

# SCHOOL DEVELOPMENT PLAN (2023-2026)

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

## 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.

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

Major Concerns: To maximise **ENGAGEMENT** in a holistic learning environment

Engagement:


Major Goals	Targets	Outline of Strategies	Success Criteria	Means of Evaluation	23-24	24-25	25-26	Seven Learning Goals <small>(Related Learning Goals of <a href="#">Primary Education/ Secondary Education</a>*)<sup>1III</sup></small>	
<b>1.1</b> Further strengthen experiential learning with an increased focus on service. 	<b>1.1.1</b> Deepen students' learning through multifaceted experiential learning opportunities both on campus and beyond.	<ul style="list-style-type: none"> <li>Faculties organise experiential learning topics / programs for students of various levels in and out of the campus.</li> </ul>	<ul style="list-style-type: none"> <li>Every faculty organises at least one Experiential Learning Programme, topic, trip or event</li> <li>Every cohort is involved in at least one service activity that impacts the environment.</li> <li>Increased use of new technology in different learning activities and programmes</li> </ul>	Experiential learning calendar, SaA map, planning documents of trips/experiences, reports, photographs, website, students' reflections and surveys, Managebac entries	✓	✓		<ul style="list-style-type: none"> <li><b>National and Global Identity</b></li> <li><b>Breath of Knowledge</b></li> <li><b>Language Proficiency</b></li> <li><b>Generic Skills</b></li> <li><b>Information Literacy</b></li> <li><b>Healthy lifestyle</b></li> </ul>	
		<ul style="list-style-type: none"> <li>Widen the diversity of programs/topics during Creative Week, with focus on community services and making impacts on environment</li> </ul>			<ul style="list-style-type: none"> <li>Every cohort is involved in at least one service activity that impacts the environment.</li> </ul>	✓	✓		✓
		<ul style="list-style-type: none"> <li>Explore the use of new technology to enhance the learning effectiveness</li> </ul>			<ul style="list-style-type: none"> <li>Increased use of new technology in different learning activities and programmes</li> </ul>	✓	✓		

<sup>1III</sup> All along, school work has always been related to the seven learning goals. Schools could consider how the major concerns relate to the seven learning goals and list the related learning goal(s) in this column when setting major concerns. Apart from the major concerns, schools should help students achieve the seven learning goals to foster their whole-person development and lifelong learning through routine work, which does not need to be recorded in the SDP. The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

	1.1.2 Develop new opportunities for contributing to the school community and beyond.	<ul style="list-style-type: none"> <li>Reignite opportunities for student internships &amp; work placement opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of different work placement opportunities to F4 to F6 students.</li> </ul>	Work experience certificates issued by companies, record of placement.		✓	✓	
		<ul style="list-style-type: none"> <li>Increase student's engagement in various industries with Service as Action / CAS / OLE in HK, China and other countries.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage with a greater range of industries and companies year on year.</li> </ul>	SaA map, Planning documents of trips/experiences, reports, photographs, website, students' reflections and surveys, Managebac entries		✓	✓	
		<ul style="list-style-type: none"> <li>Organise exploration opportunities in the Greater Bay area to widen students' horizons and understanding of China.</li> </ul>	<ul style="list-style-type: none"> <li>School organises at least one exploration opportunity in GBA.</li> </ul>		✓	✓	✓	

Major Concerns: To maximise **ENGAGEMENT** in a holistic learning environment

Engagement:

Major Goals	Targets	Outline of Strategies	Success Criteria	Means of Evaluation	23-24	24-25	25-26	Seven Learning Goals <small>(Related Learning Goals of <a href="#">Primary Education/ Secondary Education</a>)<sup>2III</sup></small>
<b>1.2</b> Ensure the appropriate support is available to all stakeholders to engage and achieve in their roles. 	<b>1.2.1</b> Adopt student-centred approach in student development and enhance individualised support for all students including those with various learning needs	<ul style="list-style-type: none"> <li>Revise the role and expectation of CALP to maximise the help given to students</li> </ul>	<ul style="list-style-type: none"> <li>CALP coordinate with faculties to provide strategic plans and support to students</li> <li>Each faculty should have sufficient teachers having attended the SEN training course/ Internal PD training to ensure adequate support and</li> </ul>	-Strategies review -Stakeholders feedback	✓	✓	✓	<ul style="list-style-type: none"> <li><b>Breath of Knowledge</b></li> <li><b>Generic Skills</b></li> </ul>
		<ul style="list-style-type: none"> <li>Recommend more relevant PD or SEN training to equip teacher with proper knowledge/skills</li> </ul>		-PD record -Teachers sharing from the workshop within or across Faculty	✓	✓		
		<ul style="list-style-type: none"> <li>Facilitate differentiated instruction across all levels</li> </ul>		- Teachers and students feedback/ Survey	✓	✓	✓	
		<ul style="list-style-type: none"> <li>Engage students in shaping their own learning experiences, developing their own personal goals and interests, and providing opportunities for self reflection and feedback</li> </ul>		- Diaries and reflection logs - Non-submission	✓	✓		
		<ul style="list-style-type: none"> <li>Enhance the use of student diaries and reflection logs.</li> </ul>						


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			<p>to allow planning of differentiated instruction</p> <ul style="list-style-type: none"> <li>• Develop a portfolio for each student and record of reflection (Junior self-reflection journal)</li> <li>• Reduced non-submission of work</li> <li>• Policy created to support the use of diaries and logs</li> </ul>	<p>data</p> <ul style="list-style-type: none"> <li>- Teachers' and student's feedback</li> </ul>				
	<b>1.2.2</b> Increase opportunities for parental engagement in school activities.	<ul style="list-style-type: none"> <li>• Explore hybrid participation in different aspects of school life</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a wide range of online and face-to-face learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>-Record of Experiences and stakeholders Feedback</li> </ul>		✓	✓	
		<ul style="list-style-type: none"> <li>• Invite parents to participate in planning and running school activities.</li> </ul>				✓	✓	
		<ul style="list-style-type: none"> <li>• Involve parents in planning and helping out of student internship and work placement</li> </ul>	<ul style="list-style-type: none"> <li>• Work closely with PTA for the participation and promotion of school activities</li> </ul>	<ul style="list-style-type: none"> <li>-parent's feedback</li> </ul>	✓	✓	✓	

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Engagement:

Major Goals	Targets	Outline of Strategies	Success Criteria	Means of Evaluation	23-24	24-25	25-26	Seven Learning Goals <small>(Related Learning Goals of <a href="#">Primary Education/ Secondary Education</a>)<sup>3III</sup></small>
<b>1.3 Improve infrastructure and systems that support engagement for lifelong learning.</b>  	<b>1.3.1</b> Explore innovative ways of using classrooms for optimising learning engagement.	<ul style="list-style-type: none"> <li>Review, revise and renew classroom hardware and infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>All classrooms have updated infrastructure</li> <li>A variety of learning strategies are used across faculties by promoting autonomy and choice in the learning process and methods of instruction such as Harkness or</li> </ul>	Teacher's feedback on the resources	✓	✓	✓	<ul style="list-style-type: none"> <li><b>Generic Skills</b></li> <li><b>Information Literacy</b></li> <li><b>Healthy lifestyle</b></li> </ul>
		<ul style="list-style-type: none"> <li>Provide students with a variety of learning spaces, activities and classroom tools that are adaptable to different styles of teaching and different group sizes which can support engagement</li> </ul>		Faculties annual plans, lesson plans, meeting minutes and reports	✓	✓	✓	
		<ul style="list-style-type: none"> <li>Build a positive culture and community within the school that can support engagement in learning and cultivate lifelong learning.</li> </ul>		Students' feedback in the 7Cs survey, end of unit reflections and lesson observation records	✓	✓		
		<ul style="list-style-type: none"> <li>Review the school website, intranet and social media to share news, events and information with parents, students and staff who can access information easily and regularly.</li> </ul>		✓				

