

# SCHOOL ANNUAL PLAN 2021-2022



## 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>
Improve student attainment	<ul style="list-style-type: none"><li>● Establish a School Statistics' Team;</li></ul>



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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
<p>Deepen student learning opportunities, broaden choice 加深學生學習機會，拓寬選擇範圍。</p>	<ul style="list-style-type: none"><li>● Deepen MYP service as action, CASOLE and CCA provision in the formal curriculum; 在正式課程中深化MYP服務作為行動，提供CASOLE和CCA；</li></ul>
	<ul style="list-style-type: none"><li>● Broaden activities to support students' creative, physical, experiential and service learning development which reflect the school ethos; 擴大活動以支持學生的創造性、身體力行、體驗和服務學習發展，以反映學校風氣；</li></ul>
	<ul style="list-style-type: none"><li>● Further develop and expand English &amp; Chinese Language proficiency and academic results through cross-curricular integration and support programmes for NCS and CALP; 針對NCS和CALP的跨課程整合和支援計劃，進一步發展和擴大英語和中文的語言水平和學術成果；</li></ul>
	<ul style="list-style-type: none"><li>● Embed unique school curricula programmes such as CLACH, STEAM and CALP into the revised Junior Secondary Curriculum as well as to support the delivery of IBDP &amp; HKDSE curriculum; 將獨特的學校課程計劃(如CLACH, STEAM和CALP)納入經修訂的初中課程，並支援IBDP和HKDSE課程教學；</li></ul>
	<ul style="list-style-type: none"><li>● Develop all teachers' professional knowledge of ESL strategies in teaching &amp; learning to individualise students' academic growth; 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>● 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>

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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。

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**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

- 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。
  - 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。
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## 1. 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

### 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>Broaden transfer of knowledge locally and globally through enhancing 21<sup>st</sup> century skills; 通過提高21世紀的技能來擴展本地和全球的知識傳播;</li> </ul>	<ul style="list-style-type: none"> <li>Continue to raise greater awareness and understanding of the application of knowledge through current affairs/news articles</li> <li>Continue the development of unit plans with explicit local and global contexts addressed.</li> <li>Use CASOLE / Service as Action as vehicles to encourage students to research and share knowledge and understanding of local and global social issues</li> <li>Provide opportunities for students to develop explicit 21st Century Skills which will be tracked by the Digital Learning Coordinator</li> <li>Develop a platform for reviewing ongoing relevant digital learning/online pedagogies</li> </ul>	Whole school year	<ul style="list-style-type: none"> <li>Greater awareness and understanding of the application of knowledge through teaching and learning and activities</li> <li>Unit plans reviewed</li> <li>Students' awareness, knowledge and understanding of local and global social issues increased</li> <li>21st Century Skills tracked</li> <li>A platform for reviewing ongoing relevant digital learning/online pedagogies developed</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders' feedback</li> <li>Review conducted</li> <li>Stakeholders' feedback</li> <li>Review of the platform conducted</li> </ul>	<ul style="list-style-type: none"> <li>Teaching staff</li> <li>School Life Team</li> <li>MYP Team</li> <li>School Life Team</li> <li>ITDC, Digital Learning Coordinator</li> </ul>	
<ul style="list-style-type: none"> <li>Develop deeper research and dissemination skills through explicit information and media literacy training; 通過明確的信息和媒體素養培訓, 發展更深入的研究和傳播技能;</li> </ul>	<ul style="list-style-type: none"> <li>The MYP Team will track ATLS in unit plans focusing on Research Skills.</li> </ul>	Whole school year	<ul style="list-style-type: none"> <li>ATLS tracked in unit plans</li> </ul>	<ul style="list-style-type: none"> <li>Unit plans monitored and audited</li> </ul>	<ul style="list-style-type: none"> <li>MYP Team</li> </ul>	

