Annual School Report

Carmel Secondary School 迦密中學

2025-2026

2026/10/22

ANNUAL SCHOOL REPORT

CARMEL SECONDARY SCHOOL 迦密中學

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A. Our School

MISSION STATEMENT

To provide whole-person, quality education based on Biblical truths to students in the moral, intellectual, physical, social, aesthetic and spiritual aspects of their lives so as to: enhance their academic aptitude; realise their potentials; bring them to know God and understand His Word; and build up their character and self-discipline; that they may grow up in faith, hope and love, hence establish themselves in society, care for their country and community, serve mankind, and glorify God.

School Mission and Vision

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

SCHOOL MOTTO

Self-discipline through the Understanding of the Word

Service to Mankind through Faithfulness to the Lord

MAJOR CONCERNS

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

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

1. Introduction

The Administrative Council, together with all staff and students, reviewed the SDP and revamped strategies and emphasis, with involvement of heads of all committees and subjects to set the path for an enthusiastic but practical action plans, to be cascaded at different levels of the school organization.

The School Development Plan (2025-2028) endorsed by the IMC is as follows:

(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	Time Scale		
				25-26	26-27	27-28
1. To promote acquisition and development of self-learning habits, from lesson routines to various effective habits of learning.	To nurture **effective, personalized and healthy habits** that sustain life-long learning, including but not limit to wise use and mastery of ITE.	a) A whole-school approach in development and promotion of "Habits of SMART Learners".	• breadth of knowledge, • language proficiency, • generic skills, • information literacy, • healthy lifestyle	✓	✓	✓
		b) Subject-specific learning and teaching strategies across key stages to promote actualization of "Habits of SMART Learners".			✓	✓
2. To promote learning programmes that **make sense of learning in authentic contexts** in an experiential approach.	To nurture VASK (values, attitudes, skills, knowledge) in students that build the foundation as SMART learners ready for their future.	a) Form-based cross-curricular learning programmes - in variable scopes, local or overseas - that promote collaboration and synergy among relevant subject teams and external bodies, allowing learning beyond classroom and integration of knowledge from different disciplines.	• national and global identity • breadth of knowledge, • language proficiency, • generic skills, • information literacy, • life planning, • healthy lifestyle	✓		
		b) Subject-specific initiatives (e.g., project-based or enquiry-based learning) that foster connections and applications of learning and learning outcomes in real-life scenarios and contexts.			✓	✓

Strategies	Targets	Major Events/Programs	Seven Learning Goals	Time Scale		
				25-26	26-27	27-28
3. To **actualize and recognize multiple intelligence and widen students' horizon** through diversified and structured learning programmes and opportunities.	To nurture the young generation of SMART learners which **confidence, efficacy and willingness to share and serve** with their knowledge and skills.	a) Engagement of students in school-based gifted and talent programme (GTP) and quality programmes/competitions by external bodies.	• national and global identity • breadth of knowledge, • language proficiency, • generic skills, • information literacy, • life planning, • healthy lifestyle	✓	✓	✓
		b) Various opportunities for students' showcasing or sharing of their learning process, reflections, and connections with career planning. (e.g., adoption of The LAUNCH Cycle, 4F model)		✓	✓	✓

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

Strategies	Targets	Major Events/Programs	Seven Learning Goals	Time Scale		
				25-26	26-27	27-28
1. To promote **life skills** and **social emotional learning (SEL)** practices in suitable settings, from class teachers' periods (CTP), form-specific programmes, to subject curriculum integration.	To nurture **self-awareness** and **habits/practices of self-care**, from intrapersonal to interpersonal perspectives, **in line with the teaching of the Bible**.	a) Review and formulation of a master framework of life skills and social emotional learning for Carmelians, in line with the developmental needs across stages.	• generic skills, • life planning, • healthy lifestyle	✓		
		b) Group/class/form-based and whole-school programmes cater to needs of specific groups/classes/forms, e.g., a GTP course, Peer Support Circle, Adventure Camp, Self-care Week.		✓	✓	✓
		c) SEL initiatives in campus, especially the Well-being Garden, including development of resources for teachers and CTP.			✓	✓
4. To step up **community services** and **service learning** for students within and outside the school, so that they could learn to serve and to connect with the community. (in conjunction with MC1_2)	To nurture the **readiness**, the **commitment** and **spirit** to **empathize needs of "others"** – peers, families, specific groups and the wider community – and service with actions in authentic contexts	a) Review and formulation of a master framework, in conjunction with MC2_1_a.	• national and global identity • breadth of knowledge, • generic skills, • life planning, • healthy lifestyle		✓	
		b) Group/class/form/team-based programmes, e.g., GTP course STEAM & Service Learning, incorporation of service and entrepreneurial components in form-based experiential learning programmes.		✓	✓	✓
		c) To mobilize students' participation in community and service-learning programmes within and outside school according to the annual theme e.g., identification of				✓

Strategies	Targets	Major Events/Programs	Seven Learning Goals	Time Scale		
				25-26	26-27	27-28
		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	Time Scale		
				25-26	26-27	27-28
1. School-based professional development **framework and practices** for sustainability of the teaching community, including **school leaders** and **new teachers**	To build **future-ready professional competence** of the teaching community instilled with a **heritage of Carmelian culture**	a) CSS-specific professional development framework and practices for school leaders (in designated posts and ranks) and new teachers to be derived that align with school and teachers' needs.	• breadth of knowledge, • generic skills, • life planning,	✓		
		b) A team of Teaching Coaches engaged, with members as expert teachers in different domains, to provide tailored coaching for individual subjects and/or teachers.		✓	✓	✓
		c) Professional exchange programmes introduced to foster pedagogical and assessment literacy, e.g., structured new teachers induction programme, Lesson Walk 2.0 and Cross-school Interflow		✓	✓	✓
		d) Enhancement of knowledge management – admin system improvement and documentation on academic and admin practices		✓	✓	
2. Engagement of teachers in innovative educational practices in initiating **academic action research**	To foster, support and recognize teacher's ownership and commitment in educational innovations for	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	• national and global identity • breadth of knowledge, • generic skills, • information literacy, • life planning,	✓	✓	✓

Strategies	Targets	Major Events/Programs	Seven Learning Goals	Time Scale		
				25-26	26-27	27-28
projects, AI-assisted L&T or well-being domains.	betterment of professionalism and well-being	reasonable resources for actualization.	• healthy lifestyle			

2. Major Concern 1 – Be SMART Learners

A. Achievements

This year marked the inaugural year of the 2025–2028 School Development Cycle, centered on the major concern "Be SMART Learners". The initiative aims to cultivate effective, healthy, and sustainable learning habits while promoting the wise, ethical, and effective use technologies on L&T to prepare students as lifelong learners.

Effective, Personalised and Healthy Learning Habits that sustain life-long learning, with Wise Use of ITE

- Promotion of SMART Learning Habits:
    a. Six subject-led morning assemblies and five subject-led lunch-hour activities were successfully conducted as planned, systematically embedding the core elements of SMART habits—Serve/Share, Motivation, Autonomy, Relation to self or community, and Technology—across student learning routines.

- Subject-Based Learning Initiatives (Embedding SMART Elements)
    a. English Language ("Writers WRITE" Project — Autonomy, Technology, Share): Fostered Autonomy and utilized Technology to enhance learning, with close to 70% of students finding writing plans helpful and over 60% valuing rubrics for self-directed editing. Approximately 75% agreed that Technology improved specific writing pieces, and over 20 exemplary student works were Shared campus-wide to celebrate achievements and inspire peers.
    b. Chinese Language (Writing Learning Portfolio — Autonomy, Relation to Self): Reinforced Relation to self and Autonomy by implementing termly portfolios across S1 and S4. The initiative deepened self-reflective learning while progressively reducing instructional scaffolding, enabling students to sustain independent writing proficiency.
    c. STEAM & Science (Smart Prototypes & AI Strategies — Technology, Relation to Community, Serve): Integrated Technology to Serve community needs. All S2 STEAM groups built functional smart rubbish-bin prototypes to address authentic daily sanitation issues (Relation to community), while Biology introduced at least two AI-infused learning strategies to strengthen study habits (Technology, Motivation).
    d. Economics (Budget Consultation Proposals — Motivation, Relation to Community, Serve/Share): Sparked intrinsic Motivation and civic responsibility by connecting academic learning to the public sphere (Relation to community). All S5 Economics students formulated anti-smoking policy proposals to Serve public health interests and Shared their insights directly with the government via the Financial Secretary's annual budget public consultation.

- Interactive Classrooms via BYOD and Smartboards:
    a. All teaching staff completed tiered smartboard training. A total of 17 smartboard-integrated lesson plans across various disciplines were compiled for the Quality Education Fund (QEF) final report, and 83.7% of teachers affirmed that smartboards were actively utilized in daily classroom instruction.

- AI 5000 Initiative: All S4 Business, Accounting and Financial Studies (BAFS) and Information and Communication Technology (ICT) elective students completed specialized AI workshops. Two student teams were selected by an external coach to present their AI study-tool projects. Program evaluations were highly positive across all dimensions, yielding mean scores between 2.93 and 3.15 on a 4-point scale.

- Subject-Based AI Coaching Deployments: Four key subject-based or tailor-made AI assistants, designed and developed by our teaching team, were deployed:

a. Careers and Life Planning (CLC): Deployed a "Transition Writing Coach" to support S6 Student Learning Profiles (SLP), with advisors observing improved language and draft presentations.
b. ICT: Integrated AI-assisted strategies across more than six study units. Student evaluations indicated that 82% found the tools useful, and 81% demonstrated the ability to discern when AI assistance should be avoided.
c. Biology: Developed "Bio_Newbie" as a study companion alongside revision applications and pre-lab interactive simulations.
d. Geography: Implemented a self-help essay-feedback assistant.

- Professional Knowledge Sharing:
  a. Good practices were shared extensively both internally and externally. Teachers presented during internal Staff Development Days. Externally, CES teachers served as guest speakers at the EDB School-Based Support Services Annual Sharing Day on AI in curriculum planning; Economics and BAFS Panel Chairs shared effective e-learning strategies during an HKEdCity webinar; and Biology, Geography, and Mathematics panels were invited by the organizer to showcase their AI-integrated learning and teaching strategies at the STEAM Learning Hub at the L&T Expo.

Building a strong foundation of VASK through Cross-Curricular and Experiential Learning

- S3 Guilin Cross-Curricular Study Tour: Integrating seven academic disciplines, students enquired into sustainable development at the Guilin Integral community with authentic and experiential learning opportunities of diversified perspectives. Post-trip survey results were positive, with students rating curriculum connection and insight acquisition at 3.90/5 and 3.91/5, respectively.

- S1 Heritage Field Trip: A total of 82.5% of students reported an enhanced understanding of rural heritage features, while 75.7% expressed a deeper connection with traditional Chinese values.

