



Cheung Sha Wan Catholic Secondary School

Annual School Report

2015-16

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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

CSWCSS adopts school-based management, with School Management Committee / Incorporated Management Committee, School Executive Committee, Steering Committee and School Sustainable Development Committee.

The IMC was established on 4 May 2015. It consists of the Supervisor, the Principal, professionals, educationists, and representatives from parents, teachers and alumni, replacing the former School Management Committee and School Executive Committee.

School Information

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

Level	S1	S2	S3	S4	S5	S6	Total
No. of classes	4	4	4	4	4	5	26
No. of students	144	144	143	143	136	172	882

In the 2015/16 school year, the school has 25 classes with a total enrollment of 882 students.

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. In particular, the PTA was 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. A high degree of transparency and accountability in school management have been implemented.

The major concern in 2015-2016 is to 'develop the culture of sharing in school'. School-based strategies are devised to promote the sharing culture at teacher-teacher level and teacher-student level. At the same time, students are given different learning experiences to develop their self-directed learning skills.

Based on the success of 'The Support Scheme for e-learning in Schools', 'E-textbook Pilot Scheme' as well as the e-learning sessions in junior classes, students' experience to e-learning was widened.

As for peer learning, different innovative strategies were adopted by different panels to foster the sharing culture. Through self-reflection tasks and peer-learning experiences and assessment, students realized their own strengths and weaknesses.

To cater for students' learner diversity, students could also extend their learning using individualized self-learning materials.

The school also emphasized much on spiritual education and student development so life education programmes were provided to all students. In the activities organized by the Life Education Core Group and Pastoral Programme, the importance of the five core values of Catholic Education was stressed. To put life education into practice, career and life planning in school curriculum also took place to provide career related experience to students.

Information of Teaching Staff

Information of Teaching Staff (including School Head)		
No. of teachers under staff entitlement	55	
No. of teachers not under staff entitlement	7	
Total:	62	
Qualifications and Professional		
Teacher Certificate /Diploma	100%	
Bachelor Degree	100%	
Master / Doctorate Degree	50%	
Special Education Training	26%	
Working Experiences (% of Teachers)		
0 - 4 Years	5 - 9 Years	≥ 10 Years
10%	19%	71%

School Facilities

28 standard classrooms, 5 special classrooms for small-class teaching, school library, reference library, 4 science laboratories, Computer-assisted Learning Laboratory, Multimedia Learning Centre, 2 computer rooms, Visual Arts Room, Music Room, Campus TV, Geography Room, Chapel, Multi-purpose Hall, Student Guidance Room, Mini Theatre, Brass Band Room, Fitness Room, Titan track and Climbing wall.

Achievement and Reflection on annual Major Concern

2015-2016

Major Concern - Develop the culture of sharing in our school

(a) (i) To develop culture of sharing in school at teacher-teacher level (T-T level)

Achievements

1. Profession Development Sessions are to be arranged for sharing by teachers having taken professional training outside school

In the past years, a number of colleagues have taken part a variety of 3 to 5-week *Professional Development Programmes (PDP)* of their related areas of interest and duties and they have shared what they have learnt afterwards in our school's Professional Development Sessions.

In 2015-16, three colleagues delivered a 1.5-hour *Professional Development Session (PDS)* on 'Handling Students with Special Education Needs (SEN)' on the 10th March, 2016 where principles and strategies of handling students with needs were discussed among colleagues. In the teachers' opinion survey, 84% of participants agreed that the sharing was helpful to them.

2. Gear peer lesson observations to collaborative lesson preparation

With the assistance of Staff Development and Appraisal Committee, annual *Peer Lesson Observations* have been organized for years and colleagues gave positive feedback. During peer lesson observation, general pedagogical knowledge such as the principles and strategies of classroom management) were shared among the colleagues.

Apart from peer lesson observation, panels like Integrated Science and Liberal Studies adopted collaborative lesson preparation where specific subject pedagogical knowledge was discussed among subject teachers in a more thorough manner.

In 2015-16, representatives of Integrated Science and Liberal Studies delivered a PDS on 'Gear Peer Lesson Observations to Collaborative Lesson Preparation' where LS panel shared their experience in implementing collaborative lesson preparation in their subjects in their weekly form meeting; while IS panel shared their experience in planning and implementing e-learning in F3 Chemistry curriculum based on discussion among subject teachers in co-lesson preparation period. In the teachers' opinion survey, 74% of participants found the sharing helpful to them.

