Cheung Sha Wan Catholic Secondary School

Annual School Report

2010-11

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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 Information

CSWCSS (長天) was founded in 1970 by the Catholic Diocese of Hong Kong. It is a government-subsidized boys school in Sham Shui Po district. With 40 years' tradition and culture, the school is well-received by the community as a Band One EMI school which provides quality education to our students.

We have been putting strong emphasis on motivating students to uphold moral virtues, pursue academic excellence as well as physical fitness and take an active part in extra-curricular activities . This enables 'Cheung Teens' to be better equipped to face the challenges resulting from globalization. Our structured and tailor-made curriculum enables students to excel in their area of interests, stretch their own potential and master the leadership skills.

We have gained public recognition in various disciplines and voluntary service. Our students have been awarded prizes in many local and international competitions such as Championship of HK Budding Scientists Award 09/10, Fun Science Competition 2011, International Robo Cup Junior 2011 etc.

Information of Teaching Staff

Information of Teaching Staff (including School Head)	
No. of teachers in approved staff entitlement	60
No. of teachers not included in staff entitlement	5
Total:	**65**
Qualifications and Professional	
Teacher Certificate /Diploma	-
Bachelor Degree	58%
Master / Doctorate Degree	42%
Special Education Training	3%

Working Experiences (% of Teachers)		
0 - 4 Years	5 - 9 Years	$\geqq$ 10 Years
20%	11%	69%

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

School Management

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

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

Class Structure

Class Structure (2010/11 s.y.)							
	S1	S2	S3	S4	S5	S6	S7
No. of Classes	5	5	5	5	5	3	3

Evaluation on annual Major Concern:

Enhance Student Self-discipline

Background

It is our belief that a student can master his goals if he can develop a strong sense of self-discipline and self-management.

A whole-school approach is adopted to cultivate the following values in students which are considered to be the core components of self-discipline:

1. self-directed learning
2. sense of responsibility
3. punctuality
4. observation of rules and courtesy

Achievement and Reflection on annual Major Concern

1 Strategies to bring about internalized change in attitude:

    1.1   <u>Structured activities conducted inside classroom: (F.1-7)</u>

        Ethics and Religious Studies Education (RS), RS Panel, Civic and Moral Education Committee and Pastoral Care Team delivered tailor-made teaching materials in class

    1.2   <u>Activities held outside classroom: (F.1-7)</u>

        Student leaders took turn to speak to the whole school during morning assembly to share their views on self-discipline.

        Besides, programmes on leadership training, physical training and career/ life planning were conducted to develop sense of responsibility and self-discipline among student leaders, including prefects, school librarians, sports teams and the unmotivated learners.

Achievement:

From the observation of teachers, it is generally agreed that better discipline is observed during morning assembly and between lessons. Also, the majority of the floating-class students are able to reach the classrooms within 5 minutes.

For the morning assembly presentation by student leaders, the feedback from teachers and students are positive.

For the leadership training programmes, student participants in general consider that the training programmes can help them to develop a more positive self-image and better self-management.

Reflection:

Resources can be better utilized to cater for the needs of more students. There is still room for improvement for closer collaboration and communication among parties involved in organizing different kinds of training programmes.

2 Award Schemes to encourage good habits

2.1 Outstanding Self-disciplined Students Award (F.1-3)
This scheme is coordinated by Discipline Committee (DC), Careers & Guidance Committee (CGC) and Civic & Moral Education Committee(CMEC). Students who achieved 100% punctuality in homework submission, 0% tardiness and misbehavior record in class at the end of each term are awarded.

2.2 Merit Ticket Scheme to cultivate Self-Discipline
Merit tickets were issued to students who can demonstrate self-discipline in learning and extra-curricular activities.

Achievement:

16% and 15% junior-form students got the Outstanding Self-disciplined Students Award in the first and second school term respectively.

Among 8214 Merit Tickets issued under the Merit Ticket Scheme, 5126 were awarded to students who can demonstrate good self-discipline and learning habits.

Reflection:

The results of these awards can be better advertised in school. With the guidance of class teachers, the awardees can be a good example for their peers in class.

3　School Cleanliness Campaign (F.1-7)

Achievement:
With the involvement of Health and Hygiene Committee, duty teachers and class teachers, duty students and minor staff helped to keep classroom clean and tidy. The outcomes of the programme are found satisfactory.

Reflection:
Owing to the floating class arrangement and heavy use of classrooms afterschool, it is difficult to keep a close monitoring on the work of the duty students. Teachers of split classes and teachers-in-charge of afterschool activities are advised to share the workload by reminding students to tidy up the rooms before they leave.