- STEAM Explorers & Cross-Disciplinary Projects: Seven lunchtime workshops and a detective-mystery assembly competition were completed as planned. A "STEAM Hashtag Reading Forum" co-organized with the School Library attracted over 100 participants. Additionally, an IoT Weather Station collaboratively created by the Physics, Mathematics, and Geography departments displayed live campus data during the Annual Showcase.

- STEAM × Mathematics Integrated Units: The S4 mathematical modelling unit utilizing authentic datasets (including COVID-19 statistics, the happiness index, and smoking trends) successfully enhanced students' data analysis skills and social reflection. The S3 unit focused on Micro:bit construction, though evaluation revealed a need for stronger disciplinary depth.

- Carmel Leaders 60+ Series: Three high-impact alumni engagement events were held featuring Ms. Chui Yuen Fan (Hong Kong's first female stage lighting designer), alumnus Mr. Louis Koo (a movie screening co-hosted with the PTA and Alumni Association), and alumnus Dr. Allen Ho. These sessions significantly boosted students' interview skills, self-confidence, and participation enthusiasm.

- Junior Project Learning: S1 CES students, supported by EDB School-Based Support Services, utilized AI tools to refine research questions in the "Community Playground Innovators @ Oi Man Estate" project, combining primary field observation with secondary research.

- Confidence, Efficacy and Service to the Community through the Gifted and Talent Programme (GTP)
    a. Service and Entrepreneurship Integration: Three GTP courses incorporated service-learning or entrepreneurial elements: Genius Hour dessert-making workshops at SKH Holy Carpenter Church Community Centre, music ministry service at Kowloon City Baptist Church, and the NEXUS “Deja Brew” Coffee Festival at Olympian City featuring a pop-up café at the Annual Showcase.
    b. Showcase of Excellence and Extension: Student learning outcomes were featured at the Annual Showcase. Integrated Science students earned 55 awards (including 12 Gold) in the Junior Secondary Science Online Self-Learning Scheme—a 25% increase compared to the previous year. Furthermore, student prototypes were exhibited at a joint-school Gerontechnology exhibition at the Hong Kong Convention and Exhibition Centre (HKCEC).

B. Reflection

The inaugural year of the "Be SMART Learners" cycle has created a momentum across subject departments and co-curricular programs. Frontline adoption of digital tools and AI applications has been enthusiastic and widespread. Yet there are still areas for strategic refinement as we transition from initial implementation to pedagogical consolidation:

- From Tool Adoption to a School-Wide AI Pedagogy Framework: While frontline adoption of AI was rapid, evaluations indicate that execution breadth has outpaced systematic measurement. Several AI strategies were conducted without baseline pre- and post-pilot assessments or structured feedback surveys. Moving forward, evaluation metrics must be embedded into the initial design of key initiatives, supported by clear school-level policies on digital ethics, critical evaluation, and explicit guidance on when not to rely on AI.

- 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 to navigate disparate systems and has created an unprecedent challenge, to both teachers and students, on HOW learning outcomes could be integrated for preparation of internal and public assessments.

C. Feedback and Follow-up

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:
    a. *English Language:* Refine the "Writers WRITE" initiative by offering an optional Writing Plan for the termly "Writing Quest", establishing LingoTask across all levels, and embedding an S1–S5 Writing Journal.
    b. *Chinese Language:* Integrate portfolio rewriting into regular writing instruction and conduct independent writing tasks under reduced scaffolding.
    c. *Mathematics:* Extend regular revision quizzes to S4 with increased weighting in continuous assessment.
    d. *School-Wide:* Administer a student survey on SMART habits to track and evaluate learning habits formation.

- 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 integrates cross-curricular learning and service learning.

3. Major Concern 2 – Care for Ourselves and the Community

A. Achievements

This section evaluates implementation against the two ASP targets under Major Concern 2, which carries the previous development cycle's values education ("Live by Values") forward into a sharper focus on self-care and care for the community, in line with the teaching of the Bible. Committees and subjects implemented the planned programmes; the evaluation below summarises key attainments.

Target 1 — Self-Awareness and Habits of Self-Care, from Intrapersonal to Interpersonal, in Line with Biblical Teaching:

- Cultivating Physical & Emotional Well-being Through Campus Culture - To foster regular self-care habits and reduce stress, the school integrated physical wellness routines and expressive arts into daily campus life:
    a. Healthy Living Programme & Physical Fitness Award Scheme: Physical fitness training was embedded into physical education lessons alongside "Healthy Living Wednesday", which featured morning assembly workouts, morning runs, and free play. Student leaders observed a marked rise in sports participation during recess, lunch, and after-school hours, with students gathering for badminton, table tennis, basketball, and pickleball. This shared activity enhanced peer connection and teacher-student relationships, boosting overall school happiness and belonging. While Key Performance Measures (KPM) showed increased regular exercise and award attainment among junior students, voluntary participation in the morning run and rope-skipping schemes averaged around 30%, falling short of planned targets. Concurrently, the Student Union's Healthy Living Booth successfully engaged over 100 students in interactive stress-relief activities, exceeding its target.
    b. Well-being through Music Sharing: The Morning Wellbeing Music Sharing sustained a soothing campus atmosphere. Over 100 students from S1 to S6 registered to perform, with S1 students showing notable eagerness. The 10-minute precious moment has provided a platform to build confidence, relieve academic anxiety, and display harmonious teacher-student dynamics.
    c. S6 "Cheering Zone" & VolunPeers Support: To support graduating students, the Counselling Committee established a lunch-hour Cheering Zone for all S.6 students, attracting an average of 20 students per session to relax and recharge. A student team of VolunPeers from lower forms take their own initiative to create care packages and prepared hot desserts for S6 classes, creating an encouraging and loving campus environment.

- Building Social-Emotional Resilience & Inclusions - Targeted developmental camps and specialized group programmes bolstered students' personal growth, peer dynamics, and emotional self-regulation:
    a. S1 Student Growth Support Programme & Growth Camp: Orientation Programmes, reunion activities, S1 Growth Camp, Life Skills Programme, and an inter-class volleyball competition fostered peer connection and belonging, with most S1 students reporting an enhanced sense of belonging to their class and school.
    b. Activity Week for S1 – S5 — Integrating Experiential Learning with Social-Emotional Growth: Held in January, Activity Week provided tailored, form-specific initiatives designed to foster self-discovery, social-emotional resilience, and interpersonal connections across all levels.
        i. For junior forms, alongside the S1 Growth Camp, S2 students engaged in an integrated programme featuring an adventure camp, inter-class competitions, and a Service Learning Day focused on local community needs.

ii. S3 students participated in the Guilin Sustainable Development Study Tour, which connected six academic disciplines to deepen environmental stewardship and corporate awareness through field research.
iii. S4 students took part in the Life Camp, while S5 students completed the Citizenship and Social Development (CSD) Mainland Study Trip. These senior-form experiences challenged students to step outside their comfort zones, clarify their career aspirations, and align future life planning with civic responsibility. By living and learning together through shared challenges, students strengthened peer trust and emotional resilience, breaking through personal boundaries while putting care for self and community into practice.

c. Sex Education & Relationship Health: Delivering a comprehensive, multi-form theme week and interactive workshops—the largest scale in recent years—over 89% of students across all forms demonstrated clear comprehension of personal consent, bodily autonomy, and mutual respect. Additionally, over 90% of senior-form students reported a deeper understanding of building healthy, respectful relationships.

Target 2 — Readiness, Commitment and Spirit to Empathize with 'Others' and Serve in Authentic Contexts:

- Academic & Subject-Based Community Engagement - Subject panels actively connected classroom learning with real-world service, environmental responsibility, and community improvement:
    a. Oi Man Community Integration in Curriculum (Chinese Language & GTP): Leveraging the school's proximity to Oi Man Estate, the Chinese Language panel designed a unit based on The Peach Blossom Spring (桃花源記), encouraging S2 students to survey local community needs and present their digital visions for an ideal neighborhood. Complementing this, the "City Walker" GTP guided students to capture and reflect on daily estate life. Student works displayed keen observation and empathy—such as a student discovering the vibrant afternoon life of a local estate restaurant—allowing students to understand and explore different communities.
    b. Student-Led Marketing & Environmental Stewardship:
        i. BAFS students applied marketing mix concepts to promote voluntary initiatives such as the Mother's Day Charity Sale, with 78.2% agreeing the experience deepened their community connection and sense of responsibility.
        ii. In April, all S4 Chemistry students participated in a beach clean-up, where 100% demonstrated heightened awareness of plastic pollution and proposed solutions.
        iii. 24 Campus Decarbonisation Ambassadors organized two Green Days ("Meatless March" and "Adopt a Fan Month"), earning the school a Low-Carbon Diet Campus Award and a Merit in the Decarbonisation Action Award.
    c. Primary School Outreach & Youth Service Initiatives:
        i. Student ambassadors delivered English interview workshops for partner primary schools, where over 80% of participating primary students rated every section helpful and nearly 90% praised the ambassadors' guidance. Chinese interview workshops and exchange programmes reached five target primary schools.
        ii. Several Gifted and Talent Programme (GTP) courses successfully integrated service or entrepreneurial components, exceeding planned goals. For example, students co-designed original educational board games featuring anti-bullying themes to promote positive peer culture and empathy; students from the Music Therapy and Service Learning course organized outreach performances to bring comfort and care to underprivileged

community groups; and students from the Self-directed Research and Service Learning course created innovative solutions, with or without AI-assistance, to target populations, ranging from interview preparations to art therapy and language learning.

- Community Service, Pastoral Outreach & Family Connections - Functional committees provided authentic opportunities for students to serve vulnerable groups and strengthen community ties:
    a. "Blessing the Community" & Team-Based Elderly Service: On Christmas Service Day, over 60 S1–S6 students (10% of the student body) joined the "Blessing the Community" initiative, singing carols at the school entrance and distributing gift packs to Oi Man Estate residents. Students reflected that the experience built their courage to converse with strangers while sharing festive joy. In another occasion, 18-member core team completed structured training to deliver seasonal services for the elderly across the year (Christmas, Lunar New Year, Dragon Boat Festival, and Dashu).
    b. Christian Fellowship Caring Initiatives & Student Publication: Members prepared and distributed handmade gifts for all S6 students (57 participants, far exceeding the target of 35). The PRAXIS outreach engaged students in serving grassroots families in Yau Ma Tei. Furthermore, students published the original picture book "Lost and Found", centered on self-worth and Biblical values, which student ambassadors shared on Info Day and distributed to 150 primary schools.
    c. Careers Guidance & Parent Education: Over 80% of participating students affirmed that Career Week ("Be a Care-er in the World: Careers in Health and Wellness") broadened their understanding of serving society through future professions. For families, over 80% of parents found the Parent Education Workshop meaningful, while over 70% of S3 parents noted that revamped talks improved communication with their children regarding senior secondary subject choices.