3. Actively participate in the professional development programs offered within and outside the School Sponsoring Body, such as CSL, professional sharing sessions, learning circles, etc.

Over the past years, colleagues have been taking part actively in professional development programmes offered within and outside School Sponsoring Bodies.

For programmes offered by SSB in 2015-2016,

- one senior teacher attended the 3-day *Catholic School Leadership (CSL) Training Programme* 「天主教學校領導」培訓課程
- one senior teacher attended *Spiritual Leadership Training Programme* 「屬靈領導」培訓課程
- Six senior teachers attended the 4-day *Soft Skills Training Programme for School Middle Managers in Enhancing Communication with Stakeholders* 學校管理人員傳意溝通效能以提升聯繫持分者效能培訓課程
- Eight teachers attended the sharing session entitled *Sharing of Good Practices in Teaching and Learning of English and Chinese Language*
- All teachers attended the Catholic School Teachers' Day on 17th May, 2016.

For programmes offered by other organizations in 2015-2016,

- teaching staff also joined the Careers and Life Planning programmes run by Hong Kong Federation of Youth Groups 香港青年協會 & Leap of Mind 靈躍計劃
- they also joined the Seminar on *Adolescent Health Programme (AHP)* run by the Student Health Service of the Department of Health, HKSAR Government 衛生署青少年健康服務計劃

In the stakeholders' survey, about two-thirds of teachers agreed that there was a good atmosphere of professional interflow.

4. Arrange 4 Form Meetings to enhance communication among class teachers and Life Education Form Coordinators

The respective form meetings were all conducted smoothly as they provided a platform to class teachers to share good practices, pinpointing the needs for students. The principal, vice-principals and Life Education Coordinator were also present at the meeting so as to foster the communication between the management and class teachers, responding directly to the needs of teachers and students.

Reflection

Positive feedback was received in different related programmes in general. More practical and communicative professional development programmes, like workshops and discussions should be organized during staff development days next year to give hands-on experience to teachers on designated topics so as to further enhance professional interflow.

Regarding form meetings, class teachers are encouraged to communicate with Life Education Coordinator and Form Coordinators and to give more suggestions on how the form-based activities, like visits and outings could be better implemented by the Life Education Committee.

(a) (ii) Develop the atmosphere of sharing at teacher-student level (T-S Level)

Achievements

1. Invite teachers to deliver short speeches during morning assembly

Teachers were invited to deliver short speeches during morning assembly once every two weeks. According to survey results, 75% students found the contents of teachers' sharing meaningful and positive, and could enhance the culture of sharing between teachers and students, as reflected in the scores of 3.2/4 and 3.1/4 respectively.

2. Extend class teacher time

Class teacher time had been extended to provide more class-based guidance and enhance teacher-student interaction. Survey findings show that 83.6% of students believed this arrangement had enhanced the sharing and communication between teachers and students.

Reflection

As both teachers' sharing and extended class teacher time were well-received by students, the two practices should be continued and with a greater focus on the 5 core values of Catholic school mission.

(b) Cater for the learning needs of students by

(i) developing adequate learning skills

Achievements

Teachers assigned varied pre-lesson tasks to students, such as graded reading materials, related video clips through e-class or role play activities to develop students' habit of pre-lesson preparation and arouse their interests in the subjects. In the lessons, teachers encouraged students to prepare their own note book even their own quizzes to be shared in the class. Students would receive their feedback from teachers and students after sharing to consolidate their learning.

Reflection

Teachers used e-class, Google Classroom or Dropbox as a platform to conduct pre-lesson activities. By using these platforms, students would receive their feedback anytime anywhere and their learning would not be confined in classrooms. TESS report also revealed that students appreciated teachers' effort in providing timely feedback to their preparations and assessments. (3.2/4)

(ii) reinforcing self-directed learning

Achievements

Apart from regular self-directed learning in school, the school also provided various opportunities to extend students' scope of experiential learning in different settings. For instance, students took part in trial court competitions, experiencing public space education scheme, environmental assembly – Model UN etc. Through all these extra-curricular activities, field trips, competitions, role-play and so on, students learnt on their own with the guidance and support from relevant parties and teachers. Besides, students also took part in off-site courses and competitions to stretch their academic potential through their active participation. For example, gifted students participated in academic programmes and competitions organized by universities.

Another commonly used tool for self-directed learning was the Internet which can cater for the needs of students. For instance, different panels made use of e-class, google classrooms, Facebook and WhatsApp groups for disseminating information and materials for students' self-directed learning. Then the self-directed learning experience would be followed up with questionnaires to generate feedback for both students and teachers for self-improvement.