	<ul style="list-style-type: none"> <li>• The Library staff will run research skills workshops to support EE.</li> <li>• Further develop understanding of the Academic Honesty Policy amongst stakeholders.</li> <li>• Digital Learning Coordinator and the ITDC to develop a strategy for teaching information and media literacy alongside the ATL coordinator (A/MYP Coordinator).</li> </ul>		<ul style="list-style-type: none"> <li>• Research sessions run successfully</li> <li>• Increased understanding of the Academic Honesty Policy</li> <li>• Strategies devised for teaching information and media literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Participants' feedback</li> <li>• Stakeholders' feedback</li> <li>• Strategies review</li> </ul>	<ul style="list-style-type: none"> <li>• Library Team</li> <li>• Digital Learning Coordinator and the ITDC</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>	<ul style="list-style-type: none"> <li>• Deepen the emergent practices of aligning Project-based learning with ATLs &amp; student characteristics/attributes on self-management</li> <li>• Strengthen the awareness of, and approaches to, explicitly taught referenced skills</li> <li>• Create explicit opportunities for the integration of experiential learning (CCAs, CASOLE, SaA, EL, etc.) into the curriculum and to support the curriculum through activity</li> </ul>	Whole school year	<ul style="list-style-type: none"> <li>• Greater awareness and understanding of ATLs and Learner Attributes amongst stakeholders.</li> <li>• Experiential learning opportunities planned, organised and integrated into the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholders' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• School Life Team</li> <li>• Junior and Senior School Teams</li> <li>• Teaching Staff</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 make use of the PIE cycle to engage in a professional &amp; personal goal setting process at the beginning of each year</li> <li>PD budget provision will be made to provide support individualised, as well as group learning as per goals set.</li> <li>Staff will further reflect upon their development needs and suggest professional development targets based on their 20-21 self-evaluations</li> </ul>	<p>Aug-Sep</p> <p>Whole school year</p> <p>Aug-Sep</p>	<ul style="list-style-type: none"> <li>Staff set goals successfully</li> <li>PD budget allocated and provided for staff</li> <li>Needs reviewed and targets set</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback</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 2 x 90 minutes of PD + further develop a google classroom of support documents to provide knowledge and skills in ESL &amp; EAL Teaching &amp; Learning</li> <li>The CALP &amp; Learning Support Teams will coordinate opportunities to embed staff as coaches in classrooms to support positive EAL practices for students requiring support in mainstream classes.</li> </ul>	<p>Whole school year</p>	<ul style="list-style-type: none"> <li>PD arranged and organised.</li> <li>Support provided by the CALP and Learning Support Teams</li> </ul>	<ul style="list-style-type: none"> <li>Participants' feedback</li> </ul>	<ul style="list-style-type: none"> <li>CALP Team</li> <li>Learning Support Team</li> <li>PD Team</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 4 x 90 minutes of PD opportunities and a further develop a google classroom of support documents to provide knowledge and skills in Teaching &amp; Learning for SEN students</li> </ul>	<p>PD Days in 2021-22</p> <p>Whole school year</p>	<ul style="list-style-type: none"> <li>PD sessions arranged and organised</li> <li>Support documents provided.</li> </ul>	<ul style="list-style-type: none"> <li>Participants' feedback</li> </ul>	<ul style="list-style-type: none"> <li>Learning Support Team</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 e.g. MacOS, Affinity Cloud Suite, Google</li> <li>Greater use of technology in administration to give teachers time to focus on teaching &amp; learning</li> <li>Provide more Teacher Aides (Admin.) to support digitalisation of teaching resources</li> </ul>	<p>Whole school year</p>	<ul style="list-style-type: none"> <li>PD opportunities successfully organised and arranged.</li> <li>Increased use of technology in administrative tasks and projects</li> <li>Teacher Aides (Admin) provided</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback</li> <li>Audit of administrative tasks</li> </ul>	<ul style="list-style-type: none"> <li>IT Team</li> <li>PD Team</li> <li>IT and Admin Teams</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



	<ul style="list-style-type: none"> <li>• Create a CAMPUS TV studio for the creation of learning and teaching materials</li> <li>• Use of different modes of assessment including digital performance tasks, project portfolios, e-assessment tasks and e-portfolios</li> <li>• Develop an explicit Student Learner Profile for Higher Education Purposes</li> </ul>		<ul style="list-style-type: none"> <li>• Campus TV Studio established</li> <li>• A range of assessment modes used in teaching and learning</li> <li>• Students to have developed SLPs successfully</li> </ul>		<ul style="list-style-type: none"> <li>• Premises Team</li> <li>• HKDSE Team, CASOLE Team</li> </ul>	
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1.3. *Improve student attainment*

