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BACKGROUND

Creative Secondary School opened in temporary premises on Sept 1st 2006 with 108 students in 4 classes and 11.2 teachers. In the Principal's report to the School Management Committee in September 2006, 8 major development issues were outlined:

1. Successful enrolment and promotion of the school, to move towards long term viability
2. Establishing a climate of respect, trust and optimism through Invitational Education
3. Establishing a student guidance and achievement framework for students' all round development
4. Active development of curriculum and pedagogy to provide effective learning to meet individual needs
5. Establishing a holistic language policy
6. Establishment and effective utilization of the new school campus
7. Establish a culture and framework of school improvement through self-evaluation
8. Continue with staff recruitment, retention & professional development to establish an effective staff team

The new staff contributed to the drafting of a development plan to address the above issues and this was presented to the directors as an interim plan in November 2006, with the understanding that the school is required to develop a more comprehensive development plan after the first year of its operation as a new DSS school.

The school's development was shared with the School Management Committee in June 2007 and some further pointers were noted. Progress made on the above areas is summarized below:

1. The school's profile has been raised through seminars and a highly successful Opening Ceremony, and reflected in a substantial increase in enrolment applications. (Subsequent enrolment figures for 2007-8 have reached targets set in Nov 2006). Establishing the school's viability is an ongoing strategic task in the 5 year plan.
2. The school has begun to develop the IE ethos and associated expectations. This year, school ethos and team spirit will be strengthened through whole staff workshops, attendance of the International Alliance for Invitational Education (IAIE) conference, participation in the IAIE network and practical implementation across all aspects of school life.
3. The school has implemented key elements of a framework, including house system, student awards, camps, counselling and guidance sessions, prefects and ambassadors and community service events. Students have had many opportunities to exercise and develop leadership, including contributing to the school's Opening Celebration, demonstrating phenomenal growth as independent learners. A Vice Principal has been appointed to take charge of this broad framework, supported by policy development and additional staff.

4. CSS has implemented the first year of the new Hong Kong Secondary Curriculum through the framework of the IB Middle Years Programme, under the leadership of the school's Curriculum Coordinator, and will be applying for IB MYP authorization in 2008. Teachers' pedagogy will be enhanced through professional development including lesson observations, professional dialogue and workshop training. Differentiation strategies are in place to cater for different levels of learning needs. Assessment and reporting processes established in 2006/7 will be enhanced through technology. The senior school curriculum team will be expanded to intensify preparations for introducing the HKDSE and IB Diploma to respond to parental aspirations. Extended learning across the curriculum is planned, including a Creativity, Action & Service Programme.
5. A holistic language policy to meet IB and EMI expectations has been drafted. A decision to participate in EDB-sponsored "Development of Language Across the Curriculum for English-medium Education" training for teachers have been made for 2007-08. Focused implementation over the coming years remains a high priority.
6. The move from the temporary to the new campus was achieved with minimal disruption to learning. Defects correction and progressive installing of furniture, fittings and equipment is in hand. Further development of the site to meet future needs has begun in earnest (additional facilities for science, performing and visual arts, PE are being actively explored)
7. The school has joined the Hong Kong Schools Self-Evaluation Network (HKSSSEN) and conducted a number of self-evaluation activities including surveys of students and parents, classroom observations, shadowing and student conference. End-of-year reviews have been conducted with staff. For the coming year, the school will continue to participate in the HKSSSEN and further enhance its processes and systems for self-evaluation and school improvement.
8. All teachers have received introductory MYP training and the school has sent teachers to overseas MYP subject workshops covering all 8 subject areas of the MYP octagon. The school has successfully recruited new teachers to bring the staff size up to 18. In the 2nd year the school will have an enhanced school organizational and team structure as well as more mature processes and procedures of administration; a programme of professional development is in place.

What follows is a 5 year development plan for the school. The starting point of this plan is the Proposed School Plan submitted 6 years ago to the then EMB School Allocation Committee. Where appropriate this plan provides updates to the previous plan in the light of the wider developments across education in Hong Kong, primarily the introduction of the new "3+3" Secondary School Curriculum, policy initiatives taken by the sponsoring body, and the school's operational experience last year.

INTRODUCTION

The School Sponsoring Body's Statement of Purpose for the school (2001)

Creative Education Foundation is the School Sponsoring Body of Creative Secondary School. It is a non-profit making charitable organization sponsored by Creative Educators Ltd, operator of Creative Primary School and its Kindergarten. In the year 2001, the Foundation applied to the then Education and Manpower Bureau (EMB) and was successfully granted a school site and the authority to operate a secondary school under the Direct Subsidy Scheme.

In its submission to the Education and Manpower Bureau, the statement of purpose encompassed 6 points:

- To extend and exuberate the vision and educational philosophy of Creative Primary School and Kindergarten into the Secondary level
- To continue to pioneer high quality, student centred, all-rounded education with a pedagogical approach that uniquely integrates the best of Western and Chinese educational ideals
- To develop a modern, broad, balanced and integrated curriculum that suits global requirements and human advancement, while placing emphasis on personal growth and essential qualities of our own traditional values, intellectual heritage and cultural aspirations
- To be a significant educational organization in Hong Kong that discovers and fosters leaders, visionaries, experts and contributory members for our future society
- To establish a school that embraces a distinctive community identity and a humanistic environment, together with facilities that are commensurate with the modern, student centered, global and yet culturally rooted ethos of the school
- To be in partnership with the government and the community in ensuring the successful implementation of Hong Kong's Educational Blueprint for the 21st Century

The above Statement of Purpose indicates the strong commitment of the Foundation to provide students and parents with the choice of a progressive, high quality, globally relevant educational service, whilst contributing to the diversity of the educational landscape in Hong Kong.

Creative Education Foundation – Statement of Educational Philosophy

The following is the Foundation's statement of its educational philosophy, drafted in September 2007, which informs the work of all its institutions including Creative Secondary School.

Shared Values and Approaches

Common Beliefs

The Creative family of Schools share the common beliefs that:

1. Every student is unique and should be given the opportunity to develop his/her personal potential to the full
2. A compassionate and positive school ethos will provide students with the confidence to learn effectively, meet new challenges, foster self-respect and respect for others

Common Goals

The three schools share the following educational goals:

1. To integrate the best of Chinese & Western Educational Ideals
2. To respond progressively to modern global needs
3. To develop the best potential of every student by maintaining a supportive school environment that is highly conducive to confidence building and effective learning

Common Implementation Approaches

Our schools share the following approaches:

1. Invitational Education (IE)
2. Delivering the Hong Kong curriculum through International Baccalaureate (IB)
3. Age appropriate Language Learning
4. Balance of Academic Advancement & Personal Growth
5. Partnership with external organizations

1. Invitational Education (IE)

Our Primary School is the first primary school in Hong Kong to receive an Inviting School Award from the International Alliance for Invitational Education. Creative Secondary School is also a member of the Alliance and our Kindergarten also adopts the same inviting philosophy.

Invitational Education is a theory in practice that addresses the quality of the educational environment. It intentionally invites positive human interaction in a school through a culture of mutual respect, trust and optimism. As a result of the positive environment, members of the school community are encouraged to develop intellectually, socially, physically and spiritually while realizing the unique potential of every individual.

