



# CHEUNG CHUK SHAN COLLEGE

*Competent, Conscientious, Studios, Creative*

敏行、正心、博學、日新

## ANNUAL SCHOOL REPORT (2016 - 2017)

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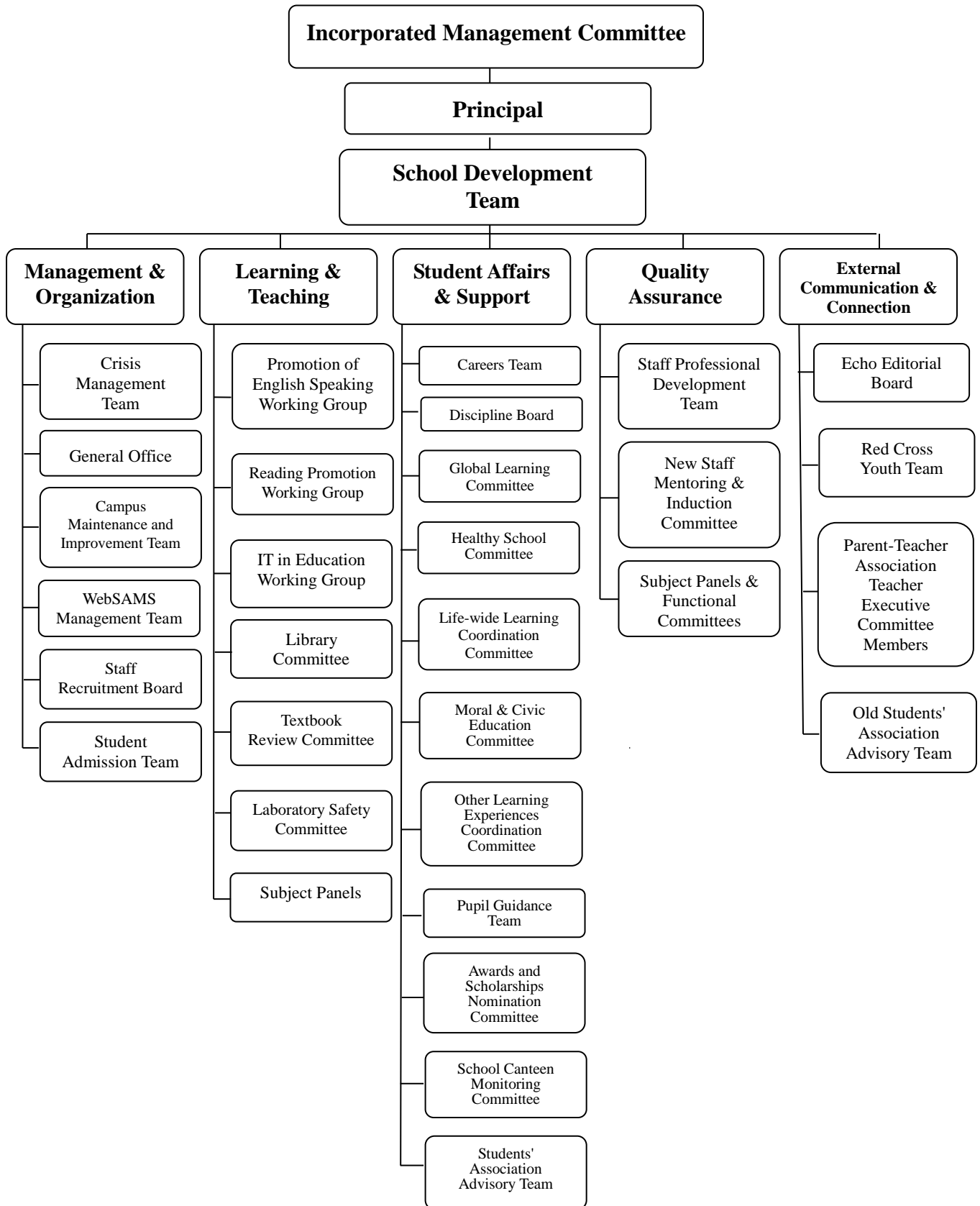
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## A. Profile of Our School

Profile	
Year of founding	1969
School sponsoring body	Five Districts Business Welfare Association
School type	Aided co-educational secondary school
Vision & mission	Cheung Chuk Shan College aspires to be a self-enhancing school striving for eminence in proactively nurturing Hong Kong's leaders of tomorrow. We aim to provide the best quality education to nurture our students to become literate, competent, conscientious and caring youths by instilling in them logical and creative thinking, fostering proper moral and aesthetic values, fortifying them physically and mentally to overcome challenges, cultivating a sense of civic and social awareness, encouraging them to show love and concern for others and kindling in them the desire for a life-long pursuit of knowledge for their personal growth towards transcendence.
Motto	Competent, Conscientious, Studious & Creative
Medium of instruction	English has been used as the medium of instruction since the inception of the school. During the academic year under review, all subjects except Chinese Language, Chinese Literature, Chinese History, Putonghua and Form-teacher Periods were taught in English.
Class organization	S1: 4 classes S2: 5 classes S3: 4 classes S4: 5 classes S5: 4 classes S6: 5 classes
Facilities	26 classrooms, 2 teaching rooms, 4 science laboratories, a multimedia learning centre, a campus TV studio, a computer room, a geography room, a music room, an art room, a home economics room, a needlework room, a library, an assembly hall, an organic farm, an outdoor playground and a covered playground with a bouldering wall

## B. Management & Organization

### School Administrative Structure



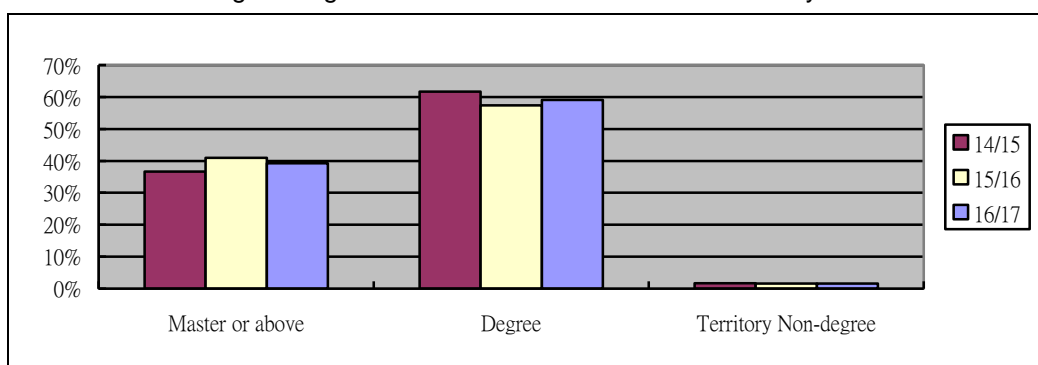
## Incorporated Management Committee (IMC)

The IMC, consisting of 15 members, was headed by Mr. Chan Kam Toi, the Supervisor. Elections for the Teacher Managers and the Parent Managers were held to allow different stakeholders to be represented. The Committee set the general direction of development for the School and monitored its operation.

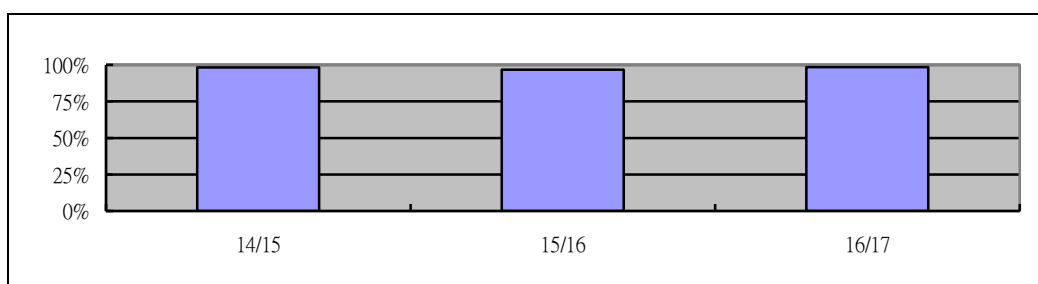
## Teaching Staff

Among the 61 teaching staff members (including the Principal), 60 were university graduates of whom 24 were holders of a Master's degree and 1 was a graduate of College of Education. 98.4% of the teachers had already received professional training whereas 23 teachers had attended courses on catering for diverse learning needs. 1 teacher – Mrs. Lo Kong Tsui Yan Jenny – and Teaching Assistants Mr. Chan Tsz Hang, Mr. Choi Pak San and Miss Leung Wing Fong resigned of their own accord.

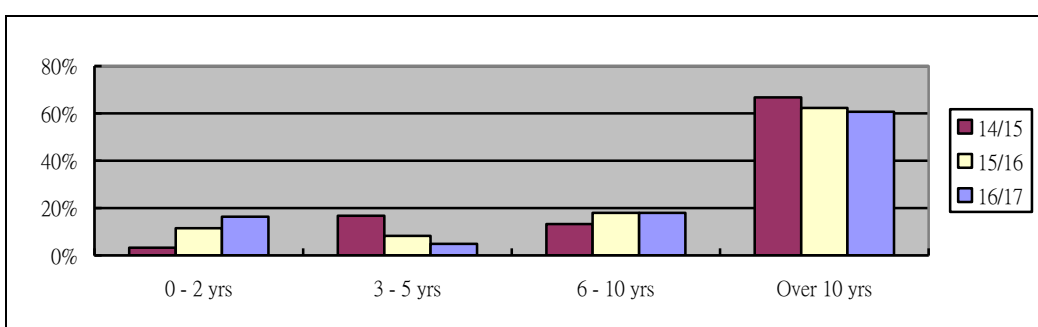
Percentage of Highest Academic Qualifications Attained by Teachers



Percentage of Professionally-trained Teachers



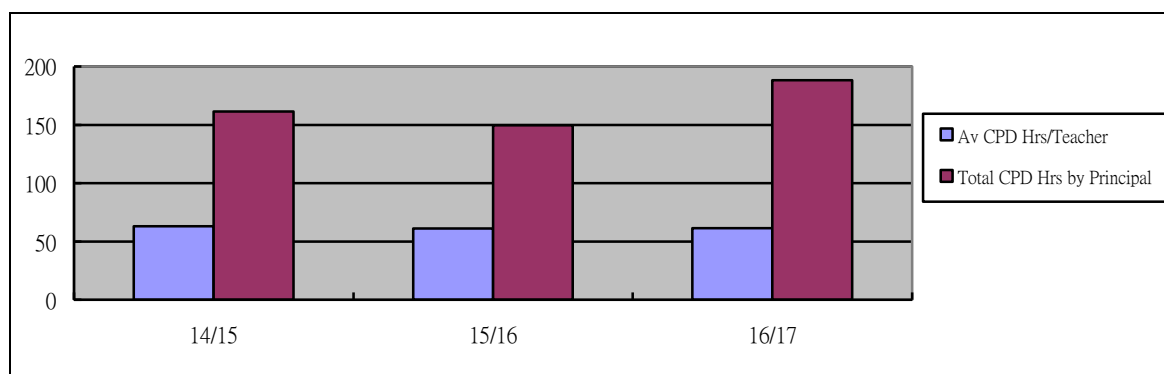
Teaching Experience



## Professional Development

Our School lays strong emphasis on the continuous growth of our teaching staff and there are different means of professional development to help them realize their potential and fulfill the job needs.

