

Annual School Plan 2017-2018

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1. THE HONG KONG COUNCIL OF THE CHURCH OF CHRIST IN CHINA – VISION, MISSION AND CORE VALUES ON EDUCATION

中華基督教會香港區會 辦學願景、使命宣言、核心價值

願景 Vision Statement

並肩培育豐盛生命，攜手見證基督大愛

Together we nurture the lives of our students
Hand in hand we witness the Love of Christ

使命宣言 Mission Statement

我們願以基督愛心為動力，以人為本的信念，積極進取的態度，
提供優質教育，啟發學生潛能，分享整全福音；
培育學生成為良好公民，回饋社會，貢獻國家。

Motivated by the Love of Christ and convinced of the value of man, we strive to provide quality education to our students, to elicit their potential and to share with them the holistic views of the gospel. We also pledge to educate our students to be good citizens so that they can make contribution to our society and our country.

核心價值 Core Values

傳道服務、愛心關懷
有教無類、全人教育
積極進取、勇於承擔

Evangelism and Service, Loving and Caring
Whole-person Education for All
Positive, Progressive and Commitment

2. SCHOOL MISSION

The Church of Christ in China Ming Kei College (previously named as Ming Kei College) is a Christian grammar school founded by the Hong Kong Council of the Church of Christ in China (HKCCCC) in 1967 in the hope that both its teachers and students shall constantly bear in mind Jesus Christ's grace and teachings, and follow in His footsteps in loving service to mankind.

Embracing the HKCCCC's philosophy of 'holistic education' in proclamation and service, we are committed to the provision of a comprehensive range of quality education services. We pledge to create a pleasant and harmonious learning environment, and, by working in partnership with parents, the church, community and related organisations, to provide a curriculum and a system of extra-curricular activities which address the moral, intellectual, physical, social, aesthetic and spiritual needs of young people.

We strive to nurture our students by developing their potential in self-discipline, autonomy, self-enhancement, independent thinking as well as their creativity and leadership. We also strive to help our students develop their physical fitness, inculcate in them the spirit of team work as well as serving the others. We are committed to providing them with training leading to the appreciation of art and aesthetics. We are also devoted to teaching our students to learn the words and acts of Jesus so as to help them develop a positive attitude towards learning and active participation, and grow into healthy and civic-minded youngsters with a wholesome character, a positive outlook in life and a correct sense of value.

It is our aspiration that our students will grow into individuals whose love extends from self to neighbour and to God, individuals who are honest, courteous, law-abiding, respectful to teachers, filial to parents, ready to care and share, and willing to serve others. They should be prepared to assume responsibility, dare face challenges and able to respond to the needs of our society. Thus they will become good citizens who are involved in improving society, contributing to nation and serving the world. Through practice, their lives will give expression to what Jesus once taught us, 'it is more blessed to give than to receive.'

Our mission statement is as follows:

“We strive to provide our students with person-centred education with love and care so that they can maximize their potential to lead an abundant life, to serve the community and to glorify the Lord.”

2. 本校辦學宗旨

中華基督教會銘基書院（前稱「銘基書院」）是一所基督教文法中學，一九六七年由中華基督教會香港區會創辦，目的在使眾師生銘記基督耶穌的恩典和教訓，學效祂關顧和服務人類的榜樣。

本校秉承區會以「傳道服務」為目標的「全人教育」辦學精神，向學生提供全面的優質教育服務。本校承諾營造一個愉快和諧的學習環境，並與家長、教會、社區及有關團體衷誠合作，為學生提供德、智、體、群、美、靈六育並重的課程和活動。

本校致力培養學生的自律、自治、自學、獨立思考、創作及領導的才能，也著重鍛鍊他們的體魄、團隊合作和服務精神，提供他們對美和藝術欣賞的訓練，並教導他們學習耶穌的言行，使學生建立積極學習和主動參與的態度，有良好的公民意識、健全的人格、正確的人生觀和價值觀。

我們期望每個學生都成為一個愛己、愛人和愛神的有為青年：誠信、有禮、守法、尊敬師長、孝敬父母、關顧弱小、願意與人分享，樂意服務鄰舍，勇於承擔責任、敢於面對挑戰，能對社會的發展和需要作出適切的回應；他日更是一位積極參與改善社會、貢獻國家、服務世界的良好公民，通過實踐以體驗耶穌「施比受更有福」的教訓。

我們的使命宣言是：

「以人為本	關愛共融
多元發展	服務社群
活得豐盛	榮神益人」

3. SCHOOL GOALS

3.1. Goals related to Students

- <1> Enable students to build a strong foundation of literacy and numeracy and to understand the world in which they live and the relationship between people and their environment.
- <2> Help students to think independently in a logical and creative way, to make rational decisions , as well as to solve problems and to cope with stress and changes effectively.
- <3> Help students develop a zeal in learning and a realization that learning is a life-long activity.
- <4> Help students to meet the community's needs in respect of its social, economic and technological development.
- <5> Stimulate students' interest and develop their potential in cultural and aesthetic aspects.
- <6> Help students to develop physical fitness and an appreciation of sportsmanship.
- <7> Educate students to become well-disciplined and good-mannered youths.
- <8> Provide an appropriate environment in which students can learn to live and work with, respect, love and help other people.
- <9> Educate students to become responsible and civic-minded citizens with contribution to the society, the nation and the world.
- <10> Help students to develop a proper sense of morality and value judgment.
- <11> Help students to understand biblical truths, to develop faith in God and live out their lives in purity by faith.

