Cheung Sha Wan Catholic Secondary School

Annual School Report

2014-15

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School Mission

- Share the universal mission of Catholic Schools in the education of the whole person
- Spread the Gospel and lead students to live a life according to the Christian spirit
- Cultivate positive values and service spirit in students
- Inspire students to strive for perfection according to the school motto of "Self-strengthening and continuous improvement".

School Vision

To gain recognition as one of the leading schools in Hong Kong in academic achievement, community service and extra-curricular activities.

School Management

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

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

School Information

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

Level	S1	S2	S3	S4	S5	S6	Total
No. of classes	4	4	4	4	5	5	26
No. of students	144	143	143	136	172	174	912

In the 2014/15 school year, the school has 26 classes with a total enrollment of 912 students.

The Students' Union was established in 1976, the Alumni Association in 1982 and the Parent-Teacher Association in 1997. The Alumni Association and PTA provide strong support and resources. In particular, the PTA was awarded the "Gold Award for Volunteer Service" in 2012. The Steering Committee was set up in 2004 to monitor school policy implementation and set directives. A high degree of transparency and accountability in school management have been implemented.

To implement the NSS curriculum according to the needs of the students, regular feedback is received from different stakeholders. KLA leaders and subject panel heads coordinate to better use school-based assessment data to enhance teaching and learning effectiveness and cater for learner diversity. The staff development programmes are closely related to the school development plan, major concerns and the professional needs of the teachers. The self-evaluation mechanism faciliates strategic planning in all KLAs, and peer lesson observation and collaborative lesson planning are widely promoted. The staff appraisal system ensures continuous improvement in teaching. CSWCSS traditionally has an outstanding teacher-student relationship.

The major concern in 2014-2015 is to 'fully utilize the potential of students'. School-based strategies are devised to promote e-learning. At the same time, students are given different learning experiences to develop their self-directed learning skills.

Specifically, with the use of funds from 'The Support Scheme for e-learning in Schools' and 'E-textbook Pilot Scheme' as well as the e-learning sessions in junior classes, students' exposure to e-learning has increased. As for staff development, e-learning workshops and the sharing of successful experiences of the use of e-learning in classrooms provide an impetus for staff to apply e-learning in classrooms.

Through self-reflection tasks and peer-learning experiences and assessment, students have realized their own strengths and weaknesses. Students can also extend their learning using individualized self-learning materials.

The school also emphasizes much on spiritual education and student development so life education programmes are provided to all students.

Information of Teaching Staff

Information of Teaching Staff (including School Head)	
No. of teachers under staff entitlement	57
No. of teachers not under staff entitlement	6
Total:	**63**
Qualifications and Professional	
Teacher Certificate /Diploma	100%
Bachelor Degree	100%
Master / Doctorate Degree	49%
Special Education Training	14%
Working Experiences (% of Teachers)		
0 - 4 Years	5 - 9 Years	$\geqq$ 10 Years
10%	17%	73%

School Facilities

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

Achievement and Reflection on annual Major Concern 2014-2015

Major Concern	Fully utilize the potential of students

(a) Realize the potential of IT and unleash the learning power of students

(1) Using the funding to improve IT facilities

Achievements

With the extra subsidies granted by Education Bureau (Support Scheme for e-Learning in Schools / Wi-Fi 100), the installation of Wi-Fi infrastructure was completed in Sep 2014. The Wi-Fi network is stable and can fulfill the needs of teachers and students in e-learning. The Wi-Fi network of the school covers the school premises, including the running track. Aside from this, 45 i-pads were purchased for e-learning

Reflection

With adequate IT resources, it is hoped that e-learning will be promoted extensively to enhance learning efficiency. Assisted with the existing e-class and the notion of sharing, it is hoped that e-learning platform can be utilized as a platform for students and teachers to share their learning materials as well as learning outcome.

On a positive note, the school can promote the use of e-learning by joining the Enriched IT Class Programme or exploring the use of more powerful e-learning platform – Google Classroom so as to nurture IT talents.

(2) Participating in the pilot scheme of using e-textbooks (EMADS)

Achievement

The 1st and 2nd try-outs of EMADS had been successfully carried out on 12-11-2014 (classes 1C & 1A) and 30-4-2015 (classes 1B & 1D). From the feedback of the subject teachers, the e-textbook is effective in arousing students' motivation in learning and encouraging students in self-directed learning. More than 70% of students enjoyed e-learning sessions.

