



Principal's Message

Expansion for the fourth consecutive year

Following the trend from last year, our school has achieved positive results both in the Discretionary Places Admission stage and the Central Allocation stage, with the Education Bureau confirming our expansion of S1 classes once again. Our expansion of S1 classes for four consecutive years is indicative of parents' recognition and approval of our school's vision and teaching.



Self-regulated learning on the right track

This is the fifth year since we started promoting self-regulated learning. We started with introducing preparation before lessons, followed by interactive and co-operative learning during lessons, then the consolidation of learning after lessons, and finally assessments to examine progress. The school has already set the school-based implementation stages of Learning Guides, which will be introduced gradually over five years into the curricula of all junior secondary school subjects.

BYOD

The school introduced e-learning in 2016 and purchased iPads that students could borrow for lesson activities such as reading e-books, using note taking apps, and conducting group discussions and presentations. To deepen the students' capacity for e-learning, the school will implement the Bring Your Own Device ('BYOD') E-learning programme. Our teachers will gradually integrate elements of e-learning into their respective curricula, which we believe will enhance students' learning.

An internationalized campus

Over the past eight years, our campus has become increasingly internationalized as a result of admitting students of different nationalities. This year, the school will continue to promote 4Cs Development for NCS students, aiming to nurture them in four aspects - Chinese Language, Competence, Career Path, and Citizenship - so that they may become integrated members of the Hong Kong community.

HKDSE results

2019/2020 was the third year in which our NCS students sat for the HKDSE. We are satisfied with the results, with a passing rate in English Language of 100%. 60% of students attaining a level 4 or above, which is above the Hong Kong average. In addition, 75% of our students achieved a level 2 or above in Liberal Studies.

School Value-added (SVAIS)

Our school received excellent results in school value-added (stanine), which reflects the effectiveness of our strategies and policies in developing our students. Our performance in English Language placed us among the top 4% of schools in Hong Kong, which is an exceptional achievement.



Subject	English Language	Mathematics	Liberal Studies
Value-added (stanine)	9 (Highest value-added)	7 (Positive value-added)	7 (Positive value-added)

Wahshanian personality traits

This year, we will focus on the personality trait 'honesty' as our theme. Honesty is to be honest with ourselves and others; one who is honest to others can win the trust of others more easily. Honesty is like a compass within our heart, giving us direction in life; it is a basic ingredient to a good life. Through different group activities, we hope to promote the virtue of honesty among our students.

Diversified student support

The school successfully applied for multiple programmes this year that will support us in implementing diversified activities and cultivating student leaders. They include 'My Pledge to Act - Expressing gratitude, to cherish, be proactive and optimistic', 'Profiling Diversity' of the Jockey Club 'Diversity at Schools' Project, Student Mental Health Support Scheme, Youth Charter Leaders Project, and Rotaract.

Teacher professional development

Our collaboration projects this year include (1) Professional Development for Curriculum Management and Leadership and NCS Chinese Learning Community, (2) promoting STEM education through self-regulated learning, (3) raising the interest and proactivity of junior secondary school students in learning Mathematics, and (4) teaching Liberal Studies and Life and Society in English.

Concluding remarks

I am grateful to the Lord for His blessings. I hope that the whole school team will continue to maintain a professional and dedicated attitude to cultivate a new generation of Wahshanians who will become the future of Hong Kong and our country.



Wong Chung Leung
Principal
October 2020



Bring your lesson home

The school has long promoted e-learning, and has purchased iPads to aid our students' learning. Students have used these iPads to read e-books, use note taking apps, and conduct group discussions and presentations. At present, our students' use of the iPads is approaching full capacity. Through the Community Care Fund, needy primary and secondary students can purchase mobile computer devices for e-learning. As a result, we are implementing the Bring Your Own Device (BYOD) programme. In accordance with the Education Bureau requirements on tender and procurement, we have procured iPads at below market value prices on behalf of parents. Each eligible student can only receive the subsidy once and purchase one tablet. Students who have not purchased an iPad may borrow one from the school to participate in e-learning activities.

