



啓思中學

CREATIVE
SECONDARY
SCHOOL

SCHOOL REPORT

2018 - 2019



CREATIVE SECONDARY SCHOOL 啓思中學



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1. Our School

School Motto

Through this place we thrive, we serve and find our place in the world

The CSS Learner Attributes was designed in 2017 - 18 to express our commitment to the core values of Invitational Education, the IB Learner Profile and of the Creative Education Foundation.

CSS Learner Attributes 啓思中學學習者特質



A full elaboration of the school's educational philosophy and core values is contained in the CSS parents' handbook which is downloadable from the school website www.css.edu.hk.

School Management Committee

Chairman: Mr. Yeung Po-Kwan, OBE, O.St.J., CPM, MCIL, FCMI, FRSA, JP

School Supervisor: Mr. Victor Fong, BSc, RIBA, HKIA, RA

Vice Chairman: Mr. Fong Hup, CPA, MH

School Principal: Mr. Cheung Siu Ming, BSc, MA, PGCE

Dr. Eddy Fong, CPA, GBS, JP

Dr. Roger Cheng Hon-Man, BA, MPhil, MA, PhD

Ms. Wong Sau Yee Carrie B.S.W.(Hons), R.S.W.(HK)

Mrs. Clio So Chan So Ming, MEd, BPhil, CEd

Mr. Tony Yen Yuen Ho, SBS, JP

Mrs. Ophelia Ngan BA, Med

Ms. Alexandra Champion BA (Hons), MA, MSocSc (Teacher Representative)

Mr Simon Mak (Parent Representative)

Basic Information on students

The school's enrolment in 2018-2019 was 703 students from Form 1 to Form 6.

Form	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Total
Students	156	127	119	123	92	86	703
Classes	5	5	5	5	5	5	30

Basic Information on teachers

In 2018 - 19 the teaching staff establishment consisted of 83 full-time teachers, 4 part-time teachers, 4 assistant teachers and the Principal. There were 34 native English speakers, 13 natively fluent Putonghua speakers and 27 natively fluent bilingual speakers. 59 had a university degree from overseas, 45 have Master Degrees and 4 have a Doctorate Degree.

Campus Facilities

At the start of the 2018-19 academic year, teaching and learning on the school campus was supported by the following facilities:

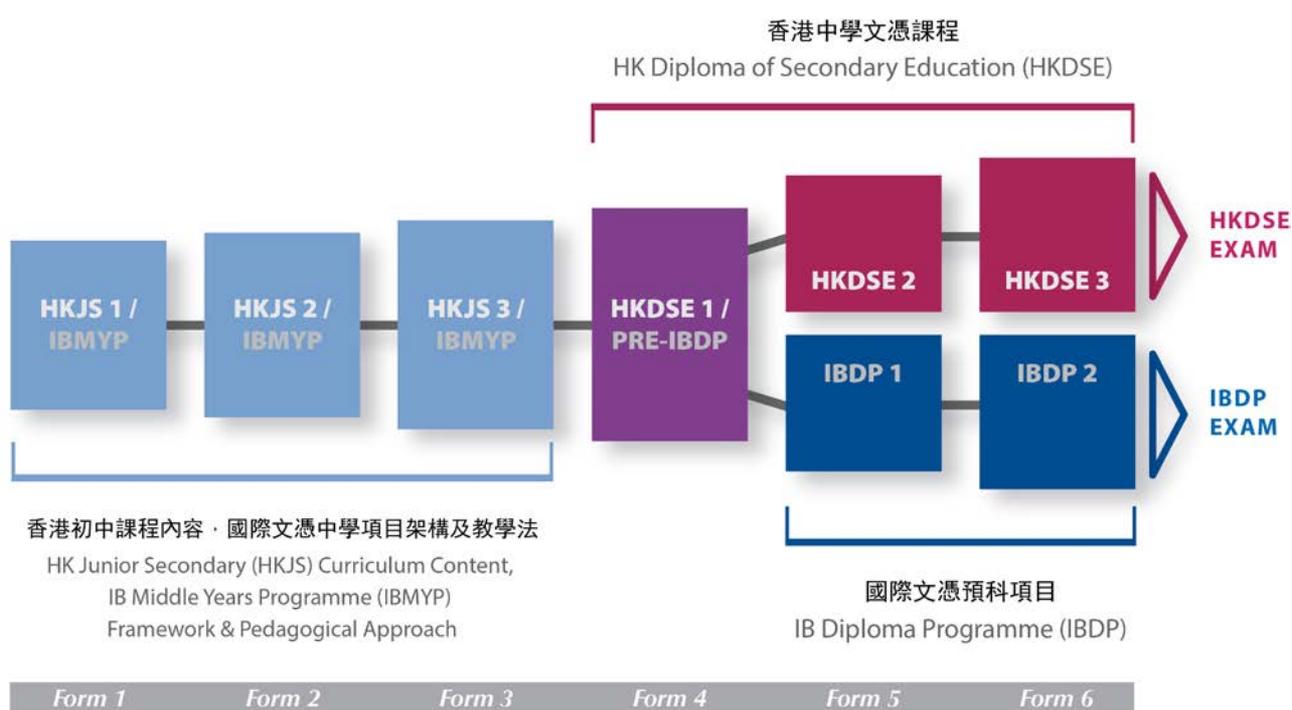
- 30 classrooms (2 of which were dedicated to teaching junior Visual Art)
 - Two senior secondary Visual Arts studios
 - 7 Science laboratories
 - 4 small classrooms
 - 1 ICT room
 - 2 seminar rooms
 - A Design Technology centre consisting of workshops, graphics studios & CAD facilities
 - A Drama studio
 - Music Room with recording studio
 - Senior school music teaching room
 - A library
 - Two school halls, balcony and three multipurpose rooms
 - 2 basketball courts and a tennis court (enhanced by astroturf surface)
 - extensive wifi internet access across the campus to support student & staff users
- (Plans have been made to convert the ICT room into a flexible learning space for 2019-20)

