



# **Cheung Sha Wan Catholic Secondary School**

## **Annual School Report**

**2016-17**

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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 Incorporated Management 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	4	24
No. of students	144	141	142	141	143	130	841

In the 2016/17 school year, the school has 24 classes with a total enrollment of 841 students.

## Information of Teaching Staff

Information of Teaching Staff (including School Head)		
No. of teachers under staff entitlement	53	
No. of teachers not under staff entitlement	7	
<b>Total:</b>	<b>60</b>	
Qualifications and Professional		
Teacher Certificate /Diploma	100%	
Bachelor Degree	100%	
Master / Doctorate Degree	53%	
Special Education Training	25%	
Working Experiences (% of Teachers)		
0 - 4 Years	5 - 9 Years	≥ 10 Years
3%	17%	80%

## School Facilities

Equipped with full Wi-Fi network, CSWCSS has 28 standard classrooms, 5 special classrooms for small-class teaching, school hall, school library, reference library, 4 science laboratories, Computer-assisted Learning Laboratory, Multimedia Learning Centre, Virtual Reality and Simulation Lab, 2 computer rooms, Visual Arts Room, Music Room, Campus TV, Geography Room, Religious Activity Room, 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

2016-2017

**Major Concern – Promote the core values of Catholic Education**

**through Life Education**

**(a) (i) To instill into students the five core values of Catholic Education, i.e. Truth, Justice, Love, Life & Family**

## **Achievements**

1. Diversified programmes to consolidate the five core values of students

The Life Education Committee instilled the five core values of Catholic Education into all students. To be more focused, different activities were carried out highlighting two core values in each form. (i.e. the value of Life and Family for F.1 and F.4, the value of Justice and Love for F.2 and F.5, the value of Truth and Life for F.3 and F.6). 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 to experience the values.

For example, to enhance students' experience in "Life" and "Family", all Form 1 students joined a three-day Life Education Camp, while all F.1 and F.4 students were guided to discuss the topic of "My Life Story" during CMED periods and E&RE periods respectively. They were guided to be more concerned about their personal growth with the support of family.

Moreover, based on the values of "Justice" and "Love", the Life Education Committee, the Pastoral Care Team, the Civic and Moral Education panel, the Liberal Studies panel and the Ethics and Religious Education panel jointly organized an annual program called "Support Small Local Shop Movement" (撐小店大行動) for Form 2 students. Through sharing by guest speaker, video show, reflection writing activity and direct engagement, students were inspired to rethink about the relationship between "Justice" and their daily life.

Also, some F.5 students joined the “Smoke-free Teens Programme”, which was organized by Hong Kong Council on Smoking and Health. Participants took up the role of ambassadors to spread and promote anti-smoke messages in schools and community through organizing smoke-free programmes. They experienced a new way to love and care for others in school and community.

Besides, to instill the values of “Truth” and “Life” into students, the Civic and Moral Education panel and S.K.H. Holy Carpenter Church District Elderly Community Centre jointly organized “Life and Death Education” for F.3 students. Through sharing by social worker, video show and reflection writing activity, students were inspired to rethink their life value. Also, the project entitled “My Personal Review in CSWCSS” was arranged for F.6 students, who did deep reflections on different aspects such as faith, family, friendship, school and society in the last secondary school year. Positive feedback was shown in students' presentation and written assignments.

Also, in comparison with the APASO figures of the previous years, students gave positive feedback in the general satisfaction to school. The figures are significantly higher than the Hong Kong norm.

Furthermore, “Just . Love family” was used as the theme of Pastoral Care by the Pastoral Care Team in 2016-2017. All the programmes and activities were related to the five core values of Catholic Education. According to the Pastoral Care Team Students’ Opinion Survey 2016-2017 conducted in May, the feedback from students on most Pastoral Care Team programmes was positive. Nearly 70% of the respondents found the “Teachers’ Morning Assembly Sharing” and the concept of “Just. Love Family” and the five core values meaningful.