Continuing Professional Development



Modes of Professional Development	Details
Staff Development Days	Activities related to student support, sharing on teaching strategies, a workshop on the use of PowerLesson in teaching, consultation on school policies as well as subject-based or Key Learning Domain (KLD)-based activities were carried out.
Peer Sharing	Subject panels conducted sharing on useful strategies to promote class interaction and provoke students' high order thinking. Moreover, there were sessions during panel meetings for members to share information and ideas gathered from external professional development activities.
Mentorship	Mentors were assigned to new teachers and teachers with 1-year experience only to offer them the support and assistance needed.
Lesson Observation	Focused lesson observations for professional exchanges on specific themes were conducted by the Principal and Assistant Principals while peer lesson observations were also conducted by teachers to share and improve their pedagogical methods.
External Sharing	Some of our teachers served as guest speakers at seminars or sharing sessions held by external organizations to share with the participants the skills in teaching Economics or the use of information technology in preparing Mathematics examination papers and notes.
Others	Apart from different types of professional development activities arranged by external bodies, all teachers had to attend at least 1 seminar or workshop during the development cycle of 2015 – 18 on themes related to active learning.

## Self-evaluation

In view of the importance of self-evaluation for the sustainable development of an educational institution, we collected information about the Key Performance Measures (KPM) besides carrying out the Assessment Programme for Affective and Social Outcomes (APASO) and the evaluations on activities held and measures introduced. The process was carried out systematically in our School as well at the level of subject panels and functional committees. The self-evaluation data collected then become crucial considerations when the future school development is planned.

Evaluations on activities and measures introduced in the Annual School Plan were carried out. Although the “Planning, Implementation, Evaluation” model was stressed as a guiding principle, better monitoring of the measures introduced at the school level is needed so that timely changes tackling their inadequacies can be contemplated. On the other hand, subject panels and functional committees assessed their work regularly. Experiences gained from the implementation of the programme plans helped to bring about necessary adjustments to the tasks carried out and also set the future focus of their panels and committees.

The questionnaire of the APASO on attitudes to school was employed to obtain a general picture of the social development of our students and the findings (on a 4-point scale) have been listed below.

Attitudes to School	School Average	HK Norms	School Average	HK Norms
	S1 – S3		S4 – S6	
Achievement	2.54	2.55	2.47	2.42
Experience	2.40	2.53	2.38	2.43
General Satisfaction	2.57	2.60	2.53	2.48
Negative Affect	1.65	1.81	1.88	1.94
Opportunities	2.91	2.97	2.77	2.77
Social Integration	2.97	2.92	2.96	2.94
Teacher-student Relationship	3.12	2.98	3.01	2.91

Generally speaking, the results of the senior levels were satisfactory whereas more attention should be paid to the item of experience for junior students since the figure concerned was significantly lower than the Hong Kong norm. Hence, in the new school year, there would be the design of more interesting tasks and assignments for students so as to make learning more pleasurable.

Apart from the means targeting at the school level, the School required all teachers to conduct subject-based questionnaires to gather student views on how their teaching could be improved. Moreover, all teachers completed self-appraisal reports requiring them to not only review their professional training acquired and performance but also assess their efforts made

to help the School realize its major concerns and explain their plans of self-improvement to help the School in the future. More importantly, the views and comments gathered from teachers inspired the School to the further improvements needed in various domains.

### **Strengthening School Administration Management Grant**

In the school year under review, the one-off grant of \$250,000 provided by the EDB was used to subscribe to a parent application for 3 school years, upgrading the electronic system for taking attendance, replacing the old thermal imaging system, upgrading the door access system and including the Server Room in it, subscribing to a student data analysis system and purchasing a new piece of software helping to mark multiple-choice papers. A surplus of \$34,440 was recorded and the money left would be spent in the following school year.

The procurement made helped to reduce administrative work, improve the reliability of the systems concerned, provide more comprehensive assessment data for reference and enhance work efficiency. Nevertheless, for the use of the parent application, though 81.2% of the parents responding to the survey administered felt that the application could facilitate home-school communication, the stability of the application could be improved while more time was needed for parents to become accustomed to using it. In addition, the student data analysis system could be promoted more among teachers so that it would be used more widely for supporting teaching.

### **School-based Management Non-standard Items Collection**

Except those families entitled to the Comprehensive Social Security Assistance or full grant under the Student Financial Assistance Scheme, \$310 was collected from each student to meet the expenses of the following items:

<b>Description</b>	<b>Income</b>	<b>Expenditure</b>
Income from students	\$228,780.00	
Replacement of computers in MMLC		\$247,190.00
Maintenance/Cleaning Service for Drinking Water System		\$2,910.00
<b>Balance:</b>		<b>-\$21,320.00</b>



## C. Learning & Teaching



### Education Reform

It is our main concern to provide quality education with regard to the current trends in education and the key components of the curriculum reforms of the Education Bureau (EDB) have been incorporated in our school policies.

Component	Details
Reading to learn	<ul style="list-style-type: none"><li>♦ 1 lesson per teaching cycle of each S1 – S3 class was reserved for reading, when students visited the School Library to read different sorts of materials. For other forms, reading activities were conducted by S4 Liberal Studies as well as S5 &amp; S6 English teachers respectively during the reading lesson.</li><li>♦ Subject panels promoted reading through different methods.</li><li>♦ The School Library and the Reading Club organized different activities to reinforce the interest of students in reading.</li><li>♦ The Reading Promotion Working Group implemented a whole-school approach to reinforce the reading habit of students. Students of each class were given \$500 to purchase books they were interested in to enrich the collection of their class library. Moreover, book recommendations prepared by notable alumni and key student leaders were displayed. Furthermore, an inter-house reading quiz was organized during a school assembly and the participants' knowledge about literature works and collections of the School Library was put to a test.</li></ul>

Project learning	<ul style="list-style-type: none"> <li>♦ Students had to finish projects on different themes, which helped to boost their generic skills.</li> </ul>
Information technology (IT)	<ul style="list-style-type: none"> <li>♦ IT was widely used in learning and teaching in classrooms.</li> <li>♦ Students had to complete their assignments using information technology. Some subjects also required students to do on-line exercises.</li> <li>♦ The IT in Education Working Group carefully planned how to promote the use of tablet computers in teaching. Moreover, different subject panels experimented with the use of tablet computers, different applications as well as various learning and teaching electronic platform, which aimed at enhancing interaction in class and the interest of students in learning.</li> <li>♦ The one-off Information technology Grant for e-Learning was used to replace those mobile computing devices with aging batteries, install new Access Points at the school premises to enhance connection to the Wi-Fi network, and pay the salary of the technical support staff member.</li> <li>♦ A visualizer was installed in each classroom and special room while 33 Wi-fi Display Dongles, which could transfer files in the mobile devices to classroom TVs or projectors for showing in a wireless manner, were purchased.</li> </ul>
Moral and civic education	<ul style="list-style-type: none"> <li>♦ Activities were held by the Moral &amp; Civic Education Committee to help students foster moral values and understand more local history.</li> <li>♦ The work schemes of different subjects included elements of moral and civic education.</li> <li>♦ Form-teacher Periods and the subject 'Life &amp; Society' aimed at inculcating proper values and attitudes into our students.</li> <li>♦ Student bodies like interest clubs, the Red Cross Youth Team, the school assemblies and other school activities were all conducive to the moral development of students.</li> </ul>

## Language Policy

Our School has always been laying great emphasis on the language development of students. Apart from carefully planning their curricula, the Chinese and Putonghua panels arranged manifold activities so as to arouse the interest of students in and strengthen their command of those languages.

In view of the importance of English to their learning and future prospect, the School has been striving hard to build up a natural and authentic English environment for students:

- ♦ the English curriculum was specially designed to reinforce the 4 English skills of students and there was the use of materials from English-speaking countries, which suited better the standard and needs of students;

- ♦ learning activities prepared by subject teachers, often involving discussions and role-plays, provided more opportunities for junior-form students to improve their English;
- ♦ various co-curricular and extra-curricular activities were held for students to increase their chances and boost their confidence in speaking in English;
- ♦ English Ambassadors were appointed to encourage students to communicate with others in English;
- ♦ apart from routine activities, the English Society presented a mini English drama whereas some students participated in various competitions of the Inter-school Speech Festival;
- ♦ cross-panel collaboration in realizing the target was noticed in the task with the arrangement of S1 classes to perform English songs in the Music Fiesta held by the Music Panel, which also presented an English musical during a school assembly for the second consecutive year. The response of students to those activities was pleasing;
- ♦ the policy of English Campus was implemented, which specified that teachers whose main teaching medium was English should communicate with students using the language outside class time except under certain circumstances;
- ♦ English materials prepared by interest clubs or houses were posted to enrich the English environment; and
- ♦ to further enhance the exposure of students to the language, there were supportive administrative measures, e.g. announcements were made in English through the public address system during roll call, in general school assemblies were conducted in English and promotion materials for extra-curricular activities organized by the School were generally in English.

## **Teaching Pedagogy and Student Assessment**

Aiming at involving students of different standards and styles actively in class, different measures were introduced:

- ♦ our teachers adopted interactive teaching and prepared various sorts and levels of teacher questions and student tasks, helping students enhance their ability or offering remedial support;
- ♦ effort was made to nurture an active learning culture by entrusting students with a more crucial role in learning, which would be decisive in helping them become life-long learners;
- ♦ tablet computers, different applications as well as various electronic learning and teaching platforms were used to aid learning and teaching in some classes;
- ♦ the learning of students was reinforced by different co-curricular activities and evaluated by both summative and formative assessments;
- ♦ close collaboration among teachers of the same level was carried out in developing learning and teaching materials as well as reviewing the pedagogical methods adopted so that the learning needs of students could be better catered for;
- ♦ lesson observations conducted by peers and the school management were continued; and
- ♦ common lesson preparation was encouraged so as to expose teachers to various teaching

approaches and increase their teaching effectiveness.

Ongoing diversified assessment of student performance was continued. That not only relieved students of study pressure but also enabled teachers to identify common learning difficulties faced by students and provide timely assistance to those in need.

### **Enhancement and Remedial Teaching**

Being aware of learner diversity and learning needs of different students, our teachers adopted teaching pedagogy as well as designed learning activities and assessment questions which enabled students of various ability levels to develop their knowledge and skills besides gaining a sense of satisfaction. Apart from attending after-school revision classes, students lagging behind would receive individual guidance if necessary. Enhancement and remedial classes were also organized by some subjects whereas bright students could participate in gifted education programmes held by our School or external organizations. In addition, the students excelling in spoken English, Cantonese and Putonghua were invited to receive training and join speech contests whereas outstanding students in other areas were selected to join relevant Olympiads and external competitions. Furthermore, all S1 – S5 students were invited to join International Assessment Tests so as to ascertain their talents in English, Writing, Mathematics and Science.

