CCC MING KEI COLLEGE

Annual School Plan 2026/27

Address: 16 Oak Street, Tai Kok Tsui, Kowloon, Hong Kong
Tel.: 2392 3963 Fax: 2142 7376
Website: http://www.cccmkc.edu.hk
Email address: cccmkc@cccmkc.edu.hk

ANNUAL SCHOOL PLAN 2026-2027

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CCC Ming Kei College

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 Vision and Mission

The Church of Christ in China Ming Kei College (previously named 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 themselves to their neighbours 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 the society, contributing to the 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."

CCC Ming Kei College

Annual School Plan

2026/27

Major Concerns

1. To enhance students' learning effectiveness for a higher level of academic attainment
2. To establish a healthy life for students and promote a harmonious school atmosphere

Major Concern 1: To enhance students' learning effectiveness for higher level of academic attainment

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
1.1 To equip students with basic and essential learning skills	1.1.1 To design pre-lesson and post-lesson tasks which can facilitate and consolidate classroom learning ● Subject teachers assign students with pre-lesson tasks for lesson preparation ● Subject teachers assign students with post-lesson tasks for knowledge consolidation ● Subject teachers embed differentiated support in the design of pre-lesson and post-lesson tasks to address students' diverse learning needs.	● Most students can complete the tasks ● Most students show basic understanding of the knowledge and participate actively in class activities ● Most students show satisfactory performance in task completion	● Feedback from teachers and students ● Minutes and evaluation reports of subject departments ● Lesson observation reports ● Homework inspection reports	26-27	Subj depts
	1.1.2 To promote wise and ethical use of information technology (including Artificial Intelligence) for learning ● Enforce iPad rules for the whole school. ● Introduce to students reliable online resources for self-learning. ● Integrate AI tools into lesson design and classroom activities to enhance students' learning effectiveness. ● Guide students to use AI tools responsibly and ethically to support learning, such as idea generation, information organization and revision.	● Students obey the rules and use iPad in school for academic purposes only ● Students are able to use appropriate online resources for self-learning ● Students are able to apply AI tools appropriately to support their learning ● Students agree that AI tools are useful in supporting their learning ● Students have good habits and a positive attitude toward using information technology, as reflected in the APASO results (Q-scores above 100)	● Feedback from teachers and students ● Lesson observation ● APASO results	26-27	Subj depts

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
1.1 To equip students with basic and essential learning skills	1.1.3 To enhance students' language competence for more effective learning ● S.1-S.3 students subscribe to an English online learning programme to train language skills at their own pace. ● Provide vocabulary learning support to enhance students' vocabulary acquisition, spelling, and pronunciation. ● Provide language support for students in the learning materials and assessments of EMI subjects ● Organize co-curricular activities including bi-weekly Monday English Activity Days supported by the English Ambassadors (EAs) and the English Week designed to promote international culture and broaden students' global horizons.	● About 70% of students meet the basic completion rate requirement of the English online learning programme ● Students show mastery of vocabulary ● Students have more confidence in learning the EMI subjects ● Students show active participation in the activities	● Statistics on completion rates of the English online learning programme ● Feedback from teachers and students ● Homework inspection reports	26-27	Eng Dept EMI subj depts

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
1.1 To equip students with basic and essential learning skills	1.1.4 To provide enhanced support and guidance to S.1 and S.2 students for their acquisition of learning skills ● Arrange S.1 summer orientation programme and English enhancement programme for Pre-S1 students ● Provide study skill workshop for S1 and S2 students in self-study lessons	● S.1 students can adapt to using EMI ● S.1 and S.2 students are able to apply the study skills in their learning	● Questionnaire ● Feedback from teachers and students ● Minutes and evaluation reports of AC and subject departments ● Lesson observation reports ● Homework inspection reports	26-27	AC Subj depts S.1 & S.2 self-study lesson teachers
	1.1.5 To strengthen students' ability in self-management and foster a sense of responsibility for their own learning ● Enforce detention class rules more strictly ● Provide students with graded exercises and self-learning resources ● Guide students to organize their learning materials systematically	● Most students can submit their homework on time ● Students who fail to submit homework can use their time in detention class for completing homework or self-study ● Students use the resources provided according to their own learning progress ● Students are able to organize and keep their learning materials	● Detention class records ● Feedback from teachers and students ● Minutes and evaluation reports of AC and subject departments	26-27	AC Subj depts
1.2 To facilitate students to set and achieve their learning goals	1.2.1 To review and revise the class streaming methods of junior forms ● Implement three-group ability grouping in English and Mathematics lessons in two S.2 classes and two S.3 classes, with smaller groups for students requiring additional support and a larger group for more able students.	● Students in the classes concerned show improvement in English and Mathematics	● Feedback from teachers ● Internal assessment statistics ● Minutes and evaluation reports of AC, English and Mathematics departments	26-27	AC Eng Dept Math Dept

