



Carmel Secondary School

School Development Plan

2015-2018

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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 to 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.

School Motto

Self-discipline through the understanding of the Word

Service to Mankind through faithfulness to the Lord

Core Values of Education

1. Student Focus

We strive to create a quality formal and informal curriculum that meets the needs of students who have diverse abilities, interests and learning styles, and through which students feel valued.

2. Character Building

We set high ethical standards for teachers and students alike. We nurture our students to become productive members of society and future leaders with deep conviction to Christian principles and sound moral values of respect, responsibility, integrity, caring, fairness and citizenship.

3. Talent Grooming

We believe students possess multiple intelligences and are multi-talented. Their talents can be unlocked and developed through the provision of a stimulating and nonjudgmental learning and teaching environment that encourages experimentation and values experience.

4. Calculated Risk-Taking

We support students to create opportunities, rise to challenges, and take calculated risk, so as to increase exposure and build self-confidence. While we celebrate success, we appreciate effort and perseverance in face of setbacks.

5. Responsiveness to Local and Global Changes

We develop in our students an awareness of the rapid changes in our locality and globally, and a consciousness of their current and future roles in the family, in society and in the world. We also equip them with necessary language and generic skills to cope with and introduce changes, to continue learning and to serve with compassion.

Holistic Review: Effectiveness of the previous School Development Plan (2012-15)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>1. Carmelians as Leaders – Building Qualities of Students</p> <ul style="list-style-type: none"> ● Uphold Values ● Embrace Success ● Overcome Setbacks ● Serve Others 	<p>Mostly Achieved</p>	<p>Incorporated as routine work</p>	
<p>2. Carmelians as Reflective Learners</p> <ul style="list-style-type: none"> ● Professional Development of department heads and teachers on differentiation and assessment ● Refining Junior Form Curriculum for strengthening of reading literacy and metacognitive abilities ● Assessment Practices ● Cross-curricular Collaboration 	<p>Mostly Achieved</p>	<p>Assessment Practices to be incorporated as routine work; others continue to be in major concerns in the next SDP</p>	<p>A sound foundation for further development of differentiation to cater for learner diversity and of self-regulated learning has been laid and it will be built upon in the next SDP.</p>

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
<ul style="list-style-type: none"> ● School Management 	<ul style="list-style-type: none"> ● The IMC is supportive, with extensive membership to take care of the interests of all the stakeholders. ● The Planning-Implementation-Evaluation cycle is an established practice, and it is data-informed and evidence-based at all levels, tapping into qualitative data such as focus interviews with stakeholders and quantitative data such as APASO, SHS, and Learning & Teaching survey findings, internal and external assessment data and the like. ● Processes of decision-making and policy formulation are transparent, with extensive teacher participation. 	<ul style="list-style-type: none"> ● There is a need to build shared understanding of the mission of future school development, as a result of the retirement of the principal and the rapid succession of middle managers to key leadership positions.
<ul style="list-style-type: none"> ● Professional Leadership 	<ul style="list-style-type: none"> ● The IMC steers the missions of school development but at the same time grants the school leading panel a high degree of trust and professional autonomy. ● The principal, vice-principal and middle managers are able to keep abreast of the latest trends in education development. They have attained high qualifications in their related fields and quite a number of them undertake various public duties. ● There is close collaboration in the middle management team and close contact with teachers. Mutual trust and openness permeate to different levels of school management. ● Staff development is conducted on the school level, middle management level and departmental level, with department heads assuming an essential role in staff training. Staff development events are relevant to the major concerns and professional development needs in school. 	<ul style="list-style-type: none"> ● More structure is needed in enabling teachers to map out their short-term and long-term personalized professional development goals.
<ul style="list-style-type: none"> ● Curriculum and Assessment 	<ul style="list-style-type: none"> ● The school curriculum is broad and well-balanced, providing adequate 	<ul style="list-style-type: none"> ● Catering for learner diversity