- National Education & Civic Horizons - Structured national education initiatives and cross-boundary cultural exchanges deepened students' national identity and historical awareness:
    a. Sister-School Exchange Tour (Xinjiang): Establishing a new sister-school partnership with Turpan Gaochang No. 2 Middle School in Xinjiang, 22 S3–S5 students completed an exchange tour. 100% of participants agreed the tour strengthened their understanding of the nation’s history, culture, and recent developments while fostering close friendships between Hong Kong and mainland peers.
    b. National Security Education & Territory-Wide Programmes: The National Security Education Day programme in April featured assemblies, exhibitions, and interactive booths to reinforce national identity. Around 100 students participated in the territory-wide online quiz, over 100 joined the Bauhinia Cup, and the entire school viewed the live Victory Day parade and visited the National Security Exhibition Gallery.

B. Reflection

- 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: In line with the ASP implementation strategy, the review and consolidation of the Master Framework of Student Development and Support was successfully taken forward this year. 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 for our short-, medium-, and long-term student development goals, serving as a cohesive spine for all well-being and community service initiatives in action.

C. Feedback and Follow-up

- 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: Having established the master framework, key efforts in 2026–27 will focus on creating resources for class teachers. This includes developing dedicated support materials for Class Teacher Periods (CTP) and enhancing campus-wide Social-Emotional Learning (SEL) spaces—such as the Well-being Garden—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.

4. Major Concern 3: Develop a Sustainable Teaching Team

A. Achievements

- To ensure long-term educational excellence and support new teachers and subject leaders, a structured approach addressing both collective and individual professional development is essential. In the 2025–2028 School Development Cycle, a new major concern was established to focus resources on professional capacity building. This initiative aims to prepare staff as future-ready educators and leaders, foster teacher ownership of educational innovation, and cultivate professional competence within the school culture. Several initiatives, some being innovative, have been put in place:

- **A School-based Professional Development Framework to guide out Future-Ready Professional Competence**
    a. With the leadership of the Principal, the framework was formulated, with needs assessments of new teachers and middle managers incorporated. Two surveys were conducted to collect staff's response on differentiated needs of the two groups. The framework provides a roadmap to inform the school leadership on developmental needs of teachers.
    b. Two Staff Development Days (excluding one day for Joint Carmel Schools Conference) with tailored programmes were designed, covering topics from AI-in-ed to positive discipline and well-being promotion. Teachers could pick programmes meeting their needs/interests. Evaluation of programmes confirms the effectiveness of the design and delivery.
    c. At least two workshops were organized for middle managers, in line with the Framework, on budgeting and financial management, and plans and report writing in an evidence-based approach.

- **Education Coaching**
    a. An innovative practice, incorporating mentoring and co-design practices, has been introduced to Carmel. Experienced and expert teachers who just retired were invited to serve as education coaches, matching with new teachers or middle managers by subjects/KLA. We had eight teams - Mathematics, English, Chinese, STEAM, Music, PSHE… with autonomous co-designed objectives set for every team through interaction and on-going review between the coach and the one being coached. This allows a highly individualized professional support and development practice. Review of effectiveness confirms positive engagement of vast majority of participants and coaches, with initial success ranging from improved competence in classroom instructions to curriculum leadership, as well as exposure through inter-school exchanges organized by some education coaches.

- **Lesson Walk 2.0:** The Curriculum Development Committee (CDC) conducted six systematic lesson walks engaging eight middle managers and panel heads, fully achieving planned targets. Post-walk professional dialogues focused on analyzing student assessment data, advancing iPad integration beyond basic substitution and enhancing classroom interaction. Innovative practices identified during these walks were consolidated and shared during staff meetings and Staff Development Days.

- **STEAM-Focused Professional Development:** Professional development offerings exceeded the planned three sessions, covering advanced AI tools, technology-infused CPR/AED training, and the establishment of an AI Innovators Group. The Integrated Science panel completed the funded "AI for Science Education" program, piloted two AI-integrated units, and was awarded a Silver Award in the Science (S1–3) Teaching Plan Design Award Scheme. Additionally, specialized AI training was completed across the Chemistry and Chinese panels.

- **Role-Specific Professional Support:**
    a. *Career Guidance:* Career advisors completed two specialized workshops focusing on guidance tools (occupation cards and work values cards) and the Transition Writing Coach, enabling first-year advisors to manage career guidance responsibilities effectively.
    b. *Special Educational Needs (SEN) & Pastoral Care:* Following the Educational Psychologist's Staff Development Day workshop, approximately 93% of the 46 responding teachers expressed willingness to implement strategies designed to overcome learned helplessness. Seventeen new staff members completed online speech therapy training. Furthermore, the Discipline and Counselling Committee (DCC) conducted whole-staff gatekeeper training on suicide prevention and child protection, supplemented by structured case-study discussions.

- **Knowledge Management and Digitalization:** The Knowledge and Information Committee (KIC) initiated the trial of a centralized IT User Guide Hub featuring user guides and video tutorials for smartboards, e-learning platforms, and Google Workspace. KIC also began exploring an e-forms system to automate paper-based administrative workflows, though progress was limited, reflecting the need for more realistic project planning and scheduling.

- **Teacher Ownership of Educational Innovation - The EduSpark Challenge:** ALL teachers could submit their proposal to seek the school's support to their innovative practice. An action research project focused on teacher-tailored AI tools for Biology L&T was nominated with additional resource given. Custom tool development and classroom trials were completed as scheduled. Data analysis and dissemination are currently underway and will be finalized as formal action research in the upcoming academic year. Good practices would be shared among all staff in suitable occasions.

- **Whole-School Capacity Building in Pastoral Care and Student Wellbeing**: To construct a proactive, school-wide safety net for student mental health and foster a supportive campus culture, professional development initiatives combined whole-staff training with targeted small-group workshops.
    a. Whole-School Professional Training: All staff members completed foundational training, including the Child Protection Online Training (Module 1) under the Mandatory Reporting framework, The Samaritans Online Suicide Prevention Gatekeeper Training Course to build early-identification and active-listening skills, and an Introduction to Positive Discipline (PD).
    b. Targeted In-Depth Empowerment: Building on the whole-staff introduction, an intensive Positive Discipline Workshop (12 hours) was conducted, equipping 22 class teachers to implement concrete strategies—such as Class Meetings and mutual student affirmation routines—to deepen teacher-student connectedness and support student wellbeing across campus.

B. Reflection

- Establishing a sustainable teaching force requires transitioning from isolated training events to systemic, continuous capacity building. Reflections on this year's progress highlight key priorities for institutional growth:
    a. 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.

b. 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 this knowledge ensures continuity of expertise and provides robust onboarding support for new teachers and middle managers.
c. Embedding Inclusive and Pastoral Competence Whole-School: Frontline training has successfully enhanced teacher capacity in SEN support, child protection, and suicide prevention. The structural task moving forward is to embed frameworks such as mistake management and Self-Determination Theory-based grading into school-wide instructional expectations, induction programs, and professional dialogues. This will ensure inclusive practice becomes a standard classroom routine rather than an individual choice.
d. Planning and Execution of Digital Projects: Progress on the e-forms initiative fell short of expectations. More realistic planning, clearer milestones, and a concrete execution schedule are needed to carry digital projects through to completion.

C. Feedback and Follow-up

- 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.
    d. Deepening Inclusive and Pastoral Practices: The SEN Support Committee will expand staff exposure to mistake-management and self-determination-based grading practices. The DCC will formalize regular case-sharing sessions between discipline and counseling teams. A second cohort of the Positive Discipline Workshop will be launched to embed PD practices across more classrooms to reinforce a school-wide culture of positive pastoral care. Additionally, the Religious Education Committee (REC) will continue expanding its inter-school exchange network for religious education.
    e. Expanding the IT Resource Hub and Optimizing User Feedback: KIC will collect qualitative staff feedback during the initial two months of the e-forms rollout to streamline workflow processes and expand self-help resources within the IT Resource Hub.
    f. Completing the E-Forms Rollout and Strengthening Data Infrastructure: KIC will prioritize completion of the e-forms system and workflow automation in the first term of 2026–27. In parallel, the school will revamp the OLE records system, build stronger capacity for data analysis on student and school data, establish a document management strategy for Google Drive and other storage platforms, and explore a cross-platform log for teachers and students to record day-to-day learning with IT and AI tools.

5. Student Performance

A. Academic Performance

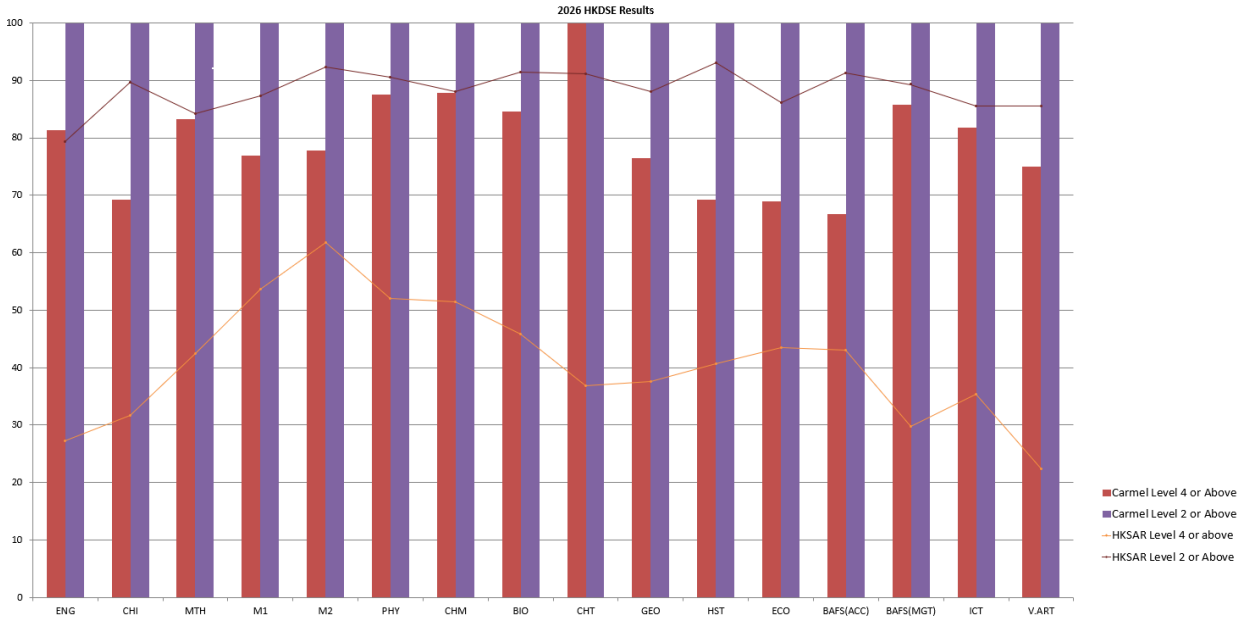
Our academic awards program celebrates the diverse achievements of our students, recognizing both sustained excellence and notable progress. The award structure and recipient statistics for this academic year are as follows:

School Award Scheme

- **Merit Award:** Recognizes students who rank in the top 25% in one core subject (Chinese Language, English Language, or Mathematics) and at least two elective subjects. (**32.3%** of students received this award)
- **Outstanding Award:** Honors students who rank in the top 25% in two core subjects and at least two elective subjects. (**24.6%** of students received this award)
- **Improvement Award:** Celebrates students who demonstrate substantial growth by improving their performance levels across three or more subjects. (**78.6%** of students received this award)

HKDSE Public Examination Performance

Our S6 graduates continued our tradition of academic excellence in the Hong Kong Diploma of Secondary Education (HKDSE) examinations, consistently performing well above territory-wide averages.



