



Carmel Secondary School

Annual School Report

2018-2019

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A. Our School

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 Motto

Self-discipline through the Understanding of the Word
Service to Mankind through Faithfulness to the Lord

Major Concern

Manage Learning, Manage Health and Manage Responsibilities

B. Our Learning and Teaching

1. Introduction

2018-2019 was the first year of a new 3-year School Development Cycle with ‘**Manage Learning, Manage Health and Manage Responsibilities**’ as our developmental highlights. The Academic Affairs Committee (AA) and departments of various KLAs worked closely to ‘Manage Learning’, by means of:

- a. fostering School-based Professional Development for Department Heads and Teachers;
- b. conducting Lesson Study

This part will:

- a. highlight the significant academic initiatives in 2018-2019 and academic support measures;
- b. review the effectiveness of these initiatives and their impact on learning and teaching;
- c. briefly outline our future direction

2. Major Concern

2.1 Manage Learning – Fostering School-based Professional Development for Department Heads and Teachers

Assessment as Learning (AaL) is the developmental focus for Manage Learning, and elements of AaL are introduced by stages in three years from 2018-2021, with self-directed learning being the ultimate goal.

In 2018-19, the rationale behind Manage Learning and several key elements of AaL were introduced to colleagues through department heads’ meetings and staff development days, as well as to students through long assemblies. The following were focused on:

- 3W1H: **Where** am I going? **Where** am I now? **What’s** next/**How** to close the gap?
- Revision strategies
- Use of feedback
- Errors as a natural part of learning/ Error treatment
- Growth mindset

3W1H is a means to assess one’s learning progress and use of learning and revision strategies. Feedback, whether verbal or written, from teachers or from peers, encourages reflection on learning and provides guidance on improvement. Even errors help one learn. Fundamental to all these is a growth mindset which thrives on challenges and

seeks opportunities to develop and grow.

The established ‘train the trainer’ approach was adopted, with academic department heads/KLA coordinators being first introduced to elements of AaL and then providing professional training to panelists for actual implementation of AaL at the classroom level.

A total of 12 colleagues voluntarily formed a reading club and met for five times over lunch. The books read and discussed were 《心態致勝》 and *Developing Assessment-capable Visible Learners*. Teachers reported gaining an understanding of the growth mindset and AaL, and having fruitful sharing and discussion on the application of suggested instructional strategies in classrooms and the difficulties that would be encountered.

End-of-year evaluation highlighted the following observations:

- There has been an encouraging increase in the number of students not erasing their mistakes with correction fluid, and the message that ‘mistakes help me grow’ has begun to be driven home.
- Students’ awareness of the importance of revision and learning strategies has been enhanced and they have been more able to articulate the strategies they employ. It is encouraging that students’ 2018-19 APASO figures in the area of Academic Monitoring, Goal Setting and Study Plan were above those of the SAR across forms. Over 80% of students agreed or strongly agreed that they were aware of their own 3W1H, and able to use strategies & feedback for improvement, according to our school-based survey.
- Variation among teachers in the understanding of elements of AaL exists: some are still exploring the concept, some have a preliminary understanding, and some already have a reasonably good grasp of the concept. There will be more exploration and experimentation of AaL in 2019-20.

2.2 Manage Learning – Conducting Lesson Study

Lesson study is a valuable means to experiment with curricular and pedagogical initiatives. It facilitates the revision or refinement of the practised secondary curriculum and equips teachers with knowledge and skills applicable to everyday teaching and learning.

2.2.1 Lesson Study on AaL

The identified focus of lesson study aligned with the school-based professional development on AaL, and most academic departments incorporated error treatment or use of feedback into their lesson design and trial. After collaboratively planning a lesson, teachers took turns to observe each other’s lessons, which were then discussed and modified for improvement.

There was sharing of lesson study trials in academic department/ KLA meetings and teachers agreed that they had acquired more instructional strategies for enhancing learning and teaching. The Chinese, Economics, Geography, Mathematics and Science Departments also shared their good practices with all staff on the Staff Development Day on 15 July 2019.

2.2.2 Project GIFT

The Mathematics Department's collaboration with CUHK's Project GIFT continued, focusing on differentiated instruction. Lesson study on 'weighted mean' was conducted for all S3 classes and on 'locus' specifically for high-achieving Mathematics students in S3. The lesson study required problem-solving skills in authentic contexts, and created opportunities for students to collaborate and make presentations.

Teachers on the project also worked collaboratively with the researchers of the project team and other schools to develop enriched and differentiated curricula, and provided support for network schools. Two teachers from the Task Force participated in a 4-day professional development programme in Singapore in April 2019 and gained first-hand experience of gifted education in secondary schools in Singapore.

The project targeted parents of gifted or high-achieving students as well. A parent talk on gifted education was jointly organized by Project GIFT and our school on 4 April 2019. Close to 30 parents attended the talk. They learnt about our school-based gifted education policy, the emotional needs of gifted learners and their role to cater for the needs of their children.

2.3 Professional Exchange

Though not under the major concern of 'Manage Learning', professional exchange is much valued and indispensable to teacher professional development, and is therefore worth reporting on.

