

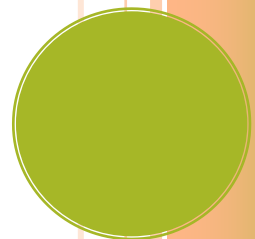


# ANNUAL SCHOOL PLAN

*Carmel Secondary School* 迦密中學

2024-2025

2024/10/10



# ANNUAL SCHOOL PLAN

CARMEL SECONDARY SCHOOL 迦密中學

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## School Mission and Vision

School Vision	
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; realize 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 Mission	
1.	Provide quality education: Realize 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, instill 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.

**School Development Plan  
2022-2025**

**Major Concerns**

- 1. Major Concern 1: Take Charge of Learning: To foster self-directed learning through interactive use of information technology (ITE)**
- 2. Major Concern 2: Live by Values: To Actualize the School Motto through Values Education**

### School Development Plan (2022-2025)

#### (1) Major Concern 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. To promote professional development initiatives on pedagogical practices and the effective use of Information Technology in L&T	To enhance teachers' capacity in utilizing e-L&T tools for effective learning	1. Teachers are mobilized to attend quality professional development programmes (including but not limit to external workshops or demo lessons) to keep abreast of eLearning teaching practices and to apply by members of the subjects.		√	√
		2. To arrange in-house exchange and subject-based workshops and sharing sessions among teachers.	√	√	√
2. To promote acquisition and development of self-learning habits through utilization of digital tools and online resources	To identify and make effective use of digital tools/platforms to encourage students' engagement and autonomy in learning	1. All subjects develop subject-specific learning and teaching strategies that utilize cloud storage and note-taking tools such as Google drive / OneDrive / OneNote, to cultivate students' habit in organizing electronic learning resources.		√	√
		2. To develop subject-based self-learning online platform (by at least 6 subjects)		√	√
3. To actualize the Bring Your Own Device (BYOD) policy by stages	To utilize mobile devices effectively in classroom learning and teaching to enhance student engagement and mastery in the learning process.	1. To develop a sound policy and implementation schedule for Bring Your Own Device (BYOD).	√		
		2. To collaborate with subjects to identify and share learning activities where BYOD can enhance students' engagement.		√	√

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

The 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

Focus of each year: self-disciplined (22-23), willing to serve mankind (23-24) and faithful to the Lord (24-25)

Strategies	Targets	Major Events/Programs	Time Scale		
			22-23	23-24	24-25
1. To incorporate value education into curriculum and lessons, providing students with context to learn and reflect on values.	To enhance students' understanding and readiness in upholding the values	1. Various subjects review elements of value education in curriculum and design learning activities in promoting form-based virtues	✓	✓	✓
		2. To organize thematic education weeks (by functional committees) and assemblies relevant to nurture of positive values	✓	✓	✓
2. To step up experiential-learning opportunities for students within and outside the school, so that they could connect with the community, learn to serve and demonstrate values of living	Foster students' acquisition, action and reflection of core values through engagement in learning and services in authentic contexts	1. To mobilize students' participation in community and service-learning programmes within and outside school		✓	✓
		2. To mobilize students' engagement, especially for student leaders, in experiential learning programmes that incorporate interdisciplinary knowledge application, entrepreneurship education and services to the community			✓

## Annual School Plan (2024-2025)

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

#### **Feedback and follow-up actions from the previous school year:**

- Various subjects initiated effective, and a few, innovative practices in ITE in lessons, though we were still at the stage of trial-out in S2 and S4. There was emerging evidence that students learn with higher efficiency (e.g., in facilitation of group exchange and documentation of findings and learning) and individualization (e.g., many students could adopt APPs and tools to organize their own notes and learning progress; some mastered new skills in areas of their interests).
- Professional exchange, made possible through sharing and learning within subject panels and across disciplines, promoted readiness of teachers in the effective use of ITE.
- A nice surprise to have students engaged in sharing and dissemination of their own effective ITE practices with teachers and the whole school. This could be a sustainable strategy of development.
- However, it's a pity that our application to have QEF's support in installation of interactive whiteboard in all classrooms had serious delay (for nearly ONE year!). That created additional constraints on ITE.

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
To enhance teachers' capacity in utilizing e-L&T tools for effective learning	To promote professional development initiatives on pedagogical practices and the effective use of Information Technology (including AI-assisted L&T) in L&T for various subjects:	Teachers complete PD in accordance with the subject-specific benchmarks.	Training records	Whole year		TCS and partnership with relevant bodies
		Teachers report higher level of confidence and skills on using specific I.T. tools or app and find greater motivation to incorporate ITE in lessons.	Feedback from subjects and teachers			
	All subjects set subject-specific benchmark on PD attendance with respect to ITE		Observation on teaching practices in lessons		All subjects	
	All subjects design initiative sharing of reflective practices of the subject-specific PD scheme (in-house) and learnings from external PD opportunities	Teachers are able to name concrete inspirations from such CPD and sharing sessions.	Survey		All subjects	
	ASC promotes PD on ITE with respect to gifted education and catering for learners’ diversity				ASC	
	CDC co-works with various KLA on Identification of innovative practices in the	The school gains a comprehensive understanding of the implementation of BYOD across different subjects, enabling			KIC + CDC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	integration of e-learning tools, AI-assisted learning tools, and apps how they could enhance students' engagement	them to design future support measures and staff development programs accordingly.				
	Lesson Walk: Cross-disciplinary regular lesson walk-through to identify good practices and needs on L&T, including ITE; consolidation of good practices from Lesson Walk (interdisciplinary lesson walk-through + PD for senior staff on shared understanding on effective pedagogical practices) and sharing in staff meetings/suitable occasions	<p>Lesson walks are conducted at least once a month after the 60<sup>th</sup> anniversary celebration activities, with involvement of senior teachers.</p> <p>Participants gain a clearer understanding of how teachers organize their teaching practices and observe the learning habits of students during the lessons.</p> <p>A positive culture of professional exchange can be cultivated.</p> <p>Effective findings or L&amp;T practices are shared with all teachers and students in staff meetings/PD sessions or annual showcase by students.</p> <p>Teachers agree that ITE has the potential to enhance learning and teaching effectiveness.</p>	<p>Feedback from Lesson Walk's participants</p> <p>Materials &amp; records of sharing of practices in staff meetings or suitable occasions</p>	Whole year	CDC + P + VPs	N/A
To identify and make effective use of digital tools/platforms to encourage students'	All subjects derive practices to promote acquisition and development of self-learning habits through utilization of digital tools and online resources, for example:	<p>Tools and platforms for ITE are effectively adopted and utilized in line with the subject-specific targets.</p> <p>Tools and strategies could effectively: (1) promoting learning driven by students, (2)</p>	Feedback from teachers and subject-based discussion	Whole year	All subjects, NEL, CVC	



Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
engagement and autonomy in learning	NEL + CVC: school-based on-line quiz for celebration of the 75 <sup>th</sup> anniversary of the founding of the PRC); NEL : 全港學界國家安全常識挑戰賽 — 網上初賽, 「紫荊杯」全港中小學生慶祝中華人民共和國成立 75 周年知識競賽); 中文: 香港教育城的「e-悅讀學校計劃」, 培養學生主動閱讀的習慣、中一級參加教育局中華經典名句網上自學平台	allowing students to construct explanations of key concepts, and (3) making connections between “hard memorized knowledge” and new/real contexts; (4) students are able to complete the self-learning online tasks; (5) students are able to write quality individualized notes, learning activities and assignment; (6) students agree that learning experience could be personalized and productivity could be enhanced; (7) students are able to explore online resources and collaborate with peers easily to expand their learning opportunities	Student performance in class and assessments  Survey			
	Cultivating “Essential Learning Habits” to be nurtured among students and shared among ALL subjects in practice.	Students adopt effective learning habits in their self-learning.  Students agree that the “Key Learning Habits” can enhance their learning effectiveness.	Feedback from teachers and students  Survey  Student performance in class, notes, and assignments	Whole year	CDC	
	Academic counselling by ASC to give remedial support to target student groups on focused	Students have tried at least one revision tool or strategy recommended by teachers.	Academic counselling reports	Whole year	ASC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	learning habits: (1) effective revision strategies; (2) getting well-planned for revision	Students are able to set and follow the revision timetables or schedules.	Tracking of students' performance			
	Enhancement of "Student-led Conference" (SLC) <ul style="list-style-type: none"> <li>A new framework of SLC in line with developmental objectives and needs of students at different stages.</li> <li>Students will set goals and evaluate their learning habits, generic skills development, and showcase their academic masterpieces; they'll also reflect on their social-emotional learning, community engagement, peer relationships, self-care, well-being, or self-advocacy skills during the Student-led Conference.</li> <li>Students will showcase their work on Report Distribution Day using Apple Pages or PowerPoint.</li> </ul>	Students are able to develop their own comprehensive portfolio that includes reflections, work samples, and evidence of goal setting.  Students demonstrate the ability to set specific, measurable, and achievable goals related to personal-social development and community engagement.	Contents of portfolios  Feedback from students, teachers and parents	Twice in 24-25	ASC	
To utilize mobile devices effectively in classroom learning and teaching to enhance student engagement and mastery in the learning process	To fully implement the Bring Your Own Device (BYOD) policy	Hardware and software, with aligned trainings for teachers and students, are in place.  Students of all forms are more confident in using their iPads as learning tools.	Review of students' notes and learning materials and assessment	Sep to Dec 2024	KIC, CDC, ASC, DMC, All subjects	School fund
	KIC + CDC + ASC collaborate with ALL subjects to collect, analyze, and disseminate findings from subject-based initiatives relevant to learning habit acquisition and development					
	Support on BYOD to students – follow up on practical and learning-related issues during the process of full implementation of BYOD policy;		Survey			

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	assistance and review of practices should be in place timely.	Students are more confident in using various apps to assist learning within and beyond lessons.	Focus group discussion with students and teachers			

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

### *Feedback and follow-up actions from the previous school year:*

- Different subjects and committees incorporated value education into programmes and curriculum for all forms. Increasingly we are aware of the fact that instillation of values in life is better made through experiential learning, through authentic interaction among people from different backgrounds, with different needs and across generations.
- In the midst of the celebration of CSS's 60<sup>th</sup> anniversary, it'd be a good opportunity to recall essential values and beliefs underpinning the Christian education pilgrimage, through learning about the history of Carmela, and sharing / interaction with role models of Carmelians. We envision to rethink how the PAST inform our FUTURE, and how spirit and values of our school motto could be actualized by Carmelians and education experiences in Carmel Secondary School.

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
To enhance students' understanding and readiness in upholding the values	To incorporate value education elements into curriculum, lessons and learning experiences inside/outside classrooms so as to provide students with context to understand and to actualize positive values, as well as showcasing their service learning/design thinking outcomes for the school's 60+/School for the Future mission.	Students aware and understand positive values in relation to the school motto.	Teachers and students' feedback			
	中文：中二級《桃花源記》後散文單元學習成果分享（60+校慶開放日），鼓勵同學考察社區需要，並以 pages 或 i-movie 呈現自己對所處身社區的未來願景，勾劃心中未來的「桃花源」	Schools are willing to apply positive values through academic/social innovations for solutions to serve or to solve an authentic problem in life/community.	Quality of students' works			
	ENG + HST: Refining writing packages of narrative and articles to feature people who have connection with Carmel/HK History from 1964 to now) ENG: Article on the future me; Reading to Learn, Learning to Serve (S1 students share with local primary school students their written fables with values)	Students work show their creativity problem solving skills through the learning process.  Students gain more ample experiences of serving the community.	Survey	2 <sup>nd</sup> term	CHI	
				2 <sup>nd</sup> term	ENG, HST	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	Biblical Studies: curriculum module in S2 on Carmel leaders who demonstrated core values in establishment of the school; S4-5 on ethical issues	For service learning / entrepreneurship initiatives, students are able to reveal and comprehend needs of the target service populations/ groups.		2 <sup>nd</sup> and 3 <sup>rd</sup> terms		
	中史：以中四級「東晉南朝士族與政權關係」的課題，從士族自身的腐化導致士族衰落，讓學生構思理想迦密學生應有的形象和素質，學生可以不同形式進行創作，如話劇、漫畫、桌遊等；讓學生反思堅毅、勤勞、承擔及尊重他人等價值觀和態度的重要			3/2025	CHT	\$500
	CES: S1 Responsibility and Commitment (enquiry learning on rights of citizen); S2 Respect for others and integrity (solutions to undesirable behaviors)			Whole year	CES	
	BIO: Biology in daily life projects on reflection of relevant values in authentic context <ul style="list-style-type: none"> <li>S3: Health and Disease</li> <li>S4: The Scientifically Unique Me</li> <li>S5: Environmental Health and Us</li> </ul>			Whole year	BIO	
	CHM: Visits to environmental protection organizations; peer mentoring programme			2 <sup>nd</sup> term	CHM	
	IS: Green School Enquiry Learning <ul style="list-style-type: none"> <li>S1: Enquiry learning (Investigation related with energy and heat transfer)</li> <li>S2: Energy saving (STEAM project related with electricity)</li> </ul>			Whole year	IS	
	Math: In S3 or S4, a STEM or math modeling learning unit or project will be designed to allow students to conduct data analysis related to			Whole year	MTH	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	situations in our school or the neighboring community.					
	Theme week “The Mirror Within” by CGC: Emphasize the importance of self-integrity in personal relationships, decision-making, and facing failure; highlight the significance of morals and values in cultivating self-integrity; experiential activities engage students (in sports or 1-minute challenges) to provide experiential learning opportunities that reinforce the theme.	Students can practice care, gratitude, and empathy through the activity.  Students agree that the activity helped them consider the needs of others in their thinking.	Feedback from teachers and students  Deliverables from students (acts of challenge)	2 <sup>nd</sup> term	CGC	
	Career Week – with theme on work values and a special focus on work-place related values	Students could identify essential values in the future of jobs.	Students’ feedback Survey	Dec 2024	CLC	
	“Intangible Cultural Heritage (ICH) Promotion Activities” by CVC + NEL+ CES + CSD: “ICH Promotion Activities” to be held at school open Day, to promote ICH to visitors (including people of different age groups), offering ICH experimental activities and interactive games for public participation, so as to arouse public awareness of ICH preservation	Through the activities (including preparation before, during, and sharing and reflecting after the activities), the V.A.S.K of the students was enhanced (e.g., appreciation of Chinese culture, knowledge of non-heritage)	Teachers’ & Students’ feedback Survey	Apr 2025	CVC, NEL, CES, CSD	
	ICAC iTeen Leadership Program  By participating in the iTeen Leadership Program organized by the ICAC, we aim to cultivate students' integrity, thereby strengthening their character education.	Enhanced students’ awareness of the evils of corruption and their positive values through training and organizing activities at schools.	Students’ response in forum	Whole year	DMC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	Carmel Leaders 60+: A series of events that facilitates conversations and discussions between students and influential leaders from various fields. The purpose of this series is to provide students with the opportunity to engage in meaningful dialogues with accomplished leaders which are our school alumni, learn from their experiences, and gain valuable insights into leadership, career paths, and industry trends.	Students' Performance: learn to be more confident, be more proactive in learning about life experiences and values upheld by alumni.  Develop skills in conducting interviews with various guests and demonstrate the required knowledge and skills (organization, communication, and decision-making skills).	Students' feedback  Quality of deliverables	Whole year	PUC	
	STEAM project (School for the future 60+): Science enrichment class (Design thinking project) Extend their knowledge to the community (Energy saving/Transportation)	Students agree that they are actually / potentially contributing to the community by applying their knowledge.  50% of students of the enrichment class partake in STEM-related competition.	Questionnaire  Student presentation  Students' participation and performance in STEM competition	1 <sup>st</sup> term	ISC	
	VA: Incorporation of value ed in art education – S1: 3D self-portrait; S2: Design of clay badge based on inspirations from a disabled artist; S3: Case study of street art	Students can incorporate positive values (respect, empathy, care for others) in and through artworks	Deliverables by students  Students' feedback	Whole year	VA	
Foster students' acquisition, action and reflection of core values through engagement in	STEAM-related teams and subjects: Try out cross curricular and experiential learning activities incorporating technology and self-directed elements with students, for example but not limited to the use of AI in learning and teaching or the use of the e-Bio Lab; Creation of learning journal as a	At least two learning and teaching activities resulted from this group and were tried out with students.	Students' products & performance  Survey	Whole year	STEAM, BIO	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
learning and services in authentic contexts	<p>routine for project-based learning experience; To emphasize the element of STEAM for humanity in related GTP (such as STEAM and service learning, Science of Soybean, Robotics, Genius Hour)</p> <p>Creation of learning journal as a routine for project-based learning experience</p>	<p>At least 70% of students give positive feedback about such learning experience.</p> <p>Students document their learning process on their devices in project-based experiences such as GTP and project learning.</p> <p>Participants of STEAM-based CTP and other STEAM groups could successfully get to the stage of having some sort of prototype / some contribution to a real-world project with their learning</p> <p>70% of students in STEAM-related GTP and other STEAM groups are 1) able to explicitly say what values they have learnt and 2) agree that they believe they are actually / potentially contributing to an authentic / real-world context.</p>				
	<p>Gifted and Talent Programme (GTP): The new curriculum aims at providing S1-S5 students opportunities to learn life skills, promote career development, acquisition of VASK in specific field(s) of study that suit their potentials and interest, through a combination of core and electives. Several elective courses (e.g., Genius Hour, Business Builder, Design and Community, STEAM and Service</p>	<p>Participants of relevant courses are able to empathize needs of target groups/community.</p> <p>Participants could derive sound or practical solutions for specific problems or needs in the community.</p>	<p>Feedback from trainers/PIC, students, and those being served</p> <p>Quality of works / deliverables as</p>	Whole year	GTP	LWLG



Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	Learning, Science of Soybean) focus on entrepreneurship and service learning, as well as self-initiated investigation that could benefit target groups and the community with practical solutions and services.	Participants could demonstrate learning in VASK in the annual showcase of GTP	evidenced in the annual showcase			
	Counselling Ambassador: Peer supporters actively promote a culture of mental and physical well-being. They will play a vital role in S1 orientation programs, providing guidance and support to new students; with training given to enhance their communication skills; hence cultivate their hearts for caring and serving others.	<p>Recruit at least 24 counselling ambassadors.</p> <p>2 or more training sessions are provided.</p> <p>Student ambassadors demonstrate higher level of VASK in self-awareness of emotional needs.</p> <p>Student ambassadors demonstrate higher level of VASK in taking care of their peers/mentees.</p> <p>Student ambassadors are confident that they can support their peers and S1 students.</p>	<p>Feedback from teachers and students</p> <p>Survey</p>	Whole year	CGC	
	Partnering with the Neighborhood Advice-Action Council to organize activities together to provide more service learning and experience opportunities for our students. The activities include watching the movie “Manor Diary” and visiting the Harmony Manor to have a better understanding of people with disabilities.	No less than 70% students agree that participation in community services promote their personal growth and understanding of the people they serve, the connectedness to the community is thus enhanced.	<p>Records of student’s participation in doing volunteer work</p> <p>Questionnaires</p>	Whole year	CVC	\$5000

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	Community service initiative through BYOD: a group of Volunpeers utilizes digital devices to provide tutorial services to underprivileged primary school students, fostering a sense of service and contributing to the betterment of the local community.	Volunpeers utilize digital learning tools effectively to deliver tutoring sessions.  Both Volunpeers and primary students provide positive feedback on the tutoring program.	Feedback from teachers and students  Survey	Apr 2025	ASC	
	Carmelians' Offline Campaign: aims at facilitating students to stay away from addiction to the internet and promotion of the habit of healthy physical activities	At least 60 groups of students/families are willing to take their initiative to join the campaign.  Participants report a decrease in screen time.  Participants reportedly spend more time on physical exercises	Students' and parents' feedback  Reported number of screen time  Survey	Whole year	DMC, PTA, PE	
	國家安全教育協調委員會、公民教育及義工服務組的負責老師作指導及協助，帶領參與交流的同學計劃「服務學習」及「文化」的內容，包括：學生主導參與活動之選擇、設計、執行及評估工作；協助學生有明確的目標，理解服務對象(西安市第一中學)的真正需要；從漢服體驗／校園生活／教育制度／生活文化之間作交流	同學透過整個交流的活動(包括事前預備、活動期間、活動後分享及反思)，提升了他們的 VASK	參與學生表現 師生回饋	Mar – Apr 2025	NEL, CVC	
	Bless our neighborhood with hymns and Gospel Carnival: Sharing the good news with Homantin residents through singing hymns and giving gifts (including students' testimonies); hosting Gospel Carnival with stalls at different corners of the campus .	40 students are willing to join as helpers and actively participate in the activities.  Students demonstrate positive values in activities.	Students and teachers' feedback  Student performance	Dec 2024	REC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	S6 Cheering activities: Aiming at relieving stress for S6 students and promote well-being during HKDSE preparation by (1) S6 Cheering Zone; (2) S6 Assembly; and (3) Cheering Pack and Message Board	<p>More than 30 S6 students have participated in the cheering zone.</p> <p>S6 students agree that the assembly help them to relieve stress in public exam and they are more confident in prepare HKDSE.</p> <p>More than 60 students post positive messages to cheer up the S6 students on the Board</p>	<p>Number of participants</p> <p>Messages on board</p> <p>Observation by teachers</p>	Oct 2024 – Feb 2025	CGC	\$6000
	Campus and community art projects by VA and Art Ambassadors	<p>Positive messages delivered through the production and outcomes (the artworks)</p> <p>Student with art talents develop higher sense of competence and confidence in creative art</p>	<p>Teachers' and students' feedback</p> <p>Quality of artworks produced.</p>	Whole year	VA	
	Well-being music corner: Student musicians welcome Carmelians every morning with music, to convey a spirit of harmony and to create an inviting culture.	<p>Music performance delivered on 80% of the school days (excluding periods of Term Assessment).</p> <p>Carmelians appreciate the morning music sharing as positive engagement.</p> <p>Student musicians take initiative to share music with confidence and</p>	Teachers' and students' feedback	Whole year	LI, DN	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
		willingness to showcase their talents and effort.				
	CES: S2 Project – An Interview with the elderly	Students reflect on and learn to show respect, empathy and filial piety, through learning in authentic context and actions.	Quality of student works  Teachers and students' feedback			