2. Delivering the Hong Kong curriculum through International Baccalaureate (IB)

In 2005 we commissioned a curriculum consultancy study to advise on the strategic development of the school. It concluded that our implementation of Hong Kong's educational reform and local curriculum would be effectively enhanced by the IB approach - because of its relevance to increasing globalisation, the IB approach is being adopted by educational reforms around the world.

The IB curriculum framework and pedagogical approach emphasizes inquiry based learning, critical thinking, learning how to learn as well as fostering an understanding of the interrelationship between subject disciplines. The IB also stresses the need for students to respect their own cultural heritage and develop inter-cultural awareness. Students are also expected to acquire at least two languages while excelling in their own mother tongue. Holistic learning through a balanced study of subjects and thematic areas is also emphasized.

The consultant therefore recommended the adoption of the IB framework and approach for the benefit of our students' learning and our teachers' professional development.

Our Primary School and Secondary School are now implementing the Hong Kong curriculum through the programmes of the International Baccalaureate. In April 2006, Creative Secondary School was accepted by the International Baccalaureate (IB) as a Candidate School for its Middle Years Programme (IB MYP). In July 2007, Creative Primary School has also been granted Candidate School status by the IB to offer its Primary Years Programme (IB PYP).

3. Age-appropriate Language Learning Strategies

While appreciating that effective early learning occurs firstly through the child's mother tongue, we also recognize the critical importance of additional language acquisition at an early age.

In response to Hong Kong's unique position as China's international city, our goal is to help students to achieve fully effective bilingual capability by the time they graduate from secondary school.

We consider that literacy in Chinese is best developed from an early age. Our priority at Kindergarten and lower Primary is to build a strong foundation in Chinese language, whilst systematically increasing the emphasis on the English curriculum as the child progresses through the upper primary years, paving the way for full English medium education at our Secondary School.

We believe in the importance of enriching the language environment through strategies such as age-appropriate reading programmes, the learning of phonics and periodic benchmark assessment to measure student's reading ability and progress.

We regularly review strategies in the three schools to increase students' exposure to and practical use of English and Putonghua. We offer enhancement programmes in addition to what is provided through the formal curriculum.

We adopt the following specific measures to raise the quality and effectiveness of language learning:

- Maintain a high number of Native English Speaking and Overseas-returned teachers
- Significantly increase English learning and activity time in the kindergarten classrooms from 2007 school year onwards
- Regularly review English curriculum design in CPS through engaging expert consultants
- Implement a holistic language approach at CSS, such as learning of English and Chinese through literature; learning Chinese through Putonghua; ensuring that teachers of other subjects are also responsible for students' language standards

4. Balance of Academic Advancement and Personal Growth

In all our schools, we place equal emphasis on academic advancement and personal growth.

Students' academic advancement is achieved through modern, inquiry-based curriculum:

- In our kindergarten, the curriculum is thematic, integrated and inquiry-based
- In our primary school, the same curriculum approach is further strengthened through implementing the IB Primary Years Programme
- In our secondary school, inquiry-based learning is at the heart of our implementation of the IB Middle Years Programme

In all our schools, there is a strong language policy to support our students' academic advancement through the curriculum.

Our students' personal growth is sustained through a positive, inviting environment and programmes promoting creativity, action and service:

- A wide range of co-curricular activities to broaden horizons and foster potential
- Assemblies, workshops, seminars and camps to strengthen moral education and life skills
- Community service activities, starting at Kindergarten level
- A comprehensive pastoral care framework implemented through class teachers (CPS & KG) and house tutors (CSS)
- Professional guidance counsellors leading personal growth programmes and supporting individuals in need

5. Partnership With External Organisations

We collaborate with government bodies, other external organizations and expert advisers, such as the Education Bureau (EDB), schools, universities and educational consultants for academic and professional exchanges. We consider that effective learning by students can be enhanced through developing our teachers' professional knowledge and skills. For example, both our Primary School and Kindergarten have been deploying Brain-Based Learning strategies in the past few years. Our new secondary school has also commenced training teachers in this field. In addition, the school is also affiliated to The Critical Thinking Consortium and the Hong Kong Schools Self Evaluation Network.

Conclusion

The Foundation is well aware that the current pace of change and potential for progress in our increasingly globalised and information-driven world is unprecedented in the history of humanity. As a progressive learning organisation, we continually review the need to enhance the quality and relevance of our educational programmes, keep track of the latest research and provide the best environment for students to strive for excellence in whatever they do.

On the other hand, we have not lost sight of the precious gift of life and the importance of fostering moral and spiritual values in our students - so as to enable them to live upright lives, with love and compassion for others, and play their part in making the world a better place.

Here below are the mottos of our respective schools that reflect the child-centred, progressive and humanistic approach of our educational philosophy:

Kindergarten:

"Your child is unique, so is our school"

Primary School:

"Laying a firm foundation for a happy, meaningful and successful future"

Secondary School:

"Through this place we thrive, we serve, and find our place in the world"

Motto and updated Mission Statement of Creative Secondary School

School Motto

Taking the sponsoring body's submission to the EMB in 2001 as its starting point, the secondary school has adopted a motto. This was first shared with the school community and the general public on the school's Opening Celebration on 19 May 2007:

"Through this place we thrive, we serve and find our place in the world."

Vision and Mission Statement

The vision statement In the original school application document of 2001 declared:

"We intend our school to be a high quality, forward-thinking and inspirational educational community. Students, teachers, parents and partners of the school all share an ideal learning and self development environment, where global vision as well as essential qualities of our traditions are eminently valued and advanced."

The mission of the school is further elaborated in the text below, which was drafted to introduce the school to the public during the Opening Celebration of 19 May 2007:

"Our school is committed to an exceptionally caring ethos and a unique learning approach that draws the best from Chinese and Western educational ideals. In our school academic advancement is balanced with emphasis on personal growth and fostering of positive attitudes. Whilst we strive to develop students' international mindedness, we also encourage them to appreciate the essential qualities of their own traditional values, intellectual heritage and cultural aspirations."

We share the same Invitational Education philosophy with our Kindergarten and Primary School, from whom most of our students come. We also warmly welcome students from other primary schools from all parts of Hong Kong.

We are currently the only school to implement the new Hong Kong Secondary Curriculum through the International Baccalaureate Middle Years Programme. This excellent framework promotes inter-disciplinary, inquiry-based learning, a global outlook and strong communication skills. IB students are encouraged to actively serve their community, respect their environment and develop a set of values and capabilities – the IB Learner Profile().*

We are preparing our students for the challenges of the modern, increasingly globalised world while at the same time cultivating in them a passion for life, a confident sense of their own cultural identity, and a commitment to make the world a better place."

