



# Carmel Secondary School

## Annual School Plan

2017-2018

School Address: 55 Chung Hau Street, Homantin, Kowloon, Hong Kong

Telephone: 2714 9385 Website: <http://www.carmelss.edu.hk>

# Carmel Secondary School

## Annual School Plan 2017-2018



### Mission Statements

To provide holistic education in line with the truths expounded in the Bible, and to create a wholesome environment for the nurture of virtue, wisdom, athletics, community, aesthetics and spiritual life, so that not only are students' academic abilities enhanced, but their potential can also find expression and recognition. It is our mission that they learn about God, understand the Biblical truths, develop a fine character marked by self-discipline, grow up in faith, love and hope, and are eventually able to show their passion and concern for their country and society, to honor God and to contribute to mankind.

### School Objectives

#### 1 To provide quality education

Give students the opportunity to explore their potential, provide training in independent thinking to make them adaptable to changes and equip them with sophisticated knowledge and skills.

#### 2 To foster holistic growth

Guide students to God via truths and testimonies, and encourage balanced development of character to achieve holistic growth.

#### 3 To cultivate moral character

Build up healthy moral character through civic education and instill the value of self-discipline.

#### 4 To enhance learning capacity

Encourage active participation through flexible and stimulating teaching methods, and bring out the best in the students.

#### 5 To develop language abilities

Equip students with skills in reading, writing, listening and conversation to ensure high proficiency in Cantonese, Putonghua and English.

#### 6 To build up interpersonal relationships

Foster the concept of society, the value of honesty and co-operation, and promote the acceptance and appreciation of others.

#### 7 To provide extra-curricular activities

Explore students' potential in sports, music, art and social interaction so that their innate ability can be further developed.

#### 8 To take part in community activities

Broaden students' horizons and raise their awareness of society and country, so that they can contribute to society and lead a fulfilling life.

## Major Concerns:

### 1. Gear Up

### 2. Go the Extra Mile

#### (1) Gear Up

Targets	Strategies/Tasks	Success Criteria	Methods of Evaluation	Time scale	Units/People Involved	Resources (\$)
<b>Facilitate effective Communication</b>						
1. To develop trilingual capabilities of students through <ul style="list-style-type: none"> <li>sustaining a language-rich environment that promotes the use of English and Putonghua</li> <li>bolstering students' confidence in communicating in English and Putonghua</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen communication (Teacher-Student &amp; Student-Student) in lessons</li> <li>Friday English Speaking Days to continue</li> </ul>	<ul style="list-style-type: none"> <li>Sustained increase in T-S and S-S interaction in English in lessons and on campus</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Data collected from parent and student questionnaires on report card distribution day (S2-S5: term 1; S1: term 2)</li> </ul>	whole year	AA + All teachers	
	<ul style="list-style-type: none"> <li>Putonghua Speaking Days to continue</li> <li>Simple Putonghua learning clips to be uploaded to Carmel Academy</li> </ul>	<ul style="list-style-type: none"> <li>Two Putonghua Speaking Days each month</li> <li>Increased T-S and S-S interaction in Putonghua on campus</li> </ul>		whole year	All teachers	\$2500
					whole year	All teachers
2. To provide opportunities for students to brush up their communication skills including expression of	<ul style="list-style-type: none"> <li>My Class Time – morning assemblies to be conducted by S4 classes</li> </ul>	<ul style="list-style-type: none"> <li>Students find the experience useful in promoting class bonding and expressing their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Interviews with student representatives and class teachers</li> </ul>		SD	

Targets	Strategies/Tasks	Success Criteria	Methods of Evaluation	Time scale	Units/People Involved	Resources (\$)
opinions, presentation and giving feedback	<ul style="list-style-type: none"> <li>S1 Personal Course on effective communication and interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>Students can have better self-understanding and be more effective communicators</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Observation by student counsellor</li> </ul>	Whole year	Student counsellor (CGC)	
	<ul style="list-style-type: none"> <li>Sharing of gospel by students on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>Over 10 students participate in the training course and share the gospel with other students regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Record from teacher in charge</li> </ul>	10/2017 – 6/2018	RAC	\$200-
	<ul style="list-style-type: none"> <li>S6 Interview Skills Workshop</li> </ul>	<ul style="list-style-type: none"> <li>Students are ready to present their educational goals and strengths and express their opinions in an admission interview</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Student feedback after attending interviews</li> </ul>	May	CLP	
	<ul style="list-style-type: none"> <li>Current Affairs Forums</li> </ul>	<ul style="list-style-type: none"> <li>Students show thorough understanding of the issue</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	Once each term in junior forms	CEC	\$500-

