

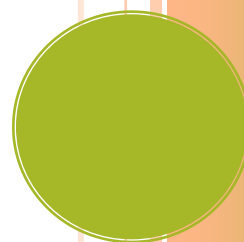


ANNUAL SCHOOL PLAN

Carmel Secondary School 迦密中學

2025-2026

2025/9/30



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
2025-2028**

	Major Concerns
1	Be SMART Learners
2	Care for Ourselves and the Community
3	Develop a Sustainable Teaching Team

(1) Major Concern 1: Be SMART Learners

S → Share/Service; M → Motivation; A → Autonomy; R → Relation to self and community; T → Technology

Strategies	Targets	Major Events/Programs	Seven Learning Goals (national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle)	Time Scale		
				25-26	26-27	27-28
1. To promote acquisition and development of self-learning habits, from lesson routines to various effective habits of learning.	To nurture effective, personalized and healthy habits that sustain life-long learning, including but not limit to wise use and mastery of ITE.	a) A whole-school approach in development and promotion of “Habits of SMART Learners”.	• breadth of knowledge, • language proficiency, • generic skills, • information literacy, • healthy lifestyle	✓	✓	✓
		b) Subject-specific learning and teaching strategies across key stages to promote actualization of “Habits of SMART Learners”.			✓	✓
2. To promote learning programmes that make sense of learning in authentic contexts in an experiential approach.	To nurture VASK (values, attitudes, skills, knowledge) in students that build the foundation as SMART learners ready for their future.	a) Form-based cross-curricular learning programmes - in variable scopes, local or overseas - that promote collaboration and synergy among relevant subject teams and external bodies, allowing learning beyond classroom and integration of knowledge from different disciplines.	• national and global identity • breadth of knowledge, • language proficiency, • generic skills, • information literacy, • life planning, • healthy lifestyle	✓		
		b) Subject-specific initiatives (e.g., project-based or enquiry-based learning) that foster connections and applications of learning and learning outcomes in real-life scenarios and contexts.			✓	✓
3. To actualize and recognize multiple intelligence and widen students’ horizon through diversified and structured learning programmes and opportunities.	To nurture the young generation of SMART learners which confidence, efficacy and willingness to share and serve with their knowledge and skills.	a) Engagement of students in school-based gifted and talent programme (GTP) and quality programmes/competitions by external bodies.	• national and global identity • breadth of knowledge, • language proficiency, • generic skills, • information literacy, • life planning, • healthy lifestyle	✓	✓	✓
		b) Various opportunities for students’ showcasing or sharing of their learning process, reflections, and connections with career planning. (e.g., adoption of The LAUNCH Cycle, 4F model)		✓	✓	✓

(2) Major Concern 2: Care for Ourselves and the Community

Strategies	Targets	Major Events/Programs	Seven Learning Goals (national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle)	Time Scale		
				25-26	26-27	27-28
1. To promote life skills and social emotional learning (SEL) practices in suitable settings, from class teachers' periods (CTP), form-specific programmes, to subject curriculum integration.	To nurture self-awareness and habits/practices of self-care , from intrapersonal to interpersonal perspectives, in line with the teaching of the Bible .	a) Review and formulation of a master framework of life skills and social emotional learning for Carmelians, in line with the developmental needs across stages.	• generic skills, • life planning, • healthy lifestyle	✓		
		b) Group/class/form-based and whole-school programmes cater to needs of specific groups/classes/forms, e.g., a GTP course, Peer Support Circle, Adventure Camp, Self-care Week.		✓	✓	✓
		c) SEL initiatives in campus, especially the Well-being Garden, including development of resources for teachers and CTP.			✓	✓
4. To step up community services and service learning for students within and outside the school, so that they could learn to serve and to connect with the community. (in conjunction with <u>MC1 2</u>)	To nurture the readiness , the commitment and spirit to empathize needs of "others" – peers, families, specific groups and the wider community – and service with actions in authentic contexts	a) Review and formulation of a master framework, in conjunction with <u>MC2 1 a</u> .	• national and global identity • breadth of knowledge, • generic skills, • life planning, • healthy lifestyle		✓	
		b) Group/class/form/team-based programmes, e.g., GTP course STEAM & Service Learning, incorporation of service and entrepreneurial components in form-based experiential learning programmes.		✓	✓	✓
		c) To mobilize students' participation in community and service-learning programmes within and outside school according to the annual theme e.g., identification of extending subject learning opportunities (competitions, intensive learning programmes) with a focus on formulating solutions on ESG at school/community.				✓

(3) Major Concern 3: Develop a Sustainable Teaching Team

Strategies	Targets	Major Events/Programs	Seven Learning Goals (national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle)	Time Scale		
				25-26	26-27	27-28
1. School-based professional development framework and practices for sustainability of the teaching community, including school leaders and new teachers	To build future-ready professional competence of the teaching community instilled with a heritage of Carmelian culture	a) CSS-specific professional development framework and practices for school leaders (in designated posts and ranks) and new teachers to be derived that align with school and teachers' needs.	• breadth of knowledge, • generic skills, • life planning,	✓		
		b) A team of Teaching Coaches engaged, with members as expert teachers in different domains, to provide tailored coaching for individual subjects and/or teachers.		✓	✓	✓
		c) Professional exchange programmes introduced to foster pedagogical and assessment literacy, e.g., structured new teachers induction programme, Lesson Walk 2.0 and Cross-school Interflow		✓	✓	✓
		d) Enhancement of knowledge management – admin system improvement and documentation on academic and admin practices		✓	✓	
2. Engagement of teachers in innovative educational practices in initiating academic action research projects, AI-assisted L&T or well-being domains.	To foster, support and recognize teacher's ownership and commitment in educational innovations for betterment of professionalism and well-being	a) To launch "EduSpark Challenge" campaign for all teachers, who could propose, individual or in group, initiatives on educational innovation to the Admin Council for approval and reasonable resources for actualization.	• national and global identity • breadth of knowledge, • generic skills, • information literacy, • life planning, • healthy lifestyle	✓	✓	✓

Annual School Plan (2025-2026)

(1) Major Concern 1: Be SMART Learners

Feedback and follow-up actions from the previous school year (Take Charge of Learning):

The strategies implemented in 2024-2025 effectively addressed the school's key concerns, leading to positive outcomes:

- BYOD to promote ITE: The school joined the Apple incubation program, held a professional development workshop on BYOD integration, and all subject departments created "Everyone Can Create" plans. Five departments collaborated with Apple educators to explore innovative technologies, and an in-house training on an AI-supported e-learning platform was conducted.
- Promotion of interactive learning and teaching: good practices were shared in Staff Meetings to all teachers to promote subject-based and innovative practices in lesson designs.
- Assessment Literacy: Increasingly teachers were aware of analyzing and interpreting assessment data to inform curriculum design and L&T. The school also subscribed to the HKEdCity online learning platform, offering training on the HKDSE Diagnostic Feedback System and an Online Question Bank. Differentiated academic support practices were in place for S6 students with positive outcomes.
- There is a need to continue promotion of development of learning habits, including the proper, wise and effective use of AI and new technologies that serve the new generations of life-long learners. In light of various data from evaluation and feedback from teachers and students, "Be SMART Learners" would be one of the major concerns in the new School Development Cycle.