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
1.2 To facilitate students to set and achieve their learning goals	1.2.2 To provide differentiated learning materials and assessments to cater for self-directed learning and diverse learning needs ● Devise differentiated teaching syllabus and design graded materials to cater for diverse learning needs. ● Provide students with graded exercises and self-learning resources ● Include challenging questions or bonus questions in assessments ● Select capable students and provide pull-out programmes in disciplinary areas for the more able students	● Students show more confidence in learning ● Students of weaker ability can complete the basic tasks ● Students of higher ability can complete the more challenging tasks ● Students use the resources provided according to their own learning progress	● Feedback from teachers and students ● Minutes and evaluation reports of AC and subject departments ● Lesson observation reports ● Homework inspection reports	26-27	Subj depts
1.2 To facilitate students to set and achieve their learning goals	1.2.3 To arrange supplementary lessons and study groups for academic enhancement ● Arrange structured regular supplementary lessons after school for S.6 in the 1st term and S.5 in the 2nd term ● Arrange timetable for supplementary lessons for S.5 in the 1st term and S.4 in the 2nd term to enable teachers of various subjects to arrange after-school lessons according to the need of their students ● Arrange structured supplementary lessons for S.4 and S.5 students after the final examination ● Arrange pre-mock and post mock examinations for S.6 students ● Subject teachers organize study groups for students based on their abilities to provide targeted support	● Students show improvement in their academic performance in internal assessment ● Satisfactory results in the 2027 HKDSE	● Feedback from teachers and students ● Minutes and evaluation reports of AC and subj depts. ● Internal assessment statistics ● 2027 HKDSE statistics	26-27	AC Subj depts

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
1.2 To facilitate students to set and achieve their learning goals	1.2.4 To provide more learning support for low achievers ● Arrange homework tutorial class for S1 and S2 students ● Arrange Saturday tutorial class for S.1 to S.3 students for Chinese, English and Mathematics ● Arrange a remedial English group in S.5 ● Organize tutorials for low achievers to provide focused academic support by subject teachers	● At least 20% of junior form students joining the tutorial classes show improvement in their studies ● The S.5 students in the remedial English group show improvement in their English performance ● Students joining tutorials organized by subject teachers show improvement in academic performance	● Feedback from teachers ● Internal assessment statistics ● Minutes and evaluation reports of AC, Eng Dept and subj depts	26-27	AC Eng Dept Subj depts
	1.2.5 To enable students to understand their learning progress for self-reflection and goal-setting ● Provide students with more information about their performance in the report card, including grade 'U' below 'F' for unsatisfactory scores (S.1 to S.4) and students' percentile rank within the whole form (S.1 to S.3) ● DSE subject teachers provide students with clearer information about their progress, such as rank or predicted level of attainment in assignments and tests ● Issue letters to parents of S.1 to S.5 students who may not meet the promotion requirements and S.6 students who may not meet the university entrance requirements	● Students have a better understanding of their learning progress, are able to set learning goals, and show greater motivation to learn	● Feedback from teachers and students ● survey results	26-27	AC Subj depts

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
1.2 To facilitate students to set and achieve their learning goals	1.2.6 To recognize students' achievements and improvement in studies ● Display lists of top scorers, most improved students, or students with a good learning attitude on class notice boards after major assessments ● Give out presents to students with good results or improvement by subject departments ● Display students' good work on class notice boards	● Students show more confidence and motivation in learning	● Teacher observation and student feedback ● survey results	26-27	Subj depts
1.3 To promote cross-subject collaboration	1.3.1 To encourage cross-subject collaboration in the design of learning tasks	● At least one cross-subject learning tasks or projects are provided for each of the junior forms, and students' performance in these tasks are satisfactory	● Feedback from teachers and students ● Minutes and evaluation reports of subj depts.	26-27	Subj depts. NEC
	1.3.2 To enhance coordination among subject panels on assessment methods ● Collaborate among S.1 EMI subjects to standardize assessment items and content scopes	● S.1 students can manage the assessments and show satisfactory performance	● Feedback from teachers ● Test and examination results	26-27	S.1 EMI subj depts
	1.3.3 To organize cross-subject life-wide learning activities	● At least one cross-subject and one cross-KLA life-wide learning activities are provided for each of the junior forms, and students actively participate in the activities	● Feedback from teachers and students ● Minutes and evaluation reports of subj depts.	26-27	Subj depts