Targets	Strategies/Tasks	Success Criteria	Methods of Evaluation	Time scale	Units/People Involved	Resources (\$)
<b>Be Strong and Healthy</b>						
To create a green campus and to live a healthy life	<ul style="list-style-type: none"> <li>Green Day</li> </ul>	<ul style="list-style-type: none"> <li>Students are more aware of having a low-carbon lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires for low-carbon ambassadors</li> </ul>	Whole year	CEC	\$1000 -
	<ul style="list-style-type: none"> <li>Hydroponics in Carmel</li> </ul>	<ul style="list-style-type: none"> <li>Each junior form class can complete the planting progress</li> </ul>	<ul style="list-style-type: none"> <li>Interview with students</li> </ul>	Whole year	CEC	\$10000 -
	<ul style="list-style-type: none"> <li>Signature of Green Charter as part of 'My Class Scheme' to encourage students to put low carbon lifestyle into practice</li> </ul>	<ul style="list-style-type: none"> <li>70% of the classes can adhere to the agreements on the Green Charter</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers' observation</li> <li>Questionnaires for low-carbon ambassadors</li> </ul>	Whole year	CEC	\$500-
	<ul style="list-style-type: none"> <li>Physical fitness test schemes by setting benchmark on fitness assessments + promotion of external programmes on sports-related events/ training schemes</li> </ul>	<ul style="list-style-type: none"> <li>More than 80% of students receive different awards from LCSD. Students make progress in physical fitness.</li> </ul>	<ul style="list-style-type: none"> <li>Number of students receiving different awards from LCSD</li> <li>Students' fitness evaluated by fitness tests</li> </ul>	Whole year	ECA + PE Dept	
	<ul style="list-style-type: none"> <li>Cyber wellness &amp; Values education</li> </ul>	<ul style="list-style-type: none"> <li>Students can exercise self- discipline in the Internet world.</li> <li>Students uphold the values in daily life</li> </ul>	<ul style="list-style-type: none"> <li>Focus group interview</li> <li>Focus group interview</li> </ul>	First term and second term Dec	DMC DMC	\$4200

Targets	Strategies/Tasks	Success Criteria	Methods of Evaluation	Time scale	Units/People Involved	Resources (\$)
<b>Develop revision &amp; work habits, and time management skills</b>						
<p>To help students develop revision &amp; work habits and time management skills that sustain effort and accomplishment both in and out of school</p>	<ul style="list-style-type: none"> <li>• Reinforce time management skills in all forms (S1: two consecutive short assemblies; S2 &amp; S3: the period for enrichment classes in Cycles 1 &amp; 2; S4-S6: one CTP lesson)</li> <li>• One CTP lesson is to devote to revision habits from the booklet Secrets of Success (SOS) for S1</li> <li>• Note-making strategies continue to be used</li> <li>• Monitoring by class teachers and subject teachers</li> <li>• Monitoring by subject departments</li> </ul>	<ul style="list-style-type: none"> <li>• Students have more awareness of and develop revision &amp; work habits, and time management skills</li> <li>• Note making strategies become a normal practice in classroom teaching among all subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Each class teacher interviews two students in their class on their use of time management skills over the year for feedback in staff meetings</li> <li>• Progress of subject based note making strategies is reported on in at least one departmental meeting</li> <li>• Examination of data collected from parent &amp; student questionnaires on report card distribution day (S2-S5: term 1; S1: term 2)</li> <li>• Sample SOS booklets (S1-S5)</li> <li>• APASO findings</li> </ul>	<p>whole year</p>	<p>AA+ All teachers</p>	

