Caritas Charles Vath College

School Report

2015/2016

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

(1) Our School

1. School Vision & Mission

    The school inherits the sponsoring body's vision and mission which is serving the student of Hong Kong, in particular the disadvantaged and vulnerable through a caring, quality education grounded in the principle of "education for all" and integral human development.
    We endeavour to make lifelong learning a reality and to enable the continued development of education to be truly inclusive to students who are currently diminished or excluded in opportunity.

2. School Goals

    CCVC is a unique senior secondary school established in 2003 to help young school leavers returning to the education system; and to provide senior secondary students a caring and career simulated learning environment so that they can swop from mainstream studies to the one that better suits their aptitudes and learning paces. Through varies school-based programmes such as Work-based Learning, students are guided to rethinking and rebuilding their career prospects and learning capacities, and prepared to pursue further studies via mainstream pathways or the Caritas Through-train Scheme.

3. School Motto

    Be Faithful, Diligent and Stay Simple; Love God and One Another

4. Core Values of Education

    *   To help the underprivileged and the vulnerable
    *   To encourage students to actualize their potential
    *   To promote mutual understanding and reconciliation
    *   To nurture a spirit of offering back to the community from which the student have benefited

5. 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

6. School Charges

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

7. 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

8. Teaching Staff Information (Including School Head)

No. of teaching staff in approved establishment :	10.5
No. of teaching staff not included in approved establishment :	0
Qualifications and Professional Training	Percentage of all teaching staff (%)
Teacher Certificate / Diploma in Education :	100%
Bachelor Degree:	100%
Master / Doctorate Degree or above :	30%
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 :	60%
5-9 years :	20%
10 years or above :	20%

9. Class Structure

No. of Classes for S4	2
No. of Classes for S5	2
No. of Classes for S6	1

10. Subject Offered

Chinese as the medium of instruction :

HKDSE Core Subjects:
- Chinese Language,
- Mathematics,
- Liberal Studies,

HKDSE Elective Subjects:
(X1):
- Tourism & Hospitality Studies,
- Visual Arts
(X2):
- Design & Applied Technology,
- Information & Communication Technology,
- Physical Education

School-based Curriculum:
- Ethics & Religious Studies,
- Performing Arts,
- Reading Period,
- Other Learning Experience (Physical Education)
- Work-based Learning Programme

English as the medium of instruction :

HKDSE Core Subjects:
- English Language

(2) Achievements and Reflection on Major Concerns

Priority Task 1: To develop effective staff team

Achievements
- There were 3 targets divided by the task: - To intensify coordination between departments   - To facilitate the communications and collaborations among departments   - To empower middle managers' capacity for accountability and effectiveness   - The following strategies were implemented: - To refine school structure and reduce the barriers among the staff team.   - To review and optimize all procedures and guidelines in order to comply with the needs.   - To provide e-platform as a platform for coordination and collaboration among departments.   - To provide training and encourage teachers to participate in professional developments   - From the stakeholder survey done by teachers,   80% of teachers agreed that the subject panel/committee heads and teachers have an amicable working relationship.   81.8% of teachers agreed that they found satisfaction in working in this school.   - 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.   - Briefing sessions were provided for explaining the role and responsibility for the staff members, e.g., invigilation for examinations and uniform test, role and responsibility of panel coordinators and expectation of drafting exam papers, etc.

Reflection
• According to the External School Review (ESR) report, the following comments were useful to act as the reflection.

