

COGNITIO COLLEGE (KOWLOON)

文理書院（九龍）



ANNUAL SCHOOL PLAN

2017-2018

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 and Teaching

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

Period	Level(s)	Strategies/Tasks	Criteria for Success	Methods of Evaluation	Teacher(s)-in-charge
Whole year	S1–S2	Enhancing the reading and study skills of students by implementation of school-based curriculum in Reading and Study Skills lessons.	70% of the Reading Log and Study Skills class work are of satisfactory standard. 70% students surveyed agree that their reading and study skills have strengthened.	Student Assignment / Student survey	Cheung Kit Ying, Reading and Study Skill Periods Coordinator
Whole year	S.1-6	Enhancing e-learning to encourage students to learn and excel through engaging in resourceful, interactive and self-directed learning	70% of students surveyed reflect that e-learning activities they have participated helped them get further access to information.	Lesson observation / Student survey / Schemes of work	All panel heads
Whole year	S.1-6	Providing appropriate preparation work, learning strategies and assignment tasks to help students form good learning habits and improve language skills required for learning	70% of students surveyed reflect that the preparation work, strategies and assignment tasks have helped them form better learning habits and improve language skills.	Lesson observation / Schemes of work / Student survey / Assignment inspection	All 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 and/or tasks to cater for learner diversity	Lesson observation / Assignment inspection / Student survey	All panel heads

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

Period	Level(s)	Strategies/Tasks	Criteria for Success	Methods of Evaluation	Teacher(s)-in-charge
Whole Year	S.1- 2	Providing students with STEM-related skills in STEM-Ed lessons.	70% of students complete the assignment with satisfactory standard.	Student assignment / Teachers' records	Chan Suk Yee, Integrated Science Panel Head & Li Chiu Fai, ICT Panel Head
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	70% of the students surveyed agree that the learning activities have helped them develop a solid knowledge base in learning science and Mathematics / technology.	Student survey / Assignment Inspection / Lesson observation	Science, Technology and Mathematics Panel Heads
Whole Year	S.1- 6	Strengthening the ability of students to integrate and apply their knowledge and skills and 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 in solving daily life problems.	Student survey / Assignment Inspection / Lesson observation	Science, Technology and Mathematics 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 the learning activities have helped them to develop creativity, collaboration and problem solving skills.	Student survey / Assignment Inspection / Lesson observation	Science, Technology and Mathematics Panel Heads

Strategy 3: To enhance creativity and holistic thinking skills

Period	Level(s)	Strategies/Tasks	Criteria for Success	Methods of Evaluation	Teacher(s)-in-charge
Whole year	S1–S6	Using project-learning / co-curricular / interactive activities to help students develop creativity and holistic thinking skills	70% of students surveyed have participated in such activities and agree that they have improved their creativity and/or thinking skills.	Student survey / Lesson observation / Schemes of work	BAFS, PSHE, languages and Arts KLA panel heads
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 they have been assigned a variety of assignment tasks. 70% of the students surveyed agree that they have been encouraged to present their ideas in different modes and/or graphic organisers.	Student survey / assignment inspection	BAFS, PSHE, languages and Arts KLA panel heads
Whole Year	S1 - S6	Strengthening the ability of students to integrate and apply their knowledge and skills in solving daily life problems	70% of students surveyed agree that the learning activities have strengthened their ability to integrate and apply their knowledge and skills in solving daily life problems.	Student survey / Assignment Inspection / Lesson observation	BAFS, PSHE, languages and Arts KLA panel heads
Whole year	S1–S6	Providing students with opportunities to participate in activities and competitions beyond the classroom to develop their talents/experts in the learning area concerned	70% of students surveyed have participated in activities and/or competitions which encourage and help develop creativity and/or other thinking skills.	Student survey / teacher record	BAFS, PSHE, languages and Arts KLA panel heads

