Since the founding of our school, sustainable development has been a major concern of our school. The Environmental Protection and Gardening Club has been formed since the earliest years of the school. Moreover, an Environmental Studies module has been introduced into our Enrichment Course.

We also promote preserving cultural heritage, especially Cantonese Opera, in our school. Concerts have been held three times for the local community and Cantonese opera is one of the popular performances on our Annual Open Days.

In the years ahead, promotion of the ideas and practices of sustainability will still be our focus. A Sustainable Development Group has been formed and the Policy for Environmental Sustainability is adopted. E-circulars, green purchasing, equipment operation, energy saving strategy, renewable energy facilities, materials consumption and waste management are operated to foster a sustainable environment in the school. To encourage our students to protect our environment, we established CFSS Environmental Trail, Science & Sustainable Development Resource Centre and Chinese Medicinal Herb Garden.
Infiltrating the Concepts into Curricula

Since late 1990s, impacts of acid rain, ozone layer depletion and deforestation have become more significant. A new module, Environmental Studies, was introduced into our S.2 Enrichment Course. Moreover, the concepts of sustainability are integrated into the curricula of junior-form Science and Integrated Humanities as well as senior-form Geography and Biology.

As “Sustainable Development” has been highlighted as an area of major concern in CFSS, related ideas and practices are reinforced in all subjects as far as possible through school-based class teaching, field trips, practical works, projects and visits. In addition, talks and co-curricular activities (including tree-planting, recycled paper-making and dolphin-seeing trips) are arranged throughout the years. Our school has benefitted a lot from joining the education programs in sustainable development for junior secondary schools organized by The Chinese University of Hong Kong.
Installing Facilities

To provide first-hand experience for students to contribute to sustainable development, new facilities are installed and teaching aids are acquired, including the Science and Sustainable Development Resource Centre (SSDRC), solar and wind renewable energy systems, Automatic Weather Station and Solar Chill Evaporative Cooler. The SSDRC is powered mainly by renewable energy and installed with various sensors, Data-loggers & Data Acquisition Systems, high-quality microscopes, and other instruments for quantitative analysis. There are also demonstrations of renewable energy setup and hydrogen fuel cells, illustrative models and display boards, traditional Chinese medicine specimens and Eco-aquarium.

The Centre is part of the Science and Sustainable Development Complex in school to complement and enhance our science curriculum with exciting non-textbook experiments and activities. The shaded canopy outside the Centre houses over 500 species of plants including fruit trees, fragrant plants, carnivorous plants, succulents and cacti, and orchid and ferns. An astronomical dome and a rooftop greenhouse will also be built as an integral part of the Complex. Technical support and professional advice from The Polytechnic University and HK Baptist University are gratefully acknowledged.
Over 300 species of Chinese medicinal herbs are collected in our School.

The CFSS Environmental Trail and rooftop greenhouse are two greening areas of our School where a luxurious variety of plants are grown:

<table>
<thead>
<tr>
<th>Plant</th>
<th>Number of species</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trees</td>
<td>40+</td>
</tr>
<tr>
<td>Shrubs</td>
<td>50+</td>
</tr>
<tr>
<td>Ferns</td>
<td>20+</td>
</tr>
<tr>
<td>Tropical carnivorous plants</td>
<td>13</td>
</tr>
<tr>
<td>Climbers</td>
<td>18</td>
</tr>
<tr>
<td>Xerophytic succulents &amp; cacti</td>
<td>120+</td>
</tr>
<tr>
<td>Chinese medicinal herbs</td>
<td>300+</td>
</tr>
</tbody>
</table>

All the plants along the Trail are clearly labelled and those used as medicinal herbs are separately highlighted. The photographs of various birds found in the Trail are also displayed. Additional information for some of the plants can be obtained online with the QR codes on the labels, making a platform for mobile learning. Our School has made use of the Trail, netbooks and mobile phones to pioneer a programme of mobile learning. Students will be involved in updating the information on our plant species to substantiate the database for mobile library and mobile learning.
Whole-school approach

