as soon as restrictions are lifted. Managebac contains detailed records of many of these achievements. Junior School students were able to visit the Xi Qu Centre to deepen their knowledge of Chinese culture. F1 successfully completed their orientation before regular school began. Under the circumstances, CCA has been one of the big success stories this year. Around 70 CCAs have been successfully offered using a mixture of online and face to face modes depending on the restrictions in place at the time. New CCAs have been formed, some of them student-led such as the Science Investigation Club. All Junior School students participated in at least one CCA and a total of 500 students participated schoolwide. Sports Day and the Swimming Gala ran in a nearly normal format. Some progress has been made with SAA, but there is still work to do on direct action in the community once the restrictions are lifted (see Priority Task 1). The "Year of Activities" was intended to be a post-covid push, which turned out not to be the case. As can be seen above, there was still some success in running a year of activities anyway. Creative Week has also run this year, albeit in Hong Kong. The school has continued to offer maximum subject choice for F3-5 elective subjects, everything except IB Sport Science being offered that has been offered previously. In addition to this F1-2 have selected either Spanish or German to study starting in the coming academic year. This will open the door to Category C languages at DSE when they arrive in F4, increasing subject choice even further and will give students interested in languages the opportunity to specialise that we currently offer to those interested in science, arts, technology or humanities. The school currently offers 13 elective subjects to students going into F4 and F5 DSE, with 19 courses available for IBDP students to choose

from going into F5, most of which are available at both Standard and Higher Level.

Language benchmarking has continued to be used to identify students who need additional help with one or more languages to be able to access the curriculum. In addition to Centre for Academic Language Proficiency (CALP) support for English Language Acquisition, SEN groups for native speakers of Chinese have been created in F2 to give these students the best possible chance with DSE Chinese as they move up the school. This year, 12 such students were identified in F2, representing 10% of the cohort and 13% of the native speakers of Chinese in the cohort. This support will be continued into F3 next year for the first time and repeated again in F2. In next year's F2, 18% of Chinese native speakers have been identified as needing this support. This year, every student in the F2 Chinese group with learning support showed positive added value; the average improvement was 0.5 levels despite the F2 MYP criteria being significantly tougher than F1, and one student improved from a 3 to a 5.

NCS students in Senior School continue to receive substantial help in very small groups with preparing for their Chinese GCSE, and re-sit groups have been created for students who struggle.

The possibility of creating a Chinese CALP course in F1 is being actively looked into. Typically two phase 1 Chinese Language Acquisition groups will run in F1, so creating this connection is simply a matter of those teachers working under the guidance of the CALP teachers to further build up their strategies.

The MYP requirement that students study literature in at least one language has historically led to problems for students who are fluent in neither English nor Chinese. These students tend to default to English Literature and benchmarking has been used to identify those in need of help in this regard and special groups have been formed in F2 and F3 to cater for them. A little over 10% of our students fall into this group in a typical year.

As mentioned in Priority Task 1, CALP has been running workshops to upskill teachers in their approach to teaching ESL students in all subjects. Around 8 hours of workshops have been available to staff and around 35 staff have attended.

IBDP Spanish ab initio has been taught through Pamoja for several years, but this year in F5 it was taught on campus by our own Spanish teacher. This will continue into F6 next year and Pamoja's services will no longer be needed.

Unit plans have been prepared for the teaching of Spanish and German in F1 and F2. These courses will run as compulsory MYP Language Acquisition courses next year for all students in addition to English and Chinese, students choosing either Spanish or German.

Chinese Language, Arts, Culture and History (CLACH) has continued to go from strength to strength. The programme is now strongly embedded in the unit plans of most Faculties as well as having a strong extracurricular presence. There is a CLACH presence in subjects such as science in which some major MYP assessments focus on subjects like the environmental impact of the Three Gorges Dam or on the impact of Chinese inventions. Further integration into unit plans is ongoing and has been mapped. A CLACH room is under development and will be ready early next year. The F1 Dragon Dance IDU was

carried out this year despite the restrictions. Chinese History is now being taught in F3 and, as per F1 and F2, is taught in Chinese wherever possible. This year 62% of students were able to study Chinese History in Chinese.

STEAM has been facing an uphill battle with applications to the Innovation Lab for funds proving to be a slow and thoroughly Byzantine process, however tentative approval has been given and it is likely that equipment for the now complete STEAM room can be ordered early next year. The STEAM room is ready to receive animation lab equipment, robotics equipment and drones with space to lay out an arena for competition preparation, sound recording studio and a green screen film studio space that is soundproofed. Campus TV will also operate from here. STEAM is strongly integrated into related subjects with project-based learning and IDUs present in abundance that give cross-curricular links. With the STEAM space up and running it will be possible to begin the process of full integration into non-STEAM subjects. There is also an IDU beginning to form that involves English and Science.

National Security Education (NSE) targets have been met for this year and integration is on track. This is being used as an opportunity for STEAM and CLACH integration into the curriculum as well as being an opportunity to diversify some of our unit content. One example is the focus in MYP Sciences on water quality in the "Rivers" IDU being used to teach resource and environmental security to strengthen the link with the I&S Faculty. NSE talks have also been arranged in the Junior School about Technological Innovation and Development and also about Chinese New Year to address aspects of the NSE curriculum. Every strand in the NSE curriculum is being taught in detail at least once and each area at least twice with a total of 75 in-depth explorations of NSE topics having taken place in the formal curriculum this year.

Character and Citizenship Education has been audited in all DSE subjects and is being delivered as per the curriculum.

