ANNUAL SCHOOL PLAN (2026-2027)

Draft

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。啟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

1. 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。

2. 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。

3. 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。

4. 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。

1. To maximise **ACADEMIC LEARNING** to optimise dual diploma pathways.

Major Goals 主要目標	Intended Outcomes/Targets 預期成果/目標	Strategies
1.1 Ensure seamless academic transitions across and within schools.	**1.1.1** Students are prepared to thrive in either diploma pathway.	**1.1.1.1** Ensure existing curricula covers all subject-specific knowledge and skills required by the EDB. **1.1.1.2** Implement learning platforms that enable personalised learning and provide real-time data on student progress, directly supporting Assisted Self-Directed Learning (ASDL). **1.1.1.3** Establish a collaborative review process to identify and implement specific opportunities for AI integration in curriculum delivery and assessment. **1.1.1.4** Monitor and facilitate student goals, learning and outcomes through promoting organisation and prioritisation skills. **1.1.1.5** Strengthen students' core foundations through additional support classes. **1.1.1.6** Reinforce a rigourous GOAL oriented culture through practicing increased responsibility, resilience and positive daily habits. **1.1.1.7** Embed Peer-Peer learning practices.
	1.1.2 Students' progress is supported through shared rigourous expectations of learning and teaching, with meaningful and timely feedback.	**1.1.2.1** Hold focused PD on pedagogical and generic skills and collaborative sessions with staff to ensure effective implementation throughout the learning journey. **1.1.2.2** Develop subject-based methodology to ensure logic steps/guides are visible and accessible throughout lessons, workbooks, projects or assessments. **1.1.2.3** Develop our coaching culture, through feedback and professional sharing with the support from CCs and HoFs - Best practices for lessons i.e. differentiated instruction.
1.2 Drive student achievement across all forms through targeted, data-backed teaching practices.	**1.2.1** Greater stakeholder accountability for students' learning.	**1.2.1.1** Create and maintain a policy for increased support and monitoring throughout the line of reporting down to the student level. **1.2.1.2** Boost the collection, and analysis, of stakeholder data to inform decisions and follow-up processes. **1.2.1.3** Establish a system to address issues with student self-management skills and work submission.
1.3 Cultivate a home-school partnership by empowering	**1.3.1** Students have improved self-management skills and learning attitude inside and outside lessons.	**1.3.1.1** Involve parents in goal-setting and monitoring of Assisted Self-Directed Learning (ASDL) and possible Individual Education Plans (IEPs).

parents to best support students' learning.		**1.3.1.2** Provide science-backed methods to help parents achieve optimal learning conditions beyond campus.
1.4 Enhance responsible use of technology in learning and teaching.	**1.4.1** Students educated in, and have a deeper understanding of Information Literacy.	**1.4.2.1** Equip students with fact-checking skills to evaluate information and media content through research skills lessons in Junior School. **1.4.2.2** Equip students with digital literacy skills through core computing lessons in Junior School, including our AI Policy and the use of AI in assessments. **1.4.2.3** Encourage students to innovate the ways they learn with, and apply, the resources available to them.

2. To nurture **PERSONAL DEVELOPMENT** for an uncertain future.

Major Goals 主要目標	Intended Outcomes/Targets 預期成果/目標	Strategies
2.1 Boost understanding of our place in the world and potential for agency.	**2.1.1** Stakeholders have an understanding of the philosophies, practices and processes of Values Education, CLACH, Positive Education, Invitational Education and the 7 Learning Goals.	**2.1.1.1** Schedule Professional Development sessions for teachers on applying each framework in daily practice.
	2.1.2 Students have cultivated resilience, responsibility and a healthy life direction while strengthening sustainable relationships.	**2.1.2.1** Schedule Professional Development sessions for teachers in Coaching and Restorative Practices methodologies.
		2.1.2.2 Update the PGP framework to explicitly integrate five domains: EDB 12 Priority Values and 7 Learning Goals, CSS Learner Profile, Positive Habits and Wellbeing Strategies.
		2.1.2.3 Create and maintain a PGP folder for students to log and reflect on what they have learnt in each session.
	2.1.3 A refined Student Leadership Framework that enables student-led teams at multiple levels to coordinate and optimise leadership activities across the academic year.	**2.1.3.1** Balance academic and personal growth through a 'distributed' Student Leadership Framework. **2.1.3.2** Develop and distribute a comprehensive tiered Student Leaders Guide. **2.1.3.1** Strengthen the PIME processes across student leadership teams.
	2.1.4 Experiential Learning is reviewed and realigned to meet the demands of a changing world and the current needs of our students.	**2.1.4.1** Create an Experiential Learning Framework that focuses on 5 priority themes. **2.1.4.2** Diversify Experiential Learning formats such as virtual exchanges, student-led local Community and CAS & OLE projects.