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
1.4 To nurture students with proper values and positive attitudes	1.4.1 To incorporate values education in the curriculum ● Elements of values education are incorporated in the curriculum contents of various subjects	● Elements of national security education and values education are incorporated in the curriculum of all subjects ● Students give positive feedback about the national education activities ● Students agree that they have a better understanding of the country and national security ● Students have positive values and good sense of national identity, as reflected by APASO results (Q-scores above 100)	● Scrutiny of teaching schedules and teaching materials ● Lesson observation reports ● Homework inspection reports ● APASO results ● Feedback from teachers and students	26-27	Subj depts
	1.4.2 To incorporate elements related to national security education in the curriculum ● Elements of national security education are integrated organically in and connected naturally with the curriculum contents of various subjects ● Cross-curricular learning activities related to national education are organized in collaboration with subject departments and the National Education Committee. ● National education activities are organized beyond the classroom ● Book items related to national education are displayed in the Reading Corner in each classroom			26-27	Subj depts. NEC RPC
1.5 to cultivate students' interests in reading	1.5.1 To review and revise the Reading lessons to promote reading across the curriculum more effectively ● Revise reading lesson content and activities ● Redesign the Individual Learning Profile in junior forms to enhance students' motivation and engagement in task completion	● Students show interests in reading ● Students participate actively in the learning tasks ● 60% of students perform well in the Individual Learning Profile ● Students have better understanding of the cross-disciplinary subjects	● Feedback from teachers and students ● Minutes and evaluation reports of RPC. ● Questionnaire ● APASO results	26-27	Reading lesson teachers RPC

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
1.5 to cultivate students' interests in reading	1.5.2 To encourage reading to learn in various subjects ● Provide recommended reading lists by various subjects ● Arrange reading schemes or assignments by various subjects ● Enhance students' participation in the Reading Corner ● Promote library collections regularly, including printed and electronic reading materials ● Train Reading Ambassadors for sharing during 'Morning Reading' sessions via the PA system or in playground assembly ● Utilize more channels for book promotion and sharing, such as display boards along corridors or staircases, social media, and the TV display near the General Office ● Carry out the library renovation project to enhance the reading environment.	● Most students complete the reading schemes or reading assignments with satisfactory performance ● 50% students have read book items in the Reading Corner Morning ● Students give positive feedback about the book sharing and promotion ● Students show interests in reading ● Students show improvement in reading habits, as reflected in APASO results (Q-score higher than the previous year)	● Minutes and evaluation reports of subj depts. ● Homework inspection reports ● Feedback from teachers and students ● APASO results	26-27	Subj depts. RPC

Major Concern 2: To establish a healthy life for students and promote a harmonious school atmosphere

Briefly list the feedback and follow-up actions from the previous school year.

Feedback

- Students generally demonstrated positive values and maintained good relationships with peers and teachers.
- Various well-being, leadership, service-learning and life-planning programmes effectively supported students' whole-person development.
- Students' sense of belonging and engagement in school life were strengthened through diversified learning experiences and support programmes.

Follow-up Actions

- Continue nurturing students' Christian faith, gratitude, benevolence and a spirit of service.
- Strengthen students' emotional well-being, resilience and positive relationships through a whole-school approach.
- Enhance leadership training, service-learning opportunities and life-planning education to help students develop a sense of purpose and responsibility.
- Strengthen students' appreciation of the school's Christian heritage and foster school pride through the celebration of the 60th Anniversary.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
2.1 To foster students' spiritual health in terms of core values and sense of purpose in students' life	**2.1.1 To nurture students' positive values and attitudes towards self through religious education** ● Organise religious and values education programmes to nurture students' Christian faith, gratitude and positive values, and help them develop a stronger sense of purpose and meaning in life. ● Hold Religious Week, Gospel Camp and related evangelical activities to spread Christian values and strengthen students' spiritual growth. ● Enhance the Religious Education curriculum and provide opportunities for students to reflect on life, faith and personal development.	● More than 60% of students agree that school programmes strengthen their understanding of Christian faith and positive values. ● Students actively participate in religious and values education activities. ● Positive feedback from students and teachers is received. ● Monthly staff prayer meetings are conducted.	● Questionnaires ● Participation rate ● Feedback from students and teachers ● Committee and department records	26-27	RC RE

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
2.1 To foster students' spiritual health in terms of core values and sense of purpose in students' life	**2.1.2 To continue the caring culture among students** ● Organise activities and programmes such as blessing events that promote benevolence, empathy, gratitude and respect for others, and encourage students to care for people, the environment and the community. ● Arrange animal-related talks and service activities to foster caring attitudes for animals and empathy among students. ● Organise activities that promote gratitude towards parents, teachers, peers and the school community, especially in celebration of the 60th Anniversary. ● Strengthen students' awareness of environmental protection and classroom cleanliness through cross-committee collaboration.	● At least one blessing event is held and half of the students participate ● Most of students agree that they demonstrate care and respect for others. ● Students actively participate in activities promoting benevolence, empathy, gratitude and social responsibility. ● Positive feedback from students and teachers is received. ● Students demonstrate positive attitudes towards environmental protection and community care.	● Questionnaires ● Participation rate ● Feedback from students and teachers ● Committee records	26 - 27	VEC RC DC

