



ANNUAL SCHOOL REPORT

Carmel Secondary School 迦密中學

2024-2025

2025/9/26



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

2024-2025 was the last 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, together with all staff and students, 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

A. Achievements

Over the past three years, the school has made significant strides in several key areas, particularly in integrating technology to enhance effectiveness and efficiency in learning and teaching. This has centered on the major concern: Take Charge of Learning. By strategically implementing initiatives focused on professional development, self-learning habits, and Bring Your Own Device (BYOD) policies, the school has empowered teachers and students to effectively use digital tools and resources.

1. Professional development initiatives

The school has substantially enhanced teachers' ability to use information technology in education (ITE) through various initiatives. These included in-house BYOD workshops and departmental sharing. The school also joined the Apple incubation program, which provided a professional development workshop on effective BYOD integration. Following this workshop, all subject departments created "Everyone Can Create" plans, and five departments collaborated with Apple educators to explore innovative technologies. An in-house training workshop on a Visualization-Enhanced and AI-Supported E-Learning Platform was also held.

Lesson Walks were conducted, which engaged middle managers and enhanced their understanding of instructional strategies and best practices in integrating e-learning and AI tools.

The school subscribed to the EdCity online learning platform, which offers training on the HKDSE Diagnostic Feedback System and Online Question Bank to enhance DSE preparation. Additionally, teachers received training workshops on analyzing and interpreting assessment data.

According to the teacher survey on school major concern, there is a strong consensus regarding professional development that these initiatives were well-received and effective. 82.61% of teachers agreed or strongly agreed that they "have access to relevant and effective professional development opportunities focused on e-Learning". This training has built confidence and readiness, with a combined 76.08% of teachers feeling "well-prepared to use e-Learning tools and platforms" in their teaching. Furthermore, an overwhelming majority (90.8%) agreed or strongly agreed that they have the "necessary resources and support to effectively adopt e-Learning". These efforts have significantly bolstered the school's capacity to foster self-directed learning through Information Technology in Education (ITE) and empower educators to integrate digital tools into their instructional practices. This has led to the creation of an environment that is more conducive for students to take ownership of their education and cultivate essential digital literacy skills.

2. Development of self-learning habits through utilization of digital tools and online resources

Students are actively exploring and developing self-directed learning habits through the use of digital tools and online resources. A wide range of activities in a whole school approach promoted effective learning habits with digital tools. The effective integration of various digital tools, such as OneNote, Google Classroom, and Padlet, has offered numerous benefits, including improved organization and enhanced peer learning. A survey of all 490 students (from S1-S5, as an overall review and feedback to the School Development Cycle 22-25) confirms this positive trend.

- A vast majority of students feel capable of using technology for their education, with 74.69% agreeing or strongly agreeing with the statement, "I feel confident using digital tools and online resources for my learning".
- Technology is viewed as a powerful aid for comprehension, as 75.1% of students agreed

or strongly agreed that "Using technology helps me to understand difficult concepts better".

- Students are using digital tools for organization of learning materials and resources, with 67.76% agreeing or strongly agreeing that they "use cloud storage (e.g., Google Drive, OneDrive) to organize my learning materials".
- Peer learning has been enhanced through technology, with 73.68% of students agreeing or strongly agreeing that "Digital tools help me to collaborate with my classmates on projects".

The school's initiatives have resulted in a more engaging and effective learning environment, enabling students to become independent learners who can leverage technology to drive their own academic progress.

3. Implementation of the BYOD policy

A successful pilot program of BYOD was run in 23-24 for S2 and S4, followed by a full rollout to all students in the third year of the School Development Cycle. According to a survey of all S.1-S.5 students, the policy had a positive impact on student engagement. The student survey on school major concern provides strong evidence for this conclusion:

- 73.27% agreed or strongly agreed that "e-Learning activities and the BYOD policy make my lessons more engaging".
- 73.68% agreed or strongly agreed that " Digital tools help me to collaborate with my classmates on projects."

The BYOD policy has effectively integrated digital tools into the curriculum, thereby empowering students with essential self-learning skills.

B. Reflection

Over the past three years, our school has made significant strides in our major concern, "Take Charge of Learning," by building a strong e-learning environment. Through strategic professional development, fostering student self-learning, and a successful BYOD policy, we have created a solid foundation. The community has been equipped with the necessary tools, and in the coming few years the focus would be refining their use to encourage deeper, more independent learning.

Our initiatives to support teachers have been a resounding success. Survey data confirms this, with 82.61% of staff reporting access to effective professional development and 76.08% feeling well-prepared to use e-learning tools. Our in-house BYOD workshops and the Apple incubation program have given teachers a strong sense of technical confidence and competence.

However, this accomplishment highlights a crucial distinction: there's a difference between being trained to use a tool and being skilled at integrating it seamlessly into one's teaching. As we move forward, especially with the rapid evolution of artificial intelligence, our professional development must shift its focus from 'how to use' to 'how to teach with' and "how to teach well". The challenge is no longer about simply adopting new technology but about innovating with it. We must empower teachers to design learning experiences that truly enhance critical thinking, creativity, and collaboration, rather than just digitizing old practices.

Our students have embraced the digital shift with enthusiasm. The promising figures of engagement reported by students under the BYOD policy, coupled with the majority feeling confident using digital tools (74.69%), confirm that technology is a powerful motivator. Students are actively using their iPads and cloud services to organize notes and collaborate, demonstrating a growing ownership of their learning process.

A positive outcome, however, introduces a new, practical challenge: digital fragmentation. As teachers and students utilize an expanding array of excellent platforms—OneNote, Google Classroom, Padlet, EdCity, and more—the risk of overwhelming students with disparate systems increases. A key question for the upcoming year is how we can facilitate better material organization across these platforms – building a metacognition of learning among students. We need to explore strategies, including but not limited to establishing clearer protocols or utilizing aggregator tools, to help students build a coherent, manageable, and personalized digital learning environment. Without this structure, the cognitive load of managing resources could begin to detract from the learning itself.

C. Feedback and Follow-up

Looking forward, our focus would be on developing the deeper learning and teaching skills that technology can unlock. Now that students are comfortable with the tools, we must guide them in using technology in a more responsible, effective, and personalized way. This is the next frontier of “Take Charge of Learning”

Our exploration should center on several key questions:

1. How can we explicitly teach students to use technology not just for consumption and organization, but for critical inquiry and creation?
2. How can AI and other digital tools create genuinely personalized learning paths that adapt to individual student paces and preferences, thereby enhancing intrinsic motivation?
3. What frameworks can we introduce to empower students to become discerning digital citizens, capable of managing their attention, evaluating online information, and using technology to enhance their well-being?

In conclusion, the past year was one of successful implementation and foundation-building. We have equipped our teachers and engaged our students. The task ahead is one of refinement and transformation. By focusing on advanced pedagogy for teachers, streamlined digital organization for students, and a concerted push toward personalized and responsible technology use, we can ensure our e-learning initiatives translate into profound and lasting student autonomy.

Teacher Growth: From Tool Proficiency to Pedagogical Mastery

To move from technology adoption to pedagogical innovation, we need to focus on building teacher capacity and strengthening our instructional leadership.

- Strengthen Instructional Leadership through various means, for example, Lesson Walks: We will continue to conduct lesson walks throughout the academic year to identify and share best practices among teachers more effectively. More middle managers will also be involved to deepen their understanding of instructional strategies, equipping them to provide more targeted and effective support for teacher development and school improvement.
- Training on AI Integration and Data Literacy: Teachers will receive professional development focused on practical AI applications, data analysis, and using digital assessment tools to give targeted student feedback.
- Promoting Professional Exchange: We will arrange professional exchange sessions, in-house, cross schools, and with educational institutions, such as Apple Educators, building on our previous collaborations to enhance these initiatives.

