



**Caritas Charles Vath College**

**School Report**

**2013 - 2014**

## Our School

- CCVC was established as a senior secondary school in 2003 to recruit post-S3 students and help them to upgrade their academic performances and professional competences, and through envisaged personal career planning, students are encouraged to proceed to higher levels of studies via the mainstream system or the Caritas through-train pathways. Young people's talents are unleashed to strive for their personal success and living in harmony through bringing knowledge, professionalism, kindheartedness and righteousness to their growing and learning experiences.

## Achievements and Reflection on Major Concerns

### Priority Task 1: To Cultivate Student Self-Esteem

#### Achievements

- Some initiatives were introduced to enhance students' sense of belonging to the school.
  - Students' academic and non-academic achievements were recognized by displayed their works around the school campus.
  - Students' work/ achievements were also displayed on Parents' day, PTA newsletters and school home page.
  - Students' achievement were also announces in the morning assemblies and closing ceremony.
- The recognition for students' achievements had been strengthened.
  - German Speaking Catholic Congregation Scholarship
  - Future Stars Programme - Upward Mobility Scholarship
  - Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2013-14
  - 6<sup>th</sup> Art Ambassadors-In-School Scheme
  - Cathy Pacific "I Can Fly" Programme 2014
  - 2013 Bi-City Biennale of Urbanism\Architecture (Hong Kong): Onsite Inter-school Public Sketching Contest
- Different initiatives were introduced to help students' action plans on study, future studies or potential career:
  - Life planning lessons have been introduced to help students in future planning.
  - Some career-oriented, JUPAS, interview skills and resume writing have been provided to help students acquire the practical skills for their further studies and future careers.
  - Guests and past school graduates have been invited to share their achievements and successful experiences in weekly assemblies.
  - Visiting kindergarten, career talks have been held for students.
  - Some interest groups such as clay handicraft, magic, cooking, cake making, traditional flower plague, hand-painted and handmade leather workshop have been held as taster programs for students.
- A number of initiatives were introduces by school to strengthen student responsibility, accountability and self-management.
  - Students had involved in organizing the school activities including different ceremonies and inter-class competitions. Also they had involved in taking part in voluntary services.
  - ECA Prizes were given to 21 students who joined the ECA activities above 80%.

- According to the stakeholder survey done by students and parents, they agreed that teachers were able to help them in lessons and their growing process.
  - 65% of the students indicated that the teachers often give them encouragement in lessons;
  - Over 50% of the students and parents indicated that the teachers were able to help the students solve problems they encountered in their growing process.
- In the learning and teaching domain, teachers might need more support provided by the school.
  - From the stakeholder survey done by teachers, only 62.5% of teachers indicated that the school strategically arranges different learning modes and opportunities for students in the light of students' abilities, interests and needs.
  - From the stakeholder survey done by students, only 35.3% of students indicated that they had known how to set learning goals for themselves.

### **Reflection**

- Provide more leadership trainings especially cater for Prefect team and committee members so as to further reinforce their senses of responsibilities and belongings to school and be exemplary students for other students.
- A whole-school approach of different strategies should be established to provide a consistent way among subject panels to cater for student's learning needs.
- Teachers should be encouraged to explore different learning strategies which help students to stimulate their learning motivation and improve their learning habits so as to enhance their sense of achievement in terms of academic performance.

## Priority Task 2: To Enhance School Team Collaborative Efficiency

<b>Achievements</b>
<ul style="list-style-type: none"><li>• Teachers were provided flexibility to carry their duty.<ul style="list-style-type: none"><li>- From the stakeholder done by teachers, 88.9% of teachers indicated that the school had an amicable working relationship with teachers.</li></ul></li><li>• More effort should be put into clarify the expectation on job duties. On the other hand, teachers might expect school to have more encouragement for their performance.<ul style="list-style-type: none"><li>- From the stakeholder done by teachers, it did not fulfill most of the success criteria.</li><li>- Only 33.3% of teachers indicated that the school had actively commended teachers for their fine performance at work and/or personal achievements.</li><li>- Only 44.4% of teachers indicated that they had found satisfaction in working in the school.</li><li>- Teacher's manual of generating Student Learning Profile was established.</li><li>- The collaboration with different subjects in co-curricular activities was held such as DAT &amp; VA.</li></ul></li></ul>
<b>Reflection</b>
<ul style="list-style-type: none"><li>• To strengthen the collaboration with different subjects in co-curricular activities.</li><li>• Positive reinforcement of teacher performance should be recognized.</li><li>• Professional dialogue among staff members should be encouraged so as to avoid the impact on any rumor occurred.</li></ul>

