



CCC MING KEI COLLEGE

Annual School Plan 2024/25

Address: 16 Oak Street, Tai Kok Tsui, Kowloon, Hong Kong

Tel.: 23923963

Fax: 21427376

Website: <http://www.ccmkc.edu.hk>

Email address: ccmkc@ccmkc.edu.hk

ANNUAL SCHOOL PLAN 2024-2025

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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

2024/25

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	Resource Required
1.1 To equip students with basic and essential learning skills	<p>1.1.1 To design pre-lesson and post-lesson tasks which can facilitate and consolidate classroom learning</p> <ul style="list-style-type: none"> • Subject teachers assign students with pre-lesson tasks for lesson preparation. • Subject teachers assign students with post-lesson tasks for knowledge consolidation. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Feedback from teachers and students • Minutes and evaluation reports of subject departments • Lesson observation reports • Homework inspection reports 	24-25	Subj depts	
	<p>1.1.2 To promote wise and ethical use of information technology for learning</p> <ul style="list-style-type: none"> • Enforce iPad rules for the whole school • Introduce to students reliable online resources for self-learning 	<ul style="list-style-type: none"> • Students obey the rules and use iPad in school for academic purposes only. • Students are able to use appropriate online resources for self-learning. 	<ul style="list-style-type: none"> • Feedback from teachers and students • Lesson observation 	24-25	Subj depts	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 To equip students with basic and essential learning skills	<p>1.1.3 To enhance students' language competence for more effective learning</p> <ul style="list-style-type: none"> ● S.1-S.3 students subscribe to English Builder, an online learning programme, to improve their language skills at their own pace. ● Enhance students' English reading skills by designing questions of specific skill types in the teaching and assessments of S.1-S.3 students. ● Provide language support for the learning materials and assessments of EMI subjects ● Hold co-curricular activities including English Activity Days on Mondays bi-weekly and the English Week, and train students as English Ambassadors (EA) to help with planning and organization 	<ul style="list-style-type: none"> ● About 80% of students meet the basic completion rate requirement of English Builder. ● Students show satisfactory performance in the English reading tasks. ● Students have more confidence in studying the EMI subjects. ● Students show active participation in the activities. 	<ul style="list-style-type: none"> ● Statistics on completion rates of English Builder ● Statistics on task performance ● Feedback from teachers and students ● Homework inspection reports 	24-25	Eng Dept EMI subj depts	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
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 <ul style="list-style-type: none"> • Arrange Summer Orientation Programme and English Enhancement Programme for Pre-S.1 students • Provide study skill workshops for S.1 and S.2 students in the self-study lessons 	<ul style="list-style-type: none"> • S.1 students can adapt to using EMI. • S.1 and S.2 students are able to apply the study skills in their learning. 	<ul style="list-style-type: none"> • Questionnaire • Feedback from teachers and students • Minutes and evaluation reports of AC and subject departments • Lesson observation reports • Homework inspection reports 	24-25	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 <ul style="list-style-type: none"> • Enforce detention class rules more strictly • Provide students with graded exercises and self-learning resources 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Detention class records • Feedback from teachers and students • Minutes and evaluation reports of AC and subject departments 	24-25	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 <ul style="list-style-type: none"> ● Try a new class streaming method for all 5 classes in S.1 ● Place the higher ability students in two classes in S.3 	<ul style="list-style-type: none"> ● The learning atmosphere is better than before. ● The S.1 students in the lower ability classes show improvement in their academic performance. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Minutes and evaluation reports of AC ● Internal assessment statistics 	24-25	AC	
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 <ul style="list-style-type: none"> ● Devise differentiated teaching syllabuses 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 	<ul style="list-style-type: none"> ● Students show more confidence in learning. ● Students of lower 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. 	<ul style="list-style-type: none"> ● Feedback from teachers and students ● Minutes and evaluation reports of AC and subject departments ● Lesson observation reports ● Homework inspection reports 	24-25	Subj depts	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.2 To facilitate students to set and achieve their learning goals	<p>1.2.3 To arrange supplementary lessons and study groups for academic enhancement</p> <ul style="list-style-type: none"> • Arrange structured regular supplementary lessons after school for S.6 in the 1st term and S.5 in the 2nd term • Devise timetables 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 needs 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. 	<ul style="list-style-type: none"> • Students show improvement in the internal academic assessment. • Satisfactory results in the 2025 HKDSE 	<ul style="list-style-type: none"> • Feedback from teachers and students • Minutes and evaluation reports of AC and subj depts. • Internal assessment statistics • 2025 HKDSE statistics 	24-25	AC Subj depts	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.2 To facilitate students to set and achieve their learning goals	1.2.4 To provide more learning support for low achievers <ul style="list-style-type: none"> • Arrange homework tutorial classes for S1 and S2 students • Arrange Saturday tutorial classes for S.1 to S.3 students in Chinese, English and Mathematics • Provide English pull-out classes for S.4 and S.5 students who need extra support in writing skills 	<ul style="list-style-type: none"> • At least 20% of students joining the tutorial classes show improvement in their studies. • Students in the English pull-out classes show improvement in their writing skills. 	<ul style="list-style-type: none"> • Feedback from teachers • Minutes and evaluation reports of AC and subj depts • Internal assessment statistics 	24-25	AC Subj depts Eng Dept	
	1.2.5 To enable students to understand their learning progress for self-reflection and goal-setting <ul style="list-style-type: none"> • Provide students with more information about their academic performance in the report card, including adding the Grade ‘U’ below Grade ‘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 their rank or predicted level of attainment in assignments and tests. 	<ul style="list-style-type: none"> • Students are able to set their learning goals and are more motivated to learn. 	<ul style="list-style-type: none"> • Feedback from teachers and students • survey results 	24-25	AC Subj depts	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.2 To facilitate students in setting and achieving their learning goals	<p>1.2.6 Recognize and celebrate students' achievements and improvements in academic pursuits</p> <ul style="list-style-type: none"> • Display lists of top scorers or most improved students on class noticeboards following major assessments • Subject departments distribute rewards to students who demonstrate commendable academic results and improvements 	<ul style="list-style-type: none"> • Lists are displayed on class noticeboards • Students show more confidence and motivation in learning 	<ul style="list-style-type: none"> • Teacher observations and student feedback • survey results 	24-25	Subj depts	
1.3 To promote cross-subject collaboration	<p>1.3.1 Encourage the design of cross-subject learning tasks</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Feedback from teachers and students • Minutes and evaluation reports of subj depts. 	24-25	Subj depts	
	<p>1.3.2 Enhance coordination among subject panels in assessment methods</p> <ul style="list-style-type: none"> • Collaborate among S.1 EMI subjects to standardize assessment items and content scopes 	<ul style="list-style-type: none"> • S.1 students can manage the assessments and show satisfactory performance 	<ul style="list-style-type: none"> • Feedback from teachers • Test and examination results 	24-25	S.1 EMI subj depts	