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  - ➢ Vice Principal was trying to make use of the Panel Coordinators' Meetings to coordinate the subject panels. It facilitated the evaluation of panel effectiveness and communications among panels.
  - ➢ For further improvement, school should provide trainings for the young teachers to make use of the school self-evaluation to provide accurate feedbacks and followup actions for reviewing the school effectiveness.
  - ➢ It was understood that the staff team was young and inexperienced, however, vice principal had tried to provide the trainings and coordination which helped teachers to adapt in the school context. It was found that some coordinators had been capable of taking a leading role. And the collaboration and communication of staff team had shown an improvement.
  - ➢ It was agreed that the importance of the empowerment of middle managers' capacity for accountability and effectiveness.
- After the ESR, subject panels were asked to review their panels' effectiveness. Planning, Implementation and Evaluation (P-I-E) model had been restated to facilitate the review and reflection.
- From the stakeholder done by teachers,
  - ➢ 54.6% of teacher agreed that the school monitors its work effectively. It showed that much effort should be put into the monitoring and empowerment. The self-initiatives and working attitude of teachers were the keys to the further improvement while the problem solving skills of teachers should be strengthened.
  - ➢ 54.6% of teachers agreed the school has effectively deployed extra resources to support their curriculum implementation work on various Key Learning Areas.
- Although the school tried to make use of the Capacity Enhancement Grant to relieve teachers from some of their teaching and non-teaching duties, due to the school context, additional resources should be considered and provided for the curriculum development.

Priority Task 2: To foster students from self-improvement to whole person development

Achievements

• There were 2 targets divided by the task:
  ➢ To develop students' ability of expression in school environment.
  ➢ To promote self-directed culture in school life.
• The following strategies were implemented:
  ➢ To provide varies learning and other learning activities in order to strengthen student sense of belonging and sense of achievement.
  ➢ To encourage students to take the opportunities to share their experiences and take the leadership role in varies activities.
  ➢ To provide leadership training programme for students and actively recognize student achievements
  ➢ To invite subject panels to try out the self-directed learning by making use of technology and share among subject panels
• For some subjects, e.g., English Language, ICT and THS, the subject panels were trying to cultivate the self-directed learning, e.g., preparation works, revision exercises and distribution of learning materials thru e-Learning means. Some students showed improvement in their learning while some students might need more attention to be paid.
• From the stakeholder survey done by teachers:
  ➢ 80% of teachers agreed they often teach my students learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc. and
  ➢ 80% of teachers agreed that they often adjust the teaching contents and strategies according to students' learning progress in lessons.
  ➢ 60% of teachers agreed that they often engage the students in active inquiry and construction of knowledge in lessons.
• From the stakeholder survey done by students:
  ➢ 69.2% of students agreed that the school actively fosters their virtues.
  ➢ 64.1% of students agreed that the schoolmates actively participate in extra-curricular activities.
  ➢ 71% of students agreed that through participation in the school's extra-curricular activities, their learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased.

Reflection
- According to the External School Review (ESR) report, the following comments were useful to act as the reflection.   - Due to the school context, the students had not actively participated in the school activities or the activities could not reach its objectives since the students had different difficulties and problems.   - It was suggested that the student self-management and the self-responsibilities should be enhanced. The school could consider the school context and student characteristics so as to cohere the staff team and establish some whole-school approach initiatives and policies to improve the student support and development affairs.   - From the stakeholder done by teachers and students: 36.4% of teachers agreed that the school's discipline and guidance work is geared to students' development needs and the school provides enough opportunity to foster students' leadership.   48.6% of students agreed that the schoolmates are self-disciplined and abide by school regulations.   51.3% of students agreed that the school is intent on fostering our leadership.   - The consistent expectation on student self-improvement, including behaviors, attitudes and studies should be established among the staff team.   - School activities should be developed in a more effective way to cater for the diversity of participants. And much effort should be put into conducting evaluation to review the effectiveness and facilitate the follow-up actions.   - Students' sense of belonging should be strengthened. Recognition of student achievements including academic and non-academic awards should be actively presented and promoted.   - Some subject panels would initiate e-Learning strategies to promote the student self-learning and reading habit.