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
Oct. 2017	S2	Through participating in the following activities, students could show more care and concern to their peers: 1) <i>PATH</i> Programme	75% of participants agree that they would show more care and concern to their peers.	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	Fung Wai Man, S2 Year Head
Whole Year	S1 & S4	2) “Caring Ambassador Programme”			Li Man Fai, Discipline Master
Whole Year	S2 & S3	Through participating in the following activities, positive values towards life and resilience to adversity could be nurtured: 1) <i>Joyful @ School Programme</i> (<i>尊重生命 逆境同行</i>)	<ul style="list-style-type: none"> • 75% participants agree that they have positive values towards life. • 75% participants agree that they are more resilient to adversity. 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	Leung Hoi, Counselling Mistress
	S1 - S6	2) Sharing of messages of positive values and stories from students striving for success	<ul style="list-style-type: none"> • 75% of the students surveyed agree that the sharing have positive influence on their values and attitudes towards life. 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	Leung Chi Kwan, MCE Master, Li Man Fai, Discipline Master & Mak Woon Ying, CCA Mistress

Period	Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge
Whole year	S2 - S5	By organizing the following activities, the potentials of the students are stretched and the sense of responsibility and self-confidence are cultivated. 1) Co-curricular activities 2) Activities of values education 3) Showing their learning outcomes in various celebrating activities of the 55 th Anniversary, such as Open Day and Joint School Speech Day	75% of the students surveyed agree that after participating and organizing activities, 1) potentials are stretched; 2) sense of responsibility is enhanced; 3) self-confidence is boosted.	Student Survey	Leung Hoi, Counselling Mistress Li Man Fai, Discipline Master Chan Yue Ming, Life Planning Master Leung Chi Kwan, MCE Master & Mak Woon Ying, CCA Mistress
	S1 - S6	Participating in various activities such as talks, inter-class competitions, exhibitions and study trips, students could: <ul style="list-style-type: none"> gain better understanding of the development of our mother country enhance the sense of national identity gain better understanding of the “Basic Law” and “One Country, Two Systems” 	75% of the students surveyed agree that the activities can - help them to know more about the development of our mother country; - enhance their sense of national identity; - help them understand the “Basic Law” and “One Country, Two Systems”	Student survey	Leung Chi Kwan, Moral and Civic Education Master
	S1 - S6	Through participating in the following activities, students are motivated to be more self-disciplined: 1) Model Class Competition	70% of the students surveyed agree that the Model Class Competition can motivate them to become more self-disciplined.	<ul style="list-style-type: none"> Student survey Evaluation and observation by teachers concerned 	Li Man Fai, Discipline Master
	S1	2) Setting of <i>Code of Conduct</i> in class	75% S1 students agree they are more self-disciplined with the code of conduct.		

Strategy 2: To promote experiential learning

Period	Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge
Whole year	S1	By joining community services groups / activities, students' sense of responsibilities as well as willingness of serving and caring of the school and community can be built up: 1) Joining at least one of the six service groups, namely Girl Guides, Green Team, Red Cross Youth Unit, Scout, Stage Management Team and Student Librarians.	70% of the students agree that participating in service group can build up their sense of responsibility and willingness to serve the school and community.	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	Mak Woon Ying, Co-curricular Activity 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"> • 75% of the participants agree that community services let them understand more about the needs of the community. • 75% of the participants agree that community services make them care more about others. 	<ul style="list-style-type: none"> • Community service records • Student survey • Evaluation and observation by teachers concerned 	Yeung Chui Ping, Community Service Team Head Fung Wai Man, S2 Year Head Lam Kwok On, S4 Year Head
Whole year	S2 - S5	By providing the following experiential learning activities, students set their life goals and become better prepared for the future studies and career: 1) Career and Life Planning lessons	<ul style="list-style-type: none"> • 75% of the students surveyed agree that the lessons can help them to: <ul style="list-style-type: none"> - understand their characters, interests and abilities; - evaluate their strengths and weaknesses and explore the values of jobs. • 75% of the students surveyed have attempted to set life goals. 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	Chan Yue Ming, Life Planning Master