Key Highlights:

- University Admission Eligibility: 95.6% of our graduates met the entrance benchmark for local undergraduate degree programs.
- Top Individual Scorers: Individual achievements were exceptional, with the top three performing students achieving total scores of 46, 42, and 40 points across their best seven subjects (excluding Citizenship and Social Development).
- We extend our sincere gratitude to our dedicated teachers for their unwavering guidance and to our students for their relentless commitment to excellence.

B. Multifaceted Achievements

Students were given opportunities to learn and stretch their potential in various aspects from team sports to UC group (Scout), aesthetics and various community services. Please refer to the followings for an highlight of awards and scholarships Carmelians have got in 2025-26.

I. Scholarships (as at 31/8/2026）

Name of Student	Organizer	Name of Scholarship	Amount	Award
Chan Fung Lam	Tung Wah Group of Hospitals	TWGH 155th Anniversary Scholarship– TWGHs University Admission Scholarships 2025-2026	HKD 10,000	
Chong Pui Wing	The University of Hong Kong	HKU First in the School Scholarship	HKD 40,000	
Chan Shing Him Hau Ming Yan Dora	Sir Edward Youde Memorial Fund	Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2025/26	HKD 1,000	
Hui Man Sum	Island School Trust	Nicola and Kenneth Bursary 2025/2026	HKD 4,000	
Lee Cheuk Ying	LINK Asset Management	Link University Scholarship 2025 Year 1 University Studies	HKD 20,000	
Lee Cheuk Ying	The University of Hong Kong	HKU Undergraduate Entrance Scholarship for Outstanding Academic Talents 2025-2026	HKD 50,000	
Lee Cheuk Ying	The University of Hong Kong	HKU Undergraduate Entrance Scholarship for President's Scholars 2025-2026	HKD 100,000	
Ng Oi Tin	Kowloon City District School Principals' Liaison Committee	Kowloon City District Outstanding Students Award 2025-2026 (Senior Secondary)		Merit Award
Tam Yat Hay	Kowloon City District School Principals' Liaison Committee	Kowloon City District Outstanding Students Award 2025-2026 (Junior Secondary)		Merit Award
Yuen Yuet Hong Zhang Man Yuk Maggie Zhang Kaiqiao	Unison Hope	Hong Kong Junior Secondary School Students Award Scheme 2026		Merit Prize

Tsang Ka Chun Jason	Ng Teng Fong Charitable Foundation	Ng Teng Fong Scholarship	HKD 5,000	
Lee Cheuk Ying	Guardian Property Management Limited	Savills Guardian Education Fund Scheme 2025	HKD 20,000	
Cheung Pak Ho	The University of Hong Kong	HKU First in the School Scholarship	HKD 40,000	
Chan Shing Him Wong Yui	Chung Chi College, The Chinese University of Hong Kong	CUHK Chung Chi College x HSBC Young Leaders Award	HKD 50,000	
Leung Tsz Ho	Faculty of Social Sciences, The University of Hong Kong	Special Admissions Award	HKD 20,000	

II. Awards (as at 31/8/2026)

Name of Student	Competition	Award
Yee Wing Yan	4.23 World Book Day Creative Competition 2026	Outstanding Award in Senior Secondary (English Category)
Ng Hei Ching Lucas Wai Hoi Ching Charlie Cheung Chi Maan	星島第四十一屆 全港校際辯論比賽	最佳辯論員 第二回合最佳辯論員 第三回合最佳交互問答辯論員
Ng Hei Ching Lucas Cheung Chi Maan Wai Hoi Ching Charlie	香港大律師公會辯論比賽 2025	最佳辯論員（第二回合初賽）、季軍 最佳辯論員（半準決賽)、季軍 最佳辯論員（第一回合初賽）、最佳辯論員（準決賽)、季軍
Su Lok Yi Wong Yan Ni Xue King Yu Chan Wing Sum Rosanne	PolyU Young Historian Competition 2025	3nd Runner-up

Name of Student	Competition	Award
Hau Ming Yan Dora Lau Hoi Ching Li Yan Yu	Comprehensive Health Advocacy and Mentorship Programme 2025	Certificate of Gold Award Certificate of Bronze Award
Chan Yan Lam Yip San King Choi Lok Lam	2025 全港青少年進步獎	進步獎嘉許狀
Liu Di Mui Lok Yan Qiu Mingyi Li Man Man Wong JingLin	The 26th Wofoo Millennium Entrepreneurship Programme	Most Astonishing Team Spirit Award, 5th Runner-up
Fong Hang Yi Yuen Yuet Yu	History e-Reading Award Scheme 2025	Academic Award
Leung Lok Ching Suen Yu Laam Wan Yuet Kiu Leung Tsz Kay Mui Lok Yan Lee Sze Yiu Wong Sum Yin Ho Cheuk Lam Bernice Lai Chui Ying	62nd Schools Dance Festival (Group: Jazz/ Street Dance) - Indiana Jones	Highly Commended Award
Xue Tsz Ki	62nd Schools Dance Festival (Solo: Chinese Dance) - 醉清波	Highly Commended Award
Fan Jasper Lam Hoi Lok Shek Chun Ka Har Lok Hin Tam Yat Hay Hui Wing Yan	Robotics “FIRST Tech Challenge Competition 2025/26”	Sliver Award Design Award

Name of Student	Competition	Award
Lee Lok Chun Tsui Tsz Sum Lo Ka Yau Sheldon Hui Chun Tsz Liu Chen Ming Lee Tin Yeung Jeff		
Fan Jasper Law Yu Fung Frank	Hong Kong Olympiad in Informatics 2025/26	Bronze Medal (Senior Group) Honourable Mention (Senior Group)
Yue Sum Yiu Tam Yat Hay Wong Sze Ho	International Junior Science Olympiad 2026 - Hong Kong Screening	1st Class Award 3rd Class Award
Yip San King	活學經濟短文比賽 2025	優異獎
Yeung Yin Fuk Edith Tam Yat Hay Chui Kai Ching Jakin Chan Yan Lam Ho Yat Sum Wan Sheung Pui Tsang Ka Chun Jason Yim Man To Chan Shing Him Kan Yu Fung	The Greater Bay Area Outstanding Students Award	Distinction Award Merit Award
Chung Hiu Yin Chan Yuen Ki Hung Yin Yi Chen Jessica Wong Sze Yi So Pak Wai	Board Game Design Competition 2025 (Secondary School)	Second Runner-up The Best Design Award
Chen Emma Chung Hiu Yin	公益少年團周年頒獎典禮暨周年會員大會	學生大使

Name of Student	Competition	Award
Yeung Yin Fuk Edith Hung Yin Yi		
Gao Tsz Yan Ng Hei Ching Lucas	第二屆「青苗辯論盃」 （中學組）	正賽第一回合最佳青苗辯論員 正賽第一回合最佳辯論員、 正賽第二回合最佳青苗辯論員
Qiu Mingyi Ng Pui Ting Liu Di	第三屆菁莪盃 中華文化辯論比賽	第一回合反方最佳辯論員 第二回合正方最佳辯論員
Cheung Chi Maan	Preface 全港學界 AI 改寫未來辯論邀請賽	中文組初賽最佳辯論員
Tam Wing Yi Szeto Wun Na Yeung Sum Kiu Kelly	2026 粵港澳學生短片創作比賽	金獎
So Chung Yin Gordon Huang Chi Lung Lai Cheuk Yin Lin Jingxi Lo Ka Yau Sheldon Chan Tsz Kiu Cheung Cheuk Lun Roy Chow Lok Ching Zhang Harry Hui King Pok	全港中小學環保風力發電機 STEAM 創作大賽	校園最大發電功率獎殿軍
Huang Chi Lung Lai Cheuk Yin Chan Yau Ching Cheung Ka Hei Brandon Cheung Cheuk Lun Roy Chow Lok Ching	未來交通 AIoT 應用大賽 2025-26	主題任務挑戰一等獎 主題任務挑戰優異獎

Name of Student	Competition	Award
Zhang Harry Hui Chun Tsz Lin Jingxi Lo Ka Yau Sheldon Chan Tsz Kiu Hui King Pok		 總冠軍、主題任務挑戰一等獎、方案匯報一等獎
Chen Xi	第 75 期晶文薈萃 – 網上優秀文章展廊	十大優秀文章
Xu Tony Huang Yishun Wong Wing Hang Cheung Hiu Nok Mok Hei Tung Chan Ka Fung Chung Hiu Yin Lee Tsz Yau Chan Zi Cing Chan Yan Lam So Pak Wai Wong Chor Man	香港創意戲劇節	傑出獎 傑出獎、創意獎 榮譽獎
Wong Jinglin Qiu Mingyi Ng Oi Tin	2026 年全港學界:「超前部署你想人生」風險與保障網上問答比賽	三等獎
Mok Hei Tung Wong Shu Kai Choi Chun Hong	Youth Say 關注青少年 精神健康影片拍攝比賽	初中組季軍

Name of Student	Competition	Award
Mui Lok Yan Tang Joy Son Klaus Wong Jinglin Yue Pak Ching	2025/26 Statistical Project Competition for Secondary School Students	Outstanding Performance Prize for the Senior Section
Chow Long Kei Chu Xing Er Kwok Sin Tung Yue Pak Ching Ni Nicole Wong Ka Yi	Sustainable Ecology in My Campus Contest 2026	Merit Awards
Chui Kai Ching Jakin	International Physics Competition 2026	Gold Award, National Award
Yue Sum Yiu	Sing Yin Physics Olympiad 2025-26	Merit Award
Ng Oi Tin	The Academy Awards for the Gifted 2026	Leadership Training Programme - Gold Awardee
Lam Sze Yin Shum Hiu Yeuk Wong Pak Yan Zhang Si Yuan Fong Hang Yi Luk Yan Mei	Hong Kong Battle of the Books	1st Runner-up
Lam Sze Yin Shum Hiu Yeuk Wong Pak Yan Zhang Si Yuan Fong Hang Yi Luk Yan Mei	Pooi To Middle School Annual Battle of the Books Competition 2026	Champion
Wong Wan Lam Chan Yuen Ki	The 18th English Radio Drama Competition	Phase 2 Certificate