Although we were not able to run afternoon classes at CPS due to the current restrictions, we were able to enjoy a PD Day with their staff and strengthen the links between the two schools. This puts us in a good position to follow up next year.

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

  Year 2 objectives in the 3-year plan are partially complete. Once again, COVID has caused delays and difficulties in some areas.

  Junior and Senior Careers and Higher Education Coordinators were appointed at the end of last year and have been working with the team throughout the year. With the appointment of the Head of School Life, this raises the number of people in the team to 6.

  Despite the reduced PGP time available at times, the Senior School university applications process has run smoothly for F6 and is now underway for F5, students being offered 1 to 1 meetings with careers team members whenever the need arises to push their application forward. Additional guidance has been offered this year for JUPAS applicants.

The proportion of students remaining in Hong Kong is slightly higher this year than is typical, hardly surprising under the circumstances. A number of students initially planned to go overseas, but chose to remain in Hong Kong and perhaps do a Higher Degree overseas once the pandemic, looming international conflict and rampaging inflation have blown over. Over 80% of our 2022 graduates' final destinations are known at present, and around 55% of our students who have finalised their plans intend to remain in Hong Kong. Of the remainder, 20% will go to the UK, 20% to Canada, Australia and the USA, and the remainder to the Netherlands.

F1-F3 Careers and Life Planning sessions have been built into the PGP programme and these are being reviewed as part of the PIE cycle and further strengthened for next year.

University Fairs have managed to run this year, albeit via online presentations and workshops in part.

F3 and F4 Options Exhibition evening ran as a live event despite the restrictions.

Reflections

- **Deepen student learning opportunities, broaden choice**
  The continued success of CASOLE and in particular students achieving major CAS outcomes such as the completion of CAS Projects during the restrictions is a major achievement and suggests that we have a robust programme, good guidance for students and that students are willing to go the extra distance to achieve difficult but necessary goals. This bodes well for the push towards deeper SAA next year as the restrictions lift. Perhaps the success of CCA, particularly in the Junior School, is what has set up Senior students for success in this area. If CCA can be the success that it has been despite the restrictions then in previous years before the restrictions it must have prepared many now Senior students well for CAS and OLE. It would be interesting to see the extent to which CCA participation is an indicator of future success in CAS. Managebac and e-Class contain most of the data that would be needed to investigate.

  The appointment of a Head of School Life is a major step towards consolidating successes like CCA, CASOLE, EL and Careers under unified leadership to ensure that robust systems and documentation are in place and so nothing slips through the cracks during the return to business as usual nor ceases to function if key staff leave.

  The partial success of the "Year of Activities" despite covid restrictions continuing and even getting worse tells us a lot about what is working and the interests and nature of our students and teachers. This is an unexpected but useful data point.

  Substantial progress has been made this year with the delivery of languages and this looks set to continue. As well as giving English and Chinese the time they require in the Junior School by increasing the time available by almost 30%, the bringing in of additional languages earlier than anticipated is a big step forward. This is eating into time in other

subjects in Junior School, however electives have gained an additional lesson in F4 this year at the expense of Senior languages, taking the elective teaching time up by around 25% in F4. Next year the same increase will be added to F5 DSE electives, making it much more realistic that teachers can get through the syllabus by Christmas in F6 to allow for a full exam in the F6 mock.

The changes to languages are allowing us to cater for greater learner diversity, in particular in terms of students' backgrounds and prior exposure to English and Chinese.

CLACH has turned into a true flagship programme of the school with a presence across all Faculties. STEAM looks set to follow once the space is set up with the means for any subject to tell stories or create resources and student work using VR/AR. The next step for full STEAM integration is the construction of a detailed STEAM matrix as has been done for CLACH to help with curriculum integration and to further enhance the cross-curricular nature of STEAM. The CCE audit will allow us to move this aspect of curriculum to a much more prominent place once any gaps can be firmly established and strengths identified. It will finally allow us to link both Learner Profiles to the written curriculum in an unforced manner and one in which IE, PosEd and RP can be supported and directly explored in lessons as more than just systems and abstractions.

Next year we should make a concerted effort to run after school classes as CCAs at CPS provided the restrictions allow us to do so. This is fundamental to strengthening the 3-school continuum.

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

Students have made option choices that have caused fewer problems this year than previously, late changes having been quite few in number. Attendance at the various options and Diploma Pathways events was good with around 120 families attending the Options Exhibition despite the restrictions. Students seem to have taken on board the advice they have been given. There are still some odd combinations, but the introduction and reinforcement of Career and Life Planning lower down the school should mean that in future students arrive at this stage in their school career with a much clearer picture of what they want to do and therefore what they should study.

The elective blocks probably need looking at again next year to try to salvage some subjects that are dying and also to perhaps allow some combinations of subjects that are often requested but not possible.

The Diploma Pathways selection process has led to a more diverse and less intensely academic group of students doing IBDP in F5 next year. It needs to be more transparent, although it often comes down to tight decisions that are ultimately based on "holistic judgement" and "best fit" in much the same way as marking with a rubric does, especially with candidates who are made offers later on in the process. Designing a rubric for the process might make it more obvious what the panel is looking for, but the "best fit" nature of many decisions means it will have little explanatory power in terms of "why this student and not that one?" when decisions are close; it may cause more problems than it

solves but may be worth a try. Points systems have been looked at in the past, but they tended to lead to outcomes that were not satisfactory when tested and so were not used; tailoring the points system to solve one problem caused another one and direct intervention looked necessary. Tutor involvement this year provided significant extra data and has made the process somewhat more transparent, but this can capitalise on to greatly increase the transparency if tutors are embedded in the process throughout.

