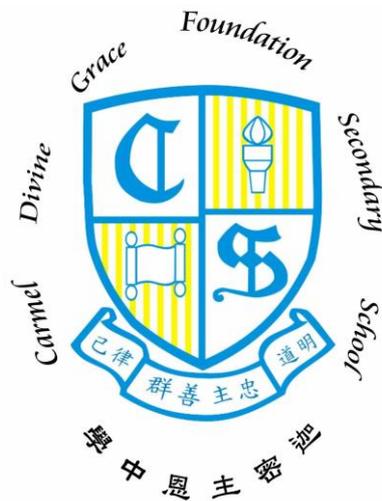


Carmel Divine Grace Foundation Secondary School



School Report School Year 2016-2017

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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, realize 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 2016-2017 were:

Ms. Li Po Ching	Sponsoring Body Manager	(Supervisor)
Mr. Chu Fun Wing	Sponsoring Body Manager	
Dr. Fung Ka Shun, Samuel	Sponsoring Body Manager	
Dr. Lau Chu Kwong, Matthew	Sponsoring Body Manager	(Treasurer)
Mr. Lo Kam Fu	Sponsoring Body Manager	(Secretary)
Ms. Yan Po Sheung, Emily	Sponsoring Body Manager	
Ms. Yau Ho Chun, Nora, MH, JP	Sponsoring Body Manager	
Mr. Lour Tsang Tsay, Lawrence	Alternate Sponsoring Body Manager	
Mr. Wong Kwok Fai	Independent Manager	
Ms. Lam Sui Mei	Principal, Ex-officio Manager	
Ms. Chai Ling Li, Lilian	Teacher Manager	
Ms. Fong Shuk Ling, Olivia	Alternate Teacher Manager	
Ms. Wong Wing Sze	Alumni Manager	
Mr. Poon Lap Key, Timothy	Parent Manager	
Ms. Lau Yan Ying	Alternate Parent Manager	

2. There were 55 teaching staff (including the Principal), 5 associate teachers and teaching assistants, 3 laboratory technicians, 7 clerical staff, 2 IT technicians and 10 janitors.

3. Qualifications of Principal and Teachers
 - i. 55 (100%) obtained bachelor's degrees;
 - ii. 22 (40%) obtained master's degrees;
 - iii. 3 (5%) obtained doctoral degrees;
 - iv. 54 (98%) received formal teacher training;
 - v. 24 (44%) received special education training.

4. Teachers' Working Experience

Working Experience	Percentage of all Teachers (%)
0 – 4 years	5
5 – 9 years	15
10 years or above	80

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

The school theme for the school year 2016 to 2017 was set in line with the school's major concerns, as presented below:

Persevere with Wisdom; Walk in Righteousness (智學毅行，堅守正道)

With the concerted efforts of committees and subject departments, most of the planned tasks were accomplished well and our hard work paid off. The following is a synopsis of the school self-evaluation with regard to the major concerns.

Priority Task 1:

Towards excellence in academics - Work Hard, Study Smart

Achievements

A. Refining the subject curriculums and teaching strategies

1. Most subject departments have refined their junior form curriculums with due emphasis laid on a balance between knowledge and skill development, and the requirements of assessments in order to achieve a smooth interface between the learning and teaching of junior and senior secondary subjects. Some such examples are presented below:
 - The S2 and S3 English Reader curriculums were streamlined to make room for more extensive reading in preparation for the SBA component.
 - Scientific investigation, data analysis and explaining of difficult concepts have been included in the examination of Integrated Science.
2. Most subjects incorporated more challenging yet manageable interesting activities into their curriculums across different forms. For instance, in Chinese Language learning, poetry writing and forum activities were organised for S1 and S3 students respectively. For the newly added topic of Hong Kong intangible cultural heritage in S1 Chinese History, students were well engaged in the field study of Hong Kong sunset industries.
3. Some subjects implemented a greater variety of teaching strategies to foster students' higher-order thinking skills and creativity. Notable examples include the use of brainstorming, cross-subject project learning and critical reading in English Language, imaginative writing on electrons in Integrated Science as well as design or creation of products in teaching of technology and cultural subjects.
4. EMI learning strategies were strengthened in the junior forms through the collaborative work between EMI subjects and the Language across the Curriculum Committee. For Geography, S1 students were asked to work on mini-research, write reports and give class presentations in English, which received good comments from the two lecturer observers of HKU. For Integrated Science, a language framework on how to describe and explain the working principles of experimental set-ups was developed and implemented in teaching with enhanced learning outcomes. Teachers of the Language across the Curriculum Committee were also invited to share the practices they had devised with other schools.

