



Carmel Divine Grace Foundation
Secondary School
迦密主恩中學

SCHOOL DEVELOPMENT PLAN

2025/26-2027/28



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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 realising 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

a. Effectiveness of the School Development Plan in the Cycle of 2022/23 – 2024/25

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

Target	Extent of target achieved	Follow-up action(s)
1. To boost students' self-efficacy in learning	Partly Achieved	Lessons generally evolved to become more diversified, incorporating a variety of learning activities designed to engage students and cultivate their skills, knowledge, and values. Despite employing multiple instructional strategies, some academically high-achieving students remained somewhat passive, often due to a fear of making mistakes. We would continue to implement these pedagogical approaches while exploring additional methods to further enhance student engagement and strengthen their self-efficacy.
2. To lay a more solid knowledge foundation among students and enhance their capability of applying knowledge and skills across the curriculum	Mostly Achieved	Subject departments fostered a strong knowledge foundation, assigned tasks to develop skills and values, and endeavored to link learning with real-world applications. However, students still demonstrated limited flexibility in applying their knowledge to everyday situations. To address this, greater emphasis would be placed on enhancing critical thinking and problem-solving tasks. In addition, more assignments related to daily life would be provided to further reinforce practical application.
3. To cater for students of different abilities and learning needs by providing them with equitable access to different learning opportunities	Fully Achieved	Incorporated as routine work
4. To develop students' Growth Mindset in learning	Fully Achieved	Incorporated as routine work

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

Target	Extent of target achieved	Follow-up action(s)
1. To cultivate a flourishing school community	Fully Achieved	• Incorporated as routine work
2. To enhance students' sense of accomplishment through striving for and achieving meaningful outcomes	Mostly Achieved	• Incorporated as routine work
3. To enhance students' self-confidence	Mostly Achieved	• There was a significant increase in opportunities for students to showcase their interests and talents, reflected in a heightened sense of confidence as evidenced by survey results. Leadership training and opportunities have been reinforced; however, we aim to provide more opportunities for junior students, particularly those in Secondary 1, to further build their confidence.

b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

◆ **How good is my students' performance in achieving the seven learning goals?**

Students have demonstrated strong achievement in fostering national identity and advancing language proficiency, which are two of the key strengths of our school. High Q-scores in the APASO-III survey reflect their enhanced sense of national identity, shaped through flag-raising ceremonies, Mainland and overseas study tours, and structured school-based curriculums. Their bi-literate and trilingual communication skills have been notably strong, with increased confidence in expressing themselves in English and Putonghua during classes and activities. Values education deeply embedded in formal and informal curriculums has further strengthened their respect for Chinese culture.

Students have made solid progress in fostering national identity. However, there is room to broaden their global awareness and encourage greater engagement in social service and volunteering. Their understanding of global issues and responsible global citizenship remains a growing area. While students possess a broad knowledge base, enhancing their ability to apply their knowledge in real-world contexts through the integration of local, national, and global issues in inter-disciplinary learning will foster deeper personal and societal connections.

Despite the challenges of a demanding central curriculum, students have made meaningful strides in generic skills and self-directed learning. Participation in STEAM days, leadership training, and cross-subject collaborations has cultivated independence, time management, teamwork, and presentation skills, though some would benefit from additional structured support. Efforts to boost information literacy, including ethical technology use and digital citizenship with emerging tools like generative AI, are underway to better prepare students for the digital era.

In life planning, students benefit from comprehensive career guidance and counselling, yet further development is needed for them to gain clearer insight into their strengths, interests, and long-term life-planning goals. Expanded experiential learning, mentorship, and career exploration opportunities will continue to nurture their aspirations.

Physical health initiatives such as golf, touch rugby, and Fruit Day have positively impacted students' well-being. Ongoing emphasis on balanced sleep, moderated screen time, and healthy lifestyle habits will further support their holistic growth inside and outside school.

◆ **How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?**

One of our school's key strength lies in the rich variety of extra-curricular activities, life-wide learning experiences, and leadership opportunities available to students. Programmes like overseas study tours to Xi'an, Taiwan, Shanghai, the UK, and Germany, alongside recent initiatives such as the "Be a Better Me" challenge, have enabled students to explore interests, build new skills, and broaden their horizons, many even continuing their passions into university. Moreover, participation in external programmes and competitions, including sports events and Mainland study tours, has further enriched students' learning journeys.

