



# **Carmel Secondary School**

## **Annual School Report**

**2017-2018**

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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 Concerns

Gear Up  
Go the Extra Mile

## B. Our Learning and Teaching

### 1. Introduction

2017-2018 was the third year of our School Development Cycle that features ‘**Gear Up. Go the Extra Mile**’ as our developmental highlights. Close collaboration between the Academic Affairs Committee (AA) and departments of various KLAs aimed to achieve the following:

- a. To develop the trilingual capabilities of students;
- b. To facilitate acquisition of revision habits, work habits and time management skills;
- c. To enhance the library literacy of junior secondary students to enable them to effectively access information and acquire knowledge;
- d. To build connectedness between students and their parents through student-led conferences and among students themselves through student-directed academic activities;
- e. To promote professional development on gifted education;
- f. To expand teachers’ capabilities through school-based professional development initiatives and involvement in projects such as Seed and Project GIFT, and to revise the junior secondary curriculum.

This part will:

- a. highlight the significant academic initiatives in 2017-2018 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 Concerns – Gear Up. Go the Extra Mile

### 2.1 Gear Up - Enhancement of Students’ Trilingual Capabilities

Besides the weekly English Speaking Days, Putonghua Speaking Days were organized on two Wednesdays each month. Teachers as well as English and Putonghua Ambassadors wore badges and encouraged students to speak in English and Putonghua. Lunchtime English and Putonghua activities were also organized.

Questionnaires were administered to S2-S5 students and their parents to solicit their views, and some of the salient findings are reported below.

Percentage of Parents (around 600 respondents) agreeing/strongly agreeing with the statement:

<b>Compared to last year, ...</b>	S2	S3	S4	S5
1. my child has more confidence using <b>English</b> .	90.8%	79.3%	80.4%	75.5%
2. my child has more confidence using <b>Putonghua</b> .	83.0%	73.2%	65.7%	56.0%

Percentage of Students (around 600 respondents) agreeing/strongly agreeing with the statement:

<b>Compared to last year, ...</b>	S2	S3	S4	S5
1. I take more initiative in speaking in English in <b>English</b> lessons.	96.3%	78.0%	71.2%	88.9%
2. I take more initiative in speaking in English in <b>EMI</b> lessons.	96.3%	78.0%	68.3%	83.3%
3. I take more initiative in speaking in English on <b>English Speaking Days</b> .	79.6%	58.5%	40.4%	75%
4. I take more initiative in speaking in Putonghua in <b>Putonghua</b> lessons.	81.3%	55.1%		
5. I take more initiative in speaking in Putonghua on <b>Putonghua Speaking Days</b> .	64.5%	50%	31.1%	29.0%

Findings from the student questionnaires indicated that students across the forms spoke English more actively than the previous year in English lessons as well as EMI lessons, and the figures are particularly high in S2 and S5. S2 and S5 students also reported more actively speaking English on English Speaking Days, while the figures from S3 and S4 are less satisfactory. Parents of all forms, on the other hand, reported that their children have been more confident in using English than last year.

The findings also revealed an increase in the use of Putonghua in Putonghua lessons, but students reported being only fairly active in using Putonghua on Putonghua Speaking Days. Parents, though, noted an increase in their children's confidence in speaking Putonghua.

Teachers are of the view that Putonghua Speaking Days are worthwhile, and students are indeed able to speak better and better Putonghua. The Putonghua Speaking Days will continue to be held.

## 2.2 Gear Up - Acquisition of Revision & Work Habits, and Time Management Skills

Effective revision and work habits, as well as time management skills, are conducive to learning, and they continued to be emphasized. Student interviews as well as parent and student questionnaires revealed quite positive

results. Over 65% of the students reported drawing up study schedules, over 85% practising goal-setting, and over 90% taking notes for studies.

Among a sample of 112 students from S1-S4, which adopt student-led conferencing for school report card distribution, all set one or more goals in relation to revision habits, work habits or time management, and 71.4% were able to attain them.

Time management skills, especially the use of the priority matrix and making of schedules, were highly commended by students. However, as can be seen from the questionnaire findings below, even though students in general saw value in the time management strategies, not all of them applied them to their learning. In this regard, junior students made more frequent use of the priority matrix and procrastination management than senior students, who reported adopting other means to manage their time.

Percentage of Students (around 600 respondents) agreeing/strongly agreeing with the statement:

	S2	S3	S4	S5
1. I often use the Priority Matrix.	63.9%	50.4%	29.8%	24.1%
2. I think using the Priority Matrix effectively helps me set priorities.	79.4%	68.7%	51%	52.8%
3. I often practise procrastination management.	63.9%	56.8%	44.2%	24.1%
4. I think procrastination management helps me do homework more efficiently.	75%	72.9%	60.6%	50.5%

Percentage of Parents (around 600 respondents) agreeing/strongly agreeing with the statement:

<b>Compared to last year, ...</b>	S2	S3	S4	S5
1. my child has better time management.	74.1%	62.8%	71.2%	56%
2. my child has been more able to set priorities.	77.1%	71.4%	72%	70.8%

Parents commented that their children have been more able to manage their time and set priorities than last year. Still, the figures for junior students are higher than those of senior students. Similar observations were made by teachers and echoed in the APASO findings.

The more encouraging progress made at the junior secondary level has clearly shown that revision habits, work habits and time management have much more impact on junior students, who are more receptive and probably more easily shaped. Whether these junior students will continue to practise the skills

acquired when they enter senior forms will be looked into.

### 2.3 Gear Up – Development of Library Literacy in Junior Secondary Level

The Library Literacy Programme was extended to S3 in 2017-18, and it covered the following:

S1	<ul style="list-style-type: none"> <li>♦ Introduction of the CSS Library</li> <li>♦ Books Classifications Systems</li> <li>♦ Library Online Catalog Searching</li> </ul>
S2	<ul style="list-style-type: none"> <li>♦ Carmel Library Online Catalogue</li> <li>♦ Public Library Online Catalogue</li> <li>♦ Information Searching Skills</li> </ul>
S3	<ul style="list-style-type: none"> <li>♦ How to Select Books</li> <li>♦ Information Evaluation</li> <li>♦ Intellectual Property and Citation</li> </ul>

All S1-S3 students were overwhelmingly positive about the programme in their questionnaire response. Over 90% of them reported having gained a better understanding of the library system, having acquired skills for book search and being satisfied with the lessons.