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
2.1 To foster students' spiritual health in terms of core values and sense of purpose in students' life	**2.1.3 To enrich the service-learning experience** ● Provide diversified service-learning and leadership opportunities for students through school-based and community-based service programmes, enabling them to cultivate responsibility, commitment, leadership and a spirit of serving others. ● Offer Little Shepherd training to encourage students to serve fellow schoolmates and strengthen their leadership abilities. ● Continue the Peer Counselling Scheme, Peer Student Gatekeepers Scheme and Prefect Team leadership programmes to develop students' communication, collaboration and leadership skills.	● One training session is arranged for PCS to conduct the S.1 social service. ● Peer Counselling Scheme (PCS), Peer Student Gatekeepers (PSG), Little Shepherd and student leadership programmes are successfully implemented. ● At least 5 training sessions are given to the little shepherd each term. ● Student leaders complete their assigned duties satisfactorily. ● Students actively participate in community service and service-learning activities. ● Each prefect serves the school at least once and performs their duties on time.	● Questionnaires ● Participation rate ● Feedback from students and teachers ● Committee records ● On-site observation	26 - 27	OLE DC GPGC RC

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
2.1 To foster students' spiritual health in terms of core values and sense of purpose in students' life	**2.1.4 To help students understand themselves and inspire them to plan their future life:** ● Help S.1 students to better understand themselves and develop basic life planning basic concepts. ● Help S.2 students to better understand life planning concepts and gradually build positive habits through activities inspired by Atomic Habits. ● Help S.3 students to reflect on their strengths and areas for improvement, explore a variety of future pathways and make informed choices of senior secondary subjects. ● Help S.4 students to better understand themselves and to recognize the diverse possibilities available for their future. ● Help S.5 students to enhance their life planning skills and formulate goals related to their studies or future career pathways. ● Help S.6 students to reflect upon their academic abilities and interests and formulate one to two personal goals for their preferred university courses and career paths. ● Provide appropriate support for students with special educational needs through Individualised Education Planning Conferences and specialised training programmes.	● Students complete various tasks related to life planning and personal development. ● At least 60% of students show understanding of the concepts. ● At least 60% of students express satisfaction with the activities. ● At least 60% of students show understanding of the importance of other non-academic achievements for their future. ● Students meet their career teachers at least 2 times and share about their goals or plans for their future studies or jobs. ● Students actively participate in the workshops and set one to two clear goals for their dream courses or jobs. ● Over 70% of teachers and parents agree that the support offered to SENs is satisfactory.	● Feedback from teachers and students' work in their life planning booklets. ● Questionnaires ● Feedback from teachers and students	26 - 27	LCC IEC

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
2.1 To foster students' spiritual health in terms of core values and sense of purpose in students' life	● Help students understand their strengths and inspire them to develop in the future by joining different kinds of training ECAC courses.	● Over 80% attendance rate of the training courses.	● Statistics collected after the training courses	26 - 27	ECAC
2.2 To improve students' emotional and psychological well-being	**2.2.1 To raise students' awareness about mental health through campaigns, activities or seminars** ● Recruit and train Peer Student Gatekeepers to promote positive mental health messages and peer support among students. ● Implement Caring Week to promote a caring culture and raise awareness of emotional wellbeing. ● Promote mental health and positive peer relationships through class-based and school-wide activities. ● Sustain the regular implementation of practical stress management techniques (e.g., mindfulness exercises and Progressive Muscle Relaxation)	● PSG members complete the required training and promote mental health awareness activities. ● Over 50% of students agree that they pay more attention to their emotional well-being. ● At least one mental health sharing in the morning assembly each term. ● Positive feedback from teachers and students.	● Questionnaires ● Feedback from teachers and students ● APASO results	26 - 27	GPGC IEC ECAC

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
2.2 To improve students' emotional and psychological well-being	**2.2.2 To strengthen students' resilience level so that they can deal with pressure and adversity** ● Organise activities and programmes to help students strengthen their resilience, develop good habits and cultivate positive attitudes towards challenges. ● Introduce a Soothing Zone and relaxation activities to help students manage stress and maintain emotional wellbeing. ● Arrange the S.1 Milestone Ceremony to support students' adaptation to secondary school life and encourage them to face future challenges positively.	● The Soothing Zone and resilience-building activities are implemented according to plan. ● Students actively participate in stress-management and resilience-building programmes. ● Receive positive feedback from teachers on the programmes held. ● The S.1 Milestone Ceremony is successfully conducted.	● Feedback from students and teachers ● Stakeholder survey ● Teachers' observation	26 - 27	VEC IEC