B. Enhancing students' learning habits and attitude

1. Different subjects emphasised the teaching of their key study skills and helped students ingrain them into habitual use, which would enable them to study smarter. Skills of note-taking, pre-lesson preparation, revision, reflection, vocabulary, goal setting and time management were covered in subject learning.
2. The attitude of diligence has been deliberately cultivated through instilling the importance of effort and quality work in students. Teachers explained to students the assessment criteria

and what quality work means on subject basis. They demanded students to submit quality works consistently and gave recognition to those doing quality works by showcasing or awarding bonus marks. In the year-end student survey, an encouraging figure of 87% students expressed that they had worked hard to submit quality works according to teachers' expectation.

C. Enhancing learning and teaching effectiveness through e-learning

1. Subject departments have set plans to implement e-learning so as to make student learning more interactive, collaborative and personalised.
2. Building on teachers' cumulative effort and practices, students have now been utilising e-learning tools to facilitate their studies such as forming learning communities via online platforms, conducting surveys or doing pre-lesson preparation using Google Forms as well as using iPads and apps for classroom learning.

D. Catering for diverse learning needs

1. Differentiated curriculums, instruction and assignments were adopted to cater for learner diversity, particularly by the English Language Department. English teachers expended continuous effort to customize teaching packages which embodied both challenging tasks and guided tasks, conduct student conferences with individual students and optimize after-school remedial classes. Additionally, materials of S2 and S3 Higher-achievers Classes were refined and developed.
2. The implementation of school-based pull-out programmes and off-site programmes was further improved in terms of teachers' training, selection of gifted students and quality of programmes. Some examples, to name but a few are:-
 - pull-out programmes: Science Enhancement Programme, Toastmasters' Youth Leadership Programme, Chinese Literary Creative Writing Group, English and Chinese Debates and Olympiads of Mathematics and Physics
 - off-site programmes: Hong Kong Academy for Gifted Education, HKU Taster, HKU Science Explorer Project and HKUST Dual Program
3. Striving for excellence, quite a large number of students challenged themselves by joining external competitions such as Hong Kong Budding Poets Awards, 中國語文菁英計畫, 中國學生作文大賽, Fun Science competition, Hong Kong Secondary Schools 3D Printing Design Competition: Our Glamorous Victoria Harbour, and Inter-school Mathematics Contest. It had been heartening to see that students were motivated to give best effort and their performance was recognized with many awards during the year.

Reflection

1. It takes time for students to practise and master the study skills learnt before they can further develop them into effective study habits. To equip students with good study habits, a sustained and concerted effort of all subject teachers is highly essential.
2. Quite a number of students have been overburdened with different sorts of activities, leaving them insufficient time to study. Some of the gifted students have participated in too many external programmes. The school needs to provide more individual guidance for students so that they can gain the most from and enjoy their learning.

Priority Task 2:

Towards excellence in character building - Grow Well, Do Right

Achievements

Realizing the school motto of “Self-discipline through the Understanding of the Word; Service to Mankind through Faithfulness to the Lord”, we are committed to students’ whole-person development and character building. We have invested an intentional, proactive effort to instil in our students the Bible values and to inspire them to strive for excellence. Compassion, Decisiveness, Gratefulness, Faithfulness, Self-discipline and Self-directedness are the six core ethical values that form the basis for our school’s character education and the direction of students’ character trait development. During the past years, we taught and promoted these ethical values in different phases of school life and encouraged our students to develop as excellent Carmel students who are compassionate, decisive, grateful, faithful, self-disciplined and self-directed. For this school development cycle, we also paid special attention to other character traits including purpose-driven life and diligence that students need to strengthen for fulfilling life. We further optimized our work on inspiring students to discover their life purpose and cultivating in them values, knowledge and skills for all-round development so that they can walk in righteousness.