Each iPad will be equipped with security software to prevent students from installing applications for non-academic purposes. Students will also have to agree to a code of conduct, to ensure that they will utilize their iPads for learning. If a student changes schools or graduates from the school, the school will remove the security software and the student will keep the tablet.

In order to implement the e-learning programme, the school organized the 'Using Mobile Computer Devices to Enhance Learning and Teaching Effectiveness in Secondary Schools' workshop. Mr. Kan Ka Hei Kelvin, from the IT in Education Centre of Excellence (CoE) Scheme at the Education Bureau, shared the experience of other schools in implementing BYOD. Our teachers were shown how to enhance learning and teaching effectiveness using iPads. Strategies for monitoring students' use of iPads in lessons to encourage participation and prevent them from being distracted were introduced to teachers. The workshop resolved many of our teachers' concerns.

Drawing from past experiences with e-learning, the BYOD policy can improve the learning abilities and IT proficiency of students, and will help develop students as independent learners.



Mr Kan Ka Hei shares experiences of implementing BYOD.



Teachers trying out e-learning platforms in the workshop.



BYOD can improve student participation in lessons.

English Learning at CCC Kwei Wah Shan College

Learning English requires years of hard work and perseverance. Our English teachers work as a devoted and committed team to provide students with different English learning experiences to strive to deliver a quality education and to develop students' potential to the fullest.

Striving for Excellence

With this in mind, we have tried our utmost to keep up with current trends and to meet the needs of our students. A number of initiatives have been undertaken to ensure that we do just that and continue to provide them with excellent opportunities to develop their potentials. We firmly believe in developing a school based curriculum which caters to our own unique group of students. Besides, we insist that writing is a process. Therefore, an integral part of our curriculum is process writing ensuring that students see writing as a process from the brainstorming stage to the feedback sandwich stage and self-evaluation stage. Moreover, by introducing critical literacy in the junior forms, not only do students learn about reading from different perspectives but also learn to think critically which prepares them well for senior secondary.

Different Experiences

Fun Learning

The English Department has always realized the importance of creating an English rich environment in the school campus in order to help students develop an interest in the English Language.



The annual Fashion Show is a Wahshanian's tradition to show their talent and creativity in terms of the props preparation as well as excellent performance.

For the past few years, we have endeavored to create such an environment through a number of measures. Firstly the English Society has held a number of activities involving the whole school such as film shows, themed activities and an Open Day Fashion Show with English narration and description. Secondly, we continue to encourage students to take part in external competitions such as the annual Speech Festival and Drama competition organized by the NET section. These competitions expose students to the Language Arts which further foster their interest in the English language. In addition, two years ago we started a Reading Aloud activity which required our Non-Chinese Speaking students to help our local students do shared reading, reading aloud and practice oral skills during the reading period. This activity not only improved their English oral skills but also boosted the confidence of our local students. This year, the English Corner will be made available to students during lunch time for self-access learning, English Café and English board games.



A group photo of Wahshanians posing in front of the entrance of the Ocean Park for the English multimodal project.

Blocks Building

Though the last academic year was full of ups and downs, the English Department could still manage to organise a wide range of enhancement programmes targeting the diverse needs of our students in all year groups with the concerted effort of the English teachers.

Some of the enhancement groups were run for students who needed help consolidating their English foundation, especially for those who were new to Hong Kong. These groups drew on different school-based learning packages that students could even access online at home.



Who are the Bamboo Eaters?

We also provided opportunities for peer learning support as we paired up our English Ambassadors with some S.1 students on a reading programme, which made learning a fun thing to do.

Achievements

Our efforts have not been in vain. The last batch of students to take the Hong Kong Diploma of Secondary Education performed exceedingly well. For our Non-Chinese Speaking students all of them achieved Level 3 or above and 29% of all students who attempted the HKDSE achieved Level 4 or above. Not only did our NCS students perform well but our local students have made a vast improvement in achieving a pass in English.



It is always fascinating to get exposure from real-life examples than learning theories from textbooks only.

