

**Caritas Charles Vath College**

**School Report**

**2017/2018**

## **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	Rev YIM Tak Lung
Principal	Mr. WONG 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 :	8
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 :	37.5%
Special Education Training (Basic Course on Catering for Diverse Learning Needs or above):	12.5%
Working Experiences in CCVC	Percentage of all teaching staff (%)
0-4 years :	75%
5-9 years :	12.5%
10 years or above :	12.5%

## 9. Class Structure

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

## 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 optimize the staff team's effectiveness

### Achievements

- There were 3 targets divided by the task:
  - To improve coordination and collaborations among departments.
  - To encourage the whole school approaches culture.
  - To provide an empowerment for teachers to help teachers' retention, development and career pathway.
- The following strategies were implemented:
  - School structure for academic affairs, student support and development affairs and school administration were refined, which re-deployed its roles and responsibilities as to improve the effectiveness of student supports initiatives and the coordination among teams
  - Throughout formal and informal activities and gathering among staff members and students, e.g., staff development activities, luncheon gatherings and meeting sharing, etc., it catalysed the establishment of joyful school environment.
  - 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.
  - 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.
  - Pedagogy and/or subject-based related workshops were promoted and encouraged to act as professional development and support.
  - Subject panel, i.e. Chinese Language was obtained the School-based Support Services provided by Education Bureau to enhance student learning by interweaving continuous teacher professional development, school-based curriculum development and school development.
  - School-based staff development programme was developed to equip staff team to make use of school self-evaluation to prepare the reflection and planning on the next 3-year School Development Plan.

## Reflection

- Most of the school decision making processes and improvement measurement involved staff members' participation. It enhanced the staff members' ownership.
- From the stakeholder survey done by teachers,
  - 87.5% of teachers agreed the school's decision-making process is transparent.
- A task force was formed to review the previous inconsistent and scattered procedures and guidelines for student support and development affairs. The task force redefined the roles and responsibilities for the student affairs along with a structured organization.
- Staff team was guided to pinpoint precisely the suggestions for improvement of school self-evaluation. 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,
  - 75% of teachers agreed the school strategically formulates its development plan(s) in line with its direction of development.
  - 100% of teachers agreed the principal oversees school work effectively.
- Although the school structure 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.
- From the stakeholder survey done by teachers,
  - 100% of teachers agreed the principal provides effective guidance to the continuous development of the school.
  - 100% of teachers agreed the school monitors its work effectively.
- Throughout formal and informal activities and gathering among staff members and students, e.g., staff development activities, luncheon gatherings and meeting sharings, etc., it catalysed the establishment of joyful school environment.
- From the stakeholder survey done by teachers,
  - 100% of teachers agreed the staff members are on harmonious terms.
- Although it was showed an improvement of the collaboration and coordination across disciplines, due to the school context, the school might have to provide more supports for the staff members, including teaching and non-teaching duties supports, recognition and awards,
- From the stakeholder survey done by teachers,
  - The no. of teachers agreed the staff have good morale was increased from 27.3% (2016/2017) to 62.5% (2017/2018).



**Priority Task 2:** To enrich the school life experiences of students so as to facilitate their learning reflection

Achievements
<ul style="list-style-type: none"><li>• There were 3 targets divided by the task:<ul style="list-style-type: none"><li>➢ To revise student support and development affairs.</li><li>➢ To develop students' ability of expression in school environment.</li><li>➢ To promote self-directed culture in school life.</li></ul></li><li>• The following strategies were implemented:<ul style="list-style-type: none"><li>➢ The planning, implementation and evaluation of student activities were strengthened in order to improve the quality of student activities. For examples, walkathon, bazar, school picnic, Learning Activity Days, outbound study tour and post-exam activities, it tried to encourage students to take the opportunities to share their experiences in order to strengthen students' sense of belonging.</li><li>➢ Students were appreciated and recognized to obtain academic and non-academic achievements.</li><li>➢ Throughout Morning Prayer, After-school Prayer, formal and informal assembles and activities, positive spiritual health was promoted among students and staff meetings.</li><li>➢ Some subject panels, e.g., English Language and Information &amp; 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.</li><li>➢ 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.</li><li>➢ With the collaboration with the school social worker, frequent events coordinated by the school social worker were provided. The events encouraged students to take the opportunities to share their experiences and take the leadership role in varies activities in order to recognize student achievements and strengthen students' sense of belonging.</li></ul></li></ul>

## Reflection

- 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.
- In order to stimulate students' learning interests, the curricular structure was refined. Some subject lessons were restructured to free a 3-consecutive lesson per week so as to offer different practical trainings for students.
- Subject panels and activities tried to initiate e-Learning strategies and STEM education. 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. Academic Quiz Competition and post-exam activities provided opportunities for students to stimulate their learning motivation throughout the eLearning and STEM support.
- However, the school might have put much effort into the promotion and encouragement for students to take part in the school life in order to enhance their sense of belonging in the school.
- From the stakeholder survey done by teachers:
  - 100% of teachers agreed that the school's extra-curricular activities can help extend students' learning experiences.
  - 100% of teachers agreed that the school actively helps students develop correct values.
- From the stakeholder survey done by students:
  - 56.4% 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.
  - 38.5% of students agreed that their schoolmates actively participate in extra-curricular activities.
  - 53.8% of students agreed that the teachers have high expectation for them.
- From the stakeholder survey done by students and parents:
  - Views on support for student development achieved 3.5.