Reflection

As different subjects made use of various resources from external agents and ICT panel had put much effort into promoting e-learning, further collaboration between different subjects on sharing resources and materials can be considered in order to expand the interflow and cooperation across different disciplines.

(iii) encouraging peer learning

Achievements

In general, peer learning was satisfactorily implemented as reflected from the TESS score given by students (3.2/4).

Peer assessment and peer learning were carried out across different subjects and lessons. Different forms of peer learning such as think-pair-share, roundtable and

group discussion, presentation and cooperative tests, etc. in lessons were adopted in some subjects. Some panels implemented their peer learning by organizing study groups through social media such as Facebook or WhatsApp. Peer assessment such as peer marking was also conducted by some panels.

Students' good works such as essays in tests, examinations were also shared and circulated among their peers. Some might be presented in class through group presentation or videos.

Reflection

As mentioned, students reported that teachers, in general, encouraged peer learning in class. Different forms of peer learning have been conducted across different subjects. Nonetheless, peer assessment can be further enhanced through wider application across various subjects in school level.

(iv) using e-learning

Achievements

Some forms of e-learning were adopted in various subjects and committees. Quite a number of subject panels utilized social media platforms such as Facebook and WhatsApp to set up subject-related groups for students concerned to share relevant information and have better communication with classmates and teachers concerned. Subject teachers made use of other cloud storage such as google classroom, dropbox and e-class to share relevant materials with their students. iPad were used in some lessons, like Integrated Science for carrying out e-learning in class. In particular, Reading Panel and Liberal Studies encouraged students to conduct self-directed online learning by joining E-read scheme launched by the HKEdcity and HKEJ iknow. In TESS, students also thought teachers provided useful reading or supplementary materials to help them learn better. (3.2/4)

Reflection

In 2015-16, e-learning was practised in various levels. Nevertheless, its use was mostly related to information dissemination and sharing between teachers and students. More student-student intellectual interflow on relevant subject matter should be promoted to help stimulate their intellectual exchange on related subject

matter. For in-class e-learning, it usually involved simpler learning activities which might cast doubt over teaching and learning effectiveness. More meaningful e-learning tasks in class should be carried out to enhance students' learning effectiveness.

With the increasing demand for devices for in-class e-learning, more tablet computers should be purchased to allow the most students to benefit from autonomous online learning.

(c) Fully utilize the potential of students

(i) Cater for students' learner diversity

Achievements

Teachers' awareness and skills on catering for learners' differences such as diversity in learning style, learning ability, or even their Special Education Needs (SEN) were raised through their participation in various professional development programmes, both run by the school internally and other institutions externally. Feedback from teachers on those programs was encouraging.

Students with learning difficulties were identified. Measures like ASEL (After School Extended Learning) and tutorials held on Saturday with tailor-made learning and teaching packages were widely adopted by panels to provide additional support to bridge the achievement gaps. Evaluation was done and students in general considered the measures helpful in their learning.

Enrichment programs like Project-A and Elite Groups were organized for higher achievers. Learning and teaching materials not only enhanced students' performance in examination, but also widened their horizons and raised their interests in pursuing the subject knowledge. Students on the whole responded positively in evaluation.

Teachers were proactive in encouraging, preparing and assisting students with higher ability in participating in external competitions which helped to stretch their potential. As a recognition of their efforts, some of them were commended externally.

Strategies on assessment for learning, like questioning, short quizzes, scaffolding worksheets, were adopted so as to monitor students' learning progress. The data could also be perceived as the evidence of the needs for making adjustment in teaching. Making use of assessment data was made as a part of classroom routine.

The core part was designed in assignments, worksheets, test paper were designed to suit students with average ability whereas more challenging questions, namely the extended part were designed to suit students with higher ability.

Reflection

It is evident that students' diversity was both addressed within and outside lessons. Various means and strategies were adopted by different panels to bridge the gap between high and low achievers.

Apart from the above measures, school-based learning packages were also launched through e-platforms so that students could adjust their learning process independently.

On the whole, the first and second tiers of the Three-tier Intervention Model were properly met, whereas the third tier, namely, intensive individualized support, could be explored further.

Education for Life

(i) The five core values of Catholic Education to be passed on to students

Achievements

Coordinated by the Life Education Core Group with the five core values of Catholic Education as the main theme, Form Teachers' Periods and other non-teaching time were effectively utilized to implement different activities for students in different forms, so as to provide students opportunities to experience the values. For example, to enhance students' experience in "Life", all Form 1 students joined a three-day Life Education Camp, while Life Education Day Camp was organized for Form 2 students. Apart from making them realize the importance of team spirit, they were inspired to reflect on the value of "Life".