Digital Technology to enhance learning

CSS has been a laptop school for several years. Students are all familiar with using digital technology tools to support their inquiry-based learning in all areas of the curriculum. All staff, students and parents have access to a web-based platform which includes email, storage and file-sharing facilities, enabling students to access learning resources even when they are off-site. Many school licenses have been purchased to support student's learning, ranging from subject-specific software for maths, design, music composition, educational databases, to digital subscriptions to publications and software to support academic honesty and develop research skills.

Communication with parents have largely gone “paperless”. The school’s mobile digital devices policy was re-drafted in 2017 – 18 and smoothly implemented in 2018 – 19.

Curriculum Model



For the purposes of registration and attendance, social organisation, and the Personal Growth Programme (PGP), all students from Form 1 to Form 6 are organised into 6 Houses, named after 6 trees commonly found in Hong Kong – Bauhinia, Bombax, Cassia, Delonix, Jacaranda and Juniper. Students’ social, emotional and academic learning is overseen by their House tutors. However, classroom learning is largely not organised according to house groups.

Junior Secondary Curriculum and Class Organisation

The school delivers the Hong Kong Junior Secondary Curriculum (Form 1 to Form 3) through the pedagogical framework of the International Baccalaureate Middle Years Programme (IB MYP). The IBMYP's eight subject groups match the eight Key Learning Areas of the HK curriculum:

HKJSC	Chinese	English	Maths	Arts	Humanities	PE	Science	Technology
IBMYP	LL or LA	LL or LA	Maths	Arts	I&S	PE	Science	Design

LL – Language & Literature, intended for first language learners

LA – Language Acquisition, intended for second language learners

I&S – Individuals and Societies, equivalent to Humanities

In Form 1, students learn in their house groups for all subjects except for English and Chinese.

In Form 1 – Form 3, students learn Chinese and English in either Language & Literature(LL) or Language Acquisition(LA) classes, according to their language background. The study of literature is a core component of the LL course. Within the LA curriculum, students learn in groups according to their phase of language acquisition (i.e. Chinese LA learners are taught in discrete advanced, intermediate and beginners' classes, and similarly for English). Students who are bilingually fluent followed LL courses for both English and Chinese.

In 2018 – 19, a Centre for Academic Language Proficiency (CALP) was established to provide support for students whose level of academic language proficiency was insufficient to fully access the English medium curriculum. Small groups of English LA students in F1, F2 and F3 were given discrete tuition

For Arts & Technology, students in F1 & 2 study all course in rotation - Visual Art, Music & Drama and Design Technology, Food Technology & ICT. In F3, students choose and specialised in one Art and one Technology subject. For Science, Physical Education and I&S, students in F2 & 3 study in mixed ability groups, not in their house groups. In F3 science, they rotate through the three separate sciences in preparation for senior secondary curriculum elective courses. For Mathematics, students in F2 & 3 are taught in sets according to their aptitude for the subject.