Our school was invited to join the System Innovation and Talent Education Project (SITEP), which was co-organized by the Quality School Improvement Project of CUHK and The National Academy for Educational Research in Taiwan. 20 teachers from Taiwan and 2 educators from CUHK visited our school on 13 November 2018. They were introduced to our school-based curriculum development and observed two classes, one being a Chinese and the other a Biology lesson. The visit enabled our visitors and us to have a better understanding of the education in Taiwan and Hong Kong. In return, our Chinese and Biology teachers joined a professional exchange tour to Taiwan from 27 November to 1 December 2018.

Other examples of professional exchange include a sharing session with Carmel Divine Grace Foundation Secondary School on how to prepare for the External School Review, another with True Light Middle School of Hong Kong on the Practice of Lesson Study in Carmel, and visits to and from English teachers of Carmel Bunnan Tong Memorial School. Two officers from EDB's CDI English Section interviewed the principal, the head of the English Department and the school librarian about our nonfiction reading programme, our language across the curriculum measures and use of the reading grant, for the first edition of their newsletter.

3. Academic Support Measures

3.1 Reading Programmes

3.1.1 Junior Nonfiction Reading Programme

This reading programme effectively promotes reading across the curriculum, with its wide range of books recommended by different academic departments and student development committees. Its great variety of response tasks fosters creativity and autonomy, and elements of self-directed learning are manifested in the deliberate development of metacognitive habits of mind such as goal-setting, evaluation and reflection. The end-of-year questionnaire revealed that the programme was well-received and all junior forms overwhelmingly agreed that the programme has enhanced their reading ability and broadened their knowledge. The checkout record of books was 1355 for S1, 705 for S2 and 757 for S3.

3.1.2 School Library

The school library organized a great variety of reading activities, including an Inter-House Reading Competition (with 167 participants), 5 book exhibitions and book fairs, visits to 2 bookshops, and S1-S3 short assemblies on the importance of reading and on anecdotes in Hong Kong. 169 students took part in the library's Exploring a New Horizon Reading Award Scheme and five teachers led a book club each. A reading café was co-organized with the Gardening Group, and 15 students took part. 21 students and teachers donated books for book crossing, and 48 out of a total of 53 books were taken away.

In order to celebrate the World Book Day, the school library held a Bookmark Design Competition and two-day game booths. About 100 students participated, and 80 bookmarks and 100 small gifts were given to students.

Junior students responded positively to the library literacy lessons, which equip them with research skills in using library resources. Over 80% of students agreed or strongly agreed that the lessons enhanced their library literacy.

The checkout record of library books was as follows:

	2018-19 (Sep-Aug)
S1	2884 (including 1355 from S1 nonfiction reading)
S2	2066 (including 705 from S2 nonfiction reading)
S3	1506 (including 757 from S3 nonfiction reading)
S4	600
S5	1013
S6	743
Total	8812

3.1.3 Book Sharing

Reading was also promoted by academic departments such as Chinese, English, and Economics and Business Education Departments. The Story-sharing Corner was organized 9 times over the year for S1 & S2 students and the headcount was 332. Among them, 14 students participated four times or above.

3.2 English, Chinese, Mathematics and Science Enrichment Classes

Enrichment classes for high ability junior students adopted a theme-based approach and aimed at enabling students to gain exposure and extend their learning experiences. The Chinese Language classes were primarily on Chinese Literature and Culture, the English Language classes on translation, English Literature, debating and drama, and Science and Mathematics classes on training students to enter external competitions. Students had good participation and enjoyed the lessons.

Enrichment classes for weak students enabled them to clarify misconceptions and consolidate learning. Over 50% of junior students made improvement.

3.3 Gifted Education Programmes

Gifted education continued to develop over the year, and gifted students were nominated to gifted programmes. Sixty-seven junior and senior students were members of the HKAGE and nine students from S3-S5 were on HKUST's Dual Program.

In-school pull-out programs were organized by academic departments and examples are given below:

Title of programme	Number of participants	Form	Duration in hours	Objective
English Debating Course	20	S4-S6	100	To train English debaters for various inter-school English

				debating contests of different levels and formats
English Writing Course	35	S5	7.5	To equip students with more advanced writing skills and prepare them for various external writing competitions
Hong Kong Physics Olympiad Training Class	8	S4	12	To prepare students gifted in physics for the Hong Kong Physics Olympiad 2019 and provide rich, extended and accelerated training for students gifted in physics
Business Proposal Writing and Presentation Training Workshop	18	S4-S5	23.5	To enhance students' case analytical skills, presentation and business writing skills and to prepare for related competitions
Programming in C++ and Advanced topics in algorithms and data structures	15	S4-S6	19	To provide top ICT students with additional classes on advanced ICT related problem solving, investigation and programming skills
Vocal elite training course	10	S4-S5	28	To enhance students' vocal skills and public performing skills and to prepare students for various music contests outside school throughout the year
中文寫作訓練班	45	S6	3	透過導師的指導及觀摩同儕的佳作，提升同學的寫作能力及對寫作的興趣。

3.4 Recognition of Academic Achievements

A steady number of students were awarded a Certificate of Academic Merit or Academic Excellence in recognition of their effort in meeting an academic standard. 21% of 729 students obtained the Certificate of Academic Merit and 22% the Certificate of Academic Excellence (See the actual numbers in each form below). This award system minimized negative competition and encouraged students to set obtaining the Certificate of

Academic Merit/ Excellence as their academic goal for the year.

