

Carmel Secondary School
School Development Plan (2025-2028; as at 30 Oct 2025)

A. Holistic Review of School Performance

(1) Effectiveness of the School Development Plan in the cycle of 2022-2025

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 1: Take Charge of Learning: To foster self-directed learning through interactive use of information technology (ITE) Target(s): - To enhance teachers' capacity in utilizing e-L&T tools for effective learning - To identify and make effective use of digital tools/platforms to encourage students' engagement and autonomy in learning - To utilize mobile devices effectively in classroom learning and teaching to enhance student engagement and mastery in the learning process.	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 and collaborations with external professional bodies, e.g., Apple Education. Teachers perceived capacity stepped up and a critical mass has started various subject-based innovative practices. 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 has offered numerous benefits, including improved organization and enhanced peer learning.	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. A key question for the upcoming cycle 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.	Based on evaluation results of School Development Cycle 22-25; for details of the review and evaluation, please refer to the Annual School Report 24-25
Major Concern 2: Live by Values: To Actualize the School Motto through Values Education Target(s): - To enhance students' understanding and readiness in upholding the values - Foster students' acquisition, action and reflection of core values through engagement in learning and services in authentic contexts	The focus on morality and values underpinning through the school motto, actualized through concerted efforts of various initiatives by committees and subjects have positive impacts, from building awareness to actions to serve in the community. 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.	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.	

(2) Review on how good the school is in fostering whole-person development and lifelong learning of students

Areas of Analysis	Review
How good is our students' performance in achieving the seven learning goals?	The school's achievements align strongly with the Education Bureau's seven learning goals. Students demonstrate strong academic performance (Goal 2), as competent life-long learners, having 95.5% meeting university entry requirements in the HKDSE. They develop biliterate and trilingual proficiency (Goal 3) through demonstration of high level of language competence in classrooms and daily contexts, as well as outstanding performance in award-winning debate and drama teams. Initiatives like "Student-led Conferences" and a focus on "Take Charge of Learning" foster self-directed learning (Goal 4). The "Live by Values" program cultivates responsible citizenship (Goal 1), while Life Skills Development Programmes and individualized career advising support personal goal-setting (Goal 6) and a healthy lifestyle (Goal 7). The shift in L&T paradigm towards innovative e-learning pedagogy supports effective and ethical use of technology (Goal 5).
How good is our school in enriching students' learning experiences for their whole-person development and lifelong learning?	Our school provides a rich variety of programs to foster whole-person development. The "Live by Values" initiative emphasizes experiential learning through community service and ethical reflection activities. New foundational programs like the Gifted and Talent Programme (GTP) and Student-led Conferences (SLC) empower students to connect academics with real-world impact and take ownership of their personal growth. Furthermore, comprehensive Life Skills Development Programmes for junior forms equip students with practical skills in financial literacy, first aid, and social-emotional learning through hands-on activities.
How good is our school in leading its continuous improvement and development for students' whole-person development and lifelong learning?	Our school demonstrates a strong commitment to continuous improvement through a structured, reflective process. It operates on a three-year development cycle with clear major concerns, such as "Take Charge of Learning". The school actively uses teacher and student surveys to evaluate its initiatives and identify areas for growth. Based on this feedback, it refines its focus—for instance, shifting professional development from mastering e-learning tools to innovating pedagogy with them. This data-driven approach has led to the establishment of a new major concern, "Care for Ourselves and the Community," for the next cycle, as well as an additional major concern "develop a sustainable teaching team" that directly addresses to the needs of school transformation and mid/long-term development.

B. Major Concerns of the 2025 - 2028 School Development Cycle

Based on the above holistic review of school performance, the major concerns are:

	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 MC1_2)	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 MC2_1_a.	• 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	✓	✓	✓

Remarks:

1. Learning in Authentic Contexts – Examples of contexts for cross-curricular learning programmes and whole-school thematic learning (subject to annual revision):

- a) Healthy Living (physical, mental, spiritual)
- b) Carmelians as Leaders
- c) Service for the Silver-age
- d) ESG (environmental, social, and governance)

2. Reference concepts:

On social emotional learning: and life skills development:

https://www.oecd.org/en/publications/nurturing-social-and-emotional-learning-across-the-globe_32b647d0-en.html

<https://www.jcprojectwellbeing.hk/>

On The LAUNCH Cycle: <https://spencereducation.com/the-launch-cycle/>

On service learning: <https://link.springer.com/book/10.1007/978-981-13-0448-4>