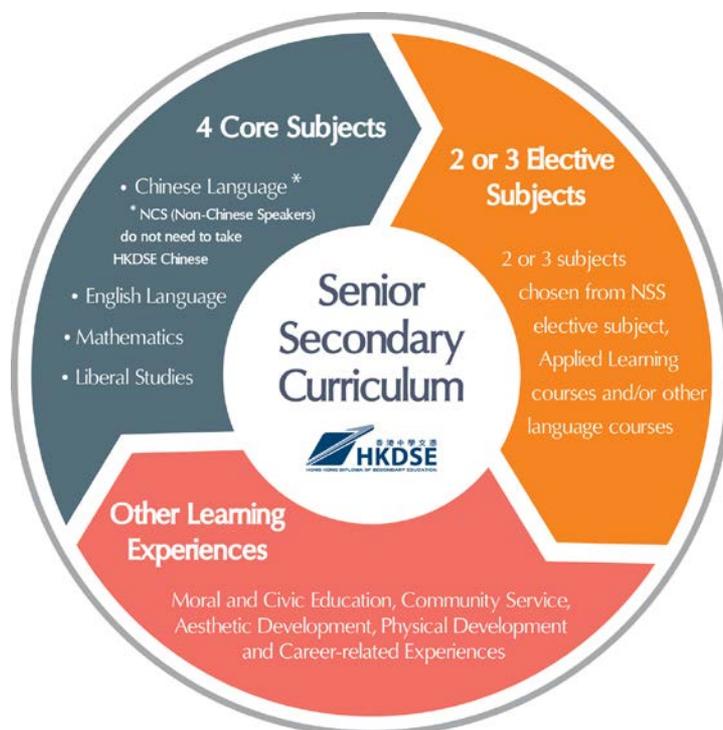
There is a Personal Growth Programme delivered by House Tutors, consisting of one lesson every 6 day cycle.

At the end of Form 3, students completed a Community Project, a culminating activity to conclude their three-year IB Middle Years Programme.

During 2018 – 19, the school established a planning team to prepare for the introduction of a new subject, Chinese History, into the junior curriculum, starting with Form 1 in 2019 – 20. The plan was to deliver this new course through the medium of Cantonese for native Cantonese speakers (about 80% of students) and through the medium of English for NCS students.

Senior Secondary Curriculum

In Form 4 - 6, students followed the HKDSE programme, unless they were admitted into the IB Diploma option in F5 & F6. HKDSE students studied 4 core subjects – Chinese, English, Mathematics, Liberal Studies, together with their chosen elective subjects as well as undertake a programme of Other Learning Experiences (which includes physical education).



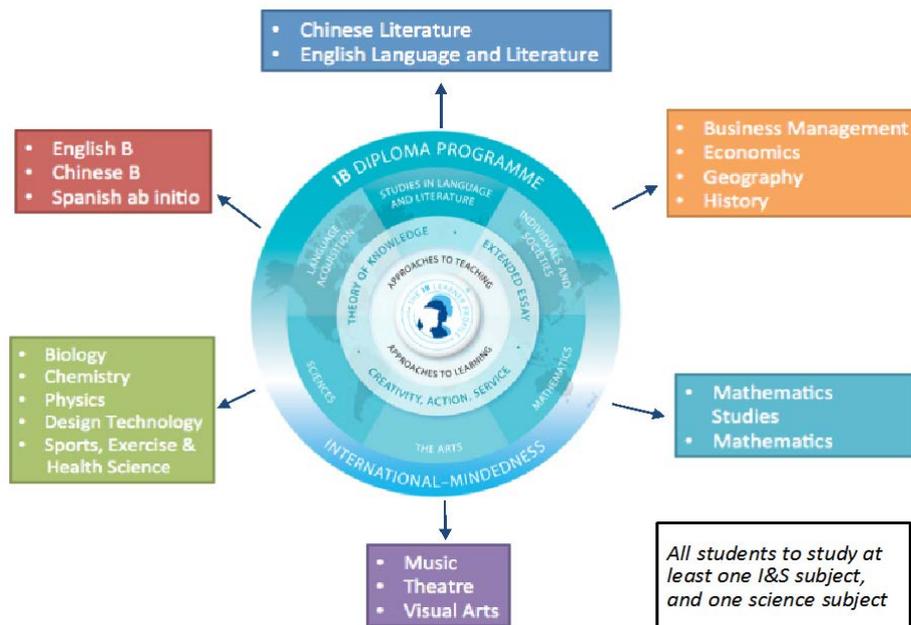
In Form 4, students studied three elective subjects, chosen from the following:

Arts	Visual Art, Music, Drama
Humanities	Economics, History, Geography
Sciences	Biology, Chemistry, Physics
Technologies	Business, Accounting & Financial Studies (BAFS), Design & Applied Technology (DAT), Technology & Living (Food) and Information & Communication Technology (ICT)

All students had free choice of their three elective subjects, a key feature of the school's broad and balanced curriculum offer and our emphasis on developing every students' potential and meeting their aspirations. The careers & university guidance team and Middle School tutors provided advice to individual students.

In the Form 5 & 6 HKDSE Programme, students continued with 2 or 3 electives and also had the option of taking up Maths Module 1 or 2, or English Literature as an elective subject, provided they met the required expectation for these courses. For those who have requested the option and met the school's expectations, they switched away from the HKDSE to study the IB Diploma at the start of Form 5.

IB Diploma Programme at CSS



Students are required to study 6 courses, 3 of which at Higher Level. They also follow 3-component cores which are mirrored by the study of Liberal Studies and OLE in the HKDSE:

1. Theory of Knowledge – short inter-disciplinary course
2. Extended Essay – usually related to one of the 3 HL subjects studied by the student.
3. Creativity, Activity and Service – a programme of student-initiated activities

A new subject Environmental Systems and Societies (ESS) was offered for the first time. This is an inter-disciplinary subject which belongs to both Science and I&S groups. ESS Students could study two subjects from the Arts if they wished. The curriculum for the following year's IBDP reflects this addition, as well as the option to study a new Arts subject, Film Studies. Furthermore the IB has introduced two new maths courses to replace the current 3 courses.



2. Achievements and Reflections on Major Areas of Development

Major Area of Development 1: Teaching & Learning / Curriculum

Target 1 – Strengthen CSS curriculum model and delivery

- Strengthen 3 year MYP
- Strengthen Form 4 as 1st year of DSE
- Strengthen IB Diploma Programme
- Review Progress in use of digital technology to enhance learning

Achievements

- MYP team expanded and strengthened; Curriculum delivery, particularly the Community Project, improved through staff training and more effective support for students, including progress checks to better monitor student performance
- F3 & F4 students' course decisions well-informed by an Elective Subjects options exhibition and the newly published Senior Curriculum Brochure; delivery & assessment of F4 DSE courses further strengthened and F4 exams further standardised; students' academic English writing strengthened and DSE English Literature now offered as elective.
- IB Diploma - more teacher collaboration & moderation has enhanced student performance – fine-tuned academic calendar has improved student achievement in CAS, ToK presentations, oral exams.

Reflections

- *Heads of subject faculties' leadership work much better informed by the data analysis conducted by the curriculum team and by focused data conversations with the Director of Learning & curriculum coordinators*
- *Students' progress checks in the coming year to be further enhanced in coming years through closer liaison with Student Development & Well-being team*
- *Curriculum brochure and options exhibition received positive feedback from students & parents. Aim to continue and refine, and develop a junior curriculum brochure for this year*

Target 2 - Raising students' English & Chinese literacy & inter- cultural awareness

- Establish Centre for Academic Language Proficiency (CALP) to give intensive English support to targeted students
- Review of CSS Language Policy
- Establish steering group to plan for introducing junior secondary Chinese History(CH) course
- Promote greater appreciation of Chinese literature, history & cultural heritage (CLACH)

Achievements

- Centre with two specialist staff established, with English support offered to

targeted students in Form 1 to Form 3

- CSS Language Policy received a minor update for the forthcoming IB Evaluation
- The established CH working group has successfully planned English and Chinese versions of the S1 course, with staffing and resources allocated to deliver the course in Sept 2019.
- CLACH working group established and 3 year plan developed and endorsed by school Board, well supported by EDB grants and school funds