Our school adopted a whole-school approach in promoting sustainable development. Our students attended seminars on regional and corporate sustainability, participated in photography and writing competition, as well as visited heritage trails, museums and exemplary sites of environmental protection. Sustainable development is the main theme of all PBL projects, with topics ranging from researching alternative energy sources, investigating sea water pollution to exploring Cantonese operas and studying Chinese herbal medicine.
Student Participation and Immersion into the Community

Our students are interested in exploring new energy resources and have investigated different ways to generate electricity. They make use of algae to produce fuel, as well design Wind Power System for electricity generation. Apart from participating in different science projects, our students promote the message of environment conservation to our community by giving presentation and planting trees. Some of our students participated in the Liberal Pilot Programme and they raised public awareness on the issue of Global warming. They also served the community by joining the Tree Planting Challenge which stressed the woodland protection and nature appreciation. The concept of sustainable development will be promoted more widely to the neighbouring community.
Cultural Heritage

Introduction

Apart from arousing students’ awareness in environmental sustainability, our school also endeavours in cultivating students’ interest in heritage sustainability. This is achieved through several ways, namely the visits outside campus, on-campus activities and facilities, project-based learning, curriculum planning and staff training.

Learning Activities outside school

During many occasions, such as our Learning Activities Days, arrangements are often made for the students to visit historic buildings, such as the Dr. Sun Yat-sen Museum, the Museum of Medical Science, the Lung Yeuk Tau Heritage Trail, the Central District Heritage Trail.

Our students studying urban renewal projects and land use in Wan Chai

Our students visiting the Public Records Office, the archives of the HKSAR.

An important historic building in Wan Chai

Students visiting Ma Wan, the fishing culture of which is going to vanish.
Our students visiting traditional architecture in Lung Yeuk Tau heritage trail

Our student visiting to the Hong Kong Museum of Medical Sciences

PTA members and students visiting to Hong Kong Gropark

**Staff Training**

Many workshops, seminars and visits are organized for our staff to strengthen their knowledge and skills in incorporating the concepts of sustainable development in different curricula.

*During the Staff Development Day on 4 January 2010, our teachers visited the Heritage Exploration Centre of the Antiquities and Monument Office in Tsim Sha Tsui.*
**Curriculum Planning and PBL**

The school has put continuous effort in promoting the importance of the preservation of local heritage through integrating the concept into several teaching curricula including Integrated Humanities, History, Liberal Studies and Project-based Learning.

Local heritage becomes an elective part of the History syllabus and students will be encouraged to conduct projects on this topic.

In Liberal Studies, we will discuss the relationship between preservation of local heritage and sustainability of Hong Kong.

Knowing Neighbourhood is part of the curriculum of Integrated Humanities. S.1 students are given opportunities to investigate the history of local heritage in the Eastern District and the declared monuments in Hong Kong.
As early as in 2003, our school organized the Cultural Festival to promote students’ understanding and awareness of intangible cultural heritage.

Cultural talks are organizing during lunch time to introduce Chinese musical instruments.

Cantonese opera, as one of our important intangible heritage, is well promoted in our school.

Our PTA also organizing activities to promote our intangible heritage, dumpling-making and kung-fu tea art.

Besides visiting important historical buildings, activities were also organized to arouse students’ interest in intangible cultural heritage, including Chinese tea art, Chinese music and Cantonese operas. The future generations will be responsible for inheriting and transcending our heritage.
Through Project-based Learning, students have acquired skills in conducting research projects. Our students are encouraged to investigate into different topics related to sustainable development. Some groups opted for studying local heritage, such as historical buildings in Wan Chai. Other groups focused on intangible heritage, such as the cultures of villain hitting, worshipping of Guandi and believing in Feng Shui.

Students conducting a project about villain hitting

Making fishing nets is an important intangible cultural heritage in Hong Kong

Students collecting primary data through interviewing pedestrians

Students investigating sustainability of worshipping of Guandi in Hong Kong