



Cheung Sha Wan Catholic Secondary School

Annual School Report

2017-2018

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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	144	143	136	137	144	848

In the 2017/18 school year, the school has 24 classes with a total enrollment of 848 students.

Information of Teaching Staff

Information of Teaching Staff (including School Head)		
No. of teachers under staff entitlement	52	
No. of teachers not under staff entitlement	7	
Total:	59	
Qualifications and Professional		
Teacher Certificate /Diploma	100%	
Bachelor Degree	100%	
Master / Doctorate Degree	58%	
Special Education Training	22%	
Working Experiences (% of Teachers)		
0 - 4 Years	5 - 9 Years	≥ 10 Years
3%	17%	80%

School Facilities

28 standard classrooms, 5 special classrooms for small-class teaching, school hall, school library, reference library, 4 science laboratories, Robotics Laboratory, Virtual Reality and Simulation Laboratory, Multimedia Learning Centre, 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

2017-2018

Major Concern – Pave a pathway to Success

To achieve the goal of paving a pathway to success, two directions were adopted.

- 1. To accompany students to establish personal goals**
- 2. To sustain the STEM Education in school**

1. To accompany students to establish personal goals

Achievements

1.1 – 1.3 To raise students' awareness of personal planning, reflective thinking skills and self-understanding

Careers Guidance Committee offered a great variety of career-related experience to the students, such as campus visit on Life Planning Days for F.4 and F.5 students, company visit, internship for F.4 students and work placement program for F.4 students, etc. Students' self-understanding was fostered by these programmes. For Life Planning Day, 100% students could visit their interested university programs and they could obtain updated information for further studies. 90% of the students agreed that the visit could broaden their horizons and could help them plan their study path. After the visit, form teachers also have made good use of the Class Teacher Period as a sharing platform to consolidate students' views. It helped students to establish their personal goals in the long run.

Moreover, the activity with Mock Release of the HKDSE results for F.5 students was organized by Careers Guidance Committee. Based on the oral feedback from the social workers of the service provider, most of the F.5 students took part actively in the activity. This experience could arouse students' awareness of the importance of careers planning. In addition, a careers-related program ("Dream Born Career Planning Program") was organized for F.4D students. According to the report from the service provider, 100% of F.4D students agreed that the program enhanced their self-understanding and boosted their job-searching skills. 78% of F.4D students agreed that they have a clear career goal in the future.

As indicated by the results of APASO (2018), the mean scores of students' opinion on Expectation on Career and Goals of Life were higher than the HK norms across all forms except form 6 level. As for the opinion on Goal Setting, students' mean scores were significantly higher than the HK norms. It implies that most students set their goals and dreamed about their careers. They had a positive expectation on their careers. For instance, they hoped they could contribute to society in the future. In conclusion, the school has provided a great variety of programs for students for careers planning. They can equip students with knowledge, skills and attitude so that they are aware of the importance of career planning. The opinion survey is tabled below:

	Junior Forms		Senior Forms	
	CSW	HK	CSW	HK
Expectation on Career	3.12	(3.06)	2.95	(3.04)
Goal Setting	3.16	(2.83)	2.95	(2.81)
Goals of Life	3.04	(2.84)	2.90	(2.82)

1.4 Equipped students with knowledge, skills and attitude to make informed decisions in accordance with their interests and ability

Careers Guidance Committee organized different talks and experience sharing sessions on knowledge, generic skills, positive values and attitudes to the students.

Apart from this, Individual counseling was offered to the students in need in each class by class teachers and form coordinators. Regular form meetings were also held for sharing and following up cases after individual counseling. According to the results of an opinion survey on the effectiveness of Individual Counseling, all junior form class teachers agreed that Individual Counseling could offer support and individual care to students' personal growth and academic needs. It showed that individual counseling can bring real benefits to students in terms of the personal growth and academic needs. As for the results of senior forms, 86% of Form teachers agreed that Individual Counseling could help students understand their own capability and academic aspiration for pursuing their own dreams.

1.5 Developed students' entrepreneurial spirits

Students also had several valuable chances to set up their own "Startups" with the assistance of our alumni, private firms and NGOs. They experienced in running their real businesses with authentic situations, such as selling souvenirs on Information Day and Caritas Bazaar, etc.