Five Year Strategic Development Plan

What follows is the school's planned strategic developments for its first 5 years, organized under 4 domains, followed by a section on evaluation approach that sets out the critical success factors of the plan and a short conclusion:

1. Management and Organisation
2. Learning and Teaching
3. Student Support and School Ethos
4. Student Performance
5. Evaluation Approach
6. Conclusion

Domain 1 Management and Organization

Current position:

- The School Management Committee has been constituted as specified in the Memorandum of Association (Appendix 1 & 2)
- The essential financial management policies and procedures have been established
- The school has established a leadership team consisting of the Principal, Vice Principal and Curriculum Director
- An interim organizational structure for the coming year 2007 – 2008 has been set up with staff consultation (Appendix 3)
- An outline organizational structure for the school at full capacity, based on 60 teachers and 900 students, has been agreed by the SMC (Appendix 4)

Focus for Development	Goals	Strategic Tasks	Timing
Planning and Administration	Establish effective governance, management structure and administration systems for the school	<ol style="list-style-type: none"> 1. Ensure school management committee is well represented and functions effectively <ol style="list-style-type: none"> a. In addition to the school sponsoring body's representatives, invite prominent members of the community to join and bring expertise to the founding SMC b. Appoint teacher representative to SMC c. Appoint parent representative to SMC d. Conduct review of SMC's effectiveness e. Update membership to ensure SMC remains representative 2. Establish an administration framework to realize the school's aims <ol style="list-style-type: none"> a. Update previous school organizational structure in original proposal and establish administration systems for handling daily operations and contingencies b. Update these annually to cater for the school's expansion 3. Ensure alignment of stakeholders with the school's vision, aims and development <ol style="list-style-type: none"> a. Promote actively the school's vision & core purpose to new and existing students, parents and staff b. Share development plans with staff, students and parents and invite their participation in evaluating its progress and its updating c. Implement processes whereby staff are empowered to contribute to the formulation, operation and review of school plans, policies, procedures and programmes 4. Establish a strong positioning and reputation for the school in Hong Kong's educational landscape by <ol style="list-style-type: none"> a. Actively promoting the school's values and beliefs and areas of expertise and leadership, across different media and channels b. Reaching out and participating in community projects c. Celebrating the achievement of students and the school, and developmental milestones such as IB authorization, Inviting School Award and the graduation of its first cohorts 	2006/7 2007/8 2008/9 2009/10 as needed
	Plan for the school's overall development over the next 5 years through consultation with stakeholders		2006/7 2007/8 2007/8 annually ongoing since '06 2007/8 & then biannually
	Ensure the overall long term viability of the school		ongoing since '06 2007 - 2010 2008, 2010/11 and 2012-13

Professional Leadership & Staff Management	<p>Ensure that the school is led with vision, knowledge and capability</p> <p>Promote collaborative teamwork and staff ownership of their respective roles, supported by processes for professional development and review</p>	<ol style="list-style-type: none"> 1. Develop a team of senior and mid-level school leaders with vision, knowledge and capability <ol style="list-style-type: none"> a. Appoint key staff to support the Principal's administration of the school – school secretary, school accountant, curriculum director, vice-principal b. Strengthen the capability of senior school leadership team in change management c. Review and develop the leadership potential of all staff and prepare them for more substantive roles of responsibility as the school expands d. Recruit appropriately qualified and committed staff to key leadership positions identified in the school's development planning 2. Establish a culture of distributive leadership and collaborative teamwork <ol style="list-style-type: none"> a. Apply clear and fair job descriptions, workloads as well as guidelines for delegation, team working and accountability consistently across the school b. Strengthen and develop existing channels for staff communication, discussion and decision-making c. Enhance the process for inducting new staff members into the school's work culture & core values d. Conduct teambuilding and other activities to consolidate and enhance staff team spirit 3. Establish a framework for performance review and professional development of staff <ol style="list-style-type: none"> a. Establish policy and process for staff appraisal in consultation with staff b. Review effectiveness of staff appraisal system and develop improvements c. Set up a team responsible for producing and implementing a staff professional development plan 	<p>2006 – 2007</p> <p>2007/8 ongoing</p> <p>2008/9 onwards</p> <p>2007/8</p> <p>2008/9</p> <p>2008/9 onwards</p> <p>2008/9 onwards</p> <p>2007/8</p> <p>2007/2009</p> <p>2007/08</p>
Planning and Management of Resources	<p>Financial Management</p> <p>Provision and management of teaching resources</p>	<ol style="list-style-type: none"> 1. Review regularly the school's financial position with the SMC and to ensure its soundness <ol style="list-style-type: none"> a. Make sure that main sources of income (fees and grants) are secured b. Explore and tap regularly other external resources available c. Report expenditure regularly against projected income for SMC and external scrutiny 2. Open bank accounts and accounting system to track varied streams of income & expenditures <ol style="list-style-type: none"> a. Open bank accounts to track and control operating expenditures; government funding & subsidies and School Sponsor's donation and set up /capital expenditures b. Establish board members' signatories to operate bank accounts c. Establish hierarchical, check-and balance cheque issuing and cash spending approval procedures to control expenditure d. Establish income & expenditure reporting framework for operational control 3. Set-up Budgeting and Expenditure control policies & procedures <ol style="list-style-type: none"> a. Establish 5 yearly and Annual Budgeting framework including budget compilation, staff participation, feedback as well as approval and control procedures b. Establish policies, guidelines and approval system for all expenditures of the school, including checking procedures against annual budget and variance and abnormality 	<p>Ongoing since 2006</p> <p>2006</p> <p>2007/8</p>

		<ul style="list-style-type: none"> c. Establish senior team to evaluate and decide on needs and quality requirement of expenditures items 4. Set-up school's procurement system with check-and-balance procedures to ensure transparent and fair dealings of officers in-charge <ul style="list-style-type: none"> a. Establish Equipment, Material and Services Request & Approval Procedures b. Establish Tender / Quotation procedures, including detailed procedures and requirements on obtaining quotations; Requirement for Tenders and Term-Tenders as well as procedures for Tender opening, Tender Analysis , Recommendations and Tender Approvals c. Establish sourcing and listing and quality / performance records of suppliers and service providers for the school 5. Establish fixed assets and consumables inventory and resources control system <ul style="list-style-type: none"> a. Set up furnishing, fixtures and equipment (FFE) inventory listings of the schools b. Set up inventory/ stock recording system for consumable materials user/usage records c. Set up listing and record storage / locations of all FFE and consumable materials 6. Conduct a review of the Financial Control and Report System 	<p>2007/8 onwards</p> <p>By end of 2008</p> <p>By 2011</p>
<p>Self-evaluation</p>	<p>To establish a culture of and systematic framework for self-evaluation that</p> <p>a) is grounded in the active participation of stakeholders – staff, students and parents</p> <p>b) leads to school improvement through reporting & follow-up of self-evaluation findings</p>	<ul style="list-style-type: none"> 1. Raise the awareness of the school community about the critical importance of self-evaluation, with stakeholders' participation in aspects of the school's self-evaluating activity 2. Participation in the Hong Kong Schools Self Evaluation Network (HKSSSEN) 3. Develop and enhance a framework of school self-evaluation as the school grows, over the next 4 years: <ul style="list-style-type: none"> a. Integrating self-evaluation mechanisms into all key domains of the school's development – setting of targets and success criteria; adopting strategies for gathering and evaluating evidence; generating recommendations to key audiences for further action b. Training the school leadership team, staff and students to understand the purposes and techniques of self-evaluation as a means to achieve school improvement, including surveys, interviews, classroom observation, analysis of documentation, case studies c. Consistently and regularly Involving staff, students and parents in the evaluation of school policies, programmes and processes d. Reporting and explaining the outcomes of self-evaluation activities to school directors, students, parents and staff e. Drawing upon expertise and research base of school self-evaluation in HK and beyond 	<p>2006/7 onwards</p> <p>2006/7 onwards</p> <p>2007/8 onwards</p> <p>2007/8 onwards</p> <p>by 2009</p> <p>2008 onwards</p> <p>2008 onwards</p> <p>ongoing</p>

Domain 2 Learning and Teaching

The school's core mission for this domain as stated in the Proposed School Plan of 2001 can be summarized as follows:

1. Provide student-centred, enjoyable learning; meeting the needs and developing the potential of each student
2. Provide whole-person education and prepare students for life-long learning
3. Integrate the best of Western and Chinese educational ideals; promote creativity and inquiry-based learning

Current Position

The above core mission remains valid. The associated goals and strategies developed in the proposed plan have been updated to take account of the new HK 3+3 curriculum. As a result of a consultancy study's recommendation, the sponsoring body decided in 2006 to implement the New Junior Secondary Curriculum through the framework of the International Baccalaureate Middle Years Programme (IB MYP), on the grounds that the latter would enhance the effectiveness of the new HK curriculum. The consultancy study also recommended providing the IB Diploma Programme as an option for senior secondary students, to ensure that students with different needs, aspirations and aptitudes had a choice of progression routes to higher education or career.