### Priority Task 3: To Establish School Specialized Development

Achievements
<ul style="list-style-type: none"><li>• One of the famous companies in car manufacturing industry has recently been collaborated. The collaboration would investigate the support on Applied Learning Programme and Work-based Learning Programme.</li><li>• Students had participated in public activities, competitions and services.<ul style="list-style-type: none"><li>- German Speaking Catholic Congregation Scholarship</li><li>- Future Stars Programme - Upward Mobility Scholarship</li><li>- Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2013-14</li><li>- 6<sup>th</sup> Art Ambassadors-In-School Scheme</li><li>- Cathy Pacific "I Can Fly" Programme 2014</li><li>- Korea, Taiwan and Guangzhou Study Tour</li><li>- 2013 Bi-City Biennale of Urbanism\Architecture (Hong Kong): Onsite Inter-school Public Sketching Contest</li></ul></li><li>• Different interest groups such as some interest groups such as clay handicraft, magic, cooking, cake making, traditional flower plague, hand-painted and handmade leather workshop have been held to explore and develop students talents.</li></ul>
Reflection
<ul style="list-style-type: none"><li>• The collaboration among schools, industries and NGOs will be investigated so as to cater for some specified groups of learners who have different learning needs.</li><li>• Teachers will need to explore outside services and funding to support school activities and improvement.</li></ul>

**1. Major Area of Concern: To Cultivate Student Self-Esteem**

Target	Strategies	Success Criteria	Evaluation / Reflection / Achievement	Suggestions for further improvement
<ul style="list-style-type: none"> <li>Students respect and observe school rules and common values of the society;</li> <li>Students identify themselves with the school and the society;</li> <li>Students have a sense of belonging to the school;</li> </ul>	<ul style="list-style-type: none"> <li>To strengthen the recognition for students achievement               <ul style="list-style-type: none"> <li>(i) Teachers will encourage students to share their achievements in other learning experiences;</li> <li>(ii) School will provide opportunities for students to participate in outside school programmes, exchange programmes, tours and competitions;</li> <li>(iii) Teachers will nominate students to join award scheme to recognize their achievement;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>75% of the teachers indicated that the school had helped students develop correct values.</li> <li>75% of the teachers indicated that the school's extra-curricular activities had helped extend students' learning experiences.</li> </ul>	<p>Some initiatives were introduced to enhance students' sense of belonging to the school.</p> <ul style="list-style-type: none"> <li>Students' academic and non-academic achievements were recognized by displayed their works around the school campus.</li> <li>Students' work/ achievements were also displayed on Parents' day, PTA newsletters and school home page.</li> <li>Students' achievement were also announces in the morning assemblies and closing ceremony.</li> </ul> <p>The recognition for students' achievements had been strengthened.</p> <ul style="list-style-type: none"> <li>German Speaking Catholic Congregation Scholarship</li> <li>Future Stars Programme - Upward Mobility Scholarship</li> <li>Sir Edward Youde Memorial Prizes</li> </ul>	<ul style="list-style-type: none"> <li>Provide more leadership trainings especially cater for Prefect team and committee members so as to further reinforce their senses of responsibilities and belongings to school and be exemplary students for other students.</li> <li>A whole-school approach of different strategies should be established to provide a consistent way among subject panels to cater for student's learning needs.</li> <li>Teachers should be encouraged to explore</li> </ul>

Target	Strategies	Success Criteria	Evaluation / Reflection / Achievement	Suggestions for further improvement
<ul style="list-style-type: none"> <li>Students have a sense of responsibility for their learning and behavior</li> </ul>	(iv) Students' academic and non-academic achievements will be promoted throughout different channels;  (v) School will provide split-classes, after-school lessons and part-time teachers to cater for student needs.	<ul style="list-style-type: none"> <li>50% of the students indicated that their learning opportunities in respect of extra-curricular knowledge and life skills, etc had been increased through participation in the school's extra-curricular activities.</li> <li>The student attendance and late records have an obvious improvement.</li> </ul>	for Senior Secondary School Students 2013-14 - 6 <sup>th</sup> Art Ambassadors-In-School Scheme - Cathy Pacific "I Can Fly" Programme 2014 - 2013 Bi-City Biennale of Urbanism\Architecture (Hong Kong): Onsite Inter-school Public Sketching Contest  Different initiatives were introduced to help students' action plans on study, future studies or potential career: <ul style="list-style-type: none"> <li>Life planning lessons have been introduced to help students in future planning.</li> <li>Some career-oriented, JUPAS, interview skills and resume writing have been provided to help students acquire the practical skills for their further studies and future careers.</li> </ul>	different learning strategies which help students to stimulate their learning motivation and improve their learning habits so as to enhance their sense of achievement in terms of academic performance.
	<ul style="list-style-type: none"> <li>To strengthen student responsibility, accountability and self-management.</li> <li>(i) More inter-class competitions and activities will be held by students.</li> </ul>			



