



Carmel Secondary School

Annual School Plan

2018-2019

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

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

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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.

Major Concern: Manage Learning, Manage Health and Manage Responsibilities

A. Manage Learning

Targets	Strategies/Tasks	Success Criteria	Methods of Evaluation	Time scale	Units/People Involved	Resources (\$)
Foster School-based Professional Development for Department Heads and Teachers						
1. To align visions and understanding among department heads in leading their departments 2. To expand teachers' capabilities in catering for learner diversity through the use of differentiation strategies, and the fostering of Self-Directed Learning through assessment as learning (AaL)	1. Different differentiation strategies will be examined first in Department Heads' Meeting(s) and then introduced to all teachers. Department heads will support their panelists in trying out appropriate differentiation strategies/models. 2. Elements of AaL will be examined first in Department Heads' Meeting(s) and then introduced to all teachers. Department heads will support their panelists in trying out appropriate subject based strategies.	<ul style="list-style-type: none"> DHs report panelists gaining a better understanding of differentiation strategies/models & increased confidence in using differentiation strategies Teachers report gaining a better understanding of AaL Trial of AaL at the classroom level by teachers 	<ul style="list-style-type: none"> Sharing of differentiation strategies and AaL on Professional Development Days, in DH Meetings and Subject Department Meetings Feedback from DHs Evaluation in departmental meetings 	whole year	AA + All teachers	

Targets	Strategies/Tasks	Success Criteria	Methods of Evaluation	Time scale	Units/People Involved	Resources (\$)
Conduct Lesson Study						
<p>To revise the practised secondary curriculum for</p> <ul style="list-style-type: none"> • AaL to foster self-directed learning (more emphasis) and • the use of differentiation strategies to cater for learner diversity (less emphasis) 	<p>1. Departmental collaborative planning & teaching: Each subject teacher is to be involved in the refinement/ design of one unit of work (curriculum, pedagogy and assignments) in the secondary curriculum comprising</p> <p>a) one to two elements of AaL to foster self-directed learning, and</p> <p>b) differentiation strategies (e.g. gifted education Level 1B specialized subject/domain focused elements) to cater for learner diversity</p>	<ul style="list-style-type: none"> • Teachers adopt/devise strategies that stretch students' high order thinking and cater for learner diversity • Teachers adopt one to two elements of AaL at the classroom level 	<ul style="list-style-type: none"> • Deliverables • Evaluation in academic departments • Evaluation in DH Meeting(s) 	All year	KLAs	

B. Manage Health

Targets	Strategies/Tasks	Success Criteria	Methods of Evaluation	Time scale	Units/People Involved	Resources (\$)
Healthy Living – Promote Health						
To enable Carmelians to lead a spiritually, physically and mentally healthy life	1. Healthy Living Days	<ol style="list-style-type: none"> Students get involved in the programmes. Students learn the tips and are willing to lead a healthy life. 	<ol style="list-style-type: none"> Teacher observation Survey 	Whole year	SD	\$5000
	2. Morning Assemblies	Students find the practices helpful and are willing to use them.	<ol style="list-style-type: none"> Teachers' feedback Focus interview 	Whole year	RAC ECA CGC	\$600
	3. Senior Christian Fellowship: fortnightly lunch gatherings	More than 60 participants on average from at least 10 classes join these lunch gatherings and they find it fruitful and meaningful.	<ol style="list-style-type: none"> Attendance record Focus interview 	Whole year	RAC	
	4. Week of Religion – how to stay physically healthy	Students find the activities and programmes reflective and are willing to live a healthy life based on the teaching of the Bible.	<ol style="list-style-type: none"> Questionnaire Focus interview 	Second Term	RAC	
	5. Mental Health Course for S2 & S3	<ol style="list-style-type: none"> Students' self-acceptance is enhanced. Students can learn about the skills to handle setbacks and academic pressure. 	<ol style="list-style-type: none"> Questionnaire Observation by counselling teachers 	Whole year	CGC	\$100

