

SCHOOL ANNUAL PLAN (2024-2025)



CREATIVE SECONDARY SCHOOL



CREATIVE SECONDARY SCHOOL 啓思中學
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School Motto, Emblem & Values 啓思中學校訓、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。啓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 啓思中學的校徽

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.

啓思中學的校徽是由「CSS」三個英文字母所組成，象徵一棵樹。這是參考啓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 啓思中學價值觀

- 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 maximise **ENGAGEMENT** in a holistic learning environment

Major Goals 主要目標	Intended Outcomes/Targets 預期成果/目標
<p>1.1 Further strengthen experiential learning with an increased focus on service.</p>	<p>1.1.1 Deepen students' learning through multifaceted experiential learning opportunities both on campus and beyond.</p> <p>1.1.2 Develop new opportunities for contributing to the school community and beyond.</p>
<p>1.2 Ensure the appropriate support is available to all stakeholders to engage and achieve in their roles.</p>	<p>1.2.1 Adopt student- centred approach in student development and enhance individualised support for all students including those with various learning needs</p> <p>1.2.2 Increase opportunities for parental engagement in school activities.</p>
<p>1.3 Improve infrastructure and systems that support engagement for lifelong learning.</p>	<p>1.3.1 Explore innovative ways of using classrooms for optimising learning engagement.</p> <p>1.3.2 Further integrate technology in to Learning & Teaching</p>
<p>1.4 Support collaboration across teams and faculties to advance Learning and Teaching.</p>	<p>1.4.1 Promote development of Learning and Teaching practices through consistent sharing and collaboration.</p> <p>1.4.2 Get the best out of our mixed curricula & diverse ways of learning and teaching</p> <p>1.4.3 Review the teaching of critical thinking and affective skills across faculties</p> <p>1.4.4 Review curriculum across the school with a view to enhancing a good interface between junior and senior schools.</p>

II. To cultivate **WELLBEING** through developed communication

Major Goals 主要目標	Intended Outcomes/Targets 預期成果/目標
2.1 Explore and diversify well-being opportunities	2.1.1 Build a goal oriented culture with a view to celebrating ongoing accomplishments.
	2.1.2 Promote and offer a variety of programmes for all stakeholders' wellbeing in school and beyond.
2.2 Cultivate a positive psychology of being and doing	2.2.1 Consolidate & clarify the articulation of policies and procedures
	2.2.2 Facilitate opportunities for stakeholders to practise positive habits and values to enable members of the community to thrive and flourish.
	2.2.3 Improve systems to enable better collection of stakeholder's opinions and ideas.

III. To boost agency, consistency and transparency through **ACCOUNTABILITY**

Major Goals 主要目標	Intended Outcomes/Targets 預期成果/目標
3.1 Translate the broader Mission and Vision into achievable, tangible goals.	3.1.1 Review and consolidate our Policies and Practice documents.
	3.1.2 Actualise our Mission and Vision into actionable goals & concrete expectations.
3.2 Empower stakeholders through capacity building.	3.2.1 Offer and support opportunities for staff, students and parents (at all levels), to nurture their initiatives and leadership.
	3.2.2 Develop a coaching culture.