2. The introduction of core values of Catholic Education to new F.1 students and parents during the F.1 Bridging Course and F.1 Orientation Day

Working with the Pastoral Care Team and the Ethics and Religious Education panel, the Life Education Committee introduced the core values of Catholic Education to new F.1 students and parents. First, F.1 Religious Orientation Day was held during the F.1 Bridging Course and the five core values of Catholic Education were introduced and passed on to the new F.1 students in collaboration with the Diocesan Youth Commission Hong Kong. Next, the core values were emphasized by Life Education Committee on F.1 Orientation day. All F.1 students were encouraged to practise and apply the core values in their daily life during the E&RE periods.

To enhance students' experience in the values of "Love" and "Family", the "School Service Team" was set up. All F.1 students were assigned duties to clean the school campus during lunch time. Students had positive reflection on the service. They learned to love and serve others as reflected in their sharing session in the Class Teacher Period.

3. Life Education Camps for junior forms

Apart from the three-day Life Education Camp for F.1 students, Life Education Day Camp was organized for F.2 and F.3 students on Life Planning Day by Life Education Committee and all junior Form teachers. Students were inspired to reflect on the value of "Life". Form teachers agreed that the programmes could boost students' awareness of the importance of team spirit.

4. Providing different learning materials for class teacher periods to cultivate the core values of Catholic Education to students

As for the value of "Life", the school-based teaching package, designed by Careers Committee, "My Career Profile", was used to guide students in their career planning during the class teacher periods and the Civic and Moral Education lessons. About 75% of students agreed that the booklet could enhance their awareness of career planning and goal setting. For senior students, the "Stories of Old Boys" videos were played in the class teacher periods. Class teachers reported that the stories were inspiring and touching. They could positively encourage students to pursue their dreams.

Moreover, the Life Education Committee designed worksheets for F.1 students to plan their own timetables for studying before the exams and to write a “Letter to parents” after the exam. First, students were guided to make their own plan and then share their own learning experience. Class teachers reported Form 1 students found the activities helpful before they started their revision. After the exam, under the supervision of the class teachers, students did a personal review on their first term school life. Then they were asked to write a letter to their parents as a reflection and appreciation for family support. Teachers, students and parents gave positive feedback on the activity. It was also good to inspire students with the core values of “Life” and “Family”.

As for F.2 and F.3 students, “My Treasure Card” was used as a teaching tool during the yearly review in the Class teacher period. Class teachers reported that students found life amazing and felt their personal growth after they finished the task. It was a good way for students to experience the miracle of “Life”.

5. The implementation of learning package “Basic Life Skill Training Programme” (成長新動力) in junior forms in collaboration with the Health Department

Working with the Health Department, six Class teacher periods in F.2 were used to implement the learning package “Basic Life Skill Training Programme” (成長新動力) for students on their personal growth and value education. After that, the Life Education Coordinator and all F.2 Class teachers conducted review meetings with the representatives of the Health Department. The representatives appreciated the students’ performance and found they had made progress in their growth

6. Gearing the F.3 Cross-curricular Project to the five core values of Catholic Education

The F.3 Cross-curricular Project was carried out by the Civic and Moral Education panel, the Liberal Studies panel and the Ethics and Religious Education panel. Over 95% students participated in the visits and gained hand-on experience. F.3 students also took part in a role-play activity as a hawker in a local bazaar in Tin Shui Wai. The participants achieved a volume of sales of \$3,623.2 from selling second-hand goods. According to the Civic and Moral Education panel, the feedback was found to be positive in and students showed their understanding of the five core values.