Fostering Student Autonomy and Internalized Learning

Our focus will shift from fostering engagement to helping students internalize their learning skills, leading to enhanced motivation and autonomy, as well as effective and responsible use of technology.

- Investigate adoption of AI-assisted learning tools: The school will support academic departments in exploring and adopting innovative technologies, such as an AI-assisted coach relevant to various subjects. These tools, developed by teachers on their own or from validated external sources, are expected to provide students with personalized learning feedback and actionable guides. We will also explore the potential of AI-assisted tools for curriculum development and assessment, such as intelligent tutoring systems in Mathematics or adaptive learning platforms in science.
- Share Best Practices for Digital Organization: We may promote the sharing of good practices for organizing digital learning materials – from awareness building to modelling, and then to innovations.

3. Major Concern 2 – Live by Values

A. Achievements

This year marks the culmination of our three-year journey focused on living out 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). After emphasizing self-discipline in the first year and service to mankind in the second, our final year's focus has been on faithfulness to the Lord and integrity. We believe that living a life of integrity, marked by a steadfast commitment to our values, is the ultimate expression of faithfulness. The following report highlights our key achievements as we strove to instil these principles throughout our school community.

1. Gauging Student Perception and Impact

To gauge our effectiveness, we administered a school-wide survey of 490 students from S1 to S5 to assess their perception of our values education initiatives. The results demonstrate a clear and positive trend across all indicators, with a high percentage of students expressing agreement with our efforts. These findings provide a strong endorsement of our integrated approach.

- The encouragement of persistence and resilience was the most positively received area, with 68.98% of students agreeing or strongly agreeing that they are encouraged to try their best even when things are difficult.
- A large majority of students also felt that the school had been effective in teaching them about showing care and empathy (67.76% agreeing or strongly agreeing) and about being faithful and honest (68.37% agreeing or strongly agreeing).
- Overall, the survey results confirm that 64.29% of students understand how their school experience is helping them develop positive character traits.

2. Cultivating Personal Integrity and Purpose

We believe that integrity is not an abstract concept but a lived reality, and we sought to embed this principle in our curriculum and daily life. Various departments provided students with the necessary context to understand and reflect on its importance, a sentiment supported by the survey's finding that 68.37% of students feel encouraged to be honest and faithful.

- Intensive Ethical Reflection: The Biblical Knowledge Department guided 20 S4 and S5 students on a visit to a cemetery, an experience designed to help them reflect on the preciousness of life and the importance of living with purpose and integrity. All participating students reported that the activity made them reflect on the meaning of life. The Chinese History curriculum also designed a lesson on morality, with S4 students studying the decline of the Southern Dynasties aristocracy, prompting them to reflect on what constitutes an ideal Carmelian with a strong sense of responsibility.
- Real-World Ethics: The BAFS and Economics departments collaborated on a highly effective student-led activity that promoted business integrity and professional commitment. A survey found that an impressive 93.2% of students agreed that the activity increased their awareness of ethical dilemmas in the professional world. In another initiative, ten students successfully completed the ICAC i-Teen Leadership Program. Through organizing a short film screening and an interactive theatre event, these students not only deepened their own understanding of integrity but also influenced their peers to reflect on the importance of honesty and fairness in society. This peer-to-peer approach aligns with our school's goal of fostering a culture of values-based living.
- Self-Understanding and Personal Values: In the Visual Arts classroom, S1 students created wire self-portraits to express their inner emotions and foster a respect for individuality, a foundational element of personal integrity.

3. Role Modelling on Service and Faithfulness

This year, our students had the chance of connecting with inspiring role-models of integrity and purpose from both our alumni network and the wider community. Their stories demonstrate what it truly means to live a meaningful life.

- The "Carmel Leader 60+" Series: The Public Relations Committee continued the successful "Carmel Leader 60+" series, a major initiative designed to connect students with distinguished alumni from various fields. Through four events, our students gained invaluable insights into leadership, diverse career paths, and industry trends, but most importantly, they learned about the essential values that are vital foundations for a life of purpose, influence, and service. For instance, visits to Hong Kong Baptist Hospital with CEO Dr. Leung Chi Bon and the Central Dental and Maxillofacial Surgery Centre with Dr. Stephen Chow provided students with firsthand accounts of professional journeys and the integrity required for success in the medical and dental fields. The final visit to Yao Chi Chinese Medicine Centre with Dr. Yeung Ming Ha inspired students by showcasing the latest trends and challenges in a traditional discipline.
- Another highlight was the film screening of "Montages of a Modern Motherhood," which brought together alumni and parents to engage in a meaningful dialogue with director Chan Siu Kuen on social issues, strengthening our community ties.
- Honouring Heritage through Service: The History Department's S3 Oral History Project was a standout initiative. Through interviews with their elder relatives and neighbours in the Oi Man Estate, approximately 70% of students successfully identified and illuminated the commendable qualities and integrity of the individuals they chose to interview in their feature articles, bridging generational gaps through a shared sense of community.

4. New Initiatives and Foundational Programmes

This year we witnessed the successful launch and refinement of several key programmes designed to prepare students for the future by focusing on holistic development and self-directed learning.

- Gifted and Talent Programme (GTP): A new initiative this year, the Gifted and Talent Programme provided students with the context to connect their academic pursuits to real-world impact. Students demonstrated this through self-directed research courses. For instance, one S5 student created a fully functional learning management platform with clear potential to benefit many. Another S5 student designed and trimmed a wig for a young girl with cancer, showing compassion through practical action. In the Science of Soybean course, students deepened their understanding of community needs by preparing soft meals for people with swallowing difficulties. Through these initiatives, the GTP has successfully nurtured not only our students' talents but also their commitment to using their gifts for the good of others.
- Student-led Conference (SLC): The restructured Student-led Conference continued to be a major component of our values-based education, successfully empowering students to take ownership of their personal growth. Held on the Report Distribution Day in Term 1 and 3, the primary objective was for students to set specific, measurable, and achievable goals related to their social-emotional learning, community engagement, and well-being. A review of student portfolios confirmed that this goal was met, with at least 70% of students clearly articulating their goals. The form-specific structure effectively guided students to reflect on relevant challenges relevant to their stage of development, and they shared these insights directly with their parents and class teachers. This crucial element of SLC has strengthened the partnership between the school and families, allowing parents to witness their child's personal growth and engage in collaborative discussions about their development.
- Life Skills Development Programme: This year, our school deepened its commitment to holistic education by introducing comprehensive Life Skills Development Programmes for S1 and S2 students. These programmes, meticulously designed to complement academic learning, focused on equipping students with practical and crucial skills such as financial literacy, home technology, first aid, in addition to Social-Emotional Learning (SEL). A core tenet of our approach was experiential learning, with hands-on trials and camping experiences. Student feedback was very positive, with many expressing a strong sense of accomplishment from outdoor challenges and a newfound confidence in applying skills like cooking and first aid to their daily lives. The integration

of technology, such as VR simulations, also proved impactful, fostering a deeper sense of empathy and social awareness among our students.

5. Service to Mankind: A Continuing Commitment

While our emphasis this year was on faithfulness, our commitment to serving mankind remained a core of our efforts. As reflected in the survey finding that 67.76% of students feel they have learned about caring for others.