提高學生的素養

<b>Targets/Intended outcomes</b> 目標/預期成果	<b>Strategies</b> 策略	<b>Time Scale</b> 時間	<b>Success Criteria</b> 成功標準	<b>Methods of Evaluation</b> 評估方法	<b>People Responsible</b> 負責人	<b>Resources Required</b> 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>Define explicit knowledge</li> <li>Build on top of our existing system to develop a change Management strategy to encourage teacher to use the system to store explicit knowledge</li> </ul>	Aug-Oct	<ul style="list-style-type: none"> <li>Development of a centralized resources data store with the policy of using the data store.</li> <li>start to use the system to store explicit knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> </ul>	<ul style="list-style-type: none"> <li>Data Access group</li> <li>Director of Administration</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 (e.g. Benchmarking, internal assessment, mock exam data, ATL adoption, progress in CP.)</li> <li>Review assessment practices for best preparing DP / HKDSE students</li> <li>Make better use of recruitment data from Admissions to place and track students' progress</li> <li>Make use of the progressive targets for academic and non-academic achievement in faculties and centres to track effectiveness of measures and strategies (e.g. RPC Data 2020-21)</li> <li>Continue to monitor how IBDP Subject and World score reference and tracking and suggest strategies to improve attainment</li> <li>Further develop the mapping of MYP performance to Senior Curriculum predicted attainment</li> </ul>	Whole school year	<ul style="list-style-type: none"> <li>Performance data and analysis centralised and coordinated for dissemination.</li> <li>Assessment practices reviewed successfully</li> <li>Review on the use of recruitment data to inform students' progress</li> <li>RPC data further strengthened and followed up</li> <li>Strategies suggested for raising attainment</li> <li>Developed a systematic approach to use MYP performance data to inform predicted attainment</li> </ul>			

## 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.</li> <li>Set up a School Life Team to coordinate CASOLE, CCA, EL &amp; sports / house activities for further adoption into curricula programmes</li> </ul>	Whole school year	<ul style="list-style-type: none"> <li>Activities and programmes successfully planned, arranged and implemented as part of students' school lives.</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders' feedback</li> </ul>	<ul style="list-style-type: none"> <li>School Life Team</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>Post COVID-19 year of activities to highlight creative, physical, experiential and service learning development.</li> <li>Set up a School Life Team to coordinate CASOLE, CCA, EL &amp; sports / house activities to better coordinate provision.</li> </ul>	Whole school year	<ul style="list-style-type: none"> <li>Activities and programmes successfully planned, arranged and implemented as part of students' school lives.</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders' feedback</li> </ul>	<ul style="list-style-type: none"> <li>School Life Team</li> </ul>	
<ul style="list-style-type: none"> <li>Further develop and expand English &amp; Chinese Language proficiency and academic results through cross-curricular integration and support programmes for NCS and CALP; 針對NCS和CALP的跨課程整合和支援計劃，進一步發展和擴大英語和中文的語言水平和學術成果;</li> </ul>	<ul style="list-style-type: none"> <li>Make use of benchmarking to identify students in need of additional support.</li> <li>Identify opportunities for a Chinese programme to be developed in the CALP Centre</li> </ul>		<ul style="list-style-type: none"> <li>Identify and devise support for students based on benchmarking results.</li> <li>Chinese Programme initial plan developed in the CALP Centre</li> </ul>	<ul style="list-style-type: none"> <li>An audit of curriculum documents to be conducted</li> </ul>	<ul style="list-style-type: none"> <li>Chinese and English Teams</li> <li>CALP Team</li> </ul>	
<ul style="list-style-type: none"> <li>Embed unique school curricula programmes such as CLACH, STEAM and CALP into the revised Junior Secondary Curriculum as well as to support the delivery of IBDP &amp; HKDSE curriculum 將獨特的學校課程計劃(如CLACH, STEAM和CALP)納入經修訂的初中課程，並支援IBDP和HKDSE課程教學</li> </ul>	<ul style="list-style-type: none"> <li>Continue integration of CLACH, STEAM and CCE as well as NSE into the formal curriculum planning documents.</li> </ul>	Aug-Jun	<ul style="list-style-type: none"> <li>CLACH, STEAM and CCE as well as NSE integrated into curriculum planning documents</li> </ul>	<ul style="list-style-type: none"> <li>An audit of curriculum documents to be conducted</li> </ul>	<ul style="list-style-type: none"> <li>CLACH, STEAM and CCE as well as NSE Teams</li> <li>Teaching staff</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 &amp; Learning Support Teams will coordinate opportunities to run workshops and provide support on positive EAL practices for students requiring support in mainstream classes which can be disseminated to teachers.</li> </ul>	Whole school year	<ul style="list-style-type: none"> <li>PD Opportunities and support provided for staff</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback</li> </ul>	<ul style="list-style-type: none"> <li>CALP &amp; Learning Support Teams</li> </ul>	

