

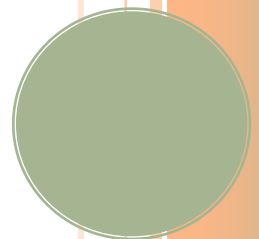


ANNUAL SCHOOL REPORT

Carmel Secondary School 迦密中學

2023-2024

2024/10/10



ANNUAL SCHOOL REPORT

CARMEL SECONDARY SCHOOL 迦密中學

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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 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; 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 Mission	
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.

SCHOOL MOTTO

Self-discipline through the Understanding of the Word

Service to Mankind through Faithfulness to the Lord

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

B. Achievements and Reflection on Major Concerns, Feedback and Follow-up

1. Introduction

2022-2023 was the **second** year of our 2022-2025 School Development Cycle, with Take Charge of Learning; Live by Values as our developmental highlights. With the new leadership community for CSS in place, the Administrative Council reviewed the SDP and revamped strategies and emphasis, with involvement of heads of all committees and subjects to set the path for an enthusiastic but practical action plans, to be cascaded at different levels of the school organization.

Revised School Development Plan (2022-2025) endorsed by the IMC is as follows:

- (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			✓

2. Major Concern 1 – Take Charge of Learning

Achievements
<p>The school has made substantial strides in achieving its "Take Charge of Learning" major concern, fostering self-directed learning through the effective integration of information technology in education (ITE). By strategically implementing initiatives focused on professional development, self-learning habits, and BYOD policies, the school has empowered teachers and students to effectively utilize digital tools and resources.</p> <p>1. Professional development initiatives</p> <p>The school implemented a range of professional development initiatives to enhance teachers' capacity in utilizing information technology in education (ITE). These initiatives, including in-house Bring Your Own Device (BYOD) workshops and STEAM committee activities conducted on staff development days, departmental-based professional sharing, self-directed and e-learning training, targeted lesson walks conducted by the Principal, Vice-Principals, and members of the Curriculum Development Committee (CDC), and collaboration with the Education Bureau's school-based support service, have equipped teachers with the essential skills and confidence to integrate technology into their teaching practices. Following Lesson</p> <p>Walks, teachers who demonstrate exemplary use of IT tools and apps to enhance student engagement, differentiation, and learning outcomes will be invited to share their practices during staff meetings. This provides opportunities for peer learning and professional growth.</p> <p>As a result, there has been a significant increase in the integration of technology into classroom practices, which fosters a collaborative learning environment and enhanced teachers' knowledge and confidence in improving their pedagogical practices. For example, in-house BYOD training workshops have equipped teachers with the skills to use specific IT tools and apps such as Padlet, OneNote, GoodNote, PearDeck, and MS Teams effectively, leading to greater integration of ITE into their lessons.</p> <p>Overall, these initiatives have had a positive impact on the school's ability to promote self-directed learning through ITE and empower teachers to effectively utilize ITE in their classrooms. By providing teachers with the necessary skills and support, the school has created a more conducive environment for students to take ownership of their learning and develop essential digital literacy skills.</p> <p>2. Acquisition and development of self-learning habits through utilization of digital tools and online resources</p> <p>Students are actively exploring and developing self-directed learning habits through the utilization of digital tools and online resources. Eight effective learning strategies guide students across departments, each demonstrating innovative approaches:</p> <ul style="list-style-type: none">• Personalized Learning: Subjects like Chinese Language use apps like GoodNotes and OneNote for individual learning styles.• Collaborative Learning: Platforms like Padlet in Economics and collaborative digital albums in Biology foster peer interaction and knowledge sharing.• Reflective Learning: Reflective journaling in Biblical Studies encourages self-reflection and critical thinking. <p>These are just a few examples. The school's commitment to self-directed learning through ITE is evident in the diversity of strategies and tools employed.</p>

Furthermore, the successful integration of various digital tools (OneNote, Google Classroom, Padlet, etc.) offers numerous benefits, as evidenced in many lessons observed and deliverables:

- Improved Organization: Students can organize learning materials more effectively.
- Enhanced Peer Learning: Collaborative features in these tools facilitate peer interaction and knowledge exchange.
- Personalized Learning Experiences: Use of note-taking apps facilitates individual learning styles.
- Self-Assessment: Reflective learning activities and online resources empower students to assess their learning.

Building on this foundation, several departments (Chemistry, Physics, and Mathematics) have set up flipped classrooms, utilizing online learning platforms with learning videos and question banks for self-directed learning and independent practice.

The school's efforts have created a more engaging and effective learning environment. By equipping students with digital literacy and essential self-learning skills, the program aligns with the "Take Charge of Learning" major concern, empowering them to become independent learners who can utilize technology effectively to drive their own learning.

3. Implementation of BYOD Policy

The school's BYOD policy implementation in S2 and S4 subjects has been a significant milestone in the school's efforts to foster self-directed learning.

The BYOD policy has had a positive impact on student engagement and mastery. Students reported increased engagement in lessons (76.74%), improved note-taking skills (90.7%), and better organization of ideas (80.62%) when using iPads. These findings are based on data from a survey of S2 and S4 students. Additionally, students expressed satisfaction with the BYOD policy and its benefits for learning. Focus group interviews revealed that many students found GoodNotes particularly useful for organizing notes on iPads.

Overall, the BYOD policy has effectively integrated digital tools into teaching and learning, empowering students with self-learning skills and creating a more engaging and effective learning environment.

Reflection

Through a variety of initiatives, teachers have cultivated skills and confidence necessary to seamlessly integrate information technology (IT) into their classrooms. This integration has fostered a more dynamic and supportive learning environment. To further enhance teachers' capabilities and ensure effective digital tool integration, targeted training and the development of tailored resources are essential. These strategies will empower teachers with the knowledge and skills required to create innovative curricula and fully harness the potential of IT.

The BYOD policy has been successfully piloted in S2 and S4 subjects, demonstrating its effectiveness in fostering self-directed learning and enhancing student outcomes. While students have explored and developed digital tools for self-directed learning, further efforts are essential to refine and deepen these habits within specific subject areas. By offering targeted guidance, resources, and fostering reflective practices, we can empower students to become more autonomous learners.

There were some challenges encountered during implementation. Connectivity problems and delays in Microsoft Teams may have hindered the effectiveness of the e-learning platform. Additionally, some students may have found online homework challenging for revision purposes.

To ensure a successful full-school BYOD rollout, we must enhance our network infrastructure, explore alternative e-learning platforms, provide additional support for revision, and conduct a

thorough evaluation of readiness. By addressing these areas, we can create a seamless and equitable BYOD environment for all students.

Feedback and Follow-up

1. Teacher Professional Development

Deepen IT Integration:

- Explore AI-assisted e-learning tools for innovative curriculum development:
 - Utilize intelligent tutoring systems in Mathematics for personalized support and feedback.
 - Employ adaptive learning platforms in science subjects to adjust content and pacing based on student progress.
 - Integrate virtual and augmented reality tools in languages and humanities subjects to enhance engagement and understanding.
- Stay updated with emerging educational technologies and explore their potential applications for enhancing learning experiences.
- Provide ongoing training and support to help teachers effectively use new digital tools and strategies, including in-house workshops and external training courses.