Reflection

After the implementation of the e-learning pilot scheme (EMADS) for two years, most junior form students have accepted electronic devices to learn Mathematics. As more subjects have incorporated e-learning elements in the last school year, students should be given more chances to engage in self-directed learning with the use of the Internet.

(3) Carrying out at least one e-learning session in junior classes

Achievement

- Different e-learning strategies were used in different panels. For example, students used i-pads for group projects, recording activities, video editing, presentation and peer learning. In Physics, students used some new instruments like speed meter / data-logger and aiding software in their experiments and demonstrations to gauge the results accurately.
- The RFID system, which was used in the 25-lap long distance running, showed significant results and proved to be useful.   Moreover, some KLA leaders set up public drives for students to access learning materials for their individual learning.

Reflection

- Students showed positive feedback and motivation in using i-pads or I.T. devices for learning in both junior and senior forms. As reflected by improved TESS score, some teachers found the use of IT improved the learning of students.

(4) E-learning workshops to introduce APPS and learning platforms to encourage teachers to use e-learning in classes

Achievement

Under the planning of the Staff Appraisal and Development Committee (SADC), two e-learning workshops were held on 13/11 and 2/12 by the school's IT team and EDB's IT team respectively on how to use the school's network and mobile devices to promote interactive and investigative learning.   Teachers showed active participation in the workshop and gave a high average score of 3.77/5 in terms of its usefulness.

Reflection

Teachers were very responsive to learning new strategies in relation to e-learning.

Similar workshops or sharing sessions should continue to be organized to promote teachers' professional development in the coming years.

(5) Sharing of successful experiences of using e-learning among teachers

Achievement
After joining the workshop on e-learning strategies organized by the SADC, many teachers were eager to learn and try out different e-learning strategies.

1. The English Panel allowed time for teachers to share their successful e-learning activities in panel meetings and some teachers had very positive experience in using i-pad for students' presentations and requiring students to submit their oral work through e-class for teacher's assessment.

2. IT, ICT and C&T teachers also shared their experience in using e-textbooks.

3. PE teachers conducted a sharing session with 36 teachers from different schools on the use of IT facilities to enhance learning and teaching.

Reflection
It is hoped that e-learning can be further promoted in 2015-16 through sharing and professional development workshops so that more panels and teachers will explore the use of effective e-learning strategies.

(6) Students able to master necessary learning skills

Achievement
- Different panels focused on equipping students with diverse arrays of crucial learning strategies.
- For science subjects, in Integrated Science, a one-month scientific investigation program for F.1-3 involving 9 generic skills was conducted. In Chemistry, the training of problem-solving skills in qualitative analysis was carried out. In Biology, through scientific investigation in SBA, students were trained to master problem solving, critical thinking and academic writing skills.
- For humanities subjects, in Liberal Studies, learning strategies, such as critical thinking, data collection, question analysis and keyword spelling, were introduced in different forms. In terms of TESS score, the subject mean of LS in the question—'My teacher teaches us to develop effective study skills and

examination skills' was 3.34, which is much higher than the overall school mean of 3.17. In Geography, it was estimated that 75% of Geography students actively jotted notes in class and some browsed relevant websites for further information given by the teacher. For History, students gained communication and presentation skills in discussion tasks. And they polished their literary and writing skills through completing essays and critical thinking in lessons. In Chinese History, students were given chances to master the skills of gathering and analyzing information on the Internet and they learnt to work collaboratively.

- In Chinese, school-based exam skills training sessions for different exam papers were conducted in senior forms while school-based foundation skills were taught in the junior levels. In Reading, students gained communication skills and presentation skills in book presentation and discussion tasks. In addition, they polished their literary skills in completing reading journals. In Ethics, students gained communication and presentation skills in presentation and discussion tasks.

Reflection

It is reflected that most panels have developed strategies and utilized different effective tasks to enable students to master learning skills. The next step forward would be to develop mechanisms to share those strategies among panel members and across different panels. In a nutshell, it is time for different subjects to reinforce the culture of professional sharing of good practice among teachers, especially in the context of staff development.