Targets	Strategies/Tasks	Success Criteria	Methods of Evaluation	Time scale	Units/People Involved	Resources (\$)
	<ul style="list-style-type: none"> <li>Inclusion of good revision &amp; work habits as well as time management skills among the goals S1 – S4 students can set for student-led conferences</li> </ul>	<ul style="list-style-type: none"> <li>At least 70% of students who choose to set any of these goals attain them</li> </ul>	<ul style="list-style-type: none"> <li>Student feedback on attainment of goals</li> <li>Sample SLC booklets (S1-S4)</li> </ul>		AA+ S1 –S4 class teachers	
<b>Enhance library literacy of junior secondary students</b>						
To develop junior secondary students' library literacy	<ul style="list-style-type: none"> <li>Library literacy is to extend to S3</li> </ul>	<ul style="list-style-type: none"> <li>Library literacy materials for S3 are developed, piloted and evaluated</li> <li>S3 students' library literacy is enhanced</li> </ul>	<ul style="list-style-type: none"> <li>Deliverables</li> <li>Student work</li> <li>Student Questionnaire</li> </ul>	3 periods per S3 class (TBC)	School librarian	
<b>Facilitate professional development for department heads and teachers</b>						
1. To expand teachers' capabilities in the interactive use of IT, problem-solving approach to project work, and in catering for learner diversity through the use of differentiation strategies	<ul style="list-style-type: none"> <li>Provide training in the interactive use of IT for all teachers* (AA) <i>Voluntary basis for departments involved in the SEED Project and Project GIFT until their completion</i></li> <li>Introduce the 'problem-solving approach' to project work to Department Heads</li> </ul>	<ul style="list-style-type: none"> <li>Increased interactive use of IT by teachers involved</li> <li>Increased confidence in interactive use of IT by teachers involved</li> <li>DHs report gaining a better understanding of the approach</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questionnaire (e.g. training received on Carmel Academy/others)</li> <li>Sharing of Interactive Use of IT in Staff Development Days or staff meetings</li> <li>Feedback from DHs</li> </ul>	whole year  DH Meeting(s)	Infrastructure and Development Committee+ teachers involved  AA+DHs	

Targets	Strategies/Tasks	Success Criteria	Methods of Evaluation	Time scale	Units/People Involved	Resources (\$)
2. Promote professional development on gifted education	<ul style="list-style-type: none"> <li>Enhance teachers' understanding of gifted education</li> </ul>	<ul style="list-style-type: none"> <li>All teachers (including DHs) complete the foundation course</li> </ul>	<ul style="list-style-type: none"> <li>Self-report</li> </ul>	Whole year	All teachers (including DHs)	

## (2) Go the Extra Mile

Targets	Strategies/Tasks	Success Criteria	Methods of Evaluation	Time scale	Units/People Involved	Resources (\$)
<b>Build Connectedness</b>						
1. To nurture and strengthen the bonding of students <ul style="list-style-type: none"> <li>within class</li> <li>between classes</li> <li>with alumni</li> <li>with our city</li> <li>with our country</li> <li>with God</li> </ul> so as to enhance their self-efficacy and empower them to be bold in taking risks	<ul style="list-style-type: none"> <li>Orientation Programmes and Growth Camp for S1</li> <li>Little Angels Scheme and VolunPeer Scheme</li> <li>Carmel Christian Conference</li> </ul>	<ul style="list-style-type: none"> <li>S1 students can adapt to the school life and build good bonding with classmates and teachers</li> <li>Little Angels and VolunPeers can enhance their self-understanding and capability to offer support to others and overcome challenges. They help promote close ties within classes</li> <li>Over 200 students join the conference, giving positive response and being willing to be</li> </ul>	<ul style="list-style-type: none"> <li>Observation by teachers</li> <li>Questionnaire</li> <li>Observation by social worker / student counselor</li> <li>Reflection from students</li> <li>Response from questionnaires</li> </ul>	Late Aug, Term 1  Whole year  21/9/2017	SD + Class teachers  Student counselor + CGC  RAC	\$ 1000-  \$1500-  \$800-



