

Caritas Charles Vath College

School Report

2014/2015

Key Elements of the School Report

- (1) Our School
- (2) Achievements and Reflection on Major Concerns
- (3) Our Learning and Teaching
- (4) Support for Student Development
- (5) Student Performance
- (6) Financial Summary
- (7) Feedback on Future Planning
- (8) Appendix

- Related documents, if applicable, should be attached. In addition, schools are reminded to take note of the simplified reporting requirements for various grants and support schemes. Please refer to EDB Circular No. 1/2008 for details.

(1) Our School

Mission

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.

School Information

District:	Islands
Supervisor / Chairman of School Management Committee	Mr. KWOK Wai Cheung
Principal	Mr. LEE Kwok Wai
School Type	DSS
Sex	Co-ed
School Size	About 7608 Sq. M
Sponsoring Body	Caritas Hong Kong
Has the Incorporated Management Committee been established	Not Applicable
Religion	Catholicism
Year of Commencement of Operation	2003
School Motto	Be Faithful, Diligent and Stay Simple, Love God and One Another
Parent-Teacher Association	Yes
Student Union / Association	Yes
Past Students' Association / School Alumni Association :	Yes

School Charges

School Fee	
S4	\$8400
S5	\$8400
S6	\$8400
Other Fee	
PTA Membership	\$50

School Facilities

In order to provide students with diversified development, our school has been equipped with different recreation rooms and special rooms for the purpose of teaching the NSS subjects.

- Dancing Room
- English Corner
- Studio
- Chapel
- Cosmetology Room
- Art and Design Rooms
- Animation Room
- Multi-media Learning Centre (MMLC)
- Interactive Computer Rooms

Teaching Staff Information (Including School Head)

No. of teaching staff in approved establishment :	10
No. of teaching staff not included in approved establishment :	1
Qualifications and Professional Training	Percentage of all teaching staff (%)
Teacher Certificate / Diploma in Education :	90
Bachelor Degree:	100
Master / Doctorate Degree or above :	40
Special Education Training (Basic Course on Catering for Diverse Learning Needs or above):	30
Working Experiences in CCVC	Percentage of all teaching staff (%)
0-4 years :	50%
5-9 years :	40%
10 years or above :	10%

Class Structure

No. of Classes for S4	2
No. of Classes for S5	2
No. of Classes for S6	2

Subject Offered

	HKDSE Core Subjects: Chinese Language, Mathematics, Liberal Studies, HKDSE Elective Subjects: (X1): Tourism & Hospitality Studies, Visual Arts (X2): Design & Applied Technology, Information & Communication Technology School-based Curriculum: Ethics & Religious Studies, Performing Arts, Work-based Learning Programme (Tour Guide/Tourist Escort)
Chinese as the medium of instruction :	
English as the medium of instruction :	English Language

(2) Achievements and Reflection on Major Concerns

Priority Task 1: To Cultivate Student Self-Esteem

Achievements
<ul style="list-style-type: none"> • To strengthen the recognition for students achievement <ul style="list-style-type: none"> (i) School had provided opportunities for students to participate in inter-class and outside school activities, tours and competitions. (ii) Some award schemes to recognize their achievement has been nominated by the school. <ul style="list-style-type: none"> - Hong Kong Federation of Youth Groups - Wong Foon Yeung Scholarship - Sir Edward Youde Memorial Prizes for Senior Secondary School Students by Student Finance Office Working Family and Student Financial Assistance Agency - Upward Mobility Scholarship by Bless HK - Other school-based scholarships, academic and non-academic awards • To strengthen student responsibility, accountability and self-management <ul style="list-style-type: none"> (i) Discipline and Guidance Team had formulated a procedure of handling student's late and absent issues with the involvement of the team and Principal to take the follow up action for those students who had difficulty. (ii) A new programme had been initiated to improve the academic and non-academic performance of those students who did not full fill the promotion requirement. The programme provided a rating mechanism to strengthen student self-motivation and responsibility. • To improve the student learning environment and their habit. <ul style="list-style-type: none"> (i) Various initiatives to improve student learning environment had been formulated. <ul style="list-style-type: none"> - For catering student individual difference, co-teaching, split-classes, a part-time teacher, After-school supplementary lessons were provided. - For improving exam skills, Exam practice and drilling sessions were scheduled after the S6 mock exam and S6 study leave. - School Supervisor participated in the English exam drilling sessions and encouraging students to prepare for the public exam. (ii) Resources had been provided to improve the student learning environment and cater for different learners' needs. <ul style="list-style-type: none"> - Class Library, S6 Self-study Room, Resources Corner for Career and Guidance facilitated student learning environment - Beauty Room and Automated Mobile Training Center were designed for Applied Learning and Work-based Learning Programme needs.