### 2.4 Go the Extra Mile – Build Connectedness

#### 2.4.1 Student-led Conference (SLC)

The SLC was adopted in S1-S4 in 2017-18. Like in previous years, feedback collected through S1 parent and student questionnaires (See the table below for response to Questionnaire Item 10) affirmed that this mode of school report card distribution builds connectedness between students and their parents.

		<i>Please indicate to what extent you agree with the following:</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
S1	127 Parents	10. I cherish the chance to talk with my son/daughter.	72.80 %	27.20 %	0	0
	127 Students	10. I cherish the chance to talk with my parent(s).	40.2 %	57.4 %	1.6 %	0.8 %

Besides contributing to parent-child connectedness, the SLC motivates students to take responsibility for learning through setting goals, making action plans and reflecting on the attainment or otherwise of their goals. A great majority of S1 parents and students agreed that the students were able to set clear goals (89.6% of parents; 96.7%

of students), draw up concrete action plans (81.6% of parents; 87.7% of students) and work seriously to attain goals (84.8% of parents; 89/4% of students).

The SLC will be extended to S5 in 2018-19 and its focus will be on preparation for the HKDSE and further studies. The Academic Affairs Committee will work closely with the Career and Life Planning Committee in its implementation.

#### 2.4.2 Student-directed Academic Activities

The student-directed academic activities were held by subject leaders of the Chinese, Mathematics, History and Liberal Studies Departments. The students received leadership training and put their learning into practice through planning and organizing lunchtime activities for their schoolmates, with minimal assistance from teachers.

Teachers agreed that it is worth providing such an opportunity for students to learn collaborative and leadership skills. They also noted that the subject leaders can be further empowered to explore a greater variety of means to publicize their activities.

The student-directed academic activities will become a routine practice from 2018-19.

### 2.5 Gear Up. Go the Extra Mile – Expanding Teacher Capabilities and Revising Junior Secondary Curriculum

#### 2.5.1 External Support Service

##### 2.5.1.1 Project GIFT

Our school has been selected as one of the two key schools in the secondary sector in The Chinese University of Hong Kong's Giftedness into Flourishing Talents Project (Project GIFT). This two-year project aims to promote school-based talent development and gifted education, so as to bring out the best in every student and enhance the strengths and capabilities of all students. Professional support at both school-wide and departmental levels was provided.

At the school-wide level, the Project GIFT team administered a questionnaire on our teachers' perception and understanding of, as well as concerns about gifted education. The teacher questionnaire findings showed that our teachers were positive to gifted education, agreed on the importance of understanding the characteristics and needs of gifted learners, and thought it is every teacher's responsibility to support gifted learners with emotional and behavioural issues. The Project Team then conducted a professional development session on a staff development day to familiarize all teachers with the conceptual understanding and policies of gifted education, and implementation models and strategies.

At the departmental level, the Project Team worked very closely with the Mathematics Department in the design of lessons in S2 to enhance the development of high-order thinking, creativity and personal-social competence of students. The S2 Mathematics teachers then conducted lesson study that followed the Planning-Implementation-Evaluation cycle. Such school-university collaboration sharpened the teachers' Mathematical thinking and equipped them with strategies to address learner diversity. The teachers involved in the lesson study also shared their positive experience with members of the Mathematics Department and all other teachers.

Teachers involved were also able to have professional exchange with schools on the project and attend seminars conducted by gifted education experts from outside Hong Kong. The Principal and Director of Academic Affairs (Curriculum and Gifted Education) participated in a conference organized by the International Research Association for Talent Development and Excellence (IRATDE) in Taiwan in April 2018 and observed lessons in secondary schools. Our school also hosted a professional sharing session entitled "Practice of School-Based Gifted Education at the Class Level" in June 2018 for fellow schools in the city. In the sharing session, our staff development framework and principles were introduced, and the Mathematics, Science and Chinese History Departments shared how gifted education elements were integrated into their lessons. The Mathematics Department Head and Assistant Department Head presented their lesson study findings on catering for the learning needs of the gifted through pull-out programmes in the Project GIFT Annual Sharing & Students Talent Show in June. They also presented on their S2 lesson study on Pythagoras Theorem in the 15<sup>th</sup> Asia-Pacific Conference on Giftedness (APCG 2018) in Bangkok in August. In short, involvement in the Project GIFT has proven to be a truly worthwhile experience.

In 2018-19, our school will collaborate still more closely with the Project GIFT team and both our Head and Assistant Head of the Mathematics Department will support other network schools in their development of gifted education.

#### 2.5.1.2 Seed Project – Critical Reading and Writing Project (CRAW)

CRAW, with its focus on critical literacy, was completed in 2017-18 and implemented in the English lessons of all junior forms. With the help of professionals from EDB's NET Section, a unit of work on advertising was designed for S3. Students were taught various reading strategies to decode the manipulative language use in different texts. One feature of this unit was image literacy, through which viewers identify manipulative elements and techniques so as to decode the untold messages. In S1 and S2, the materials designed in the previous year were refined.

Focus group student interviews were conducted at the end of the project. Students reported that they had a clearer understanding of the way they had been manipulated when reading different texts and were more aware of the language use. They all agreed that the skills obtained in these 3 years helped them become better critical readers.

## 2.5.2 School-based Professional Development

### 2.5.2.1 Interactive Use of IT & Sharing of IT Knowledge

Interactive use of IT continued to be the focus of collaborative planning and teaching in 2017-18. Teachers' readiness for and confidence in IT increased, and they reported more frequent use of Apps such as Nearpod, Kahoot, Padlet, Plickers and so on in lessons. Introduction to various IT tools and new features in iPad in staff meetings also kept teachers up-to-date.

In response to the concern over the length of courses in the Carmel Academy, a simple platform for knowledge sharing of short pieces was established (<https://bits.carmelss.edu.hk/>) and updates were sent to teachers through group email. A total of 5 short articles were published, covering use of online services such as Google Drive and Apps like Plickers. 35 page views were received by these articles on average. Such sharing of IT knowledge and practices through the Carmel Bits platform will continue in the new academic year.

### 2.5.2.2 Department Heads' Meetings

'Train the Trainer' is the approach embedded in the professional development initiatives in Department Heads' Meetings. Through open dialogue and experience sharing, department heads align visions and understanding and help train one another. Being empowered, they in turn bring valuable practices to their own departments and provide training to their own members.