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
To nurture effective, personalized and healthy habits that sustain life-long learning, including but not limit to wise use and mastery of ITE.	A whole-school approach in development and promotion of "Habits of SMART Learners".					
	Empower students with essential AI skills through enrollment in "AI 5000 initiative" that fosters creativity and technological innovation through hands-on workshops, projects, mentorship, and practical applications.	• Students agree that they are better equipped with the skills and confidence to explore AI for learning, creativity, and productivity. • At least 10% of students present their work on stage or showcase their learning	• Rate of successful completion of the scheme • Student feedback survey • Student deliverables in the showcase for	Jan - May 2026	CDC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
		through the Preface Nomad Award	the Preface Nomad Award			
	Promotion of effective use of AI in subjects, including Initiatives to promote investigation among academic subjects to explore possibilities of adopting AI in L&T/assessment effectively; Professional exchange sessions connect with educational institutions like Apple Educators or other	- At least 2 subjects develop an AI-assisted coach and piloted it with students' work - At least two sharing sessions of the trial will be conducted in the AKC or staff meetings. - Teachers master the use of AI in SMART and effective ways progressively	Assessment of quality of works by teachers Feedback on exchange sessions	Whole year	CDC, CLC, relevant subjects (BIO, GEO, ICT)	
	Creating an interactive classroom through the integrated use of BYOD and smartboards through differentiated training modules to equips teachers, including For Beginners - on core functions, annotation, and basic interactivity; Advanced – on use of collaborative software and design of interactive lesson plans.	- Participation: At least 70% of teaching staff complete the advanced smartboard training module. - Integration: teachers are able to incorporate interactive smartboard activity in their lessons - Application: At least 70% of teachers actively use smartboard features for real-time formative assessment (e.g., polling, interactive quizzes, concept mapping) at least once a week.	- Teachers' feedback - Observations during Lesson Walks and input from subject heads - Exemplars from teachers' design	Whole year	KIC	
	Cultivate and promote Habits of SMART Learners by: student-led sharing on SMART habits in learning during lunch	Students demonstrate increased SMART habits during lessons	Student feedback survey	Whole year	CDC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	hour; subject-led morning assemblies throughout the year to include elements of SMART learning	At least 70% of students agree that the student-led activities and morning assemblies helped them develop habits of a SMART learner.	Lesson walk or lessons observation			
	Subject-based initiatives to promote SMART learning (Eng, Chi, Mth, BKE, ISC, CSD, ART, MUS, STM, CHT, VA, HST), with a few highlights as follows:					
	ENG: Writers WRITE Project: revamping the practice on writing with elements as follows: W - Writing Plan R - Rubrics I - Improvement T - Technology E - Expression of ideas	- Students' writing plans demonstrate organized thoughts and relevant ideas 70% of students find rubrics useful in understanding and meeting the requirements of the writing topics and in reviewing their work - Students demonstrate the ability to revise their work and write better versions upon receiving feedback - Teachers show competence in guiding students to use technology to improve a certain piece of work, and to improve their writing skills over a year	- Questionnaires (students and teachers) - Focused interview (one group of four S1 students, one group of four S4 students and one group of four S3 students) - Collection of samples: writing plans; rubrics and students' compositions - Collection of assessment data	Whole year	ENG	One-off grant for self-directed language learning (ENG)
	中文科命題寫作「寫作學習歷程檔案」，推動自主反思的學習循環。	基礎目標：超過 70% 學生的「寫作反思日誌」中，反映	教師評改學生的電子學習歷程檔案	全年	CHI	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
		學生能做到具體的自我反思及修訂。 拔尖目標：「當中至少 20% 的學生能進一步提出具前瞻性的改善策略，或在修訂中展現出高層次的寫作技巧。」	- 教師用評分規準 (Rubrics) 質性分析學生的學習歷程檔案。 - 教師對比分析學生的作文初稿與修訂稿，評估其進展。			
	ICT: Secondary 2 students making a smart gadget with microcontroller	- Students learn and apply knowledge and skills in gadget building - Each group of students can create a final product. - Each product can at least solve 1 problem in daily life.	- Teacher observation - Performance-based assessment of the final working product. - A student-led demonstration and quality of report	2 nd term	STM	
	BIO: Develop students' literacy in using AI as a study companion that is helpful rather than harmful	- At least two AI-infused strategies for learning have been introduced to students - Students are able to point out the role AI played in each strategy and why AI was needed - Students are able to point out potential risks in the AI use of the strategy and propose ways to mitigate	- Records of communications - Students' feedback in use of the tools - Related assessment results of students	1 st – 2 nd term	BIO	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	ECO: To promote learning programmes that make sense of learning in authentic contexts in an experiential approach in S5 curriculum - Preparing a policy proposal for the public consultation for the annual budget by the Financial Secretary, with the focus of government measures against smoking or sugary drinks (Topic E: Externality & Role of Government in the curriculum)	- Students master knowledge and skills in collecting and analyzing data to inform decisions - Students prepare proposals with reasonable arguments with relevant use of economic concepts. - Good work channeled to the public consultation.	- Quality of students' work - Number of good works to be submitted to the public consultation	2 nd term	ECO	
To nurture VASK (values, attitudes, skills, knowledge) in students that build the foundation as SMART learners ready for their future.	Form-based cross-curricular learning programmes that allow learning beyond classroom and integration of knowledge from different disciplines.					
	Experiential Learning Programs: S3 Cross-curricular Guilin Experiential Learning Trip: Enquiry learning programme in authentic context on sustainable practices of the Guilin Integral community, integrating Chinese, Geography, Biology, Chemistry, Citizenship, Economics & Society and Chinese History	- Students are able to apply what they learn in understanding and enquiring practices of sustainable development in assigned discipline(s) - Students demonstrate skills and attitude to collaborate in preparation of presentation and project deliverables	- Student feedback survey - Student deliverables in the annual showcase	Jan – May 2026	CDC, CHI, GEO, BIO, CHM, CES, CHT	Fundings from external sources, LWLL
	STEAM Explorers: monthly STEAM lunchtime workshops and an assembly	- Students demonstrate skills and interest in STEAM learning - Over 100 visitors to the workshops	- Quality of works by students - Number of participants/visitors to workshops	Whole year	STEAM	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	Carmel Leader 60+: interviewing and meetings with alumni, to learn from their experiences, and gain valuable insights into leadership, career paths, and industry trends, fostering multiple intelligences and broadening horizons.	- Students develop skills in conducting interviews with various guests and demonstrate the required knowledge and skills. - Students learn to be more confident, be more proactive in learning about the background and life experiences of guests and get inspired through the intergenerational exchange.	- Students' feedback - Teachers' observation - Quality of interview output	Whole year	PUC	
	STEAM x MTH learning units: (1) S3 STEAM cross-subject learning unit with topic related to healthy living or health issues will be designed; (2) S4 Math modelling learning unit will be conducted to allow students to apply mathematics knowledge in analyzing data related to public health or wellbeing.	- Students demonstrate problem-solving skills and mathematical thinking in completing the learning tasks. - Students propose valuable insights or sound solutions to improve the situations. - Students demonstrate problem-solving skills and mathematical thinking in completing the learning tasks.	- Quality of students' work. - Lesson Observation - Short reflection written by students.	Mar – May 2026	MTH, STEAM	
	PSHE cross-curricular initiative: HST, GEO, CHT collaborate a S1 field trip to Kat O, on awareness of cultural heritage preservation	Students demonstrate understanding and develop awareness of cultural heritage preservation in their learning outcomes.	- Students' work - Feedback from students through self-evaluation form and interview	2 nd term	CDC, HST, GEO, CHT	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
		- Students demonstrate their learning outcomes with diversified methods. - Students enjoy autonomy and have a sense of relation to community during the project.				
To nurture the young generation of SMART learners which confidence, efficacy and willingness to share and serve with their knowledge and skills.	Engagement of all S1-5 students in school-based gifted and talent programme (GTP) with annual showcase of learning outcomes					
	Stepping up Community Services and Service Learning through GTP Courses Incorporate service and entrepreneurial components into Gifted and Talent Programme (GTP) courses, such as STEAM & Service Learning, Genius Hour, and NEXUS, etc.	- Relevant GTP courses successfully incorporate service or entrepreneurial components into their curriculum. - Students participating in the relevant GTP courses demonstrate a commitment to serving others, as evidenced by their project deliverables.	- Course curriculum review - Student Survey - Student deliverables in the annual showcase	Whole year	CDC, CLC	

