



Carmel Divine Grace Foundation Secondary School
迦密主恩中學

ANNUAL SCHOOL REPORT

2024-2025



*Ace Your Studies
Ignite Your Talents*

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Our School

A. Brief History and Mission

Carmel Divine Grace Foundation Secondary School, the first secondary school in Tseung Kwan O and one of the few aided schools in the district that uses English as the medium of instruction, was founded by the Evangelical School Development Incorporation Limited in 1987. Since then, with the blessings of the Lord, the trust of the community and the support of parents, we have striven to provide quality, all-round education to our students, preparing them for the challenges of the new era.

Based on biblical teachings and in the spirit of the school motto: Self-discipline through the Understanding of the Word, Service to Mankind through Faithfulness to the Lord (明道律己 忠主善群), we nurture our students in the spiritual, moral, intellectual, physical, social and aesthetic dimensions so that they may know the triune God, understand the Bible, form wholesome characters, realise their potentials, acquire knowledge, master skills, contribute to society and the nation, and glorify God.

B. Management and Organization

1. The Incorporated Management Committee (IMC) of our school was officially established on 30 August 2008 to promote the participation of key stakeholders in school management and decision-making. The IMC comprises representatives from the Sponsoring Body, the Principal, Teacher Managers, Parent Managers, an Alumni Manager and an Independent Manager.

The IMC members for the school year 2024-2025 were:

Prof. Wong Hoi Ying	Sponsoring Body Manager (Supervisor)
Mr. Lour Tsang Tsay, Lawrence	Sponsoring Body Manager
Mr. Chu Fun Wing, PMSM	Sponsoring Body Manager
Dr. Fung Ka Shun, Samuel	Sponsoring Body Manager
Dr. Lau Chu Kwong, Matthew	Sponsoring Body Manager
Mr. Cheung Chik Ting	Sponsoring Body Manager
Ms. Yau Ho Chun, Nora, MH, JP	Sponsoring Body Manager
Dr. Wong Wing Sze, Janice	Alternate Sponsoring Body Manager (Secretary)
Mr. Cheung Kai Hung, Samuel	Independent Manager (Treasurer)
Mr. Chui Ka Yin, Jerry	Principal, Ex-officio Manager
Mr. Wong Ho Man	Teacher Manager
Mr. Kwan Chi Chau	Alternate Teacher Manager
Mr. Leung Kam Po, Kenneth	Parent Manager
Ms. Ng Betty	Alternate Parent Manager
Ms. Tam Cho Hei	Alumni Manager

2. There were 55 teaching staff members (including the Principal), 2 associate teachers, 2 teaching assistants, 1 student counsellor, 3 laboratory technicians, 1 school librarian, 7 clerical staff, 1 IT technician and 9 janitors.

3. Qualifications of Principal and Teachers

- i. 55 (100%) obtained bachelor's degrees;
- ii. 29 (52.7%) obtained master/doctorate degrees;
- iii. 53 (96.4%) received formal teacher training;
- iv. 30 (54.5%) received special education training.

4. Teachers' Teaching Experience

Teaching Experience	Percentage of all Teachers (%)
0 – 4 years	14.5
5 – 9 years	18.2
10 years or above	67.3

5. Classes

Level	S1	S2	S3	S4	S5	S6	Total
No. of classes	4	4	4	4	4	4	24

Achievements and Reflection on Major Concerns Follow-up and Feedback

The school year 2024-2025 was the final year of the three-year school development cycle (2022-2025). This year's school theme, which was set in line with the school's major concerns, was "Ace Your Studies, Ignite Your Talents (活學篤行，展耀才能)".

Through the grace and guidance of God, coupled with the dedication and collaborative spirit of our staff members, the majority of our initiatives were not only implemented but brought to successful fruition. This concerted endeavour has yielded a positive impact on our students, who have benefitted from a rich and diverse range of learning experiences. These opportunities, cultivated both within the formal curriculum and through co-curricular programmes, have facilitated exceptional academic, personal, and social outcomes, truly preparing them for future endeavours.

The following report provides a comprehensive summary and self-evaluation of our progress against the two major concerns for the academic year.

Priority Task 1:

Maximising students' learning outcomes through quality learning and teaching

Achievements

A. Promoting active learning inside the classroom

1. A key strategy in promoting active learning was the adoption of the flipped classroom model. By assigning factual content in various formats for students to review outside of class, valuable face-to-face time was freed up for higher-order thinking and interactive activities. This approach encouraged students to take responsibility for their initial learning and come to class prepared for deeper engagement. The observed benefits were varied. The English Department noted that pre-tasks effectively identified learning difficulties, allowing teachers to tailor their instructions to meet students' needs. Moreover, the Design & Technology Department and science subjects found that this model provided more opportunities for hands-on experiences, helping students grasp complex procedures with direct teacher support, thereby enhancing understanding and skill development.
2. To ensure students were effectively engaged in the classroom, a variety of scaffolding strategies were employed. These supports aimed to bridge the gap between current abilities and learning goals, fostering both confidence and competence. Techniques such as pre-provided fact sheets, vocabulary lists, and answer frameworks, used in the PSHE Key Learning Area, helped clarify complex tasks and provided a clear path to success. Departments like Integrated Science and Physics utilised guided writing exercises to assist students in articulating complex theories, while Economics and Physics developed targeted assignments to address specific skill gaps. The use of graphic organisers in the Biology, Chinese History, and History Departments enabled students to visually synthesise information, making note-taking a more active process of summarisation and connection. The year-end student survey indicated that 90% of students felt engaged and active in the classroom, highlighting the effectiveness of these tailored support mechanisms.
3. The integration of technology significantly supported active learning. Online platforms, particularly LoiLoNote and Google Classroom, became central hubs for collaboration, resource sharing, and timely feedback. These tools enhanced classroom interaction and allowed teachers to efficiently compare student work, providing prompt and personalised responses. Moreover, the exploratory use of Generative AI represented a progressive approach

to pedagogy. For example, the English Department's use of AI for writing feedback, the Chinese Language and Visual Arts Departments' creative applications with imagery, and the efforts by the Chemistry, Economics, and History Departments to develop subject-specific bots for revision were notable innovations.

4. The professional development workshop, "What Makes a Good Lesson," organised by the Centre for Learning Enhancement and Research at The Chinese University of Hong Kong, made a significant contribution to improving teaching practice. By focusing on the key elements that lead to effective lessons and maximise student learning, teachers were provided with valuable tools to foster deeper cognitive engagement during classroom activities. Following this, panel heads attended a training session on how to make lesson observation effective in enhancing teaching effectiveness, while several departments conducted both peer and formal lesson observations, with a particular focus on questioning and feedback. Collectively, these initiatives helped to cultivate a culture of reflective practice.

B. Enhancing students' self-efficacy through extended learning outside the classroom

1. A key strategy for building self-efficacy was the proactive encouragement of student participation in external competitions and subject-related activities. By introducing external subject-related activities and competitions that catered to students of varying abilities, we broadened access to these challenging yet rewarding experiences. 90% of students reported that having such opportunities was a strong indicator of inclusivity. Participation allowed students to apply their knowledge and skills in real-world contexts, beyond the classroom environment. Success in these areas provided tangible validation of their capabilities, while simply taking part helped develop resilience and problem-solving skills. These experiences offered concrete proof to students that they could achieve meaningful goals, which formed the foundation of enhanced self-belief.
2. We organised several study tours aimed at enhancing students' self-efficacy through immersive cultural experiences. Notable among these were the Guangzhou tour, Chao Shan tour, Hangzhou and Shanghai tour, and the sister school exchange to Xi'an, which allowed students to engage directly with Chinese history, art, and society. These tours encouraged students to reflect on their experiences during morning assemblies, fostering active learning and boosting their public speaking skills. Moreover, the Germany STEAM and History Study Tour provided 30 students from S.1 to S.4 with insights into technological advancements and historical landmarks, further enriching their understanding of global contexts. Furthermore, the participation in the Taipei International Choral Competition enabled our choir to gain confidence through international exposure, earning Silver Awards in both the Children's Choir and Musica Sacra categories. These experiences contributed significantly to students' growth as confident global citizens, reinforcing their belief in their abilities to succeed and take ownership of their learning.
3. The introduction of specialised, cross-curricular Chinese arts workshops such as Chinese calligraphy (Chinese Language and Visual Arts Departments), Cheongsam-making (Home Economics and Chinese History Departments), and tea art classes (Chinese Language and Chinese History Departments) offered an alternative yet valuable approach to building self-efficacy. These arts demand patience, precision, and practice, skills highly transferable to academic studies. The tangible outcome of producing a piece of calligraphy, a garment, or conducting a tea ceremony delivered an immediate and genuine sense of achievement.
4. The successful implementation of Life-wide Learning Day showcased a variety of benefits from extended learning opportunities, allowing students to connect out-of-class activities with their classroom studies. Students enjoyed a range of experiences, including a wetland park investigation, a guided tour of the fishing industry in Aberdeen, a coastal study at Shek O, visits to the Hong Kong Science Park and Ocean Park for hands-on workshops, "Dialogues

with the World,” where they interviewed tourists at local attractions, a visit to the Hong Kong Palace Museum, STEAM project-based learning sessions, and explorations of historical themes through activities such as a community deep dive on the origins of life and a visit to the Gin Drinker’s Line. These activities helped them view learning as a cohesive experience rather than isolated tasks, fostering their ability to apply knowledge creatively and strengthening their academic self-confidence.