Priority Task 3:

Align and strengthen school culture

Achievements
• **Align and strengthen core school values, practices and culture** Year 2 objectives in the 3-year plan are somewhat complete, although this area was one of the most impacted by the current situation. During SSE Day it became apparent that there had been more success than people realised in embedding the 9 characteristics of PLCs. A survey completed by staff showed that despite a lack of opportunities to work on this explicitly, most of those characteristics were present in the everyday interactions of staff who needed to cooperate on a regular basis. The results are summarised below:

PLC Characteristic	Staff who think this is	Staff who think this is

	present at least most of the time (%)	present only sometimes, rarely or never (%)
Shared values and vision	81	0
Collective responsibility for student learning	87	3
Reflective professional inquiry	65	19
Collaboration	100	0
Promotion of group as well as individual learning	71	6
Mutual trust, respect and support	97	0
Inclusive membership	94	3
Looking beyond the school for sources of ideas	38	34
Shared leadership	75	16

The first PD Day was a great opportunity for all 3 Creative Schools to collaborate and staff enjoyed a collective PosEd workshop followed by a choice of smaller workshops in which IE and RP philosophies were explored by many, and PosEd explored further. This was probably the single biggest event attended by teachers from all 3 schools and, as an all day affair, did a lot to strengthen through-train collaboration and align mission and vision.

Mandatory NSE training for all staff and initial NSE curriculum planning for the school were completed successfully. Staff are also all well on the way to meeting minimum PD hours.

High quality PGP from KELY support carried out online. This was followed up by a successful debrief by KELY and with the offer from KELY Support to provide Peer Facilitator Training Workshops for students next year that give training for providing counselling on alcohol abuse.

Aspects of IE, RP and PosEd were integrated into PGP this year, raising student awareness and understanding of these philosophies and the rationale for the school using them. The appointment of a Head of School Life will help to maintain momentum with this explicit integration of our core philosophies into the taught curriculum and daily experience. A particular strength of the school that came across in this year's stakeholder surveys is the school climate, this getting the most positive level of responses from students and parents, and had 90% of teachers stating that they feel that teachers and students have a good relationship and with no one disagreeing. In the 7Cs survey, "Care" was seen by students

of all year groups as either the first or second-placed characteristic scoring an average of 2.30 out of 3. For comparison, "Clarify" came in marginally ahead at 2.34 and the weakest area, "Captivate", came in at 2.13. The statement with the most strongly positive response pertained to "Care" with *"The learning atmosphere is safe and harmonious in this class"* scoring 2.40.

Exchange programmes are being planned with Hangzhou, Singapore and Scotland. Exchange planning is proceeding for 2022-23 exchanges. Online options exist if the situation has not improved.

Diploma Pathways decisions were carried out using holistic data and with input from tutors in addition to academic considerations. In academic terms, this year we have selected for a broad range of abilities with the strongest student offered an IBDP place having scored 49 points in term 1 and the weakest 24 points. The lower scorers tend to be students with a talent for an Arts subject, strong extracurricular commitment and most have demonstrated success in the study of literature.

Coaching by tutors is being actively explored as a holistic support mechanism for students.

Rapid Progress Checks completed twice per student schoolwide. Follow up was quick, detailed where necessary and consistent, with a wide range of staff being mobilised to address specific student's needs. RPC records show the follow up. Every formal staff meeting schoolwide this year began with Students of Concern as the first agenda item. This made identifying and tracking issues highly effective, with far fewer students able to coast and stay just below the radar. Meeting minutes show that a wide range of students were identified, followed up and in most cases later removed from the list as their problems were resolved.

The Junior School streamlined the RPC and introduced self-reflection for target setting in term 2. Opportunities were available for tutors to discuss this with individual students and offer some guidance.

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

Year 2 objectives in the 3-year plan are partially complete, although this area was one of the most impacted by the current situation.

The school has made a virtual tour for the website. Four Senior School students were asked to write and present the script for this and their finished work is excellent.

The F1 Dragon Dance has gone ahead despite the current problems. This was made possible with help from student leaders who have helped staff by taking responsibility for getting the students through practice sessions.

Creative Week has gone ahead despite covid, albeit in a modified format, and has featured leadership training for many students, in particular F5. Organising leadership

opportunities has been difficult in the second half of this year, but is a priority as both the teaching staff and students have identified this as a particular need. In response to the statement *"The school provides enough opportunity to foster students' leadership"* 58% of teachers agreed and 18% disagreed, making this the weakest response in the student development section. Students responded with 49% agreement and 12% disagreement, also making this one of the weakest responses in this section.

Students have had many opportunities to demonstrate IB and CSS Learner Profile characteristics, in part because of having to go back online rather than despite it. The resilience required from students has been substantial and they have delivered, as they have with the need for reflective practices and finding balance in their lives. They have also demonstrated that lifelong learning is something that most will try to participate in, even under difficult circumstances. In the student version of the stakeholder survey, student views on learning showed strongest agreement with statements regarding taking work seriously, taking the initiative to learn and reflecting on their performance. Despite this, online learning seems to have impacted their confidence with only 43% stating that they are confident in learning, a figure that teachers placed at 40% despite 60% agreement from teachers that students are highly interested in learning and only 3% disagreeing with this statement.

Online learning has helped to strengthen resources available for completing administrative tasks and for communication between stakeholders, for example modifications to increase the functionality of the staff portal and greater use and awareness of e-Class apps for all stakeholders. Mobile staff portal has been brought online and will be further developed to meet emerging needs. The staff portal has also been used to obtain data used in Rapid Progress Checks (RPCs) such as summarised attendance data and also engagement data.

