

# **COGNITIO COLLEGE (KOWLOON)**

文理書院（九龍）



## **ANNUAL SCHOOL PLAN**

**2019-2020**

## **1. SCHOOL MOTTO**

Study extensively, Inquire accurately, Deliberate carefully, Discern clearly, Practise earnestly

## **2. MISSION**

We will endeavour to provide whole-person education with balanced emphasis on moral, intellectual, physical, social, and aesthetic development, to help our students to achieve their full potential and to instill in them a commitment to serve our country and society.

## **3. MAJOR CONCERNS OF THE SCHOOL YEAR**

### **Major Concern:**

**1. To develop a caring community in the school**

**2. To enhance students' potential in order to achieve academic and individual excellence.**

Targets:

1. Developing the Creativity of students
2. Building an ever-Learning School

## Learning, Teaching and Assessment

### Major Concern 1: To develop a caring community in the school

Target: Building a Caring Community

Strategy: *Cultivating a caring culture and nurturing humanistic qualities through experiential learning*

Period	Level(s)	Tasks	Criteria for Success	Methods of Evaluation	Teacher(s)-in-charge
Whole year	S.1-6	Integrating values education into the curriculum	Values education are integrated into the curriculum	Schemes of work / Assignment Inspection / Lesson Observation	Wong Lai San / All subject teachers and panel heads
Whole year	S.1-6	Employing experiential learning activities to nurture humanistic qualities and help cultivate a caring culture among students	Experiential learning activities to nurture humanistic qualities and/or caring culture are used in class and reflected in assignments.  70% of students surveyed agree that the learning activities have helped them build up positive values and encouraged them to be more aware of the needs of a caring community.	Schemes of work / Lesson Observation / Assignment Inspection / Teachers' record / Student Survey	Wong Lai San / All subject teachers and panel heads

**Major Concern 2: To enhance students' potential in order to achieve academic and individual excellence**

Target 1: Building an Environmentally-proactive School

*Strategy: Incorporating environmental education into the curriculum and co-curricular activities*

Period	Level(s)	Tasks	Criteria for Success	Methods of Evaluation	Teacher(s)-in-charge
Whole year	S.1-6	Integrating environmental education into the curriculum	Environmental education is integrated into the curriculum.	Schemes of work / Assignment Inspection / Lesson Observation	Wong Lai San / All subject teachers and panel heads
Whole year	S.1-6	Organising co-curricular activities of environmental education to facilitate the building of an environmentally-proactive school	Various co-curricular activities related to the curriculum to promote environmental protection are organised for students.  70% of students surveyed agree that such activities have helped them become more aware of the importance of environmentally proactive.	Schemes of work / Assignment Inspection / Lesson Observation / Student Survey	Wong Lai San / All subject teachers and panel heads

Target 2: Developing the Creativity of Students

*Strategy: Employing diversified learning and teaching activities to nurture students' creativity, collaboration and problem solving skills*

Period	Level(s)	Tasks	Criteria for Success	Methods of Evaluation	Teacher(s)-in-charge
Whole year	S.1-6	Using project-learning / co-curricular / interactive activities to help students develop creativity, collaboration and problem solving skills	70% of students surveyed agree that project-learning / co-curricular / interactive activities have helped them to develop creativity, collaboration and problem solving skills.	Student survey / Schemes of work / Assignment inspection	Wong Lai San / All subject teachers and panel heads

## Target 3: Building an ever-Learning School

## Strategy 1: Strengthening self-directed learning

Period	Level(s)	Tasks	Criteria for Success	Methods of Evaluation	Teacher(s)-in-charge
Whole year	S1-S2	Enhancing the reading and study skills of students through implementation of school-based Reading and Study Skills lessons.	70% of the Reading Log and Study Skills assignments are of satisfactory standard.  70% students surveyed agree that their reading and study skills have been strengthened.	Student Assignment / Student survey	Cheung Kit Ying, Coordinator of RSS-R and RSS-S
Whole year	S.1-6	Enriching pedagogy and learning activities through e-learning	E-learning and teaching activities are integrated in the curriculum to enhance self-directed learning.  70% of students surveyed reflect that e-learning activities they have participated in help them get access to information and facilitate self-directed learning.	Lesson observation / Schemes of work / Teachers' record / Student survey	Wong Lai San / All subject teachers and panel heads
Whole Year	S.1- 6	Strengthening the reading skills and motivation of students through reading schemes, learning and teaching activities and providing resources for students to facilitate reading to learn and enhance reading across the curriculum	Subject-based reading resources are provided for students to strengthen reading to learn and reading across the curriculum.  Reading schemes and activities are provided and students show satisfactory performance in such activities.  70% of students surveyed reflect that reading resources, schemes and activities have helped to enhance their interest and language skills required for various subjects.	Schemes of work / Teachers' record / Student survey	Wong Lai San / All subject teachers and panel heads / Siu Sin Yi, teacher librarian

