

SCHOOL ANNUAL PLAN 2022-2023



CREATIVE SECONDARY SCHOOL



CREATIVE SECONDARY SCHOOL 啓思中學
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School Motto, Emblem & Values 啟思中學校訓、校徽及價值觀

We recognize that all students are uniquely talented. Within our exceptionally supportive community, students develop positive relationships and relish the opportunity to realize their individual potential to the full. Learning at CSS is highly student-centred, engaging and inquiry based. Through a broad range of experiences in and beyond school, students become confident, optimistic, compassionate and internationally-minded young adults, ready to find their place in the world.

我們深信所有學生都具獨特天賦。在我們充滿關愛及互相支援的學校社群內，學生建立良好而正面的人際關係，珍惜機會，盡展個人潛能。啟思中學的學習強調以學生為本，着重探究式學習，讓學生樂在其中。透過校內和校外廣闊而多元的體驗，學生茁壯成長，成為充滿自信、樂觀、仁愛及具備國際視野的青年，立足於世界。

CSS emblem 啟思中學的校徽

The emblem for Creative Secondary School has the three letters "CSS" arranged to represent a tree. This is a clear progression from the emblem for Creative Primary School and its Kindergarten, which is a young green shoot.

Both emblems express our mission to help students grow eventually into healthy, balanced, active and compassionate citizens of the world. In many cultures, a tree also represents knowledge. Our houses are also named after trees commonly found in Hong Kong.

啟思中學的校徽是由「CSS」三個英文字母所組成，象徵一棵樹。這是參考啟思小學及其附屬幼稚園校徽中的幼芽圖案而設計的，由初入學的小幼芽，茁壯成長為一棵強壯的大樹。

每一個標誌都表達了我們的使命，幫助學生成長為健康、平衡、活躍和富有同情心的世界公民。在眾多文化裡，樹木也代表知識。我們六個學社中的每個學社，均以香港常見的樹木命名。

CSS Values 啟思中學價值觀

- Each student is uniquely talented and should be empowered to develop his/her potential to the full.
每個學生均有其獨特的天賦，應該賦予機會，讓他們盡展潛能。
- A caring, respectful, trusting and positive school culture provides students with the confidence to learn, to meet new challenges and develop self-respect and respect for others.
在關愛、尊重、信任和正面的校園氛圍中，讓學生有信心去學習、迎接新的挑戰，以及發展自重和尊重他人。

- Students should have the opportunities and choices in pursuing their passions and aspirations in school, in the Hong Kong community and globally.
學生應該有機會和選擇，在學校、香港及世界追尋他們所熱愛和理想的志向。
- High expectation will motivate students to develop their personal qualities and their confidence to overcome challenges and make progress in and beyond school.
高度的期望會使學生有動力去發展他們的個人特質和自信，克服在學校及其他地方的挑戰，並且不斷進步。

I. To further enhance effective learning and teaching which is locally rooted and globally focused

進一步加強有效的學與教，使其紮根於香港放眼全球

Major Goals 主要目標	Intended Outcomes/Targets 預期成果/目標
<p>Enhance students' approaches to learning 增強學生的學習方法</p>	<ul style="list-style-type: none">● Broaden transfer of knowledge locally and globally through enhancing 21st century skills; 通過提高 21 世紀的技能來擴展本地和全球的知識傳播；● Develop deeper research and dissemination skills through explicit information and media literacy training; 通過明確的信息和媒體素養培訓，發展更深入的研究和傳播技能；● Promote student-centred learning through the practice of self-management skills which sponsor organization, affective skills and reflection processes. 通過自我管理技能的實踐來促進以學生為中心的學習，這些技能可以幫助組織、情感技能和反思過程。
<p>Develop teaching effectiveness through capacity building and professional development 通過能力建設和專業發展提高教學效果</p>	<ul style="list-style-type: none">● Raise commitment to improving professionalism through more focused needs-based staff development programmes; 通過更加針對員工需求的發展計劃致力提高專業素養；● Support staff to further develop knowledge and skills related to ESL teaching & learning strategies, Hong Kong, IBMYP and IBDP curricula, pedagogies and educational policies; 支持員工進一步發展與 ESL 教學策略、本地、IBMYP 和 IBDP 課程、教學法和教育政策有關的知識和技能；● Enhance the professional capacity of teachers in catering for students with SEN; 增強教師為有特殊教育需要的學生提供社交生活的專業能力；● Optimize teachers' professionalism to engage appropriate 21st century technologies and skills to support a student-centred learning pedagogy; 優化教師的專業素養，適當利用 21 世紀科技和技能來支持以學生為中心的學習教學法；
<p>Improve student attainment 提高學生的素養</p>	<ul style="list-style-type: none">● Establish a School Statistics' Team; 建立學校統計小組；● Using internal and external statistics, benchmarks and other tools to help students set and review performance targets; 使用內部和外部統計數據、基準和其他工具來幫助學生製訂和審查學習目標；● Set progressive targets for academic and non-academic achievement in faculties and centres. 為各學科和中心就學術和非學術成就設立進步目標。