	<p>opportunities for students' all-round development built upon Christian faith. NSS students' interests and talents can also be cultivated through Applied Learning and Network Programme.</p> <ul style="list-style-type: none"> ● The NSS curriculum is tailored to incorporate Other Learning Experiences lessons that enhance students' physical and aesthetics development. ● Cross-curricular collaboration on professional sharing of curriculum and pedagogy among teachers/department heads of various KLAs facilitates communication and reflection. ● Reading literacy, IT literacy, Putonghua and metacognitive elements are strengthened in the refined junior school curriculum, and equip students with necessary skills and abilities for effective learning. ● Different modes of assessment, namely teacher assessment, peer assessment and self-assessment are employed to measure students' performance in different aspects of learning and formative feedback is provided. Emphasis is placed on building connectedness between subject knowledge and daily life experience in assignment design. The use of breakdown strategies is a means to cater for learner diversity in assessment and the adoption of 'easy to pass and difficult to get high marks' serves to motivate less competent students and challenge stronger students. Test and exam papers and student performance in assessments are evaluated to inform curriculum planning and implementation. 	<p>and metacognition are two excessively huge areas and take an extended period of time to develop. They will continue to be focused on in the new SPD.</p> <ul style="list-style-type: none"> ● Collaboration between KLAs is still to be enhanced so as to impact curriculum planning and implementation.
<ul style="list-style-type: none"> ● Student Learning and Teaching 	<ul style="list-style-type: none"> ● Students are generally motivated in learning and actively participate in learning activities. They adopt a serious attitude to learning, and are attentive and responsive in lessons. Students value the opportunity to learn and are achievement-oriented. Quite a number of them are able to utilize feedback to improve their learning. Reading across the curriculum is practised in junior forms, through the design and 	<ul style="list-style-type: none"> ● Interactive use of IT is still to be developed both for student learning and teaching.

	<p>implementation of a school-based nonfiction reading programme.</p> <ul style="list-style-type: none"> ● Teachers in Carmel are respectable professionals. They set clear objectives and targets. They are able to master a rich repertoire of strategies to meet specific learning goals and to suit the learning styles, abilities, interests and needs of students. ● Teachers are willing to spend time and offer expertise to help students achieve in learning activities. For classroom management, most teachers maintain consistent and good discipline. 	
<ul style="list-style-type: none"> ● Student Support 	<ul style="list-style-type: none"> ● Systemic and structured integration of discipline, guidance, moral and civic education, volunteering, religious affairs, extra-curricular activities and career and life planning enhances the division of labour, communication and collaborative effort among various teams of student development. Notable accomplishments are S1 Growth Camp, S5 Life Camp and NSS OLE lessons. ● The school identifies students with diverse learning needs at an early stage and caters for their diversity, hence creating a culture of integration. Close contact is maintained with parents so as to build a home-school support network. ● We believe in “life-to-life” impact; we have a devoted team of teaching and non-teaching staff, with nearly everyone being a class teacher. In fact, class teachers’ commitment to taking care of their students is the indispensable first line of defence and the driving force of all kinds of developmental effort. ● There are various schemes of positive reinforcement available to students with admirable behaviour and those who strive for improvement. ● Whole-school life education programs on self-understanding, career aspirations, sex education, ethics and moral values, and community and global outlook are designed by the school social worker, Counselling 	<ul style="list-style-type: none"> ● The decrease in student number as a result of the Voluntary Optimization of Class Structure Scheme poses a challenge to leadership development and planning on Other Learning Experiences for ALL Carmelians.

	<p>Committee, Career and Life Planning Committee, Disciplinary and Moral Education Committee and Civic Education Committee, and are carried out in morning assemblies, long assemblies, and Class Teacher Periods to help students adopt a healthy and positive attitude towards life and reach out to the world beyond the classroom.</p> <ul style="list-style-type: none"> ● Religious or spiritual education through various means provide invaluable opportunities for teachers to foster moral values founded on Christian faith. ● We have a unique school culture that stresses humanistic values and is built upon Christian faith, being remarkably harmonious and supportive to all members in school. 	
<ul style="list-style-type: none"> ● Partnership 	<ul style="list-style-type: none"> ● The school has cultivated a welcoming atmosphere for parents and alumni. ● Members of PTA are active in school administration, especially in areas related to student affairs; the PTA trusts the school, and identifies and supports its direction of development. ● The alumni care about the development of the school and offer support through sponsorship, scholarships and participation in mentorship schemes. ● The school has established a strong link with some organizations in the community and business corporations, and they have become our close working-partners. 	
<ul style="list-style-type: none"> ● Attitude and Behaviour 	<ul style="list-style-type: none"> ● Students have a strong sense of belonging to the school, which is a response towards teachers' care and the large variety of learning experience they enjoy in school life. They are also on good terms with one another. ● Students are keen to serve the school and the community. ● Students' attitude to learning is good. They also respect school rules and 	<ul style="list-style-type: none"> ● Like any typical Hong Kong teenagers, students' self-management skills can still be enhanced.

	are able to differentiate right from wrong.	
● Participation and Achievement	<ul style="list-style-type: none"> ● Our students' performance in all territory-wide assessments, including HKAT, TSA, and HKDSE is far better than that of the HKSAR. Percentages of students meeting the minimum requirements for JUPAs application over the last three years were significantly higher than those of the HKSAR. ● Students' outstanding achievements in territory wide competitions and in some cases, international competitions are illustrative of their multiple intelligences. 	