As we enter into a new academic year, initiatives, such as Saturday Enhancement Classes, will be explored and implemented in addition to existing programmes, enabling more students to benefit from them. We are confident that another fruitful year is in store for our students.

Liberal Studies

Adapting our methods to enhance student performance

Liberal studies in our school provides ample opportunities for students to study independently and take responsibility for their learning.

With course structure, our curriculum introduces school-based multi-dimensional knowledge structure diagrams and knowledge nodes to establish hierarchy of knowledge on various issues and stimulate students' inquisitiveness. This will help students to overcome difficulties in their studies step-by-step.

With teaching methods, preparation tasks aim to shape students' initial understanding of social issues and key concepts before lessons. Collaboration between students at the preparation stage is essential for the course. Students can learn from each other through discussion on online learning platforms, while teacher feedback allows students to review their own learning needs and to set learning goals. When having lessons, students may have already organized and received clarification on key concepts. Teaching in the classroom is based on a collaborative learning approach. With emphasis on learning together and from each other, activities including group tasks, collaborative writing, group sharing and peer evaluation foster a learning community among students. The lessons also utilize information technology and multimedia, using a combination of sounds, pictures and text to cater for learner diversity. In terms of assessment, peer evaluation is institutionalized in our Liberal Studies course to help students understand exam scoring and requirements, as they review their progress in preparation for the HKDSE.



Online learning platforms extend the lessons and allow students to build on course content at any time.



Students build a learning community through group learning.

School-based support services for Chinese Language

Our Chinese department is participating in the Quality Education Fund Thematic Networks 'Professional Development for Curriculum Management and Leadership and NCS Chinese Learning Community' project, and has formed a network school with Caritas Tuen Mun Marden Foundation Secondary School ('Marden').

Network school coordinator Marden is our most important partner and supports the development of our school-based NCS students' Chinese curriculum. In our collaboration, our school has designed a school-based curriculum that adapts to the diversity of our students and developed suitable learning and teaching materials, which will comprehensively raise the Chinese language abilities of our NCS students.

We have established a professional learning community with Marden. Through observations and exchanges, our teachers have optimized their teaching strategy for NCS students and improved their professionalism in teaching Chinese to NCS students. We have also shared experiences of NCS students taking GCSE Chinese exams, which allowed us to set step-by-step learning objectives for NCS students. In addition, teachers can prepare materials which are targeted at students' needs to perform better in public exams. We have achieved excellent results in GCSE exams, with a passing rate of 100% since 2016 and over 70% of students receiving an A or Grade 8 or above.

Every year, we participate in inter-school student activities including the NCS students storytelling competition, Ngong Ping Tian Tan Buddha cultural experience, Cheung Chau Bun Festival experience, Macau cultural tour, and cultural activities organised by the Education Bureau. These activities help our NCS students to learn about Chinese culture, in order to stimulate their interest in learning Chinese and support their integration into Hong Kong society.



Students experience the Cheung Chau Bun Festival.



NCS students experience the culture of Cantonese 'Yum Cha'.



The Macau cultural tour was an eye opener for students.



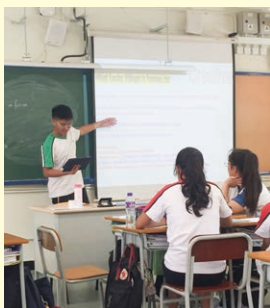
Pictures combined with text descriptions stimulate the interest of NCS students in learning Chinese.

School-based support services for *English Language*

Building a NETwork

Throughout these years, we have been working to refine and restructure the school-based English curriculum with school-based support from the NET Section. We have focused on developing students' reading skills, enhancing their critical literacy and providing them with authentic writing experiences.

English lessons are often labeled as dull and monotonous with a number of reading, writing and memorizing tasks. In the past, students often steered clear of any English activities. However since collaborating with the NET Section, tasks and English activities have become chances for students to showcase their talents and creativity.



With the use of an iPad, a student present his ideas on a DSE topic.