- **Sharing Blessings with the Community:** The Religious Education Committee's "Bless Our Neighbourhood" event became a more established service, which had 57 students, a higher number than expected, sharing hymns and blessings with neighbourhood of the Oi Man community. The Week of Religion, themed "Be the light," also inspired students through Christian alumni who shared their experiences of living faithfully in their careers. A survey revealed that around 70% of respondents expressed a willingness to use their qualities, talents, and experiences to share blessings with others.
- **Innovative Service Projects:** In a cross-disciplinary effort, the Science, Physics, Math, and STEAM departments collaborated on a "smart heat shelter" project where S3 students applied their technical knowledge to solve a real-world problem, designing a prototype to assist outdoor workers. All S1 students participated in the "Solar Future" pitching competition, where they proposed community-benefiting solar devices. Concurrently, all S2 students built their own cable electric cars, learning about eco-friendly alternative solutions.
- **Connecting with the Community:** The S1 English Project "Reading to Learn, Learning to Serve" saw 37 students in 10 groups share their self-written fables with 10 classes of Primary 1 and 2 students. Their act of service earned them high praise from the primary school teachers for their creativity and impeccable manners. Following the study of "The Peach Blossom Spring" in the Secondary 2 Chinese Prose Unit, 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 and learned to care about its future development.

6. Building a Community of Integrity

A faithful community is one that supports its members in living with integrity and purpose. Our committees and programs worked to build this supportive environment.

- **Fostering Resilience and Connection:** The Counselling Committee organized the "Rs Park" Theme Week to promote mental wellness. Over 90% of students reported a better understanding of the 4Rs, with 96.6% finding the experiential activities engaging. The entire S3-5 form participated in a two-day adventure camp. It was a profound and meaningful experience for most students, who enjoyed the challenges it presented. The high-event adventure activities provided them with numerous opportunities to challenge themselves and demonstrate courage, while the low-event activities facilitated teamwork. Students were highly engaged in the debriefing sessions, where they reflected on how the activities enhanced their self-understanding and highlighted the essential elements of team building and collaboration.
- **Peer-to-Peer Support:** The Counselling Ambassador Program empowered 37 students to support the S1 students in Orientation Programmes of the first half of the year. Over 70% of these ambassadors reported feeling confident in their ability to provide support. The high number of ambassadors demonstrated a strong commitment to serve and a caring attitude.

B. Reflection

Looking back on this year, we're so proud to see our three-year journey come full circle. The focus on integrity this year really brought everything together, showing our students how self-discipline and service to others are all built on a foundation of strong character. It's been incredible to watch our school community grow, and we're confident our students are leaving us with the values they need to live a truly purposeful life.

C. Feedback and Follow-up

While we have seen great progress, the student survey provides a clear direction for the future. The data indicates areas for growth in practical application and community engagement, as seen in the relatively low combined "Agree" and "Strongly Agree" responses for students' ability to relate school life to their life outside of school (56.53%) and their opportunities to participate in community service (55.11%). Considering this, our new three-year major concern for student development will be **Care for Ourselves and the Community**. Concerted efforts from functional committees and subjects will provide more authentic opportunities to help students connect with and contribute to the community.

Besides, our Healthy Living Initiative will be strengthened with more comprehensive elements to mobilize students and build a habit of a healthy lifestyle.

Finally, in our commitment to fostering a holistic community, we will make good use of the Parent Education Grant and other school resources, in coordination with the Education Bureau's new Curriculum Framework on Parent Education (Secondary School), to strengthen the home-school partnership.

4. Student Performance

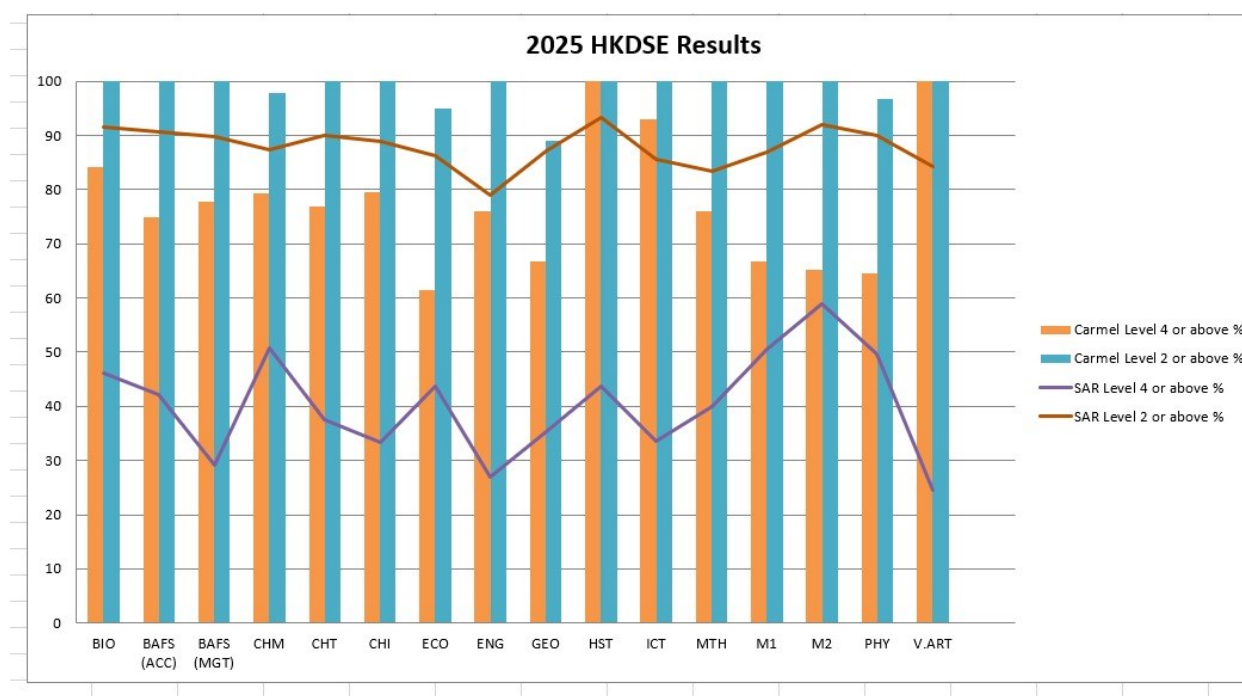
A. Academic Performance

Our academic awards are designed to celebrate the diverse achievements of our students, recognizing both outstanding performance and significant progress. The awards are structured as follows:

- Merit Award: Recognizes students who achieve a top 25% rank in one core subject (Chinese, English, or Mathematics) and at least two other subjects.
- Outstanding Award: Honours students who achieve a top 25% rank in two core subjects, in addition to at least two other subjects.
- Improvement Award: Celebrates students who demonstrate substantial progress by improving their performance level in three or more subjects.

Around 17.3% students received the Merit award, 18.4% students received the Outstanding Award and 59.3% received Improvement Award.

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 95.5% of students meeting the benchmark of local university degree programmes. A lot of students got satisfactory performance. The best three got 45, 43, and 40 points based on 7 subjects (excluding CSD). Grateful to hard work of teachers and students.

B. 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 2024-25.

Appendix 1: Scholarships and Awards (24-25)

External Scholarship Awards

Name of Student	Organizer	Name of Scholarship	Amount	Other Awards
Lee Ka Lam	CUHK Chung Chi College x AIA	Young Leaders Award 2024-25	\$50,000 x 3 years	Internship experience, Job shadowing, Guaranteed hostel place, etc.
Chu Tsz Ching	Ng Teng Fong Charitable Foundation	Ng Teng Fong Scholarship 2024	\$6,000	
Wan Chiu Tung	LINK REIT	Scholarship for University Studies 2024	\$5,000	
Wong Tsz Lok	Tung Wah Group of Hospitals	TWGHs 154 th Anniversary Scholarship	\$10,000	
Chong Pui Wing Chik Tsz Hei	Sir Edward Youde Memorial Fund	Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2024/25	\$1,000	
Lui Janice Ching	Island School Trust	Nicola and Kenneth Bursary 2024/2025	\$5,000	
Lee Cheuk Ying	Hong Kong Institute of Certified Public Accountant and Hong Kong Association of Business Education	Top Students Award 2025 (Business Management Strand)	\$500	
Lee Cheuk Ying Man Ching Yi Leung Ka Hei	Hong Kong Institute of Certified Public Accountant	Outstanding BAFS Student Award 2025	\$300 each	