SWOT Analysis

A. Our Strengths

1. There is close partnership among the stakeholders. Parents appreciate what the school does for their children; the alumni, teachers and students have a strong sense of belonging.
2. The common belief among the staff helps to promote team spirit and forge collaboration. Their enthusiasm in professional development enhances efficacy and quality in teaching.
3. Students are receptive to advice and guidance. They can find strong peer support. Senior students play a leading role in both the academic and non-academic aspects.

B. Our Weaknesses

1. Many students lack family support and are deficient of social and cultural capital.
2. Students do not have good time management.
3. Teachers' workload is heavy in both academic and personal work with students.

C. Our Opportunities

1. Reforms on curriculum and assessment help to reinforce training in the use of language, communication skills, critical thinking and power of analysis, IT, metacognition and catering for learner diversity.
2. There are professional experts that render support to schools through projects such as QSIP and SEED projects.
3. There are many more chances than before for students to acquire a global outlook.
4. Parents and students desire for more whole-person activities as well as life-wide learning.

D. Our Threats

1. The changing roles expected of teachers put strain on them and they are overloaded with duties concerning teaching, personal work, student development programs and liaison with parents and other institutions.
2. Vastly diverse views and debates over societal issues confuse the students' life values.
3. Misuse of and distraction from electronic gadgets interferes with students' study and socialization.

Major Concerns for a Period of Three Years

1. Gear Up
2. Go the Extra Mile

School Development Plan (2015-18)

Strategies	Targets	Major Events/Programs	Time Scale		
			15-16	16-17	17-18
Major Concern 1: Gear Up					
1. Facilitate effective Communication	To develop trilingual capabilities of students through <ul style="list-style-type: none"> ● sustaining a language-rich environment that promotes the use of English and Putonghua ● bolstering students' confidence in communicating in English and Putonghua 	1. Communication (Teacher-Student & Student-Student) in a lesson follows that of the teaching medium. (AA) 2. Every Friday continues to be English Speaking Day for staff and students. (AA) 3. Increasing the frequency of Putonghua Speaking Days. The target is for every Wednesday to be Putonghua Speaking Day in 2017-18. (AA) 4. Creating an English-rich print environment in the classrooms and on the campus. (AA + SD)	✓	✓	✓
	<ul style="list-style-type: none"> ● To provide opportunities for students to brush up their communication skills including expression of opinions, presentation and giving feedback 	1. 'My Class Time' – classes of a specific form take turns to present in morning assemblies with choices of topics suggested. (SD) 2. S1 Counselling programme on effective communication and interpersonal skills (CGC) 3. Sharing of gospel on campus by evangelistic teams (RAC) <ul style="list-style-type: none"> - One-off experience - On regular practice 4. S6 Interview Skills Session (CLP) 5. Current Affairs Forums – to be revamped to promote student engagement	✓	✓	✓

Strategies	Targets	Major Events/Programs	Time Scale		
			15-16	16-17	17-18
		<p>focus on coaching to sustain quality of student sharing (CEC)</p> <p>6. Etiquette Education – teaching of skills & manners of proper speakers and listeners as well as cultures of different countries through high-table lunch and CTP materials (DMC)</p>	✓	✓	✓
2. Be Strong and Healthy	<ul style="list-style-type: none"> ● To create a green campus ● To live a healthy life 	<ol style="list-style-type: none"> 1. Promoting a low-carbon lifestyle and giving the tips on how to look decent and be healthy (CEC + DMC) 2. Regular sports programmes like promoting a sports activity a month or every two months – <i>Let's work out together</i> 3. Physical Fitness Test schemes by setting benchmark on fitness assessments (PE) + promotion of external programmes on sports-related events/training schemes (ECA) 4. Programs to build perseverance similar to “Run Our City” (CGC + ECA) 	✓	✓	✓
3. Develop revision & work habits, and time management skills	To help students develop revision & work habits and time management skills that sustain effort and accomplishment both in and out of school	<ol style="list-style-type: none"> 1. All teachers working together to identify the revision & work habits as well as time management skills that students must form/acquire to effectively handle their studies. Monitoring will be done by class teachers and subject teachers. (AA) 2. Including good revision & work habits as well as time management skills among the goals students can set for student-led conferences across all years. (AA) 	✓	✓	✓
4. Enhance library literacy of junior secondary students	To develop junior secondary students' library literacy	Each junior secondary student is to complete a series of library literacy lessons in the course of three years. The lessons are to be taught by the school librarian using some of the nonfiction reading lessons. (AA)	✓ (S1)	✓ (S1-2)	✓ (S1-3)