3.2 Goals related to the Provision of Resources

- <1> Provide adequate teaching and learning facilities, and create a supportive environment to foster students' growth.
- <2> Provide students with educational tasks so as to enrich their life experience.
- <3> Continually update resources so that students are able to have hands-on experience of appropriate new technology.
- <4> Provide teachers with effective teaching aids so as to enhance the quality of teaching.
- <5> Organise support programmes to assist in the professional development of teachers and, particularly, new teachers.
- <6> Reduce the non-teaching workload of teachers so that they can concentrate on their teaching and counselling roles.
- <7> Improve the working environment of staff so as to enhance the efficiency of teaching.
- <8> Provide a safe working environment for staff.
- <9> Strive for an effective use of the school premises.

- <10> Provide subsidy for appropriate school activities.
- <11> Provide parents with the opportunities of taking part in various school activities if appropriate.
- <12> Raise fund within the school to finance approved projects.
- <13> Make good use of the resources available and strengthen co-operation and co-ordination with other organisations in our community.

3.3 Goals related to School Management

- <1> Ensure that students are supported, cared for, and assisted in making the most of the opportunities that the school provides for them.
- <2> Ensure that quality, effectiveness and efficiency of the school are attained.
- <3> Define clearly and publicize the institutional rights and duties of teaching and non-teaching staff.
- <4> Encourage teachers to express their views and play an active role in decision-making.
- <5> Create a supportive environment so that teachers can enjoy freedom in trying out educational innovations and develop their potential.
- <6> Be fair and reasonable while allocating duties.
- <7> Have an optimal allocation of financial resources.
- <8> Provide communication opportunities among the school management board, school administration, teachers, parents, alumni and students so that they can better understand and contribute to the making of school policies.
- <9> Improve communication among the school administration, teaching and non-teaching staff.

3.4 Qualities of Ming Kei Students, Staff & Parents

We strive to develop the following qualities in the growth journey at Ming Kei:

- C **Christian Faith**
- C **Courage**
- C **Creativity**
- M **Modesty**
- K **Knowledge**
- C **Commitment**

3. 學校目標

3.1. 與學生有關的目標

- <1> 幫助學生建立穩固的語文和數學基礎，使他們了解世界以及人類與環境之間的關係。
- <2> 訓練學生能獨立地作邏輯和創意的思考及作理性的判決，能有效地解決困難和面對壓力及改變。
- <3> 培養學生的求知熱誠，使他們明白應終生學習。
- <4> 幫助學生迎合社區的社會、經濟和科技的發展需要。
- <5> 培養學生在文化和美學上的興趣，並發展他們在這些方面的潛能。
- <6> 幫助學生鍛鍊健康的體格及培養體育精神。
- <7> 訓練學生成為自律與有禮的青年。
- <8> 提供適當的環境讓學生學習和他人相處及合作、並尊重、愛護和幫助他人。
- <9> 培養學生成為具有公民意識和責任感的市民，為社會、國家和世界作出貢獻。
- <10> 幫助學生建立正確的道德觀，並作出合理的價值判斷。
- <11> 幫助學生明白聖經真理，建立對神的信心，以及過純潔的信仰生活。

3.2 與學校資源有關的目標

- <1> 提供充足的教學設施，營造具支援性的環境以協助學生成長。
- <2> 向學生提供教育活動以豐富他們的生活體驗。
- <3> 增添資源使學生能親身體驗適當的新科技。
- <4> 為教師提供有效的教學工具以提高教學質素。
- <5> 提供輔助活動以幫助教師（尤其是新教師）的專業發展。
- <6> 減省教師教學以外的工作，使他們專注教學及輔導。
- <7> 改善教職同工的工作環境以增進教學效益。
- <8> 為教職同工提供安全的工作環境。
- <9> 善用課室及學校的空間。

- <10>資助各項合適的學校活動。
- <11>提供機會讓家長參與合適的學校活動。
- <12>於校內籌集資源以資助經批准的各项計劃。
- <13>善用各方面資源，並加強與社區內其他組織的合作和協調。

3.3 與學校管理有關的目標

- <1> 透過學校所提供的各種機會，確保學生得到適當的支援、照顧和幫助。
- <2> 確保學校有效率地運作，以收優質教育的果效。
- <3> 清楚界定並公佈教職同工在校內的各項權利和責任。
- <4> 鼓勵教師積極發表意見和參與決策。
- <5> 給予教師自由和支援，讓他們作創新教學的嘗試，使潛能得到發展。
- <6> 公平和合理地分配教職員的工作。
- <7> 有效地分配經濟資源。
- <8> 提供學校管理階層、學校行政人員、教師、家長、校友、學生等之間的溝通渠道，使他們對校政的制訂有更多的了解和參與。
- <9> 增強學校管理階層和教職同工間的溝通。