	S1	S2	S3	S4	S5	S6	Total
No. of Awardees obtaining the Certificate of Academic Merit (Silver)	25	22	21	29	24	31	152
No. of Awardees obtaining the Certificate of Academic Excellence (Gold)	45	38	25	20	22	14	164
Total	70	60	46	49	46	45	316

4. Looking Ahead

With the major concern ‘Manage Learning, Manage Health and Manage Responsibilities’ entering its second year in 2019-20, the focus of work will be:

- reinforcement of learning and revision strategies fundamental to effective academic pursuit
- consolidation of AaL elements including 3W1H, error treatment and use of feedback
- exploration of peer assessment as a way to facilitate AaL

School-based professional development and lesson study will still be the primary means to achieve the above.

C. Support of Student Development

1. Introduction

2018-19 was the first year of the School Development Cycle, with the themes set as “**Manage Learning, Manage Health and Manage Responsibilities**”. The Student Development Committee (SD) has focused its work on the latter two domains. For ‘Healthy Living’, different measures were taken to enable Carmelians to lead a spiritually, physically and mentally healthy life. For nurturing ‘Responsible Citizenship’, on the other hand, Carmelians’ sense of responsibility, courtesy, care for others, our environment and city, understanding of our country as well as leadership qualities were the focuses.

This report will:

- a. highlight the significant school-wide programmes and activities carried out in 2018-19 in response to the major concern “**Manage Learning, Manage Health and Manage Responsibilities**”.
- b. review the effectiveness of the programmes run by the different Student Development Committees and their impact on students, with reference to on-going and end-of-the-year evaluation;
- c. provide a brief outlook for our future development.

2. Major Concern

The following are the highlights of programmes that align with the school major concern.

2.1 Manage Health – Healthy Living

Objective:

- To enable Carmelians to lead a spiritually, physically and mentally healthy life

Three ‘Healthy Living Days’ were held during three afternoons in October, February and May respectively, with programmes including dances, board games, DIY workshops, talks, inter-class dodge ball competitions and the like, engaging students of different forms in activities of the spiritual, physical and mental aspects each time. Our alumni and church also assisted in organizing some programmes. Students enjoyed the activities in the fun-filled campus. In the first long assembly, student leaders shared tips on sleeping habits and relevant posters were put up in classrooms for students’ easy reference. In morning assemblies, the Religious Affairs Committee (RAC) hosted regular Monday sessions for Carmelians to listen to hymns and read bible verses, the Counselling and Guidance Committee (CGC) provided information on healthy food and physical brain break exercise, and the Extra-curricular Activities Committee (ECAC) coached teachers and students in doing eye exercise regularly. A student representative also taught the school managers to do eye exercise in one IMC meeting. Sports teams started morning runs in the second term to boost their fitness. In P.E. lessons, a new mode of running exercise was carried out to encourage students to go beyond their perceived level of physical exercise. The school survey showed that a vast majority of students not only got involved in the programmes, but were also more aware of the importance of healthy living and willing to lead a wholesome life.

Existing measures were further refined as well. The Senior Christian Fellowship was held during lunch hours twice a month to boost student and teacher participation. It was a good move as the number of attendees was steadily over 60 on average, and they were from nearly 10 classes. The theme weeks by RAC, namely, *The Bible – a Time-Honored Book* (經世巨著) and *Grace or Groan* (歎世界) highlighted the importance of clinging to the Lord and staying healthy from the biblical perspective, and alerted students to smart phone addiction. Most students agreed that they had learnt more about the issue and showed willingness to adjust their life priorities. In the mental aspect, CGC offered mental health courses for 40 students from S2 & 3. They responded positively, saying that they had learnt strategies to manage emotions and handle conflicts and they would try to apply the skills. Small group training equipped S6 students with stress management and enhanced their self-understanding. The Career and Life Planning Committee (CLP) ran an S4 Support Group for students who could not take electives they most preferred. The S6 Transition Talk and career advising in S5-6 also prepared students to make informed choices

for further studies, and a vast majority of them reported having grasped the positive messages and feeling confident about planning for future studies. Upper form students are always bombarded with lots of information about life planning, and CLP's endeavors have helped them much in this regard. Actually, over 85% of Carmelians said that they had acquired stress relief skills and over 95% agreed that mistakes or failures could be good training, showing that students had developed a growth mindset. In a nutshell, the comprehensive programmes above are a good start of the three-year major concern on promotion of healthy living.

