



Carmel Divine Grace Foundation Secondary School

School Development Plan

2019 – 2022

School Address: Po Lam Estate, Tseung Kwan O, N.T., Hong Kong

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CARMEL DIVINE GRACE FOUNDATION SECONDARY SCHOOL

1. Mission Statement

It is our mission to provide holistic education based on the Bible, nurturing students in moral, intellect, physical, social, aesthetic and spiritual aspects, and realizing their potentials so that they can understand the Biblical truths and become respectable citizens to contribute to society and glorify God.

We aim at cultivating our students with the qualities of a Carmel student: Compassion, Decisiveness, Gratefulness, Faithfulness, Self-discipline and Self-directedness.

2. School Goals

1. Provide quality education
Realise the potential of all students so that they can think independently, cope with changes and possess sound knowledge and skills.
2. Nurture the whole person
Bring students to know God with Biblical truths and personal testimonies; nurture their character in an all round manner so that they may grow up healthily in body, mind and spirit.
3. Inculcate moral beliefs
Through moral and civic education, instil in students wholesome moral beliefs, self-discipline and help them become virtuous persons.
4. Enhance learning capacity
With lively teaching methods, guide students to play an active role in their learning and become self-directed learners so that they will strive to the best of their abilities in every respect.

5. Develop language skills
Develop students' reading, writing, listening and speaking skills so that they possess a good command of written Chinese and English and speak fluent Cantonese, Putonghua and English.
6. Foster inter-personal relationships
Develop students' sense of community so that they can interact sincerely with others, and help, accept and appreciate each other.
7. Provide extra-curricular activities
Discover student potentials in sports, music, art and social interactions, and provide opportunities for their growth and development.
8. Participate in community affairs
Broaden students' horizons so that they understand and care for their country and community, contribute themselves to society and lead fulfilling lives.
9. Stimulate creative powers
Foster students' creativity and help them see things from a variety of perspectives, thus inspiring and encouraging them to attempt new things.
10. Build up resilience
Guide students to face adversities with courage and perseverance, so that they do not give up easily and have the resilience to overcome challenges in life.

3. School Motto (校訓)

Understand the Word, Discipline Yourself,
Be Loyal to the Lord, Serve Others

明道 律己 忠主 善群

Holistic Review

Effectiveness of the previous School Development Plan

Major Concern 1: Towards excellence in learning and teaching: Work Hard, Study Smart

| Targets | Extent of targets achieved | Follow-up action |
|--|----------------------------|---|
| 1. The junior form curriculum is refined to pave students' learning of senior curriculum | Partly Achieved | <ul style="list-style-type: none"> ● Learning of higher-order thinking skills continues to be emphasized in every subject curriculum. ● EMI subject departments will review practices to address students' weaknesses in learning using English. |
| 2. Students possess good learning habits and attitudes | Partly Achieved | <ul style="list-style-type: none"> ● It takes time for students to internalize the study and revision skills taught and continued efforts will be made to consolidate them. |
| 3. Learning and teaching effectiveness is enhanced through e-learning | Partly Achieved | <ul style="list-style-type: none"> ● Development of e-learning varies across subjects. Some subject departments need to invest more efforts to identify and implement effective pedagogical and assessment practices in e-learning. |
| 4. Students with different abilities are well catered for | Mostly Achieved | <ul style="list-style-type: none"> ● Individualised support for the exceptionally gifted students is to be strengthened so that they can set clear study and career goals and are further inspired to excel. ● More professional exchanges on effective strategies for catering for student diversity among subject departments will be done. |

Major Concern 2: Towards excellence in character building: Grow Well, Do Right

| Targets | Extent of targets achieved | Follow-up action |
|--|----------------------------|---|
| 1. Build students' character based on the school's core values of six character traits (Compassion, Decisiveness, Gratefulness, Faithfulness, Self-discipline and Self-directedness) and other important traits namely purpose-driven life, diligence and responsibility | Mostly Achieved | <ul style="list-style-type: none"> ● Comprehensive strategies for enhancing students' self-discipline in different aspects of school life are to be devised and implemented. ● Teachers and committees are expected to continue to infiltrate the teaching of the Six Character Traits in their work. |
| 2. Students discover and actualize their talents for positive development | Partly Achieved | <ul style="list-style-type: none"> ● Some students are passive and they need to be encouraged to grasp the opportunity to develop their talents. |
| 3. Students develop leadership to serve the school and wider community | Mostly Achieved | <ul style="list-style-type: none"> ● How to build up students' confidence, leadership and social skills inside class is to be explored further. |
| 4. Students explore, identify and work towards their purpose in life | Partly Achieved | <ul style="list-style-type: none"> ● Students need more exposure and stimulations to prepare themselves for their future. ● Sharing on stories of different walks of life will be arranged. |

