

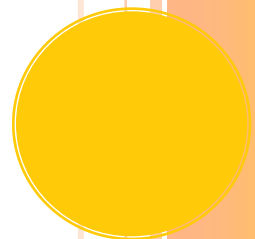


ANNUAL SCHOOL PLAN

Carmel Secondary School 迦密中學

2026-2027

2026/10/22



ANNUAL SCHOOL PLAN

CARMEL SECONDARY SCHOOL 迦密中學

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School Mission and Vision

School Vision	
To provide whole-person, quality education based on Biblical truths to students in the moral, intellectual, physical, social, aesthetic and spiritual aspects of their lives so as to: enhance their academic aptitude; realize their potentials; bring them to know God and understand His Word; and build up their character and self-discipline; that they may grow up in faith, hope and love, hence establish themselves in society, care for their country and community, serve mankind, and glorify God.	
School Mission	
1.	Provide quality education: Realize the potential of all students so that they can think independently, cope with changes and possess sound knowledge and skills.
2.	Nurture the whole person: Bring students to know God with Biblical truths and personal testimonies, nurture their character in an all-round manner so that they may grow up healthy in body, mind and spirit.
3.	Inculcate moral beliefs: Through civic education, instill in students wholesome moral beliefs, self-discipline and help them become virtuous persons.
4.	Enhance learning capacity: With lively teaching methods, guide students to play an active role in their learning and become self-directed learners so that they will strive to the best of their abilities in every respect.
5.	Develop language skills: Develop student's reading, writing, listening and speaking skills so that they possess a good command of written Chinese and English and speak fluent Cantonese, Putonghua and English.

School Development Plan
2025-2028

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

(1) Major Concern 1: Be SMART Learners

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

Strategies	Targets	Major Events/Programs	Seven Learning Goals (national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle)	Time Scale		
				25-26	26-27	27-28
1. To promote acquisition and development of self-learning habits, from lesson routines to various effective habits of learning.	To nurture effective, personalized and healthy habits that sustain life-long learning, including but not limit to wise use and mastery of ITE.	a) A whole-school approach in development and promotion of “Habits of SMART Learners”.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 .	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • national and global identity • breadth of knowledge, • generic skills, • information literacy, • life planning, • healthy lifestyle 	✓	✓	✓

Annual School Plan (2026-2027)

a. Major Concern 1: Be SMART Learners

Feedback and follow-up actions from the previous school year (Be SMART Learners):

The strategies implemented in 2025-2026 effectively addressed the school's key concerns, leading to positive outcomes:

- From Tool Adoption to a School-Wide AI Pedagogy Framework: Several AI strategies were conducted without baseline pre- and post-pilot assessments or structured feedback surveys.
- Formulating Success Criteria that Calibrate and Align with Habit Formation: Frontline trials in process-oriented learning (e.g., writing scaffolds, reflection journals, revision quizzes) are yet to be consolidated, with a need to further review how success criteria are calibrated across panels and how assessment weightings and recognition are aligned. The goal is to ensure well-designed scaffolds mature into durable, self-directed student habits rather than remaining isolated project activities.
- Quality Assurance in Cross-Curricular Design: Hands-on activities without a solid learning objective might occasionally overshadow academic and disciplinary rigor when unit design relies solely on frontline initiative. Curriculum leadership involves a standardized design-and-review protocol—incorporating explicit subject learning goals, required application outcomes, and review checkpoints—to ensure cross-curricular units meet academic standards prior to implementation.
- Cohesive Digital Learning Environment for a High-order Learning Outcomes: Subject-level learning now spans across multiple digital platforms, from OneNote, GoodNotes, Google Classroom, Quizlet, the Online Question Bank, to various AI tools. The cognitive load required navigating disparate systems and has created an unprecedented challenge, to both teachers and students, on HOW learning outcomes could be integrated for preparation of internal and public assessments.

To address these findings and deepen the impact of learning initiatives, the school will pursue the following strategic actions:

- Formalizing a Framework of AI Evaluation and Digital Literacy:
 - a. Subject panels piloting AI tools will incorporate pre- and post-pilot assessments to measure learning gains on selected key initiatives.
 - b. Explicit instruction in digital literacy will be integrated into the curriculum—aligned with the EDB Blueprint for Digital Education Development—covering data privacy, algorithmic bias, academic attribution, and discernment regarding the limits of AI usage.
- Consolidating Process Writing and Revision Habits with input from various subjects
- Deepening Cross-Curricular Rigor:
 - a. Design a new S3 STEAM cross-subject unit anchored in explicit mathematics and science applications.
 - b. Sustain good practices in S.2 STEAM and S.3 Guilin Learning Tour.
 - c. Sustain good practices in various programmes under GTP that integrate cross-curricular learning and service learning.

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
To nurture effective, personalized and healthy habits that sustain life-long learning, including but not limit to wise use and mastery of ITE.	A whole-school approach in development and promotion of “Habits of SMART Learners”.					
	Effective use of AI in subjects: including Initiatives to promote investigation among academic subjects to explore possibilities of adopting AI in L&T/assessment effectively; Professional exchange sessions connect with educational institutions or platforms, e.g., LTE	<ul style="list-style-type: none"> At least 5 subjects develop AI-assisted coach for specific learning foci and pilot them with students' work At least two sharing sessions of the trial will be conducted in the AKC, staff meetings or Staff Development Days. Teachers master the use of AI in SMART and effective ways progressively 	Assessment of quality of work by teachers Feedback on exchange sessions	Whole year	CDC, CLC, relevant subjects (e.g., BIO, GEO, ICT)	
	Future Classroom: Renovating a normal classroom with F&E and settings facilitating application of technologies and innovative practices in line with education development; funded by donation from alumni	<ul style="list-style-type: none"> Participation: Engagement of different stakeholders in design thinking process of the Future Classroom development Application: Effective incorporation of facilities and thus the innovative practices or experimentation in pedagogies for normal classroom schooling 	<ul style="list-style-type: none"> Stakeholders' involvement and feedback 	Term 2-3	AKC	
	Subject-based initiatives to promote SMART learning in ALL subjects, with a few highlights as follows:					
	ENG: Writers WRITE Project: revamping the practice on writing with elements as follows:	<ul style="list-style-type: none"> Students demonstrate mastery of organizational skills and the ability to 	<ul style="list-style-type: none"> Questionnaires (students and teachers) 	Whole year	ENG	LingoTask (free)

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	W - Writing Plan R - Rubrics I - Improvement T - Technology E - Expression of ideas	distinguish relevant and irrelevant ideas <ul style="list-style-type: none"> Rubrics are effectively designed so that students can understand and meet the requirements of the topics when they write and when they review their work Students demonstrate the ability to revise their work and write better versions upon receiving feedback Teachers show competence in using technology to guide students in editing their writing for enhancement in lexical richness, sentence complexity and development of ideas At least 10 students submit entries to the newspaper or competitions 	<ul style="list-style-type: none"> Focused interview (one group of four S1 students, one group of four S4 students and one group of four S3 students) Collection of samples: writing plans; rubrics and students' compositions Collection of assessment data 			
	CHI: 於中三級參與香港理工大學「讀寫結合：跨篇多模態閱讀及運用閱讀資訊進行寫作」計劃，聚焦發展學生的動力（Motivation）、自主性（Autonomy）及技術（Technology）素養，提升中三級學生從文字、圖片及圖表等多模態材料中選取、比較、概括和整合資訊，並運用相關資訊完成具情境寫	<ul style="list-style-type: none"> 學生能辨識文字、圖片及圖表如何傳遞資訊、觀點和論證，並說明不同材料之間的關係。 學生能從跨篇多模態材料中選取、比較、概括和整合相關資訊，並恰當運用於指定寫作任務，以支持內容、觀點或論證。 	<ul style="list-style-type: none"> 前測、後測及延遲測驗。 以共用讀寫量規評閱三次學生作品，檢視選材、整合資訊及寫作表現。 查閱學生回饋紀錄及後續作品，判斷學生如何理解回饋及調整策略。 	Sep 26 – May 27	CHI	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	作的能力；培養學生根據回饋調整讀寫策略的自主學習習慣。	<ul style="list-style-type: none"> 學生能理解教師回饋，辨識自己在選取、比較、概括或運用資訊方面的強弱項，並於後續讀寫任務中作出有根據的策略調整。 每名學生保留三次讀寫作品、回饋紀錄及策略調整證據，作為個人學習歷程 	<ul style="list-style-type: none"> 參考理工大學班級表現報告，分析學生進展。 學生問卷只作補充資料，了解學習感受和投入情況。 			
	<p>CHI：推行中文科命題寫作「寫作學習歷程檔案」，推動自主反思的學習循環，提升中一、中二、中四及中五學生訂定寫作目標、理解並運用回饋、修訂文本及評估下一步學習需要的能力；逐步減少對教師鷹架的依賴。</p> <p>第一階段：框架設立與師生培訓第二階段：推行寫作學習循環</p>	<ul style="list-style-type: none"> 學生能根據寫作任務、個人過往表現或初稿，訂定與內容、選材、結構、語言或文體相關的具體寫作目標。 學生能以自己的文字說明教師或同儕回饋所指出的寫作問題，並辨識需要優先處理的部分。 學生能根據所訂目標及重要回饋，修訂內容、選材、段落組織、描寫、論證、語言或文體，並以初稿與修訂稿說明修訂的理由和效果。 學生能引用初稿、回饋及修訂稿的具體證據，反思有效與未能解決的問題，並提出可在下一次寫作運用的具體策略。 每名學生完成一份包含目標頁、初稿、回饋紀錄、修訂稿及反思日誌的歷程檔案 	<ul style="list-style-type: none"> 以科組共用的「寫作學習歷程檔」評分量表評閱學生的目標具體性、回饋理解、修訂質素、反思與下一步策略。 對照初稿與修訂稿，評估學生如何把回饋轉化為有意義的修訂。 檢視學生反思日誌，判斷學生能否用作品證據說明修訂決定及下一步策略。 每學期進行跨班抽樣校準，讓教師共同評閱不同能力學生的檔案，檢視量規使用的一致性及學生常見困難。 	全年	CHI	
	ICT: Enhancement of resource platform to support L&T, Including:	<ul style="list-style-type: none"> Students can use the AI question generator and 	<ul style="list-style-type: none"> Student-created apps/presentations 	Whole year	ICT	Existing Google Sites