Quality of record keeping and interventions with students did not deteriorate during the online period.

Staff wellbeing team has been created and has started organising events, including online drinks after school that was attended by 27 teachers (34%) despite it coming during online learning and at a busy time of year. Every staff member has also received an eCard on their birthday this year.

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

    Year 2 objectives in the 3-year plan are partially complete, although this area was one of the most impacted by the current situation.

    Second PD Day set expectations of what a good lesson looks like at CSS and all staff contributed to the development of a lesson planning template.

The 7Cs survey was carried out by surveying every student to determine how they feel the school is doing in the domains of Care, Captivate, Challenge, Clarify, Confer, Consolidate and Control. The results by subject, Faculty and whole school were shared with all teachers at the second PD Day. The results for each area on 0-3 point scale are summarised below:
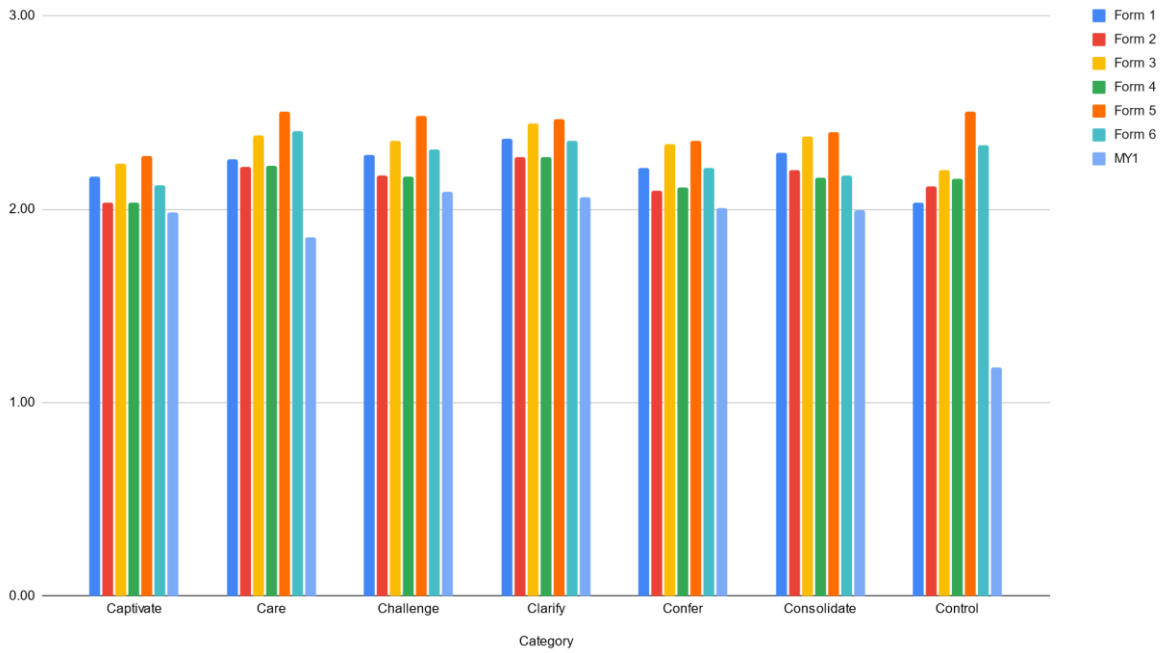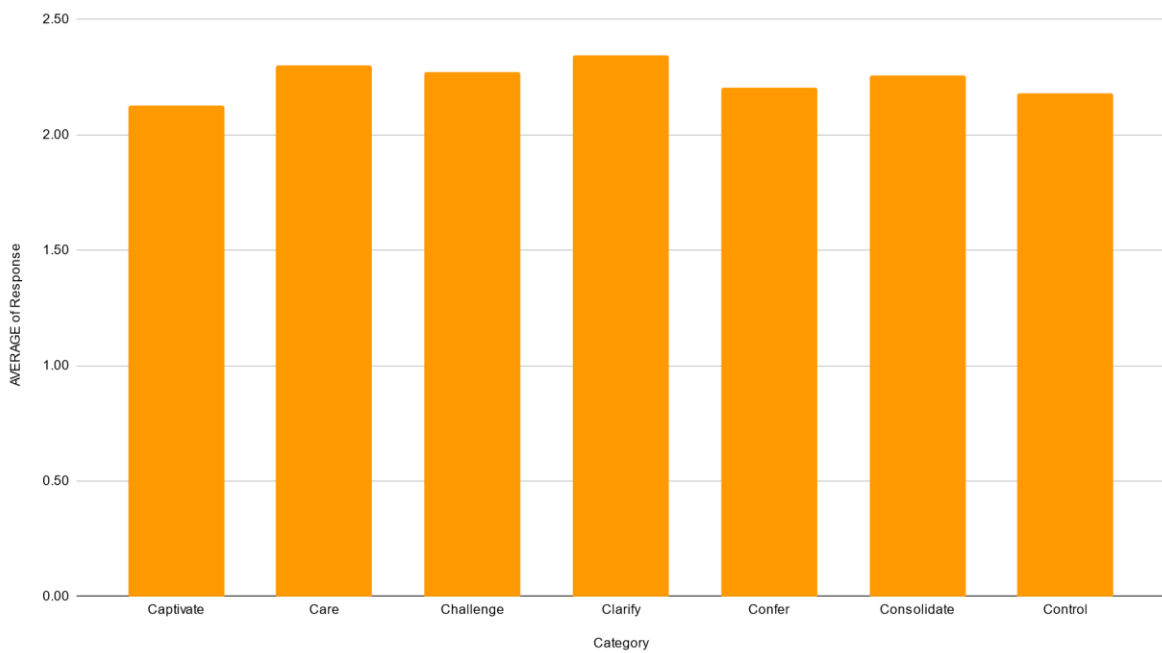
The Good Lesson Initiative was set up and around 160 observations carried out, each teacher getting quality feedback at least twice. The data produced was used by middle leaders to identify strengths, areas for development and PD needs.