Leverage the Impacts of Lesson Walks:

- Increase the frequency of lesson walks throughout the academic year to identify and share best practices among teachers more effectively.
- Involve a wider range of middle managers in these lesson walks to deepen their understanding of instructional strategies and equip them to provide more targeted and effective support for teacher development and school improvement.

2. Foster Acquisition and Development through utilization of digital tools and online resources:

- Foster a classroom culture that encourages independent learning, risk-taking, and collaboration.
- Develop and promote subject-specific effective learning habits through the innovative use of IT tools:
- Employ digital platforms to facilitate group work, knowledge sharing, and peer feedback.
- Utilize online question banks to practice applying knowledge, identify areas for improvement, and track progress.

3. BYOD implementation

Based on ongoing feedback and evaluation, the school should make necessary adjustments to the BYOD policy and related initiatives to ensure its continued effectiveness. This includes:

- Continuously monitor and evaluate the effectiveness of the BYOD policy.
- Gather feedback from students, teachers, and parents to identify areas for improvement and inform policy adjustments.

3. Major Concern 2 – Live by Values

Achievements

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), guides our endeavors this year as we emphasize 'willing to serve mankind'. We firmly believe that values education finds its true efficacy when seamlessly integrated into the curriculum and lessons, providing students with the necessary context to learn and reflect on essential principles. Furthermore, our objective encompasses enhancing experiential learning opportunities for students both within and beyond the school premises. This approach enables them to engage with the community, learn the essence of service, and embody the values that shape a meaningful life.

Strategy 1: To incorporate value education into curriculum and lessons, providing students with context to learn and reflect on values.

(1) Reflecting on Values and Attitudes

Through reflective exercises, students are encouraged to contemplate and internalize the values and attitudes necessary for personal growth and the advancement of society. For example, students demonstrated profound reflection on the qualities essential for the future workplace and how they could contribute to our society and the world through the English project 'Article on the Future Me'. Besides, the Career and Life Planning Committee orchestrated a series of activities during Career Week to instil in students a strong work ethic, emphasizing respect for others and the community. Around 60% of surveyed students strongly agreed or agreed that they had heightened awareness regarding the impact of their career choices on the community and society; 55% of students indicated they would consider social values in career decision-making. On a scale of 1 to 5, Respect for Others received a rating of 4.2, highlighting its significance as a core value in the workplace.

Strategy 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

(1) Building Connections

Various programmes were in place to empower students to forge meaningful connections and relationships within and beyond the school campus and through which various core values could be shared and exchanged. The followings are some highlights:

- **Best Wishes to our Big Brothers and Sisters:** S3 students prepared graduation gifts in Bible lessons for the S6 students in groups. Excited about the opportunity, students took the initiative to learn about their seniors' preferences in advance and wrote heartfelt cards. Through these gifts, they conveyed blessings, embodying the spirit of care and love from the Bible. The gifts were presented to the Form 6 students on their Speech Day, leaving them touched and grateful.
- **S3 History Oral Project:** This project, in collaboration with the English Department, tasked students with interviewing their relatives and teachers. By exploring their chosen historical period through these interviews, students gained insights into the characteristics of that era based on the shared information. Additionally, students reflected on the qualities of their interviewees based on their interactions. The feature articles students created well-illustrated the admirable qualities of their chosen interviewees.
- **S1 English Project 'Reading to Learn, Learn to Serve':** In this initiative, S1 students adapted self-written fables with moral messages and shared them with Primary 1 and 2 students at Alliance Primary School Whampoa. Their visit showcased not only their creativity, eloquence, and language

skills but also their exemplary attitudes and manners, earning high praise from the primary school teachers.

- 'Bless Our Neighbourhood with Hymns and Gospel Carnival': The event was organized by the Religious Affairs Committee where around 20 students shared the message of hope with Homantin residents through hymns sung at the school gate. Another 30 students visited the Oi Man Community to present gifts, accompanied by students' testimonies. This event fostered community engagement and spread positivity among the neighborhood.
- 'Carmel Leader 60+' Series: This initiative facilitated meaningful dialogues between students and distinguished alumni leaders from various fields. Students had the opportunity to learn from their experiences, gaining valuable insights into leadership, career paths, and industry trends. Notable hosts included Lawrence Kan, director of the film "In Broad Daylight," and Steven Yiu, Executive Director of the Airport Authority. By hosting such events and inviting alumni to share their wisdom, a network of connections is being woven, promoting the spirit of giving back to the alma mater among students.

These endeavours not only strengthen bonds within the school but also cultivate a broader network of relationships that enrich the entire community.

(2) Fostering Empathy, Awareness, and Action

Engaging in purposeful activities to enhance their understanding of societal needs, encompassing those within their immediate school community, students not only cultivate empathy and awareness but also take proactive steps to address these needs. Incorporation of value education in subject-based and cross-disciplinary curriculum instils a sense of inclusion, for example:

- In the Secondary 2 Prose Unit (CHI), following the study of "The Peach Blossom Spring," students were encouraged to assess community needs. They were tasked with presenting their visions for the future of their community using Pages or iMovie, outlining their own "Peach Blossom Spring." Through community observations and group studies, students deepened their understanding of the Ho Man Tin community. They learned to care about the future development of their community. Their ideas could be a small step towards broader and more impactful initiatives that could truly address the diverse needs of the community.
- The S3 SMART Shelter project was a cross-subject STEM initiative aimed at formulating solutions for an authentic problem related to the school or community's needs. Through scientific inquiry, Micro:bit coding, and data analysis, students designed and constructed a prototype shelter for outdoor workers. S1 students also experienced applying their knowledge to improve the livelihood of the elderly by designing apps for their use.
- The collaboration between the Life and Values Education Department, the Economics Department, and the Business, Accounting and Financial Department resulted in the creation of a Secondary 4 "Social Innovation" module. Students interviewed various stakeholders in the school (teachers, students, and janitors), addressed their needs, proposed innovative solutions, or designed tools to create a campus more conducive to work and learning. Survey results indicated that 60% of students agreed or strongly agreed that the unit helped them develop empathy and pay attention to the needs of others. For instance, students were inspired by janitors to develop a sustainable plan to care for school property.
- The Theme Week of the Counselling & Guidance Committee, 'Shall We Talk,' fostered empathy, active participation, and kindness among students. 85.21% of students agreed that they have a deeper understanding of companionship. In a survey, around 80% of students gave an encouraging response, expressing their willingness to show kindness and care for others and they believed that they could build companionship at Carmel.

- The theme of the Week of Religion was 'Serving the Undeserved.' It conveyed the message that many people (NGOs) are motivated by God's words and serve individuals who may seem to have little value. Groups of students visited Industrial Evangelistic Fellowship Limited (工福團契) and Little Life (小小生命) which serve the gamblers and women facing crisis pregnancy respectively. They interviewed the persons-in-charge of the NGOs and shared their experiences during school morning and long assemblies.
- In addition to the long-established programs of voluntary services, VolunPeers and Community Youth Club etc., the school has joined the Jockey Club Volunteers for Good - Campus Partnership Program (賽馬會眾心行善 — 義工推廣校園夥伴計劃) this year, which aims to encourage students to do good, even small, deeds. A total of 38 students, from S1 to S5, took further action and participated in volunteer training conducted by the organizer. Another 10 students participated in the Student-led Volunteer Service Program.
- Five S4 students independently drafted a proposal to seek funding through the "Search Our Soul" project organized by Wofoo Social Enterprises (SOS 學界精神健康資助計劃). Following multiple rounds of interviews and meeting various criteria, their proposal (迦·抗逆力小隊) was selected with a significant sum of funding to orchestrate a series of activities to promote mental wellness in school for six months.