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
2.2 To improve students' emotional and psychological well-being	**2.2.3 To build healthy and supportive relationships of students with others including peers, teachers and parents** ● Continue the Ming Kei Family programme to provide opportunities for students and teachers to connect, communicate and support one another. ● Organize collaborative peer teacher parent activities and support groups to build strong, healthy campus relationships ● Strengthen peer support networks through the Peer Counselling Scheme and Peer Student Gatekeepers Scheme. ● Provide support to S.6 students through programmes such as the DSE Add Oil Programme and S.6 Last-day Assembly ● To promote students' sense of gratitude towards their peers, teachers and parents through various activities. ● Organise parental education programmes for better communication between parents and children.	● At least one Ming Kei Family gathering a month. ● Students enjoy school life with a high participation rate in the competitions or events held. ● Students have chances to organise and join different school activities. ● Most participants agree to continue the programmes next year. ● The S.1 orientation camp is smoothly conducted. ● S.4 big brothers and sisters under the peer counselling scheme visit S.1 classes every month. ● Students can express their gratitude through various actions, like writing their thankful messages to their important ones around them. ● Most parents agree that the parental education programmes organized are useful.	● Stakeholder survey ● Teachers' observation ● Students' feedback ● Survey conducted after the programme ● Questionnaires	26 - 27	ECAC RC GPGC VEC PATT

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
2.2 To improve students' emotional and psychological well-being	**2.2.4 To promote a growth mindset for students' self-improvement** ● Appreciate students' good behaviour and achievements through Letter of Commendation, various recognition and reward schemes. ● Continue the Grateful Mingkei'er Scheme, Stars of the Month to promote 'Diligence', 'Courtesy', 'Caring' and 'Outstanding Service'and other recognition programmes to encourage positive attitudes and behaviour. ● Encourage students to develop perseverance, diligence and responsibility through participation in school programmes and leadership opportunities. ● Sharing from Educational Psychologist about Growth Mindset and form time materials will be held for S.6 and S.4 students respectively.	● No significant drop in the number of Letter of Commendation and Certificates of Conduct issued. ● Recognition schemes such as the Grateful Mingkei'er Scheme and the Stars of the Month are implemented according to plan. ● Students actively participate in recognition and award schemes. ● Students demonstrate positive attitudes towards self-improvement and responsible behaviour. ● Positive feedback is received from students and teachers.	● Observation ● Committee record and statistics ● Feedback from teachers and students ● Questionnaires	26 – 27	ECAC DC IEC

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
2.3 To achieve good progress in physical health development	**2.3.1 To encourage students to strengthen their physical fitness** ● Continue supporting sports team training, inter-school competitions and friendly matches to encourage students to participate in physical activities regularly. ● Introduce inclusive emerging sports (e.g., Dodgebee, Kin Ball) and low barrier recreational activities specifically targeting less active students and those with lower baseline fitness. **2.3.2 To promote healthy habits and self-care practices, e.g. relaxation techniques, healthy nutrition** ● Promote healthy lifestyles, stress management, self-care and positive living habits through school activities and educational programmes. ● Incorporate healthy living style and meal planning in S.1 & S.2 H.E. curriculum. ● Arrange a talk concerning the harmful effects of taking drugs. ● Conduct lunchtime health and drug prevention displays to strengthen students' risk awareness and drug-free decision-making.	● Students are actively engaged in in the physical activities provided. ● 70% of students express their interest in joining the physical activities in the future. ● Increased participation rate among less active students in emerging sports initiatives. ● Positive feedback from students and teachers.	● KPM 21, 24, 25 data ● Results of inter-school sports competitions ● Reports of ECA clubs ● Observation and feedback from teachers	26 – 27	ECAC PE Dept HE Dept DC

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
2.4 To improve the school atmosphere for the better holistic wellness of students	**2.4.1 To organise activities on environmental protection and school cleanliness** ● Coordinate cross-committee collaboration to promote environmental protection, recycling awareness, classroom cleanliness and a pleasant school environment. ● Encourage students to demonstrate responsibility and commitment through environmental protection campaigns and school cleanliness activities.	● Students actively participate in environmental protection campaigns. ● Classroom cleanliness and campus environmental conditions are maintained at a satisfactory level.	● Feedback from teachers and students ● Observation	26 - 27	VEC DC
	2.4.2 To cultivate in students a sense of belonging to the school by engaging students to join different school events ● Plan and organise a variety of school-wide activities, inter-house activities and anniversary celebrations to strengthen students' sense of belonging to the school. ● Engage student leaders and service teams in supporting major school events and functions. ● Encourage students to participate actively in activities organised by the Student Association, houses and other student organisations. ● Organise social events for student leaders to strengthen interpersonal bonds and deepen their sense of belonging to the student organisation.	● Students actively participate in school-wide, inter-house and student-led activities. ● Student leaders contribute actively to school functions and activities. ● At least 70% of students agree that they have a sense of belonging to the school. ● Positive feedback from students	● Questionnaires ● Feedback from students and teachers ● Stakeholder survey ● On-site observation		ECAC DC GPGC