### Plan on CEG (2024-2025)

Item	Focus	Strategy/Initiative	Expected Outcomes	Time-line	Resource required	Success Criteria	Method of Evaluation	Person-in-charge
Contract Admin Officer	To step up capacity in coordination and monitoring of administrative tasks so as to relieve teachers' workload in handling relevant matters	Recruitment of a suitable candidate as Admin Officer	Relieve staff administrative workload in general	Whole-year	Salary: \$280,000	<ul style="list-style-type: none"> <li>Improved admin efficiency</li> <li>Staff agree that they have reasonable relief in admin duties and workload</li> </ul>	To collect response from heads of committees	EO
Teaching Assistants	To cater for needs of support and assistance from various committees/subjects	Recruitment of suitable candidates as PT TA (target: 5-6 candidates)	Relieve staff admin and student-support workload in general	Whole-year	Salary: \$400,000	<ul style="list-style-type: none"> <li>Improved admin efficiency</li> <li>Staff agree that they have reasonable relief in admin duties and workload</li> </ul>	To collect response from heads of committees and subjects	VPs, EO
Total:					\$680,000			

## Plan on Afterschool Learning Support Grant (2024-25)

Staff-in-charge: Mr. Yu KY

Contact Telephone No.: 27149385

A. The estimated number of students (count by heads) benefitted under this Programme is 170 (including A. 10 CSSA recipients, B. 70 SFAS full-grant recipients and C. 90 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

* Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students #			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Homework Support & Tutorials	To enhance academic performance	Improvement in academic performance	academic performance and feedback from students	Whole year	8	35	40	60,000	
Study Skills Training	To sharpen study skills	Improved learning effectiveness & confidence with the use of study skills	Observation and feedback from students	Whole year	8	35	40	25,000	
Language Training	To enhance language ability	Improvement in language skills and confidence	Observation and feedback from students	Whole year	8	35	40	32,000	
Educational materials	Provision for students in financial needs	Improvement in academic performance	feedback from students	Whole year	8	35	40	15,000	
<b>Total no. of activities: <u>5</u></b>				@No. of man-times	<b>32</b>	<b>140</b>	<b>160</b>	<b>132,000</b>	
				**Total no. of man-times	332				

**Plan on DLG (2024-25)**

Domain	Programme	Targets	Objectives	Deliverables	Time-line	PIC	Estimate ( HKD\$ )
Leadership Development	School-based Leadership Trainings for Student Leaders	100 Student Leaders of core school teams and student organizations	To empower student leaders with VASK	Enhanced leadership skills  Positive feedback and performance of participants	Whole year	ECAC/ Prefect Team	10,000
Academic (Languages, PSHE, SCI, MATH, TECH Ed)	Extending Learning Programme for Elites in Specific Subjects	60, members of talent pool	Extra and intensive coaching to promote students' competence and sense of efficacy	Attendance and performance of students, trainers' feedback	Whole year	ASC/GTP	100,000
Language	English and Chinese Debating Team Intensive Training	20, core members of the two teams	Extra and intensive coaching to promote students' competence and sense of efficacy	Performance of participants in competitions	Whole year	Chi/Eng Debating Teams	20,000
Total:							140,000

### Plan on Joint-school DSE Courses (2024-25)

Courses Supported by the Education Bureau's Subsidy Scheme for Diversified Learning	Strategy and Expected Outcomes	Organizations	Duration	Target Students	Est. no. of participants			Learning Outcomes/ Success Criteria	Person-in-charge
					23/24 year	24/25 year	25/26 year		
Visual Arts (Category A)	Provide a variety of learning options according to different learning progress, aspirations and interests of students, so that they can gain recognition in various aspects and enhance their competitiveness and opportunities in their future studies or future field of work	Tai-Po Joint-Schools' Senior Secondary Network Programme	3 years	Secondary 4 to 6	5	5	5	Students obtain level 3 in the Hong Kong Diploma of Secondary Education (HKDSE).	Academic Administration and Support Committee
Other Languages (Category C)		The Other Language Courses in the Hong Kong Diploma of Secondary Education (HKDSE)						Students obtain in the language examinations at the stipulated proficiency level or above.	



## Plan on ApL (2024-25)

Courses Supported by the Education Bureau's Subsidy Scheme for Diversified Learning	Strategy and Expected Outcomes	Course Names	Duration	Target Students	Est. no. of participants			Learning Outcomes/ Success Criteria	Person-in-charge
					24/25 year	25/26 year	26/27 year		
Applied Learning (Mode 1)	Provide a range of Applied Learning courses to cater for students' various learning needs and interests  Students gain a diverse learning experiences and develop career aspirations	Six areas of studies:  (1) Creative Studies,  (2) Media and Communication,  (3) Business, Management and Law,  (4) Services,  (5) Applied Science, and  (6) Engineering and Production.	2 years  180 hours	Secondary 4 to 6	10	10	10	Students obtain “attained with with Distinction (I)” in the the Hong Kong Diploma of Secondary Education (HKDSE).	Academic Administration and Support Committee
Applied Learning Chinese (Mode 1)	Provide a simulated applied learning context to help NCS students build a foundation for using Chinese in the workplace and obtain an alternative Chinese language qualification to prepare them for further studies and career pursuits	Applied Learning Chinese (for non-Chinese speaking students)	2 years  270 hours	Secondary 4 to 6	/	3	3	Students obtain “attained” in the Hong Kong Diploma of Secondary Education (HKDSE).	Academic Administration and Support Committee

## Plan on Life Planning Education and Career Guidance (2024-25)

### 1. Members and allocation of duties

Name of Team Members	Form	Major duties
Ms Lee Yuk Yi Shirman (YY)	S6	Communication with external links, Funding Scheme for YLPA, Management of documents & resources, Destination of school leavers & other student records, Career information dissemination, SLP & JUPAS, Scholarships & Grants, “Greater Bay Area Career Exploration Tours” Programme, Life Camp, Parent education
Ms Kho Rebecca (RK)	S5	Overseas studies & exchange programmes, E-APP, Support to students with special needs, “Greater Bay Area Career Exploration Tours” Programme
Mr Hui Hon Kwan (AH)	S4	Scholarships & Grants, Career-related Experiences, Life Camp
Mr Lee Kai Sum (RL)	S3	Career assessment tools & portfolios, Life Camp, IT Support
Mr Hui Fai Ho (FH)	S2	Scholarships & Grants, Campus visits, “Greater Bay Area Career Exploration Tours” Programme
Ms Chan Kam Man (CM)	S1	Higher Education in Mainland and Taiwan, Campus Visits, “Greater Bay Area Career Exploration Tours” Programme

### 2. Objectives

- 2.1 To foster students’ understanding of their interests, potential, abilities, needs and priorities in relation to further study, vocational training and job opportunities.
- 2.2 To equip students with knowledge about various study paths and the world of work and instill in them proper attitudes towards study and work.
- 2.3 To enhance students’ career-related competencies/skills in order to prepare them for further studies and/or for work as well as for life-long learning.