Career Guidance Committee, in conjunction with BAFS, provided an authentic experience to students to extend students' horizons and equip students with essential skills and a positive attitude towards the world of work. Based on the opinion survey done after the entrepreneurship-enhancing program ("Be a Boss Entrepreneurship Program"), 83% BAFS students agreed that the program could cultivate students' entrepreneurial spirits through starting real businesses in the school on Parents' Day. 100% students agreed that the program could boost their innovative ideas and enhance their knowledge and skills in running a real business at school. Over 90% of students taking BAFS agreed that leaders or task managers assigned in the activity could apply what they had learned. By observation, BAFS students actively participated in the activity and they enjoyed the program very much. On completion of the program, they made a profit of HK\$3,000 dollars. In conclusion, the program was successful in providing an authentic experience to boost students' entrepreneurship spirit.

Reflections

School should continue providing a great variety of programs for students for careers planning. They can equip students with knowledge, skills and attitude so that they are aware of the importance of career planning. Authentic situations like running a real business are a valuable opportunity for students. Effort should be sustained to cooperate with different parties such as Alumni Association, private firms and NGOs so that students can be inspired to pursue their own dreams.

Furthermore, individual counseling is a good way for teachers in providing more individual care on students' personal growth and giving advice for them to make informed decisions to pursue their dreams. Teacher training workshops in individual counseling skills should be provided for all teachers during the staff development session. Well-equipped teachers can bring real benefits to students to establish their personal goals.

2. To sustain the STEM Education in school

2.1 To engage and empower teachers in STEM Education

2.1.1 To appoint a STEM coordinator to oversee the STEM development in school. Regular meetings with panel heads will be held to initiate cooperation and collaborations among different parties to enhance students' learning experiences through STEM Education.

Achievements

In response to the rapid change in STEM Education in Hong Kong, a closer collaboration among Science, Technology and Mathematics KLAs was made so as to enhance students' learning experiences through STEM Education.

Last year, Mr. Wat Hoi Tim was appointed as the STEM Education Coordinator. A meeting followed by much follow-up communication was conducted to discuss how STEM education could be integrated into the corresponding KLAs. Also, resources distribution and collaboration between Science KLAs and Technology KLAs was enhanced.

Reflection

The setting up of STEM Education Committee and the appointment of STEM coordinator laid a good foundation on the cooperation and collaboration among different KLAs to enhance students' learning experiences through STEM Education.

As the implementation of new curriculum is to be implemented soon in some KLAs such as Integrated Science, which is to be implemented in 2018-19, closer collaboration among different KLAs should be made. With this, not only can the new curriculum be implemented smoothly but students will also be fully equipped with necessary skills in coping with modelling real life problems involving disciplines in STEM.

2.1.2 To join the Gifted Education School Network (STEM) and Gifted Education Partnership Project on Talent Pool organized by Gifted Education Section, EDB. This provides our teachers and students with a chance to exchange our learning outcomes and experiences with other schools.

Achievements

Our school participated in EDB Gifted Education Project on Talent Pool and EDB Gifted Education School Network (Secondary) Initiative (STEM).

In this academic year, 5 interflow programmes were held among the teachers in the 5 cluster schools.

- A seminar was held by the school at CSWCSS on 8 November 2017. More than 20 teachers from our school and other cluster schools participated in this event. The sharing included the sharing of experience and ideas in managing and developing database management system to EDB colleagues and other cluster schools.
- Our teachers also participated in the school visits hosted by the following schools on the following dates:

<u>Places of School Visit</u>	<u>Date of School Visit</u>
Ying Wa College	5 December 2017
Tin Shui Wan Methodist College	16 March 2018
STFA Yung Yau College	20 April 2018
HKSKH Bishop Hall Secondary School	21 May 2018

- Our school took part in an interim Sharing on the 15th June 2018 in which the STEM Coordinator shared the experience of implementing STEM Education with other STEM cluster schools.

Reflection

Our school joined all five school visits among schools of the Network. Colleagues have gained much insight from visits and exchanges with other participating schools in STEM.