(2) Major Concern 2: Care for Ourselves and the Community

Feedback and follow-up actions from the previous school year (Live by Values):

- Various subjects and committees incorporated value education into programmes and curriculum for all forms, through experiential learning opportunities in authentic contexts. Outcomes of learning confirm the effects and impacts of these practices.
- The celebration of CSS's 60th anniversary successfully completed, as a valuable opportunity to reinstate essential values and beliefs underpinning the Christian education pilgrimage among Carmelians, from students, alumni from six decades and friends from the community.
- Value education is always our prime focus in student development. Experiences we gained through the previous School Development Cycle provides a foundation for the new major concern, "Care for Ourselves and the Community", highlighting the need to have Carmelians nurturing spirit and actions to take care of themselves and others, from our community and our country.
- Through GTP, competitions and other extended learning activities, students would be provided ample opportunities for service learning.

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
To nurture self-awareness and habits/practices of self-care, from intrapersonal to interpersonal perspectives, in line with the teaching of the Bible.	Review and formulation of a master framework of life skills and social emotional learning for Carmelians, in line with the developmental needs across stages.					
	Review and consolidation of the master framework of Student Development and Support in Carmel, focusing on life skills development and social emotional learning fostering self-care and care for the community	• Completion of the master framework • The master plan provides the guiding framework for short, medium and long-term goals of student development initiatives in action.	• Discussion and review among various teams/committees and the Administrative Council	2 nd term	SDC	
	Life Skills and Social emotional learnings initiatives in action - Group/class/form-based and whole-school programmes					

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	cater to needs of specific groups/classes/forms					
	Sex Education Programmes: A comprehensive sex education program to be in place, including a theme week and interactive lunch activities to equip students with the knowledge, skills, and values needed to build healthy relationships guided by both biblical values and social norms. The programme focuses on making informed, responsible decisions about their well-being and the importance of mutual respect.	- Students have a better understanding of how to build healthy and respectful relationships. - Students are willing to actualize what they learn from the programme	Students' responses and feedback	Feb – May 2026	DCC	\$2000
	Student-led Activity Week: provides a platform for students to share knowledge with their peers, which boosts their confidence and reinforces their learning. Four teams, consisting of S.3 and S.4 subject leaders, will organize and deliver academic activities during lunch breaks or after school. These activities are designed to be an engaging knowledge-sharing experience for all students. Upon completion of the activities, student leaders would have a guided reflection on their autonomy, confidence, and essential skills like collaboration, leadership, and problem-solving.	- All activity plans clearly state what the audience will learn and include an interactive activity. - All four student teams successfully execute their planned academic activities. - Reflections of the student leaders demonstrate self-evaluation of the effectiveness of their knowledge sharing, propose actionable improvements, and articulate personal growth in autonomy, confidence, and skills.	- Activity Plans - Observations by Teachers in Charge - Post-Activity Reflection Report	Apr-May 2026	ASC	\$1000