Targets	Strategies/Tasks	Success Criteria	Methods of Evaluation	Time scale	Units/People Involved	Resources (\$)
	<ul style="list-style-type: none"> <li>• Senior Christian Fellowship Lunch Gatherings</li> <li>• Morning Devotion</li> <li>• Small Group Ministry</li> <li>• Class Prayer Meeting</li> <li>• S2&amp;3 Edifying Camp</li> </ul>	<p>witnesses of Jesus.</p> <ul style="list-style-type: none"> <li>• There are more than 50 participants from at least 10 classes.</li> <li>• More than 20 students on average join the daily Morning Devotion and they find it fruitful.</li> <li>• More than 100 students take part and find their spiritual life enriched.</li> <li>• More than 10 classes organize their class prayer meeting at least once each term.</li> <li>• 35 students participate and they are eager to know more about God and are willing to be committed Christians.</li> </ul>	<ul style="list-style-type: none"> <li>• Records of attendance</li> <li>• Records of attendance</li> <li>• Records from teachers in charge</li> <li>• Class teachers' records</li> <li>• Post-camp questionnaire &amp; Focus interview</li> </ul>	<p>9/2017 -5/2018</p>	<p>RAC + Senior Fellowship</p> <p>RAC</p> <p>RAC + church + interested teachers</p> <p>RAC</p> <p>RAC</p>	<p>\$1200-</p> <p>\$400</p> <p>\$1600-</p>

Targets	Strategies/Tasks	Success Criteria	Methods of Evaluation	Time scale	Units/People Involved	Resources (\$)
	<ul style="list-style-type: none"> <li>• S1 &amp; 2 Career Exploration Programme</li> </ul>	<ul style="list-style-type: none"> <li>• S1 students notice how senior form students found their educational/career aspirations through different experiences and are therefore willing to take part in different activities in school and outside school; S2 students become aware of a relationship between their school life and their future career and the contribution different jobs are making to society</li> </ul>	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Teacher observation</li> </ul>	Nov	CLP	
	<ul style="list-style-type: none"> <li>• Mentorship Programme</li> </ul>	<ul style="list-style-type: none"> <li>• One quarter of S4 students enroll for the programme and can meet up at least once with the mentor assigned; the mentees feel encouraged and inspired by their mentor to make plans for their career</li> </ul>	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Questionnaire</li> </ul>		CLP + Alumni Association	\$8000-

Targets	Strategies/Tasks	Success Criteria	Methods of Evaluation	Time scale	Units/People Involved	Resources (\$)
	<ul style="list-style-type: none"> <li>• Study Tour/Exchange programmes to China</li> </ul>	<ul style="list-style-type: none"> <li>• Students know more about our country, with their sense of belonging enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>• Records of student participation</li> <li>• Questionnaire</li> </ul>	Once a year	CEC	\$2000 -
	<ul style="list-style-type: none"> <li>• VQ and community service</li> </ul>	<ul style="list-style-type: none"> <li>• A total of 3000 hours of service is reached and volunteers agree that the experiences enhance their personal growth and understanding about the people they serve.</li> </ul>	<ul style="list-style-type: none"> <li>• Records of student participation in volunteer work</li> <li>• Interview with students</li> </ul>	Whole year	CEC + Social Worker	\$2000-
	<ul style="list-style-type: none"> <li>• Leadership training: Leaders of the leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Students are more aware of their roles as leaders and confident of taking up their duties.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous observation from teacher advisors</li> </ul>	Whole year	ECA + student leaders	
	<ul style="list-style-type: none"> <li>• Junior form leaders S1 – S2 as part of ‘My Class Scheme’</li> </ul>	<ul style="list-style-type: none"> <li>• Students are confident of playing leadership roles in organizing internal activities</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from participants and student performance</li> </ul>	Whole year	SD + ECA	
	<ul style="list-style-type: none"> <li>• Prefect Team training</li> </ul>	<ul style="list-style-type: none"> <li>• Students are confident of playing leadership roles in organizing internal</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from participants and student performance</li> </ul>	Feb 2018	DMC + External organization	\$1500