2.2 Manage Responsibilities – Responsible Citizenship

Objectives:

- To cultivate Carmelians' sense of responsibility, courtesy and care for others, our environment and our city
- To enhance Carmelians' understanding of our country and their sense of belonging
- To stretch Carmelians' leadership qualities

Having signed the Education Charter (品格·生命及素養教育約章) and My Pledge to Act 2018 – 'Let's build a harmonious society together through care and respect', we are keen on nurturing Carmelians' personal qualities. The Disciplinary and Moral Education Committee (DMC) identified 6 virtues, namely, responsibility, respect, collaboration, integrity, perseverance and courage, matched each with one form, and encouraged students of each form to pursue the virtue through Class Teacher Periods. It also kicked off a character building journey for S1 and S4-5 students. After receiving words of appreciation and expectation from parents in the Orientation Night, S1 students set goals and made plans to actualize them. Upper form students, on the other hand, identified their character strengths through a VIA survey, and learnt how their strengths could benefit themselves and others. The theme week, '*Self-discipline Makes Me Fly*' urged students to set self-discipline as personal goals. In fact, three S6 boys formed the 'gaming trios', setting an example of going off-line and abstaining from using the Internet. They shared their experience in a long assembly and inspired many junior form students to enroll on the Carmelians 'X' Days of Going Off-line Campaign in the second term.

No man is an island. Students perform way better should they work together and root for one another. Different camps held by the Student Development Committee definitely helped in this aspect. While the English Bridging Programme in late July, Orientation Day in late August and subsequent VolunPeers activities in the first term prepared S1 students for their adventurous secondary schooling, the Growth Camp in January further nurtured their connectedness with one another and helped them understand the biblical values better. Over seventy S2 & 3 students learned to be committed Christians in the Edifying Camp. Activities like the Gospel Group, Carmel Christian Conference and Prayer Day were in place as well to achieve the school's vision of upholding Christian values. The S5 Life

Camp, which has been our signature activity for years, further provided Carmelians with insights in team building, career planning and life goals setting. The Little Angels Scheme under CGC functioned well, building up a caring and supportive atmosphere within classes. The long assemblies in the CGC's theme week entitled '*Be Responsible to Self and Relations*' included a talk about erotic culture given by The Society for Truth and Light for junior forms, and a drama on sex education entitled 'File for Justice' directed by teachers for senior forms. Both sessions were well-received. Students learnt proper ways of handling relationships also through a series of programmes in the week.

A caring school community cannot be established without due care to SEN students and sufficient support from parents. Our SEN group has put great effort into supporting students with special needs. There were behavior/social training, individual counseling, test/exam accommodation, arrangement of HKDSE special examination, a parent group facilitating exchange of information and emotional support, collaboration with the school-based educational psychologist and other committees at school, etc., throughout the year. The continual reviews and updates of the policies and procedures on special examination arrangements for students have been great support for SEN students in need of exam accommodation. To ensure the wholesome growth of SEN students, the parent group has contributed much, running sharing sessions for the SEN parents especially on providing advice on how to support the SEN kids in the family. The measures were proven very useful, with participants' rating them 4.66 out of 5 on average. We are proud to share that our SEN alumnus has just graduated from HKU with 1st class honours and been admitted to a PhD programme with a full scholarship. This young gentleman and his mother have been committed to assisting the ones facing similar problems as they did before in Carmel. The year-end evaluation indicated that the SEN students in Carmel have been taken proper care of and showing promising progress. Good home-school co-operation which enhances parents' understanding of the school's policies and facilitates the development of the SEN students is in sight.

To care is to serve. Carmelians have sought ample opportunities to understand the needs of different people and to do voluntary work. For instance, initiated by CGC, some 20 students joined a workshop by Eldpathy (歷耆者) to experience the daily life of the elderly. The collaborated efforts of the school social worker and CEC are worthy of appreciation. All Form 2 students joined varied types of services on the school's Learning Without Walls Day. Groups of F.3 & 4 students enrolled on the programme of 'Outstanding Civic Ambassador Award Scheme 2018' organized by Woofoo Social Enterprises, Oxfam, Home of Love, FOOD ANGEL and the like to have their civic awareness enhanced through training and serving. Carmelians are active in community service. We took part in flag selling, visits to the elderly, minorities and disabled, and showed concern for the underprivileged and homeless and so forth. 17 CYC members were awarded badges of different levels, one of them even winning a chance to represent HK in an exchange programme to Japan held in August while a group of S3 students got the chance to join another exchange in Prague in the

Belt and Road Initiative through the Y-Dragon Volunteer Scheme. To sum up, the VolunPeers Scheme involved over 430 students in different services while the scouts, comprising about 110 students, served in both school functions and community activities (a headcount of 230 & 135 respectively) in the year. The total number of serving hours was way beyond our goal of 3000. This is truly encouraging.

Being environmentally-conscious is the message our CEC has been promoting among Carmelians. ‘Green Day’ was held in both the first and second terms and various activities were organized. The Low-carbon Ambassadors helped drive home the green tips after getting trained on how to maximize energy efficiency. Each class signed the ‘Green Charter’ at the beginning of the year. A group of S2 boys enrolled on a programme – Cherish Water Ambassador ‘惜水大使’. They received training and then shared water-saving messages with the whole school at lunch time and in the morning assembly through board display and clips that they made. About 30 students from different forms joined the Hydroponics workshop, learning to grow crops in an environmentally-friendly manner. Some other students developed an interest in plant-growing, taking care of the roof-top garden in the old wing. Carmelians’ awareness of the importance of leading a low-carbon lifestyle and environmental protection has been enhanced.