7. The integration of the 5 core values of Catholic Education in the curriculum of different panels.

The Ethics and Religious Education Panel, the Civic and Moral Education Panel and the Liberal Studies Panel worked together to organize different programmes promoting the core values. Other panels also integrated the core values in their teaching practices. For example, the Music panel taught the Catholic hymns related to the core values in the F.1-F.3 Music lessons. Students were asked to rewrite the lyrics of a chosen song using core values as the theme. For the Reading Panel, reading journals of all forms were reviewed and guiding questions related to the core values were included. Students also shared the related concepts in book presentations in the morning assembly with other students.

Furthermore, the following panels carried out learning activities to enhance students' concept in the 5 core values of Catholic Education.

The Chinese Panel:

- Relevant classical poetry and stories were used to introduce traditional Chinese values of “love” and “family”.

The English Panel:

- Fables, stories and set readers were used to bring out the themes of “love” and “family” for F.1-2 students.
- Forum theatre was carried out in F.3 drama curriculum to work on social issues related to family and friends.
- Junior Form Singing Gala on the theme of love was organized in May.
- Biographies were used as reading texts for F.5 to inspire students the value of persistence, courage, overcoming adversities, faith in oneself and fighting for justice.

The Mathematics Panel:

- The problem solving process related to the understanding of the value of truth was taught.

The History Panel:

- Through the historical events such as World War II, students understood the core values of life and justice.

The Chinese History Panel:

- Through the historical figures such as Yue Fei (岳飛), students understood the core values of life and justice.

The Science Panel (Physics Panel, Chemistry Panel, Biology Panel and I.S. Integrated Science Panel):

- Through the topic of “Reproduction”, the concept of how life begins, in relation to the value of love and family was taught.
- Through issues and specific topics such as test tube baby, GM food, energy crisis and chemical waste, students were infused the core values by discussion and presentation.

The Geography Panel:

- Field trips in F.4 and F.5 were organized to let students understand the values of life.

The Economics Panel:

- Students learnt the values of justice through the topic of “Equality”.

The BAFS Panel:

- Through the topic of “Corporate Social Responsibility”, students learnt the values of justice and love.

The C&T and ICT Panel:

- 95% of F.1 students were assigned a PowerPoint project on the topic of “My Personal Profile” to review their personal life.

The Physical Education Panel:

- The training in 25-lap running practice instilled the values of life and justice into students.

8. Staff development programmes were organized to reinforce the five core values

With the assistance of Staff Development and Appraisal Committee, four Staff Development programmes had been organized to support the teaching of five core values throughout the year. Over 65% teachers agreed that the programmes helped them understand the five core values better and the sharing of teaching practices by different subject panels was useful.

## **Reflections**

Using the whole school approach to promote the five core values (love, justice, truth, life and family) in Catholic Education, programmes held this year successfully continued to raise students' awareness of the core values. Students were inspired to rethink the relationship between the core values and their daily life. Positive feedback was received in different related programmes in general. In the coming year, different panels and committees should continue to expand the possibility of their immersion in the five core values of Catholic Education, so that students can live out the core values in life.

Therefore, continuing to strengthen teachers' understanding of the five core values is very important. Staff development programmes or school visits to other Diocesan schools should be offered to all teachers, to help them promote the five core values in different aspects at school.

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

**Achievements**

**Career Profile and Personality Test**

“My Career Profile” was used as a teaching tool for career education in class teacher periods. About 75% of students agreed that the booklet could enhance their awareness of career planning and goal setting. Class teachers reported that the stories of old boys were inspiring and touching. They could positively encourage students to pursue their dreams.

Probe Test, a personality test, was used to help students in careers planning and subject selection in F.3. About 75% of students of students agreed that it could boost their awareness of career planning. Although the results could not meet the success criteria, students’ feedback was positive and encouraging. It clearly showed students’ ability and interest and helped students make informed choices of their career paths.

**Reflections**

**Career Profile and Personality Test**

The time for delivering the Probe results was very short on parents’ day. It is suggested that a briefing session on the probe test can be introduced on parent day to help parents make full use of the results in the next academic year.