| | | |
|---|-----------------|---|
| 5. Students learn to develop healthy life habits | Mostly Achieved | <ul style="list-style-type: none"> • The school will continue to review the health education curriculum to ensure it is geared to students' needs. |
| 6. Students have positive school life experiences | Mostly Achieved | <ul style="list-style-type: none"> • Functioning of the class committee can be further strengthened. |

Major Concern 3: Towards a whole-school environment which nurtures and supports academic and moral excellence

| Targets | Extent of targets achieved | Follow-up action |
|--|-----------------------------------|---|
| 1. Make the physical environment clean, orderly, inviting and conducive to learning | Partly Achieved | <ul style="list-style-type: none"> • Regarding the learning environment of the school, campus quietness has to be improved. Visual reminders can be made clearer and students have to be educated to be more considerate of others. |
| 2. Foster a positive learning environment which encourages academic and moral excellence | Mostly Achieved | <ul style="list-style-type: none"> • More opportunities for students to make their work public to the wider community are to be created. • Experience sharing by guests of exemplary work ethic or outstanding achievements is to be continued. |
| 3. Make the social environment more caring and supportive | Mostly Achieved | <ul style="list-style-type: none"> • The school norm of collective responsibility and the sense of being one another's keeper are to be further enhanced through institutionalized practices. |

Evaluation of the School's Overall Performance

| PI Areas | Major Strengths | Areas for Improvement |
|----------------------|--|--|
| 1. School Management | <ul style="list-style-type: none"> • The IMC is composed of knowledge and dedicated school managers who form a pool of expertise in steering the school development effectively. • Clear targets and implementation strategies are formulated for the school major concerns. Most of the committees and subject panels have their implementation plans devised in line with the school major concerns. Evaluation methods and success criteria are set in accordance with the strategy and scope of evaluation. Sufficient human and financial resources are deployed to support the implementation of the school major concerns. • School self-evaluation is conducted using a whole-school approach. School review and planning meetings are regularly held to review the progress of the implementation strategies and evaluate their effectiveness. The PIE is well operated at the school level. | <ul style="list-style-type: none"> • The feedback of evaluation findings to the subsequent planning has to be strengthened for some subjects and committees. • Bottom-up thinking is to be enhanced in formulating implementation strategies of school plan. Monitoring of implementation of programme plans has to be strengthened among committees and subjects. |

| PI Areas | Major Strengths | Areas for Improvement |
|----------------------------|---|--|
| 2. Professional Leadership | <ul style="list-style-type: none"> • The school management involves the staff in evaluation and planning of school work and keeps the staff informed of students' needs and recent educational trends in different meetings. It keeps stock of the school's situations and external environment and refines existing measures or initiates new measures to address students' needs and educational changes. • Middle managers are hardworking, knowledgeable in their expertise and dedicated. • The school promotes a learning and collaborative culture by providing various channels for teachers to engage in professional exchanges such as the allocation of lesson periods for collaborative lesson preparation and peer observation across all panels. Borrowing of ideas from outside bodies and sharing of professional learning acquired outside are much encouraged. | <ul style="list-style-type: none"> • The school encounters difficulty in delegation of leadership responsibility and distributed leadership due to busyness and readiness of staff. • Subject department heads need to further strengthen their instructional leadership role so as to optimize learning and teaching. |