The following is an outline of the work achieved during the first year of this school development cycle:

A. Building students’ character based on the school’s core values of the Six Character Traits (compassion, decisiveness, gratefulness, faithfulness, self-discipline and self-directedness) and other important character traits namely purpose-driven life and diligence

1. We continued to infiltrate the teaching of these character traits into the school curriculum and different aspects of school life, and encourage students to live these values. Most of the monthly themes for morning assemblies were based on the focused character traits, with sharing delivered by teachers and students. Our students’ characters have been shaped through the informal curriculum ranging from day-to-day interactions with teachers and peers, assemblies, extra-curricular activities to annual school functions. The traits of decisiveness, self-directedness and self-discipline were emphasized in the class committee training workshop, the leadership training programmes for senior form students and the work of student leaders. The importance of a compassionate and grateful heart in serving others was also promoted. All S2 to S5 students had the opportunity to put these values into practice through the school’s community service programmes. Teaching of purpose-driven life has been incorporated in the Bible lessons and career and life planning programmes. Planting activities were also launched for S1 and S4 students with a view to building the spirit of teamwork and self-discipline through daily diligence.
2. In the mid-year evaluation, more than 80% of students reflected that they were motivated to pursue the focused character traits, with the figure falling a little at the year end. Furthermore, quite a number of students displayed good traits during the year, as reflected from the figure of one-sixth of students being awarded the Stars of Self-directedness, Self-discipline and Faithfulness.

B. Fostering students’ positive development

1. With a view to further developing students’ strengths and talents, we have optimized our work in the following domains:
 - The policies of “one team for each student” in S1 and “one extra-curricular activity for each student” in S2 and S3 have helped to engage more students in the school activities for talent development. S1 and S2 students responding to “the school has provided various opportunities for students to develop their potential” stood high at about 90% in

- the mid-year survey.
- More and more opportunities were provided for students to discover and actualize their talents for positive development. The stage at the covered playground was used more frequently for running lunch forums and performances. Assembly sessions were also allotted for students to showcase their talents and share experiences in verse speaking, public speaking, drama and exchanges.
 - Students were exposed to greater stimulations and challenges through joining new external programmes. It is worth mentioning that our prefect team participated in the Mock Court Competition for the first time in which they displayed self-directedness and enhanced their leadership skills, winning the awards of the Best Mooter, the Best Witness and Outstanding “Justice Think-tanks”.
2. The school believes in providing leadership experiences for every student and nurturing the leadership potential of every student leader. We have intentionally offered students numerous opportunities, ranging from minor posts to demanding posts, to learn how to serve as leaders inside and outside the classroom. It is gratifying to see that our students have enhanced their leadership skills through the training and practices arranged by both the school and external institutions, as reflected by the recognition students achieved, for instance, six students being awarded “Future Leaders Award” by the Outstanding Young Person's Association. What's more, a student leadership framework has been formulated and it delineates what leadership opportunities are provided for students to empower them as servant leaders at different class levels. It will be fully implemented in the near future.
 3. To enable students to gain deeper insight into the needs of the community and apply knowledge and skills to benefit others, we continued to tap more higher-level service learning programmes. The programmes such as “Daily Homework Tutorial and Weekend English Reading” organized by Chicken-Soup Foundation (心靈雞湯兒童基金), Volunteer Service Scheme for Senior Citizens (社會福利署「耆樂相傳」義工服務計劃) and visiting elderly scavengers rendered students deep learning experiences and even perspective transformation.
 4. Efforts were made to optimize the career and life planning programmes across different levels with the intent of helping students better identify their talents, discover their purpose in life, find their passion and dream career as well as set goals and plans for achieving them. A variety of activities geared to the needs of different class levels were organized including S3 Growth Camp, S6 Mock Interview, Career Week and visits to companies and universities. Additionally, about 60 students joined various working experience programmes under the Business-School Partnership Programme. Most of the programmes were well received with 80 to 90% of students indicating “useful”.
 5. Building on accumulated experience, we continued to review and implement an array of health education programmes on time management, sex, Internet addiction, smoking and drugs. These programmes were aimed at equipping students with factual knowledge and skills to resist negative temptations and encouraging them to live a healthy life. The overall response from students was positive. The following are the highlights of some of the programmes:
 - Customized sex education programmes for different class levels were conducted with the assistance of outside bodies. For instance, a Sexual-Abuse-Preventive Programme was organized for S1 students with the help of End Child Sexual Abuse Foundation, aiming to teach them proper attitudes towards sex and protection from sexual abuse.
 - The S1 and S3 Biblical Knowledge curriculums were further enriched with health education elements. Professionals from outside bodies were invited to share on anti-smoking and anti-drug abuse. Responses from students were generally positive.
 6. We have put the focus more on enhancing students' mental and social health as well as strengthening their resilience by embedding positive psychology in school life. Students

were engaged in positive and supportive learning experiences, notably through the workshops and assemblies conducted under the QEF project of “擴翼高飛 – 學生抗逆能力培育計劃”, Adventure-Ship Training Programme and the professional support given by the school-based educational psychologist.

