

SCHOOL ANNUAL PLAN (2023-2024)



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。

Through this place
We thrive
We serve and
Find our place in the world!

CREATIVE SECONDARY SCHOOL

Annual School Plan

2023/24

Major Concerns

1. To maximize **ENGAGEMENT** in a holistic learning environment
2. To cultivate **WELLBEING** through developed communication
3. To boost agency, consistency and transparency through **ACCOUNTABILITY**

1. Major Concern : To maximise **ENGAGEMENT** in a holistic learning environment

- Engagement has been identified as a concern stemming from the extended period of online learning, student interest in lessons and school in general having declined during this period of distance learning.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<ul style="list-style-type: none"> Deepen students' commitment to service 	<ul style="list-style-type: none"> Strengthen experiential learning with an increase focus on service 	<ul style="list-style-type: none"> Through Creative Week and SAA, every student is able to participate in quality service opportunities that enrich the curriculum. Students document these experiences in a reflection portfolio. 	<ul style="list-style-type: none"> Every faculty organises at least one Experiential Learning Programme, topic, trip or event Every student is involved in and reflects on at least one service activity School organises at least one exploration opportunity in GBA. 	<ul style="list-style-type: none"> All year 	VP, HOSL, MYPCo	Time, staffing and budget for overseas Creative Week trips, trip providers, SAA opportunities in the curriculum
	<ul style="list-style-type: none"> Develop new opportunities for contributing to the school community & beyond. 			<ul style="list-style-type: none"> All year 	VP, HOSL, HOS, CCs	Service opportunities in Hong Kong

<ul style="list-style-type: none"> • Increase students engagement and motivation 	<ul style="list-style-type: none"> • Adopt student-centered approach in learning 	<ul style="list-style-type: none"> • Students demonstrate increased engagement in school activities and a commitment to learning 	<ul style="list-style-type: none"> • Data from APASO, stakeholder survey 	<ul style="list-style-type: none"> • All year 	SLT	
	<ul style="list-style-type: none"> • Maximize individual support for students with various learning needs 			<ul style="list-style-type: none"> • All year 	SLT	Learning support grant
	<ul style="list-style-type: none"> • Increase opportunities for parental engagement in school activities. 			<ul style="list-style-type: none"> • Oct - Jun 	SLT	
	<ul style="list-style-type: none"> • Explore ways of using classrooms for optimizing learning engagement 			<ul style="list-style-type: none"> • All year 	SLT	Budget for classroom infrastructure development
	<ul style="list-style-type: none"> • Improve infrastructure systems that support engagement for life-long learning 			<ul style="list-style-type: none"> • Sept - Feb 	SLT	Budget for software and ICT infrastructure

2. Major Concern : To cultivate **WELLBEING** through developed communication

Effective communication skills are essential for building and maintaining healthy relationships especially when we are entering the new post-COVID era. When we communicate effectively, we can better understand others' perspectives and feelings, resolve conflicts, and deepen our connections with others. In turn, our goals and aspirations can be better articulated, seek feedback and guidance from others, and learn from our experiences. Resilience and growth mindset are key as they encourage lifelong learning and personal growth.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<ul style="list-style-type: none"> Develop a culture of continuous improvement 	<ul style="list-style-type: none"> Instil and implement a goal oriented culture celebrating ongoing accomplishments 	<ul style="list-style-type: none"> A variety of programmes offered to all stakeholders' wellbeing in school and beyond. 	<ul style="list-style-type: none"> Feedback from stakeholders (stakeholder survey) in terms of changes in behaviour /attitudes related to wellbeing, such as increased physical activity, improved sleep habits, or reduced stress levels. 	<ul style="list-style-type: none"> All year 	School Life Team	Professional Development Budget for wellbeing programmes
		<ul style="list-style-type: none"> Increased opportunities of getting accomplishments. 		<ul style="list-style-type: none"> All year 		

<ul style="list-style-type: none"> Develop a community of stakeholders who demonstrate positive thinking and behaviour 	<ul style="list-style-type: none"> Cultivate a positive psychology of being and doing among all stakeholders to develop a growth mindset and resilience. Improve systems to enable better collection of stakeholder's opinions and ideas. 	<ul style="list-style-type: none"> Opportunities for stakeholders provided to practise positive habits and values to enable members of the community to thrive and flourish 	<ul style="list-style-type: none"> Performance results and evaluation Stakeholder survey 	<ul style="list-style-type: none"> All year 	HOS/DHOS	
		<ul style="list-style-type: none"> Increased alignment with and the understanding of policies and procedures. 		<ul style="list-style-type: none"> Sep - Feb 	SLT	

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

Based on the stakeholder survey, the agreement on “The school’s decision-making process is transparent” is relatively low compared with the other aspects. So it is necessary to boost the understanding of our mission, and vision statement and improve the transparency of management.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<ul style="list-style-type: none"> Our Mission and Vision actualised into actionable goals & concrete expectations 	<ul style="list-style-type: none"> Translate the broader mission and vision into actionable & targetable goals 	<ul style="list-style-type: none"> Our teachers, student leaders, PTA could tell the stories of CSS’s year goals and success stories Review meeting arranged where better alignment and clarification of goals and actions is achieved. 	<ul style="list-style-type: none"> Minutes of meetings and evaluation survey/feedback student diaries entry student reflection logs Stakeholders’ survey 	<ul style="list-style-type: none"> All year 	AP/ VP, SLT, CCs, HOSs, PTA,	
	<ul style="list-style-type: none"> Review and consolidate our policies and practice documents regularly 				LT4 & SLT	
<ul style="list-style-type: none"> Establish a coaching culture at school 	<ul style="list-style-type: none"> Offer development opportunities for various stakeholders to nurture initiatives and leadership Revise staff organisation structure to enable team operation to be embedded and practised 	<ul style="list-style-type: none"> Every one feels supported 	<ul style="list-style-type: none"> Minutes from team meetings and staff feedback Stakeholders’ survey 	<ul style="list-style-type: none"> All Year 	All team heads	Budget for support program