Priority Task 3: To promote a specialized school in line with the school direction of development

Achievements
- There were 3 targets divided by the task: - To sustain the support for deprived students.   - To steady school direction for developing the WBL in line with promoting life planning development   - To introduce different strategies and programmes, e.g., technology, tourism and sports management to arouse diversity learner interests.   - The following strategies were implemented: - To develop different school policy to cater for the special needs for the deprived students, e.g., '3L's and Young Mothers.   - To revise the curriculum for the Work-based Learning Programme in line with the school development.   - To promote innovative and technology education in order to consolidate students learning with practical and learner centric learning experiences.   - To offer an additional elective subject, i.e. Physical Education (HKDSE) to cater for varies learner needs.   - The school had initiated the supports for Non Engaged Young (NEY) and Young mothers so as to let them to equip and prepare for their further studies and careers.   - School was actively approaching NGOs including social workers and Project Hyacinth supported by Caritas Hong Kong.   - Work-based Learning Programme, Applied Learning and newly offered elective subject, i.e. PE were provided for students' options in order to cater for different learners needs.   - Unicycle programme was initiated to stimulate student's interests of learning unicycle.   - From the stakeholder survey done by teachers, 72.8% of teachers agreed that the school strategically formulates its development plan(s) in line with its direction of development.   - From the stakeholder survey, the means of aspect of parents' and students' views on support for student development were 3.6 and 3.7 respectively.

Reflection

• According to the External School Review (ESR) report, the following comments were useful to act as the reflection.
 	
    ➢ The school sponsoring body was upholding its mission to continue to allocate resources and help deprived students return to the school.
 	
    ➢ It was reported that the school leaders including Principal and Vice Principal had promoted the school development according to its professional specialties. Principal had actively promoted and developed specialized programme, e.g., Work-based Learning Programme while Vice Principal was responsible for curriculum development for the Key Learning Areas and support teachers to optimize the subject panel developments and pedagogies for teaching and learning.
 	
    ➢ It was suggested that the collaboration among the HKDSE curriculum, school-based curriculum and Work-based Learning Programme could be improved and cater for learners needs and its diversity in order to enhance the student self-discipline and self-responsible.

(3) Our Learning and Teaching

- Under the NAS, in order to facilitate and balance student learnings and other experiences, some initiates 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 varies 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.
- In order to help S6 students to prepare for their HKDSE, varies strategies were implemented as whole-school approaches, e.g., Uniform Test, Quiz Periods, Exam Practice and Supplementary Lessons, etc.
- First term and second term exercise book helped subject panels to evaluate and facilitate the assessment for learning.
- Peer lesson observation and second term lesson observation provided a peer learning and self-improvement in classroom teaching.
- Some panels, e.g., English Language, ICT and THS had tried to cultivate student self-learning including providing preparation work, revision and e-Learning elements. With the establishment of school WiFi network, e-Learning would be highly recommended and promoted among subject panels.
- Gifted Education Programmes under Diversity Learning Grant provided enhancement programme and supplementary classes as intensive classes for exam skills for the higher achievers.

(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. Also, the school should put much effort into strengthening the persistence and determination of students as the decreased figures might be explained its weakness found among the students. The strategies could be implemented by enhancing the sense of belonging and sense of achievement of students.

- 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

Financial Summary for the 2014/2015 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)	88.91%	*N.A.*
School Fees	*N.A.*	9.80%
Donations, if any	*N.A.*	0.63%
Other Income, if any	*N.A.*	0.66%
Total	88.91%	11.09%
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	73.85%	
Operational Expenses (including those for Learning and Teaching)	16.57%	
Fee Remission / Scholarship[1]	4.23%	
Repairs and Maintenance	3.37%	
Depreciation	0.00%	
Miscellaneous	1.98%	
Total	100%	
Deficit for the School Year [#]	0.5 month of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year [#]	4.3 months of the annual expenditure	
[#] *in terms of equivalent months of annual overall expenditure*		

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

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[1] *The % of expenditure on fee remission/scholarship is calculated on the basis of the <u>annual overall expenditure</u> of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the <u>school fee income</u> 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).*

School Report (SR)

(7) Feedback on Future Planning (2016-2017 & 2017-2018)

- 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 assembles.
  - 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 Work-based Learning Programme as Life Planning
  - To Strengthen Technology Education
  - To Strengthen athletic programs
  - To Explore the Hidden Youth / Hikikomori / Social Withdrawn Adolescents

School Report (SR)

(8) Appendix

(1) Programme Evaluation Report for DLG – Other Programme: Gifted Education for the 2016/17 school year