The curriculum plan for the school was decided in 2006 and has been presented to current and prospective parents on a number of occasions:

What is MYP? MYP是甚麼?

The diagram illustrates the IB MYP framework. At the center is a globe with the text 'approaches to learning'. Surrounding this are five concentric rings representing the '5 Areas of Interaction': 'community and service', 'health and social education', 'environment', 'Homo Faber', and 'personal project'. The outermost ring consists of eight segments representing the '8 Learning Areas': language A, language B, humanities, technology, mathematics, arts, sciences, and physical education.

8 Learning Areas
8 個學科範疇

5 Areas of Interaction
5 個跨學習領域:

- Approaches to learning 學習方式
- Community & Service 社區與服務
- Health & Social Education 健康與社會教育
- Environment 環境教育
- Homo Faber 人類創造教育

Personal Project
個人研習項目

Key Learning Areas of IB MYP & New HK Curriculum

香港新課程與 IB MYP 之學習範疇

IB MYP 學習範疇	HKNSC 香港新中學課程學習範疇	CSS SUBJECTS 啟思中學科目
語文 A Language A	中國語文教育 English Language	中國語文(以普通話授課) Chinese (taught through Putonghua)
語文 B Language B	英國語文教育 English Language	英國語文 English Language
數學 Mathematics	數學教育 Mathematics	數學 Mathematics
科學 Science	科學教育 Science	綜合科學 Integrated Science
科技 Technology	科技教育 Technology	電腦科、設計與科技、食物科技、紡織科技 ICT, D&T, Food & Textile Technology
人文 Humanities	個人、社會及人文教育 Personal, Social & Humanities	綜合人文科 - 本地、中國歷史、地理、世界歷史 Integrated Humanities
藝術 Arts	藝術教育 Art	視覺藝術、演藝、音樂 Visual Arts, Performing Arts, Music
體育 Physical Education	體育 Physical Education	體育 Physical Education

MYP 學習範疇，沒有指定內容，可選用本地課程內容

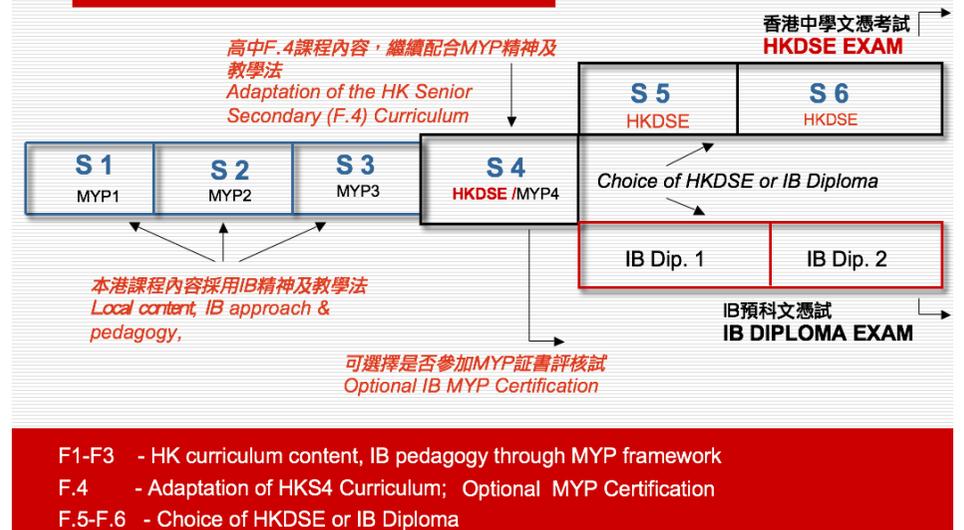
How do we Implement MYP at CSS?

本校如何實踐IB MYP課程?

- New HK curriculum learnt through MYP pedagogy
以 IB MYP 之課程架構及教學法, 融入本港新中學課程內容
- Chinese & English both accessible as Language A
中文及英文均可被選為「語言A」科目, 雙語并重
- Holistic learning (AOI & Personal Project) prepares students for Liberal Studies, TOK & Extended Essay
MYP 之「跨科學習」及「個人專題研習」為學生於本港課程之通識科及IB「知識論」及論文作出最好的準備
- Students are effectively prepared for HKDSE & IBDP
學生於初中期間, 有效地為未來本港或IB 之高中課程奠定穩固的學習基礎及思考能力

Flexibility & Choice for Progression

靈活及多種升學途徑之選擇



Under the Direct Subsidy Scheme, the Education Bureau's aim is "... is to develop a strong private school sector by providing high quality schools other than government and aided schools so that parents have greater choice in finding suitable schools for their children". (www.edb.gov.hk). The EDB's guiding principle allows schools "to offer the IBDP as an additional curriculum choice for some students on condition that they would principally offer a local curriculum preparing students for local examinations;" ((46) in EMB(SAS1)/DSS/POL/3(I)/C)

In our school, the NSS curriculum implemented through the IB MYP framework from S1 to S4 enables students to be well prepared for their last two years of education leading to the HKDSE. We therefore consider that our school fulfils the EDB's guiding principles. However, we consider that the principle of parental choice as expressed by the EDB's publicly stated aim for DSS schools is fundamental. Therefore we believe that parents and students should be given the choice as to which Diploma best meets their aspirations and aptitudes, and accordingly, it is not the intention of the school to set fixed quotas for either Diploma.

The leadership of the domain for Learning and Teaching is confirmed as under a Curriculum Director/Vice Principal, supported by Faculty teams covering the key learning areas of English, Chinese, Mathematics, Science, Humanities, Technology, and Arts+PE., together with functional teams supporting key aspects of curriculum and pedagogy development.

The school is currently in its second year of implementing the new HK secondary curriculum through the framework of the IB Middle Years Programme, under the leadership of its MYP Curriculum Coordinator, now established as Curriculum Director. A number of teams to implement developments in learning and teaching have been set up for 2007 – 08. (See CSS Functional Organisational Structure 2007 – 08).