We have also made great strides in cultivating leadership and initiative through a structured leadership development programme and student-led projects. A new focus on junior students offers early training in teamwork, decision-making, and project management to prepare them for leadership roles later on. Senior students mentor their juniors, promoting knowledge sharing and a collaborative culture. Encouraging students to create new clubs through the “Start up Your ECA” scheme fosters responsibility and helps them develop talents in arts, technology, and sports. Complementary form-based activities like building our own fish tanks, gardening, and morning sharing nurture empathy and essential skills, supporting our commitment to a holistic, balanced curriculum beyond academic studies.

While there is a wide variety of extra- and co-curricular activities, there is potential to engage more students fully, as some remain focused mainly on examinations and academic results. Strengthening a culture of curiosity and self-directed lifelong learning will help address this. Moreover, while new sports promote physical health, expanding efforts to encourage a healthy lifestyle through the 4Rs (Rest, Relationship, Relaxation and Resilience) can further benefit students. Providing more structured support for whole-person development and daily life skills will enhance their overall growth.

◆ **How good is my school in leading its continuous improvement and development for students’ whole-person development and lifelong learning?**

Our school is committed to continuous improvement in supporting students’ whole-person development and lifelong learning. We have established a shared vision among our staff through multiple channels such as staff meetings, a teacher representative on the Administrative Committee, teachers and supporting staff’s annual meetings with the principal, Staff Consultative Committee, and annual opinion surveys about school administration and operations. Staff collaboration thrives within a harmonious environment, with distributed leadership empowering middle managers. This collaborative approach fosters collective ownership of our goals.

The Principal and a Vice Principal maintain active engagement with parents by attending all PTA meetings, facilitating discussion forums on Parents Day, and ensuring consistent, transparent communication through regular parent notices. Parents’ opinions are systematically solicited and valued, fostering meaningful involvement in school activities.

We allocate human and financial resources to support key initiatives, including enhancements in teaching and learning, extra-curricular facilities, environmental improvements, and curriculum development. Cross-department collaboration ensures alignment of learning objectives, which collectively strengthens teaching, student support, and community engagement.

That said, there is room for growth. Our management recognises the need to use data more effectively to review and refine practices, ensuring sustained progress. Building greater capacity in data analysis and resource management will enable us to respond more adeptly to the evolving needs of our students.

c. How Can My School Be Better

◆ What are my students' needs?

Our students excel in fostering national identity and language proficiency, with strong confidence in bilingual and trilingual communication and respect for Chinese culture. However, they need further development in global awareness and responsible citizenship, especially through increased engagement in social service and inter-disciplinary learning that connects local, national, and global issues.

While they show good progress in generic skills and self-directed learning, some students would benefit from more structured support to enhance independence, teamwork, and digital literacy, including ethical tech use such as generative AI. In life planning, students require clearer guidance to understand their strengths and aspirations, which could be supported by expanded mentorship and career exploration. Finally, ongoing focus on physical and mental well-being, including balanced lifestyles beyond school initiatives, remains crucial for their whole-person growth.

◆ What is my school's capacity for continuous improvement and development?

Our school's PIE (Planning, Implementation, and Evaluation) cycle is vigorously conducted at both department and school levels. We identify key strengths and issues, develop solutions and strategies, and consult widely among staff. Middle managers play a vital role in promoting and implementing these plans, which drives our school development and helps us achieve shared goals effectively.

Our school shows strong capacity for continuous improvement through a shared vision, collaborative leadership, and active parent involvement. Distributed leadership and structured communication channels build professional consensus and collective ownership, which are part of our key strengths. Thoughtful allocation of human and financial resources supports strategic initiatives in teaching, curriculum, and student support, strengthening our overall effectiveness.

To further enhance our capacity, we need to build stronger skills in data use and analysis. Developing effective data systems to track enhance learning and teaching as well as student support will give us timely insights to guide improvement.

◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

Our school's development priorities focus on expanding students' global awareness and responsible citizenship through increased social service and learning connecting local, national, and global issues. We aim to strengthen students' generic skills and self-directed learning, particularly digital literacy and ethical use of emerging technologies like AI, while enhancing career guidance and life-planning via mentorship and experiential opportunities. Physical and mental well-being also remain key, promoting balanced lifestyles for holistic growth.