1. To maximise **ENGAGEMENT** in a holistic learning environment

1.1. Further strengthen experiential learning with an increased focus on service.

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria	Means of Evaluation	People Responsible 負責人	Resources Required 所需資源
1.1.1 Deepen students' learning through multifaceted experiential learning opportunities both on campus and beyond.	Faculties organise curriculum-related experiential learning / with programs that promote cross-curricular concepts of various levels.	Whole year	<ul style="list-style-type: none"> All faculties hold at least one activity that promotes experiential learning with cross-curricular links 	<ul style="list-style-type: none"> Trip proposals Students' reflections/surveys Reports Photographs 	Faculties	<ul style="list-style-type: none"> Collaboration time Faculty budgets Time off from lessons Student's misc fee Trip teachers
	Further explore opportunities in the Greater Bay area to widen students' horizons and understanding of China.	Whole year	<ul style="list-style-type: none"> School organises or participates in at least one trip in the school year to the Greater Bay Area 	<ul style="list-style-type: none"> Trip proposals, student reflections Reports Photographs 	School life Team CLACH Team	<ul style="list-style-type: none"> Collaboration time Time off from lessons Trip teachers EDB resources
	Expand opportunities for student internships & work placement.	Whole year	<ul style="list-style-type: none"> Organise at least one internship & work placement opportunity for the senior school students 	<ul style="list-style-type: none"> Proposals, reflections from students, Reports Experience certificates photographs 	HE Team School Life Team	Networking with external resources
1.1.2 Develop new opportunities for contributing to the school community and beyond.	Widen the diversity of programs/topics during Creative Week, with explicit links to learning outcomes of CAS and student led community services and making impact on the environment.	Whole year	<ul style="list-style-type: none"> All activities during Creative Week to have explicit links to learning outcomes of CAS and service as action 	<ul style="list-style-type: none"> Trip proposals, student reflections Reports Photograph 	School Life Team	<ul style="list-style-type: none"> Collaboration time Networking with external resources

				<ul style="list-style-type: none">• CAS reflections on MB• SaA reflections on MB• Creative Showcase		<ul style="list-style-type: none">• Students' trip expenses• Trip teachers
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1.2. Ensure the appropriate support is available to all stakeholders to engage and achieve in their roles.

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria	Means of Evaluation	People Responsible 負責人	Resources Required 所需資源
<p>1.2.1 Adopt student-centred approach in student development and enhance individualised support for all students including those with various learning needs.</p>	<p>Restructure the language support given to students.</p>	<p>August 24</p>	<ul style="list-style-type: none"> At least one Chinese and English language support class to be offered to students with language needs in junior forms Language support classes or materials will be provided to the senior students during their study periods 	<ul style="list-style-type: none"> Plan and documentation and monitoring of implementation Students' performance Intervention Impact 	<p>English and Math Faculty members</p>	<ul style="list-style-type: none"> Collaboration and planning time PD for teaching staff Software for enabling self-directed language learning
	<p>Recommend more PD and increase the percentage of teachers with SEN training to equip teacher with relevant knowledge/skills</p>	<p>Whole year</p>	<ul style="list-style-type: none"> At least 40% of staff Completed Basic Course of special learning needs training organised by the EDB 	<ul style="list-style-type: none"> Certificate of competition of the courses and the percentage of the course completion as a school 	<p>Learning Support Team All teachers</p>	<ul style="list-style-type: none"> EDB courses
	<p>Strengthen 'differentiated instruction' across all levels in lessons.</p>	<p>Whole year</p>	<ul style="list-style-type: none"> At least one PD for staff to strengthen 'differentiated instruction' Term end lesson plan reviews by subject heads ; faculty heads show evidence of differentiation that caters to a range of student needs and abilities 	<ul style="list-style-type: none"> Track the participation rates of teachers in Professional Development workshops and post-training surveys to assess teachers' confidence & competence in implementing differentiated instruction Lesson 	<p>Learning Support Team CCs HoFs</p>	<ul style="list-style-type: none"> Collaboration and planning time PD for teaching staff Collaboration time for coaching and training pre- and post lesson observations