**Achievements**

**Life Planning Day, Subject Introduction Programme and Individual Counselling**

Life Planning Day was newly introduced this year to raise senior form students’ awareness to different programs in the tertiary levels. F.4 and F.5 students visited school campuses for 4 times on Life Planning Day. As the participating students could visit the university programmes of their preference, experience campus life and attend sample lectures on Life Planning Day, 80% of students agreed that the activity could enhance their awareness of multiple pathways and obtain updated information for further studies.

F.3 students attended the Subject Introduction Programme before making informed decision on F.3 subject selection. By observation, most of the participating students were interested in the programme. They were very motivated to know more about the scope of study and prospects of the programme they like. Around 20 parents also attended the programme to obtain the updated information for their sons.

Individual Counselling was carried out across six forms. Based on the teachers' feedback, teachers agreed that it could offer more individual care for students' personal growth and encourage students to pursue their dreams. Apart from this, the results of APASO indicated that students were well aware of the importance of goal setting and goals of life. The results of these two areas are tabled as follows:

	Junior Forms	Senior Forms
Goal Setting	3.04 (HK : 2.83)	2.92 (HK : 2.81)
Goals of Life	3.03 (HK : 2.84)	2.87 (HK : 2.82)

### **Reflections**

#### Life Planning Day, Subject Introduction Programme and Individual Counselling

The good practices of Life Planning Day, Subject Introduction Programme and Individual Counselling would be refined and continued in the coming academic years to further give students insights into their career paths and academic pursuits.

## **(b) To develop the atmosphere of sharing at (i) S-S Level**

### **Achievements**

Strategies which encourage students' sharing are as follows:

- (1) An English anthology was published this year to promote the sharing of students' outstanding works.
- (2) In Reading and English lessons, students were invited to give peer evaluation after students' presentation tasks or end-of-term drama performance.
- (3) For Music, three types of concerts were held this year to unleash students' musical talent and potential:
  - Class-based performances: Students were divided into groups and designed a group performance to showcase their talents in class. All students participated in this activity and exhibited what they learnt in the instrumental classes.
  - Lunchtime concerts: Students performing well in class-based concerts would be invited to perform in lunchtime concerts. A wide variety of performances, such as harmonica solo, group singing, Chinese orchestra and woodwind ensemble were organized. A total of 6 concerts were held this year.
  - Annual concert: A large scale annual concert was held on the 6th July to let students demonstrate what they have learnt in different musical groups and instrumental classes. Performances included organ solo, harmonica ensemble, Chinese orchestra, symphonic orchestra, string orchestra and the school choir. The concert hosted audience including parents, teachers, alumni, representatives from other schools and by observation the audience found the concert entertaining and impressive.
- (4) Students and prize winners were invited to share their experience and reflection in the morning assembly after activities like Support Small Local Shop Movement “撐小店大行動”, Teen's Programme “Teen 才再現計劃” etc.
- (5) Video wall and display boards were utilized as platforms to demonstrate our

students' learning outcome and they were appreciated by both students and teachers.

### **Reflections**

Students' sharing is a core part in developing the atmosphere of sharing at school. It is a means of showing their unique perspective in thinking as well as unleashing their creativity. Approaches eliciting students' sharing should be encouraged.

# **Achievements and Reflections on 3-year School Development Plan Core Item: To further stretch the potential of students**

## **1.1 Students are able to manipulate adequate skills to cope with learning**

### **Achievements**

In the past three years, different KLAs have taken steps to help students understand their strengths and improvement needs by providing more specific feedback.

Depending on the nature of tasks, different KLAs adopted different strategies. During lessons, teachers gave timely oral feedback and argumentation table on their classwork/practice and group discussion individually and on a group basis. For afterschool assignments/projects/tests/examinations, teachers used mainly written & oral feedback while some subjects use rubrics/checklists (Chinese, English and Liberal Studies). For senior form language subjects, genre-specific feedback would be given to students; while for some senior form non-language subjects (Physics, Chemistry, Biology and Geography), item-specific feedback like Multiple Choice and Structured Questions helped students identify their strengths and weaknesses of the related subjects.