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	Academic counselling: Provision of academic support programmes to students in need, through identification of their specific learning difficulties and habits to co-create individualized action plan on “Learning Routines” and remedial measures to be in place, e.g., self-management skills, distraction management plans	- Target students are able to co-create a personalized weekly study schedule with their ASC teacher, identifying specific time slots for key academic tasks and breaks. 70% of interviewed students can identify their learning distractions and articulate at least one personalized strategy they will use to manage them.	- Academic counselling reports - Students’ academic performance	Whole year	ASC	
	Fellowship: programs on caring for ourselves and the community, including prayers and support initiative for S6 and community outreach session in collaboration with CVC.	35 students take part in preparing and giving out handmade gifts for S6 15 students take part in the outreach session - Participants development empathy towards needs of others and thus a willingness to serve and take care of others	- Students’ feedback - Observation of students’ works	Dec/Jan (S6 event) Feb – May (outreach)	REC	
	Cross-curricular whole-school programme to promote “Healthy living – physical, mental and emotional”, including Physical Fitness Award Scheme	- Increased awareness of students towards habit of having physical exercise - Over 100 students voluntarily join the Award Scheme	- Students’ feedback and participation in weekly exercises - Number of participants joining and completing the scheme	Whole year	ECAC, PE, DCC, SU	
	《休寧謐之境》/《休息有時》：	中六級參與同學能應用聖經中關於身心安寧的教導或經文。	完成活動後，所有參與同學完成問卷。	全年	BKE	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	中六聖經科「Wellbeing Garden」靈修活動；中五級社區考察及專題研習，了解生活中有需要的群體，從而培養同學的同理心	• 中六級大部分同學（目標 70%）感受到情緒壓力的舒緩和內心的平靜。 • 中五級學生積極參與及完成考察任務。 • 七成中五級同學同意考察活動能加深他們的學習經驗並提升同理心。	• 完成活動後，同學提交學習任務。 • 同學於學期尾完成年末檢討問卷中。			
	Morning Wellbeing Music Sharing: Daily music sharing and appreciation to improve mental health and facilitate quality of life	• Student musicians take initiatives to participate in music sharing • High rate of satisfaction and happiness levels from students and teachers	• Records and performance of students' music sharing • Students and teachers' feedback	Whole year	MUS	
	S3 History Speech Inter-class Competition: To cultivate students' sense of leadership and empathy	• Students can apply historical knowledge and skills to collect data and present them in an organized manner. • Students are aware of and willing to embrace the values they are to pursue. • >70% of students show understanding of the historical context, importance of leadership and social responsibility.	• Students' work • Feedback from students through self-evaluation form and interview	2 nd term	HST	
	S1 Student Growth Support Program: to foster peer connection, as well as interclass contests to build a sense of belonging; to instil respect for parents, strengthen confidence, and help students establish healthy boundaries,	• At least 80% of S1 students reflect an improved sense of belonging to their class or school. • Acquisition of life skills in the programme curriculum.	• Feedback from students through self-evaluation form and interview	Whole year	SDC, DCC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	both online and in relationships with the opposite sex.					
	Student-led Conference: with components in line with the School Development Cycle, including stage-specific reflective reviews towards “Care for Ourselves” (transition and adaptations, wellbeing and career development, peer support and coping) and “Care for our Community” (Share/Service)	- Students agree that SLC helps them reflect on their personal well-being and growth - Students can identify one personal strength or an area for improvement regarding self-care. - Students agree that SLC prompts them to think about their relationship with and responsibility to the community. - Students can state at least one way they can contribute to their community through service or sharing	- Survey from Students - Student Portfolio Review	1 st and 3 rd terms	ASC	
	Career Week “Be a Care-er in the world: Careers in Health and Wellness”	>70% of students realized more about the needs of the world and that they are willing to explore careers that can serve others after the theme week. - Students learn about various options and choices of healthcare-relevant career/occupations	Post-activity questionnaire to collect feedback from students	Dec 2025	CLC	
	Support Measures for parents regarding Career and Life Planning Education, including: Parent Education Workshop and in-house seminars regarding Career & Life Planning empowers parents to support their children’s educational and	- Parent participants agreed that they learned how to communicate with their child on career and life planning topics. - Students and their parents had better communication on the	Post-activity questionnaire to collect feedback from students and parents	Whole year	CLC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	vocational aspirations.	subject selection topic after the talks and report distribution day.				
	Social-emotional program for SEN: from board games activities, chess training to social skills training that promote SEN students' communication and collaboration as players so as to interact with each other to achieve common goals and improve social skills.	30% of SEN students join internal board game / chess competition - Participants has positive perceptions, good knowledge, and positive attitudes and skills in communicating with others	- Records of number of participants - Students' feedback	Whole year	SEN	
To nurture the readiness, the commitment and spirit to empathize needs of "others" – peers, families, specific groups and the wider community – and service with actions in authentic contexts	Group/class/form/team-based programmes, e.g., GTP course STEAM & Service Learning, incorporation of service and entrepreneurial components in form-based experiential learning programmes.					
	「姊妹學校交流計劃」：到訪其中一所姊妹學校，與學校師生進行交流活動，接觸不同文化背景和生活方式的師生，從而增強對他人需求的理解與關注，並學習國家不同民族的文化傳統，促進友誼並深化學生的家國情懷，進一步激發其對國家的責任感及歸屬感。	- 學生認同交流活動有助促進香港和內地的師生情誼 - 學生認同交流活動能加強對國家歷史文化的了解	- 參與師生的回饋 - 交流過程的觀察	Mar/Apr 2026	NEL	
	「全民國家安全教育日」：透過早會、展覽及攤位活動及遊戲等，推動學生對國家和香港的認同感和歸屬	加強學生國家的成就及最新發展的認識	- 參與師生的回饋 - 參與人數	Apr 2026	NEL	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	感，提升維護國家安全的意識	提升學生國民身份認同及維護國家安全的意識				
	Cambodia Service Trip: A 6-day trip to Cambodia and learn to serve the local people through activities and visitation - Publish booklet in which students share their reflections	- Students demonstrate empathy towards people and society in need - Students are willing to serve through self-initiated activities - Reflective journal of participants published as a record of their learning process and outcomes	- Students and teachers' feedback - Learning outcomes as observed and reviewed in the Reflective Journal	Jul 2026	REC	\$10000
	Picture Book "Lost and Found": A student-led publication on self-worth and biblical values; a means to share positive messages with the community by student ambassadors	- Successful publication of the book - Christian students use it as tool to share on the info day - The Picture Book are sent out to different primary schools to share the message	- Student ambassadors' feedback and engagement - Feedback from the populations served	Sep – Nov 2025	REC	\$7000
	English and Chinese Languages Workshop for Primary students	- Primary school students feel they are supported in their preparation for S1 admission interviews - Student Ambassadors find it a meaningful experience to support the primary school students at their critical moment	- Questionnaire with the primary school students - Student Ambassadors' feedback - Teachers' observation	Nov 2025, Mar 2026	ENG, CHI, PUC	
	聖經科及公民與社會發展科中四和中五級志願服務：服務對象為少數族裔。透過這活動，我們希望學生能夠提升人際交往能力，並加深對少數族裔(例如在港工作的外籍家庭傭工)的認	參與同學提升人際協作能力，加深對少數族裔的認同與責任感，並從實踐中體現服務他人的價值。	完成活動後，所有參與同學完成問卷	Term 3	BKE, CSD	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	識與責任感，從而在實際行動中學習服務他人的價值。					
	STEAM: Secondary 1 students making an app to promote environmental conservation	- Students can create an app. - The app includes at least 1 feature that encourages environmental conservation (e.g., recycling reminders, plant a tree tracker). - Students can clearly explain how their app addresses a real-world environmental issue.	- App demonstration - Peer assessment - Video showing how the app can promote environmental conservation	2 nd term	STM	
	STEAM: Secondary 3 students applying the framework of Design Thinking to improve people's quality of life.	- Each group of students can successfully identify a genuine need within the community and designs a solution to address it. - The prototype is functional. - Students can present and explain their design process.	- Project Portfolio - Final Presentation - Peer assessment	3 rd term	STM	

(3) Major Concern 3: Develop a Sustainable Teaching Team

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

- Throughout the review and evaluation of the School Development Cycle (2022-2205), the need of the staff community to get revitalized (due to changes and advancements in education technology and society) with enhancement in professional capacity.
- Building a sustainable teaching force, including the new teachers and new leaders in subjects and various positions, a more structured approach that cater for group and individual needs would be necessary.
- Thus, in the 2025-2028 School Development Cycle, a new major concern is added to reframe and focus resources and strategies on professional capacity building to prepare teachers as future-ready educators and leaders.