C. Providing more diversified learning opportunities to cater for students’ diverse learning needs and multiple intelligences

1. The application of differentiated instruction techniques was an approach to addressing diverse learning needs. The widespread use of real-life examples across subjects served as a fundamental yet effective method to connect abstract concepts to tangible reality, making learning more relatable and engaging for a broad range of students. Moreover, the variety of lesson designs, such as quiz competitions, role-playing, moot court debates, simulation games, and case studies, demonstrated a conscious effort to move beyond passive lecturing. These activities were strategically designed to engage different intelligences. As a result, the classroom became not only more dynamic but also more accessible. The fact that 88% of students agreed these differentiated activities enhanced their learning motivation indicated that these methods effectively tapped into students’ intrinsic interests and varied strengths.
2. Recognising that students process information and demonstrate understanding at different paces and depths, many subjects implemented tiered assignments and provided choices in task completion. The inclusion of challenging bonus questions allowed high-flying students to extend their thinking and pursue mastery, preventing disengagement through lack of challenge. Conversely, permitting students to choose which questions to complete empowered them to play to their strengths and manage their cognitive load, reducing anxiety and building confidence. This practice of offering tiered levels of support and challenge ensured that all students, regardless of their current proficiency level, were working at an appropriate level of difficulty that was both achievable and stimulating, which was essential for nurturing a growth mindset.
3. A key way multiple intelligences was addressed was through the use of diversified forms of assessment. By accepting assignments in formats such as drama productions, picture books, comic and poster designs, cooking projects, and radio dramas, we broadened the definition of how students could demonstrate their understanding. These creative formats provided meaningful opportunities for students to apply their knowledge in different ways, showcasing critical thinking, creativity, and practical skills. Moreover, designing cross-topic assignments helped link various areas of learning, encouraging students to see their education as interconnected rather than as separate subjects.
4. The adoption of individual and small group conferences offered a valuable, student-centered approach. This method allowed for more focused attention on specific learning difficulties and provided tailored guidance. For Secondary 6 students, this targeted support proved particularly beneficial. Year-end survey results indicated that over 80% of students found these conferences helpful in identifying areas for improvement. Moreover, 92% of students reported being able to make progress based on teacher feedback. This process of personalised feedback and improvement played an important role in boosting students’ self-efficacy. When students received clear guidance and witness their own progress, it helped reinforce their confidence in their ability to learn and succeed.

D. Refining the junior form PSHE curriculums to enable more cross-subject collaboration

1. The junior form Personal, Social and Humanities Education (PSHE) curriculum was refined to promote interdisciplinary learning. The new Citizenship, Economics, and Society curriculum for Secondary 1 was successfully implemented through regular collaborative lesson planning among teachers. Moreover, Secondary 2 project learning and the Secondary 3 PSHE Forum in May provided students with opportunities to research and discuss complex social issues while applying various skills, representing a positive step toward a more integrated humanities curriculum.
2. Many students participated in the Students' Top Ten News Election organised by the Hok Yau Club, receiving awards that reflected their understanding of local issues through diverse subject knowledge. Furthermore, various excursions, both within and outside of Hong Kong, allowed students to engage with different cultures and appreciate cultural heritage. For instance, a visit to the Hong Kong International Airport helped broaden their understanding of the aviation industry.

E. Connecting students' learning experiences through the promotion of reading

1. This year saw a notable development in the wider incorporation of reading tasks across various subject departments. The introduction of library books and subject-related reading assignments marked a clear effort to move beyond standard textbook learning, broadening students' horizons and enhancing their language proficiency. This approach provided students with additional context and alternative perspectives on the subject matter, enriching their overall understanding.
2. The relaunch of morning reading sessions during assemblies coincided with an increase in library book circulation. Total borrowings rose by 60%, suggesting a positive response to the structured regular reading time. The enthusiasm among Secondary 1 students for borrowing eBook readers also indicated a growing engagement with digital reading formats. Moreover, the scheduled renovation of the school library, set for completion by the end of July, aimed to modernise the facility and enhance the overall reading experience. Students will be able to enjoy diversified reading activities, conduct self-study, hold discussions in function rooms, and use technology in the library to support their learning.
3. To support students in using technology effectively for their learning, library books on information literacy were introduced. Furthermore, the School-based Extensive Reading Awards Scheme included various small reading tasks related to different subjects, which sparked students' interest in exploring related articles and library books. This initiative contributed to fostering a culture of reading and curiosity among students.

F. Strengthening Values Education in the school curriculum

1. We successfully incorporated the Education Bureau's 12 priority values and attitudes into both the formal and informal curriculums. Among these, "courtesy," a newly added priority value, was particularly emphasised and integrated into various school activities, including the English Speaking Activity Days.
2. Values education was strengthened across the school, with core values prominently promoted in assemblies and school events and integrated into subject teaching. A significant strength of this initiative was the diverse cultural experiences offered to students. These included study tours to Chinese cities such as Chao Shan and a visit to a sister school in Xi'an. Additionally, activities like the Chinese History Quiz Competition, Chinese calligraphy class, Cheongsam-making course, and tea art class provided students with meaningful opportunities to appreciate traditional Chinese culture while cultivating positive values and virtues.

Reflection

1. The adoption of the flipped classroom model has helped boost more active learning by letting students engage with foundational content outside class, allowing valuable time for interactive and higher-order thinking activities. Teachers effectively supported students through varied scaffolding strategies which built confidence and understanding. Professional development and peer observations encouraged reflective teaching practices that sustained this active learning culture. While technology integration, including AI tools, added convenience and creativity, some caution is still needed to develop clear guidelines for ethical use and responsible learning habits.
2. Encouraging participation in external competitions and cultural exchanges has contributed positively to students' self-efficacy by offering real-world contexts and opportunities to build resilience and public speaking skills. School-based activities provided rewarding, low-pressure learning experiences fostering patience and growth mindsets. The Life-wide Learning Day illustrated how extended learning enriches education, though better alignment with formal curricula could help students make clearer connections between activities and classroom goals, further enhancing confidence.
3. Differentiated instruction and diverse lesson designs have helped meet the needs of a broad range of learners by tapping into multiple intelligences and learning styles. Offering tiered assignments and creative assessment formats provided both challenge and choice for students, increasing motivation and engagement. Targeted individual and small group feedback appeared particularly effective in helping students improve and build self-belief. These positive practices have gradually shaped a more inclusive and supportive learning environment.
4. The refinements made to the junior form PSHE curriculum successfully promoted interdisciplinary collaboration, enriching students' opportunities to explore social issues and develop transferable skills. These changes represent a thoughtful step toward more cohesive humanities education, though ongoing collaboration among staff will be beneficial to sustain and deepen these gains.
5. Expanding reading initiatives through integrated subject tasks and the reintroduced morning reading sessions has encouraged broader engagement with varied texts and formats. The growing library circulation and student interest in eBooks suggest these efforts appeal to different preferences. The renovated library promises to further support a welcoming reading culture, and it will be important to continue evaluating how these practices deepen students' learning experiences.
6. Values education has been strengthened and enriched by cultural programs such as study tours and traditional arts activities. These experiences offered meaningful ways for students to connect with heritage and develop positive character traits. Continuing to embed values across subjects and school life will help nurture well-rounded students with a strong sense of identity and responsibility.

Follow-up and Feedback

1. To optimise student learning in the classroom, implementing diversified learning tasks and activities is crucial. This can be achieved by providing ongoing training for teachers on effective engagement strategies and the integration of emerging technologies. Ensuring that all teachers are equipped to enhance classroom interaction and promote higher-order thinking will significantly enrich the learning experience for students. Moreover, expanding scaffolding techniques will empower teachers to better cater to diverse learners, enabling more personalised support.
2. Strengthening technology integration remains a key focus. Establishing clear guidelines for the ethical use of AI tools in the classroom and providing training on responsible digital citizenship

will promote effective technology use while safeguarding students' well-being. This ensures a balanced and responsible integration of digital resources.

3. Sharpening students' skill sets and broadening their knowledge base is essential. By adopting structured teaching methods that promote collaboration, communication, problem-solving, and creativity, students will be able to apply knowledge and skills effectively in different contexts. Integrating current global events into classroom discussions will spur analytical and critical thinking, while fostering a classroom culture that promotes curiosity, empathy, and resilience will further enrich students' learning.
4. Empowering students to take ownership of their learning is another priority, facilitating self-reflection and progress monitoring. Encouraging the use of the newly renovated school library for academic discussions and independent inquiry will nurture a love of learning. Finally, enhancing digital and information literacy through alignment with the "Information Literacy for Hong Kong Students" Learning Framework will equip students with essential skills for the future.

Priority Task 2:

Promoting a flourishing school community and enhancing students' sense of accomplishment through positive education

Achievements

A. Enhancing students' sense of accomplishment and self-confidence

1. Goal-setting guidance during class teacher periods was conducted, providing students with structured support in setting achievable objectives. The use of the SMART framework (Specific, Measurable, Achievable, Relevant, Time-bound) was especially effective, helping students clearly define their goals and map out a realistic path to success. Moreover, growth mindset activities were embedded into the everyday activities and assemblies throughout the year, promoting resilience and encouraging students to embrace challenges as opportunities for learning and development.
2. We have been prioritising both academic excellence and whole-person development through extra-curricular activities. Survey results indicated that 90% of students felt that daily classes and extra-curricular activities significantly helped them enhance their sense of accomplishment. Moreover, 83% of them agreed that participation in these activities bolstered their self-esteem.
3. Students' extra-curricular experiences were enriched with various engaging programmes. A variety of interest classes such as cooking, K-pop dance, and magic were included, with cooking classes receiving an overwhelming response. These classes allowed students to explore their interests and develop new skills outside the traditional classroom setting. Moreover, the "Start up your ECA scheme" encouraged students to propose and manage their own extracurricular activities, promoting autonomy, a sense of belonging and creativity. This initiative resulted in successful clubs like the Math Club and the Graphic Novel Club.
4. A leadership training programme for Secondary 1 and 2 class committee members were well received, with 47 students participating in sessions designed to develop their leadership skills and prepare them to lead class activities. This programme aimed to empower students to take responsibility for their class committees, foster a sense of belonging, and cultivate an affection for their classes. Through these experiences, students not only enhanced their organisational and teamwork abilities but also strengthened their commitment to creating a positive class culture.
5. Our school has made significant strides in fostering a sense of belonging and pride among students and staff. Two major prize presentation events celebrated student achievements. Feedback from these events was positive, with students expressing pride in their accomplishments. The first prize presentation was held in February and included student performances and speeches, enhancing the celebratory atmosphere. The second prize presentation took place in May, where updates and improvements were implemented based on feedback from the first event, leading to smoother operations and heightened engagement.
6. Moreover, the "Seed" leadership training initiative successfully engaged 35 junior students in leadership training and community service opportunities. This year, students participated in various workshops aimed at preparing them to become future leaders, further solidifying our commitment to school and community engagement.
7. We received two prestigious awards in the Happy School Recognition Campaign for 2024-2025: the Happy School Star Award and the Enthusiastic involvement in Learning Award. These honours recognise our efforts in creating a happy school environment that fosters social cohesion, supports every student, and inspires a lifelong passion for learning beyond just

academic results. By meeting the three key criteria of stakeholder involvement, effective processes, and a positive school environment, we demonstrated how a happy campus can nurture well-being, encourage active participation, and build a harmonious community for all.

