

COGNITIO COLLEGE (KOWLOON)

文理書院（九龍）



ANNUAL SCHOOL PLAN

2020-2021

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

Education for 21st Century: Building a Caring and Ever-learning School Community

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 and positive attitudes towards life into the curriculum and experiential learning	<ul style="list-style-type: none">- Values education and positive attitudes towards life are integrated into the curriculum- 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 related learning activities have helped them build up positive values.	Schemes of work / Teachers' record / Student Survey	Wong Lai San, Prefect of Studies; All 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 1: 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	Curriculum mapping and organising co-curricular activities of environmental education	<p>Environmental education is integrated into the curriculum.</p> <p>Various co-curricular activities related to the curriculum to promote environmental protection are organised for students.</p> <p>70% of students surveyed agree that such activities have helped them become more aware of the importance of being environmentally proactive.</p>	Schemes of work / Teachers' record / Student Survey	Chan Sok Kwun, Geography Panel Head; Chan Suk Yee, IS and Biology Panel Head; Yuen Sea Yin, LS Panel Head

Strategy 2: Providing environmental education to the community

Period	Level (s)	Tasks	Criteria for Success	Methods of Evaluation	Teacher(s)-in-charge
Whole year	S.1-6	Sharing of good practices of implementing environmental education with the community	70% of participants surveyed agree that such activities have helped them become more aware of the importance of being environmentally proactive.	Teachers' record / Student Survey	Chan Sok Kwun, Sustainable Development Team Head

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 and holistic thinking skills	70% of students surveyed agree that project-learning / co-curricular / interactive activities have helped them develop creativity, collaboration and problem-solving skills.	Schemes of work / Teachers' record / Student Survey / Assignment inspection	Wong Lai San, Prefect of Studies; All 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	S.1-6	Enriching pedagogy and learning activities through e-learning	<ul style="list-style-type: none"> - 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	Enhancing Reading across the curriculum	<ul style="list-style-type: none"> - Subject-based reading resources are provided for students to strengthen reading to learn and reading across the curriculum. - Cross-curricular reading 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, Prefect of Studies; Poon Mei Fung, RaC Coordinator / Wong Tsz Kiu, LaC Coordinator
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Strategy 2: Adopting multiple-intelligence strategies to enhance learning effectiveness

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

Strategy 3: Enriching 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- 6	Organising programmes and activities to integrate and apply STEM Education knowledge and skills in practical situations.	70% of participating students surveyed agree that experience gained 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

Education for 21st Century: Building a Caring and Ever-learning School Community

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

Strategies: 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
A respectful and caring culture could be cultivated by:					
Whole Year	S1-5	<p>1. <i>Hand in Hand - To Co-create Harmonious School Environment Project</i></p> <p>By interactive drama, it aims at fostering a harmonious and caring environment at school and developing empathetic understanding towards each other.</p>	<ul style="list-style-type: none"> 75% of the students surveyed agreed that the Project could create a supportive and caring environment. 80% of the students surveyed agreed that they would say no to bullying. 	<ul style="list-style-type: none"> Student survey Evaluation and observation by teachers concerned 	Leung Hoi, Counselling Mistress
Dec. 2020	S1-6	<p>2. <i>Gratitude Month</i></p> <p>To organize various activities and competitions during the Gratitude Month so as to cultivate a sense of gratitude, providing opportunities for students to show gratitude and appreciation to people in their life and treasure what they have.</p>	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"> Student survey, Teacher observation and evaluation 	Leung Hoi, Counselling Mistress

Whole Year	S1-5	3. <i>Authentic Indigenous Stories</i> 【生活事件簿】 Through moral and civic education programmes to cultivate a respectful and caring culture and positive attitudes towards life.	70% of the participants agree that the learning activities could help them understand more about positive values and attitudes.	<ul style="list-style-type: none"> • Student survey • Teachers' observation 	Ho Sin Ching, MCE Mistress, Chiu Hon Sang, MCE Assistant Master
Second Term	S1	4. Journey of Life To organize life education workshops and other experiential learning activities to nurture positive values towards life	75% of the participants agree that they are more resilient in face of adversity.	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	Leung Hoi, Counselling Mistress

Period	Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge
Integrity could be developed by:					
First Term	S4	1. <i>Interactive Drama: ICAC 'All for Integrity' Programme</i> To educate students the importance of integrity and explore ways to handle challenges of personal integrity.	<ul style="list-style-type: none"> • 70% of the participants agree that the drama could enhance their awareness of the evils of corruption. • 70% of the participants agree that the drama could help them to handle challenges to personal integrity. 	<ul style="list-style-type: none"> • Student survey • Teachers' observation 	Ho Sin Ching, MCE Mistress
First Term	S1-2	2. <i>Thematic Talk: Healthy Use of Internet Use</i> To enhance students' understanding of the Control of Obscene and Indecent Articles Ordinance and educate students healthy use of internet,	<ul style="list-style-type: none"> • 70% of the participants agree that the talk could help them understand more about healthy use of the Internet. 	<ul style="list-style-type: none"> • Student survey • Teachers' observation 	Ling Chin Pang MCE Team Member