List of External Awards (2024-2025)

Name of Student	Name of Competition	Award / Achievement
Hau Ming Yan Dora	2024-2025 2024 Hong Kong Outstanding Student Award for Extra-curricular activities	Outstanding Student Award
Wan Sheung Pui Chan Shing Him	2024-2025 Kowloon City District Outstanding Student Election	Junior Merit Award Senior Merit Award
Gao Tsz Yan Ng Hei Ching Lucas Cheung Chi Maan Wai Hoi Ching Charlie Qiu Mingyi Cheung Chi Maan	Legal-Lions Debate Competition	Champion Best Debater
Qiu Mingyi	中學辯論比賽 2024 「馮壽如盃」 香港未來(第一輪)	最佳辯論員
Tsang Ka Yan Chek Cho Hei Ye Ziqi So Pak Wai Chan Yan Lam Lui Janice Ching Fu Kai Qing Sun Tze Yan Szeto Wun Na Shek Chun Ka Yim Man To	Hong Kong School Drama Festival 2025	Outstanding Director & Outstanding Performer
Fan Jasper	Hong Kong Olympiad in Informatics 2024/25	Bronze Medal (Junior Group)
Ho Cheuk Heng Kan Yu Fung Shiu Cheuk Nam Yeung Chun Yin	2024 Business Simulation Competition for Secondary Schools	Certificate of Merit
Tam Yat Hay Wang Zihan	九龍城讀住賞 – 可持續發展閱讀獎賞計劃	優秀表現獎
Yee Wing Yan	4·23 World Book Day Creative Competition 2025	Senior Secondary (English Category) Outstanding Award
Tam Ming Lam Yuen Yuet Yu Ling Man Ka	2024 Junior History E-Reading Scheme	Academic Award STEAM Award

Name of Student	Name of Competition	Award / Achievement
Wan Sheung Pui Chan Ying Yuk Chu Shing Yin Chui Kai Ching Jakin Yim Chung Yan Feng Cham Man Chong Sung Hei Ho Yat Sum Lok Chun Ho		
Yip San King Kan Yu Fung	Off-school Advanced Learning Programmes: Nurturing Visionary Leaders and Researchers in Economics and Quantitative Finance	Merit Award
Chu Shing Yin Ng Cheuk Nok	Youth Sustainability Researcher Action Scheme	Best Paper Award
Chung Yik Hei	Community Youth Club (CYC) Kowloon City District Film Appreciation and Writing Competition	Merit Award
Liu Di	Kowloon City District Online History & Culture Quiz Competition	Merit Award
Miao Ronghuan Lee Tin Yeung Jeff Xue Tsz Ki Li Yiu On Lee Shing Yan Chong Sung Hei Ho Yat Sum Lok Chun Ho Liu Di Lai Yi Xiang	Pan-Asia Pacific International Mathematics Invitation Competition (Preliminary) 2025	First Prize Second Prize Third Prize
Cheung Hei Yu Chan Cheuk Yin Cheng Tsun Him Zhou Zhien Leung Hoi Chi Liu Man Him Ho Yat Sum Tsang Chong Hang Yue Pak Ching Chow Chi Sen Chui Lok Hin Wong Chi Him	PractifyAI GBA Joint School Mathematics Competition	Second Prize Third Prize

Name of Student	Name of Competition	Award / Achievement
Liu Hin Chi Joshua Chong Wai In Anna Ye Chung Yiu Yeung On Kiu Kimmy Chong Sung Hei Wang Kitty Wong Jinglin Limbu Abishmarniya		
Lau Chun Yin Hui Man Sum Kan Yu Fung	Thailand International Mathematical Olympiad (TIMO)	Heat: Bronze Heat: Bronze, Final: Bronze
Hui Wing Yan Tam Yat Hay Chan Yin Hei Hau Ming Yan Dora Yee Wing Yan Yip San King Kan Yu Fung Lam Tsz Yin Li Shun Hei Ling Cheuk Ki Hui Yan Nok	'The LOKII Smart Campus Challenge 2024	60th Anniversary Cup - Ultimate Innovator Budget Master Silver Budget Master Bronze Caring Creators Gold Creative Genius Gold Creative Genius Silver
Fung Sum Yu Liang Zixin Tsoi Hoi Ling Wong Yu Hei Cheung Hoi Ting Chow Long Kei Kwong Lai Wai Ng Cheuk Ka	YMCA King's Park Inter-School Kin-Ball Competition 2024-2025 (U15 Girls) (Plate Competition)	Champion
Li Man Man	獅子會盃全港跳繩挑戰賽 2025 (九龍區)	30 秒前繩速度賽 女子 14 歲組別 第二名
Chung Sze Ching	All Hong Kong Inter-Secondary Schools Life Saving Competition 2024-2025	Girls 200m Obstacle Swim
Ho Chui Ying Ng Yi Kiu	The 61st Schools Dance Festival	Honour Award
Cheung Lok Hei Liu Di Chan Yuk Tung Joanna	Taekwondo Poomsae Invitational (Kowloon East)	Champion 1st Runner-up

Name of Student	Name of Competition	Award / Achievement
Cheung Chung Hong Ng Tin Yeuk Lok Chun Ho Hon Yu Hin Lee Yin Man Carmen Tong Hoi Ting Yuen Sum Yau Chong Pui Wing	All Hong Kong Schools Jing Ying Badminton Tournament 2024	Boys Double Boys Single Girls Double Girls Single
Tsang Sze Nap Kwan Chun Hing Lam Pui Yuet Joyce	All Hong Kong Schools Jing Ying Table Tennis Tournament 2024	Boys Single Girls Single
Tam Yat Hay Yeung Yin Fuk Edith	Great Bay Area Outstanding Students Award (Junior Group)	Excellence Award
Chui Kai Ching Jakin	Great Bay Area Outstanding Students Award (Senior Group)	Excellence Award
Chan Yan Lam Ho Yat Sum Wan Sheung Pui	Great Bay Area Outstanding Students Award (Junior Group)	Merit Award
Chan Shing Him Kan Yu Fung Tsang Ka Chun Jason Yim Man To	Great Bay Area Outstanding Students Award (Senior Group)	Merit Award
Robotics Team	FIRST Tech Challenge-Hong Kong Tournament	Robot Game Silver Award Finalist Alliance Inspire Award Finalist
String Orchestra	Joint School Music Competition 2025 (Secondary School Group Ensemble)	Sliver Award
String Orchestra	Joint School Music Competition 2025 (String Ensemble)	Gold Award
Choir	Hong Kong Inter-School Choral Festival – Secondary School Junior Division	Sliver Award
Choir	HKICF Competition Cum Masterclass	Sliver Award
Chinese Drama Group	Hong Kong School Drama Festival 2025	Award for Outstanding Performer Award for Outstanding Stage Effects Award for Outstanding Cooperation

C. Looking Ahead

Embracing Innovation While Honoring Our Roots

In Oct 2024, we celebrated 60th anniversary of Carmel Secondary School, to recall and reinstate grace of the Lord on Carmel and Carmelians. With the theme “School for the Future”, we instilled elements of learning and curriculum development in various celebration events and activities, from building a digital school twin campus on line with AI-assisted Math and Bio classrooms to facilitate new models of learning, to having various subjects and GTP curriculum exploring how knowledge could solve problems in the community and prepare for the future, as well as fund-raising programmes to provide additional resource for placemaking initiatives catering for current needs and innovative ideas to be actualized. We are proactively investigating how we could make learning experiences more fruitful, authentic and community related. Various feedback, from our stakeholders and from Carmelians across generations, inform us that we are on the right track.

In 2024-25, a few innovative practices in curriculum development and learning are worth our highlights and appreciation.

