

# SCHOOL ANNUAL PLAN

## 2020-2021



**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>

## 1. To further enhance effective learning and teaching which is locally rooted and globally focused

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### 1.1. Enhance students' approaches to learning

增強學生的學習方法

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
<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>	<ol style="list-style-type: none"> <li>Develop greater awareness of interdisciplinary connections and opportunities between subjects among teachers and students (Interdisciplinary Units (IDUs) 提供機會增強師生對學科之間聯繫的認識（跨學科單元（IDU））</li> <li>Enhance NCS students' understanding and awareness of issues related to Chinese society and promoting engagement within this area. 加強非華語學生認識和理解與中國社會有關的問題，並促進他們參與該</li> <li>Further develop Awareness of and the application of TOK across the curriculum 進一步發展整個課程對認識論(TOK)的認識和應用</li> <li>Further Raise Awareness of, Understanding of Mapping, Implicit and explicit teaching references and use of ATLs 進一步提高認識和了解製作圖表、隱式和顯式的教學參考，並使用教與學方法(ATL)</li> <li>Further develop collaboration opportunities with outside organizations 進一步發展與校外組織的合作機會</li> <li>Promote, offer training and share resources connected to Inquiry-based teaching and learning especially teaching of conceptual understanding (key and related concepts, inquiry questions in unit plans) 促進及提供培訓，並分享關於探究式的教學和學習資源，尤其是概念性理</li> </ol>	<p>Aug 2020 – Jun 2021</p> <p>2020 年 8 月至 2021 年 6 月</p>	<ol style="list-style-type: none"> <li>greater awareness of interdisciplinary connections and opportunities 更加了解跨學科的聯繫和機會</li> <li>enhanced students' understanding and awareness of issues 增強學生對問題的理解和認識</li> <li>Greater awareness and application the application of TOK across the curriculum 在整個課程中提高對認識論(TOK)的認識和應用</li> <li>Greater awareness and understanding, more application of ATLs 增強認識和理解，更多使用教與學方法(ATL)</li> <li>Further Developed network 進一步發展網絡</li> <li>Training, resources and community awareness within areas identified 在確定的領域內的培訓，資源和社區意識</li> <li>Training, resources and community awareness</li> </ol>	<ul style="list-style-type: none"> <li>Teacher Feedback 教師回饋</li> <li>Student Feedback 學生回饋</li> <li>Resource development to support areas 開發資源以支持各領域</li> <li>Evidence of promotion, communication and noted opportunities 推廣，溝通和著重機會的證據</li> </ul>	<ul style="list-style-type: none"> <li>DoL 課程總監</li> <li>DoSDW 學生發展及生活健康總監</li> <li>Curric Coordinators 課程主任</li> <li>Faculty Heads 學科主任 CLACH, STEAM teams CLACH 團隊 STEAM 團隊</li> <li>HK Curric Team 本地課程團隊</li> <li>IB Curric Team 國際課程團隊</li> <li>MYP Curric Team 中學項目課程團隊</li> <li>HOS/DHOS 學生事務主任/副主任</li> <li>Experiential team 學習體驗團隊</li> <li>School Statistics Team 學校統計團隊</li> </ul>	<ul style="list-style-type: none"> <li>CLACH 「中語藝文史」計劃</li> <li>STEAM 「科技工藝數」計劃</li> <li>PD 專業發展</li> <li>NCS 非華語學生</li> </ul>

	<p>解的教學（關鍵和相關概念，單元計劃中的探究問題）</p> <p>7. Promote and develop opportunities for improving research skills, critical thinking, presentational skills in CP, EE, IES, IA, SBA 促進和發展機會以提高社區設計 CP，專題研究論文 EE，獨立專題研探究 IES，校內評估 IA，校本評核 SBA 的研究技能，批判性思維和表達能力</p> <p>8. Promote and monitor effective Student reflection and action over teachers feedback 促進和監督學生對教師回饋的有效反思和行動</p> <p>9. Monitor, promote and develop CCAs providing cross-curricular links and critical + creative thinking skills e.g. Eco-Club, Robotics Club 監督、促進和發展課外活動，提供跨課程的連接和批判性+創造性的思考技能，例如生態學會，機械人學會</p> <p>10. Define, promote, explore mapping and better understanding of where CLACH opportunities exist to support this area 為「中語藝文史」(CLACH)計劃下定義，促進及探索製作圖表，並更好地了解哪些已經存在的機會來支持這項計劃</p> <p>11. Define, promote, explore mapping and better understanding of where STEAM opportunities exist to support this area 為「科技工藝數」(STEAM)計劃下定義，促進及探索製作圖表，並更好地了解哪些已經存在的機會來支持這項計劃</p> <p>12. Define, promote, explore mapping and better understanding of where PGP opportunities exist to support this area 為「個人成長課程」(PGP)下定義，促進和探索製作圖表，並更好地了解哪些已經存在的機會來支持這項課程</p>		<p>培訓，資源和社區意識</p> <p>8. improved student reflection 提高學生的反思</p> <p>9. CCA variety and links to foci referenced 多種課外活動和連接課程重點</p> <p>10-12. better understanding of mapping opportunities and awareness of initiative related opportunities 更好地了解製作圖表機會，並意識到爭取相關機會</p>			
<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>	<p>1. Raise greater awareness and understanding of the application of knowledge through current affairs/news articles 通過時事/新聞文章提高認識和理解知識的應用</p>	<p>Aug 2020 – Jun 2021</p> <p>2020 年 8 月至 2021 年 6 月</p>	<p>1. Greater awareness and understanding 更加認識和了解</p> <p>2. All unit plans should have a global context. Examples of teaching</p>	<ul style="list-style-type: none"> <li>● Teacher Feedback 教師回饋</li> <li>● Student Feedback</li> </ul>	<ul style="list-style-type: none"> <li>● DoL/DoSDW 課程總監/學生發展及生活健康總監</li> <li>● Curric Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>● ManageBac, PD training on how to edit/create unit plans</li> </ul>