Reflection

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

Integration of PLCs is moving ahead in a number of interesting ways as well as through the obvious teams and Faculties. The development of new IDUs has unusual cross-sections of the teaching staff working together and engaging in professional exchange. This is allowing good practice to move across Faculties as well as within them. This has led to the interesting suggestion that observations of tutor time might also feed this cross-fertilisation of teams.

Tutors are a resource that could be further tapped for taking this priority task forward. Tutoring is being explored as a holistic support mechanism that includes a student's academic development, in particular through the use of coaching. This would likely involve the need for some high quality PD for tutors as this is a departure from what most used to. Providers are being actively explored. This year there have been other pressures taking priority, but hopefully next year circumstances will be more suitable. Further involvement of tutors in the Diploma pathways process would be useful to make this process more transparent, improve communication and also for getting the best possible non-academic picture of a student.

Restorative practice (RP) remains the preferred method in school for dealing with problems, but some deep PD is probably needed as we have many new staff and RP is something new to them. They are getting support, but the message is perhaps not consistent and RP is quite difficult to do well if it's something new; balancing a positive exchange with the idea that actions have consequences is not always simple. This year it has been further complicated by the fact that around half of our staff have never experienced a "normal" year at CSS.

With the restarting of exchange programmes, it would be good to begin the process of returning to OLE students arranging their own overseas service trips as a cohort with only necessary support from teachers. This produced excellent results in the past.

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

There have been limited opportunities to promote student leadership in challenging

activities outside school and the online environment has made it difficult for part of the year to promote such activities in school. This highlights the importance of other aspects of the School Development Plan being brought to fruition next year, such as a switch in the emphasis of SAA from research and advocacy to action in the community. Having a normal Creative Week during which students can put into practice what they have learned about leadership is also important if it proves to be possible. Having live exchange programmes again instead of just online versions will also be an important step, especially if students are involved in planning and organising these as was the case previously.

It might be worth pushing certain attributes and character strengths that have not been required so much in the online environment, such as caring for others and communicating. The isolation and weakening of a strong sense of community has also meant that students are less concerned with simple things like uniform and manners, which are worth picking up in the coming academic year. A back to basics approach may be helpful early in the year.

The computerisation of administrative tasks and deeper use of a number of platforms has helped this year. We still use a large number of platforms and this could be consolidated to further simplify tasks, especially with the introduction of the staff mobile portal. A significant burden on teachers that remains is the range of mismatched and often old electronic equipment in classrooms and the difficulties associated with wifi connectivity in schools. The process of addressing this in detail will begin next year with the wifi being addressed.

The staff social committee has not had an easy time getting on its feet this year with all the restrictions, but has done its best. This is a high priority task for next year.

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

This year has seen a lot of success with lesson observation and the good lesson initiative, but momentum needs to be maintained. Lesson observations should start early next year, perhaps focusing on new staff to begin with along with observations of experienced teachers who are observing new staff. The data that Faculties have analysed this year needs to be turned into PD opportunities arising from the needs identified as a result of lesson observation.

The Good Lesson Initiative is a useful concept and should be strengthened rather than being allowed to lapse as teachers have accepted this term into the school's terms of reference and its purpose is well-understood. Ensuring that less experienced teachers have experience of being observers and giving peer-to-peer feedback is an important step. This year the initiative has been driven by the school leadership team, next year it would be good to give middle leaders the opportunity to take responsibility.

Perhaps the most important task for next year is to set up and trial an appraisal system for teachers and to negotiate its future format with all the teaching staff.

(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 21st 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. Around 80% 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.

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(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 (2021 / 2022 school year)

I. Policy	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.
II. Resources	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.
III. Support measures and allocation of resources	Students with SEN and ALAs are provided with the following support measures: 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; In addition to the SEN Coordinator, two specialist teachers are employed in the implementation of the WSA in catering for student diversity; ALAs are provided with pull-out lessons as well as in-class support when required; 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; 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; Subject teachers complete periodic rapid progress checks as well as monitoring and recording of lesson engagement for all students in order to quickly identify students of concern;

| | 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;

External Ed Psych and language therapists are employed as required to help diagnose students and develop SSPs;

Deploying teachers or TAs to team-teach to support students with SEN in classrooms;

Arranging lesson observations by SEN specialists to monitor and feedback on students, and to provide subject teachers with strategies;

After-school tutorials are provided for those students in need;

Providing benchmark testing in languages, maths and science, in addition to CATs, to help with early identification of students in need of intervention;

Adapted learning materials, teaching strategies and/or assessment accommodation are provided to students in need;

Students of junior classes are supported by those from the senior classes through peer tutoring such as the reading buddies system;

Whole school policies such as Invitational Education, Restorative Practices and Positive Education are used to create an inclusive community. |
|---|---|

(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.

Below is a summary of MYP performance in core subjects for our Form 3 cohort who will begin to study the DSE next year. This cohort is fairly representative of our students in recent years.