### **Reflections**

In 2016-17, the TESS scores on item 8 “My teacher teaches us to develop effective skills and examination skills” (3.20/4.00) and on item 12 “My teacher marks assignments/assessments seriously and provides timely feedback (e.g. oral, comments, marks, remarks etc)” (3.20/4.00) Both revealed students’ appreciation for teachers’ efforts in giving feedback. To sustain success, it is advised to allow more professional interflow of the means of giving specific feedback to students as students need more individualized support of learning.

## **1.2 Students' learning diversity can be better catered**

### **Achievements**

#### **1. Adjust the teaching content, pace and strategies in accordance with their learning progress**

Many subject panels adopted strategies to cater for learners' different learning progress.

In planning stage, many subject panels (especially core subjects) usually had form meetings/common lesson preparation meetings to discuss the difficult points/core learning items and hence adjusted the teaching pace and ensure alignment to students' developmental needs.

During lessons, for other subjects like Integrated Science and Music, teachers adopted different approaches like "core and extension parts" which catered for learners' different needs.

For evaluation of students' learning progress, panels arranged various modes of learning tasks (e.g. online quizzes, worksheet, practical tasks, mini projects etc) with different levels to learners of different stages; while some subjects like Integrated Science offered graded exercise to students.

Many subject panels organized afterschool supplementary lessons / tutorials to cater for learners' needs. For higher achievers, core subjects and Integrated Science offered "Project A" Classes while for slow learners, ASEL classes and tutorial classes were organized to support their learning needs. Some subjects also encourage more able students to participate in various Inter-school events/competitions (e.g: Music / Speech Festival, Drama/Debate/Science Project Competitions, Knowledge Quizzes).

### **Reflections**

In 2016-17, a slight improvement in the TESS scores on item 5 "My teacher uses a variety of teaching strategies and activities that suit over level of ability" (3.21/4.00) was shown (3.17/4.00 in 2015-16).

Apart from ASEL and conventional tutorial classes, small learning groups should be arranged for students who have similar learning needs.

## **2. Work closely with HKAGE and tertiary institution to provide suitable gifted programmes to our students**

Our school gifted education session has been working closely with other institutions outside to provide some pull-out programmes to more able students. In 2016-17, a number of students took part in various programmes offered by these institutions.

- a) Eighteen F.3-F.4 students attended HKUST Dual Programme (Level 1: Chemistry; Life Science, Physics & Maths and Pre-stage Maths & Physics). Two students obtained A in Pre-stage Physics and one got A+ in Pre-stage Maths. Six obtained Grade B which allowed them to be promoted to a higher level.
- b) Fifteen students from F.1 to F.4 enrolled on HKAGE as preliminary members. There are six students in Science Domain, four in Maths Domain and five in Humanities (Chinese & English). One F.3 student was invited to join under the Nurturing the Gifted Scheme.
- c) Four F.3 students enrolled on HKAGE/EDB web-based learning courses of gifted education (this year migrated under HKAGE);
- d) Three students participated in CUHK Winter Programme and one participated in Spring Programme for the Gifted & Talented
- e) Our school has participated in EDB Gifted Education Project on Talent Pool and the project will continue in the coming year.

### **Reflections**

The above strategies should be continued in future as it can further unleash the potential of more able students. It is also hoped that the number of students joining the programmes for the gifted can keep increasing. Yet more attention should be paid by junior form students on understanding their learning needs and time management.

Also, it is suggested to further expand the talent pool of gifted students inside our school by exploring other aspects of giftedness according to the definition of the EDB and closer collaboration with different KLAs.

