



# **Carmel Divine Grace Foundation Secondary School**

## **School Development Plan**

### **2016 – 2019**

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

Telephone: 27010908 Website: <http://www.cdgfss.edu.hk>

# 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: To develop students into self-directed learners

Targets	Extent of targets achieved	Follow-up action
1. Classroom learning becomes more effective and self-directed	Partly Achieved	<ul style="list-style-type: none"> <li>● Some study skills need to be further strengthened in classroom learning.</li> <li>● Teacher will harness the use of e-learning tools to enhance classroom learning experiences for students of different abilities.</li> </ul>
2. Students become more confident and independent in learning	Partly Achieved	<ul style="list-style-type: none"> <li>● Continued efforts will be made to cater for learner diversity through differentiated curriculum, instruction and assessment.</li> <li>● Subject departments will continue to refine their assessment practices so that students' confidence is enhanced but not at the expense of lower expectation for students.</li> </ul>
3. Students' self-directed learning ability is improved	Partly Achieved	<ul style="list-style-type: none"> <li>● More will be done to spur students to learn beyond the classroom.</li> <li>● Specific attitudes such as diligence and self-discipline which are essential for self-directed learning need to be strengthened among students.</li> </ul>
4. A culture of collective learning and sharing among teachers for enhancing student learning is fostered	Partly Achieved	<ul style="list-style-type: none"> <li>● Some department heads need to make better use of the existing mechanisms to cultivate effective professional exchanges and enhance their instructional leadership.</li> </ul>

## Major Concern 2: To nurture students to lead a positive and purposeful life

Targets	Extent of targets achieved	Follow-up action
1. Students explore and identify their purpose in life	Mostly Achieved	<ul style="list-style-type: none"> <li>• Coherence of career and life planning education across class levels will be further improved.</li> </ul>
2. Students are inspired to work towards their purpose in life	Mostly Achieved	<ul style="list-style-type: none"> <li>• The school will provide students with more exposure and stimulations.</li> </ul>
3. Shape students' character based on the school's core values of Compassion, Decisiveness, Gratefulness, Faithfulness, Self-discipline and Self-directedness	Partly Achieved	<ul style="list-style-type: none"> <li>• All these six traits have been emphasized through different occasions and means. Teachers and student leaders are expected to model these traits in their daily life and influence others to follow their examples.</li> </ul>
4. Students learn to develop healthy life habits	Mostly Achieved	<ul style="list-style-type: none"> <li>• The school will continue to review the health education curriculum to ensure it is geared to students' needs.</li> </ul>
5. Students have positive class life experiences	Mostly Achieved	<ul style="list-style-type: none"> <li>• The Co-class Teachers Scheme will be extended to S5 next year and progressively to S6.</li> <li>• More will be done to enhance class ethos.</li> </ul>

6. Students discover and actualize their talents for positive development	Mostly Achieved	<ul style="list-style-type: none"> <li>• More students will be challenged to participate in external competitions.</li> </ul>
7. Students develop leadership to serve the school and wider community	Partly Achieved	<ul style="list-style-type: none"> <li>• The policy on students' participation in leadership posts will be revised so that capable students can be developed in different posts of responsibility.</li> <li>• More high quality community services will be provided for students.</li> </ul>

## Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li>• The school has a systematic, effective and coherent self-evaluation system in operation, which informs its strategic planning and the alignment of its efforts at all levels.</li> <li>• The IMC is composed of knowledge and dedicated school managers who form a pool of expertise in steering the school development effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication in the school is open and transparent with channels well established between different organization levels. However, communication channels are to be used more extensively so as to promote downward, upward and horizontal communication.</li> </ul>
2. Professional Leadership	<ul style="list-style-type: none"> <li>• The school management has been consistently promoting the realization of school goals in work planning and promulgates messages in relation to school mission and vision on different occasions.</li> <li>• The principal, vice-principal and middle managers are knowledgeable and dedicated, demonstrating collegiality and commitment in driving the school's sustained improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• The school management needs to adopt strategies to narrow the differences in progress towards new education initiatives among teachers.</li> <li>• Subject department heads need to further strengthen their instructional leadership role so as to optimize students' success under the New Academic Structure.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>• 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.</li> <li>• A well-defined assessment policy is in place. Various modes of assessment including teacher, peer and self-assessment are widely adopted in most subjects.</li> <li>• A range of good measures has been effectively adopted to develop an English-rich environment for supporting English language learning and the use of EMI in the school.</li> <li>• The school-based English language arts curriculum is well-developed. It provides meaningful contexts and includes a good range of learning activities which engage students in literary appreciation and purposeful use of English.</li> </ul>	<ul style="list-style-type: none"> <li>• The broad and diversified Senior Secondary Curriculum has enriched students’ learning but created time stress for students and teachers. More has to be done to explore how the different curriculum components can be better integrated into the school time.</li> </ul>
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>• Teachers are friendly, approachable and have good rapport with students. They are dedicated, respectable professionals.</li> <li>• Teachers are ready to employ diversified teaching strategies and resources to meet specific learning goals and learning needs of different students.</li> <li>• Teachers are willing to spend time and offer expertise to help students to improve and excel.</li> <li>• Students in general are cooperative and self-disciplined in class, demonstrating a positive learning attitude.</li> </ul>	<ul style="list-style-type: none"> <li>• The school needs to address the greater student diversity in class due to the diverse subject choices under the Senior Secondary Curriculum.</li> <li>• Students’ use of subject-specific language is to be promoted in class teaching of some EMI subjects.</li> <li>• More need to be done to develop students’ sense of purpose in their future career and life so that their internal drive for learning can be bolstered.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> <li>• There is strong collaboration among Moral and Civic Education, Discipline, Guidance, Religious Affairs and Extra-Curricular Activities Committees and they work as a cohesive team, providing students with a rich variety of support services and activities to address students' needs at different stages of development.</li> <li>• An extensive range of life-wide learning opportunities are provided to extend students' learning experiences and stretch their potential.</li> <li>• 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.</li> <li>• With the provision of well coordinated, structured and coherent curriculums, students' positive values and attitudes are nurtured in the school's strong religious atmosphere and caring environment.</li> <li>• A comprehensive plan for OLE is in place to ensure the provision of a wide range of learning experiences across senior levels. Elements of OLE are well embedded in the Senior Secondary Biblical Knowledge Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• More need to be done to widen students' exposure to the external world.</li> <li>• More need to be done to strengthen students' resilience towards the prevailing negative social influences.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> <li>• The school enjoys good relations with different stakeholders and has established good links with external organizations.</li> <li>• Members of PTA are highly supportive in school's work and are actively involved in various school functions.</li> <li>• Alumni are dedicated and loyal to the school, providing valuable resource support to their younger schoolfellows.</li> </ul>	<ul style="list-style-type: none"> <li>• More efforts are to be put into parent education so as to enhance parental collaboration and support in students' learning and growth.</li> </ul>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>• Students maintain a harmonious, supportive relationship with their schoolfellows.</li> <li>• Students are obedient, modest and motivated to learn.</li> <li>• Students are ready to take on responsibility and serve others, including their schoolfellows and the needy in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can be more independent and confident in their studies and be bold enough to take on challenges.</li> </ul>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>• Students in general perform well in the public examinations with results well above the territory averages for all candidates.</li> <li>• Students participate actively in a wide range of activities and competitions inside and outside the school and they have great achievements.</li> </ul>	<ul style="list-style-type: none"> <li>• More opportunities are to be provided for students including the mediocre ones to challenge themselves to greater heights.</li> </ul>

## **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-quality 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, particularly in robotic design.
- Our students in general are attentive, cooperative and self-disciplined in class, demonstrating a positive learning attitude.
- We have well-developed learning and teaching practices in using English as the medium of instruction.

### **Our Weaknesses**

- Sustained and refined efforts are to be invested in boosting students' self-directedness in learning and personal development.
- Students are diverse in their needs and abilities. We have to put extra resources, efforts and energies in dealing with the diversity problem.
- More different opportunities are to be provided for students to broaden their horizons and develop their talents.

### **Our Opportunities**

- The EDB's provision of resources and training opportunities in STEM education will help bring about the renewal of the school's science curriculum.
- 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, social cleavages and political divide.
- Dwindling student population has triggered keen competition among schools.

**Carmel Divine Grace Foundation Secondary School  
School Development Plan (2016/17 – 2018/19)**

**Major Concerns for a period of 3 school years**

1. Towards excellence in learning and teaching: **Work Hard, Study Smart**
2. Towards excellence in character building: **Grow Well, Do Right**
3. Towards a whole-school environment which nurtures and supports academic and moral excellence

