

Caritas Charles Vath College

School Report

2019/2020

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	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):	25%
Working Experiences in CCVC	Percentage of all teaching staff (%)
0-4 years :	32.5%
5-9 years :	32.5%
10 years or above :	25%

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,
- Reading Period,
- STEM in Education (S4)
- Tour Escorts/Tourist Guides (S5)
- School of Practice

English as the medium of
instruction :

HKDSE Core Subjects:

- English Language

(2) Achievements and Reflection on Major Concerns

Priority Task 1: To Improve the Effectiveness of Existing Practices with Focuses on School Administration, Teaching and Learning and Student Development

Achievements

- There were 3 targets divided by the task:
 - 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.
- The following strategies were implemented:
 - Different procedures and guidelines were reviewed to comply with the needs in order to create a holistic view of strategy to establish a joyful school environment.
 - A task force was formed to review the previous inconsistent and scattered procedures and guidelines for student support and development affairs, e.g., Discipline and Guidance, Career Guidance, Activities and Student Admission, etc.
 - Team Leaders and Panel Coordinators were encouraged to take the initiative and responsibilities in order to improve and develop its teams and panels while they were empowered.
 - Weekly dialogues had been held regularly to act as a platform for facilitate the experience sharing and communications among teachers.
 - 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.
 - 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, e.g., eLearning.
 - School-based staff development programme was developed to equip staff team to make use of school self-evaluation to prepare the reflection, improvement and planning.

Reflection

- Most of the school decision making processes and improvement measurement involved staff members' participation. It enhanced the staff members' ownership and maintained a consistent policy.
- From the stakeholder survey done by teachers,
 - 75% of teachers agreed the school's decision-making process is transparent.
 - 90% of teachers agreed the principal effectively deploys resources.
- 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 principal oversees school work effectively.
 - 100% of teachers agreed the school monitors its work effectively.
- 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,
 - 100% of teachers agreed the principal provides effective guidance to the continuous development of the school.
- 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,
 - 100% of teachers agreed the subject panel/committee heads and teachers have an amicable working relationship.
 - 100% of teachers agreed the staff members are on harmonious terms.

Priority Task 2: To Strengthen Student Responsibility, Accountability and Self-management

Achievements

- There were 3 targets divided by the task:
 - 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
- The following strategies were implemented:
 - Throughout Morning Prayer, After-school Prayer, formal and informal assemblies and activities, positive spiritual health was promoted among students and staff meetings.
 - School environment was tried to promote students' positive spiritual health and core values of Catholic Education.
 - Monthly reports on Student Attendance Record were distributed in order to strengthen students' responsibility, accountability and self-management.
 - 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.
 - 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.
 - Due to the COVID-19 occurred, it triggered and motivated a whole school approach to implement some pedagogies, e-Learning and self-directed learning. Teachers and students have to adopt the new initiative. Although it was only a startup phrase, both teachers and students might be experienced some inspiration during the implementation. The implementation was supported by school Intranet, mobile devices with learning mobile apps, e.g., Schoology, Google Classroom, Kahoo, online conference and other Internet learning resources were used to facilitate student self-directed learning.

Reflection

- Although teachers showed appreciations of the school activities, the school had 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. Recognition of student achievements should be actively promoted in order to strengthen students' sense of belonging.
- Due to the limited resources, it is suggested that school might make use of some funds, e.g., DLG, CEG and/or QEF to support needs of students' learning and growth.
- 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:
 - 79.5% of students agreed that the teachers often arrange learning activities outside class for us, such as project learning week, visits, field trips, etc.
 - 30.1% of students agreed that schoolmates actively participate in extra-curricular activities.
 - 45.6% 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.
- It was suggested that Academic Quiz Competition and post-exam activities could provide opportunities for students to stimulate their learning motivation throughout the eLearning and STEM support which might stimulate the students' learning and increase the interactions between teachers and students.
- The consistent expectation on student self-improvement, including behaviors, attitudes and studies should be emphasized among the staff team. School social workers were suggested getting much more involvement into improving the students behavioral and emotional problems, e.g., problem on attendance and students skills to get along with others, etc.
- From the stakeholder survey done by teachers and students:
 - 37.5% of teachers agreed that the school's discipline and guidance work is geared to students' development needs.
 - 28.2% of students agreed that schoolmates are self-disciplined and abide by school regulations.
- From the stakeholder survey done by students and parents:
 - Views on support for student development achieved 3.4 and 3.7 respectively.