Mathematics

Report	Jun 2022	Dec 2022	Jun 2021	Jan 2021	Jun 2020	Jan 2020
Average grade (1-7)	5.48	5.38	4.67	4.58	4.52	4.49

Chinese (first language with literature)

Report	Jun 2022	Dec 2022	Jun 2021	Jan 2021	Jun 2020	Jan 2020
Average grade (1-7)	4.21	3.81	3.83	3.78	3.84	3.92

Chinese (language acquisition - NCS)

Report	Jun 2022	Dec 2022	Jun 2021	Jan 2021	Jun 2020	Jan 2020
Average grade (1-7)	4.43	4.34	4.80	4.89	4.92	5.12

English (first language with literature)

Report	Jun 2022	Dec 2022	Jun 2021	Jan 2021	Jun 2020	Jan 2020
Average grade (1-7)	4.36	4.03	4.42	4.40	3.92	4.38

English (language acquisition)

Report	Jun 2022	Dec 2022	Jun 2021	Jan 2021	Jun 2020	Jan 2020
Average grade (1-7)	4.10	4.29	4.38	4.29	4.77	4.88

With the exception of mathematics, it can be seen that either little progress is made (literature subjects) or a steady deterioration in academic performance sets in (language acquisition) from early 2020 as online learning interspersed with half-day schooling becomes the norm. The beginnings of what may be a return to better performance is seen this year in the languages with the greatest bounce seen in "first language" subjects, however there is a continued deterioration in English language acquisition. Similar trends to the languages are seen in most other subjects.

This year has seen relatively little online learning and we managed to operate for full days for several months from October to February and I would credit this with improving the trend in many subjects. The lag in language acquisition is likely due to lack of opportunities to use the target language outside of lessons during online learning, especially if the target language is English. The success of mathematics is noteworthy and needs investigating. It may be due to the nature of the subject, language skills and practical work not being a central part of maths, but it may be more interesting than that.

The negative impact of anti-epidemic measures on education is pretty apparent from these figures and demonstrates that it is time to start to make our young people a sincere priority for the first time in three years.

We were able to complete exams in school for Forms 4 and 5 towards the end of the academic year, however this followed disrupted schooling from February. Summary data for our current Form 5 cohort is given below:

IB Students - scores shown are IB levels 1-7
(DSE grades in F4 have been converted to their IB equivalent using the UCAS tariff table)

	English LL	English LA	Chinese LL	Chinese LA	Maths
Jun 2022	4.96	5.80	4.46	5.56	5.03
Jan 2022	4.65	4.40	4.21	5.67	5.18
Jun 2021	5.54	5.70	5.47	6.08	5.06
Dec 2021	5.72	5.80	5.55	5.85	5.21

DSE Students - scores shown are DSE levels

	Liberal Studies	English	Chinese	Chinese NCS	Maths
Jun 2022	1.77	3.03	1.59	5.00	2.41
Jan 2022	2.03	2.62	1.86	4.00	2.77
Jun 2021	2.91	2.04	2.18	3.30	2.55
Dec 2021	3.10	2.21	2.10	3.22	2.51

Our Form 5 IB students show a similar pattern to our F3 MYP students in most subjects, with a slow deterioration in performance during school closures and half-days last year with a rebound at the end of this year, likely for similar reasons. Maths shows a steady performance rather than the improvement that we see in Form 3, but again this suggests that teaching maths online or during shortened lessons is somehow different to other subjects, or that our Maths Faculty have hit on something, or both. Again, this is worth following up. Chinese Language Acquisition is an exception, showing no rebound, but the deterioration appears to have maybe stopped. The noticeable rebound here with English LA that is not seen with the MYP students is perhaps due to a greater tendency of our Senior English LA students to use English in school, perhaps due to greater confidence with the language.

The data for our F5 DSE students is more difficult to read as our DSE students tend to find the exams

that contribute to the June data more challenging than the IB exams appear to be - a somewhat different skill set is required and this requires a degree of structured practice and drill that is replaced by independent practice for much of the IB exam preparation. Given this difference, it is easier to prepare students for IB exams during partial or full school closures than it is to prepare them for DSE exams. Thus, the exams are likely to have had a more significantly negative impact on the June data for this section of the cohort.

With this in mind, it can be seen that English is following the same pattern as with IB students, and maths might very well be - DSE Maths is a challenge for a significant part of this cohort and the exam performance was not stellar, but steady progress does appear to have been made. The earlier rebound in English is encouraging, students appearing to benefit immediately from the return to full days. Given the school's excellent added value scores for English, this is perhaps not surprising.

DSE Chinese does not appear to be recovering; this is the most challenging subject for the majority of our DSE students and time away from school has likely done the most harm here. The steady improvement in NCS Chinese is likely due to two factors - the external GCSE exam in F5 making this a high priority and the fact that most of our students find this a relatively easy undertaking.

The Liberal Studies data is something of an enigma. Typically, our students perform well in LS, but there is no sign of the deterioration turning around. The way LS is taught here, with discussion, debate and analysis in groups of varying sizes does not work all that well online and shortened lessons limit this approach, so perhaps there is more work to do fixing the damage here than in some other subjects.

What is troubling is that it is unlikely we will be able to return to full days for as long as a 90% vaccination requirement exists. Those of our students who are not yet vaccinated represent a group who are very sceptical about the vaccines on offer and/or who place the right to self-ownership and bodily integrity above their schooling.

For our exam groups, this year has been the hardest yet 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. They have also studied for the larger part of their Diploma online and with half-days for most of the rest. 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 amongst our less organised or poorly motivated individuals. Our students were up against students in other countries where covid restrictions have been eased or abandoned and so were at a disadvantage given the unusually harsh restrictions in place in Hong Kong.