- During the Activity Week in March, students in different forms were engaged in form-specific learning programmes, local or overseas. Some involved team, character and life-skills development while others were cross-curricular experiential learning in authentic context. The Week is not an “additional” module, but an integral component and continuum of the curriculum, academic and student development-oriented, in line with the stage-specific needs, and/or new paradigm of learning that emphasizes making sense of knowledge learnt in authentic context and services.
- We revamp the time-table and introduce a new Gifted and Talent Programme (GTP) for all, actualizing the school vision and mission to recognize talents of different domains and to provide a sustainable platform for students to turn their talents into strengths. For the first time ALL students could share their learning outcomes in the Annual Showcase in July, from new sports to findings of their self-directed mini-research to multifaceted demonstrations of deliverables in STEAM, service learning, languages and performing art. Their remarkable performance surprised teachers, acquaintances and their parents, and at the same time confirmed our belief that our students could excel beyond the classroom, with a motivation and confidence to learn and to explore their future.
- Education stands **amidst a transformation** due to the advancement of AI technology. Many teachers at Carmel have been actively experimenting with how AI can effectively assist, rather than substitute, learning and teaching, and many innovative practices have taken root. My sincere appreciation goes to this team of creative and professional educators.

The Next School Development Cycle (2025-2028)

Based on extensive evidence and discussions, we acknowledged progress made in ITE and value education – the two major concerns in the SDC 22-25, through a concerted effort of all staff and students. Various qualitative and quantitative evidence inform us that the next challenges would be how we continue to nurture the young generation as life-long learners in a world of unprecedented technological transformations, as individuals who care about themselves and others with life-guiding principles grounded on Christian values. It is through a knowledgeable, committed and innovative staff-force could our missions be actualized.

The followings are major concerns of the new SDC:

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

Action plans will be discussed in the Annual School Plan 25-26.

Every step has been a collective effort. My deepest gratitude goes to every member of the Carmelian family. Their commitment, hard work, and prayers have been the bedrock of our achievements.

We remain hopeful for the future, knowing that with continued effort and God's guidance, even greater accomplishments lie ahead, recalling the powerful words of the Bible, *"For this reason I remind you to fan into flame the gift of God, which is in you through the laying on of my hands."* (2 Timothy 1:6 NIV) This verse serves as a profound call to action for every Carmelian—to continuously ignite the divine gifts within us, whether in our learning, our teaching, our service, or our unwavering support for this beloved school.

D. Financial Summary 2024-2025

	Incomes(\$)	Expenditures
1. Government Subsidy		
Expanded Operating Expenses Block Grant (EOEBG)		
(A) Basic Baseline/per Class IMC Grant	\$2,373,677.45	\$3,616,794.53
(B) School Specific Grants		
Administration Grant	\$4,104,940.40	\$4,208,736.15
Capacity Enhancement Grant	\$676,944.00	\$807,853.90
Air-conditioning Grant	\$539,175.00	\$563,167.79
SBM Top-up Grant	\$53,385.00	\$15,450.00
School-based Speech Therapy Administration Recurrent Grant	\$8,541.00	\$9,784.00
Composite Information Technology Grant	\$520,386.00	\$250,699.44
Noise Abatement Measures Recurrent Subsidy	\$0	\$0
Sub-Total:	\$8,028,066.91	\$9,472,485.81
2. School Subscription A/C		
Tong Fai	\$87,110.00	
Rent from Caterer	\$90,000.00	
Other Income	\$415,156.03	
Sub-Total:	\$592,266.03	\$214,711.31
School Surplus of the year		\$377,554.72

#This balance has not yet been audited.

Report on CEG (2024-2025)

Item	Income (\$)	Budget (\$)	Actual Expenses (\$)
Contract admin officer		\$280,000.00	\$299,010.
Teaching assistants		\$400,000.00	-
Part-time teaching assistants		-	\$97,612.50
Part-time coaches and tutors		-	\$82,030.00
External Service		-	\$223,700.00
Staff professional development			\$109,900.80
Balance brought forward from 23/24	\$2,401,147.80		
Grant received in 24/25	\$676,944.00		
Total:	\$3,078,091.80	\$680,000.00	\$812,253.90
Balance c/f to 25/26			\$2,264,239.70

Report on Afterschool Learning Support Grant (2024-25)

A. The number of students (count by heads) benefitted under this Programme is 170 (including A. 10 Comprehensive Social Security Assistance (CSSA) recipients, B. 70 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 90 under school's discretionary quota).

B. Information on subsidised activities

*Name /Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner/ service provider (if)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Homework Support & Tutorials	8	35	40	100%	1/9/2023 – 31/8/2024	8,500.00	academic performance and feedback from students		achieved
Study skills training	8	35	40	100%	1/9/2023 - 31/8/2024	22,637.50	Observation and feedback from students		achieved
Language Training	8	35	40	100%	1/9/2023 - 31/8/2024	34,315.50	Observation and feedback from students		Achieved
Educational materials	8	35	40	100%	1/9/2023 - 31/8/2024	10,260.00	feedback from students		Positive
Total no. of activities: <u>5</u>									
@No. of man-times	32	140	160		Total Expenses	75,713.00			
**Total no. of man-times	332								

Note:

* Types of activities are categorised as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), full grant under the SFA Schemes (B) and needy students identified by the school under the discretionary quota (not more than 25%) (C).

Report on the Student Activities Support Grant (24-25)

I. Financial Overview

A	Allocation in the Current School Year:	\$65,000.00
B	Expenditure in the Current School Year:	\$65,000.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	6	\$8,196.00
Full-grant under the School Textbook Assistance Scheme	22	\$41,000.00
Meeting the school-based financially needy criteria	12	\$15,804.00 (capped at 25% of the total allocation for the school year)
Total	40	\$65,000.00

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

Details of Expenses									
No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Sports Team Training	Physical Education	15	\$23,100.00			✓		✓
2	Music Team Training	Arts (Music)	10	\$8,226.00			✓		✓
3	Volunteer training activities	Citizenship and	10	\$2,974.00	✓			✓	
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			35	\$34,300.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Librarian Taiwan exchange tour	Cross-Disciplinary	4	\$19,500.00					✓
2	Volleyball team Taiwan exchange tour	Cross-Disciplinary	4	\$11,200.00		✓			✓
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			8	\$30,700.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			43	\$65,000.00					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for Student Activities Support Grant (Name & Post):	Mr. Yu Siu Kai (Clerical Assistant)
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Report on DLG (2024-25)

Domain	Programme	Number of students engaged	Deliverables/ Success Criteria	Assessment Results	Time-line	Actual (HK\$)
Academic (PSHE, SCI, MATH, TECH Ed)	Network Programs for Visual Arts Learning (DSE) and Japanese Language Course	Within 10	Attendance and performance of students, trainers' feedback Extra and intensive coaching to promote students' competence and sense of efficacy	Participants demonstrated enhanced skills, confidence, and academic achievements.	Whole year	\$21,600
Language	English Debating Team Intensive Training and English Public Speaking Context Application	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 participants showed good performance in contexts and won a few games in territory- wide competitions	Whole year	\$14,725
					Total expenses	\$40,225

Report on Joint-school DSE Courses (2024-25)

Courses Supported by the Education Bureau's Subsidy Scheme for Diversified Learning	Strategy and Expected Outcomes	Organizations	Duration	Target Students	Actual no. of participants (24/25)	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	7	Students attain Level 3 or above in the Hong Kong Diploma of Secondary Education (HKDSE).	Two students sat the HKDSE in 2024-25. Both of them attained Level 4 in Visual Arts.
Other Languages (Category C)		The Other Language Courses in the Hong Kong Diploma of Secondary Education (HKDSE)			2	Students achieve the stipulated proficiency level or above in the language examinations.	