7. We have worked to provide students with positive life experiences in class which could support them in their growth and development towards a purposeful life. Class teachers set targets for good class ethos and put effort into developing a closer relationship with their classes and individual students. Students have been using the Personal Growth Journal (成長札記) to reflect on their growth and also connect with their class teachers. The junior form award scheme of “See me Fly” was launched with about one-third of students achieving the study target. We continued to provide leadership training for class association committee members so that they could perform their roles well and help foster the class spirit. Form-based experiential programmes including S1 Fun Fun Camp, S2 Study Tour, S3 Growth Camp and S4 Running Friends were held to strengthen class spirit, leadership of class committees and students’ sense of belonging to the school. All these efforts came to fruition as evidenced by the survey result that about 90% of students enjoyed their life with their classes and worked concertedly to create a good class ethos.
8. Our school is committed to developing an inclusive culture and catering for student differences. In addition to providing low achievers including those with special educational needs with additional support inside and outside the classroom, we also actively bolster an inclusive school atmosphere where students with different abilities can better understand each other, learn together and help each other. Small groups with different themes such as “愉快成長小組” and “健康樂融融小組” as well as programmes like “衝出框框·突破自己 2017” were organized with the aim of enhancing students’ interpersonal skills as well as the sense of teamwork and collaboration. Furthermore, a group of our school prefects joined the EDB’s Harmonious School Net programme in which they were trained as peace ambassadors to help resolve conflicts and thereby promote a climate of harmony at school.

Reflection

1. Students’ attendance at school’s extra-curricular activities has declined due to different factors among which are lack of sense of responsibility and time clash with other activities or external commitments. We need to strengthen students’ sense of responsibility and address those time clashes arising from the school’s arrangements to ensure effective use of school resources.
2. Students struggle with finding a balance between academics, extra-curricular activities and social life. We need to further optimize the related policies and scheduling of school programmes, and see what more can be done to help students manage their lives.

Priority Task 3:

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

Achievements

The school environment is pivotal to the growth and development of students. Our school endeavors to optimize the school environment in the physical, social and academic aspects so as to enable students to achieve excellence.

1. The school facilities were improved through repurposing and reorganizing some rooms. After being redecorated and refurbished, the school library and self-study room have become more inviting to students. Encouraging Bible verses have been posted along the classroom corridors in the hope that these verses will kindle inspiration and strength when students facing life challenges.
2. We offered a wide array of opportunities and experiences to inspire students to excellence. Students' quality works were showcased and students who won exceptional awards such as those of the New Territories Top Ten Outstanding Student and the Top Ten Outstanding Teen were invited to share their success stories with schoolfellows. Teachers have been conveying high expectations of students' work and behavior, rewarding progress and celebrating success.
3. A sense of belonging and connectedness was fostered through strengthened roles of class teachers and some redesigned school rituals and ceremonies. Routines which enhance students' exercise of collective responsibility were further developed and students were reminded of their role as one another's keeper to ensure their walking on the right path.

Reflection

1. There is still room for improvement in classroom cleanliness and quietness during change of lessons.
2. A constant and concerted effort needs to be made in cultivating students' sense of collective responsibility and the notion of everyone's role as a classmate's keeper.

Learning and Teaching

Since the implementation of the New Academic Structure, we have undertaken continuous review of our learning and teaching and some fine-tuning work has been made. Programmes of Other Learning Experiences have been revised with a better balance on the five areas of moral and civic education, community service, career-related experiences, aesthetic development and physical development. Due attention was given to the integration and alignment of learning and teaching at junior and senior levels, and across different subjects. Small group teaching and remedial support for low achievers have also been strengthened. Appreciable progress has been made in the nurturing of gifted students who have been provided with ample opportunities to stretch their potential through their participation in gifted education programmes organized by the school, the Hong Kong Academy for Gifted Education and tertiary institutions, as well as local and regional competitions.