Our school will join the Gifted Education School Network (STEM) next academic year. It is hoped that closer professional exchange can be made among colleagues. It is suggested to have an initiative to have an interflow session of students' learning outcomes among students of other cluster schools so that our students can broaden their horizons in planning and implementing their own learning projects related to STEM.

2.1.3 To setup a STEM laboratory to showcase the students' achievements in STEM Education

Achievements

Two laboratories related to STEM education were set up. The first one is the Virtual Reality and Simulation Laboratory (Room 205) and the second one is the Robotics Laboratory (formerly CALL Room).

In the VR and Simulation Lab, both students and teachers can experience a wide variety of VR applications with high resolution head mount display equipped with motion captured ability. The pull-out Aviation Class can also be conducted in this lab. This year, some students began to design and try some VR applications using the equipment in this lab and participated in related competitions.

In the Robotics Lab, students are provided with tools and equipment like arenas for robotics competitions and computers that are capable of writing and uploading programming files to the robots. Moreover, the lab is also equipped with laser cutter, CNC milling machine and 3D printer so that students can design, develop and build their robot accurately with handy and powerful equipment.

Reflection

Students and teachers welcome the establishment of these two laboratories as they provide not only easily accessible tools and equipment necessary for the STEM activities, but also allow students to take part in an array of activities at school.

From the teachers' observation, the population of students involved in VR and simulation and especially robotics have been increasing drastically.

In order to enlarge the population of the related teams, it is advised to further equip experienced students with leadership skills so that they can organize some student-initiated programmes not only for themselves but also to other students and the community.

2.2 To strengthen students' ability to integrate and apply knowledge and skills, and to nurture their creativity, collaboration and problem solving skills

2.2.1 Different KLAS are to collaborate in planning the whole school curriculum that helps promote STEM education

To modify the C&T curriculum by adopting some of the teaching contents from the Enriched IT Class.

Achievements

Starting from this year, some of the modules of the Enriched IT Class have been included in Junior Form Computer and Technology (C&T) Curriculum:

- Robotics:
 - Introduction of mBot & mBlock Programming in S1.
- Physical Computing:
 - Introduction of Arduino (circuit construction and programming) in S3.

Reflection

From subject teachers' observation, most students could complete the given tasks. For the 4-lesson trial programme of using Arduino kits, which was adopted in F.3 C&T curriculum, the reaction was overwhelming. The C&T panel is planning to extend this session and introduce more sensors to students next year.

To align the teaching contents and explore the chance of cooperation and integration in teaching subject contents among the STEM related subjects.

Achievements

A meeting was held to discuss how STEM education can be integrated into the corresponding KLAs. Preliminary views from different panels are shared. The communication among Integrated Science panel and Mathematics panel was made mainly on mathematical skills used in laboratory report writing like data tabulation, plotting graphs showing statistics (bar chart and histogram) and casual relationship of two factors (smooth line graph) and data analysis for drawing a conclusion in F1.

Reflection

All F2-3 students took part in the Science Assessment Tests organized by the Hong Kong Association of Mathematics and Science Education this year. Detailed reports on students' performance in science process skills showed that students had varied abilities in their mathematical skills which should be further strengthened next year. Closer communication with teachers from Science and Mathematics panel should be made in the long run.

In response to the implementation of new junior form curriculum of related subjects, curriculum audit within the subject and across STEM subjects should be made to further explore the alignment and integration of teaching contents in these subjects.

“Mathematics across curriculum” – courses are to be organized in junior forms to equip students with the necessary mathematical skills in other subjects.

Achievements

A two-day workshop was held for all F.3 students in mid-July. Essential mathematical skills were covered.

Reflection

From the observations of teachers, the workshop offered a good chance for students to prepare themselves for the studies in related subjects of senior forms like Physics, Chemistry, Biology and Economics. The workshop should be continued next year so that F3 students can be equipped with necessary skills before being promoted to Form 4.

2.2.2 I.S., Math and C&T are responsible for conducting a STEM related cross-curricular project in Form 3.

Achievements

Integrated Science, Mathematics and Computer & Technology panels conducted a STEM related cross-curricular project in Form 3 this year. During the first half of Term 2, students in each group were required to design a solar heater which involves science concepts like 'Transfer of Heat', mathematical skills like 'data presentation' and computing skills like the use of cloud-based file storage service, 'Google Slides' and 'Google Drive').