Targets	Strategies/Tasks	Success Criteria	Methods of Evaluation	Time scale	Units/People Involved	Resources (\$)
	<ul style="list-style-type: none"> <li>• ‘My Class Scheme’</li> </ul>	activities <ul style="list-style-type: none"> <li>• Students can build good bonding with classmates and teachers and class spirit is good</li> </ul>	<ul style="list-style-type: none"> <li>• Observation by teachers</li> <li>• Focus group interview</li> </ul>	2018	(TBC) DMC	\$1500
2. To adopt student-led conferences on report card days with the purposes of <ul style="list-style-type: none"> <li>• enhancing students’ self-efficacy and self-regulation through goal setting, self-monitoring, and reflection</li> <li>• enabling students to build connectedness to their parents</li> </ul>	<ul style="list-style-type: none"> <li>• Adoption of student-led conferences replacing traditional parent-teacher conferences on school report card distribution days in S1 – S4</li> <li>• Identification of goals pertinent to needs of S1 – S4 students for their reference (AA+CLP+ECA)</li> <li>• One CTP for S1 SLC rehearsal</li> </ul>	<ul style="list-style-type: none"> <li>• Both parents and students respond positively to student-led conferences as a means to build connectedness</li> <li>• Students have more self-efficacy and self-regulation</li> <li>• Students find the goals identified pertinent to their needs</li> </ul>	<ul style="list-style-type: none"> <li>• S1 Parent questionnaire</li> <li>• S1 Student questionnaire</li> <li>• S3 &amp; S4 Focus group interviews with students to solicit their feedback to SLC as a means to build connectedness to their parents and their comments on the identified goals</li> <li>• Sample SLC booklets (S1-S4)</li> <li>• APASO findings</li> </ul>	whole year	AA+ S1 – S4 teachers	
3. To engage students in organizing academic activities so as to <ul style="list-style-type: none"> <li>• empower students and provide them with opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>• Students (subject leaders in particular from S3 &amp; S4) planning and organizing one of the academic activities of the CHI, MTH, PSHE KLAS &amp; LBS at lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>• Students can primarily plan and organize academic activities by themselves</li> <li>• Students build connectedness by</li> </ul>	<ul style="list-style-type: none"> <li>• Record of activities</li> <li>• Teacher observation</li> <li>• Student debriefing and evaluation</li> </ul>	CHI & PSHE in Term 1, MTH & LBS in Term 2	CHI, MTH, PSHE KLAS & LBS Department	\$3200 (\$800 per KLA/ department)



(2017/18 School Year)

Task	Timeline	Details of the Task
1. To assist in planning and implementing practical activities of the science enrichment classes in S.1 to S.3	09/2017 – 05/2018	<p><u>Objective:</u></p> <p>To raise the interest of students in learning science, extend their learning beyond routine lessons and stretch their potential in science</p> <p><u>Tasks for the Surplus Laboratory Technician:</u></p> <p>To perform trial-run, prepare equipment and materials and assist teachers to monitor the practical activities</p>
2. To assist in planning and implementing the science-related activities organized by the Science Department	11/2017, 5/2018, 7/2018	<p><u>Objective:</u></p> <p>To raise the general interest of students in science and enhance science literacy among students</p> <p><u>Tasks for the Surplus Laboratory Technician:</u></p> <p>To perform trial-run, prepare equipment and materials and assist teachers and students to organize the activities</p>
3. To assist in planning and coordinating science-related learning activities for promoting STEM education in school	01/2018 – 05/2018	<p><u>Objective:</u></p> <p>To organise STEM learning activities for students inside and outside the classroom so as to enhance their skills in various areas</p> <p><u>Tasks for the Surplus Laboratory Technician:</u></p> <p>To perform trial-run, prepare equipment and materials and assist teachers and students to organize the activities</p>
4. To assist teachers in planning and conducting scientific investigation, including SBA practical work	03/2018 – 06/2018	<p><u>Objective:</u></p> <p>To build up the scientific inquiry skills of students through performing the scientific investigations</p> <p><u>Tasks for the Surplus Laboratory Technician:</u></p> <p>To perform trial-run, prepare equipment and materials and assist teachers and students to conduct the scientific investigations</p>
5. To assist in enhancing the safety of laboratories and science-related activities	09/2017 – 06/2018	<p><u>Objective:</u></p> <p>To enhance the safety of laboratories and science-related activities</p> <p><u>Tasks for the Surplus Laboratory Technician:</u></p> <p>To assist science teachers to draft safety guidelines of science-related activities, conduct risk assessments for practical activities, record any relevant observations and compile them into work memoranda for future reference</p>