B. Cultivating a flourishing school community

1. The year-end survey results indicated that 90% of students agreed that the school had helped them enhance their positive emotions through daily classes and extracurricular activities. Furthermore, 83% of students felt that their involvement in these activities had contributed to their emotional well-being. These results highlighted our efforts in fostering an atmosphere where students could thrive emotionally and socially. To build on this success, we implemented various programmes designed to promote positive emotions. For instance, the introduction of character strength assessments for Secondary 1 students provided a foundation for recognising and celebrating individual strengths. This initiative encouraged students to appreciate their unique qualities and fostered a sense of belonging within their classrooms.
2. In September, Secondary One Class Teachers conducted simple character strength tests with their students. This exercise allowed students to identify their strengths and understand how they can leverage these traits in their daily lives. The feedback was positive, with many students expressing newfound confidence and appreciation for their abilities. At the end of the school year, we collected feedback from teachers through a questionnaire. 87.5% of Class Teachers reported that they effectively used the language of character strengths in their daily interactions with students. This approach not only boosted student confidence but also strengthened the bond between teachers and students.
3. Recognising the diverse needs of our students, we continued to support those with special educational needs through a variety of initiatives. The SEN Group collaborated with an experienced Christian sand painting instructor to organise a joint sand art performance, in which some SEN students participated in the creative process, fostering teamwork and artistic expression. This project allowed students to practise social cooperation and showcase their individual potentials on stage during the Secondary 1 Admissions Seminar in December. Moreover, students with attention deficit hyperactivity disorder (ADHD) participated in the “Jockey Club Keen and Active Kids Project” organised by the Hong Kong Jockey Club and the Spastics Association of Hong Kong. Through training and activity planning, students learned essential organisational skills and had the opportunity to invite classmates to participate in escape room activities, applying their newfound skills in a fun environment. Furthermore, we organised an expressive arts therapy group for students with ADHD and autism. Conducted by two intern students from the Expressive Arts Therapy programme at the University of Hong Kong, this initiative provided students with a safe space to express their emotions and explore different facets of their identities. MBTI (Myers-Briggs Type Indicator) workshops were organised for Secondary 3 SEN students, focusing on career planning. By introducing students to the sixteen personality types, we aimed to help them better understand themselves and identify suitable career paths. This initiative supports informed subject selection and encourages students to make choices aligned with their strengths and interests.
4. To support our students’ mental health, we organised a variety of parent-child activities designed to promote emotional well-being and family bonding. These included plush snowman-making, DIY fragrance, cake decorating, and pottery workshops, offering meaningful opportunities for parents and children to relax and enjoy quality time together. In addition to these creative workshops, we provided professional psychological support for students with emotional needs. Our clinical psychologist offers specialised services, ensuring students receive expert care. Meanwhile, our school counsellors and social workers delivered guidance to both students and parents, equipping them with skills for positive growth and

emotional resilience.

5. We continued to use, but revised, the “Growth Journals” across Secondary One to Secondary Six. These journals incorporated key concepts such as growth mindset, hope theory, self-compassion, and gratitude. Distributed in September, they served as a communication channel between Class Teachers and students, encouraging open discussions about personal growth and emotional well-being. From November to March, Secondary 1 and 2 Class Teachers led activities titled “My Heart, My Star,” which included positive vocabulary exercises. These activities encouraged students to observe and appreciate the world around them, fostering a sense of gratitude and mindfulness.
6. Our morning assemblies included various themes aimed at promoting positive emotions. For example, a session focused on gratitude encouraged students to reflect on the people and experiences they are thankful for in April. Similarly, a session on savouring life was scheduled for June, allowing students to share their experiences of joy and appreciation.
7. In November, we held a “Mental Health Day” that featured a variety of activities, including arts and crafts booths, a book fair, mini-game booths, a photo-taking booth and food stalls. This carnival-style event aimed to raise awareness of mental health in a relaxed and enjoyable manner. The diverse activities encouraged student engagement and highlighted the importance of caring for one’s mental well-being.
8. We continued to provide professional clinical psychology services to those with emotional needs, ensuring timely and expert assistance. Our student counsellors and social workers also play a vital role in offering guidance and support to both students and parents, fostering positive growth and building emotional resilience within our school community. The school educational psychologist conducted informative sessions with all Secondary Six classes, focusing on the importance of sleep and clarifying common misconceptions. These sessions included assessments of students’ sleep quality to better understand their needs. Secondary Five students participated in workshops on stress management, completed related questionnaires, and subsequently received follow-up support from their Class Teachers.
9. This year, most Secondary 1 to 5 classes piloted 1 to 2 sessions of self-compassion sessions during Class Teacher periods. 92% of these classes conducted the sessions successfully. In a staff meeting, two outstanding Class Teachers were invited to share their experiences with the other teachers. They presented effective strategies for delivering the sessions and managing their classes well. Other classes also exchanged ideas and reflected on their own practices during respective form meetings.
10. Our National and Civic Education Committee actively involved students in various school and community activities. One of the notable events was the “National Security Law” quiz challenge organised by Hong Kong Commercial Daily, with over 98% of students participating. Furthermore, they collaborated with the Physical Education Department to create Olympic-themed displays that highlighted both local and national athletes. This initiative aimed to foster a sense of pride and respect for our nation’s achievements. Throughout the year, we celebrated various Chinese festivals and national holidays, incorporating educational themes into our classes and assemblies. Events such as National Day, Mid-Autumn Festival, and International Women’s Day provided opportunities to reflect on cultural identity and civic responsibilities. Moreover, we organised flag-raising ceremonies to commemorate significant national dates, reinforcing the values of respect and gratitude among our students.
11. At the start of the school year, students were taught the importance of politeness, including greeting etiquette during daily interactions and morning assemblies where teachers and students exchange greetings. In May, a parent shared workplace etiquette at a morning assembly, enriching students’ understanding. To deepen awareness, a politeness-themed

video contest was launched, and from September to November, classes from Secondary 1 to 5 participated in an inter-class bulletin board competition integrating the school theme and polite slogans. These activities cultivate students' self-discipline and respectful behaviours, helping create a flourishing school environment grounded in good manners and positive character development.

12. Weekly "Friday Prayers" led by teachers via the PA system provided moments for students to reflect on positive weekly experiences, express gratitude, and offer praise, nurturing a spiritual sense of belonging and appreciation among students.

Reflection

1. Enhancing students' sense of accomplishment and self-confidence was supported by balancing academic excellence with rich extra-curricular activities, as evident by student survey results. Regular goal-setting using the SMART framework and embedding growth mindset practices fostered resilience and clear paths toward personal success. Engaging interest classes and student-led clubs encouraged autonomy and creativity, while leadership training for junior leaders developed organisational skills and a positive class culture. Celebratory events and awards enhanced students' pride and motivation. Although these initiatives were broadly well received, sustaining consistent student participation and maintaining enticing, meaningful activities remain ongoing considerations.
2. Cultivating a flourishing school community focused on promoting positive emotions, inclusion, and well-being. Character strength assessments and language enriched student-teacher interactions, nurturing confidence and belonging. Targeted support for students with special educational needs through various opportunities widened participation and emotional growth. School-based Growth Journals, mindfulness activities, and thematic assemblies reinforced self-reflection and gratitude. Events like Mental Health Day and parent-child workshops encouraged engagement and family bonding, while counselling services ensured timely psychological support. Civic education and values promotion further connected students to cultural identity and respectful behaviours. Challenges included aligning various programmes cohesively and ensuring resources meet all students' evolving needs, but overall the holistic approach fostered a supportive, positive school environment.

Follow-up and Feedback

1. Building on the success of the SMART framework for goal-setting, the initiative can be expanded to focus on life planning and personalized long-term goal setting. This approach will help students define their aspirations beyond immediate academic achievements, considering their future careers and global citizenship.
2. To further develop servant leadership among students, it is essential to provide diverse community service programmes for student leaders. This includes organising community service projects that encourage students to lead with responsibility and empathy while prioritising the needs of others.
3. Given the positive reception of mental health initiatives, incorporating the importance of exercise, sleep, and overall wellness into school activities will ensure that students have access to tools that promote emotional and physical well-being. Promoting and practising the 4Rs (Rest, Relaxation, Relationship, and Resilience) model will help students develop a comprehensive understanding of their mental health and how to manage it effectively.

Whole School Approach to Integrated Education

Our school is committed to developing an inclusive culture with love and care through the whole school approach to support students with special education needs. Resources are deployed to provide appropriate and diversified support to these students so as to enhance their learning and adjustment to school life. We treasure home-school cooperation by establishing regular communication channels to facilitate parents' participation in the formulation of support strategies for students with special educational needs.

To empower students with special educational needs and academically low achievers, our school has utilised the Learning Support Grant and Capacity Enhancement Grant to implement a multi-tiered support system and enhance staff capabilities:

1. A Student Support Team comprising the Principal, the Vice Principal (Student Support), an Education Psychologist from EDB, an SEN Coordinator, a member of the Academic Administration Committee, and the Chairperson of Guidance Committee collaboratively develops policies and initiatives to foster an inclusive, nurturing environment. A Student Counsellor is hired to support the Group. The Group collaborates with the Curriculum Development Committee, Discipline and Moral Committee, Guidance Committee, Career and Further Studies Committee to support our students.
2. Participating in the Jockey Club Keen and Active Kids Project (JCKAK) jointly organised by the Spastics Association of Hong Kong and the University of Hong Kong has connected our school with expertise and resources to serve students with Attention deficit hyperactivity disorder (ADHD).
3. Academically low achievers are provided with after school remedial lessons, which include Secondary 1 to Secondary 3 Chinese Language, English Language and Mathematics. Examination revision classes are also offered to these students. With teachers' coordination, tutors provide after-school tutorials for those students in need.
4. School-based speech therapy service is hired to offer individual training and therapy sessions to students with specific language impairment once every two weeks. Secondary 3 students are provided with life planning support groups to help them train their execution skills.
5. Adapted materials, homework strategies, and assessment accommodations ensure curricula accessibly meet diverse learning profiles.
6. Integrated activities are provided in a whole-school approach to help all students appreciate one another and understand others' needs.
7. Parent education, including seminars and workshops, is provided for parents to equip them with a better understanding of children with SEN, and to render their support in alignment with the school measures.