Reflection

- In the survey of Attitudes to School (Applicable to KPM13), the results of subscales in Achievement, Experience and General Satisfaction were above the mean scores of HK schools. While the results of subscales in Opportunity and Social Integration were below the mean scores of HK schools.
- In order to sustain the sense of achievement, inside and outside school awards including academic and non-academic performance should be strongly promoted.
- Under the limited school resources, any activities which could improve student learning and personal growth should be further encouraged.
- More elective subjects could be explored in order to stimulate the student learning interests.

Priority Task 2: To Enhance School Team Collaborative Efficiency

Achievements
<ul style="list-style-type: none">• To reinforce a sense of responsibility and commitment among staff members<ul style="list-style-type: none">(i) Whole-school approach strategies or scheduled tasks among subject panels, e.g., Implementation of SBA, After-school supplementary lessons, Exam practice and drilling sessions had been facilitated the collaboration among subject panels.(ii) Briefing sessions were provided for explaining the role and responsibility for the staff members, e.g., invigilation for examinations and uniform test and arrangement for reading period and class library, etc.(iii) Since many teachers had newly joined the school, New Teachers Sharing Sessions were held by Vice Principal, which were providing case studies, reflections and explaining of the school policy and procedure. All new teachers were actively taking part into each session in terms of sharing, discussion and reflection.• To support subject panels to promote student learning<ul style="list-style-type: none">(i) Although some subject panels were considered as One-Man Panel and the panel coordinators were new and young in terms of teaching experience, TIC of Academic Affairs had involved in the panels' development, implementation and evaluation. Throughout the subject panel meetings, the panel coordinators had been more familiarized with the panel development.(ii) Some subject panels had investigated the use of e-Learning to promote student self-regulated learning, ICT, English Language and THS. ICT Students were getting adapted to make use of the school intranet as a learning platform to complete pre-lesson preparation work. English Language panel was making use of the multimedia teaching material to drilling students' English speaking skills.• The official channel of any school policy announcement will be restated to avoid the impact on inconsistent rumor.<ul style="list-style-type: none">(i) Apart from Staff Meeting and Email thru school Intranet, New Teachers Sharing Sessions were held by Vice Principal. Some school policy announcements had been clarified and restated.
Reflection
<ul style="list-style-type: none">• In the Stakeholder survey, 72.8% teachers agreed that the school had monitored its work effectively. Over 90% teachers agreed that they were on harmonious terms and cooperate with one another happily. Also, Over 90% teachers agreed that Principal, subject panel/committee heads and teachers have an amicable working relationship.• Due to the current school context, it was expected that the limited resources and staff manpower might be an obstacle to the school operations. The staff team should be developed with effective communication and collaboration.

Priority Task 3: To Establish School Specialized Development

Achievements
<ul style="list-style-type: none">• To develop Work-based Learning Programmes<ul style="list-style-type: none">(i) The curriculum of Work-based Learning Programme (Tourist Guide / Tour Escorts) was review and refined.• To investigate specialized programme to cater for different learner needs<ul style="list-style-type: none">(i) Some ad-hoc lessons were held to support different learner needs, e.g., supplementary lessons and School Supervisor English Language Classes• To promote student support and growth<ul style="list-style-type: none">(i) The school was actively investigating some initiatives and possibilities to support student growth, e.g., “young mother” classes and Work-based Learning Programme, etc.
Reflection
<ul style="list-style-type: none">• In the survey of Attitudes to School (Applicable to KPM13), the results of subscales in Teacher-Student Relationship was higher than the mean scores of HK schools. In Stakeholder survey, parents and students had rated the highest ranking for the school climate while teachers had shown the highest improvement for the school climate compared with the ranking rated in last year.• In order to sustain the praises, care and love should be continuously strengthened throughout the school environment, which was one of the most important missions of the school and the sponsoring body.• As long as the school is persistence in the pursuit of student life planning development, students will continue to grow and have a mature and sensible attitude. Work-based learning programme would be reformed to in line with the school and student needs.