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	<ul style="list-style-type: none"> an HKDSE question map; AI-assisted question generation and feedback by key topic area; interactive apps for difficult concepts; collection of AI prompts that help students organize their own learning on the platform Target: to enable students to know and use organized materials strategically in preparation for examinations, to know more about their own progress, and about tools that can help them. 	<p>feedback on a topic they are weak at, and score higher on a second attempt</p> <ul style="list-style-type: none"> Students can explain a difficult concept with the help of an interactive app created on their own The HKDSE question map and interactive apps are in regular use in S4–S6 lessons and revision by students 	<p>marked with a short rubric (concept accuracy, clarity)</p> <ul style="list-style-type: none"> Platform usage records Student survey to check if students are actively using the question generation and feedback system for revision AI question generator assessment records submitted by students 			platform; AI tools; (to be confirmed) new hosting platform
	<p>BIO: Develop students' AI literacy with AI as a study companion:</p> <ul style="list-style-type: none"> Consolidate and evaluate selected AI and digital learning tools with students to promote autonomy, information literacy and responsible use of technology. Post-assessment process moving from data-informed teacher-led reviews to data-informed student-led reflections in S.5 and S.6 	<ul style="list-style-type: none"> At least three existing tools / strategies are evaluated from various perspectives with the following criteria: Students can explain how the tools can support their learning / recognize their limitations, appropriate topics/situations of use and the role these tools play in their study process. At least 70% of students can explicitly show evidence of tapping into their own 	<ul style="list-style-type: none"> Student work Usage records Feedback Learning outcomes Reflection records on Error Blogs Assessment results compared with their baseline abilities / pre-assessment The developed prototype 	Whole year	BIO	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	<ul style="list-style-type: none"> Develop context-based lessons with an investigative/inquiry approach Develop a system for students to compile / keep their learning from the very diverse forms of learning materials 	<p>thoughts and discovering underlying issues such as, but not limited to, misconceptions that caused mistake</p> <ul style="list-style-type: none"> Students show improvement in related academic performance Students show comparable content acquisition compared to previous cohorts taught in traditional ways A “master location” where everything else can be located within three taps/clicks is established Students identify a way to review their learning /insights during the process using these tools, not just the tools themselves 				
	<p>Geo: Strategies to deepen self-learning from habit to ability</p> <p>Junior: To consolidate the self-learning habits:</p> <p>a. BlooKet pre-lesson tasks</p> <p>b. Individualized note-taking</p>	<ul style="list-style-type: none"> students score 70% or above on the key-term questions in the BlooKet set before class improved discussion-type question/ essay scores between A1 and A3 MC section scores improve between A1 and A3; recurring error types decrease 	<ul style="list-style-type: none"> BlooKet reports exam data comparison 	Whole year	GEO	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	Senior: To extend self-learning to independent study and practice: c. Customised AI GEM d. OQB platform					
To nurture VASK (values, attitudes, skills, knowledge) in students that build the foundation as SMART learners ready for their future.	Form-based cross-curricular learning programmes that allow learning beyond classroom and integration of knowledge from different disciplines.					
	S3 Cross-curricular Guilin Experiential Learning Trip: Enquiry learning programme in authentic context on sustainable practices of the Guilin Integral community, integrating Chinese, Geography, Biology, Chemistry, Business Fundamentals, and Chinese History	<ul style="list-style-type: none"> Students are able to apply what they learn in understanding and enquiring practices of sustainable development in assigned discipline(s) Students demonstrate skills and attitude to collaborate in preparation of presentation and project deliverables 	<ul style="list-style-type: none"> Student feedback survey Student deliverables in the annual showcase 	Jan – May 2026	CDC, CHI, GEO, BIO, CHM, BF, CHT	Fundings from external sources, LWLL
	Cross-curricular Library Initiatives <ul style="list-style-type: none"> S (Sharing expertise) & T (Technology): STEAM & Tech Alumni co-launch the Human Library App for digital speaker interviews. M (Motivation) & A (Autonomy): English & Chinese Drama host Scriptwriting Mentorship workshops with a professional screenwriter. 	<ul style="list-style-type: none"> Participating students demonstrate SMART habits (e.g., self-directed reading, reflective dialogues, peer sharing) in post-initiative reviews. At least 10% increase in cross-disciplinary book borrowing rates and digital engagement across subject panels compared to the previous academic year. 	<ul style="list-style-type: none"> Pre- and post-initiative student surveys evaluating SMART habit adoption. Library circulation records, app interaction metrics, and activity reflection logs. 	Whole year	CDC, STEAM, School Library, various subjects	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	<ul style="list-style-type: none"> • M (Motivation) & R (Relation to self-care): Music Department presents Reading Through Rhythm live performances connecting literature to self-care. • S (Sharing) & R (Relation to real life): Economics & BAFS organise Money Matters author talks and student peer-teaching sessions. • R (Relation to culture) & S (Sharing): Chinese & Chinese History conduct Cultural Reading Week featuring craft workshops and heritage exhibitions. • S (Sharing) & R (Relation to community): Art Department transforms the library into a Gallery Space displaying S.1 animal drawings and S.2 quote designs. • S (Sharing), A (Autonomy), & R (Relation to civic duty): All Subject Panels feature Carmelians' Top Favorites & Book Crossing with cross-subject teacher recommendations, book swaps, and civic displays. 	<ul style="list-style-type: none"> • A functional digital platform or website is developed and used to support the Human Library initiative. • Students involved in the initiative are able to name their gains in knowledge and skills in the process of developing the platform 				

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	STEAM WEEK: Organize a school-wide STEAM Week with collaboration of STEAM and the Arts KLA and other possible departments to increase students' exposure and ownership.	<ul style="list-style-type: none"> Students take leadership roles in at least two activities Participants can demonstrate specific learning outcomes (knowledge / skills / change in attitude) Participants recognize the value of having a cross KLA collaboration 	<ul style="list-style-type: none"> Meeting minutes Activity records Student reflections and evaluations Photographs and artefacts Post event evaluation meeting 	Term 3	STEAM, VA	
	Carmel Leader 60+: interviewing and meetings with alumni, to learn from their experiences, and gain valuable insights into leadership, career paths, and industry trends, fostering multiple intelligence and broadening horizons.	<ul style="list-style-type: none"> Students develop skills in conducting interviews with various guests and demonstrate the required knowledge and skills. Students learn to be more confident, be more proactive in learning about the background and life experiences of guests and get inspired through the intergenerational exchange. 	<ul style="list-style-type: none"> Students' feedback Teachers' observation Quality of interview output 	Whole year	PUC	
	A cross-curricular learning programme (MTH, PHY, STEAM) in S3 relating weather data collection to Heat Index and Apparent Temperature will be designed to allow students apply cross-disciplinary knowledge and problem-solving skills. <ul style="list-style-type: none"> Students learn and apply mathematical formulas for 	<ul style="list-style-type: none"> Students demonstrate the ability to understand mathematical formulas and apply them accurately. Students demonstrate data analysis skills, such as using appropriate statistical measures and graphs to present ideas 	<ul style="list-style-type: none"> Quality of students' work. Lesson Observation Short reflection written by students. 	Mar – May 2027	MTH, STEAM, PHY	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	calculating the Heat Index and Apparent Temperature. <ul style="list-style-type: none"> Students use Micro:bit sensors to collect weather data, then compile and process the data to calculate Apparent Temperature and Heat Index. Students apply Heat Index and Apparent Temperature models to analyze real-life scenarios, such as assessing passenger thermal comfort in parked vehicles during summer. 					
	PSHE cross-curricular initiative: HST, GEO, CHT collaborate a S1 field trip to Kat O, on awareness of cultural heritage preservation	<ul style="list-style-type: none"> Students demonstrate understanding and develop awareness of cultural heritage preservation in their learning outcomes. Students demonstrate their learning outcomes with diversified methods. Students enjoy autonomy and have a sense of relation to community during the project. 	<ul style="list-style-type: none"> Students' work Feedback from students through self-evaluation form and interview 	Term 2	CDC, HST, GEO, CHT	
To nurture the young generation of SMART learners which confidence, efficacy and willingness to	Engagement of all S1-5 students in school-based gifted and talent programme (GTP) with annual showcase of learning outcomes					
	Sustaining Community Services and Service Learning through GTP Courses	<ul style="list-style-type: none"> Relevant GTP courses effectively incorporate service 	<ul style="list-style-type: none"> Course curriculum review 	Whole year	CDC, CLC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
share and serve with their knowledge and skills.	<ul style="list-style-type: none"> Incorporate service and entrepreneurial components into Gifted and Talent Programme (GTP) courses, such as STEAM & Service Learning, Genius Hour, and NEXUS, etc. 	<ul style="list-style-type: none"> or entrepreneurial components into their curriculum. Students participating in the relevant GTP courses demonstrate a commitment to serving others and awareness of needs of the target service groups. 	<ul style="list-style-type: none"> Student Survey Student deliverables in the annual showcase 			

b. Major Concern 2: Care for Ourselves and the Community

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

- Enthusiastic Launch of the New Development Cycle: With concerted, cross-departmental collaboration, various initiatives were launched with a unified momentum, with values education and student support were seamlessly woven into both academic learning and co-curricular initiatives.
- Emphasis on Experiential Learning in Authentic Contexts: By prioritizing experiential learning and real-world exposure—ranging from local community outreach in Oi Man Estate to form-wide study tours and Service Learning Days—students were provided with authentic contexts to cultivate self-care, empathy, and social responsibility. These hands-on experiences enabled students to bridge theoretical values with meaningful, real-life action.
- Review and Consolidation of the Master Framework: Focusing on life skills development and social-emotional learning (SEL) tailored to students' developmental needs across stages, the completion of this master plan provides a clear guiding framework as a cohesive spine for all well-being and community service initiatives in action.
- Building upon the progress achieved in the first year, efforts in 2026–27 will focus on strengthening implementation tools for teachers and expanding structured community service:
 - a. Development of Teacher Resources and Campus SEL Initiatives: This includes developing dedicated support materials for Class Teacher Periods (CTP) and enhancing campus-wide Social-Emotional Learning (SEL) spaces to help teachers effectively embed SEL practices into daily student routines.
 - b. Formulation of a Master Framework for Service Learning: To step up community outreach, the school will review and formulate a comprehensive master framework for service learning in conjunction with our student development goals. This will ensure a progressive, structured service trajectory across key stages, linking academic learning with genuine community engagement.