| PI Areas | Major Strengths | Areas for Improvement |
|----------------------------------|---|---|
| 3. Curriculum and Assessment | <ul style="list-style-type: none"> • The school curriculum is set in line with the curriculum reform goals and the school’s mission, offering adequate opportunities for students’ whole-person development based on biblical truths. • A smooth interface between the junior and senior form curriculums and assessments has been made. • The elective subject combination at the senior level is reviewed periodically so as to better meet students’ needs and interests. • The school-based Language across the Curriculum is well developed to support student learning in English both inside and outside the classroom. • The Science Education curriculum and Computer Literacy curriculum have been refined and enriched with STEM elements and extended activities to develop students’ creativity and higher order thinking skills. | <ul style="list-style-type: none"> • More impetus has to be given to promote students’ self-directed learning through use of “assessment as learning”. • Collaboration among subjects in consolidating and extending students’ reading experiences is to be enhanced. |
| 4. Student Learning and Teaching | <ul style="list-style-type: none"> • Teachers are friendly, approachable and have good rapport with students. They are dedicated, respectable professionals. • Teachers are ready to employ different teaching strategies and resources to meet specific learning goals and learning needs of different students. • Teachers are willing to spend time and offer expertise to help students to improve and excel. • Students in general possess good learning attitudes and habits. They are attentive in class and serious with studies. | <ul style="list-style-type: none"> • More diversified learning and teaching strategies are to be adopted to support the diverse needs of students. • Students’ use of subject-specific language is to be promoted in class teaching of some EMI subjects. |

| PI Areas | Major Strengths | Areas for Improvement |
|--------------------|---|--|
| 5. Student Support | <ul style="list-style-type: none"> • A comprehensive student support service is provided to foster students' positive values and attitudes through well-structured planning and strong collaboration among committees. • The six character traits (Compassion, Decisiveness, Gratefulness, Faithfulness, Self-discipline and Self-directedness) constitute the core values for the school's moral education which has been a key strength of the school. • An effective network for personal growth is in place and sufficient guidance and support is ensured through the dual class teacher system. • Coherent training to foster students' servant leadership is duly provided, covering knowledge and skills on team building, coordinating and organizing school activities and service learning programmes. • A systematic life planning education is well in place to cater for students' growth needs at different stages and foster students leading a purposeful life. | <ul style="list-style-type: none"> • More need to be done to widen students' exposure to the external world. • More need to be done to strengthen students' self-discipline. • More students are to be provided with job shadowing opportunities. |
| 6. Partnership | <ul style="list-style-type: none"> • The school enjoys good relations with different stakeholders and has established good links with external organizations. • Members of PTA are highly supportive in school's work and are actively involved in various school functions. • Alumni are dedicated and loyal to the school, providing valuable resource support to their younger schoolfellows. | <ul style="list-style-type: none"> • More efforts are to be put into parent education so as to enhance parental collaboration and support in students' learning and growth. |

| PI Areas | Major Strengths | Areas for Improvement |
|----------------------------------|--|--|
| 7. Attitude and Behaviour | <ul style="list-style-type: none"> • Students maintain a harmonious, supportive relationship with their schoolfellows. • Students are pleasant, well-mannered and well-disciplined. • Students are willing to strive for the best and serve the others. • Student leaders are committed, conscientious and dependable. They take the initiative to accomplish goals and have strong leadership skills. | <ul style="list-style-type: none"> • Students can be more independent and confident in their studies and be bold enough to take on challenges. |
| 8. Participation and Achievement | <ul style="list-style-type: none"> • Students in general perform well in the public examinations with results well above the territory averages for all candidates. • Students participate actively in a wide range of activities and competitions inside and outside the school and they have great achievements. | <ul style="list-style-type: none"> • More opportunities are to be provided for students including the mediocre ones to challenge themselves to greater heights. |

SWOT Analysis

Our Strengths

- The school environment is orderly, safe and caring with a strong Christian culture of love and concern.
- Our teachers share the same beliefs and values and are committed to teaching and students' whole-person development.
- The good and close relationships between students and teachers and among peers have enhanced students' growth and learning.
- Different committees work collaboratively to provide students with a strong support for whole-person development.
- Our students in general have great potential to be realized and we have unleashed students' talents in different areas.
- Our students in general are attentive, cooperative and well-behaved in class, demonstrating a positive learning attitude.

Our Weaknesses

- Sustained and refined efforts are to be invested in boosting students' self-directedness in learning.
- Learning and teaching strategies have to be made more diversified so as to cater for the diverse needs of students.
- More different opportunities are to be provided for students to broaden their horizons and excel in different areas.

Our Opportunities

- The provision of resources on STEM education and life-wide learning from EDB and other institutions will foster the school's development in the two areas.
- We have very supportive alumni and parents, who form a pool of potential resources.

Our Threats

- The school needs to combat against the prevailing problems of youths' over-indulgence in the Internet and cell phones, deteriorating moral standard and social cleavages.
- Dwindling student population has triggered keen competition among schools.