	6. Sessions for small groups of S6 students on handling stress and emotion	Students are better equipped and have greater confidence to enjoy school life and when facing adversities.	1. Observation by student counsellor 2. Reflective statements from students	First term	CGC	\$100
	7. S4 Support group	1. Students feel supported and adopt a positive attitude towards the elective they do not intend to take. 2. Students can decide whether to keep / drop the elective they do not intend to take.	Interview with students and subject teachers concerned	First Term	CLP	
	8. S6 Transition Talk	1. Students feel supported in their application to university programmes. 2. Students can make informed choice about their further studies.	Questionnaire	First Term	CLP	\$500
	9. Morning Run	Students from different sports school teams enjoy the morning run once a week and find the run helpful to maintain their fitness	Teachers' observation and feedback from students involved	Whole year	ECA	
	10. Physical Fitness Enhancement	Students are able to achieve a higher level of physical fitness.	80% of students are able to reach the benchmark	Whole year	ECA + PE	

C. Manage Responsibilities

Targets	Strategies/Tasks	Success Criteria	Methods of Evaluation	Time scale	Units/People Involved	Resources (\$)
Responsible Citizenship – Nurture Responsible Citizenship						
<ul style="list-style-type: none"> - 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 	1. Counselling Week – Be responsible to self and relations	<ul style="list-style-type: none"> 1. Students are aware of the attitudes of being responsible to self and relations. 2. Students can learn about proper ways of handling relations with others 	<ul style="list-style-type: none"> 1. Interview with students 2. Feedback from teachers 	Second Term	CGC	\$1000
	2. Youngsters-elders encounters	<ul style="list-style-type: none"> 1. Students can gain a better understanding of the elders 2. Students are equipped with the skills of getting along with the elders 	<ul style="list-style-type: none"> 1. Number of participants 2. Reflective statements from students 3. Observation by teachers 	Second Term	CGC	\$1000
	3. Sessions for small groups of S5 on being responsible to self and relations	<ul style="list-style-type: none"> 1. Students can get a better understanding of self. 2. Students are more mature in managing their relationships. 	Reflective statements from students	Second Term	CGC	\$100
	4. VolunPeers & community service	<ul style="list-style-type: none"> 1. Service hours reaching 3000 2. Students agree that participation in community services promotes their personal growth and understanding of the people they serve. 	<ul style="list-style-type: none"> 1. Records of student participation in volunteer work 2. Questionnaire 	Whole Year	CEC	\$8000
	5. Current Affairs Forum	Students can analyze and critically reflect on different issues.	<ul style="list-style-type: none"> 1. Teachers' observation 2. Students' feedback 	Whole year	CEC	\$1000

	6. Promotion of a low-carbon lifestyle	<ol style="list-style-type: none"> 1. Students are more aware of having a low- carbon lifestyle 2. 70% classes can achieve the agreements on the Green Charter 	<ol style="list-style-type: none"> 1. Teachers' observation 2. Feedback from low-carbon ambassadors 	Whole Year	CEC	\$1500
	7. National Education through Mainland Exchange Tours	<ol style="list-style-type: none"> 1. Students know more about our country. 2. Students' sense of belonging to our country is enhanced. 	<ol style="list-style-type: none"> 1. Teachers' observation 2. Students' feedback 3. Questionnaire 	Once in the whole year	CEC	\$1000
	8. Theme Week	<ol style="list-style-type: none"> 1. Students understand the development and opportunities they have in Greater Bay Area. 2. Students' connectedness to the country is enhanced. 	<ol style="list-style-type: none"> 1. Teachers' observation 2. Students' feedback 	First Term	CEC + CLP	\$1200
	9. Career Exploration Programme S1-2	<ol style="list-style-type: none"> 1. S1 students are inspired to find their educational/career aspirations and are willing to take part in different activities. 2. S2 students realize the relationship between their school life and their future career and the contribution different jobs are making to society. 	<ol style="list-style-type: none"> 1. Questionnaire 2. Students' work 	Whole year	CLP	\$500