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
To nurture self-awareness and habits/practices of self-care, from intrapersonal to interpersonal perspectives, in line with the teaching of the Bible.	Life Skills and Social emotional learnings initiatives in action - Group/class/form-based and whole-school programmes cater to needs of specific groups/classes/forms					
	JC LevelMind @ School Project Part A: Wellness Club and Wellness+ Mentors To foster a student-led mental health culture, whole-school mental health initiatives will be organized and promoted by the LevelMind Student Wellness Club and Wellness+ Self-management Mentor. The Project	<ul style="list-style-type: none"> • Committee Members of Wellness Club & Wellness+ Mentors (Student Leaders): <ol style="list-style-type: none"> a. (V) Internalize empathy, servant leadership b. (A) Demonstrate a proactive, resilient, and collaborative mindset. 	<ul style="list-style-type: none"> • Teachers' observation: • Evaluate students' engagement, teamwork • Students' 4F Reflection: After a training or organizing an event, Evaluated 	Whole year	DCC	\$200 000 (From JC LevelMind)

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	includes: (1) Wellness Hub Co-design Workshop - form representatives will be invited to co-design the student wellness hub. (2) Wellness+ Self-Management Program for S1–S2 students to build resilience and essential self-care skills; (3) DCC Theme week with student-led activities with the theme of 4Rs (rest, relaxation, relationship, resilience)	<ul style="list-style-type: none"> c. (S) Apply project management, active listening, and event coordination skills d. (K) Explain basic mental health first-aid and referral pathways. • Participants of Design Thinking Workshop <ul style="list-style-type: none"> a. (V) Prioritize peer emotional well-being and needs b. (A) Maintain an open-minded, collaborative attitude toward design iteration. c. (S) Apply the key stages of Design Thinking process d. (K) Explain how spatial features impact emotional self-regulation. • Wellness+ Program (S1–S2 Students) <ul style="list-style-type: none"> a. (V) Develop self-compassion and value personal mental wellness. – (A) Adopt a proactive attitude toward managing stress and seeking help. 	<p>via Facts, Feelings, Findings, Future framework</p> <ul style="list-style-type: none"> • Students’ survey: Questionnaire on students’ mindset, empathy, and design thinking • Students’ Surveys: Self- awareness and 4Rs 			

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
		<ul style="list-style-type: none"> b. (S) Practice at least 1 concrete self-management and coping techniques. c. (K) Identify personal emotional triggers and ways to seek help. <p>• Other students</p> <ul style="list-style-type: none"> a. (V) Show care and respect for peers' emotional well-being. b. (A) Actively engage in campus wellness events and Hub voting. c. (S) Practice basic daily self-care routines d. (K) Recognize basic stress-management concepts 				
	<p>Student-led Activity Week:</p> <p>It provides a platform for students to share knowledge with their peers, which boosts their confidence and reinforces their learning. Four teams, consisting of S.3 and S.4 subject leaders, will organize and deliver academic activities during lunch breaks or after school. These activities are designed to be an engaging knowledge-sharing experience for all</p>	<ul style="list-style-type: none"> • All activity plans clearly state what the audience will learn and include an interactive activity. • All four student teams successfully execute their planned academic activities. • Reflections of the student leaders demonstrate self-evaluation of the effectiveness of their knowledge sharing, propose actionable improvements, and articulate 	<ul style="list-style-type: none"> • Activity Plans • Observations by Teachers in Charge • Post-Activity Reflection Report 	Apr-May 2026	ASC	\$1000

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	students. Upon completion of the activities, student leaders would have a guided reflection on their autonomy, confidence, and essential skills like collaboration, leadership, and problem-solving.	personal growth in autonomy, confidence, and skills.				
	Cross-curricular whole-school programme to promote “Healthy living – physical, mental and emotional” , including Physical Fitness Award Scheme	<ul style="list-style-type: none"> Increased awareness of students towards habit of having physical exercise Over 100 students voluntarily join the Award Scheme 	<ul style="list-style-type: none"> Students’ feedback and participation in weekly exercises Number of participants joining and completing the scheme 	Whole year	ECAC, PE, DCC, SU	
	<p>English Writing Journal</p> <p>A specially designed writing journal for S1 to S5 students, where they can write with all their heart and mind and let their voices be heard. There will be a wide range of topics, and many of which would allow students to describe their feelings and reflect on their relationships and experiences. Examples are “My Safe Space”, “The Hardest No”, “Happiness Is...”. The option of free topics also encourages students to take charge of their writing.</p>	<ul style="list-style-type: none"> Students can improve writing fluency, generate thoughts more quickly and expand contextualized vocab through regularly journaling about a variety of texts and situations, e.g. diary, descriptive writing, choice making, reflection, news commentary, etc. Students find the English Writing Journal a safe space to process their feelings and emotions and build self-awareness 	<ul style="list-style-type: none"> Student questionnaire Collection and analysis of writing journals 	Whole year	ENG	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	Morning Wellbeing Music Sharing: Daily music sharing and appreciation to improve mental health and facilitate quality of life	<ul style="list-style-type: none"> Student musicians take initiatives to participate in music sharing High rate of satisfaction and happiness levels from students and teachers 	<ul style="list-style-type: none"> Records and performance of students' music sharing Students and teachers' feedback 	Whole year	MUS	
	CSD: 多元文化嘉年華 S4 學生設計體驗活動或攤位遊戲，以促進中華文化與少數族裔的文化交流。 文化交流範疇包括：(一)文字/語言、(二)飲食、(三)節日/習俗、(四)體育或娛樂活動及(五)衣著/服飾。 學生在提交計劃書前須完成不同任務作資料搜集(R)（例如訪問家庭傭工、到訪清真餐廳或重慶大廈觀察），並利用觀察所得及資料設計有特色的文化交流活動。	<ul style="list-style-type: none"> 學生能有效運用考察、觀察或訪問所得的一手資料，並將其轉化為攤位遊戲或體驗活動的具體元素。 學生能在分組課業表達對不同文化的尊重、包容與欣賞，攤位/體驗活動的設計能促進「雙向交流」 	<ul style="list-style-type: none"> 年末學生問卷和教師觀察 	Term 2-3	CSD	
	S3 BK: 推行「讓愛傳出去」(Pay it Forward) 計劃 在第三學段，學生以一星期為期，每天記錄感恩事項和隨機善舉 (Random Act of Kindness)。透過此計劃，期望學生學習感恩，並具體實踐如何關心自己和身邊的人。	<ul style="list-style-type: none"> 學生學習具體實踐如何關心自己和身邊的人。 同學能至少記錄五天感恩事項和隨機善舉 (Random Act of Kindness)。 	<ul style="list-style-type: none"> 年末學生問卷和教師觀察 「讓愛傳出去」(Pay it Forward) 記錄卡 	3 rd term	S3 BK	\$500
	PSHE: Co-curricular and cross-curricular field trips	<ul style="list-style-type: none"> students agree that the field trip is refreshing and enjoyable 	<ul style="list-style-type: none"> student survey; student's reflection 	Whole year	GEO, HST	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	<ul style="list-style-type: none"> Junior: S.1 PSHE (HST/CHT) cross-curricular field trip to Kam Tin (focus for GEO: the characteristics of a rural area, farming characteristics of local agriculture, basic map reading skills e.g. direction, field sketches) Senior: local field trips (city landscapes and urban problems in urban area; local agriculture situation and characteristics), cross-curricular field trip to the Mainland with CHT (focus for GEO: landform features and landscape characteristics, management of geological resources and environmental protection in Mainland cities) 	<ul style="list-style-type: none"> (well-being), and helps them value the natural environment and traditional heritage as part of Hong Kong and the country (community / national) students agree the field trips let them relax and learn actively outside the classroom (well-being), and deepen their concern for Hong Kong's environment (stewardship) and understanding of the country's development (national) 	<ul style="list-style-type: none"> student survey; student's sharing 			
	<p>S1 Student Growth Support Program:</p> <p>to foster peer connection, as well as interclass contests to build a sense of belonging; to instil respect for parents, strengthen confidence, and help students establish healthy boundaries, both online and in relationships with the opposite sex.</p>	<ul style="list-style-type: none"> Students perceive an improved sense of belonging to their class or school. Acquisition of life skills in the programme curriculum. 	<ul style="list-style-type: none"> Feedback from students through self-evaluation form and interview 	Whole year	SDC, DCC	
	<p>Student-led Conference:</p> <p>with components in line with the School Development Cycle, including</p>	<ul style="list-style-type: none"> Students agree that SLC helps them reflect on their personal well-being and growth 	<ul style="list-style-type: none"> Survey from Students Student Portfolio Review 	1 st and 3 rd terms	ASC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	stage-specific reflective reviews towards “Care for Ourselves” (transition and adaptations, wellbeing and career development, peer support and coping) and “Care for our Community” (Share/Service)	<ul style="list-style-type: none"> Students can identify one personal strength or an area for improvement regarding self-care. Students agree that SLC prompts them to think about their relationship with and responsibility to the community. Students can state at least one way they can contribute to their community through service or sharing 				
	Support Measures for parents regarding Career and Life Planning Education, including Parent Education Workshop and in-house seminars regarding Career & Life Planning empowers parents to support their children’s educational and vocational aspirations.	<ul style="list-style-type: none"> Parent participants agreed that they learned how to communicate with their child on career and life planning topics. Students and their parents had better communication on the subject selection topic after the talks and report distribution day. 	<ul style="list-style-type: none"> Post-activity questionnaire to collect feedback from students and parents 	Whole year	CLC	
	Social Skills Training and Support for SEN The arrangements for the Social Skills Group and Chess/Board Game Group will be optimized with clearer objectives this year, using tools from board games to teaching kit from the "Jockey Club Autism Support Network".	<ul style="list-style-type: none"> Group attendance rate exceeded 70%. Participants agreed that the activities/lessons helped them understand social rules and enhance their social skills. 	<ul style="list-style-type: none"> Records of number of participants Students’ feedback Focus group interview 	Whole year	SEN	
	Group/class/form/team-based programmes, e.g., GTP course STEAM					