A responsible citizen should have good understanding of his city. This is why Current Affairs Forums held by CEC come into play. The activities held in short assemblies helped junior forms to analyze and reflect critically on different issues and this year, the focus was on curriculum changes. Though sounding a bit remote, students did good research and performed reasonably well. Upper form students took part in the City Forum. Teachers in charge were amazed by their thorough preparation and active participation. CLP also introduced junior forms to different job opportunities in the city and took upper form students to the Education & Careers Expo held by the HKTDC, helping them realize the relation between school life and future career and the contribution different jobs are making to society.

Carmelians’ understanding of our country and their sense of belonging were enhanced through a series of programmes as well. The Basic Law was taught in Class Teacher Periods and there were activities like inter-class quiz and short plays performed by students in the junior form short assemblies to help all Carmelians understand the Basic Law in a fun way. The theme week, ‘*More than a Bay*’ (遠近灣區) held by CLP and CEC let students learn more about the infrastructure, development of different cities, as well as opportunities for further studies and career prospects in the Greater Bay Area. All S3 students joined a 2-Day study tour to Dongguan specifically on the Learning Without Walls Day. All these initiatives did leave an impact. Several students enrolled on an internship in the Bay Area in the summer holidays, which was a new try. Our ties with the Mainland also further progressed through the Sister School Scheme. This year the sports teams joined the exchange. All participants found the trip fruitful.

Students were equipped for their leadership posts through leadership programmes like Class Leaders' Training, Prefect and Monitor Training, Training Day Camp for student leaders as well as the 3-Day Leadership Development Programme for S2-3 prospective student leaders. The 'student-directed' elements in the training addressed students' needs and further stretched their capabilities. The purpose of such training was not only for the student leaders to perform duties well, but also to have empathy. One good case in point is that some student leaders called the school to offer help and volunteered to clean up the beaches after the super typhoon wreaked havoc at the beginning of the year. The Student Union (SU) presented a fruit basket to the school janitors and wrote to the press to show their gratitude for their hard work in resuming the school campus after the typhoon attack. Seeing the challenges facing teenagers, the SU joined a scheme '解憂站' initiated by a group of student social workers from Poly U, to offer help to students needing emotional support. The SU played a proper role in liaising between students and the school regarding the extradition bill issue in June as well.

Individual students are also keen on developing their leading qualities. An S5 boy joined the 'Be a Government Official for a Day' event and another S5 girl took part in the Hong Kong Young Ambassador Scheme held by the HK Federation of Youth Groups and got the silver award. They set good examples and some Carmelians later applied to the schemes too. One last point to mention is the *Stars in Carmel*, a self-initiated award scheme encouraging students to reach 'experience', 'engagement' and 'empowerment' levels in different learning domains like academic, religious, leadership, personal development and so on. This year, there were students from S2, 3, 4 and 5 respectively achieving the most challenging Nova Award. This proves Carmelians' readiness to set goals and make efforts to attain excellence. Survey findings revealed that about 80% of students were aware of the school's endeavours to groom them to be responsible citizens, reported they had shown more concern for our city, and agreed that they should contribute to society. Close to 90% of them thought they should protect the environment. Over 70% of them started to care more about the development of our country and thought that they should also make contribution. In a word, the measures on the whole are proper and relevant.

2018-19 was another year full of accomplishments. To name a few, an S4 boy took part in international competitions on Latin Dance in China, France and Italy while an S5 boy represented HK in a Flyball competition in Taiwan. An S3 and an S5 student won the Outstanding Student Award (Kowloon City District) in the junior and senior categories respectively. The English Debating Team excelled in a wide range of territory-wide debating contests of various formats, such as the 17th Senior and Junior Debating Championships, Hong Kong Professional Teachers' Union English Debating Competition and so forth. Both Scout and Venture Scout Unit grabbed the gold awards in the Kowloon Region Outstanding Group Competition 2018. The School's Orchestra and Handchime Team received the Gold Award in the 2018 HK Youth Music Interflows – Orchestra

Symphonic Band Competition and the HK International Handbell Olympics 2019 respectively. Both the Girls' Basketball Team and Boys' Volleyball Team did brilliantly in the Inter-school Competitions (Division One). They got the entry tickets to the All HK Schools Jingying Tournaments. Our Robotics Team kept shining in different contests like the First Lego League Robotics Tournament (FLL), the First Tech Challenge (FTC) and the World Robot Olympiad (WRO), representing HK to take part in different international competitions. The team grabbed the 3rd place in Mechanical Design Award in the FLL in Houston as well as the 1st place and the Spirit of Discovery Award in the FTC in Arizona.