II. Support and promote student individualised academic and pastoral growth throughout their schooling

在整個學習過程中支持和促進學生個體化的學術和培育成長

Major Goals 主要目標	Intended Outcomes/Targets 預期成果/目標
<p>Deepen student learning opportunities, broaden choice 加深學生學習機會，拓寬選擇範圍。</p>	<ul style="list-style-type: none">● Deepen MYP service as action, CASOLE and CCA provision in the formal curriculum; 在正式課程中深化 MYP 服務作為行動，提供 CASOLE 和 CCA；● Broaden activities to support students' creative, physical, experiential and service learning development which reflect the school ethos; 擴大活動以支持學生的創造性、身體力行、體驗和服務學習發展，以反映學校風氣；● Further develop and expand English & Chinese Language proficiency and academic results through cross-curricular integration and support programmes for NCS and CALP; 針對 NCS 和 CALP 的跨課程整合和支援計劃，進一步發展和擴大英語和中文的語言水平和學術成果；● Embed unique school curricula programmes such as CLACH, STEAM and CALP into the revised Junior Secondary Curriculum as well as to support the delivery of IBDP & HKDSE curriculum; 將獨特的學校課程計劃（如 CLACH、STEAM 和 CALP）納入經修訂的初中課程，並支援 IBDP 和 HKDSE 課程教學；● Develop all teachers' professional knowledge of ESL strategies in teaching & learning to individualise students' academic growth; 在教學中發展所有教師對 ESL 策略的專業知識，促進學生以體化的學業成長；● Consider the introduction of foreign language courses e.g. French, Spanish and German to provide chances for students to learn an additional language beyond English, Chinese and other home languages. 考慮引入外語課程，例如法語、西班牙語和德語，為學生提供英語、中文和其他母語以外學習其他語言的機會。
<p>Strengthen students participation in determining future pathways 加強學生參與確立未來道路的研究</p>	<ul style="list-style-type: none">● Strengthen the Careers and Higher Education service to ensure each student understands their individual career aspirations, possible study pathways and the different options available to them; 加強職業和高等教育服務，以確保每個學生都能理解自己的職業志向、可能的學習途徑以及他們可以選擇的路向；● Organize further students' training on writing their own personal statements, building SLPs and enhancing their interview skills beginning portfolio writing for F.1. 組織進一步的學生訓練，以摘寫自己的個人陳述，建立 SLP 並增強他們的面試技巧，開始為 F.1 編寫個人檔案。

III. Align and strengthen school culture

整合並加強學校文化

Major Goals 主要目標	Intended Outcomes/Targets 預期成果/目標
Align and strengthen core school values, practices and culture 整合並加強學校的核心價值觀，實踐和文化	<ul style="list-style-type: none">● Integrate the 9 characteristics of Professional Learning Communities to inform professional practices; 整合專業學習社區的 9 個特徵，為專業實踐提供參考；● Strengthen through-train collaboration with Creative Primary School & Creative Primary School's Kindergarten to ensure a smooth transition for students academically and culturally between campuses; 加強與啟思小學和啟思小學附屬幼稚園的一條龍合作，以確保學生在中、小、幼稚園之間的學術和文化上平穩過渡；● Strengthen mentorship and leadership through targeted development programmes; 通過有針對性的發展方案加強師友指導和領導；● Raise expectations on staff roles in providing support and guidance to students; 提高員工在為學生提供支援和指導方面的期望；
Align & strengthen stakeholder support & development structures to match school values 調整並加強持份者的支持和發展架構，以符合學校的價值觀	<ul style="list-style-type: none">● Promote student leadership, self-discipline, responsibility and commitment to society; 促進學生的領導才能、自律、責任感和對社會的承諾；● Consolidate and refine administrative tasks and structures to allow for more support in teaching and learning and pastoral work; 鞏固和完善行政任務和結構，以便在教學和培育工作中獲得更多支持；● Organize and support various staff social welfare events to further integrate teachers and provide them with opportunities to find work-life balance. 組織和支持各種員工社會福利活動，以進一步整合教師團隊，並為他們提供尋找工作與生活平衡的機會。
Reinforce and further develop high calibre quality assurance and self-evaluation strategies, policies, practices and procedures	<ul style="list-style-type: none">● Review and reconstruct appraisal processes to reflect the school ethos, collaborative, open and inquiry-based learning pedagogies and promote professional and personal growth. 審查和重建評估程序，以反映學校風氣、協作、開放和基於探究的學習方法，並促進專業和個人成長。

加強並進一步製訂高質素的保證和自我評估策略、政策、做法和程序

- Engage school-wide groups of staff, students and other stakeholders to review and develop policies, procedures and practices which demonstrate a focus on international mindedness rooted locally, safety and well-being.