Financial Summary

Carmel Divine Grace Foundation Secondary School Financial Report for the School Year 2024-2025 <i>(Subject to Final Audit)</i>		
	Actual Income (\$)	Actual Expenditure (\$)
I. Government Funds		
(1) Grant Accounts in EOEBG		
Administration Grant	4,200,208.34	4,712,143.19
Air-conditioning Grants	620,700.00	611,835.00
Capacity Enhancement Grant	676,944.00	-
Composite Information Technology Grant	520,386.00	432,837.64
School-based Management Top-up Grant	53,385.00	8,629.89
School-based Speech Therapy Administration Grant	8,541.00	217.00
EOEBG Baseline Reference	2,388,685.78	3,438,937.36
<i>Sub-total</i>	8,468,850.12	9,204,600.08
(2) Grant Accounts outside EOEBG	56,686,798.80	58,124,869.64
<i>Sub-total</i>	65,155,648.92	67,329,469.72
II. School Fund		
Approved Collection for Specific Purpose	295,200.00	161,550.00
Subscription Account	572,542.14	1,380,319.33
Donation	160,877.90	250,549.00
<i>Sub-total</i>	1,028,620.04	1,792,418.33

Students' Academic Performance

Summary of Results of the Hong Kong Diploma of Secondary Education (HKDSE) Examination 2025

Our 2025 Secondary 6 students achieved extraordinary results in HKDSE:

- 95.5% of students met the general entrance requirements for publicly-funded degree programmes (i.e. 332A2), which was well above the territory-wide figure of 44.6% for day school candidates.
- 100% of students met the general entrance requirements for local sub-degree programmes (i.e. 222A2).
- The overall percentages of students attaining Level 5* or above and Level 5 or above were at record highs.
- The overall credit rate (Level 4 or above in all subjects) was significantly higher than the Hong Kong average, at 75.3%. The credit rate for English Language more than doubled the Hong Kong average, reaching 77.3%.
- 95.5% of students were offered Bachelor's Degree programmes via JUPAS, with most of them having been admitted to The University of Hong Kong and The Chinese University of Hong Kong.
- The top 20 students have been admitted to the following degree programmes:
 1. Medicine (MBChB) Programme, The Chinese University of Hong Kong
 2. Medicine (MBChB) Programme, The Chinese University of Hong Kong
 3. Bachelor of Medicine and Bachelor of Surgery, The University of Hong Kong
 4. Quantitative Finance and Risk Management Science, The Chinese University of Hong Kong
 5. Bachelor of Business Administration (Law) and Bachelor of Laws, The University of Hong Kong
 6. Science Master Class (Double Degree) , The University of Hong Kong
 7. BSc (Hons) in Physiotherapy, The Hong Kong Polytechnic University
 8. Psychology, The Chinese University of Hong Kong
 9. Bachelor of Psychology, The University of Hong Kong
 10. BSc (Hons) in Medical Laboratory Science, The Hong Kong Polytechnic University
 11. Artificial Intelligence: Systems and Technologies, The Chinese University of Hong Kong
 12. Bachelor of Biomedical Sciences, The University of Hong Kong
 13. Bachelor of Finance in Asset Management and Private Banking, The University of Hong Kong
 14. Computational Data Science, The Chinese University of Hong Kong
 15. Bachelor of Arts and Sciences in Design+, The University of Hong Kong
 16. Bachelor of Economics / Bachelor of Economics and Finance, The University of Hong Kong
 17. Bachelor of Arts, The University of Hong Kong
 18. Bachelor of Psychology, The University of Hong Kong
 19. Bachelor of Science in Actuarial Science, The University of Hong Kong
 20. Bachelor of Science (Honors) in Medical Laboratory Science, The Hong Kong Polytechnic University

Students' Non-academic Performance

Results of External Competitions 2024-2025

A. Outstanding Students

Number of Awardees	Name of Competition	Awards
6	24 th Sai Kung District Outstanding Students Award	3 Top 10 Student 3 Certificate of Commendation
2	The Outstanding Student Election of New Territories 2025	2 Outstanding Student of New Territories
5	「聯校傑出學生成就獎」暨第七屆「逆境自強、誠實愛主」獎學金頒獎典禮	3 聯校傑出學生成就獎 2 獎學金
1	Outstanding Ethnic Minority Student Award Scheme 2025	1 Top 20 Outstanding Secondary School Student

B. Language and Speech

Number of Awardees	Name of Competition	Awards
43	76 th Hong Kong Schools Speech Festival (English)	2 Champion 2 1st Runner-up 3 2nd Runner-up
5	76 th Hong Kong Schools Speech Festival (Chinese)	1 Champion 1 1st Runner-up 3 2nd Runner-up
1	第 54 屆國際少年書信寫作比賽 (香港區)	1 冠軍
2	2024 中小學生閱讀報告大賽(初中組別)	1 金獎 1 總冠軍
1	校園作家大招募計劃	1 非小說組入圍
1	「少年作家獎」寫作比賽	1 少年作家獎
1	2024-2025 中國中學生作文大賽(香港賽區)	1 銀獎
1	第四屆金筆獎中文硬筆書法比賽	優異獎
1	The 36th Annual Book Report Competition for Secondary School Students - Extensive Reading English Section (Senior Division)	1 2nd Runner-up
1	“SOW in Love” Letter Writing Competition	1 Junior Secondary Division - Commendable Award

7	4th Hong Kong School Chinese & English Handwriting Competition	1 Outstanding Award (Junior Group) 1 Champion (Junior Group) 1 1st Runner-up (Junior Group) 1 2nd Runner-up (Junior Group) 2 Finalist Award (Junior Group) 1 Superior Award
1	Sayings of Wisdom Campaign 23/24, Education Bureau	Commendable Award (Week of Love and Growth)
1	Student Writers Training Programme (2024/25) - Student Writers Essay Competition (Junior)	1 2nd Runner-up
1	CUHK Model United Nation 2024	Best Delegation Award

C. Science, Technology, Engineering and Mathematics (STEAM)

Number of Awardees	Name of Competition	Awards
6	Thailand International Mathematical Olympiad Heat Round 2024 - 2025 (Hong Kong Region)	3 Gold Award 3 Silver Award
3	Thailand International Mathematical Olympiad Semi-Final Round 2024 - 2025 (Hong Kong Region)	2 Silver Award 1 Bronze Award
2	Thailand International Mathematical Olympiad (TIMO) Final	2 Silver Award
4	Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools 2024/25	4 Bronze Award
3	The Hong Kong Mathematical High Achievers Selection Contest 2024 – 2025	1 1st Prize 1 2nd Prize 1 3rd Prize
2	The 42nd Hong Kong Mathematics Olympiad (HKMO)	2 Second Class Honour
2	Hua Xia Cup Trial 2025 and Hua Xia Cup Semi-final 2025	1 Gold Award 1 Silver Award
1	Hua Xia Cup Final 2025	1 Silver Award
1	The Hong Kong Hua Luo-geng Cup Mathematics Competition 2025	1 Bronze Award
2	Asia International Mathematical Olympiad Open Contest Semi-final (AIMO Open) 2025	1 Gold Award 1 Silver Award
1	Hong Kong Olympiad in Informatics 2024/25 Final Event (Junior Group)	1 Silver Award

4	Hong Kong and Macau Mathematical Olympiad Open Contest (HKMO Open) cum Asia International Mathematical Olympiad Open Contest Trial (AIMO Open) 2025	3 Gold Award 1 Silver Award
1	International Junior Science Olympiad 2025 - Hong Kong Screening	1 3rd Class Honour
3	Hong Kong Biology Literacy Award (2024/2025)	1 1st Class Honour 1 2nd Class Honour
11	2024 - 2025 Hong Kong Tech Challenge Game (Junior Section)	1 Design Award 1 3rd Runner-up
3	27th Hong Kong Youth Science and Technology Competition	1 Excellence Award
5	City I&T Grand Challenge	1 Innovation Award
3	CodeQuestHK - Hong Kong Inter-School Game Jam	1 2nd Runner-up
5	Hong Kong Robotic Olympiad 2025 - Robotic Boxing Competition	1 3rd Runner-up
2	The Greater Bay Area Youth AI and CyberSec Challenge 2024 (Final)	1 Collaborative Spirit Award

D. Humanities

Number of Awardees	Name of Competition	Awards
11	33rd Students' Top Ten News Election News Commentary Competition	7 Best Reflective Learning Award 7 Most Newsworthy Award 1 1st Runner-up 3 3rd Runner-up
4	History Scholar Training Scheme (Final Round)	1 Individual Best Presenter Award 1 Individual Chinese Cultural Heritage Ambassador Award 1 2nd Runner-up 1 Excellent Scholar Award 1 Team Best Participation Award
3	Hong Kong Inter-School Junior Entrepreneur Challenge	1 Most Creative Award
1	The 21st Hong Kong Inter-school Economic Debate Competition	1 Best Debater

E. Music and Arts

Number of Awardees	Name of Competition	Awards
44	Taipei International Choral Competition 2025	1 Children's Choir - Silver Award 1 Musica Sacra - Silver Award
45	Hong Kong Inter-School Choral Festival 2025 - Competition cum Masterclass	1 Silver Award
69	77th Hong Kong Schools Music Festival 2025	5 Silver Award 5 Bronze Award 1 2nd Place
30	Joint School Music Competition 2025	1 Secondary School Orchestra Silver Award
1	Joint-School Music Contest 2024 -Secondary School Chinese Instrument (Guzheng) Solo - Intermediate	1 Gold Award
10	The Schools Music Appreciation Challenges	1 The Schools Music Appreciation (Final Round) - Merit Award
5	Hong Kong Professional Singing Competition	3 Silver Award 1 Bronze Award 1 2nd Runner-up
1	Be a Better me 2024 Youth Singing Competition	1 1st Runner-up
7	The 6th J3-J18 Hong Kong Children and Youth Painting Competition 2024	2 Gold Award 5 Silver Award
1	2024 Global Culture & Creative Arts Contest	1 Color Filling Gold Award 1 Photography 2nd Runner up
1	Hong Kong Youth Artist Competition 2024	1 Gold Award
1	Shining Dreams Colouring, Painting and Photography Competition 2024	1 Silver Award
1	Blossoming and Full Bliss Colouring, Painting and Photography Competition 2024: Painting	1 Gold Award
1	Playful Disguise Colouring, Painting and Photography Competition 2024	1 2nd Runner up
1	Hong Kong International Star of Art Creation Competition 2024	1 1st Runner up
1	Asia Pacific Arts & Innovation Competition 2024	1 Champion
1	Seasonal Symphony Photography Contest	1 Silver Award
1	The Moonlight Poetry Mid-Autumn Festival Painting Competition	1 Silver Award

