

Creative Secondary School

School Development Plan 2017 – 2020

School Motto & Core Values

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

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.

Holistic Review - Effectiveness of the previous School Development Plan (2014-2017)

Major Areas of Development	Extent of goals achieved	Follow-up Action	Remarks
1. Continuing to strengthen the school's student-centred, engaging and inquiry based approaches to learning & teaching	partially achieved	further enhance quality of teaching & learning through a revised curriculum model	
2. Enhancing the school's Guidance & Achievement framework to facilitate students' all-round development & progression to tertiary education	partially achieved	rename framework as Progress & Achievement and implement new strategies	
3. Updating and enhancing facilities, operations & services to more effectively support the school community's aspirations	largely achieved	begin new developments based on more effective use of new technology	
4. Securing the school's profile as an high quality, innovative Direct Subsidy Scheme school with over ten years of successful operation	largely achieved	maintain strong promotion of the school in the wider community	

Self-evaluation of the school's overall performance (according to EDB Performance Indicator Areas)

PI Area	Major Strengths	Areas for Improvement
School Management	<ul style="list-style-type: none"> ● Open and transparent management ● Development priorities well articulated ● Alert to key issues & challenges 	<ul style="list-style-type: none"> ● self evaluation strategies
Professional Leadership	<ul style="list-style-type: none"> ● Middle leaders knowledgeable, effective and empowered in leading their teams ● collegial collaboration ● professional development 	<ul style="list-style-type: none"> ● support for recently qualified teachers
Curriculum and Assessment	<ul style="list-style-type: none"> ● broad & balanced curriculum with electives to meet student aspirations ● criterion-based assessment for learning 	<ul style="list-style-type: none"> ● greater consistency in curriculum planning
Student Learning & Teaching	<ul style="list-style-type: none"> ● rapport between students & teachers ● dedicated teachers provide positive feedback & language environment ● student gain confidence & skills, especially in communication 	<ul style="list-style-type: none"> ● strategies to enhance students' access through differentiation & literacy development
Student Support	<ul style="list-style-type: none"> ● mutually trusting & respectful relationships between staff & students ● house tutor system gives holistic 	<ul style="list-style-type: none"> ● enhance ESL provision to enhance access to the curriculum

	<p>overview of student progress and achievement</p> <ul style="list-style-type: none"> ● dedicated staff provides support for individual needs 	<ul style="list-style-type: none"> ● strengthen staff team expertise in learning support strategies ● academic tutoring to be enhanced
Partnership	<ul style="list-style-type: none"> ● very active PTA ● recently established alumni association 	<ul style="list-style-type: none"> ● further raise parents' participation in school events
Attitude & Behaviour	<ul style="list-style-type: none"> ● students demonstrate strong sense of belonging to the school and their houses ● students largely demonstrate self-motivation and self-discipline 	<ul style="list-style-type: none"> ● strengthen students' time management skills
Participation & Achievement	<ul style="list-style-type: none"> ● high participation in inter-house events, CCA and many experiential learning opportunities ● many strong and pleasing student performances in the arts, in sports and in academic endeavor 	<ul style="list-style-type: none"> ● continue to raise overall academic performance

SWOT Analysis

Our Strengths

- uniquely integrating the best of Hong Kong and international education
- Rich English language environment - large critical mass of native English speakers on the teaching staff
- talented, culturally diverse and committed staff team offering students many opportunities to learn
- cordial relationships between students and staff, between students and between staff
- effective house tutor system providing overall monitoring and support for students' rounded development
- small classes and low teacher-student ratio
- MYP curriculum provides strong foundation and support both HKDSE and IBDP
- broad range of elective subjects in F4 - F6 to support aspirations of different students
- Language policy and versatile language curriculum caters well for students from different language backgrounds
- wifi internet on campus and student laptop policy effectively supports inquiry-based learning
- extensive programme of experiential learning

Our Weaknesses

- limited campus space especially for sport
- campus relatively costly to maintain because of windy and seaside micro-climate
- lack of access to EDB resources to cater for students with special needs
- professional development costs for non-Chinese speaking teachers are relatively high because of insufficient EDB DSE courses delivered in English
- professional development costs for locally-trained teachers are relatively high because professional expertise of IBMYP & IBDP in local schools is rare.
- The school's inclusive philosophy on admissions generates additional challenges for tutors and teachers when significant numbers of students transfer to CSS from other schools or on their return to Hong Kong from overseas.