	<p>2. Promote and encourage development of Unit plans with explicit local and global contexts addressed 根據明確的本地和全球背景，促進和鼓勵發展單元計劃</p> <p>3. Explore and raise greater awareness and understanding of how CASOLE relates to the dynamic of local and global knowledge transfer 探索並提升認識和了解"創意活動服務/其他學習經歷"(CASOLE)如何與本地和全球知識遷移的動態聯繫</p> <p>4. Explore opportunities for integrating local and global knowledge connectivity through PGP 通過個人成長課程(PGP)探索統整本地和全球知識連接的機會</p> <p>5. Review and synthesise ongoing relevant digital learning/online pedagogies 審查並綜合進行中的相關數碼化學習/網上教學法</p>		<p>practices based on local and global contexts 所有單元計劃都應具有全球背景，基於本地和全球背景的教學實踐示例</p> <p>3. Greater awareness and understanding 更加認識和了解</p> <p>4. Greater awareness of opportunities and integration 更加了解機會和融合</p> <p>5. Better understanding of the transferability of skills and pedagogies from online to physical classrooms. 更好地理解從網上教室到親歷教室的技能和教學法的可遷移性</p> <p>• Availability of associated resources developed 開發相關資源的可用性</p>	<p>學生回饋</p> <ul style="list-style-type: none"> <li>• ManageBac 課程為中心的學習平台</li> <li>• Availability of associated resources developed 開發相關資源的可用性</li> </ul>	<p>課程主任</p> <ul style="list-style-type: none"> <li>• HK Curric Team 本地課程團隊</li> <li>• IBDP/MYP Curric Team 國際課程/中學項目課程團隊</li> <li>• HOFs 學科主任</li> <li>• Subject teachers, subject coordinators, Joanna 科目老師,科目協調員,Joanna</li> <li>• CASOLE/Experiential team 創意活動服務/其他學習經歷團隊/學習體驗團隊</li> <li>• Digital Learning team 數碼化學習團隊</li> </ul>	<p>有關如何編輯/創立單元計劃的課程為中心學習平台，專業發展培訓</p> <ul style="list-style-type: none"> <li>• PD 專業發展</li> <li>• Curric/Experiential 課程/體驗</li> <li>• Misc • 雜費</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>	<p>1. Library provides research skills workshop 圖書館提供研究技能研討會</p> <p>2. Use of OPCVL as a method of evaluating sources used in junior + senior form (MYP I&amp;S &amp; CP, History, EE) 使用"來源目的內容價值限制"OPCVL 方法作為初中和高中（中學項目 MYP, 個人及社會科學 I&amp;S 和社區設計 CP，歷史 History，專題研習論文 EE）的使用評估來源</p> <p>3. Raise awareness and implicit and explicit teaching of research skills 提高認識隱式和顯式的研究技能教學</p> <p>4. Promote and review Academic Honesty expectations and policy 促進和審查學術誠信期望和政策</p> <p>5. Promote, support and share resources connected with purposeful and explicit taught information and media literacy elements in lessons</p>	<p>Aug 2020 – Jun 2021</p> <p>2020 年 8 月至 2021 年 6 月</p>	<p>1. Better understanding of research skills 更能了解研究技能</p> <p>2. Improved use of OPCVL 改進「來源目的內容價值限制」(OPCVL)的使用</p> <p>3. Greater awareness and practice of implicit and explicit teaching of research skills 更能認識和實踐隱式和顯式研究技能的教學</p> <p>4. Greater awareness of and adherence to academic honesty 能加強對學術誠信的認識和堅持</p>	<p>• ATL Mapping initiated 啟動教與學方法(ATL)製圖</p> <p>• Teacher Feedback 教師回饋</p> <p>• Student Feedback 學生回饋</p> <p>• Managebac 課程為中心的學習平台</p>	<p>• DoL 課程總監</p> <p>• DoSDW 學生發展及生活健康總監</p> <p>• Curric Coordinators 課程主任</p> <p>• Library Team 圖書館團隊</p> <p>• Faculty Heads 學科主任</p> <p>• CLACH, STEAM teams '中語藝文史'團隊, '科學科技工程藝術數學'團隊</p> <p>• HK Curric Team 本地課程團隊</p> <p>• IB Curric Team</p>	<ul style="list-style-type: none"> <li>• Library Fund 圖書館基金</li> </ul>

	在課程中促進，支持和分享有目的和明確所教信息和媒體的相關讀寫要素資源		<p>5. Greater integration and awareness of information and media literacy in lessons 在課堂中更好地統整和提高對資訊和媒體讀寫的意識</p> <p>• Availability of associated resources developed 開發相關資源的可用性</p>		<p>國際課程團隊</p> <ul style="list-style-type: none"> <li>● MYP Curric Team 中學項目課程團隊</li> <li>● HOS/DHOS 學生事務主任/副主任</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>	<ol style="list-style-type: none"> <li>1. Further align Project-based learning with ATLs &amp; student characteristics/attributes on self-management 進一步將專題導向學習融入教學方法和學生學習特質，並與自我管理相結合</li> <li>2. Further raise awareness of, and approaches to, explicitly taught referenced skills - further integrating into lessons/house tutor time 進一步提升對明確教授參考技能的認識和方法--進一步融入在課堂或社導師時間</li> <li>3. Identify, promote and support ideas and opportunities for the integration of Experiential learning into curriculum 確定，推廣和支持將體驗式學習融入課程的想法和機會</li> <li>4. Upskill access to tracking and monitoring mechanisms for staff and students 提高對教職員和學生的跟進和監督機制的評核技能</li> </ol>	<p>Aug 2020 – Jun 2021</p> <p>2020 年 8 月至 2021 年 6 月</p>	<ol style="list-style-type: none"> <li>1. Greater alignment of PBL with referenced ATLs 更好地劃一「專案導向學習」與「教學法」</li> <li>2. Greater awareness and integration of referenced skills 加強對參考技能的認識和整合</li> <li>3. Development of ideas and opportunities supporting EL into the curriculum 發展支援「體驗式學習」進入課程的想法和機會</li> <li>4. Improved skills for accessing appropriate platforms and software 改善進入某些適當平台和軟件的技能</li> </ol> <p>• Availability of associated resources developed 開發相關資源的可用性</p>	<ul style="list-style-type: none"> <li>● Teacher Feedback 教師回饋</li> <li>● Student Feedback 學生回饋</li> <li>● Relevant Data and mapping documentation 相關數據和聯繫製圖文件</li> </ul>	<ul style="list-style-type: none"> <li>● DoL, 課程總監,</li> <li>● DoSDW, 學生發展及生活健康總監, Curric Coordinators, 課程主任,</li> <li>● Library Team, 圖書館團隊,</li> <li>● Faculty Heads, 學科主任,</li> <li>● CLACH, STEAM teams, 「中語藝文史」, 「科技工藝數」團隊,</li> <li>● HK Curric Team, 本地課程團隊,</li> <li>● IB Curric Team, 國際課程團隊,</li> <li>● MYP Curric Team, 中學項目課程團隊,</li> <li>● HOS/DHOS 學生事務主任/副主任</li> </ul>	