Reflection

Students completed the project and were engaged in it. They were equipped with necessary skills through collaboration with students online. It is anticipated that such skills will be conducive to students' studies in other subjects in senior forms like conducting the Independent Enquiry Studies in Liberal Studies.

2.2.3 Encourage students to participate in STEM related activities / services / competitions / exhibitions

Achievements

More students were encouraged to participate in STEM related activities / services / competitions / exhibitions this year.

Various STEM related student clubs and societies such as Science Society, Innovators' Society / Innotech Club, Electronics and Robotics Club, Aerial Photography & Videography Team, AR & VR Simulations Team organized various school activities like Terrarium Making workshop, Website Design Workshop, Photography Workshop, Internet-of-thing workshop, Animation Production Workshop and competitions like Inter-house Bridge Building Competition and Inter-house Virtual Bridge Design Competition this year.

In line with the main theme set by Pastoral Care Team 「科忌自理·義想天開」(Just· Use Technology), students took part actively in serving the community this year. Some of the services are listed below:

<u>Name of Services</u>	<u>Content</u>
CSWCSS Information Day	About 200 student helpers showed demonstrations and shared their experience in activities to over 1000 primary school students and their parents
Caritas Bazaar (collaboration among Science Society, Pastoral Care Team and Community Service Union)	About 15 student helpers prepared over 60 closed bottled terrariums 「愛是永不止息的生態瓶」 for charity sale.
Secondary-Primary School Collaboration Programmes in Sham Shui Po District	40 student helpers organized 4 workshops involving experiments and model making related to “Light and Electricity” to over 100 primary school students
STEM Fun Day organized by Good Counsel Catholic Primary School	Student helpers showed some STEM demonstrations to primary school students
Community Collaboration Programme with Sau Mau Ping Catholic Primary School STEM X Chinese Instruments - DIY Yangqin Electronics and Programming Workshop	Students has been instructors to teach primary students to make electronics Yangqin
CCC Fong Yun Wah Primary School's STEM carnival	Student helpers organized workshops for the primary students.
Mathspire – Voluntary work in developing an interactive learning app for Maths	F.4 student Tang Wai To helped to develop an interactive learning app led by Dr. Charles Roddie of the University of Cambridge.
Caritas Wellness Run 2017	Around 10 students from Form 1 to Form 5 of the school Aerial photography and Videography Club were invited by Hong Kong Caritas branches to be the event filming crew for this marathon.
Caritas Charity Walkathon 2017	10 Form 1 students from the school Aerial Photography and Videography Club of CSWCSS were invited by Caritas to be one of the event filming teams for a 10km walkathon event with around 2000 participants.

Students took part actively in students' exhibitions to present their work in different organizations. Some of the exhibitions are listed below:

<u>Name of Exhibitions</u>	<u>Content</u>
The 3rd Student Biennial Conference organized by the Hong Kong Academy for Gifted Education	Five student awardees of Hong Kong Budding Scientist Award 2017 presented their project at the Poster Exhibition.
Conference-cum-Exhibition on STEM Education at the Education University of Hong Kong	Team members showed their achievements on robotics and presented their STEM innovations in front of scholars.
The 2nd Hong Kong 3D Mapping Festival	6 students provided technical support to the host and presented their work in the festival.
Internet Economy Summit and International ICT Expo	20 F.2 students participated in the workshop and talks.
Learning and Teaching Expo, Hong Kong Convention and Exhibition Centre	10 students and alumni showcased their projects / products to the public in the Expo.
The World Congress on Information Technology 2017 in Taipei	5 students joined the congress organized in Taipei.

Reflections

It is promising to see the increase in not only participation rate but also the variety in STEM related events in this academic year. Students can broaden their horizons when taking part in the events and they can not only attain the sense of achievement through organizing activities or competitions but also acquire some important generic skills like problem solving skills and communication skills.

Pastoral Care Team stressed the importance of "Justice" in search of "Truth" in Science & Technology this year and organized various related events both inside and outside classrooms. Students are seen more willing to share their views and serve the community this year.