Report on ApL Courses (2024-25)

Courses Supported by the Education Bureau's Subsidy Scheme for Diversified Learning	Strategy and Expected Outcomes	Organizations	Duration	Target Students	Actual no. of participants (24/25)	Learning Outcomes/ Success Criteria	Assessment Results
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	4	Students achieve the level of "Attained with Distinction (I)".	Two students sat the HKDSE in 2024-25. Both of them achieved the level of "Attained" in ApL.
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)	2 years 270 hours	Secondary 4 to 6	0	Students achieve the level of "Attained".	No students studied Applied Learning Chinese in 2024-25.

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

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. Conduct online career assessments (e.g. Career Interest Inventory) with S5 students and introduce O*NET OnLine to facilitate Individual Student Planning			>70% of the students find the online assessments useful in helping them understand their career inclination >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	In place of the online career interest test, a career card sorting game Fingerprint (Occupations) developed by HKACMGM was conducted. The activity was interactive and engaging and was supplemented by Career Mapping, where students could keep a good record of their career inclinations. Through the game, students were able to reflect on their career choices, which built their confidence in planning for their future. In an S5 survey, of the 84 respondents, 18% totally agreed and 57% agreed they felt more eager and motivated to plan for their further studies. Adding up those who disagreed and totally disagreed, the result was 7%.	The career card sort activity was conducted at the beginning of the year and students found it a bit distant when the individual student planning kicked off in the third term. It was suggested the card sort be done in January or February, closer to a time when students start meeting the career advisors. Also, the career teachers could not conduct the activity for every class due to timetabling constraints. It was strongly recommended that career teachers should be the one conducting the activity and give a clear briefing of the career theory (Holland codes) in the introduction
Major Concern 2: Live by Values: To Actualize the School Motto through Values Education					

Items/Strategies	Learning Context (if applicable)	Core elements (if applicable)	Success Criteria	Assessment Results	Feedback and Follow-ups
2. Organize the Career Week (theme: Venture into the Future), including assemblies, an admission talk and a Career Fair to put across work values with a focus on adaptability and innovation, which are particularly essential in the future workplace			>70% of the students feel inspired to align their own core values with their future educational and career endeavours >70% of the students consider adaptability and innovation important work values in their future more than before >70% of the students feel inspired to align their own core values with their future educational and career endeavours	Questionnaires were conducted with S3-5 students. The majority agreed they had a better understanding of adaptability and innovation as key work values in the future. They also named creative thinking, big data and leadership and social influence as the top three important skills needed in the future workplace. Only close to 60% of the students totally agreed and agreed with the statement understanding work values could help them achieve personal fulfilment and positively impact others. About one-third of the students were neutral about the statement.	The theme of the Career Week Venture into the Future tied well with that of the school's 60th anniversary: School for the Future. The talk delivered by the alumnus Mr Philip Lam Tin Yin was particularly well received and the students actively raised questions about his profession in technology and his life stories, e.g. How can students adapt to and find their own paths in this evolving technological landscape? Is it possible to begin a start-up without money? Which one or two books would he recommend to the students? These show students' genuine interest and alumni of various fields and expertise could be invited to share with the students.
Others					
3. Organize career related experiences (e.g.subject/job tasters, interview skills workshop, personal image workshop) for S3-5 students during the GTP core sessions to provide experiential learning			>70% of the students feel that they can make connections between the career related experiences and their further studies / future career path >70% of the participants become more aware of their strengths and areas in need of	An average of 15.7% of the S3-5 students found the career related experiences very relevant to their needs in transitioning to higher education and finding their future jobs and those who found it relevant were at 33.8%, which made up half of the respondents. From reflection articles students submitted after their visit to the Career	On the whole, students treasured experiential learning opportunities. Of the various programmes that were organized, including S4 & 5 Campus Visits, S4 Career Expo, S5 Interview Skills Workshop and S3 Electives sharing, the Campus Visits and Electives Sharing received better responses probably because they were relevant to the next life stage of the students / their

Items/Strategies	Learning Context (if applicable)	Core elements (if applicable)	Success Criteria	Assessment Results	Feedback and Follow-ups
opportunities			improvement in relation to their career development	Expo, a common point was they felt motivated to equip themselves for the future, like learning how to know how to write a resume and attend interviews and found it important to keep upskilling.	immediate needs. While that is the case, there is still the need to help students see what's further down the road of their life and career planning. Certain moves in the coming year could be adding S3 Subject Tasters done by subject teachers. For the S5 Interview Skills Workshop, it could take place towards the end of the school year.

Report on Integrated Education and Support (2024-25)

1. Annual Evaluation

Items/Strategies	Core elements	Success Criteria	Assessment Results	Feedback and Follow-ups												
Major Concern 1: Live by Values: To Actualize the School Motto through Values Education																
To promote students’ habit of e-learning with teachers, speech therapist and academic tutors and making individualized notes with the help of iPad.		All training materials, tutorial materials and tailored revision materials are to be distributed through google classroom. Students agreed that keeping training materials and homework digitally in OneNote can better assists them to locate useful materials during revision	All learning materials were distributed by subject teachers, case managers, speech therapist, behavioral therapists and academic tutors through google classroom to facilitate reviewing and note-taking during individual training and after-school tutorials. Notes on social activities and group work were also recorded through google classroom. Homework were collected through google classroom. Students with mental illness engage in e-learning by exploring and learning from their work.													
Talent Development and Learning Support Program Providing opportunities for SEN students to learn different skills and offering various platforms to inspire their potential, in alignment with their interests, abilities, and aspirations, in order to make informed choices regarding further education. Platforms include:	Mastering the Keys to Learning	75% of participants were able to enhance their learning goals through a series of learning support platforms. 50% of participants successfully obtained their preferred degree through the "JUPAS" application.	<table><tr><td colspan="4">In the current academic year, 8 Form 6 students with special learning needs (including 1 ADHD, 1 autism, 1 visual impairment and 5 mental illness) set their educational goals, with 50% of them obtaining their preferred degree through the "Joint University Programmes Admissions System" and 25% having opportunities to pursue tertiary education.</td></tr><tr><td>Graduation Pathways</td><td>Degree Program (50%)</td><td>Diploma (25%)</td><td>Others (25%)</td></tr><tr><td>Chinese University of Hong Kong</td><td>1</td><td></td><td></td></tr></table>	In the current academic year, 8 Form 6 students with special learning needs (including 1 ADHD, 1 autism, 1 visual impairment and 5 mental illness) set their educational goals, with 50% of them obtaining their preferred degree through the "Joint University Programmes Admissions System" and 25% having opportunities to pursue tertiary education.				Graduation Pathways	Degree Program (50%)	Diploma (25%)	Others (25%)	Chinese University of Hong Kong	1			The student-centered philosophy effectively inspires and enhances students' potential. Efforts will be made in the coming year to further enhance the effectiveness of
In the current academic year, 8 Form 6 students with special learning needs (including 1 ADHD, 1 autism, 1 visual impairment and 5 mental illness) set their educational goals, with 50% of them obtaining their preferred degree through the "Joint University Programmes Admissions System" and 25% having opportunities to pursue tertiary education.																
Graduation Pathways	Degree Program (50%)	Diploma (25%)	Others (25%)													
Chinese University of Hong Kong	1															

Items/Strategies	Core elements	Success Criteria	Assessment Results				Feedback and Follow-ups
Inviting students to participate in transportation society, eco-group, volunteer services, chess activities, social group etc., facilitated by social workers, SENSTs and SENCO, to help students understand themselves, set personal goals, develop reflection and revision skills, establish career plans and enhance social communication skills. Facilitating information exchange and emotional support among students, school-based educational psychologists, clinical psychologists, behavioral therapist, counseling teams, and career planning teams.			City University of Hon Kong	1			various platforms.
			Hong Kong Baptist University	2			
			Vocational Training Council / School of Continuing Education, Hong Kong Baptist University		2		
			Repeat S6 / Working			2	
Major Concern 2: Live by Values: To Actualize the School Motto through Values Education							
Caring Inclusion Awareness Plan Organize assembly as a Human Library platform for Side-By-Side to help students build better mental health and enhance personal growth as well as strengthen self-awareness and emotional regulation.	Enhance students’ understanding and preparedness to practice the values in the school motto of ” Caring for Others” including caring for others,	80% of participants recognize the characteristics and needs of mental recovery people and care takers 50% of participants have challenge on the perceptions, knowledge, and attitude toward Mental Health Disorders	Teacher observation and feedback 90% of the respondents found it helpful in understanding the characteristics and needs of mental recovery people and care takers Students participated in a safe platform to challenge their prejudice and develop human cohesion across social divisions				

Items/Strategies	Core elements	Success Criteria	Assessment Results	Feedback and Follow-ups
	respecting others, and showing empathy.			