### 3. A brief review with feedback and follow-up actions from the previous year

Major Concern	Review
1. Take Charge of Learning: To foster self-directed learning through interactive use of information technology (ITE)	S5 students did online career assessment and they found it helped them increase self-awareness, and they felt more motivated to identify university programmes / jobs that match their goals and talent. It was important, however, for students to grasp the reporting of the test and receive guidance from the teachers / advisors, who need to have a thorough understanding of the reports in the first place. So more systematic teacher training could be conducted, and tests and

Major Concern	Review
	resources other than My Life Portfolio offered by the EDB could be explored, too. And suitable assessments could be introduced to other formers. In the end, it is hoped that students' ownership and control over their life planning would increase.
2. Live by Values: To Actualize the School Motto through Values Education	With Respect for Others & Community as the selected values last year, "Life's Anchor" was the theme of the Career Week last year. Anchors provide strength and support, hold us in place when we drift and give direction just as important values do. During the Week, messages like reaching out to others, empowering ourselves, respecting different levels of workers and cultures were delivered. When our students pursue their further studies and make career decisions, we hope they will have their anchors, too. And work site visits and job tasters were organized to give students insights into the world of work and how work values help employees gain satisfaction, improve well-being and feel a sense of belonging. The chances of such experiential learning could be more though to cater to more students.

#### 4. Annual Plan

Items/Strategies	Learning Context (if applicable)	Core elements (if applicable)	Success Criteria	Assessment Methods	Time Frame	Person-in-charge	Resources (including expenses)
Major Concern 1: Take Charge of Learning: To foster self-directed learning through interactive use of information technology (ITE)							
1. To conduct online career assessments (e.g. Career Interest Inventory) with S5 students and introduce O*NET OnLine to facilitate Individual Student Planning			<p>&gt;70% of the students find the online assessments useful in helping them understand their career inclination</p> <p>&gt;70% of the students feel more confident in developing plans for their further studies and career with the help of the online tools and information</p>	<p>Questionnaire</p> <p>Students' work</p>	Whole year	YY RL	Online platforms
Major Concern 2: Live by Values: To Actualize the School Motto through Values Education							

Items/Strategies	Learning Context (if applicable)	Core elements (if applicable)	Success Criteria	Assessment Methods	Time Frame	Person-in-charge	Resources (including expenses)
2. To organize a series of activities during the Career Week, which would include a Career Fair, where jobs of the future will be presented and certain essential values in the workplace of the future will be highlighted, including integrity, loyalty and solidarity			<p>&gt;70% of the students agree possessing the targeted values (integrity, loyalty and solidarity) will help them perform well in the workplace of the future</p> <p>&gt;70% of the students feel inspired to equip themselves to get ready for jobs of the future</p>	<p>Teacher's and students' feedback</p> <p>Questionnaire</p>	December	YY RK	LWL Grant
Others							
3. To organize career related experiences (e.g.subject/job tasters, interview skills workshop, personal image workshop) for S3-5 students during the GTP core sessions to provide experiential learning opportunities			<p>&gt;70% of the students feel that they can make connections between the career related experiences and their further studies / future career path</p> <p>&gt;70% of the participants become more aware of their strengths and areas in need of improvement in relation to their career development</p>	<p>Focused interview</p> <p>Questionnaire</p>	Whole year	YY RK AH FH	<p>Alumni</p> <p>The funding scheme for YLPA</p>

Career and Life Planning is for the whole-school, with key guidance programmes given to students at key transition stages. An overview showing guidance and services given to students at different forms that align with their career developmental needs is presented below.

Career Intervention	S1 & S2	S3	S4	S5	S6
Provide students with individual guidance and consultation on career and life planning	Guidance to all students and school leavers and preparation of transcript, reference, etc. in support of their applications to local and overseas institutes and different nomination schemes				
	Various scholarships and awards to support students with unique talent and strengths and leash their potential				
		<ul style="list-style-type: none"> <li>- Group and individual guidance (May and July)</li> <li>- Introduction to Applied Learning and Other Languages Subject</li> </ul>	<ul style="list-style-type: none"> <li>- Term review with students taking more than 3 electives (excluding M1/M2) and those taking Applied Learning and Other Languages</li> <li>- Introduction to Applied Learning (2025-27 Cohort)</li> <li>- Individual &amp; group counselling during and after Life Camp and preparation for SLC</li> </ul>	<ul style="list-style-type: none"> <li>- Implementation of career interest test and study of the report</li> <li>- Individual &amp; group counselling during and after Life Camp and preparation for SLC</li> <li>- Advising on preliminary JUPAS programme choices, self-account &amp; OLE and academic performance</li> <li>- Feedback to students' 1<sup>st</sup> draft of self-account</li> </ul>	<ul style="list-style-type: none"> <li>- Marking students' 2<sup>nd</sup> draft of self-account (collaboration with the English Dept.)</li> <li>- Transition talks that familiarize students with university application systems, e.g., JUPAS, EAPP, UCAS and Scheme for Admission of HK Students to Mainland Higher Education Institutions, etc.</li> <li>- Construction of Student Learning Profile (Oct)</li> <li>- Individual and group counselling (Nov)</li> <li>- Various school principal nomination schemes</li> <li>- Interview Skills Workshop (May)</li> </ul>

Career Intervention	S1 & S2	S3	S4	S5	S6
					- DSE Results Release Preparation Day (Jul)
Implement career guidance curriculum for junior and senior forms	- Collaboration with Citizenship, Economics & Society on the topic life planning	- The S3 GTP Common Core – Transition to Senior Secondary and CTP cover topics: Jobs of the future, Self-understanding & Career types, for which the book Finding Your Colours of Life will be used, and Decision making & Action Planning, etc.	- The S4 GTP Common Core – Mentoring & Visits introduces students to the reporting systems (school and the HKDSE), university admission requirements, jobs of the future, etc. Also, there are sessions where students can play career card games (Career Fingerprint – Skills & Styles), visit universities, meet with alumni, and learn about personal imaging.	- The S5 GTP Common Core – Individual Planning and CTP give students chances to understand themselves better and make plans through taking career interest tests, visiting universities, attending an interview skills workshop and writing their self-account. The book Career Mapping will serve as an important framework.	- Discussion of career decision making and certain phenomena like slashers, work life balance in class teacher periods
Promote career-related experiences and exploration of study opportunities	Various opportunities offered by the government, businesses and NGOs, including job shadowing, site visits, workshops, etc. and campus visits				
		- Electives sharing on electives by S5 seniors/ Subject tasters (Jan-Feb)	- “Greater Bay Area Career Exploration Tour” Programme (Mar-Apr)  - GEAR UP - joining at least one event related to further studies on students’ own initiative to gain an early awareness	- Job taster programme offered by YWCA under YLPA (Dec)  - GEAR UP - joining at least one event related to further studies on students’ own initiative to gain an early awareness and readiness for university programmes	- Summer Career-related Experience Scheme run by HKACMGM (Jul-Aug)