				observations to review on the quality and effectiveness of the differentiated lesson plans.		
	Reinforce the use of a comprehensive student diary and self-reflection journal in shaping their own learning experiences, developing their personal goals and interests, and providing opportunities for self-reflection and feedback	Whole year	<ul style="list-style-type: none"> At least 70% of all students use their student diary or online digital diary to record /track their progress in the school At least twice a term, junior school House Tutors provide feedback and guidance to students on the content and use of their diaries and journals, helping them to deepen their self-reflection and personal development. 	<ul style="list-style-type: none"> Review samples of student diaries in each House to assess the extent to which they are being used The checklist by house tutors to indicate the reflections of students 	CCs (Junior) HoSs DHoSs Lead Teachers of Life Planning and Higher Education	<ul style="list-style-type: none"> PD to the House Tutors on guiding students for reflection Lesson time for students to complete the student diary
1.2.2 Increase opportunities for parental engagement in school activities.	Incorporate parents to support experiential activities.	Whole year	<ul style="list-style-type: none"> Parents are involved in the support of at least one experiential learning activity 	<ul style="list-style-type: none"> Record of experiential learning activities involving parents 	PTA Exco Faculties HE Team School life - Experiential learning	<ul style="list-style-type: none"> Collaborative time PTA/Team Budget
	Involve parents in planning and helping out of student internship and work placement.	Whole year	<ul style="list-style-type: none"> Parents offer opportunities for at least one students' internship and work placement 	<ul style="list-style-type: none"> Internship and work placement records Photographs 	PTA Exco HE Team	<ul style="list-style-type: none"> Time Briefings to students Monitoring System
	Provide opportunities for interactions between teachers and parents.	Whole year	<p>Provide opportunities for interactions between teachers and parents through different means, e.g.</p> <ul style="list-style-type: none"> 3-way Conferences Coffee mornings Open day Options evening PTA events 	<ul style="list-style-type: none"> Records of interactions between teachers and parents Photographs 	Faculties CCs School Life Team	<ul style="list-style-type: none"> Collaborative time Budgets

			<ul style="list-style-type: none">• School musicals• CP presentations• IDU presentations• VA exhibitions• Graduation ceremonies			
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1.3. Improve infrastructure and systems that support engagement for lifelong learning.

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria	Means of Evaluation	People Responsible 負責人	Resources Required 所需資源
1.3.1 Explore innovative ways of using classrooms for optimising learning engagement and catering for diversity.	Provide students with a variety of learning spaces, activities and classroom tools that are adaptable to different styles of learning and group sizes.	Whole year	<ul style="list-style-type: none"> • Displays in subject rooms increase learning engagement • Group settings in classrooms for catering to diversity 	<ul style="list-style-type: none"> • Lesson observation records show evidence of innovative ways of using learning spaces 	All teachers	<ul style="list-style-type: none"> • Possibility of movable furniture with caster wheels
1.3.2 Further integrate technology into Learning and Teaching	Further investigate technology for blended learning, including online platforms and other applications to maximise Learning and Teaching.	Whole year	<ul style="list-style-type: none"> • SOWs/unit plans have evidence of technology being used for blended learning • School subscribes to new online platforms and other apps to cater to the diverse needs of students • Use AI-supported e-learning platform to improve the learning and teaching in lessons 	<ul style="list-style-type: none"> • SOWs • Online platform subscription records and feedback from teachers and students 	All teachers	<ul style="list-style-type: none"> • Subscriptions • PD Workshops
	Integrate STEAM activities (with effective use of the facilities) into the formal curriculum and CCAs.	Whole year	<ul style="list-style-type: none"> • The school offers at least one STEAM CCA • Each faculty has evidence of integrating STEAM into the curriculum 	<ul style="list-style-type: none"> • Record of STEAM activities/participation in competitions • SOWs or unit plans • Used by 	STEAM Coordinator HoFs	<ul style="list-style-type: none"> • Facilities

				students to showcase learning		
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1.4. Support collaboration across teams and faculties to advance Learning and Teaching.