In line with the curriculum reform “Learning to Learn 2.0” and the School’s Major Concern 1, teachers continued to improve their student-centred and skills-focused pedagogical approach with the aid of eLearning tools and have taken further steps to nurture students into self-directed learners by developing their attitudes, skills and abilities in self-directed learning. STEM education has also been one of the school’s agenda items, as steered by the newly formed STEM Education Working Group. Furthermore, in response to the entering of a new phase, from “Learning to Learn 2.0” to the “Ongoing Renewal of the School Curriculum”, the school has started to evaluate the school curriculum, take steps to update it and work towards the major renewed emphases.

Overall, self-evaluation is embedded in the process of learning and teaching, with ongoing reviews and adjustments needed for genuine improvement.

Support for Student Development

As a Christian school, we place special emphasis on the spiritual growth of our students. Our staff members are committed to establishing a school atmosphere permeated by gospel values and a spirit of mutual respect, order, responsibility and self-discipline. Students grow in God’s abiding Faith, Love and Hope.

During the last school year, the Religious Affairs, Moral and Civic Education, Discipline, Guidance and Counselling, Extra-curricular Activities, and Careers and Further Studies Committees made concerted efforts to nurture students in spiritual, moral, intellectual, physical, social and aesthetic dimensions. In alignment with the annual school plan, student support programmes focused on cultivating in students the traits of compassion, decisiveness, gratefulness, faithfulness, self-discipline and self-directedness, which constitute the core values of our school’s character education, as well as purpose-driven life and diligence. Moreover, we encouraged our students to challenge themselves to achieve excellence by providing them with more opportunities to showcase their talents. In addition, we actively promoted exchange and experiential programmes with a view to broadening students’ perspectives and developing their international outlook. The programmes of the past few years encompassed study/service learning tours to English speaking countries, Mainland China, Taiwan and Cambodia as well as a number of exchange programmes with schools in Mainland China and Macao.

To foster students’ growth, we have successfully tapped expertise and resources from external bodies. Parents and alumni are among the most important assets of our school and they have provided invaluable support for us in the process of student development.

Students' Academic Performance

Results of the 2017 Hong Kong Diploma of Secondary Education Examination

1. 93.2% of students met the general entrance requirements for publicly-funded degree programmes (i.e.33222), which was well above the territory-wide day school figure of 40.9%.
2. In almost all subjects, the credit rates (level 4 or above) were well above the Hong Kong averages. The credit rates of all core subjects (Chinese Language, English Language, Mathematics and Liberal Studies) nearly doubled or more than doubled those of the HK averages.
3. The average credit rate stood at 71.3%, doubling the HK average rate and the average passing rate at 99.4%, higher than the HK average rate by 15%.
4. 83.3% of students received degree offers via JUPAS.

Students' Non-academic Performance

Results of External Competitions 2016-2017

A. Scholarships

Number of Awardees	Name of Competition	Awards
1	AmCham's Prize Book Award	Prize Winner
2	Sir Edward Youde Memorial Prizes	2 Awardees
2	Harvard Book Prize Award	1 Winner, 1 Runner-up

B. Language and Speech

Number of Awardees	Name of Competition	Awards
12	2 nd New Territories Joint School British Parliamentary Debating Tournament	Champion
2	4.23 World Book Day Creative Competition in 2017 - Chinese Culture	Outstanding Awards
366	Popular Reading Award Scheme	131 Purple Badges of Honour, 113 Blue Badges of Honour, 122 Green Badges of Honour
1	Hong Kong Budding Poets (English) Award	Poet of the School Award
151	The International Competitions and Assessments for	14 Distinctions,

	Schools (ICAS) English 2017	93 Credits, 44 Merits
8	68th Hong Kong Schools Speech Festival English Choral Speaking	1 Champion, 1 1 st Runner-up, 1 2 nd Runner-up, 5 Merits
10	68th Hong Kong Schools Speech Festival English Dramatic Duologue	4 2 nd Runners-up, 4 Merits
30	68th Hong Kong Schools Speech Festival English Solo Verse Speaking	1 Champion, 2 1 st Runners-up, 3 2 nd Runners-up, 24 Merits
6	68th Hong Kong Schools Speech Festival S3-4 Cantonese Duologue	2 Champions, 1 st Runner-up
1	68th Hong Kong Schools Speech Festival S4 Cantonese Solo Verse Speaking	2 nd Runner-up
1	68th Hong Kong Schools Speech Festival S4 Putonghua Solo Prose Speaking	2 nd Runner-up
2	68th Hong Kong Schools Speech Festival S5-6 Cantonese Duologue	1 st Runner-up
1	中國語文菁英計劃(2016/17) 「菁英之星」才藝大賽	菁英金獎
1	西貢區公民教育故事創作及演講比賽	冠軍
1	香港高中學生普通話演講大賽 2017 (小型比賽)	亞軍
1	第十七屆全港學界普通話傳藝比賽	冠軍