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
To build future-ready professional competence of the teaching community instilled with a heritage of Carmelian culture	CSS-specific professional development framework and practices for school leaders (in designated posts and ranks) and new teachers to be derived that align with school and teachers' needs.					
	Formulation of the professional development framework that spells out needs of new teachers and new leaders to inform planning of in-house PD programmes	• Completion of the framework • Effective and timely use of the framework to inform PD programmes	• Discussion and feedback among teachers towards the framework	1 st term	Admin Council	
	STEAM-related CPD for staff on innovative practices and transferrable skills on L&T (e.g., application of AI in bolstering effectiveness of assessment and individualized learning)	• At least three STEAM-related CPDs offered for all staff • participants giving positive feedback on their understanding and mastery of the skills and ways to develop subject-specific practices	• Teachers' feedback • Exemplars of practices or tools developed	Whole year	STEAM	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	In-house committee/subject-based exchange, e.g., case sharing, PD programmes for career advisors of S5-6, academic and individualized support to SEN, English, and other relevant topics as recommended or informed by the PD framework	- Tailored planning and delivery of professional development programmes in staff development days and ad hoc training sessions in line with the needs - Teachers consider the trainings and exchanges useful and relevant to their work	- Teachers' feedback - Exemplars of practices or tools developed	Whole year	DCC, CLC, SEN, Admin Council	
	A team of Teaching Coaches engaged, with members as expert teachers in different domains, to provide tailored coaching for individual subjects and/or teachers.					
	Teaching Coach system developed to have expert educators in specific areas coaching and mentoring new teachers/newly appointed education leaders, with tailored supported and assistance to enhance VASK of mentees in understanding and mastery of new roles and responsibilities	- Formulation of individualized action plans - Participants, coaches and mentees, consider the objectives co-created fulfilled - Improvements in VASK of mentees in terms of the new roles and responsibilities - Teachers increasingly become reflective practitioners	- Coaches and mentees' feedback - Exemplars of practices or tools developed	Whole year	Admin Council	TRG
	Professional exchange programmes introduced to foster pedagogical and assessment literacy, e.g., structured new teachers induction programme, Lesson Walk 2.0 and cross-school Interflow					

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	Lesson Walk 2.0: Continue the proven practice of systematic lesson walks using a "train-the-trainer" approach to identify innovative teaching practices and enhance pedagogical literacy across the school.	- At least 6 systematic lesson walks are conducted throughout the school year. - At least 60% middle managers/subject heads) are engaged in lesson walks and. - Examples of innovative technology integration are consolidated and shared in the staff meeting	- Professional dialogues held after each lesson gauge trainers' understanding of effective lessons and their ability to identify innovative teaching practices. - Sharing in staff meetings	Whole year	CDC	
	Experience exchange with other schools by REC and BKE: inter-school sharing sessions to share practices for promoting the religious atmosphere in school (e.g. operation of fellowship, religious events, curriculum design on BKE)	- At least one session of mutual exchange cum school visit - Good practices shared from both sides - Participants consider the exchange facilitative for their professional reflections and improvement	Participants' feedback	TBC	REC, BKE	
	Enhancement of knowledge management – admin system improvement and documentation on academic and admin practices					
	Enhance Teacher IT Proficiency through a Sustainable Self-Help System on admin tasks (e.g., smartboards, e-learning platform, Google Workspace). The goal is to empower teachers to solve common technical issues independently and	80% of teachers report feeling "confident" or "very confident" in using the school's core IT systems for daily teaching tasks - Reduction of at least 25% in repetitive, basic IT support requests compared to the previous year, as teachers are	- Teachers' feedback - IT Support Services record	Whole year	KIC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	build a baseline of IT confidence across the staff.	empowered to find their own solutions.				
To foster, support and recognize teacher's ownership and commitment in educational innovations for betterment of professionalism and well-being	To launch "EduSpark Challenge" campaign for all teachers, who could propose, individual or in group, initiatives on educational innovation to the Admin Council for approval and reasonable resources for actualization.					
	Formulative the details and logistics of EduSpark Challenge to invite submission of self-initiated plans on teachers' wellbeing, pedagogical innovations and community exchanges	• Completion of the details of EduSpark Challenge • Approved initiatives implemented with learnings and impacts	• Evaluation of plans • Outcomes and sharing by EduSpark participants	2 nd – 3 rd term	Admin Council	

Plan on CEG (2025-2026)

Item	Focus	Strategy/Initiative	Expected Outcomes	Time-line	Resource required	Success Criteria	Method of Evaluation	Person-in-charge
Contract Admin Officer (PT)	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: \$210,000	● Improved admin efficiency ● Staff agree that they have reasonable relief in admin duties and workload	To collect response from heads of committees	EO
Coaches/tutors of school teams/subjects	To cater for academic and non-academic remedial support in bolstering student performance	Recruitment of suitable candidates as coaches/tutors (including those for evening study class)	Relieve student-support workload in general	Whole-year	Salary: \$400,000	● Improved student performance ● Staff agree that they have reasonable relief in workload relevant to remedial support to students	To collect response from heads of school teams and subjects	VPs, EO
Total:					\$610,000			

Plan on Afterschool Learning Support Grant (2025-26)

Staff-in-charge: LN

Contact Telephone No.: 27149385

A. The estimated number of students (count by heads) benefitted under this Programme is 170 (including A. 15 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	
Total no. of activities: <u>4</u>				@No. of man-times	32	140	160	132,000	
				**Total no. of man-times	332				

Plan on DLG (2025-26)

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 (2025-26)

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
					25/26 year	26/27 year	27/28 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	7	10	10	Students attain Level 3 or above 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 achieve the stipulated proficiency level or above in the language examinations.	