In every project, the NET Section assigns its team members to have a kickoff meeting with panel heads and teachers to understand our curriculum and jointly set targets for students. The NET team members are willing to share their valuable experience and resources gained when working with other schools and provide teachers with practical advice. They participate in the projects actively and always bring innovative ideas for teachers to try out. Workshops have been organized to provide teachers with professional knowledge about selected topics and teaching strategies to plan interesting tasks for students. The NET Section members have meetings with teachers and join our lessons regularly to interact with students and provide comments afterwards for further improvement in the task design.

Teachers were impressed when working with the NET team on a multimodal project about animal rights. Through reading tasks and an educational field trip, students subconsciously acquired the language and critical thinking skills to justify animal ethics while utilizing their reading, listening and summarizing skills. When students were asked to provide a video using Adobe Spark to present their arguments, they practiced writing, reading skills and applied science and technology knowledge in context. To our surprise, all students enjoyed making the videos and became more confident in using English, and with the help of groupmates, every group could present their ideas with sound arguments, interesting photos and lively narration. This also developed student's self-learning and cooperative learning skills during the research and discussion processes. Last year, by incorporating a critical literacy element in the project, both teachers and students were able to analyze a text from different perspectives and identify the positioning of writers. This helped students to build a solid ground for reading texts in the senior curriculum and become good writers.



Serious classroom discussion in English lessons.

School-based support services for *Mathematics*



Hands-on instruction encourages student engagement.

Last year, our Mathematics department participated in school-based support services scheme with the aim of increasing our students' interest and proactivity in learning Mathematics.

First of all, we redesigned our S2 school-based curriculum after examining the learning needs and difficulties faced by our students. Through an in-class study, we developed a teaching strategy centred on inquiry to improve students' ability in mathematics, in arithmetics and in perceiving mathematical concepts. Over the past year, our Mathematics teaching moved away from traditional methods and towards hands-on instruction activities, which engaged students more in lessons. Not only were students more motivated and effective learners, but their abilities in collaboration, communication, creativity, critical thinking and self-regulated learning all improved.

In the scheme, our teachers participated in the NCS schools learning community. Lesson observations, conferences, workshops and out of school sharings fostered professional exchange and a collaborative culture among our teachers. Even as the pandemic forced schools to shut down, the NCS schools learning community organized multiple online meetings to share online teaching insights and resources. Most importantly, teachers supported each other to maintain their morale throughout.

Students' learning has been inevitably impacted by the pandemic. Nevertheless, school-based support services remained influential in raising learning and teaching effectiveness, supporting the diverse needs of students, and livening up the classroom to cultivate students' interest in Mathematics.

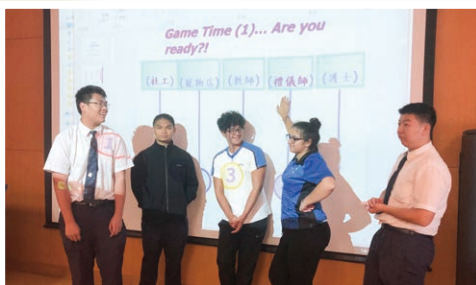


Group learning improves students' collaborative, communicative and self-learning abilities.

Equipping students on the path to university



Students experience classes in different courses at the university.



Career and life planning workshops help students clarify their thoughts about the future.

The school places great emphasis on developing a positive sense of future in our students. The Whole School Approach is applied in designing suitable career and life planning activities for each year level. Students can learn about their own preferences and talents, gain insight into different careers, and set targets for themselves to prepare in time for their educational or vocational plans.

Our school-based career and life planning ladder defines the targets and framework appropriate for each year level. Career and life planning, leadership training and employment-related elements are integrated into subject and group activities. These include a self-regulated learning workshop for junior secondary students, 'Briefing and Tasting Session of electives' for S3 students, Workshop on 'Introduction to Career Planning' for S4 students, Workshop on 'To understand the study path after Secondary education' for S5 students, and Career Talk for S6 students. The school has also created a learning portfolio folder for every student, in which important academic and personal growth information is kept. It serves as a key tool for students to develop their sense of future, so that they can make appropriate choices regarding their path after graduation.