C. Mathematics, Science and Technology

Number of Awardees	Name of Competition	Awards
1	International Junior Science Olympiad 2017 - Hong Kong Screening	Second Class Honour
4	The 8th HK Mathematics Creative Problem Solving Competition for Secondary School (Heat)	4 Gold Awards
5	The Hong Kong Youth Mathematical High Achievers Selection Contest	5 Second Class Honour Awards
1	International Mathematical Olympiad Preliminary Selection Contest - Hong Kong	Honourable Mention
4	Pui Ching Invitational Mathematics Competition	1 Bronze Award, 3 Merits
2	第二十二屆全國華羅庚金杯少年數學邀請賽 (香港賽區)決賽	三等獎 (兩名)
21	Australian National Chemistry Quiz	1 High Distinction Excellence, 3 High Distinctions, 8 Distinctions, 9 Credits
31	The PolyU Secondary School Mathematics and Science Competition: Biology	11 High Distinctions, 8 Distinctions, 12 Credits

20	The PolyU Secondary School Mathematics and Science Competition: Chemistry	1 Medal, 5 High Distinctions, 8 Distinctions, 6 Credits
30	The PolyU Secondary School Mathematics and Science Competition: Physics	5 High Distinctions, 10 Distinctions, 15 Credits
42	The PolyU Secondary School Mathematics and Science Competition: Mathematics	6 High Distinctions, 12 Distinctions, 24 Credits
4	Hong Kong Biology Olympiad for Secondary Schools	Second Class Team Award
2	Hong Kong Physics Olympiad 2017	2 Third Honour Awards
6	Hong Kong Specimen Drawing Competition	1 Outstanding Award, 5 Merits
14	Fun Science Competition 2017 - Stay Right There	Second Prize, Best Technology Award, Best Blueprint Award, Best Design Award
89	Hong Kong Robotic Olympiad 2016 (HKU)	11 Champions, 9 1 st Runners-up, 3 2 nd Runners-up, 1 3 rd Runner-up
33	Hong Kong Robotic Olympiad 2017 (IVE)	2 Champions, 2 1 st Runners-up, 2 2 nd Runners-up, 5 3 rd Runners-up
113	Hong Kong Robotic Olympiad 2017 (Science Museum)	3 Overall Champions, 6 Champions, 5 1 st Runners-up, 3 2 nd Runners-up, 2 3 rd Runners-up
74	International Robotic Olympiad 2017	4 Champions, 7 1 st Runners-up, 8 2 nd Runners-up, 7 3 rd Runners-up

D. Music and Arts

Number of Awardees	Name of Competition	Awards
23	Hong Kong School Drama Festival	Commendable Overall Performance, Outstanding Cooperation, Outstanding Director, Outstanding Performer, Outstanding Stage Effect
7	Hong Kong Schools Music Festival Piano Solo (Grades 5, 6, 7, 8)	Certificates of Merit
1	Hong Kong Schools Music Festival Piano Duet (Senior)	Certificate of Merit
1	Hong Kong Schools Music Festival	Certificate of Merit

	Violin Solo (Grade 5)	
1	Hong Kong Schools Music Festival Guitar Solo (Intermediate)	Certificate of Merit
46	Hong Kong Schools Music Festival Secondary School Junior Choir for Mixed-Voice Singing in Foreign Language (Division 2)	Certificate of Merit
1	Hong Kong Schools Music Festival Secondary School Junior Choir for Mixed-Voice Singing in Foreign Language (Division 2) - Pianist	Certificate of Merit
1	Hong Kong Schools Music Festival Vocal Solo, Singing in Foreign Language, Age 14 or under, Boys Treble Voice	Certificate of Merit
2	Hong Kong Schools Music Festival Vocal Solo, Singing in Foreign Language, Age 14 or under, Female Voice	Certificate of Merit
34	Grandmaster Trophy for the 4th Hong Kong International Music Festival	First Class Award of Vocal Ensemble
33	The Joint-school Music Contest 2017	Silver Award