Career Intervention	S1 & S2	S3	S4	S5	S6
			and readiness for university programmes		
Education for parents	Career-related and further-studies related information for parents will be disseminated through the PTA and GRWTH.				
		- S3 Subject Selection Talk (Nov, Mar)			- S6 Talk on Multiple Pathways and Preparation for DSE Results Release (Sep, Jul)

## Plan on Integrated Education and Support (2024-25)

### 1. Members and allocation of duties

Members	Duties
Mrs Chow Lo Yuen Shan	Ex-officio
Mrs Chiu Chan Sui Ping	SENCO
Ms Hung Wai Fan, Mr Chong Ka Chun	SENST
Ms Chan Hau Yin Jacqueline, Ms Ng Lee Chui Chun	Committee members
Mr Wong Kwok Fai, Ms Chung Mei Na Cindy	Social worker
Ms Lee Kai Loi	SEN Support Assistant

### 2. Objectives

#### 2.1 Developmental Goals for Students with Special Educational Needs

- ✓ To enhance the abilities of students with special educational needs to face challenges in learning, socializing, emotional well-being and personal development.
- ✓ To promote schools as inclusive communities and establish a caring campus culture.
- ✓ To strengthen teachers' sensitivity to students with special educational needs and enhance their abilities to support students both inside and outside the classroom, aiding their development and healthy growth.
  - Focus on teachers' professional development to enhance their ability to support students with special educational needs.
  - Improve teachers' instructional effectiveness (especially in planning and implementing lessons that cater to diverse learning styles and students with special educational needs) through discussions and formulation of classroom/support strategies.
- ✓ To enhance support, education, and communication with parents, fostering a collaborative partnership between home and school to assist students in their healthy growth.



## 2.2 Development Goals for Students with Special Educational Needs

- ✓ To increase students' self-awareness, broaden their perspectives, and help them identify personal goals and directions for development.
- ✓ To boost students' self-confidence and affirm their self-worth.
- ✓ To strengthen students' resilience in facing difficulties.
- ✓ To foster students' self-discipline.
- ✓ To encourage peer support among students and establish a caring culture on campus.
- ✓ To cultivate students' adherence to the school motto of "Caring for Others" and their commitment to serving humanity through caring for others, respecting others, and showing empathy.

### 3. A brief review with feedback and follow-up actions from the previous year

Major Concern	Review
Take Charge of Learning: To foster self-directed learning through interactive use of information technology (ITE)	N.A.
Live by Values: To Actualize the School Motto through Values Education	<p>1. <i>Caring Inclusion Awareness Plan</i></p> <p>The long assembly "Sharing of visually impaired runners and running guides " was held in November. Two alumni invited their visually impaired friends to share their difficulties in running and how they tackle their problems, which show their self-discipline, responsibility, diligence, and perseverance. As the running guides, the alumni also demonstrated the values "Caring for Others" which can promote practical actions to respect others.</p> <p>80% of participants recognize the limitations and needs of visually impaired runners through sharing from visually impaired runners and running guides.</p> <p>2. <i>Home-School Collaboration Plan</i></p> <p>This year, a total of 5 parents attended one sharing and 7 parent training workshops. The parents can relax and share their emotions in the workshops which can enable them the perseverance to walk with their SEN children.</p> <p>80% participants strongly agreed &amp; agreed that the activities were helpful. 100% of participants will attend parents group next year which shows that parents participated in a positive home-school cooperation atmosphere to develop support plans, monitor learning progress, assess support effectiveness, and collaborate closely.</p>

#### 4. Annual Plan

Items/Strategies	Core elements	Success Criteria	Assessment Methods	Time Frame	Person-in-charge	Resources (including expenses)
Major Concern 2: Live by Values: To Actualize the School Motto through Values Education						
<b>1. Caring Inclusion Action Plan</b> Organize assembly as a Human Library platform for Side-By-Side to help students build better mental health and enhance personal growth as well as strengthen self-awareness and emotional regulation.	Enhance students' understanding and preparedness to practice the values in the school motto of "Caring for Others," including caring for others, respecting others, and showing empathy.	➤ 80% of participants agree the hopes for a mental health friendly society ➤ 50% of students has positive perceptions, 80% had good knowledge, and 50% had positive attitudes and skills in caring for others and to overcome physical and mental disabilities.	➤ Teacher observations. ➤ Student participation in services for caring for individuals with disabilities.	9 January 2025	➤ Special education support teachers.	\$1,000

#### 5. Other tasks

##### (a) Case Follow-up Work - Case Management

Each student has a case manager who follows up on training and support for students with special educational needs. They regularly review and adjust support strategies with the students, maintaining good communication with teachers and parents.

**(b) Student education work**

Activity	Target participants	Theme	Date	Expected learning outcomes	Co-organizer
Assembly: Workshop	S6 students	Ways to reduce stress before attending public examination	21/11/2024	60% of participants can recognize how their emotions, thoughts, behaviors, and bodies may react when faced with stress.  80% of participants can reduce feelings of stress or anxiety when studying or writing exams	Education Psychologist  Miss Wong
Morning Assembly	All students	Different beauty	10/2/2025	50% of participants increase the awareness of beauty of different people	SENCO

**(c) Teacher training work**

Activity	Target participants	Theme	Date	Expected learning outcomes	Co-organizer
Teachers' training Workshop	New SEN Team members	Advice on teaching strategies for students with ADHD or high functioning ASD	TBC	<ul style="list-style-type: none"> <li>➤ 90% of participants understand the pressure they feel when facing students with SEN (e.g., thoughts, emotions, reactions)</li> <li>➤ 80% of participant are willing to further collaborate with educational psychologists, speech therapists and social workers to take care of students' learning differences</li> </ul>	Education Psychologist  Miss Wong
Consultation for teachers of preparing writing materials, reading fluency training materials and extended ready		Supporting "Students with Special Learning Difficulties"			Speech Therapist  Miss Wong

### Plan on Reading Promotion (2024-2025)

#### The major objectives for Promotion of Reading:

- Support curriculum (L & T) through collaborating with teachers to select appropriate reading resources based on students' learning needs
- Encourage students to engage in e-reading by enriching the theme-based e-book collection
- Support the S1 Nonfiction Reading Programme which builds students' interest in reading by exposing them to a variety of non-fiction genres and subjects, equips students with essential reading skills and fosters students' autonomy and ownership by encouraging them to choose their own non-fiction books and complete follow-up task
- Enrich both English and National Security Education collections of the School Library.
- Provide a wide array of extension activities to encourage teachers and students to read

Develop a reading atmosphere and foster a reading culture on school campuses

#### Reading Grant Financial Budget 24-25

	Balance brought from 23/24	\$ 65198.00
	Reading Grant received in 24/25	\$ 66,176.00
	Reading Grant available in 24/25	\$ 131,374.00
	Items	Yr 24/25 Budget
1	Purchase of Books :	
	■ E-Books	\$ 35,000.00
	■ Printed Books (Enrich the English Collection of the School Library)	\$ 10,000.00
	■ Printed Books (Enrich the National Security Education Collection of the School Library)	\$ 5,000.00
	■ Nonfiction Reading Programme	\$ 4,000.00