Several issues were examined in the Department Heads Meetings, and they included assignment policies and project-based learning. Department heads also familiarized themselves with the newly published Secondary Education Curriculum Guide to help the school identify directions and set priorities for further development.

## 2.5.3 Professional Exchange

There were precious opportunities of professional exchange in 2017-18. Three officials from Brunei's Ministry of Education, accompanied by an officer from EDB, visited the school in November 2017. They were introduced to our school self-evaluation framework and we in return had a better understanding of the education in their country.

Ten visitors from Baptist Wing Lung Secondary School, namely the Principal and academic heads, visited us for sharing of learning and teaching initiatives in January 2018. Our Liberal Studies Department and Director of Academic Affairs (Curriculum and Gifted Education) also joined a professional sharing session held by the Liberal Studies Department in Munsang College in April 2018. The focuses of the sharing were catering for learner diversity, assessment and IES. Some teachers from the Technology, Science, Mathematics and Arts Education KLAs and the STEAM team of True Light Middle School in Hong Kong visited each other in June 2018.

The Principal and two teachers were invited by EDB's CDI English Section to introduce our junior nonfiction reading programme in a World Book Day event in April 2018. The topic was: Developing Junior Secondary Students' Metacognitive Skills and the Ability to Read across the Curriculum through the Use of English Nonfiction Texts. The presentation received very positive feedback.

#### 2.5.4 Revision of Junior Secondary Curriculum

Revision of the junior secondary curriculum continued. Each subject teacher was involved in the refinement/design of one unit of work that encompassed the interactive use of IT and differentiation strategies. The tryouts were evaluated and shared in departmental meetings.

There was a sharing session for all STEM teachers and another for all PSHE teachers to present their unit of work during the final examination period in June 2018. The Chinese, Chinese History, History, Mathematics and Science Departments each introduced a unit of work they refined/designed on the Staff Development Day in July 2018. Teachers found such sharing insightful and motivating. 85.7% of the 63 members of staff who responded to our questionnaire strongly agreed or agreed that the lesson study sharing session was helpful to their professional development.

#### 2.5.5 Study on Assignments

Assignments serve the essential purposes of checking understanding, consolidating and extending knowledge, and facilitating preview and revision; however, what types and what quantity of assignments are optimal and effective has always been a contentious issue.

Members of the Academic Affairs Committee and Academic Administration and Support Group decided to conduct a small study on assignments in 2017-18. A total of 15 students randomly chosen from all 6 forms were invited to keep records of the amount of time they spent completing each assignment. Student

interviews were conducted to collect their views on the purpose, value and quantity of assignments.

Both the assignment records and student interview data revealed that the assignment load was about right in general, and most students found the assignments meaningful. What still needs to be worked on would be time management and the balance between revision and assignments.

### 3. Academic Support Measures

#### 3.1 Reading Programmes

##### 3.1.1 Junior Nonfiction Reading Programme

This reading programme continued to play a pivotal role in the promotion of reading across the curriculum. Its wide range of books and response tasks caters for multiple intelligences and learning styles, and elements of self-directed learning are manifested in the deliberate development of metacognitive habits of mind such as goal-setting, evaluation and reflection. Students from all junior forms responded positively to the programme in the end-of-year questionnaire and overwhelmingly agreed that the programme has enhanced their reading ability and broadened their knowledge. The checkout record of books was 1117 for S1, 1050 for S2 and 715 for S3.

##### 3.1.2 School Library

A number of reading activities were held throughout the year by the school library, including an Inter-House Reading Competition (with 179 participants), 6 book exhibitions and book fairs, and S1-S3 short assemblies on the importance of reading and on anecdotes in Hong Kong. 185 students took part in the library's Exploring a New Horizon Reading Award Scheme and six teachers led a book club each. Their book choices were multifarious: martial arts novels, Confucius, local history, English literature, psychology and football. A reading café was co-organized with the Gardening Group, and 2 teachers and 13 students took part.

Like in previous years, there were 4.23 World Book Day celebrations. Activities included a bookmark design competition, a book exhibition, and two-day game booths co-organized with the English Ambassadors. About 150 students participated, and 100 bookmarks and 150 small gifts were given to students. 100 students borrowed about 307 books in four days between 23 April and 27 April 2018.

Book crossing was put on trial for the first time. 47 books out of a total of 68 books made available for book crossing were taken away.

The checkout record of library books in each form was as follows:

	<b>2017-18 (Sep-Aug)</b>
S1	2304 (including 1117 from S1 nonfiction reading)
S2	3832 (including 1050 from S2 nonfiction reading)
S3	1403 (including 715 from S3 nonfiction reading)
S4	587
S5	962
S6	1481
Total	10569

### 3.1.3 Book Sharing

There was promotion of reading by academic departments such as Chinese, English, and Economics and Business Education Departments. The Story-sharing Corner was organized 7 times over the year and a headcount of 519 S1 and S2 students took part. Among them, 56 students participated four times or above.

### 3.2 English, Chinese, Mathematics and Science Enrichment Classes

A theme-based approach was adopted in most junior enrichment classes for high ability students, with the Chinese Language classes on public speaking and writing, the English Language classes on translation, Battle of Books, debating and drama, and Science classes on training students to enter external competitions. Students' response was positive and they had good quality of work.

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

### 3.3 Gifted Education Programmes

The needs of gifted students continued to be addressed through gifted programmes. Nine S1 students were on the web-learning courses of EDB's Gifted Education Section, 62 junior and senior students were members of the HKAGE and 12 students from S2-S5 were on HKUST's Dual Program.