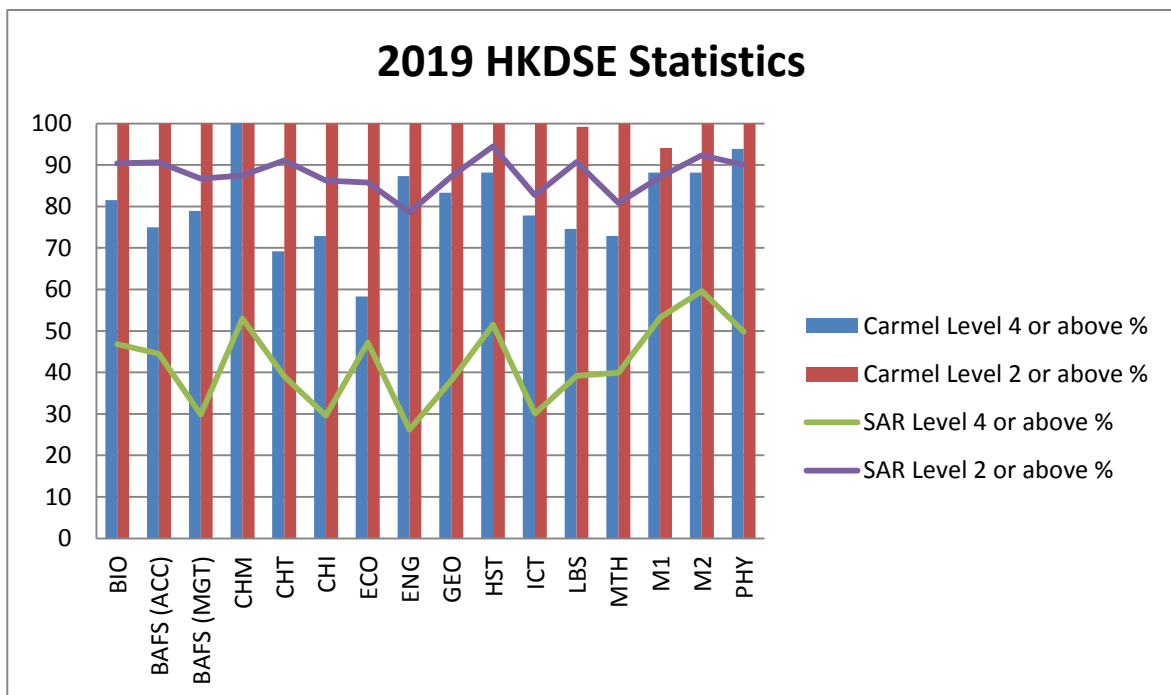
3. Looking Ahead

In the coming second year's implementation of the major concern 'Manage Learning, Manage Health and Manage Responsibilities', the focus of work will be put on the following aspects:

- Different SD committees will collaborate to promote a healthy spiritual, mental and physical life among Carmelians.
- With reference to the school's findings and social needs, a whole-school approach will be adopted to promote self-discipline.
- With the approach of the school's 55th anniversary, celebratory programmes will further strengthen the bonding among Carmelians and our determination to actualize our school's vision, which is succinctly presented in the anniversary theme song '念主恩跨過挑戰' composed by the RAC chairperson.

D. Achievements

1. Academic Results



2. Awards

<i>Name of Activity/ Competition</i>	<i>Achievement</i>	<i>No. of Students</i>
Kowloon Region Outstanding Group 2018 - Scout Troop	Gold Award	74
Kowloon Region Outstanding Group 2018 - Venture Scout Unit	Gold Award	10
Kowloon Region Carlton Trophy Competition 2018	Champion	9
Hong Kong Carlton Trophy Competition 2019	8 th Place	25
Scout Respect the Intellectual Property Rights Fun Day Booth Game Design Competition	1 st Runner-up	8
FIRST World Championship 2019	3rd Place in Mechanical Design Award	9
FIRST Tech Challenge 2019	Alliance Award Inspire Award Finalist	9
FIRST Lego League Regional Tournament 2018/19	Champion Award (Secondary Division)	10
All Hong Kong Schools Jing Ying Volleyball Tournaments	9th Place	16
Inter-School Boys Volleyball Competition 2018-2019 Division One (HK Island & Kowloon)	2nd Runner-up in Boys Overall	48
	2nd Runner-up in Boys A Grade	
	7th Place in Boys B Grade	
	1st Runner-up in Boys C Grade	
Inter-School Girls Volleyball Competition 2018-2019 Division One (HK Island & Kowloon)	6th Place in Girls Overall	38
	7th Place in Girls A Grade	
	4th Place in Girls B Grade	
	5th Place in Girls C Grade	
All Hong Kong Schools Jing Ying Basketball Tournaments	12th Place	16
Inter-School Girls Basketball Competition 2018-2019 Division One (HK Island & Kowloon)	5th Place in Girls Overall	26
	2nd Runner-up in Girls A Grade	
	6th Place in Girls B Grade	
	7th Place in Girls C Grade	
Inter-School Boys Basketball Competition 2018-2019 Division Three (Kowloon One)	8th Place in Boys A Grade	31
	7th Place in Boys B Grade	
	7th Place in Boys C Grade	
Inter-School Boys Badminton Competition 2018-2019 Division Three (Kowloon One)	2nd Runner-up	8

