



Carmel Secondary School

School Development Plan

2018-2022

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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. Provide quality education: Realise the potential of all students so that they can think independently, cope with changes and possess sound knowledge and skills.
 2. Nurture the whole person: Bring students to know God with Biblical truths and personal testimonies, nurture their character in an all round manner so that they may grow up healthy in body, mind and spirit.
 3. Inculcate moral beliefs: Through civic education, instil in students wholesome moral beliefs, self-discipline and help them become virtuous persons.
 4. Enhance learning capacity: With lively teaching methods, guide students to play an active role in their learning and become self-directed learners so that they will strive to the best of their abilities in every respect.
 5. Develop language skills: Develop student's reading, writing, listening and speaking skills so that they possess a good command of written Chinese and English and speak fluent Cantonese, Putonghua and English.
 6. Foster inter-personal relationships: Develop students' sense of community so that they can interact sincerely with others, and help, accept and appreciate each other.
 7. Organise extra-curricular activities: Discover student potentials in sports, music, art and social interactions, and provide opportunities for their growth and development.
 8. Participate in community affairs: Broaden students' horizons so that they understand and care for their country and community, contribute themselves to society and lead fulfilling lives.
 9. Stimulate creative powers: Foster students' creativity and help them see things from a variety of perspectives, thus inspiring and encouraging them to attempt new things.
 10. Build up resilience: Guide students to face adversities with courage and perseverance, so that they do not give up easily and have the resilience to overcome challenges in life.
- * The School Development Plan has been extended by one year to 2022, as a result of the COVID-19 pandemic.

School Motto

Self-discipline through the understanding of the Word

Service to Mankind through faithfulness to the Lord

Core Values of Education

1. Student Focus

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

2. Character Building

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

3. Talent Grooming

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

4. Calculated Risk-Taking

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

5. Responsiveness to Local and Global Changes

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

Holistic Review: Effectiveness of the previous School Development Plan (2015-18)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>1. Gear Up</p> <ul style="list-style-type: none"> ● Facilitate effective Communication ● Be Strong and Healthy ● Develop revision & work habits, and time management skills ● Enhance library literacy of junior secondary students 	<p>Mostly Achieved</p>	<p>Incorporated as routine work</p>	<p>The use of metacognitive learning strategies has taken root and is a solid foundation for the development towards self-directed learning, elements of which will feature in the next SDP. Healthy living will continue to be a focus.</p>
<p>2. Go the Extra Mile</p> <ul style="list-style-type: none"> ● Build Connectedness ● Revise Junior Secondary Curriculum 	<p>Mostly Achieved</p>	<p>Incorporated as routine work</p>	<p>Lesson study as a means for curricular development will continue in the next SDP and be adopted at both junior and senior levels.</p>

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
School Management	<ul style="list-style-type: none"> ● The IMC is supportive, with extensive membership to take care of the interests of all the stakeholders. ● The Planning-Implementation-Evaluation cycle is embedded into daily practice. School self-evaluation tools are used well and proper use of data is made to guide evaluation and refinement of work. The PIE process is data-informed and evidence-based at all levels, tapping into qualitative data such as focus interviews with stakeholders and quantitative data such as APASO, SHS, and internal and external assessment data and the like. ● School major concerns are formulated through extensive participation of the teaching staff on the basis of their collective reflection on the school's strengths and weaknesses and the effectiveness of the previous plan. ● The implementation of major focuses of development is monitored through various mechanisms including meeting, sharing and reporting. ● The school management undertakes succession planning through providing middle managers and other teachers with training and opportunities to take up functional duties to broaden their career perspectives, and attempt shouldering duties of higher responsibilities. 	<ul style="list-style-type: none"> ● A shared understanding of the mission of future school development among all staff has begun to take shape, and can be further enhanced.
Professional Leadership	<ul style="list-style-type: none"> ● The IMC steers the missions of school development and at the same time grants the school leading panel a high degree of trust and professional autonomy. ● Mutual trust and openness permeate to different levels of school management. ● The principal, vice-principal and middle managers are able to keep abreast of the latest trends in education. They have attained high qualifications in their related fields and quite a number of them undertake various public duties. ● Staff development follows the guiding principle of 'Train the Trainer – Empowerment and Succession'. It is conducted at three levels - the school-wide level, KLAS/departments/committees level, and teacher level, with department heads and functional heads assuming an essential role in staff training. Staff development events are relevant to the 	<ul style="list-style-type: none"> ● While the school's professional development framework has been established, more structure is needed in enabling teachers to map out their short-term and long-term personalized professional development goals.

