



# **Carmel Secondary School**

## **School Development Plan**

**2022-2025**

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

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

# Carmel Secondary School

## School Development Plan 2022-2025

### Mission Statement

To provide whole-person, quality education based on Biblical truths to students in the moral, intellectual, physical, social, aesthetic and spiritual aspects of their lives so as to: enhance their academic aptitude; realise their potentials; bring them to know God and understand His Word; and build up their character and self-discipline; that they may grow up in faith, hope and love, hence establish themselves in society, care for their country and community, serve mankind, and glorify God.

### 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.

## **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, in our country 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 (2018-22)

\* The School Development Plan, originally laid down for three years from 2018-2021, was extended by one year to 2022, as a result of the COVID-19 pandemic.

Major Concern: Manage Learning, Manage Health and Manage Responsibilities	Extent of targets achieved	Follow-up action	Remarks
<p>Manage Learning</p> <ul style="list-style-type: none"> <li>• Foster School-based Professional Development for Department Heads and Teachers</li> <li>• Conduct Lesson Study</li> </ul>	<p>Mostly Achieved</p>	<p>Incorporated as routine work</p>	<p>The three-tiered school-based professional development structure has been firmly in place. The teacher reading club and new teacher induction course have been effectively implemented. Lesson study is also well established.</p> <p>The understanding of Assessment as Learning (AaL) has been deepened, but COVID and the sudden switches between face to face and online schooling have affected the experimentation of AaL in classroom learning and teaching to some extent. Being pertinent to self-directed learning, AaL will continue to feature in the 2022-25 SDP.</p>

<p>Manage Health</p> <ul style="list-style-type: none"> <li>Promote Healthy Living</li> </ul>	<p>Mostly Achieved</p>	<p>Incorporated as routine work</p>	<p>As a result of online as well as half-day schooling caused by COVID, a great number of planned events had to be modified and some of them, such as Healthy Living Days, could not be organized from the second year of the SDP.</p> <p>In hindsight, though, this aspect of major concern, with the purpose of enabling Carmelians to lead a spiritually, physically and mentally healthy life, has been timely chosen. It is during the pandemic that concern for health takes precedence over all others.</p>
<p>Manage Responsibilities</p> <ul style="list-style-type: none"> <li>Nurture Responsible Citizenship</li> </ul>	<p>Partially achieved</p>	<p>Incorporated as routine work</p>	<p>Planned events were kept as much as possible, with necessary adaptations, but some still had to be cancelled, in view of the pandemic. If not for COVID, our students could have had many more opportunities to take part in extra-curricular activities, take up responsibility and develop their leadership skills.</p>

## Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
School Management	<ul style="list-style-type: none"> <li>● There is extensive membership in the IMC to take care of the interests of all the stakeholders. School managers give full support and professional advice for the betterment of the school.</li> <li>● The Planning-Implementation-Evaluation cycle is embedded into daily practice. Data collected through school self-evaluation tools is used 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, internal and external assessment data and the like.</li> <li>● School major concerns are formulated through extensive participation of teaching and non-teaching staff on the basis of their collective reflection on the school's strengths and weaknesses and the effectiveness of the previous plan.</li> <li>● A whole-school approach is adopted concerning the major focuses of development. Implementation plans of academic departments/ KLAs and functional committees are devised in line with the school major concerns and monitored through various mechanisms at school-wide and KLA/department/committee levels.</li> <li>● Mutual trust and openness permeate to different levels of school management.</li> <li>● 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 shoulder duties of greater responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>● A shared understanding of the mission of future school development among all staff has been strengthened, and with new teachers joining the school and senior teachers retiring in the coming few years, this continues to require attention.</li> </ul>
Professional Leadership	<ul style="list-style-type: none"> <li>● 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.</li> <li>● The principal, vice-principals 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.</li> <li>● The synergy between the academic affairs and student development committees builds a strong</li> </ul>	<ul style="list-style-type: none"> <li>● While lesson study as a means of professional development has taken shape in academic departments, lesson visitation across</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
	<p>collaborative culture facilitating holistic development of students.</p> <ul style="list-style-type: none"> <li>● Staff development follows the guiding principle of ‘Train the Trainer – Empowerment and Succession’. It is conducted at three levels - the school-wide level, KLA/department/ committee level, and teacher level, with academic department heads and functional committee heads assuming an essential role in staff training. Staff development events are relevant to the major concerns and professional development needs in school.</li> <li>● The establishment of a teacher reading club, which interested teachers voluntarily join in, sparks interest in education-related reading resources and promotes informal professional sharing and exchange among staff of different disciplines.</li> <li>● A new teacher induction course, which has been in place since 2020-21, familiarizes new teachers with the school vision and mission, school organization and major developmental highlights.</li> </ul>	<p>departments can be strengthened for exchange of experience and enhancement of learning and teaching strategies.</p>
Curriculum and Assessment	<ul style="list-style-type: none"> <li>● 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 Programmes.</li> <li>● A diverse range of subject-based student-directed 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.</li> <li>● Cross-curricular professional sharing of curriculum and pedagogy among teachers/department heads of various KLAs facilitates communication and reflection.</li> <li>● Reading across the curriculum and library literacy in the 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.</li> <li>● Different modes of assessment, namely teacher assessment, peer assessment and self-assessment, are employed to measure students’ performance in different aspects of learning. Assessment of Learning, Assessment for Learning and Assessment as Learning are practised to suit assessment</li> </ul>	<ul style="list-style-type: none"> <li>● The current Class Teacher Periods in junior forms can be reviewed upon the completion of the first cycle of ‘Life and Values Education’ in S4 and S5. The ultimate aim is to develop a vertically coherent curriculum on life and values education across all forms.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
	<p>purposes. The use of breakdown strategies is a means to cater for learner diversity in assessment and the adoption of ‘easy to pass and difficult to get high marks’ serves to motivate less competent students and challenge stronger students. Test and exam papers and student performance in assessments are evaluated to inform curriculum planning and implementation.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● Optimization of the four senior secondary core subjects has made way for the creation of a new school-based subject named ‘Life and Values Education’ in S4 and S5. Through a modular approach, issues such as healthy living, sex education, media and information literacy and entrepreneurship can be covered.</li> </ul>	
Student Learning and Teaching	<ul style="list-style-type: none"> <li>● Students take learning seriously and display sustained motivation during lessons. They value the opportunity to learn. Quite a number of them utilize feedback to improve their learning.</li> <li>● 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.</li> <li>● 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.</li> <li>● Online lessons in the pandemic have enhanced the IT literacy of both students and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>● While some Carmelians have acquired the attitudes and skills to become assessment-capable visible learners who plan, monitor and assess their own learning, others are yet to develop these aptitudes.</li> <li>● Blended learning/ BYOD can be strategically</li> </ul>