1	The Idea Of Me Octopus Card Holder Design Competition 2024	1 Silver Award
1	"BOC Life 9th Golden Age Expo and Summit" My Bus Design Competition 2024	1 Smart HIT Award
1	Asia Arts Elite Festival Competition 2024	1 1st Runner up
1	八月十五中秋節繪畫及填色比賽：青年組	1 銅獎
1	狂歡派對填色及繪畫比賽 2024-中學組-電腦繪畫	1 銀獎
1	香港拔萃兒童比賽 2024	1 中秋節填色比賽 – 中學組冠軍 1 多元運動填色比賽 – 中學組金獎 1 第四屆卡通人物填色比賽 – 銀獎 1 中學組金獎
1	「感恩有您」慈善填色比賽	1 亞軍

F. Sports

Number of Awardees	Name of Competition	Awards
12	Inter-School Athletics Competition 2024-2025 - Division Three (Area 3)	2 Champion 2 1st Runner-up 2 2nd Runner-up 1 3rd Runner-up
21	2024/25 Hong Kong Schools Touch Championship	1 Boys U14 - 3rd Runner-up 1 Girls U16 - 1st Runner-up
10	Inter-Secondary School Touch Championship 2025 (Girls U19)	1 Champion
27	2025 Tai Po Rugby Carnival and Development Programme	1 Secondary Boys 1st Runner-up 1 Secondary Girls Champion
14	Annual David Jordan Cup Touch Rugby Tournament	1 Boys 1st Runner-up 1 Most Assists Player 1 Most Valuable Player
17	Inter-School Basketball Competition 2024 -2025 Division Three (K2) C Grade	1 4th Place
10	Carmel Secondary School 60th Anniversary Cup - Inter-school 3-on-3 Basketball Invitational	1 Boys - 2nd Runner-up 1 Girls - 2nd Runner-up
4	Inter-School Table Tennis Competition 2024 - 2025 (Boys A Grade)	1 3rd Runner-up
2	All Hong Kong Schools Jing Ying Badminton Tournament 2024-2025	1 5th Place in Girls Doubles

10	Inter-School Swimming Competition 2024 - 2025	2 1st Runner-up 1 2nd Runner-up 1 3rd Runner-up
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G. Others

Number of Awardees	Name of Competition	Awards
24	香港聖約翰救傷隊新界少青團 2024 年度隊際比賽	1 全場總冠軍 1 最佳急救隊員 1 最佳家居護理領袖

Carmel Divine Grace Foundation Secondary School
Evaluation on Use of Capacity Enhancement Grant and Teacher Relief Grant (2024-25)

Task Area	Major Areas of Concern	Strategies/Tasks	Evaluation
Curriculum Development	- To create room for teachers to improve the school-based curricula - To cater for student diversity through split-class, remedial teaching as well as individualized support	To employ: - one teacher, two part time teachers, two programmers, two associate teachers and two teaching assistants to support learning and teaching, and - office assistants to invigilate uniform tests and exams	Complementary support from teaching assistants and other support staff improved learning and teaching support for both teachers and students. It provided a well-rounded team to support learning, which created room for core teachers to focus on improving school-based curricula. The programmers developed a school portal, which helped teachers quickly retrieve student information for analysis to enhance learning and teaching, as well as student support. Having office assistants invigilate tests and exams further freed teaching staff from administrative duties, letting them dedicate more time to curriculum development and targeted student support.
Enhancing Students' Language Proficiency	- To provide students with remedial support in English and Chinese Languages - To provide more English oral training for S6 students - To enhance students' English writing skills	To employ Chinese and English tutors for the conduct of remedial and oral training courses	Remedial classes were conducted to strengthen students' foundation in the two language subjects. Students generally showed improvement. The English language oral training provided to S.6 students helped them familiarise themselves with the exam and boosted their confidence in speaking. Students were given more opportunities to practise their English writing, and improvement was observed.
Coping with the Diverse Special Learning Needs of Students	- To help students, especially the low achievers catch up with their studies in subjects other than Chinese and English Languages - To help less able students to catch up with their learning in non-language subjects - To help S3 students to prepare for the study of senior form Mathematics (Extended Modules) - To provide support for students to cope with HKDSE through the provision of self-study room	To employ tutors and procure services for conducting tutorial classes, workshops and the supervision of the self-study room	Remedial classes in different subjects were held, and students were given extra support. Overall, students found the classes useful. The study room was not open at night as it was difficult to look for a tutor for evening sessions. Instead, the study room operated until 6:00 p.m. with own staff monitoring it, which still proved effective.

Programme Evaluation Report for DLG-funded Other Programmes (Gifted Education) 2024-25

Programme Title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation
The HKFYG English Public Speaking Contest 2025	To further enhance students' spoken English skills and critical thinking through functional and interesting exposure	4 S.4 elite students - Based on exam results and teachers' nomination	9 February - 30 March 2025	Students' improved confidence in spoken English	- Students participated in group-based tutorials with mentors from top universities on public speaking. - Students significantly honed their public speaking skills. They gained confidence in articulation, learned to structure compelling arguments, and received personalised feedback, transforming their ability to communicate with clarity and impact.
Street Law HK Summer Impact Lab 2025 Inter-school Research Competition	To further enhance students' spoken English skills and critical thinking through functional and interesting exposure	4 S.4 elite students - Based on exam results and teachers' nomination	5-6 and 13 August 2025	Students' improved confidence in spoken English	Students gained invaluable perspectives on how law intersects with society. Through expert consultations and collaborative research on trending topics like data privacy, they honed critical thinking and public speaking skills, confidently presenting their findings to a panel of judges.
Summer School for NextGen English Influencers	To further enhance students' spoken English skills and critical thinking through functional and interesting exposure	2 S.4 elite students - Based on exam results and teachers' nomination	16-19 July 2025	Students' improvement in spoken English and confidence	Students honed multimedia skills to create compelling content and strengthened their English competency and media literacy for global reach. The program nurtured their leadership potential, empowering them to become ethical, well-informed influencers capable of driving trends and engaging communities responsibly.
Mathematics Olympiad Training Course	To train up students to participate in Hong Kong Mathematics Olympiad and International Mathematics Olympiad Preliminary	10 S.4 students and 10 S.5 students - Nominated by Maths teachers	17 1.25-hour lesson, October 2024	Students' problem-solving skills are enhanced, as reflected in their performance in HKMO, IMOPSC	17 lessons were held. - The members have taken part several inter-school mathematics competitions. - Besides having won some prizes in various competitions, team members' interests in problem-solving have been raised significantly.

	Selection Contest				
Program for the gifted and talented organized by tertiary institutions	To subsidize students to participate in gifted education programs of Mathematics	• 2 Maths-talented students • Nominated by Maths teachers	December 2024	Students complete the programme requirements, Students' talents are developed	• The students took courses in tertiary institution. These courses have helped them build a solid foundation for studying advanced mathematics and provided him a taste of university level lecture.
Secondary School Mathematics & Science Competition organized by PolyU	To subsidize students to participate in mathematics competitions organized by local tertiary institutions	• 40 S.5 students • Nominated by Maths teachers	May 2025	Students' problem-solving skills are enhanced, as reflected in their performance in SSMSC	• The HK Polytechnic University did not organise this competition year. • Instead, 3 students were subsidized to take part in the TIMO Semi-final.
Physics Olympiad Training Course	To train up students to learn more advanced concepts in Physics and enhance their problem-solving skills	• 14 S.4 students • Based on exam results and teachers' nomination	19 sessions from November 2024 to May 2025	Students' oral feedback Reference Materials (Training offered by Science World and a tutor)	• Students' attendance was about 80%. • As reflected by the course provider and students themselves, the course content was very difficult for them. Only a few students were able to catch up with the progress. Yet, it was found that they could understand the basic syllabus better even they found the competition very difficult.
International Chemistry Quiz (HK section): Participation fee and enrichment training in school	To develop students' potential in studying chemistry through participation in enrichment training and overseas competition	• 91 S.4 & S.5 students who were interested to join	June 2025, quiz (1 hour)	Students' results in the quiz, Deepened knowledge in Chemistry	• The HKASME has not yet delivered the results. • According to the students, their confidence in learning chemistry had improved. Some students were also pleased to discover new concepts in the Australian chemistry syllabus.
"Secondary Schools – The Hong Kong University of Science and	To provide an alternative pathway for students who are gifted in chemistry	• One S.5 students	2024 - 2025	Student's enrichment in Chemistry knowledge	• The results were received, along with the Outstanding Performance Award. Students mentioned that the course is stress-free and highly

Technology (HKUST) Dual Program"	so that they can devote their time to study chemistry at an accelerated pace				beneficial, providing a valuable opportunity to learn beyond the DSE syllabus.
Hong Kong Biology Literacy Award (2024/2025) (HKBLA) organized by The Hong Kong Association of Science and Mathematics Education	To enhance students scientific knowledge and scientific skills	• 2 teams of S.5 students	March 2025	Students' improvement in Biology knowledge and skills	• Students were motivated to study their DSE curriculum and also search for extra biology knowledge while preparing for the competitions. • Students found that the competition was challenging. They could learn some additional biology questions during the competition.
HKOI Online Judge System and Training Course	To help students develop IT related skills like computational thinking algorithmic thinking, data structure knowledge, and efficient coding and debugging skills	• 5 S.4 students and 5 S.5 students • Based on teachers' nomination	September 2024	Students One set of Training Materials	• The system was used for preparing students to take part in the HKOI competition, which helped students improve their programming and problem-solving skills. • CPS Teacher had provided a training workshop for the participants. • 6 students were nominated to take part in the HKOI competition and 1 student got a silver medal. The system was also used in S.4-S.6 ICT lessons.
Cantonese Opera Workshop	To promote Chinese music culture To develop students' singing skill of Cantonese opera	• S.5 students interested in Chinese music	Three 80-minutes lessons, November 2024	One set of notes and sheet music	• All participating students could sing at least one Cantonese opera song with accuracy. They learned how to read traditional Chinese musical notation. The experience broadened their horizons and increased their understanding of Chinese music culture. Their performance was reflected in the satisfactory results of The Schools Music Appreciation Challenges.