### **1.3 Self-directed learning of students should be reinforced.**

- 1. Introduce individualized learning programmes, i.e. provide choice engagement to students.**

#### **Achievements**

Teachers offered different individualized learning programmes to students in both during lessons and outside classrooms.

Junior form subjects offered a large variety of individualized learning programmes. For Computer & Technology and Chinese History, individual projects were of various kinds so that students could learn in accordance with their own needs and progress; Music panel allowed students not belonging to any music groups to complete an individualized learning project involving a wide range of music appreciation tasks.

For Senior form subjects, many panels offered various kinds of self-directed learning materials and/or tutorial classes/learning circles so that students can choose according to their own needs. For example, non-language subjects like Liberal Studies, Mathematics, Physics, Chemistry and Biology make use of various online platforms such as e-class, google classrooms, Facebook and WhatsApp groups for disseminating information and materials for students' self-directed learning. The content ranges from questions sorted by topics to other extended learning materials like online news materials.

Besides, many panels offered tutorial groups of different areas. For example, language panels offered classes on writing enhancement and integrated skills. Also, S6 students were encouraged to take part in extra mock practice offered either by the school or outside.

## **Reflections**

In 2016-17, subject panels showed a stable performance in the TESS scores on item 10 “My teacher provides useful reading or supplementary materials to help me learn better” (3.16 in 2015-16; 3.17 in 2016-17).

Also from teachers’ observations, students’ showed a mixed response to those individualized learning programmes. With the use of e-learning platforms and suitable strategies, the environment of utilizing self-learning skills should be fostered to enhance students to become self-directed learners in the long run.

## **2. Enhance self-reflection, peer learning / assessment elements in lessons**

### **Achievements**

More panels integrated self-reflection, peer learning / peer assessment elements in lessons. Integrated Science panel offered self-check exercise, self-assessment checklist, self-reflection in both chapter exercise and summative assessments so that students could identify their own strength and weaknesses, propelling students to make progress. Chinese panel also offered self-assessment checklist before examinations.

For peer-learning/peer-assessment, a number of panels adopted different strategies. For example, Music panel asked students to write down comments and feedback on the performance of peers in lunchtime and class-based concerts; while Chinese panel offered peer demonstration and peer evaluation in students’ short presentations and discussions.

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 presentations or videos.

### **Reflections**

The ultimate goal of peer assessment is to encourage self-learning. Suitable assessment practice should be explored in other panels so that atmosphere of self-learning can be enhanced in more subjects.

## **1.4 Ample opportunities are provided to widen students' exposure and learning beyond classroom**

### **1. Organize overseas exchange programmes, and leadership training programmes**

#### **Achievements**

A total of 11 study tours were held by different panels and committees in 2016-17:

- New Zealand sustainability tour –school based (Eng and LS)
- New Zealand English study tour with HK Diocesan Secondary School (Eng)
- Swiss Tour (PSHE)
- Science Robocup competitions in Shandong and Taiwan (Science)
- Mathematics competition in Beijing (Mathematics)
- Sports training in Taiwan (PE)
- Voluntary Teaching Programme in Guangxi 廣西義教團 (OLE)
- Mainland Exchange Programme for Student Leaders 領袖生內地交流計劃 (DC)
- Mainland Exchange Programme for Junior Secondary Students 『同根同心』-香港初中學生內地交流計劃 (OLE)
- Beijing Harbin Cultural Exchange Tour 中華大地．走進京哈九日八夜文化交流之旅 (OLE)
- Luoyang Exploration Tour 洛陽深度行 (C Hist)

Besides, Sister School from Guizhou (Xingyi No.8 Middle School) and our school offered dual exchange programmes where teachers and students from each school could benefit from academic and professional interflow.

For leadership programmes, different committees organized different leadership camps for different student organizations like school clubs and committees, Students' Union, Houses, School Library and Prefects' Team. Also some KLAs like Science offered a whole-year programme to the club student leaders on learning how to plan, implement and evaluate the student activities across different forms.