2	Reading Activities	
	■ New Horizon Reading Award Scheme	\$ 4,000.00
	■ Reading Day Camp	\$ 10,000.00
	■ 4.23 World Book Day	\$ 2000.00
	■ Visit to the public library	\$ 2,000.00
	■ Reading Café	\$ 2000.00
	■ Library tour to bookstore	\$ 3000.00
	■ Book exhibitions	\$ 2000.00
	Total :	\$79000.00
	Balance :	\$ 52374.00

## Plan on Life-Wide Learning Grant (2024-25)

Name of Contact Period: YF (School Principal)

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

### Category 1: To organise / participate in life-wide learning activities

Schools are required to complete this part							Completion of this part is not mandatory							
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants					Intellectual Development	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAS / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	Career and Life Camp	Apr 2025	S4-5	220	\$80,000.00	\$363.64	To promote individual student planning	Survey, qualitative feedback		X			X	YY
4	School-based SEL and life skills development programmes	Apr 2025	S1-2	250	\$100,000.00	\$400.00	To promote personal-social development	Survey, qualitative feedback		X				YS, JL
5	Sports promotion and experiential learning programmes	whole year	whole school	500	\$80,000.00	\$160.00	To promote healthy lifestyle	Survey, qualitative feedback			X			HT
6	Gifted and Talent Programme on Multiple Intelligence	whole eyear	S1-5	540	\$450,000.00	\$833.33	To promote personal-social development and multiple intelligence	Survey, qualitative feedback, annual showcase	X	X	X	X	X	VC
7	Edifying Camp and follow-ups	Apr 2025	whole school	60	\$10,000.00	\$166.67	To promote personal-social development	Survey, qualitative feedback		X				JC
9	STEAM programmes for ALL	whole year	S1-5	120	\$100,000.00	\$833.33	To promote interest in STEAM	Survey, qualitative feedback	X				X	RS
10	STEAM Intensive Training Programmes for TEAMS	whole-year	S1-5	50	\$50,000.00	\$1,000.00	To promote VASK of STEAM talents	Survey, qualitative feedback	X	X			X	TS
12	Structured Training Programmes for the Sports Teams	whole year	whole school	300	\$200,000.00	\$666.67	To step up skill levels of talented students in sports	Survey, qualitative feedback		X	X			HT
13	Structured Training Programmes for the Music Teams	whole year	whole schol	300	\$200,000.00	\$666.67	To step up skill levels of talented students in music	Survey, qualitative feedback		X	X			LI, DN
14	Structured Training Programmes on Leadership	whole year	S1-5	200	\$100,000.00	\$500.00	To promote leadership and value education in senior form students	Survey, qualitative feedback	X	X		X	X	TL, KF, LY
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				2,540	\$1,370,000.00									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Cross-curricular expreneurship experiential learning tour	Apr 2025	S3	120	\$100,000.00	\$833.33	To promote social & citizenship values and awareness	Survey, qualitative feedback		X		X		VC, KA, MS
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				120	\$100,000.00									
Total for Category 1				2,660	\$1,470,000.00									

### Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)

No.	Item	Purpose	Estimated Expenses (\$)
1	STEAM TEAMS equipment	Training and consumables	\$30,000.00
2	Musical equipment	Training and consumables	\$20,000.00
(Please insert rows above if the space provided is insufficient.)			
Estimated Expenses for Category 2			\$50,000.00
Estimated Expenses for Categories 1 & 2			\$1,520,000.00

### Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	640
Estimated number of student beneficiaries:	2,740
Percentage of students benefitting from the Grant (%):	428%

## Plan on One-off Grant for Mental Health at School (2024-25)

Area	Programme/Item	Expected Outcomes	Budget
Organising activities and programmes related to enhancing the mental health of students and teachers	-		-
Providing support services related to enhancing the mental health of students and teachers	-		-
Designing and producing school-based learning and teaching resources related to mental health	-		-
Purchasing items, furniture and equipment to enhance the mental health of students and teachers	Renovation of the Well-Being Hub for students and staff support Major items include comfortable seating, privacy enhancements, calming décor and storage solutions	<ul style="list-style-type: none"> <li>It can create a welcoming and inclusive space to enhance the mental health and well-being of students.</li> <li>The Hub can offer dedicated areas for individual counseling and small group activities, facilitating personalized support and enabling students to engage in supportive interactions.</li> </ul>	\$60,000
Others	-		
Total:			\$60,000

## Plan on One-off Grant for Mental Health of Parents and Students (2024-25)

Area	Programme/Item	Expected Outcomes	Budget
Organising parent-child or parent activities relating to promotion of the mental health of students and parents	-		-
Promoting information related to the mental health of students and parents, publications or providing resource platforms	-		-
Providing training programmes or activities to equip parents with the knowledge and skills related to mental health	Parent education talk and workshop series on the topic 'The Happy Journey of Positive Discipline' <ul style="list-style-type: none"> <li>The Parent talk is open to all parents.</li> <li>The workshop series consists of three sessions, each with a quota of 25 participants. Only parents who have attended the talk are eligible to enroll in the workshop.</li> <li>The coach is an experienced counseling psychologist and an expert in positive discipline.</li> </ul>	<ul style="list-style-type: none"> <li>60 parents, representing approximately 10% of the total student population, are expected to enroll for the parent talk.</li> <li>Parents will gain an understanding of the importance of positive discipline in parenting and relationship with the youth.</li> <li>Parents will be able to practice techniques of Positive Discipline during the workshop series.</li> </ul>	\$20,000
Others	-		-
Total:			\$20,000



## Plan on One-off Grant on Parent Education (2024-25)

Area	Programme/Item	Expected Outcomes	Budget
Organising structured or thematic parent education programmes <ul style="list-style-type: none"> <li>Total expenditure on services provided by organisations</li> <li>Total expenditure on services provided by individual speakers or experts</li> </ul>	Parent education (school-based and tailored programs) on parent-child communication by experienced speakers/experts	<ul style="list-style-type: none"> <li>60 parents, representing approximately 10% of the total student population, are expected to enroll for the parent talk.</li> <li>Parents will gain an understanding of the importance of positive discipline in parenting and relationship with the youth.</li> </ul>	\$50,000
Designing and producing school-based parent education resources	School-based resource package on positive discipline, including consultation and production fee	<ul style="list-style-type: none"> <li>Resource package developed with input from parents</li> <li>Parents perceive the tool as effective means to actualize practices of positive discipline</li> </ul>	\$70,000
Organising school-based parent education promotional activities relating to the "Positive Parent Campaign"	-		-
Others	-		-
Total:			\$120,000