Other areas of concern

National identity is a core value prioritized for imparting to students. Through a variety of approaches, ranging from learning and teaching to other experiences like flag-raising ceremonies, speeches under the national flag, sister school tours, and CSD trips, the national sentiment of students has significantly strengthened. According to the 2024 APASO findings, the Q-score and P-score for all forms across various subscales of the item 'national identity' reached their highest levels (116 and 85.7 respectively). This strong sense of national identity motivates students to contribute to the advancement of our nation.

In addition to addressing School Major Concerns, promoting **mental health** of our students remains a primary focus.

- The Counselling & Guidance Committee and the Students with Special Needs Support Team have implemented various programs to assist our students. These include S1 orientation programmes, Mon-mentum Zone (a platform aimed at fostering connectedness among students and providing opportunities to practice emotional management through activities like board games, artwork, and horticulture), the counseling ambassador scheme, and the Talent Development and Learning Support Programme, small groups, and many others.
- Equally important is the support and well-being of parents. The school invited Dr. Ella Chan Po On, an experienced Counseling Psychologist and expert in positive discipline, to conduct a talk and a series of workshops on this topic. Around 70 families, constituting approximately 10% of the student population, participated in the talk, with 25 attendees filling the workshop quota. The feedback from the questionnaire was exceedingly positive, receiving a rating of 3.91 out of 4. Parents expressed that the workshops were valuable in enhancing their confidence in fostering a supportive relationship with their children.
- Placemaking plays a crucial role in promoting mental health by creating environments that support well-being and connection. We have recently transformed the 'Roman Square' into a well-being garden, where students can engage in mindful exercises or share quiet moments with friends. This year, our school collaborated with Breakthrough on the "Art for Well-being Project" (幸福感藝術創作計劃). Through lectures, mentors from Breakthrough guided our S2 and S4 students to understand physical, mental, and spiritual health. Art instructors led workshops to explore the connection between well-being and craftsmanship, providing students with opportunities to

express personal needs through handcrafts. These works are integrated into the well-being garden, enhancing the campus environment, and promoting students' holistic development.

Reflection

Values education goes beyond mere words, and this integrated approach ensures that values can be understood and reinforced through concrete actions and everyday interactions by students.

Feedback and Follow-up

The focus of the School Motto for the new academic year will be 'faithfulness to the Lord' and the related values of integrity. The integrated approach will continue to be adopted.

In response to the care for the mental health of students, the following measures will be taken in the new academic year:

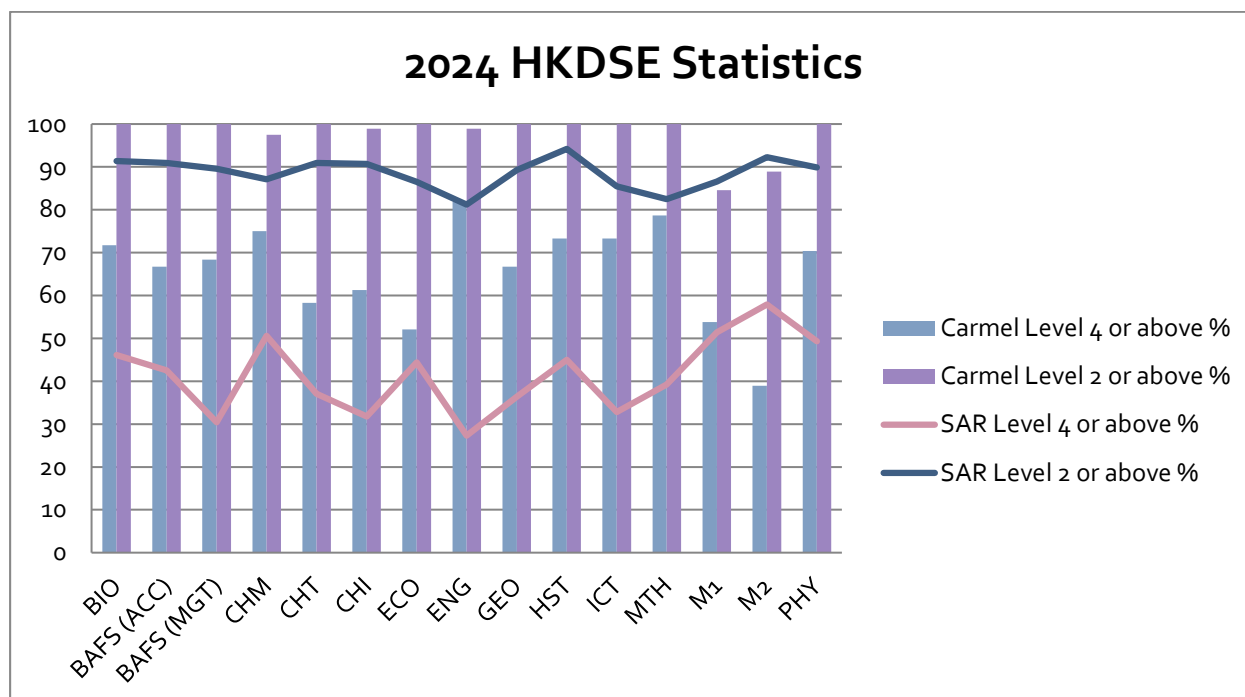
- ◆ Strengthen parent education with reference to the Curriculum Framework on Parent Education (Secondary School).
- ◆ Introduce life skills programs for S1 and S2 students.
- ◆ Renovate the Well-Being Hub for student and staff support.
- ◆ Provide more opportunities for students to participate in sports at school to promote a healthier lifestyle.

C. Student Performance

1. Academic Performance

In recognition of their effort in meeting an academic standard, 17.4% of all S1-S6 students obtained a Certificate of Academic Merit and 17.6% a Certificate of Academic Excellence. This award system minimized negative competition and encouraged students to work towards attainment of an academic goal.

Considering performance of our S6 graduates in public examination (HKDSE), they continued to perform well-above the territory standards. The following table summarizes the results:



We have 96% of students meeting the benchmark of local university degree programmes, a prominent result! A lot of students got satisfactory performance. The best three got 45, 43, and 40 points based on 7 subjects (excluding CSD). Grateful to hardwork of teachers and students.

2. Multifaceted Achievements

Students were given opportunities to learn and stretch their potential in various aspects from team sports to UC group (Scout), aesthetics and various community services. Please refer to Appendix 1 for the list of awards and scholarships Carmelians have got in 2023-24.