Reflections

- *Students with verbal fluency but lacking in academic language proficiency are to be supported this year*
- *A broader review of our Language Policy is to be planned, taking on board particular recommendations from the IB evaluation report*
- *Chinese History development of course materials will require greater investment in translation; further plans to introduce the course to S2 for next year*
- *CLACH needs to be further developed for future years.*

Target 3 - Develop professional capacity of teaching team

- Enhance support for & extend culture of school improvement to new teachers
- Raise professional expertise through lesson observation & feedback, PD, networking

Achievements

- New staff induction and support sessions after school have been established
- Support systems for practicum students strengthened
- Newly appointed Director of Learning conducted lesson observations of all staff & supported faculty-based observations & feedback & team teaching
- Extensive PD for many staff, including middle leaders with EduHK, PD days, online courses and attendance of external conferences & workshops
- Networked with IB schools in Shenzhen, Hong Kong & Taiwan, and with Taiwan Normal University & Education University HK

Reflections

- *Support is valued and appreciated by new teachers and work will continued in 2019 – 20*
- *The school will slightly reduce the number of practicums to improve quality of support*
- *PD this year will be further informed by needs analysis and target-setting / mentoring*
- *Valuable networks need to be sustained this coming year*

Major Area of Development 2: Student Ethos, Achievement, Social & Emotional Education

Target 1 – Raising students’ expectations – motivation, self-discipline, confidence, positive attitudes, resilience, self-respect, respect for others

- Promote CSS Student Attributes
- Strengthen student voice /student leadership
- Continue to embed Restorative Practices
- Enhance recognition of student achievement
- Strengthen student ownership of school environment
- Provide staff PD to ensure consistent implementation

Achievements

- CSS Student Attributes further enhanced through displays and posters
- Student Representative Council introduced
- Further PD conducted with new staff
- Creative Credits successfully implemented, more student achievement posted on CSS website

Reflections

- *Further work planned for coming year including CASOLE student mural paintings*
- *SRC attempted to some extent involved younger students and was partially successful. Elections and student leadership work to be further embedded this coming year*
- *More PD on PE and RP to be planned for coming year*
- *Creative Credits very much welcomed by students and parents*

Target 2 – Address specific needs of students in academic as well as social & emotional learning

- Monitor & track student progress using a range of assessment instruments
- Further develop Personal Growth Programme
- Introduce Academic Tutoring
- Further develop Experiential Learning
- Review systems for providing for SEN

Achievements

- CAT4 & PASS assessments further implemented
- PGP reviewed
- Began piloting academic tutoring for Form 4 students
- EL rationale & framework widely shared with school community
- Actively prepared our recording systems in readiness for change of EDB Learning Support funding scheme for DSS schools

Reflections

- *PD last year to show teachers how to interpret CAT4 & PASS data was well*

received

- *PGP units will be fine-tuned on an ongoing basis, responding to student needs*
- *Staff PD on academic tutoring in the coming year needed before further implementation*
- *Experiential Learning framework is thorough and greater consistency has been achieved, the procedures can be streamlined.*
- *Parents generally responded very positively to requests for documentation to enlist their children on the register to secure EDB funds; confident that the school can procure suitable services with additional funding provided*

Target 3 – Support students to better plan and achieve their career aspirations

- Provide wider exposure to local universities & colleges

Achievements

- Annual University Fair conducted, with over 40 overseas and local universities in attendance – CUHK, HKU, HKUST, PolyU, City U, Baptist U, SHue Yan, Lingnan, EdUHK, THEi, Tung Wah College, HK Design Institute SCAD etc

Students encouraged to attend local university Open Days

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Reflections

- *Student and parent feedback was very positive*
- *Feedback from participating universities was also positive (many have attended in previous years and will continue to do so in future)*

Major Area of Development 3: Operations and Administration:

Target 1 – Further improve school administration and operations through more effective teamwork and more use of digital technology

- Further develop digital systems to improve operations & administrative efficiency
- Establish more effective practices within admin team

Achievements

1. The following management software modules have been implemented, either by the in-house programming team or through the purchase of software from an external supplier:

- Event Management System - to enhance communication among staff to organize an event.
- Sports Day and Swimming Gala Management system - to help PE team enhance the efficiency in organising sports day and swimming gala.
- Enhancement on Timetable Reports - to provide an overview of teachers' timetables
- Streamlined Miscellaneous fee calculation.
- Science Lab Booking System - to enhance communication among science

teachers and Lab technicians to organize an experiment.