Target	Strategies	Success Criteria	Evaluation / Reflection / Achievement	Suggestions for further improvement
	<p>(ii) The procedure of handling student's late and absent issues will be formulated. Discipline and Guidance Team will take the follow up action for those students who have any difficulty.</p> <p>(iii) Discipline and Guidance will provide different ways to promote healthy student image and the important of self-discipline.</p>	<ul style="list-style-type: none"> <li>• 50% of the students and parents indicated that they had known how to set learning goals for themselves.</li> <li>• 50% of the students and parents indicated that the teachers were able to help the students solve problems they encountered in their growing process.</li> </ul>	<ul style="list-style-type: none"> <li>- Guests and past school graduates have been invited to share their achievements and successful experiences in weekly assemblies.</li> <li>- Visiting kindergarten, career talks have been held for students.</li> <li>- Some interest groups such as clay handicraft, magic, cooking, cake making, traditional flower plague, hand-painted and handmade leather workshop have been held as taster programs for students.</li> </ul> <p>A number of initiatives were introduces by school to strengthen student responsibility, accountability and self-management.</p> <ul style="list-style-type: none"> <li>- Students had involved in organizing the school activities including different ceremonies and inter-class competitions. Also they had involved in taking part in voluntary services.</li> </ul>	

Target	Strategies	Success Criteria	Evaluation / Reflection / Achievement	Suggestions for further improvement
	<p>(iv) School will provide support to students with special education needs, emotional/behavioral difficulties and intermittent absence tendency.</p> <ul style="list-style-type: none"> <li>Students' action plans on study, future studies or potential careers will be formulated.</li> </ul> <p>(i) Different programmes will be provided to help students better understand their own potential.</p> <p>(ii) Interview skills and resume writing workshop will be held after school.</p>	<ul style="list-style-type: none"> <li>70% of staff members indicated that the school strategically arranges different learning modes and opportunities for students in the light of students' abilities, interests and needs.</li> </ul>	<ul style="list-style-type: none"> <li>ECA Prizes were given to 21 students who joined the ECA activities above 80%.</li> </ul> <p>According to the stakeholder survey done by students and parents, they agreed that teachers were able to help them in lessons and their growing process.</p> <ul style="list-style-type: none"> <li>65% of the students indicated that the teachers often give them encouragement in lessons;</li> <li>Over 50% of the students and parents indicated that the teachers were able to help the students solve problems they encountered in their growing process.</li> </ul>	

Target	Strategies	Success Criteria	Evaluation / Reflection / Achievement	Suggestions for further improvement
	(iii) Guests and past school graduates will be invited to share their achievements and successful experiences in weekly assemblies.	<ul style="list-style-type: none"> <li>50% of the students indicated that the teachers often give them encouragement in lessons.</li> </ul>	<p>In the learning and teaching domain, teachers might need more support provided by the school.</p> <ul style="list-style-type: none"> <li>From the stakeholder survey done by teachers, only 62.5% of teachers indicated that the school strategically arranges different learning modes and opportunities for students in the light of students' abilities, interests and needs.</li> <li>From the stakeholder survey done by students, only 35.3% of students indicated that they had known how to set learning goals for themselves.</li> </ul>	

## 2. Major Area of Concern: To Enhance School Team Collaborative Efficiency

Target	Strategies	Success Criteria	Evaluation / Reflection / Achievement	Suggestions for further improvement
<ul style="list-style-type: none"> <li>Staff members value respect, discipline and esteem for self and others;</li> <li>Staff members maintain collaborative and collegial relationships;</li> <li>The shared sense of purpose and values are consistent across staff members;</li> </ul>	<ul style="list-style-type: none"> <li>To reinforce a sense of responsibility and commitment among staff members               <ul style="list-style-type: none"> <li>(i) School structure will be refined and explained among staff members;</li> <li>(ii) Staff duties and responsibilities will be stipulated in the staff manual and communicated through different channels;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>70% of the staff members indicated that the school had monitored its work effectively.</li> <li>70% of the staff members indicated that the school had an amicable working relationship with teachers.</li> </ul>	<p>Teachers were provided flexibility to carry their duty.</p> <ul style="list-style-type: none"> <li>From the stakeholder done by teachers, 88.9% of teachers indicated that the school had an amicable working relationship with teachers.</li> </ul> <p>More effort should be put into clarify the expectation on job duties. On the other hand, teachers might expect school to have more encouragement for their performance.</p> <ul style="list-style-type: none"> <li>From the stakeholder done by teachers, it did not fulfill most of the success criteria.</li> <li>Only 33.3% of teachers indicated that the school had actively commended teachers for their fine performance at work and/or</li> </ul>	<ul style="list-style-type: none"> <li>To strengthen the collaboration with different subjects in co-curricular activities.</li> <li>Positive reinforcement of teacher performance should be recognized.</li> <li>Professional dialogue among staff members should be encouraged so as to avoid the impact on any rumor occurred.</li> </ul>