<ul style="list-style-type: none"> <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.</li> </ul> <p>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。</p>	<ul style="list-style-type: none"> <li>Provide Spanish Ab-initio (on campus) in F.5, continue via Pamoja in F6)</li> <li>Begin writing Language Acquisition Unit Plans for F1 and F2 for German and Spanish for introduction in 2022-23.</li> <li>Offer afternoon classes as CCAs at CPS to strengthen the continuum.</li> </ul>	<p>Aug</p>	<ul style="list-style-type: none"> <li>Spanish classes planned and delivered on campus (ab-initio)</li> <li>Language Acquisition Unit plans drafted</li> <li>CCAs offered to CPS</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum documents written</li> <li>Unit plans drafted</li> <li>Students' feedback and review by Spanish Team</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

<b>Targets/Intended outcomes</b> 目標/預期成果	<b>Strategies</b> 策略	<b>Time Scale</b> 時間	<b>Success Criteria</b> 成功標準	<b>Methods of Evaluation</b> 評估方法	<b>People Responsible</b> 負責人	<b>Resources Required</b> 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>Continue to broaden students' knowledge and understanding on different study pathways via seminars and workshops.</li> <li>Provide different opportunities with collaboration with other resources and networks available in the community for students to experience different career options.</li> <li>Encourage students to seek work placements.</li> </ul>	Sep-Jun	<ul style="list-style-type: none"> <li>Students make informed choices for their future study pathways.</li> </ul>	<ul style="list-style-type: none"> <li>Students and staff feedback</li> </ul>	<ul style="list-style-type: none"> <li>Careers and Higher Education Team</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>Review the F1 Careers Sessions introduced and further refine contents of the programme.</li> <li>Develop &amp; implement careers education activities for F2 &amp; F3.</li> </ul>	Whole school year	<ul style="list-style-type: none"> <li>F1 Careers Sessions successfully delivered.</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback</li> </ul>	<ul style="list-style-type: none"> <li>Careers and Higher Education Team</li> <li>Junior School Team</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 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>Provision of Professional Development opportunities to introduce, raise awareness and embed the 9 characteristics of Professional Learning Communities into daily practices.</li> </ul>	whole school year	<ul style="list-style-type: none"> <li>Staff has an increased awareness and understanding on PLCs</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback</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>Continue with and strengthen the Chinese language support programme for CPS students who have enrolled to Form 1 at CSS. The Admissions Team liaises with Chinese department &amp; CPS.</li> <li>Introduce Summer Bridging Programme for new Form 1 students for an enhanced transition for the new school year.</li> <li>Strengthen the IE, RP and Pos Ed philosophies through introducing their values in Professional Development opportunities</li> <li>Teachers complete mandatory EDB Professional Development workshops.</li> </ul>	Summer 2021-June	<ul style="list-style-type: none"> <li>Chinese language support programme successfully implemented and delivered</li> <li>Summer Bridging Programme successfully run.</li> <li>PDs on IE, RP and Pos Ed successfully organised.</li> <li>Staff successfully participate in EDB PD workshops</li> </ul>	<ul style="list-style-type: none"> <li>Students feedback</li> <li>Staff feedback</li> </ul>	<ul style="list-style-type: none"> <li>Admissions Team</li> <li>Continuum Team</li> <li>Chinese Team</li> <li>Junior School Team</li> <li>PD Team</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>Further develop student mentorship and leadership programmes in both Junior and Senior Secondary School.</li> <li>Continue to raise knowledge and understanding on the IE, RP and Pos Ed philosophies to strengthen the positive relationships between stakeholders.</li> </ul>		<ul style="list-style-type: none"> <li>Student development and leadership programmes established.</li> <li>Revision of the PGP Framework for better alignment with Positive Education</li> <li>Revision of the Student Planner and align with the PGP.</li> <li>PDs on IE, RP and Pos Ed successfully organised for different stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from stakeholders</li> </ul>		
<ul style="list-style-type: none"> <li>Raise expectations on staff roles in providing support and guidance to students;</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen the support mechanism for Tutors.</li> </ul>		<ul style="list-style-type: none"> <li>Tutors to provide more individualised support</li> </ul>	<ul style="list-style-type: none"> <li>Tutors feedback</li> </ul>		