與全校教職員、學生和其他持份者進行接觸，以審查和製訂政策、程序和實踐，展示出世界觀及對源自本地、安全和健康生活等的重視。

1. To further enhance effective learning and teaching which is locally rooted and globally focused

進一步加強有效的學與教，使其紮根於香港放眼全球

1.1. Enhance students' approaches to learning

增強學生的學習方法

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
<ul style="list-style-type: none"> Broaden transfer of knowledge locally and globally through enhancing 21st century skills; 通過提高 21 世紀的技能來擴展本地和全球的知識傳播； 	<ul style="list-style-type: none"> Use CASOLE / Service as Action as vehicles to encourage students to research and share knowledge and understanding of local and global social issues Provide opportunities for students to develop explicit 21st Century Skills which will be tracked by the Digital Learning Coordinator Develop a platform for reviewing ongoing relevant digital learning/online pedagogies 	Whole school year	<ul style="list-style-type: none"> Students' awareness, knowledge and understanding of local and global social issues demonstrated in their service activities. 21st Century Skills tracked Opportunities provided in lessons and CCAs A platform for reviewing ongoing relevant digital learning/online pedagogies developed 	<ul style="list-style-type: none"> Widespread use of Google Classroom and Managebac to collect evidence CPs, CASOLE records Matrix produced Platform constructed Stakeholders' feedback - At least 50% of teachers find it useful 	<ul style="list-style-type: none"> CCs, CASOLE Coordinator, School Life Team DLC, Faculties DLC supported by CCs and HOFs 	<ul style="list-style-type: none"> Managebac, service opportunities, time for students to develop service ideas Help from Faculties to provide the opportunities, STEAM space Time to work and help from IT staff, input from Faculties
<ul style="list-style-type: none"> Develop deeper research and dissemination skills through explicit information and media literacy training; 通過明確的信息和媒體素養培訓，發展更深入的研究和傳播技能； 	<ul style="list-style-type: none"> The Library staff will run workshops on research skills, information literacy and media literacy to support EE, TOK, CP and similar research/project-based learning Further develop understanding of the Academic Integrity Policy amongst stakeholders. 	Whole school year	<ul style="list-style-type: none"> At least one session of each kind run for F5 Each CP group is given a research skills session Revised policy is shared with teachers Student/parent-friendly summary is shared 	<ul style="list-style-type: none"> Participants' feedback Records of sessions Stakeholders' feedback - final policy is agreed to by teacher, 	<ul style="list-style-type: none"> Library Team CCs, library team 	<ul style="list-style-type: none"> Class time/PGP time for the workshops to take place Revised version of AI policy, focus groups and opportunities to

	<ul style="list-style-type: none"> Digital Learning Coordinator to develop a strategy for teaching information and media literacy alongside the ATL coordinator (A/MYP Coordinator). Service as Action as vehicles to encourage students to research and share knowledge and understanding of local and global social issues. 		<ul style="list-style-type: none"> Information sessions held for all stakeholders when new policy is issued Library runs AI workshops attended by 100% of students in F1 and F4 Strategies devised for teaching information and media literacy Students present their findings in CASOLE reflections, CP, PGP, SC and in other appropriate ways 	<ul style="list-style-type: none"> student and parent focus groups Records of workshop attendance Strategies documented and circulated to teaching staff. At least one PD session offered to teachers. Students work, Managebac records, displays in school, students presentations 	<ul style="list-style-type: none"> Digital Learning Coordinator and the ITDC, A/MYP Co supported by the library MYP team, CASOLE team 	<ul style="list-style-type: none"> meet Examples of current practice at CSS and best practice from around the world Opportunities for SAA, student council activities
<ul style="list-style-type: none"> Promote student-centred learning through the practice of self-management skills which sponsor organization, affective skills and reflection processes. 通過自我管理技能的實踐來促進以學生為中心的學習，這些技能可以幫助組織，情感技能和反思過程。 	<ul style="list-style-type: none"> Create explicit opportunities for the integration of experiential learning (CCAs, CASOLE, SaA, EL, etc.) into the curriculum and to support the curriculum through activity 	Whole school year	<ul style="list-style-type: none"> Experiential learning opportunities planned, organised and integrated into the curriculum, added to curriculum documentation Creative Week goes ahead to the fullest possible extent that circumstances allow 	<ul style="list-style-type: none"> End of year annual reviews by teams and Faculties Creative week documentation Reflections on SaA are collected in ManageBac; Proposal for CP service is uploaded into ManageBac 	<ul style="list-style-type: none"> CCs, Faculties School Life Team 	<ul style="list-style-type: none"> Help from Faculties with finding ways for students to demonstrate these skills and with the integration process Creative week

1.2. Develop teaching effectiveness through capacity building and professional development

通過能力建設和專業發展提高教學效果

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
<ul style="list-style-type: none"> Raise commitment to improving professionalism through more focused needs-based staff development programmes; 通過更加針對員工需求的發展計劃致力提高專業素養； 	<ul style="list-style-type: none"> Staff will make use of the PIE cycle to engage in a professional & personal goal setting process at the beginning of each year Staff will further reflect upon their development needs and suggest professional development targets based on their 21-22 self-evaluations Coordinators will identify teachers who need curriculum-specific PD and will register them according to their needs; 	<ul style="list-style-type: none"> Aug-Sep Aug-Sep Aug-Sep 	<ul style="list-style-type: none"> Staff set goals successfully Needs reviewed and targets set Needs reviewed and PD completed. 	<ul style="list-style-type: none"> Process written down and each staff member has documented goals Individual staff feedback on their PD needs PD records 	<ul style="list-style-type: none"> PD Team, individual teachers CCs 	<ul style="list-style-type: none"> Time to outline process and present to staff, goal setting document such as survey Workshops (internal and external)
<ul style="list-style-type: none"> Support staff to further develop knowledge and skills related to ESL teaching & learning strategies, Hong Kong, IBMYP and IBDP curricula, pedagogies and educational policies; 支持員工進一步發展與 ESL 教學策略、本地、IBMYP 和 IBDP 課程、教學法和教育政策有關的知識和技能； 	<ul style="list-style-type: none"> The CALP Team will develop a google classroom of support documents to provide knowledge and skills in ESL & EAL Teaching & Learning and will visit lessons to help with implementation. The CALP team will coordinate opportunities to embed staff as coaches in classrooms to support positive EAL practices in mainstream classes. Curriculum inductions to be offered to new teachers early in the year Revised “Big 5” policies finalised by teacher focus group and approved by teacher body 	<ul style="list-style-type: none"> Whole school year Whole school year Aug-Sep Aug 	<ul style="list-style-type: none"> GC developed Material implemented in at least 6 Faculties Visits take place for every implementing Faculty Support provided in a range of lesson types to a range of class groupings, positive strategies adopted Inductions run and are found useful by at least 50% of participants Policy finalised and approved 	<ul style="list-style-type: none"> Teacher feedback on resources CALP Team feedback on utilisation Positive teacher feedback on students’ capacity to access the curriculum in at least half of the targeted groups Participant exit ticket, PD session material Teacher approval 	<ul style="list-style-type: none"> CALP Team, Faculties CALP Team with help from Faculties CCs SLT 	<ul style="list-style-type: none"> Non-contact time for CALP team to do GC and visits Non-contact time for CALP to do coaching, help from teachers and data in deciding who to target Meeting time Meeting time, approval