IBDP – 95% pass (60% awarded Bilingual Diploma); average score 38

This is a summary of our IBDP results:

Number of students who achieved the diploma:	35 (95%)
Number of students with 40 points or above:	10 (29%)
Number of students with 35 points or above:	27 (77%)
Number of students with 30 points or above:	35 (100%)
Number of bilingual diploma awarded:	18 (60%)

HKDSE - 100% pass in English, 50% at level 4 and above; 5*/5** in English, English Literature, Liberal Studies

F6 graduates accepted many offers to study, including Medicine at HKU; Dental Surgery at Leeds University; Politics, Philosophy, Law and Economics; PLE at Amsterdam University; Physiotherapy in Australia, the UK and Hong Kong; Quantitative Finance, Science and Engineering at HKUST; Global Business, Science, Hospitality and Real Estate at CUHK; Humanities and Digital Technology, Urban Studies, BBA, Applied Artificial Intelligence, Biomedical Science, Design and Engineering at HKU; Electronic Engineering at Southampton University and Edinburgh University; Economics at Toronto University; Fine Arts at Simon Fraser University and Warwick University; Music at Kent University and Econometrics and Operations Research at Maastricht University.

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

- 10 students admitted into HKU, 5 admitted into HKUST, 3 admitted into CUHK, 3 admitted into PolyU
- 18 admitted into other HK tertiary institutions
- 14 students destined to study in the UK, including Bristol, Edinburgh, Leeds, Manchester, Southampton, Warwick, Leicester, Birmingham, Bournemouth, West of England, Nottingham Trent, Kent.
- 6 students going to Canada including Toronto, Simon Fraser, Colombia
- 5 students going the United States including Penn State, Indianapolis, Haverford, Otis, Wake Forest
- 3 students going to Australia – including Melbourne and Queensland
- 2 students to the Netherlands attending Amsterdam and Maastricht

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 specialised courses of study rather than just a well-known university. Once again, our students' final destinations show a tendency to punch above their weight and succeed.

Again, non-academic performance is hard to gauge as online learning has greatly reduced opportunities for deep interactions with students. A significant number of CCAs have been able to continue and attendance has been good. Students have participated in a number of competitions and festivals, in particular in maths, sports and languages, and have enjoyed some success. Normally the school does well in team sports, especially rugby and softball, and, whilst the number of fixtures is an improvement on last year, they are still limited. We also had excellent participation in Sports Day.

Attendance and engagement have been closely followed and, if taken as a proxy for non-academic performance, paints an encouraging picture. The daily absence rate taken lesson by lesson for the year averaged 3.5% and individual students were recorded by teachers as being fully engaged 87.7% of the time with "mostly engaged" making up 92.6% of those students who were not fully engaged.

(6) Financial Summary
Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2020/2021 School Year

	Government Funds	Non-Government Funds
INCOME *(in terms of percentages of the annual overall income)*		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	51%	
School Fees		48%
Donations, if any		0%
Other Income, if any		1%
Total	51%	49%
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	78%	
Operational Expenses (including those for Learning and Teaching)	7%	
Fee Remission / Scholarship[1]	13%	
Repairs and Maintenance	1%	
Depreciation	1%	
Miscellaneous	0%	
Total	100%	
Surplus/Deficit for the School Year [#]	1.02 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	5.61 months of the annual expenditure	
[#] *in terms of equivalent months of annual overall expenditure*		

[1] *The % of expenditure on fee remission/scholarship is calculated on the basis of the <u>annual overall expenditure</u> of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the <u>school fee income</u> 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	1
- Replacement of old and addition of new computers & IT equipment, etc.	2.4
- Faculty equipment and facilities enhance for Science, Technology & P.E.	0.1
	3.5

Details of expenditure for large-scale capital work on School Premises for 2021-2022 School Year:-	$ (in million)
- Room alteration, additional and renovation works	0.5
- Replacement of old and addition of new computers & IT equipment, etc.	1.3
- Faculty equipment and facilities enhance for Science, Technology, P.E & Arts etc.	0.2

			2

Government Grants received in 2021-2022

Apart from the DSS grant, the school benefited from the following grants during the year 2021-2022.

Granting Body	Name of the Grants	Amount Utilized ($)	Comment
EDB	NCS Chinese Curriculum (annual)	1,500,000.00	Implementation based on enhancing existing NCS curriculum already being delivered. Fully spent.
EDB	Learning Support Grant	1,099,732.04	Remaining balance of $300,984.02 will be carried forward to next year.
EDB	Capacity Enhancement Grant	489,775.00	Successfully implemented as planned. Fully spent.
QEF	QEF – PE Gymn	174,080.00	Upgraded PE facilities.
EDB	Grant for Supporting Non-Chinese Speaking Students with Special Educational Need	138,730.00	Remaining balance of $199,488.11 will be carried forward to next year.
EDB	Diversity Learning Grant (Other Programme)	133,403.36	Remaining balance of $6,751.14 will be carried forward to next year.

EDB	Sixth Round of Anti-epidemic Fund	82,000.00	1st disbursement of allowances was already passed to janitors. The School is waiting for the 2nd disbursement of allowances for June 2022 Payment to janitors.
EDB	Promotion of Reading Grant 72816	73,326.00	Fully utilized to support the promotion of reading.
QEF	Bouldering Wall	55,950.00	Completed. About $50 will be clawed back.
EDB	HK/CH Sis Sch Grant (R)	57,183.00	Remaining balance of $157,127 will be carried forward to next year. About $59,425.03 will be clawed back.
EDB	SAS Grant	28,600.00	Fully utilized to support the student activities.
EDB	Home-School Co-operation	25,780.00	Passed the whole sum of grant to Parent-Teacher Association.
EDB	SB - After-school learning	17,904.00	Fully utilized to support the student activities.
EDB	Diversity Learning (ApL) Grant	15,075.00	Fully utilized.
EDB	National Moral Education	13,798.62	Fully utilized.
EDB	Subsidies to fight against epidemic	11,200.00	Remaining balance of $26,300 will be carried forward to next year.
EDB	Diversity Learning (OL) Grant	7,800.00	Fully utilized.

