

ANNUAL SCHOOL PLAN (2025-2026)



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 expectations 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, with links to local NGOs, GBA, and businesses.	1.1.1 Deepen students' learning through multifaceted authentic experiential learning opportunities with the aim of strengthening CSS learner attributes, value education, and ATL/generic skills.
1.2 Ensure a student-centred approach where appropriate support is available to cater to the diversity and needs of all stakeholders to engage and achieve.	1.2.1 Increase the active use of strategies for the continuous development of teachers and students.
1.3 Revisit mapping and infusion of current and additional essential elements in the curriculum.	1.3.1 Ensure that our curricula and co-curricula frameworks, include key Mindset, Values, Attitudes, Skills and Knowledge needed to maximise students' engagement

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

Major Goals 主要目標	Intended Outcomes/Targets 預期成果/目標
2.1 Boost personalised support for stakeholders through cultivating and embedding a Goal Oriented Culture.	2.1.1 Develop key relationships within the school to boost the wellbeing of community members through a goal-oriented coaching culture.
2.2 Facilitate opportunities for stakeholders to practise positive habits and values to enable members of the community to thrive and flourish.	2.2.1 Promote the development of all community members' wellbeing skill sets and knowledge to cultivate positive habits.

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 Further articulation, understanding and application of our Standards and Practices.	3.1.1 Continue to ensure the school policies, standards and practices are articulated and embedded into the school's culture.
3.2 Empower stakeholders through 'feedback and feedforward'.	3.2.1 Enable more opportunities for community members to voice their views and suggestions.
3.3 Equip our students for the ethical use of AI.	3.3.1 Ensure ethical and responsible use of AI in Learning and Teaching.

*Increase Parental engagement in school activities and involvement in the PIME Process.

*Involve all community members in the creation of the 2026-29 School Development Plan.

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

1.1. Further strengthen experiential learning with an increased focus on service, with links to local NGOs, GBA and businesses.

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Success Criteria 成功標準	Means of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
1.1.1 Deepen students' learning through multifaceted authentic experiential learning opportunities with the aim of strengthening CSS learner attributes, value education and ATL/generic skills.	Develop 'Agency for All' through: <ul style="list-style-type: none"> - Service as Action - CAS & OLE - Service-based leadership - Community Projects - Creativity Interdisciplinary Units - Subject based community engagement and field trips - Events and Performances 	80% of students will feel that they have a strong sense of agency in/on their surroundings	Student Surveys Student Testimonials	Curriculum Coordinators School Life Team	Scheduled times
	Boost the visibility, accessibility and application of STEAM across the school.	An increased Level of STEAM activities, learning and competitions completed	Comparative list of different courses, CCAs, competitions, lessons and available options for students	STEAM Team Curriculum Coordinators	Funding Use & upgrading of facilities Faculty members support
	Deepen the learning and reflection aspects of Creative Week, Exchange Programmes and Sister School trips.	80% of students feel that they have gained learning that could not have been obtained in lessons	Student Surveys Examples of Student Reflections	School Life Team	Parental/School Financial Support Sister School Fund

1.2.Ensure a student-centred approach where appropriate support is available to cater to the diversity and needs of all stakeholders to engage and achieve.

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Success Criteria 成功標準	Means of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
1.2.1 Increase the active use of strategies for continuous development of teachers and students.	Consolidate, monitor and boost our Goal-setting and Reflection Cycles to capitalise on students' learning through: <ul style="list-style-type: none"> - Teachers Appraisal - Teacher Peer Review and PLCs - Holistic Teacher Roles - Subject Teacher sharing sessions to faculty - House Tutor sharing sessions in the form level meeting - Internal & External Providers/Seminars 	Teachers activate more opportunities to enhance their cycles to enhance student learning 80% of teachers have a strong sense of a coaching culture within the school	Teacher surveys List of new initiatives Comparison of number of observations, sharing sessions and seminars.	All Teachers HoSs & Curriculum Coordinators Principal and Assistant Principals	Professional Development Funding
	Continue to encourage teachers to attend the Online Basic Course on Catering for Diversity Learning Needs training (EDB)	70% of our teachers have completed the basic training	Data from the Learning Support Team	Executive Leadership Team Learning Support Team	Acceptance on the course from EDB
	Develop our Learning & Teaching Approaches through differentiated instruction, probing questioning techniques, and language strategies	Questioning cited as a teaching strength. Evidence of Language strategies. 50% cut in Catering to Diversity as a Growth Opportunity	Lesson Observation data collected by the Curriculum teams	Principal and Assistant Principal Curriculum Coordinators	Professional Development from lesson observations
	Develop Home Learning tasks, and the promotion of assisted self-regulated learning	There are clear expectations and tasks laid out for Home Learning. Each faculty has some form of ASRL for each year level.	Documentation regarding the ASRL and the Home Learning availability. Survey of Teachers and Students about completion and daily habits	Principal and Assistant Principal Curriculum Coordinators	Budgets for potential subscriptions to websites and apps.

