Cheung Sha Wan Catholic Secondary School

Annual School Report

2013-14

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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, 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.

Level	S1	S2	S3	S4	S5	S6	Total
No. of classes	4	4	4	5	5	5	27
No. of students	144	144	139	176	173	194	970

In the 2013/14 school year, the school has 27 classes with a total enrollment of 970 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 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 2013-14 are to 'support students' learning' and 'cultivate positive attitudes and values'. School-based learning schemes are devised to support students' learning, as well as cultivate students' learning habits. Specifically, panel-based learning strategies, like pre-lesson preparation, the use of assessment data, methods to cater for the learner diversity, are devised to support students'

learning. Teachers are also encouraged to make use of co-lesson preparation and peer observation to improve the quality of teaching. A learning community is built among teachers through professional sharing as peer observations within or across KLAs are encouraged. The culture of peer-to-peer sharing is gradually developed. Life education has been in full swing as life education programmes are extended to all forms.

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	$\geqq$ 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, 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 and Reflection on annual Major Concern 2013-2014

Major Concern 1   Support students' learning

(a) (i)   Devise School-based learning schemes to support students' learning and cultivate students' learning

<u>Achievement</u>

- In Mathematics, an e-learning pilot scheme (EMADS) was launched in two classes in both F.2 and F.3. Students were interested in using iPads to learn mathematics in the lessons.

- Athletes who were from the bottom 20% in the examination or those who showed a decline of 20 in form position were requested to join the Programmed Academic Supports for Athletes (PASA). In PASA, students should attend tutorial classes twice a week. More than 60% of the students improved in their examination results after they joined the PASA.

- The newly launched Good Shepherd Scheme consists of a Students' Academic Performance Tracking System which teaching staff can track down the academic results of students throughout the years of study. Class teachers of all forms found the tracking system of Good Shepherd Scheme useful to monitor the progress of students. This system is particularly useful for class teachers to award students showing remarkable improvement in examination and at the same time devise remedial measures for students who have experienced a drastic drop. Senior form teachers found the system useful to spot students with great improvement or sharp decline whereas various panel heads made use of the system to stream students in tutorial groups in accordance with their ability.

<u>Reflection</u>

- After the e-learning pilot scheme (EMADS), most students preferred using textbooks to electronic devices to learn Mathematics. Students need more time to adapt to a new learning mode. In view of this, our school should encourage more subjects to incorporate e-learning elements in the coming year.

- In PASA, there were time clashes with various tutorial classes of their subjects. Athletes might not be able to join some of the tutorial classes.

- While the Students' Academic Performance Tracking System proved to be a useful tool to monitor the progress of students, it is more important for the teachers to supplement with follow up actions; to care and cater for the needs of our students.

(a) (ii)   Devise panel-based learning strategies to support students' learning

<u>Achievement</u>

- Various panels have strived to devise different panel-based strategies to support students' learning. To prepare new F.1 students to learn study skills and adapt to secondary school life, a 10-day F.1 bridging course was conducted from 11 August to 22 August. Pre-lesson learning tasks, like reading newspaper articles, tasks related to dictionary skills, spelling practice were introduced in the course and most of the students found the course useful.

- Some panels set up different pre-lesson learning tasks e.g. pre-discussion reading tasks, pre-lab quizzes, vocabulary build-up tasks, tailor-made summer assignments and e-class exercises to facilitate students' self-learning and their learning outcome was reflected in CA marks. Some students were asked to complete lesson preparation on separate exercise books and they would be marked by subject teachers. It was observed that junior form students had a more thorough lesson preparation when compared with the senior form counterparts.

- Some panels conducted regular form meetings even on a weekly basis (e.g. LS, Chinese, IS, CMED) to share their teaching progress and specify key learning areas to improve teaching and learning.

- Various panels (IS, LS, Chinese, English, Maths etc) made full use of the assessment data from public and internal exams to fine-tune their teaching strategies. Panels like English, Chinese Mathematics made use of the data to cater for the learner diversity in class. Panels evaluated students' public exam results and TESS results for weaknesses and strengths and then modified the learning and teaching strategies e.g. a skill book was designed for upper formers in LS. Apart from it, the web-based student tracking system was often used in the context of ability group differentiation, running after-school or summer school learning support and enhancement classes.

- Putonghua panel made use of peer assessment in e-class to facilitate peer learning whereas some other panels conducted on-line reading schemes e.g. CMED, Reading. E-learning was also successfully implemented in technological subject like Graphical Communication.

- School-level peer lesson observation was arranged for all panels to build rapport among teachers.

- Most panels successfully adopted measures, like designing graded tasks, to cater for learner diversity in classroom context.

Reflection

- The current situation has reflected that the use of e-learning is not as popular as expected. Students' learning power can be fully utilized and explored if both teachers and students can realize the potential of the use of IT.