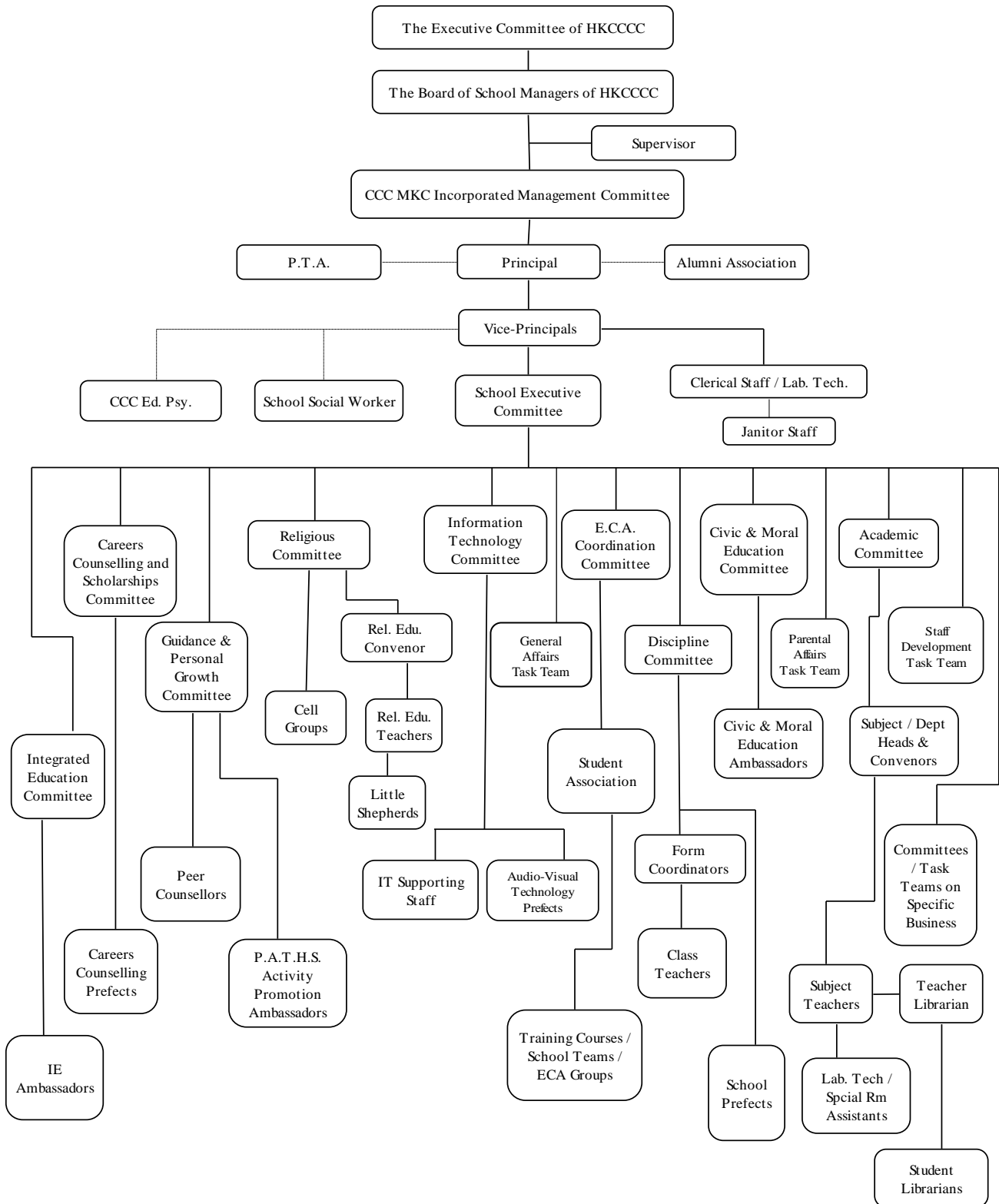
3.4 銘基師生及家長的素質

在銘基，我們致力追求成長，培養以下的素質：

C	Christian Faith	基督信仰
C	Courage	勇氣
C	Creativity	創意
M	Modesty	謙卑
K	Knowledge	學問
C	Commitment	委身

4.

THE CHURCH OF CHRIST IN CHINA MING KEI COLLEGE ADMINISTRATIVE ORGANIZATION (2017-2018)



CCC MING KEI COLLGE
SCHOOL DEVELOPMENT PLAN 2017-2020

Major Concern: 1. To foster active learning through improving language proficiency and developing self-directed learning (SLD) habits

Targets / Intended Outcomes	Strategies	Time Scale			Coordinating Teams
		17/18	18/19	19/20	
1.1 To develop a language rich school curriculum for academic learning and daily usage	1.1.1 To conduct a whole school curriculum review exercise for restructuring the 2018/19 curriculum using the *KISS model	✓			Academic Committee, Subject Departments
	1.1.2 To adopt the Language across Curriculum approach to maximum language acquisition and usage across subjects	✓	✓	✓	
	1.1.3 To organize joint co-curricular activities between language departments and subject departments to arouse students' interests in learning languages	✓	✓	✓	
1.2 To develop lesson designs conducive to self-directed learning	1.2.1 To set up an ad hoc task team to design, implement and share teaching strategies among teachers	✓	✓	✓	VP (academic) + ad hoc task team, Subject Departments
	1.2.2 To document and disseminate action research in pedagogical innovations via staff professional development programmes	✓	✓	✓	