In addition, every S6 student is assigned a life coach, who provides personalized counselling and consultations in regular meetings and chats. Based on the student's personal characteristics and academic progress, the life coach sets learning targets and action plans, which will be reviewed regularly to ensure the student makes sufficient progress towards their life goals. The school has also designed a university degree points calculator, where students can check whether their predicted grades satisfy the entry requirements for their desired degree, and adjust or redesign their learning targets accordingly.

We value experiential learning highly. University staff from Hong Kong Shue Yan University offered mock interviews to S6 students at our campus, so students could have a better grasp of their own personality traits. The school has participated in a DSE Career and Life Planning support service, where students learn from human resource management staff in different sectors through chats, mock interviews and immediate feedback. Students garner experience from these activities and draw lessons from them.

The school focuses on developing an individual life blueprint for each student, so that students can find the pathways that correspond to their needs, and gain the confidence and ability to plan their own future.



Senior students learn about different degrees in a university visit.

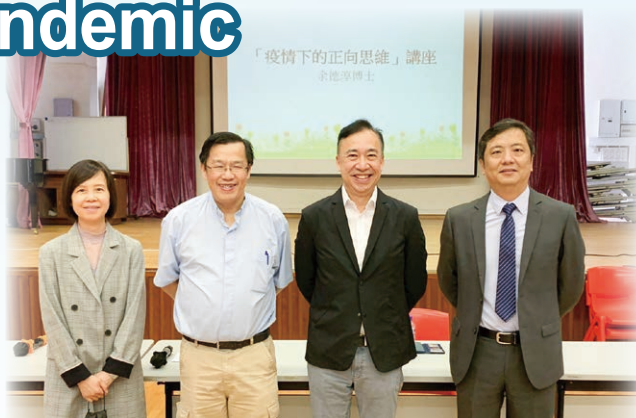
Positive thinking in a pandemic

Dr Charles Yu's talk

In his talk, Dr Charles Yu analyzed the tips to maintaining positivity.

In the face of adversity, some choose to dodge and some take on the challenge. What motivates how we make this choice? Our family does not only shape our natural abilities and our decision-making, but also our values. Our values unconsciously constrain our actions and attitudes. To break free from our fetters, we first of all need courage. The courage to challenge the limits with a never give up, never say die attitude. More important than the courage to act is the courage to say 'no', so we can stay on our own track. Secondly, we must remain curious about the world. By motivating ourselves to try new things, especially those that we are afraid of, we can reclaim our autonomy and overcome any disadvantages in our family upbringing. The final factor is our mood. During bad times, we need to ensure that we are willing to communicate and not isolate ourselves.

Once we grasp the three tips, we will be able to manage ourselves even during times of adversity.



Dr Charles Yu (second from the right) shares in our school about positive thinking.

Make the right choices

WahShanian

and reap unexpected rewards



For this issue's Wahshanian in focus Cai Yingying, 2018 was a special year. It was the year when she moved from mainland China to Hong Kong, in search of a learning environment more suited to her.

The end of robot-like life, the start of diversified learning

'I attended a boarding school in Fujian where we had lessons from 7am to 5pm, five days a week, and a self-study period until 10pm on top of that. It was too much for me,' Yingying recalled. The mounting pressures on her meant that she had lost her passion for learning.

Yingying attended interviews at different schools in Hong Kong, but became attracted to CCC Kwei Wah Shan College on her first visit. 'I had always thought that secondary school life was repetitive and robot-like. The colourful campus, diverse facilities and friendly teachers of Kwei Wah Shan College made a great impression on me and changed my mind,' Yingying explained as she made the decision to settle down and become a Wahshanian, in the hope of a new start.



Yingying is happy to take on a challenge and learned to be a leader as Blue House captain.