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria	Means of Evaluation	People Responsible 負責人	Resources Required 所需資源
<p>1.4.1 Promote development of Learning and Teaching practices through consistent sharing and collaboration.</p>	<p>Faculties complete the mapping of NSE across the curriculum and integrate the elements of national education into students' daily learning through diversified methods and learning activities.</p>	<p>October 24</p>	<ul style="list-style-type: none"> Complete the mapping of NSE across the curriculum and integrate the elements of national education into unit plans 	<ul style="list-style-type: none"> NSE mapping Faculty unit plans 	<p>CCs HoFs</p>	<ul style="list-style-type: none"> Collaboration time
	<p>CLACH Team complete the mapping of CLACH across the curriculum and activities as well as the Ten Foci on CLACH Education Development. "Ren" Enlightening at CSS (「仁」行啓思) is the theme of CLACH this academic year.</p>	<p>October 24</p>	<ul style="list-style-type: none"> Complete the mapping of CLACH across the curriculum "Ren" as the value of Chinese culture is included in at least one of the units in the faculty At least one activity related to the promotion of the value of "Ren" is organised in each term 	<ul style="list-style-type: none"> CLACH mapping document Reports/reflections from students Photograph 	<p>CLACH Team</p>	<ul style="list-style-type: none"> Collaboration time Budgets
	<p>Update the ATL maps of the curriculum to enhance whole-school collaboration and whole-person development.</p>	<p>October 24</p>	<ul style="list-style-type: none"> Update ATL mapping of the curriculum according to the IB requirements. 	<ul style="list-style-type: none"> ATL map 	<p>CCs</p>	<ul style="list-style-type: none"> Collaborative Time
		<p>Whole year</p>	<ul style="list-style-type: none"> Two rounds of Lesson observations, 	<ul style="list-style-type: none"> Lesson observation documents 	<p>CCs HoFs All teachers</p>	<ul style="list-style-type: none"> Time for providing

			consistent support, and guidance provided to staff for improvement	<ul style="list-style-type: none"> Records of lesson observations 		feedback and guidance
	Provide PD on pedagogies, formative assessment and giving constructive feedback.	December 24	<ul style="list-style-type: none"> At least one PD conducted formative assessment and gave constructive feedback. 	<ul style="list-style-type: none"> PD documents, such as slides, feedback from participants 	CCs	<ul style="list-style-type: none"> Time for PD sessions Budget for external resource person
	Explore opportunities in the timetable for further collaboration.	June 24	<ul style="list-style-type: none"> Collaboration time for different groups is included in the timetable. 	<ul style="list-style-type: none"> Time table 	Time table Coordinator	
1.4.4 Review curriculum across the school with a view to enhancing a good interface between junior and senior schools.	Plan for horizontal and vertical alignment in the PGP and curriculum.	October 24	<ul style="list-style-type: none"> Complete horizontal and vertical mapping documents for both PGP and curriculum. 	<ul style="list-style-type: none"> Horizontal and vertical mapping document, PGP framework 	CCs HoS DHoS	<ul style="list-style-type: none"> Collaboration time

2. To cultivate **WELLBEING** through developed communication

2.1. Explore and diversify wellbeing opportunities

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria	Means of Evaluation	People Responsible 負責人	Resources Required 所需資源
2.1.1 Build a goal oriented culture with a view to celebrating ongoing accomplishments.	Strengthen student leadership development through 7 habits of Highly Effective Teens and Positive Education.	Whole year	<ul style="list-style-type: none"> Students demonstrate improved leadership skills in planning and leading student activities 	<ul style="list-style-type: none"> Students reflection log Teachers' feedback Surveys before and after the training program 	Head and Assistant Heads of School Life	<ul style="list-style-type: none"> Resources for recruiting external trainers
	Implement a coaching culture to support teachers to plan and achieve their goals.	Whole year	<ul style="list-style-type: none"> Tutor meeting & buddy system Tutor time observation 	<ul style="list-style-type: none"> Teachers' feedback Tutors' feedback 	PD Team CCs HoFs HoS DHoS	<ul style="list-style-type: none"> Faculties Tutor role & expectation guidelines
2.1.2 Promote and offer a variety of programmes for all stakeholders' wellbeing in school and beyond.	Organise health and wellbeing support programs to all stakeholders.	Whole year	<ul style="list-style-type: none"> Mental Health Program from external supplier Activities organised within school 	<ul style="list-style-type: none"> Tutors'/Parents'/Students' feedback 	HoS/DHoS, Counselling Team Staff Wellbeing Team	<ul style="list-style-type: none"> External provider - EDB funding School Budget