Inter-School Girls Table Tennis Competition 2018-2019 Division Three (Kowloon One)	2nd Runner-up in Girls A Grade	3
Inter-School Athletics Competition 2018-2019 Division Three (Area 2)	4th Place in Girls A Grade 100m	1
	5th Place in Girls A Grade 200m	1
	6th Place in Boys B Grade Javelin	1
	7th Place in Girls B Grade 400m	1
	5th Place in Girls C Grade 4x400m Relay	4
	7th Place in Girls C Grade Long Jump	1
Inter-School Swimming Competition 2018-2019 Division Three (Kowloon)	8th Place in Boys C Grade 50m Freestyle	1
	1st Runner-up in Boys C Grade 50m Backstroke	1
	7th Place in Boys C Grade 50m Freestyle	1
	5th Place in Boys C Grade 50m Butterfly	1
	6th Place in Girls A Grade 100m Freestyle	1
	7th Place in Girls A Grade 50m Breaststroke	1
	5th Place in Girls A Grade 100m Breaststroke	1
Hong Kong International Handbell Olympics 2019	Gold Award in Intermediate Handchime Class	15
	Silver Award in Handbell Advanced Class	15
青少年勵志歌曲創作比賽	亞軍	2
	季軍	4
	優異獎	5
超新聲歌唱大賽 2018	大合唱季軍	55
	全場最佳造型大獎	
2018 Hong Kong Youth Music Interflows - Orchestra Symphonic Band Competition	Gold Award	39
2018 Hong Kong Youth Music Interflows - Orchestra String Band Competition	Bronze Award	21
Joint School Music Competition 2019	Gold Award in Orchestra Percussion Band Competition	11
	Silver Award in Orchestra Symphony Band Competition	57
	Silver Award in Senior Group Secondary School Choral	51
	Gold Award in Recital Class Piano Solo	1
	Bronze Award in Senior Class Vocal	2

	Duet	
	Silver Award in Intermediate Class Vocal Solo	1
	Bronze Award in Intermediate Class Vocal Solo	4
	Merit in Intermediate Class Senior Class Piano Solo	1
	Merit in Intermediate Class Vocal Solo	1
The 71st Hong Kong Schools Music Festival	First Prize in Junior Oboe Solo	1
	Certificate of Merit in Junior Trumpet Solo	1
	Certificate of Merit in Graded Piano (Grade 7)	1
	Certificate of Merit in Graded Piano (Grade 5)	1
The 70th Hong Kong Schools Speech Festival	First Prize	1
	Second Prize	2
	Third Prize	1
	Certificate of Merit	21
	Certificate of Proficiency	2
第七十屆香港校際朗誦節	冠軍 - 散文獨誦(中學一、二年級普通話)	1
	亞軍 - 散文獨誦(中學一至三年級粵語)	1
	季軍 - 散文獨誦(中學二年級粵語)	1
	季軍 - 二人朗誦(中學一、二年級粵語)	2
	優良 - 散文獨誦(中學五、六年級粵語)	1
	優良 - 散文獨誦(中學三年級粵語)	1
	優良 - 散文獨誦(中學一、二年級普通話)	1
	優良 - 詩詞獨誦(中學二年級粵語)	1
	優良 - 詩詞獨誦(中學一年級粵語)	3
	良好 - 二人朗誦(中學一、二年級粵語)	4
Applied Learning Scholarship	Awardee	2
Nicola Myers and Kenneth McBride Bursary	Awardee	1
Murjani Scholarship	Awardee	1
Ng Teng Fong Scholarships 2018	Awardee	1
Sir Edward Youde Memorial Prizes	Awardee	2

2018/2019		
Youth Arch Student Improvement Award	Awardee	16
第四屆全港青少年進步獎	得獎者	2
17th Senior Debating Championships 2018-19	Top 8 Team	6
	2nd Top Speaker	1
	6th Top Speaker	1
17th Junior Debating Championship	5th Top Speaker	1
Maryknoll Convent School (Secondary Section) Invitational Debating Challenge 2019	Second runner-up	3
	Top 5 Speaker	1
Hong Kong Professional Teachers' Union English Debating Competition	Second runner-up	6
Kowloon City District Outstanding Student Award 2018-2019	Awardee of Senior Secondary Section	1
	Awardee of Junior Secondary Section	1
Hong Kong Olympiad in Informatics 2019	Bronze Medal	1
Hong Kong Biology Literacy Award 2018/2019	Certificate of First Class Honors	2
	Certificate of Second Class Honors	3
	Certificate of Third Class Honors	3
	Certificate of Merit	7
	Certificate of Active Participation	6
Science Assessment Test	Gold Award	10
	Silver Award	4
	Bronze Award	4
第二十一屆香港青少年數學精英選拔賽	二等榮譽獎	2
The 17th CILTHK Student Essay Competition	Certificate of Merit	1
Good People Good Deeds English Writing Competition	Silver Prize in Senior Level	1
	Top 10 in Middle Level	1
中國語文菁英計劃 2018/2019	金獎	1
	創意寫作比賽優異獎	
	中華文化問答比賽優異獎	
	銅獎	1
True Light Girls' Invitational Mathematics Contest 2018	Certificate of Merit	1
賽馬會樹仁社區建設計劃 - 人生由我創 短片製作活動 2017-2018	中學組優異入圍獎	6
HKCC Business Excellence Contest 2018/19	Judges Commendation Award	5
HKICPA/HKABE Joint Scholarships for BAFS 2018/19	Awardee	2
2018 年度九龍城區青年活動 - 閱讀獎勵	優秀表現獎	3

Report on Sister School Exchanges

2018-19 School Year

Name of the Mainland Sister School :