	<ul style="list-style-type: none"> Revised “Big 5” policies reviewed by parent and student focus groups and approved by PTA Parent and student inductions to be offered on the revised versions of the “Big 5” policies once these are finalised. IDU, CP and SAA guides to be shared and updated by the MYP team 	<p>Sept</p> <p>Oct-Nov</p> <p>Aug-Oct</p>	<ul style="list-style-type: none"> Policy finalised and approved Inductions run and are found useful by at least 50% of participants IB MYP guidelines for teachers shared and found useful by at least 50% of recipients 	<ul style="list-style-type: none"> PTA and SC approval Participant exit ticket, materials for parents and students Teacher survey 	<ul style="list-style-type: none"> SLT CCs assisted by PTA MYP team 	<ul style="list-style-type: none"> mechanism Meeting time, approval mechanism Meeting time Opportunity to get feedback
<ul style="list-style-type: none"> Enhance the professional capacity of teachers in catering for students with SEN; 增強教師為有特殊教育需要的學生提供社交生活的專業能力； 	<ul style="list-style-type: none"> The SEN Team will organise at least 6 hours of PD opportunities and further develop a google classroom of support documents to provide knowledge and skills in Teaching & Learning for SEN students 	<p>PD Days in 2022-23</p> <p>Whole school year</p>	<ul style="list-style-type: none"> PD sessions arranged and run, at least 50% of participants find them useful GC developed. 	<ul style="list-style-type: none"> Participants’ feedback Teacher feedback on GC 	<ul style="list-style-type: none"> Learning Support Team 	<ul style="list-style-type: none"> PD Day time, meeting times, Learning Support team time for GC development
<ul style="list-style-type: none"> Optimize teachers’ professionalism to engage appropriate 21st century technologies and skills to support a student-centred learning pedagogy; 優化教師的專業素養，運用適當的 21 世紀技術和技能來支援以學生為中心的學習教學法 	<ul style="list-style-type: none"> Continue to provide training on using MacOS, creative cloud suite, google tools and google classroom and any other tools the DLC identifies as worthwhile e.g. MacOS, Affinity Cloud Suite, Google Create a CAMPUS TV studio for the creation of learning and teaching materials Integrate lessons learned during online learning into general curriculum 	<p>Whole school year</p>	<ul style="list-style-type: none"> PD opportunities successfully organised and arranged. Some of these link to the utilisation of the STEAM space when this is equipped. Campus TV Studio established and begins to operate A range of pedagogy and e-assessment modes used in teaching and learning 	<ul style="list-style-type: none"> Staff feedback, STEAM space utilised frequently Campus TV productions begin Lesson observations, student work demonstrates these modes 	<ul style="list-style-type: none"> IT Team, DLC, PD Team, STEAM team Premises Team, STEAM team, DLC, School Life Co CCs, Faculties 	<ul style="list-style-type: none"> PD time either after school or on PD Days Budget to set up Campus TV Good Lesson Initiative continues