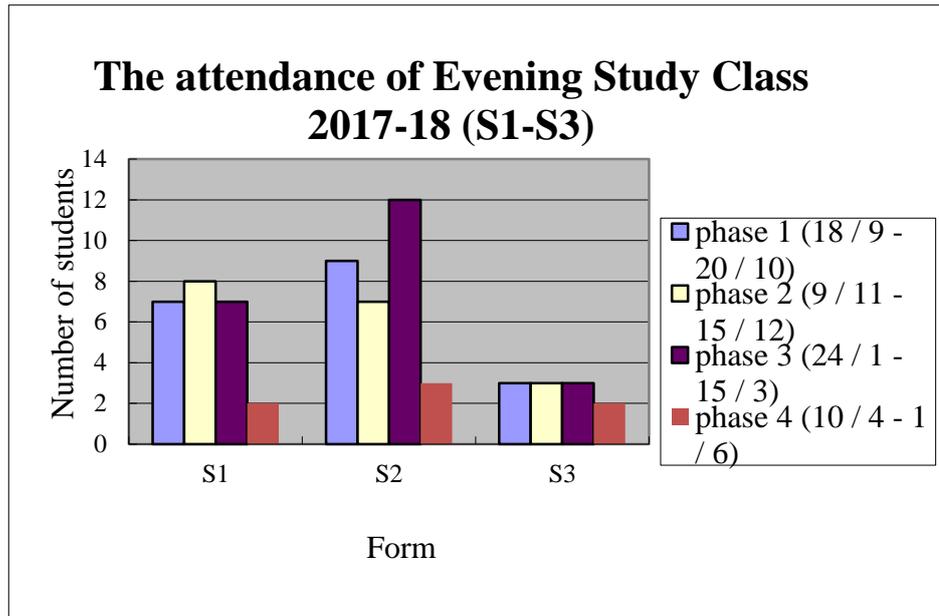
Examples of in-school pull-out programmes organized by academic departments are as follows:

Title of programme	Number of participants	Form	Duration in hours	Objective
English Debating Course	10	S4-S6	74	To train English debaters for inter-school English debating

				contests of different levels and formats
English Writing Course	29	S5	6	To equip students with more advanced writing skills and prepare students for various external writing competitions
Hong Kong Physics Olympiad Training Class	8	S4	10.5	To prepare students gifted in physics for the Hong Kong Physics Olympiad 2018 and provide rich, extended and accelerated training for students gifted in physics
Geography Olympiad Training Course	6	S4-S5	11	To consolidate students' geographical concepts and prepare students for the Geography Olympiad
Business Proposal Writing and Presentation Training Workshop	10	S4-S5	6	To enhance students' case analytical skills, presentation and business writing skills and to prepare for related competitions.
ICT05 Advanced algorithms and data structures	15	S4-S6	8	To provide top ICT students with additional classes on advanced ICT related problem solving, investigation and programming skills
Vocal elite training course	9	S4-S5	20.5	To enhance students' vocal skills and public performance skills and to prepare students for various music contests outside school throughout the year
中文寫作訓練班	19	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 Evening Study Class

A continuous drop in the number of attendees to the evening study class was noted in 2017-18. One key reason was that our renovated school library appealed to the students much. Considering that the school library is able to accommodate students not having a favourable environment for study or wishing to be more disciplined in their studies, which are the two main purposes of the evening study class, it has been decided not to organize the class any more from the new academic year.



### 3.5 Recognition of Academic Achievements

The number of students being awarded a Certificate of Academic Merit or Academic Excellence has steadily increased. 24.3% of 748 students obtained the Certificate of Academic Merit and 19.4% the Certificate of Academic Excellence (See the actual numbers in each form below). Students realize that they are recognized for meeting a designated academic standard and not by overtaking others, and hence negative competition is minimized. Another encouraging sign is that some students have begun 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)	32	25	25	28	40	32	182
No. of Awardees obtaining the Certificate of Academic Excellence (Gold)	34	34	22	22	15	18	145
Total	66	59	47	50	55	50	327

## 4. Looking Ahead

The academic year 2017-18 has been a fruitful and rewarding one. Our three-tiered professional development structure stretching across the school-wide level, KLA/department/committee level and teacher level has been firmly established. Lesson study has become an integral component of curricular development. The whole school approach to the incorporation of high order thinking, IT and differentiation strategies into learning and teaching has also made a positive impact on learning and teaching effectiveness.

The emphasis on note-taking, revision habits, work habits and time management skills, together with the adoption of student-led conferencing for school report card distribution, reinforces the metacognitive abilities of students in regulating and managing their own learning in terms of habits, skills and motivation. These are essential characteristics of self-directed learning and the school is ready to head towards this direction.

Our school's major concern for 2018-21 is 'Manage Learning, Manage Health and Manage Responsibilities'. Academically, our focus will be on assessment as learning (AaL), which is a major area of self-directed learning. We are to develop assessment-capable learners who can articulate what they are learning and why, how they are learning, and what their next learning steps are. These learners will, in short, manage their own learning.

## C. Support of Student Development

### 1. Introduction

2017-18 was the last year of the School Development Cycle, with the themes set as “**Gear Up. Go the Extra Mile.**”. To accomplish the mission, in the domain of **Gear Up**, the Student Development Committee (SD) has focused its work on (1) *Facilitate Effective Communication* and (2) *Be Strong and Healthy*, while (3) *Build connectedness* is the focus of **Go the Extra Mile**. This mission, or major concerns, stemmed from the following shared understanding:

- a. Students are to be equipped with knowledge, skills and attitudes, as well as values through educational experiences in school.
- b. Students are to be provided with opportunities for stimulation and learning experiences in and outside of the formal curriculum; those with high caliber and talents are given ample opportunities, in both academic and non-academic aspects, to develop their talents into strengths that enable them to succeed and excel in further studies and work.
- c. Students need to identify the purposes of what they are doing. Enhancement of career and life planning is to be done through promotion of self-understanding and reflective review of their strengths and weaknesses, promotion of achievements in a broader and healthier sense, time management and planning and actualizing goals and plans through practical and realistic strategies.

- d. Student support strategies that tailor to the development needs of students at critical stages are form-based, for instance, team-building and enhancement of positive peer relations in S.1 through the Growth Camp and S.2 through organization of voluntary services, school-based leadership coaching for S3-4 and career and life planning group advising for S5-6.
- e. Efforts also go to building a supportive atmosphere within the family and school community.

This report will:

- a. highlight the significant school-wide programmes and activities carried out in 2017-18 in support of the major concerns, **Gear Up. Go the Extra Mile;**
- b. review the effectiveness of the programmes and their impact on students, with reference to the on-going and end-of-year evaluation for all the programmes run by the different Student Development Committees;
- c. provide a brief outlook for our future development.