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
2.4 To improve the school atmosphere for the better holistic wellness of students	**2.4.3 To enhance support from alumni by delivering talks or mentorship programme** ● Organise a 60th Anniversary Mentorship Programme to strengthen connections between students and alumni. ● Provide opportunities for students to receive guidance from alumni regarding further studies, career development and life planning.	● At least 60% of participants agree that they could benefit from the alumni's advice or support.	● Questionnaires and feedback from students and teachers	26 -27	LCC
	2.4.4 To provide diverse learning experiences and health, safety & character Development programs to foster holistic student growth ● Arrange workplace visits, career-related activities and life planning programmes to broaden students' horizons and facilitate career exploration. ● Organise leadership training programmes, camps and workshops to develop students' leadership and communication skills. ● Provide targeted student groups with specialized training and field visits to address their specific roles and developmental needs. ● Encourage students to participate in external competitions, community services and diversified learning experiences to facilitate whole-person development. ● Conduct thematic seminars covering on health, sex education, and anti-bullying awareness to foster positive character development and cultivate a safe school culture.	● Students actively participate in diversified learning experiences. ● Leadership training, career exploration and specialised support programmes are implemented according to plan. ● At least 60% of participants agree that the activities broaden their horizons and facilitate personal growth. ● Nominate suitable student leaders to participate external events. ● Positive feedback from teachers and students on different talks..	● Questionnaires and feedback from students and teachers ● On-site observation ● Feedback from therapists or training tutors	26 - 27	LCC ECAC IEC DC GPGC

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person
2.4 To improve the school atmosphere for the better holistic wellness of students	**2.4.5 To celebrate the 60th Anniversary of the School and strengthen students' sense of belonging, gratitude and spirit of service** • Organise 60th Anniversary celebration activities to enhance students' understanding of the school's history, Christian mission and traditions. • Encourage students to appreciate the contributions of the school's founders, teachers, alumni and past generations of Mingkei'ers. • Provide opportunities for students to participate in anniversary-themed and commemorative activities, thereby strengthening their sense of pride and belonging. • Showcase students' achievements and contributions through anniversary celebrations and related activities.	● At least 80% of students participate in one or more 60th Anniversary celebration activities. ● Anniversary celebration activities are implemented according to plan. ● At least 70% of participants agree that the activities strengthen their sense of pride in and belonging to the school.	● On-site observation ● Active participation of students ● feedback from students and teachers	26 - 27	All committees

APPENDIX I:

CCC MING KEI COLLEGE

Proposed Deployment of Capacity Enhancement Grant in 2026-2027 School Year

Major Areas of Concern	Resources Required	Time Scale	Budget	Success Criteria	Method of evaluation	Person-in-charge
Employ additional Associate Teachers and Teaching Assistants to relieve teachers' workload in teaching and student-affairs related work	Salary of four contract associate teacher and teaching assistants	September 2026 to August 2027	$497,700	Positive feedback from teachers	Feedback from teachers and students	Ms. NY Lo Ms. W Wong Mr. WN Wong
Ceramic Assistant: To facilitate the ceramics learning and teaching process	Salary of one contract part-time or full-time ceramic assistant	September 2026 to August 2027	$176,400	Positive feedback from teachers	Feedback from teachers and students	Mr. SH Lam
		Budgeted Expenditure:	$674,100			

APPENDIX II:

CCC MING KEI COLLEGE

Plan on Use of Teacher Relief Grant in 2026-2027 School Year

Major Areas of Concern	Strategies / Tasks	Benefits Anticipated (in what way teachers' workload is alleviated)	Time Scale	Budget	Success Criteria	Method of evaluation	Person-in-charge
To fill the teaching post vacancies	Employing 10 contract teachers & Associate Teacher	➢ To ensure sufficient teachers for quality teaching ➢ To allow more split class teaching for Chinese Language, English Language and Mathematics so as to cater for learner diversity ➢ To promote STREAM education and activities ➢ To develop more school-based learning materials, especially those facilitating EMI learning ➢ To promote whole school strategic leisure reading	September 2026 to August 2027	$5,504,010	➢ Students' academic performance of related subjects ➢ Full implementation of STREAM curriculum ➢ School-based teaching and learning materials are prepared ➢ Formulated and implemented a strategic cross-committee/ panel reading approach	➢ Feedback from teachers ➢ Performance appraisal	Ms. NY Lo Ms. W Wong Mr. WN Wong Ms. WK Tse Ms. HS Lok Mr. PT Ho Ms. D Wu Ms. YC Yiu Mr. TM Wong Ms. LY Kong Ms. FW Yeung Mr. CW Hui
To substitute teachers on sick leave	Hire supply teachers	To handle the work of teacher on leave	September 2026 to July 2027	$100,000	The workload of teachers is released	Feedback from teachers	Ms. W Wong Mr. WN Wong
			Budgeted Expenditure:	$5,604,010			