*Strategy 2: Adopting multiple-intelligence strategies to enhance learning effectiveness*

<b>Period</b>	<b>Level(s)</b>	<b>Tasks</b>	<b>Criteria for Success</b>	<b>Methods of Evaluation</b>	<b>Teacher(s)-in-charge</b>
Whole year	<b>S.1-6</b>	Employing diversified learning activities to enhance learning effectiveness	Various learning activities are conducted to enhance the generic skills and learning effectiveness of students. 70% of students surveyed agree that learning and teaching activities have helped them develop different skills and enhanced learning effectiveness.	Schemes of work / Teachers' records / Assignment inspection / Student survey	Wong Lai San / All subject teachers and panel heads

*Strategy 3: Enriching Science, Technology, Engineering and Mathematics (STEM) education*

<b>Period</b>	<b>Level(s)</b>	<b>Strategies/Tasks</b>	<b>Criteria for Success</b>	<b>Methods of Evaluation</b>	<b>Teacher(s)-in-charge</b>
Whole Year	S.1- 2	Enhance motivation in STEM Ed-related knowledge and skills through school based STEM-Ed lessons.	70% of students complete the assignment/project with satisfactory performance.  70% of the students surveyed agree that the learning activities in STEM Ed lessons have helped them build up interest in learning science, technology and mathematics.	Student assignment / Teachers' records / Student survey	Chan Suk Yee, STEM Ed Head / STEM Ed teachers
Whole year	S.1- 6	Employing various learning and teaching activities to develop a solid knowledge base and instil an interest among students in learning science, technology and mathematics	Students show interest and satisfactory performance in the learning of science and Mathematics / technology.  70% of the students surveyed agree that the learning activities have strengthened the knowledge base in learning science and Mathematics / technology.	Schemes of work / Assignment Inspection / Lesson observation / Student survey /	Chan Suk Yee, / Biology, CL & ICT, Chemistry, , IS, Mathematics and Physics subject teachers and Panel Heads
Whole Year	S.1- 6	Organising programmes and activities to strengthen students' ability to integrate and apply STEM Education knowledge and skills in practical situations	70% of participating students surveyed agree that in learning activities has strengthened their ability to integrate and apply their knowledge and skills in solving daily life problems.  Students show improvement and satisfactory performance in problem solving and innovation skills.	Student survey / Assignment Inspection / Lesson observation / Teachers' record	Biology, Chemistry, CL & ICT, IS, Mathematics and Physics subject teachers and Panel Heads

## Student Development and Support

### Major Concern: To develop a caring community in the school

Target: Building a caring community

Strategy: *Cultivating a caring culture and nurturing humanistic qualities through experiential learning*

Period	Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge
Whole Year	S1-S5	Students could show their support, care and concern to their peers and the needy of the community by: 1) Hand in Hand - To Co-create Harmonious School Environment Project 撐得「喜」共建和諧校園計劃	<ul style="list-style-type: none"> <li>75% of the students surveyed agreed that the Project could create a supportive and caring environment.</li> <li>80% of the students surveyed agreed that they would say no to bullying.</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Evaluation and observation by teachers concerned</li> </ul>	Leung Hoi, Counselling Mistress
	S2 & S4	1) S2 students serve Chi Lin Nunnery Elderly Home 2) S4 students participate in various community services	<ul style="list-style-type: none"> <li>75% of the participants agree that community services let them understand more about the needs of the community.</li> <li>75% of the participants agree that community services make them care more about others.</li> </ul>	<ul style="list-style-type: none"> <li>Community service records</li> <li>Student survey</li> <li>Evaluation and observation by teachers concerned</li> </ul>	Yeung Chui Ping, Community Service Team Head Fung Wai Man, S2 Year Head Lam Kwok On, S4 Year Head
Dec. 2019	Whole school	By organising various activities and competitions during the Gratitude Week, students could show gratitude and appreciation to people in their life and treasure what they have.	75% of the participants agree that in the activities, they could show gratitude to whom they treasure and appreciate what they have.	<ul style="list-style-type: none"> <li>Student survey,</li> <li>Teacher observation and evaluation</li> </ul>	Leung Hoi, Counselling Mistress