Name of Student	Competition	Award
Ng Sze Wing Krystal Lui Nga Chi		
Cheung Chi Maan	Passion to Dream, Dream to Inspire Debate Competition	Best Debater
Lo On Kiu Chu Xing Er Yue Pak Ching Shang Zifei Alice Ma Ho	2026 Outreach Coaching Programme 3-on-3 Basketball Competition (Girls' Division)	4th Place
Tai Ki Hin Zeng Jinquan Zheng Ham Lui Wong Tsz Ngai Yip Ka Fung So Tsun Hei Cheung Sze Long Yu Hei Ming Yiu Koon Hong Karsten Liu Tsun Hei Chan Cheuk Hei Choi Hung Kit	Hong Kong Kin-Ball Open Championship 2025-2026 U15 Boys	Bowl Group 2nd Runner-up
Fang Yilu Cheung Hoi Ting Fung Sum Yu Chan Yi Lam Wong Yu Hei Tsoi Hoi Ling	Hong Kong Kin-Ball Open Championship 2025-2026 U15 Girls	Cup Group 1st Runner-up
Ng Yu Hei Zhen Tsz Ho Tang Ching Yu	Hong Kong Inter-School Lawn Bowls Competition 2026	5th Place

Name of Student	Competition	Award
Chow Long Hei Yu Tsz Kin Chan Kevin Tung Kuen		
Ng Tsz Yin Gurung Akriti Leung Tik Yan Lui Wing Sum Zhang Kaiqiao	North District Volleyball Challenge 2025	Champion
Wong Ching Tin Gurung Akriti Wong Kei Chee Lee Jing Yang Leung Tsz Kay Wong Meyan Wong Sze Ching	Inter-School Beach Volleyball Competition 2025-2026 Division Three Girls Junior & Senior Grade	Champion & Overall Champion
Chau Chun Ki	2026 Hong Kong Open Music Competition (Chinese Music)	Champion
Liu Chen Ming Lee Yin Man Carmen	2025 Hong Kong Musician Competition	First Prize (Open Class Division, Organ) Second Prize (Grade 8 Division, Organ)
Chen Xi	The 78th Hong Kong Schools Music Festival - Vocal Solo - Foreign Language - Female Voice - Age 16 or under	Silver Award
Chen Xi	The 78th Hong Kong Schools Music Festival - Vocal Solo - Chinese - Female Voice - Age 16 or under	Silver Award
Wong Chor Man	The 78th Hong Kong Schools Music Festival - Vocal Solo - Foreign Language - Female Voice - Age 16 or under	Bronze Award
Lee Yin Man Carmen	The 78th Hong Kong Schools Music Festival - Erhu Solo - Advanced	Silver Award

Name of Student	Competition	Award
Chau Chun Ki	The 78th Hong Kong Schools Music Festival - Yangqin Solo - Junior	Silver Award
Cheng Chin Lok	The 78th Hong Kong Schools Music Festival - Di Solo - Intermediate	Bronze Award
Tsoi Yee Lun	The 78th Hong Kong Schools Music Festival - Di Solo - Intermediate	Bronze Award
Ko Yin Nga Marisa	The 78th Hong Kong Schools Music Festival - Zheng Solo - Junior	Silver Award
Lau Sing Yu	The 78th Hong Kong Schools Music Festival - Graded Piano Solo - Grade Three	Bronze Award
Chu Ngai Chi	The 78th Hong Kong Schools Music Festival - Graded Piano Solo - Grade Six	Bronze Award
Pang Ho Yau	The 78th Hong Kong Schools Music Festival - Graded Piano Solo - Grade Six	Silver Award
Wong Yu Hei	The 78th Hong Kong Schools Music Festival - Graded Piano Solo - Grade Seven	Silver Award
Yeung Wing Ching	The 78th Hong Kong Schools Music Festival - Graded Piano Solo - Grade Eight	Silver Award
Liu Chen Ming	The 78th Hong Kong Schools Music Festival - Graded Piano Solo - Grade Eight	Bronze Award
Chu Tsz Ching	The 78th Hong Kong Schools Music Festival - Graded Piano Solo - Grade Eight	Silver Award
Chu Tsz Ching	The 78th Hong Kong Schools Music Festival - Flute Solo - Senior	Silver Award
Tsho Wan Sing Samuel	The 78th Hong Kong Schools Music Festival - Flute Solo - Junior	Silver Award

Name of Student	Competition	Award
Au Cheuk Kiu	The 78th Hong Kong Schools Music Festival - Clarinet Solo - Junior	Silver Award
Shek Chun Ka	「香港故宮文化博物館: 我喜愛的.....」攝影比賽	亞軍

Volleyball Team	All Hong Kong Schools Jing Ying Volleyball Tournament 2025-2026	Quarter-Final
Volleyball Team	U14 National Day Volleyball Invitational Tournament	2nd Runner-up
Girls' Volleyball Team	33rd YMCA Cup Girls' Volleyball Tournament	Champion
Ng Wai Hei Man Tsz Ho Yip Kwan Yeung William	Inter-School Beach Volleyball Competition 2025-2026 Division Three Boys Junior Grade	2nd Runner-up
Football Team	Inter-School Football Competition 2025-2026 Division Three (Kowloon Area One)	4th Place
Li Man Man Liao Benson	Community Youth Club	Secondary School Level 3 (Purple Badge) First Honour Level (Red Star Honour Badge)
Orchestra	Hong Kong Youth Music Interflows 2025	Bronze Award
Choir	HKICF Competition Cum Masterclass	Silver Award
Choir	2026 Hong Kong Open Singing Competition	Gold Award
Choir (S1-S3 members)	The 76th Hong Kong Schools Music Festival - Church Music ― Chinese ― Secondary School Choir ― Age 14 or under	Bronze Award
Handbell Team	The 17th Hong Kong International Handbell Olympics	Silver Award

Name of Student	Competition	Award
Hnadchime Team	The 17th Hong Kong International Handbell Olympics	Gold Award
Orchestra	Joint School Music Competition 2026 - Secondary School Ensemble (String)	Gold Award

C. Looking Ahead

The 2025–2028 School Development Cycle marks the embarkation of our new overarching theme: "Be SMART Learners, Care for Ourselves and the Community"—a vision dedicated deeply to the holistic growth of Carmelians. Driven by a strategic vision to cultivate future-ready individuals, this cycle establishes three major pillars: fostering self-directed, technologically advanced learning; nurturing deep holistic well-being and social commitment; and building a highly sustainable, innovative teaching team. By integrating cutting-edge technology, such as artificial intelligence, into our learning and teaching practices, we aim to empower our students with enhanced critical thinking, creativity, and collaboration, thereby developing a robust mastery and metacognition of learning. As a retrospective review of this academic year, we have taken a few bold steps along this transformation pathway.

For instance, Our school-based Gifted and Talent Programme (GTP) for ALL is one of the many initiatives that illustrates this paradigm shift. Structured across a comprehensive, six-dimensional Learning Pathway under the acronym “CARMEL” -- Career and entrepreneurship, Aesthetics & Sports, Relationships with Self & Others, Mathematics & STEAM, Enquiry & Service learning, and Languages & Culture -- a diversity of multiple intelligences are recognized, ensuring that every single Carmelian identifies, appreciates, and cultivates their unique, God-given strengths. Specialized courses such as Nexus, City Walker, Curiosity Lab, Genius Hour, and Self-directed Research provide a fertile platform to cultivate student autonomy and ignite the intrinsic motivation to explore their disciplines of interest, and service to the others. This milestone also moves far beyond traditional score-based assessments, allowing students to take full ownership of their learning processes and demonstrate an enduring capacity for self-directed growth in the process of learning and the outcome showcase. It was truly moving to witness teachers, peers, parents, and friends joining hands to applaud their efforts—a poignant, unforgettable celebration of our collective devotion to growth.

Another signature school-based learning programme, Activity Week, takes this very approach to translate abstract classroom concepts into vivid, real-world discovery. Form-based cross-curricular learning experiences have been meticulously designed around developmental, stage-specific focal points. For instance, our junior forms focus on developing the fundamental pillars of personal independence through our Life Skill Programme, where practical endeavours like cookery skills teach self-care, responsibility, and the beauty of teamwork. Moving outward into society, our S2 students participate in the S2 Voluntary Services: First Steps in Service and VolunPeers initiatives, which provide structured, community-based exposure that builds genuine empathy and social awareness.

As shared in the previous section, we are actively actualizing this vision of SMART learning through the ABCDE approach, which serves as our core vehicle to redesign curriculum experiences:

A – Authentic contexts that ground knowledge in real-world relevance;
B – Building partnerships with experts and organizations from various professional disciplines;
C – Community-based initiatives that bridge school learning with society, facilitating meaningful exchanges and service from our students;
D – Diversity of opportunities and choices tailored to individual student profiles; and
E – Experiential learning, which internalizes the learning of core values, positive attitudes, life skills, and knowledge through students’ first-hand experiences and enquiries.

We are building a profound metacognition of learning. This entire movement is driven by the close teamwork of our educators and the authentic engagement of our students.

The whole community will continue to develop and actualize targets in the SDP. While we are keen and bold in exploring innovations, and responsive to the ever-changing education environment and the wider global context, we remain steadfast in our commitment to Christian education, nurturing

minds and hearts alike. We close the Annual Report with a passage of Scripture that anchors our collective journey:

> *"Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others." — Philippians 2:3-4*

D. Financial Summary 2025-2026

	Incomes($)	Expenditures
1. Government Subsidy		
Expanded Operating Expenses Block Grant (EOEBG) (A) Basic Baseline/per Class IMC Grant	$1,903,640	$1,814,313
(B) School Specific Grants		
Administration Grant	$3,693,828	$4,327,029
Capacity Enhancement Grant	$609,252	$410,478
Air-conditioning Grant	$485,258	$485,258
SBM Top-up Grant	$48,047	$16,765
School-based Speech Therapy Administration Recurrent Grant	$7,687	$0
Composite Information Technology Grant	$468,347	$338,842
Sub-Total:	$7,216,059	$7,392,685
2. School Subscription A/C		
Tong Fai	$94,080	
Rent from Caterer	$110,000	
Other Income	$332,624	
Sub-Total:	$536,704	$227,030
School Surplus of the year		***$133,048***

#This balance has not yet been audited.

