

# COGNITIO COLLEGE (KOWLOON)

文理書院（九龍）



## ANNUAL SCHOOL PLAN

2016-2017

## 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 instil in them a commitment to serve our country and society.

## 3. MAJOR CONCERNS OF THE SCHOOL YEAR

### Learning, Teaching and Assessment

**Major Concern:** To enhance learning effectiveness

**Target:** *To implement self-directed learning*

Strategy 1: To adopt pedagogy and learning activities to promote self-directed learning

Strategy 2: To promote Science, Technology, Engineering and Mathematics (STEM) education

Strategy 3: To enhance creativity and holistic thinking skills

### Student Development and Support

**Major Concern:** To enhance life education

**Target:** *To cultivate positive values towards life*

Strategy 1: To enhance values education

Strategy 2: To promote experiential learning

## Learning, Teaching and Assessment

**Major Concern: To enhance learning effectiveness**

**Target: To implement self-directed learning**

Strategy 1: To adopt pedagogy and learning activities to promote self-directed learning

<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.1-6	Enhancing e-learning to encourage students to learn at their own pace	70% of students surveyed reflect that they have participated in e-learning activities	Lesson observation / Student survey / Schemes of work	All subject teachers and panel heads
Whole year	S1-6	Employing diversified learning and teaching activities and/or assignment tasks to facilitate self-directed learning and arouse students' interest to learn	70% of learning and teaching activities and assignment inspected show varied tasks used. Each and every subject panel has produced at least one complete module which can facilitate self-directed learning	Lesson observation / Assignment inspection / Student survey	All subject teachers and panel heads
Whole year	S1-6	Using differentiated instruction and learning activities and/or assignment tasks to cater for learner diversity	70% of learning and teaching activities and assignment inspected show means to cater for learner diversity	Lesson observation / Assignment inspection / Student survey	All subject teachers and panel heads
Whole year	S1–S6	Promoting assessment for learning to enable students to reflect on their own learning and progress through self and peer-evaluation	70% of students surveyed agree that they have opportunities to reflect on their own learning and progress through self and peer-evaluation	Lesson observation / Student survey / Assignment inspection	All subject teachers and panel heads

Strategy 2: To promote 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- 6	Employing various learning and teaching activities to instil an interest in learning science and Mathematics / technology among students	70% of the students surveyed agree that the learning activities have helped to raise their interest in learning about science and Mathematics / technology.	Student survey / Assignment Inspection / Lesson observation	Science, Mathematics and Technology subjects teachers and Panel Heads
Whole Year	S.1- 6	Strengthening the ability of students to integrate and apply their knowledge and skills through solving daily life problems with practical solutions and/or innovative designs	70% of students surveyed agree that participating in learning activities has strengthened their ability to integrate and apply their knowledge and skills	Student survey / Assignment Inspection / Lesson observation	Science, Mathematics and Technology subjects teachers and Panel Heads
Whole Year	S.1- 6	Employing diversified learning and teaching activities to nurture students' creativity, collaboration and problem solving skills	70% of students surveyed agree that learning activities have helped them to develop creativity, collaboration and problem solving skills	Student survey / Assignment Inspection / Lesson observation	Science, Mathematics and Technology subjects teachers and Panel Heads
Whole Year	S.1- 6	Providing students with STEM-related learning opportunities beyond the classroom	70% of students have been provided with such opportunities	Student survey / Teachers' records	Science, Mathematics and Technology subjects teachers and Panel Heads