2. Learning Support Grant (2024-2025)

Particulars	Income	Expenses	Balance
<i>Amount available</i>	689,550.40		689,550.40
<i>Amount required</i>			
Salary for SEN assistant		295,991.75	
Hire service for transfer of expertise		142,650.00	
Purchase of learning packages and teaching aids		70.20	
Arrangement of learning/inclusive culture activities/ social & behavioral activities / mental health activities		91,240.05	529,952.00
Carry forward to 25/26			159,598.40

Report on Reading Promotion (2024-25)

Financial Report

Item	Income (\$)	Budget (\$)	Actual Expenses (\$)
Purchase of Books			
- E-Books (Gale Virtual Reference Library)		\$35,000.00	\$35,000.00
- Printed Books (English Library Books)		\$10,000.00	\$12,140.00
- Printed Books (National Security Education)		\$5,000.00	-
- Nonfiction Reading Programme		\$10,000.00	\$610.40
- Library Books		-	\$11,458.65
Reading Activities			
- New Horizon Reading Award Scheme		\$4,000.00	-
- Reading Day Camp		\$10,000.00	\$795.80
- 4.23 World Book Day		\$2,000.00	-
- Visit to public library		\$2,000.00	\$650.00
- Reading Café		\$2,000.00	\$929.60
- Library tour to bookstore		\$3,000.00	-
- Book exhibitions		\$2,000.00	-
- Taiwan exchange tour fee		-	\$3,500.00
Purchase Teaching Materials for Reading Promotion (Target Groups: Students + Teachers + Parents)		\$5,000.00	-
Balance brought forward from 23/24:	\$65,198.00		
Grant received in 24/25	\$66,176.00		
Total:	\$131,374.00	\$79,000.00	\$65,267.65
Balance carry forward to 25/26			\$66,106.35

Report on Life-Wide Learning Grant (2024-25)

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	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	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 proper values and attitudes													
1	Career and Life Camp	Apr 2025	S4-5	220	\$93,761.00	\$426.19	E1, E2, E5	CRE	Learning objective fulfilled.	ü				ü
2	School-based SEL and life skills development programmes	Apr 2025	S1-2	250	\$99,936.00	\$399.74	E1, E2, E7	Life ed/SEL/cross-curricular	Learning objective fulfilled.	ü				
3	Sports promotion and experiential learning programmes	whole year	whole school	500	\$26,452.59	\$52.91	E1, E2, E5, E6, E7	Physical Ed	Learning objective fulfilled.			ü		
4	Gifted and Talent Programme on Multiple Intelligence	whole year	S1-5	540	\$417,127.62	\$772.46	E1, E2, E5, E6, E7	Cross-curricular	Learning objective fulfilled.	ü	ü	ü	ü	ü
5	Edifying Camp and follow-ups	Apr 2025	whole school	60	\$8,023.49	\$133.72	E1, E2, E7	Life ed/cross-curricular	Learning objective fulfilled.	ü				
6	STEAM programmes for ALL	whole year	S1-5	120	\$21,648.38	\$180.40	E1, E2, E5, E6, E7, E8	Cross-curricular	Learning objective fulfilled.		ü			ü
7	STEAM Intensive Training Programmes for TEAMS	whole year	S1-5	50	\$119,312.36	\$2,386.25	E1, E2, E5, E6, E7, E8	Cross-curricular	Learning objective fulfilled.	ü	ü			ü
8	Structured Training Programmes for the Sports Teams	whole year	whole school	300	\$343,598.30	\$1,145.33	E1, E2, E5, E6, E7	Physical Ed	Learning objective fulfilled.	ü		ü		
9	Structured Training Programmes for the Music Teams	whole year	whole school	300	\$100,708.00	\$335.69	E1, E2, E5, E6, E7	Aesthetic Ed	Learning objective fulfilled.	ü		ü		
10	Structured Training Programmes on Leadership	whole year	S1-5	200	\$60,970.00	\$304.85	E1, E2, E6, E7	SEL/cross-curricular	Learning objective fulfilled.	ü	ü		ü	ü
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				2,540	\$1,291,537.74									
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 to Guilin	Apr 2025	S3	120	\$95,290.00	\$794.08	E4	Civic ed/community service	Learning objective fulfilled.	ü			ü	
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				120	\$95,290.00									
Expenses for Category 1				2,660	\$1,386,827.74									

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	\$48,169.50
2	Musical equipment	Training and consumables	\$12,957.40
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$61,126.90
Expenses for Categories 1 & 2			\$1,447,954.64

Category 3: Number of Student Beneficiaries

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

Report on the Use of the One-off Grant for Mental Health at School (2024-25)

Our school has spent the Grant on the following:

	Area	Programme/Item	Expected Outcomes	Evaluation	Actual Expenses (\$)
i.	Organising activities and programmes related to enhancing the mental health of students and teachers	/	/	/	\$0
ii.	Providing support services related to enhancing the mental health of students and teachers	/	/	/	\$0
iii.	Designing and producing school-based learning and teaching resources related to mental health	/	/	/	\$0
	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	Renovation of the Well-Being Hub for students and staff support. Major items include comfortable seating, privacy enhancements, calming décor and storage solutions	- It can create a welcoming and inclusive space to enhance the mental health and well-being of students. - The Hub can offer dedicated areas for individual counselling and small group activities, facilitating personalized support and enabling students to engage in supportive interactions.	The renovation was completed in August 2025, and the design and implementation followed the plan as stated. The new Well-Being Hub now offers a welcoming and inclusive space for both students and staff.	\$60,000
	Total expenses				\$60,000

Report on the Use of the One-off Grant for Mental Health of Parents and Students (2024-25)

Our school/PTA has spent the Grant on the following:

	Area	Programme/Item	Expected Outcomes	Evaluation	Actual Expenses (\$)
i.	Organizing parent-child or parent activities relating to promotion of the mental health of students and parents	/	/	/	\$0
ii.	Promoting information related to the mental health of students and parents, publications or providing resource platforms	/	/	/	\$0
iii.	Providing training programmes or activities to equip parents with the knowledge and skills related to mental health	Parent education talk and workshop series on the topic 'The Happy Journey of Positive Discipline' - The Parent talk is open to all parents. - The workshop series consists of three sessions, each with a quota of 25 participants. Only parents who have attended the talk are eligible to enrol in the workshop. - The coach is an experienced counselling psychologist and an expert in positive discipline.	60 parents, representing approximately 10% of the total student population, are expected to enrol for the parent talk. - Parents will gain an understanding of the importance of positive discipline in parenting and relationship with the youth. - Parents will be able to practice techniques of Positive Discipline during the workshop series.	The talk and workshops were held in May and June. The parent talk was attended by 35 parents and teachers in person, with an additional 40 parents participating online. The workshops were designed to accommodate a maximum of 25 parents. The sessions had full attendance with 25 parents and teachers participating. Feedback from participants was highly positive. It was noted that parents who attended the workshops demonstrated strong learning abilities, and the attendance rate was higher than for other activities. Participants were actively engaged in group discussions and mentor exchanges. A review of feedback from 23 parents showed that all items scored 3.61 or above out of a possible 4.0.	\$20,000
	Total expenses				\$20,000