	10. Organized trips to Career / Education Expo	1. At least 20 students go to the Expo. 2. Participants know more about the role they can play as a student and an employee.	Questionnaire	Whole year	CLP	\$800
	11. Leadership Programmes	Student leaders are more aware of the responsibilities of their positions.	Teachers' observation and feedback from students	Whole year	ECA	
	12. A Character-building Journey for S1-3 students	1. Students are aware of the significance of character-building in their life. 2. Students have own reflections, set goals and are committed to strengthening their character.	1. Reflections and reviews from students 2. Observation from parents and teachers	Whole year	DMC	\$2000
	13. Moral Education Week – Values shape a city	1. Students are aware of the significance of being self-disciplined in daily living. 2. Students can learn proper ways of being self-disciplined.	1. Reflective statements from students 2. Feedback from students and teachers	First Term	DMC	\$1000
	14. Etiquette Education	Students can learn about proper manners in different aspects of life.	1. Reflective statements from students 2. Feedback from students and teachers	Whole year	DMC	\$500

Manpower Deployment Plan for the Surplus Laboratory Technician (2018/19 School Year)

Task	Tim	Details of the Task
1. To assist in planning and implementing practical activities of the science enrichment classes in S.1 to S.3	09/2018 – 05/2019	<p><u>Objective:</u> 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> 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	11/2018, 5/2019, 7/2019	<p><u>Objective:</u> 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> 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 – 05/2019	<p><u>Objective:</u> To organize 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> 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	03/2019 – 06/2019	<p><u>Objective:</u> To build up the scientific inquiry skills of students through performing the scientific investigations</p> <p><u>Tasks for the Surplus Laboratory Technician:</u> 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	09/2018 – 06/2019	<p><u>Objective:</u> To enhance the safety of laboratories and science-related activities</p> <p><u>Tasks for the Surplus Laboratory Technician:</u> 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>

**Plan on Sister School Exchanges
2018-19 School Year**

Name of the Mainland Sister School: Xian No. 1 Middle School

Our school plans to conduct the following exchange activities with our sister school(s):

Item No.	Item Name and Content of the Exchange Activity	Intended Objective(s)	Monitoring / Evaluation	Estimated Expenditure
1.	The volleyball team, badminton team and table tennis team of our school (around 30 members) together with the school management and teachers (around 8) visit Xian No. 1 Middle School for engagement in sports activities and visits to historical sites in Xian	<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"> • Training and competitions involving sports players of the two schools to be recorded/ broadcast live for schoolmates in HK • A presentation and sharing session to be organized after the visit 	<ul style="list-style-type: none"> • Each participating student is to receive a subsidy of \$3000. Together with the costs for 8 accompanying teachers and school management, the total expenditure is estimated to be \$130,000.
2.	By means of mobile web conferencing: Students of both schools engage in English/ Putonghua discussion/ activities	<ul style="list-style-type: none"> • To broaden students' horizons • To strengthen students' language ability and communication skills 	<ul style="list-style-type: none"> • Students to share their experience and reflection with their schoolmates in the school assembly 	<ul style="list-style-type: none"> • 5 iPads (and accessories) for mobile use are to be purchased and the estimated cost is \$20,000.
3.	Activities will be co-organized with the sister school in Hong Kong A STEM workshop and other academic activities will be held in Carmel Secondary School	<ul style="list-style-type: none"> • To strengthen the ties of the two schools, and broaden students' horizons and deepen their understanding of the relationship between the Mainland and Hong Kong 	<ul style="list-style-type: none"> • Teachers of the two schools will observe and reflect on the participation and performance of the students 	
Total:				\$150000

**Plan on the Use of the Promotion of Reading Grant
2018-2019 School Year**

Major Objectives for Promotion of Reading:

- Support curriculum (L & T) and encourage students to engage in e-reading by purchasing theme-based e-books.
- Replace the worn Extensive Reading Scheme (ERS) books and enrich the ERS collection in junior forms.
- Create a reading atmosphere and foster a reading culture on campus.

	Item	Estimated Expenses (\$)
1.	Purchase of Books - E-Books (Gale Virtual Reference Library) - Printed Books (Books for ERS)	\$38000- \$20000-
2.	Reading Activities - Purchase of gifts and reading promotion materials a) Five Reading Clubs (4 gatherings for each club, around 10 students each) b) Reading Café (2 gatherings, around 15-20 students each) c) Game Booths for the Celebration of 4.23 World Book Day (whole school)	\$500- \$500- \$1000-
	Total	\$60,000