E. Sports

Number of Awardees	Name of Competition	Awards
1	Prime Gymnastics International Invitational Competition	Champion, 2 nd Runner-up, 4 th Runner-up
1	All Hong Kong Inter-Secondary Schools Gymnastics Competition	1 2 nd Runner-up, 2 Merits
1	Yau Tsim Mong District Age Group Athletics Meet	Champion
4	Sai Kung District Age Group Athletics Meet	Champion (Broke the record), 1 st Runner-up
1	Inter-school Athletics Competition	2 nd Runner-up
15	Inter-school Swimming Championships	Overall 1st Runner-up, 3 1 st Runners-up, 4 2 nd Runners-up, 1 3 rd Runner-up
6	Inter-school Badminton Competition (Girls)	2 nd Runner-up
1	A.S. Watson Group Hong Kong Student Sports Awards	Student Sports Award

F. Others

Number of Awardees	Name of Competition	Awards
13	Inter-divisional First Aid/Home Nursing/Foot Drill/Uniform Inspection Competitions	Overall Champion, 1 1st Runner-up, 3 2 nd Runners-up
1	HKSAR Outstanding Students Selection	HKSAR Top Ten Outstanding Student
1	Hong Kong Outstanding Teens Election	Hong Kong Top Ten

		Outstanding Teen
1	New Territories Outstanding Students Selection	Top Ten Outstanding Student of New Territories
4	Sai Kung District Outstanding Students Election	2 Championship Cups, 2 Certificates of Commendation
1	Chinese Typing Competition 2017	Champion
18	Mock Trial Competition (The Society of Rehabilitation and Crime Prevention)	Outstanding "Justice Think-tanks" Award, Best Mooter, Best Witness
4	Community Youth Club Member Merit Award Scheme (Secondary School Foundation Level)	First Honour Level: Red Star Honour Badge Second Honour Level: White Star Honour Badge Third Honour Level: Blue Star Honour Badge Level 3: Purple Badge
6	Tomorrow's Leaders Summit (organized by Outstanding Young Persons' Association)	Tomorrow's Leaders Awards
3	中學生年少無酒工作坊暨標語創作比賽	冠軍
3	中學校際《一帶一路·與我何干》綜合能力比賽	最具創意獎、殿軍
9	全港中學生「保障、尊重個人資料」短片大賽	亞軍
1	「通識達人」網上問答比賽 (初中組)	優異學生獎
6	西貢區公益少年團主題活動—砌骨牌比賽	最佳視覺效果獎
1	西貢區公益少年團棋藝比賽 (中國象棋)	亞軍

Feedback on Future Planning

1. Students nowadays grapple with many issues in their lives which draw their attention and make them hard to concentrate on their studies. What makes it worse is that they are encumbered with orchestrated obligations which they may have no control. It is observed that under the new academic structure and senior secondary school curriculum, students are more stressed than ever and they easily lose focus and motivation. How to foster students' wellbeing is an urgent issue that we need to deal with.
2. Character education has always been an essential part of our schools' mission. We hold the belief that character education promotes academic excellence as it lays a foundation for all learning that takes place in school. We have to continue to do our utmost to uphold the six core values in character education and to help students identify and resist the negative influences of society.
3. To prepare students to thrive in a fast-changing, knowledge-based world driven by technology, we have to provide our students with quality STEM learning opportunities and develop their IT literacy further. To this end, we need to revise the junior secondary curriculum and deploy necessary school resources to pave the way forward.

Carmel Divine Grace Foundation Secondary School
Evaluation on Use of Capacity Enhancement Grant, Teacher Relief Grant and
Senior Secondary Curriculum Support Grant (2016-17)