2. Accounting management improvements were achieved as follows:

- Migrated to our new accounting and budget System which provides better budget control and budget reports
- Establishment of further school policies – Premises hire, Petty Cash
- Improvement in accounting workflow to meet EDB's requirements after pilot Management and Financial audit

Reflections

- *An integration between the Accounting and Budget System with our School Student database is required.*

Target 2 – Plan for longer term development and sustainability

- Implement space management & waste management strategies
- Maintain & further improve campus

Achievements

- Obsolete books & stationary disposed, to free up more storage space
- Previous year's bid for Major Repair to EDB was successful. Last summer the campus underwent its first major redecoration since 2006.
 - Repainting external walls
 - Replacement of damaged tactile, concrete channels, sealant joints between block A and block B, exit signs & mal-functioning air conditioners
 - Room GC04 was converted into a multiple-purpose flexible learning space
 - 320 lockers were replaced. This first such replacement since 2006.

Reflections

- *The school should be prepared to persevere with more work on waste management*
- *Major repairs & redecoration very much welcomed by school community*

3. Student Achievement and Activities

3.1 Sports Achievements Highlights

Boys Rugby	All HK Rugby 7's Inter-Schools Rugby 7	B Grade Champions C Grade Champions B Grade 1 st Runner Up C Grade 1 st Runner Up
Girls Rugby	Chan Shu Kui Memorial School Rugby Sevens Invitation Tournament	Champions
Boys Soccer	Division 3 Kowloon	B Grade Champions A Grade 3 rd Place Overall Promotion to Division 2
Girls Soccer	HKSSF Inter-schools	4 th Place
Girls Swimming	Division 3	B Grade Champions
Softball	HKSSF Inter-Schools U19 Softball Elite Competition	2 nd Place 3 rd Place
Table Tennis	HKSSF Inter-Schools	Boys B Grade Champions
Cross Country	HKSSF Inter-Schools	C Grade – 1 st place
Gymnastics	HKSSF Inter-School - Patrick Chu	1 st Place Floor & Vault 3 rd Place – High Bar
Climbing	HK U18 Bouldering Competition – Sarah Leung	1 st Place
Fencing	HKSSF Inter-School – Stephanie Poon	1 st Place
Aquathon	HK Schools – Isaac Leung, Hugo Chan	2 nd Place

Hong Kong Team members

Karting	Michael Yuen (All China Youth Karting Cup – 2 nd place
Table Tennis	Maurice Chong – Hong Kong adult team Ivan Yiu – HK U18 team, Hang Seng Interschool Boys Singles 2 nd place,
Water Polo	YoYo Chan – Thailand Cup, Malaysia Championships
Taekwondo	Mackenzie Girvan Wing
Boys Soccer	Morgan Powell, HK U18 team
Girls Soccer	Chloe Tsang
Softball Men's U18	Ko Yi Ting Bosco Ng Wai Yui Regan Irawan Lok Hang Duncan Ho Chung Lai Kenneth Chung Yat Robin Ho Yik Hang Matthew
Softball Women's U18	Chan Yee Lam Shirley Sharon Chan

3.2 The Arts

Haley Kwai F6Bo– solo performance (harp) for over 1800 delegates at the IB Global Conference held in Hong Kong, March 22 2019

Shelly Lee F6Ju

Tom Lee Buffet Crampon Clarinet Competition Sept 7, 2019
Clarinet Quartet Gold Prize

Jonathan Yang F6Ca

Original Film score for Across Asia Youth Film Festival (AAYFF) and Dubai Youth Film Festival finalist
International Liszt Piano Competition Budapest finalist

3.3 STEM

Brian Cheung F3De

Distinction & Outstanding Achievement – CEMC Gauss Contest 2018 & Pascal Contest 2019
Distinction – 2018 HKAGE workshop in Olympiad Maths
Gold Certificate and Best in School – UKMT Senior Mathematical Challenge 2018
Hong Kong Youth Mathematical High Achievers Selection Contest 2018-19 Second Class Award

F3 Bo Justin Lo

Hong Kong & Macau Mathematical Olympiad Open – Gold Honour for Secondary 3
Hong Kong Youth Mathematical High Achievers Selection Contest 2018-19 Second Class Award

F1 Ba Timothy Kun

Huaxiabei National Mathematics Olympic Invitation Competition 2019 Second Class Award (Hong Kong District)