Report on the Use of the Promotion of Reading Grant 2024-25

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:
 - The promotion of reading literacy is to be put on a higher priority to let students enjoy reading and benefit from reading.
2. Evaluation of strategies:
 - Different approaches have to be adopted to convert students' participating activities to reading related books.
 - Morning assemblies are effective medium for promotion. More strategies have to be employed to let students receive the information of new books and library activities.
 - Some students who loved writing were successfully encouraged to read more masterpiece books.

Part 2: Financial Report

	Item*	Actual expenses (\$)
1.	Purchase of Books	54,244.53
	☒ Printed books	
	☒ e-Books	
	☒ Magazines and Newspapers	
2.	Web-based Reading Schemes	0
	☐ e-Read Scheme	
	☐ Other scheme: _____	
3.	Reading Activities	4,900.0
	☒ Hiring writers, professional storytellers, etc. to conduct talks	
	☒ Hire of service from external service providers to organise student activities related to the promotion of reading	
	☐ Paying the application fees for activities and competitions related to the promotion of reading	
	☐ Subsidising students for their participation in and application for reading related activities or courses	
4.	Other: <u>a) Presents, b) materials for organising reading activities</u> _____	6702.0
	Total:	65,846.53
	Unspent Balance:	3,170.15

2024-2025 Report on the Use of the Life-wide Learning Grant
Carmel Divine Grace Foundation Secondary School

Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain ¹ (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students proper values and attitudes													
1	<u>English Language Activities</u> - English Speaking Activity Days - English Ambassadors Camp - CDG Reporters - Public Speaking Contest - English Assemblies	Sep 2024 - Aug 2025	S1-S6	711	\$18,397.00	\$25.87	E1 E2 E5 E6 E7	English Language	The two English Speaking Activity Days were successfully held, providing students with a variety of booth games and interactive activities were organised to encourage students to actively use English. Notably, the Model United Nations conference, which was chaired by senior form students, offered participants the chance to develop their higher-order thinking and communication skills	✓	✓	✓		✓
2	<u>Geography Activities</u> - S1 Visit to Local Farms - Junior Forms Outings	Oct 2024 - Jul 2025	S1-S3	160	\$19,560.00	\$122.25	E1 E2	Geography	The outing was successfully organised. Students' understanding of Goegraphy knowledge was enhanced.		✓			
3	<u>Home Economics Activities</u> - Cookery Class and Make & Taste Workshop - Bake for Fun - Visit and Cooking Workshop	Nov 2024 - Apr 2025	S1-S5	60	\$12,160.00	\$202.67	E1 E6	Arts (Others)	The cooking skills of the students were enhanced Students joined the 10-lesson Fashion design workshop and enhanced their sewing techniques. Their excellent products were displayed in the Learning Fair of the school.		✓	✓		✓
4	<u>Mathematics Activities</u> - Mathematics Olympiad - King of Maths - Maths Arena	Oct 2024 - Jul 2025	S1-S6	700	\$27,532.00	\$39.33	E1 E5	Mathematics	MO Teams: 26 junior form students and 14 senior form students benefitted. Their mathematical problem-solving skills as well as interests in mathematics were raised. King of Maths: Over 150 entries were received. The mathematical problem-solving atmosphere was raised. Maths Arena : 16 teams from 9 primary schools in TKO took part in this event, which has provided opportunities for our students to learn to organise a big programme and for primary students to exchange ideas in mathematical problem-solving skills		✓			

5	Music Day	May 2025	S1-S5	601	\$5,502.00	\$9.15	E5 E7	Arts (Music)	All S1-S5 students joined the Music Day and their music talents have been developed and showcased.			✓		
6	<u>Physical Education</u> - Sports Days - Swimming Gala	Oct 2024 - May 2025	S1-S6	711	\$12,110.00	\$17.03	E5 E7	Physical Education	Finished smoothly. High participation rate.			✓		
7	<u>Physics</u> - Physics Olympiad	Jul 2025 - Aug 2025	S3	15	\$10,200.00	\$680.00	E5	Science	15 selected gifted S3 students received training for the preparation of Physics Olympiad during the summer vacation for 34 hours. Students participated actively and would like to receive more related training in the coming days. They learnt the basic knowledge related to Mechanics. Further training will be provided in the coming academic year.		✓			
8	<u>Visual Arts Activities</u> - Astrophotography Workshop - Fashion Design Workshop	Oct 2024 - Aug 2025	S1-S5	31	\$22,970.00	\$740.97	E1 E6	Arts (Visual Arts)	Students learnt the basic skills of Chinese Calligraphy in the course and they enjoyed the course. In the Astrophotography Course, the tutor took our students to Big Wave Bay in the evening to practise taking astrophoto, they tried to use the professional machine to look at the moon, the artworks are good, and they enjoyed the course. For we joined a professional learning community of EDB, S1 students were working on the blind box plush toy design project, 15 S1 students are selected to this elite fashion design workshop to make the real products, the exhibition will be held on May 2026 in the Hong Kong Central Library.			✓		
9	<u>School-based Life-wide Learning Day</u> - Thematic Activities and Visits	Mar 2025	S1-S5	601	\$40,470.00	\$67.34	E1 E2	Cross-Disciplinary (Others)	Students relished the authentic learning experience during the life-wide learning day, expanding their horizons through diverse activities and off-campus visits.	✓	✓	✓		✓
10	Be a Better Me Challenge	Jun 2025 - Aug 2025	S1-S5	25	\$16,472.00	\$658.88	E6 E7	Cross-Disciplinary (Others)	More than 100 students joined the challenges and their talents have been developed and showcased.		✓	✓		

11	Leadership Programme for Junior Form Students	Sep 2024 - Jul 2025	S1-S3	25	\$5,849.00	\$233.96	E1 E6	Leadership Training	More than 20 students have joined the leadership training programmes and other related activities. Their talents are developed and leadership skills are enhanced.	✓	✓		✓	
12	S4 Booster Programme	Sep 2024 - Jun 2025	S4	23	\$41,060.00	\$1,785.22	E6	Cross-Disciplinary (Others)	The class bonding improved, and students exhibited increased self-confidence.	✓	✓			
13	S1-S3 Gifted Programmes	Jul 2025 - Aug 2025	S2	12	\$15,000.00	\$1,250.00	E5	Others, please specify: Gifted Education	12 selected gifted S2 students received training for the preparation of International Junior Science Olympiad during the summer vacation for 50 hours. Students participated actively and would like to receive more related training in the coming days. They learnt the basic knowledge related to Physics, Chemistry and Biology.		✓			
14	Coaches and Tutors for Extra-curricular Activities	Sep 2024 - Aug 2025	S1-S6	711	\$375,492.00	\$528.12	E5 E7	Others, please specify: OLE	Coaches and tutors play a crucial role in facilitating the training of students, helping them develop their skills and reach their full potential. Many teams have achieved excellent results in inter-school competitions due to the dedicated guidance and support provided by these mentors.	✓	✓	✓		
15	<u>Guidance Activities</u> - S1-S3 Health Education Programme - S1 Fun Fun Camp - S2 'Our Own Fish' - S3 'Our Own Crops' - 'Into the Wild' Camp - Talent Show - Big Brother and Sister Training	Sep 2024 - Aug 2025	S1-S5	601	\$94,298.00	\$156.90	E1 E7	Leadership Training	All programme are completed on schedule. Students have been developed and well equipped.	✓		✓		
16	<u>Religious Affairs Activities</u> - Summer Camp - Graduation Camp - CDG Running Friends - Fellowship Training Camp	Sep 2024 - Aug 2025	S1-S6	321	\$63,766.00	\$198.65	E1 E2 E7	Values Education	In the camps and various activities, the students actively participated and created wonderful and joyful memories on campus together. The teachers also used these activities to instill positive values in the students' hearts, helping them face the different challenges on their journey of growth.	✓				

17	<u>Discipline and Moral Activities</u> - HKFYG Training for Prefects - Summer Prefect Training - S2 Adventure Training Camp	Sep 2024 - Aug 2025	S1-S4	377	\$38,739.00	\$102.76	E1	Moral, Civic and National Education	The S.2 Training Camp was finished smoothly. High participation rate and students had achieved some breakthrough when facing challenges.	✓				
18	<u>National and Civic Education Activities</u> - School-based Activities - Assemblies - Community Service	Sep 2024 - Aug 2025	S1-S6	711	\$7,295.00	\$10.26	E1 E7	Moral, Civic and National Education	Students actively participated in various activities and assemblies and their civic-mindedness were enhanced. Besides, students actively joined various types of community services and they were highly appreciated by the different organizations.	✓			✓	
19	<u>Careers and Further Studies Activities</u> - S3 Growth Camp - Careers Talks - S3 Subject Selection Talks - Preparation Programmes for Future Careers	Sep 2024 - Aug 2025	S1-S6	711	\$46,290.00	\$65.11	E1 E5 E7	Others, please specify: Careers-related	Through the camp and workshops, students were able to learn about different industries and university disciplines, and through the experiential activities, they were able to enhance their understanding of themselves and further think about their choices of subjects. Students also had a better understanding of certain profession by joining university program.		✓			✓
20	<u>STEAM-related Activities</u> - STEAM Day - S3 Cross-curricular Project - S1-S2 STEAM Enrichment Projects - Pullout Programmes	Sep 2024 - Aug 2025	S1-S5	601	\$76,136.00	\$126.68	E1 E5 E6 E7	Cross-Disciplinary (STEM)	Learning on biotechnology and microbiology was introduced in S1-2 integrated science. The STEAM Day was successfully held in March, S.3 STEAM projects were showcased, a greater variety of products was shown this year, some groups could show innovative designs with good prototypes.	✓	✓			
21	<u>Class Management Activities</u> - S1-S2 Growth Journal Activity - S1-S5 Board Design Competition - S1-S6 Capture Our LOVE Competition	Sep 2024 - Aug 2025	S1-S6	711	\$8,009.00	\$11.26	E7	Cross-Disciplinary (Others)	The class bonding improved, and students exhibited increased self-confidence through the "Board Display Competition", "Capture Our JOY Competition" and the use of "growth Journal". Buying the wooden letter bottles were good choices for S1 students.	✓	✓	✓		
22	Training for flag-raising student leaders	3 March 2025	S2-S5	30	\$10,800.00	\$360.00	E6	National Security	30 students have joined the training programmes. They have learned many practical skills during the training.	✓			✓	
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				8,449	\$968,107.00									