## 1.2. 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

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
<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>Staff will engage in professional &amp; personal goal setting process at the beginning of each year 教職員將在每年年初參與專業和個人目標訂立過程</li> <li>Staff will reflect upon their development needs and suggest professional development targets 員工將反思他們的發展需求，並提出專業發展目標</li> </ul>	Sept 2020 2020 年 9 月  Sept 2020 2020 年 9 月	<ul style="list-style-type: none"> <li>More engagement in professional development and its planning 更多地參與專業發展及其規劃</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers 教師的回饋</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Management Team, Heads of Faculties / Schools, All Teachers 知識管理團隊，學科主任/學校，全體教師</li> </ul>	<ul style="list-style-type: none"> <li>Staff Development Day 教職員發展日</li> </ul>
<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>The CALP Team will organise 90 minutes of PD + a google classroom of support documents to provide knowledge and skills in ESL Teaching &amp; Learning 「學術語言基準中心」小組將組織 90 分鐘的專業發展和 Google 課堂的支援文件，以提供「英語為第二語言」教學方面的知識和技能</li> </ul>	Nov 2020- Feb 2021 2020 年 11 月至 2021 年 2 月	<ul style="list-style-type: none"> <li>Staff have a better understanding of ESL Teaching and Learning strategies 教職員對「英語為第二語言」教學策略有更好的了解</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers 教師的回饋</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Management Team, CALP Team, All Teachers 知識管理團隊，「學術語言基準中心」團隊，全體教師</li> </ul>	
<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>The SEN Team will organise 180 minutes of PD opportunities and a google classroom of support documents to provide knowledge and skills in Teaching &amp; Learning for SEN students 「特殊教育需要」小組將組織 180 分鐘的專業發展機會，並在 Google 教室中提供支援文件，為「特殊教育需要」學生提供教學方面的知識和技能</li> </ul>	Feb-May 2021 年 2 月至 5 月	<ul style="list-style-type: none"> <li>Staff have a better understanding of SEN Teaching and Learning strategies 教職員對特殊教育需要的教學策略有更好的了解</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers 教師的回饋</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Management Team, SEN Team, EP, ST, etc. 知識管理團隊，特殊教育需要團隊，教育心理學家，言語治療師等</li> </ul>	<ul style="list-style-type: none"> <li>Fundings from LSG and NCSEN Grants 基金來自學習支援津貼和非華語有特殊教需學生津貼</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，運用適當的 21 世紀技術和技能來支援以學生為中心的學習教學法</li> </ul>	<ul style="list-style-type: none"> <li>Provide training on using MacOS, creative cloud suite, google tools and google classroom 提供有關使用 MacOS，Creative Cloud Suite，Google 工具和 Google 課堂的培訓</li> <li>Greater use of technology in administration to give teachers time to focus on teaching &amp; learning</li> </ul>	Aug 2020 – Jun 2021 2020 年 8 月至 2021 年 6 月  Aug 2020 – Jun 2021 2020 年 8 月至 2021 年 6 月	<ul style="list-style-type: none"> <li>A stable school network 穩定的學校網絡</li> <li>A MacOS device for every teacher MacOS 設備適用於每位老師</li> <li>Use OpenApply / E-admissions to streamline admissions</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers, students, staff 教師，學生，員工的回饋</li> <li>Teacher Feedback 教師回饋</li> <li>Feedback from Admissions' team staff</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Management Team, Heads of Faculties / Schools, All Teachers 知識管理團隊，學科主任/學校，全體教師</li> <li>Knowledge Management Team, Admissions Team</li> </ul>	<ul style="list-style-type: none"> <li>PD Budget 專業發展預算</li> <li>\$500K Board Grant \$500K 學校董事會資助</li> <li>\$50K OpenApply /EAdmissions software</li> </ul>