3.4 Languages & Communication

第七十屆香港學校朗誦節 70th Speech Festival (Chinese Speech)

Student's name	Form	House	Event	Award
俞駿悅 Justin Yu	1	Delonix	Solo Verse Speaking-Mandarin	Champion
鄭正皓 Kevin Cheng	4	Cassia	Solo Verse Speaking-Mandarin	Runner up
方禮喬 Darryl Fong	1	Jacaranda	Solo Verse Speaking-Mandarin	Third Place

第八屆非華語學生（中學）普通話朗讀比賽

The 8th Putonghua Speech Competition for Non-Chinese Speaking Students (Secondary School Division)

Student's name	Form	House	Event	Award
Bincker Uiterwaal	3	Delonix	Solo Verse Speaking	Best Showmanship Award
Adelle Kwok	4	Jacaranda	Solo Verse Speaking	Champion
Derek Zheng	4	Delonix	Solo Verse Speaking	Runner up

第三十屆中學生好書龍虎榜書評寫作比賽

Book Report Competition for Secondary School

Student's name	Form	House	Award
王曼晨 Beth Wang	3	Juniper	Junior Group - Merit Award
何咏 Wing Ho	3	Jacaranda	Junior Group - Merit Award
陸伊汶 Emen Luk	4	Delonix	Senior Group - Merit Award

Debating

HKPTU Debating competition

Form 5 overall second runner up - F4 Donna Law, F5 Kwun Ming Shum, F5 Harmony Yuen

SSDC Debating competition

Form 5 Term 1 champion - F5 Amber Busby, F5 Isaac Leung, F5 Sien Gurr

Form 5 Term 2 runner up - F5 Amber Busby, F5 Isaac Leung, F5 Sien Gurr

Form 1 Term 2 runner up - Leanne Lau, Chris Wong Ching Huen, Venus Fung Hong Yuet

3.5 Service

融和獎學金 Harmony Scholarships Scheme, Race Relations Unit, Home Affairs Dept

Student's name	Form	House
尹誌晤 Yun Geo	1	Cassia
雪海澄 Sidley Maia	1	Jacaranda
范雋寧 Filleul Damien	3	Bauhinia
黃茜渝 Wong Mahina	3	Juniper

泰福敏 Tai Fu Min	4	Jacaranda
S. Sudhakar Amogha	4	Juniper

3.6 Tertiary Education

Form 6 students have again achieved pleasing results and secured university places as follows:

- 9 students admitted into HKU
- 6 others into CUHK and HKUST
- 19 admitted into other HK tertiary institutions
- 1 student admitted to Utrecht University, Netherlands
- 27 students destined to study in the UK, including St Andrew's, Nottingham, Durham, Warwick, Edinburgh, Central St Martin's, Glasgow, UAL, Royal Central School (Drama),
- 16 students going to Canada, United States, Australia – UNSW, UBC, UoT, Melbourne

This pattern of about 40% staying in Hong Kong and half going overseas is similar to last year's graduate destinations. In many cases, entrance to university depended on the quality of application, interview & portfolio, rather than just the academic grades. By and large, students have chosen special courses of study rather than just a well-known university.

3.7 Examination Results

IBDP – 100% pass (62% awarded Bilingual Diploma); average score 35; 18% scored 40+ pts

Top students accepted offers to study Law at HKU, Vet Medicine in Edinburgh and Law in Durham

HKDSE - 100% pass in English, 97% pass in Liberal Studies, top 3 students scored 30+ pts

Top students accepted offers to study Engineering at HKU, Biomedical Engineering at CUHK and Risk Management & Business Intelligence at HKUST

4. Financial Summary for the 2017 / 18 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of % of the annual overall income)		
DSS Subsidy	42%	
School Fees		56%
Donations	0%	0%
Other Income	N.A.	2%
Total	42%	58%
EXPENDITURE (in terms of % of the annual overall expenditure)		
Staff Remuneration	75%	
Operational Expenses	7%	
Fee Remission / Scholarship	15%	
Repair & Maintenance	1%	
Depreciation	3%	
Miscellaneous	0%	
Total	100%	
Surplus (Deficit) for the school year 2017-18	0.26 month of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	3.07 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		
<input checked="" type="checkbox"/> It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements		
Details of expenditure for large-scale capital work on School Premises for 2018-2019 School Year:-		\$ (in million)
- Room alteration, additional and renovation works		0.06
- Replacement of old and addition of new furniture & equipment for campus		0.59