Appendix 1: Scholarships and Awards (23-24)

校外獎學金獲獎名單（截至 30/9/2024）

學生姓名	主辦機構	獎學金名稱	獎學金金額	其他獎勵
彭貞瑗	黃廷方慈善基金 有限公司	黃廷方獎學金 2023	\$5,000	
陳愛娜	羅氏慈善基金 與教育局	應用學習獎學金	\$1,000	
譚慧晴	羅氏慈善基金 與教育局	應用學習獎學金	\$1,000	
麥子晉	九龍城區校長聯絡 委員會	2023-2024 九龍城區傑出學生 選舉 – 高中組優異學生		
徐啟正	九龍城區校長聯絡 委員會	2023-2024 九龍城區傑出學生 選舉 – 初中組優異學生		
呂程	杜葉錫恩教育基金	2023 第七屆全港青少年進步 獎	\$5,000	
萬昭彤 黃子樂	尤德爵士紀念基金	2023/24 尤德爵士紀念基金 高中學生獎	\$1,000	
麥子晉	The Island School Trust	Nicola and Kenneth Bursaries 2023-24	\$4,000	
葉綺萍 鄭梓晴 蔡樂霖 蕭子康 鍾晞朗 王琬懿	玉清慈善基金 與九龍城區中學校 長會及小學校長會	2023/24 學年九龍城區學生 飛躍表現獎勵計劃	\$500	
Lee Ka Lam 李嘉琳	CUHK Chung Chi College x AIA	Young Leaders Award 2024-25	\$50,000 x 3 years	Internship experience, Job shadowing, Guaranteed hostel place, etc.

校外比賽獲獎名單（截至 30/9/2024）

學生姓名	比賽名稱	獎項/其他成就
陳晉健 鄭澤軍 孫梓康 沙文御寧	龍城盃 3x3 U14 籃球賽	亞軍
嚴敏洵	公益少年團清潔郊野公園 暨徵文比賽	季軍
梁焯殷	公益少年團線上電影欣賞會 暨徵文比賽	亞軍
莊沛穎	2023 年公益少年團 傑出團員	獲邀參與 2023 年 7 月公益少年團 傑出團員境外交流(新加坡)
陳嘉賢	教育局「齊來認識《基本法》」 問答設計比賽	最佳表現獎證書及書券
賴語晨	聯校音樂大賽 2023	大提琴弦獨奏中級組金獎
陳楓霖 姚焯然	香港經濟教育協會 「活學經濟短文分析比賽 2023」	優異獎
徐啟正 石濬嘉 許卓怡 符信謙 蘇俊諺 夏樂軒 許恩諾 李文睿	香港數理教育學會 2023 科學評核測驗	金獎
陳意 陳穎心 吳愛天 楊海雅 司徒煥娜 朱子晴	初中歷史科電子閱讀獎勵計劃 2023	學術獎 創意獎
沈衍輪	2023 年水陸兩項鐵人賽 - 比賽 3	亞軍
黃思穎	第一屆香港故宮學生文化大使計劃	香港故宮學生文化大使
嚴敏洵 石濬嘉	慶祝回歸 26 周年 認識九龍城社區發展系列活動 2023 「一分鐘短片創作比賽」	冠軍獎盃、獎狀，以及書券\$1500

學生姓名	比賽名稱	獎項/其他成就
陳楓霖 麥子晉 梅泓朗 李彥霆 黃子樂	香港數理教育學會 International Chemistry Quiz 2023	High Distinction
譚泳桐 黃睿 黃千容 張天韋 蔡芷榆 韋希霖	香港中華文化發展聯合會 第八屆歷史文化學堂——中華傳統節日 2023 年電台演講比賽	優異證書
王琬懿 楊千瑤 胡文晞	香港物流協會全港中學生“你眼中的物流” 短片拍攝比賽	最佳效果獎 (\$1,000)
蘇學霖 侯銘恩 余穎欣 梁子浩	16th Radio Drama Competition	Bronze Award
陳承謙 張栢豪 何卓衡 簡裕峰 劉俊彥 林沚琦 朱曉琳 潘子森 鄧恩樂 王凱瑩 邱志謙 葉嘉泳 袁琬瑋 鍾曉茵 文靜怡	The 24th Wofoo Millennium Entrepreneurship Programme	Outstanding Proposal Award Merit Prize and (cash prize of \$2,000)
侯銘恩 劉凱晴 張凱琳	兩文三語運動： 一分鐘短片製作比賽	高級組冠軍 最佳語言表現獎——粵語 最具創意獎
黃思穎	2023-2024 香港課外活動優秀學生表揚計劃	中學組獲獎者
劉凱晴 陳承謙	香港賽馬會社區資助計劃： 美荷禮香港精神學習計劃	優異獎狀及書券 \$150 元

學生姓名	比賽名稱	獎項/其他成就
	『兩代情』徵文比賽	
劉笛	香港藝術發展局 「校園藝術大使計劃」	Certificate of Commendation
李天揚 俞厚臻 溫上霈 何一心	第十四屆香港中學數學創意解難比賽 The 14th Hong Kong Mathematics Creative Problem Solving Competition for Secondary School	金獎
李天揚	PractiflyAI 大灣區數理思維挑戰賽 GBA Joint School Mathematics Competition	First Prize Award & Creative Genius Award
周康進	2024 香港物理奧林匹克 Hong Kong Physics Olympiad 2024	Honourable Mention
樊日晉 劉笛 張栢豪 李承恩 葉君陽 許文森 劉俊彥	數學思維大激鬥 2024 MathConceptition 2024	金獎 銀獎 銅獎
李天揚	Hong Kong Mathematics Kangaroo Contest	Peak Award
何一心 廖崇希 樂俊豪 莫家朗 曾創沅 劉軒銘	FIRST® LEGO® League 2023-2024	Robot Design Award - Champion
劉陳銘 廖峻熙 徐梓森 許穎恩 李樂晉 羅加佑	全港學界相撲機械人大賽 2024	金獎 銀獎
陳彥熙 許穎恩 周杰睿 許遵梓 李天揚 霍鉦喬 譚逸熹	WRO 香港機械人「冬季」挑戰賽 2024	銀獎 嘉許狀 金獎, 最佳程式設計