APPENDIX III:

Plan on the Use of the Enhanced School-based Learning Activities Support Grant
2026/27 School Year

Part 1：Enhanced School-based Learning Activities Support Grant (ESLASG)

Eligible beneficiaries of ESLASG are students in receipt of Comprehensive Social Security Assistance (CSSA) or a full grant under the School Textbook Assistance Scheme (STAS full-grant); or those identified as financially needy through school-based criteria. To promote the balanced development of students with financial needs, schools should deploy ESLASG to support them in joining diversified activities across the following three categories, including (1) Activities/competitions for broadening students' learning experiences outside the classroom; (2) Activities for raising students' understanding of the community and fostering their personal growth; and (3) Activities for enhancing students' learning effectiveness, with expenditure on Category (3) Activities for enhancing students' learning effectiveness not exceeding 20% of a school's annual ESLASG provision.

(I) Provision of Grant in the Current School Year

Amount	$	190,400.00

(II) Details of Activities

S/N	Activity Name/Objective	Non-local Activity	Proposed Date/ Period	Estimated Number of Participating Students			Estimated Activity Expense	Percentage Share	Evaluation Method(s) (e.g. Observation, questionnaire)	Success Criteria (e.g. Students' learning effectiveness is enhanced)
				Receiving CSSA	Receiving STAS Full-grant	Meeting School-based Criteria as Financially Needy				
(I) Activities/competitions for broadening students' learning experiences outside the classroom (e.g. arts and cultural activities, sports, visits, and outdoor activities)										
Example	*New Sports Taster Class*	*No*	*10/2026-12/2026*	*50*	*50*	*10*	*$ 11,000.00*		*Teacher observations*	*Students' interest in sports increases*
1	School Team Training (included Basketball, Volleyball, Badminton, Fencing, Football etc.)	No	9/2026-8/2027	40	105	10	$ 65,000.00		Teacher observations	Students' interest and skills in sports increases
2	Sports Activities	No	9/2026-8/2027	10	30	5	$ 10,000.00		Teacher observations	Students' interest and skills in sports increases
3	Musical Instruments Training	No	9/2026-8/2027	15	40	10	$ 30,000.00		Teacher observations	Students' interest in music increases
4	Music Festival	No	9/2026-7/2027	1	5	0	$ 1,000.00		Teacher observations	Students' interest in music increases
5	Dance Class	No	9/2026-7/2027	5	10	3	$ 2,000.00		Teacher observations	Students' interest in dancing increases
6	Visit	No	9/2026-8/2027	10	35	5	$ 6,500.00		Teacher observations	Students' depth of knowledge has increased
7	Mainland Study Tour	Yes	9/2026-8/2027	20	40	10	$ 10,000.00		Teacher observations, questionnaires	Student's understanding of China is deepened
8	Cultural Exchange Tour	Yes	9/2026-8/2027	5	10	5	$ 3,000.00		Teacher observations, questionnaires	Student's undersanding of the world is deepened
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)										
						Sub-total and Percentage Share:	$ 127,500.00	66.96%		

(2) Activities for raising students' understanding of the community and fostering their personal growth (e.g. community services, self-confidence building, social and communication skills training, leadership training, and mental health activities)										
Example	*Team Leader Training Group*	*No*	*9/2026-12/2026*	*10*	*10*	*5*	*$ 5,000.00*		*Teacher observations, student questionnaires*	*Students' leadership skills improve*
1	Leadership Camp	No	9/2026-7/2027	20	30	10	$ 8,000.00		Teacher observations, questionnaires	Students' leadership skills improve
2	S1 Orientation Camp	No	9/2026-7/2027	10	20	5	$ 4,000.00		Teacher observations, questionnaires	Students' life skills and communication skills improve
3	Gospel Camp	No	9/2026-7/2027	1	2	1	$ 500.00		Teacher observations	Students' life skills and communication skills improve
4	Speech Festival	No	9/2026-7/2027	5	10	5	$ 3,000.00		Teacher observations	Students' confidence is enhanced
5	Self-confidence Development Activities	No	9/2026-7/2027	40	100	10	$ 20,000.00		Teacher observations, questionnaires	Students' confidence is enhanced
6	Community Services	No	9/2026-7/2027	10	20	10	$ 2,000.00		Teacher observations, questionnaires	Students' generic skills and communication skills improve
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)										
							Sub-total and Percentage Share:	$ 37,500.00	19.70%	
(3) Activities for enhancing students' learning effectiveness (e.g. tutorial services, study skills training, and language training)										
Example	*Homework Tutorial Class*	*No*	*9/2026-5/2027*	*30*	*30*	*15*	*$ 3,750.00*		*Teacher observations, student questionnaires*	*Students' learning confidence is enhanced*
1	Homework Tutorial Class	No	10/2026-7/2027	10	15	5	$ 1,500.00		Teacher observations, questionnaires	Students' learning confidence is enhanced
2	Remedial Class	No	10/2026-7/2027	10	20	10	$ 1,500.00		Teacher observations, questionnaires	Students' learning confidence is enhanced
3	Academic Enhancement Class	No	10/2026-7/2027	50	150	5	$ 20,400.00		Teacher observations, questionnaires	Students' learning effectiveness is enhanced
4	Language Training	No	10/2026-7/2027	5	15	5	$ 2,000.00		Teacher observations	Students' learning confidence is enhanced
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)										
							Sub-total and Percentage Share:	$ 25,400.00	13.34%	
							Estimated Activity Expenses and Percentage Share:	$ 190,400.00	100.00%	