Period	Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge
Whole Year	S1	Positive values towards life and resilience against adversity could be nurtured by: 1) Journey of Life	75% participants agree that they are more resilient in face of adversity.	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Evaluation and observation by teachers concerned</li> </ul>	Leung Hoi, Counselling Mistress
Whole Year	S2-S4	2) Project STEP – Mental Health of Youth Programme	75% participants agree that they have positive values towards life.  75% of the participants agreed that the activities could help them understand more about how to care for others and enhance care and concern among the whole school.	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Evaluation and observation by teachers concerned</li> </ul>	Wong Nga Ying & Wong Ka Hang, Counselling teacher
1 <sup>st</sup> Term	S4	By joining the mentorship program “Bounce Back” 逆風飛翔, students are encouraged by the “Seniors” (the mentors) to adopt a positive attitude towards adversity and strive for self-improvements.	70% of the participants agree that after the program, they became more motivated to self-improvement.	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Evaluation and observation by teachers concerned</li> </ul>	Lam Kwok On, S4 Year Head

**Major Concern: To enhance students' potential in order to achieve individual excellence.**

Target 1: Building an environmentally-proactive school

*Strategy: Incorporating environmental education into the curriculum and co-curricular activities*

Period	Level(s)	Measures	Success Criteria	Methods of Evaluation	Teacher(s)-in-charge
May 2020	S2 - 5	<p>Curriculum mapping and organizing co-curricular activities of environmental education</p> <p>1) Thematic Talk: The Dirty Reality 【一廁大事】 (by World Vision)</p> <p>2) Thematic Talks: Food Wise 【惜食】 (by Food Wise Hong Kong Campaign)</p>	<p>70% of the students surveyed agreed that they</p> <ul style="list-style-type: none"> <li>learnt more about the way to save water resources and</li> <li>would take action to save water resources.</li> </ul> <p>70% of the students surveyed agreed that they</p> <ul style="list-style-type: none"> <li>knew more about food wise culture;</li> <li>would try not to waste food.</li> <li>75% of the participants agreed that the Thematic Talks could help them to apply the concepts and knowledge learnt in Liberal Studies.</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Evaluation and observation by teachers concerned</li> </ul>	<p>Ho Sin Ching, MCE Mistress and History Panel Head; Yeung Chi Yui, Advisor of Green Team &amp; Yuen Sea Yin, LS Panel Head</p>
2 <sup>nd</sup> Term	S2 - 5	Sharing of good practices of implementing environmental education with the community by organizing activities such as workshops and Green School Tours.	<ul style="list-style-type: none"> <li>70% of the participants agreed that the activities can raise their awareness towards environmental conservation.</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> <li>Evaluation and observation by teachers concerned</li> </ul>	<p>Chan Sok Kwan, Head of Sustainable Development Council; Yeung Chi Yui, Advisor of Green Team</p>

## Target 2: Developing Creativity of students

*Strategy 1 : Enriching aesthetic education and co-curricular activities*

Period	Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge
Whole Year	S1 - S6	Through organising or participating in exhibitions and performances, students could enhance the artistic culture and atmosphere at school.	75% of participants agree that the artistic culture and atmosphere at school is enhanced.	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Evaluation and observation by teachers concerned</li> </ul>	CCA Mistress & Assistant CCA Master, Advisors of aesthetic groups and interest groups, Coordinator and advisors of OLE (AE) Teams
Whole Year	S1 - S5	Through providing training to students who act as Arts Ambassadors, they could share their creative ideas and processes to the audience more effectively. Presentation skills of Arts Ambassadors could be enhanced.	75% of participants agree that after the training as Arts Ambassadors, <ul style="list-style-type: none"> <li>- they could share their creative ideas and process more effectively;</li> <li>- presentation skills are enhanced</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Evaluation and observation by teachers concerned</li> </ul>	Advisors of Art Club, Choir, Cognitio College Band, Cognitio Theatre