Focus for Development	Goals	Strategic Tasks	Timing
Curriculum Planning and Management	Establish curriculum goals and policies and framework which promotes both the aims and ideals of the new HK curriculum as well as that of the International Baccalaureate, and which: <ul style="list-style-type: none"> • is holistic, broad, and balanced • supports life-long learning, and whole-person development • provides support and challenge to cater for the full ability range • offers flexibility and choice to meet individual aptitudes and interests • is collaboratively developed and school-based • is improved through monitoring and evaluation 	<ol style="list-style-type: none"> 1. Execute the school's curriculum goals and policies by beginning the implementation of the new HK secondary curriculum, based on the principles of lifelong learning and whole-person development, through the framework of the IB Middle Years Programme – secure IB Candidate School status 2. Establish a number of curriculum development and pedagogy teams to oversee the implementation, monitoring and evaluation of the developments below: <ol style="list-style-type: none"> a. Consolidate the IB MYP framework, through which the new HK S1 – S4 curriculum is delivered (with 8 commonly shared Key Learning Areas) by preparing the programme to meet the quality standards set by the IB authorization process b. Further enhance the IB MYP in accordance with IB recommendations in preparation for further external review after authorization c. Prepare to implement new S4 – S6 HK curriculum <ol style="list-style-type: none"> i. Expand the S4-S6 development team to advise the school on staff training, allocation of learning time, choice of elective subjects, delivery of core subjects including LS and organization of other learning experiences ii. Provide informed advice and guidance to S3 students and parents regarding the choice between HKDSE and IB Diploma, and options for elective subjects within these 2 programmes d. Prepare to implement IB Diploma programme as optional choice for students beginning 2010 <ol style="list-style-type: none"> i. Set up IB Diploma development team to advise the school on staff training, allocation of learning time, choice of elective subjects, and the delivery of core elements (TOK, CAS, Extended Essay) ii. Apply to IB for authorization to implement IB Diploma, and prepare for pre-authorization visit e. Review S1 – S3 curriculum arrangements and implement improvements f. Review S4 – S6 curriculum arrangements and implement improvements 3. Involve teaching staff in decision-making, especially in timetabling, which should provide time for staff collaboration, professional development & training, make best use of facilities and resources; focus on recruitment of senior subject specialists and coordinators to ensure the readiness of the staff team 	Sept 2006 2007/8 2007/8 2008/9 onwards to 2012 2007/8 2008/9 onwards 2007/8 2008/9 2010 2012 2007/8 onwards

Learning and Teaching	<p>Strengthen staff commitment to & effectiveness in facilitating student-centred, inquiry-based learning and the development of positive student attitudes towards learning</p> <p>Promote professional knowledge and attitudes among teaching staff</p>	<ol style="list-style-type: none"> 1. Recruit and retain teachers aligned with the school's key expectations for quality teaching <ol style="list-style-type: none"> a. effective skills in lesson-planning and curriculum writing, communication, differentiation, classroom management and promotion of purposeful learning interaction b. possession of up-to-date professional knowledge c. possession of professional attitudes – reflective, conscientious, collaborate, caring and approachable, having high expectations of students 2. Empower the curriculum development and pedagogy teams to oversee the implementation, monitoring and evaluation of the developments below, working whenever appropriate with the student guidance and achievement teams: <ol style="list-style-type: none"> a. Develop the school library and a school-wide ICT facilities to support research-based learning b. Develop a range of appropriate strategies to support students of different abilities, including those with special educational needs, through curriculum adaptation and modification c. Apply key teaching strategies and make good use of resources including technology to provide students with a wide range of learning experiences to provoke active thinking and motivate interest, including objectives-driven & inquiry-based learning units, Teaching ESL students in mainstream classrooms – DOLACEE* (2007 onwards), Brain-based Learning and Critical Thinking (2008 onwards) d. Develop effective school policies and practices on learning, including Language across the curriculum, Technology-based learning, inter-disciplinary projects through MYP e. Develop external links with other schools such as the Climate Cool project (2007 – 2010), HKSSSEN and the IB and IE networks, to provide wider learning opportunities beyond the classroom for students and staff 3. Promote a culture of professional sharing about effective classroom strategies, including regular discussion, mutual classroom observation, collaborative team teaching and other forms of self-evaluation 4. Establish a framework to monitor and evaluate the development of students' attitudes to learning, their strategies for learning and their learning performances 	<p>ongoing</p> <p>ongoing since '06</p> <p>2007/8 onwards</p> <p>2007/8 onwards</p> <p>2008</p>
Assessment and Reporting	Implement progressively the approach of Assessment for Learning in the new Hong Kong Curriculum *	<ol style="list-style-type: none"> 1. Assessment Policy and System <ol style="list-style-type: none"> a. Initiate a whole-school standard-based assessment & reporting policy framework b. Continue the development of the assessment framework consistently across all Key Learning Areas, in line with expectations of the new HK curriculum as well as the IB MYP framework, where formative and summative assessment are both appropriately deployed to support more effective teaching and learning c. Develop systems for the external monitoring and moderation of school-based assessments for S3 and S4 MYP student work, including the MYP personal Project 	<p>2006/7 onwards</p> <p>2007/8 onwards</p> <p>2009/10 onwards</p>

		d. Develop necessary processes and practices to implement the assessment arrangements required by the HKDSE and the IB Diploma	2010/11 onwards
		2. Assessment Practices	
		a. Set up processes of assessment for learning as well as assessment of learning, using different modes and methods of assessment, and apply consistently across all KLAs	2006/7
		b. Implement criterion-based assessment which is age-appropriate for all subjects	2007/8 onwards
		c. Train new teachers in assessment strategies and conduct moderation of assessments within subject teams	ongoing since 06
		d. Conduct parental seminars to inform parents about the details and benefits of criterion-based assessment	2006/7 onwards
		3. Making use of assessment information	
		a. Setting up a database to record student assessment information to inform effective teaching and learning and to keep track of student learning progress	2006/7
		b. Refine reporting framework to inform students and parents of learning outcomes, and to make recommendations for future improvement	2007/8

* *The Development of Language across the Curriculum for English-medium Education (DOLACEE) initiative is a key strategy of the EDB's support for EMI education. The initiative involves training the trainers to work with staff on teaching ESL students in mainstream classrooms, based on a professional development programme from South Australia commissioned by the EDB.*

* *"The concept of assessment for learning is not new. It is underpinned by the confidence and belief that every student is unique and possess the ability to learn, and that we should develop their multiple intelligences and potentials. To promote better learning, assessment is conducted as an integral part of the curriculum, learning and teaching, and feedback cycle. The curriculum has set out what students should learn in terms of the learning targets / objectives (e.g. knowledge, skills, values and attitudes). Assessment, a practice of collecting evidence of student learning, should be so designed that it assesses what students are expected to learn (i.e. learning targets and content) and the learning processes that lead there. Different modes of assessment are to be used whenever appropriate for a comprehensive understanding of student learning in various aspects. Feedback can then be given to students and teachers to form basis on decisions as to what to do to improve learning and teaching." (extracted from the HKSAR EDB website <http://www.edb.gov.hk/index.aspx?langno=1&nodeID=2410>)*

Domain 3 Student Support and School Ethos

The school's core vision and goals for this domain as stated in the Proposed School Plan of 2001 can be summarized as follows:

- Provide an all-round education of the whole person (ethical, intellectual, physical, social, aesthetic, productive, effective) based on a student-oriented educational philosophy
- Fully taking care of the needs of each student in pursuit of whole person education
- Provide a trusting, respectful and optimistic environment conducive to the healthy growth and development of students
- Foster students' self-esteem, self-respect and self-discipline through an accepting, caring, supportive and appreciative ethos
- Develop students' multiple intelligences, capabilities and potential

The school's organizational structure, management system and deployment of human resources should fully support the development of each student's potential and the fostering of excellent personal character, through a whole-school, cross-services coordination of the school's policies, programmes, processes, people and places (the 5 P's of the Invitational Education framework).