*KISS model: Keep, Improve, Start, Stop

Targets / Intended Outcomes	Strategies	Time Scale			Coordinating Teams
		17/18	18/19	19/20	
1.3 To align the Information and Technology Committee with the Academic Committee to encourage teachers and students to use e-learning materials and learning platforms so as to develop self-directed learning (SDL) habits	1.3.1 To introduce different e-learning resources and e-learning platforms to subject departments through workshops and seminars	✓	✓	✓	IT Committee AC Committee Subject Departments
	1.3.2 To collaborate with Heads of subject departments to try out the use of e-learning resources and e-learning platforms strategically in the junior forms	✓	✓	✓	
	1.3.3 To align students' learning experiences inside and outside classroom through their use of different self-learning strategies/platforms for collaborative learning	✓	✓	✓	
1.4 To develop a culture of using e-learning tools to scaffold constructive teaching and collaborative learning	1.4.1 To formulate and implement policy on e-learning teaching, learning and assessment which fostering collaboration and professional development			✓	

Major Concern 2: To develop the school into a learning organisation for sustainable development

Targets / Intended Outcomes	Strategies	Time Scale			Coordinating Teams
		17/18	18/19	19/20	
2.1 To develop a school-based Knowledge Building Community (KBC) Model as an assessment tool for the evaluation of teaching and learning effectiveness	2.1.1 To restructure the Staff Development Team for the formulation of strategic staff professional development policies and programmes	✓			Staff Development Team, Curriculum Development Team
	2.1.2 To develop artifacts for the implementation of the KBC Model	✓	✓		
	2.1.3 To organise mini-workshops and seminars for teachers to understand how to adopt the KBC Model for teaching, learning and assessment	✓	✓	✓	
2.2 To develop a culture for using KBC Model for the evaluation of teaching and learning effectiveness at teachers' level and school's level	2.2.1 To disseminate the school-based KBC model and implement it to be the common tool for the evaluation of teaching and learning shared among teachers		✓	✓	

Major Concern 3: To Nurture Students' Personal Qualities and Attributes for being a Ming Kei-er

Targets / Intended Outcomes	Strategies	Time Scale			Coordinating Teams
		17/18	18/19	19/20	
3.1 To Strengthen Students' Character and Capacity Building	3.1.1 To review the work of various student support committees with the help of the KISS model	✓			VP (student affairs), RC, GPGC, CMEC
	3.1.2 To align the work of various student support committees on students' character and capacity building with a school-based student support framework	✓			
	3.1.3 To promote the specific values through an informal curriculum, e.g. accountability	✓	✓	✓	Student Affairs Committees
	3.1.4 To implement the PIE mechanism for non-academic activities in order to promote greater student participation and to enhance the performance of student leaders	✓	✓	✓	Student Affairs Committees
	3.1.5 Arouse and nurture students' awareness of the core virtues and values of the school through mass programmes and during Form periods	✓	✓	✓	Student Affairs Committees
	3.1.6 To extend the dual-class teacher system to S.2 – 3		✓	✓	Dr Lee, Student Affairs Committees

Targets / Intended Outcomes	Strategies	Time Scale			Coordinating Teams
		17/18	18/19	19/20	
3.2 To Help Students Lead a Healthy and Harmonious Life	3.2.1 Formulate a healthy school policy	✓			CMEC
	3.2.2 Help students to build up a positive attitude in life and explore the importance of connectedness and strong relationships for well-being through annual thematic mass programmes, class-based activities and participation in external activities	✓	✓	✓	Student Affairs Committees
	3.2.3 Strengthen students' resilience through activities or programmes held by school social workers	✓	✓	✓	VP (student affairs), SSW, GPGC
	3.2.4 Refine the existing Award Schemes to motivate students to do their best	✓	✓		VP (student affairs), ECAC, DC

Targets / Intended Outcomes	Strategies	Time Scale			Coordinating Teams
		17/18	18/19	19/20	
3.3 To Nurture Students to Become Active Life Planning Engineers	3.3.1 To set up the Life Planning Education team for the PIE of life education	✓	✓	✓	VP (student affairs), CCSC, PATHS coordinator, GPGC
	3.3.2 Restructure the value and life planning education curriculum and the lesson allocation time by the student affairs committees	✓	✓	✓	
	3.3.3 Develop a progressive Mentorship Scheme for fostering healthy student growth 3.3.3.1 Providing guidance, advice, study skills and support to the mentees 3.3.3.2 Collecting students' opinions, suggestions and their learning needs 3.3.3.3 Sharing the data with Academic Committee for strategic planning	✓	✓	✓	

CCC MING KEI COLLGE
Major Concerns for the 2017-18 School Year

Major Concern: 1. To foster active learning through improving language proficiency and developing self-directed learning (SLD) habits