### **Bridging Measures**

Besides the provision of learning materials of different subjects during the summer vacation, English Fun Days, a bridging course for Chinese Language as well as Chinese, English and Mathematics preparation classes were arranged during the summer vacation to consolidate the foundation of S1 newcomers. Moreover, to facilitate their adaptation to the English learning medium, bridging programmes were conducted in English, Mathematics, Integrated Science, Geography and History at the beginning of the first term. The duration and contents of these programmes were suitably adjusted, depending on the actual need of the students. In addition, there was a strong interface of junior and senior secondary curricula of different subjects with the integration of basic concepts and skills required in the senior curriculum into the curriculum of the junior forms. Learning materials of different subjects would also be provided to students promoted to S4 during the summer vacation. In this way students would be more ready to tackle the more challenging senior secondary curriculum.

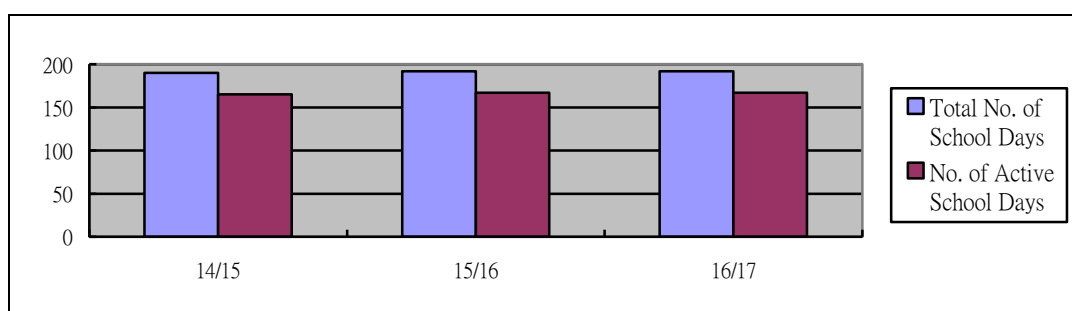
### **Learning Beyond the Classroom**

The belief of our School to enable our students to learn in an authentic manner and apply what they have learnt explains why various co-curricular and ex-curricular activities were organized. Besides our S5 BAFS students' Lunar New Year Fair Stall Project held at the Victoria Park, visits and field studies were arranged for senior-form students taking those subjects such as Biology, Chinese History, Geography as well as Tourism and Hospitality Studies. The History role-play competition is another excellent example to show how the participants can understand better the life of historical figures and the major events related to them through the preparation for dramas.

## Additional Manpower

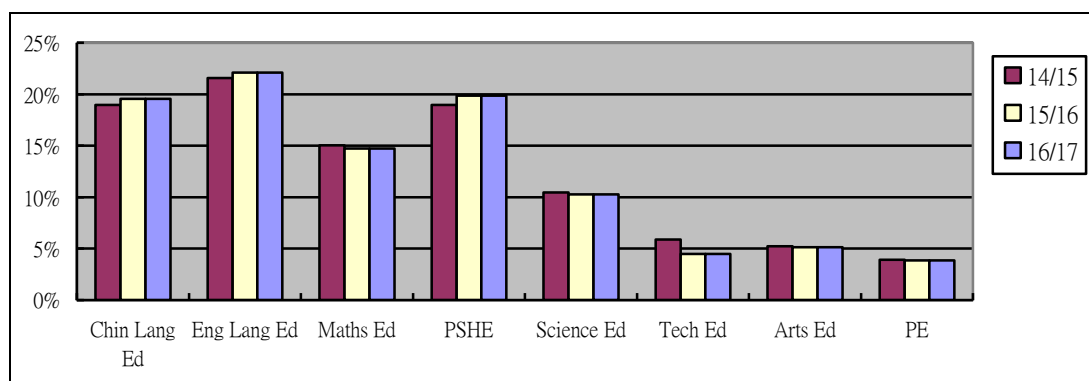
We utilized well the grants supplied by the EDB to implement the curriculum as well as strengthen the support to student learning and guidance – 1 English teacher, 3 Chinese teachers, 1 Mathematics teacher, 1 Liberal Studies teacher and 2 Teaching Assistants were recruited for the academic year under review with the Teacher Relief Grant for the temporary freezing of 5 teaching posts. Moreover, 1 English teacher and 0.5 Mathematics teacher were employed with the Senior Secondary Curriculum Support Grant while the Fractional Post Grant was deployed to employ an Economics teacher. Furthermore, another Teaching Assistant was employed with the Career and Life Planning Grant and part of the salary of a Chinese teacher was paid with the grant. With the additional manpower, the workload of our teachers was reduced while greater support to student learning and guidance could be offered.

## Number of Active School Days



## Lesson Time for the 8 Key Learning Areas

A 6-day cycle was kept for the school year under review to ensure sufficient allocation of teaching periods for different subjects. The percentage of lesson time assigned for each of the 8 Key Learning Areas in junior secondary is depicted in the chart below:



## D. Student Support & School Ethos



### Adaptation

#### a. S1 Orientation for Students and Parents

Date	Details
9 July 2016	Parent-Child School Opening Ceremony
14 July 2016	House orientation
19 August 2016	Meeting with Peer Counsellors
22 - 25 August 2016	Moral education camp for students and their Peer Counsellors
9 Sept 2016	Orientation for parents on the support they should provide to their children and some key school policies

#### b. Peer Counsellors Scheme

The Scheme aimed at helping the S1 students tackle difficulties in studies and interpersonal relations. The Peer Counsellors also helped to identify the general behavioural problems in S1 and spot out students who needed help. Follow-up work was then done by the Form-teachers and the Pupil Guidance Team.

### Pastoral Care for Students

#### a. Assistant Form-teachers

All S2 classes, S6C and S6D as well as classes with newly-recruited teachers in charge of class affairs were assigned both a Form-teacher and an Assistant Form-teacher. The availability of extra manpower and the close collaboration between the Form-teacher and the Assistant Form-teacher enabled students to receive more attention and guidance while the new teachers could gain more support in executing their administrative duties.

#### b. Functional Committees

i. Careers Team

The diversified programmes organized by the Team enriched students' knowledge on subject selection, opportunities for further studies, university life, career choices and life planning. External resources were also extensively solicited to ensure the functions held fulfilled the needs of our students. The allocation of the Career and Life Planning Grant and evaluation of the programmes held is attached in Appendix III.

ii. Discipline Board

The Team not only handled the disciplinary problems of students but also worked to help students nurture a sense of self-discipline and a sense of responsibility as well as improve their life skills through various activities. It also supervised the operation of the Prefect Body, whose members served as positive role models for their schoolmates.

iii. Global Learning Committee

The Committee aimed at coordinating different cultural exchange activities in order to enrich students' learning experience outside the formal classroom setting. Students can polish their language proficiency and generic skills through interacting with people of different cultures.

iv. Healthy School Committee

The Committee aimed at promoting a healthy school life for students. It coordinated the organization of health-related programmes among subject panels and functional committees and provided relevant activities, e.g. the prevention of drug abuses, to students.

v. Life-wide Learning Co-ordination Committee

The Committee supervised the running of 4 houses and 30 interest clubs and helped develop the leadership of their chief office bearers through the training provided. In addition, the Committee was responsible for organizing the Life-wide Learning Day and Christmas Programme as well as allocating the Jockey Club Life-wide Learning Fund and School-based After-school Learning Fund to those disadvantaged students. Furthermore, awards were given to those students having actively participated in extra-curricular activities.

vi. Moral & Civic Education Committee

The Committee maintained close collaboration with other functional committees in organizing programmes to cultivate moral values and reinforce the civic-mindedness of students. It also helped prepare materials for the Form-teacher Periods, which greatly facilitated the work of Form-teachers in nurturing positive values among students.

vii. Other Learning Experiences Coordination Committee

The Committee monitored the school's implementation of Other Learning Experiences to ensure opportunities for students to have balanced development. It provided various community service opportunities to students to build up at school a culture of serving the community. It also developed an organized Student Learning Profile for S4 to S6



students so that their participation as well as achievements in activities could be better recorded and a reflective culture could be nurtured in the school.

viii. Pupil Guidance Team

The Team offered advice to teachers handling student cases and counselling services to students with more complicated problems. There were also small group activities with carefully selected themes serving different developmental needs of students. Moreover, the Team liaised with different school personnel and other external bodies in providing support needed for those students with special educational needs apart from monitoring their progress and planning follow-up work for them.

c. Support from the Alumni

i. The Old Students' Association

The Association supplied useful information on further studies and career options to current students. It also mobilized old students to help S6 students review their JUPAS choices after the release of the results of the HKDSE Examination. Moreover, a mentorship programme was organized jointly with the Careers Team to enable the S5 and S6 participants to learn from their mentors in various aspects besides obtaining first-hand information about the careers they were interested in.

ii. The CCSC Alumni Foundation Fund

Besides offering the Outstanding and Commendable Service Awards, the Star of CCSC Award, the Model Prefect Award and the Outstanding Student Leadership Award as a recognition of the relevant efforts of students, the Fund sponsored a number of projects run by our School so as to promote moral education, service learning, social awareness and whole-person development among our students, such as the activities about local heritage and Guangxi Volunteer Teaching Programme. In addition, attention was paid to the promotion of critical thinking of students and gifted education with the financial support given respectively to the Chinese Debate Team and junior-form students joining gifted education programmes. Furthermore, disadvantaged students were subsidized for their participation in extra-curricular activities while the Fund contributed to the enhancement of the language standard of students by offering the Outstanding English Ambassador Award and financing language learning projects. More activities were sponsored by the Fund in the school year under review owing to the generous donation of Dr. Wong Ming Fung William, a 1991 S7 graduate.

iii. Other Donations

The development of our School was also greatly facilitated by the generous donations of alumni. Awards and financial support were offered to specific domains - the Most Improved Student Awards donated by alumni of Classes 1978 and 1979, the School Song Composer Music Development Fund; the JY Excellent Athletes Award and the Student of Noble Character Award. Moreover, donations were made by other alumni of different years to help fulfil the needs of different student activities and facilitate the



school development.

## Global Learning

The notion of global learning was realized through not only different extra-curricular activities but also the AFS exchange programmes, which enhanced the exposure of students and broadened their horizons.