2.2. Cultivate a positive psychology of being and doing

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria	Means of Evaluation	People Responsible 負責人	Resources Required 所需資源
2.2.1 Enhance communication by consolidating and clarifying the articulation of policies, procedures and school information.	Revive the weekly briefing session to enhance effective communication and ensure that all staff are aware of the school's policies, procedures and school information.	Whole year	<ul style="list-style-type: none"> • Use of weekly bulletin • HoS meeting Logs • Use of Tutor Time Behavioral Framework 	<ul style="list-style-type: none"> • Teachers' feedback • Tutors' feedback 	SLT	<ul style="list-style-type: none"> • CSS Connect, • G.Space • G. Chat • emails
	Review and update the Staff, Student, and Parent Handbooks including all relevant policies.	Whole year	<ul style="list-style-type: none"> • Draft sections for Academic, Pastoral and School Life to be inserted into Handbooks 	<ul style="list-style-type: none"> • Reviews in the SLT • All staff to sign acknowledgement 	SLT	<ul style="list-style-type: none"> • Upload to school website - • CSS Connect & email
2.2.2 Provide opportunities for stakeholders to practise positive habits and values to enable members of the community to thrive and flourish.	Implement Positive Education and Invitational Education as key philosophies on positive habits and wellbeing, through programmes and activities for different stakeholders.	Whole year	<ul style="list-style-type: none"> • Implemented workshops for the whole school • 50% stakeholders took part in positive habits and wellbeing programmes and activities held by the school 	<ul style="list-style-type: none"> • Google Form feedback • Feedback from debriefing sessions after programmes and activities 	HoS/DHoS Head of School Life Staff Wellbeing Team	<ul style="list-style-type: none"> • PD workshops • Staff Meetings • Tutor meetings
	Enhance the positive school climate that values diversity, promotes respect, and encourages positive relationships.	Whole year	<ul style="list-style-type: none"> • PGP and Tutor Times developed • Consolidate behavioural triangle • F3 student leader CCA 	<ul style="list-style-type: none"> • Google Form feedback 	HoSs DHoS s HoFs	<ul style="list-style-type: none"> • PGP • Student leadership

	Provide training programmes on effective communication skills for stakeholders, focusing on active listening skills, conflict resolution techniques, and empathy-building strategies.	Whole year	<ul style="list-style-type: none"> • Staff have attended workshops in these areas. • PD Sessions conducted • Foci of Tutor meeting sharings on best practices 	<ul style="list-style-type: none"> • No. of teachers attended 	HoS DHoS PD Team	<ul style="list-style-type: none"> • PD workshop Tutor meetings
2.2.3 Develop a robust system of collecting and analysing data from stakeholder's opinions and ideas to inform further course of action.	Update the current feedback mechanism so that accurate reliable data are obtained from stakeholders. e.g. 7Cs, stakeholder survey, annual plan, ASP interim and final reflections.	Whole Year	<ul style="list-style-type: none"> • High response rate and successful implementation of various surveys and data collected for evaluation and planning 	<ul style="list-style-type: none"> • Response rate of various surveys • Minutes of meetings showing Evidence of how the data has been used in school improvement 	KM Team ELT SLT	<ul style="list-style-type: none"> • Time for meetings and IT help
	Empower the Knowledge Management Team to ensure the effective use of school data for informed decisions and coaching teachers for data analysis.	Whole year	<ul style="list-style-type: none"> • Positive feedback from SLT and ELT on retrieval of school data and interpretation of the data for school development 	<ul style="list-style-type: none"> • Survey before and after the training on Knowledge management 	KM Team ELT	<ul style="list-style-type: none"> • Bigger budget for PD on KM training

