

**Caritas Charles Vath College**

**School Report**

**2016/2017**

## **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 various 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	No
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
- Interactive Computer Rooms
- Automation Technology Lab (For Applied Learning Programme)

## 8. Teaching Staff Information (Including School Head)

No. of teaching staff in approved establishment :	10
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 :	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 :	70%
5-9 years :	10%
10 years or above :	20%

## 9. Class Structure

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

## 10. Subject Offered

### HKDSE Core Subjects:

- Chinese Language,
- Mathematics,
- Liberal Studies,

### HKDSE Elective Subjects:

#### (X1):

- Tourism & Hospitality Studies,
- Visual Arts

#### (X2):

Chinese as the medium  
of instruction :

- 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

### Applied Learning:

- Automation Technology

English as the medium of  
instruction :

### HKDSE Core Subjects:

- English Language

## (2) Achievements and Reflection on Major Concerns

### Priority Task 1: To Inspire the Team Spirit Potential

#### Achievements

- There were 3 targets divided by the task:
  - To intensify coordination and collaborations among departments.
  - To empower middle managers' capacity for accountability and effectiveness.
  - To improve the problem solving skills for staff team members.
- The following strategies were implemented:
  - School structure for student support and development affairs was refined, which re-deployed its roles and responsibilities.
  - Principal held the student affairs meetings to discuss about the student supports related matters bi-monthly, which try to facilitate the communications among the staff members.
  - Some procedures and guidelines for student support and development affairs, e.g., student activities, misconducts, conduct grading mechanism and student promotion criteria were reviewed to comply with the needs during student affairs meetings.
  - During staff meetings and student affairs meetings, Principal frequently shared the idea of the problem solving skills in order to help and improve teachers to handle their daily operations.
  - Teachers were provided trainings on using the Intranet and SharePoint from Microsoft Office 365 to encourage the staff team to make use of the e-platforms for the coordination and collaborations. The SharePoint was implemented for the collaborations among teachers for sharing the information on student affairs.
  - 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 coordination 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

- Subject panels were guided to pinpoint precisely the suggestions for improvement for teaching and learning domain suggested by the ESR report conducted in 2015-2016. Planning, Implementation and Evaluation (P-I-E) model had been restated to facilitate subject panels to review its effectiveness. Some subject panels were shown its improvement while some subject panels might require more guidance and support.
- From the stakeholder survey done by teachers,
  - All teachers agreed the Vice Principal effectively coordinates and monitors the work of subject panels. It indicated the all teachers were guided to improve the curriculum development in a more systematic and effective way.
- Due to the school context, although the school tried to make use of the Capacity Enhancement Grant to relieve teachers from some of their teaching and non-teaching duties, additional resources should be considered and provided for the curriculum development.
- Although the school structure of student support and development affairs was refined, teachers including team coordinators and team members might not be able to get the idea of unleash the effectiveness of this refinement. More and deeper consultations among teachers should be held so that the staff team might come up with a more practical teamwork environment and improve the effectiveness of the staff team.
- Inconsistencies of procedure and announcement among teachers and students were found, e.g., instructions of school functions and activities, handling students' misbehaviors and privilege of undesired targets. It was difficult for teachers and students to adapt to the expectations given by the school. As a result, it was time consuming and ineffective to rectify consequence for those inconsistent and inaccurate actions being taken.
- From the stakeholder survey done by teachers,
  - 27.3% of teachers agreed the Principal effectively deploys teaching staff. The school might have to pay more attention to the staff deployment and its duty allocation.
  - 18.2% of teachers agreed the school effectively deploys resources.
  - 100% of teachers agreed the subject panel/committee heads and teachers have an amicable working relationship while 54.5% of teachers agreed the staff cooperate with one another happily and 27.3% of teachers agreed the staff have good morale. It implied that the collaboration and coordination across disciplines should be strengthened.
- A task force should be formed to review the existing inconsistent and scattered procedures and guidelines for student support and development affairs. The task force should redefine the roles and responsibilities for the student affairs along with a structured organization.
- The staff members should be equipped to prepare the reflection and planning on the next 3-year School Development Plan.