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			<p>Socratic circles. Evidence of differentiated instructions shown on lesson plans</p> <ul style="list-style-type: none"> <li>• Faculties plan meaningful learning activities that foster students' interest and curiosity on learning</li> <li>• Information on the school website, intranet and social media are being reviewed and updated each month</li> </ul>	Students', teachers' and parents' feedback				
	<p><b>1.3.2</b> Further integrate technology in to Learning &amp; Teaching</p>	<ul style="list-style-type: none"> <li>• Further investigate technology for blended learning including online platforms, premium subscriptions etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Largely positive feedback is given with respect to blended learning and new resources.</li> </ul>	<p>. Faculty's plans, teacher and student feedback, 7Cs and lesson observation records</p>	✓	✓		

		<ul style="list-style-type: none"> <li>Integrate the use of the STEAM room into the formal curriculum</li> </ul>	<ul style="list-style-type: none"> <li>The STEAM room is being well-used for learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty's curriculum and lesson plans</li> </ul>	✓			
		<ul style="list-style-type: none"> <li>Further explore STEAM-based CCAs</li> </ul>			<ul style="list-style-type: none"> <li>There is an increased variety of offered CCAs related to STEAM.</li> </ul>	<ul style="list-style-type: none"> <li>CCA records</li> </ul>	✓	
		<ul style="list-style-type: none"> <li>Integrate the use of cutting-edge technology into teaching and learning to provide opportunities in creative expression, collaboration and personalised learning.</li> </ul>	<ul style="list-style-type: none"> <li>Faculties explore the use of technologies like AI and integrate these into curriculum documents. Teachers join PD related to the use of recent developments in technology in teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty's curriculum, annual plans, lesson plans and PD records.</li> </ul>				
		<ul style="list-style-type: none"> <li>Introduce online collaboration tools to create and share interactive lessons, organise content into notebooks, and collaborate with students in real-time.</li> </ul>			<ul style="list-style-type: none"> <li>The school provides PD on the use of online collaboration tools, Faculties implement the use of tools like</li> </ul>	<ul style="list-style-type: none"> <li>Faculty's curriculum, lesson plans and PD records</li> </ul>	✓	

			OneNote Classroom.					
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Major Concerns: To maximise **ENGAGEMENT** in a holistic learning environment

Engagement:

Major Goals	Targets	Outline of Strategies	Success Criteria	Means of Evaluation	23-24	24-25	25-26	Seven Learning Goals <small>(Related Learning Goals of <a href="#">Primary Education/ Secondary Education</a>*)<sup>4III</sup></small>
<b>1.4 Support collaboration across teams and faculties to advance Learning and Teaching.</b>  	<b>1.4.1 Promote development of Learning and Teaching practices through consistent sharing and collaboration.</b>	<ul style="list-style-type: none"> <li>Faculties complete the mapping of NSE across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>NSE mapping completed by faculties and subjects</li> <li>ATL mapping completed by all faculties and subjects</li> <li>Assessment calendar completed</li> <li>Implementation of Best Lesson Initiative</li> <li>Meetings are scheduled for sharing between</li> </ul>	-NSE mapping -ATL mapping -Assessment calendar -Lesson observation documents -Meeting schedules and minutes -Timetable -faculty plans and reports	✓	✓		<ul style="list-style-type: none"> <li><b>Breath of Knowledge</b></li> <li><b>Language Proficiency</b></li> <li><b>Generic Skills</b></li> <li><b>Information Literacy</b></li> <li><b>Healthy lifestyle</b></li> </ul>
		<ul style="list-style-type: none"> <li>Update the AtL maps of the curriculum to enhance whole school collaboration</li> </ul>			✓	✓		
		<ul style="list-style-type: none"> <li>Create a schoolwide assessment calendar</li> </ul>			✓			
		<ul style="list-style-type: none"> <li>Continue to support peer observation, enhancing observation across faculties with a view to implement the Best Lesson Initiative.</li> </ul>			✓	✓		
		<ul style="list-style-type: none"> <li>Explore opportunities in the timetable for further collaboration</li> </ul>			✓	✓		
		<ul style="list-style-type: none"> <li>Further explore using social networking tools to improve collaboration</li> </ul>			✓	✓	✓	