4　Reinforcement of good discipline inside classroom/ laboratories

4.1　Setting up of class rules: the whole class is involved in maintaining class discipline

4.2　In junior forms, Log books are kept for reporting irregularities during lesson so that there is more effective communication among class teachers, subject teachers and the Discipline Committee

4.3　Safety precautions and rules are strictly implemented in laboratories by all science teachers

Achievement:
Zero lab accidents has been maintained. Senior-form students were able to observe strict safety precautions and work independently during practical sessions, while junior-form students showed improvement in their laboratory skills and awareness in lab safety under the guidance of Integrated Science teachers.

Reflection:
It is essential to monitor the setting up of class rules by class teachers. The role of class teachers in establishing class ethos need to be further enhanced.

5   Reinforcement of sense of responsibility in junior forms

5.1 Self-strengthening Centre (F.1 - 3)

Under the supervision of the Student Guidance Master and the school social work assistant, the centre aims at enhancing self-discipline of students who repeatedly failed to submit their homework.

5.2 Homework Detention Scheme (F.1 - 5)

To foster a sense of responsibility and self-discipline among students, the Homework Detention Scheme has been modified in the following ways:
- Introduction of self-reflection elements in homework detention class
- Issue of merits to F. 1 to F. 5 students who have zero detention in each term

Achievement:

(1) The Self-strengthening Centre recruited 19 students from F.1 to F.3 this year. From the student survey, all of them agreed that this scheme could help them form a good habit of doing homework.

(2) Students generally welcome the revised Homework Detention Scheme. There is a significant drop in the number of absence without proper reason (- 76.3%) and an increase of merits issued to zero homework non-submission. 34.2% and 27.0% students are awarded one merit in the first and second term respectively.

Reflection:

There is still room for improvement in the overall number of homework non-submission. It is suggested that A&CC should further diagnose the problem and take preventive and remedial actions accordingly.

6 Building up Self-directed learning Habits

Most panels have taken into consideration the above component of the major concern in their programme plans. The tactics used and the evaluation on the effectiveness are shown in the table below.

Subject	Level	Strategies	Evaluation
Chinese	F.1-3	● Self-Learning materials with follow-up assessment ● Subject teachers help students to build up a habit of pre-lesson study	● Teachers who follow the policy closely are able to help students to form pre-read study habit
PTH	F.1-3	● A series of after-school activities are offered ● Collaboration with CIT to encourage oral practice outside class time	● >80% spent 15 hrs or more on PTH learning beyond classroom ● Successful in F.2-3 ; however, it is suspended in F.1 due to the teacher's concern over the IT skills of students
Math	F.1-7	● Requesting students to bring their own learning materials	● Success criteria is achieved
Chin. Hist	F.1-3	● Group Project ● Reading incorporated into project	● Success criteria is achieved
CME	F.1-3	● PATH worksheets	● Unsatisfactory (low motivation in some students)
LS	F.1 & 5	● Stage-wise Project learning	● F.1 :100% completed all stages ● F.5: About 70% completion in each stage (due to learner diversity)
P.E.	F.1-7	● A closer monitoring of student attendance in P.E. training/ activities	● System still under construction
Economics	F. 4-7	● Co-operative learning approach in some lessons	● There is an increase in student participation rate in discussion and raising questions during the lessons
Geography	F.4-7	● Monitoring the punctuality in attending lessons and submitting homework	● > 90% of students were punctual in attending lessons and submitting homework

CIT	F.1-7	● Foster sense of responsibility by On-line exercise ● Selected topics from curriculum as self-study materials	● Success criteria is achieved
Science KLA	F.1-7	● Safety precautions and rules are strictly enforced in laboratories ● Foster self-learning skills such as reading of academic articles and note-taking/ consolidation of learning (Biology)	● Success criteria is achieved ● For biology, >90% students completed the reading tasks and the majority formed the habit of jotting notes during lesson.
Graphical Communications	F.1-2	● Students with good record of homework and class work completion are awarded merit tickets as a recognition.	● > 90% students can maintain a good record of completing their assignments punctually.

Conclusion

To conclude, the whole school approach in building up student self-discipline has been generally successful. There is noted improvement in student politeness and discipline at morning assembly in all forms, However, the following areas need improvement:

i.   The general change in behaviour and attitude in senior form students is less obvious. For tardiness, there is a slight rise of 4% in F.1-3 but a 29.7% in F4-7 during the school year 2010-11.

1.   It is suggested that the Discipline Committee should further investigate the problem and propose remedial actions in the coming year.
2.   It may be because boys at older age are less responsive to conforming strategies. Peer influence would be a better alternative and the role of student leaders as a role model should be further explored.

ii.   It is observed that student discipline in school still largely depends on the enforcement of external measures. The strategies carried out to cultivate positive values should be continued so that a gradual change in students' self-perception as a responsible member of the school community can be achieved in the long run.