#### **Reflections**

Overseas exchange programmes from different fields can be further explored as students gave positive feedback on the programmes which widened students' horizons. Leadership programmes should be offered to different forms and in disciplines so as to equip more students with leadership skills. To be in line with the principle of the

major concern of the coming school year ‘to unleash one’s own potential in accordance with their gift’, more individualized programmes can be recommended by teachers for different students with different capabilities.

## **2. Provide other learning activities to students**

### **Achievements**

Different panels provided various learning activities beyond classroom to students. Apart from Maths and Science KLAs which nominated a number of students to join training programmes offered by the school and institutions outside like the HKAGE and the HKUST, Music panel offers afterschool and weekend music instrument classes, musical groups, lunchtime/annual concerts and primary-secondary music exchange programme. Some panels like Geography and Biology organized local field trips and field camp respectively to let students learn beyond classroom.

More importantly, many students were encouraged to take part in many local or even international interschool competitions and obtained outstanding results in the area of Chinese, English, Maths, Science and Physical Education. (see “Student Achievements in 2016-17” on the school website)

### **Reflections**

More chances should be given to other students of different abilities so that their strength can be identified and further stretched in an earlier stage.

### **1.5 Students are able to gain benefits from peer learning**

During lesson, more group work tasks involving both homogeneous and heterogeneous grouping were organized in different panels like Chinese, English, Mathematics, Science, Music, Chinese History. Group discussion, laboratory work and group projects were offered to students so that they can learn from each other.

## **Achievements**

Besides the current practice of organizing small-class tutorials by core subjects, there is an increase in number of formal and informal class/form based study groups where old boys can instruct and guide students in a more efficient way. For example, coordinators of Chinese, English, Maths, LS and Science KLAs organized Project A learning groups for higher achievers of senior forms. Besides, class/form based study groups were organized mainly in pre-examination periods where students could group and learn together according to their own needs with the guidance of old boy tutors.

## **Reflections**

It is evident that students can acquire not only subject knowledge but also skills and attitudes due to the finer grouping in class and afterschool study groups. As the study groups were mainly run according to the needs of students, their learning effectiveness and efficacy reported by students and teachers increased a lot. It is recommended to continue this practice to provide students with individual attention.

## **2.1 The culture of sharing is enhanced in three levels: T-T, T-S and S-S**

### **Achievements**

#### **1. Staff Development Programmes in 2016-17**

Date	Content	Committee-in-charge
14/10 1st Professional Development Session	Sharing by teachers: Introduction to Sharing by teachers: Teaching 5 core values	Staff Development and Appraisal Committee (SDAC)
7/12 2nd Staff Development Day	Preparation for teacher sharing (1) Workshop on integration of Catholic education core values into school curriculum	Jacob Lee & Grace Fung (Speaker: Fr. Ip)
17/2 2nd Professional Development Session	Sharing by teachers: Teaching 5 core values (1)	SDAC
2/5 3rd Professional Development Session	Preparation for teacher sharing (2)	SDAC
2/6 4th Professional Development Session	Sharing by teachers: Teaching 5 core values (2)	SDAC

## **2. Peer Lesson Observation & Form Meetings**

Peer Lesson Observation, coordinated by SDAC, was held in term 2 this year when all teachers were arranged to pair up with a colleague from another panel so that professional interflow could be achieved.

Besides, a number of panels such as Chinese, English, Maths, Science KLAs conducted form meetings, co-lesson preparation meeting and panel-based peer lesson observations. Sharing sessions were conducted by Chinese, English and LS panel heads where colleagues could share their teaching experience and the content of the workshops outside schools. For other subjects like Music, regular meetings were held by teachers-in-charge and instructors.