Period	Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge
National identity and responsibility as global citizens could be developed by:					
	S4-5	<p>1. <i>Thematic Talks on the development of the country</i></p> <p>Working with Liberal Studies, thematic talks are arranged to enhance understanding of students on the country's contemporary development, and develop a sense of self-reflection and national identity.</p>	<ul style="list-style-type: none"> 70% of the participants agree that the talks could help them understand more about the country's contemporary development. 	<ul style="list-style-type: none"> Student survey Teachers' observation 	Leung Chi Kwan, MCE Team Member
	S1-6	<p>2. <i>Promotion Activities on "Understanding Basic Law"</i></p> <p>Working with Chinese History, History and Life & Society, activities are organized to enhance students' understanding of the Basic Law and enriching their knowledge on the history and development of the country and the HKSAR.</p>	<ul style="list-style-type: none"> 75% of the participants agree that they have a better understanding of the Basic Law 75% of the participants agree that their knowledge about the history and development of the country and the HKSAR has been enhanced. 	<ul style="list-style-type: none"> Teachers' observation Survey on Basic Law Promotion Activities 	Chiu Hon Sang, Assistant MCE Master
	S5	<p>3. <i>Experiential Workshop: The Innocent</i></p> <p>To help student know more about the choices made by refugee families on the run and the dire consequences of losing their homes, family members and future prospects. Encourage participants to care for and respond to the needs of refugees.</p>	<ul style="list-style-type: none"> 70% of the participants agree that the workshop could help them understand more about the needs of refugee families in the world. 	<ul style="list-style-type: none"> Student survey Teachers' observation 	Yeung Chui Ping, MCE Team Member

Period	Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge
Better understanding of self-concept, strengths and life planning skills could be developed by:					
First Term	S2	Integrating life planning concept into curriculum 1. Various skills of life planning are learnt in Life and Society curriculum “Self-concept and self-understanding”.	75% of the participants agree that they have become more aware of the importance of various skills in their life planning.	<ul style="list-style-type: none"> • Questionnaire • Teachers’ observation 	Chan Kin Wah, Life Planning Team Member
First Term	S4	2. By applying the concept of “Self-concept and self-understanding” learnt in Liberal Studies, students could apply the concepts and skills of life planning in their own life planning.	75% of the participants agree that respective life planning concepts and skills have been strengthened.	<ul style="list-style-type: none"> • Questionnaire • Teachers’ observation 	Wong Tsz Kiu, Life Planning Team Member
Second Term	S4	3. By using board games provided by HKFYG (The Savvy Planner workshop), students could integrate the knowledge in BAFS and strengthen their concepts in personal financial planning.	75% of the participants agree that they have become more aware of the importance of personal financial planning in life planning. 75% of the participants agree that their concepts in personal finance and life planning have been strengthened.	<ul style="list-style-type: none"> • Questionnaire • Teachers’ observation 	Cheung Mei Yee, Life Planning Team Member, BAFS Panel Head
Second Term	S5	4. By integrating skills learnt in English Language (Work Place Communication), students could reflect the personal strengths which align with their career aspirations and evaluate ways to actualize their career plans.	75% of the participants agree that respective life planning concepts and skills are strengthened.	<ul style="list-style-type: none"> • Questionnaire • Teachers’ observation 	Wong Tsz Kiu, Life Planning Team Member, Language Across the Curriculum Team Member

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
1 st Term	S2-4	A training programme will be held to enrich the students' knowledge on organic farming and landscape design.	<ul style="list-style-type: none"> 70% of the participants agree that they have gain more knowledge on organic farming and landscape design. 	<ul style="list-style-type: none"> Student survey Evaluation and observation by course director and teachers 	Yeung Chi Yui, Advisor of Green Team
2 nd 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"> 70% of the participants agree that the activities can raise their awareness towards environmental conservation. 	<ul style="list-style-type: none"> Participant survey Evaluation and observation by teachers concerned 	Chan Sok Kwan, Head of Sustainable Development Council

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 the participants agree that the artistic culture and atmosphere at school is enhanced.	<ul style="list-style-type: none"> Student survey Evaluation and observation by teachers concerned 	Mak Woon Ying, CCA & OLE (Aesthetic Education) Mistress

Whole Year	S1 - S5	Through providing training to students, Arts Ambassadors could share their creative ideas and processes to audience more effectively. Presentation skill of Arts Ambassadors could be strengthened.	75% of the participants agree that after the training as Arts Ambassadors, - they could share their creative ideas and convey the concept more effectively. - their presentation skills have been strengthened	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	Advisors of Art Club, Choir, Cognito College Band, Cognito Theatre
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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 the participants agree that the OLE (AE) courses could - enhance their interest and knowledge in arts and creative technology; - nurture their ability in arts appreciation.	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	Coordinator and advisors of OLE (AE) Teams

Staff Development

Major Concern: Developing an ever-learning community

Period	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge
Whole Year	Staff development programmes and data bank on the intranet to facilitate sharing of eLearning pedagogy and resources	- 75% of the teaching staff could apply some of the software programmes and skills in daily teaching.	<ul style="list-style-type: none"> Lesson observation 	Chan Ki Fung, Head of eITDC Team, Wong Lai San, Vice Principal (Learning and Teaching)
11/9/2020	Staff development programme on the basic concepts and application of “Positive Education”	<ul style="list-style-type: none"> - 75% of the teaching staff understand the basic concepts of Positive Education. - 80% of the subject panel heads and department heads could apply the concepts in the curriculum and activity planning. 	<ul style="list-style-type: none"> Survey Curriculum plans and activity plans 	Cheung Mei Yee, Head of Staff Development Team
Whole Year	Multi-professional Platform on Supporting Mental Health of Students <ul style="list-style-type: none"> - Training sessions are provided to the Year heads, Counselling Team members and teachers by clinical psychologists on the skills of counselling students with issues on mental health. 	- 75% of the teachers concerned agree that the training is helpful in raising their awareness and skills in counselling students.	<ul style="list-style-type: none"> Survey 	Cheung Mei Yee, Vice Principal (Student Development and Support); Leung Hoi (Counselling Mistress)