	<p>在行政管理中更多地使用科技，使教師有時間專注於教學</p> <ul style="list-style-type: none"> <li>Use of different modes of assessment including digital performance tasks, project portfolios, e-assessment tasks and e-portfolios</li> </ul> <p>使用不同的評估方式，包括數碼化工作，設計檔案，電子評估工作和電子檔案</p>	Aug 2020 – Jun 2021 2020 年 8 月至 2021 年 6 月	<p>使用 OpenApply / E-admissions 等招生管理系統簡化入學流程</p> <ul style="list-style-type: none"> <li>Department Handbooks / assessment / planning shows evidence of e-assessment</li> </ul> <p>部門手冊/評估/計劃顯示電子評估的證據</p>	<p>招生團隊成員的回饋</p> <ul style="list-style-type: none"> <li>Department Reports 部門報告</li> <li>Teacher Feedback 教師回饋</li> </ul>	<p>知識管理團隊，招生團隊</p> <ul style="list-style-type: none"> <li>c, Heads of Faculties &amp; all Teachers</li> </ul> <p>知識管理團隊，學科主任和全體教師</p>	<ul style="list-style-type: none"> <li>\$50K OpenApply / EAdmissions 招生管理系統軟件</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>	<ul style="list-style-type: none"> <li>Provide training and understanding of PLCs in the Creative Secondary School context</li> <li>Support Middle Leaders in their setting up and operating PLCs for their teams</li> </ul> <p>在啟思中學的背景下提供對專業學習社區(PLC)的培訓和理解</p> <p>支援中層領導者為其團隊設置和操作專業學習社區(PLC)</p>	Aug 2020– Jun 2021 2020 年 8 月至 2021 年 6 月	<ul style="list-style-type: none"> <li>Staff adopt work policies, practices and routines which support PLCs.</li> </ul> <p>教職員採用支援專業學習社區(PLC)的工作政策，實施和條例</p>	<ul style="list-style-type: none"> <li>Teacher Feedback 教師回饋</li> <li>Middle Leader Feedback 中層領導回饋</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Management Team, Heads of Faculties &amp; all Teachers</li> </ul> <p>知識管理團隊，學科主任和全體教師</p>	<ul style="list-style-type: none"> <li>PD Budget 專業發展預算</li> <li>EDUHK staff 香港教育大學職員</li> <li>EDB / IB Workshops 教育局/ IB 工作坊</li> </ul>

### 1.3. Improve student attainment

#### 提高學生的素養

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
<ul style="list-style-type: none"> <li>Establish a Knowledge Management Team 建立知識管理團隊</li> </ul>	<ul style="list-style-type: none"> <li>Create a team to collect, analyse and report on school data 創立一個團隊去收集，分析和報告學校數據</li> </ul>	Aug 2020 2020 年 8 月	<ul style="list-style-type: none"> <li>KMT analyses admission data and shares with Faculties &amp; HOS 以知識管理團隊的分析錄取數據與各學科和學生事務主任分享</li> <li>KMT analyses benchmark data from F.1s 以知識管理團隊的基準數據分析中一學生</li> </ul>	<ul style="list-style-type: none"> <li>Department Reports 部門報告</li> <li>Teacher Feedback 教師回饋</li> <li>Admissions Team Feedback 招生團隊回饋</li> </ul>	<ul style="list-style-type: none"> <li>RT K</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>Develop systems for best practice in disseminating performance data and its analysis 開發最有用的宣傳效能數據及分析系統</li> <li>PGP time is given for students to review previous targets and set new ones 個人成長課程時間是讓學生回顧以前的目標，並設定新的目標</li> </ul>	Aug 2020 – Jun 2021 2020 年 8 月至 2021 年 6 月  Sept 2020 2020 年 9 月	<ul style="list-style-type: none"> <li>Admission data &amp; benchmarking data is analysed &amp; disseminated 對入學數據和基準數據進行分析和分發</li> <li>OpenApply / eAdmission Data is widely used in MY1/F1 student discussions OpenApply / eAdmission 數據廣泛用於 MY1 及中一學生的討論</li> <li>Students have set growth targets 學生設定了成長目標</li> </ul>	<ul style="list-style-type: none"> <li>Department Reports 部門報告</li> <li>Teacher Feedback 教師回饋</li> <li>Admissions Team Feedback 招生團隊回饋</li> <li>Students Self-set targets 學生自設目標</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Management Team 知識管理團隊</li> <li>Heads of Faculties 學科主任</li> <li>Teachers 教師</li> <li>Admissions Team 招生團隊</li> <li>House Tutors 社導師</li> </ul>	<ul style="list-style-type: none"> <li>\$50K OpenApply /E-Admissions software</li> <li>\$50K OpenApply / E-Admissions 招生管理系統軟件</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>	<ul style="list-style-type: none"> <li>Provide opportunities for students to be engaged in and participate in competitions, activities and programmes in school and beyond 提供機會讓學生參與和參加校內校外的比賽、活動和計劃</li> <li>Review, promote and monitor how RPCs identify current student levels and areas for intervention specific to each student</li> </ul>	Aug 2020 – Jun 2021 2020 年 8 月至 2021 年 6 月	<ul style="list-style-type: none"> <li>Students' engagement and performance in programmes, activities and competitions in school and beyond. 學生在學校內外的課程、活動和比賽的參與度和表現</li> <li>Monitoring RPCs to see if student level drops</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Feedback 教師回饋</li> <li>Students Feedback 學生回饋</li> <li>Data related to areas</li> </ul>	<ul style="list-style-type: none"> <li>DoSDW 學生發展及健康生活總監</li> <li>DoL 課程總監</li> <li>Curriculum Coordinator team 課程主任團隊</li> <li>School Statistics Team 學校統計團隊</li> </ul>	<ul style="list-style-type: none"> <li>Eng, Chi, Maths &amp; Sci Benchmarking Test Fees (Misc. Fees) 英文、中文、數學和科學基準測試費用（雜費）</li> </ul>