<p>提高員工在為學生提供支援和指導方面的期望;</p>	<ul style="list-style-type: none"> <li>• Streamline the Rapid Progress Check (RPC) process in order to provide more effective support and guidance for students.</li> <li>• Explore Tutoring as a mechanism to better support the holistic development of students.</li> </ul>		<p>and guidance for students.</p> <ul style="list-style-type: none"> <li>• A more systematic procedures reviewed and refined.</li> <li>• An analysis of Tutoring being conducted to inform next steps to better support holistic development of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Feasibility study on the implementation of tutoring</li> </ul>		
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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

<b>Targets/Intended outcomes</b> 目標/預期成果	<b>Strategies</b> 策略	<b>Time Scale</b> 時間	<b>Success Criteria</b> 成功標準	<b>Methods of Evaluation</b> 評估方法	<b>People Responsible</b> 負責人	<b>Resources Required</b> 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>Further develop student mentorship and leadership programmes in both Junior and Senior Secondary School.</li> <li>Promote the CSS Learner Attributes, IB Learner Profile and Pos Ed Character Strengths through classes, activities and programmes.</li> </ul>	Sep-June	<ul style="list-style-type: none"> <li>Student development and leadership programmes established.</li> <li>CSS Learner Attributes, IB Learner Profile and Pos Ed Character Strengths embedded in sessions, activities and programmes.</li> <li>Revised PGP for better alignment with Positive Education</li> </ul>	<ul style="list-style-type: none"> <li>Student interviews, promotional materials and programmes established</li> </ul>	<ul style="list-style-type: none"> <li>Vice Principals, Heads of Schools</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>Computerization to simplify and improve administrative tasks.</li> <li>Refine our school portal to ensure easy access to services and support in school</li> </ul>		<ul style="list-style-type: none"> <li>Create a mobile portal for teachers to access school information</li> </ul>	<ul style="list-style-type: none"> <li>survey</li> </ul>	<ul style="list-style-type: none"> <li>Director of Administration</li> </ul>	<ul style="list-style-type: none"> <li></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>Running social activities to create a welcoming environment in school</li> <li>Create a staff social events team who will organise social activities for staff.</li> </ul>	Whole school year	<ul style="list-style-type: none"> <li>Social events organised and arranged</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback</li> </ul>	<ul style="list-style-type: none"> <li>All directors</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

<b>Targets/Intended outcomes</b> 目標/預期成果	<b>Strategies</b> 策略	<b>Time Scale</b> 時間	<b>Success Criteria</b> 成功標準	<b>Methods of Evaluation</b> 評估方法	<b>People Responsible</b> 負責人	<b>Resources Required</b> 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>Professional Development opportunities provided on lesson observations and inquiry-based learning and teaching pedagogies.</li> </ul>	Aug-Jun	<ul style="list-style-type: none"> <li>Appraisal process drafted and trialled successfully</li> </ul>	<ul style="list-style-type: none"> <li>Users feedback</li> </ul>	<ul style="list-style-type: none"> <li>PD Team</li> </ul>	