1.3. Improve student attainment

提高學生的素養

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
<ul style="list-style-type: none"> Establish a Knowledge Management Team 建立知識管理團隊 	<ul style="list-style-type: none"> Continue to utilise the CDC to store explicit knowledge 	Whole school year	<ul style="list-style-type: none"> Continued utilisation of the centralized resources data store 	<ul style="list-style-type: none"> Review of docs - key documentation of high quality is stored 	<ul style="list-style-type: none"> ICT team, Director of Administration, VPs, CCs, Faculties 	<ul style="list-style-type: none"> Folders for upload need to be maintained
<ul style="list-style-type: none"> Using internal and external statistics, benchmarks and other tools to help students set and review performance targets 使用內部和外部統計數據，基準和其他工具來幫助學生製訂和審查學習目標 	<ul style="list-style-type: none"> Continue to develop systems for best practice in disseminating performance data and its analysis (e.g. Benchmarking, internal assessment, mock exam data, ATL adoption, progress in CP.) Review impact of changes in DSE assessment practices from 2021-22 for best preparing HKDSE students and continue with changes deemed successful whilst adapting less successful changes Make better use of recruitment data from Admissions to place and track students' progress Continue to monitor IBDP Subject and World score reference and tracking and suggest strategies to improve attainment Further develop the mapping of MYP/HK Junior performance to Senior Curriculum predicted attainment (LP attributes (reflection in lessons, P.G.), Skills progress in PGP and lessons, etc.) Develop a more teacher-friendly system for teachers to check students' performance across all subjects in all years. Explore use of clear tables or graphs to collate and present student grades within the staff portal 	Whole school year	<ul style="list-style-type: none"> Performance data and analysis centralised for use by KMT and analyses coordinated for dissemination. DSE assessment practices impact reviewed successfully and practices adapted as needed Review on the use of recruitment data to inform students' progress Strategies suggested for raising attainment Develop a systematic approach to use MYP performance data to inform predicted attainment System improved according to at least 50% of teachers 		<ul style="list-style-type: none"> KMT, CCs, HOFs KMT, DSE CC KMT, admissions team IBDP CC KMT, CCs ICT team 	<ul style="list-style-type: none"> Meeting time, access to data, help from the people who are creating/collecting data DSE grades Recruitment data, time to meet with admissions IBDP external data Historical MYP, IBDP and DSE data Time for the ICT team to work on this

<ul style="list-style-type: none"> Set progressive targets for academic and non-academic achievement in faculties and centres 為各學科和中心就學術和非學術成就設立進步目標。 	<ul style="list-style-type: none"> Make use of progressive targets for academic and non-academic achievement in faculties and teams to track effectiveness of measures and strategies (e.g. RPC Data 2022-23) 	<p>Whole school year</p>	<ul style="list-style-type: none"> Targets set and followed up 	<ul style="list-style-type: none"> Statistical data used in Faculty and team annual reports 	<ul style="list-style-type: none"> CCs, HOFs 	<ul style="list-style-type: none"> Processed data for target setting
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2. Support and promote student individualised academic and pastoral growth throughout their schooling

在整個學習過程中支持和促進學生個體化的學術和培育成長

2.1. Deepen student learning opportunities, broaden choice.

加深學生學習機會，拓寬選擇範圍。

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
<ul style="list-style-type: none"> Deepen MYP service as action, CASOLE and CCA provision in the formal curriculum; 在正式課程中深化 MYP 服務作為行動，提供 CASOLE 和 CCA； 	<ul style="list-style-type: none"> Support integrating and embedding the MYP Service as Action within and outside the curriculum School Life Team to coordinate CASOLE, CCA, EL & sports / house activities for further adoption into curricula programmes 	Whole school year	<ul style="list-style-type: none"> Curriculum docs make explicit mention of SAA, and EL. Activities and programmes successfully planned, arranged and implemented as part of students' school lives. 	<ul style="list-style-type: none"> SAA meets minimum requirements of MYP, curriculum docs support this Evidence of SAA/EL in lesson observations and school events 	<ul style="list-style-type: none"> MYP Team supported by Faculties School Life Team, (A)MYP CC, CASOLE Co 	<ul style="list-style-type: none"> Time for discussion, development of opportunities and updating docs Class time available for SAA and EL, days off timetable for EL e.g. Creative Week
<ul style="list-style-type: none"> Broaden activities to support students' creative, physical, experiential and service learning development which reflect the school ethos; 擴大活動以支持學生的創造性、身體力行、體驗和服務學習發展，以反映學校風氣； 	<ul style="list-style-type: none"> School Life Team to coordinate CASOLE, CCA, EL & sports / house activities to better coordinate provision. Support integrating and embedding the MYP Service as Action within and outside the curriculum Strengthen the exchange programme activities with our Sister School 	Whole school year	<ul style="list-style-type: none"> Activities and programmes successfully planned, arranged and implemented as part of students' school lives. At least 50% of students give positive feedback on level and quality of provision. CCAs, Experiential Learning, and other activities are linked to SaA planning 	<ul style="list-style-type: none"> Stakeholder surveys Reflection forms SAA documentation 	<ul style="list-style-type: none"> School Life Team MYP School Life team 	<ul style="list-style-type: none"> Opportunities for activities, external providers Sister School Grant Time to meet and update documentation