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
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	& Service Learning, incorporation of service and entrepreneurial components in form-based experiential learning programmes.					
	「姊妹學校交流計劃」： 到訪其中一所姊妹學校，與學校師生進行交流活動，接觸不同文化背景和生活方式的師生，從而增強對他人需求的理解與關注，並學習國家不同民族的文化傳統，促進友誼並深化學生的家國情懷，進一步激發其對國家的責任感及歸屬感。	<ul style="list-style-type: none"> 學生認同交流活動有助促進香港和內地的師生情誼 學生認同交流活動能加強對國家歷史文化的了解 	<ul style="list-style-type: none"> 參與師生的回饋 交流過程的觀察 	Apr or Jul 2027	NEL	
	「全民國家安全教育日」： 透過早會、展覽及攤位活動及遊戲等，推動學生對國家和香港的認同感和歸屬感，提升維護國家安全的意識	<ul style="list-style-type: none"> 加強學生國家的成就及最新發展的認識 提升學生國民身份認同及維護國家安全的意識 	<ul style="list-style-type: none"> 參與師生的回饋 參與人數 	Apr 2027	NEL	
	Cambodia Service Trip: A 6-day trip to Cambodia and learn to serve the local people through activities and visitation	<ul style="list-style-type: none"> Students demonstrate empathy towards people and society in need Students are willing to serve through self-initiated activities Reflective journal of participants published as a record of their learning process and outcomes 	<ul style="list-style-type: none"> Students and teachers' feedback Learning outcomes as observed and reviewed in the Reflective Journal 	Jul 2026	REC	\$10000
	CES: S1 form-based CES Group Project – “An Inclusive Community for All @ Oi Man Estate” – integration of	<ul style="list-style-type: none"> express an increased awareness of social accessibility and show empathy toward different community members. 	<ul style="list-style-type: none"> Teachers' observation: Evaluates students' active participation, self-direction, group 	Jan to Mar 2027	CES	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	<p><i>SMART learning and care for the community</i></p> <p>hase 1: Field Study & Observation</p> <p>Students conduct a 30-minute site audit at Oi Man Estate using a simple checkbox and rating worksheet to check the degree of inclusiveness (e.g. safety, accessibility etc.)</p> <p>Phase 2: Empathy & Need Analysis</p> <p>Groups analyze their field data (e.g. pictures and audit data) to identify 2 key gaps in social inclusiveness at Oi Man Estate.</p> <p>Phase 3: The Proposal</p> <p>Each group creates the Infographic slides to present their findings with the help of primary and secondary data and suggest improvement ideas that help Oi Man Estate to build a more inclusive community.</p>	<ul style="list-style-type: none"> adopt a proactive, self-directed learning mindset toward field research, division of labor, and group problem-solving. Apply data-driven need analysis, and digital presentation tools (e.g., Canva, PowerPoint) to propose practical community solutions. Articulate core principles of social inclusiveness, barrier-free design criteria, and primary/secondary data collection methods. 	<p>division of labor, and collaboration during group problem-solving tasks.</p> <ul style="list-style-type: none"> Students' work (e.g. field study worksheet, proposal /presentation, learning journals): Assesses the analytical quality, technical creation, conceptual understanding, and reflective depth across key project deliverables 			
	<p>CVC x CES: S2 form-based Volunteer Service Programme</p> <p>Part A (Before service): Training session, service proposal and idea consultation</p>	<ul style="list-style-type: none"> recognize the worth of the individuals they serve; they learn to serve with care for the situations, feelings and needs of others (includes empathy) and 	<ul style="list-style-type: none"> Teachers' observation: Evaluates students' engagement, teamwork, and active listening skills during 	Oct 26 – Jan 27	CVC, CES	This programme is supported by La Violet Education

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	<p>Prior to the service day, all S2 students will participate in a preparation phase designed to build empathy and foster self-directed learning, including visit to an Elderly Life Story Sharing "Human Library", followed by groups formulating their action plans.</p> <p>Part B (On the service day): Authentic Service Experience Students will step into an Authentic Service Experience by visiting an elderly care home or Community Living Room. Students will put their refined proposals into action by leading interactive games and engaging in warm, meaningful conversations with the elderly residents.</p> <p>Part C (after service): Academic Integration & Analysis (Design Thinking) Following the service, students will consolidate their experiences through the Design Thinking framework during CES lessons.</p>	<p>cultivate diligence, perseverance and benevolence.</p> <ul style="list-style-type: none"> show a genuine interest in the well-being of others and a willingness to engage with community issues; and demonstrate a positive and respectful attitude when working with peers, service recipients, and community partners. actively listen, observe, and ask thoughtful questions to uncover the needs of the beneficiaries; they can also collaboratively brainstorm, develop, and articulate a creative and feasible solution to a complex social problem. describe the specific social issue they encountered (e.g., ageing population, poverty) and its impact on individuals and the community; they can also explain the potential roles of public finance (government), NGOs, and active citizens in addressing the social needs they identified. 	<p>interactions with peers, service recipients.</p> <ul style="list-style-type: none"> Students' work: Measures students' ability to design a clear, feasible, and creative activity and possible solution for the elderly. Students' survey: self-reported data to assess shifts in student mindset, empathy, and perceived commitment toward community engagement. Students' feedback: Facilitates structured reflection on personal growth, mindset shifts, and key takeaways using the 4F framework (Facts, Feelings, Findings, Future). 			<p>(籽識教育) [sponsored by "The Hong Kong Club Foundation "] and Fullness Social Enterprises Society (豐盛社企學會) [sponsored by HKEX Foundation (香港交易所慈善基金)]</p>

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	<p>"From Care to Career: Intergenerational Innovation Lab" 「守護理 - 跨代共創實驗計劃」 (CVC x CLC x HMSC)</p> <p>The project aims to cultivate students' empathy, creative thinking, and sense of social responsibility, broaden their life and career horizons, and foster cross-generational understanding, respect, and connection.</p> <p>Project Activities:</p> <ul style="list-style-type: none"> • Elderly Life Story Sharing (CVC) Target: All S2 students • Elderly Care Industry Sharing (CVC x CLC) Target: All S2 students • Experiential Learning Activities (CVC) Target: S2-S3 students (Quota: 20-30) • Design Thinking Workshops (CVC x HMSC) Students will design practical services or products tailored to address the actual needs and challenges of older adults. Elderly Center Visits & Workplace Experiential Learning (CVC x HMSC) 	<ul style="list-style-type: none"> • Students report an increased sense of social responsibility and stronger empathy toward the elderly in post-service evaluations. • Students demonstrate high engagement and positive mindsets during interactive activities. • Students are able to apply human-centered design thinking, communication, and planning skills to address challenges faced by the aging population. • Students are able to articulate key issues related to population aging, the operation of eldercare services, and potential academic/career pathways in the sector. 	<ul style="list-style-type: none"> • Teachers' observation: Evaluates real-time engagement, intergenerational communication, and hands-on application of human-centered thinking during project activities. • Students' reflection (debriefing session): Evaluates students' ability to analyze their problem-solving experiences and articulate their understanding of the actual needs, challenges of older adults and the eldercare sector during debriefing sessions. • Students' survey: Collects post-service evaluative data on personal values, empathy levels, and self-assessed gains in sector knowledge. 	Whole year	CVC, CLC, HMSC	This programme is supported by La Violet Education (籽識教育) and sponsored by "The Hong Kong Club Foundation"