Overcoming barriers to fly higher and further

To get started on learning, Yingying first had to overcome language barriers. 'My basics in English were weak back then, I did not have a good grasp of tense. My English teacher organized extra lessons to tutor me in grammar, reading and phonetics, so that I could make further progress,' she continued, 'the school always teaches us note taking skills and gets us into the habit of preparing for lessons, which has made my learning more independent.' As a result of her hard work, Yingying's performance in English improved rapidly. In S5, she received recognition by taking the English language scholarship, the Eastern District Model Student Award and the Future Stars – Upward Mobility Scholarship.

In 2019, Yingying joined the school's New Zealand Study Tour, attending a local school for a week. 'Apart from participating in lessons regularly and learning about Māori culture, I had the chance to converse in English when I introduced Chinese culture to the local students. It was an encouraging experience for me,' she said. Seeing fireflies in the countryside was what Yingying enjoyed the most in the tour, 'I never thought I would set foot in New Zealand, never mind see fireflies. It was a tour to remember for life!'

Time flies and now Yingying is an S6 student preparing for the HKDSE. 'If I did not come to Kwei Wah Shan, I might still be a student under pressure and in despair. But Kwei Wah Shan College gave me a relaxed and cheerful learning environment, broadened my horizons and made me a more outgoing person.' A right decision turned out to be the start of a whirlwind of changes for the better for Yingying.

Personal profile

Name: Cai Yingying

Year of admission: 2018/19 (Secondary 4)

Interests: reading, listening to music

Dream: to become a nutritionist

Goal: to study at the Hong Kong University of Science and Technology



Academic achievements and awards

Academic achievements

2018 / 2019 1st place in S.4 (Chinese class)

2019 / 2020 1st place in S.5 (Chinese class)



Awards

Future Stars – Upward Mobility Scholarship 2020	Awardee
Eastern District Model Student Award 2019/2020	Awardee
2019 / 2020 CCC Kwei Wah Shan College Intellectual Scholarship	Academic Excellence Award
	Chinese Language Excellence Award
	English Language Excellence Award
2019 / 2020 CCC Kwei Wah Shan College Moral Scholarship	Awardee
2018 / 2019 CCC Kwei Wah Shan College Intellectual Scholarship	Academic Excellence Award

A note from her parents

As parents, we have limited resources to provide different experiences for our children. However, the school had our backs and supported our daughter's holistic development, for example by taking her to New Zealand and helping her apply for scholarships. She was picked as house captain, which taught her how to organize events and communicate with house members. We are truly grateful that she could attend Kwei Wah Shan College!



The sheep shearing demonstration was an eye opener for Yingying (front row centre).



Going on the New Zealand tour was the most memorable experience of Yingying's (second from the left) secondary school life.



How to come to Kwei Wah Shan College

Address: 62 Cloud View Road, North Point, Hong Kong

Tel: 2571 1285 Fax: 2807 0085

Website: www.ccckws.edu.hk Email: mail@ccckws.edu.hk

安泰邨
On Tai Estate

安達邨
On Tat Estate

寶達邨
Po Tat Estate



	起點 Starting Point	(港鐵 + 巴士 / 小巴) 車程 (MTR+Bus/Minibus) Commuting Time	車資 Fares	(港鐵 + 校車) 車程 (MTR+School Bus) Commuting Time	車資 Fares
東九龍 East Kowloon	油塘站 Yau Tong Station	17 分鐘 minutes	\$9.2	15 分鐘 minutes	\$6.9
	藍田站 Lam Tin Station	20 分鐘 minutes		18 分鐘 minutes	
	觀塘站 Kwun Tong Station	22 分鐘 minutes		20 分鐘 minutes	
	牛頭角站 Ngau Tau Kok Station	24 分鐘 minutes		22 分鐘 minutes	
	安泰邨 On Tai Estate 安達邨 On Tat Estate 寶達邨 Po Tat Estate	27 分鐘 minutes	\$13.5	25 分鐘 minutes	\$11.2
西九龍 West Kowloon	旺角站 Mong Kok Station	29 分鐘 minutes	\$10.3	23 分鐘 minutes	\$8.0
	奧運站 Olympic Station	33 分鐘 minutes		31 分鐘 minutes	