Period	Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge
Whole year	S3 - S6	2) 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.	<ul style="list-style-type: none"> 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. 75% of the students surveyed have set goals for future study and career. 	<ul style="list-style-type: none"> Student survey Evaluation and observation by teachers concerned 	Chan Yue Ming, Life Planning Master
March 2018	S3, S4	3) Through joining study tours, students could gain a better understanding of the economic development of the Mainland China and Korea and become better prepared for their future career.	<ul style="list-style-type: none"> 75% of the students surveyed agree that after the study tour, they understand more about the development of China/ Korea. 75% of the students surveyed agree that the study tour can encourage them to prepare for their future career. 	<ul style="list-style-type: none"> Student survey Evaluation and observation by teachers concerned 	Leung Chi Kwan, MCE Master, Chan Yue Ming, Life Planning Master & S3 Year Head, Lam Kwok On, S4 Year Head & Yuen Sea Yin, LS Panel Head
March to June, 2018	S4	4) By participating in <i>Bounce Back Programme</i> (逆風飛翔), students could have better understanding of their strengths and set their life goals.	<ul style="list-style-type: none"> 75% students indicate in the self-reflection that they have set life goals. 	<ul style="list-style-type: none"> Evaluation and observation by teachers and mentors concerned 	Lam Kwok On, S4 Year Head

Cognitio College (Kowloon)

Manpower Deployment Plan for the Surplus Laboratory Technician

(2017/18 School Year)

Level	Timeline	Task	Objectives	Laboratory Technicians' Role
S1-S3	1 st Term 2017/18, 2018/19, 2019/20	Makers' Laboratory	To organise a programme for S2 and S3 students with higher ability in science to investigate and try out science-related activities (e.g. sticky slime, sugar crystal lollipops, density tower, sturdy bridge, breathing machine and fossils) with the help of laboratory technicians in the first term. In the second term, those students will be helpers when S1 students join such activities.	<ul style="list-style-type: none"> ● To assist teachers and students in planning, trying out and conducting science-related activities ● To assist teachers to supervise the students in performing science science-related activities
	2 nd Term 2017/18, 2018/19, 2019/20		To cultivate the interest and curiosity in science, IS teachers and laboratory technicians will arrange hands-on science-related activities for S1 students with higher ability in sciences in the second term after school.	
S4-S5	2017/18	CCK Science Channels	S4 Science students are required to produce science related videos to arouse their interests in science. Chemistry: Science Kitchen Physics: Investigation of daily-life Physics phenomenon Biology: Scientific Investigations	<ul style="list-style-type: none"> ● To assist teachers and students in planning, trying out and conducting science-related activities ● To assist teachers to supervise the students in performing science science-related activities ● Technical support on Video clips editing
	2018/19		Higher quality videos will be chosen for uploading to YouTube or the School Intranet.	
	2019/20		Some videos will be chosen for lunch time activities and some suitable videos will also be chosen for competitions.	

Level	Timeline	Task	Objectives	Laboratory Technician's Role
S4-S6	2017/18 2018/19 2019/20	Investigative Studies (Physics)	The design of the new school campus will be incorporated into the different topics of the Physics curriculum S4: Mechanical energy and Forces S5: Mains Electricity S6: Energy Efficiency in Building and Renewable energy sources.	<ul style="list-style-type: none"> ● To collect data of the school campus. ● To assist teachers in the planning of the investigative studies and the feasibility of the use of data.
S5	2017/18 - 2019/20	Scientific Investigation	<p>To organise a whole term self-directed scientific investigation programme for all S5 Biology students in order to strengthen their research skills, integrate and apply knowledge, and enhance collaboration and problem-solving skills:</p> <ol style="list-style-type: none"> 1. Select a daily-life Biology-related phenomenon and report the observation 2. Discuss with the teacher the hypothesis and appropriate experiments to prove it 3. Carry out the experiment with the help of the laboratory technicians and record and analyse the results 4. Draw a conclusion from the results of the experiment and present the conclusion to the whole class 5. Keep a log of all the work during the progress and discussion details with the teacher and lab technicians 6. Evaluate the report of their classmates and give feedback 	<ul style="list-style-type: none"> ● To discuss and give advice on students' scientific investigation ● To assist students in planning, trying out and conducting science experiments