Strategies	Targets	Major Events/Programs	Time Scale		
			15-16	16-17	17-18
5. Facilitate school-based professional development for department heads and teachers	<ul style="list-style-type: none"> ● To align visions and understanding among department heads in leading their departments ● To expand teachers' capabilities in the interactive use of IT, in catering for learner diversity through the use of differentiation strategies, and in the problem-solving approach to projects ● To enable every colleague to formulate and execute an individualized short-term and medium-term professional development plan in line with personal and school development needs 	<ol style="list-style-type: none"> 1. Examining topics such as 'lesson observation' and 'how to conduct appraisal interviews' in Department Heads' Meetings. (AA) 2. Providing training in the interactive use of IT for all teachers*. (AA) 3. Introducing differentiation strategies such as the Maker's model, independent study, compacting and so on and the problem-solving approach to projects first in Department Heads' Meeting and then to all teachers. Department heads will support their panelists in trying out appropriate differentiation strategies/models. (AA) 4. Using COTAP's Teacher Competencies Framework as the basis of teachers' individualized short-term and medium-term professional development plan. (AA + SD) <p>* Voluntary basis for departments involved in SEED and Quality School Improvement Projects until their completion</p>	✓		
			✓	✓	✓
			✓	✓	✓
					✓
6. Promote professional development on gifted education	To enhance understanding of gifted education	<ol style="list-style-type: none"> 1. All department heads completing the foundation course of gifted education. (AA) 2. All teachers completing the foundation course of gifted education. (AA) 		✓	✓

Strategies	Targets	Major Events/Programs	Time Scale		
			15-16	16-17	17-18
Major Concern 2: Go the Extra Mile					
1. Build Connectedness	<ul style="list-style-type: none"> To nurture and strengthen the bonding of students <ul style="list-style-type: none"> - within class - between classes - with alumni - with our city - with our country - with God so as to enhance their self-efficacy and empower them to be bold in taking risks 	<ol style="list-style-type: none"> Orientation Program & Growth Camp for S1 (SD) Little Angels Scheme and Peer Counsellors Scheme (CGC) Carmel Christian Conference (RAC) Senior Fellowship: lunch gatherings (RAC) Morning Devotion & Discipleship training (RAC) Class prayer meeting (RAC) Edifying Camp for S2 & 3 (RAC) Career Exploration Program for S1-2 (CLP) Re-launch the Mentorship Program (CLP) Understanding our city – abundance and poverty (more on experiential aspect) (DMC + CEC) Study tours/exchange programs to China (CEC) VQ and community services (CEC) Leadership Programs for junior forms (ECA) 	✓	✓	✓
	<p>To adopt student-led conferences on report card days with the purposes of</p> <ul style="list-style-type: none"> enhancing students’ self-efficacy and self-regulation through goal setting, self-monitoring, and reflection enabling students to 	<ol style="list-style-type: none"> Student-led conferences replacing traditional parent-teacher conferences on school report card distribution days. (AA) Identifying goals pertinent to students’ needs at various levels for their reference. (AA+CLP+ECA) 	✓ (S1-2)	✓ (S1-3)	✓ (S1-4)

Strategies	Targets	Major Events/Programs	Time Scale		
			15-16	16-17	17-18
	<p>build connectedness to their parents</p> <p>To engage students in organizing academic activities so as to</p> <ul style="list-style-type: none"> ● empower students to plan and organize academic activities ● build connectedness among students 	Students (subject leaders in particular) planning and organizing one of the academic activities of each academic department.	✓	✓	✓
2. Revise Junior Secondary Curriculum	<p>To revise the practised junior secondary curriculum for</p> <ul style="list-style-type: none"> ● incorporation of high-order thinking and IT elements that increase learning and teaching effectiveness ● use of differentiation strategies that cater for learner diversity 	<p>1. Each academic department drawing up clear specifications of high-order thinking and IT elements in its junior secondary curriculum and assessments (including assignments) and making appropriate adjustments yearly. There will be trial runs in the first year and scaffolding will be provided.</p> <p>2. Departmental collaborative planning & teaching: Each subject teacher is to be involved in the refinement/ design of one unit of work (curriculum, pedagogy and assignments) that</p> <p>a) encompasses high-order thinking (e.g. concept-based learning, questioning techniques, problem-solving) and differentiation strategies**.</p> <p>b) encompasses the interactive use of IT and differentiation strategies**.</p> <p>c) adopts the problem-solving approach.</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>