Date	Destination	Activity	No. and Form of Students Involved
Whole year	--	The arrangement of an exchange student from Italy to study in our School so as to enhance the exposure of students to foreign culture and enrich the English environment of the School	All students
November 2016	China	Participation in a study tour to Nanjing organized by the EDB to understand more about the culture and history of the city	10 S4 students
December 2016	South Korea	Participation in a study tour to Seoul under the E-League Programme for cultural exchanges	2 S4 students
February 2017	China	Participation in a study tour to Guangzhou organized by the EDB mainly to understand more about the challenges and development opportunities for some enterprises in Guangzhou	80 S1 & S2 students
April 2017	China	Participation in a study tour to Guilin organized by the EDB to understand minority folk culture and customs better	36 S3 students
April 2017	China	Participation in the voluntary teaching service in Guangxi organized by East Kowloon Youth Society	3 S5 students
April 2017	Taiwan	Participation in a study tour to Taipei organized by our School and the main activities were sports training and city tracing games	66 S2 – S5 students
July 2017	Singapore	Participation in a study tour under the Eastern District Joint-school Leadership Training Programme to Singapore to explore the housing issues there	4 S4 students

July 2017	China	Participation in a study tour to the Great Bay Area under the E-League Programme to understand the roles of different cities within the area	2 S3 students
July 2017	South Korea	Participation in a study tour to Jeju Island mainly focusing on geotourism and geographical features organized by our School	66 S4 – S6 students
July – August 2017	Canada	Participation in a summer camp in Toronto organized by a non-profit organization, which offered experiential learning and a chance to understand local communities through various activities	6 S4 students

## **Aesthetic Development**

Our School puts emphasis on the aesthetic development of students. Besides the relevant lessons in junior forms, Music Appreciation and Art Appreciation were included in the S4 curriculum to enrich the lives of our students. In addition, various interest clubs held different activities whereas students were nominated to participate in open competitions and various internal prizes were offered to award the efforts of those outstanding students. Furthermore, the student helpers of the Campus TV shot and produced entertaining and impressive video clips concerning school activities, giving the audience effectively a glimpse of those activities and enabling them to share easily the experience of the participants.

## **School-based After-school Learning and Support Programme**

To help disadvantaged students improve their learning effectiveness, broaden their learning experiences as well as raise their understanding of the community and sense of belonging, the School organized relevant activities for them and 136 students benefited from the programme by joining music classes or art classes. The grant was used up and reference can be made to Appendix IV for the effectiveness of the programme.

## **Home-School Co-operation**

Various means were adopted by the School to enable parents to understand better the needs of their children as well as its policies and developments:

- ♦ contact of parents made if necessary to solicit the support required in nurturing their children;
- ♦ holding of the Parents' Day every school term;
- ♦ use of an application allowing parents to view school circulars and sign reply slips more easily; and
- ♦ management of the website of the School; and
- ♦ publication of an English newspaper, ECHO.

A series of programmes were also organized jointly by the Parent-Teacher Association (PTA) and the School to realize the purpose of home-school cooperation:

- ♦ creation of communication opportunities among parents as well as between parents and the School through activities like talks and picnic;
- ♦ publication of a newsletter to keep parents abreast of the latest developments of the School; and
- ♦ holding of the Parent-Child School Opening Ceremony and an orientation session for parents of S1 newcomers to give a general picture of the School to them, help them adjust their parenting skills when their children entered a new developmental stage and let them understand how they could work together with the School to facilitate the holistic growth of their children.

The various forms of support to the School from both parents and the PTA benefited immensely the school life of students and helped to build the solidarity and trust needed for the school development:

- ♦ giving valuable opinions on school policies and suggesting improvements in the student welfare;
- ♦ providing assistance to important school functions;
- ♦ monitoring closely the services of the school canteen, school buses, school uniform supplier and textbook ordering;
- ♦ helping to promote an all-round development of our students by offering 3 scholarships - Artists of the Year, Musicians of the Year and Sportspersons of the Year;
- ♦ mobilizing volunteers to help repaint the short wall opposite the car park, helping to give a renewed look; and
- ♦ appealing for donations for procuring visualizers for classrooms and special rooms.

## E. Student Performance



A pleasing learning attitude was witnessed in general among our students, whose academic foundation was solid. Most of them were also well-behaved and willing to help others. Moreover, different scholarships and awards were secured owing to the hard work, intelligence and exemplary behaviour of some of our students, and the list of major prizes concerned has been uploaded to the official website of the School for public reference (<http://www.ccsc.edu.hk>).

### HKDSE Examination

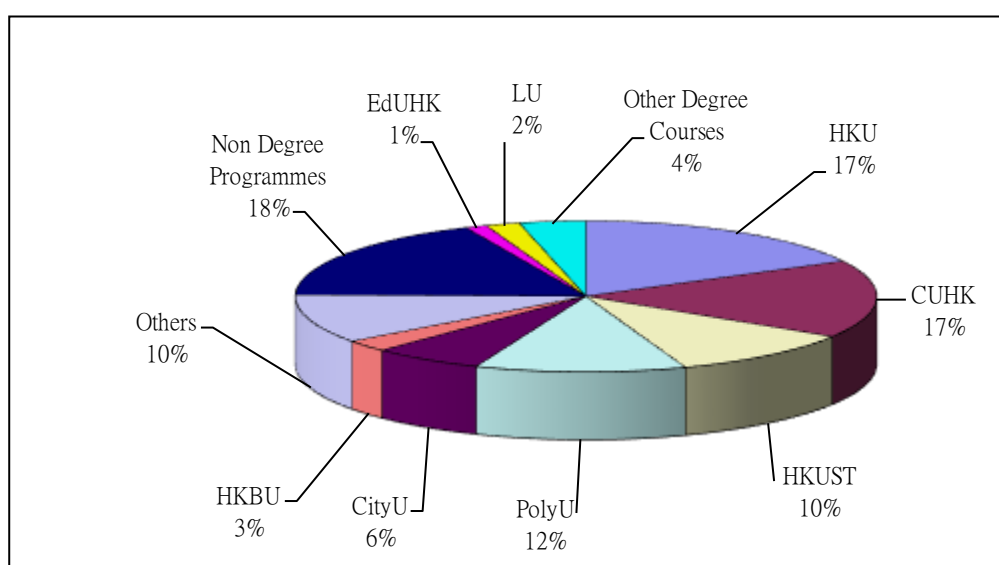
162 S6 students sat the examination and a 100% individual passing rate was achieved in all subjects. A total of 416 Level 5 or above, or 2.57 Level 5 or above per student, were obtained. It is most gratifying to note that the rate of Level 5 or above of 13 subjects exceeded 30%. It is also encouraging to note that a 100% pass rate in English was recorded and 38.9% of the candidates passed with Level 5 or above. Impressive individual performance was shown by a number of students, the best student securing 4 Level 5\*\*, 3 Level 5\* and 1 Level 4. In addition, 88.2% of S6 students fulfilled the minimum university admission requirement of Level 3, Level 3, Level 2, Level 2 and Level 2 in English Language, Chinese Language, Mathematics, Liberal Studies and any one elective respectively.

Category A	Level 5 or above		Level 2 or above	
	CCSC	HK	CCSC	HK
English Language	38.9%	9.5%	100%	77.0%
Chinese Language	21.0%	8.7%	100%	85.3%
Mathematics (Compulsory)	47.5%	14.7%	100%	80.8%

Liberal Studies		30.9%	8.6%	100%	88.7%
Biology		45.9%	18.9%	100%	89.8%
Chemistry		54.4%	26.4%	100%	88.0%
Physics		63.6%	28.6%	100%	89.6%
Mathematics Module I (Calculus & Statistics)		45.8%	31.0%	100%	87.1%
Mathematics Module II (Algebra & Calculus)		52.0%	42.6%	100%	92.6%
BAFS	Accounting	40.0%	13.9%	100%	90.4%
	Business Management	36.4%	7.2%	100%	86.2%
Chinese History		29.4%	12.4%	100%	89.6%
Chinese Literature		10.0%	12.2%	100%	88.8%
Economics		53.6%	17.4%	100%	85.6%
Geography		23.4%	11.8%	100%	86.8%
History		23.1%	14.7%	100%	94.2%
Information & Communication Technology		34.5%	8.9%	100%	80.3%
Tourism & Hospitality Studies		46.2%	4.4%	100%	74.1%

### Admission to Tertiary Institutions

The admission rates of S6 students to tertiary institutions were pleasing. 71.6% of them were admitted to degree courses of local or overseas universities, as depicted in the pie chart below, while 17.9% of the graduates furthered their education in non-degree programmes.



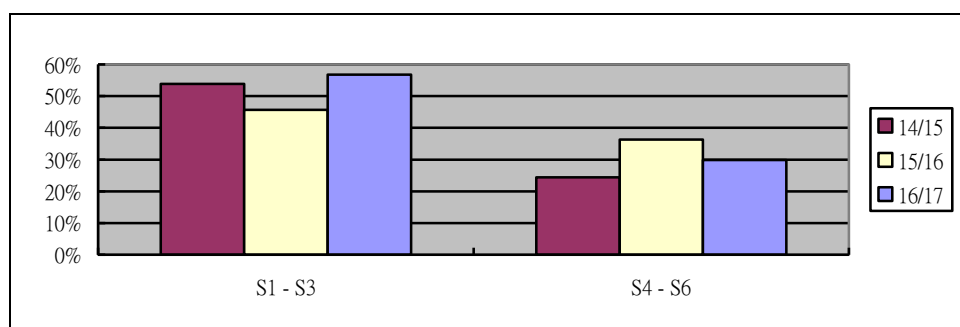
## Other Learning Experiences and Extra-curricular Activities

During the academic year under review, our students fully utilized the opportunities of the Other Learning Experiences offered by different subject panels and functional committees to develop individual potential and pave the way for their future development.

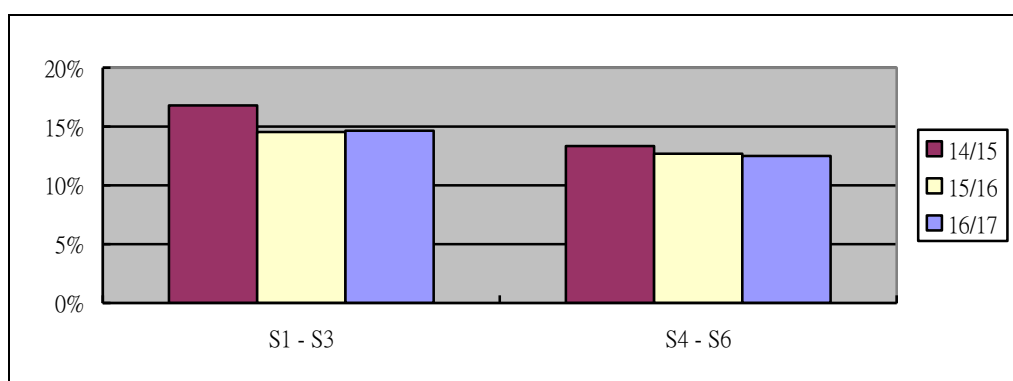
Our students were encouraged to take part in not only activities organized by the interest clubs but also inter-school events with the aim of unleashing their creativity, developing and maximizing their potential, and keeping them both physically and mentally strong and alert all the time. It is pleasing to find they procured impressive attainments in participating in such activities.

Moreover, our students served the community through different forms of voluntary services, which were organized for small groups and various forms. Apart from fund-raising, our students provided service programmes to the disadvantaged and the elderly. The provision of services to others also proved to be valuable experiences for our students as they got opportunities to understand more about other minority social groups apart from learning to empathize with others.