(7) Better cater for students' learner diversity
Achievement

- **High Achievers' Club & Reference Library**

    ◆ Starting from 2012-13, higher achievers of senior forms have been selected to be members of Higher Achievers' Club where students are given a quiet environment for self-study.

    ◆ In 2014-15, further reallocation of senior form higher achievers into two batches was made. F.4 higher achievers may conduct their

self-study at the Higher Achievers' Club (at one room at Multi-purpose Hall) while F.5-6 higher achievers may have it at the Reference Library (in Room 308/309).

◆ As in last year, reference books, supplementary exercise and mock papers were bought and provided for students for self-access at both places.

● **All-round Education Award**

◆ Launched in 2013-14, the Award has served as a means to motivate the junior formers to strive for their best in all aspects of achievements (conduct, academic achievement, extra-curricular achievement, school and community services).

◆ This year, three students applied for the Award, including two F.1 and 1 F.3 students. It is encouraging to see two F.1 students received the Award, which is a free place of overseas study tour to an English-speaking country.

● **Gifted Programmes**

◆ This year, 8 students were successfully enrolled in the Hong Kong Academy for Gifted Education (HKAGE) into three domains: Mathematics, Humanities and Sciences.

◆ For the Dual Programmes of the Hong Kong University of Science and Technology (HKUST), twelve students successfully completed the 17-week courses in the HKUST and three of them were successfully enrolled in Level 2 courses in Chemistry starting from September 2015. Among these twelve elite students, two of whom received Distinction results.

◆ Besides, five junior form students successfully completed the EDB Gifted Education Section web-based learning courses in Level One and one of them also completed the Level 2.

◆ Three other junior form students were enrolled in Fung Hon Chu Gifted Education Centre Enrichment Programmes (Secondary Schools) in Summer 2015.

● **Options for electives in Senior Secondary Curriculum**

◆ The school has been offering various electives for students to explore their potential in academic field since the implementation of the NSS

Form 5 Electives in NSS curriculum (2013 –2016)
Core Subjects: English, Chinese, Mathematics, L.S., E&RE and P.E.

Elective Block 1	Elective Block 2	Elective Block 3
Physics 1 (F.4A)	Physics 2	Physics 3
Chemistry 1 (F.4B)	Chemistry 2	Chemistry 3
Economics 1 (F.4C)	Geography	Economics 2
	Biology 1	Biology 2
	Chi. History1	Chi. History 2
	ICT	History
	V.A.	P.E.
	E & RS	

As there are four classes of F.4 (2014-2015), the choice of existing electives was reviewed with introduction of new subject Business, Accounting and Financial Studies (BAFS).

Form 4 Electives in NSS curriculum (2014 – 2017)
Core Subjects: English, Chinese, Mathematics, L.S., E&RE and P.E.

Elective Block 1	Elective Block 2	Elective Block 3
Chemistry 1 (F.4A or F.4B) – 28	Physics 2 - 28	Chemistry 2 - 28
Economics 1 (F.4A or F.4B) – 28	Economics 2 - 28	Geography - 28
Physics 1 (F.4A or F.4B) – 28	Biology 1 - 28	Biology 2 - 28
	Chi. History - 26	History - 28
	ICT - 20	NSS P.E. - 20
	V.A. – 20	BAFS – 15
	E & RS – 20	
Total Places = 72	Total Places = 170	Total Places = 147

The school also allowed students to take Applied Learning subjects and Other Language subjects to cater for students' learning diversity.

Reflection

- **High Achievers' Club & Reference Library**

  ◆ Positive feedback was shown among users as they reported that they could make use of the materials provided to have their self-study in a quiet environment. This also cultivated a good learning environment where F.4-6 students could have their self-study according to their different needs.

  ◆ It is suggested to further explore different modes of activities for those higher achievers, e.g. study groups, to allow peer-learning among students.

- **All-round Education Award**

  ◆ It is suggested that the Award can be introduced to all F.1-3 students midway through the first term so that students can be better prepared for their application.

- **Gifted Programmes**

  ◆ It is suggested to widen the population of the gifted students by exploring gifted education of various fields outside the school (mainly EDB gifted education section and tertiary institutions).

