

Caritas Charles Vath College

School Report

2020/2021

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) Appendixes

(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 swap 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. LEE Kim Wah
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	\$30

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 :	1
Qualifications and Professional Training	Percentage of all teaching staff (%)
Teacher Certificate / Diploma in Education :	89%
Bachelor Degree:	100%
Master / Doctorate Degree or above :	44%
Special Education Training (Basic Course on Catering for Diverse Learning Needs or above):	33%
Working Experiences in CCVC	Percentage of all teaching staff (%)
0-4 years :	44%
5-9 years :	44%
10 years or above :	11%

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

Chinese as the medium
of instruction :

(X2):

- Design & Applied Technology,
- Information & Communication Technology,
- Physical Education

School-based Curriculum:

- Ethics & Religious Studies,
- Reading Period,
- Drama

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 empower middle managers' capacity for accountability and effectiveness.
 - To stabilize the staff team composition.
 - To strengthen the implementation of reflection and planning on implementation of SDP in the school at different levels.
- The following strategies were implemented:
 - Some team leaders and/or panel coordinators were delegated duties on planning, implementing and evaluating the teams and/or subject panels, e.g., Student Admission Team, Activities Team and other subject panels.
 - 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.
 - Apart from Staff Meeting and Panel Coordinators' Meeting, Weekly Dialogues had been held regularly to act as a platform for facilitating the experience sharing and communications among teachers, which provided both formal and informal meetings to facilitate communications and collaborations.
 - 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.
 - 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.
 - 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. Also, in order to promote drama in education, all subject teachers had been provided a training workshop on drama in education.

Reflection

- With the regular meetings, e.g., Staff Meetings, Panel Coordinators' Meetings and Weekly Dialogues, most of the school decision making processes and improvement measurements involved staff members' participation. It enhanced the staff members' ownership and maintained a consistent policy. However, middle managers should be expected to play more active roles to initiate any improvement plans.
- From the stakeholder survey done by teachers,
 - 66.7% of teachers agreed the school's decision-making process is transparent.
 - 100% of teachers agreed the principal provides effectively guidance to the continuous development of school.
 - 77.8% of teachers agreed they find satisfaction in working in this school.
- 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 able to work independently while some subject panels might require more guidance and support.
- Since the element of drama in education will be integrated in both junior secondary and senior secondary levels, all subject teachers had been provided a training workshop on drama in education.
- From the stakeholder survey done by teachers,
 - 100% of teachers agreed the school systematically collects data on Learning and Teaching with a view to monitoring students' performance and progress
 - 100% of teachers agreed the principal oversees school work effectively.
 - 66.6% of teachers agreed the teacher professional development activities organised by the school are of great help to them in performing their duties.
 - 66.7% of teachers agreed the school has developed an ambience of professional interflow.
- 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 school monitors its work effectively.
 - 100% of teachers agreed the principal oversees school work effectively.
 - 100% of teachers agreed the principal effectively deploys teaching staff so that they can optimize their potential.
- Although it showed an improvement of the collaboration and coordination across disciplines, due to the school context, the school might have to provide more supports to the staff members, including teaching and non-teaching duties supports, recognition and awards, especially, around 40% of teachers are newly employed in 2021/22 school year.

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

Achievements

- There were 3 targets divided by the task:
 - 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
- The following strategies were implemented:
 - Students were constantly reminded to be responsible for their acts, e.g., learning attitude and behavioral problems. The consequences of their performance, e.g., promotion/repeat, meeting parents and award and punishment records, were clearly introduced to students.
 - The schools would revise the rules and regulations and provide improvement programmes to comply with the needs as any measurements were able to strengthen student responsibility, accountability and self-management.
 - Monthly reports on Student Attendance Record were distributed to students and parents in order to strengthen students' responsibility, accountability and self-management.
 - Due to the COVID-19, it triggered and motivated a whole school approach to implement some pedagogies, e-Learning and self-directed learning. Teachers and students had to adopt the new initiative. Although it was only in a startup phase, both teachers and students might experience some inspiration during the implementation.
 - Moreover, school tried to broaden the students' learning experiences under the half-day face-to-face teaching environment. Apart from lessons for DSE subjects, arts and design workshops were provided to students in order to actualize their potential. It also helped students to express their emotions throughout creating artworks. Their artworks were exhibited in the school functions to guests, which helped students to identify themselves with the school and the society.
 - Under career and life planning, the pathway of further studies with the support of school sponsoring body was strengthened, which enhanced the opportunity of further studies for students after they had completed their senior secondary level.
 - School social work and guidance services were strengthened so as to identify and help students with academic, social or emotional problems, maximizes their educational opportunities and develop their potentials. Throughout various events, students were encouraged to take the opportunities to share their experiences in order to recognize students achievements and strengthen students' sense of belonging.