*Strategy 2: Employing diversified learning and teaching activities to nurture students' creativity, collaboration and problem-solving skills*

Period	Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge
Whole Year	S4	In OLE (AE) curriculum, diversified arts and creative technology courses are provided to enhance students' interest and knowledge in various art forms and creative technology as well as the ability to appreciate creative arts.	75% of participants agree that the OLE (AE) courses could <ul style="list-style-type: none"> <li>- enhance their interest and knowledge on arts and creative technology;</li> <li>- nurture the ability of arts appreciation.</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Evaluation and observation by teachers concerned</li> </ul>	Coordinator and advisors of OLE (AE) Teams

## Target 3: Building an ever-learning school

Strategy: Adopting multi-intelligence strategies to enhance learning effectiveness

Period	Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge
1 <sup>st</sup> Term	S2 - 5	Employing diversified learning activities to enhance learning effectiveness 1) CCA Leadership Training Camp and courses are organized for leaders of CCA groups to enhance their leadership skills and problem solving skills.	<ul style="list-style-type: none"> <li>75% of the participants agreed that the Training Camp and courses could enhance their leadership skills and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Observation by teachers</li> </ul>	Mak Woon Ying, CCA Mistress
Whole Year	S5	2) By joining the UNICEF Club, Prefects could learn how to promote the idea of global citizenship at school and their leadership skills could be enhanced.	<ul style="list-style-type: none"> <li>75% of the participants agreed that the activity organized by the UNICEF Club could promote the idea of global citizenship.</li> <li>75% of the participants agreed that, after joining the activities of the UNICEF Club, their leadership skills were enhanced</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Content of activity carried out by UNICEF Club.</li> <li>Student survey</li> </ul>	Li Man Fai, Discipline Master
Whole Year	S1	2) Through thorough discussion and reflection on cases of Authentic Indigenous Stories 【生活事件簿】, students could learn how to analyze various life issues with positive values and attitudes and make responsible decisions. 3)	70% of the students surveyed agreed that the case studies on Authentic Indigenous Stories could help them to <ul style="list-style-type: none"> <li>analyze various life issues with positive values and attitudes and</li> <li>make responsible decisions</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Evaluation and observation by teachers concerned</li> </ul>	Ho Sin Ching, MCE Mistress

Nov 2019	S4	3) By participating in the Interactive Drama: ICAC 'All for Integrity' Programme 【廉政公署·互動劇場】, students could understand the evils of corruption and learn how to face the challenges concerning personal integrity.	75% of the participants agreed that the Drama could <ul style="list-style-type: none"> <li>enhance their understanding on the evils of corruption and</li> <li>help them to face the challenges concerning personal integrity.</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Evaluation and observation by teachers concerned</li> </ul>	Ho Sin Ching, MCE Mistress
Whole year	S3 - 6	4) By organizing experiential learning activities like AmazingU, The Savvy Planner workshop, interview workshop and workplace visits etc., students' scope on career and life planning could be widened. They could also gain a deeper understanding of the world of work / further studies and life planning skills.	75% of the students surveyed agreed that the experiential learning activities could <ul style="list-style-type: none"> <li>widen their scope on career and life planning and</li> <li>help them understand more about the world of work / further studies and life planning skills.</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Evaluation and observation by teachers concerned</li> </ul>	Chan Yue Ming, Life Planning Master
April 2020	S3	6) Through joining the study tour - students could broaden their horizon, gain a better understanding of the economic development of Singapore and become better prepared for their future career.	<ul style="list-style-type: none"> <li>75% of the participants agreed that the study trip could broaden their horizon.</li> <li>75% of the participants agreed that after the study tour, they understood more about the economic development of Singapore.</li> <li>75% of the participants agreed that the study tour could encourage them to prepare for their future career.</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Evaluation and observation by teachers concerned</li> </ul>	Chan Yue Ming, Life Planning Master & S3 Year Head, Lam Kwok On