- **Options for electives of Senior Secondary Curriculum**

  ◆ The number and variety of options for electives in Senior Secondary Curriculum allow most of the students to take the subjects according to their interests and abilities. It is suggested to continue this policy in the coming years.

(8) Ample opportunities provided to widen students' exposure and learning beyond the classroom

Achievement

- Over the past two years, abundant opportunities have been provided to broaden students' horizons towards the world and to extend learning beyond the classroom. In 2014-2015, a total of nine overseas study tours were conducted, covering F.1-6. Study tours were mainly organized under

subject/club basis. For instance, Liberal Studies organized a cultural and sustainability tour to Japan to probe into the hi-tech development and traditional culture of the country. And the Visual Arts Panel conducted an arts tour to Taiwan. The school library club organized a trip to Japan as well.

Students also joined the study tours to Australia and New Zealand organized by the Education Office of the Hong Kong Diocese.

● Besides, numerous field trips were conducted in Hong Kong. For instance, the Career Committee conducted university and workplace visits to inspire students towards higher educational pursuits and job prospects. Besides, BAFS organized hotel visits to let students have first-hand information about hotelling industries and tourism. In addition, the Liberal Studies panel conducted WWF Hoi Ha Wan Field Trip, Trial Court and Urban Renewal field trip to provide learning opportunities to students beyond the classroom context.

Reflection

Students responded positively to the trips organized. In particular, in the post-trip writing competition of the Liberal Studies cultural and sustainability tour, students' written comments reflected that they were deeply impressed by the courteous attitude of the Japanese and traditional culture of Japan. And they were also inspired by Japan's strenuous endeavor to protect the natural environment. For this, it is recommended that overseas study tours are to continue to give more exposure to students. It is also recommended that students should be given chances to share their tour experience and reflections with their counterparts in writing or speaking to strengthen a sharing culture among students.

(b) <u>Reinforce self-directed learning of students</u>

(1) Introduce self-reflection, peer learning/assessment elements in lessons to help students realize their own strengths and weaknesses.

<u>Achievement</u>
- Peer learning and assessment were introduced in various subjects such as the F.3 English Radio Play and students taking turns marking peers' work in Geography & Putonghua
- Students' good writings in tests, quizzes & examinations were printed and displayed for peer sharing and learning e.g. English writing and LS essays
- In-class project / individual presentations in different subjects promoted peer learning.

<u>Reflection</u>
- A certain percentage of continuous assessment marks, though can be small, may be allocated to self-reflection journals, learning progress files or portfolios and even peer assessment as incentives.
- Panels may consider publishing booklets of good writings, essays, examination / test answers to reinforce the notion of self-reflection.

(2) Organize workshops and activities to help students realize their own potentials.

<u>Achievement</u>
- According to the students' opinion survey, more than 95% of prefects found the training organized by the Discipline Committee useful.
- The Guidance Committee implemented the Self-Strengthening Scheme, which aimed at helping those junior students who always failed to submit their homework to form better learning habits and be more positive in learning.
- From the student survey, 100% of the participants agreed that this scheme could help them form a good habit of doing homework and 95% of them found the scheme useful in enhancing peer support learning. Through the scheme, they had more incentives to do their homework.

<u>Reflection</u>
- To strengthen the sharing culture in our school, it is recommended that peer sharing among prefects and between past prefects and the newly recruited prefects can be promoted in their training sessions and leadership training camp.
- Experience sharing can also be promoted within the Self-Strengthening Scheme to arouse the academic motivation of those under-achievers.

(3) Provide individualized self-learning materials to students so that they can learn beyond the classroom according to their needs. (e.g. Khan Academy, Explain Everything, etc.)

<u>Achievement</u>
- In BAFS, English and LS, extra learning materials in social media websites, such as Facebook and newspapers websites like the SCMP, HK Economic Journal (LS version) were available for self-learning beyond the classroom according to students' needs and interests
- E-classrooms for different subjects (e.g. Biology, LS) provided students with self-directed learning opportunities, and more than 80% of senior form ICT students used the eClass online question bank for self-study; in C&T subject, more than 70% F.1 & F.2 students could finish their self-learning of CAD exercises through the eClass system;
- Students could select appropriate materials according to the graded tasks in the reading journals.