學生姓名	比賽名稱	獎項/其他成就
賴語晨 李彥敏 朱子晴 林沛悅 關焯穎 張允祈 盧悅知 程子然 劉陳銘 黎翠瑩 鄧允皓 梁焯殷 李卓盈 朱子晴 梁迎峰 張允祈	第七十六屆香港學校音樂節 The 76th Hong Kong Schools Music Festival	Cello Solo (Bronze Award) Erhu Solo (Bronze Award) Flute Solo (Junior) (Sliver Award) Graded Piano Solo - Grade Eight (Sliver Award) Graded Piano Solo - Grade Five (Sliver Award) Graded Piano Solo - Grade Five (Sliver Award) Graded Piano Solo - Grade Five (Bronze Award) Graded Piano Solo - Grade Four (Sliver Award) Graded Piano Solo - Grade Seven (Bronze Award) Graded Piano Solo - Grade Six (Sliver Award) Piano Solo - Chinese Composers (Sliver Award) Piano Solo - Composer of the Year (Sliver Award) Piano Solo - Composer of the Year (Bronze Award) Piano Solo - Gold Medal Award (Sliver Award) Tom Lee Music Scholarship for Piano Solo (Sliver Award) Vocal Solo - Singing in Chinese - Female Voice – Age 14 or under (Sliver Award)
邵信行 石濬嘉 徐梓森 張榮晟 王悅霖 陳芷晴 鍾奕曦 何卓霖 薛子琦 王悅霖 吳沛庭 嚴敏洵 李卓盈	第七十五屆香港校際朗誦節 The 75th Hong Kong Schools Speech Festival	散文獨誦 (中學一年級粵語) - 季軍 散文獨誦 (中學三年級粵語) - 優良 散文獨誦 (中學一、二年級普通話) - 優良 詩詞獨誦 (中學一年級粵語) - 優良 詩詞獨誦 (中學一年級粵語) - 優良 詩詞獨誦 (中學二年級粵語) - 亞軍 詩詞獨誦 (中學二年級粵語) - 季軍 詩詞獨誦 (中學三年級粵語) - 優良 詩詞獨誦 (中學一、二年級普通話) - 亞軍 詩詞獨誦 (中學一、二年級普通話) - 良好 詩詞獨誦 (中學一、二年級普通話) - 良好 詩詞獨誦 (中學三、四年級普通話) - 優良 宗教作品朗誦: 基督教經文 (中學五、六年級粵語) - 季軍

學生姓名	比賽名稱	獎項/其他成就
團隊	比賽名稱	獎項/其他成就
詩歌班	聯校音樂大賽 2023	初中合唱比賽銀獎 中學合唱組別金獎
弦樂團	聯校音樂大賽 2023	弦樂小組合奏金獎及銀獎
弦樂團	聯校音樂大賽 2024	弦樂小組合奏銀獎及合奏銀獎
弦樂團	International Young Artist Music Contest 2023	高級弦樂組冠軍
男子 羽毛球隊	香港中學校際羽毛球比賽 九龍地域(第三組別)	季軍
詩歌班	文藝協會歌唱比賽	中學組冠軍
詩歌班	超新聲歌唱大賽 2023	大合唱組冠軍
手鐘隊	第 15 屆香港國際手鈴奧林匹克比賽	金獎
手鈴隊	第 15 屆香港國際手鈴奧林匹克比賽	榮譽金獎
	教育局 「中華經典名句(2023-2024)」全港中 小學網上遊戲比賽	中學組十八區 最踴躍參與學校獎
	香港中華文化發展聯合會	「傑出中華文化傳承單位」 (23/24 年度)

D. Looking Ahead

Embracing Change for a Future-Ready Education

As the school approaches its 60th anniversary, it is an opportune time to reflect on the past and look towards the future.

Carmel Secondary School, a beacon of Christian education in Hong Kong, is committed to upholding its position as a leading educational institution. We envision preparing our graduates to be future-ready leaders in various life roles. Our challenges and missions include improving the school environment, reforming curriculum and teaching and learning strategies, and enriching learning experiences and opportunities to allow Carmelians (teachers and students) to innovate and showcase their creativity.

Transforming the School Environment

We have been diligently preparing for a series of placemaking initiatives to get ready for curriculum and teaching and learning innovations, and to create a positive environment for school life. We are grateful that, against all odds, we have secured funding from the Education Bureau to resurface the auditorium floor and renovate the old and new wing playgrounds. **Projects completed in 2023-24 include:**

- Optimizing the auditorium's projection, lighting, and sound systems
- Renovating Hall 2
- Restructuring the school's storage spaces
- Transforming the old wing covered playground into a multi-functional student activity space
- Transforming the new wing "Roman Square" into a Well-being Garden, incorporating Carmelians' artwork and multimedia installations from all levels, providing a space for students and teachers to rest and relax

We are still actively pursuing external funding applications, in conjunction with the school development fund, with the hope of providing interactive teaching and learning facilities in all classrooms within the next academic year. We are exploring various possibilities of educational innovations, from creating future classrooms, restructuring our STEAM learning spaces, to cross-disciplinary science learning and research projects.

Embracing Innovation While Honoring Our Roots

The theme for the 60th Anniversary is "60+ - School for the Future". The school anniversary projects will incorporate "future" elements, facilitating students to apply cross-disciplinary knowledge and skills, develop innovative ideas and problem-solving skills, and apply what they learn to our school and community. The new approach requires close alignment with the curriculum and active Carmelians' participation and exploration. It is a

challenge and an experiment, but we believe that both students and teachers will benefit from the journey of inquiry learning. We look forward to the fruitful learning outcomes.

Let all Carmelians, with a dedicated and self-disciplined attitude, actualize our educational vision with persistence.

"May the splendor of the Lord our God be upon us. Succeed us in what we have done; for what we have done, may you establish." (Psalm 90:17)

E. Financial Summary 2023-2024

	Incomes(\$)	Expenditures
1. Government Subsidy		
Expanded Operating Expenses Block Grant (EOEBG)		
(A) Basic Baseline/per Class IMC Grant	\$2,083,897.05	\$2,728,943.85
(B) School Specific Grants		
Administration Grant	\$4,043,616.00	\$4,275,125.98
Capacity Enhancement Grant	\$666,935.00	\$1,003,799.20
Composite Information Technology Grant	\$531,205.00	\$146,452.52
Air-conditioning Grant	\$52,596.00	\$54,866.40
SBM Top-up Grant	\$8,415.00	\$449.90
School-based Speech Therapy Administration Recurrent Grant	\$512,696.00	\$480,226.22
Noise Abatement Measures Recurrent Subsidy	\$0	\$0
Sub-Total:	\$7,899,360.05	\$8,689,864.07
2. School Subscription A/C		
Tong Fai	\$87,600.00	
Rent from Caterer	\$110,000.00	
Other Income	\$412,242.64	
Sub-Total:	\$609,842.64	\$183,323.24
School Surplus of the year		\$426,519.40

#This balance has not yet been audited.

Report on CEG (2023-2024)

Item	Income (\$)	Budget (\$)	Actual Expenses (\$)
Contract admin officer		\$280,000.00	\$276,696.00
Part-time teaching assistants		\$200,000.00	\$230,369.50
Part-time coaches and tutors		\$150,000.00	\$71,722.50
External Service		-	\$425,011.20
Balance brought forward from 22/23	\$2,735,905.50		
Grant received in 23/24	\$666,935.00		
Total:	\$3,402,840.50	\$630,000.00	\$1,003,799.20
Balance:			\$2,399,041.30

Report on Afterschool Learning Support Grant (2023-24)

A. The estimated number of students (count by heads) benefitted under this Programme is 175 (including A. 50 CSSA recipients, B. 55 SFAS full-grant recipients and C. 70 under school's discretionary quota).