1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Taiwan Music Tour	29 Jul - 2 Aug 2025	S1-S5	44	\$82,494.00	\$1,874.86	E3 E4	Arts (Music)	The Taipei International Choral Competition 2025 Study Tour was held from 29 July to 2 August 2025. Our school's choir participated in international choral competitions for the first time, competing in both the Children's Choir and Musica Sacra categories, and obtained the Silver Awards in each. Additionally, the itinerary included visits to several music-related attractions, as well as opportunities for sightseeing in Taipei. Through these diverse activities, students not only experienced the richness and beauty of choral music but also deepened their overall understanding of the art form.		✓	✓		
2	STEAM Tour	Sep 2024 - Aug 2025	S1-S4	30	\$130,061.00	\$4,335.37	E3 E4	Cross-Disciplinary (STEM)	The Germany tour provided students with hands-on experiences in technology and engineering. Students visited innovative tech hubs, enhancing their understanding of real-world applications.		✓			
3	Mainland Tours (including S5 CSD tour)	Sep 2024 - Aug 2025	S1-S5	110	\$9,581.00	\$87.10	E3 E4	Moral, Civic and National Education	One escort teacher in S.5 CSD tour was subsidized by the LWLG. This provided additional support to help look after the entire cohort of S.5 students (approximately 106 students).	✓	✓			
4														
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				184	\$222,136.00									
Expenses for Category 1				8,633	\$1,190,243.00									

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

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

No.	Item	Purpose	Actual Expenses (\$)
1	Equipment for School-based Extra-curricular Activities	Extra-curricular Activities	\$73,824.19
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$73,824.19
Expenses for Categories 1 & 2			\$1,264,067.19

Category 3: Number of Student Beneficiaries

Total number of students in the school:	711
Number of student beneficiaries:	711
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Wong Wing Lok
Post of Contact Person for LWL:	Vice Principal

*** Input using the following codes; more than one code can be used for each item.**

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees		
E3	Fees for non-local exchange activities / competitions (students)	E7	Purchase of equipment, instruments, tools, devices, consumables
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E5	Fees for hiring expert / professionals / coaches	E9	Others (please specify)

2024-2025 School Year Report on the Use of the Student Activities Support Grant
Carmel Divine Grace Foundation Secondary School

I. Financial Overview

A	Allocation in the Current School Year:	\$55,900.00
B	Expenditure in the Current School Year:	\$45,466.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$10,434.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	3	\$5,770.00
Full-grant under the School Textbook Assistance Scheme	32	\$27,121.00
Meeting the school-based financially needy criteria	36	\$12,575.00 (capped at 25% of the total allocation for the school year)
Total	71	\$45,466.00

(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)	<u>Person-times¹</u> of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					<u>V</u> alues Education	<u>I</u> ntellectual Development (closely linked with curriculum)	<u>P</u> hysical and Aesthetic Development	Community <u>S</u> ervice	<u>C</u> areer-related Experiences
1. <u>Local</u> 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	Extra-curricular activities (activity fee)	Cross-Disciplinary	40	\$3,750.00	✓	✓	✓		
2	Picnic day (transportation fee)	Cross-Disciplinary	28	\$1,405.00	✓				
3	Sports day (transportation fee)	Physical Educatio	29	\$776.00			✓		

4	Leadership training course / camp / activity (course / camp / activity fee)	Leadership Traini	3	\$174.00	✓				
5	Life-wide learning activity (activity fee and transportation fee)	Cross-Disciplinary	84	\$17,939.00	✓	✓	✓		✓
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			184	\$24,044.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Germany STEAM Tour	Cross-Disciplinary	6	\$15,000.00		✓			
2	Taiwan Music Tour	Arts (Music)	3	\$6,000.00			✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			9	\$21,000.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Purchasing sports team T-shirt	Physical Educatio	3	\$422.00			✓		
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			3	\$422.00					
Total			196	\$45,466.00					

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

Contact Person for Student Activities Support Grant (Name & Post):	Mr. Wong Wing Lok
	(Vice Principal)

迦密主恩中學
公民與社會發展科

「支援推行高中公民與社會發展科津貼」運用報告 (2024-2025)

項目	本年目標	目標對象	舉辦 / 施行日期	財政預算	實際支出	評估
(a) 資助教師前往內地考察活動	邀請科組內同工參加認識國情的內地交流團	科組同工	2025 年 6-7 月	\$48,000	\$42,240	- 高中杭州上海遊學團暨教師培訓團於 2025 年 4 月 20-26 日舉行，公民科科組共 8 位同工參與。 - 同工於杭州體驗了不少與中華文化相關的活動（如欣賞中樂表演），另外亦在上海參觀「中共一大會址」及外灘，了解國家歷史及經濟發展。 - 同工均表示此教師培訓團有助提升他們對中華文化及國家發展的了解，以及提升他們對公民科的教學信心。
(b) 資助學生前往內地考察活動	資助中四及中五級同學參加與公民科相關的內地考察活動	S.4-S.5 獲取錄同學	2025 年 6-7 月	\$95,000.0	\$108,829.6	- 高中杭州上海遊學團暨教師培訓團於 2025 年 4 月 20-26 日舉行，共有 20 位同學(10 位中四級同學及 10 位中五級同學)參與遊學團。 - 同學於杭州體驗了不少與中華文化相關的活動（如欣賞中樂表演、採茶等）及參觀烏鎮水鄉感受古城風情。此外，同學在上

項目	本年目標	目標對象	舉辦 / 施行日期	財政預算	實際支出	評估
						海參觀「中共一大會址」及外灘，了解國家歷史及經濟發展。 ● 同學回港後遞交個人「遊學日誌」，以及分組完成作業（作業形式包括桌遊、短片製作及遊記）。不少同學能遞交和考察高度扣連的高質量作業，反映同學能將遊學團所學融會貫通。
				\$140,000.0	\$151,069.6 (額外的支出 由學校其他 費用補貼)	

School-based After-school Learning and Support Programmes 2024/25

School-based Grant - Programme Report

Name of School: Carmel Divine Grace Foundation Secondary School

Staff-in-charge: Mr. Wong Wing Lok **Contact Telephone No.:** 2701 0908

A. The number of students (count by heads) benefitted under the Grant is 64 (including A. 4 CSSA recipients, B. 31 SFAS full-grant recipients and C. 29 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

*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						
Chinese, English and Mathematics tutorial services for low achievers in S1 to S6	0	2	1	Exceeds 70%	Oct 24– Aug 25	730	➤ Tutors' performance appraisal ➤ Attendance records	--	--
2. Remedial / enrichment / examination preparation classes for S1 to S6	0	3	3	Exceeds 70%	Oct 24– Aug 25	740	➤ Tutors' performance appraisal ➤ Attendance records	--	--
3. Activities of different clubs / teams / subjects across all levels	1	13	7	Exceeds 70%	Oct 24– Aug 25	5,410	➤ Attendance records ➤ Coaches' feedback	--	--
4. Leadership training programmes for student leaders of different committees	1	15	18	Exceeds 70%	Oct 24– Aug 25	6,600	➤ Students' feedback ➤ Instructors' feedback ➤ Teachers' observation ➤ Attendance records	--	--
5. Study tour to mainland China / other countries for students across all levels	2	5	10	Exceeds 70%	Oct 24– Aug 25	39,000	➤ Students' sharing and feedback ➤ Teachers' observation	--	--
6. Other after-school communication skills training and self-confidence development programmes	0	2	5	Exceeds 70%	Oct 24– Aug 25	957	➤ Students' feedback ➤ Teachers' observation ➤ Attendance records	--	--

7. Procurement of necessary materials or equipment.	8	80	0	More students participated extracurricular activities	Oct 24– Aug 25	3,370	➤ Students' feedback ➤ Teachers' observation	--	--
Total no. of activities:									
@No. of man-times	12	120	44		Total Expenses	56,807			
**Total no. of man-times	176								

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, 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), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a “√” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning		√				
b) Students’ study skills		√				
c) Students’ academic achievement		√				
d) Students’ learning experience outside classroom		√				
e) Your overall view on students’ learning effectiveness		√				
Personal and Social Development						
f) Students’ self-esteem		√				
g) Students’ self-management skills		√				
h) Students’ social skills		√				
i) Students’ interpersonal skills		√				
j) Students’ cooperativeness with others		√				
k) Students’ attitudes toward schooling		√				
l) Students’ outlook on life		√				
m) Your overall view on students’ personal and social development		√				
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities		√				
o) Students’ sense of belonging		√				
p) Students’ understanding on the community			√			
q) Your overall view on students’ community involvement			√			

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

- complicated to fulfill the requirements for handling funds disbursed by EDB
- the reporting requirements too complicated and time-consuming

姊妹學校交流報告書

2024 / 2025 學年

學校名稱：	迦密主恩中學		
學校類別：	中學	負責老師：	謝秀賢

本學年已與以下內地姊妹學校進行交流活動：	
1.	深圳市坪山高級中學
2.	西安藤信學校

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：
(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☐	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☑	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明):	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☐	訂定交流細節/活動詳情
			B8	☐	其他(請註明):

管理層面 達至預期目標程度	C1 ☐ 完全達到	C2 ☑ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
D1	☑	探訪/考察	E1	☑	增進對內地的認識和了解
D2	☑	觀課/評課	E2	☑	增加對國家的歸屬感/國民身份的認同
D3	☑	示範課/同題異構	E3	☐	建立學習社群/推行教研
D4	☐	遠程教室/視像交流/電子教學交流	E4	☐	促進專業發展
D5	☐	專題研討/工作坊/座談會	E5	☑	提升教學成效
D6	☐	專業發展日	E6	☑	擴闊視野
D7	☐	其他(請註明):	E7	☑	建立友誼/聯繫
			E8	☐	其他(請註明):