## 2. Major Concerns (2015-2018): **Gear Up. Go the Extra Mile.**

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

### 2.1 Gear Up – Facilitate Effective Communication

Objectives:

- Providing opportunities for students to brush up their communication skills to get them prepared to go the extra mile

The courses for S1 students to enhance their better self-understanding and confidence in communicating with others, organized by the Counseling and Guidance Committee (CGC), were proven fruitful as shown in the very positive overall ratings of the programmes. Current Affairs Forums held for S1 to S3 in respective short assemblies by the Civic Education Committee (CEC) could help boost students' confidence and provide a platform for them to extensively investigate current issues. The initiative of S4 My Class Time allowed students to learn to exchange opinions with their new buddies at the beginning of the adventurous NSS journey, promoting the bonding within class. The S6 Interview Skills Session run by the Career and Life Planning Committee (CLP) equipped students for university admission interviews. The Religious Affairs Committee (RAC) encouraged students to share the gospel on a regular basis, which was a new move and hopefully the practice would be still in place in the coming year, for living with a mission is a good way to nurture one's spiritual growth.

### 2.2 Gear Up – Be Strong and Healthy

Objectives:

- Creating a green campus
- Promoting healthy living among students

Living a green life is what our CEC has been promoting among Carmelians. ‘Green Day’ was held in both terms and a range of activities carrying the theme of ‘Reduce Waste’ were run, in collaboration with the Student Union and external organizations like Food Friend Action and Take Action Youth Biodiversity Conservation Leadership Training Scheme. The Low-carbon Ambassadors also helped drive home the green tips. Each class signed a pledge on going green at the beginning of the term. Their efforts did make an impact. A group of S2 girls got the champion in the 19<sup>th</sup> Consumer Culture Study Award. Their topic “一見桶情” was about the use of rubbish bins, and their report reflected on the wasteful lifestyle in the city. Hydroponics, introduced last year, showed a good progress. A group of students were so keen they started to try growing new crops. Some students also developed an interest in plant-growing and joined together to take care of the roof-top garden in the old wing.

One can hardly go the extra mile without a healthy body and mind, and sports can help much in this aspect. Our Extra-curricular Activities Committee (ECA), together with the PE Department, has put effort into urging students to work out. S1-5 students were encouraged to take part in the School Fitness Physical Award Scheme. Close to 25% of students were given certificates. Like in the previous school year, the S1 sports carnival and Sports-for-all Days were held. Members from the Sports Activities Committee joined the Innovation and Adventurous ‘Sports for all’ Programme and helped promote different sports like ‘kinball’ through the assembly time. Another group of students took part in the SOHK Athlete Leadership Training Course held in the summer holidays. Individual students went the extra mile, representing HK to take part in tournaments or training programmes (Latin Dance, Softball, Martial Arts, etc.) in Italy, France, Thailand and China. While teenagers being overweight is a concern in the city, Carmelians are in general quite healthy (students’ overweight ratio: HK 19.9%, Carmel 13.1%). Our school was also awarded the “至 FIT 校園金獎” and “至 FIT 校園推動獎” by the Department of Paediatrics and Adolescent Medicine, HKU. It is hoped that the spirit of living a healthy life would continue to permeate the school community.

### 2.3 Go the Extra Mile – Building Connectedness

Objectives:

- Nurturing and strengthening the bonding of students within class, between classes, with alumni, with our city, with our country and with God
- Enhancing students’ self-efficacy and empowering them to be bold in taking risks

Self-efficacy, with connectedness being a core element, plays a crucial role in students’ development. The Student Development Committee has endeavored to empower Carmelians by helping them to build connectedness with others in various aspects.

Orientation programmes like the Orientation Day in late August, lunch gathering in September, BBQ night and the Room Escape Night held in November helped our S1 students adapt to secondary school life and let teachers know their developmental needs. The S1 Growth Camp

held a few months later was tailored to their needs, and the post-camp survey findings were very encouraging. 85% of the students found the activities helpful and treasured the individual sharing with teachers. The series of programmes have helped in building students' connectedness with their classmates and teachers, which enhances their self-efficacy.

CGC's Little Angel Scheme offered training to 80 S2-S5 little angels to support their classmates. S4-5 angels wrote action plans to promote closer ties within class, which was a new drive in 2017-18. Both participants and class teachers indicated that the scheme contributed much to the growth of the angels themselves and the building of a caring atmosphere on campus. CGC's theme week "Life is a long journey" and Disciplinary and Moral Education Committee's (DMC) one that promoted respect and tolerance were complementary to each other. DMC also held a series of talks on cyber wellness to inculcate proper netiquette. The programmes sprang from the joint efforts of different parties including the school-based educational psychologist, the school social worker and external organizations.

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, CGC, CLP and Academic Department, and so forth 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, parental support is crucial. Our parent group has contributed much. Two parents of our SEN alumni hosted two gatherings with the themes on *SEN students' pursuit of tertiary education from the perspective of a parent and teacher* as well as *How SEN students live their life* respectively. Both talks were well-received. The year-end evaluation has proved 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.

CLP implemented the Career Exploration Programme S1-2 as usual, laying a good foundation for the junior students to set goals for their future pursuit. Over 70% of the students gained a deeper understanding of the relationship between their school life and their future career. About 90 S4 students enrolled on the Mentorship Programme titled '懷才抱器', which was a record high. Their writing on what they learnt from the alumni would be published soon.

To promote the connectedness between Carmelians and our city, community service was made the whole-year focus of CEC. Ample opportunities of volunteer work, such as flag selling, visits to the elderly, underprivileged and homeless were provided, thanks to the co-ordination of the school social worker. A group of S1 students took part in a program by Food Angel to learn about food waste. Some forty S2 students visited the senior citizens in a housing estate, after which they joined a competition to design devices to cater to their daily needs. Two of

the students were honored to be offered a one-day design workshop at the Polytechnic University. 40 S4 students took part in the homelessness and waste-picking simulation activities held by the Mission to New Arrivals Limited, through which they appreciated the needs and plight of the underprivileged. 275 students enrolled as CYC members and about 60 of them were awarded badges of different levels. An S4 student was given recognition as one of the outstanding representatives of HK and took part in an exchange program in Japan in August. Our Student Union even initiated a program to care for the feral cats in the city. The scouts, comprising about 100 students, served in both school functions and community activities (headcount: 277 & 188). To serve is to love. Carmelians put it into practice. The total number of hours in voluntary service involving different groups of Carmelians went way beyond 3000, which is truly heart-warming.