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			<ul style="list-style-type: none"> <li>faculties.</li> <li>• Collaboratio n tool is used</li> </ul>				
	<b>1.4.2</b> Get the best out of our mixed curricula & diverse ways of learning and teaching	<ul style="list-style-type: none"> <li>• Proactively identify teachers with in-demand skills and experience that could be shared on PD Days</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers organise workshops to share their expertise in PD days, with the proportion of teacher-led PD increasing year on year</li> <li>• Increased peer-to-peer lesson observations year on year</li> <li>• Visits to and from other schools to share experiences.</li> <li>• Each faculty and team create a curriculum summary and share in the school drive</li> </ul>	<ul style="list-style-type: none"> <li>. Record of activities for PD days</li> </ul>	✓	✓	✓
		<ul style="list-style-type: none"> <li>• Form stronger links with other schools in Hong Kong with similar curricula</li> </ul>		<ul style="list-style-type: none"> <li>. Lesson observation records</li> </ul>	✓	✓	
		<ul style="list-style-type: none"> <li>• Compile a comprehensive course outline for each subject per curriculum</li> </ul>		<ul style="list-style-type: none"> <li>.Communication records and report of activities completed.</li> <li>. Record in the school drive</li> </ul>	✓	✓	
<b>1.4.3</b> Review the teaching of critical	<ul style="list-style-type: none"> <li>• Map the horizontal and vertical progression of the AtLs</li> </ul>	<ul style="list-style-type: none"> <li>• AtL mapping completed</li> </ul>	AtL mapping record		✓	✓	

	thinking and affective skills across faculties		<ul style="list-style-type: none"> <li>Faculty unit plans updated with integration shown.</li> </ul>	Curriculum plans and lesson plans			
		<ul style="list-style-type: none"> <li>Plan cross-faculty integration of AtLs</li> </ul>	<ul style="list-style-type: none"> <li>Integration of TOK is shown in lesson plans/curriculum plans</li> </ul>	Curriculum plans and lesson plans		✓	✓
		<ul style="list-style-type: none"> <li>Map the integration of TOK into IBDP subjects</li> </ul>	<ul style="list-style-type: none"> <li>New online tools used (e.g. ChatGPT) in lessons or assessments</li> </ul>	Lesson plans, unit plans and lesson observation records	✓		
		<ul style="list-style-type: none"> <li>Explore the use of online tools for the teaching of critical thinking</li> </ul>					
	1.4.4 Review curriculum across the school with a view to enhancing a good interface between junior and senior schools.	<ul style="list-style-type: none"> <li>Review PGP plans to help F3 to F4 transition and update as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Review carried out and written into PGP</li> </ul>	PGP framework Student survey	✓		
		<ul style="list-style-type: none"> <li>Identify knowledge required in one faculty but taught by another and review the timing of the delivery</li> </ul>	<ul style="list-style-type: none"> <li>Horizontal mapping of curriculum</li> </ul>	Horizontal mapping of curriculum Documents with evidence of implementation of strategies		✓	✓
		<ul style="list-style-type: none"> <li>Review students' progress with English LA and explore the need for a language strategy</li> </ul>	<ul style="list-style-type: none"> <li>At least one cross-faculty or cross-subject meeting and planning each term</li> <li>Review carried out and needs identified.</li> </ul>	Meeting minutes and faculty plans Review documents	✓	✓	✓




Major Concerns: To cultivate **WELLBEING** through developed communication Wellbeing:

Major Goals	Targets	Outline of Strategies	Success Criteria	Means of Evaluation	23-24	24-25	25-26	Seven Learning Goals <small>(Related Learning Goals of <a href="#">Primary Education/ Secondary Education</a>*)<sup>5III</sup></small>
<b>2.1 Explore and diversify well-being opportunities</b>  	<b>2.1.1</b> Build a goal oriented culture with a view to celebrating ongoing accomplishments.	<ul style="list-style-type: none"> <li>Strengthen student leadership development through implementing different leadership training programmes and activities.</li> </ul>	Student Learners' Agreement established	Banner agreement to be signed by selected students	✓			<ul style="list-style-type: none"> <li><b>Generic Skills</b></li> <li><b>Life Planning</b></li> <li><b>Healthy lifestyle</b></li> </ul>
		<ul style="list-style-type: none"> <li>Provide opportunities for students to take on leadership roles, set up a student-led school improvement team and directly support staff teams (e.g. CCAs, Creative Week, Community Service opportunities).</li> </ul>	Leadership CCAs established	Badges awarded		✓	✓	
		<ul style="list-style-type: none"> <li>Diversify the range of PD opportunities by including team building and experiential learning for staff. Innovative ways of sustaining wellbeing can be explored.</li> </ul>	Student Leadership workshops restarted	Students', teachers' and parents' feedback	✓	✓		
		<ul style="list-style-type: none"> <li>Organise and plan special events such as year level assemblies, talent shows and outings throughout the school year to celebrate accomplishments</li> </ul>	Year group assemblies begun	Documentation such as photos, minutes, student/staff bulletin, newsletter and social media articles	✓	✓	✓	

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		for different stakeholders.	Productions teams for students and teachers established					
		<ul style="list-style-type: none"> <li>Use various platforms to showcase the accomplishments of students, teachers, and staff and invite contributions from all stakeholders.</li> </ul>			✓	✓	✓	
		<ul style="list-style-type: none"> <li>Publish a regular newsletter that highlights the accomplishments of students, teachers, and staff.</li> </ul>			✓	✓	✓	
	2.1.2 Promote and offer a variety of programmes for all stakeholders' wellbeing in school and beyond.	<ul style="list-style-type: none"> <li>Incorporate wellbeing as a key concept into experiential learning programmes and activities such as Creative Week.</li> </ul>	Wellbeing CCA established - more to be included	Students', teachers' and parents' feedback	✓	✓		
		<ul style="list-style-type: none"> <li>Enhance mental health support: Ensure that students have access to mental health support services, such as counselling and understand how and when to ask for help.</li> </ul>	Creative Week restarted with 1-2 wellbeing /mindful workshops. Overseas programmes to be included next year	The number of activities and programmes	✓	✓	✓	
		<ul style="list-style-type: none"> <li>Promote self care practices such as stress management, meditation, mindfulness techniques and physical exercise</li> </ul>	Mental health support - counselling team expanding student activities and CCAs	The number of student, staff and parent participation	✓	✓		

Major Concerns: To cultivate **WELLBEING** through developed communication  
Wellbeing:

Major Goals	Targets	Outline of Strategies	Success Criteria	Means of Evaluation	23-24	24-25	25-26	Seven Learning Goals <small>(Related Learning Goals of <a href="#">Primary Education/ Secondary Education</a>*)<sup>6III</sup></small>
<b>2.2 Cultivate a positive psychology of being and doing</b>  	<b>2.2.1 Consolidate &amp; clarify the articulation of policies and procedures</b>	<ul style="list-style-type: none"> <li>Have a clear procedure for involving students with revising/devising policies and procedures.</li> </ul>	Policies and procedures revised though adjustment may be through direction from the new principal and the inclusion of student voice and staff involvement  Communication policy updated and shared with the school community - ongoing revision if needed next year using different sharing platforms	Documents revised, aligned and centralised		✓	✓	<ul style="list-style-type: none"> <li><b>Healthy lifestyle</b></li> </ul>
		<ul style="list-style-type: none"> <li>Develop effective communication strategies to ensure that all stakeholders are aware of the school's policies and procedures. This can include regular updates on the school website, newsletters, and social media platforms, as well as PD for staff and parent information sessions.</li> </ul>		Documents aligned and centralised	✓	✓	✓	
		<ul style="list-style-type: none"> <li>Create a single policy document and monitor the implementation of policies and procedures to ensure that they are effective and being</li> </ul>		Documents that are easily found and can be referred to				
			Revise, update and share the student and parent handbook and	Establish professional bridges with	✓	✓	✓	