	<p>檢討，推廣和監督「快速進度檢測(RPCs)」如何識別當前學生水平和針對每個學生可以介入的領域</p> <ul style="list-style-type: none"> <li>● Review, promote and monitor how IB DP Subject and World score reference and tracking</li> </ul> <p>檢討，推廣和監督 IB 預科教育文憑科目，與及世界分數的參考和跟進方式</p> <ul style="list-style-type: none"> <li>● Review system for linking student attainment to Faculty support</li> </ul> <p>檢討系統用於將學生的成就與各科目的支援聯繫起來</p> <ul style="list-style-type: none"> <li>● Review placement systems for appropriate subject/diploma courses</li> </ul> <p>檢討合適的學科/文憑課程的實習安置系統</p> <ul style="list-style-type: none"> <li>● Explore PG accuracies across pathways (aligning IB/DSE/HK Value added)</li> </ul> <p>探索跨途徑的預測等級(PG)準確性（調整 IB / DSE / HK 課程的增值）</p> <ul style="list-style-type: none"> <li>● Begin mapping MYP performance to Senior Curriculum predicted attainment</li> </ul> <p>開始將中學項目的表現與高中課程的預期成績聯繫起來</p>		<p>below/doesn't progress in line with expectations.</p> <p>監督「快速進度檢查」，以查看學生水平是否低於/未達到預期水平</p> <ul style="list-style-type: none"> <li>● Intervention where this is highlighted in RPCS</li> </ul> <p>在「快速進度檢測」中突顯了介入</p> <ul style="list-style-type: none"> <li>● Greater awareness and understanding of the effectiveness of current and future data systems connected to options, progress and accuracy</li> </ul> <p>更好地認識和了解當前和未來數據系統的有效性能聯繫選項、進展和精準度</p> <ul style="list-style-type: none"> <li>● Information generated related to Junior/Senior transition accuracy of grades</li> </ul> <p>提供的資訊關連到初中過渡至高中的等級準確度</p>	與各科目領域有關的數據	<ul style="list-style-type: none"> <li>● HE and Admissions Team</li> </ul> <p>升學及招生團隊</p>	
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## 2. 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

### 2.1. Deepen student learning opportunities, broaden choice.

加深學生學習機會，拓寬選擇範圍。

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
<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>Further integrate and embed the MYP Service as Action, CASOLE and CCA into the formal curriculum 進一步整合中學項目之「服務即行動」、「創意活動服務/其他學習經歷」和「課外活動」加入到正規課程</li> <li>Allocated time for students to participate in a full range of activities 分配時間給學生參加各種活動</li> </ul>	Sep 2020-Jun 2021 2020 年 9 月至 2021 年 6 月	<ul style="list-style-type: none"> <li>MYP Service and Action, CASOLE and CCAs are better integrated and embedded into the curriculum</li> <li>中學項目服務即行動，「創意活動服務/其他學習經歷」和「課外活動」可以更好地進入課程</li> <li>Students' active participation in a range of activities 學生積極參與各種活動</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and students feedback 教師和學生的回饋</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning Coordinator, House Coordinator, CCA Coordinator, CASOLE Coordinator, MYP Coordinator 體驗學習主任，學社主任，課外活動主任，「創意活動服務/其他學習經歷」主任，中學項目主任</li> </ul>	<ul style="list-style-type: none"> <li>\$750K Creative Week Scholarship Fund \$750K 啓思週獎學金</li> <li>\$24050 (SAS)</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>Provide a wide range of activities through different platforms for students including experiential and CCAs 通過不同的平台為學生提供各種活動，包括體驗和課外活動</li> <li>Greater diversity of experiential learning opportunities 更多不同的體驗學習機會</li> </ul>	Sep 2020-Jun 2021 2020 年 9 月至 2021 年 6 月	<ul style="list-style-type: none"> <li>Students' active participation in a range of activities 學生積極參與各種活動</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students 學生的回饋</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning Coordinator, House Coordinator, CCA Coordinator, CASOLE Coordinator, MYP Coordinator 體驗學習主任，學社主任，課外活動主任，「創意活動服務/其他學習經歷」主任，中學項目主任</li> </ul>	<ul style="list-style-type: none"> <li>Student Activities Support (SAS) Grant (24,050) 學生活動支援 (SAS) 津貼 (24,050)</li> <li>DLG-OP 多元學習津貼 (其他課程)</li> <li>DLG-OP 多元學習津貼 (其他課程)</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>	<ol style="list-style-type: none"> <li>Review Benchmark accuracy and pathway structure 檢討基準的準確性和途徑結構</li> <li>Review Phase redesign 檢討水平階段並重新設計</li> <li>Review process of entering students into most appropriate language pathway 檢討學生進入其最合適的語言途徑過程</li> <li>Enhance opportunities for Chinese Language progression for NCS 為非華語學生增加中國語文進階機會</li> <li>Explore CALP role as academic writing guidance/support 探索「學術語言能力中心」作為學術寫作指導/支援的角色</li> </ol>	<p>Aug2020 - June 2021 2020 年 8 月至 2021 年 6 月</p>	<ul style="list-style-type: none"> <li>F5/F6 drop in clinic success 中五 / 中六學生成功走訪治療室</li> <li>Successfully delivered course 成功完成課程</li> <li>Student progress 學生進度</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Feedback 教師回饋</li> <li>Student Feedback 學生回饋</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>	<ol style="list-style-type: none"> <li>Develop community understanding of STEAM and CLACH 發展社區對「科技工藝數」和「中語藝文史」計劃的理解</li> <li>Explore Mapping of CLACH 探索「中語藝文史」計劃的製作圖表</li> <li>Explore Mapping of STEAM 探索「科技工藝數」計劃的製作圖表</li> <li>Review designated specialist areas 檢討指定的專業領域</li> </ol>		<ul style="list-style-type: none"> <li>Definitions revisited and shared 重新定義並分享定義</li> <li>Awareness of mapping approaches and opportunities 認識製作圖表方法和機會</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; 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> </ul>	<ul style="list-style-type: none"> <li>The CALP Team will organise 90 minutes of PD + a google classroom of support documents to provide knowledge and skills in ESL Teaching &amp; Learning 「學術語言能力中心」團隊將組織 90 分鐘的專業發展 + Google 教室的支援文件，以提供「英語為第二語言」教學方面的知識和技能</li> </ul>	<p>Nov2020-Feb 2021 2020 年 11 月至 2021 年 2 月</p>	<ul style="list-style-type: none"> <li>Staff have a better understanding of ESL Teaching and Learning strategies 教職員對「英語為第二語言」教學策略有更好的了解</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers 教師的回饋</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Management Team, CALP Group, All Teachers 知識管理團隊，學術語言能力中心小組，全體教師</li> </ul>	
<ul style="list-style-type: none"> <li>Offer maximum subject choices to cater for Creative Secondary School students' diverse needs</li> <li>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>	<ul style="list-style-type: none"> <li>Provide up to 13 elective subjects across the IBDP 在 IB 大學預科教育文憑中提供多達 13 個選修科目</li> <li>Provide up to 15 elective subjects across HKDSE 在香港中學教育文憑試中提供多達 15 個選修科目</li> <li>A choice between 3 Arts &amp; 3 Technology courses in IBMYP F.3 在 IB 中學項目中三的 3 個藝術課程與 3 個技術課程之間進行選擇</li> </ul>	<p>Aug 2020 2020 年 8 月</p>	<ul style="list-style-type: none"> <li>Students have multiple pathway options in SS 為學生在中學生涯中提供多種途徑選擇</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers 教師的回饋</li> <li>Feedback from students 學生的回饋</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Management Team, Careers Team, Director of Learning's Team 知識管理團隊，升學團隊，課程總監</li> </ul>	