Plan on ApL (2025-26)

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
					25/26 year	26/27 year	27/28 year		
Applied Learning (Mode 1)	Provide a wide range of Applied Learning courses to cater for students' various learning needs and interests Students gain 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	11	12	12	Students achieve the level of "Attained with Distinction (I)".	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	1	3	3	Students achieve the level of "Attained".	Academic Administration and Support Committee

Plan on Life Planning Education and Career Guidance (2025-26)

1. Annual Plan

Items/Strategies	Learning Context	Core elements	Success Criteria	Assessment Methods	Time Frame	Person-in-charge	Resources (including expenses)
Major Concern 1: Be SMART Learners							
1. Adoption of the school-based AI tool named “Transition Writing Coach” – S6 students build their Student Learning Profile (SLP) in a SMART way. Students exercise the effective iterative learning process for their self-account writing process, with the help of the school-based AI tool named “Transition Writing Coach”.			90% of S6 students revise their self-account based on the guidance given by the “Transition Writing Coach”. - With the feedback from the AI-assisted coach, S6 students demonstrate clearly their life values and career goals that align with their academic strengths and interest and other learning experiences, which also prepares students for their admission interviews.	Review the quality of the SLP of S6 students.	Oct 2025 to Jan 2026	RK FH	AI Tool: Transition Writing Coach
2. S3 Subject Tasters — S3 students explore the electives in senior forms through the subject tasters, which enables them to make more informed choices for their subject selections.			- S3 students participate in at least two elective taster sessions that align with their interest. - Through the taster sessions, S3 students learn more about the nature and the characteristics of different electives and are able to make informed choices in the subject selection.	Review the participation rate of the students in the subject tasters. A group interview could be conducted, inviting 3-4 students from each class to gather qualitative feedback on their experiences.	Jan 2026 to Apr 2026	RL CM	N/A

Items/Strategies	Learning Context	Core elements	Success Criteria	Assessment Methods	Time Frame	Person-in-charge	Resources (including expenses)
3. Collaboration with the GTP Course titled “NEXUS” – Senior form students realize their talents and career goals and actualize their potentials and multiple intelligence through the GTP course titled “NEXUS”.			Students participating in the course receive input through visits and workshops and have their deliverables for their areas of interest showcased and can demonstrate their learning outcomes including their self-understanding towards their talents and dreams and their entrepreneurial skills to various stakeholders.	Showcase the students’ deliverables or share their experiences in the course.	Sep 2025 to July 2026	RK FH	Resources from Ednovators’ Fund
Major Concern 2: Live by Values: Care for Ourselves and the Community							
1. Career Week “Be a Care-er in the world: Careers in Health and Wellness” (tentative) - Highlights the importance of the spirit of serving others when choosing a career. - Highlights the roles of different job professionals that contribute to a better world raise students’ awareness of empathizing the needs of others and the wider community.			>70% of students realized more about the needs of the world and that they are willing to explore careers that can serve others after the theme week.	Conduct post-activity questionnaire to collect feedback from students	Dec 2025	All members	\$3000
2. Support Measures for parents regarding Career and Life Planning Education Parent Education Workshop regarding Career & Life Planning empowers parents to support			>70% of parent participants agreed that they learned how to communicate with their child on career and life planning topics.	Conduct post-workshop questionnaire to	Apr 2026 to	RK AK	

Items/Strategies	Learning Context	Core elements	Success Criteria	Assessment Methods	Time Frame	Person-in-charge	Resources (including expenses)
their children’s educational and vocational aspirations. ■ Revamping S3 Parents Talk, S3 Subject Selection Talk and S3 Report Distribution Day cum Student-led Conference, with the support of QSIP Project CLOVER, strengthens communication and bonds between students and their parents during the subject selection decision-making process.			• >70% of students and their parents had better communication on the subject selection topic after the talks and report distribution day.	collect feedback from parents Conduct post-workshop questionnaire to collect feedback from students and their parents	May 2026 Oct 2025 to July 2026	RL CM RK AK	Guest speaker \$5000 Resources from QSIP Project fund
Major Concern 3: Develop a Sustainable Teaching Team							
1. Committee-based development programmes ■ To familiarize the routine work of career team & students’ application for further studies. ■ To familiarize the career advising work with students using the tools “occupation card” and “work values card”.			• Committee members give guidance to their students using the career tools.	Collect feedback from committee members	Oct 2025 to Jun 2026	RK	N/A
2. Self-enrollment for professional development programmes for career members Members enroll for career-related seminars, workshops, or information talks to enrich their			• Each committee member joins career-related development programmes for at least twice a year, in whichever mode of learning.	Collect participation record from committee members	Sep 2025 to Jul 2026	All members	N/A

Items/Strategies	Learning Context	Core elements	Success Criteria	Assessment Methods	Time Frame	Person-in-charge	Resources (including expenses)
understanding towards the committee work.							
3. Workshops for S5 & S6 Career Advisors ■ Highlight the significance of providing individual or group guidance to students. ■ Go through the principles of the advising work through case studies. ■ Introduce the school-based AI tool “Transition Writing Coach” to enable teachers to work smart in their career guidance work.			• Conduct at least 2 workshops in a year for career advisors	Committee head sits in and observes some group advising sessions to see if career advisors are confident in their guidance work.	Oct 2025 to Jul 2026	RK FH	N/A

Plan on Integrated Education and Support (2025-26)

1. Annual Plan

Items/Strategies	Success Criteria	Assessment Methods	Time Frame	Person-in-charge	Resources (including expenses)
Major Concern 2: Care for Ourselves and the Community					
Social-emotional program To organize board games activities, chess training and social training as a platform to promote SEN students' communication and collaboration as players so as to interact with each other to achieve common goals and improve social skills.	➤ 90% of participants join internal board game / chess competition ➤ 80% of participants has positive perceptions, 80% had good knowledge, and 80% had positive attitudes and skills in communicating with others and to overcome physical and mental disabilities.	Teacher observations Questionnaire Focus interview	September 2025 to May 2026	SENST, alumni	\$5,000
Major Concern 3: Develop a Sustainable Teaching Team					
Professional Sharing To promote continuous learning among our staff and to help our teachers to develop students' sense of learning efficacy (Motivation) To let the Chinese language teachers understand the speech problems and support methods of students with speech impairments so as to develop strategies to improve students' overall speech ability	80% of participants understand the pressure of SEN students who are transitioning to Type 9 and to empower students to believe in their abilities and tackle challenges with confidence and resilience. 80% of participants are willing to further collaborate with speech therapists to take care of students' learning differences	Questionnaire Teachers' Opinion	TBC	SENCO, Education Psychologist Speech Therapist	N/A

2. 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
Morning Assembly	All students	The real winner	22/9/2025	50% of participants understanding of oneself, the development of more positive social relationships and achieving greater success in life.	SENCO
Morning Assembly	All students	A doctoral alumni with ASD, ADHD and SpLD returns to his alma mater to give a speech on social inclusion.	6/11/2025	50% of participants increase the insights on how to build a truly inclusive campus together.	SENCO

3. Plan on Integrated Education & Support

Particulars	Income	Expenses	Balance
Amount available	763,662.40		763,662.40
Amount required			
Recruitment of teaching assistant		300,000.00	
Hire service for transfer of expertise		170,000.00	
Purchase of learning packages and teaching aids		1,000.00	
Arrangement of learning/inclusive culture activities/ social & behavioral activities / mental health activities		152,500.00	623,500.00
Estimated balance to 26/27			140,162.40