Strategy 3: To enhance creativity and holistic thinking skills

<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	S1–S6	Using project-learning / co-curricular / interactive activities to help students develop holistic thinking skills	70% of students surveyed have participated in such activities and agree that they have improved their thinking skills	Student survey / Lesson observation / Schemes of work	BAFS, PSHE, languages and arts subject panel heads and teachers
Whole year	S1–S6	Using diversified assignments and tasks to encourage students to present their ideas in different modes and/or graphic organisers	70% of the students surveyed agree that a variety of assignment tasks have been given 70% of the students surveyed agree that they are encouraged to present their ideas in different modes and/or graphic organisers	Student survey / assignment inspection	BAFS, PSHE, languages and arts subject panel heads and teachers
Whole year	S1–S6	Using various types of learning activities to encourage creativity and higher-order thinking skills	70% of the students surveyed agree that subject teachers have given assignments to help develop their creativity / logical thinking / critical thinking skills	Student survey / assignment inspection	BAFS, PSHE, languages and arts subject panel heads and teachers
Whole year	S1–S6	Encouraging students to participate in activities and competitions outside the classroom/school	70% of students surveyed have participated in activities and/or competitions which encourage and help develop creativity	Student survey / teacher record	BAFS, PSHE, languages and arts subject panel heads and teachers

## Student Development and Support

**Major Concern: To enhance life education**

**Target: To cultivate positive values towards life**

Strategy 1: To enhance values education

Period	Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge
Whole year	S1 – 3	<p>Through various school talks, workshops and moral and civic education lessons, we help our students to face their challenges at different developmental stages with in the following aspects:</p> <ul style="list-style-type: none"> <li>Internet Education</li> </ul>	<ul style="list-style-type: none"> <li>75% of the students surveyed agree that the activity can help them to be a wise and responsible internet user</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Evaluation and observation and by teachers concerned</li> </ul>	<p>Moral and Civic Education Team, Counselling Team, Life Planning Team, Form Meetings</p>
	S1, 2 & 4	<ul style="list-style-type: none"> <li>Relationship with family</li> </ul>	<ul style="list-style-type: none"> <li>75% of the students surveyed agree that the activity can help them to be more grateful to their parents and be a responsible family member</li> </ul>		
	S2	<ul style="list-style-type: none"> <li>Relationship with Peers</li> </ul>	<ul style="list-style-type: none"> <li>75% of the students surveyed agree that the activity can achieve the specific objectives and enhance students positive values</li> </ul>		
	S1 - 5	<ul style="list-style-type: none"> <li>Sex education</li> <li>Optimistic attitude towards adversity</li> </ul>			
	S6	<ul style="list-style-type: none"> <li>Handling stress</li> </ul>			

<b>Period</b>	<b>Level(s)</b>	<b>Strategies/Tasks</b>	<b>Criteria of Success</b>	<b>Method of Evaluation</b>	<b>Teacher(s)-in-charge</b>
Whole year	S1 - 6	Through Model Class Competition and various award schemes, students are motivated to become more responsible and active members at school.	<ul style="list-style-type: none"> <li>70% of the students surveyed agree that the award schemes can motivate them to become more responsible and active at school.</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Evaluation and observation by teachers concerned</li> </ul>	SDC Head, Discipline Team, Form Meetings, Co-curricular Activity Team
		Through sharing of life education messages and stories from students striving for success, an atmosphere of positive values and attitudes towards life will be built up at school.	<ul style="list-style-type: none"> <li>70% of the students surveyed agree that the sharing can help to build up an atmosphere of positive values and attitudes at school.</li> <li>70% of the students surveyed agree that the sharing have positive influence on their values and attitudes towards life.</li> </ul>		SDC Head
		Through various activities such as talks, inter-class competition, students could: <ul style="list-style-type: none"> <li>gain better understanding of the development of our mother country</li> <li>develop the sense of belongings towards our country</li> <li>concern more about the society</li> </ul>	<p>70% of the students surveyed agree that the activities can</p> <ul style="list-style-type: none"> <li>help them to know more about the development of our mother country;</li> <li>enhance their sense of belongings towards our country;</li> <li>help them to be more concern about the society.</li> </ul>		Moral and Civic Education Team