**Major Concern 1**

**Towards excellence in learning and teaching: Work Hard, Study Smart**

Target	Time Scale			Outline of Strategies
	2016/17	2017/18	2018/19	
<ul style="list-style-type: none"> <li>• The junior form curriculum is refined to pave students' learning of senior curriculum.</li> </ul>	✓ ✓ ✓	✓ ✓	✓	1.1 Refine the junior form curriculum and assessment to facilitate a smooth interface <ol style="list-style-type: none"> <li>a. Conduct an audit to fill the gaps between junior and senior curriculums</li> <li>b. Strike a balance between skills and knowledge</li> <li>c. Review junior form assessments to facilitate a progressive increase in level of difficulty and the application of both skills and knowledge</li> </ol>
<ul style="list-style-type: none"> <li>• Students possess good learning habits and attitude.</li> </ul>	✓ ✓	✓ ✓	✓ ✓	1.2 Refine the JS and SS curriculums and teaching strategies <ol style="list-style-type: none"> <li>a. Include challenging yet manageable interesting activities related to everyday life to boost students' confidence and curiosity in learning</li> <li>b. Immerse higher-order thinking skills and creativity in the curriculum and everyday teaching in the classroom</li> </ol>
<ul style="list-style-type: none"> <li>• Students are motivated to learn through using IT as a learning tool.</li> </ul>	✓	✓	✓	1.3 Reinforce key elements of learning such as note-taking, pre-lesson preparation, time management and revision skills in the curriculum, and classroom teaching
<ul style="list-style-type: none"> <li>• Students with different</li> </ul>	✓	✓		1.4 Cultivate diligence among students through emphasizing the importance of effort and quality work <ol style="list-style-type: none"> <li>a. Define clearly what quality work means</li> </ol>

abilities are well catered for.	✓	✓	✓	b. Scaffold students with descriptive, specific feedback based on the definition
	✓	✓	✓	c. Give recognition to students who submit quality work
	✓	✓	✓	1.5 Strengthen EMI learning strategies in S.1 through close collaboration between EMI subjects and Language Across the Curriculum Committee
	✓	✓	✓	a. Plan lessons collaboratively with some EMI subjects b. Help students apply EMI learning skills and strategies to the learning of EMI subjects
✓	✓	✓	1.6 Implement e-learning to make students' learning more interactive, collaborative and personalised:	
✓	✓	✓	a. Explore and develop effective pedagogical and assessment e-learning practices	
✓	✓	✓	b. Promote professional development in e-learning through sharing of good practices and resources	
✓	✓	✓	c. Enrich e-learning resources in the library	
✓	✓	✓	1.7 Cater for learner diversity by adapting the school curriculum and optimising gifted and remedial programmes	
✓	✓	✓	a. Enhance panel heads' knowledge on gifted education and STEM education	
✓	✓	✓	b. Cater for learner diversity through curriculum design, assignments, classroom teaching and assessment	
✓	✓	✓	c. Optimise after-school support measures through guidelines and supervision	
✓	✓	✓	d. Strengthen the 3-tier gifted education model with a focus on languages and STEM	
			- School-based curriculum:	
			i. Refine and develop S.2 and 3 English and Mathematics High-achievers Class	
			- School-based pullout:	
			i. Optimise Science Enhancement Programmes and Toastmasters Youth Leadership Programme	
			ii. Extend pull-out programmes to some other subjects	
			- Off-site support:	
			i. Tap external resources to provide off-site gifted education programmes for students	
			ii. Nominate students to join external quality activities and competitions	

## Major Concern 2

### Towards excellence in character building: Grow Well, Do Right

Targets	Time Scale			A General Outline of Strategies
	2016/17	2017/18	2018/19	
<ul style="list-style-type: none"> <li>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 moral and performance character namely purpose-driven life, diligence, perseverance and responsibility.</li> </ul>	✓	✓	✓	2.1 Infiltrate the teaching of the school's core values for character education into the school curriculum and all aspects of school life <ul style="list-style-type: none"> <li>a. Teach and encourage the development of the six character traits and other good character (purpose-driven life, diligence, perseverance and responsibility) through formal and informal curriculums such as Pre-S1 Summer Programme, S1 Orientation Day, Biblical Knowledge lessons, class teacher periods, assemblies and mass programmes</li> </ul>
	✓	✓	✓	2.2 Encourage students to engage in the diversified extra-curricular activities that can develop their strengths or talents to maximise their potential <ul style="list-style-type: none"> <li>a. Optimise the existing extra-curricular activity system to encourage more junior form students to join teams or clubs</li> <li>b. Emphasize the roles of teacher advisors to facilitate the students to develop their strengths</li> <li>c. Provide platforms for students to show their talents and celebrate their success</li> </ul>
	✓	✓	✓	
<ul style="list-style-type: none"> <li>Students discover and actualize their talents for positive development.</li> <li>Students develop leadership to serve the school and wider community.</li> </ul>	✓	✓	✓	2.3 Enhance students' leadership skills and provide opportunities for them to serve the school and wider community <ul style="list-style-type: none"> <li>a. Formulate a student leadership framework, and reconstruct curriculums and programmes for developing students' strength of character and servant leadership</li> <li>b. Provide more high-level, high quality service learning programmes for students to serve the community, enhance their leadership skills and make use of their learning reflection to encourage other students to serve the wider community</li> </ul>