<sup>6III</sup> All along, school work has always been related to the seven learning goals. Schools could consider how the major concerns relate to the seven learning goals and list the related learning goal(s) in this column when setting major concerns. Apart from the major concerns, schools should help students achieve the seven learning goals to foster their whole-person development and lifelong learning through routine work, which does not need to be recorded in the SDP. The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

		<p>followed consistently. This can be done through regular reviews, evaluations, and feedback from stakeholders, to be well documented.</p>	<p>policies on the school's website</p> <p>Revise and update the student diary</p>	<p>CPS/CPSKG with lead colleagues</p>				
		<ul style="list-style-type: none"> <li>Work with CPS/CPSKG to align with the policies and practices so that positive habits and values begin early in the continuum</li> </ul>	<p>Plan and organise PD with CPS/CPSKG</p> <p>Plan and organise school visit with CPS/CPSKG to share policies and practices</p> <p>Invite CPS/CPSKG/PTA sharing and games day, also includes Open Day</p>			✓	✓	
	2.2.2 Facilitate opportunities for stakeholders to practise positive habits and values to enable members of the community to thrive and flourish.	<ul style="list-style-type: none"> <li>Promote Positive Education and Invitational Education as key philosophies on positive habits and wellbeing, through programmes and activities for different stakeholders for positive minds and wellbeing.</li> </ul>	<p>PGP internal and external workshops and assemblies for students</p> <p>Short wellbeing activities in lunch and tutor time</p>	<p>PGP programme and mapping</p> <p>PD records</p> <p>Students' OLE &amp; CAS records</p>	✓	✓	✓	
		<ul style="list-style-type: none"> <li>Create a positive school climate that values diversity, promotes respect, and encourages positive relationships. This can be achieved by organising events that celebrate diversity, creating a peer support network, and providing PD to teachers on students' positive behaviour through IE and Pos</li> </ul>	<p>Invite and organise IE and Pos Ed PD for teachers, staff and parents</p> <p>Include and celebrate positive experiences in assemblies student/staff bulletin</p>	<p>Documentation such as photos, minutes, student/staff bulletin, newsletter and social media articles</p>	✓	✓	✓	

		Ed.							
		<ul style="list-style-type: none"> <li>Celebrate thriving and flourishing experiences of students and staff through assemblies, meetings, displays, etc.</li> </ul>			✓	✓	✓		
	2.2.3 Improve systems to enable better collection of stakeholder's opinions and ideas.	<ul style="list-style-type: none"> <li>Establish a feedback mechanism that allows stakeholders to provide feedback on an ongoing basis. e.g. 7Cs, stakeholder survey, annual plan, interim and final reflections, etc.</li> </ul>	documents/google form/survey  Organise training and skills based workshops for different stakeholders	Stakeholder feedback from surveys, reflections, evaluations, etc.  Stakeholder feedback from surveys, reflections, evaluations, etc.		✓	✓		
		<ul style="list-style-type: none"> <li>Further use technology to facilitate the collection of stakeholders' opinions and ideas. This could include online surveys, social media platforms, or other digital tools that make it easy for stakeholders to provide feedback.</li> </ul>	Learning Support and Social Worker CCAs established - Social Skill workshop for students  Build positive relationships to enable stakeholders to speak out, establish forums	PGP programme and mapping  PD workshops & feedback presentations to staff	✓	✓			
	<ul style="list-style-type: none"> <li>Provide training programs on effective communication skills for students, teachers and staff, focusing on active listening skills, conflict resolution techniques, and empathy- building strategies.</li> </ul>					✓	✓		

Major Concerns: To boost agency, consistency and transparency through **ACCOUNTABILITY**

Accountability:


Major Goals	Targets	Outline of Strategies	Success Criteria	Means of Evaluation	23-24	24-25	25-26	Seven Learning Goals <small>(Related Learning Goals of <a href="#">Primary Education/ Secondary Education</a>)<sup>7III</sup></small>	
<b>3.1</b> Translate the broader Mission and Vision into achievable, tangible goals.  	<b>3.1.1</b> Review and consolidate our Policies and Practice documents.	<ul style="list-style-type: none"> <li>Involve stakeholders, including staff, parents, and students in the review process</li> </ul>	<ul style="list-style-type: none"> <li>Review meeting arranged and documented</li> <li>Conduct review surveys</li> <li>Make use of bodies such as student leaders, PTA as well as “coffee mornings” for review process</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of meetings</li> <li>Survey data</li> <li>Minutes of meetings and evaluation survey/feed back</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li><b>Generic Skills</b></li> <li><b>Life Planning</b></li> </ul>	
		<ul style="list-style-type: none"> <li>Regularly review the communication policy with all stakeholders, which outline how communication will take place, who will be responsible for communication, and how often and what methods of communication will be used.</li> </ul>			<ul style="list-style-type: none"> <li>Conduct regular meetings and workshops to provide opportunities for stakeholder to communicate their concerns, ideas and collaborate on solutions to improve communication. Meetings can be held with parents, students and staff</li> </ul>				✓
						✓	✓		✓

<sup>7III</sup> All along, school work has always been related to the seven learning goals. Schools could consider how the major concerns relate to the seven learning goals and list the related learning goal(s) in this column when setting major concerns. Apart from the major concerns, schools should help students achieve the seven learning goals to foster their whole-person development and lifelong learning through routine work, which does not need to be recorded in the SDP. The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

		separately altogether.						
3.1.2 Actualise our Mission and Vision into actionable goals & concrete expectations.	<ul style="list-style-type: none"> <li>To align our goals and subgoals with our mission: <i>"Through this place we thrive, we serve, and find our place in the world."</i> to clearly communicate how each goal and subgoal contributes to our overall mission statement.</li> </ul>	<ul style="list-style-type: none"> <li>Centralise planning documents and make these available</li> <li>Planning documents make reference to our mission</li> <li>All job specifications and manuals updated with common parts in relation to the school's mission.</li> <li>Recognition through assemblies, staff meetings, bulletins, newsletters, etc.</li> <li>Major milestones recognised by offering concrete rewards e.g. support for additional PD on completing Masters degree</li> </ul>	<ul style="list-style-type: none"> <li>Documents centralised</li> <li>Evaluation survey - can stakeholders find and understand these documents?</li> <li>Staff feedback</li> <li>Documentation such as photos, minutes and articles shows increased celebration and recognition</li> <li>Staff feedback</li> </ul>	✓	✓	✓		
	<ul style="list-style-type: none"> <li>Review the staff handbook and job specifications for all positions in the school to ensure that there is a common expectation which allows everyone to realise our mission.</li> </ul>			<ul style="list-style-type: none"> <li>Staff feedback</li> </ul>	✓			
	<ul style="list-style-type: none"> <li>Students and staff should celebrate milestones and successes and be recognised for their achievements and contributions towards building a transparent and communicative culture of the school.</li> </ul>				✓	✓	✓	

Major Concerns: To boost agency, consistency and transparency through **ACCOUNTABILITY**

Accountability:

Major Goals	Targets	Outline of Strategies	Success Criteria	Means of Evaluation	23-24	24-25	25-26	Seven Learning Goals <small>(Related Learning Goals of <a href="#">Primary Education/ Secondary Education</a>*)<sup>8III</sup></small>
<b>3.2 Empower stakeholders through capacity building.</b>  	<b>3.2.1</b> Offer and support opportunities for staff, students and parents (at all levels), to nurture their initiatives and leadership.	<ul style="list-style-type: none"> <li>Explore possible PD opportunities and workshops in and outside HK.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to see initiatives from staff across all levels.</li> <li>Increased student and parent voices</li> <li>Evidence of the culture of distributed leadership emerges</li> <li>Revised organisational structure is embedded and functions well</li> </ul>	<ul style="list-style-type: none"> <li>PD Data</li> <li>Increased (non-LT4/SLT) staff input to PD Days</li> <li>Minutes from team meetings and staff feedback</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li><b>Life Planning</b></li> <li><b>Healthy lifestyle</b></li> </ul>
	<b>3.2.2</b> Develop a coaching culture.	<ul style="list-style-type: none"> <li>Build up the team of mentors and coaches for teachers and students.</li> </ul>			✓	✓	✓	

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