Plan on Reading Promotion (2025-2026)

1. **Advance Curriculum and Instructional Goals:**
Collaborate with colleagues in the selection of reading resources, meticulously tailored to support diverse learning needs and pedagogical objectives.
2. **Promote Digital Literacy and Engagement:**
Champion student engagement in digital reading by strategically curating and expanding our theme-based e-book collections.
3. **Implement the S1 Nonfiction Reading Programme:**
 - Cultivate a sustained interest in reading by introducing students to a diverse array of nonfiction genres and subjects. This initiative is designed to equip students with critical literacy skills while fostering a sense of autonomy and ownership through the self-selection of texts and the completion of corresponding analytical tasks.
 - Use specific units and chapters from different subjects to teach and practice various reading strategies.
4. **Enrich Library Holdings:**
Systematically enhance the quality and breadth of the library's collections, with a particular focus on the English language and National Security Education sections.
5. **Facilitate Multifaceted Reading Activities:**
Develop and implement a variety of reading activities to inspire both teachers and students, fostering a deeper commitment to reading.
6. **Cultivate a Vibrant Reading Culture:**
Actively foster a stimulating and inclusive reading environment that permeates the entire school community, establishing an enduring foundation for a lifelong love of literature and learning.

Reading Grant Financial Budget 25-26

	Balance brought from 24/25	\$ 66106.35
	Reading Grant received in 25/26	\$ 66176.00
	Reading Grant available in 25/26	\$ 132,282.35
	Items	Yr 25/26 Budget
1	Purchase of Books :	
	■ E-Books	\$ 45000
	Printed Books	\$ 25000
	■ Magazines	\$ 10000
2	Reading Activities	
	■ eBooks Reading Award Scheme	\$ 4000
	■ Application fees for activities or competitions	\$ 1000
	■ Reading activities on STEAM education, Creation of Tea Bag Books and Career & Life Planning	\$ 2000
	■ The Best Borrowers Award	\$ 2000
	Total :	\$ 89000
	Balance :	\$ 43282.35

Plan on Life-Wide Learning Grant (2025-26)

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	Jan 2026	S4	110	\$40,000.00	\$363.64	To promote individual student planning	Survey, qualitative feedback		X			X	RK
4	School-based SEL and life skills development programmes	Jan 2026	S1-2	250	\$80,000.00	\$320.00	To promote personal-social development	Survey, qualitative feedback		X				YS, JL
5	Sports promotion and experiential learning programmes	whole year	whole school	680	\$50,000.00	\$73.53	To promote healthy lifestyle	Survey, qualitative feedback			X			HT, KL
6	Gifted and Talent Programme on Multiple Intelligence	whole year	S1-5	560	\$420,610.00	\$751.09	To promote personal-social development and multiple intelligence	Survey, qualitative feedback, annual showcase	X	X	X	X	X	VC, YF
7	Edifying Camp and follow-ups	Apr 2026	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	\$80,000.00	\$666.67	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	400	\$250,000.00	\$625.00	To step up skill levels of talented students in sports	Survey, qualitative feedback		X	X			HT, KL
13	Structured Training Programmes for the Music Teams	whole year	whole school	200	\$200,000.00	\$1,000.00	To step up skill levels of talented students in music	Survey, qualitative feedback		X	X			LZ, DN
14	Structured Training Programmes on Leadership	whole year	S1-5	100	\$20,000.00	\$200.00	To promote leadership and value education in senior form students	Survey, qualitative feedback	X	X		X	X	HT, KF, JL, LY
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				2,530	\$1,200,610.00									
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 entrepreneurship experiential learning tour	Jan 2026	S3	120	\$100,000.00	\$833.33	To promote social & citizenship values and awareness	Survey, qualitative feedback	X	X	X	X	X	VC, KA
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				120	\$100,000.00									
Total for Category 1				2,650	\$1,300,610.00									

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

No.	Item	Purpose	Estimated Expenses (\$)
1	STEAM TEAMS equipment	Consumables	\$20,000.00
2	Musical equipment	Training & consumables	\$20,000.00
(Please insert rows above if the space provided is insufficient.)			
Estimated Expenses for Category 2			\$40,000.00
Estimated Expenses for Categories 1 & 2			\$1,340,610.00

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	660
Estimated number of student beneficiaries:	2,740
Percentage of students benefitting from the Grant (%):	415%

Plan on One-off Grant on Parent Education (25-26)

Area	Programme/Item	Expected Outcomes	Budget
Organizing structured or thematic parent education programmes - Total expenditure on services provided by organizations - Total expenditure on services provided by individual speakers or experts	Invite a quality organization to support the school in developing sustainable parent education based on the principles of the Curriculum Framework on Parent Education (Secondary School). Items include: - Top-Level Planning: Assist the school in conducting a needs analysis for school-based parent education development, and determine the focus and development priorities for the parent education work. - Optimizing Life Planning Activities: Support the school in integrating parent education elements into students' career and life planning activities. - Optimizing Parent's Day: Enhance the design of Parent's Day and related activities, strengthening their connection with class building. - Professional Development: Provide training or exchange activities to enhance the professional capacity of teachers responsible for parent education.	- Systematically plan and prioritize the school-based parent education curriculum, ensuring it directly addresses the identified needs of parents. - Enhance parents' understanding of their children's further studies and career planning, promoting parent-child communication and equipping parents to be supportive partners. - Provide opportunities for parents to practice what they've learned in daily interactions to strengthen the impact and continuity of the activities. - Teachers responsible for parent education will have greater confidence and professional capacity to promote the work.	\$85,000
Designing and producing school-based parent education resources	/	/	
Organizing school-based parent education promotional activities relating to the "Positive Parent Campaign"	Organize workshops to help parents build a positive mindset and promote effective parenting methods and attitudes.	Enhance parents' positive and optimistic mindset, helping their children learn effectively and grow up happily.	\$5000
Total			\$90,000

Plan on One-off Grant for Promotion of Self-directed Language Learning (English Language) (2025-26)

Area	Programme/Item	Expected Outcomes	Budget
Purchasing services related to learning and teaching from Quality School Improvement Project (QSIP), which has relevant expertise in developing school-based resources to support self-directed English language learning	Professional school-based support for the English teachers in self-directed English language learning with a focus on English writing	Increased confidence and skills among the English teachers to design writing teaching and learning resources that foster students' self-directed learning	\$100,000
	Material design and enhancement	Resources that foster students' self-directed learning / self-directed writing development	
	Lesson observation (peer/individual) and post-lesson discussion	Analysis of the effectiveness of the resources and their implementation	
	Review and revision	Revision of resources and practices related to the writing curriculum, students' self-directed learning and the sustainability of the English department	