PI Areas	Major Strengths	Areas for Improvement
		<p>implemented to capitalize on the IT literacy of students and teachers.</p>
<p>Student Support</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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 and to receive training that covers knowledge, attitudes and skills on team building, minutes taking, planning, coordinating and organizing class and school activities. The Stars in Carmel scheme is designed to enhance students’ self-initiative, and the number of students joining the Scheme has been on the rise.</li> <li>● 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.</li> <li>● 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 workers, student counsellor, Counselling and Guidance Committee, Career and Life Planning Committee, Disciplinary and Moral Education Committee and Civic Education Committee, and are carried out in morning assemblies, long assemblies, theme weeks and Class Teacher Periods to help</li> </ul>	<ul style="list-style-type: none"> <li>● The pandemic has resulted in the cancellation of quite a number of external activities or competitions, and students have not had any opportunities to go on overseas study tours since 2020. This has adversely affected students’ exposure. More needs to be done to widen their exposure to the world outside the school.</li> <li>● Students’ versatility in the current highly volatile external environment can still be enhanced.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
	<p>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"> <li>● Religious or spiritual education through various means provides invaluable opportunities for teachers to foster moral values founded on Christian faith.</li> <li>● 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.</li> </ul>	
Partnership	<ul style="list-style-type: none"> <li>● The school has cultivated a warm and welcoming atmosphere for parents and alumni.</li> <li>● The PTA has been established for over 20 years. Members of PTA trust the school, and provide support in terms of scholarship, sponsorship, parent education and manpower to facilitate the development of the school and promotion of students' learning and welfare. Some parents have become 'Honorary PTA Members' and actively take part in PTA activities even after their children have graduated.</li> <li>● The alumni furnish strong and solid support to the school by providing sponsorship, scholarships, serving as academic tutors and participating in mentorship schemes.</li> <li>● The school has established a strong link with some organizations in the community and business corporations, and they have become our close working partners.</li> <li>● Church of Mount Carmel, which was founded by our Founding Principal Rev. David Cheung, works collaboratively with the school in offering academic support to students, and in rendering assistance in school activities and Biblical Studies lessons.</li> <li>● The school has worked closely with tertiary institutions such as CUHK in Project Gift and Diversity at Schools Project and with EDB in the Critical Reading and Writing Project. The school will participate in the Quality School Improvement Project (CUHK)'s 傳承『動』起來計劃 in 2022-23.</li> </ul>	<ul style="list-style-type: none"> <li>● More links with external organizations can be built to provide chances for students to learn outside classrooms.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
Attitude and Behaviour	<ul style="list-style-type: none"> <li>● Students have a strong sense of belonging to the school, which is a response towards teachers' care and the large variety of learning experiences they enjoy in school life. They respect their teachers and are on good terms with one another.</li> <li>● Students are keen to serve the school and the community.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' growth mindset in the face of challenges, stress and adversity can still be enhanced.</li> <li>● There has been progress in students' self-management, but there is still room for improvement, particularly in the use of electronic gadgets.</li> </ul>
Participation and Achievement	<ul style="list-style-type: none"> <li>● 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 have been significantly higher than those of the HKSAR. Almost all graduates continue to pursue tertiary education in local and overseas institutes, which include Tsinghua University, Oxford University, Imperial College London and UC Berkeley.</li> <li>● Students' outstanding achievements in territory-wide competitions and international competitions are illustrative of their multiple intelligences.</li> </ul>	<ul style="list-style-type: none"> <li>● The cancellation of a great number of inter-school contests/ activities between 2019 and 2021 has made it difficult for teams to recruit new members, bringing about succession gaps. This has to be averted.</li> <li>● Diversified learning programmes can be provided to broaden students' breadth of knowledge.</li> </ul>

## **SWOT Analysis**

### **A. Our Strengths**

1. Under the professional leadership of the IMC, the school has a clear vision and mission. The School Managers place great trust in and fully support the school's provision of all-round education.
2. 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.
3. 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.
4. 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.
3. There being no elevator in the old wing, the space on upper floors cannot be fully utilized. It also creates physical strain on staff members.

### **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 such as Chinese University of Hong Kong's Quality School Improvement Project.
3. An increase in the number of new staff members brings new ideas and insights into learning and teaching, as well as school administration. They are enthusiastic and committed to the profession.
4. There are many more chances than before for students to acquire a global outlook.
5. Parents and students desire for more whole-person activities as well as life-wide learning.
6. E-learning has developed favourably during the pandemic, and can be further enhanced and sustained.
7. The availability of grants such as LWLG, CEG, DLG and LSG and resources from the government and in the community extends the school's capacity to foster the holistic development of students, and to upgrade software and hardware on the school campus.

8. A great number of professional development seminars or courses are offered by the EDB, HKEAA, tertiary institutions and NGOs for teachers, students and parents.
9. Optimization of the four senior secondary core subjects enables the school to allocate lesson time to life and values education.
10. The Gym Zone will promote and enhance the physical health of students and staff upon completion.