1.3.Revisit Mapping and Infusion of current and additional essential elements in the curriculum.

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Success Criteria 成功標準	Means of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
1.3.1 Ensure that our curricula and co-curricula frameworks, include key Mindset, Values, Attitudes, Skills and Knowledge needed to maximise students' engagement.	Strengthen the curriculum maps to include different important elements such as: - IB learner profile - ATLs - NSE - EDB's 12 Priority Values - CLACH - Other languages enhancement	The curriculum map clearly articulates the various areas listed.	End of year evaluation and review of the curriculum map. Including the informal curriculum.	Senior Leadership Team	N/A
	Strengthen the inclusion and implementation of the relevant elements, such as PEEC in the Personal Growth Programme	80% of students improve their sense of personal growth throughout the year	Assessment from the APASO, SHS and any other surveys conducted.	Heads of Schools	Budget for speakers and for access to PEEC
	Ensure that the Learning & Teaching Approaches align with the relevant curricula requirements.	Our curriculum coordinators are confident that L&T approaches are in line with requirements	End of year review of the Faculty Handbooks	Curriculum Coordinators	N/A

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	Success Criteria 成功標準	Means of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
2.1.1 Develop key relationships within the school to boost the wellbeing of community members through a goal-oriented coaching culture.	Boost pastoral support for all students through a Mentoring System Continue to use current practices such as Goal Setting, RPCs, report cards and relevant data for coaching students.	90% of students feel that they are supported by their House Tutors and that they feel the teachers are interested in their goals and how to coach them to achieve wellbeing	Student Surveys Triangulation interviews SHS results	Heads of Schools	N/A
	Positively impact students' wellbeing by strengthening the capacity of teachers to coach and be coached through: - PLCs - inter and intra faculty - Professional Development opportunities to enhance the pastoral role of all teachers	90% of our teachers feel they are making a difference with the students' choices and sense of wellbeing	Teacher Surveys Triangulation Interviews Information regarding PLCs	Senior Leadership Team	Professional Development Funding

2.2. Facilitate opportunities for stakeholders to practise positive habits and values to enable members of the community to thrive and flourish.

Targets/Intend ed outcomes 目標/預期成果	Strategies 策略	Success Criteria 成功標準	Means of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
2.2.1 Promote the developmen t of all community members' wellbeing skill sets and knowledge to cultivate positive habits.	Develop an understanding of Positive Education elements for students and use strategies to expand their skill sets and knowledge through: <ul style="list-style-type: none"> - CAS & OLE - Leadership Roles - Events/Talks/Workshops - Active lifestyles - Sports for All - PGP and Tutor Times - Stress Optimisation - Policies and Practices - Brain breaks in lessons - Celebrating best practices 	80% of Teachers have a stronger understanding of Positive Education and they see how their skillsets can be enhanced through the various activities and training in school	Teacher Surveys	Senior Leadership Team	Professional Development Funding
	Upskill teachers' and students' use of AI applications to allow time for investment in positive relationships.	80% of teachers and students are confident with using AI to enhance the efficiency of their work	Teacher and Student Surveys	Principal and Assistant Principals Curriculum Coordinators	Professional Development Funding

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

3.1. Further articulation, understanding and application of our Standards and Practices.

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Success Criteria 成功標準	Means of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
3.1.1 Continue to ensure the school policies, standards and practices are articulated and embedded into the school's culture.	Continue to develop and share the school's handbooks to ensure that all community members are aware of expectations. i.e. Staff Handbook, Faculty Handbook, Team Handbooks and Student Expectations.	Handbooks can work as fully functioning documents based on our current status of school development	End of year reviews	Senior Leadership Team	N/A
	Update Job Descriptions to ensure they fit the expectations of the current staff roles to optimize allocation of resources for the benefit of students.	All Job Descriptions are amended and updated based on our current needs as a school	Mid-year and end of year reviews	Senior Leadership Team	N/A

3.2. Empower community members through 'feedback and feedforward'.

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Success Criteria 成功標準	Means of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
3.2.1 Enable more opportunities for community members to voice their views and suggestions.	Provide opportunities for community members to be heard: <ul style="list-style-type: none"> - Consultations - Surveys - Team Meetings - PTA - Student Council 	Main stakeholder group representatives feel that they have been able to submit their views and feedback effectively to the school.	List of feedback means Surveys and meetings with the stakeholder groups	Senior Leadership Team	N/A

3.3. Equip our students for the ethical use of AI.

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Success Criteria 成功標準	Means of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
3.3.1 Ensure ethical and responsible use of AI in Learning and Teaching.	Articulate and implement the AI Policy clearly to Community members.	The policy has been articulated to Community members	List of means of communication	Assistant Principal Curriculum Coordinators	N/A