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	<p>(iii) Expectations of staff members' behaviour will be explicitly communicated in staff meetings, including classroom management, handling student's discipline problem, preparing student assessment, e.g., exercise books and exam papers</p> <p>(iv) Staff achievement &amp; successes will be shared through different channels.</p> <p>(v) Staff social gathering and celebration will be held regularly.</p>	<ul style="list-style-type: none"> <li>70% of the staff members indicated that the school effectively facilitates communication between the management and teachers.</li> <li>70% of the staff members indicated that the school had promoted teachers' professional interflow and collaboration.</li> </ul>	<p>personal achievements.</p> <ul style="list-style-type: none"> <li>Only 44.4% of teachers indicated that they had found satisfaction in working in the school.</li> <li>Teacher's manual of generating Student Learning Profile was established.</li> <li>The collaboration with different subjects in co-curricular activities was held such as DAT &amp; VA.</li> </ul>	

Target	Strategies	Success Criteria	Evaluation / Reflection / Achievement	Suggestions for further improvement
	<ul style="list-style-type: none"> <li>To strengthen the awareness of staff members of their code of conduct and ethics towards their professional roles.</li> <li>(i) Teachers will be encouraged to attend training to enrich their subject knowledge and teaching strategies;</li> <li>(ii) The school would invite external experts to help in identifying causes for some of the problems faced and in organizing possible actions for improvement in teaching and learning, organizing activities and discipline and guidance skills.</li> </ul>	<ul style="list-style-type: none"> <li>50% of the staff members indicated that the school had actively commended teachers for their fine performance at work and/or personal achievements.</li> <li>70% of staff members indicated that they had found satisfaction in working in the school.</li> </ul>		

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### 3. Major Area of Concern: To Establish School Specialized Development

Target	Strategies	Success Criteria	Evaluation / Reflection / Achievement	Suggestions for further improvement
<ul style="list-style-type: none"> <li>Specialized programme and school-based specialized curriculum are developed to cater for different learner needs;</li> <li>The development of school is being identified by the public to have an alternative choice of study pathway.</li> </ul>	<ul style="list-style-type: none"> <li>To develop Work-based Learning Programmes               <ul style="list-style-type: none"> <li>(i) Different industries will be explored to cater for senior secondary student needs.</li> <li>(ii) Job matching will be promoted</li> </ul> </li> <li>To promote student support and growth               <ul style="list-style-type: none"> <li>(i) Different programmes will be arranged to help students better understand their own potential.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>70% of the Staff members indicated that the school had a clear direction of development;</li> <li>Students were willing to participate in different activities, competition and services.</li> </ul>	<p>One of the famous companies in car manufacturing industry has recently been collaborated. The collaboration would investigate the support on Applied Learning Programme and Work-based Learning Programme.</p> <p>Students had participated in public activities, competitions and services.</p> <ul style="list-style-type: none"> <li>- German Speaking Catholic Congregation Scholarship</li> <li>- Future Stars Programme - Upward Mobility Scholarship</li> <li>- Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2013-14</li> <li>- <sup>6th</sup> Art Ambassadors-In-School Scheme</li> <li>- Cathy Pacific "I Can Fly"</li> </ul>	<ul style="list-style-type: none"> <li>- The collaboration among schools, industries and NGOs will be investigated so as to cater for some specified groups of learners who have different learning needs.</li> <li>- Teachers will need to explore outside services and funding to support school activities and improvement.</li> </ul>



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	<p>(ii) Students will be given to participate in outside school programmes, exchange programmes, tours and competitions.</p> <ul style="list-style-type: none"> <li>To devise a comprehensive promotion strategy to promote the school image more effectively.</li> </ul>		<p>Programme 2014</p> <ul style="list-style-type: none"> <li>- Korea, Taiwan and Guangzhou Study Tour</li> <li>- 2013 Bi-City Biennale of Urbanism\Architecture (Hong Kong): Onsite Inter-school Public Sketching Contest</li> </ul> <p>Different interest groups such as Some interest groups such as clay handicraft, magic, cooking, cake making, traditional flower plague, hand-painted and handmade leather workshop have been held to explore and develop students talents.</p>	