(III) Purchasing Materials/Equipment for Supporting Students' Participation in Out-of-classroom Learning Activities (e.g. musical instruments and sports equipment) (Relevant expenditure is capped at 5% of a school's annual ESLASG provision)

S/N	Required Material/Equipment	Estimated Expense	Percentage Share
Example	*Violin (1)*	*$ 800.00*	
1			
2			
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)			
	Estimated Material/Equipment Expenses and Percentage Share:	$ -	0.00%

(IV) Total Estimated Expenses

Amount	$ 190,400.00

Part 2 : School-based Grant (SBG)

Schools should complete this part if there are unspent balances of SBG after the end of the 2025/26 school year.

In accordance with the stipulated principles and requirements on the use of SBG, schools may continue to use the unspent balance in the 2026/27 school year to support students with financial needs in joining after-school learning activities until the end of the 2026/27 school year. For aided schools, caput schools and schools under the Direct Subsidy Scheme, any unspent balance of SBG as at 31 August 2027 should be returned to the Education Bureau according to the annual audited accounts for the 2026/27 school year. For government schools, any unspent balance of SBG will lapse after 31 August 2027.

(I) Unspent Balance for the 2025/26 School Year

Amount	$	30,658.00

(II) Details of Activities

S/N	Activity Name/Objective	Non-local Activity	Proposed Date/ Period	Estimated Number of Participating Students			Estimated Activity Expense		Evaluation Method(s) (e.g. Observation, questionnaire)	Success Criteria (e.g. Students' learning effectiveness is enhanced)
				Receiving CSSA	Receiving STAS Full-grant	Meeting School-based Criteria as Financially Needy				
Example	*Beginner Violin Class*	*No*	*10/2026-5/2027*	*2*	*5*	*3*	*$*	*15,000.00*	*Teacher observations*	*Students' interest in music increases*
1	Homework Tutorial Class	No	9/2026-7/2027	10	15	5	$	1,000.00	Teacher observations, questionnaires	Students' learning confidence is enhanced
2	Remedial Class	No	9/2026-7/2027	10	20	10	$	1,000.00	Teacher observations, questionnaires	Students' learning confidence is enhanced
3	Academic Enhancement Class	No	9/2026-7/2027	40	70	5	$	20,000.00	Teacher observations, questionnaires	Students' learning effectiveness is enhanced
4	Sports Activities	No	9/2026-7/2027	5	20	5	$	8,658.00	Teacher observations	Students' interest and skills in sports increases
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)										
						Estimated Activity Expenses:	$	30,658.00		

(III) Total Estimated Expenses

Amount	$	30,658.00

Details of Staff-in-Charge of the Grants:

Name: Li Pui Yan

Post: Teacher

APPENDIX IV:

CCC Ming Kei College
Annual Programme Proposal for Diversity Learning Grant
Other Programmes: Network Programmes and Gifted Education for the 2026-2027 school year

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
Music	HKDSE Music (network programme)	To offer a diversified curriculum to students who are talented in Music	S.4 to S.6 students with talent in music	Saturday mornings throughout the school year	Students taking the DSE Music examination	CW Hui	$63,000
DSE subjects	visits to museums/ visits to exhibitions/ field trips/workshops	To enrich students' learning experience outside classroom and outside school	S.4 to S.6 students taking the relevant subjects	Duration ranging from one morning/afternoon session to several days per activity	Enhanced knowledge / interests in the subjects	Subject department heads	$7,600
Leadership	training programme for Reading Ambassadors	To develop students' skills and confidence to become leaders for reading promotion	S.4 and S.5 students	Several sessions	Students serve as Reading Ambassadors to cultivate reading culture	W Kong	$5,000