Curriculum and Assessment	<p>major concerns and professional development needs in school.</p> <ul style="list-style-type: none"> ● The school curriculum is broad and well-balanced, providing adequate opportunities for students' all-round development built upon Christian faith. Senior students' interests and talents can also be cultivated through Applied Learning and Network Programme. ● A diverse range of subject-based and cross-departmental academic activities are organized and a variety of tailored physical and aesthetic activities are offered in the Other Learning Experience lessons, to ensure an all-round development of students. ● Cross-subject curriculum planning and cross-curricular professional sharing of curriculum and pedagogy among teachers/department heads of various KLAs facilitate communication and reflection. ● Reading across the curriculum, IT literacy, and library literacy are strengthened in the refined junior school curriculum, and the emphasis on learning and metacognitive strategies, as well as linguistic development, equip students with necessary skills and abilities for effective learning. ● Different modes of assessment, namely teacher assessment, peer assessment and self-assessment are employed to measure students' performance in different aspects of learning and formative feedback is provided. The use of breakdown strategies is a means to cater for learner diversity in assessment and the adoption of 'easy to pass and difficult to get high marks' serves to motivate less competent students and challenge stronger students. Test and exam papers and student performance in assessments are evaluated to inform curriculum planning and implementation. ● Learner diversity is addressed through curriculum planning and homework and assessment policy. Diversity, choices and connectedness between subject knowledge and daily life experience are taken note of in assignment design. ● There is frequent professional exchange with educators in Hong Kong and abroad. External institutions are invited to provide teachers with professional training or to be involved in collaborative curricular initiatives. Teachers also grasp opportunities to take part in education events both locally and overseas. 	<ul style="list-style-type: none"> ● Though good progress has been made in catering for learner diversity and in students' use of metacognitive strategies, these two excessively huge areas take an extended period of time to develop. They will continue to be focused on in the new SPD. ● With a heightened awareness of and deliberate practice of learning and metacognitive strategies, Carmel students can be groomed to become assessment-capable visible learners who are able to plan, monitor and assess their own learning.
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<p>Student Learning and Teaching</p>	<ul style="list-style-type: none"> ● Students are serious in learning and display sustained motivation during lessons. They actively participate in learning activities. They value the opportunity to learn and are achievement-oriented. Quite a number of them are able to utilize feedback to improve their learning. ● Teachers in Carmel are respectable professionals. They set clear objectives and targets, and demonstrate good communication and presentation skills. They are able to master a rich repertoire of strategies to meet specific learning goals and to suit the learning styles, abilities, interests and needs of students. ● Teachers are willing to spend time and offer expertise to help students achieve in learning activities. For classroom management, most teachers maintain consistent and good discipline. 	<ul style="list-style-type: none"> ● Given their serious learning attitude and high caliber, learning and teaching strategies that enable the students to take a still more active role in the learning process and contribute still more to the co-construction of knowledge can be devised.
<p>Student Support</p>	<ul style="list-style-type: none"> ● Systemic and structured integration of discipline, guidance, moral and values education, civic education and volunteering, religious affairs, extra-curricular activities and career and life planning enhances communication and collaborative effort among various teams of student development, each with specific yet complementary scope of work. ● We believe in “life-to-life” impact; we have a devoted team of teaching and non-teaching staff, with nearly everyone being a class teacher. In fact, class teachers’ commitment to taking care of their students is the indispensable first line of defence and the driving force of all kinds of developmental effort. ● Constant effort is put into engaging students in life-wide learning activities to foster their all-round development. Students from both senior and junior levels are given opportunities to hone their leadership skills. The Stars in Carmel scheme is designed to enhance students’ self-initiative. ● The school identifies students with diverse learning needs at an early stage and caters for their diversity, hence creating a culture of integration. Close contact is maintained with parents so as to build a home-school support network. ● Whole-school life education programs on self-understanding, career aspirations, sex education, ethics and moral values, and community and global outlook are designed by the school social worker, Counselling Committee, Career and Life Planning Committee, Disciplinary and Moral Education Committee and Civic Education Committee, and are carried out in morning assemblies, 	<ul style="list-style-type: none"> ● The decrease in student number as well as staff manpower as a result of the Voluntary Optimization of Class Structure Scheme poses a challenge to leadership development and planning on Other Learning Experiences for ALL Carmelians. ● More strategies that motivate students to take action to live a physically, mentally and spiritually healthy life still need to be devised.

	<p>long assemblies, and Class Teacher Periods to help students adopt a healthy and positive attitude towards life and reach out to the world beyond the classroom.</p> <ul style="list-style-type: none"> ● Religious or spiritual education through various means provide invaluable opportunities for teachers to foster moral values founded on Christian faith. ● We have a unique school culture that stresses humanistic values and is built upon Christian faith, being remarkably harmonious and supportive to all members in school. 	
Partnership	<ul style="list-style-type: none"> ● The school has cultivated a welcoming atmosphere for parents and alumni. ● Members of PTA are active in school administration, especially in areas related to student affairs; the PTA trusts the school, and provides support in terms of scholarship, sponsorship and manpower to facilitate the development of the school and promotion of students' learning and welfare. ● The alumni furnish strong and solid support to the school by providing sponsorship, scholarships, serving as academic tutors and participating in mentorship schemes. ● The school has established a strong link with some organizations in the community and business corporations, and they have become our close working partners. 	
Attitude and Behaviour	<ul style="list-style-type: none"> ● Students have a strong sense of belonging to the school, which is a response towards teachers' care and the large variety of learning experience they enjoy in school life. They respect their teachers and are on good terms with one another. ● Students are keen to serve the school and the community. ● Students' attitude to learning is good. They have strong determination to strive for academic excellence. They also respect school rules and are able to distinguish right from wrong. 	<ul style="list-style-type: none"> ● There has been progress in students' self-management, but there is still room for further improvement.
Participation and Achievement	<ul style="list-style-type: none"> ● Our students' performance in all territory-wide assessments, including HKAT, TSA, and HKDSE is far better than that of the HKSAR. Percentages of students meeting the minimum requirements for JUPAs application over the last three years were significantly higher than those of the HKSAR. Almost all graduates continue to pursue tertiary education in local and overseas institutes, which include Oxford University, Imperial College London, and UC Berkeley. ● Students' outstanding achievements in territory-wide competitions and international competitions are illustrative of their multiple intelligences. 	