Targets / Intended Outcomes	Strategies	Success Criteria	Methods of Evaluation	Coordinating Teams
1.1 To develop a language rich school curriculum for academic learning and daily usage	1.1.1 To conduct a whole school curriculum review exercise for restructuring the 2018/19 curriculum using the *KISS model	<ul style="list-style-type: none"> ● Key features / directions will be identified of the school-based curriculum reform 	<ul style="list-style-type: none"> ● Curriculum Development Committee meetings ● Consultation in Academic Committee and Joint Department Heads meetings 	Academic Committee, Subject Departments
	1.1.2 To adopt the Language Across Curriculum approach to maximum language acquisition and usage across subjects	<ul style="list-style-type: none"> ● Implementation, monitoring and evaluation of LAC measures stipulated in MOI Plan. ● Students' learning materials and assignments reflecting the language support offered by teachers in the teaching and learning process 	<ul style="list-style-type: none"> ● Evaluation in subject departments' meetings ● Evaluation in Academic Committee meetings ● Assignments' inspection reports of panel members ● Lesson observation reports of panel members 	
	1.1.3 To organize joint co-curricular activities between language departments and subject departments to arouse students' interests in learning languages	<ul style="list-style-type: none"> ● English is adopted in school activities such as presentation, fashion show, mass dance, sports day to help students immerse in an English-rich environment 	<ul style="list-style-type: none"> ● Academic Committee meetings ● Evaluation in departments' meetings ● Evaluation in ECAC 	

*KISS model: Keep, Improve, Start, Stop

Targets / Intended Outcome	Strategies	Success Criteria	Methods of Evaluation	Coordinating Teams
1.2 To develop lesson designs conducive to self-directed learning	1.2.1 To set up an ad hoc task team to design, implement and share teaching strategies among teachers	<ul style="list-style-type: none"> ● The ad hoc task team will conduct a sharing in a Staff Development Day. ● Based on the sharing, discussion will be facilitated among teachers for the implementation of the self-directed learning. 	<ul style="list-style-type: none"> ● Evaluation of the ad hoc task team ● Evaluation of the Staff Development Task Team ● Feedback of teachers in departments' meetings. 	VP (academic), ad hoc task team, Subject Departments
	1.2.2 To document and disseminate action research in pedagogical innovations via staff professional development programmes	<ul style="list-style-type: none"> ● Documents of pedagogical innovations will be compiled and disseminated to teachers. 	<ul style="list-style-type: none"> ● Evaluation in departments' meetings ● Evaluation conducted by the Staff Development Task Team 	
1.3 To align the Information and Technology Committee with the Academic Committee to encourage teachers and students to use e-learning materials and learning platforms so as to develop self-directed learning (SDL) habits	1.3.1 To introduce different e-learning resources and e-learning platforms to subject departments through workshops and seminars	<ul style="list-style-type: none"> ● Subject departments start to use e-learning platform to communicate with teachers and students and deliver learning materials. ● IT / e-learning workshops for teachers ● Try-out will be implemented. 	<ul style="list-style-type: none"> ● IT Committee meetings ● Academic Committee meetings ● Evaluation in departments' meetings 	IT Committee, AC Committee, Subject Departments
	1.3.2 To collaborate with Heads of subject departments to try out the use of e-learning resources and e-learning platforms strategically in the junior forms			
	1.3.3 To align students' learning experiences inside and outside classroom through their use of different self-learning strategies/platforms for collaborative learning			

Major Concern 2: To develop the school into a learning organisation for sustainable development

Targets / Intended Outcomes	Strategies	Success Criteria	Methods of Evaluation	Coordinating Teams
2.1 To develop a school-based Knowledge Building Community (KBC) Model as an assessment tool for the evaluation of teaching and learning effectiveness	2.1.1 To restructure the Staff Development Team for the formulation of strategic staff professional development policies and programmes	<ul style="list-style-type: none"> ● Able to bring in key stakeholders into the team ● Able to design a school-based teacher professional development curriculum ● Able to provide guidelines for committees and panels to formulate a team-based staff professional development plan 	<ul style="list-style-type: none"> ● Scrutinizing documents from various teams and committees 	Staff Development Team, Curriculum Development Team
	2.1.2 To develop artifacts for the implementation of the KBC Model	<ul style="list-style-type: none"> ● To set up a new committee, namely Curriculum Development Committee (CDC), to initiate pedagogical innovations ● Able to produce and document lesson design, audio visual materials in Science, Language and PSHE 	<ul style="list-style-type: none"> ● Scrutinizing documents from CDC ● Lesson observation 	
	2.1.3 To organise mini-workshops and seminars for teachers to understand how to adopt the KBC Model for teaching, learning and assessment	<ul style="list-style-type: none"> ● Able to formulate and implement a curriculum for setting up Teacher Academy in the Second Term 	<ul style="list-style-type: none"> ● Scrutinizing documents from the Staff Development Team 	

Major Concern 3: To Nurture Students' Personal Qualities and Attributes for being a Ming Kei-er

Targets / Intended Outcomes	Strategies	Success Criteria	Methods of Evaluation	Coordinating Teams
3.1 To Strengthen Students' Character and Capacity Building	3.1.1 To review the work of various student support committees with the help of the KISS model	<ul style="list-style-type: none"> ● A team will be set up for the review work and data-driven opinions can be recorded. ● The core values of being a Ming Kei-er will be revisited. 	<ul style="list-style-type: none"> ● Discussion and feedback among the team members 	VP (student affairs), RC, GPGC, CMEC
	3.1.2 To align the work of various student support committees on students' character and capacity building with a school-based student support framework	<ul style="list-style-type: none"> ● A framework can be constructed as a base for the building of students' characters 	<ul style="list-style-type: none"> ● Feedback from teachers 	
	3.1.3 To promote the specific values through an informal curriculum, e.g. accountability	<ul style="list-style-type: none"> ● The performance of students in the following aspects improves <ul style="list-style-type: none"> (i) Students can hand in parents' letters for leave of absence without reminders. (ii) Students can get to school punctually. (iii) Students can keep the classrooms clean. 	<ul style="list-style-type: none"> ● Observation and feedback from teachers ● Records from the General Office ● Interclass competition results 	Student Affairs Committees