<ul style="list-style-type: none"> Further develop and expand English & Chinese Language proficiency and academic results through cross-curricular integration and support programmes for NCS and CALP; 針對 NCS 和 CALP 的跨課程整合和支援計劃，進一步發展和擴大英語和中文的語言水平和學術成果； 	<ul style="list-style-type: none"> Identify opportunities for a Chinese programme to be developed in the CALP Centre 	Aug-Feb	<ul style="list-style-type: none"> Chinese Programme initial plan developed in the CALP Centre 	<ul style="list-style-type: none"> Programme outline docs 	<ul style="list-style-type: none"> CALP Team and Chinese team 	<ul style="list-style-type: none"> Opportunities to meet
<ul style="list-style-type: none"> Embed unique school curricula programmes such as CLACH, STEAM and CALP into the revised Junior Secondary Curriculum as well as to support the delivery of IBDP & HKDSE curriculum 將獨特的學校課程計劃（如 CLACH，STEAM 和 CALP）納入經修訂的初中課程，並支援 IBDP 和 HKDSE 課程教學 	<ul style="list-style-type: none"> Continue integration of CLACH, STEAM and CCE as well as NSE into the formal curriculum planning documents. STEAM Room equipped, staff PD begins, STEAM opportunities identified in non-STEAM Faculties and room is available for use NSE integration extended to all subjects Continued NSE workshops in PGP 	All year	<ul style="list-style-type: none"> CLACH, STEAM and CCE as well as NSE integrated into curriculum planning documents. Every Faculty can demonstrate opportunities for each curriculum in every year group Every Faculty has at least one STEAM activity for FI-3. At least one CCA uses each section of the STEAM Room Each Faculty has in-depth activities on at least 2 strands and 4 areas in the MYP and the same 1 strand and 2 areas for each Diploma NSE timetabled into PGP framework sufficient to meet EDB requirements 	<ul style="list-style-type: none"> Curriculum documents Unit plans, CCA records, STEAM matrix NSE matrix PGP timetable 	<ul style="list-style-type: none"> CLACH, STEAM and CCE as well as NSE Teams and CCs MYP Team and subject coordinators, HoF NSE Team, CCs HOS 	<ul style="list-style-type: none"> PD to familiarise all Faculties with each unique curriculum Innovation lab funding, Campus TV funding Support from Faculties External organisations and speakers
<ul style="list-style-type: none"> Develop all teachers' professional knowledge of ESL strategies in teaching & learning to individualise students' academic growth; 在教學中發展所有教師對 ESL 策略的專業知識，促進學生以體化的學業成長； 	<ul style="list-style-type: none"> The CALP & Learning Support Teams will coordinate opportunities to run workshops and provide support on positive EAL practices for students requiring support in mainstream classes which can be disseminated to teachers. 	Whole school year	<ul style="list-style-type: none"> PD Opportunities and support provided for staff . At least 50% of staff find the PD useful. Lexis Education explored as a possible PD provider and proposal presented 	<ul style="list-style-type: none"> Staff feedback 	<ul style="list-style-type: none"> CALP & Learning Support Teams 	<ul style="list-style-type: none"> CALP team non-contact time, time for PD opportunities

<ul style="list-style-type: none"> Consider the introduction of foreign language courses e.g. French, Spanish and German to provide chances for students to learn an additional language beyond English, Chinese and other home languages. <p>考慮引入外語課程，例如法語、西班牙語和德語，為學生提供英語、中文和其他母語以外學習其他語言的機會。</p>	<ul style="list-style-type: none"> Provide Spanish Ab-initio (on campus) in F.5-6 Begin running Language Acquisition for F1 and F2 for German and Spanish. Offer afternoon classes as CCAs at CPS to strengthen the continuum. 	<p>All year</p> <p>All year</p> <p>From Oct</p>	<ul style="list-style-type: none"> All Spanish classes planned and delivered on campus (ab-initio) Language Acquisition Unit plans drafted, courses delivered CCAs offered to CPS 	<ul style="list-style-type: none"> Courses completed Curriculum docs CCAs organised and run successfully 	<ul style="list-style-type: none"> Spanish team Spanish and German team, CALP Creative Continuum Team, CALP 	<ul style="list-style-type: none"> Time for language teachers to plan these new courses Spanish and German teacher time in afternoons
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2.2. Strengthen students' participation in determining future pathways

加強學生參與確立未來道路的研究

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
<ul style="list-style-type: none"> Strengthen the Careers and Higher Education service to ensure each student understands their individual career aspirations, possible study pathways and the different options available to them 加強職業和高等教育服務，以確保每個學生都能理解自己的職業志向、可能的學習途徑以及他們可以選擇的路向。 	<ul style="list-style-type: none"> Provide different opportunities by collaborating with networks available in the community for students to experience different career options. Encourage students to seek work placements. F2 to F3 options, F3 to F4 options are introduced and organized with clear deadlines 	<p>Sep-Jun</p> <p>All year</p> <p>Oct-Feb 2023</p>	<ul style="list-style-type: none"> Opportunities identified and at least 50 students participate. At least 10 students obtain work placements and participate successfully Information session for parents and students Options Exhibitions 	<ul style="list-style-type: none"> Students' feedback Employers' feedback 95% of forms returned complete by deadline 	<ul style="list-style-type: none"> Careers and Higher Education Team Careers and Higher Education Team MYP Team and HoS of Arts and DT 	<ul style="list-style-type: none"> Opportunities for visits, external speakers, workshops Work placement offers Junior Curriculum brochure, time for parent and student sessions
<ul style="list-style-type: none"> Organize further students' training on writing their own personal statements, building SLPs and enhancing their interview skills. Beginning portfolio writing for F.1. 組織進一步的學生訓練，以摘寫自己的個人陳述，建立 SLP 並增強他們的面試技巧，開始為 F.1 編寫個人檔案。 	<ul style="list-style-type: none"> Continue to develop Careers and Life Planning in S1-3. Portfolio writing for F1-2. 	<p>Whole school year</p>	<ul style="list-style-type: none"> Development continues and portfolios produced - at least 50% of Junior School pastoral team are satisfied with the portfolios 	<ul style="list-style-type: none"> Staff feedback 	<ul style="list-style-type: none"> Careers and Higher Education Team supported by Junior School Team 	<ul style="list-style-type: none"> Teaching material for PGP, examples from other schools