	<ul style="list-style-type: none"> <li>• Review success of DT/Arts F3 doubling up 檢閱中三級設計科技 / 藝術科倍增的成功</li> <li>• Review blocking and options process 檢討科目區塊和選科流程</li> <li>• Review number of electives F4 檢討中四級選修科數目</li> <li>• Continuity of F3 subjects into F4 中三科目與中四科目的連續性</li> </ul>					
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## 2.2. Strengthen students' participation in determining future pathways

### 加強學生參與確立未來道路的研究

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
<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>Communicate possible pathways through presentations, virtual &amp; physical workshops, speakers, webinars 通過演示、虛擬和親歷研討會、演講者、網絡會議等作為交流的可能途徑</li> <li>Enhance links with universities/colleges local and international 加強與本地或國際的大學和學院的聯繫</li> <li>Continue links with local institutions e.g. HKUSpace, VTC - student visits for on-campus &amp; workshops, virtual tours 繼續與本地機構建立聯繫，例如香港大學專業進修學院、香港職業訓練局--學生參觀校園及研討會、虛擬旅遊等</li> <li>Links with alumni. Physical or videos. 聯繫校友，邀請到校或通過視頻作交流</li> <li>F4/5/6 students attend University Fair at CSS or replacement online seminars 中四中五中六學生參加啓思中學舉辦的大學博覽會或以網上研討會替代</li> </ul>	By April 2021 2021 年 4 月前	<ul style="list-style-type: none"> <li>Students making informed choices 學生能作明智的選擇</li> <li>Collection of comments from stakeholders throughout the year 全年收集學校持份者的意見。</li> </ul>	<ul style="list-style-type: none"> <li>Students making informed choices 學生作出有見識的選擇</li> </ul>	<ul style="list-style-type: none"> <li>H.E. Team 升學團隊</li> <li>HOSS 高中學生事務主任</li> <li>DHOSS 高中學生事務副主任</li> <li>F4,5,6 tutors 中四中五中六社導師</li> </ul>	<ul style="list-style-type: none"> <li>Visiting speakers 到校講者</li> <li>Online seminars, webinars. 網上研討會 網絡會議</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 F1. 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 F1 編寫個人檔案。</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen personal statement writing. 加強個人陳述寫作</li> <li>through mini-workshops and critical sessions. 通過小型工作坊和重要會議</li> <li>Further F5/6 workshop sessions for tutor teams 針對社導師團隊的中五中六工作坊</li> <li>Introduce F1 careers activities and begin portfolio writing 向中一學生介紹職業生涯規劃活動，並開始撰寫個人檔案</li> </ul>	By Dec 2020 2020 年 12 月前	<ul style="list-style-type: none"> <li>Improved personal statements/SLPs 改進了個人陳述/ 學生學習檔案</li> <li>F5 &amp; F6 Tutors increased knowledge &amp; support 中五和中六社導師增加了知識和支持</li> <li>F1 portfolio started 開始了中一學生個人檔案</li> </ul>	<ul style="list-style-type: none"> <li>Read improved personal statements/ SLPs 閱讀經過改進的個人陳述/ 學生學習檔案</li> <li>View F1 portfolios 查看中一學生個人檔案</li> </ul>	<ul style="list-style-type: none"> <li>H.E. Team 升學團隊</li> <li>F5&amp;6 tutors. 中五中六社導師</li> <li>HOSS/DHOSS 高中學生事務主任/副主任</li> <li>HOJS/DHOJS 初中學生事務主任/副主任</li> <li>Language teachers to interview students. 語文教師面見學生</li> <li>F1 Digital co-ordinator 中一數碼化主任</li> </ul>	<ul style="list-style-type: none"> <li>Time for workshops/ PGP presentations/ interviews 參與研討會/ 個人成長課程 匯報及面見的時間</li> </ul>

