



SCHOOL DEVELOPMENT PLAN 2022-2025

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 and self-discipline and help them become virtuous individuals.
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 in Chinese and English so that they possess a good command of both languages 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 students' 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 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 be innovative.
10. Fortify 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)

Self-discipline through the understanding of the Word

Service to Mankind through faithfulness to the Lord

明道律己 忠主善群

Holistic Review

Effectiveness of the previous School Development Plan

Major Concern 1: Empowering students to be independent lifelong learners through enhancing their Learning to Learn competence

Target	Extent of target achieved	Follow-up action(s)
1. To boost students' self-efficacy in learning	Partly Achieved	<ul style="list-style-type: none"> • More impetus has to be given to extend the practice of adopting differentiated assignments and assessments to help students lay a solid knowledge foundation and apply skills due to the loss of lesson time amidst the pandemic. • Various opportunities inside and outside the classroom are to be provided for students with diverse needs and abilities.
2. To develop students' potential and widen their knowledge depth and scope	Mostly Achieved	<ul style="list-style-type: none"> • Some of the initiatives such as Life-wide Learning Days and CDG Learning Fair, which were only organised once due to the pandemic, are to be refined.
3. To enhance students' inquisitiveness, creativity, collaboration and problem-solving skills	Partly Achieved	<ul style="list-style-type: none"> • The reduction of lesson time due to the pandemic limited the activities conducted in the classroom. More are to be done to evaluate the effectiveness of the activities designed by teachers. • Project learning is to be strengthened to provide students with diversified learning experiences which help them integrate knowledge, strengthen collaboration and hone skills.
4. To cater for students' diverse needs	Mostly Achieved	<ul style="list-style-type: none"> • Individualised support for low-achieving students is to be strengthened so that they can set clear study and career goals and are further inspired to excel.

Major Concern 2: Promoting students’ wellbeing and enabling them to flourish through positive education

Target	Extent of target achieved	Follow-up action(s)
1. To help students develop a stronger understanding of their emotions and further enhance their positive emotions	Mostly Achieved	<ul style="list-style-type: none"> • Sustained efforts in fostering a positive environment and enhancing their positive emotions need to be continued amidst the rampant pandemic where social interaction is limited.
2. To help students identify and develop their Character Strengths	Partly Achieved	<ul style="list-style-type: none"> • Guidance for students to set their goals based on their strengths and develop an action plan needs to be strengthened.
3. To develop students’ Growth Mindset to embrace challenges	Did not achieve	<ul style="list-style-type: none"> • Due to the pandemic, priority was given to the first two targets to help students develop positive emotions through Character Strengths. The Growth Mindset is to be included in the next school development cycle.

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
School Management	<ul style="list-style-type: none"> • The IMC is composed of knowledgeable, dedicated school managers with different backgrounds who form a pool of expertise in steering the school's development effectively. • Clear targets and implementation strategies are formulated for the school major concerns. Committees and subject plans are 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. • Monitoring of implementation of programme plans has to be strengthened among some committees and subjects.
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. 	<ul style="list-style-type: none"> • The school encounters difficulty in the delegation of leadership responsibility and distributed leadership due to busyness and readiness of staff. • Some subject department heads need to further strengthen their instructional leadership role so as to optimise learning and teaching.
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 	<ul style="list-style-type: none"> • Junior form curriculums need to be streamlined to enhance diversified and active learning in the classroom. • Collaboration among subjects in consolidating and

PI Areas	Major Strengths	Areas for Improvement
	<p>based on biblical truths.</p> <ul style="list-style-type: none"> • 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 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. Sharing of professional learning or practice is always encouraged. • The school-based Language across the Curriculum is well developed to support student learning in English both inside and outside the classroom. • The school-based Reading across the Curriculum helps promote the reading culture and extend students' learning. • 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. 	<p>extending students' subject-related reading experiences is to be enhanced.</p>
<p>Student Learning and Teaching</p>	<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. • Teachers are equipped with EMI pedagogies to help students learning in English. 	<ul style="list-style-type: none"> • More diversified learning and teaching strategies are to be adopted to support the diverse needs of students. • Students' self-efficacy in learning is to be strengthened.

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> • Students possess good learning attitudes and habits. They are attentive in class and serious with studies. • Parents show support for their children in learning. They cooperate with the school to help their children excel. • The School Library, which has a wealth of books, ebooks and magazines, has been actively promoting reading amongst students through a wide range of interesting activities collaboratively organised by subject departments. Students' foundation in languages and ability to learn has then been enhanced. • The school offers diversified co-curricular activities and life-wide learning opportunities to stretch students' potential and widen their horizons. 	
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 for 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 to lead a purposeful life. 	<ul style="list-style-type: none"> • More needs to be done to widen students' exposure to the external world. • Students need a platform to showcase their talents and realise their potential. • More students are to be provided with job shadowing opportunities.

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> • The School Social Workers work closely with the school to help create a positive, flourishing school environment for students. 	
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 the PTA are highly supportive in the 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. • The school partner with local universities to offer students with different learning opportunities. • The school has a close partnership with the Education Bureau. 	<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.
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 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.
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"> • Students can take the initiative to expose themselves to different learning opportunities. • More opportunities are to be provided for students with different abilities to challenge themselves to greater heights.