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

* Name / Type of activity	Objectives of the activity	Evaluation	Period/Date activity to be held	Estimated no. of participating eligible students#			Attendance (%)	Expenditure (\$)
				A	B	C		
Homework Support & Tutorials	To enhance academic performance	Improvement in academic performance	Whole year	10	15	15	100	30,250.00
Study Skills Training	To sharpen study skills	Improved learning effectiveness & confidence with the use of study skills	Whole year	10	10	10	100	2,250.00
Language Training	To enhance language ability	Improvement in language skills and confidence	Whole year	10	10	10	100	32,484.00
Educational materials	Provision for students in financial needs	Improvement in academic performance	Whole year	15	15	20	100	675.00
Total no. of activities: <u>5</u>			@No. of man-times	60	60	70		
			**Total no. of man-times	190				

Report on DLG (2023-24)

Domain	Programme	Number of students engaged	Deliverables/ Success Criteria	Assessment Results	Time-line	Actual (HK\$)
Academic (PSHE, SCI, MATH, TECH Ed)	Extending Learning Programme: Visual Arts Learning for elites Geography Olympiad Training & Field Trip Senior form Chemistry elite class Sports team elite training	Around 60, members of talent pool	Attendance and performance of students, trainers' feedback Extra and intensive coaching to promote students' competence and sense of efficacy	The Extending Learning Programme effectively promoted the development of elite students in various areas, including visual arts, geography, chemistry, and sports. Participants demonstrated enhanced skills, confidence, and academic achievements.	Whole year	\$79,004
Language	English Debating Team Intensive Training	Around 10, core members of the English Debating Team	Performance of participants in competitions Extra and intensive coaching to promote students' competence and sense of efficacy	The English Debating Team participated in the Hong Kong Secondary Schools Debating Competition 2023-24 Enhanced Format. They achieved two wins during the year and gained valuable experience. Chantal Chan (4C) was recognized as the Best Debater in the final round of the competition in Term 2.	Whole year	\$7,700
					Total expenses	\$86,704.20

Report on Joint-school DSE Courses (2023-24)

Courses Supported by the Education Bureau's Subsidy Scheme for Diversified Learning	Strategy and Expected Outcomes	Organizations	Duration	Target Students	Actual no. of participants (23/24)	Learning Outcomes/ Success Criteria	Assessment Results
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	6	Students obtain level 3 in the Hong Kong Diploma of Secondary Education (HKDSE).	No one sat for the HKDSE or any language examinations in 2023-24.
Other Languages (Category C)		The Other Language Courses in the Hong Kong Diploma of Secondary Education (HKDSE)			2	Students obtain in the language examinations at the stipulated proficiency level or above.	

Plan on ApL (2023-24)

Courses Supported by the Education Bureau's Subsidy Scheme for Diversified Learning	Strategy and Expected Outcomes	Organizations	Duration	Target Students	Actual no. of participants (23/24)	Learning Outcomes/ Success Criteria	Assessment Results
Applied Learning (Mode 1)	<p>Provide a range of Applied Learning courses to cater for students' various learning needs and interests</p> <p>Students gain a diverse learning experiences and develop career aspirations</p>	<p>Six areas of studies:</p> <p>(1) Creative Studies,</p> <p>(2) Media and Communication,</p> <p>(3) Business, Management and Law,</p> <p>(4) Services,</p> <p>(5) Applied Science, and</p> <p>(6) Engineering and Production.</p>	<p>2 years</p> <p>180 hours</p>	Secondary 4 to 6	8	Students obtain "Attained with Distinction (I)" in the Hong Kong Diploma of Secondary Education (HKDSE).	Four students enrolled in the HKDSE in 2023-24. Two students achieved "Attained with Distinction (I)" or above, one student achieved "Attained", and one student got "Unattained" as she could not attend the rehearsal sessions right before the Mock Exam.
Applied Learning Chinese (Mode 1)	Provide a simulated applied learning context to help NCS students build a foundation for using Chinese	Applied Learning Chinese (for non-Chinese speaking students)	<p>2 years</p> <p>270 hours</p>	Secondary 4 to 6	1	Students obtain "Attained" in the Hong Kong Diploma of Secondary Education (HKDSE).	One student who sat for the HKDSE and obtained "Attained with Distinction".

Report on Life Planning Education and Career Guidance (2023-24)

1. Annual Evaluation

Items/Strategies	Learning Context (if applicable)	Core elements (if applicable)	Success Criteria	Assessment Results	Feedback and Follow-ups
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) and/or information search with S5 students to facilitate Individual Student Planning			<p>>70% of the students find the online assessments useful in helping them understand their career inclinations</p> <p>>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>	More than 70% of the S5 students found taking the test, which was followed by group advising and a study of the report, helped them realize their career inclinations while students who reported they felt more confident in making plans after graduation were at 60%.	The career assessments helped students increase their self-awareness, and they felt more motivated to identify university programmes / jobs that match their goals and talent. It was important, however, that they grasped the reporting of the test and got guidance from the teachers / advisors, who also need to have a thorough understanding of the reports. Tests other than My Life Portfolio offered by the EDB could be explored, too.
Major Concern 2: Live by Values: To Actualize the School Motto through Values Education					
2. To organize a series of activities during the Career Week to nurture in students work values with a focus on Respect for Others and Community			<p>>70% of the students realize the impact and significance one's career can have in their community and society</p> <p>>70% of the students are willing to consider social values when they make education and career decisions</p>	Close to 60% of students surveyed strongly agreed and agreed they became more aware of the impact their career could have on the community and society. When it comes to their career decision / university programme choice, 55% reported they would put social values into consideration.	It was good to see that students realize both the impact their career would have in the community / society and the significance of work values. Respect for Others was rated 4.2/5 when students were asked if they found it an important value at work. Other work values, like integrity, could be instilled in students in future through various interventions as work values are important to students' satisfaction level.

Items/Strategies	Learning Context (if applicable)	Core elements (if applicable)	Success Criteria	Assessment Results	Feedback and Follow-ups
Others					
To carry out an online poll about careers of the future and a workshop on hosting techniques in preparation for the Career Fair, a celebration event of the 60 th Anniversary to be held in 2024-25			<p>> 70% of the students responded to the poll</p> <p>8 or more students are recruited to be the host of the Career Fair</p>	The poll would be postponed to the first term of 2024-25 as the showcase of 60 th Anniversary Learning Showcase cum Conference will take place in July 2025	The poll would help identify skills and jobs that interest students most and alumni and guests with a similar background would be invited to share their experience at a Career Fair which would be part of the Career Week in December.
To organize career related experiences (e.g. job taster, personal image workshop) for S4 & S6 students in collaboration with YWCA that provide experiential learning opportunities			<p>>70% of the participants feel that they can make connections between school and the career related experiences</p> <p>>70% of the participants become more aware of their strengths, areas in need of improvement and areas of interest in relation to their career development</p>	Participants gave a very positive response to the job tasters and workshops, which included industries like rehabilitation, hotel, pet grooming, Chinese medicine, sustainability, and personal imaging. Around 80-90% of the participants agreed their interest and understanding towards the jobs increased.	While the world of work is distant from students, they have a strong desire to have first-hand experience with different professions and a wide-enough exposure to different jobs not only would enhance students' understanding of their strengths and talent but also break stereotypes about jobs. So, work related experience should be offered as much as possible.

The way forward:

- Take charge of Learning & Live by Values - students not only should take charge of their learning but also their life and career and life planning exactly helps students connect their life in the past, present and future. And career development, together with academic and personal and social development make a comprehensive career guidance model.
- So, the individual student planning is to continue, yet with a greater degree of support to students' academic needs. There could be a better integration of the individual student planning with the practice of Student-led Conference. And values education is to continue also, strengthening social development in particular, echoing Service to Mankind in the school motto.
- While career education is for all students, teacher training is paramount in achieving it. Teacher training could be done first in the committee and then by forms.