3. Align and strengthen school culture

整合並加強學校文化

3.1. Align and strengthen core school values, practices and culture

整合並加強學校的核心價值觀，實踐和文化

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
<ul style="list-style-type: none"> Integrate the 9 characteristics of Professional Learning Communities to inform professional practices; 整合專業學習社區的 9 個特徵，為專業實踐提供參考； 	<ul style="list-style-type: none"> Provision of Professional Development opportunities to introduce, raise awareness and embed the 9 characteristics of Professional Learning Communities into daily practices. Connect PLCs to goal setting Give PLCs (such as HoFs) greater involvement in discussion of strategic decisions and the direction of learning 	<p>Whole school year</p> <p>Aug</p>	<ul style="list-style-type: none"> Staff has an increased awareness and understanding of PLCs, At least 25 staff make goals shared by other members of a PLC 	<ul style="list-style-type: none"> Repeat the PLC survey before SSE Day Staff goal setting docs Minutes of meetings, staff survey, next School Development Plan 	<ul style="list-style-type: none"> Teaching staff, PD Group Teaching staff, PD group LT4, SLT, SQE 	<ul style="list-style-type: none"> PLC PD materials and opportunities Time to discuss common goals Meeting time for discussion
<ul style="list-style-type: none"> Strengthen through-train collaboration with Creative Primary School & Creative Primary School's Kindergarten to ensure a smooth transition for students academically and culturally between campuses; 加強與啟思小學和啟思小學附屬幼稚園的一條龍合作，以確保學生在中、小、幼稚園之間的學術和文化上平穩過渡； 	<ul style="list-style-type: none"> Continue with and strengthen the Chinese language support programme for CPS students who have enrolled to Form 1 at CSS. The Admissions Team liaises with Chinese department & CPS. Continue Summer Bridging Programme for new Form 1 students for an enhanced transition for the new school year. Strengthen the understanding of RP practice through introducing its values and processes in Professional Development opportunities for staff 	<p>Summer 2022-June 2023</p> <p>July 2023</p> <p>All year</p>	<ul style="list-style-type: none"> Chinese language support programme successfully implemented and delivered. At least 75% of students find it useful. Summer Bridging Programme successfully run. At least 75% of students find it useful. PD on RP successfully organised. At least 50% of staff find it useful. 	<ul style="list-style-type: none"> Students feedback Students feedback Staff feedback 	<ul style="list-style-type: none"> Admissions Team, Continuum Team, Chinese Team Junior School Team PD Team 	<ul style="list-style-type: none"> Time for the programme to run Staffing Workshops . materials and PD Day time

<ul style="list-style-type: none"> Strengthen mentorship and leadership through targeted development programmes; 通過有針對性的發展方案加強師友指導和領導; 	<ul style="list-style-type: none"> Further develop student mentorship and leadership programmes in both Junior and Senior Secondary School. Continue to raise knowledge and understanding on the IE, RP and Pos Ed philosophies to strengthen the positive relationships between stakeholders. 	All year	<ul style="list-style-type: none"> Student development and leadership programmes continue to grow. Revision of the Student Planner and align with the PGP. Students participate in IE, RP and Pos Ed workshops 	<ul style="list-style-type: none"> Feedback from stakeholders, programme documents, workshop records 	<ul style="list-style-type: none"> School life team, Heads of School 	<ul style="list-style-type: none"> Programme proposals, external providers where useful, workshop facilitators
<ul style="list-style-type: none"> Raise expectations on staff roles in providing support and guidance to students; 提高員工在為學生提供支援和指導方面的期望; 	<ul style="list-style-type: none"> Continue to strengthen the support mechanism for Tutors. Explore coaching as a mechanism to better support the holistic development of all staff and thereafter students. Continue to refine RPC systems and in Junior School expand the role of the student reflections introduced in 2021-22 Identify students who are at risk of repeating a year by the end of February and take action 	All year	<ul style="list-style-type: none"> Build on sharing of good practices. At least 50% of tutors agree that the quality of sharing has improved since they last had a tutor group. Assess suitability of external PD providers and arrange PD for all staff on coaching if this is seen as the way to go VP, HOS, DHOS, tutors continue to provide more individualised support and guidance for students through one to one interviews and RPC data Junior School follow up on students' reflection on ATLS, LP attributes in the self-reflection forms No student ends up repeating who was not identified in February or sooner 	<ul style="list-style-type: none"> Tutors feedback Discussion and decision recorded, PD runs if desired. RPC records and SOC docs Follow up documented Student roll 	<ul style="list-style-type: none"> HOS, DHOS, tutors PD team, HOS VP, HOS, DHOS, CC, tutors MYP Team, HoS, DHoS, VP VP, HOS, CC 	<ul style="list-style-type: none"> Time for sharing and reflection PD workshop from external provider on Coaching for all staff and students (English & Chinese workshop preferable) PGP time, meeting time for staff to discuss RPC data, assessment summary data