SWOT Analysis

Our Strengths

- The School's Sponsoring Body, Evangelical School Development Incorporation Ltd., which has a clear vision of providing quality Christian education, is supportive to the school.
- The IMC is composed of knowledgeable, dedicated school managers with different disciplines who form a pool of expertise in steering the school's development effectively.
- The school environment is orderly, safe and caring with a strong Christian culture of love and concern.
- We have a stable team of teachers who 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-efficacy.
- Learning and teaching strategies have to be made more diversified so as to cater for the diverse needs of students.
- More diversified opportunities both inside and outside the classroom are to be provided for all students with different learning needs to broaden their horizons and help them 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 partnership with outside organisations and institutions such as EDB, local universities and NGOs gives students plentiful opportunities to wide their horizons.

Our Threats

- The Covid-19 pandemic has limited students' social life in the School and has a negative impact on their emotions.
- The school needs to combat the prevailing problems of youths' over-indulgence in Internet and cell phone use, deteriorating moral standard and social cleavages.
- The territory-wide dwindling student population due to declining birth rate and emigration has triggered keen competition among schools.

**Carmel Divine Grace Foundation Secondary School
School Development Plan (2022/23 – 2024/25)**

Major Concerns for a period of 3 school years

- 1. Maximising students’ learning outcomes through quality learning and teaching**
- 2. Promoting a flourishing school community and enhancing students’ sense of accomplishment through positive education**

Major Concern 1: Maximising students’ learning outcomes through quality learning and teaching

Target	Time Scale			Outline of Strategies
	2022/23	2023/24	2024/25	
● To boost students’ self-efficacy in learning	✓	✓		1.1 Promote active learning inside the classroom
● To lay a more solid knowledge foundation among students and enhance their capability of applying knowledge and skills across the curriculum	✓	✓	✓	a. Create more lesson time for student-centered activities through flipped learning
	✓	✓		b. Enhance students’ learning confidence through providing appropriate scaffoldings in assignment and lesson design
	✓	✓	✓	c. Foster Peer learning opportunities for students to learn from the experiences of their schoolmates
● To cater for students of different abilities and learning needs by providing them with equitable access to different learning opportunities				d. More extensive use of online platforms to foster students’ collaboration
	✓	✓	✓	1.2 Enhance students’ self-efficacy through extended learning outside the classroom
● To develop students’ Growth Mindset in learning	✓	✓	✓	a. Provide opportunities for students of different abilities to join subject-related activities and competitions
	✓	✓	✓	b. Provide more opportunities for students of different abilities to showcase their learning outcomes and success experiences
● To develop students’ Growth Mindset in learning	✓	✓	✓	1.3 Provide more diversified learning opportunities to cater for students’ diverse learning needs and stretch their potential
	✓	✓	✓	a. Include more differentiated learning tasks and modes of assignments for students with different learning needs.
● To develop students’ Growth Mindset in learning	✓	✓	✓	b. Use adaptable, flexible teaching strategies that respond to the diversity within the classroom.
	✓	✓	✓	c. Provide abundant resources for the gifted students
● To develop students’ Growth Mindset in learning	✓	✓	✓	d. Extensive use of individual conference to understand the learning needs of the students
	✓	✓	✓	

	✓	✓		1.4 Refine the Junior form PSHE curriculums to enable more cross-subject collaborations
	✓	✓		a. Refine the Junior form PSHE curriculums and integrate relevant values and humanistic qualities into the respective curriculum.
	✓	✓		b. Help students develop common generic skills that are essential in PSHE subjects
	✓	✓	✓	c. Design co-curricular activities projects among PSHE subjects
				d. Strengthen the professional exchange between the PSHE subjects
	✓			1.5 Connect students' learning experiences through the promotion of reading
	✓			a. Renovate the school library to facilitate the implementation of reading activities
	✓	✓	✓	b. Promote the role of the school library as a learning common with enriched resources
				c. Subject departments assign extended reading tasks related to the subject materials taught
	✓	✓		1.6 Strengthen Values Education in different subjects

Major Concern 2: Promoting a flourishing school community and enhancing students’ sense of accomplishment through positive education

Targets	Time Scale			Outline of Strategies
	2022/23	2023/24	2024/25	
<ul style="list-style-type: none"> ● To cultivate a flourishing school community ● To enhance students’ sense of accomplishment through striving for and achieving meaningful outcomes ● To enhance students’ self-confidence 	✓	✓		2.1 Positive Accomplishment <ul style="list-style-type: none"> a. Enhance and enrich the skills and knowledge related to positive accomplishment of staff through staff training b. Help students to develop skills and knowledge to enrich their learning and promote strong performance through growth mindset, goal setting, self-efficacy and hope theory c. Enhance students’ engagement and cater for the different learning styles and multiple intelligences of students by providing a diversified, safe and empowering learning environment such as diversified OLE activities d. Encourage and guide students to set, work out and achieve their personal goals through different school activities such as the “Be a Better Me” challenge and personal goal setting in the Growth Journal e. Optimise school activities to provide more platforms to celebrate students’ success and recognise their achievements
	✓	✓		
	✓	✓	✓	
	✓	✓	✓	
			✓	
	✓	✓	✓	2.2 Flourishing School Community <ul style="list-style-type: none"> a. Promote strength-based education by developing students’ character strengths through formal curriculum (assemblies and class teacher periods) and informal curriculum (mass programmes and OLE activities) b. Implement the new Values Education curriculum through different learning activities to empower students to take proper actions to deal with the challenges in their future life c. Enhance students’ Positive Emotion to allow them to cope with pressure more effectively and preserve mental health by applying the strategies of savouring and gratefulness d. Coordinate the efforts of committees, departments and staff in cultivating a growth-oriented environment by applying Growth Mindset