



Cheung Sha Wan Catholic Secondary School

Annual School Report

2012-13



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School Mission

- Share the universal mission of Catholic Schools in the education of the whole person
- Spread the Gospel and lead students to live a life according to the Christian spirit
- Cultivate positive values and service spirit in students
- Inspire students to strive for perfection according to the school motto of "Self-strengthening and continuous improvement".

School Vision

To gain recognition as one of the leading schools in Hong Kong in academic achievement, community service and extra-curricular activities.

School Management

Adopts school-based management, with School Management Committee, School Executive Committee, Steering Committee and School Sustainable Development Committee.

The School Management Committee consists of the Supervisor, the Principal, professionals and educationists. The School Executive Committee consists of the Principal, Representatives from parents, teachers and alumni.

School Information

Cheung Sha Wan Catholic Secondary School (CSWCSS) founded in 1970, is a boys school, one of the Diocesan Catholic Schools.

In the 2012/13 school year, the school has 28 classes with a total enrollment of 1004 students-

Level	S1	S2	S3	S4	S5	S6	Total
No. of classes	4	4	5	5	5	5	28
No. of students	143	141	176	176	197	171	1004

The Students' Union was established in 1976, the Alumni Association in 1982 and the Parent-Teacher Association in 1997. The Alumni Association and PTA provide strong support and resources and were awarded the "Gold Award for Volunteer Service" in 2012. The Steering Committee, was set up in 2004 to monitor school policy implementation and set directives. The School Executive Committee (SEC) was set up in September 2005. According to the suggestions made in the previous ESR report, SSDC was established and redefined to play a more significant role and to strengthen PIE. A high degree of transparency and accountability in school management have been implemented.

To implement the NSS curriculum according to the needs of the students, regular feedback was received from stakeholders. KLA leaders and subject panel heads coordinate to better use school-based assessment data to enhance teaching and learning and cater for learners' diversity. The staff development programmes are closely related to the school development plan, major concerns and the professional needs of the teachers. The self-evaluation mechanism provides strategic planning in all KLAs and peer lesson observation and collaborative lesson planning are widely promoted. The staff appraisal system ensures continuous improvement in teaching. CSWCSS traditionally has an outstanding teacher -student relationship.

The major concerns in 2012-13 are to 'build a supportive learning community' and 'cultivate positive attitudes'. Language across the curriculum has been successfully developed for the needs of Form One students in learning in English. Peer learning inside and outside classrooms is encouraged. E-learning is being promoted. Stress management and time management are promoted to help students cope with stress. Reading is promoted through the Reading Task Force and library. Cross-curricular collaboration is promoted. The effectiveness of split/small class

teaching was reviewed Teaching strategies are continually enhanced and diversified. The Guidance Team and CME program plans were planned according to APASO data. Award schemes have been implemented so that more students receive recognition for their efforts. Leadership training and voluntary service are enhanced through such initiatives as the Big Brothers' Scheme.

Information of Teaching Staff

Information of Teaching Staff (including School Head)		
No. of teachers in approved staff entitlement	58	
No. of teachers not included in staff entitlement	7	
Total:	65	
Qualifications and Professional		
Teacher Certificate /Diploma	-	
Bachelor Degree	51%	
Master / Doctorate Degree	49%	
Special Education Training	14%	
Working Experiences (% of Teachers)		
0 - 4 Years	5 - 9 Years	≥ 10 Years
14%	15%	71%

School Facilities

28 standard classrooms, 5 special classrooms for small-class teaching, school library, 5 science laboratories, Computer-assisted Learning Laboratory, Multimedia Learning Centre, Multi-purpose Hall, Mini Theatre, English Resource Centre, Chinese Resource Centre, Liberal Studies Resource Centre, 2 computer rooms, Visual Arts Room, Music Room, Geography Room, Chapel, Multi-purpose Activity Centre, Student Guidance Room, Brass Band Room, Fitness Room, Titan track and Climbing wall.