Reflection

- As indicated that e-learning through e-classrooms and other websites has been adopted in different subjects, this kind of learning tends to be more self-directed. E-learning can be further enhanced through more systematic and structured arrangement in assessment such as incorporating certain proportion of continuous assessment marks for e-learning to enhance students' motivation and coordination among different panels

- More resources may be allocated to support individualized self-learning such as encouraging teachers to run interactive internet platforms and providing more graded materials for learners through e-learning.

- A standardized platform for sharing online learning materials should be established so as to foster information sharing among teachers and students.

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

Achievement
1. Promoting the five core values of Catholic Education in different ways

- Coordinated by the Life Education Core Group, Form Teachers' Periods and other non-teaching time were effectively utilized to design and implement different activities for students in different forms, with the five core values of Catholic Education as the main theme, so as to provide students opportunities to experience the values. For example, for enhancing students' experience in "Life", all Form 1 students joined a three-day Life Education Camp, while Life Education Day Camp was organized for Form 2 students. Apart from making them realize the importance of team spirit, they were inspired to reflect on the value of Life. Besides, through the film show entitled "Little Big Master" (五個小孩的校長) and drama "Farewell the Good Old Days" (失‧禮‧死‧人), students were guided to relate their daily life to the five core values of Catholic Education.

- Besides, based on the value of "Justice", the Life Education Core group, working with the Pastoral Care Team, the Civic and Moral Education panel, the Liberal Studies panel, the Ethics and Religious Education panel and Hong Kong Catholic Commission For Labour Affairs, organized a yearly program called 〝撑小店大行動〞for Form 2 students. Through direct engagement, students were inspired to rethink about the relationship between "Justice" and their daily life. In addition,

students were guided to create an English drama on "Care and Inclusion" (關愛共融) to spread the message of inclusion to other students.

- Pastoral care team organized sharing sessions in morning assembly for catholic teachers and pastoral care assistant to spread the five core values of Catholic Education. To align with this, activities like Paschal Lamb Design Competition themed on family harmony during the Lenten Campaign, and Famine Lunch themed on human trafficking, etc. were organized.

- In addition, students explored the "Truth" value through the preparation for the Cross-curricular Project (P.E. and CIT). Cooperation throughout the project gives students sense of Love, which can be further extended to the concept of 'Family'.

Reflection

- Programs held this year successfully raised students' awareness of the core values in Catholic Education, serving as the solid base for further development in the coming school year. For instance, the reading materials designed related to "Justice" in F.2 reading lessons so as to consolidate students' awareness and the recognition of those values in their daily life.

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

Achievement

- Careers Committee of the school successfully developed Career and Life Planning in School curriculum and helped students to establish their own career profiles. "My Career Profile" and "Career Mapping" were used as the teaching tools for career education in junior forms and senior forms respectively. As a whole, teachers agreed that both teaching tools were helpful to arouse students' awareness of career planning and self-understanding.

- Workplace visits and site visits to public organizations, such as Aviation Education Path, Immigration Department and Highways Department were provided to junior form students. Based on the feedback and observation from class teachers, students learnt much about related career paths which would help them build their own career profiles.

Reflection

- A systematic junior form curriculum on life and career planning, i.e., My Career Profile, has been adopted and implemented. Students were successfully led to

think and prepare for their future life. The same curriculum and the teaching and learning packages will be used in the coming year so as to nurture the awareness of the importance of life and career planning in early stage of life for our F.1 students. Besides, a wider degree of exposure on career and advanced studies will be prepared for senior form students, e.g., sharing of work experience by alumni, etc.

Report on Support Services for Students with Special Educational Needs (SEN) (2014-15)

With the implementation of inclusive education in our school, we had organized different programmes and training sessions for students with special educational needs (SEN). A seminar was conducted for the teachers concerned to help them have a better understanding of the symptoms of the SEN students and the teaching strategies for them. In addition, our school used the Learning Support Grant to employ a social worker assistant to help the SEN coordinator in providing intensive care for the SEN students. We also subscribed services like, social skills training, individual training, training for students with ADHD and speech therapy sessions from some professionals for students in need.

Student Achievements 2014-15

http://www.cswcss.edu.hk/CustomPage/11/Student_Achievements_14-15.pdf