## **Priority Task 2: To Instill the Student Self-Improvement Culture in the School Life**

### **Achievements**

- There were 3 targets divided by the task:
  - To revise student support and development affairs.
  - To develop students' ability of expression in school environment.
  - To promote self-directed culture in school life.
- The following strategies were implemented:
  - In student affairs meetings, policies were reviewed and guidance and instructions were provided by Principal for teachers to improve student support and development.
  - Teams and clubs of Extracurricular Activities were terminated. Each teacher was required to design and hold a whole-school activity or function per a year. Within 2016/2017 school year, 8 whole-school activities and functions had been held.
  - Students were appreciated and recognized to obtain academic and non-academic achievements.
  - Some subject panels, e.g., English Language and Information & Communication Technology were tried to promote the self-directed learning of students. eLearning supported by school Intranet, mobile devices with learning mobile apps, e.g., Schoology, Google Classroom and Kahoo and other Internet learning resources were used to facilitate student self-directed learning.
  - Teachers were encouraged to explore the possibilities and flexibilities of use of eLearning in its subject panels. Some teachers were interested in improving the pedagogy by making of eLearning environment.
  - With the collaboration with the school social worker, there were 22 events coordinated by the school social worker. The events encouraged students to take the opportunities to share their experiences and take the leadership role in various activities in order to recognize student achievements and strengthen students' sense of belonging.

## Reflection

- According to the ESR report, it was suggested that the school could consider the school context and student characteristics so as to cohere the staff team to improve the student support and development affairs.
- From the stakeholder survey done by teachers:
  - 36.4% of teachers agreed the school actively encourages students to participate in extra-curricular activities and 36.4% of teachers agreed the school's extra-curricular activities can help extend students' learning experiences.
  - 9.1% of teachers agreed the school's discipline and guidance work is geared to students' development needs.
- From the stakeholder survey done by students:
  - The percentage of no. of students agreed that teachers often give us encouragement in lessons was decreased from 73.7% (2015/2016) to 45.2 (2016/2017).
  - The percentage of no. of students agreed that the school mates actively participate in extra-curricular activities was decreased from 64.1% (2015/2016) to 47.6 (2016/2017).
  - The percentage of no. of students agreed that through participation in the school's extra-curricular activities, my learning opportunities in respect of extra-curricular knowledge and life skills, etc., are increased was decreased from 71% (2015/2016) to 48.8% (2016/2017).
  - The percentage of no. of students agreed that the teachers have high expectation for them was decreased from 65% (2015/2016) to 47.6% (2016/2017).
- From the stakeholder done by teachers and students:
  - The means of aspect of teachers', students' and parents' views on support for student development were 2.6, 3.3 and 3.6 respectively. The school might have to consider the school context and student characteristics so as to cohere the staff team and establish some whole-school approach initiatives and policies to provide an enjoyable school life and improve the student support and development affairs.
- The consistent expectation on student self-improvement, including behaviors, attitudes and studies should be emphasized among the staff team. School activities should be developed in a more effective way to cater for the diversity of participants. An effective evaluation should be conducted for continuous improvement. Recognition of student achievements should be actively promoted in order to strengthen students' sense of belonging.
- According to the English Language Lesson Observation, it was found that eLearning would stimulate the students' learning and increase the interactions between teachers and students during the lessons. More subject panels would be encouraged to initiate e-Learning strategies to promote the student self-learning and reading habit.

### **Priority Task 3: To Strengthen the Support and Care for the Deprived Students**

#### **Achievements**

- There were 3 targets divided by the task:
  - To sustain the support for deprived students.
  - To develop and revise 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 revise and establish whole-school approach policies to cater for the special needs for the deprived students, e.g., '3L's, 'NEY' and Young Mothers.
  - To revise the curriculum for the Work-based Learning Programme in line with the school development.
  - To promote innovative and e-Learning in education in order to consolidate students learning with practical and learner centric learning experiences.
- Principal held the student affairs meetings to discuss about the student supports related matters bi-monthly, which provided a platform to discuss any cases for catering for individual support measure.
- The school had succeeded in approaching Cathay Pacific Airways Limited and The Airport Authority Hong Kong about the collaboration of school-based supported programme. Both organizations agreed that the possibility of offering a customized programme for S5 students in 2017-2018. The programme was definitely facilitating the students' life planning.
- The school had joined a new Community Investment and Inclusion Fund project to be proposed by the 'Community Development Enhance Fund Limited. Throughout the project, school would be acted as a partnership to help opportunities and networks to support the students and the society who in needs.

## Reflection

- According to the ESR report, the school sponsoring body was upholding its mission to continue to allocate resources and help deprived students return to the school.
- From the stakeholder survey done by teachers,
  - 72.7% of teachers agreed the school has a clear direction of development while 63.7% of teachers agreed the school strategically formulates its development plan in line with a clear direction of development. It implied that the school might have to put much effort into planning the school development in a more strategical way.
- From the stakeholder survey done by students,
  - 50% of students agreed the teachers are able to help us solve problems we encounter in our growing process. Again, the school has to put much effort into improving the support for student development.
- From the stakeholder surveys done by parents in 2015-2016 and 2016-2017,
  - The percentage of no. of parents strongly agreed that the teachers care about their child was decreased from 40% (2015-2016) to 14.3% (2016-2017).
  - The percentage of no. of parents strongly agreed that the school is willing to listen to the views of parents was decreased from 20.5% (2015-2016) to 11.9% (2016-2017).
  - The percentage of no. of parents agreed that the school often keeps parents informed of school affairs and development was decreased from 76.9% (2015-2016) to 66.6% (2016-2017).
- Although the mean of views on school climate and home-school cooperation from parents remained around 3.6 to 3.8, the communications between class teachers and parents should be improved in the coming academic year.