## Plan on One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools (2024-25)

Area	Programme/Item	Expected Outcomes	Budget
To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	Procure following systems: -Electronic Lap Running System -Electronic Jump Rope System -Reward Program System	Increase the interest of students and teachers towards Sports	\$190000 (\$162600 with 1 year maintenance)
To organise or subsidise students' participation in diversified PE-/sports-related learning activities/ competitions	-		-
To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas	-		-
To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	-Morning Run -Recess rope skipping -Healthy Living Day Tuesday	More teachers and students participate in the activities (from attendance record)	\$5000
To purchase or upgrade PE/sports equipment in the school	-		-
To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	School-Based Fitness Reward Program: -Visualize students' progress in sports through electronic badges and other forms; real-time reports allow teachers to review students' performance and learning journey at any time.	-Students fitness improved (from fitness tests result) -students actively participate in the scheme (from attendance record)	\$5000
To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school	-		-
Others	-		-
Total:			\$200,000 (additional cost borne by school fund)

推廣中華文化體驗活動一筆過津貼（2024-25）

範疇	項目	預期成效	預算
舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	迦密中學六十周年校慶中三級跨科學習計劃「桂林十如社區考察活動」：中國傳統文化精神的當代實踐——以十如社區作為研究案例	<p>本計劃以中國傳統文化精神為經，以地理、生物、化學、商科的知識為緯，以桂林十如社區作為研究對象，考察傳統中國文化精神如何在現當代實踐。</p> <p>完成本跨科學習計劃後，學生能認識以下中華文化精神：</p> <p>1、天人合一</p> <p>2、重德的精神</p> <p>3、重人的精神</p> <p>學生能體驗活動中，認識我國傳統文化精神的核心價值，並明白中國傳統文化精神在現代社會仍然富有生命力，從而認同優秀中華文化，建立文化自信。</p>	\$300,000
舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	-		-
舉辦或資助學生參加本地文化考察或參觀活動	-		-
發展有關中華文化的課程	-		-
採購及發展中華文化學與教資源	-		-
資助學生及隨團教師前往內地，參加學習中華文化的交流活動	-		-
其他	-		-
Total:			\$300,000

## 公民與社會發展科津貼計劃書 (2024-25)

範疇	用途	受惠學生	使用日期	專責教師	財政預算
發展或採購相關的學與教資源	<ul style="list-style-type: none"> <li>購買出版社提供的學與教資源</li> <li>購買與本科相關的參考書籍</li> </ul>	全級中四至中六	01/09/2024-31/08/2025	公民與社會發展科科主任	\$10,000
舉辦和公民科課程相關的校本活動	<ul style="list-style-type: none"> <li>資助學生參加與公民科相關的本地考察活動費用 (如：參觀展覽、實地考察、體驗學習營等)</li> </ul>	全級中四至中六	01/09/2024-31/08/2025	公民與社會發展科科主任	\$30,000
資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動	<ul style="list-style-type: none"> <li>資助學生及／或教師前往內地，參加和公民科課程相關的教學交流和考察活動 (如：交通費、住宿費用)</li> </ul>	全級中四至中六	01/09/2024-31/08/2025	公民與社會發展科科主任	\$90,000
資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動	<ul style="list-style-type: none"> <li>支付學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動的費用 (如：參與比賽、體驗學習的報名費、交通費和住宿費用)</li> </ul>	全級中四至中六	01/09/2023-31/08/2024	公民與社會發展科科主任	\$58,389
總計：					\$188,389

## 香港與內地姊妹學校交流計劃 (2024-25)

內地姊妹學校名稱：西安市第一中學





項目/策略	所配合的關注事項 (如有)	成功準則	評估方法	時間表	負責人	所需資源 (包括經費)
1. 與西安市第一中學舉行視像會議，與西安一中的師生進行線上交流活動。	配合關注事項一： 掌握學習鑰匙— 運用資訊科技培養 學生自主學習	- 70%學生認同交流活動有助促進香港和西安兩地的師生情誼  - 70%學生認同交流活動能加強學生的語言能力和溝通技巧	- 老師觀察  - 學生問卷	2025 年 2 月至 5 月	MS WL WT	添置電腦和具備追蹤功能的攝錄鏡頭，估計合共：\$50000
2. 與廣東省內一中學締結為姊妹學校，並到訪學校，與學校師生進行交流活動	配合關注事項 (二)：活出校訓價值—  價值觀建立：國 民身份認同	- 70%學生認同考察活動有助認識國情和擴闊視野  - 70%學生認同交流活動有助促進香港和廣東兩地學生的情誼	- 舉辦分享會，由學生分享及展示考察交流成果  - 學生問卷	2025 年 4 月至 7 月	MS WL WT	預計師生共 40 人，團費連同其他雜費開支，估計合共： \$100000
合 共： \$150,000						

## 加強支援非華語學生的中文學與教額外撥款計劃 (24-25)

本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校計劃運用 2024/25 學年獲提供的額外撥款.A. 156,691 元，以及 2023/24 學年額外撥款累積餘額.B. 112569.6 元，按校本情況及非華語學生的學習需要，提供以下的校本支援措施：

校本支援措施		運用 額外撥款	整合 其他資源
(a)	<input checked="" type="checkbox"/> 聘請額外員工（請於第(8)(a)項提供補充資料）		
	<input type="checkbox"/> 教學助理 ( ) 名	\$	<input type="checkbox"/>
	<input type="checkbox"/> 不同種族的助理 ( ) 名	\$	<input type="checkbox"/>
	<input checked="" type="checkbox"/> 教師 (1) 名	\$ 151,000	<input type="checkbox"/>
(b)	<input checked="" type="checkbox"/> 購買促進非華語學生學習中文的教學資源	\$ 4,000	<input type="checkbox"/>
(c)	<input type="checkbox"/> 僱用專業服務（請於第(8)(a)項及／或第(8)(c)項提供補充資料）		
	<input type="checkbox"/> 翻譯／傳譯服務	\$	<input type="checkbox"/>
	<input checked="" type="checkbox"/> 校外導師／機構舉辦課後中文學習班	\$40,000	<input type="checkbox"/>
	<input type="checkbox"/> 校外導師／機構協助教師舉辦共融校園活動	\$	<input type="checkbox"/>
	<input type="checkbox"/> 其他（請說明）：_____	\$	<input type="checkbox"/>
(d)	<input type="checkbox"/> 由學校籌辦的推廣共融校園活動	\$	<input type="checkbox"/>
(e)	<input type="checkbox"/> 其他（請說明）：_____	\$	<input type="checkbox"/>
運用額外撥款總支出 <input checked="" type="checkbox"/> [(a) + (b) + (c) + (d) + (e)]		\$165,000	

## References

	連結	QR CODE
<b>School Website</b>  Information and updates on school administration, L&T, student development and various achievements	<a href="http://www.carmel.edu.hk">http://www.carmel.edu.hk</a>	
<b>YouTube Channel</b>  School introduction, records of student activities and achieve	<a href="https://www.youtube.com/@CSS1964/about">https://www.youtube.com/@CSS1964/about</a>	
<b>School Official Facebook Page</b>  Latest news on school events and student achievements	<a href="https://www.facebook.com/carmelsecondaryschool">https://www.facebook.com/carmelsecondaryschool</a>	
<b>Student Achievements</b>	<a href="https://www.carmelss.edu.hk/site/about-school/other-information/outstanding-achievements/">https://www.carmelss.edu.hk/site/about-school/other-information/outstanding-achievements/</a>	
<b>S.1 Admission</b>	<a href="https://www.carmelss.edu.hk/site/about-school/s1admission_eng/">https://www.carmelss.edu.hk/site/about-school/s1admission_eng/</a>	