Participation Rates for Students in Inter-school Events  
(Hong Kong Schools Music Festival, Hong Kong Schools Speech Festival and sports events organized by the Hong Kong Schools Sports Federation)

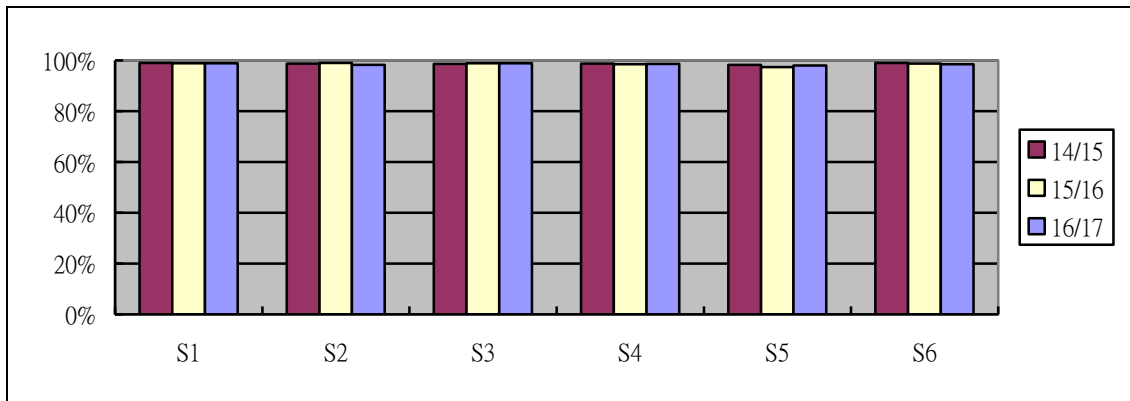


Participation Rates for Students in Uniform Groups



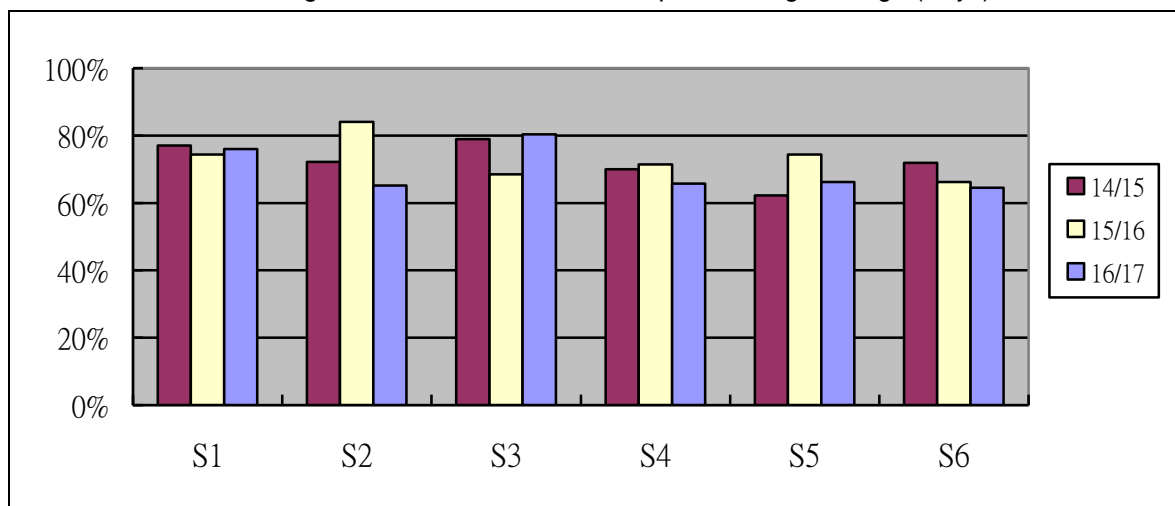
In recognition of students' active participation and brilliant performance in extra-curricular activities, the Extra-curricular Activities and Service Award Scheme was implemented. 20 students were presented the Award for Outstanding Leadership and 115 students were granted the Honour Award.

## Student Attendance

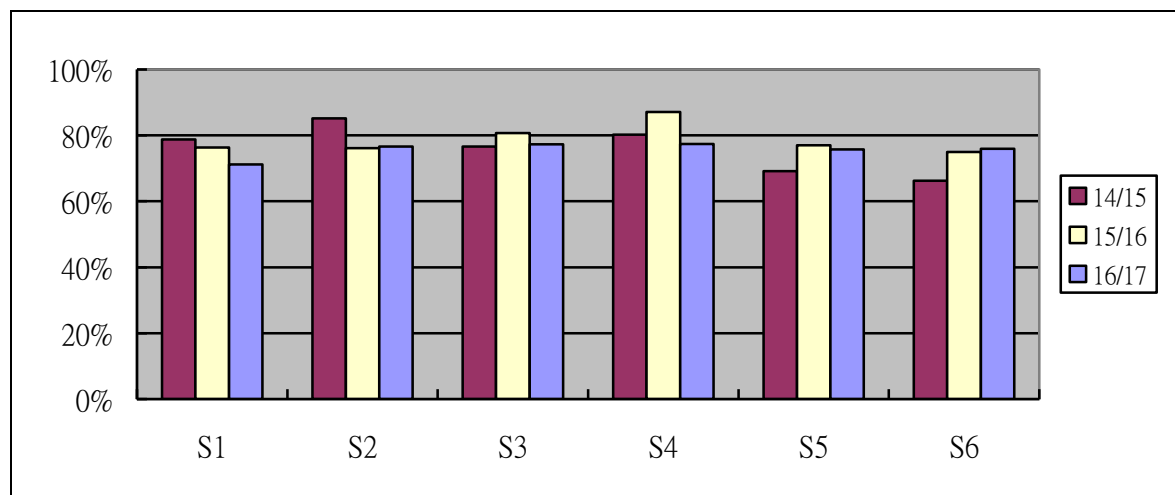


## Students' Physical Development

Percentage of Students within the Acceptable Weight Range (Boys)



Percentage of Students within the Acceptable Weight Range (Girls)



## F. Achievements & Reflections on Major Concerns

### 1. Major Concern: Nurturing an active learning culture among students

Items	Strategies / Tasks	Achievements
School curriculum	Reviewing the teaching organization and process for the school curriculum to facilitate the adoption of new teaching strategies promoting active learning	<ul style="list-style-type: none"> <li>♦ The teaching organization and process for the S2 &amp; S5 school curricula of all subjects were reviewed, with the trimming of some topics in some subjects to allow more time for teaching strategies emphasizing interaction and involvement of students in class.</li> <li>♦ More experiments or demonstrations were introduced in some other subjects to serve the same purpose.</li> </ul>
Class interaction	Incorporating more interactive elements in teaching	<ul style="list-style-type: none"> <li>♦ All academic subject panels conducted specific learning activities to promote class interaction in S2 and S5 while 93.3% of the students agreed that these activities could promote class interaction.</li> <li>♦ Mobile devices were widely deployed and students were highly devoted in these activities, thus boosting student-student and student-teacher interaction.</li> </ul>
	Implementing the schedule for using e-Learning resource set in the Enhancing Schools' WiFi Infrastructure project	<ul style="list-style-type: none"> <li>♦ The target of using iPad mini and e-Learning materials in the curriculum of specific subjects was all met, with most subjects far exceeding the basic requirements. The percentage of the curriculum covered amounted to over 75% for S4 ICT, over 50% for S1 IS, S3 &amp; S5 ICT and over 33% for S1 Mathematics as well as S4 and S5 Liberal Studies.</li> <li>♦ Some other subjects like Physics and Biology also deployed e-Learning resources in lessons.</li> <li>♦ Class interaction was enhanced to a large extent and the use of the resources also helped to arouse the interest of the students in learning.</li> </ul>
	Giving in class feedback which can guide students to	<ul style="list-style-type: none"> <li>♦ According to the subject-based questionnaires administered, 97.2% of the respondents agreed that their teachers gave</li> </ul>



	improve	feedback which could guide them to improve.
High order thinking	Holding learning activities provoking high order thinking	♦ Specific activities were introduced by S2 & S5 academic subject teachers to provoke high order thinking and 92.4% of the students agreed that these activities succeeded in doing so.
English campus	Displaying on the campus English materials prepared by student bodies	♦ According to the surveys conducted, 61.6% of the respondents agreed that the English materials helped to provide more opportunities for learning English.
	Providing opportunities for announcements to be made by selected students in English through different platforms	♦ The surveys revealed that 61.7% of the students agreed that the announcements helped to create a rich English environment, thereby providing more opportunities for raising their English standard.
	Arranging for the exchange student to help conduct lessons and take part in extra-curricular activities	♦ Ardent interaction was achieved between the exchange student and students from different classes in lessons and extra-curricular activities. This offered our students more chances and enhanced their confidence to communicate in English.
Reading	Reinforcing the reading culture through various reading activities	♦ 75.8% and 67.7% of the respondents felt that the reading lesson and the work done by the School could stimulate their interest in reading. ♦ There was pleasing student response to reading activities organized.

Reflections
<ul style="list-style-type: none"> <li>♦ The review of the S2 and S5 curricula facilitated the adoption of new teaching strategies promoting active learning in the two levels. The same will be applied to S3 in the next academic year to complete the review cycle.</li> <li>♦ A variety of strategies were employed to promote interaction in class and provoke high order thinking among students such as games, presentations, group discussions and group projects. It was witnessed in many subjects that the promotion of peer learning, including collaboration to work or comment on others' performance, proved effective in promoting student-student interaction in class as well as strengthening students' analytical ability and social skills. However, since there are still a number of passive students, teachers should encourage them to participate more in class and consider assigning specific roles to them in some activities.</li> </ul>

- ♦ It was also found that peer learning activities might not work well on knowledge-based topics or complicated issues since some students still relied on the explanation of the teachers. Hence the adoption of appropriate strategies to handle different topics is crucial.
- ♦ E-Learning elements were incorporated in most subjects. Besides those specific panels as stated in the Enhancing Schools' WiFi Infrastructure project, other subject panels also realized the importance of e-Learning in the present world and started new ideas on it. With the use of online exercises, forums, social networking websites, e-tools, Apps etc., active learning was promoted and class interaction enhanced.
- ♦ The school has been endeavouring to build up a complete language environment by providing more opportunities for students to use English and exploiting peer influence. There was a slight increase in the percentage of students responding positively to these measures. It is believed that if clubs and associations can make better use of the public address system to promote their programmes, the effect would be further enhanced. On the other hand, the arrangement of the exchange student to study in the school for one year continued to be a success since students were eager to befriend with him and the only way was to communicate with him in English.
- ♦ With the introduction of new measures, the Reading Promotion Working Group succeeded in stimulating more students' interest in reading. It is hoped that with continuous efforts of the group and all subject teachers, a reading habit can be gradually nurtured among our students, which is conducive to their holistic development. Yet, the task may be accomplished more effectively if the work of different school bodies to promote reading can be better coordinated.