Moreover, based on the value of “Family” and “Love”, through Hong Kong Repertory Theatre’s drama show on “退化廚神” and SHKP Club’s “Grateful Story of My Family” Competition, students were guided to be more concerned with their family in daily life. Also, it was glad that our school won the Champion of Most Grateful School Award in that Competition.

Besides, based on the value of “Justice”, the Life Education Core group, working with the Pastoral Care Team, the Civic and Moral Education panel, the Liberal Studies panel, the Ethics and Religious Education panel and Hong Kong Catholic Commission For Labour Affairs, organized a yearly program called “撐小店大行動” for Form 2 students. Through debating, watching video clips, writing reflections and direct engagement, students were inspired to rethink about the relationship between “Justice” and their daily life.

Furthermore, Spiritual Education was fully implemented in school. Most students learned how to live mindfully. It is a good way to provide more chance to review their life. In addition, Spiritual Education Ambassadors Program provided a formal training to some students. It helped those ambassadors to find peace and live mindfully. Some of them reported that this program helped them improve their family and peer relationship.

Based on the value of “Truth”, movie shows, board game group and Catechism class were organized by Pastoral Care Team. Through interaction between students and Pastoral Care Assistant, students found the truth of God.

Pastoral Care Team also organized the CSWCSS 45th Anniversary “Sharing God’s Love” Cambodia Service Learning Trip which let students spread love and care through wall painting, house building and visiting rubbish heap, etc. Students experienced a new way to live and had a new understanding of life after the trip. They were inspired to reflect on the value of “Love” and “Life”.

Speeches in weekly morning assemblies on Wednesday about the Five Core Values were given by different Catholic teachers and Pastoral Care Assistant. According to the Evaluation Survey by Pastoral Care Team, students found the sharing sessions inspiring and meaningful.

Reflection

Programs held this year successfully continued raising students' awareness of the Core Values in Catholic Education, serving as the solid base for further development in the coming year. For instance, it is planned to assign two of the Core Values on each form and organize the relevant programs in the coming three years, so as to consolidate students' awareness and recognition of those values in their daily life.

(ii) To help students develop their self-awareness, opportunity awareness and career management skills

Achievements

Careers Committee successfully incorporated elements of Career and Life Planning in school curriculum and helped students to establish their own career profiles. The booklet called "My Career Profile" was used as the teaching tool to boost students' career planning in Junior Forms. Based on teachers' feedback, most students made effort to prepare for their future and pursue their dreams. Students also agreed that the booklet was inspiring. It helped them to plan their study paths and make an informed decision for subject selection.

Concerning the career-related experiences provided for students, Career Committee organized a number of activities for students to enhance their awareness of career planning. It included campus visits, workshops for interview, career talks, soci games, board games, etc. As more career-related experiences were provided, students' exposure and horizons were enormously widened. Based on the feedback from Class Teachers, they agreed that the activities could boost students to plan their future.

Reflection

In order to help senior form students to further develop their self-awareness, opportunity awareness and career management skills, "My Career Profile" will be issued for senior form students as the teaching tool for Career Education.

In order to help junior form students discover their possible careers based on their interests, abilities and preferences, Probe, an aptitude test widely adopted by secondary schools in United Kingdoms, will be conducted in Junior Forms in the coming year. The results of aptitude test will be distributed to parents on Parents' Day as the basis for career planning.

Besides, on F.3 Subject Selection Day, old boys studying in tertiary institutions will be invited to talk about their programme details such as entry requirements, scope of study, prospect, etc.

Report on Support Services for Students with Special Educational Needs (SEN) (2015-16)

With the implementation of inclusive education in our school, the school organized various programmes and training sessions for students with Special Educational Needs (SEN). Seminars and meetings were conducted for the teachers concerned to help them have a better understanding of the characteristics of the SEN students and the teaching strategies for them. Parents' training sessions and meetings were held to enhance their understanding on their children. In addition, Learning Support Grant was used to employ a social worker assistant and to subscribe services from the professionals in helping students in need. The social worker assistant helped teachers to provide intensive care to SEN students. The professional services our school subscribed including social skills training, individual training, training for students with ADHD and speech therapy sessions in helping students in need.

Student Achievements 2015-16

http://www.cswcss.edu.hk/CustomPage/11/Student_Achievements_15-16.pdf