From teachers' observations, various student organizations showed a diverse attitude towards students' activities and achievements based on the differences in their experience and their interpretation on the concept of student leadership. It is suggested to explore the feasibility of closer collaboration among different student organizations to allow a more advanced interflow of ideas among student organizations in order to enhance student leadership.

Achievements and Reflections on 3-year School Development Plan Core Item: To cultivate students to become self-directed learners who aim at academic excellence

Achievements

3.1 To let students to be able to manipulate adequate skills to cope with learning

To help students cope with their study problems, the school provided support to them. The school encouraged all panels to give specific feedback to help students understand their strengths and make improvement through pre-lesson learning tasks. Different panels and KLAs also used various methods to improve students' studies.

In English KLA, individual feedback was provided on the spot or later after SBA tasks or inter-class oral assessments. Weak groups were also identified for follow-up action. Students were given clear reading tasks the day before intra-class group activities. For example, Class 1B were told to read the core articles of English Junior to prepare for a group competition.

In P.E, the time for students' 25-lap running practice was recorded and saved during lessons or extra practice after schools. Personal records could be given after each academic year and individual report could be used to reflect the level of students.

In Visual Arts KLA, marking sheets with comments and grade scores were given to students to reflect on their strengths and provide suggestions for them to improve their studies. In both junior and senior form Visual Arts, students were asked to do research before each lesson, like using YouTube videos and photos for brainstorming and preparation for artwork and lessons.

In Chinese KLA, teachers provided accurate and clear comments on students' assessments. Both writing and listening papers provided marksheets with scores to let students find out what points they missed and areas they should improve. Corrections were personalized in pursuit of quality instead of quantity. Teachers also provided sample work from students to let students distinguish between good and mediocre work. Verbal comments were given during group discussion practices to enhance students' speaking and elaboration skills. Apart from giving comments, teachers also offered students with provocative pre-lesson materials. Teachers used various media such as comics, videos and popular music to arouse students' interest in preparing for the upcoming lessons.

In Science KLA, Science teachers conducted formal formative assessment, including formal and informal tests and quizzes, for consolidation and helping students to understand their learning paces, strengths and weaknesses. Tests were usually organized once every 1-2 weeks. Science teachers also conducted informal formative assessment involving higher-order thinking and feedback during lessons. Feedback including public and school examination marking schemes, the analysis of students' answers, the comparison of MC statistics was given to students for reference.

As for Reading Panel, students in reading assessments were given specific feedback. The assessments were marked according to the criteria of a set of rubrics and students were encouraged to rectify their weaknesses and sustain their strengths. Pre-lesson learning tasks were set and students were asked to conduct data-mining before reading lessons.

For L.S Panel, the TESS 2017/18 reflected LS teachers were able to provide concrete feedback to them to help them evaluate their strengths and weaknesses. In TESS item no. 11, "The homework/assessments help me build up subject knowledge", LS scored 3.34 out of 4, which is above the school mean 3.21. It was observed that the LS panel improved in this item, compared with the score 3.21 out of 4 in 2016-17. In TESS item no. 12, "My teacher marks assignments/assessments seriously and provides timely feedback", LS scored 3.34 out of 4, which is above the school mean 3.21. It was observed that the LS panel improved in this item, compared with the score 3.16 out of 4 in 2016-17.

3.2 To further develop self-directed learning habit of students

Apart from enhancing students by providing feedback and pre-lesson materials, the school concerns in further developing the self-directed learning (SDL) habit of students.

The school created opportunities for students to excel by using self-access learning materials. For example, both English Panel and Science KLA provided pre-lessons tasks such as articles and audio files, exercises and assignments via the aid of the Internet such as Google Drive or Facebook. Maths Panel provided homework and supplementary exercises through uploading on E-Class platform. Also, teachers encouraged students to set up sharing groups with their classmates and responsible teachers through Whatsapp, Instagram and Facebook to share their learning difficulties and seek for help from classmates or teachers in the group. The ease to access and receive immediate feedback helps students to excel in their studies and assist teachers to keep track of students' learning difficulties.

