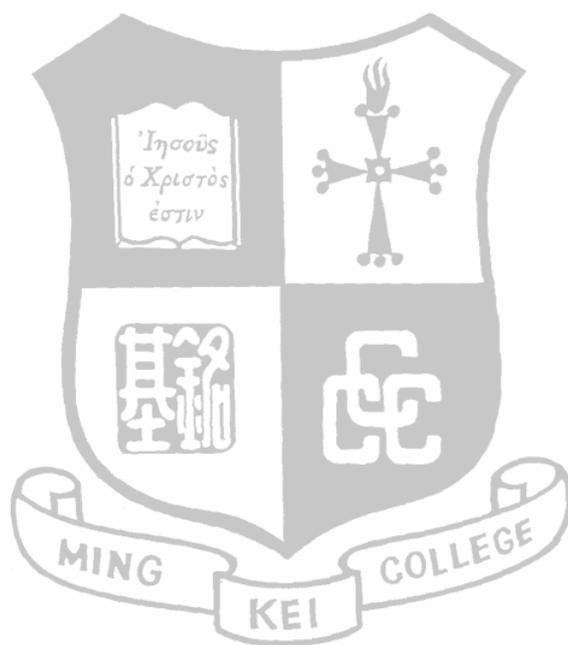# CCC MING KEI COLLEGE

Annual
School Plan
2018-2019

Annual School Plan 2018-2019
Contents

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

Vision Statement

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

Mission Statement

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.

Core Values

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.**"

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**

<center>**CCC MING KEI COLLGE**</center>

<center>**SCHOOL DEVELOPMENT PLAN 2017-2020**</center>

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, Curiculum 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 2018-19 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 adopt the Language Across Curriculum approach to maximum language acquisition and usage across subjects	● 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	● Evaluation in subject departments' meetings ● Evaluation in Academic Committee meetings ● Assignments' inspection reports of panel members ● Lesson observation reports of panel members	Academic Committee, Subject Departments
	1.1.2 To organize joint co-curricular activities between language departments and subject departments to arouse students' interests in learning languages	● English is adopted in school activities such as morning assemblies, ECA announcements, sports day to help students immerse in an English-rich environment	● 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	• 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.	• Evaluation of the ad hoc task team • Evaluation of the Staff Development Task Team • Feedback of teachers in departments' meetings.	AP (teaching & learning), ad hoc task team, Subject Departments
	1.2.2 To document and disseminate action research in pedagogical innovations via staff professional development programmes	• Documents of pedagogical innovations will be complied and disseminated to teachers.	• 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	• 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.	• 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 develop artifacts for the implementation of the KBC Model	● Able to produce and document lesson designs, audio visual materials in Science, Language and PSHE	● Scrutinizing documents from subject departments ● Lesson observation	AP (teaching & learning), Staff Development Team
	2.1.2 To organise mini-workshops and seminars for teachers to understand how to adopt the KBC Model for teaching, learning and assessment	● Able to provide guidelines and samples for adopting the KBC Model	● Scrutinizing documents from the Staff Development Team	
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 (2019-2020)	2.2.1 To review the current lesson observation mechanism and its materials	● Able to identify the focus of lesson observation	● Scrutinizing documents from the Staff Development Team	Staff Development Team
	2.2.2 To integrate the Knowledge Building elements into the fine-tuned observation mechanism and its materials	● Lesson observation form will be revised to integrate KB elements	● 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 Align the work of various student support committees on students' character and capacity building with a school-based student support framework	● A team will be set up for the review work and data-driven opinions can be recorded.	● Discussion and feedback among the team members	VP (student affairs), RC, GPGC, CMEC
	3.1.2 Promote core virtues and values through formal and informal curriculum	● A framework based can be constructed as a base for the building of students' characters	● Feedback from teachers	
	3.1.3 Implement the PIE mechanism to non-academic activities for greater student participation and excel the performance of student leaders	● 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.	● Feedback from teachers and students ● Survey results from students ● On-site observation	Student Affairs Committees
	3.1.4 To extend the dual-class teacher system to S.2 – S.3	● 2 teachers are assigned to be the class teachers from S.1 – S.3	● School record	VPs

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 Help students to build up a positive attitude in life through enhancing the religious atmosphere and encouraging students to participate in more class-based activities and external activities	● Adequate chapels are arranged for students ● More students participated in the class-based activities	● Documents from the Regligious Committee ● Documents from the ECAC	RC ECAC
	3.2.2 Explore the feasibility of re-introducing the House System	● Investigate the pros and cons of setting up the House System ● Explore the resources to set up	● Committee records	ECAC
	3.2.3 Design improved Award Schemes to motivate students to strive their best	● Refine the Award Schemes ● Set up the criteria of awarding marks in different schemes	● Minutes and documents	VP (student affairs), DC, ECAC, GC