教師層面 達至預期目標程度	F1 ☐ 完全達到	F2 ☑ 大致達到	F3 ☐ 一般達到	F4 ☐ 未能達到
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丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
G1	☒	探訪/考察	H1	☒	增進對內地的認識和了解
G2	☒	課堂體驗	H2	☒	增加對國家的歸屬感/國民身份的認同
G3	☒	生活體驗	H3	☒	擴闊視野
G4	☐	專題研習	H4	☒	建立友誼
G5	☒	遠程教室/視像交流/電子學習交流	H5	☒	促進文化交流
G6	☒	文化體藝交流	H6	☒	增強語言/表達/溝通能力
G7	☐	書信交流	H7	☒	提升自理能力/促進個人成長
G8	☐	其他(請註明):	H8	☐	豐富學習經歷
			H9	☐	其他(請註明):

學生層面 達至預期目標程度	I1 ☐ 完全達到	I2 ☒ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到
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丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
J1	☐	參觀學校	K1	☐	增進對內地的認識和了解
J2	☐	家長座談會	K2	☐	增加對國家的歸屬感/國民身份的認同
J3	☐	分享心得	K3	☐	擴闊視野
J4	☐	其他(請註明):	K4	☐	加強家校合作
			K5	☐	加強家長教育
			K6	☐	交流良好家校合作經驗和心得
			K7	☐	其他(請註明):

家長層面 達至預期目標程度	L1 ☐ 完全達到	L2 ☐ 大致達到	L3 ☐ 一般達到	L4 ☒ 未能達到
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監察/評估方法如下:

編號	☒	監察/評估方法
M1	☒	討論
M2	☒	分享
M3	☐	問卷調查
M4	☒	面談/訪問
M5	☒	會議
M6	☒	觀察
M7	☐	報告
M8	☐	其他(請註明):

全年財政報告：			
編號	☒	交流項目	支出金額
N1	☒	到訪內地姊妹學校作交流的費用	HK\$ 190,160
N2	☐	在香港合辦姊妹學校交流活動的費用	HK\$ --
N3	☐	姊妹學校活動行政助理的薪金 (註: 不可超過學年津貼額的 20%)	HK\$ --
N4	☐	視像交流設備及其他電腦設備的費用	HK\$ --
N5	☐	交流物資費用	HK\$ --
N6	☐	在香港進行交流活動時的茶點開支 (註: 不可超過學年津貼額的 2%)	HK\$ --
N7	☐	老師的一次入出境簽證的費用 (註: 不可超過學年津貼額的 1%)	HK\$ --
N8	☐	其他(請註明):	HK\$ --
N9	☒	學年總開支	HK\$ 190,160
N10	☐	沒有任何開支	不適用

反思及跟進：

編號	☒	內容
O1	☒	有關交流活動的層面 [如適用，請註明] 兩校管理層及學生層面的分享及文化藝術的交流活動，讓彼此更認識對方的地區文化。
O2	☒	有關交流活動的形式/內容 [如適用，請註明] 兩校老師及學生層以參觀、觀課及課堂外不同活動的形式互相交流。
O3	☒	有關交流活動的時間安排 [如適用，請註明] 2024 年 11 月 27 日，進行與深圳市坪山高級中學進行線上演講比賽。 2025 年 4 月 21 日至 25 日復活假期間，4 位老師及 24 位學生前往西安藤信學校。 沒有影響學生日常課堂學習。
O4	☒	有關交流活動的津貼安排 [如適用，請註明] 全數由姊妹學校交流團支出，學生無須負擔任何團費。
O5	☒	有關承辦機構的組織安排 [如適用，請註明] 世界萬里遊有多年西安交流及旅遊帶隊經驗。
O6	☒	其他(請註明): 本來計劃與坪山高中進行了線上實時演講比賽，後來因為該校臨時要參與該區所有中學的運動會，因而轉為預錄的演講比賽，仍有待該校公佈比賽結果。

交流參與人次：

編號	☒	層面	交流參與人次
P1	☐	本校學生在香港與姊妹學校交流的人次	0 人次
P2	☒	本校學生到訪內地與姊妹學校交流的人次	24 人次
P3	☒	本校學生參與交流的總人次	26 總人次
P4	☒	本校教師參與交流的總人次	7 總人次
P5	☒	本校學校管理人員參與交流的總人次	4 總人次

備註：

- 27/11/2024 深圳市坪山高級中學 (線上演講比賽): 校長、1 位副校長、1 位主任及 2 位學生
- 21-25/4/2025 西安藤信學校 (實地探訪): 1 位副校長、3 位老師及 24 位學生

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)

School Support Summary for the 2024/25 School Year

Name of School: Carmel Divine Grace Foundation Secondary School

Our school was provided with additional funding by the Education Bureau in the 2024/25 school year. With reference to school-based circumstances, we provided support for our NCS student(s) and assigned a dedicated teacher/team to coordinate relating matters. Details are as follows (if applicable, please put a tick in the box(es) and fill in the required information):

- (1) With reference to the learning progress and needs of NCS student(s), our school adopted the following mode(s) to enhance the support for learning of Chinese of NCS student(s) in the 2024/25 school year (one or more options can be selected)#:

- ☒ Appointing 0 additional teacher(s) and 1 teaching assistant(s) (including assistant(s) of different race(s)) to support the learning of Chinese of NCS student(s).

In-class support provided in Chinese Language lessons:

- | | |
|---|--|
| ☐ Pull-out learning
(Level(s): _____) | ☐ Split-class/group learning
(Level(s): _____) |
| ☐ Increasing Chinese Language lesson time
(Level(s): _____) | ☐ Co-teaching/In-class support
(Level(s): _____) |
| ☐ Learning Chinese across the curriculum
(Level(s): _____) | ☐ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): _____) |
| ☐ Others (please specify): | |

Other support for Chinese learning:

- | | |
|---|---|
| ☐ Chinese learning group(s)
(Level(s): _____) | ☐ Summer bridging course(s)
(Level(s): _____) |
| ☐ Chinese bridging course(s)
(Level(s): _____) | ☐ Paired-reading scheme(s)
(Level(s): _____) |
| ☐ Peer cooperative learning
(Level(s): _____) | ☐ Guided reading
(Level(s): _____) |
| ☒ Others (please specify): After-school Homework Tutorial | |

- (2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:

- ☒ Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

Chinese Cultural Day(13/2/2025)

Folk Art Workshop(Cancelled due to inclement weather)

Sha Tau Kok Heritage Tour: 30/11/2024

- ☒ Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school or outside school (e.g. engaging NCS students in uniform groups or community services) (please specify):

Class Chairperson: 2024-2025

S2 Training camp: 6/3/2025

Life Wide Learning Day(Visited Hong Kong Palace Museum):7/3/2025

CDG Quiz Competition on Chinese History and World History :15/1/2025

- ☐ Other measure(s) (please specify):

- (3) Our school's measures for promoting home-school cooperation with parents of NCS student(s) included (one or more options can be selected)#:

- ☐ Interpreting/Translating for parents information about school policies/school circulars/ school webpage, etc.
- ☒ Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis, as well as explaining and emphasising the importance for their children to master the Chinese language as appropriate
- ☐ Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children
- ☐ Other measure(s) (please specify):

[#: The support measures mentioned in Parts (1) to (3) above are for reference only. Depending on the different learning progress and needs of NCS student(s) of each school year, as well as allocation of school resources, our school will adjust the support measures concerned.]

For further enquiries about the education support our school provides for NCS student(s), please contact Ms. Lau Wai Man (Name of Contact Person) at 2701 0908 (Tel. No.).

2024/25 學年
為非華語學生提供的教育支援
學校支援摘要

學校名稱：迦密主恩中學

本校在 2024/25 學年獲教育局提供額外撥款，並配合校本情況，為該學年錄取的非華語學生提供支援。有關支援由專責教師／小組統籌。詳情如下（如適用，請在方格內加上「✓」號，並填寫所需資料）：

（一） 本校按非華語學生的學習進度和需要，在 2024/25 學年採用以下方式加強支援他們的中文學習（可選多於一項）#：

- ☒ 聘請 0 名額外教師及 1 名教學助理（包括不同種族的助理），以支援非華語學生學習中文。

中文科課堂上提供的支援：

- | | |
|--|---|
| ☐ 抽離學習
（年級：_____） | ☐ 分組／小組學習
（年級：_____） |
| ☐ 增加中文課節
（年級：_____） | ☐ 協作／支援教學
（年級：_____） |
| ☐ 跨學科中文學習
（年級：_____） | ☐ 採用校本中國語文課程及／或
經調適的學與教材料
（年級：_____） |
| ☐ 其他（請說明）： | |

其他學習中文的支援：

- | | |
|---|---|
| ☐ 中文學習小組
（年級：_____） | ☐ 暑期銜接課程
（年級：_____） |
| ☐ 中文銜接課程
（年級：_____） | ☐ 伴讀計劃
（年級：_____） |
| ☐ 朋輩合作學習
（年級：_____） | ☐ 導讀學習
（年級：_____） |

課後學習、功課輔導

- ☒ 其他（請說明）：

- (二) 本校建構共融校園的措施包括（可選多於一項）#：
- ☒ 舉辦促進文化共融／提高多元文化及宗教敏感度的活動（請說明）：
中華文化日(13/2/2025)
民間工藝工作坊(活動因惡劣天氣而取消)
沙頭角古蹟遊(30/11/2024)
 - ☒ 提供機會讓非華語學生在校內或校外與華語同儕一起學習和交流（例如安排非華語學生參與制服團隊或社區服務）（請說明）：
擔任班會主席：2024-2025
中二訓練營：6/3/2025
全方位學習日(參觀香港故宮文化博物館)：7/3/2025
主恩盃(中國歷史及世界歷史知識問答比賽)：15/1/2025
 - ☐ 其他措施（請說明）：

- (三) 本校向非華語學生家長推廣家校合作的措施包括（可選多於一項）#：

- ☐ 傳譯／翻譯學校政策／學校通告／學校網頁等資訊
- ☒ 定期與非華語學生的家長討論其子女的學習進度（包括中文學習），並按需要解釋及強調子女學好中文的重要性
- ☐ 為非華語學生的家長提供有關其子女選校／升學／就業的資訊
- ☐ 其他措施（請說明）：

[#： 以上第（一）至第（三）部分所述的支援措施只供參考，學校會因應每學年非華語學生不同的學習情況和需要，以及學校的資源分配，調整有關支援措施。]

如就本校為非華語學生提供的教育支援有進一步查詢，請致電 27010908 （電話號碼）與 劉惠敏 （聯絡人姓名）聯絡。