Apart from the regular activities on national education, the CEC and Academic Affairs Committee organized a 2-day cultural trip to Dongguan and Zhongshan for all S3 students to learn the history of the Opium War and Xinhai Revolution. Our Orchestra paid a visit to our sister school Xian No.1 Middle School during the Easter holidays and teachers and students from our sister school came to Hong Kong to join our post-exam activities in July. The meaningful and fruitful exchange enhanced mutual understanding. Carmelians went the extra mile beyond Mainland China. Our hand chimes team and choir as well as volley ball team had exchanges with their counterparts in Taipei and Macau respectively. The English debaters and ambassadors had a week-long immersion programme in New Zealand while the scouts and venture scouts got a subsidy of over \$200,000 from the government to run a 12-day exchange tour with the scouts in Switzerland. All these were enriching experiences broadening students' horizons.

The leadership programmes by ECA have nurtured and equipped Carmel leaders. The 3-day Summer Leadership Development Programme was successfully held in July. Around 40 S2-3 potential student leaders took part. The training day camp in December emphasized the public speaking skills and proper attitudes of leaders. Both teachers and students found the training series useful. Training of S1-2 class association committee members also reaped good results as most of the class associations functioned well and their class teachers were satisfied, seeing the growth of the committee members. The training provided to monitors and prefects was refined this year to get them further empowered. It is hoped that Carmelians can be well nurtured and prepared for more prominent roles under this leadership training framework.

To help students get connected with God and equipped with Christian values is our vision. The Carmel Christian Conference in September, School Prayer Day in January and daily Morning Devotion throughout the year were held by RAC. The attendance was steady. To cater to the needs of the busy senior form students, some gatherings of the senior fellowship were scheduled at lunch time. The new move was promising, as on average around 50 students from more than 15 classes joined in every time. More than 10 classes had their own class prayer meetings as well. With the commitment of a group of teachers and co-workers

from the Carmel Mt. Church, about 150 students met regularly with their ‘mentors’ in about 20 small groups. About 40 S2 & S3 students took part in the Edifying Camp and pledged to be committed Christians. The Week of Religion entitled ‘Reorganizing your private world’ was impressive, serving as good reminders to all students. The Gospel Week and gospel cafes have helped students clarify religious issues and receive Jesus as their personal saviours. In hindsight, RAC has done much to nurture Carmelians. Values and life education really matter in this world of confusing values, and we are determined to stand firm in this regard.

2017-18 is another year full of accomplishments. To name a few, our English Debating Team has excelled in a wide range of territory-wide debating contests of various formats. It was crowned the Grand Champion in the Hong Kong Secondary Schools Debating Competition, and the Overall Champion and Impromptu Speaking Champion in the WIDPSC Junior Public Speaking Championships 2018. The team members also shone and grabbed prizes in various public speaking contests. Both the Scout and Venture Scout Unit grabbed the gold awards in the Kowloon Region Outstanding Group Competition 2017. We were also the champions of the Kowloon Region Carlton Trophy Competition 2017 and Homantin District Scout Carlton 2018. Our Robotics Team got the Grand Champion Award in the First Lego League Robotics Tournament (FLL), 2<sup>nd</sup> Runner-up in the World Robot Olympiad (WRO) and the second place in the Asian Inter School Robotics Challenge, and it represented Hong Kong to take part in the international competitions in the States.

Our school survey indicated that a vast majority of students were much aware of the school’s goal and determination in nurturing their leadership ability and building their character with positive and proper values. An average of 85% of students said they actively joined extra-curricular activities to broaden their horizons. Close to 60% of them were involved in voluntary service. To wrap up, the major concerns (*Gear Up. Go the Extra Mile*) have been well implemented. Students have learnt to be active to get equipped for challenges and be bold enough to step out of their comfort zone and explore opportunities to further excel and grow mature. We are also proud to be given the Caring School Award (關愛校園) in the Career and Life Planning Domain in 2015-16, and recognized as ‘a caring school’ in promoting life education in 2016-17 as well as ‘a responsible and committed school’ (第一屆社會責任學校) by the end of July 2018. All the achievements just mentioned bring a perfect close to the 3-year cycle of 2015-18.

### 3. Looking Ahead

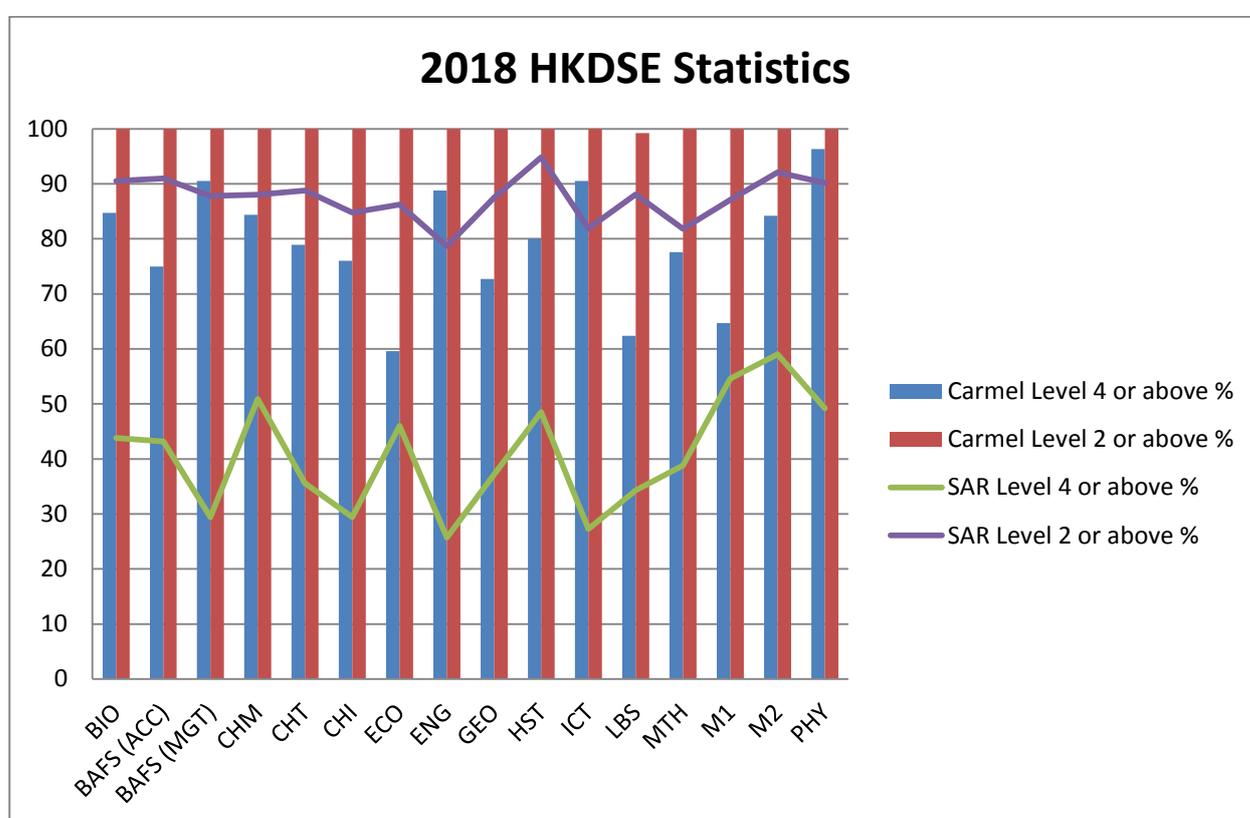
In response to the needs of students and challenges in the city, ‘Manage Learning, Manage Health and Manage Responsibilities’ will be the major concern of the coming 3-year cycle. Focus of work will be put on the following aspects.