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	<p>Target: S5 HMSC students (Quota: 15-25)</p> <ul style="list-style-type: none"> Inter-School Showcase Through an inter-school exchange platform, students will share their learning outcomes and experiences with peers from different schools, encouraging mutual observation, reflection, and deeper learning effectiveness. 					
	English and Chinese Languages Workshop for Primary students	<ul style="list-style-type: none"> Primary school students feel they are supported in their preparation for S1 admission interviews Student Ambassadors find it a meaningful experience to support the primary school students at their critical moment 	<ul style="list-style-type: none"> Questionnaire with the primary school students Student Ambassadors' feedback Teachers' observation 	Nov 2025, Mar 2026	ENG, CHI, PUC	
	MUS: Expand community outreach through student musical performances to promote overall well-being by various music teams	<ul style="list-style-type: none"> Students demonstrate high engagement and positive mindsets during interactive activities. Students are able to articulate music performance with quality outcomes 	<ul style="list-style-type: none"> Observations Students' feedback 	Dec 2026	Choir, Orchestra, music teams	
	Collaboration of ICT and CVC to organize the 「大時大節 小小心意」服務學習計劃 - Minor Heat (Theme: mental health)	<ul style="list-style-type: none"> In reflections, students name a need of the elderly they had not expected and how technology helped meet it 	<ul style="list-style-type: none"> Products assessed against a usability checklist for elderly users 	Mar 2027 - Jul 2027	ICT, CVC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	<ul style="list-style-type: none"> Leveraging student's expertise, S4 and S5 ICT students will design interactive games /mobile apps/ digital activities aimed at promoting mental health awareness among the elderly. CVC will provide specialized training and guidance to support students during the preparation and planning meetings. Each student group builds and delivers a working game, app or digital activity on mental health that suits elderly users (simple interface, readable text, clear instructions) Students explain to users how to use their product and improve the design after their feedback 	<ul style="list-style-type: none"> Students apply their programming and design skills for a real user group: each product can be used by elderly participants on their own after a short demonstration Students communicate with empathy: they explain their product in simple language, gather the users' feedback and make at least one improvement because of it For the panel: a reusable service-learning package (task brief, usability checklist, reflection prompts) is developed with CVC for future cohorts 	<ul style="list-style-type: none"> Student reflections and in-class sharing Record of users' feedback and the design changes made The service-learning package kept on the panel drive 			

c. Major Concern 3: Develop a Sustainable Teaching Team

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

- From One-Off CPD to a Sustained Professional Development Framework: Professional development must evolve from standalone workshops into long-term growth pathways that demonstrably enhance classroom practice. This requires a comprehensive school-level PD framework that systematically identifies staff needs, sequences training for different experience tiers, and tracks classroom impact over time, moving beyond reliance on ad-hoc frontline initiatives.
- Institutionalizing Knowledge Management as School Infrastructure: In light of ongoing curriculum updates, administrative changes, and personnel transitions, documentation and online training modules must be centralized and maintained as core institutional infrastructure rather than individual or committee-owned assets. Institutionalizing knowledge management and transfer ensures continuity of expertise and provides robust onboarding support for new teachers and middle managers.
- To consolidate professional growth and strengthen instructional leadership, the school will implement the following strategies:
 - a. Sustaining Development and Review of the Professional Development Framework: through an honest and continuous review with the education coaches.
 - b. Motivating Sparks from Teachers: With completion and sharing of the first EduSpark group, it is expected that more teachers would be inspired to propose innovative practices.
 - c. Building School-Based Resource Banks: The Careers and Life Planning Committee (CLC) will establish a case-study resource bank and conduct internal workshops on writing student recommendation letters, transforming individual counseling expertise into shared institutional assets.

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
To build future-ready professional competence of the teaching community instilled with a heritage of Carmelian culture	CSS-specific professional development framework and practices					
	STEAM-related Professional Development Initiatives: <ul style="list-style-type: none"> • Enrich the school-level AI and EdTech guidelines for TEACHERS. This would cover practical principles on appropriate AI use, privacy, security, intellectual dependence, teacher judgement, and human-centred decision making. 	<ul style="list-style-type: none"> • Staff current ideas on relevant topics are collected. • Guidelines are drafted and discussed with both the Admin Council. • Guidelines are disseminated. • A needs analysis is completed • An inventory of major platforms, services and support resources is compiled • Evidence of the exchange in the group being influential to 	<ul style="list-style-type: none"> • Teachers' feedback • Exemplars of practices or tools developed 	Whole year	STEAM	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	<ul style="list-style-type: none"> Conduct a school-wide EdTech needs analysis and stocktaking exercise Expand and strengthen the CSS AI Innovators group by conducting open recruitment to widen participation and strengthening the collaborative role of this group Organize two AI Café sessions for informal professional exchange. Establish an effective dissemination and knowledge-management system for AI and EdTech resources. 	<p>members, such as but not limited to members adopting a shared idea, or being better informed of current AI developments directly as a result of the conversations in the group, and so on</p> <ul style="list-style-type: none"> Participants agree that the sessions were fruitful Follow-up resources are shared after each session A central resources platform established and actively used. 				
	<p>Subject-specific professional development programmes to build capacity of teachers in instructional and/or assessment practices. E.g.,</p> <p>CHI: 參與香港理工大學「讀寫結合：跨篇多模態閱讀及運用閱讀資訊進行寫作」計劃，建立「共備—實施—數據檢視—優化」的專業學習循環</p> <p>ENG: continuing professional development for the department through school-based support</p>	<ul style="list-style-type: none"> Findings are used to inform a decision to embed, refine, maintain or discontinue the practice Findings disseminated and shared among all teaching staff 	<ul style="list-style-type: none"> Research related documents Meeting records Dissemination records 	Whole year	ALL academic subjects	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	<p>offered by the Faculty of Education, The University of Hong Kong. The focus will be curriculum design, language across curriculum and assessment literacy.</p> <p>BIO: Conduct action research on the initiative of EduSpark</p>					
	<p>In-house committee/subject-based exchange, e.g., case sharing, PD programmes for career advisors of S5-6, academic and individualized support to SEN, English, and other relevant topics as recommended or informed by the PD framework</p>	<ul style="list-style-type: none"> Tailored planning and delivery of professional development programmes in staff development days and ad hoc training sessions in line with the needs Teachers consider the trainings and exchanges useful and relevant to their work 	<ul style="list-style-type: none"> Teachers' feedback Exemplars of practices or tools developed 	Whole year	DCC, CLC, SEN, Admin Council	
	<p>A team of Teaching Coaches engaged, with members as expert teachers in different domains, to provide tailored coaching for individual subjects and/or teachers.</p>					
	<p>Teaching Coach system developed to have expert educators in specific areas coaching and mentoring new teachers/newly appointed education leaders, with tailored supported and assistance to enhance VASK of mentees in understanding and mastery of new roles and responsibilities</p>	<ul style="list-style-type: none"> Formulation of individualized action plans Participants, coaches and mentees, consider the objectives co-created fulfilled Improvements in VASK of mentees in terms of the new roles and responsibilities 	<ul style="list-style-type: none"> Coaches and mentees' feedback Exemplars of practices or tools developed 	Whole year	Admin Council	TRG

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
		<ul style="list-style-type: none"> Teachers increasingly become reflective practitioners 				
	Professional exchange programmes introduced to foster pedagogical and assessment literacy					
	Lesson Walk 2.0: Continue the proven practice of systematic lesson walks using a "train-the-trainer" approach to identify innovative teaching practices and enhance pedagogical literacy across the school.	<ul style="list-style-type: none"> At least 6 systematic lesson walks are conducted throughout the school year. At least 60% middle managers/subject heads) are engaged in lesson walks and. Examples of innovative technology integration are consolidated and shared in the staff meeting 	<ul style="list-style-type: none"> Professional dialogues held after each lesson gauge trainers' understanding of effective lessons and their ability to identify innovative teaching practices. Sharing in staff meetings 	Whole year	CDC	
	Enhancement of knowledge management – admin system improvement and documentation on academic and admin practices					
	Enhance Teacher IT Proficiency through a centralized IT Resource Hub <ul style="list-style-type: none"> This hub will contain a series of user guides and a library of short, task-oriented self-help videos covering the school's core educational technology platforms. The goal is to empower teachers to 	<ul style="list-style-type: none"> Reduction of at least 25% in repetitive, basic IT support requests compared to the previous year, as teachers are empowered to find their own solutions. Efficient support given to teachers 	<ul style="list-style-type: none"> Track the IT Support Services record Staff feedback 	Whole year	KIC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	solve common technical issues independently and build a baseline of IT confidence across the staff.					
	<p>Enhance Learning & Teaching Effectiveness and Support through Data-Driven Strategies</p> <ul style="list-style-type: none"> Establish baseline profiling: consolidate and analyse pre-S1 background data to profile the S1 cohort, thereby identifying diverse learning needs and establishing baseline academic expectations Monitor academic progress via internal assessment data: systematically analyse internal examination results to evaluate student performance and identify underperforming trends HKDSE examination results analysis and subject review: evaluate HKDSE performance against internal 	<ul style="list-style-type: none"> Student data profiles, internal assessment reports, and HKDSE review reports are compiled for relevant users within the pre-set timeframe. Teachers consider the data profiles useful in identifying student needs and adjusting their teaching strategies. 	<ul style="list-style-type: none"> Document Review: Inspection of the S1 data database, internal assessment analytical reports, and HKDSE analytical reports. Teacher Questionnaire/Survey: Evaluation of teacher feedback regarding the usefulness and impact of the data provided. 	Whole year	KIC	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	PIC	Resource Required
	predictions and historical data to assess the effectiveness of curriculum delivery					
To foster, support and recognize teacher's ownership and commitment in educational innovations for betterment of professionalism and well-being	To launch "EduSpark Challenge" campaign for all teachers, who could propose, individual or in group, initiatives on educational innovation to the Admin Council for approval and reasonable resources for actualization.					
	Formulative the details and logistics of EduSpark Challenge to invite submission of self-initiated plans on teachers' wellbeing, pedagogical innovations and community exchanges	<ul style="list-style-type: none"> • Completion of the details of EduSpark Challenge • Approved initiatives implemented with learnings and impacts 	<ul style="list-style-type: none"> • Evaluation of plans • Outcomes and sharing by EduSpark participants 	2 nd – 3 rd term	Admin Council	

Plan on CEG (2026-2027)