Our Opportunities

- Our unique positioning and relatively low fees (because of DSS subsidy) compared to international schools offering IBMYP and IBDP makes the school attractive to parents looking for a high quality internationally-minded curriculum
- The collegial staff culture and good prospects for professional development and advancement makes the school attractive to teachers

- Ours capacity to adapt flexibly to the pace and nature of societal change (e.g. mobile digital devices) and our enlightened pastoral care practices makes the school attractive to students as a positive and secure learning environment
- The continual development of Tseung Kwan O as a relatively high density, affordable yet pleasant residential area favours the school's enrolment efforts.

Our Threats

- EDB's lack of commitment to original aims of education reform, including to greater flexibility for DSS schools, undermines the school's autonomy to operate.
- The EDB's restriction of DSS schools to offer optional non-local curricula and the relative favourable operational conditions afforded to international schools and to private independent schools discourages our school's effort to strive for a higher quality of educational service to parents and students.
- Ongoing improvement in students' academic achievement and English could lead to a greater rate of migration to schools overseas and international schools in Hong Kong.

Major Areas of Development for a period of 3 school years (in order of priority)

1. Teaching & Learning/Curriculum:
2. Student Ethos, Achievement, Social & Emotional Education:
3. Operations and Administration:

School Development Plan 2017 - 2020

Major Area of Development	Targets	Year 1	Year 2	Year 3	Outline of strategies
1 Teaching & Learning/Curriculum:	Strengthen implementation of core T&L elements of the school: <ul style="list-style-type: none"> • Approaches to Teaching & Learning, • concept & inquiry based T&L, • global contexts - to support the 9 generic skills and 7 learning goals of the HK curriculum in order to further improve academic achievement	X	X	X	<ul style="list-style-type: none"> • PD on ATLs, concept and inquiry based teaching and learning, global contexts. • Embed vocabulary of framework in our unit planners and wider CSS community • Reflect on and use the reports resulting from BQC to strengthen unit planning. • Adoption of Managebac throughout the school for all 3 programmes
	Raise literacy standards further and follow through on the school's language policy	X	X	X	<ul style="list-style-type: none"> • Ensure language policy is clear to all school stakeholders and monitor if the policy is being followed • Set targets for improvement of students' literacy levels • Develop a comprehensive literacy development strategy for the school using evidence from previous testing • Faculties to share best practice • Set up a discrete EAL department
	Continue to develop integrated experiential learning opportunities and educational experiences for upper school students in DSE (OLE) and IBDP (CAS)	X	X		<ul style="list-style-type: none"> • Review of Creative Week trips • Assess and improve the current programmes and activities in terms of learning outcomes and interest

					<ul style="list-style-type: none"> ● Explore options on how best to help HKDSE students with their SLP ● Continue to find ways to further integrate students from the two diplomas
2 Student Ethos, Achievement, Social & Emotional Education: Strive to develop our potential through value-based, whole-person development.	Embed Restorative Practices as the practical framework for Invitational Education	X	X		<ul style="list-style-type: none"> ● Staff Professional Development ● Small group workshops ● Encourage risk taking with framework ● Include framework in 3 way conferencing ● Embed vocabulary of framework throughout CSS community
	Nurture social emotional development through Personal Growth Programme	X	X	X	Trial PGP Assess effectiveness with 360 review Put in place robust curriculum with opportunities to adapt and grow
	Further strengthen CSS Learner Profile	X	X		Make visual to community Use attributes in discussion with students Feed into report writing Use attributes as themes in school assemblies and PGP
	Further strengthen Student Leadership	X	X		Audit present provision Rationalise opportunities Offer explicit leadership training workshops Empower student leaders to raise ideas and put into action
3 School operations and Administration:	1. Further improving school administration and operations through more effective teamwork and more use of digital technology	x			explore and purchase software packages which can improve administrative efficiency
		x	x	x	Continue with in house development of school based software systems.
			x	x	engage external software consultant where necessary.

	2. Planning for longer term development & sustainability	x			explore more effective storage strategies as the school campus reaches full capacity. conduct feasibility study of school campus development to meet the needs of teaching and learning.
--	--	---	--	--	---