Priority Task 3: To Establish a Specialized School in line with the Development of the District and Community

Achievements

- There were 3 targets divided by the task:
 - To provide junior secondary level
 - To deploy resources from outside providers and form a mutually partnerships to support student development.
 - To promote innovative, e-Learning, STEM and Drama in education in order to consolidate students learning with practical and learner centric learning experiences.
- The following strategies were implemented:
 - The approval from EDB on Class Restructuring was obtained, which the school was allowed to offer junior secondary levels starting from the school year of 2020/21.
 - 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.
 - With the support of Tung Chung Safe and Healthy City, it offered variety of student activities and programmes in order to maintain their healthy growth and development.
 - A whole school approach of e-Learning implementation was initiated. Teachers and students had experienced some inspiration during the initiative.
 - Intensive classes for performing arts had been provided for those students who had potential in performing arts. The students were nominated by teachers according to their attitude and performance.
 - Some initiatives were developed to support student development, e.g., activities and seminar on arts therapy and moral education which were supported by Caritas Charrette Centre and Hong Kong International Institute of Educational Leadership.

Reflection

- The school has to pay much effort into formulating the clear direction of future development since the staff team had clearly indicated their concern.
- From the stakeholder survey done by teachers,
 - 50% of teachers agreed that the school strategically formulates its development plan(s) in line with its direction of development.
 - 12.5% of teachers agreed that the school has a clear direction of development.
 - 25% of teachers agreed that the school's direction of development.
- 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. The direction of future school development was still holding fast to the primary aim at paying special attention to the needs and aspirations of the Last, the Least and the Lost (3Ls) within the community in order to help the underprivileged and the vulnerable in order to encourage students to actualize their potential. One of keys to success was introducing the resources to facilitate the future school development in order to promote the school support to the community.
- From the stakeholder survey done by teachers,
 - 62.5% of teachers agreed that the school strategically arranges different learning modes and opportunities for students in the light of students' abilities, interests and needs.
 - 62.5% of teachers agreed that the teachers and students have a good relationship.
- From the stakeholder survey done by students,
 - 62.8% of students agreed that The teachers often give us encouragement in lessons.
 - 51.3% of students agreed that the teachers care about the students.
- From the stakeholder surveys done by parents,
 - The mean of views on school climate and home-school cooperation from parents maintained in 3.9. 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.
- All subjects 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

- Principal had refined the school structure for student support and development affairs and re-deployed its roles and responsibilities by empowering teacher IC.
- 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.
- 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
 - 「十年樹木」 Scholarship by Caritas Hong Kong

(6) Financial Summary

DSS Schools' Annual Financial Position Financial Summary for the 2018 / 2019 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)	62.06%	N.A.
School Fees	N.A.	4.46%
Donations, if any	N.A.	32.99%
Other Income, if any	N.A.	0.49%
Total	62.06%	37.94%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	62.73%	
Operational Expenses (including those for Learning and Teaching)	24.43%	
Fee Remission / Scholarship ¹	1.61%	
Repairs and Maintenance	4.22%	
Depreciation	6.43%	
Miscellaneous	0.58%	
Total	100%	
Surplus/Deficit for the School Year[#]	1.1 month of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#]	2.2 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).

School Report (SR)

(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
 - The school strategically formulates its development plan(s) in line with its direction of development.
 - To stabilize the staff team composition
 - To empower middle managers' capacity for accountability and effectiveness.
 - To promote knowledge management and data-driven culture
 - The staff have good morale.
 - The principal has an amicable working relationship with teachers.
 - To strengthen the implementation of reflection and planning on implementation of SDP in the school at different levels

- To Strengthen Student Responsibility, Accountability and Self-management
 - To strengthen the core values of Catholic Education
 - To enrich the school life experiences of students so as to facilitate their learning reflection.
 - To improve students' misbehaviours, e.g., attendance and learning attitude, etc.
 - To promote students' positive spiritual health through school activities and assemblies.

- To Establish a Specialized School in line with the Development of District and Community
 - To determine a clear direction of future school development.
 - To prepare for providing junior secondary level to the community.
 - To deploy resources from outside providers and form a mutually partnerships to support student development.
 - 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 2019/20 school year