Achievement of and Reflection on Major Concerns 2012-2013

Towards Academic Excellence

Major Concern 1. Build a Supportive Learning Community

(a) Better use of assessment data to enhance T&L effectiveness

Achievement

With reference to the stated success criteria, there has been an improvement shown in students' academic performance in the 2013 HKDSE exam results. The percentage of Level 4 or above in total subject entries is greater than that for the previous year. The overall average of TESS scores has also increased when compared to that of the previous year

It has been both recognized by 2013 ESR and acknowledged by panel heads that assessment data has been used for self-evaluation and the feedback from the assessment data has also been used to modify teaching strategies. Good use of assessment data to refine learning and teaching strategies has been commended in some subjects and such good practices could be further promoted.

In general, AQP has been adopted in quite a number of panels and in some exam papers. Nevertheless, just above half of the sampled panels reported AQP as useful to their panels.

Reflection

As the use of assessment data has become more popular and the success criteria have to some extent been met this year, it would be more systematic if different panels can stipulate more clearly how adjustment has been made in teaching and learning in accordance with the feedback from the assessment data. In addition, the use of AQP has to be promoted further if it is to be used in the coming year.

(b) Cater for learner diversity

(i) Language-Across-Curriculum (LAC)

Achievement

To help S1 students adapt to learning in classrooms using EMI, the Reading Task Force designed and launched our school-based Language Across Curriculum (LAC) package for S1 Integrated Science (IS) as a pilot scheme. LAC tasks and activities were completed during IS and reading lessons. It was found that students performed well in questions targeted at LAC skills. The scheme was proved to be a success as more than 70% of students in the Learning Effectiveness Student Opinion Survey agreed that the LAC component helped them study IS and English better. The feedback was generally positive. The ESR Team found the above measures employed to support language learning and teaching to be effective.

Reflection

The LAC programme can be extended to other EMI subjects in other forms. In addition, the Reading Task Force may further refine the learning packages for LAC by including e-Learning resources as well.

(ii) Peer Learning

Achievement

Peer learning inside and outside classrooms was carried out by most subjects. They employed different strategies such as putting students in mixed ability groups, special seating arrangements to facilitate group work, more interactive group activities such as presentations, experiments, competitions, discussions and debates.

Also, peer assessment was adopted in some assignments and activities. Students generally showed positive responses to this mode of learning. They found it more lively and interactive. The learning atmosphere and class interaction were enhanced.

Reflection

Peer learning has been used widely by different panels to cater for learner diversity. It was observed by the ESR team that students are generally able to answer teacher's questions and communicate with peers in English. It was suggested that more opportunities and encouragement should be given to students in order to develop their confidence in speaking English in front of the whole class.

Furthermore, students can be further engaged in monitoring their own performance, and that of their peers, through self-evaluation, peer assessment and feedback . The sharing of learning targets and the use of such targets for gauging learning progress can be made routine in lessons. With the installation of 'Peer Assessment' component in e-class, panels can have an additional channel to carry out peer assessment and student self-evaluation both within and outside classroom.

Major Concern 2: Cultivate Positive Attitudes

(a) Help students cope with stress, especially in learning

Achievement

The Civic and Moral Education Panel had tailored-made a F.1-3 curriculum to nurture students' positive values and enhance their ability to face adversity, with special emphasis on study skills and stress management. The programme proved very useful to students, with an average of 82% of students agreeing that the lessons had helped them to cope with stress and adversity in life.

Besides, programmes on stress management, time management and sense of responsibility were systematically designed by the Guidance Team to address their developmental needs. Twenty-one S1-2 students who frequently failed to hand in their homework joined the Self-Strengthening Centre to do their homework three times a week and attended 10 workshops on self-discipline and sense of responsibility. A majority of the students responded positively and some have improved in their learning performance. Twelve S1-2 low achievers attended a special programme aimed at enhancing their time management and

study skills. The majority of students have improved in their confidence and attitude to learning. Besides, two talks on 'gratitude' and 'test anxiety' were organized for S.1-3 and S.3-5 respectively to promote positive thinking and reduce test anxiety. Special groups were run to target students with a high risk of depression or internet addiction.

To reduce examination stress, old boys were invited to give talks on study skills and time-management to F.6 Project A students. Similar subject-based talks were also organized by Science and Geography.

At the school level, to reduce students' stress and facilitate their preparation for examinations, the day before the half-yearly and final examination has been made a holiday for students from the year 2012-13 onwards.