		2.1.4.3 Provide students with the opportunities to acquire abilities in other languages (Spanish)
	2.1.5 Students demonstrate entrepreneurship, actively address problematic issues, and contribute to making the world a better place.	**2.1.5.1** Engage students in entrepreneurship activities that develop school-wide competencies - opportunity identification, creative problem-solving, resilience, resourcefulness, and ethical impact assessment. **2.1.5.2** Establish programmes and platforms to challenge students and foster the design process. **2.1.5.3** Build partnerships with external organisations to provide mentors, real-world problem briefs, and internship opportunities. **2.1.5.4** Link projects to NSE and the 20 major fields. **2.1.5.5** Create a student talent pool to facilitate the formation of teams and the applications to competitions.
2.2 Explore and diversify wellbeing opportunities and understanding.	**2.2.1** Stakeholders feel supported, heard and cared for within the school environment where stress is optimised and help is readily available if needed.	**2.2.1.1** Deliver wellbeing and stress optimisation training for all staff. **2.2.1.2** Establish regular wellbeing stress check-ins. **2.2.1.3** Empower more teachers with SEN and Safeguarding training.
	2.2.2 Stakeholders are equipped with the tools to propagate healthy, or inhibit unhealthy, daily habits.	**2.2.2.1** Nurture the learning of the "7 Habits of Highly Effective Teens" - Foundational to higher level habits. **2.2.2.2** Provide "7 Habits of Highly Effective People" training for adult stakeholders to empower consistent community modelling and reinforcement.

3. To ensure quality implementation through **SYSTEMIC SUPPORT**.

Major Goals 主要目標	Intended Outcomes/Targets 預期成果/目標	Strategies
3.1 Develop student opportunities to engage in meaningful work through internships.	**3.1.1** Create a sustainable, flexible Internship Club programme that leverages parent and community partnerships to provide diverse, high-quality internship opportunities for students.	**3.1.1.1** Establish a flexible partnership model for an Internship Club that invites parents and their respective organisations to provide placements for students, with clear expectations and student learning outcomes. **3.1.1.2** Create a professional recognition and networking programme that organises exclusive events and gatherings for participating parents and employers, acknowledging their support and fostering stronger community connections and a culture of shared purpose.

3.2 Embed the concept of Building Narratives into the CSS Experience while setting our graduates apart from others.	**3.2.1** Stakeholders gain a clear and articulatable sense of their growth and achievements over time.	**3.2.1.1** Explore different means of making the learning progress across all areas in school more 'visible'.
	3.2.2 The data about the school interest level and engagement with our activities and promotions continues to climb.	**3.2.2.1** Revamp and modernise the school website. **3.2.2.2** Increase the Alumni profile and engagement with CSS.

Through this place

We thrive

We serve and

Find our place in the world!

Major Concerns: To maximise **ACADEMIC LEARNING** to optimise dual diploma pathways

1.1 Ensure seamless academic transitions across and within schools.

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1.1 Students are prepared to thrive in either diploma pathway.	**1.1.1.1** Ensure existing curricula covers all subject-specific knowledge and skills required by the EDB.					
	1.1.1.3 Establish a collaborative review process to identify and implement specific opportunities for AI integration in curriculum delivery and assessment.					
	1.1.1.4 Monitor and facilitate student goals, learning and outcomes through promoting organisation and prioritisation skills.					
	1.1.1.5 Strengthen students' core foundations through additional support classes.					
1.1.2 Students' progress is supported through shared rigourous expectations of learning and teaching, with meaningful and timely feedback.	**1.1.2.1** Hold focused PD on pedagogical and generic skills and collaborative sessions with staff to ensure effective implementation throughout the learning journey.					
	1.1.2.2 Develop subject-based methodology to ensure logic steps/guides are visible and accessible throughout lessons, workbooks, projects or assessments.					

	1.1.2.3 Develop our coaching culture, through feedback and professional sharing with the support from CCs and HoFs - Best practices for lessons i.e. differentiated instruction.					