Current Position

In 2006-07, the school has implemented key elements of a overarching framework of aims and strategies to facilitate student Achievement and Guidance, including the CSS house system, student awards & scholarship scheme, student behaviour and conduct management system, counseling and guidance system, prefects and ambassadors and a framework called Creativity, Action and Service (CAS) to coordinate co-curricular activities, camps and service programmes. Students have had many opportunities to exercise and develop leadership, including contributing to the school's Opening Celebration, and demonstrating phenomenal growth as independent learners.

The school has appointed a Vice Principal to oversee all developments in relation to Student Guidance and Achievement and a number of teams have been set up for the year 2007 – 08 (see CSS Functional Organizational Structure 2007 – 08).

Focus for Development	Goals	Strategic Tasks	Timing
Support for Student Development	Progressively develop a whole school framework for Student Guidance and Achievement to foster the potential of each student; including a monitoring and review cycle.	<ol style="list-style-type: none"> 1. Establish a orientation & induction programme for new students and their parents, including pre-S1 IB and ESL summer school courses; setting up a procedure to meet the needs and concerns of individual students with specific needs and to plan for their successful adaptation to school life 2. Set up a house system and policies to manage student conduct and guidance; assign new teachers to the 6 houses; appoint a guidance counsellor 3. Establish a number of Student Guidance and Achievement Teams under the leadership of the Vice Principal to oversee a consistent, coherent development of policies, procedures and programmes, working whenever appropriate with the curriculum and pedagogy teams 4. Deepen the development of the House system and enhance the role of house tutors to oversee the all round personal growth and academic advancement of students under their care 	<p>2006/7</p> <p>2006/7</p> <p>2007/8 onwards</p> <p>2007/8 onwards</p>

	<p>Coordinate and implement a balanced variety of co-curricular activities through the conceptual framework of Creativity, Action and Service (IB CAS programme)</p> <p>Develop a whole-school programme to implement values education</p>	<p>5. Implement and refine where necessary places, policies, procedures and programmes</p> <ol style="list-style-type: none"> a. to establish good discipline and appropriate behaviour for learning, b. to reward and celebrate achievement in all fields of endeavor, through the scholarship scheme and student award system c. to provide opportunities for students to develop as leaders d. to provide personal guidance and professional counseling to support students in need – including early identification, and follow-up procedures involving parents and external agencies as needed e. to support students with special educational needs through the establishment of early identification and assessment procedures and criteria, followed by provision of learning support and curriculum adaptation or modification as needed; To establish anti-discrimination policies to support students with special needs f. to provide personal, social and health education programmes and networks to meet the developmental needs of teenagers g. to promote moral and civic education through a whole school approach, embracing both the academic as well as personal growth domains, including humanities, IB MYP Areas of Interaction (Environment, Health and Social education, Community and Service and Homo Faber) and the CAS programme h. to structurally organize the school calendar and timetable to enable students to participate in a broad and balanced variety of co-curricular activities throughout their school career, to enhance the students' all-round development, with reference to the IB Learner's Profile and the IE philosophy, through the school's CAS framework i. to develop a portfolio system to comprehensively record and monitor students' growth and achievement across the wide spectrum of learning experiences <p>6. Establish a careers guidance framework with qualified staff, including individual counselling, workplace-related programmes and a post-school referral network database to support students as they progress through senior secondary school and onto higher education and careers, including university preparation and application</p> <p>7. Ensure effective sharing and collaboration between all staff in respect of the above, with the aim of maintaining a positive, humanistic school environment for all stakeholders</p> <p>8. Conduct a major review of this area of development after 4 years</p>	<p>2007/8 onwards</p> <p>2009</p> <p>2007/8 onwards</p> <p>2010</p>
<p>Links with parents and External Organisations</p>	<p>Develop a strong spirit of co-operation and partnership with parents</p>	<ol style="list-style-type: none"> 1. Run curriculum seminars and termly 3 way conferences to involve parents actively in partnership 2. Establish calendared events to communicate with parents, including seminars, open days, parent-teacher-student conferences to review progress 3. Develop technology and other means to enhance communication channels with parents 4. Establish a Parent Teachers Association 5. Develop strategic links including student exchange programmes with CPS and CPSK, with other schools in various networks – IAIE, IB, HKSSN, Climate Cool etc 	<p>2006/7</p> <p>2007/8 onwards</p> <p>2008/9 by 2009</p> <p>2008 onwards</p>

	Establish and broaden links with the wider community	<ol style="list-style-type: none"> 6. Develop strategic links with local as well as wider community organizations through service and other programmes 7. Work with CPS to develop a network of former Creative students and eventually establish a CSS alumni in 6 years' time 	<p>2008 onwards</p> <p>2012 onwards</p>
School Culture	<p>Establish an inviting school culture where interpersonal relationships amongst members of the school community is based on trust, respect, and optimism.</p> <p>Embed a culture of self-evaluation and continuous improvement as a learning organization</p>	<p>The school senior leadership team takes direct responsibility for and prioritises human and other resources to</p> <ol style="list-style-type: none"> 1. Establish and sustain a school ethos where interpersonal relationships – staff/staff, students/staff, staff/parents and students/students - are based on respect, trust and optimism – the key foundations of Invitational philosophy and the House system 2. Cultivate a sense of belonging to and ownership of the school among staff, students, parents and other stakeholders , through various strategies to involve them in different aspects of school life 3. Promote collaborative teamworking and professional growth through open, professional dialogue amongst staff 4. Affiliate to IAIE <ol style="list-style-type: none"> a. Deepen staff awareness and commitment to IE guiding principles and practices b. seek to achieve the Award as an Inviting School 5. Facilitate the formation of a Student Council to ensure that students can express their views and that the school responds positively to their needs and concerns 6. Strive continuously for the school's progress and improvement towards excellence by embracing self-evaluation as part of the school's culture 	<p>2006/7 – 2009/10</p> <p>2007/8 onwards</p> <p>2006/7 onwards</p> <p>2007/8 onwards 2006/7 onwards 2009/10</p> <p>2008/9 onwards</p>

Domain 4 Student Performance

The original proposal stressed the concept of whole-person development, equally emphasizing student's academic and non-academic achievements.

Current Position

In June 2006, the school established a scholarship scheme for Form 1 in order to realize its commitment to celebrate student's holistic achievements and performance across all aspects of school life. The scheme was implemented in the summer of 2006 and then of 2007. At the start of the year 2007 – 08, scholarships have been offered to both Form 1 and Form 2.

The school's implementation of the IB MYP curriculum framework entailed its adoption of the IB Learner Profile (See Appendix 5) This was introduced to students in 2006 – 07. For 2007 – 08, plans to strengthen its impact on student performance have been made, including its inclusion in school reports.