The good efforts by the school at different levels were well perceived by students, as reflected in the Stakeholders Survey. The mean score of school support on students' physical and mental development, making friends and academic performance has improved from 3.4 for last year to 3.7 for this year.

Reflection

Figures from APASO reflect that the negative affect, especially that of 1A, and the test anxiety of S4 & S5 students are still much higher than the Hong Kong norm. The talk on 'test anxiety' was found to be not very helpful to students. Further measures should be explored to help students cope with their stress. More life-education activities can be organized using the form-teacher periods to boost a caring, supportive school culture.

(b) Implementation of life education

Achievement

The Life Education Core Group was set up this year to create a collaborative platform amongst committees which are responsible for the formative development of students. A number of pioneering programs were launched in S1 to cultivate students' positive values and social skills. A life camp was held after the half-yearly examinations. Feedback collected from students reflected that the program was successful and students had learned a lot. It was also

highly commended by parents. Besides, class meetings and service team were implemented in S1. These programmes were well supported by class teachers as well as the Life Education Core Group members. Students were involved actively and the result was very encouraging. In S2, a cross-curricular project called 「撐小店大行動」 was launched with the theme of 'social justice'. The subjects involved were, Civic & Moral Education, Liberal Studies and Ethics & Religious Studies which worked together with Pastoral Care Team. Teachers concerned were impressed that students' reports were not only rich in content, but also highly self-reflective in the evaluation part. Apart from the above activities, the Life Education Core Group has integrated related curricula of various subjects in order to increase teaching effectiveness in overlapping topics while making room for new topics such as resilience and sex education.

Evaluation

The size of the Life Education Core Group was small at the pioneer stage. To better meet the students' needs in a more comprehensive way, members from other committees of Student Support could also be recruited into the Core Group.

Besides, the Life education programmes this year were mainly implemented in S1 and S2. Planning should be done to put some elements of life education into both the formal and informal curriculum of senior forms e.g. E&RS lessons, Class-teacher periods.

Progress Report on Refined English Enhancement

Scheme (REES) 2012-13

Funded Measure	Extent of Completion	Extent of Achievement	Evaluation
1. School-based Curriculum Development a. To develop a school-based junior form	Completed in 2011-12	Objectives well met	A school-based junior form curriculum was designed with teaching

<p>curriculum on skills development, language arts and preparatory topics for NSS Electives.</p>			<p>materials on language arts and NSS electives. Form-based collections of materials on drama, debate, poems and songs and social issues were compiled for use in the oral lessons.</p>
<p>b. To refine NSS elective materials</p>	<p>Partially completed</p>	<p>Objectives satisfactorily met</p>	<p>The school-based curriculums for Social Issues and Popular Culture Issues were reviewed and refined in 2011-12 and 2012-13 respectively, to be followed by Workplace English (2013-14).</p>
<p>c. To design language across curriculum (LAC) learning materials that support the learning of Liberal Studies and Integrated Science</p>	<p>Partially completed</p>	<p>Objectives satisfactorily met</p>	<p>In 2011-12, a set of materials on topics related to Liberal Studies were developed and used in F.5 and F.6 oral lessons. In 2012-13, oral lessons were arranged in F.4DEF to support Liberal Studies. A set of topics on social issues have been developed and used in F.4. In junior form, LAC materials were designed to support F.1 Integrated Science.</p>
<p>2. To hire service to</p>	<p>Completed in</p>	<p>Objectives well</p>	<p>The eight-lesson F.1</p>

<p>conduct in-class drama training for all S1 students</p>	<p>2011 - 12</p>	<p>met</p>	<p>drama programme was well received by students. More than 90% of students enjoyed the lessons and participated actively. A great majority said their creativity and confidence in the use of English had improved.</p>
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Report on Support Services for Students with Special Educational Needs (SEN)

With the implementation of inclusive education in our school, we organized different programmes and training for students with special educational needs (SEN). A seminar was conducted with the teachers concerned to help them have a better understanding of the symptoms of the SEN students and the teaching strategies for them. In addition, our school used the Learning Support Grant to employ a social worker assistant to help the SEN coordinator in providing intensive care for the SEN students. We also bought services from some professionals to provide social skills training for those students in need.

Student Achievements 2012-13

http://www.cswcss.edu.hk/CustomPage/11/Student_Achievements_12-13.pdf