Report on Integrated Education and Support (2023-24)

Annual Evaluation

Items/Strategies	Core elements	Success Criteria	Assessment Results	Feedback and Follow-ups
Major Concern 2: Live by Values: To Actualize the School Motto through Values Education				
Talent Development and Learning Support Program	<p>Mastering the Keys to Learning</p> <p>Promoting self-directed learning through interactive use of Information Technology (IT)</p>	<p>80% of participants were able to enhance their learning goals through a series of learning support platforms.</p> <p>50% of participants successfully obtained their preferred degree through the "JUPAS" application.</p>	In the current academic year, 8 Form 6 students with special learning needs (including 2 ADHD, 1 autism, 1 speech impairment and 4 mental illness) set their educational goals, with 87.5% of them obtaining their preferred degree through the "Joint University Programmes Admissions System" and 12.5% having opportunities to pursue tertiary education.	The student-centered philosophy effectively inspires and enhances students' potential. Efforts will be made in the coming year to further enhance the effectiveness of various platforms.
Caring and Inclusive Awareness Program	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.	<p>80% of participants recognize the limitations and needs of visually impaired runners through their sharing</p> <p>50% of S4 participants successfully completed the training camp.</p>	<p>Teacher observation and feedback</p> <p>Students enjoy experiencing the vision of visually impaired runners through lunch playground activity.</p> <p>After attending 15 hours of inclusive workshops and internship services, two ambassadors awarded the "Youth Ambassador Certificate" and a training and service subsidy of HK\$500.</p> <p>After attending a sharing of the joy of baking throughout the community and a Bake a Change Workshop, many students shows interest to work with other NGOs to organize free-of-charge</p>	Students' personal growth, leadership and communication skills are improved which encourages them to actively engage in volunteer services and contribute to society after attending the assemblies, completing the

Items/Strategies	Core elements	Success Criteria	Assessment Results	Feedback and Follow-ups
		84% of participants enrolled the Bake a Change Workshop	baking activities, with a goal of introducing people of all ages and backgrounds.	program and joining the baking workshops.
Home-School Collaboration Program	Use value education to practice the responsibility, diligence and perseverance in the school motto "Self-discipline"	<ul style="list-style-type: none"> - 80% of participants strongly agreed or agreed that the activities were helpful - 100% of participants will attend parents group next year 	This year, a total of 5 parents attended one sharing and 7 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>Parents who benefit from the parent groups are willing to share their experiences.</p> <p>For the upcoming year, the school plans to have a comprehensive parenting training program.</p>

Learning Support Grant (2023-2024)

Particulars	Income	Expenses	Balance
Amount available	788,656.00		788,656.00
Amount required			
Recruitment of teaching assistant		497,145.0	
Hire service for transfer of expertise		128,750.00	
Purchase of learning packages and teaching aids		1,387.2	
Arrangement of learning/inclusive culture activities/ social & behavioral activities / mental health activities		75,887.40	703,169.60
			85,486.40

Report on Reading Promotion (2023-2024)

Financial Report

Item	Income (\$)	Budget (\$)	Actual Expenses (\$)
Purchase of Books			
- E-Books (Gale Virtual Reference Library)		\$38,000.00	-
- Printed Books (English Library Books)		\$10,000.00	\$25,575.88
- Printed Books (National Security Education)		\$5,000.00	-
- S5 SBA Print Non-Fiction Books		\$15,000.00	-
- Nonfiction Reading Programme		\$20,000.00	\$4,251.80
Reading Activities			
a) Prizes for the Exploring a New Horizon Reading Award Scheme		\$4,500.00	-
c) 4.23 World Book Day Bookmark Design Competition		\$800.00	\$795.80
d) Three Reading Clubs (4 gatherings each club)		\$600.00	-
e) Reading Café (2 gatherings, each around 15-20 students)		\$1,500.00	\$1,081.07
f) Game Booths / Gifts for Reading Activities		\$1,200.00	\$58.00
g) Book Crossing, 3 book exhibitions (decoration & promotion)		\$700.00	-
Purchase Teaching Materials for Reading Promotion (Target Groups: Students + Teachers + Parents)		\$5,000.00	-
Balance brought forward from 22/23:	\$59,183.02		
Grant received in 23/24:	\$65,198.00		
Total:	\$124,381.02	\$102,300.00	\$31,762.55
Unspent Balance:			\$92,618.47
Unspent funds return to EDB:			(\$27,420.47)
Balance carries forward to 24/25			\$65,198.00

Remarks: The actual expenses for the grant are significantly below the budgeted amount due primarily to the extended absence of the school librarian. The librarian's prolonged sick leave throughout the year has resulted in a disruption of the grant's implementation and a subsequent reduction in expenditures.

Report on Life-Wide Learning Grant (2023-24)

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain ¹ (Including KLAS, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results (c.f. planned learning outcomes of various programmes/activities)	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	[c.f.]													
1	Career and Life Camp	May-24	S5	120	\$45,628.00	\$380.23	E1, E2, E7	CRE	Learning objectives fulfilled.		ü			ü
2	Career and Life Planning Experiential Programmes	whole year	S3-6	200	\$1,271.00	\$6.36	E2, E7	CRE	Learning objectives fulfilled.		ü			ü
3	Civic education programmes (community services)	whole year	S1-6	200	\$15,431.10	\$77.16	E6, E7	Civic ed	Learning objectives fulfilled.		ü		ü	ü
4	School-based SEL programmes on transition support	First term	S1-2	220	\$4,843.90	\$22.02	E1	SEL/cross-curricular	Learning objectives fulfilled.		ü			
5	Sports promotion and experimental learning programmes	whole year	S1-6	200	\$172,878.20	\$864.39	E1, E2, E5, E6	Physical Ed	Learning objectives fulfilled.			ü		
6	Growth Camp and follow-ups	Jan-24	S1	120	\$26,978.40	\$224.82	E1, E2, E7	CRE/cross-curricular	Learning objectives fulfilled.		ü			
7	Edifying Camp and follow-ups	Apr-24	whole school	60	\$18,389.07	\$306.48	E1, E2, E7	Life ed/cross-curricular	Learning objectives fulfilled.		ü			
8	Life-wide learning programmes	Apr-24	whole school	700	\$151,125.00	\$215.89	E1, E2, E6, E7	Cross-curricular	Learning objectives fulfilled.	ü	ü			ü
9	STEAM programmes for ALL	whole year	S1-5	120	\$123,742.92	\$1,031.19	E1, E2, E5, E7, E8	Cross-curricular	Learning objectives fulfilled.	ü				ü
10	STEAM Intensive Training Programmes for TEAMS	whole year	S1-5	50	\$58,579.62	\$1,171.59	E1, E2, E5, E7	Cross-curricular	Learning objectives fulfilled.	ü	ü			ü
11	Experiential learning programmes on enterprernership and ci	Second term	S4-5	50	\$1,600.00	\$32.00	E1	Cross-curricular/CRE	Learning objectives fulfilled.	ü	ü		ü	ü
12	Structured Training Programmes for the Sports Team	whole year	S1-6	250	\$353,292.10	\$1,413.17	E1, E2, E5, E6, E7	Physical Ed	Learning objectives fulfilled.		ü	ü		
13	Structured Training Programmes for the Music Team	whole year	S1-6	300	\$142,215.90	\$474.05	E1, E2, E5, E6, E7	Aesthetic Ed	Learning objectives fulfilled.		ü	ü		
14	Life Education experiential activities	whole year	S4-5	240	\$74,895.40	\$312.06	E1, E2, E6, E7	SEL/cross-curricular	Learning objectives fulfilled.	ü	ü		ü	
[Please insert rows above if the space provided is insufficient.]														
Sub-total of Item 1.1				2,830	\$1,190,870.61									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Exchange and Service-learning trip to Cambodia	Jun-Jul 2024	S3-S6	50	\$100,000.00	\$2,000.00	E4	Civic ed/community services	Learning objectives fulfilled.		ü		ü	
[Please insert rows above if the space provided is insufficient.]														
Sub-total of Item 1.2				50	\$100,000.00									
Expenses for Category 1				2,880	\$1,290,870.61									