Different subject panels used different methods to promote students' high-order thinking by designing assignments and assessments that emphasize self-learning. For Music Panel, students were assigned to listen to some music pieces which were not taught in class. They were asked to appreciate and find out the information about these pieces to prepare for the music appreciation exams. For Chinese KLA, students were trained through high-order logical training sessions of debating, group discussions, creative writing and appreciation activities.

In PSHE, Chinese History panel organized project learning from F.1 to F.3 to enable high order thinking. For CMED and Ethics panel, F.3 and senior form students could choose their own topics to complete their project. It was also considered a means to simulate their high-order thinking skill, creativity and critical thinking skills.

In Reading Panel, during in-class book presentation assessment, peer assessment was conducted in lessons to encourage self-directed learning. In Visual Arts KLA, group projects were assigned to students and peer evaluation were conducted to assess unity and cooperation for the project.

In terms of peer learning, TESS 2017/18 reflected that LS panel was above average in peer learning in class. In TESS item no. 4 “My teacher encourages peer learning in class.”, LS scored 3.31 out of 4, which is above the school mean 3.21. It was observed that the LS panel improved in this item, compared with the score 3.13 out of 4 in 2016-17. In P.E Panel, certain skills in various sports could be assessed by video recording, and then clips were analyzed. Through video analysis, students could gather constructive feedback from peers and individual teachers.

3.3 To provide students with suitable and diverse learning programmes / experience in accordance to their own needs.

The school provided students with suitable and diverse learning programmes and experiences in accordance to their own needs. By organizing different events such as field trips or competitions, it is believed that these events can promote students’ learning.

In Visual Arts KLA, teachers exercise professional judgement and discretion of the due dates of artworks, so that different levels of students could be catered. As different students have different talents, senior students can hand in different media of artwork according to their preferences.

For Reading Panel, graded questions were set to let the less capable students adopt strategies to complete the tasks.

For L.S Panel, panel members agreed that LS Weekly Common Preparation Meetings allowed them to adjust their teaching pace, content, pedagogy and fine-tune assessment tools in light of students’ varied needs. In Music Panel, students were free to choose any instrument and repertoire they wished to play in practical exams so that different levels or styles of learners were catered. Students with no musical background could choose to do a presentation about music history.

Arranging small learning groups for students who have similar learning needs was another strategy to promote students' learning. For PSHE, History and Chinese History panels organized tutorial classes to target at low achievers. Some topics would be taught again in tutorial classes, so that students could ask questions about the topics to consolidate their learning. In Economics, tutorial classes were mandatory for low achievers. In Chinese KLA, F.6 Project A was set up to increase the performance of students. F.6 tutorial classes for low-achievers were organized and the results were satisfactory. Some classes self-arranged Chinese reading groups and invited alumni to be the tutors. For L.S Panel, Project A, scheduled on Sunday, was arranged for F5-6 high-achievers to boost their exam skills. Two separate weekend small tutorial classes were arranged to assist F.5 students who need special and individual teaching. For Maths Panel, teachers would help students to form their self-arranged tutorial groups in senior levels. The teaching time was compromised between students and the tutors, allowing flexibility.

The school also organized overseas exchange programmes and leadership training programmes to broaden students' horizons and let them learn from other cultures. A total of 17 overseas study tours were held in 2017-18. The nature of study tour included Language, Sports, Service tours, STEM, Civil education and Humanities, Careers, Leadership Training, National identity and Visual Arts. Destinations of study tours included Morocco, China (Guizhou, Nanjing, Taiwan), Japan, Korea and so on.

Besides study tours, the school also organized leadership training. Three senior form students, 4A Tsang Hei Tung, 4B Ho Ching Nam and 5A Chow Chun Ting were selected to join the HKU-Jockey Club Nurturing Global Leaders Programme, in which participants were asked to conduct 3-week volunteer teaching in Thailand or Myanmar.

Apart from that, a total of 10 F.5 students joined Mainland Exchange Programme for Student Leaders organized by EDB and travelled to Beijing to have cultural interflow with local students and people.

Music at NSS level was first introduced to F.4 students who are interested in Music. One F.3 and two F.4 students were encouraged to choose Music as an elective subject in the HKDSE. They applied for the Music Class held by Arts and Technology Education Centre. For students who are interested in Maths, they were offered to enroll on M1 / M2 class.