Report on CEG (2025-2026)

Item	Income ($)	Budget ($)	Actual Expenses ($)
Contract admin officer		$210,000.00	$207,007.25
Teaching assistants		$400,000.00	-
Part-time teaching assistants		-	$29,526.67
Part-time coaches and tutors		-	$91,845.00
External Service		-	$27,143.61
Staff professional development			$60,556.21
Balance brought forward from 24/25	$2,270,238.40		
Grant received in 25/26s	$609,252.00		
Total:	$2,879,490.40	$680,000.00	$416,078.74
Balance c/f to 26/27			$2,463,411.66

Report on Afterschool Learning Support Grant (2025-26)

A. The number of students (count by heads) benefitted under this Programme is 158 (including A. 14 Comprehensive Social Security Assistance (CSSA) recipients, B. 75 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 69 under school's discretionary quota).

B. Information on subsidised activities

*Name /Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses ($)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner/ service provider(if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Homework Support & Tutorials	9	42	29	100%	1/9/2025 - 31/8/2026	12,420	Academic performance and feedback from students		Achieved
Study skills training	14	50	39	100%	1/9/2025 - 31/8/2026	25,338	Observation and feedback from students		Achieved
Language Training	10	48	33	100%	1/9/2025 - 31/8/2026	24,150	Observation and feedback from students		Achieved
Educational materials	7	22	19	100%	1/9/2025 - 31/8/2026	6,120	Feedback from students		Positive
Total no. of activities: 5									
@No. of man-times	40	162	120		Total Expenses	68,028			
**Total no. of man-times	322								

Note:

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

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

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

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

Report on the Student Activities Support Grant (25-26)

I. Financial Overview

A	Allocation in the Current School Year:	$63,050.00
B	Expenditure in the Current School Year:	$63,050.00
C	Unspent Amount to be Returned to the EDB (A – B):	$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	10	
Full-grant under the School Textbook Assistance Scheme	66	
Meeting the school-based financially needy criteria	12	(capped at 25% of the total allocation for the school year)
Total	**88**	**$0.00**

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

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses ($)	Essential Learning Experiences (Please put a X the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Sports Team Training	Physical Education		$25,770.00			X		
2	Music Team Training	Arts (Music)		$4,500.00			X		
3	Volunteer Training and Services	Citizenship and Social Development		$1,080.00				X	
		Expenses for Category 1	**0**	**$31,350.00**					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Librarian Taiwan Exchange Tour	Cross-Disciplinary (Others)		$21,700.00					
2	Robotics Team US Competition	Cross-Disciplinary (STEM)		$10,000.00					
		Expenses for Category 2	**0**	**$31,700.00**					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	NIL								
		Expenses for Category 3	**0**	**$0.00**					
		Total	**0**	**$63,050.00**					

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

Contact Person for Student Activities Support Grant (Name & Post):	Dr. Esther HO

Report on DLG (2025-26)

Domain	Programme	Number of students engaged	Deliverables/ Success Criteria	Assessment Results	Time-line	Actual (HK$)
Academic (PSHE, SCI, MATH, TECH Ed)	Network Programs for Visual Arts Learning (DSE) and Japanese Language Course	Within 10	Attendance and performance of students, trainers' feedback Extra and intensive coaching to promote students' competence and sense of efficacy	Participants demonstrated enhanced skills, confidence, and academic achievements.	Whole year	$15,060
Language	English Debating Team Intensive Training and English Public Speaking Context Application	Around 10, core members of the English Debating Team	Performance of participants in competitions Extra and intensive coaching to promote students' competence and sense of efficacy	The participants showed good performance in contexts and won a few games in territory-wide competitions	Whole year	$54,598
					Total expenses	$69,658

Report on Joint-school DSE Courses (2025-26)

Courses Supported by the Education Bureau's Subsidy Scheme for Diversified Learning	Strategy and Expected Outcomes	Organizations	Duration	Target Students	Actual no. of participants (25/26)	Learning Outcomes/ Success Criteria	Assessment Results
Visual Arts (Category A)	Provide a variety of learning options according to different learning progress, aspirations and interests of students, so that they can gain recognition in various aspects and enhance their competitiveness and opportunities in their future studies or future field of work	Tai-Po Joint-Schools' Senior Secondary Network Programme	3 years	Secondary 4 to 6	5	Students attain Level 3 or above in the Hong Kong Diploma of Secondary Education (HKDSE).	Four students sat the HKDSE in 2026. Three of them attained Level 4, one attained Level 3 in Visual Arts.
Other Languages (Category C)		The Other Language Courses in the Hong Kong Diploma of Secondary Education (HKDSE)			0	Students achieve the stipulated proficiency level or above in the language examinations.	

Report on ApL Courses (2025-26)

Courses Supported by the Education Bureau's Subsidy Scheme for Diversified Learning	Strategy and Expected Outcomes	Organizations	Duration	Target Students	Actual no. of participants (25/26)	Learning Outcomes/ Success Criteria	Assessment Results
Applied Learning (Mode 1)	Provide a wide range of Applied Learning courses to cater for students' various learning needs and interests Students gain diverse learning experiences and develop career aspirations.	Six areas of studies: (1) Creative Studies, (2) Media and Communication, (3) Business, Management and Law, (4) Services, (5) Applied Science, and (6) Engineering and Production.	2 years 180 hours	Secondary 4 to 6	11	Students achieve the level of "Attained with Distinction (I)".	One student sat the HKDSE in 2026. She achieved the level of "Attained" with Distinction (I) in the Essentials of Theatre Arts.
Applied Learning Chinese (Mode 1)	Provide a simulated applied learning context to help NCS students build a foundation for using Chinese	Applied Learning Chinese (for non-Chinese speaking students)	3 years 270 hours	Secondary 4 to 6	1	Students achieve the level of "Attained".	No students studying Applied Learning Chinese sat the HKDSE in 2026.

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

1. Annual Evaluation

Items/Strategies	Success Criteria	Assessment Results	Feedback and Follow-ups
Major Concern 1: Be SMART Learners			
1. Adoption of the school-based AI tool named "Transition Writing Coach" – S6 students build their Student Learning Profile (SLP) in a SMART way. Students exercise the effective iterative learning process for their self-account writing process, with the help of the school-based AI tool named "Transition Writing Coach".	With the feedback from the AI-assisted coach, S6 students demonstrate clearly their life values and career goals that align with their academic strengths and interest and other learning experiences, which also prepare students for their admission interviews.	Through collecting feedback from career advisors who reviewed students' SLP, the school-based AI tool effectively provided guidance for students to revise their self-account. Most self-accounts were presented with improved language and presentation in the final draft.	The school-based AI tool will continue to be an assistance in the self-account revising process. Students would be reminded of the wise and responsible use of the tool. The ideas and personal narration should remain original and authentic.
2. S3 Subject Tasters — S3 students explore the electives in senior forms through the subject tasters, which enables them to make more informed choices for their subject selections.	Through the taster sessions, S3 students learn more about nature and the characteristics of different electives and can make informed choices in the subject selection.	Nearly 85% of students found the subject tasters practical and helpful for their subject selection in S3 and the majority of students found the tasters helped them understand the DSE curriculum in electives.	With positive feedback, the subject tasters would be organized again in 2627. Some taster arrangements (like venue allocation & the taster schedule) would be further streamlined to make the logistics more effective.
Major Concern 2: Care for Ourselves and the Community			
3. Collaboration with the GTP Course titled "NEXUS" – Senior form students realize their talents and career goals and actualize their potentials and multiple intelligence through the GTP course titled "NEXUS".	Students participating in the course receive input through visits and workshops and have their deliverables for their areas of interest showcased and can demonstrate their learning outcomes including their self-understanding towards their talents and dreams and their	Students successfully curated a coffee festival with the props / logo design, the promotion strategies and students showcased their talents and learning outcomes during the GTP Annual Showcase and the student representatives shared their	The hands-on project successfully fostered students' entrepreneurial skills, talent showcase and self-understanding. The authentic industry contexts and external community partnerships could be arranged to broaden students' exposure.

Items/Strategies	Success Criteria	Assessment Results	Feedback and Follow-ups
	entrepreneurial skills to various stakeholders.	fruitful learning experiences with their schoolmates.	
4. Career Week "Be a Care-er in the world: Careers in Health and Wellness" (tentative) ■ highlights the importance of the spirit of serving others when choosing a career ■ highlights the roles of different job professionals that contribute to a better world raise students' awareness of empathizing with the needs of others and the wider community	>70% of students realized more about the needs of the world and that they are willing to explore careers that can serve others after the theme week.	Over 80% of students responded that they learned more about the different sides of healthcare professions, and they realized that they could contribute to the world meaningfully through their career decision.	Career theme week successfully delivered the message "care for ourselves and the community".
5. Support Measures for parents regarding Career and Life Planning Education ■ Parent Education Workshop regarding Career & Life Planning empowers parents to support their children's educational and vocational aspirations. ■ Revamping S3 Parents Talk, S3 Subject Selection Talk and S3 Report Distribution Day cum Student-led Conference, with the support of QSIP Project CLOVER, strengthens communication and bonds between students and their parents during the subject selection decision-making process.	>70% of parent participants agreed that they learned how to communicate with their child on career and life planning topics. >70% of students and their parents had better communication on the subject selection topic after the talks and report distribution day.	Over 80% of participants found the Parent Education Workshop meaningful and practical in enhancing communication skills with their child. Over 70% of parents found the interactive tasks in the talk helped them communicate with their child effectively.	The parent education workshop and the revamped parent talks and the report distribution day strengthened the communication between students and their parents and it raised the awareness of the significance of parent-child communication.
Major Concern 3: Develop a Sustainable Teaching Team			
6. Committee-based development programme ■ To familiarize the routine work of career team & students' application for further studies ■ To familiarize the career advising work with students using the tools "occupation card" and "work values card".	Committee members are confident in giving guidance to their students using career tools.	Committee members reviewed that with the support of more experienced team members, they developed confidence in using the career tools with students and	Newly joined committee members built confidence in deploying career tools with students. To institutionalize the practice, online training

Items/Strategies	Success Criteria	Assessment Results	Feedback and Follow-ups
		they also found the career tools helpful for students to identify their strengths and explore their interest.	platforms for the career tools could be useful resources for staff development among new members.
7. Self-enrolment for professional development programme for career members ■ Members enrol for career-related seminars, workshops, or information talks to enrich their understanding towards the committee work.	Each committee member joins career-related development programmes for at least twice a year, in whichever mode of learning.	All committee members were all engaged in at least two career-related development programmes, as shown in the records of professional development.	All members met the professional development threshold. Due to a scarcity of quality sessions training reference letters writing, a school-based recommendation letter writing workshop could be organized next year to equip all committee members.
8. Workshops for S5 & S6 Career Advisors ■ Highlight the significance of providing individual or group guidance to students. ■ Go through the principles of the advising work through case studies ■ Introduce the school-based AI tool "Transition Writing Coach" to enable teachers to work smart in their career guidance work	Conduct at least 2 workshops a year for career advisors.	Two career advising workshops were organized. One was conducted in October, sharing the belief of providing guidance for students. Another one was conducted in June sharing with the career advisors on how to conduct comprehensive guidance and review the self-account with students. Through observations, career advisors for the first year in general managed the career guidance work.	Two workshops prepared advisors to guide students in self-account reviews. A case-study resource bank could be established next year for newly joined career advisors.

