

# SCHOOL DEVELOPMENT PLAN (2020-2023)



**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。

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**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
Enhance students' approaches to learning 增強學生的學習方法	<ul style="list-style-type: none"> <li>Further develop students critical &amp; creative thinking skills through cross-curricular integration; 通過跨課程整合進一步發展學生的批判性和創造性思維能力；</li> <li>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；</li> <li>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；</li> <li>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。</li> </ul>
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	<ul style="list-style-type: none"> <li>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；</li> <li>Support staff to further develop knowledge and skills related to ESL teaching &amp; 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；</li> <li>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；</li> <li>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；</li> <li>Develop professional learning communities centred around the 9 characteristics of PLCs. 建立圍繞 PLC 9 個特徵的專業學習社區。</li> </ul>
	<ul style="list-style-type: none"> <li>Establish a School Statistics' Team;</li> </ul>

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*Improve student attainment*

提高學生的素養

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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。

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## 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
Deepen student learning opportunities, broaden choice 加深學生學習機會，拓寬選擇範圍。	<ul style="list-style-type: none"><li>● 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；</li><li>● 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；</li><li>● Further develop and expand English &amp; 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；</li><li>● 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 &amp; 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；</li><li>● Develop all teachers' professional knowledge of ESL strategies in teaching &amp; 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；</li><li>● Offer maximum subject choices to cater for Creative Secondary School students' diverse needs; 提供最大的學科選擇，以滿足啟思中學學生的多樣化需求；</li><li>● 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。</li></ul>

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**Strengthen students participation in  
determining future pathways**

加強學生參與確立未來道路的研究

- **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；

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- **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，以撰寫自己的個人陳述，建立 SLP 並增強他們的面試技巧，開始為 F.1 編寫個人檔案。

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### 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"> <li>● Integrate the Creative Learner Attributes into the curriculum and represent it in every day lessons; 將啟思學習者特質整合到課程中，並在每天的課程中進行展示；</li> <li>● 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；</li> <li>● Further develop stakeholder common understanding of positive education, restorative practices and invitational education and ensure uniform implementation; 進一步發展持份者對積極教育、復和實踐和邀啟發潛能教育的共識，並確保統一實施；</li> <li>● Strengthen through-train collaboration with Creative Primary School &amp; 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；</li> <li>● 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；</li> <li>● 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；</li> </ul>
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	<ul style="list-style-type: none"> <li>● 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；</li> <li>● 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；</li> <li>● Organize and support various staff social welfare events to further integrate teachers and provide them with opportunities to find work-life balance.</li> </ul>



	<p>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。</p>
<p><b>Reinforce and further develop high calibre quality assurance and self-evaluation strategies, policies, practices and procedures</b></p> <p>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</p>	<ul style="list-style-type: none"> <li>● <b>Review and reconstruct appraisal processes to reflect the school ethos, collaborative, open and inquiry-based learning pedagogies and promote professional and personal growth.</b>            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。</li> <li>● <b>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.</b>            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。</li> </ul>

# SCHOOL DEVELOPMENT PLAN (2020-2023) – MAJOR CONCERNS

Major Concerns 關注事項	Targets/Intended outcomes 目標/預期成果	Strategies 策略	Extent of targets achieved 實現目標的程度		
			20/21	21/22	22/23
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	Enhance students' approaches to learning 增強學生的學習方法	<ul style="list-style-type: none"> <li>Further develop students critical &amp; creative thinking skills through cross-curricular integration; 通過跨課程整合進一步發展學生的批判性和創造性思維能力；</li> </ul>	.		
		<ul style="list-style-type: none"> <li>Broaden transfer of knowledge locally and globally through enhancing 21<sup>st</sup> 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；</li> </ul>	.	.	
		<ul style="list-style-type: none"> <li>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；</li> </ul>	.	.	.
		<ul style="list-style-type: none"> <li>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。</li> </ul>	.	.	
	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	<ul style="list-style-type: none"> <li>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；</li> </ul>	.	.	.
		<ul style="list-style-type: none"> <li>Support staff to further develop knowledge and skills related to ESL teaching &amp; learning</li> </ul>	.	.	.

		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"> <li>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；</li> </ul>		.	
		<ul style="list-style-type: none"> <li>Optimize teachers' professionalism to engage appropriate 21<sup>st</sup> 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；</li> </ul>	.	.	.
		<ul style="list-style-type: none"> <li>Develop professional learning communities centred around the 9 characteristics of PLCs. 建立圍繞 PLC 9 個特徵的專業學習社區。</li> </ul>	.		
	<i>Improve student attainment</i> 提高學生的素養	<ul style="list-style-type: none"> <li>Establish a School Statistics' Team; 建立學校統計小組；</li> </ul>	.	.	
		<ul style="list-style-type: none"> <li>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；</li> </ul>	.	.	.
		<ul style="list-style-type: none"> <li>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。</li> </ul>			.

Major Concerns 關注事項	Targets/Intended outcomes 目標/預期成果	Strategies 策略	Extent of targets achieved 實現目標的程度		
			20/21	21/22	22/23
Support and promote student individualized 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	Deepen student learning opportunities, broaden choice. 加深學生學習機會，拓寬選擇範圍。	<ul style="list-style-type: none"> <li>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；</li> </ul>	.	.	.
		<ul style="list-style-type: none"> <li>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；</li> </ul>		.	.
		<ul style="list-style-type: none"> <li>Further develop and expand English &amp; 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；</li> </ul>	.	.	.
		<ul style="list-style-type: none"> <li>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 &amp; 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</li> </ul>	.	.	.
		<ul style="list-style-type: none"> <li>Develop all teachers' professional knowledge of ESL strategies in teaching &amp; learning to individualise students' academic growth;</li> </ul>	.	.	.

		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"> <li>Offer maximum subject choices to cater for Creative Secondary School students' diverse needs 提供最大的學科選擇，以滿足啟思中學學生的多樣化需求</li> </ul>	.		
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	Strengthen students' participation in determining future pathways 加強學生參與確立未來道路的研究	<ul style="list-style-type: none"> <li>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。</li> </ul>	.	.	
		<ul style="list-style-type: none"> <li>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。</li> </ul>	.	.	.

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		<ul style="list-style-type: none"> <li>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；</li> </ul>	.	.	.

		<ul style="list-style-type: none"> <li>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；</li> </ul>	.	.	
	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	<ul style="list-style-type: none"> <li>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；</li> </ul>	.	.	
		<ul style="list-style-type: none"> <li>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；</li> </ul>	.		
		<ul style="list-style-type: none"> <li>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。</li> </ul>	.	.	.
	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	<ul style="list-style-type: none"> <li><i>Review and reconstruct appraisal processes to reflect the school ethos, collaborative, open and inquiry-based learning pedagogies and promote professional and personal growth.</i> 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。</li> </ul>	.	.	
		<ul style="list-style-type: none"> <li><i>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.</i></li> </ul>	.		.

		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。			
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