- Different SD committees will collaborate to promote a healthy spiritual, mental and physical life among Carmelians.

- Effort will be put into nurturing students' global and responsible citizenship. To show our determination, we have 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'.
- Leadership will be continually promoted through not only school teams and organizations, but also class-based training in junior forms. Ample opportunities of voluntary work would be provided to enhance students' understanding of the city and their empathy towards the needy, which we believe is crucial to training them to be good leaders.

## 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 2017 - Scout Troop	Gold Award	79
Kowloon Region Outstanding Group 2017 - Venture Scout Unit	Gold Award	18
Kowloon Region Carlton Trophy Competition 2017	Champion	10

Homantin District Scout Carlton Trophy Competition 2018	Champion	10
Scout Progressive Training	Chief Scout's Award	1
FIRST Lego League Regional Tournament	Grand Champion Award	10
	Champion Award for Robot Performance	
World Robot Olympiad (Regular Junior Category)	Second Runner-up	2
Asian Inter School Robotics Challenge	Second Place Award	3
Inter-School Boys Volleyball Competition 2017-2018 Division One (HK Island & Kowloon)	4th Place in Boys Overall	50
	7th Place in Boys A Grade	
	1st Runner-up in Boys B Grade	
	4th Place in Boys C Grade	
Inter-School Girls Volleyball Competition 2017-2018 Division One (HK Island & Kowloon)	7th Place in Girls Overall	42
	6th Place in Girls A Grade	
	5th Place in Girls B Grade	
	5th Place in Girls C Grade	
Inter-School Swimming Competition 2017-2018 Division Three (Kowloon)	4th Place in 50m Breaststroke	1
	7th Place in 100m Breaststroke	
Inter-School Athletics Competition 2017-2018 Division Three (Kowloon)	2nd Runner-up in Girls B Grade 100m	1
Inter-School Girls Table Tennis Competition Division Three (Kowloon)	1st Runner-up in Girls B Grade	3
觀塘區分齡田徑比賽 2017	1st Runner-up in Women's 400m (Youth Group E)	1
Hong Kong International Handbell Olympics 2018 - Advanced Handbell Competition Class	Gold Prize	21
Hong Kong International Handbell Olympics 2018 - Intermediate Handchime Competition Class	Bronze Prize	14
Joint School Music Competition 2018 - Junior Group Secondary School Choral	Silver Prize	64
超新聲歌唱大賽 2017	大合唱組亞軍	75
The 70th Hong Kong Schools Music Festival	3rd Place in Church Music (Age 14 or under)	64
Hong Kong Youth Music Interflows 2017 - Symphonic Orchestra Contest (Secondary School Class A)	Silver Award	31
Hong Kong Youth Music Interflows 2017 - String Orchestra Contest (Secondary School	Bronze Award	22

Class A)		
Joint School Music Competition	Bronze Award in Intermediate Vocal Solo	11
	Silver Award in Intermediate Vocal Solo	1
	Gold Award in Intermediate Vocal Solo	5
	Gold Award in Senior Vocal Solo	2
The 70th Hong Kong Schools Music Festival	Certificate of Merit in Advanced Erhu Solo	1
	Certificate of Merit in Junior Flute Solo	1
	Certificate of Merit in Intermediate Piano Duet	1
	Certificate of Proficiency in Graded Piano Solo (Grade 3)	1
	Certificate of Proficiency in Graded Piano Solo (Grade 4)	1
	Certificate of Proficiency in Graded Piano Solo (Grade 5)	1
	Certificate of Proficiency in Graded Piano Solo (Grade 6)	1
	Certificate of Proficiency in Graded Piano Solo (Grade 7)	1
	Certificate of Proficiency in Graded Piano Solo (Grade 8)	1
	Certificate of Proficiency in Intermediate Yangqin Solo	1
	Certificate of Proficiency in Senior Cello Solo	1
	Certificate of Proficiency in Senior Zhongruan Solo	1
The 69th Hong Kong Schools Speech Festival	First Prize	1
	Second Prize	1
	Certificate of Merit	23
	Certificate of Proficiency	1
第六十九屆香港校際朗誦節	亞軍 - 二人朗誦	2
	優良 - 二人朗誦	6

	良好 - 二人朗誦	2
	亞軍 - 散文獨誦(普)	1
	季軍 - 散文獨誦(粵)	1
	優良 - 散文獨誦	1
	亞軍 - 歌詞朗誦	1
	季軍 - 詩詞獨誦	1
	優良 - 詩詞獨誦	2
	良好 - 詩詞獨誦	1
Applied Learning Scholarship	Awardee	1
Harvard Book Prize	Awardee	3
Murjani Scholarship under Education Scholarships Fund	Awardee	1
Ng Teng Fong Scholarships 2017	Awardee	1
Sir Edward Youde Memorial Prizes 2017/2018	Awardee	2
Youth Arch Student Improvement Award	Awardee	13
第三屆全港青少年進步獎	得獎者	1
2017 全港新來港學童獎勵計劃	得獎者	1
HKICPA/HKABE Joint Scholarships for BAFS 2017/18	Awardee	2
Kowloon City District Outstanding Student Awards	Awardee	1
Community Youth Club	Kowloon City District Outstanding Member	1
The 35th Hong Kong Mathematics Olympiad	The Third-Class Honour in the Heat Event	1
The 20th Hong Kong Youth Mathematical High Achievers Selection Contest	First Prize	1
	Second Prize	1
	Third Prize	1
Hong Kong Olympiad in Informatics 2017/18	Bronze Medal	1