### 3. Align and strengthen school culture

#### 整合並加強學校文化

#### 3.1. 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

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
<ul style="list-style-type: none"> <li>Integrate the CSS 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> </ul>	<ul style="list-style-type: none"> <li>Prominent visual display in all classrooms and study spaces 在所有教室和學習空間中均具有顯眼的視覺效果</li> <li>Encourage students to apply the CSS Learner Attributes in their classes 鼓勵學生在課堂上應用啟思中學學習者特質</li> <li>Focused attributes promoted throughout the year 全年重點宣傳學習者特質</li> </ul>	Aug 2020-Jun 2021 2020 年 8 月至 2021 年 6 月	<ul style="list-style-type: none"> <li>Increased students' awareness and understanding on the CSS Learner Attributes 提高學生對啟思中學學習者特質的認識和理解</li> </ul>	<ul style="list-style-type: none"> <li>Students Feedback 學生回饋</li> </ul>	<ul style="list-style-type: none"> <li>all Teachers 全體教師</li> </ul>	
<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>Develop CSS PLC Framework 發展啟思中學專業學習社區架構</li> <li>Provide training and understanding of PLCs in the Creative Secondary School context 在啟思中學的背景上提供培訓和理解專業學習社區</li> <li>Support Middle Leaders in their setting up and operating PLCs for their teams 支持中層領導為其團隊設立和運作專業學習社區</li> </ul>	Aug 2020-Jun 2021 2020 年 8 月至 2021 年 6 月	<ul style="list-style-type: none"> <li>Staff adopt work policies, practices and routines which support PLCs 教職員採用支持專業學習社區的工作政策、實施和條例</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Feedback 教師回饋</li> <li>Middle Leader Feedback 中層領導回饋</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Management Team, Heads of Faculties &amp; all Teachers 知識管理團隊、學科主任和全體教師</li> </ul>	<ul style="list-style-type: none"> <li>PD Budget 專業發展預算</li> <li>EDUHK staff 香港教育大學教職員</li> <li>EDB / IB Workshops</li> <li>教育局/ 國際教育文憑工作坊</li> </ul>
<ul style="list-style-type: none"> <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> </ul> <p>2020-2021: Aug -Oct: Mutual Trust, Respect &amp; Support 8 月-10 月：相互信任、尊重與支持</p>	<ul style="list-style-type: none"> <li>Provide training and understanding of positive education, restorative practices and invitational education 提供培訓和理解正向教育、復和實踐及啟發潛能教育</li> <li>Further support Teachers and House Tutors to use restorative practices when handling students' behaviour 進一步支援教師和社導師在處理學生行為時使用復和方法</li> <li>Provide sessions and support resource materials for parents on positive education,</li> </ul>	Aug 2020-Jun 2021 2020 年 8 月至 2021 年 6 月	<ul style="list-style-type: none"> <li>Staff adopt policies, practices and routines which support the implementation of positive education, restorative practices and invitational education 教職員採用支持正向教育、復和方法及啟發潛能教育等政策，實施和條例</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Feedback 教師回饋</li> </ul>	<ul style="list-style-type: none"> <li>Director of SDW &amp; all Teachers, PTA Exco 學生發展和健康生活總監及全體教師、家長教師會執行委員會</li> </ul>	<ul style="list-style-type: none"> <li>PD Budget 專業發展預算</li> </ul>

<p>Nov- Feb: Collective Responsibility for Student Learning 11 月至 2 月：學生學習的集體責任</p> <p>Mar - Jun: Individual, as well as Group, learning is promoted. 3 月-6 月：促進個人學習和小組學習</p>	<p>restorative practices and invitational education 為父母提供正向教育，復和方法及啟發潛能教育的會議和資源材料</p> <ul style="list-style-type: none"> <li>To embed resilience into various programmes and activities by developing a growth mindset and supporting students facing difficulties 通過培養成長觀念及支援面對困難的學生，將適應力融入各種計劃和活動</li> </ul>		<ul style="list-style-type: none"> <li>Parents sessions organised and support resources provided for parents 舉辦家長會，提供資源支援家長</li> </ul>			
<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>Develop CPSKG /CPS / CSS continuum 發展啟思小學暨幼稚園/啟思小學/啟思中學的整體連結</li> <li>Organise joint school PD activities 舉辦聯合學校專業發展活動</li> <li>Allow for Faculties to work with staff and students across the continuum 在整體連結過程中容許各學科與教職員及學生一起工作</li> <li>Organise a joint school exhibition / open day / virtual exhibition(s) 舉辦學校聯合展覽/開放日/網上虛擬展覽</li> </ul>	<p>Aug 2020- Jun 2021 2020 年 8 月至 2021 年 6 月</p>	<ul style="list-style-type: none"> <li>Align Staff &amp; student policies, practices and routines which support the Creative Continuum 整合支援啟思整體連結的教職員工和學生的政策、實施和條例</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Feedback 教師回饋</li> <li>Middle Leader Feedback 中層領導回饋</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Management Team, Heads of Faculties &amp; all Teachers, Through-train Education Development Group 知識管理團隊、學科主任和全體教師，「一條龍」教育發展小組</li> </ul>	<ul style="list-style-type: none"> <li>PD Budget 專業發展預算</li> <li>EDUHK staff 香港教育大學教職員</li> <li>EDB / IB Workshops 教育局/ 國際教育文憑工作坊</li> </ul>
<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>Introduce &amp; develop newly-joined teachers EDB mandatory training programme. Core &amp; elective elements 介紹和發展新加入的教師，並參與教育局強制性培訓計劃，包括核心和選修科目</li> <li>Further develop NQT support program 進一步制定新入職教師支援計劃</li> </ul>	<p>by May 2020 2020 年 5 月前</p>	<ul style="list-style-type: none"> <li>Completion of selected EDB workshops 完成曾選取參加教育局的研習班</li> <li>Feedback from NQT teachers 新入職教師的回饋</li> </ul>	<ul style="list-style-type: none"> <li>Completion of selected EDB workshops 完成曾選取的教育局研習班</li> <li>Positive feedback from NQT teachers 新入職教師的正面回饋</li> </ul>	<ul style="list-style-type: none"> <li>NQT tutors Buddies, HOF, specialist teachers eg CALP, SEN 新入職社導師伙伴，學科主任、專業教師，例如學術語言能力中心、特殊教育需要等</li> </ul>	<ul style="list-style-type: none"> <li>Time allowance and cover teachers cost 工時定額和代課教師費用</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>	<ul style="list-style-type: none"> <li>Strengthen House Tutors' roles and their support for students 加強社導師的角色和對學生的支援</li> <li>Provide increased time and opportunities for tutors to support students 為社導師提供更多的時間和機會來支援學生</li> <li>Review guidelines for CP, IA, IES, EE support and feedback</li> </ul>	<p>Aug 2020- Jun 2021 2020 年 8 月至 2021 年 6 月</p>	<ul style="list-style-type: none"> <li>Tutors' roles and expectations clearly outlined 明確概述了社導師的角色和期望</li> <li>Increased tutor time in the timetable to better support students 增加時間表中社導師時間，使更好地支援學生</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Feedback 教師回饋</li> </ul>	<ul style="list-style-type: none"> <li>DoSDW, HOSSS, HOJSS, Deputy Heads, All Tutors 學生發展和健康生活總監 高中學生事務主任/副主任 初中學生事務主任/副主任 全體社導師</li> </ul>	<p>n/a</p>