### **(3) Our Learning and Teaching**

- Under the NAS, in order to facilitate and balance student learnings and other experiences, some initiatives were 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, e.g., S4 and S6. 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 experiences, 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.
- 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.
- In order to help S6 students to prepare for their HKDSE, various strategies were implemented as whole-school approaches, e.g., Uniform Test, Quiz Periods, Exam Practice and Supplementary Lessons, etc. It was suggested that the quiz periods could be arranged for S4 and S5 students so as to strengthen their learning atmosphere.
- Some panels, e.g., English Language, ICT and DAT 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**

- Since the role of coordinators who were responsible for the Student Affairs Committee and Discipline and Guidance Team were vacated, Principal had refined the school structure for student support and development affairs and re-deployed its roles and responsibilities.
- Student affairs meetings were held to discuss about the student supports related matters bi-monthly, which try to facilitate the communications among the staff members.
- Some procedures and guidelines for student support and development affairs, e.g., student activities, misconducts, conduct grading mechanism and student promotion criteria were reviewed to comply with the needs during student affairs meetings.
- During staff meetings and student affairs meetings, Principal frequently shared the idea of the problem solving skills in order to help and improve teachers to handle their daily operations.
- 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.
- The school had succeeded in collaborated with Cathy Pacific Airways Limited to offer part-time employment which acted as workplace training for the 2017/2018 S5 students. The collaboration would provide the practical experience of life planning for students, especially, those students who were interested in airline industry.
- A comprehensive review of the existing procedures and guidelines for student support and development affairs should be conducted. Organization structure and duty allocation of Student Affairs would be revised in order to maintain a structural and systematic operation. Student activities including other learning experiences should be promoted so as to encourage students to take the opportunities to share their experiences and take the leadership role in varies activities in order to strengthen students' sense of belonging.

## **(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.
- According to the 2017 HKDSE results, 4 subject panels, i.e., Chinese Language, Mathematics, ICT and THS had shown its improvement in terms of those students achieving Level 2 or above. ICT and THS had achieved the highest rate of students who obtained Level 2 or above since 2012. Subject panels would be encouraged to keep the improvement continuously.
- 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. 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.
- 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
  - German Speaking Catholic Congregation Scholarship by German Speaking Catholic Congregation
  - A.S. Watson Group HK Student Sports Awards by A.S. Watson Group
  - 「十年樹木」 Scholarship by Caritas Hong Kong

## (6) Financial Summary

### Financial Summary for the 2015/2016 School Year

	Government Funds	Non-Government Funds
<b>INCOME</b> <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	91.01%	N.A.
School Fees	N.A.	8.25%
Donations, if any	N.A.	0.26%
Other Income, if any	N.A.	0.48
<b>Total</b>	91.01%	8.99%
<b>EXPENDITURE</b> <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	70.52%	
Operational Expenses (including those for Learning and Teaching)	18.61%	
Fee Remission / Scholarship <sup>1</sup>	4.30%	
Repairs and Maintenance	3.98%	
Depreciation	0%	
Miscellaneous	2.59%	
<b>Total</b>	100%	
<b>Surplus/Deficit for the School Year<sup>#</sup></b>	0.5 month of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year<sup>#</sup></b>	3.4 months of the annual expenditure	
<sup>#</sup> <i>in terms of equivalent months of annual overall expenditure</i>		

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

<sup>1</sup> 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 (2017-2018, Final Year of 2015 – 2018 School Development Plan)**

- To Develop Effective Staff Team
  - To refine school structure so as to improve the effectiveness of student supports initiatives.
  - To improve coordination between departments
  - To review all procedures and guidelines in order to comply with the needs
  - To strengthen and enhance staff development through pedagogy-related workshops and professional support
  - To put high expectation for students
  - To empower the whole school approach culture
  - To equip staff team to prepare the reflection and planning on the next 3-year School Development Plan
- To Foster Students' From Self-Improvement to Whole Person Development
  - To enhance student sense of belonging and self-improvement for students
  - To improve student attendance and lateness
  - 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 enable 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 strengthen the home-school cooperation
  - To steady School Direction for Work-based Learning Programme as Life Planning
  - To deploy resources from outside providers and form a mutually partnerships to support student development.
  - To Explore the Hidden Youth / Hikikomori / Social Withdrawn Adolescents

## **(8) Appendix**

- (1) Programme Evaluation Report for Diversity Learning Grant – Other Programme: Gifted Education for the 2016/17 school year