Hong Kong Biology Literacy Award 2017/2018	Certificate of First Class Honours	1
	Certificate of Second Class Honors	8
	Certificate of Third Class Honors	6
	Certificate of Merit	7
	Certificate of Active Participation	32
Junior Public Speaking Competition 2018	Overall Champion	1
	Champion in Impromptu Speaking	
	Champion in Persuasive Speaking	
The Speaker' English Public Speaking Contest	Certificate of Credit	1
Hong Kong Secondary Schools English Debating Competition 2017-2018	Grand Champion	8
	Best Debater in Grand Final	1
語文菁英計劃 2017/2018	菁英銅獎	1
True Light Girls' Invitational Mathematics Contest 2017	Certificate of Merit	1
International Competitions and Assessments for School 2018	High Distinction in English Language	1
	High Distinction in English Writing	1
	Distinction in English Language	13
	Distinction in English Writing	3
	Merit in English Language	2
	Merit in English Writing	5
	Credit in English Language	12
	Credit in English Writing	12
	Participant in English Language	2
	Participation in English Writing	9
	Distinction in Science	2
	Merit in Science	2
	Credit in Science	4
Participant in Science	5	
2017-2018 中國中學生作文大賽(香港賽區)	優異獎	6
創作獎勵計劃 2016/17	主題寫作季軍	1
	最受歡迎作品	2
HKCC Business Excellence Contest 2017/18	Certificate of Participant	12
	Bronze Prize	3
HKICPA Accounting & Business	Certificate of Proficiency	5

Management Case Competition 17-18		
HKICPA/HKABE Mock Examination	Top Student Award	1
"The Next Influencers" Digital Marketing Competition 2017-2018	Excellent Work Award	4
The 19th Consumer Culture Study Award	冠軍(初級組)	4
	優異選題獎	
第二屆全港中學生珠寶設計比賽	入圍獎及推廣作品	1
Exhibition of Student Visual Arts Work 2017/18	Silver Prize	1
閱讀獎勵計劃 2017	優秀表現獎	2
第十一屆中學生中國象棋隊制賽	第四名	4

## E. Financial Summary 2017-2018

	Incomes(\$)	Expenditures
1. Government Subsidy		
Expanded Operating Expenses Block Grant (EOEBG)		
(A) Basic Baseline/per Class IMC Grant	\$1,872,815.86	\$1,894,322.48
(B) School Specific Grants		
Administration Grant	\$3,634,128.00	\$3,974,155.00
Capacity Enhancement Grant	\$599,381.00	\$247,321.60
Composite Information Technology Grant	\$397,670.00	\$450,548.51
Noise Abatement Measures Recurrent Subsidy	\$507,350.00	\$460,715.14
Sub-Total:	\$5,138,529.00	\$5,132,740.25
Total:	\$7,011,344.86	\$7,027,062.73
2. School Subscription A/C		
Tong Fai (including hiring charges received this yr.)	\$108,170.00	\$141,969.91
Approved Items: Air Conditioning System Fund	\$100,902.00	\$178,293.30
Sub-Total:	\$209,072.00	\$320,263.21
<b>School Surplus(Deficit) of the year</b>		<b>(\$111,191.20)</b>

#This balance has not yet been audited.

## Report on the Use of Strengthening School Administration Management Grant

### A. Evaluation

Area	Item	Evaluation
School premises management	<p><b>Upgrade Campus CCTV system</b></p> <ol style="list-style-type: none"> <li>1. Additional 2 HD cameras at entrance main gate</li> <li>2. Floor level cameras upgraded to HD cameras (OW: 3/F, 4/F, 5/F, and roof; NW: 2/F, 3/F, 4/F) = 14 cameras</li> </ol>	There is increased surveillance of our school campus, and the system is regularly inspected for optimal effectiveness.
School premises management	Installation of <b>video intercom</b> between outside of main gate and security counter with <b>electro-magnetic door lock</b>	There is enhanced security, and related administrative workload is reduced. The equipment is in good working condition.
Student support administrative work	<b>Thermo Shot System</b>	Considerable time is saved for routine checking of students' body temperature and hence related administrative workload is reduced. The system is in good working order and is regularly inspected for optimal effectiveness,
Information management & communications	<p><b>Electronic Attendance Taking &amp; Recording</b></p> <p>The school will employ part-time programmers to implement a system to handle attendance taking and sick leave application for students. The system should:</p> <ul style="list-style-type: none"> <li>● seamlessly work with the Octopus card system so that students and staff can indicate their presence by tapping their card at the school entrance</li> <li>● allow teachers to view and modify the attendance status (e.g. sick leave application, tapping time stamp etc) on their mobile phone (both iOS and Android based phones)</li> </ul>	The electronic platform has been completed and will be piloted. The handling of attendance taking and sick leave applications from students will be streamlined and related administrative workload reduced.

	<ul style="list-style-type: none"> <li>● allow the clerical staff to record the sick leave applications from students with tablet app or web based app</li> <li>● allow the clerical staff to handle and export the student attendance data to WebSAMS</li> </ul>	
Information management & communications	<p><b>e-Booking V.3</b></p> <p>The school will employ part-time programmers to rewrite the current eBooking system to incorporate new features into it including:</p> <ul style="list-style-type: none"> <li>● Integrated SSO using SAML / Google Sign-in</li> <li>● Integrate a workflow system into the booking process which enables the system to handle the request automatically based on specified rules and conditions such as approval of booking by individual person-in-charge.</li> <li>● Allows different booking slots based on type of resources (rooms, equipment) and time</li> </ul>	The electronic platform has been completed and will be piloted. The booking and management of rooms and resources will be streamlined and related administrative workload reduced.
School premises management	<p>One <b>mosquito attractor</b> (initial equipment cost with total 3 years running cost included)</p> <p>An additional <b>mosquito catcher</b> has been purchased.</p>	With mosquito control stepped up, the health hazard to students has been reduced.
School premises management	<p><b>Vacuum sweepers</b></p>	The sweepers were bought using the surplus money, and they have helped reduce the workload of janitors.