Reflection

- Due to the COVID-19, it was difficult to provide activities other than face-to-face teaching lessons.
- The school tried to make use of some resources, e.g., DLG, CEG and/or QEF to support the needs of students' learning and growth, e.g., sports, music and arts.
- Teachers showed appreciations towards school activities.
- From the stakeholder survey done by teachers:
 - 100% of teachers agreed the school's extra-curricular activities can help extend students' learning experiences.
 - 88.9% of teachers agreed the school actively encourages students to participate in extra-curricular activities.
- The school tried to promote positive spiritual health among students and staff members throughout Morning Prayer, After-school Prayer, formal and informal assemblies and activities. Also, the school environment was created to try to promote students' positive spiritual health and core values of Catholic Education.
- From the stakeholder survey done by teachers and students:
 - 100% of teachers agreed the school actively helps students develop correct values.
 - 68.4% of students agreed that the school actively fosters their virtues.
- It was suggested that Academic Quiz Competition and post-exam activities could help arouse students' learning motivation via the eLearning and STEM support. By this, it could 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 involvements in improving the students behavioral and emotional problems, e.g., problems on attendance and students' skills to get along with others, etc.
- From the stakeholder survey done by teachers and students:
 - 44.4% of teachers agreed that the school's discipline and guidance work is geared to students' development needs.
 - 47.5% of students agreed that schoolmates are self-disciplined and abide by school regulations while only 28.2% of students agreed in 2019/20 school year.
 - 52.3% of students agreed they often review their learning based on their test/exam results and teachers' comments on their performance in assignments and in class while only 23% of students agreed in 2019/20 school year.
- From the stakeholder survey done by students and parents:
 - Views on support for student development achieved 3.5 and 3.8 respectively while it achieved 3.4 and 3.7 respectively in 2019/20 school year.

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

Achievements

- There were 5 targets divided by the task:
 - To prepare junior secondary level
 - To promote Drama in education and innovation, e-Learning and STEM and in order to consolidate students' learning with practical and learner centric learning experiences.
 - To deploy resources from outside providers and form a mutual partnership to support students development.
 - To strengthen the core values of Catholic Education
 - To create a school environment that focuses on academic atmosphere.
- The following strategies were implemented:
 - The approval from EDB on Class Restructuring was obtained, which the school tried to offer junior secondary levels starting from the school year of 2021/22.
 - Position of Assistant Principal (Drama in Education) was newly deployed in order to establish the specialized school on drama in education.
 - Due to the COVID-19, it triggered and motivated a whole school approach to implement some pedagogies, e-Learning and self-directed learning. The implementation was supported by the school Intranet, mobile devices with learning mobile apps, e.g., Schoology, Google Classroom, Kahoo, online conference and other Internet learning resources which were used to facilitate student self-directed learning.
 - Various briefing sessions on school development and student admission were conducted in primary schools, NGOs and school functions.
 - The school tried to promote the school development and build up a positive school image thru various types of media, e.g., newspapers, magazines and radios.
 - The school put much effort into sustaining the collaboration between the school and community. With the collaboration with Community Development Enhancement Fund under the project of “Tung Chung Full of Joy”, this project aimed at making use of the campus facilities and resources in the district. It adopted the “Community-Family-School-Business” cross-sectoral collaboration model and provided after-school childcare service and learning support to students and adolescents to facilitate their healthy development. The project was awarded the Outstanding Social Capital Project Awards in Social Capital Builder Awards 2020-22 under Community Investment and Inclusion Fund by Labour and Welfare Bureau.
 - Intensive classes and various activities for arts and design had been provided for those students who had potential in arts and design. The students were nominated by teachers according to their attitude and performance.

Reflection

- Since there were various ideas for the school future development in 2019/20 and 2020/21, some staff team members might be worried about the future development. The school has to pay much effort into formulating the clear direction of future development since the staff team had clearly indicated their concerns.
- From the stakeholder survey done by teachers,
 - Only 22% of teachers agreed that the school has a clear direction of development.
 - Only 11.1% of teachers agreed that the school strategically formulates its development plan(s) in line with its direction of development.
 - 22.2% 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 a variety of activities were refined to fulfill the students' needs. The direction of the 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 the keys to success was to introduce 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,
 - 66.7% of teachers agreed that the school strategically arranges different learning modes and opportunities for students in the light of students' abilities, interests and needs.
 - 77.8% of teachers agreed that the teachers and students have a good relationship.
- From the stakeholder survey done by students,
 - 68.4% of students agreed that the teachers often give them encouragement in lessons.
 - 63.2% of students agreed that the teachers are able to help them solve problems they encounter in their growing process, such as in their physical and mental development, making friends and academic performance.
 - 71% 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 communication between class teachers and parents should be facilitated and improved continuously in the coming school year.