Item	Focus	Strategy/Initiative	Expected Outcomes	Time-line	Resource required	Success Criteria	Method of Evaluation	Person-in-charge
Teaching Assistant cum Project Officer	To step up capacity in coordination and monitoring of administrative tasks so as to relieve teachers' workload in handling relevant matters	Recruitment of a suitable candidate	Relieve staff administrative workload in general	Whole-year	Salary: \$240,000	<ul style="list-style-type: none"> ● Improved admin efficiency ● Staff agree that they have reasonable relief in admin duties and workload 	To collect response from heads of committees	VPs, EO
Contract Library Admin Officer	To step up capacity in coordination and promotion of reading activities and library admin so as to relieve teachers' workload in handling relevant matters	Recruitment of a suitable candidate	Relieve staff administrative workload in general	Whole year	Salary: \$215,000	<ul style="list-style-type: none"> ● Improved admin efficiency ● Staff agree that they have reasonable relief in admin duties and workload 	To collect response from the School Librarian	School Librarian
Coaches/tutors of school teams/subjects	To cater for academic and non-academic remedial support in bolstering student performance	Recruitment of suitable candidates as coaches/tutors (including those for evening study class)	Relieve student-support workload in general	Whole-year	Salary: \$200,000	<ul style="list-style-type: none"> ● Improved student performance ● Staff agree that they have reasonable relief in workload relevant to remedial support to students 	To collect response from heads of school teams and subjects	VPs, EO
Total:					\$650,000			

Plan on Enhanced School-based Learning Activities Support Grant (2026-27)

Category	Programme/Item	Expected Outcomes	Target group	Budget
Activities/Competitions for broadening students’ learning experiences outside the classroom	Arts and cultural activities	Students’ interest and appreciation in arts and culture increase.	Financially needy students (CSSA / STAS full-grant / School-based criteria)	\$10,000
	Sports activities	Students’ interest in sports increases.		\$33,000
	Visits and outdoor activities	Broaden out-of-classroom learning experiences and social skills.		\$10,000
Activities for raising students’ understanding of the community and fostering their personal growth	Communication skills training	Improve students’ communication and interpersonal skills.		\$30,000
	Leadership training	Students’ leadership skills improve.		\$10,000
Activities for enhancing students’ learning effectiveness	After School Tutorial Class	Students’ learning confidence is enhanced.		\$30,000
	Study Skills Training	Develop effective study habits and self-directed learning skills.		\$10,000
	Language Training	Improve students’ language proficiency and expression skills.		\$20,000
Purchasing of materials/equipment for loan to students (≤5% of annual provision)	Musical instrument	Facilitate needy students’ participation in music learning and practice.		\$1,000
	Sports equipment	Support needy students’ participation in sports training and activities.		\$6,000
Total				\$160,000

Plan on DLG (2026-27)

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

Plan on Joint-school DSE Courses (2026-27)

Courses Supported by the Education Bureau's Subsidy Scheme for Diversified Learning	Strategy and Expected Outcomes	Organizations	Duration	Target Students	Est. no. of participants			Learning Outcomes/ Success Criteria	Person-in-charge
					26/27 year	27/28 year	28/29 year		
Visual Arts (Category A)	Provide a variety of learning options according to different learning progress, aspirations and interests of students, so that they can gain recognition in various aspects and enhance their competitiveness and opportunities in their future studies or future field of work	Tai-Po Joint-Schools' Senior Secondary Network Programme	3 years	Secondary 4 to 6	2	5	8	Students attain Level 3 or above in the Hong Kong Diploma of Secondary Education (HKDSE).	ASC
Music (Category A)		Arts & Technology Education Center						Students attain Level 3 or above in the Hong Kong Diploma of Secondary Education (HKDSE).	
Other Languages (Category C)		The Other Language Courses in the Hong Kong Diploma of Secondary Education (HKDSE)						Students achieve the stipulated proficiency level or above in the language examinations.	

Plan on ApL (2026-27)

Courses Supported by the Education Bureau's Subsidy Scheme for Diversified Learning	Strategy and Expected Outcomes	Course Names	Duration	Target Students	Est. no. of participants			Learning Outcomes/ Success Criteria	Person-in-charge
					26/27 year	27/28 year	28/29 year		
Applied Learning (Mode 1)	Provide a wide range of Applied Learning courses to cater for students' various learning needs and interests Students gain diverse learning experiences and develop career aspirations.	Six areas of studies: (1) Creative Studies, (2) Media and Communication, (3) Business, Management and Law, (4) Services, (5) Applied Science, and (6) Engineering and Production.	2 years 180 hours	Secondary 4 to 6	14	18	18	Students achieve the level of "Attained with Distinction (I)".	Academic Administration and Support Committee
Applied Learning Chinese (Mode 1)	Provide a simulated applied learning context to help NCS students build a foundation for using Chinese in the workplace and obtain an alternative Chinese language qualification to prepare them for further studies and career pursuits	Applied Learning Chinese (for non-Chinese speaking students)	2 years 270 hours	Secondary 4 to 6	3	4	3	Students achieve the level of "Attained".	Academic Administration and Support Committee

Plan on Life Planning Education and Career Guidance (2026-27)

1. Annual Plan

Items/Strategies	Success Criteria	Assessment Methods	Time Frame	Person-in-charge	Resources (including expenses)
Major Concern 1: Be SMART Learners					
<p>1. Greater Bay Area Exchange Tour (Career Exploration)</p> <ul style="list-style-type: none"> Organize visits to universities in Guangzhou, allowing students to learn more about further study opportunities in an authentic context in China. Organize visits to job industries in Guangzhou, enabling students to learn the technological and economic development in China and the potential career opportunities in the future. 	Participants realize more further studies opportunities in China and the potential career development in the Greater Bay Area.	Collect feedback from participants through post-trip questionnaire.	Mid-March 19-20/3/2027 (tentatively)	RK/WL/WF (with NEL & SEN)	30,000 (for SEN student participants & funds from EDB undergoing the application stage)
<p>2. Job Shadowing</p> <ul style="list-style-type: none"> Provide opportunities for S4 & S5 students to have a one-day job shadowing experience, helping students get a first-hand job tasting in an authentic context. 	Participants find the job shadowing experience better helped them understand the real work environment and their future career path.	Collect feedback from participants through interviews.	Jan 2027 (tentatively)	RK/FH	Opportunities from HYAB Partner Breakthrough; EDB BSPP Scheme & PTA parent volunteers & Alumni network

Items/Strategies	Success Criteria	Assessment Methods	Time Frame	Person-in-charge	Resources (including expenses)
Major Concern 2: Care for Ourselves and the Community					
1. Skills Development for Career Readiness <ul style="list-style-type: none"> ■ Conduct Etiquette, Imaging and Grooming Workshop / Interview Skills Workshop for senior forms during core GTP lessons that prepare students for their future career and further studies. 	Students find the workshops useful for their career preparation.	Collect feedback from participants through questionnaires.	Jan 2027	RK/FH	Guest speaker (\$2,000)
2. Career Exploration through Service Learning <ul style="list-style-type: none"> ■ Collaborate with CVC, the service learning aims at enabling S2 students in understanding the job industry related to care for the elderly. 	Students agree that they understand the needs of the elderly in society and the meaning of being a caretaker for the elderly.	Collect feedback from participants through questionnaires.	Jan 2027	FH/CM	N/A
Major Concern 3: Develop a Sustainable Teaching Team					
1. Training Workshop on Writing Personal Statements and Reference Letters <ul style="list-style-type: none"> ■ Acquire skills of writing reference letters. ■ Develop skills of reviewing and guiding students in writing their personal statement. 	Teachers in the team show more confidence in writing reference letters and reviewing students' personal statements.	Teachers' feedback	Oct 2026	RK	N/A

Items/Strategies	Success Criteria	Assessment Methods	Time Frame	Person-in-charge	Resources (including expenses)
2. Self-access Online Training Platform <ul style="list-style-type: none"> ■ new team members (joining the team in recent 2 years) complete the online training [HKACMGM] about career assessment tools. 	Teachers who completed the online course agree that they are more confident in using the assessment tools for career advising.	Teachers' feedback	Nov 2026 to Apr 2027	RK	Registration for training at HKACMGM Platform
Others					
1. Career Week: Explore Careers in 3D – Air, Land & Sea <ul style="list-style-type: none"> ■ introduce the world of work in the transportation field in HK ■ enhance students' understanding towards the contributions and meaning of transportation to the community ■ enhance students' understanding towards the career development in the transportation field 	Students learn more about the development of the transportation industry during the theme week.	Collect students' feedback through questionnaires.	Dec 2026	All members	\$3,000

Plan on Integrated Education and Support (2026-27)

1. Annual Plan

Items/Strategies	Success Criteria	Assessment Methods	Time Frame	Person-in-charge	Resources (including expenses)
Major Concern 1: Be SMART Learners					
N/A					
Major Concern 2: Care for Ourselves and the Community					
<p>1. Optimize and Enhance Social Skills Training and Support</p> <p>The arrangements for the Social Skills Group and Chess/Board Game Group will be optimized with clearer objectives this year. Through playing board games and chess with others, students will learn to express their emotions and improve their communication and collaboration skills.</p> <p>Additionally, the team will utilize the teaching kit from the "Jockey Club Autism Support Network" to run a social group in group of 4 to 6 students. Through systematic training, this will help them grasp social rules, strengthen their empathy, and improve their daily relationships with peers.</p>	<ul style="list-style-type: none"> • Clear lesson objectives established for each group session. • Group attendance rate exceeded 70%. • Over 60% of participants agreed that the activities/lessons helped them understand social rules and enhance their social skills. 	<ul style="list-style-type: none"> • Documents • Questionnaire • Teacher observations • Focus interview 	Throughout the year	CK, WF, WT, YI	\$2,000
<p>2. Greater Bay Area Life Planning Exchange Tour</p> <p>This year, we will co-organize the "Greater Bay Area Life Planning Exchange Tour" with CLC and NEL. The exchange tour will broaden the horizons of senior form SEN students, allowing them to gain a deeper understanding of job content and career prospects across various industries. Furthermore, the two-day, one-night itinerary will provide SEN students with practical</p>	Over 60% of SEN students agreed that the activity broadened their career awareness and improved their self-care and communication skills.	<ul style="list-style-type: none"> • Teacher observations • Questionnaire 	March 19–20 (tentative)	WF (WL, RK)	\$30,000