2. Major Concern: Helping students develop life planning capability and qualities of future leaders

Items	Strategies / Tasks	Achievements
Life planning	Organizing different kinds of life planning activities to suit the needs of different students	<ul style="list-style-type: none"> <li>♦ All S1 students set personal goals and reflected on their efforts spent in reaching the goal.</li> <li>♦ An average of 91% of the participants joining different kinds of life planning activities agreed that the activities enriched their knowledge on life planning.</li> <li>♦ Students actively participated in the activities in general.</li> </ul>
	Providing information about university admission requirements to	♦ 84.7% of the teachers agreed that the information provided enriched their knowledge on students' opportunities for university education.

	teachers	
	Strengthening teachers' competence to offer guidance to students on life planning	<ul style="list-style-type: none"> <li>♦ A total of 8 teachers took part in seminars or courses related to students' life planning organized by the EDB or other organizations, among which 1 of them was reaching for a globally certified qualification as a career development facilitator.</li> <li>♦ They found the courses helpful and some of them applied what they learnt in the form-teacher periods.</li> </ul>
	Organizing talks or workshops related to students' life planning for parents	<ul style="list-style-type: none"> <li>♦ 91% of the participants agreed that the talk was useful. They remarked that not only did it help them guide their children on life-planning matters but it also inspired them on the effective way to communicate with their children.</li> </ul>
Leadership	Fostering the selected qualities of future leaders through form-teacher periods	<ul style="list-style-type: none"> <li>♦ According to the survey, 75.6% of the students considered the form-teacher periods useful in strengthening the selected qualities - care &amp; concern (S1), sense of responsibility (S2), perseverance (S3), integrity (S4), and commitment (S5).</li> </ul>
	Extending the leadership training course to junior form students	<ul style="list-style-type: none"> <li>♦ 72.7% of the participants found that the training course was useful in enhancing their skills in communication, time management, programme planning, budgeting and taking minutes.</li> </ul>

### Reflections

- ♦ Different kinds of life planning activities were organized to suit the needs of different students and most received positive feedback. However, junior-form students were more enthusiastic in joining the activities than senior-form ones, who were especially reluctant to join the activities organized by external organizations outside school. The screening of activities is therefore necessary so as to elicit good feedback from students.
- ♦ Several teachers took the initiative to join courses or seminars related to students' life planning and reflected that such courses were beneficial. It is expected that more teachers will undergo relevant training and students will benefit more in return.
- ♦ It was most gratifying to receive feedback from the S3 parents that they were inspired by the guest speaker to review their relationship with their children and would take her advice on effective communication.

- ♦ The fostering of the selected qualities of future leaders through form-teacher periods in the form of discussion and sharing helped the students to reflect on their behaviour and cultivate positive values. It would be more desirable if the teaching materials could be revised on a regular basis to include new videos and updated social issues.
- ♦ The extension of the leadership training programmes to treasurers and secretaries of clubs and houses will assist them to perform their duties well in senior forms when they take up the main role in organizing extra-curricular activities. This will also pave the way for future leaders of the city.

### 3. Major Concern: Strengthening the teaching competence of teachers

Items	Strategies / Tasks	Achievements
Teaching competence	Attending seminars or courses on specific themes held by external bodies	<ul style="list-style-type: none"> <li>♦ 9 middle managers and 11 teachers attended seminars or courses on enhancing student learning through e-resources or mobile devices.</li> <li>♦ At least 2 teachers in each KLD took part in seminars or courses on other specific themes.</li> </ul>
	Carrying out peer sharing sessions	<ul style="list-style-type: none"> <li>♦ All academic subject panels held at least 2 sharing sessions during panel meetings on learning activities to promote interaction and provoke high order thinking of S2 &amp; S5 students.</li> <li>♦ All participants found these sharing sessions stimulating and useful and were eager to try out these new ideas.</li> </ul>
	Conducting focused lesson observations for professional exchanges on specific themes	<ul style="list-style-type: none"> <li>♦ The Principal and the two Assistant Principals conducted lesson observations with 22 teachers of different ranks and different KLDs. Except the domains of non-academic subjects, all other domains had at least 2 teachers with their lessons observed.</li> </ul>
	Holding panel-based professional development days on specific themes	<ul style="list-style-type: none"> <li>♦ Biology, Liberal Studies, Mathematics and the non-academic panels organized panel-based professional development days when panel members joined workshops or visited exhibitions to enrich their subject knowledge, learn more about the use of mobile devices or explore learning activities. The participants responded that such activities suited their professional needs</li> </ul>

		better since they were designed by respective Panel Heads concerned or were beneficial to the development of the panel.
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### Reflections

- ♦ Most teachers were eager to strengthen their teaching competence by taking part in seminars or courses related to their subjects but they were not as enthusiastic in joining e-Learning related ones. After the second year's enforcement of the 3-year cycle of the current school development plan, there are still 25 teachers not yet joining such courses or seminars. The school management would remind them about the importance and advantages of e-Learning and urge them to join such courses or seminars in the coming academic year. In view of the growing importance of STEM education, teachers will also be encouraged to join relevant seminars or courses to better equip themselves.
- ♦ The sharing sessions conducted during the panel meetings on interactive elements and high order thinking skills were a success. Teachers were delighted to share their experiences on new strategies tried out while others showed great interest, gave valuable comments and might later put the ideas into practice, strengthening their teaching competence.
- ♦ The lesson observation scheme of the school management was smoothly run. Since the culture of peer lesson observation had been established, teachers were not resistant to the scheme. The last batch of teachers would have their lessons observed in the next academic year and that would complete the cycle. This will not only help to reinforce the culture of peer lesson observation, but also facilitate professional exchanges and future implementation of pedagogical changes.
- ♦ This year there were again some panels organizing panel-based professional development days to cater for their own needs. It is undoubtedly beneficial, but if the staff development days need to be reserved for important activities for the teaching staff, panels will need to squeeze another day to organize panel-based activities, which is difficult to arrange.

## G. Financial Summary

	Income (\$) 16-17	Expenditure (\$) 16-17	Surplus / (Deficit) (\$) for the year 16-17	Balance b/f (\$)	Balance c/f (\$)
<b>I Government Funds</b>					
<b>(1) Expanded Operating Expenses Block Grant (EOEBG)</b>				2,577,351.74	
<b>(a) School Specific</b>					
i) Administration Grant	3,846,510.00	(3,333,395.77)	513,114.23		
ii) Noise Abatement Grant	497,890.00	(206,756.00)	291,134.00		
iii) Composite Information Technology Grant	429,782.00	(324,340.50)	105,441.50		
iv) Capacity Enhancement Grant	588,202.00	(332,263.20)	255,938.80		
v) Other Incomes (Bank Interest, Rental Surplus, Electricity Rebate etc.)	34,926.61	-	34,926.61		
vi) Deficit transferred from Senior Secondary Curri. Support Grant		(10,685.38)	(10,685.38)		
<b>(b) Non-School Specific (Baseline Reference)</b>					
i) School & Class Grant	1,811,806.47	(1,802,168.57)	9,637.90		
ii) Furniture & Equipment	-	(228,973.00)	(228,973.00)		
iii) Additional Provision for SP/LSP	-	-	-		
<b>Sub-total (A)</b>	<b>7,209,117.08</b>	<b>(6,238,582.42)</b>	<b>970,534.66</b>	<b>2,577,351.74</b>	<b>3,547,886.40</b>
<b>(2) Funds set aside for Severance Payment/Long Service payment</b>					
<b>Sub-total (B)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>315,877.66</b>	<b>315,877.66</b>
<b>(3) Teacher Relief Grant</b>					
<b>Sub-total (C)</b>	<b>3,593,115.50</b>	<b>(2,073,266.02)</b>	<b>1,519,849.48</b>	<b>4,110,330.09</b>	<b>5,630,179.57</b>
<b>(4) Grants Outside EOEBG</b>					
(a) Committee on Home-School Co-operation Project (PTA)	5,267.00	(4,455.00)	812.00	2,624.10	3,436.10
(b) Committee on Home-School Co-operation Project (Activity)	-	-	-	-	-
(c) Special Home-School Co-operation Grant	-	(5,000.00)	(5,000.00)	5,000.00	-
(d) Grant Account for Fringe Benefits (NET)	10,271.00	(10,271.00)	-	-	-
(e) School-based After-school Learning & Support Grant	112,800.00	(112,800.00)	-	-	-
(f) Other Recurrent Grants (Rent & Rates)	460,380.00	(460,380.00)	-	-	-
(g) Learning Support Grant for Secondary Schools	411,750.00	(422,668.49)	(10,918.49)	94,721.96	83,803.47
(h) Diversity Learning Grant - (OL)	-	-	-	<u>7,000.00</u>	-
(i) Diversity Learning Grant - (OP)	98,000.00	(133,560.00)	(35,560.00)	82,660.00	47,100.00
(j) Diversity Learning Grant - (ApL)	18,800.00	(18,800.00)	-	-	-
(k) Fractional Post Cash Grant	283,440.00	(374,820.00)	(91,380.00)	97,629.58	6,249.58
(l) Senior Secondary Curriculum Support Grant	-	(702,465.75)	(702,465.75)	691,780.37	<u>(10,685.38)</u>
(m) Moral and National Education Support Grant	-	-	-	530,000.00	530,000.00
(n) Enriched IT Activities Programme	-	(36,000.00)	(36,000.00)	36,000.00	-
(o) Career and Life Planning Grant	566,880.00	(470,572.93)	96,307.07	83,514.05	<u>113,376.00</u>
(p) One-off Grant under ITE4	-	-	-	5,327.00	5,327.00
(q) Extra Recurrent Grant under ITE4	84,940.00	(82,092.00)	2,848.00	9,689.00	12,537.00
(r) Strengthening School Administration Management Grant	-	(151,560.00)	(151,560.00)	186,000.00	34,440.00
(s) Jockey Club LWL Fund	74,288.00	(66,119.60)	<u>8,168.40</u>	-	-
(t) One-off Information Technology Grant for e-Learning in Schools	253,850.00	(49,959.00)	203,891.00	-	203,891.00
(u) One-off Grant to Secondary Schools for the Promotion of STEM Education	200,000.00	-	200,000.00	-	200,000.00
<b>Sub-total (D)</b>	<b>2,580,666.00</b>	<b>(3,101,523.77)</b>	<b>(520,857.77)</b>	<b>1,831,946.06</b>	<b>1,240,160.15</b>
<b>(5) Other Grants</b>					
Nil	-	-	-	-	-
<b>Sub-total (E)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Surplus for school year 16-17 [Sub-totals (A) to (E)]</b>					<b>1,969,526.37</b>
<b>Accumulated Surplus as at the end of school year 16-17 [Sub-totals (A) to (E)]</b>					<b>10,734,103.78</b>