(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 development of many 21st Century skills and the beginnings of widespread SAA will lead to tracking of 21C skills and SAA being used as a vehicle to develop these more deeply with a focus on identifying local needs and responding with service beyond the school.

   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 and library team. Also, a platform will be developed for preserving and sharing our experience of e-pedagogies.

   The review of the Academic Integrity policy will be completed by stakeholder review and will be disseminated and explained to the school body.

   With COVID dying down all over the world, a strong focus will be Experiential Learning, especially activities that take students off campus.

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

   The output from this year's successful implementation of the PIE cycle coupled with a strong focus on PD that emphasises lesson delivery will be used by teachers and managers to plan carefully targeted individual PD.

   CALP, Learning Support and the Digital Learning Team will be providing extensive PD with a more whole school approach that builds on this year's successes, fills gaps that still exist due to a lack of opportunity and that utilises lessons learned during online learning.

   Teaching body will review, refine and approve new versions of the "Big 5" policies and then will guide parents and students through their part in the review process.

   ### 1.3 Improve student attainment

   The Creative Document Cache is now working and the collection of academic explicit knowledge is taking place. This needs to continue and to expand to ensure that sufficient material of sufficient quality is being collected from all Faculties and academic teams.

   Assessment practices have been reviewed and the Assessment Policy is being rewritten.

   Interventions have been tried with Diploma groups and these need to be evaluated on the basis of examination performance and modified as needed.

   RPC has been streamlined and further developed this year. In conjunction with Faculties and teams, the school has sufficient data to start setting academic goals within each programme, but

not across multiple programmes. Using data to correlate MYP performance to Diploma performance remains a challenge and is an area to work on.

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

2.1 Deepen student learning opportunities, broaden choice.

MYP Service As Action has taken place in a limited way this year. Next year SAA needs to be stepped up to involve more direct action by students off-campus. This also applies to CASOLE.

The newly appointed School Life Coordinator will assume responsibility for coordinating the efforts of CASOLE, CCA, EL, sports and other non-academic service and activity programmes and will ensure that opportunities to pursue these goals are embedded in the school curriculum.

German and Spanish will run in F1-2 for the first time next year. Schemes of work will need preparing for the introduction of languages to F3. Spanish ab Initio curriculum will need preparing for F6 IBDP as Pamoja will not be used.

Integration of CLACH, STEAM, CCE and NSE into formal curriculum planning documents will need to continue. As the equipping of the STEAM room proceeds, new opportunities for curriculum development will arise, especially in non-STEAM Faculties, teachers will need some PD and successes will need to be integrated. NSE integration will be extended fully to all subjects.

NSE workshops need to continue in PGP.

2.2 Strengthen students' participation in determining future pathways

Many of our goals involve strengthening links with the community and working beyond the school. In line with this, the school will explore helping students to arrange work placements and work shadowing.

The options process was a success this year. It should be repeated, but the Senior options can come a little later to allow students more time to consider and discuss. The Junior options for F2 into F3 need to come a little earlier in order to optimise the timetable.

Careers and life planning portfolio writing has taken place in F1 and will be extended to F2.

3. Align and strengthen school culture

3.1 Align and strengthen core school values, practices and culture

The PLC survey around SSE Day showed that we have been relatively successful in raising awareness of the 9 characteristics of PLCs. These need to be explicitly embedded in our practice next year.

The pressure on senior leadership this year from the rapidly developing epidemic situation has reduced the time available for consultation and negotiation as many decisions needed to be made quickly and at short notice. Next year it is important that collaboration and consultation with Faculties and teams becomes the norm within the decision making process.

The first PD was a big step in strengthening the Creative Schools through train, but many goals were missed due to the uptick in COVID. Missed opportunities to provide inter school teaching, taster lessons and CCAs will be followed up, along with strengthening the summer bridging programme and our combined understanding of RP.

Student leadership programmes need further development next year, perhaps in conjunction with the work to be done on SAA, CASOLE and EL.

To further strengthen the role of tutors, coaching will be explored as an option for supporting staff and then students.

Refinement of RPCs will continue and a goal of by February identifying all students in danger of repeating will be set.

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

Weekly Flag Raising Ceremonies have been held this year, with sharings that reflect the values of the school. Next year, it would be good to have as many of these sharings written and read by students as possible.

After extended periods online, students are collectively struggling with some core values. We plan to return to the emphasis on "Respect" as the first guideline to conduct. PGP sessions at the start of the school year will focus on this. It is worth reviewing the Code of Conduct to achieve consensus on guidelines to promote positive behaviour for learning.

Scholarships have been a key feature of CSS since the school began. It may be time to review the role of scholars to give them a more prominent role in school and to celebrate their achievements and status more openly.

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

The review of the "Big 5" policies by all stakeholders mentioned above is a key goal in this area for early next year.

To continue with our successful Good Lesson Initiative, a teacher competency framework will be constructed and approved by the teaching staff, which will also be instrumental in constructing a teacher appraisal system in the coming year.

(8) Appendix

School Report 2021-22 (SR)