Report on Integrated Education and Support (2025-26)

1. Annual Evaluation

Items/Strategies	Success Criteria	Assessment Results	Feedback and Follow-ups
Major Concern 2: Care for Ourselves and the Community			
Social-emotional program To organize board games activities, chess training and social training as a platform to promote SEN students' communication and collaboration as players so as to interact with each other to achieve common goals and improve social skills.	➢ 90% of participants join internal board game ➢ 80% of participants has positive perceptions, 89% had good knowledge, and 80% had positive attitudes and skills in communicating with others and to overcome physical and mental disabilities.	There are 13 SEN students, including 8 ASD and 5 ADHD, invited to join the eight board game activities, thirteen chess trainings and eight social trainings. ➢ 95% of the students reflected that they were engaging in the activities. ➢ 80% of the students reflected that they are able to adjust conversation content according to different occasions and audiences; 85% of the students are able to understand six advanced emotions; 60% of them can handle wins/losses, reducing impulsive reactions.	This year, most SEN students reflected that they gained a deeper understanding of the communication skills, improved ability to articulate ideas concisely and expanded their small social circle. To ensure greater impact, more structured social trainings on empathy and perspective taking can be run in the future.
Major Concern 3: Develop a Sustainable Teaching Team			
Professional Sharing To promote continuous learning among our staff and to help our teachers to develop students' sense of learning efficacy Motivation)	➢ 80% of participants understand the pressure of SEN students who are transitioning to Type 9 and to empower students to believe in their abilities and tackle challenges with confidence and resilience.	A total of 46 colleagues completed the online questionnaire after attending the EP training on Staff development day. ➢ About 93% of the teachers expressed their willingness to try strategies to boost learning in the classroom so as to help students overcome learned helplessness and foster intrinsic motivation.	The training session had successfully equipped teachers with the importance of students' thinking patterns and learning environments in enhancing learning effectiveness. Mistake management and self-determination theory based grading system need more exposures.

Items/Strategies	Success Criteria	Assessment Results	Feedback and Follow-ups
To let the Chinese language teachers understand the speech problems and support methods of students with speech impairments so as to develop strategies to improve students' overall speech ability	➢ 80% of participants are willing to further collaborate with speech therapists to take care of students' learning differences	➢ A total of 17 new Staff completed the training "Online Training by Speech Therapist" which offers an overview of speech impairments in our school and guides colleagues through the identification and referral process. ➢ After the meeting of speech therapist and Chinese language chairpersons, periodic progress of language impairment students regarding speech therapy were viewed by all Chinese language panellists.	Reviewing progress of language impairment students helped Chinese language teachers understand the speech problems of each SEN student. Further coordination with speech therapist for consistent support, track improvements of individualized planning and reinforce classroom strategies are needed.

2. Learning Support Grant (2025-2026)

Particulars	Income	Expenses	Balance
Amount available	795,694.40		795,694.40
Amount required			
Recruitment of full time teacher		319,820.25	
Hire service for transfer of expertise		129,925.00	
Purchase of learning packages and teaching aids		10861.05	
Arrangement of learning/inclusive culture activities/ social & behavioural activities / mental health activities		147,969.54	608.575.84
Carry forward to 26/27			187,118.56

Report on Reading Promotion (2025-26)

Financial Report

Item	Income ($)	Budget ($)	Actual Expenses ($)
Purchase of Books			
- E-Books		$45,000.00	$45,000.00
- Printed Books		$25,000.00	$32,218.00
- Magazines		$10,000.00	$12,403.00
Reading Activities			
- eBooks Reading Award Scheme		$4,000.00	$4,000.00
- Application fees for activities or competitions		$1,000.00	$0.00
- Best Borrowers Award		$2,000.00	$2,000.00
- Reading activities on STEAM education, creation of tea bag books and Career & Life Planning		$2,000.00	$2,015.00
- Other Reading Awards			$3,996.00
- Other activities			$3,632.00
Balance brought forward from 24/25:	$62,707.00		
Grant received in 25/26:	$66,176.00		
Total:	$128,883.00	$89,000	$105,264
Balance carries forward to 26/27			$23,619

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

^ List of Evaluation Method for reference (Schools can select one or more suitable option(s) from the pull-down list):

Evaluation Method:	E1 Questionnaii	E2 School Meeting and Discussion	E3 Professional Sharing in Scho	E4 Interview	E5 Observation	E6 Written report and record	E7 Others (Please specify in column L)

Category 1: Details of Activities

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)											
1	Career and Life Camp	Jan 2026	To promote individual student planning	S4, 110	10	0	0	$41,112.00	NA	E6 Written report and record		Mostly achieved
2	School-based SEL and life skills development programmes	Jan 2026	To promote personal-social development	S102, 250	24	0	0	$48,247.00	NA	E6 Written report and record		Fully achieved
3	Sports promotion and experiential learning programmes	whole year	To promote healthy lifestyle	S1-6, 700	60	0	0	$21,401.00	NA	E2 School Meeting and Discussion		Mostly achieved
4	Gifted and Talent Programme on Multiple Intelligence	whole eyear	To promote personal-social development and multiple intellegence	S1-5, 560	30	0	0	$361,009.00	NA	E6 Written report and record		Mostly achieved
5	Edifying Camp and follow-ups	Apr 2026	To promote personal-social development	S1-5, 30	5	0	0	$4,570.00	NA	E5 Observation		Fully achieved
6	STEAM programmes for ALL	whole year	To promote interest in STEAM	S1-5, 120	15	0	0	$25,498.00	NA	E2 School Meeting and Discussion		Mostly achieved
7	STEAM Intensive Training Programmes for TEAMS	whole-year	To promote VASK of STEAM talents	S1-5, 60	5	0	0	$76,315.00	NA	E3 Professional Sharing in School		Fully achieved
8	Structured Training Programmes for the Sports Teams	whole year	To step up skill levels of talented students in sports	S1-6, 400	4	0	0	$288,984.00	NA	E5 Observation		Mostly achieved
9	Structured Training Programmes for the Music Teams	whole year	To step up skill levels of talented students in music	S1-5, 200	3	0	0	$89,169.00	NA	E5 Observation		Fully achieved
10	Structured Training Programmes on Leadership	whole year	To promote leadership and value education in senior form students	S1-5, 100	5	0	0	$71,638.00	NA	E2 School Meeting and Discussion		Mostly achieved
							Total actual expenses of item 1.1	**$1,027,943.00**				
1.2	**Non-local Activities**											
1	Mainland Study Tour	4-9 July, 2026	Help students connect with Chinese culture, appreciate national achievements, and view national development from a broader perspective.	S3-5, 22	3	0	0	$122,067.10	Turpan Gaochang District No. 2 Middle School	E6 Written report and record		Fully achieved
2	Cross-curricular expreneurship experiental learning tour	Jan 2026	To promote social & citizenship values and awareness	S3, 120	12	0	0	$14,660.00				
3	Kaohsiung and Tainan Trip	27-31 Dec 2025			2			$14,676.00				
							Total actual expenses of item 1.2	**$151,403.10**				
							Total actual expenses (sum of items 1.1 and 1.2)	**$1,179,346.10**				

Category 2: Overall Evaluation and Reflection on the Effectiveness on Grant Utilisation for Planning and Organising/Participating in Life-wide Learning Activities (Please holistically evaluate the effectiveness on grant utilisation and explore ways to further optimise its use, avoiding an in-depth analysis of each activity)

Areas	Students' Learning Need	Anticipated Target	Evaluation Result, Reflection and Follow-up
	(What is the current situation of students' participation in life-wide learning activities? Overall, what do students need in life-wide learning?)	*(Overall, what specific target does the school expect to meet with the Grant to align with the seven learning goals? How does the Grant support student participation in life-wide learning activities in line with the curriculum?)*	*(Overall, how does the school make use of this Grant to arrange suitable life-wide learning activities for students? For students' participation in life-wide learning, to what extend do they meet the expected target? What aspects have been done well, and what aspects still need improvement?)*
Evaluation & Reflection	Students need a community and global perspective in learning, in authentic contexts and well-planned learning experiences that connext OLE/sister school activities more merely as an entension, but a synergy with the formal curriculum, on VASK that align with developmental needs of students at different stages.	Currently, though there was a sizable cut of LWL and sister school grant, the school fully deployed the fund to support diversified learning programmes in and outside Hong Kong, with top-up fundings from internal and external sources. So that all students were benefited through the planned learnings in line with the developmental and curriculum needs. Some programmes targeted at students of specific teams or groups, as enhancement or gifted programmes.	Even for programmes catering to ALL, e.g., the S3 cross-curricular learning trips in the Mainland and life-skills development programmes for S.1-2, qualitative and quantitative data from teachers and students reviewed a highly positive outcomes, in terms of VASK as objectives of the respective prorgrammes. Nevertheless, with further reduction in Fund provided, the school must strive to sustain resources to make the vertical learning ladder possible in the future.

Category 3: Overall Evaluation and Reflection on the Effectiveness on Sister School Exchange Activities

No.	Areas	Content of Reflection and Follow-up
1	**Form/Content of the activity**	The 6-day exchange tour successfully combined curriculum-aligned learning with authentic cultural experiences. Through peer lesson observations and collaborative learning at the sister school in Xinjiang, 22 students from S3 to S5 were immersed in an authentic language environment to practice Putonghua. Additionally, visits to local agricultural and technological enterprises (e.g., Esquel Group, high-tech agricultural sites) effectively broadened students' horizons regarding Xinjiang's historical development and modern ecological innovations. Follow-up: Maintain regular contact with the sister school to explore online joint-learning initiatives prior to future physical exchanges.
2	**Time arrangement of the activity**	The tour was conducted over 6 days in early July 2026. The timing was highly suitable as it fell right after the final examinations, minimizing disruptions to regular academic schedules. The itinerary was well-balanced between academic observation, cultural visits, and travel time. Follow-up: Maintain a similar timeframe for future long-distance mainland exchange programs.
3	**Organisation and arrangements of the activity**	Collaboration with external partners (including Esquel Group) and the travel agency ensured safe transport, quality accommodation, and clear communication throughout the trip. Pre-tour briefings helped set clear learning objectives for students. Follow-up: Continue establishing clear administrative protocols and pre-tour briefing sessions for future mainland visits to ensure student safety and alignment with EDB guidelines.
4	**Others (Please specify)**	

Category 4: Under the Total Actual Expenses, the Expenditure Items with Ceilings

No.	Item	Actual Expenditure* ($)
1	**Expenses on breakfasts/lunches/dinners of school principals and teachers in relation to their discharge of duties in sister school activities organised in the Mainland** (Note: Bound by the limits of such expenses per occasion and per head quoted in the "Expanded Operating Expenses Block Grant User Guide for Aided Schools which have established an Incorporated Management Committee"/"Operating Expenses Block Grant User Guide for Aided Schools".)	$900.00
2	**Expenses on food and beverage for reception in relation to exchange activities with Mainland sister schools taking place in Hong Kong** (Note: The annual total expenditure should not exceed 5% of the rate of the Sister School Grant component for the respective school year.)	$0.00

* Our school **confirms** that the LWLSSG is used in accordance with the circulars, guidelines and other documents issued by the EDB and that all the expenditures, including but not limited to the expenditure items with ceilings as specified in Category 4 in this report, fall within the ambit and comply with the principles on the use of the LWLSSG. In case of inappropriate use of this Grant, our school shall make good the relevant expenses by deploying other suitable resources.