(3) Our Learning and Teaching

- 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.
- Due to the COVID-19, it triggered and motivated a whole school approach to implement some pedagogies, e-Learning and self-directed learning, etc.
- Although some subject panels were considered as One-Man Panel and the panel coordinators did not have much teaching experience, TIC of Academic Affairs, who has engaged in various committees in EDB and HKEAA, had involved in the panels' development, implementation and evaluation. Throughout the subject panel meetings, the panel coordinators were not familiar with the panel development.
- Exercise book inspection helped subject panels to evaluate and facilitate the assessment for learning. It also provided reflection to the subject teachers for their teachings.
- Peer lesson observation and second term lesson observation provided a peer learning and self-improvement in classroom teaching and teaching reflection.
- 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 Uniform Test could be arranged for S4 and S5 students to strengthen their learning atmosphere.
- There were attempts by the school to have the preparation work, revision and e-Learning to cultivate students' self-regulated learning at all subject levels. With the establishment of school WiFi network, e-Learning was highly recommended and promoted among subject panels.
- Gifted Education Programmes under Diversity Learning Grant provided enhancement programme and supplementary classes as intensive classes for arts and design for the higher achievers.
- Although the school did not have sufficient data for any reports in Schools Value-added Information System (SVAIS), the results of 4 core subjects have shown an improvement in the HKDSE 2021 compared with the results in HKDSE 2020. Also, it showed that there was a rise in the percentage of students achieving Level 1, 2 and 3.

(4) Support for Student Development

- The school structure had been refined for student support and development while re-deploying its roles and responsibilities by empowering teacher IC. Some IC teachers had to try to play their roles more actively.
- Some procedures and guidelines for student support and development, e.g., student activities, misconducts, conduct grading mechanism and the criteria of student promotion were reviewed to comply with the needs.
- 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 various activities in order to strengthen students' sense of belonging.
- The school flexibly and strategically deployed Learning Support Grant and School-based Grant of School-based After-school Learning and Support Programmes provided by EDB to support students with SEN and other learning needs. Through various learning supports and activities on sports, music and arts, it established an inclusive culture to promote peer acceptance of and support for students with SEN. Also, it unleashed the potentials and talents of students who had suffered failure and abandoned in their past experiences.
- With different initiative measurements to improve student attendance, it showed the improvement on attendance rate of students.
- As long as the school is persistence in the pursuit of student life planning development, it is believed that the students' growth would be sustained with a more mature and sensible mindset. The pathway of further studies with the support of school sponsoring body was strengthened, which enhanced the opportunity of further studies after completing senior secondary level. It showed an increase of no. of students enrolled in post S6 programmes under the school sponsoring body Thru-Train scheme.

(5) Student Performance

- Since the school was considered as a Senior Secondary School, data about the performance of S3 students of Basic Competence in Chinese, English and Mathematics in the Territory-wide System Assessment is not available for the purpose of evaluation.
- Because of insufficient amount of target students, the stanine from the Schools Value-added Information System (SVAIS) was not provided by the Education Bureau.
- The school had tried to make use of the school-based data, e.g., student Average Mark and Passing Percentage Analysis in 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:
 - Future Stars - Upward Mobility Scholarship by Commission on Poverty
 - Hong Kong Student Sports Awards by A.S. Watson Group
 - Sir Edward Youde Memorial Prizes for Senior Secondary School Students by Student Finance Office Working Family and Student Financial Assistance Agency
 - The Applied Learning Scholarship co-organised by the Law's Charitable Foundation and the Education Bureau
 - 「十年樹木」 Scholarship by Caritas Hong Kong

(6) Financial Summary

DSS Schools' Annual Financial Position Financial Summary for the 2019 / 2020 School Year

	Government Funds	Non-Government Funds
INCOME <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)	54.00%	N.A.
School Fees	N.A.	3.32%
Donations, if any	N.A.	42.07%
Other Income, if any	N.A.	0.61%
Total	54.00%	46.00%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	67.70%	
Operational Expenses (including those for Learning and Teaching)	21.26%	
Fee Remission / Scholarship ¹	1.23%	
Repairs and Maintenance	2.87%	
Depreciation	6.37%	
Miscellaneous	0.57%	
Total	100%	
Surplus/Deficit for the School Year #	0.23 month of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	2.43 months of the annual expenditure	
<i># in terms of equivalent months of annual overall expenditure</i>		

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
 - To empower middle managers' capacity for accountability and effectiveness.
 - To stabilize the staff team composition and maintain their good morale.
 - To promote knowledge management and data-driven culture
 - To sustain an amicable working relationship among teachers

- To Strengthen Student Responsibility, Accountability and Self-management
 - To improve students' misbehaviours, e.g., attendance and learning attitude, etc.
 - To promote students' positive spiritual health, core values of Catholic Education and Values Education (Moral, Civil and National Education) promoted by EDB
 - To enrich the school life experiences of students so as to facilitate their learning reflection.
 - To enhance students academic performance

- To Establish a Specialized School in line with the Development of District and Community
 - To determine a clear direction of future school development, e.g., Drama in Education
 - To deploy resources from outside providers and form a mutual partnerships to support student development.
 - To strengthen the career and life planning of students, e.g., providing exposures of various career industries and promoting further studies in post S6 through the thru-train scheme provided by the school sponsoring body.
 - To prepare for providing junior secondary level to the community.

(8) Appendixes

- (1) Report on the Use of the Life-wide Learning Grant
- (2) Report on the Use of the Student Activities Support Grant
- (3) The Whole School Approach to Catering for Students with SEN Year-end Evaluation Form on the use of Learning Support Grant
- (4) Programme Evaluation Report for Diversity Learning Grant – Other Programme: Gifted Education
- (5) School-based After-school Learning and Support Programmes 2020/21 s.y.
School-based Grant - Programme Report