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

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

No.	Item	Purpose	Actual Expenses (\$)
1	STEAM TEAMS equipment	Training and consumables	\$22,373.00
2	Musical equipment	Training and consumables	\$17,362.50
3	Sports equipment	Training and consumables	\$29,040.04
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$68,775.54
Expenses for Categories 1 & 2			\$1,359,646.15

Category 3: Number of Student Beneficiaries

Total number of students in the school:	642
Number of student beneficiaries:	642
Percentage of students benefitting from the Grant (%):	100%
Name of Contact Person for LWL:	Dr. Esther HO
Post of Contact Person for LWL:	Principal

* Input using the following codes: more than one code can be used for each item.

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

公民與社會發展科津貼報告 (2023-24)

範疇	用途	受惠學生	使用日期	評估成效	專責教師	實際開支金額
發展或採購相關的學與教資源	<ul style="list-style-type: none"> 購買出版社提供的學與教資源 購買與本科相關的參考書籍 	全級中四至中六	01/09/2023-31/08/2024	主要用作購買出版社的學與教資源及線上本地考察平台，以製作學生筆記、課業、試卷及設計互動遊戲，以幫助學生鞏固公民科所學的知識，促進本校公民科的學與教的效能。	公民與社會發展科科主任	\$75,743
舉辦和公民科課程相關的校本活動	<ul style="list-style-type: none"> 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） 	全級中四至中六	01/09/2023-31/08/2024	主要用作資助學生參與參觀活動（如參觀終審法院）、校本國家安全展覽材料費及中四級校本專題式學習活動的費用，讓同學在不同校本活動裡，結合體驗及互動方式去學習公民科主題一的課題，如法治、國家安全及香港的多元文化。	公民與社會發展科科主任	\$6710
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"> 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） 	全級中四至中六	01/09/2023-31/08/2024	資助中四、中五學生及隨團老師參與內地考察活動——廣州東莞歷史文化國情考察團。學生積極參與是次活動，並透過參觀不同博物館以了解國家歷史及大灣區城市的發展。	公民與社會發展科科主任	\$11960
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"> 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） 	全級中四至中六	01/09/2023-31/08/2024	/	公民與社會發展科科主任	\$0
					總開支金額：	\$94,413
					上學年餘額：	\$282,802
					津貼餘款：	\$188,389

香港與內地姊妹學校交流報告 (2023-24)

內地姊妹學校名稱：西安市第一中學

第一部分：交流活動詳情

交流項目名稱及內容	預期目標	評估結果	反思及跟進
<p>陝西文化科技考察暨探訪姊妹學校交流</p> <p>2024年3月25至3月29日，在何校長帶領下，本校4位老師和15位學生，一行共20人前往西安，考察當地的歷史、文化和科技發展，並到訪姊妹學校，與老師和同學進行交流活動。</p> <p>在歷史文化考察方面，師生除參觀兵馬俑博物館和漢景帝陽陵博物館，了解秦朝和漢朝歷史，還有唐裝妝造化妝，「著漢服、學漢禮」，欣賞「秦腔」表演等活動，體驗中國傳統文化。在科技方面，我們參觀了航太六院研學基地，學習航天液體動力知識和火箭發動機製造過程，之後更有製作火箭模型及放飛，體驗火箭發射的動力。我們亦參觀了西安中國電信數字信息館，認識國家5G科技的發展。</p> <p>在行程的第三天，我們到訪姊妹學校，展開了精彩的交流活動。當天，除了參觀一中的校園、校史館，我校學生還與一中的同學一同做體操和上課，體驗他們的學習生活。午飯之後，兩校學生各自負責交流活動，分享彼此學習經驗，並互相送贈紀念品。其後，他們一起進行鼓球活動，所用的鼓名為「同心鼓」，寓意兩校學生攜手同心，共建友誼。</p>	<p>80%學生和老師認同考察活動有助認識國家科技和航天發展</p> <p>80%學生和老師認同交流活動有助促進香港和西安兩地的師生情誼</p>	<p>通過活動後同學們撰寫的反思報告，可以看出同學最深刻和最難忘的是西安市第一中學的同學十分熱情好客。一中的學生主動與我校學生交換聯系方式，贈送紀念品，之後一起玩鼓球活動，都讓我校學生充分感受到他們的熱情與真誠。</p> <p>此外，通過參觀和體驗活動，學生們對中國的歷史文化和科技發展有了更深入的了解。學生尤其被氣勢磅礴的秦始皇兵馬俑坑所吸引，唐裝妝造化妝的體驗亦讓學生們畢生難忘。</p> <p>總括而言，此次交流活動成功地增進了陝港兩地學生的友誼，亦增強了學生對祖國的了解和民族認同感。</p>	<p>此次考察交流活動，不僅與西安市第一中學的師生建立了深厚的友誼，也給我校學生帶來了寶貴而難得的學習經歷，收獲頗豐。因此，每年與姊妹學校組織交流活動是值得的。</p> <p>本校學生發揮自己的創造力，利用簡單的內置應用程序設計互動學習遊戲，與一中學生分享和交流。不過，在活動中遇到一些技術支援問題。在下一次的內地交流活動中，學生應小心考慮內地學校的設備能否支援所設計的活動，例如能否支援平板電腦系統，避免因技術問題而影響行程的安排和進度。</p> <p>在本次交流活動中，我校學生的紀念品準備不足。建議以後再有文化交流活動時，應提醒學生注意禮品和紀念品的準備，如數量和種類等。</p>

第二部分：財政報告





交流項目	支出項目	費用	備註
陝西文化科技考察暨探訪姊妹學校交流	到訪內地姊妹學校的團費	\$80920	--
	交通費	\$57980	--
	交流物資費	\$637	--
	總計	\$139537	--
	津貼年度結餘	\$162994	--

加強支援非華語學生的中文學與教額外撥款報告 (23-24)

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 2023/24 學年獲提供的額外撥款 A. 156,691 元，以及 2022/23 學年額外撥款累積餘額 B. 53569.6 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	\$140,700	<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	\$3,360	<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	\$12,375	<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)]			\$156,435	

References

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