### **Priority Task 3: To strengthen the support and care for deprived students**

#### **Achievements**

- There were 3 targets divided by the task:
  - To strengthen the supports for deprived students.
  - To develop and revise the WBL in line with promoting life planning development.
  - To introduce different strategies and programmes, e.g., e-Learning, STEM in education to arouse diversity learner interests.
- The following strategies were implemented:
  - The school had joined a new Community Investment and Inclusion Fund, CIIF 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.
  - Throughout the CIIF project, S4 Work-based Learning, WBL Programme provides an opportunity for the students to enhance their career life planning. While S5 WBL provided the training for students to be equipped as a tourism escort. The timetable structure of S6 was refined to provide more support for preparing their public exam.
  - Subject panels and activities tried to initiate e-Learning strategies and STEM education. 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. With the support of Strengthening School Administration Management Grant, part of the school network environment was enhanced to provide a higher quality of the network connection. More subject panels would be encouraged to initiate e-Learning strategies to promote the student self-learning and reading habit. Academic Quiz Competition and post-exam activities provided opportunities for students to stimulate their learning motivation throughout the eLearning and STEM support.
- In order to cater for some students who might have difficulties in the attendance, an improvement programme was provided to encourage students to improve their academic and non-academic performance. Some students who joined the programme did a lot improvement.

## Reflection

- The school was upholding its mission to continue to allocate resources and help deprived students return to the school. The curriculum structure, timetable arrangement and variety activities were refined to fulfill the students' needs.
- From the stakeholder survey done by teachers,
  - 87.5% of teachers agreed that the school has a clear direction of development.
  - 75% of teachers agreed the school strategically formulates its development plan in line with a clear direction of development
- From the stakeholder survey done by students,
  - 53.8% of students agreed that the teachers are able to help them solve problems they encounter in our growing process, such as in their physical and mental development, making friends and academic performance. The figure showed a slight improvement from last school year (50%). It was believed that the school might have to put much effort into improving the support for student development.
- From the stakeholder surveys done by parents,
  - The mean of views on school climate and home-school cooperation from parents slightly increased to 3.7 and 3.8. The communications between class teachers and parents should be facilitated and improved continuously in the coming school 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.
- 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.
- 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.
- A comprehensive review of the existing procedures and guidelines for student support and development affairs would be keep revising. 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 2018 HKDSE results, although the percentage of “Level 2” for all subjects achieved was decreased by 17.8%, the percentage of “Level 3” for all subjects achieved was increased by 65.22% compared with the percentage in last school year. Moreover, the percentage of achieving “Level 2” or higher of English Language and Mathematics showed a great improvement. The percentages increased of English Language and Mathematics were 116% and 93% respectively. 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, the school should put much effort into strengthening the persistence and determination of students as the 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:
  - 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
  - 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 2016/2017 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)	92.79%	N.A.
School Fees	N.A.	5.87%
Donations, if any	N.A.	0.00%
Other Income, if any	N.A.	1.34%
<b>Total</b>	92.79%	7.21%
<b>EXPENDITURE</b> <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	69.43%	
Operational Expenses (including those for Learning and Teaching)	17.65%	
Fee Remission / Scholarship <sup>1</sup>	2.94%	
Repairs and Maintenance	3.14%	
Depreciation	5.16%	
Miscellaneous	1.68%	
<b>Total</b>	100%	
<b>Surplus/Deficit for the School Year<sup>#</sup></b>	1.8 month of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year<sup>#</sup></b>	1.5 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 (2018 – 2021 School Development Plan)**

After evaluating the school development progress, the future planning for next 3-year school development plan should be focused on the following issue:

- To Improve the Effectiveness of Existing Practices with Focuses on School Administration, Teaching and Learning and Student Development
  - To strengthen the implementation of reflection and planning on implementation of SDP in the school at different levels
  - To empower middle managers' capacity for accountability and effectiveness.
  - To stabilize the staff team composition
  - To promote knowledge management and data-driven culture
- To Strengthen Student Responsibility, Accountability and Self-management
  - To strengthen the core values of Catholic Education
  - To promote students' positive spiritual health through school activities and assemblies.
  - To enrich the school life experiences of students so as to facilitate their learning reflection
- To Establish a Specialized School in line with the Development of District and Community
  - To prepare for providing junior forms to the district.
  - To deploy resources from outside providers and form a mutually partnerships to support student development.
  - To promote innovative, e-Learning and STEM in education in order to consolidate students learning with practical and learner centric learning experiences.
  - To cater for the special needs for the students, e.g., '3L' s, 'NEY' and Young Mothers and help them to adapt to the school life.
  - To promote experience learning thru community services, outings and study tours

## **(8) Appendix**

- (1) Programme Evaluation Report for Diversity Learning Grant – Other Programme: Gifted Education for the 2017/18 school year
- (2) Report on the use of the SAM Grant