Targets / Intended Outcomes	Strategies	Success Criteria	Methods of Evaluation	Coordinating Teams
3.1 To Strengthen Students' Character and Capacity Building	3.1.4 To implement the PIE mechanism for non-academic activities in order to promote greater student participation and to enhance the performance of student leaders (i) S.4 Leadership Camp (ii) Prefects' Training Camp (iii) Nomination of elite students to participate in relevant workshops, seminars and courses outside school	<ul style="list-style-type: none"> ● Students find the training sessions useful. ● The number of students receiving training increases. ● More supervision and advice is given to students by teacher-in-charge. 	<ul style="list-style-type: none"> ● Feedback from teachers and students ● Survey results from students ● On-site observation 	Student Affairs Committees
	3.1.5 Arouse and nurture students' awareness of the core virtues and values of the school through mass programmes and during Form periods	<ul style="list-style-type: none"> ● At least 2 relevant programmes are held for students each term. 	<ul style="list-style-type: none"> ● Review of the following documents: <ul style="list-style-type: none"> (i) Day 4 Form-time schedule (ii) Day 1 Chapel schedule (iii) Mass programme schedule 	Student Affairs Committees

Targets / Intended Outcomes	Strategies	Success Criteria	Methods of Evaluation	Coordinating Teams
3.2 To Help Students Lead a Healthy and Harmonious Life	3.2.1 Formulate a healthy school policy	<ul style="list-style-type: none"> ● The policy is drafted. 	<ul style="list-style-type: none"> ● Documents from the Civic and Moral Education Committee 	CMEC
	3.2.2 Help students to build up a positive attitude in life and explore the importance of connectedness and strong relationships for well-being through annual thematic mass programmes, class-based activities and participation in external activities (i) S.1 Orientation Camp (ii) S.4 and S.5 Peer Counselling Schemes (iii) S.4 Leadership Camp (iv) Class-based competitions (v) PATHS Activity Promotion Team	<ul style="list-style-type: none"> ● At least 2 relevant activities are held by different committees throughout the year. ● 50% of students of each form participate in the form activities or competitions. 	<ul style="list-style-type: none"> ● Feedback from teachers and students ● Opinions solicited through students' questionnaires ● Participation rate of the activities 	Student Affairs Committees
	3.2.3 Strengthen students' resilience through activities or programmes held by school social workers (i) CLAP for Youth @JCProgrammes (ii) Joyful@School – 尊重生命·逆境同行	<ul style="list-style-type: none"> ● Students build up self-confidence through joining the activities. ● The resilience of students is enhanced. 	<ul style="list-style-type: none"> ● Feedback from students, teachers and school social workers. 	VP (student affairs), SSW, GPGC

Targets / Intended Outcomes	Strategies	Success Criteria	Methods of Evaluation	Coordinating Teams
3.2 To Help Students Lead a Healthy and Harmonious Life	3.2.4 Refine the existing Award Schemes to motivate students to do their best	<ul style="list-style-type: none"> ● Refine the existing systems: Record of Merit, Good Behaviour Award, Good Conduct Award, Letters of Commendation, MKC Award scheme. ● The awareness of the different award systems raised. 	<ul style="list-style-type: none"> ● Statistics recorded in different award systems ● Feedback from students and teachers 	VP (student affairs), ECAC, DC
3.3 To Nurture Students to Become Active Life Planning Engineers	3.3.1 To set up the Life Planning Education team for the PIE of life education	<ul style="list-style-type: none"> ● The team is established and starts to work. ● The team can cooperate with the Careers Counselling and Scholarship Committee and review the existing work of the committee. 	<ul style="list-style-type: none"> ● Feedback from team members ● Feedback from CCSC 	VP (student affairs), CCSC, PATHS coordinator, GPGC
	3.3.2 Restructure the value and life planning education curriculum and the lesson allocation time by the student affairs committees	<ul style="list-style-type: none"> ● Life planning education curriculum is composed for the development of students' growth. 	<ul style="list-style-type: none"> ● Feedback from teachers 	

Targets / Intended Outcomes	Strategies	Success Criteria	Methods of Evaluation	Coordinating Teams
<p>3.3 To Nurture Students to Become Active Life Planning Engineers</p>	<p>3.3.3 Develop a progressive Mentorship Scheme for fostering healthy student growth</p> <p>3.3.3.1 Providing guidance, advice, study skills and support to the mentees</p> <p>3.3.3.2 Collecting students' opinions, suggestions and their learning needs</p> <p>3.3.3.3 Sharing the data with Academic Committee for strategic planning</p>	<ul style="list-style-type: none"> ● Individual or group careers counselling are provided to S.6 students by the careers teachers. ● JUPAS talk and JUPAS night are organised for S.6 students to provide them with information about study and careers paths. Current university students and/or working alumni are invited to help in these deliverables. ● Planning conferences (IEPCs) for SEN students will be conducted to help them set learning goals and review the progress of their academic work. ● A pilot mentorship scheme will be initiated for S.5 students in the second term. Data-driven suggestions will be passed to the Academic Committee for strategic planning. 	<ul style="list-style-type: none"> ● Opinions solicited through students' questionnaires ● Feedback from students, mentors and teachers ● Oral feedback from parents 	