- Students also has relied too much on the extra help given by the school but have ignored the importance of self-directed learning. The learning power of students can be fully unleashed if students have raised their awareness of self-access learning.

- The culture of enhancing self-reflection and peer-learning should be enhanced at school so that students can learn beyond the classroom. Elements of self-reflection and criteria of peer-assessment should be introduced to enable students to realize their strengths and weaknesses.

- Apart from strategies adopted by panels to cater for learner diversity, teachers should be encouraged to make use of other effective strategies, like using effective questioning techniques in classroom context to cater for learner

diversity.

(b) Build a learning community among teachers (within and across KLAs) through professional sharing

<u>**Achievement**</u>

- The school has continued to take big steps towards creating a learning community among teachers. To encourage professional sharing, peer observation was arranged within or across subject panels according to the observer's preference. On top of the Staff Development and Appraisal Committee's central arrangement, the Liberal Studies panel further added an exercise of peer observation and post-lesson sharing among teachers teaching the same form.

- Besides, three professional development sessions were scheduled throughout the year for all subject panels to share the strategies they had used to address the key issues in relation to teaching and learning , including effective use of assessment data, good practice of e-learning, catering for learner diversity, co-lesson preparation and sharing of good practices.

- According to the Stakeholders' Survey, teachers' feedback to the above professional development programmes is favourable, as reflected in the rise from 3.1 in 2011-12 to 3.6 in 2013-14 concerning the school's ambience of professional interflow.

<u>**Reflection**</u>

- The good practice of professional sharing and its alignment with school development plans should be continued to further enhance professionalism and synergy across panels.

- New areas for concern, such as 'fully exploring the potential of students' should be identified and incorporated into the strategic planning of professional development to address new developmental needs.

Major Concern 2   Cultivate positive attitudes and values
(a) Extend life education programmes to all forms and better use of class teacher periods for life education

Achievement

1. Utilization of CT period for fostering life education

- Life Education Committee made use of CT periods to promote life education. Catering for the diverse needs of different forms, specific themes were designed. For instance, to enhance the class cohesion among F.1 students, there were inter-class sports competitions and games day. Besides, in collaboration with the Careers Team, there was a career planning activity, entitled 'Life Games' for F.3 students, aiming to let them understand themselves for better Subject Selection at the end of F.3. In addition, there was a stress control workshop for F.6 students to help them cope with exam pressure.

- Through three official CT evaluation meetings, the core group of Life Education Committee could better communicate with class teachers in a bid to understand the actual implementation of life education activities during CT periods. In the meetings, the committee understood the progress and special needs of each class and recommendations were gathered from frontline class teachers for better implementation in the future.

2. Equipping teachers with good spiritual qualities in life education

- In terms of staff development, there was whole-school life education workshop "在安舒寧靜中與自己打個照面" during the Staff Development Day. Besides, to better prepare for the promotion of spiritual education in the school context, a few teachers were assigned to participate in camps and programs like "生命的照拂", "自處教育──導師培訓課" and other spiritual education professional training workshops.

- Next, a few teachers were assigned to observe how spiritual education was incorporated in activities like Japanese Tea Ceremony and Kendo in other schools, and how spiritual education student ambassadors were trained and operated. All these could inspire and enlighten how the school can conduct spiritual education programs.

<u>Reflection</u>

● It has been a success in teachers' training with regard to life education. As such in the coming year, there will be a shift of attention from teachers to students. For instance, on top of religious activities, there will be elements of life education in Ethics lessons. In particular, F.1 students will be asked to keep a "Spiritual Journal" in a bid to equip them with the ability to conduct self-reflection.

Report on Enhancement Scheme (REES)

A. Project deliverables

1. 25 lessons of teaching materials on language arts (poetry, songs, drama & class readers) and non-language arts (social issues & debating) to be covered in the weekly oral lessons for F.1, F.2 and F.3.
2. 2 units of work on social issues and argumentative writing for each form of F.1, F.2 & F.3 to be covered in 4-6 lessons to support Liberal Studies
3. Refined school-based materials for NSS Social Issues, Popular Culture and Workplace English
4. 5 sets of materials for discussion on social issues to be covered in F.5 and F.6 oral lessons
5. 6 lessons of teaching materials on listening with pre-, while- and post-listening tasks for F.4 bridging
6. Language across curriculum (LAC) materials to support F.1 & F.2 Integrated Science

Report on Support Services for Students with Special Educational Needs (SEN) 2013-14

With the implementation of inclusive education in our school, we had organized different programmes and trainings for students with special educational needs (SEN). A seminar had been conducted to 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 and speech therapy for those students in need.

Student Achievements 2013-14

http://www.cswcss.edu.hk/CustomPage/11/Student_Achievements_13-14.pdf