Major Concerns: To maximise **ACADEMIC LEARNING** to optimise dual diploma pathways

1.2 Drive student achievement across all forms through targeted, data-backed teaching practices.

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.2.1 Greater stakeholder accountability for students' learning.	**1.2.1.1** Create and maintain a policy for increased support and monitoring throughout the line of reporting down to the student level.	•				
	1.2.1.2 Boost the collection, and analysis, of stakeholder data to inform decisions and follow-up processes.					

Major Concerns: To maximise **ACADEMIC LEARNING** to optimise dual diploma pathways

1.3 Cultivate a home-school partnership by empowering parents to best support students' learning.

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.3.1 Students have improved self-management skills and learning attitude inside and outside lessons.	**1.3.1.1** Involve parents in goal-setting and monitoring of Assisted Self-Directed Learning (ASDL) and possible Individual Education Plans (IEPs).	•				

Major Concerns: To maximise **ACADEMIC LEARNING** to optimise dual diploma pathways
ACADEMIC LEARNING:

1.4 Enhance responsible use of technology in learning and teaching.

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.4.1 Students educated in, and have a deeper understanding of Information Literacy.	**1.4.2.1** Equip students with fact-checking skills to evaluate information and media content through research skills lessons in Junior School.	•				
	1.4.2.2 Equip students with digital literacy skills through core computing lessons in Junior School, including our AI Policy and the use of AI in assessments.					

Major Concerns: To nurture **PERSONAL DEVELOPMENT** for an uncertain future.

2.1 Boost understanding of our place in the world and potential for agency.

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1.1 Stakeholders have an understanding of the philosophies, practices and processes of Values Education, CLACH, Positive Education, Invitational Education and the 7 Learning Goals.	**2.1.1.1** Schedule professional development sessions for teachers on applying each framework in daily practice.					
2.1.2 Students have cultivated resilience, responsibility and a healthy life direction while strengthening sustainable relationships.	**2.1.2.1** Schedule professional development sessions for teachers in Coaching and Restorative Practices methodologies.					
	2.1.2.2 Update the PGP framework to explicitly integrate five domains: EDB 12 Priority Values and 7 Learning Goals, CSS Learner Profile, Positive Habits and Wellbeing Strategies.					
	2.1.2.3 Create and maintain a PGP folder for students to log and reflect on what they have learnt in each session.					
2.1.3 A refined Student Leadership Framework that enables	**2.1.3.1** Balance academic and personal growth through the Distributed Student Leadership Framework.					

student-led teams at multiple levels to coordinate and optimise leadership activities across the academic year.	**2.1.3.2** Develop and distribute a comprehensive tiered Student Leaders Guide.					
	2.1.3.3 Strengthen the PIME processes across student leadership teams.					
2.1.4 Experiential Learning is reviewed and realigned to meet the demands of a changing world and the current needs of our students.	**2.1.4.1** Create an Experiential Learning Framework that focuses on priority themes.					
	2.1.4.2 Diversify Experiential Learning formats such as virtual exchanges, student-led local Community and CAS & OLE projects.					
	2.1.4.3 Provide students with the opportunities to acquire abilities in other languages (Spanish)					

Major Concerns: To nurture **PERSONAL DEVELOPMENT** for an uncertain future.

2.2 Explore and diversify wellbeing opportunities and understanding.

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.2.1 Stakeholders feel supported, heard and cared for within the school environment where stress is optimised and help is readily available if needed.	**2.2.1.1** Deliver wellbeing and stress optimisation training for all staff.	•				
	2.2.1.2 Establish regular wellbeing stress check-ins.					
	2.2.1.3 Empower more teachers with SEN and Safeguarding training.					
2.2.2 Stakeholders are equipped with the tools to propagate healthy, or inhibit unhealthy, daily habits.	**2.2.2.1** Nurture the learning of the "7 Habits of Highly Effective Teens" - Foundational to higher level habits.	•				
	2.2.2.2 Provide "7 Habits of Highly Effective People" training for adult stakeholders to empower consistent community modelling and reinforcement.					

Major Concerns: To ensure quality implementation through **SYSTEMIC SUPPORT**

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Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
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Major Concerns: To ensure quality implementation through **SYSTEMIC SUPPORT**

3.2 Embed the concept of Building Narratives into the CSS Experience while setting our graduates apart from others.

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.2.1 Stakeholders gain a clear and articulatable sense of their learning and achievements over time.	**3.2.1.1** Explore different means of making the learning progress across all areas in school more 'visible'.	•				
3.2.2 The data about the school interest level and engagement with our activities and promotions continues to climb.	**3.2.2.1** Revamp and modernise the school website.	•				