## **3. School networking with schools outside School Sponsoring Bodies**

Our school joined the EDB Gifted Education School Network Initiative (Secondary) as one of the five cluster schools in STEM domain in 2016-17. Team members our school include VP, chairpersons of Science, Maths, Technology KLA; teacher advisors of Enriched IT class, Gifted Education and STEM Education. Professional Interflow will be expected among five cluster schools in 2017-18.

Also the school took part in two STEM exhibitions organized by EDB on December 16 and June 17; while the other was held at school for Subsidized Secondary School Council.

## **4. Teachers serving in various educational bodies as advisers / committee members / seminar speakers**

In 2016-17, a number of teachers from Science and PE KLAs involved themselves actively in various educational bodies as advisers and committee members.

For example, 5 sharing sessions concerning the implementation of STEM Education in CSWCSS were organized to science/technology teachers and principals of other schools. Two chemistry teachers were involved in the Mock paper debriefing session in Sept and Mar; while the Chemistry panel head held a talk on DSE Chemistry Curriculum to PGDE students in CUHK.

## **Reflection**

In general, professional interflow, which should be carried out incessantly, can be achieved among colleagues in the school.

### **1. Staff Development Programmes Survey Feedback in 2016-17**

Concerning the effectiveness of the staff development programmes, all teaching staff rated them 3.8 out of 5, compared with the norm in Hong Kong 3.5 out of 5.

### **2. Peer Lesson Observation & Form Meetings**

Peer lesson observation has been organized for years and the feedback received from teachers is encouraging. More communication and peer learning should be carried out to enhance the culture of sharing.

### **3. School networking with schools outside School Sponsoring Bodies**

It is suggested the school should explore the possibility of organizing school networking with other schools of different fields so as to achieve inter-school professional sharing and development.

### **4. Teachers serving in various educational bodies as advisers / committee members / seminar speakers**

Teachers' effort was recognized through these activities. Teachers can be encouraged to share their own teaching experience to both teachers within the school and teachers in other schools.

## Report on Support Services for Students with Special Educational Needs (SEN) (2016-17)

With the implementation of inclusive education, 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 to help the SEN students. The professional services our school subscribed include social skills training, individual training, training for students with ADHD, training for students with SpLD and speech therapy sessions.

### 16-17 Evaluation of Gifted Education

a) 18 F.3-F.4 students have attended **HKUST Dual Programme** (Level 1: Chemistry; Life Science, Physics & Maths and Pre-stage Maths & Physics). Their programme fees were subsidized by DLG & ECA. Some F.3 students who attended Maths & Physics in Pre-stage level found them difficult to handle the courses and their time requirement. Two students obtained A in Pre-stage Physics and one got A+ in Pre-stage Maths. Six obtained Grade B which allowed them to be eligible to be promoted to a higher level in HKUST Dual Programme;

b) 15 students from F.1 to F.4 have been enrolled into **HKAGE** as preliminary members. Six students in Sciences Domain, four in Maths and five in Humanities (Chinese & English). One F.3 student was invited to join under the Nurturing the Gifted Scheme;

c) Four F.3 students have enrolled into HKAGE/EDB **web-based learning courses** of gifted education (this year migrated under HKAGE);

d) 3 students participated in **CUHK Winter Programme** and one participated in **Spring Programme for the Gifted & Talented**. Two participated in three **Summer Programs** with one of them participated in two programmes.

e) One student participated in **HKUST's Enrichment Program for Gifted Learners (Secondary)** in summer.

f) Our school has participated in **EDB Gifted Education Project on Talent Pool and EDB Gifted Education School Network (Secondary) Initiative (STEM)** and will continue to join in these two school networks in the coming year.

g) Teacher training: Advanced courses of gifted education management and coordination organized by Gifted Education Section of CDI EDB have been completed.

## **Student Achievements 2016-17**

[http://www.cswcss.edu.hk/CustomPage/11/Student\\_Achievements\\_16-17.pdf](http://www.cswcss.edu.hk/CustomPage/11/Student_Achievements_16-17.pdf)