<ul style="list-style-type: none"> <li>• Students become more self-confident.</li> </ul>	✓	✓	✓	2.4 Develop and optimize the career and life planning programmes a. Optimize the career and life planning programmes across all levels to help students explore and identify their purpose in life
<ul style="list-style-type: none"> <li>• Students explore, identify and work towards their purpose in life.</li> <li>• Students develop healthy life habits.</li> <li>• Students have positive school life experiences.</li> </ul>	✓	✓	✓	2.5 Strengthen the class management and provide a positive environment for students' personal growth a. Develop strategies to build up good class ethos so as to enhance the learning, affective and social environment for students' personal growth b. Strengthen the functioning of class committees by providing training and close supervision so that they can organize activities effectively and independently c. Organise form-based experiential programmes and competitions for students so as to strengthen their class spirit, leadership of class committees and students' sense of belonging to the school
	✓	✓	✓	2.6 Optimise the Healthy School Policy: a. Optimise the formal (senior Biblical Knowledge lessons and S2 Health Education lessons) and informal curriculums (e.g. assemblies and morning assemblies) of preventive health education against unhealthy habits such as poor time management, internet addiction, drug abuse and smoking b. Provide more opportunities for students to participate in life-wide learning activities (e.g. resilience activities) to cultivate positive values among students c. Organize activities with elements of positive psychology to enhance students' mental and social health d. Organise activities with elements of Integrated Education to enhance the school's capacity in catering for student differences e. Strengthen Values Education (such as life and death education, life of noble purpose and self-concept) through revised Biblical Knowledge curriculum and sharing of related life stories
	✓	✓	✓	
	✓	✓	✓	
	✓	✓	✓	
	✓	✓	✓	

### Major Concern 3

**Towards a whole-school environment which nurtures and supports academic and moral excellence**

Targets	Time Scale			A General Outline of Strategies
	2016/17	2017/18	2018/19	
<ul style="list-style-type: none"> <li>• Make the physical environment clean, orderly, inviting and conducive to learning.</li> </ul>	✓	✓	✓	3.1 Optimise the physical environment <ul style="list-style-type: none"> <li>a. Strengthen students' self-discipline in keeping the campus clean and tidy as well as keeping quiet during change of lessons</li> <li>b. Improve the provision of facilities for learning and recreational activities</li> <li>c. Make collaborative plans for beautifying the campus</li> <li>d. Repurpose/reorganise spaces into rooms for specific uses</li> </ul>
	✓	✓	✓	
	✓	✓	✓	
	✓	✓	✓	
<ul style="list-style-type: none"> <li>• Foster a positive learning environment which encourages academic and moral excellence.</li> </ul>	✓	✓	✓	3.2 Create a learning climate in which all students are supported and challenged to do their best and achieve quality work <ul style="list-style-type: none"> <li>a. Teachers have high expectation on students' work and effort as well as monitor and support students' achievements</li> <li>b. Provide more opportunities for students to make their work public to peers, the whole school and the wider community</li> <li>c. Invite people of exemplary work ethic from different professions to share their work experiences</li> <li>d. Make class test and assignment calendar to avoid multiple tests or major projects due on the same day</li> <li>e. Improve scheduling of school and class activities</li> </ul>
<ul style="list-style-type: none"> <li>• Make the social environment more caring and supportive.</li> </ul>	✓	✓	✓	
	✓	✓	✓	
	✓	✓	✓	
	✓	✓	✓	3.3 Redesign school rituals and ceremonies to showcase and celebrate success, reinforce effort and cement social relationships <ul style="list-style-type: none"> <li>a. Enhance the display of students' work and accomplishments</li> <li>b. Revitalise or improve some of the school rituals and ceremonies</li> </ul>
	✓	✓	✓	

	✓	✓	✓	3.4 Foster the school norm of collective responsibility and institutionalise/align practices with it
	✓	✓	✓	a. Ask for students' input on class and school issues
	✓	✓	✓	b. Challenge students to be their classmate's keeper, holding each other accountable for doing the right thing
	✓	✓	✓	c. Emphasise the specific roles of student leaders and class committees
	✓	✓	✓	d. Extend or develop routines which foster students' exercise of collective responsibility.