Focus for Development	Goals	Strategic Tasks	Timing
Attitude and Behaviour	Ensure that students progressively develop appropriate attitudes and behaviour along the guidelines of the IB Learner Profile, as well as the IE framework. in order to attain:	1. Introduce staff, students, parents and SMC to the IB Learner's Profile	2006/7 onwards
	1. Attitude and Affective Development:		
	<ul style="list-style-type: none"> Strong Self-Concept - 	2. Provide opportunities for students to be involved in a wide variety of activities to build confidence and self-esteem	2007/8 onwards
	<ul style="list-style-type: none"> Positive Attitude towards learning 	3. Devise and conduct regular survey to monitor overall self esteem, self-respect and self-confidence of the student population	2008 onwards
		4. Regularly monitor the school's effectiveness in engaging and enhancing students' interest in all aspects of learning	2007/8 onwards
	<ul style="list-style-type: none"> Humanistic Values 	5. Devise and conduct regular survey to monitor and feedback student's attitude and opinion towards their interest, enthusiasm and quality of teaching and learning in the school	2008 onwards
		6. Establish and sustain a school-wide approach to values & life education - Integrate humanistic values education into the curriculum (See Domain 3 – support for student development)	2007/8 onwards

	<p>2. Social Development</p> <ul style="list-style-type: none"> • Social competence and effective interpersonal skills, mutually respectful working relationships in teams and leadership qualities • High self-discipline and self-management 	<p>7. Promote CSS students profile, the IB learner profile, IB mission statement and the IE ideals regularly to staff, students and parents as an important component of the school's value system</p> <p>8. Promote students' awareness of their cultural identity, national heritage and responsibilities as local, national and global citizens through the humanities curriculum, IB areas of interaction and other community-focused and service activities</p> <p>9. Devise and conduct regular surveys to monitor overall value profile of students and feedback to guidance and achievement team</p> <p>1. Encourage student to participate in school activities to enhance their development as sociable members of the school community</p> <p>2. Regularly promote the importance of team spirit and team & interpersonal working skills to students, teaching and support staff as an integral part of the school ethos in addition to the IE philosophy and IB learner profile</p> <p>3. Integrate team work and leadership training into all aspects of school life and activities, especially through the house system</p> <p>4. Promote the concept of compassionate and role-modeling leadership through the vertical house system and curriculum activities, particularly camps and CAS activities</p> <p>5. Invite students and student leaders to contribute and implementation of policies and strategies including setting up a students' council</p> <p>6. Set up uniform groups and community service teams to promote teamwork and leadership training</p> <p>7. Devise and conduct regular survey to monitor overall students' team spirit and skill profile of the school and feed back to guidance and achievement team</p> <p>8. Encourage students to develop those Habits of Mind and aspects of the IB Learner Profile related to self-discipline and time management</p> <p>9. Embed systems to manage student behaviour – Develop programmes informed by the IE perspective -behaviour for learning, personal growth, anti-bullying, environmental awareness, community service</p>	<p>2007/8 onwards</p> <p>2007/8 onwards</p> <p>2008/9 onwards</p> <p>2006/7 onwards</p> <p>2007/8 onwards</p> <p>2008/9 onwards</p> <p>2008/9 onwards</p> <p>2008/9 onwards</p> <p>2008 onwards</p> <p>2007/8</p> <p>2008 onwards</p> <p>2008 onwards</p>
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		<p>10. Appoint key staff with expertise to ensure successful adoption of above</p> <p>11. Conduct a full scale review of progress in the above key developments</p>	<p>2008 onwards</p> <p>2010</p>
Academic Achievement	<p>Consistently celebrate student achievement in academic and other fields of endeavor</p> <p>Prepare students for successful transition to Higher Education and post-school careers</p>	<p>1. Enter students in a UK-based benchmarking assessment, the NFER UK NFER Cognitive Ability Test (CAT3)</p> <p>2. Establish a database system to record and analyse students' academic performance in school-based and other assessments e.g. HK Attainment Test and HK Basic Competency Assessments and CAT3, to inform teaching and learning</p> <p>3. Establish a database system to track and analyse students' academic results in external public examinations such as HKDSE and IB Diploma, starting with the school's first cohort of students</p> <p>4. Set up a scholarship scheme based on 5 domains of achievement – language and communication, inquiry and problem-solving, creativity and arts, sports and action, service and leadership</p> <p>5. Intensify the processes of academic and pastoral tutoring as students progress into senior secondary phase, to help them make informed choices on elective subjects to maximize their potential</p>	<p>2006/7</p> <p>2007/8</p> <p>2011/12</p> <p>2006/7</p> <p>2008/9</p>
Non-academic Participation & Achievement	<p>Empower students to participate in a wide range of cultural, sporting and aesthetic pursuits to broaden their outlook, to educate the whole person and to promote lifelong learning</p>	<p>1. Set up a co-curricular programme to meet the specific context of the school's first year (including temporary premises to January 2007)</p> <p>2. Set up a broad and balanced co-curricular activities programme integrating the concept of CAS involving student's preference and interest area (see Domain 3 – support for student development)</p> <p>3. Expand opportunities for students to widen their knowledge and appreciation of cultural, physical, arts and social service activities, inter-school events and award schemes in the wider community by participating in:</p> <p>a. Creative & Artistic activities such as LEAD, Odyssey of the Mind, Maths Olympiad, performing arts events</p> <p>b. Sports and Action-based events such as camps, orienteering, Outward Bound, HKAYP</p> <p>c. Service and Community activities such as uniformed groups, WWF, UNICEF etc</p>	<p>2006</p> <p>2007/8 onwards</p> <p>2008 onwards</p> <p>2008 onwards</p> <p>2007/8</p>

	<p>Develop among students a higher awareness of and regular habits to attain physical health and mental well-being</p>	<ol style="list-style-type: none"> 1. Provide high quality PE curriculum with generous timetabling and embracing a wide variety of sports disciplines 2. Provide health and social education across a number of curriculum areas – humanities, PE, food technology and science, including the promotion of healthy lifestyle embracing diet knowledge, personal hygiene and balance between work and leisure 3. Develop a programme for regular measurement of students' physical fitness levels 4. Establish a comprehensive programme of sex and substance abuse education and other issues pertinent to adolescence, to complement the guidance and achievement system under Domain 3 5. Review the school's provision for facilitating students' non-academic achievements 	<p>2006/7 onwards</p> <p>2007/8 onwards</p> <p>2008</p> <p>2008</p> <p>2010</p>
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Evaluation Approach

In order to monitor and review progress over the 5 years, local performance indicators will be developed by appropriate school teams responsible for particular strands of development within each of the 4 domains above. School teams set up for such developmental purposes will work and evaluate progress typically in a one year cycle and their activity is included in the school's annual plans. For a broader and more strategic evaluation, critical success factors are developed below for each of the 4 domains, and appropriate evaluation strategies are adopted.