Items/Strategies	Success Criteria	Assessment Methods	Time Frame	Person-in-charge	Resources (including expenses)
social settings to learn communication, cooperation, and self-care skills, preparing them to enter society in the future. Through these exchanges and visits, the tour also aims to enhance their awareness and care for the country and community.					
Major Concern 3: Develop a Sustainable Teaching Team					
1. Optimize teaching strategies EDB specialists will perform classroom observations for participants in the AIM project. They will provide subject teachers with constructive feedback to optimize teaching strategies tailored for students with ASD.	Over 70% of participating teachers found the expert feedback helpful in boosting their confidence to teach ASD students in the future.	• Teachers' Opinion	Throughout the year	WF	N/A
2. Incorporating Staff Development Elements into Regular Committee Meetings To build team members' skills and confidence in supporting SEN students, WF and CK will share insights gained from the AIM Project Seminars with team members and provide practical hands-on exercises to help them master more support tools. For instance, they will teach how to use social Stories / Situational Comics to help ASD students better grasp implicit social rules and improve their social skills.	Over 70% of team members learned to use the tool and practiced successfully.	• SENCO observation • Feedback from members	12/2026, 6/2027	WF, CK	N/A

Others					
1. Participating in the EDB School-based Support Scheme	Participating students demonstrated improvement in learning, social, and emotional domains.	• Teachers' Opinion	Throughout the year	WF, CK	N/A
Our school has participated in the EDB's Tiered Autism Intervention Model (AIM) Project for three consecutive school years. This initiative aims to strengthen support for students with autism spectrum disorder (ASD) across three key domains: learning, social adaptation, and emotional adaptation.					

2. Plan on Integrated Education & Support

Particulars	Income (HKD\$)	Expenses (HKD\$)	Balance (HKD\$)
Amount available	766,766.56		766,766.56
Amount required			
Recruitment of teaching assistant		314,712	
Hire service for transfer of expertise		175,000.00	
Purchase of learning packages and teaching aids		1,000.00	
Arrangement of learning/inclusive culture activities/ social & behavioral activities / mental health activities		200,000.00	690,712.00
Estimated balance to 27/28			76,054.56

Plan on Reading Promotion (2026-2027)

1. Advanced Curriculum and Instructional Goals

Collaborate with colleagues to select reading resources that are carefully tailored to support diverse learning needs and align with our pedagogical objectives.

2. Facilitate Multifaceted Cross-curricular Reading Activities

Develop and implement a variety of reading activities to inspire both teachers and students, fostering a deeper commitment to reading.

3. Promote Digital Literacy and Multimodal Reading

Promote student engagement in digital and multimodal reading through the strategic curation and expansion of our theme-based e-book collections.

4. Implement the S1 Nonfiction Reading Programme

4.1 Cultivate sustained interest in reading by introducing students to a diverse range of nonfiction genres and subjects. This initiative is designed to build students' critical literacy skills while fostering autonomy and ownership through self-selection of texts and the completion of related analytical tasks.

4.2 Use specific units and chapters from different subjects to teach and practise a variety of reading strategies.

5. Enrich Library Holdings

Systematically enhance the quality and breadth of the library's collections, with a particular focus on the National Security Education and the STEAM sections.

6. Cultivate a Vibrant Reading Culture

Actively foster a stimulating and inclusive reading environment across the entire school community by organizing a variety of reading award schemes, establishing a lasting foundation for lifelong love of literature and learning.

Reading Grant Financial Budget 26-27

	Balance brought from 25/26	\$ 23,619
	Reading Grant received in 26/27	\$ 66,176
	Reading Grant available in 26/27	\$89,795
	Items	Yr 26/27 Budget
1	Purchase of Books	
	E-Books	\$ 45,000
	Printed Books	\$ 20,000
	Magazines	\$ 10,000
2	Reading Activities	
	eBooks Reading Award Scheme	\$1200
	RaC Activities	\$ 4900
	Author Talks	\$ 4900
	Best Borrowers Award	\$1200
	S1 Nonfiction Reading Program	\$ 500
	Whole-school New Horizon Reading Scheme	\$ 1500
	Total :	\$ 89200
	Balance :	\$ 595

Plan on Life-Wide Learning and Sister School Grant (2026-27)

2026-27 Plan on the Use of the Life-wide Learning and Sister School Grant

Carmel Secondary School

May 2025 ver.

Schools are required to upload this Plan on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs / IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices.

Our school will use this Grant in compliance with relevant requirements as stipulated in the guidelines and other documents issued by the EDB. Our school understands that in case of inappropriate use of the Grant, our school should make good relevant expenses by deploying other suitable resources.

^ List of **Category of the Activity** and Evaluation Method for reference (Schools can choose suitable option(s) from the pull-down list): [School may click on the “-” on the left to hide this part.]

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Category of the Activity:	A1 Digital Education, Artificial Intelligence and STEAM Education	A2 Intellectual Development	A3 Community Service	A4 Physical and Aesthetic Development	A5 Career-related Experiences	A6 Patriotic Education
Evaluation Method:	B2 School Meeting and Discussion	B3 Professional Sharing in School	B4 Interview	B5 Observation	B6 Written report and record	B7 Others (Please specify in column N)

Category 1: Details of Activities

No.	Name and Description of the Activity	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate “0” if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
			Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If “A9 Others” is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If “B7 Others” is chosen, please provide details in this column)
1.1	Local Activities (including online exchanges)											
1	Career and Life Camp	To promote individual student planning	\$4, 110	10	0	0	\$20,000.00	N.A.	A5 Career-related Experiences		B1 Questionnaire	
2	School-based SEL and life skills development programmes	To promote personal-social development	\$102, 260	24	0	0	\$50,000.00	N.A.	A8 Student Mental Health		B2 School Meeting and Discussion	
3	Sports promotion and experiential learning programmes	To promote healthy lifestyle	\$1-6, 700	60	0	0	\$30,000.00	N.A.	A4 Physical and Aesthetic Development		B2 School Meeting and Discussion	
4	Gifted and Talent Programme on Multiple Intelligence	To promote personal-social development and multiple intelligence	\$1-5, 560	30	0	0	\$450,000.00	N.A.	A2 Intellectual Development		B1 Questionnaire	
5	Edifying Camp and follow-ups	To promote personal-social development	\$1-5, 30	5	0	0	\$10,000.00	N.A.	A1 Values Education		B5 Observation	
6	STEAM programmes for ALL	To promote interest in STEAM	\$1-5, 120	15	0	0	\$60,000.00	N.A.	A7 Digital Education, Artificial Intelligence		B6 Written report and record	
7	STEAM Intensive Training Programmes for TEAMS	To promote VASK of STEAM talents	\$1-5, 60	5	0	0	\$50,000.00	N.A.	A7 Digital Education, Artificial Intelligence		B6 Written report and record	
8	Structured Training Programmes for the Sports Teams	To step up skill levels of talented students in sports	\$1-6, 400	4	0	0	\$200,000.00	N.A.	A4 Physical and Aesthetic Development		B6 Written report and record	
9	Structured Training Programmes for the Music Teams	To step up skill levels of talented students in music	\$1-5, 200	2	0	0	\$150,000.00	N.A.	A4 Physical and Aesthetic Development		B6 Written report and record	
10	Structured Training Programmes on Leadership	To promote leadership and value education in senior form students	\$1-5, 100	3	0	0	\$20,000.00	N.A.	A3 Community Service		B5 Observation	
Total estimated expenses of item 1.1							\$1,040,000.00					
1.2	Non-local Activities											
1	Mainland Study Tour	To enable students and teachers to gain firsthand understanding of China's latest developments, appreciate Chinese culture, and foster a strong sense of national identity.	\$3-5, 20-30	3	0	0	\$148,500.00	Xi'an No.1 Middle School / Yunnan University Secondary School / Turpan Gaochang District No. 2 Middle School / Sister School in Greater Bay Area	A6 Patriotic Education		B6 Written report and record	
2	Community Service Trip to Cambodia	To nurture social & citizenship values and attributes	\$2-\$5, 30	3	0	0	\$100,000.00	N.A.	A3 Community Service		B6 Written report and record	
3	Cross-curricular entrepreneurship experiential learning tour	To nurture entrepreneurial & citizenship values and attributes on sustainable development of business in the Mainland	\$3, 120	12	0	0	\$200,000.00	N.A.	A2 Intellectual Development		B1 Questionnaire	
Total estimated expenses of item 1.2							\$448,500.00					
Total estimated expenses (sum of items 1.1 and 1.2)							\$1,488,500.00					
Name of Teacher Responsible for Life-wide Learning:			Ho Yuk Fan		Position:	Principal						
Name of Teacher Responsible for the Sister School Scheme:			Lau Ho Yin		Position:	Teacher						

Plan on One-off Grant on Parent Education (26-27)

Area	Programme/Item	Expected Outcomes	Budget
Organizing structured or thematic parent education programmes <ul style="list-style-type: none"> Total expenditure on services provided by organizations Total expenditure on services provided by individual speakers or experts 	Invite a quality organization to support the school in developing sustainable parent education based on the principles of the Curriculum Framework on Parent Education (Secondary School). Items include: <ol style="list-style-type: none"> Support the school in integrating parent education elements into students' career and life planning activities. Enhance the design of Parent's Day and related activities, strengthening their connection with class building. Provide training or exchange activities to enhance the professional capacity of teachers responsible for parent education. Organize seminars/workshops to help parents build a positive mindset and promote effective parenting methods and attitudes 	<ol style="list-style-type: none"> Enhance parents' understanding of their children's further studies and career planning, promoting parent-child communication and equipping parents to be supportive partners. Provide opportunities for parents to practice what they've learned in daily interactions to strengthen the impact and continuity of the activities. Teachers responsible for parent education will have greater confidence and professional capacity to promote the work. Enhance parents' positive and optimistic mindset, helping their children learn effectively and grow up happily. 	\$110,000
Total			\$110,000