3.2. Align & strengthen stakeholder support & development structures to match school values

調整併加強持份者的支持和發展架構，以符合學校的價值觀

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
<ul style="list-style-type: none"> Promote student leadership, self-discipline, responsibility and commitment to society; 促進學生的領導才能、自律、責任感和對社會的承諾； 	<ul style="list-style-type: none"> Further develop student mentorship and leadership programmes in both Junior and Senior Secondary School. Promote the CSS Learner Attributes, IB Learner Profile and Pos Ed Character Strengths through classes, activities and programmes. Return to the emphasis on “Respect” as the first guideline to conduct. PGP session(s) at the start of the school year - revise Code of Conduct - consensus on guidelines to promote positive behaviour for learning Incorporate the key values and emphases through different occasions including flag raising sharing and assemblies. Flag raising sharing increasingly written and led by students Review the role of scholars and the scholarship system 	<ul style="list-style-type: none"> Sep-June All year Consensus reached by end Oct All year for follow up All year All year By Feb 	<ul style="list-style-type: none"> Student development and leadership programmes continue to grow. CSS Learner Attributes, IB Learner Profile and Pos Ed Character Strengths embedded in sessions, activities and programmes. At least 50% of Good Lesson Initiative observations record evidence. Stakeholder consensus for positive behaviour and attitudes to learning. School stakeholder surveys show an improvement in attitudes to learning and student conduct. Sharing sessions all contain clear references to key values At least 50% of sharings written and read by students Review conducted, scholars have a clearly defined role 	<ul style="list-style-type: none"> Student interviews, promotional materials and programmes established Lesson observations Teacher feedback, lesson observations, school stakeholder survey Review scripts Review scripts Policy 	<ul style="list-style-type: none"> Vice Principals, School Life team, Heads of Schools SLT, teaching staff Whole school with the support of VP, HOS & DHOS SLT Head of School Life SLT 	<ul style="list-style-type: none"> Programme proposals, external providers where useful, workshop facilitators Examples from other schools and external bodies Examples from other schools /PGP session List of key values Student volunteers Examples from other schools

<ul style="list-style-type: none"> Consolidate and refine administrative tasks and structures to allow for more support in teaching and learning and pastoral work; 鞏固和完善行政任務和結構，以便在教學和培育工作中獲得更多支持； 	<ul style="list-style-type: none"> Continue to refine our school portal to ensure easy access to services and support in school 	All year	<ul style="list-style-type: none"> Staff mobile app gains wide acceptance. At least 50% of teachers find it useful Requested features are sometimes added 	<ul style="list-style-type: none"> Survey Teacher feedback 	<ul style="list-style-type: none"> Vice Principal (Administration), IT team 	<ul style="list-style-type: none"> User guide Suggestions and requests from staff
<ul style="list-style-type: none"> Organize and support various staff social welfare events to further integrate teachers and provide them with opportunities to find work-life balance. 組織和支持各種員工社會福利活動，以進一步整合教師團隊，並為他們提供尋找工作與生活平衡的機會。 	<ul style="list-style-type: none"> Running social activities to create a welcoming environment in school 	Whole school year	<ul style="list-style-type: none"> Social events organised and arranged. At least 75% of staff attend two or more activities. 	<ul style="list-style-type: none"> Staff feedback 	<ul style="list-style-type: none"> All Vice Principals, HR Manager and Staff Wellbeing Team 	<ul style="list-style-type: none"> Opportunities created in the calendar

3.3. Reinforce and further develop high calibre quality assurance and self-evaluation strategies, policies, practices and procedures

加強並進一步製訂高質素的保證和自我評估策略、政策、做法和程序

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
<ul style="list-style-type: none"> Review and reconstruct appraisal processes to reflect the school ethos, collaborative, open and inquiry-based learning pedagogies and promote professional and personal growth. 審查和重建評估程序，以反映學校風氣、協作、開放和基於探究的學習方法，並促進專業和個人成長。 	<ul style="list-style-type: none"> Teacher competence framework constructed and approved by teaching staff Appraisal system developed and agreed by teaching staff 	<p>Aug - Dec</p> <p>Jan - Jun</p>	<ul style="list-style-type: none"> TCF constructed and approved by supermajority of teaching staff Appraisal process written and approved by supermajority of teaching staff 	<ul style="list-style-type: none"> Staff survey Staff survey 	<ul style="list-style-type: none"> LT4, SLT, all teachers LT4, SLT, all teachers 	<ul style="list-style-type: none"> Examples of TCFs, opportunity for detailed discussion and reflection amongst teaching staff Examples of school appraisal processes, opportunity for detailed discussion and reflection amongst teaching staff
<ul style="list-style-type: none"> Engage school-wide groups of staff, students and other stakeholders to review and develop policies, procedures and practices which demonstrate a focus on international mindedness rooted locally, safety and well-being. 與全校教職員、學生和其他持份者進行接觸，以審查和製訂政策、程序和實踐，展示出世界觀及對源自本地、安全和健康生活等的重視。 	<ul style="list-style-type: none"> SLT will lead review and approval process of new "big 5" school policies with staff, students and parents BQC evaluation tool to be introduced to the staff to assist with unit planning 	<p>Aug - Sept</p> <p>By Dec</p>	<ul style="list-style-type: none"> Review completed and policies approved by all stakeholder groups All teachers introduced to BQC and each Faculty uses it to evaluate two unit plans 	<ul style="list-style-type: none"> Stakeholder surveys BQC tool 	<ul style="list-style-type: none"> SLT MYP team 	<ul style="list-style-type: none"> Opportunities to meet stakeholders and discuss PD time, Faculty meeting time, BQC tool