Domain 1 – Management and Organization

Critical Success Factor	Key Questions	Evaluation Strategies	Timescale
The extent to which the school's vision and mission is effectively realized through the school's leadership	<p>How strongly shared is the sense of common purpose between the SMC, Principal & school leadership with regards to the school's vision/mission and key implementation strategies?</p> <p>How effective is the working relationship between the SMC and school leadership team? Is there a clear and agreed division of role between the governance and management of the school?</p> <p>How effectively has the school Principal & the school leadership team shared the school's vision/mission with the staff, parents and students, and gained their active commitment and support?</p> <p>How effectively has the Principal through a dynamic functionally-based structure empowered the staff to contribute with creativity, initiative and a sense of collegiality, to formulating and implementing operational strategies?</p> <p>How well does the school leadership identify and appoint quality staff and maximize staff performance through effective delegation?</p>	<p>Surveys of stakeholders – students, parents, staff</p> <p>Analysis of the school's documentation</p> <p>Examine the level of participation of PTA and student body in school aims and policies</p> <p>Interviews with key representatives of stakeholders</p> <p>Evaluation visits by external consultants to validate the school's self-evaluation processes</p>	<p>2008 onwards</p> <p>2010</p>
The extent to which the school has established itself as a viable, dynamic and purposeful educational institution well regarded in the wider community	<p>What is the degree of popularity and extent of satisfaction of the school from the point of view of its key stakeholders – present and prospective parents, students and staff?</p> <p>In what ways and through what initiatives for which the school is best known by the educational and wider community in Hong Kong?</p> <p>What is the quality and extent of the school's contributions to the process of educational reforms across Hong Kong?</p>	<p>Survey of stakeholders</p> <p>Market survey in the wider community</p> <p>Analysis of the school's data for admission and scholarship applications, eventual enrolments and progression / exit</p>	<p>annually</p> <p>Every three years 2009 onwards</p> <p>Every year from 2008 onwards</p>

Domain 2 – Learning and Teaching

Critical Success Factor	Key Questions	Evaluation Strategy	Timescale
The extent to which pedagogical processes provide quality learning experiences for students	<p>How well do teachers carry out and critically reflect upon their professional teaching tasks?</p> <p>How well are teachers meeting the learning needs of students with different abilities and aptitudes?</p> <p>Are students effectively engaged, focused in their learning activities and find their work enjoyable, purposeful, relevant?</p> <p>How do students feel about the level of support and challenge they experience in their learning?</p>	<p>Classroom lesson observation</p> <p>Interviews and surveys with students</p> <p>Interviews with teachers</p>	annually
The extent to which the school is successful in its implementation of the new Secondary School Curriculum and the Hong Kong Secondary Diploma of Education	<p>How effectively has the NSS been implemented through the framework of the IB Middle Years Programme?</p> <p>How well have students been prepared for the demands of the senior secondary curriculum and the HKDSE examinations?</p> <p>How well are individual students informed and guided by the school, so that their aptitudes and aspirations are realized through the 2 diplomas offered by the school?</p>	<p>Analysis of students' uptake of elective subjects to determine the extent to which students' needs have been met</p> <p>Interview with staff to evaluate the thoroughness of the school's preparations and staff training programme</p> <p>Interview with students and parents to evaluate the extent to which students' needs and choices have been met</p> <p>Classroom observation to evaluate the quality of learning in HKDSE courses</p>	2007 onwards, on an annual basis
The extent to which the school is successful in implementing the International Baccalaureate programmes	<p>How successful is the school with meeting the standards and practices expected by the IB for the</p> <ol style="list-style-type: none"> a) Middle Years Programme? b) Diploma Programme? <p>How well have students achieved accreditation through IB MYP and DP, including their Personal Project (MYP) and CAS, TOK and Extended Essay (DP)?</p>	<p>Study of pre-authorization and authorization visit reports and recommendations</p> <p>Interviews with IB authorization team, and with key teaching staff</p> <p>Analysis of results achieved by students for the MYP and DP</p> <p>Survey and interview with students graduating from the IB programmes</p>	<p>a) 2007 onwards</p> <p>b) 2009 onwards</p> <p>2010 (IB MYP) and 2012 (IB DP)</p> <p>2010, 2012</p>

Domain 3 – Student Support and School Ethos

Critical Success Factor	Key Questions	Evaluation Strategies	Timescale
The extent to which the school has established a positive supportive ethos which supports students learning and self-development	<p>To what extent does the Principal's personal qualities & working style influences stakeholders' respect and support for the school?</p> <p>What is the quality of relationships and teamwork between students, between staff, and between student, staff and other stakeholders?</p> <p>How well are students' achievements and successes celebrated and awarded?</p> <p>How deeply embedded is the staff team's commitment to and practice of Invitational Education, for the benefit of all stakeholders?</p> <p>How broadly is the IE philosophy embedded in the everyday practice of the school community?</p>	<p>Surveys and interviews with students, staff and parents</p> <p>Observation of school practices under the 5 P's – policies, programmes, processes, places and people</p> <p>Accreditation visit by IAIE team</p>	<p>annually</p> <p>By end of 2010</p>
The extent to which the house system, the learning support teaching team and other support systems within the school provide consistently valuable support to motivate and support student learning and development of self-respect	<p>How strongly do students feel a sense of belonging to their house and kinship with fellow students in their house?</p> <p>How effectively does the vertical house system foster leadership, mentoring, compassion and respect between older and younger students?</p> <p>How committed are house tutors and other guidance staff to the overall well-being of students under their care?</p> <p>How effective are students' academic advancement and personal growth fostered by staff in their various mentoring and supportive roles as house tutors & subject teachers?</p>	<p>Surveys and interviews conducted by student house leaders</p> <p>Observation of the quality of student participation in house-based activities</p> <p>Analysis of annual reports of subject teaching & learning support staff, the school social worker, guidance counsellor and house staff</p>	<p>annually</p>

Domain 4 – Student Performance

Critical Success Factor	Key Questions	Evaluation Strategies	Timescale
The extent to which students' attitude and behaviour reflect the school's expectations of them as positive, well-motivated, confident, fulfilled and responsible members of the community?	<p>How well have students developed into Principled, Caring, Balanced, Knowledgeable, Open-minded, Reflective Inquirers, Thinkers, Communicators, and Risk-takers?</p> <p>How well have students fulfilled their potential with respect to the expectations of CSS's school culture, and develop a strong sense of responsibility towards their community and the world?</p> <p>How well have students performed against the 5 criteria of the CSS Student Award and Scholarship framework? (Languages & Communication; Inquiry & Problem-Solving; Creativity and the Arts; Action & Sports; Service & Leadership)</p>	<p>Study of students' portfolios, including community service records</p> <p>Interview with students</p> <p>Interview with parents</p> <p>Interviews with staff of external organizations hosting student community service programmes</p> <p>Study of reports from IB authorization visit teams</p>	annually
The extent to which students have fulfilled their potential and talents, including academic advancement and readiness for learning in higher education and career.	<p>How well have students been guided to become aware of their individual potential and talent, and to aspire towards their own ideals?</p> <p>How well have students achieved in their MYP certification in comparison to their performance at 16+ as predicted by their scores in the NFER Cognitive Ability Test? (A value-added measurement)</p> <p>How successfully have students progressed to higher education and careers after leaving school?</p> <p>How well have students developed into lifelong learners?</p>	<p>Analyze students' participation and achievements across academic and non-academic pursuits (personal portfolios).</p> <p>Analysis of students' results in external examinations and benchmark assessments</p> <p>Study of university entrance statistics, using baseline data for value-added analysis</p> <p>Surveys and interviews with students</p> <p>Interviews with teachers and parents</p>	<p>2010 onwards (MYP certification)</p> <p>2012 onwards (HKDSE and IB Diploma exam results)</p>

Conclusion

This school development plan covers the first five years of development of the school. The evaluation approach section of the plan contains critical success factors organised under the 4 domains. It sets priorities and foci, with a strategic aim to lay a firm philosophical as well as operational foundation for the long term development of the school.

The school sponsoring body, the School Management Committee, the principal and his leadership team are well aware of the challenges and responsibilities that lie ahead. With the integration of Invitational Education and the International Baccalaureate frameworks to implement the new Hong Kong curriculum, we are confident that we will be able to develop the school into a modern, time-appropriate, humanistic DSS school that responds to global developments, while making a significant contribution to the diverse educational landscape of Hong Kong.