<b>Period</b>	<b>Level(s)</b>	<b>Strategies/Tasks</b>	<b>Criteria of Success</b>	<b>Method of Evaluation</b>	<b>Teacher(s)-in-charge</b>
Whole year	S1 - 5	Through programmes in Career and Life Planning lessons, students could <ul style="list-style-type: none"> <li>• have better understanding on their characters, interests and abilities,</li> <li>• evaluate their strengths and weaknesses and explore the values of jobs in order to set life goals.</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of the students surveyed agree that the lessons can help them to: <ul style="list-style-type: none"> <li>- understand their characters, interests and abilities;</li> <li>- evaluate their strengths and weaknesses and explore the values of jobs.</li> </ul> </li> <li>• 75% of the students surveyed have attempted to set life goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Evaluation and observation and by teachers concerned</li> </ul>	Life Planning Team
	S1 – 3	Through talks and class discussion on Code of Conduct, students could learn more on self-management and self-disciplined.	<ul style="list-style-type: none"> <li>• 75% of the students surveyed agree that the school talks and class code of conduct can encourage them to be more self-disciplined.</li> </ul>		Discipline Team



Strategy 2: To promote experiential learning

Period	Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge
Whole year	S1 – 5	<p>Through participating in various community services, students could know more about the needs of the community and show their care for others.</p> <p>With the training and workshops on community services, students could learn more communication skills.</p>	<ul style="list-style-type: none"> <li>75% of the participants agree that community services let them know more about the community.</li> <li>75% of the participants agree that community services make them care more about others.</li> <li>75% of the participants agree that the training and workshops help them build up more communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>Community service records</li> <li>Student survey</li> <li>Evaluation and observation and by teachers concerned</li> </ul>	Community Service Team, Counselling Team and Form Meetings
	S3, 4	Through study tour, students could gain a better understanding of the development of the Mainland China and Korea and better prepared for the future career.	<ul style="list-style-type: none"> <li>75% of the students surveyed agree that after the study tour, they understand more about the development of China/ Korea.</li> <li>75% of the students surveyed agree that the study tour can encourage them to prepare for their future career.</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Evaluation and observation and by teachers concerned</li> </ul>	Moral and Civic Education Team, Life Planning Team, Form Meetings and Curriculum Development Team
	S3 - 6	Activities of life planning, such as visiting firms and universities, career expo, job shadowing and interview workshop, are arranged to help students know more about further studies and trend of working world. They could set goals for future study and career.	<ul style="list-style-type: none"> <li>75% of the students surveyed agree that the activities of life planning can help them know more about further studies and the trend of working world.</li> <li>75% of the students surveyed have set goals for future studies and career.</li> </ul>		Life Planning Team

Period	Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge
Whole year	S1 - 6	Through organising various activities in relation to life education, students' abilities and generic skills would be enhanced and their spirit of care and concern will be strengthened.	<ul style="list-style-type: none"> <li>75% of the students surveyed agree that after organizing various life education activities,               <ul style="list-style-type: none"> <li>their abilities and generic skills are enhanced;</li> <li>their spirit of care and concern are strengthened.</li> </ul> </li> </ul>		Counselling Team, Discipline Team, Life Planning Team, Moral and Civic Education Team, Co-curricular Activities Team
	S1 - 5	By participating in inter-school activities/ competitions, students could broaden their horizon and develop their potentials.	<ul style="list-style-type: none"> <li>70% of the CCA groups have participated in inter-school activities/ competitions.</li> <li>70% of the students surveyed agree that the inter-school activities/ competitions can broaden their horizon and help them to develop their potentials.</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Evaluation and observation and by teachers concerned</li> </ul>	Co-curricular Activity Groups
	S2 - 5	By participating in various kinds of training courses such as leadership training camp and event management workshop, the leadership skills and generic skills of committee members of activity groups could be enhanced.	<ul style="list-style-type: none"> <li>75% of the students surveyed agree that the training program can enhance their leadership skills and generic skills.</li> </ul>		Co-curricular Activities Team