Plan on Consolidated Home-School Activity Grant (26-27)

Area	Programme/Item	Expected Outcomes	Budget
Organizing structured or thematic parent education programmes <ul style="list-style-type: none"> Total expenditure on services provided by organizations Total expenditure on services provided by individual speakers or experts 	Invite a quality organization to support the school in developing sustainable parent education based on the principles of the Curriculum Framework on Parent Education (Secondary School). Items include: 5. Support the school in integrating parent education elements into students' career and life planning activities. 6. Provide training or exchange activities to enhance the professional capacity of teachers responsible for parent education.	5. Enhance parents' understanding of their children's further studies and career planning, promoting parent-child communication and equipping parents to be supportive partners. 6. Teachers responsible for parent education will have greater confidence and professional capacity to promote the work.	\$20,000
Organizing school-based parent education	Organize Parent-Child Workshops on Financial Literacy and Positive Communication & Emotional Management	1. Enhance parent-child communication and mutual understanding through interactive financial and positive psychology activities. 2. Cultivate sound financial values, constructive dialogue, and emotional regulation skills to strengthen family relationships and long-term well-being.	\$20,000
Total			\$40,000

Plan on One-off Grant for Promotion of Self-directed Language Learning (English Language) (2026-27)

Area	Programme/Item	Expected Outcomes	Budget
Purchasing services related to English learning and teaching from Dr Simon S.Y. Chan), who will offer his expertise in the following three areas with the ultimate objective of enhancing self-directed learning: 1) ELT methodologies and Curriculum Design, 2) Language Across Curriculum/Content and Language Integrated Learning and 3) Language Assessment	Professional school-based support for the English teachers in self-directed English language learning with a focus on curriculum design/review and language assessment	- A greater vertical cohesion is achieved in S1-3 course outlines in at least two area, e.g. writing genres and grammar. - At least one teaching unit in each form (S1-3) gets reviewed and updated. - There are increased confidence and skills among the English teachers to set assessment papers and a better understanding of two core assessment concepts: validity and reliability	\$100,200
	Professional school-based support for all the department heads, selected members of Integrated Science, History and Geography Departments and the English teachers with a focus on language across curriculum and integration of language and content learning	- There is a shared understanding across all the departments regarding the significance of integrating language and content learning. - A vocabulary bank comprising key concepts in S1-3 Integrated Science, History and Geography is created and taught in the English oral lessons.	
	Lesson observation and post-lesson discussion with teachers in their first three years of teaching	- The teachers who got observed become more competent in structuring and delivering a lesson that meets the teaching objectives set out	

Plan on Pilot Scheme on Other Languages for Junior Secondary Students (26-27)

Details of the Other Languages (OL) course(s) offered / to be offered in the 2026/27 school year

1. Details of OL course(s)										
Language	Number of junior secondary students at each level						<i>Please enter A, B or C (You may enter more than one option.)</i>		Total number of learning hours (hour)	Average course fee per student (\$)
							Class schedule	Delivery mode		
							A. Within timetable B. After school C. Weekend	A. Online B. On school campus C. Off school campus		
(ii) Spanish	S1	7	S2	4	S3	4	A	B	36.67	\$2,808.5
(iv) Japanese	S1	4	S2	4	S3	4	A	B	36.67	\$2,635
(v) Korean	S1	11	S2	5	S3	5	A	B	36.67	\$2,413.75
Total number of students	60						(Estimated) Total amount of course fee (\$)			\$157,145

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

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

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

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

The information provided is for internal reference only.

Language	Service provider
(i) Spanish	School of Continuing and Professional Studies, The Chinese University of Hong Kong
(ii) Japanese	
(iii) Korean	

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

☒ organising school-based activities (e.g. giving a short speech during assemblies, designing notice boards, OL activity day, etc.)

☐ joining the activities organised by the EDB

☐ Others (please specify: _____)

_____)

Plan on the AI in Science Education Funding Programme (26-27)

Area	Programme / Item	Expected Outcomes	Budget
Teacher training	Training courses for teachers on <ul style="list-style-type: none"> - Foundational knowledge on AI - AI tools and examples of usage in L&T - Cross-domain use of AI tools 	12 hours of training courses for at least 5 teachers	0
To facilitate professional exchange	Review of L&T resources and	L&T resources collaboratively reviewed twice with the supporting team	
	Collaborative lesson planning	Lesson planned collaboratively with the supporting team once	
	Teachers' sharing session / open lesson	A teacher sharing session or open lesson to be organized once	
To improve the facilities available for integrating AI into L&T	An offline Large Language Model (LLM) to be installed for teachers' use	An offline LLM with Mac mini M4 (or equivalent)	
Total:			0

The school have basically completed most of the requirement in the program in the school year 2025-26. In 2026-27, we will organize open classroom and sharing, supported by CUHK based on the procurement done in 2025-26.

Plan on Development of AI-empowered Education (26-27)

Expenditure Items	Expenditure (\$)
(i) Purchasing/subscribing to/leasing:	
- Software	0
- Hardware	0
- Platforms	215500
- Learning and teaching resources	0
- School-based AI application solutions	0
Subtotal of the above items under (i):	215500
(ii) Subsidizing students' participation in AI-education-related activities organized or recognized by the school	0
Total of (i) + (ii):	215500

推廣中華文化體驗活動一筆過津貼 (2026-27)

範疇	項目	預期成效	預算
舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	<ul style="list-style-type: none"> 在中國傳統節日，舉辦中國語文科科本中國文化體驗活動，例如中秋節花燈製作工作坊、農曆新年寫揮春、華服日等活動，用於購買活動物資、佈置等。 與圖書館合辦以非物質文化遺產為主題的文化活動。 	學生透過富趣味的活動是能了解傳統節日的傳統、習俗及其文化意涵，從而提同學對國民身份的認同及文化自信。	\$10,000
舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	-		-
舉辦或資助學生參加本地文化考察或參觀活動	-		-
發展有關中華文化的課程	-		
採購及發展中華文化學與教資源	在坊間採購對本校推廣中華文化有幫助的學與教資源，包括但不限於書籍、課程。	供教師參考、運用，以提升教學效能。	\$2000
資助學生及隨團教師前往內地，參加學習中華文化的交流活動	-		-
其他	-用於活動雜項或應急開支。		\$219.07
總計：			\$12,219.07

推廣自主語文學習（普通話）一筆過津貼 (2026-27)

範疇	項目	預期成效	預算(HKD\$)
採購和/或訂閱學習資源	<p>購買自主學習資源套、語言學習／評估應用程式、網上學習平台；採購舉辦普通話活動的相關物資，如展板、道具、獎品*</p> <p>(*註：須留意活動各項開支的用款比例與金額，購買獎品的支出不可超過總開支金額的 10%)</p>	<p>自主學習資源套、語言學習／評估應用程式、網上學習平台能打破時地限制，為學生提供個人化自學工具，針對性地提升聽說能力。</p> <p>另一方面，配合活動與獎勵，則能有效激發學生使用資源的動機，營造積極的自學風氣</p>	18,500
聘請不屬編制內的普通話導師或非教學支援人員	聘請普通話導師或支援人員，支援學生的語文學習、舉辦普通話活動及比賽，活動包括但不限於辯論、朗誦、講故事等。	聘請專門的導師或支援人員，能直接將籌辦活動的大量行政、聯絡及統籌工作，從中文科老師的職責中分擔出來。同時，他們可以負責帶領辯論隊、朗誦隊等課後訓練，進行針對性的拔尖補底工作能更加有效照顧學生學習差異。	20,000
購買學與教相關的服務	向具有專業知識的個人／專業組織購買學與教相關的服務，開發校本資源和／或舉辦舉辦普通話學生活動、比賽，加強語言學習氛圍，如話劇、相聲、廣播劇、演講比賽和交流活動。	舉辦普通話學生活動、比賽，加強語言學習氛圍，如話劇、辯論比賽、朗讀劇場、演講比賽和交流活動。	39,000
其他（請註明）：	用於活動雜項或應急開支。		927
總計：			78,427

非華語學生綜合支援津貼計劃 (26-27)

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。按 2026/27 學年收生實況調查指定的參照日期收集所得的非華語學生人數與結果，以及有特殊教育需要的非華語學生人數³（公營普通學校及提供本地課程的直資學校適用），本校在 2026/27 學年可獲非華語學生綜合支援津貼(A)230,000 元，本校會在 2026/27 學年充分運用獲得的津貼，支援本學年的非華語學生（包括有特殊教育需要的非華語學生），津貼的運用計劃如下：

校本支援措施		運用額外撥款
☒	聘請額外中文科全職教師 (1) 名	\$162,000
☐	聘請額外全職教學助理（不包括不同種族的助理） () 名	\$
☐	聘請不同種族的助理 () 名	\$
備註：上述中文科老師並非編制內教師，並以時薪結算薪金。		
☒	購買專業服務以支援課後學習	\$ 50,000
☐	購買專業服務為有特殊教育需要的非華語學生提供加強支援，包括社交、溝通及情緒管理訓練，以及轉銜／生涯規劃服務等	\$
☐	購買翻譯服務以翻譯通告、網頁資訊或信件	\$
☐	購買／發展教學資源（如有，請說明：_____）	\$
☐	舉辦共融活動及家校合作活動	\$
☐	加強教師專業培訓	\$
全年預算總開支(B)		\$212,000
2026/27 學年的預算餘款 [(A) - (B)] =(C)		18,000
2026/27 學年的預算餘款佔本學年非華語學生綜合支援津貼的百分比 [(C)÷(A)×100%] =		7.83

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/	