Report on the Use of the One-off Grant for Promotion of a Sports Ambience and MVPA60 in School (2024-25)

Our school/PTA has spent the Grant on the following:

	Area	Programme/Item	Expected Outcomes	Evaluation	Actual Expenses (\$)
i.	To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	School based Fitness Award Scheme -setup Points-for-Prizes System: Students can accumulate points by participating in various challenges and exchange them for different rewards (e.g., sports gifts or Switch sports game time). -Individual Awards: Establish individual challenges, such as "Rope Skipping King" or "Morning Run Star," to recognize outstanding students and provide rewards. Healthy Living Tuesday -Morning Run -Open gym -rope skipping -Sports equipment checkout -Morning Assembly: Body Stretching	- Boosted student participation in fitness. 100% of students join the "Fitness Award Scheme" - Improved school sports atmosphere on Tuesdays, as noticed by teachers and students.	Based on Data: - Over 95% of students participated in the School-based Fitness Award Scheme's activities. - The number of sports available for students to participate in has increased. Based on Teacher Observations: - The overall sports atmosphere on Tuesdays saw a slight improvement. Based on Student Feedback: - Students expressed opinions on the timing and format of activities (e.g., finding stretching to be boring), and these will be improved next year. Areas for Improvement: - The Award Scheme needs to be refined, including promotion and the transparency of redemption rules. - The individual morning run system was only initially completed on May 25 and still has frequent issues. We need to improve system stability, reduce problems, and make operations smoother. - Other departments could collaborate, such as the music department playing workout music or the art department designing posters.	\$145,400

	Area	Programme/Item	Expected Outcomes	Evaluation	Actual Expenses (\$)
v.	To purchase or upgrade PE/sports equipment in the school	Basketball hoop renewal	- Improved Skills: New hoops are reliable, helping students practice shooting and improve form. - Enhanced Safety: They create a safer environment by replacing old, unstable equipment.	- Increased Usage: Students are playing more with the new hoops, which provides more opportunities for practice. - Fewer Injuries: No injuries have been reported since the new hoops were installed, confirming a safer playing environment.	\$4,500
	Total expenses				\$149,900

推廣中華文化體驗活動一筆過津貼 (2024-2025)

1. 本校已運用「推廣中華文化體驗活動一筆過津貼」作以下用途：

	範疇 實際開支金額(HK\$)	範疇 實際開支金額(HK\$)
i.	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	0
ii.	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	0
iii.	舉辦或資助學生參加本地文化考察或參觀活動	0
iv.	發展有關中華文化的課程	0
v.	採購及發展中華文化學與教資源	0
vi.	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	286,550
vii.	其他(請註明): _____ _____	0
	總開支金額(HK\$) ¹	285,550
	津貼餘款(HK\$)	13,450

¹ 「推廣中華文化體驗活動一筆過津貼」總金額為 30 萬元,總開支金額不應多於 30 萬元;而購買獎品的支出不可超過總開支金額的 10%。

公民與社會發展科津貼報告 (2024-25)

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	- 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	01/09/2024-31/08/2025	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	\$9952
舉辦和公民科課程相關的校本活動	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	01/09/2024-31/08/2025	/	公民與社會發展科科主任	\$0
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	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)	中四至五同學	01/09/2024-31/08/2025	資助中五學生及隨團老師參與 2025 年 3 月 31 日至 4 月 1 日舉行的內地考察活動－「深圳創意文化內地考察」，學生透過參選不同展館及景點，如甘坑客家小鎮、深港交流館、深圳紅立方、深圳市當代藝術與城市規劃館，以了解國家在科技上的最新發展及歷史建築的保育及傳承。 資助中四、中五學生及隨團老師參與 2025 年 7 月 6 日至 7 月 11 日內地考察活動－「公民科新疆生態環境、歷史文化與經濟發展考察團」。學生積極參與是次活動，並透過參觀不同企業、博物館、自然景觀（如天山天池）、生態園等，以了解新疆的特色產業如棉花、番茄、礦產、汗血馬)及見證「一帶一路」下新疆的最新發展。	公民與社會發展科科主任	\$178,437
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	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	01/09/2024-31/08/2025	/	公民與社會發展科科主任	\$0
					總開支金額：	\$188,389
					上學年餘額：	\$188,389
					津貼餘款：	\$0

香港與內地姊妹學校交流報告 (2024-25)

內地姊妹學校名稱：雲南民族文化及可持續發展考察暨探訪姊妹學校交流團

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
雲南民族文化及可持續發展考察暨探訪姊妹學校交流團 2025 年 4 月 15 至 19 日，在何校長帶領下，本校 4 位老師和 22 位學生，一行共 26 人前往前往昆明市，拜訪姊妹學校——雲大附中西山學校，展開了充實而有意義的交流活動。 交流活動當日，雲大附中西山學校為我校師生舉行了熱情的歡迎儀式，並安排了一系列豐富的交流與體驗活動。同學們參觀了校園，並參與茶藝課、竹竿舞等富有民族特色的課程，深入體驗當地文化。此外，本校學生更有機會隨堂聽課，與當地學生一同學習，感受當地的教學模式與校園生活。 午間，兩校舉行了文藝匯演，雙方學生各展所長。我校學生表演了舞蹈及合唱，雲大附中的學生則呈獻詩詞朗誦等節目，展現出深厚的文化底蘊與藝術素養，兩地學生在表演中建立了真摯的友誼。 隨後，我們前往雲南大學東陸校區，參觀陸軍講武堂、校史館及人類學博物館，進一步了解雲南在歷史、人文及教育方面的重要地位，並對國家的可持續發展有更深層次的認識。 是次交流活動讓學生親身體驗雲南多元的民族文化，亦深化了與雲大附中西山學校的情誼。	- 70%學生認同交流活動有助促進香港和內地的師生情誼 -70%學生認同交流活動能加強學生的語言能力和溝通技巧	● 深化民族文化認識 學生對雲南多元民族文化產生濃厚興趣，尤其對竹竿舞、中國茶藝實踐課、雲南大學人類學博物館等活動印象深刻，發現中國文化的多樣性與包容性，提升了對民族融合和可持續發展的理解。 ● 促進兩地學生情誼 雲大附中西山學校的學生熱情好客，主動與我校學生交流，雙方在課堂、文藝匯演及自由活動中互動熱烈，進一步促進兩地學生友誼。 ● 提升歷史人文素養 參觀陸軍講武堂及雲南大學校史館，讓學生對近代國家的軍政歷史、教育發展有更全面的認識，並能將課堂所學與實地經歷結合，深化學習成果。	此次考察交流活動，與雲大附中西山學校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。 而本年文藝節目以流行文化為主，將來的交流活動中，可進一步以展現香港本地文化特色如粵語、英語等語言優勢創作表演節目，深化兩地學術交流。

第二部分：財政報告

交流項目	支出項目	費用	備註
雲大附中西山學校交流	到訪內地姊妹學校的費用	\$200134	--
	其他交流物資費	\$6141.8	--
	總計	\$206275.8	--
	津貼年度結餘	\$106677.2	--

加強支援非華語學生的中文學與教額外撥款報告 (24-25)

本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校計劃運用 2024/25 學年獲提供的額外撥款 A. 156,041 元，以及 2023/24 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)	☒ 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	\$114,933.52	☐
(b)	☐ 購買促進非華語學生學習中文的教學資源	\$	☐
(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	\$27,800	☐
	☐ 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)]		\$142,733.52	

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/	