Appendix I :

CCC MING KEI COLLEGE

Proposed Deployment of the Capacity Enhancement Grant (CEG)

for the 2017 – 2018 School Year

ITEM	BUDGET	PERSON- IN-CHARGE
1. Employing additional teachers and teaching assistants to relieve teachers' workload in teaching and student-affairs related work.	Around \$570,000	E Lee
Total Budget	\$570,000	

Appendix II :

School-based After-school Learning and Support Programmes 2017/18

Implementation Plan for School-based After school Learning and Support Programmes
2017/2018

1. The grant aims to support needy students to participate in the activities / programmes recognized by schools.
2. The activities / programmes organised by the Standing Committees and the Academic & Cultural Subjects are to be subsidized by the grant.
3. The target students are S.1 to S.6 Students from families in receipt of the Comprehensive Social Security Assistance (CSSA) or full-grant assistance under the Student Financial Assistance Schemes (SFAS). Schools are given the discretion to offer not more than 10% of the allocation for other disadvantaged students who are not receiving CSSA/SFAS full grant. (Students must enclose relevant supporting documents as reference.)
4. Applications will be accepted all year round.
5. Completed forms should be returned to Ms PY Li, the teacher in charge of the captioned programme.
6. All applications will be processed and approved by the Careers Counselling and Scholarships Committee within two weeks after the completion of the activity.

School-based After-school Learning and Support Programmes 2017/18 s.y.
School-based Grant - Programme Plan

Name of School: CCC MING KEI COLLEGE

Project Coordinator: MISS LI PUI YAN **Contact Telephone No.:** 2392 3963

A. The estimated number of students (count by heads) benefitted under this Programme is 172 (including A. 40 CSSA recipients, B. 100 SFAS full-grant recipients and C. 32 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the grant.

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period /Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner /service provider (if applicable)
					A	B	C		
Saturday tutorial classes	To help students improve their learning in Chinese, Maths and English	Students get better results in tests and exams	<ul style="list-style-type: none"> ● Questionnaires ● Tests & exams 	10/2017 – 5/2018	6	20	6	10,000	Experienced teachers will be hired through advertisement
Musical Instrument classes	To develop students' interests in music and help them to stretch their potential to the fullest	Students cultivate a love in music	<ul style="list-style-type: none"> ● Attendance rate ● Class performance 	10/2017 – 5/2018	6	12	5	40,000	Experienced instructors will be hired through advertisement
English summer camp (ELIC)	To enhance students' confidence in speaking English and their communication skills	Students become more confident in using English for communication	<ul style="list-style-type: none"> ● Class performance ● Questionnaire 	7/2018	4	10	5	20,000	HKCCCC & American English Institute
Interest Classes (Dance class/ Flower arrangement class/ Pottery classes)	To enhance students' aesthetic sense and creativity	Students give performances/ produces artworks	<ul style="list-style-type: none"> ● Class performance 	10/2017 – 5/2018	4	6	3	3,000	School teachers

Academic enhancement classes	To enhance students' exam skills and strengthen their subject knowledge	Students get better results in tests and exams	<ul style="list-style-type: none"> ● Assignments ● Tests & exams 	10/2017 – 7/2018	4	10	3	3,000	Experienced teachers will be hired through advertisement
Training classes/ courses (leadership/ sports/ red cross/ drama)	To provide students opportunities to widen their learning experience	Students develop different generic skills, life skills & communication skills	<ul style="list-style-type: none"> ● Class performance ● Questionnaire 	10/2017 – 5/2018	8	20	4	20,000	Experienced teachers will be hired through advertisement
Outdoor extra-curricular activities (girl guides & red cross camping, visits to museum/ drama shows)	To provide students to widen their horizons and serve the community	Students gain more general knowledge and other learning experience	<ul style="list-style-type: none"> ● Participants' feedback 	10/2017 – 5/2018	4	14	4	2,000	School teachers
Study/ Cultural exchange tours	To widen students' horizons	Students reflect upon their life/study and become more aware of the cultures of other countries	<ul style="list-style-type: none"> ● Sharing session ● Assignments 	10/2017 – 8/2018	4	8	2	8,000	School teachers/ EDB
Total no. of activities: <u>8</u>				@ No. of participation counts	40	100	32		
				** Total no. of participation counts	172				

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.

@ Participation counts: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of participation count: the aggregate of (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% discretionary quota (C) .