Name of Teacher Responsible for Life-wide Learning:	Dr. Esther Ho	Position:	Principal
Name of Teacher Responsible for the Sister School Scheme:	Lau Ho Yin	Position:	Teacher

Report on the Use of the One-off Grant ON Parent Education (2025-26)

Our school has spent the Grant on the following:

Area	Programme/Item	Expected Outcomes	Evaluation	Expenses
Organizing structured or thematic parent education programmes • Total expenditure on services provided by organizations • Total expenditure on services provided by individual speakers or experts	Invite a quality organization to support the school in developing sustainable parent education based on the principles of the Curriculum Framework on Parent Education (Secondary School). Items include: 1. Top-Level Planning: Assist the school in conducting a needs analysis for school-based parent education development, and determine the focus and development priorities for the parent education work. 2. Optimizing Life Planning Activities: Support the school in integrating parent education elements into students' career and life planning activities. 3. Optimizing Parent's Day: Enhance the design of Parent's Day and related activities, strengthening their connection with class building. 4. Professional Development: Provide training or exchange activities to enhance the professional capacity of teachers responsible for parent education.	1. Systematically plan and prioritize the school-based parent education curriculum, ensuring it directly addresses the identified needs of parents. 2. Enhance parents' understanding of their children's further studies and career planning, promoting parent-child communication and equipping parents to be supportive partners. 3. Provide opportunities for parents to practice what they've learned in daily interactions to strengthen the impact and continuity of the activities. 4. Teachers responsible for parent education will have greater confidence and professional capacity to promote the work.	In collaboration with the HKU QSIP Project Clover team, a whole-school parent survey and comprehensive needs analysis were conducted. This helped the school identify key focus areas for parent education. Existing programmes were refined and enhanced, leading to the successful execution of the S1 Parent Workshop and the S3 Subject Selection Parent Education series. Feedback from post-activity questionnaires was very positive, indicating high parent satisfaction and improved parent-child communication strategies. Collaborative planning meetings and co-design sessions were held between QSIP consultants, PTA executive members, and the Career & Life Planning Committee. These sessions served as effective professional development, enhancing teachers' professional capacity and confidence in designing parent education initiatives.	$85,000
Designing and producing school-based parent education resources	/	/	/	/
Organizing school-based parent education promotional activities relating to the “Positive Parent Campaign”	Organize workshops to help parents build a positive mindset and promote effective parenting methods and attitudes.	Enhance parents' positive and optimistic mindset, helping their children learn effectively and grow up happily.	A parent-child day camp was organized, featuring a 3D Quicksand Ornament DIY expressive arts session. The workshop focused on parent self-care, successfully	$5,592

Area	Programme/Item	Expected Outcomes	Evaluation	Expenses
			enhancing parents' well-being and promoting positive parenting attitudes while strengthening parent-child bonding in a relaxing environment.	
		Total		$90,592

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

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

Area	Programme/Item	Expected Outcomes	Evaluation	Expenses
Purchasing services related to learning and teaching from Quality School Improvement Project (QSIP), which has relevant expertise in developing school-based resources to support self-directed English language learning	Professional school-based support for the English teachers in self-directed English language learning with a focus on English writing	Increased confidence and skills among the English teachers to design writing teaching and learning resources that foster students' self-directed learning	- The officer from QSIP had strong pedagogical foundations and was able to offer useful advice and opportunities for the S3 teachers who joined the programme to explore, build and combine teaching ideas into a self-directed learning classroom.	$99,800
	Material design and enhancement	Resources that foster students' self-directed learning / self-directed writing development	- Critical literacy through analyzing advertisements was the selected unit. - Students took part in selecting advertisements for analytical study and so the students could make decisions regarding what they learnt, and their interests were reflected. - The final project presentations took the form as a Peer Review Gallery Walk, where students were able to present their analysis using the concepts and vocabulary taught in the lessons.	
	Lesson observation (peer/individual) and post-lesson discussion	Analysis of the effectiveness of the resources and their implementation	Two members were observed and received personalised feedback. They also led discussions about what worked and what did not, feeding into further refinement of the teaching resources.	
	Review and revision	Revision of resources and practices related to the writing curriculum, students' self-directed learning and the sustainability of the English department	The revision of the materials reinforced students' autonomy, and their final productions featured a variety of products and advertising styles.	

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

Our school has spent the Grant on the following:

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

1. Details of OL course(s)										
Language	**Number of junior secondary students at each level**						*Please enter A, B or C (You may enter more than one option.)* **Class schedule** A. Within timetable B. After school C. Weekend	*Please enter A, B or C (You may enter more than one option.)* **Delivery mode** A. Online B. On school campus C. Off school campus	**Total number of learning hours (hour)**	**Expenses ($)**
(ii) French	S1	7	S2	4	S3	9	A	B	36.67	$21,780
(iv) Japanese	S1	7	S2	5	S3	9	A	B	36.67	$23,833
(v) Korean	S1	8	S2	8	S3	4	A	B	36.67	$22,000
Total number of students	61						**(Estimated) Total amount of course fee ($)**			$67,613

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

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

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

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

The information provided is for internal reference only.

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

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

Area	Programme / Item	Expected Outcomes	Actual Expenses (HKD$)
Teacher training	Training courses for teachers on - Foundational knowledge on AI - AI tools and examples of usage in L&T - Cross-domain use of AI tools	12 hours of training courses for at least 5 teachers	96,500.00 (services from a single contractor – CUHK)
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:	96,500.00

推廣中華文化體驗活動一筆過津貼 (2025-2026)

1. 本校已運用「推廣中華文化體驗活動一筆過津貼」作以下用途:

	範疇 實際開支金額(HK$)	範疇 實際開支金額(HK$)
i.	舉辦有關中華文化的科本及跨科組學生學習/體驗活動或講座	380.93
ii.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	0
iii.	舉辦或資助學生參加本地文化考察或參觀活動	850
iv.	發展有關中華文化的課程	0
v.	採購及發展中華文化學與教資源	0
vi.	資助學生及隨團教師前往內地,參加學習中華文化的交流活動	0
vii.	其他(請註明): _____ _____	0
	總開支金額(HK$)[1]	1230.93
	津貼餘款(HK$)	12219.07

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

推廣自主語文學習（普通話）一筆過津貼報告（2025-26）

範疇	項目	預期成效	成效	開支
採購和/或訂閱學習資源	購買自主學習資源套、語言學習／ 評估應用程式、網上學習平台；採購舉辦普通話活動的相關物資，如展板、道具、獎品* (*註：須留意活動各項開支的用款比 例與金額，購買獎品的支出不可超過 總開支金額的10%)	自主學習資源套、語言學習／評估應用程式、網上學習平台能打破時地限制，為學生提供個人化自學工具，針對性地提升聽說能力。 另一方面，配合活動與獎勵，則能有效激發學生使用資源的動機，營造積極的自學風氣	今年採購了與教科書配套的自主學習電子資源：普通話正讀應用程式供同學自學。九成中一至中三級的同學，都有使用本應用程式自學。本應用程式會為同學朗讀的詞語、句子、篇章的發音評分，遊戲化的設計富趣味性。根據教師觀察，不少同學都喜歡挑戰自我，追求卓越，不停練習至取得 90 分或以上才罷休，可見本程式能成功吸引同學自主學習普通話。	$18, 490
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。	今年聘請了一位教練訓練同學參加普通話辯論比賽。根據教師觀察，在預備比賽的過程中，同學們自發不斷練習，改善發音準確度及發言流暢度。透過參與辯論活動，成功創設情境，讓同學自主學習普通話，並養成樂於溝通、勇於表達的態度。	$18,000

範疇	項目	預期成效	成效	開支
購買學與教相關的服務	向具有專業知識的個人／專業組織購買學與教相關的服務，開發校本資源和／或舉辦舉辦普通話學生活動、比賽，加強語言學習氛圍，如話劇、相聲、廣播劇、演講比賽和交流活動。	預期成效同上。	本學年資助了 23 位同學參加新疆歷史文化暨姊妹學校普通話研學交流團的部分團費。在交流團中，同學得到了在沉浸式語境中運用普通話的機會，令同學明白到「學好普通話，走遍天下都不怕」。在與姊妹學校的交流環節中，同學與新疆地區的同學，分享了各自學習普通話的難點及克服的方法。同學在交流團中，明白到普通話是中華人民的共同語，是團結不同民族的重要工具。同學和姊妹學校的小伙伴一同合作，拍攝推廣普通話的小片段，將用於未來在校園推廣普通話，營造豐富的普通話語境。	$47082.9
其他（請註明）:	用於活動雜項或應急開支。			
			總計：	$83572.9

加強支援非華語學生的中文學與教額外撥款報告 (25-26)

本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校計劃運用 2025/26 學年獲提供的額外撥款.A. 159,041 元，以及 2024/25 學年額外撥款累積餘額.B. 129,133.08 元，按校本情況及非華語學生的學習需要，提供以下的校本支援措施：

校本支援措施				運用 額外撥款	整合 其他資源
(a)	☑	聘請額外員工（請於第(8)(a)項提供補充資料）			
		□ 教學助理	（　　）名	$	□
		□ 不同種族的助理	（　　）名	$	□
		☑ 教師	（1）名	$136,789.08	□
(b)	□	購買促進非華語學生學習中文的教學資源		$	□
(c)	☑	僱用專業服務（請於第(8)(a)項及／或第(8)(c)項提供補充資料）			
		□ 翻譯／傳譯服務		$	□
		☑ 校外導師／機構舉辦課後中文學習班		$24,800	□
		□ 校外導師／機構協助教師舉辦共融校園活動		$	□
		□ 其他（請說明）：_____		$	□
(d)	□	由學校籌辦的推廣共融校園活動		$	□
(e)	□	其他（請說明）：_____		$	□
		運用額外撥款總支出.C. [(a) + (b) + (c) + (d) + (e)]		$161589.08	

請以小數表示（如適用）

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/	