To support these goals, we will optimise our strong collaborative culture, distributed leadership, and active parent engagement. We will also build greater capacity in data use and analysis to monitor progress effectively and refine practices through our vigorous PIE cycle at all levels. This will ensure systematic planning, consultation, and implementation that fosters whole-person development and lifelong learning.

School Development Plan (2025/26 – 2027/28)

Based on the above holistic review of school performance, the major concerns in order of priority are:

Major Concern 1: Empowering students to be future-ready learners with the skills, knowledge and mindsets to thrive in future challenges

Target	Outline of Strategies	Time Scale			Seven Learning Goals
		25-26	26-27	27-28	
1.1 To sharpen students' skill sets and broaden their knowledge base and horizons	a. Adopt structured teaching methods that promote collaboration, communication, problem-solving, and creativity across all subjects b. Embed global perspectives and priority values throughout the curriculum to nurture open-minded, responsible global citizens c. Integrate current global events and local-to-global issues into classroom discussions to spark analytical and critical thinking d. Create a classroom culture and learning experiences that spark curiosity, build empathy, and strengthen resilience e. Encourage extensive reading across a wide range of topics and cultures to broaden students' knowledge and understanding of the world	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	• Generic Skills • Breadth of Knowledge • National and Global Identity
1.2 To empower students to take ownership of their learning	a. Establish routines for students to set personal learning goals and engage in regular self-reflection and self-assessment to monitor their progress b. Conduct student-led activities, discussions, and group projects to create a more interactive and participatory classroom environment c. Empower and encourage students to monitor their learning progress using assessment for learning strategies d. Facilitate self-learning outside the classroom through Artificial Intelligence technology e. Encourage students to use the newly renovated school library for academic discussions and reading, fostering independent inquiry and a love of learning	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	• Life Planning • Information Literacy • Generic Skills • Breadth of Knowledge • Language Proficiency
1.3 To enhance students' digital and information literacy	a. Align the school-based curriculums with the "Information Literacy for Hong Kong Students" Learning Framework 2024 b. Incorporate relevant learning elements into the curricula of various subjects, infusing students with information literacy principles c. Integrate emerging technologies to enhance learning and teaching effectiveness and efficiency d. Establish a cross-disciplinary Digital Education task Force dedicated to driving pedagogical innovations in Artificial Intelligence	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	• Generic Skills • Information Literacy

Major Concern 2: Developing students into future-ready leaders through a supportive, innovative and inclusive school culture with diverse experiential learning opportunities

Target	Outline of Strategies	Time Scale			Seven Learning Goals
		25-26	26-27	27-28	
2.1 To build a school culture that is supportive, innovative, and inclusive	a. Create a school culture that fosters flexibility and innovation by staying open to educational practices that respond to student needs and global trends b. Empower student voice by involving them in decisions in shaping the school environment c. Promote a growth mindset so students see challenges as opportunities to learn and improve d. Support mental health by creating a positive environment focused on the 4Rs: Rest, Relaxation, Relationship, and Resilience, and by providing access to mental health resources e. Encourage inclusion and respect through integrated education programmes that help students appreciate and understand peers from diverse backgrounds and with different learning needs	✓	✓	✓	• Healthy Lifestyle
2.2 To strengthen students' servant leadership skills and expand their opportunities to serve others	a. Optimise the school-based Leadership Development Framework to create more opportunities for students to take on leadership roles in different activities b. Provide diverse community service programmes for students to develop responsibility, empathy and leadership skills by serving others c. Foster global citizenship through exchange programmes or virtual interactions with schools worldwide d. Organise study tours to immerse students in different cultures and perspectives e. Strengthen values education in the informal curriculum to help students to make ethical decisions and act with integrity	✓	✓	✓	• Generic Skills • National and Global Identity • Information Literacy • Breath of Knowledge
2.3 To guide students in achieving their personalised life planning goals	a. Help students set and achieve personalised life planning goals by incorporating flexible learning pathways and devising workable plans. b. Inspire students with guest speakers from various professions who share their life stories and career journeys c. Encourage future thinking and vision-building by prompting students to imagine their own definitions of success and guiding them in developing a personal vision for their lives d. Optimise the "Be a Better Me" challenge to motivate students to pursue and reflect on their personalised life planning goals. e. Expose students to real-world experiences by providing internships, job shadowing, and site visits so they can explore different career paths and work environments firsthand	✓	✓	✓	• Life Planning • Breath of Knowledge