Task Area	Major Areas Of Concern	Strategies/Tasks	Evaluation
Curriculum Development	<ul style="list-style-type: none"> - To develop teaching materials to meet the curricular changes - To create room for teachers to optimize learning and teaching and strengthen split-class teaching - To support implementation of e-learning 	To employ: <ul style="list-style-type: none"> - four teachers - three associate teachers - one clerical staff - two IT technicians - office assistants as exam invigilators and clerical support for subject panels 	<ul style="list-style-type: none"> • Teachers' workload was relieved so that they had more time for professional and curriculum development. • Under the work plan of WiFi 900 Scheme, teachers have implemented e-learning to enhance students' learning effectiveness and self-directed learning.
Enhancing Students' Language Proficiency	<ul style="list-style-type: none"> - To provide students with remedial support in English and Chinese Languages - To provide more English and Chinese oral training for S6 students - To enhance students' English and Chinese writing skills 	To employ: <ul style="list-style-type: none"> - Chinese and English tutors - temporary teaching assistants 	<ul style="list-style-type: none"> • A number of English and Chinese Language courses catering for the needs of students of different abilities were organized. • Most tutors could work up to the school's expectations. • Students were given additional support after school and improvement was noted among students in general.
Coping with the Diverse Special Learning Needs of Students	<ul style="list-style-type: none"> - To help students, especially the low achievers catch up with their studies in subjects other than Chinese and English Languages - To foster students' learning skills in Liberal Studies - To subsidize students in joining study tours and overseas competitions - To provide opportunities for students to develop their potential in extra-curricular activities 	To employ: <ul style="list-style-type: none"> - tutors - sports coaches, instructors and orchestra conductor To subsidize courses and programmes	<ul style="list-style-type: none"> • Teachers' workload was relieved so that they could put more effort into teaching and professional development. • Remedial classes of different subjects were held and students were given extra support. Students on the whole found the classes useful. • Workshops on thinking skills in Senior Liberal Studies helped equip students with the necessary skills for effective learning. • Quite a number of students were subsidized to join study tours and mainland exchange programmes organized by the school and external bodies and their horizons were broadened. • Overall, the sports coaches, instructors and orchestra conductor were responsible and students were given guidance and support in their talent development.

**School-based After-school Learning and Support Programmes 2016/17 s.y.
School-based Grant - Programme Report**

Name of School: Carmel Divine Grace Foundation Secondary School

Project Coordinator: Mr. Wong Wing Lok

Contact Telephone No.: 27010908

A. The number of students (count by heads) benefitted under this programme is 151 (including A. 7 CSSA recipients, B. 67 SFAS full-grant recipients and C. 77 under school's discretionary quota).

B. Information on Activities 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						
1. Chinese, English, Mathematics and Liberal Studies classes for low achievers in S1 to S6	1	9	7	➤ Exceeds 70%	Oct 16 – Aug 17	4390	<ul style="list-style-type: none"> ➤ Tutors' performance appraisal ➤ Attendance records 		
2. Remedial / enrichment / examination preparation classes for S1 to S6	0	3	2	➤ Exceeds 70%	Oct 16 – Aug 17	1300	<ul style="list-style-type: none"> ➤ Tutors' performance appraisal ➤ Attendance records 		
3. Activities of different clubs / teams / subjects across all	0	5	1	➤ Exceeds 70%	Oct 16 – May 17	3100	<ul style="list-style-type: none"> ➤ Attendance records 		

levels							➤ Coaches' feedback		
4. Leadership training camps and programmes for student leaders of different committees	0	11	4	➤ Exceeds 70%	Oct 16 – Aug 17	4135	<ul style="list-style-type: none"> ➤ Students' feedback ➤ Instructors' feedback ➤ Teachers' observation ➤ Attendance records 		
5. Study tour to mainland China / other countries for students across all levels	0	5	10	➤ Students' knowledge about China / other countries is enhanced	Oct 16 – Aug 17	61800	<ul style="list-style-type: none"> ➤ Students' sharing and feedback ➤ Teachers' observation 		
6. Summer Camp / Graduation Camp for S1 to S6	4	23	31	➤ All students attended the camp.	Jul 17	14150	<ul style="list-style-type: none"> ➤ Students' sharing and feedback ➤ Teachers' observation 		
7. Fun Fun Education Camp for S1 and Adventure camp for S2	4	27	32	➤ All students attended the camp.	Oct 16 – Aug 17	5440	<ul style="list-style-type: none"> ➤ Students' sharing and feedback ➤ Teachers' observation 		
8. Other school-based after-school activities	2	11	6	➤ All students have completed these learning programmes	Oct 16 – Aug 17	4014	<ul style="list-style-type: none"> ➤ Students' feedback ➤ Teachers' observation 		

							➤ Attendance records		
9. Procurement of necessary materials or equipment.	10	40	10	➤ More students participated extracurricular activities	Oct 16 – Aug 17	3290	➤ Students' feedback ➤ Teachers' observation		
@No. of man-times	21	134	103						
**Total no. of man-times	258				Total	101619			

Note:

* Name/type 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 (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

(You may tick more than one box)

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): The survey should be submitted in early September.

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

Nil