Appendix III :

CCC Ming Kei College

Three-year plan – Measures to broaden students’ choices of electives subjects and provision of gifted education programs for the ninth cohort of Senior Secondary students (from 2017/18 to 2019/20 school years)

The following programmes are planned for the Senior Secondary students with the deployment of EDB’s Diversity Learning Grant (DLG)

DLG funded Programmes	Strategies & benefits anticipated	Name of courses	Duration of the Course	Target Students	Estimated no. of students involved in each school year			Evaluation of student learning /success indicators	Teacher -in-charge
					17/18	18/19	19/20		
Other Programmes	To offer talks/programmes to cater for students with different abilities	Courses / visits that enhance the NSS curriculum	Daily basis	This year’s cohort of S.4 – S.6 students	100	100	100	Feedback from subject department heads	Subject department heads
	To arrange visits outside school							Feedback from students	
Other Programmes	In view of the small number of students opting for Music, this network programme with Munsang College and HKMA David Li Kwok Po College can help to cater for students’ diverse needs	HKDSE Music Network Program	3 years	S4-6 students of this cohort of students	5	5	5	Students will take the HKDSE Examination	Tutor from other organisation

CCC Ming Kei College
Annual Programme Proposal for
DLG - Other Programmes: Network Programmes and Gifted Education for the 2017-2018 school year

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
Cross-KLA	Leadership Training Camp/ Training course	To enhance students' social skills and leadership skills	<ul style="list-style-type: none"> ● 120 students ● S.4 –S.6 selected student leaders 	Sep 2017 to Jun 2018 throughout the year.	Presentation or reflection after the activity.	NY Lo MY Lau CW Ng W Wong	\$19,000
Mathematics/ Physics/ Biology/ Chemistry/ ICT	Secondary 4 to Secondary 6 students science self-learning platform	To enhance students' learning effectiveness	<ul style="list-style-type: none"> ● 200 students ● S.4 to S.6 students of the relevant subjects. 	Self-learning throughout the whole year.	Complete assignments in the training platform.	KH Wu	\$15,000
Biology/ Physics/ Visual Arts/ Music/ Geography/	Visit to museum/ exhibition/ field trip sites	To enhance students' creativity or high order thinking skills	<ul style="list-style-type: none"> ● 100 ● S.4 to S.6 students taking the relevant electives 	One morning or afternoon per activity throughout the year	Complete reflection forms after the visit	Subject Dept. Heads	\$28,000
Music	HKDSE Music (network program)	To suit students' aptitude	<ul style="list-style-type: none"> ● S.4 and S.5 students with talent in music 	Saturday mornings throughout the school year	Students taking the final examination	TC Wong	\$42,000

Appendix IV:

Work Plan on Life Planning Education and Career Guidance Service

Name of School: CCC Ming Kei College

School Year: 2017 – 2018

Objectives	Strategies	Evaluation	Allocation of the CLP Grant
To expand the capacity of the Careers Counselling and Scholarships Committee.	(i) Additional teaching staff will be employed to release some teaching duties of the Career Mistress.	Various careers and life planning programmes, talks and activities have been held for students of each form throughout the whole year and nominations for different scholarships have been conducted.	566,880
To provide career guidance in junior forms to help students set goals and foster their habit of proactive learning.	<p>(i) S.1 Students: - Co-organise a life planning education program (3 lessons) to help students enhance their learning and self-directed skills and adaptability to the new learning environment.</p> <p>(ii) S.2 Students: - Conduct a life planning education program (3 workshops) to develop students' awareness of preferred learning styles, improve their attention skills and foster their self-directed learning habits.</p> <p>(iii) S.3 Students: - Conduct 3 careers education lessons in form time to help students understand their strengths and weaknesses, aptitudes, personality, priorities in order to make informed decisions for S.4 subjects selection as well as the importance of self-directed learning skills.</p>	<p>(i) Evaluation from service provider</p> <p>(ii) Positive feedback from students and careers teachers and class teachers</p> <p>As above</p> <p>As above</p>	<p>(i) Rendering service from Edvenue Ltd (\$20,000)</p> <p>(ii) Rendering service from Edvenue Ltd (\$20,000)</p> <p>(iii) Rendering service from Yau Ma Tei Salvation Army (\$11,200)</p>

<p>To help students to be aspirational and work out their life plans.</p>	<p>(i) Individual guidance sessions will be provided to S.6 by careers teachers. Each student will meet careers teachers at least twice before December 2017.</p> <p>(ii) JUPAS Talk and JUPAS Night mass programmes will be held for S.6 students and parents to help them reflect and choose JUPAS programmes.</p> <p>(iii) To provide career Education lessons: ‘Building Future into Focus’ (Possibility – possible jobs) for S.4 students to help them understand more about themselves, the job opportunities outside and learn to make a right choice.</p>	<p>(i) At least two counselling sessions have been held.</p> <p>(i) On-site observation by career teachers</p> <p>(ii) Evaluation from service provider</p> <p>(iii) Positive feedback from students</p> <p>(i) Evaluation from service provider</p> <p>(ii) Positive feedback from careers teachers and class teachers</p>	<p>Teaching workload relieved from employment of additional teaching staff.</p> <p>(i) Rendering service from Yau Ma Tei Salvation Army (\$14,200)</p> <p>(ii) Rendering service from Edvenue Ltd (\$20,000)</p>
<p>To enhance the university interview skills of S.6 students</p>	<p>(i) To give a university interview preparation lecture with a follow-up interview skills practice workshop for S.6 students.</p>	<p>(i) Feedback from students and teachers.</p>	<p>(i) Rendering service from Edvenue Limited (\$10,000)</p>