- Replacement of old and addition of new computers and IT equipment	0.16
	0.81
Details of expenditure for large-scale capital work on School Premises for 2019-2020 School Year:-	\$ (in million)
- Enhancement of new social worker room, replacement of book security system, extension CCTV system & installation of school signage	0.22
- Replacement of old and addition of new furniture and equipment for Campus	0.44 0.15 0.15
- Addition & Replacement of air-conditioners reserve	0.20
- Replacement of old and addition of new computers & IT equipment, etc.	
- Faculty equipment and facilities enhance for Science, Technology & P.E.	
	1.16

Government Grants received in 2018 – 19

Apart from the DSS grant, the school benefitted from the following grants during the year 2018 – 2019.

Granting Body	Purpose & Date Granted	Amount utilized	Comment
EDB	National & Moral Education (2012)	\$78,900	No time limit on expenditure. Funded projects are now ongoing.
EDB	Capacity Enhancement (annual)	\$478,846	Successfully implemented as planned. Fully spent
EDB	NCS Chinese Curriculum (annual)	\$1,500,000	Implementation based on enhancing existing NCS curriculum already being delivered. Fully spent
EDB	Sister School HK-Mainland (annual)	\$93,237	Underspent due to fewer participants in 2018-19.
EDB	4th strategy on IT education	\$84,940	Recurrent grant for enhancement of Wifi Infrastructure and for acquiring mobile computing devices
EDB	Promotion of Chinese History and Culture	\$16,600	One-off grant
EDB	STEM Grant	\$178,157	One-off grant

EDB	Diversity Learning Grant (annual)	\$7,550	Fully spent
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5. Feedback on Future Planning

The school's Annual Plan for 2019 – 20, to be placed on the CSS website, shares the same three domains for development as this year's.

1. Teaching & Learning/Curriculum
2. Student Ethos, Achievement, Social & Emotional Education
3. Operations and Administration

Targets and Strategies within each domain, drafted for the 2019 – 20 Annual Plan, are based on reflections of this year's achievements, as described in section 2 above.

6. Appendices

Report on use of Government major grants

1. Capacity Enhancement Grant

In 2018– 19, the school applied this grant towards the salary costs of three staff members; a technician for Visual Arts, an assistant of Special Needs and Audio-Visual Technology Officer.

Visual Arts – the teaching assistant assisted the Visual Arts teaching team in preparing and procuring learning resources required for Visual Arts classes from S1-to S6. She supported the preparation of students’ art work for display around the school campus and for special exhibitions.

Special Needs – the assistant teacher performed her duties including assisting with teaching, assessing and recording of students’ learning needs; helping to maintain and update the database of students with special needs, and assisting the SEN coordinator with administrative and other duties, such as translation of documents and papers from Chinese to English. Her performance was evaluated by the SEN Coordinator.

Audio-Visual Technology Officer- the audio-visual technology officer assisted the Music, Drama and other teaching teams in the use of audio-visual learning resources required for Music and Drama class from S1 to S6. He supported Music and Drama and other teachers in their use of sound recording, lighting and video technologies to enhance student learning. His performance was evaluated by the Head of Music and Director of Administration.

2. NCS Chinese Curriculum Grant

When the school received the 2018 – 19 grant, we had already been delivering a Chinese second language curriculum for some years using the school’s own resources.

In 2018 – 19, there were 165 NCS students in S1 – S6. The students were taught in 13 Chinese Second Language classes, with the same curriculum time as Chinese First Language classes. The grant has enabled the school to enhance its provision for these students through the continued employment and professional development of additional teaching assistants, the acquisition of further resources, including digital resources which further facilitated interactive learning and teaching as well as additional activities and learning experiences for the students concerned. These measures were successfully implemented.

NCS students in F4 and F5 were entered for the GCSE Chinese examination, with outstanding results (100% passing rate and 51% achieving level 9 - highest score).

The performance of assistant teachers were monitored by the Head of Chinese Faculty and her Deputy, through meetings, lesson observations, collaborative planning and delivery of curriculum units and assessment tasks. Their professional development included in-school workshops and meetings, training workshops offered by the IB as well as their own professional study at HKU for MEd and PGDE.

A more detailed report on the school’s NCS Chinese programme (written in Chinese) has been separately submitted to the EDB.