Plan on Pilot Scheme on Other Languages for Junior Secondary Students (25-26)

Details of the Other Languages (OL) course(s) offered / to be offered in the 2025/26 school year

1. Details of OL course(s)										
Language	Number of junior secondary students at each level						<i>Please enter A, B or C (You may enter more than one option.)</i>		Total number of learning hours (hour)	Average course fee per student (\$)
							Class schedule A. Within timetable B. After school C. Weekend	Delivery mode A. Online B. On school campus C. Off school campus		
(ii) French	S1	7	S2	4	S3	9	A	B	36.67	\$ 1,037.14
(iv) Japanese	S1	7	S2	5	S3	9	A	B	36.67	\$ 1,191.65
(v) Korean	S1	8	S2	8	S3	4	A	B	36.67	\$1,100.00
Total number of students	61						(Estimated) Total amount of course fee (\$)			\$ 67,613.00

2. *(Estimated) Other expenditures on purchasing learning and teaching materials

*The expenditures on purchasing learning and teaching materials specifically designed for the OL course(s) covered under this Pilot Scheme **MUST NOT** equal to or exceed the total amount spent on hiring service provider(s) to conduct OL course(s).

Item	Quantity	Amount (\$)
(i) Textbook	0	\$ 0.00
(ii) Workbook	0	\$ 0.00
(Estimated) Total amount of other expenditures (\$)		\$ 0.00

3. #Information of service provider(s) for providing OL course(s)

The information provided is for internal reference only.

Language	Service provider
(i) French	French Teachers Association
(ii) Japanese	The Japan Society of Hong Kong
(iii) Korean	Seoul Korean Language Center

4. Plan for utilising the funding to provide OL course(s) in the 2026/27 school year

☒ Offer the same OL course(s) to a new group of students (e.g. students from a different grade level).

☐ Introduce different OL courses to cater to diverse student interests and broaden language options.

☒ Provide advanced OL course(s) for students who have completed the introductory levels.

☐ Others (please specify: _____)

_____)

Plan on the AI in Science Education Funding Programme (25-26)

Area	Programme / Item	Expected Outcomes	Budget
Teacher training	Training courses for teachers on - Foundational knowledge on AI - AI tools and examples of usage in L&T - Cross-domain use of AI tools	12 hours of training courses for at least 5 teachers	
To facilitate professional exchange	Review of L&T resources and	L&T resources collaboratively reviewed twice with the supporting team	
	Collaborative lesson planning	Lesson planned collaboratively with the supporting team once	
	Teachers' sharing session / open lesson	A teacher sharing session or open lesson to be organized once	
To improve the facilities available for integrating AI into L&T	An offline Large Language Model (LLM) to be installed for teachers' use	An offline LLM with Mac mini M4 (or equivalent)	
Total:			HKD 96,500

推廣中華文化體驗活動一筆過津貼（2025-26）

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	在中國傳統節日，舉辦中國語文科科本中國文化體驗活動，例如中秋節花燈製作工作坊、農曆新年寫揮春、華服日等活動，用於購買活動物資、佈置等。	學生透過活動是能了解傳統節日的傳說故事（如嫦娥奔月、年獸的傳說）、習俗緣由（為何要掛花燈、貼揮春）及文化意涵（中秋象徵團圓、新年寓意除舊迎新），從而提同學對國民身份的認同。	\$8,000
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	在坊間採購對本校推廣中華文化有幫助的學與教資源，包括但不限於書籍、課程。		\$5000
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	-用於活動雜項或應急開支。		\$450
總計：			\$13,450

推廣自主語文學習（普通話）一筆過津貼（2025-26）

範疇	項目	預期成效	預算
採購和/或訂閱學習資源	購買自主學習資源套、語言學習／評估應用程式、網上學習平台；採購舉辦普通話活動的相關物資，如展板、道具、獎品* (*註：須留意活動各項開支的用款比例與金額，購買獎品的支出不可超過總開支金額的10%)	自主學習資源套、語言學習／評估應用程式、網上學習平台能打破時地限制，為學生提供個人化自學工具，針對性地提升聽說能力。 另一方面，配合活動與獎勵，則能有效激發學生使用資源的動機，營造積極的自學風氣	25,000
聘請不屬編制內的普通話導師或非教學支援人員	聘請普通話導師或支援人員，支援學生的語文學習、舉辦普通話活動及比賽，活動包括但不限於辯論、朗誦、講故事等。	聘請專門的導師或支援人員，能直接將籌辦活動的大量行政、聯絡及統籌工作，從中文科老師的職責中分擔出來。同時，他們可以負責帶領辯論隊、朗誦隊等課後訓練，進行針對性的拔尖補底工作能更加有效照顧學生學習差異。	37,000
購買學與教相關的服務	向具有專業知識的個人／專業組織購買學與教相關的服務，開發校本資源和／或舉辦舉辦普通話學生活動、比賽，加強語言學習氛圍，如話劇、相聲、廣播劇、演講比賽和交流活動。	預期成效同上。	35,000
其他（請註明）：	用於活動雜項或應急開支。		3000
總計：			100,000

香港與內地姊妹學校交流計劃 (2025-26)

內地姊妹學校名稱：西安市第一中學、雲大附中西山學校

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. 到訪其中一所姊妹學校，與學校師生進行交流活動	配合關注事項二： 關愛自我，共建社群	- 70%學生認同交流活動有助促進香港和內地的師生情誼 - 70%學生認同交流活動加強對國家歷史文化的了解	- 老師觀察 - 學生問卷	2025 年 2 月至 7 月	WL CM LT	預計師生共 30 人，團費連同其他雜費開支，估計合共： \$200000
						合共： \$200,000

加強支援非華語學生的中文學與教額外撥款計劃 (25-26)

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 2025/26 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. 16307.4 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)	☒	聘請額外員工（請於第(8)(a)項提供補充資料）		
	☐	教學助理 () 名	\$	☐
	☐	不同種族的助理 () 名	\$	☐
	☒	教師 (1) 名	\$ 151,000	☐
		請以小數表示（如適用）		
(b)	☒	購買促進非華語學生學習中文的教學資源	\$ 3,000	☐
(c)	☒	僱用專業服務（請於第(8)(a)項及／或第(8)(c)項提供補充資料）		
	☐	翻譯／傳譯服務	\$	☐
	☒	校外導師／機構舉辦課後中文學習班	\$25,000	☐
	☐	校外導師／機構協助教師舉辦共融校園活動	\$	☐
	☐	其他（請說明）：_____	\$	☐
(d)	☐	由學校籌辦的推廣共融校園活動	\$	☐
(e)	☐	其他（請說明）：_____	\$	☐
		運用額外撥款總支出 C [(a) + (b) + (c) + (d) + (e)]	\$129,898.4	

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/	