3. To boost agency, consistency and transparency through **ACCOUNTABILITY**

3.1. Translate the broader Mission and Vision into achievable, tangible goals.

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria	Means of Evaluation	People Responsible 負責人	Resources Required 所需資源
3.1.1 Review and consolidate our Policies and Practice documents and ensure that all stakeholders are aware of the contents and amendments.	Clarify and promote the school motto, vision, mission and values to all stakeholders.	Whole year	<ul style="list-style-type: none"> Most, if not all stakeholders understand the goals and rationale underlying our school vision, mission and policies and ways to enact them 	<ul style="list-style-type: none"> Stakeholder survey and internal evaluation surveys Ongoing feedback from various stakeholders 	ELT SLT HoFs HoSs PTA Student Leaders	<ul style="list-style-type: none"> Meeting time
	Ensure various stakeholders acknowledge receipt of respective manuals and handbooks and that they have read and understood these.	Aug- Dec 24	<ul style="list-style-type: none"> 80% of stakeholders acknowledge receipt of the documents and demonstrate understanding 	<ul style="list-style-type: none"> Acknowledgment forms Stakeholder surveys 	ELT SLT HoFs HoSs PTA Student Leaders	<ul style="list-style-type: none"> HR support and briefing meetings for various stakeholders
	Continuously evaluate and refine school policies and practices to align with the goal of empowering students.	Whole year	<ul style="list-style-type: none"> Obvious Evidence collected for ongoing improvement of students' performance through various policies and practices. 	<ul style="list-style-type: none"> Agenda and minutes of team meetings Survey Feedback 	ELT SLT HoFs HoSs PTA Student Leaders	<ul style="list-style-type: none"> Clerical support and KM expertise

	Articulate job specifications clearly for all positions in the school to ensure that there are common expectations.	Aug- Dec 24	<ul style="list-style-type: none"> • Each staff member knows their roles and responsibilities and expectation entrusted upon them • Included in Staff Handbook 	<ul style="list-style-type: none"> • Appraisal documents • Mid term evaluation • Job performance review • Evidence from Handbooks 	HR Manager	<ul style="list-style-type: none"> • HR assistance
3.1.2 Actualise our Mission and Vision into actionable goals and concrete expectations.	To align our goals and targets with our mission to clearly communicate how each goal and target contributes to our overall mission statement.	Whole year	<ul style="list-style-type: none"> • Faculty and team plans display correlated target goals and strategies in their annual plan with those in the ASP 2425 and SDP 23-26 	<ul style="list-style-type: none"> • Team plans, Agenda & minutes of meetings 	ELT SLT Team Heads	<ul style="list-style-type: none"> • Team meeting time and review time

3.2. Empower stakeholders through capacity building.

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria	Means of Evaluation	People Responsible 負責人	Resources Required 所需資源
3.2.1 Offer and support opportunities for stakeholders, to nurture their initiatives and leadership.	Explore possible growth and leadership PD opportunities and workshops in and outside Hong Kong for staff.	Whole year	<ul style="list-style-type: none"> Increased variety of programs conducted for Professional Development 	<ul style="list-style-type: none"> Organised PD programs Staff Surveys 	ELT SLT	<ul style="list-style-type: none"> Bigger budget on PD & cover teachers
	Develop the sense of agency by enabling stakeholders to lead, plan and implement their own experiential learning activities.	Whole year	<ul style="list-style-type: none"> Increased involvement and participation of various stakeholders in organising experiential learning activities 	<ul style="list-style-type: none"> Participation list of organising committees for various activities and enrolment lists 	SLT School Life Team PTA Alumni Association	
	Nurture mindsets of career planning and leadership succession using the school structure.	Whole year	<ul style="list-style-type: none"> 80% of Teams have devised and worked on a succession plan for other members. More distribution and sharing of leadership Teachers joining more teams based on interest 	<ul style="list-style-type: none"> Structure of each Team Teachers involved in different Teams 	Team Heads	<ul style="list-style-type: none"> Coaching sessions for Team Heads
3.2.2 Develop a coaching culture.	Provide training opportunities to teachers to develop coaching skills.	Whole year	<ul style="list-style-type: none"> Coaching sessions conducted for 	<ul style="list-style-type: none"> Record of coaching and mentoring 	ELT SLT	<ul style="list-style-type: none"> Bigger budget on PD to

			ELT, SLT and HoFs	sessions held		recruit trainers
	Build up the team of mentors and coaches for teachers and students.	Whole year	<ul style="list-style-type: none"> Coaching sessions conducted for student leaders and teacher team heads 	<ul style="list-style-type: none"> Record of coaching and mentoring sessions held. After attendance Surveys , students' reflection logs 	ELT SLT Student leaders	<ul style="list-style-type: none"> Training programs for students-on student leadership and teacher coaching skills