Report on Additional Support for Secondary Schools Adopting English-medium Teaching

Project-end Evaluation Report
The Scheme on Additional Support for Secondary Schools Adopting English-medium Teaching

Project Period: January 2007 – August 2011

Part 1 - Project deliverables

No.	Describe the tangible deliverables (e.g. curriculum materials with genres, CD-ROMs, publications, etc.) [details to be entered by school]	Suitable for dissemination; reason(s)
1	School-based junior form curriculum and assessment framework	No. It is a school based framework and is being tried out in the current year.
2	Language support materials for F.1 science report writing	No. It is subject specific and task-based.
3	'EASY' scheme with language support activities that consolidate the core vocabulary for F.1 and F.2 Integrated Science and Integrated Humanities	Yes. The idea can be shared to other schools for school-based adaptation.

Part 2 - Attainment of output targets

Output / outcome-based targets pledged by school in the proposal	Extent of Attainment (please elaborate)
Curriculum Development	1. A junior form curriculum framework with a language art component was developed and is currently put into practice. 2. Learning activities and materials on several popular movies and videos were developed. 3. An e-learning package on developing the four English skills was bought to supplement the school curriculum from 1/09 to 6/09. 4. Teaching materials to support report writing for Integrated Science were developed.
Learning English Through Language Arts	1. A DVD library was set up in the school library for both teachers and students. 2. Reading boxes of high interest, science-related books were added to the extensive reading scheme. 3. Two professional workshops on enhancing teacher's strategies in using drama for English learning were organized. 4. F.1-3 students learned drama skills through a five-session in-class drama programme provided by professional drama teachers. 5. Junior form students demonstrated their script-writing and drama skills in the inter-class talent show competition.
Creating an English-rich Environment	1. The award scheme 'EASY' has been implemented to promote language use outside classroom. 2. A comprehensive scheme of regular English activities involving the whole school has been carried out. 3. Two training courses were organized to train the English Ambassadors to run English oral activities in the year 2007-08 and 2008-09. 4. Three drama shows (07-08, 08-09, 10-11) were performed by professional groups, with pre-teaching and post-teaching activities.

Part 3 - Reflections on the project

1. The English team has collaborated effectively in creating a rich English environment.   The junior form EASY scheme has been quite well received and the regular English activities in the morning and lunchtime have maximized students' use of English outside classroom.   It has been a good experience of collaboration and whole school involvement.

2. The drama shows and training were very popular with students.   Drama has been proved to be a very effective strategy for developing students' interest in the use of English.   The talent show competition should be continued and celebrated as an annual highlight.

3. E-learning packages are very user-friendly and also cater for learner diversity but they should be carefully monitored.   Integrating it as part of the curriculum and assessment will make it more motivating.

4. For any additional projects, ample of time should be spent on planning, tendering and budgeting in order to get the best service providers.

Part 4 - Self-rating on the implementation of the project [Please refer to Part 4 of *Guidelines on completing the Project-end Evaluation Report*.]:

Self-rating: (4   )

[4 = Objectives well met   3 = Objectives satisfactorily met
2 = Objectives partially met   1 = Objectives not met]

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

With the implementation of inclusive education in our school, we had organized different programmes and trainings for students with special educational needs (SEN). Two seminars 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 teacher to assist the SEN coordinator in providing intensive care for the SEN students. We also bought services from two NGOs to provide social skills trainings for those students in need.

Student Achievements 2010-11

http://web.cswcss.edu.hk/~cswcss/file/Student_Achievements_10-11.pdf

Financial Summary 2010-11

		Income	Expenditure
I	**Government Fund**		
(1)	**OEBG Grant**		
(a)	**General Domain**		
•	School and Class Grant	726,802.95	1,421,823.56
•	Administration Grant (including Add. C.A.)	3,339,045.27	3,040,540.00
•	Enhancement Grant	6,479.00	5,752.00
•	Noise Abatement Measures Recurrent Subsidy	363,240.00	159,691.40
•	Lift Maintenance Grant	150,912.00	121,986.10
•	Air-Con for Lab. Prep Room Gramt	7,968.00	7,774.90
•	Consolidated Subject Grant	216,019.40	109,517.20
•	Supplementary & Enhancement Grant	167,013.00	140,167.93
•	Training & Development Grant	6,901.00	4,430.00
•	Composite Information Technology Grant	376,501.00	375,136.38
	Sub-Total	**5,360,881.62**	**5,386,819.47**
(b)	**Special Domain**		
•	Capacity Enhancement Grant	471,771.00	579,823.18
•	Guidance Programme Fund	7,234.00	5,788.60
	Sub-Total	**479,005.00**	**585,611.78**
(2)	**Composite Furniture & Equipment A/C**	**464,690.00**	**555,972.10**
II	**School Fund**		
•	Subscriptions (Tong Fai)	863,432.53	593,372.19
•	Scholarship	122,600.00	12,990.00
•	Art Development Fund	4,000.00	-
•	Sports Development Fund	424,320.52	395,981.32
•	School Development Fund	30,000.00	-
•	Alumni Development Fund	10,000.00	-
	Sub-Total	**1,454,353.05**	**1,002,343.51**