To strengthen our students' academic capabilities, the school encouraged students to participate in activities, competitions and exhibitions. For Visual Arts KLA, it organised different activities such as Leather Making Workshop, Comic-drawing classes and Costume Design classes for the artist scheme throughout the school year. It also motivated students to participate open performance such as the Carnival Costume Performance organized by Standard Chartered Arts in the Park 2017.

In Maths Panel, the activities of Information Day and F1 Orientation Day were organized by the Math's Club members, giving the opportunities for them to take part in school functions and showcase their talents to the visitors and guests.

In Reading Panel, students were asked to join reading activities organized by the school the Hong Kong Public Libraries such as Global Reading Week and Hong Kong Public Library Reading Scheme. For P.E Panel, students were arranged to join activities and financial support to certain athletes was given to let them have chance to explore the outside world.

For Life Education Committee, they organized various activities, like health care voluntary service activity, for different forms of students to explore their talents. In Form 1 in particular, Life Education Camp was held to let them know more about themselves and discipline. Concepts related to boot camp helped train our students to learn about cooperation, teamwork and personal growth.

Reflection

In the year of 2017-2018, the major concerns of the school were successfully achieved and sustained. All panels and KLAs helped to explore the talents and unleash the potential of students. By accompanying students to establish and pursue their personal goals, the school provided multiple career path suggestions and guidance to them. In the future, the school should provide various career paths for students to explore.

STEM education has been a prominent strength of the school. With the close collaboration among STEM panels, the achievements of students were sustained by the creativity of them. It is evident that the collaboration between panels and KLAs developed a high degree of intelligence of the students. As a consequence, the results of STEM education made our students become better self-learners and well-rounded individuals. In the future, STEM education should be continued and involve other panels to extend the creativity and innovation of students.

In the last year of three-year school development cycle, all panels and KLAs should cooperate and sustain the school development in order to continue helping our students to pursue in academic excellence. Increasing logical and critical thinking, inspiring creative zone and sustaining personal growth were emphasized in school development by different panels. For subjects such as Language, L.S., Science and Mathematics, responsible teachers maintained logical and critical thinking of students through solving complex problems and providing opportunities for them to keep in touch with related fields. Students having participated in different competitions and training strengthened these skills. For subjects like History, Visual Arts and Music, teachers organized different activities like study tours and exhibitions to broaden students' horizons and stimulate students' creativity. Apart from these, sustaining students' personal growth is also important as both students' physical and mental health should be concerned. As the school will be a springboard leading to the path towards society, it has much responsibility to get students prepared for what they are facing. Therefore, career and future prospects should be well-identified for students, allowing them to decide their own paths. Developing students to be autonomous and persistent learners may be a piece of difficult work, but the school should put emphasis on every student to unearth their potential capabilities for their future good.

Overall, the school year of 2017-2018 was a fruitful year to both the school and students with great achievements and success. For the upcoming school years, the school should continue its effort in nurturing and inspiring students so as to make every school member live up to the school motto - Self-Strengthening and Continuous Improvement.

Report on Support Services for Students with Special Educational Needs (SEN) (2017-18)

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.

Evaluation on Gifted Education (2017-18)

- a) 25 F.2-F.4 students have been accepted to join the HKUST Dual Programme (Level 1: Chemistry; Life Science, Physics & Maths and Pre-stage Maths & Physics). Among them, seven obtained Distinction results and four of them were further accepted to join 2018 Dual Programme Level 2 (Maths, Physics, Life Science & Engineering) which will start in late October 2018;
- b) 15 students, including six students in Sciences Domain, four in Maths and five in Humanities (Chinese & English), from F.1 to F.4 were enrolled in HKAGE as preliminary members. One F.3 student was invited to join under the Nurturing the Gifted Scheme;
- c) 14 students were enrolled in HKAGE/EDB web-based learning courses of gifted education;
- d) Two students participated in CUHK Summer Programs, one of whom participated in two programmes and two participated in Winter Program of 2017;

Student Achievements 2017-18

http://www.cswcss.edu.hk/CustomPage/11/Student_Achievements_17-18.pdf