Targets / Intended Outcomes	Strategies	Success Criteria	Methods of Evaluation	Coordinating Teams
3.3 To Nurture Students to Become Active Life Planning Engineers	3.3.1 Review and restructure the value and life planning education curriculum and the lesson allocation time by the student affairs committees	• Careers Counselling and Scholarship Committee review the existing work. • Life planning education curriculum is composed for the development of students' growth.	• Documents from CCSC	CCSC
	3.3.2 Develop a progressive Mentorship Scheme for fostering a healthy student growth	• Mentorship programme will be continued for the S.5 students. Data-driven suggestions will be passed to the Academic Committee for strategic planning.	• Feedback from the stduents and teachers	

Appendix I :

CCC MING KEI COLLEGE

Proposed Deployment of the Capacity Enhancement Grant (CEG)

for the 2018 – 2019 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 $565,550.00	E Lee
Total Budget	**$565,550.00**	

Appendix II :

<u>**School-based After-school Learning and Support Programmes 2018/19**</u>

<u>**Implementation Plan for School-based After school Learning and Support Programmes**</u>
<u>**2018/2019**</u>

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.   (<u>Students must enclose relevant supporting documents as reference</u>.)

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 Student Welfare Team and the Principal after the completion of the activity.

School-based After-school Learning and Support Programmes 2018/19 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 ___130___ (including A.__32__ CSSA recipients, B.__
    74__ SFAS full-grant recipients and C.__24___ 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 studens#			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	● Questionnaires ● Tests & exams	10/2018 – 5/2019	6	15	2	8,000	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	● Attendance rate ● Class performance	10/2018 – 5/2019	6	20	2	45,000	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	● Class performance ● Questionnaire	7/2019	3	8	3	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	● Class performance	10/2018 – 5/2019	3	4	2	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	● Assignments ● Tests & exams	10/2018 – 7/2019	3	4	2	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	● Class performance ● Questionnaire	10/2018 – 5/2019	5	12	9	40,000	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	● Participants' feedback	10/2018 – 5/2019	3	6	2	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	● Sharing session ● Assignments	10/2018 – 8/2019	3	5	2	6,000	School teachers/ EDB
Total no. of activities: _____8_____				[@]No. of participation counts	32	74	24		
				[**]Total no. of participation counts		130			

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 tenth cohort of Senior Secondary students (from 2018/19 to 2020/21 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
					18/19	19/20	20/21		
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 Programme	3 years	This year's cohort of S.4 – S.6 students	5	5	5	Students will take the HKDSE Examination	Tutor from other organisation

Annual Programme Proposal for
DLG - Other Programmes: Network Programmes and Gifted Education for the 2018-2019 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	• 120 students • S.4 –S.6 selected student leaders	Sep 2018 to Jun 2019 throughout the year.	Presentation or reflection after the activity.	NY Lo CW Ng	$14,000
Cross-KLA	Study skills workshop	To enhance students' learning effectiveness	• 30 top students in S.4		Classwork in the workshop	SW Tse	$10,000
Biology/ Visual Arts/ Geography	Visit to museum/ exhibition/ field trip sites	To enhance students' creativity or high order thinking skills	• 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	$8,000
Music	HKDSE Music (network programme)	To suit students' aptitude	• S.4 to S.6 students with talent in music	Saturday mornings throughout the school year	Students taking the final examination	TC Wong	$63,000

Appendix IV :

Work Plan on Life Planning Education and Career Guidance Service

Name of School: CCC Ming Kei College

School Year: 2018 – 2019

Details:

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.	(i) 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. (ii) 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 and plan for their future paths.	(i) Evaluation from service provider (ii) Positive feedback from students and careers teachers and class teachers As above As above	(i) Rendering service from Edvenue Ltd ($21,000) (ii) Rendering service from Yau Ma Tei Salvation Army ($12,600)

To help students to be aspirational and work out their life plans.	(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.	(i)At least two counselling sessions have been held.	Administrative workload relieved from employment of teaching assistant.
	(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.	(i) On-site observation by career teachers (ii) Evaluation from service provider (iii) Positive feedback from students	(i) Rendering service from Yau Ma Tei Salvation Army ($9,000)
	(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.	(i) Evaluation from service provider (ii)Positive feedback from careers teachers and class teachers	(ii) Rendering service from Edvenue Ltd ($21,000)
To enhance the university interview skills of S.6 students	(i) To give a university interview preparation lecture with a follow-up interview skills practice workshop for S.6 students.	(i) Feedback from students and teachers.	(i) Rendering service from Edvenue Limited ($11,000)