SWOT Analysis

A. Our Strengths

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

B. Our Weaknesses

1. A number of students lack family support and are deficient of social and cultural capital.
2. There has been progress in students' self- management, but there is still room for further improvement.

C. Our Opportunities

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

D. Our Threats

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

Major Concern for a Period of Three Years:

Manage Learning, Manage Health, and Manage Responsibilities.

School Development Plan (2018-22)

Major Concern: Manage Learning, Manage Health and Manage Responsibilities

Strategies	Targets	Major Events/Programs	Time Scale			
			18-19	19-20	20-21	21-22
A. Manage Learning						
1. Foster School-based Professional Development for Department Heads and Teachers	<ul style="list-style-type: none"> - To align visions and understanding among department heads in leading their departments - To expand teachers' capabilities in catering for learner diversity through the use of differentiation strategies, and the fostering of SDL through assessment as learning 	<ol style="list-style-type: none"> 1. Different differentiation strategies will be examined first in Department Heads' Meeting and then introduced to all teachers. Department heads will support their panelists in trying out appropriate differentiation strategies/models. 2. Elements of Assessment as Learning will be examined first in Department Heads' Meeting and then introduced to all teachers. Department heads will support their panelists in trying out appropriate subject based strategies. 3. Essential elements of Self-Directed Learning will be examined. 	✓	✓	✓	
			✓	✓	✓	✓
				✓	✓	✓
2. Conduct Lesson Study	<p>To revise the secondary curriculum for</p> <ul style="list-style-type: none"> - assessment as learning to foster self-directed learning (more emphasis) and - the use of differentiation strategies to cater for learner diversity (less emphasis) 	<p>Departmental collaborative planning & teaching:</p> <p>Each subject teacher is involved in the refinement/ design of one unit of work (curriculum, pedagogy and assignments) in the secondary curriculum that</p> <ol style="list-style-type: none"> a) assessment as learning to foster student directed learning, and b) differentiation strategies (e.g. gifted education Level 1B specialized subject/domain focused elements) to cater for learner diversity 	✓	✓	✓	✓
			✓	✓	✓	✓
			✓			

Strategies	Targets	Major Events/Programs	Time Scale			
			18-19	19-20	20-21	21-22
B. Manage Health						
Promote Health	- To enable students to lead a spiritually, physically and mentally healthy life	<ol style="list-style-type: none"> 1. Healthy Living Days (SD) 2. Morning Assemblies <ul style="list-style-type: none"> - A new mode of Monday morning assembly once a month (RAC) - Teachers and students doing simple exercise on Wednesday once a month (ECA) - Tips on mental health on Thursday (CGC) 3. Senior Christian Fellowship: fortnightly lunch gatherings (RAC) 4. Week of Religion – how to stay physically & mentally healthy (RAC) 5. Affective Education (CGC) 6. Small groups for S6 students on handling stress and emotion (CGC) 7. S4 Support group (CLP) 8. S6 Transition Talk (CLP) 9. Morning Run from 7:35 to 7:50 a.m. (ECA) 10. Physical Fitness Enhancement (ECA + PE) 	✓	✓	✓	✓
			✓	✓	✓	✓
			✓	✓	✓	✓
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Strategies	Targets	Major Events/Programs	Time Scale			
			18-19	19-20	20-21	21-22
C. Manage Responsibilities						
Nurture Responsible Citizenship	<ul style="list-style-type: none"> - To cultivate Carmelians' 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 	<ol style="list-style-type: none"> 1. Week of Religion - Heavenly people, Godly citizens (RAC) 2. Counselling Week – Be responsible to self and relations (CGC) 3. Youngsters-elders encounters (CGC) 4. Small groups for S5 on being responsible to self and relations (CGC) 5. VQ & community service (CEC) 6. Current Affairs Forum (CEC) 7. Promotion of a low-carbon lifestyle (CEC) 8. National Education (CEC) 9. Theme Week on Guangdong-Hong Kong-Macao Bay Area (CEC + CLP) 10. Career Exploration Programme S1-2 (CLP) 11. Organized trips to Career / Education Expo (CLP) 12. Gear Up (CLP) 13. Leadership Programmes (ECA) 14. A Character-building Journey for S1-3 students (DMC) 15. Moral Education Week – Values shape a city (DMC) 16. Etiquette Education (DMC) 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p></p> <p></p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p>	<p></p> <p></p> <p></p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>