#### **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. There is a downward trend in the number of students in Hong Kong due to overseas studies and migration.
5. Staff turnover may increase as a result of retirement and migration.
6. The pandemic results in much less face to face school time, hence adversely affecting students' academic studies, other learning experiences and exposure both in and out of school, and social skills development.

### **Major Concerns for a Period of Three Years:**

**Take Charge of Learning. Live by Values.**

## School Development Plan (2022-2025)

(1) Take Charge of Learning: To foster self-directed learning through interactive use of information technology (ITE)

Strategies	Targets	Major Events/Programs	Time Scale		
			22-23	23-24	24-25
1. Equip Department Heads and Teachers with ITE through School-based Professional Development	1. To align visions and understanding among department heads in ITE 2. To expand teachers' capabilities in fostering SDL through interactive use of Information Technology (ITE) in combination with assessment as learning	1. Elements of AaL namely peer assessment and self-assessment will be enhanced and promoted respectively at classroom level.	✓	✓	
		2. Different strategies on ITE (standalone or in combination with AaL) will be examined first in Department Heads' Meeting and then introduced to all teachers with the use of online lesson study platform. Department heads will support their panelists in trying out appropriate strategies.	✓	✓	✓
		3. Essential elements of Self-Directed Learning will be examined.	✓	✓	✓
		4. BYOD policy will be established and implemented.	✓	✓	✓
		5. An online learning material platform is to be set up to foster SDL.	✓	✓	✓
		6. Blended Learning with SDL elements (note making and self-monitoring skills such as self and peer assessment) incorporated with ITE will be explored.			✓
2. Conduct Lesson Study	To revise the secondary curriculum for 1. interactive use of Information Technology (ITE) 2. in cooperation with assessment as learning to foster self-directed learning	1. Departmental collaborative planning & teaching: Each subject teacher is involved in the refinement/ design of one unit of work (curriculum, pedagogy and assignments) in the secondary curriculum with a) interactive use of Information Technology (ITE), and b) assessment as learning to foster self-directed learning.	✓	✓	✓
			✓	✓	✓

(2) Live by Values: To Actualize the School Motto through Values Education

**School Motto:**

**Self-discipline through the understanding of the Word; Service to Mankind through faithfulness to the Lord 明道律己 忠主善群**

*Teach me, LORD, the way of your decrees, that I may follow it to the end.*

*Psalm 119:33*

Strategies	Targets	Major Events/Programs	Time Scale		
			22-23	23-24	24-25
To nurture students with values like responsibility, perseverance, law-abidingness, diligence, care for others, respect for others, empathy, integrity, commitment, diligence, etc. through experience and empowerment	To enable students to actualize the school motto	1. Creating a campus conducive to values nurturing (e.g. classroom board design competition, a big banner on the major concern in the NW play-ground, frames, etc.)	✓	✓	✓
	- Self-disciplined (22-23)	2. Providing scriptures aligning the school motto. A biblical verse for the year to be printed on the handbook cover and website (RAC + Chaplain + Publicity Committee)	✓	✓	✓
	- Willing to serve mankind (23-24)	3. Inviting subject panels to contribute to school-based form virtues (SD)	✓	✓	✓
	- Faithful to the Lord (24-25)	4. School-based form virtues through CTP materials ‘good people good deeds’ (DMC)	✓	✓	✓
		S1 (Responsibility) S2 (Respect for others) S3 (Care for others)	✓	✓	✓
	S4 (Integrity) S5 (Perseverance) S6 (Commitment)				
		5. Leadership training with different foci in each year. (ECA, DMC)	✓	✓	✓

		6. Theme weeks on different foci & other relevant activities (CGC, CLP, RAC, CEC, DMC) 7. Mini Career Fair on life calling (CLP) 8. Fellowship with the specific themes in each year. (RAC) 9. Carmel Christian Conference (RAC) 10. Basic Law activities (CEC) 11. Community Service (CEC + DMC + ECA) 12. Green living (CEC)	✓  ✓  ✓	✓  ✓  ✓	✓  ✓  ✓  ✓
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