	Income (\$) 16-17	Expenditure (\$) 16-17	Surplus / (Deficit) (\$) for the year 16-17	Balance b/f (\$)	Balance c/f (\$)
<b>II School Funds</b>					
<b>(1) Subscription Fund</b>					
<b>Income</b>				4,045,411.59	
(a) Tong Fai	142,290.00	-			
(b) Entrance Examination Fees	17,800.00				
(c) Profit on Sale of Ex. Book, Tie & Badge	9,055.88	-			
(d) Tuckshop Rental	230,000.00	-			
(e) Other Incomes (Bank Interest, Fines & Charges, Exam. Rental Surplus, Green Project ...etc.)	28,058.06	-			
(f) Other Donations	74,589.00	-			
<b>Expenditure</b>					
(a) Lift Maintenance	-	(95,280.00)			
(b) Subsidy to Student Activities	-	(11,727.00)			
(c) Gold & Silver Awards and Scholarships	-	(15,154.00)			
(d) ORSO, Long Service Award & other Expenses	-	(4,766.00)			
(e) Insurance (IMC insurance & extra insurance coverage for students and teachers for trips)	-	(27,847.30)			
(f) Equipment - Subsidy to Teacher's Notebook Computer	-	(8,000.00)			
(g) Maintenance for Teachers' Notebook Computers	-	(7,410.00)			
(h) Octopus Maintenance Charges & Other expenses	-	(8,489.60)			
(i) Green Project	-	(3,015.00)			
(j) Expenses for Sports & Archery Team	-	(37,000.00)			
(k) School Facilities	-	(58,400.00)			
(l) S1 Interview Expenses	-	(12,211.00)			
<b>Sub-total (A)</b>	501,792.94	(289,299.90)	212,493.04	4,045,411.59	4,257,904.63
<b>(2) Collection of fees for specific purposes (including electricity charges for air-conditioning in Hall)</b>					
(a) Hall Air-conditioning Electricity Rebate & Charges	4,350.00	(20,520.00)	(27,613.50)	159,842.75	132,229.25
(b) Hall Air-conditioner Cleaning & Installation of "Air Easy"		(11,443.50)			
<b>Other purposes</b>	228,780.00		(21,320.00)	(3,732.35)	(25,052.35)
(c) Equipment - 41 computer sets and 42 monitors in MMLC		(247,190.00)			
(d) Maintenance/Cleaning Service for drinking water system	-	(2,910.00)			
<b>Sub-total (B)</b>	233,130.00	(282,063.50)	(48,933.50)	156,110.40	107,176.90
<b>(3) Others</b>					
(a) P.A.T.H.S.	-	-	-	26,955.00	26,955.00
(b) CCSC Alumni Fund	25,871.20	(242,560.60)	(216,689.40)	809,346.10	592,656.70
(c) CCSC Alumni Fund Lunar New Year Fun Fair Funding	-	(2,511.15)	(2,511.15)	24,921.97	22,410.82
(d) Most Improved Student Awards (by Alumni of 78-79)	-	(1,455.00)	(1,455.00)	7,575.00	6,120.00
(e) School Song Composer Music Development Fund (by Ms Brenda Ng)	10,000.00	(291.00)	9,709.00	2,813.00	12,522.00
(f) JY Excellent Athletes Award (by Ms Christine Fu L.L.)	14,000.00	(14,000.00)	-	14,000.00	14,000.00
(g) Award for Student of Noble Character (by Ms Kwok Wai Yin)	13,400.00	-	13,400.00	-	13,400.00
<b>Sub-total (C)</b>	63,271.20	(260,817.75)	(197,546.55)	885,611.07	688,064.52
<b>Total Surplus for school year 16-17 [ Sub-totals (A) to (C) ]</b>					(33,987.01)
<b>Accumulated Surplus as at the end of school year 16-17 [Sub-totals (A) to (C) ]</b>					5,053,146.05

## H. Feedback on Future Planning

The planning for the focus of the school development in the coming school year began in May 2017 with the School Development Team carefully reviewing the implementation of the School Development Plan for the school years 2015 - 2018 and the Annual School Plan besides considering the reflections made by various subject panels and functional committees. Reference was also made to the trends of educational reforms and the needs of our students. It has been agreed that the major concerns for the school year 2015 – 2018 are maintained as follows:

1. nurturing an active learning culture among students;
2. helping students develop life planning capacity and qualities of future leaders; and
3. strengthening the teaching competence of teachers.

To realize our targets, measures encouraging students to play a more active role in learning and facilitating their future development will be kept or introduced whereas teachers will continue refining their teaching pedagogy through professional training activities:

- ♦ teaching strategies promoting class interaction and high order thinking will remain our key focus;
- ♦ there will still be different activities reinforcing the reading habit of students and encouraging them to use English more since a strong language foundation will enhance the ability of students to play an active role in learning;
- ♦ apart from a course on note-making and deep learning, there would be more support from teachers to help S1 newcomers develop better the skills and attitude for active learning;
- ♦ different kinds of life planning activities will be organized to help students plan for their future while the roles of teachers and parents in the life planning of students will be strengthened;
- ♦ work will be done to implant such key qualities of leaders as integrity and commitment in students so as to complement the effort of the School to nurture future leaders in other aspects;
- ♦ teachers will take part in more external professional development activities and the promotion of STEM education will become a key theme; and
- ♦ peer lesson observation and sharing sessions on themes related to promotion of active learning remains priority tasks so that the teaching pedagogy of teachers can fulfill more the learning needs of students.



# **I. Appreciation and Acknowledgement**

It was a grief to us that our Honorary Supervisor, Mrs. Irene Y. L. Cheung, MBE, JP, who had been contributing so much to the development of our School, passed away peacefully on 30 October 2016. Besides the late Honorary Supervisor, we have to thank Mr. Chan Kam Toi, our Supervisor, and other members of the IMC for their advice and direction on school policies and all staff for their loyalty, co-operation and devotion during the past year. If it had not been for their concerted effort, enthusiasm, sense of integrity and responsibility, our School would not have had such an active and successful year.

In addition, we wish to thank our School Social Workers from the Methodist Epworth Village Community Centre for their work. Also, we felt grateful to the officers of the EDB for their advice and guidance, the parents of our students for their co-operation, the Parent-Teacher Association, the Old Students' Association and the Cheung Chuk Shan College Alumni Foundation Fund Management Committee for their support, and all other organizations and persons that have helped our School during the year under review.

## List of S6 Graduates

### S6A

AU TSZ CHUN  
 CHENG RONALD  
 CHEUNG HO CHING  
 CHEUNG PARCO  
 CHING ON HANG  
 CHOW TSZ SHAN  
 CHU KA TO  
 CHUNG YING SHUEN ANGEL  
 FUNG SHEUNG YIN  
 FUNG WAI YAN VIANN  
 GO CHING LAAM  
 HO PAK KEI  
 HO YIN NI  
 HUI CHEUK NAM  
 JIU HIU YUEN  
 KEUNG KEVIN  
 KO TIN LONG RYAN  
 KWOK HIU MING  
 LAM HOI TING

LAM ON PING MARTIN  
 LEE YING YAN  
 LEUNG MAN LING  
 LIN WAI LEE AMY  
 LIU SHING WAI  
 MAN SZE WAN TERESA  
 SAU LONG HEI  
 SIT CHUN HANG  
 SIT LONG CHUNG  
 TSANG YIK FUNG  
 TSOI HANG  
 WONG CHING TUNG  
 WONG CHUNG YIN  
 WONG LING YAN  
 WONG TSZ YAU  
 WU HO YIU ANGUS  
 YEE CHUN YAT  
 YEUNG KWOK WAI

### S6B

CHAN SHEUNG YI  
 CHAU KWAN HANG HENRY  
 CHAU LYDIA WING GUY  
 CHENG KA MING  
 CHEUNG HIU YING  
 CHEUNG KA YEUNG  
 CHEUNG TSZ KIT  
 CHUI WING MAN  
 FONG SING YUEN  
 FUNG CHEUK YIU  
 HONG KA YI  
 KO FAN CHING  
 KUNG SHUK YI  
 LEE CHEUK LAM  
 LEE KAM KAN  
 LEUNG HOI MAN  
 LEUNG WAI SUM  
 LI HOI KIT

LIN PAK TUNG FIONA  
 LIN SHU CHEONG LEO  
 LO TUEN YIN  
 LU YUK MING  
 MA CHI KIT  
 NG CHEUK LAAM  
 NG TZE CHING  
 POON CHAK TIM  
 POON MING HEI  
 SO WAI SHAN  
 TING HOI YEE  
 WAN SHUN HEI  
 WONG CHUN CHAK  
 WONG CHUN HO  
 YIU YU KIU  
 YU KAI HAM  
 YU WAI CHI GIGI  
 YUAN ZHANYING

## S6C

AU YEUNG PUI YIN  
CHAN MUI  
CHANG YING YING  
CHENG LOK HANG  
CHENG WAI CHING  
CHEUNG WING YIU  
CHIU SIN YI  
CHOW JUSTIN  
CHU YAN YIN  
CHUNG HANG  
FU CHING YU  
HO PO SHAN  
HON JOHN  
IEONG ZI LIANG JASON  
KONG HEI CHING  
KUNG KIT YEE  
LAM YIN SHING  
LEE LOK TIN

LEUNG KUI SUN  
LEUNG YUK LAN  
LI HAU YI  
LI SIN TUNG  
LI TZE TING  
NG CHAK PONG  
NG KUI FUNG  
NGAN TING CHEUK  
POON TSZ HIN BRIAN  
SO CHEUK MING  
TAM HIU MAN  
TANG KA FU  
TONG KIN HANG  
TSANG KA HEI  
WONG CHUNG YAN  
WONG HEI YIN  
WONG KA WAI

## S6D

CHAN HIN YAU  
CHAN LOK CHING  
CHAN LOK MAN  
CHAN WING KEI  
CHENG PAK YAN  
CHU LEO KA HEI  
FU HIU LAM  
HUI KA YAN SANTA  
HUI YEE NOK JESSICA  
KWOK TSZ WAI DEREK  
LAI YUEN TUNG  
LAM HAU WONG  
LAM HOI FUNG  
LAM KWUN LING  
LAM TING HIN  
LAW YI SHUN  
LEE KIN WAI  
LEE WING KI JUNE

LEUNG KAM YAN  
LI KA WING  
LI TONG  
LI YUEN FONG  
LO MAN SING  
MO HOI CHING  
NG CHEUK HEI  
NGAI LOK YI  
PO YAN TO  
SO SHING KIT  
TAI TUNG YAN  
TING LEE TAN  
WONG KA LIN  
YING LUNG YI  
YIP WING MAN  
YIU HING WAH  
YOUNG WING YAN

## **S6E**

AU YEUNG SIU HIM  
CHAN SZE LEUK  
CHAN YUK NAM  
CHENG YUK PUI  
CHEUNG TAI HONG  
CHUNG HOI WAH  
HO KAI CHUN  
HUI CHUN HIN  
IP TSZ HO  
LAU HOI YAN

LAU TSZ TING  
LEE PUI KEI  
LI IP  
LO HIU YEUNG  
SING KA HIN  
TAM KWAN LONG  
WONG CHI  
WONG SZE WING  
YIP CHUN WAI

### Capacity Enhancement Grant

The provision of the Capacity Enhancement Grant enables our School to provide additional services to improve students' language proficiency and also facilitate their all-round development with training in various domains. \$588,202 was granted by the EDB and the fund was spent on the following tasks:

Area Concerned	Task/Service Provided	Assessment / Evidence of Success
Chinese Language	A bridging course for S1 and sessions on developing the debating skills of the Chinese Debate Team	The S1 bridging course aimed at equipping students with basic knowledge of Classical Chinese. Most students were attentive and managed to complete the assignments. Moreover, all members of the Debate Team thought that they had learned much from the training and participation in competitions, while their interest in critical thinking and debating was aroused. Besides taking part in various competitions and achieving brilliant results, the Team hosted the First Interschool Chinese Debate Invitational Tournament and captured the Championship.
English	English class on dramatic duologues	14 students from the English Chanters participated in the course, which offered training for the Dramatic Duologues competitions in the Hong Kong Schools Speech Festival. The experienced trainer helped the participants understand the script thoroughly and play their roles well. The 7 teams entering the competitions therefore managed to procure 3 prizes: 2 First Runners-up and 1 Second Runner-up. Feedback from the students regarding the arrangements and the training was generally positive.
Putonghua	On-line exercises for S1 & S2	Most students completed on time the exercises selected, which helped to enhance their ability to distinguish different sounds in Putonghua and listening skills. Nevertheless, just around 50% of the students managed to score half or more than half of the marks for the exercises. Hence, subject teachers could go through in class the exercises with their students next school year.
Liberal Studies	Workshops helping S4 students develop	According to the questionnaires administered, 97% of students regarded this course as useful and 92% found skills taught in the course practical. Overall speaking,

Area Concerned	Task/Service Provided	Assessment / Evidence of Success
	enquiry skills	92% of them felt happy about having taken the course. Many students reflected that the course provided a comprehensive starting point for their IES journey while some students mentioned that advice and feedback provided by the course tutors were helpful. Yet, we noticed differences in the level of performance among tutors of different classes and it would be reflected to the service provider.
Learning Skills	Workshops helping S1 students know their learning styles and acquire note making skills	According to the questionnaires administered, the programme was successful with around 90% of the participants finding it useful and being satisfied with it. Moreover, 86% of the students regarded it as a meaningful and inspirational programme while the view that the skills introduced were practical was upheld by 84% of the students.
Personal Growth	Moral Education Camp for S4 Peer Counsellors	The questionnaires administered showed that all the Peer Counsellors agreed that the camp was useful in increasing their self-confidence and self-discipline. They also found the S1 students participating actively in the camp. The camp was useful for them to get familiarized with the students and could increase the cooperation and mutual understanding among S1 students.
	Leadership training camp for chairpersons and vice-chairpersons of clubs and societies as well as leadership training course for junior-form committee members of clubs and societies	The feedback from the teachers and students taking part in the leadership training camp was positive. 80% of the participants thought that the camp helped to enhance their leadership skills while 73.3% would join similar training in the future. Furthermore, 90% of them would recommend S3 students to join the training programme. Concerning the leadership training for secretaries and treasurers, who were mainly S3 and S4 students, about 74% of the participants found the training course useful to enhance the skills of programme planning, budgeting and taking minutes. These activities were conducive to nurturing of qualities of future leaders among the participants.

Area Concerned	Task/Service Provided	Assessment / Evidence of Success
	Community Service for S2	The activity was regarded as successful since the survey showed that 72.1% of the participants found that the programme could deepen their understanding in social service and selected socially disadvantaged groups. Moreover, 66.5% of the students gave positive feedback to the program and their own participation while all teachers supervising the activity gave positive feedback to the programme.
	Adventure-based training camp for prefects	The training camp was cancelled due to a typhoon attack. The camp fee and transportation fee paid were refunded while the materials bought would be reserved for team-building activities in the next school year.
Sports Training	Training for students and members of school teams	The athletics and swimming training sessions provided chances for house athletes and members of the Athletics or Swimming Team to polish their skills and for house officials to identify outstanding students to represent their own houses in the Athletics Meet or Swimming Gala. The sessions also accounted for the pleasing performance of our students in the Inter-school Athletics and Swimming Competitions. The enrolment for the 'Learn to Swim' Programme specially designed for non-swimmers were barely satisfactory. However, all the participants had made much progress in their skill development and become more confident in swimming. Coaches were employed to train different school teams and the result was rewarding. The Boys' Athletics Team would be promoted to Division 2 while Girls' Basketball Team and Girls' Table Tennis Team would both be promoted to Division 1 next academic year.
Music	'Music for Life' Programme	180 students joined the instrumental classes, orchestras or school band in the school year under review and there were 15 kinds of instrumental classes. 34 students were awarded Certificates of Distinction in Attendance while 100 students were given Certificates of Merit in Attendance. 7 students entered the ABRSM Practical Examination, with half of them being awarded distinctions and merits. Moreover, there were 37 individual entries and 5 group entries in the Hong Kong Schools Music Festival. 5 entries won positions in their

Area Concerned	Task/Service Provided	Assessment / Evidence of Success
		<p>competitions and 36 Certificates of Honours, Certificates of Merit and Certificates of Proficiency were awarded. In addition, the School Band took part in the Symphonic Band Contest run by the Music Office, Leisure and Cultural Services Department and won the Bronze Prize. The Junior Choir won the Gold Award in English Chorus Section of Hong Kong Joint School Music Competition. The Recorder Ensemble took part in the Hong Kong Schools Music Festival and was awarded 2 prizes of second runner-up. Finally, the Handbell Team participated in the Asian Handbell Competition and won the Silver Award. Overall speaking, the performance of students in competitions was pleasing.</p>



### Evaluation on Life Planning Education and Career Guidance Service 2016-2017

Objectives		Strategies	Evaluation	Allocation of the CLP Grant
1	To assist Careers Master in planning, implementing and coordinating the tasks of career and life planning education in the school	To recruit a teacher and an administrative assistant for the Careers Team	Both the teacher and the administrative assistant carried out their duties well. They helped the Careers Master and the Team to coordinate and organize various kinds of career and life planning programmes systematically. The Careers Master was satisfied with the administrative assistant's performance.	\$323,282.13
2	To guide S1 students to understand one-self and the impact of external influences	To carry out workshops in the Form-teacher Periods	According to the survey carried out, 91% and 80% of the students found that the workshop was useful and inspiring respectively while 77% of them agreed that the content of the workshop was practical.	\$18,000
3	To guide S2 students to investigate opportunities in and constraints on learning and work	To carry out workshops in the Form-teacher Periods	According to the survey carried out, 96% and 71% of the students found that the workshop was very useful and inspiring respectively. Moreover, 68% of them revealed they were very confident in planning for the future.	\$22,500
4	To guide S3 students to make a right decision in elective subjects selection by	To carry out workshop in the Post-examination Period	According to the survey carried out, 84% of the students were satisfied with the	\$4,950

	matching their personal learning style		workshop. More than 80% of them expressed that they understood themselves more and agreed that the workshop offered inspiration on how to make the articulation decision.	
5	To guide S5 students to prepare for their self-account writing	To carry out a personal statement writing workshop	The survey administered showed that 97% and 93% of the students agreed that the workshop was meaningful and inspirational respectively. 97% of them revealed the skills they learnt were practical. The activity was satisfactorily organized.	\$13,440
6	To enrich S5 students with the abilities for life planning	To carry out a life planning programme in the Post-examination Period	The survey reflected that 85% of the students agreed that their conception of life planning was enriched besides enjoying the programme. 81% of the students stated that they understood more about the relationship between their interest and the future careers.	\$25,600
7	To enhance S6 students' interview and communication skills	To carry out an interview skills workshop	95% of the students pointed out in the survey that they found the activity useful to them and the knowledge learnt applicable to JUPAS application.	\$18,200
8	To guide the students with low motivation in study	To carry out individual and group counselling workshops	The survey reflected that all the participants agreed that the objectives of the activity were achieved. The participants also performed satisfactorily	\$39,600

			in class. The workshops also provided more information about the need of the students so that follow-up work could be done.	
9	To enhance the understanding of careers and life planning of the students	To purchase reference books of careers and life planning To organize careers book quiz	The School Librarian reported the lending rate of careers books was higher than that in the previous year. Students specially enjoyed reading biographies.	\$2,728.8
10	To equip parents to play an active role in guiding their children in life planning	To carry out parental education workshop	91% of the participants agreed that the activities were very useful or useful in helping them guide their children on life-planning matters Also, all of them believed they understood more about their role in guiding their children to plan their lives.	\$1,800
11	To gather and disseminate the information of careers and life planning education to students	To renew the membership of HKACMGM  To decorate the Careers Team's notice board	More concrete information could be gathered by renewing the membership of the organization concerned. Moreover, students did pay attention to the information on the board and some of them made responses accordingly.	\$472

**School-based After-school Learning and Support Programmes 2016/17 s.y.**  
**School-based Grant - Programme Report**

**Name of School:** Cheung Chuk Shan College

**Project Coordinator:** Au Yeung Yik Fung **Contact Telephone No.:** 25706665

**A. The number of students (count by heads) benefitted under this programme is** 136 **(including A.** 19 **CSSA recipients, B.** 101 **SFAS full-grant recipients and C.** 16 **under school's discretionary quota).**

**B. Information on Activities under the Programme**

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Music Instrumental Classes	2	22	11	Over 80%	Sept 2016 – Aug 2017	<b>75,363.40</b>	Questionnaire	/	/
Art Classes	1	5	5	Over 80%	Sept 2016 – Aug 2017	<b>14,165.00</b>	Questionnaire	/	/
Moral Camp	2	16	/	100%	22 – 25 Aug 2016	<b>6,930.00</b>	Questionnaire	/	/
Life-wide Learning Day	19	101	/	100%	10 Nov 2016	<b>16,341.60</b>	Questionnaire	/	/
<b>Total no. of activities: 4</b>									
<b>@No. of man-times</b>	24	144	16		<b>Total Expenses</b>	<b>112,800.00</b>			
<b>**Total no. of man-times</b>	<b>184</b>								

Note:

\* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\* Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (C).

## C. Project Effectiveness

*In general, how would you rate the achievements of the activities conducted to the benefitted eligible students:*

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
a) Students’ motivation for learning		✓				
b) Students’ study skills			✓			
c) Students’ academic achievement			✓			
d) Students’ learning experience outside classroom	✓					
e) Your overall view on students’ learning effectiveness		✓				
<b>Personal and Social Development</b>						
f) Students’ self-esteem		✓				
g) Students’ self-management skills		✓				
h) Students’ social skills			✓			
i) Students’ interpersonal skills			✓			
j) Students’ cooperativeness with others		✓				
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
<b>Community Involvement</b>						
n) Students’ participation in extracurricular and voluntary activities	✓					
o) Students’ sense of belonging		✓				
p) Students’ understanding on the community			✓			
q) Your overall view on students’ community involvement		✓				

**D. Comments on the project conducted**

*Problems/difficulties encountered when implementing the project*

*(You may tick more than one box)*

- ☐ unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- ☐ difficult to decide on the 10% discretionary quota;
- ☐ eligible students unwilling to join the programmes;
- ☐ the quality of service provided by partner/service provider not satisfactory;
- ☐ tutors inexperienced and student management skills unsatisfactory;
- ☐ the amount of administrative work leads to apparent increase on teachers' workload;
- ☐ complicated to fulfill the requirements for handling funds disbursed by EDB;
- ☒ the reporting requirements too complicated and time-consuming;
- ☐ Others (Please specify): \_\_\_\_\_

**E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)**

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