(3) Our Learning and Teaching

- Under the NAS, in order to facilitate and balance student learnings and other experiences, some initiatives should be arranged in a holistic Whole-school approach. These included the collaboration among subject panels for the Implementation of SBA, After-school supplementary lessons, Exam practice and drilling sessions.
- To provide a better learning environment for catering for individual differences, additional resources and effort had been put into the arrangement for split-classes and co-teaching. The arrangement improved the class management and catering for learning diversity.
- Although some subject panels were considered as One-Man Panel and the panel coordinators were new and young in terms of teaching experience, TIC of Academic Affairs who was taking part in various committees in EDB and HKEAA had involved in the panels' development, implementation and evaluation. Throughout the subject panel meetings, the panel coordinators had been more familiarized with the panel development.

(4) Support for Student Development

- As long as the school is persistence in the pursuit of student life planning development, students will continue to grow and have a mature and sensible attitude. Work-based learning programme would be reformed to in line with the school and student needs.

(5) Student Performance

- Since the school was considered as a Senior Secondary School, it was not able to obtain the data from the percentage of S3 students in the school attaining Basic Competence in Chinese, English and Mathematics in the Territory-wide System Assessment for the purpose of evaluation.
- Because of insufficiency of target students, the stanine from the Schools Value-added Information System (SVAIS) was not be provided by the Education Bureau.
- With referring to the student Average Mark and Passing Percentage Analysis in school academic performance, both S5 and S6 showed decreased figures compared with its figures shown in last year. It might be explained that most transferred students might have a more seriously suffer from both personal grown and learning habits and it might also be reflected from the increase in the standard deviations. In additional, higher turnover rate of teachers might result in those decreases figures.
- In line with ICT curriculum reforms, the ICT students were taken part in a computer coding campaign which was held by Microsoft Hong Kong. Throughout the campaign, students were actively participated in the coding tasks. The tasks were able to facilitate the student arithmetic and logic thinking, creativity and artistic development. All participants were succeeded in completing the specified coding tasks thru a web-based learning platform, i.e., code.org. These students were awarded both certificates generated by Microsoft Hong Kong and Code.org.
- The following award schemes to recognize the students' non-academic achievement were obtained:
 - Hong Kong Federation of Youth Groups - Wong Foon Yeung Scholarship
 - Sir Edward Youde Memorial Prizes for Senior Secondary School Students by Student Finance Office Working Family and Student Financial Assistance Agency
 - Upward Mobility Scholarship by Bless HK

(6) Financial Summary

DSS Schools' Annual Financial Position Financial Summary for the 2013 / 2014 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	87.68%	N.A.
School Fees	N.A.	10.94%
Donations, if any	N.A.	0.73%
Other Income, if any	N.A.	0.65%
Total	87.68%	12.32%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	71.68%	
Operational Expenses (including those for Learning and Teaching)	17.32%	
Fee Remission / Scholarship ¹	3.89%	
Repairs and Maintenance	2.62%	
Depreciation	0.87%	
Miscellaneous	3.62%	
Total	100%	
Surplus/Deficit for the School Year [#]	1.7 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	5.2 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works, if any:

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

☒ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

(7) Feedback on Future Planning

- To Develop Effective Staff Team
 - To Refine School Structure
 - To intensify coordination between departments
 - To review and optimize all procedures and guidelines in order to comply with the needs
 - To empower the whole school approach culture
 - To Establish a Facilitate Collaboration and Communication among committees and teams
 - To empower middle managers' capacity for accountability and effectiveness.
 - Enhancing teachers' professional growth
 - To enhance professional development under a collaborative culture
 - To strengthen and enhance staff development through pedagogy-related workshops and professional support
- To Foster Students' From Self-Improvement to Whole Person Development
 - To develop students' ability of expression in school environment
 - To Promote self-directed culture in school life
 - To Promote students' positive spiritual health through school activities and assemblies.
 - To Strengthen Student Sense of Belonging and Self-Improvement for Student
 - To Strengthen Student Sense of Achievement and Learning Motivation
 - To Able student to take responsibility for self-directed learning
- To Promote a Specialized School in line with the School Direction of Development
 - To sustain the support for deprived students, e.g., '3L's and Young Mothers
 - To Steady School Direction for Workbased-Learning Programme as Life Planning
 - To Strengthen Technology Education
 - To Strengthen athletic programs
 - To Explore the Hidden Youth / Hikikomori / Social Withdrawn Adolescents