Xian No. 1 Middle School

Part 1: Details of Exchange Activities

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
1.	<p>Cultural and Historical Trip to Xian cum Sports Interflow with Sister School</p> <ul style="list-style-type: none"> • A total of 33 members of the volleyball, badminton and table tennis teams, together with the principal and three teachers (one of whom being our Head of PE Department), visited Xian No. 1 Middle School for exchanges with its sports teams, and visited historical sites in Xian. • Sports training and competitions were organized jointly by the two schools. • Students from both schools were paired up and our students could join in a lesson in the morning and one in the afternoon. • Sharing sessions were organized during the visit. 	<ul style="list-style-type: none"> • To facilitate sports interflows between the two schools • To enable our students to learn about the history and culture of this ancient city 	<ul style="list-style-type: none"> • The theme of Sports Interflow was well-chosen, and sports lovers of both schools had much chance to take part in training and competitions together. They demonstrated good sportsman-ship. • Sharing sessions were held during the visit and students commented that the exchange activities had opened their eyes to the latest development of Xian and Mainland China, and it was a valuable experience to learn with the students of Xian No. 1 Middle School. 	<ul style="list-style-type: none"> • Each student participant had to write their reflection and share it with their schoolmates. Through this they could review their learning and experience. • Having a theme for the exchange is an excellent idea. The theme for the coming year could include still more elements of collaboration among students of both schools. This will enrich the exchange experience further.

2	<p>Mobile Web Conferencing</p> <p>Students of both schools were to engage in English/ Putonghua discussion/ activities.</p>	<ul style="list-style-type: none"> • To broaden students' horizons • To strengthen students' language ability and communication skills 	<ul style="list-style-type: none"> • The planned activity had to be cancelled due to a lack of readiness of our sister school. 	<ul style="list-style-type: none"> • The possibility of organizing such an activity in the coming year will still be explored.
3.	<p>Visit of Sister School to Hong Kong</p> <ul style="list-style-type: none"> • Activities were to be jointly organized. • A STEM workshop and other academic activities were to be organized in Carmel. 	<ul style="list-style-type: none"> • To enhance the friendship of the two schools, broaden students' horizons and deepen their understanding of the Mainland and Hong Kong 	<ul style="list-style-type: none"> • Xian No. 1 Middle School could not arrange a suitable time to visit Carmel, and the activities could not be organized. 	<ul style="list-style-type: none"> • Xian No. 1 Middle School is planning to visit Carmel in the coming school year.

Part 2: Financial Report

Item No.	Name of the exchange	Expenditure Item	Amount	Remarks
1.	Cultural and Historical Trip to Xian cum Sports Interflow with Sister School	Transportation fees – Air Tickets (Subsidies)	\$32,800	Ticket Fee - Student Fee \$98,800 - \$2,000 X 33 = \$32,800
		Transportation fees – Air Tickets (Fuel Surcharge)	\$11,400	
		Registered Mail for written quotation	\$106.4	
		Tour fees for visiting Mainland sister school	\$87,354.2	¥74,950
		Materials for Exchange	\$672	
		Data Card for teachers (for communication in Xian)	\$360	
		Total:	\$132,692.6	
		Annual Balance of Grant:	\$17,307.4	

**Report on the Use of the Promotion of Reading Grant
2018-19 School Year**

Part 1: Evaluation of the Effectiveness

Objectives/ Strategies	Evaluation
Support curriculum (L & T) and encourage students to engage in e-reading by purchasing theme-based e-books.	<ul style="list-style-type: none"> ■ All e-books were chosen by the Panels Heads. The quality, level and diversity of books had been thoroughly considered. ■ Students were willing to read e-books. Junior form students were taught e-books searching skills in library literacy lessons. Findings from the S3 student questionnaires indicated that more than 80% of the students agreed that such skills are useful for them in searching the e-library catalogue in future.
Replace the worn Extensive Reading Scheme (ERS) books and enrich the ERS collection in junior forms.	<ul style="list-style-type: none"> ■ Three S1 classes have been provided with newly purchased ERS books. ■ S1D started using the new books in April 2019 while two other classes started using the new books in Sept 2019.
Create a reading atmosphere and foster a reading culture on campus	<ul style="list-style-type: none"> ■ Students were more engaged in books sharing via the e-reading platform on campus. ■ More than 200 students took part in the reading activities for the celebration of 4.23 World Book Day. ■ More students were willing to participate in reading activities. The number of students who joined the Reading Clubs and Reading Café was increasing. 34 students (22 students in 2017-18) took part in Reading Clubs and 20 students (13 students in 2017-18) in Reading Café respectively this year.

Part 2: Financial Report

	Item	Income (\$)	Budget (\$)	Actual Expenses (\$)
1.	Purchase of Books			
	- E-Books (Gale Virtual Reference Library)		\$38,000	\$37,659.42
	- Printed Books (Books for ERS)		\$20,000	\$14,967
2.	Reading Activities			
	- Purchase of gifts and reading promotion materials			
	a) Five Reading Clubs (4 gatherings for each club, around 10 students each)		\$500	\$146.4
	b) Reading Café (2 gatherings, around 15-20 students each)		\$500	\$441.1
	c) Game Booths for the Celebration of 4.23 World Book Day (whole school)		\$1000	\$1233.6
3.	Grant received	\$60000		
	Total:	\$60000	\$60,000	\$54447.52
			Unspent Balance:	\$5552.48