	檢討對社區設計、校內評估、獨立專題研探究、專題研究論文等支援的指南和回饋					
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### 3.2. 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

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
<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>Strengthen the roles of student leadership groups (Student Leaders, Student Union and House Committees) by promoting in the school community and beyond 通過在學校社區及其他地方進行推廣，加強學生領導小組（學生領袖，學生會和學社委員會）的作用</li> <li>Equip student leaders with the skills to support the student body through provision of leadership training sessions 通過提供領導力培訓課程，使學生領袖具備支援學生團體的技能</li> <li>Opportunities for student leaders to work with others in the community 提供學生領袖與社區其他人合作的機會</li> </ul>	Aug 2020- Jun 2021 2020 年 8 月至 2021 年 6 月	<ul style="list-style-type: none"> <li>Election percentage for the different student leadership groups 不同學生領導小組的選舉百分比</li> <li>Student leadership groups organised programmes and events with others in and beyond the CSS community 學生領導小組與啓思中學社區內外的其他人一起組織了計劃和活動</li> </ul>	<ul style="list-style-type: none"> <li>Students' Feedback 學生的回饋</li> <li>Year end evaluations 年終評估</li> </ul>	<ul style="list-style-type: none"> <li>DoSDW, House Coordinator 學生發展和健康生活總監，學社主任</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>New organizational chart which clearly shows teams &amp; leadership structure 新的組織結構圖清楚地顯示團隊和領導的結構</li> <li>Creation of teams with name lists with NTS to support team admin work 創立非教師職員團隊名單以支援各團隊行政工作</li> <li>Creation of Admissions &amp; Marketing Team to reduce workload for staff in recruitment of students 成立招生與學校推廣團隊，以減少工作人員招募學生的工作量 Team description to describe core functions 團隊類型說明能描述核心職能</li> </ul>	Aug 2020 2020 年 8 月 Aug 2020 2020 年 8 月 July 2020 2020 年 7 月  Sept 2020 2020 年 9 月	<ul style="list-style-type: none"> <li>Staff agree that Team structures, roles and core tasks are clear 教職員同意團隊結構、角色和核心任務明確</li> <li>Staff feel work is supported by NTS. 教職員認為工作得到了非教師職員的支持</li> </ul>	<ul style="list-style-type: none"> <li>Staff survey 教職員問卷調查</li> </ul>	<ul style="list-style-type: none"> <li>LT5 行政領導層 5</li> <li>LT5 行政領導層 5</li> <li>AA / BC 校長/BC</li> <li>LT5 + Team chairs 行政領導層 5 + 各團隊負責人</li> </ul>	<ul style="list-style-type: none"> <li>\$60,000</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>	<ul style="list-style-type: none"> <li>Work closely with staff association to provide social welfare events eg yoga, competitions, meal gatherings 與教職員協會緊密合作，提供社交福利活動，例如瑜伽、比賽和聚餐等</li> </ul>	Sept 2020 - Jun 2021 2020 年 9 月至 2021 年 6 月	<ul style="list-style-type: none"> <li>Good staff attendance 教職員出席率高</li> </ul>	<ul style="list-style-type: none"> <li>Check numbers of staff attending 檢查教職員的出席數目</li> </ul>	<ul style="list-style-type: none"> <li>Staff association reps &amp; individual staff 教職員協會代表和個別員工</li> </ul>	<ul style="list-style-type: none"> <li>Prizes for competition 比賽獎品</li> </ul>

3.3. 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

Targets/Intended outcomes 目標/預期成果	Strategies 策略	Time Scale 時間	Success Criteria 成功標準	Methods of Evaluation 評估方法	People Responsible 負責人	Resources Required 所需資源
<ul style="list-style-type: none"> <li>Review and reconstruct appraisal processes to reflect the school ethos, collaborative, open and inquiry-based learning pedagogies and promote professional and personal growth. 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>Set up an SSE and QA Team 設立學校自評和質素保證小組</li> <li>Review policy documents 檢討政策文件</li> <li>Make recommendations to LT5 向行政領導層 5 提出建議</li> <li>Take recommendations to School Board 向校董會提出建議</li> </ul>	Aug 2020 2020 年 8 月 Aug-Dec 2020 2020 年 8-12 月 Jan 2021 2021 年 1 月 Mar 2021 2021 年 3 月	<ul style="list-style-type: none"> <li>Set-up complete 完成設立</li> <li>Staff feedback is positive in relation to process and transparency 教職員對流程和透明度的回饋是正面的</li> </ul>	<ul style="list-style-type: none"> <li>Survey 問卷調查</li> <li>Staff interview 面見教職員</li> <li>Team minutes 團隊會議紀錄</li> </ul>	<ul style="list-style-type: none"> <li>AA 校長</li> <li>LT5 行政領導層 5</li> <li>TF</li> <li>SSE &amp; QA Team 學校自評和質素保證小組</li> </ul>	
<ul style="list-style-type: none"> <li>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. 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>	<ul style="list-style-type: none"> <li>Survey entire staff and student &amp; parent groups and engage in focus groups and individual interviews to gain insight 向全體教職員、學生和家長團體分發問卷調查，並參加小組座談會和個人面見，使能充分了解</li> <li>Review policies with LT5 and committees during 2020-21 在 2020-21 年期間與行政領導層 5 及其委員會一起檢討政策</li> </ul>	April 2020 - Aug 2021 2020 年 4 月至 2021 年 6 月  Aug 2020 - Jun 2021 2020 年 8 月至 2021 年 6 月	<ul style="list-style-type: none"> <li>Staff Survey 教職員問卷調查</li> <li>Committee / team minutes and discussions 委員會/團隊會議紀錄和討論</li> </ul>			