**Carmel Divine Grace Foundation Secondary School
School Development Plan (2019/20 – 2021/22)**

Major Concerns for a period of 3 school years

1. Empowering students to be independent lifelong learners through enhancing their Learning to Learn competence
2. Promoting students’ wellbeing and enabling them to flourish through positive education

Major Concern 1

Empowering students to be independent lifelong learners through enhancing their Learning to Learn competence

| Target | Time Scale | | | Outline of Strategies |
|--|------------|-------|-------|---|
| | 19-20 | 20-21 | 21-22 | |
| ● To boost students’ self-efficacy in learning | ✓ | ✓ | ✓ | 1.1 Enhance students’ self-directedness through enabling them to set higher goals and monitor their own progress a. Help students reflect on their strengths and weaknesses through teachers’ feedback b. Facilitate self and peer assessment to make improvement |
| ● To develop students’ potential and widen their knowledge depth and scope | | | | |
| ● To enhance students’ inquisitiveness, creativity, collaboration and problem-solving skills | ✓ | ✓ | ✓ | 1.2 Maximise students’ learning both inside and outside the classroom under a growth-oriented environment a. Include differentiated, interactive, diversified learning tasks b. Promote the integrative use of skills and knowledge c. Widen students’ horizons with different learning experiences d. Provide chances for students to showcase their learning outcomes |
| ● To cater for students’ | ✓ | | | 1.3 Integrate Basic Law education into the junior form humanities curriculums |

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| diverse needs | ✓ | ✓ | | 1.4 Refine the junior form Reading across the Curriculum (RaC) lessons through collaboration of subjects |
| | ✓ | ✓ | ✓ | 1.5 Strengthen the use of e-learning to facilitate interactive and extended learning a. Adopt Google Classroom as a common platform amongst all subjects b. Promote professional development in e-learning through sharing of good practices and resources c. Organise a self-directed learning scheme to enable students to use e-resources to extend their learning |
| | ✓ | ✓ | | 1.6 Refine the school-based STEM education curriculums and build infrastructure a. Adopt a 3-tier model to provide a variety of STEM learning experiences for students - Tier 1: Strengthen Integrated Science STEM elements in S.1 & S.2 and cross-curricular collaboration of STEM subjects in S.3 - Tier 2: Organise STEM activities, competitions, visits and community service for students after school - Tier 3: Expose students to a variety of external activities, visits and competitions b. Establish STEM Maker Space to facilitate STEM activities c. Science teachers acquire knowledge and skills to facilitate the design and conduct of STEM activities through attending professional development courses and activities |
| | ✓ | ✓ | ✓ | |
| | ✓ | ✓ | ✓ | |
| | ✓ | ✓ | ✓ | |
| | ✓ | ✓ | ✓ | |
| | ✓ | ✓ | ✓ | |

Major Concern 2

Promoting students' wellbeing and enabling them to flourish through positive education

| Targets | Time Scale | | | A General Outline of Strategies |
|---|------------|---------|---------|---|
| | 2019/20 | 2020/21 | 2021/22 | |
| <ul style="list-style-type: none"> ● To help students develop a stronger understanding of their emotions and further enhance their positive emotions ● To help students identify and develop their Character Strengths ● To develop students' Growth Mindset to embrace challenges | ✓ | ✓ | ✓ | 2.1 Positive emotions <ul style="list-style-type: none"> a. Help students understand their emotions through morning assemblies, assemblies and class teacher periods b. Implement QEF Project to enhance students' positive emotions c. Optimize the school activities (such as Picnic Day, Music Day, Christmas Party, etc.) for our school community to experience positive emotions d. Incorporate the elements of social skills, coping skills and emotion management skills in HEP / BIK lessons |
| | ✓ | ✓ | ✓ | 2.2 Character Strengths <ul style="list-style-type: none"> a. Provide professional training workshops for staff about the concepts and applications of 24 character strengths in school b. Help students identify and develop their character strengths through formal curriculum (lessons, assemblies and class teacher periods) and informal curriculum (mass programmes and OLE activities) |
| | | ✓ | ✓ | 2.3 Growth Mindset <ul style="list-style-type: none"> a. Provide professional training workshops for staff about the concepts and applications of Growth Mindset in school b. Provide parents' talk on applications of Growth Mindset at home c. Help students understand the concepts of Growth Mindset through morning assemblies and mass programmes d. Coordinate the efforts of committees, departments and staff in cultivating a growth-oriented environment |