	1.3.3 Organize cross-subject life-wide learning activities	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Feedback from teachers and students Minutes and evaluation reports of subj depts. 	24-25	Subj depts	
1.4 To nurture students with proper values and positive attitudes	1.4.1 Incorporate value education in the curriculum	<ul style="list-style-type: none"> Elements of national security education and value education are incorporated in the curriculum of all subjects Students have positive values and good sense of national identity, as reflected by APASO results (P-scores above 80) Students agree that they have a better understanding of the country and national security 	<ul style="list-style-type: none"> Scrutiny of teaching schedules and teaching materials Lesson observation reports Homework inspection reports APASO results Feedback from students 	24-25	Subj depts	
	1.4.2 Incorporate elements related to national security education in the curriculum	<ul style="list-style-type: none"> Elements of national security education are integrated organically in and connected naturally with the curriculum contents of various subjects Book items related to national education are displayed in the Reading Corner in each classroom 		24-25	Subj depts. RPC	

1.5 To cultivate students' interests in reading	1.5.1 Review and revise the Reading lessons to promote reading across the curriculum more effectively <ul style="list-style-type: none"> ● Organize the reading materials provided by various subjects thematically ● Design formative learning tasks, such as worksheets and theme-based Kahoot! competitions for junior from reading lessons 	<ul style="list-style-type: none"> ● Students show interests in reading ● Students participate actively in the learning tasks ● 70% of students complete the post-reading tasks ● Students have better understanding of the cross-disciplinary subjects. 	<ul style="list-style-type: none"> ● Feedback from teachers and students ● Questionnaire ● APASO results 	24-25	Reading lesson teachers RPC	
1.5 To cultivate students' interests in reading	1.5.2 Encourage reading to learn in various subjects <ul style="list-style-type: none"> ● Recommended reading lists are provided by various subjects ● Reading schemes or assignments are arranged by various subjects ● Improve the reading corner in each form room <p>Train Reading Ambassadors for sharing in the monthly 'Morning Reading' sharing session through the PA system or in playground assembly</p>	<ul style="list-style-type: none"> ● Most students complete the reading schemes or reading tasks with satisfactory performance ● 50% of students read book items in the Reading Corner Morning ● Students find that the 'Morning Reading' session can cultivate their interests in reading 	<ul style="list-style-type: none"> ● Minutes and evaluation reports of subj depts. ● Homework inspection reports ● Feedback from teachers and students ● APASO results 	24-25	Subj depts. RPC	

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

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 To foster students' spiritual health in terms of core values and sense of purpose in students' life	<p>2.1.1 Nurture students' positive values and attitudes towards self through religious education</p> <ul style="list-style-type: none"> • To collaborate with the Religious Committee, CMEC plans to organise a programme about life and death education • Regular chapels will be held to nurture the Christian and positive values in students. • A gospel week will be held in November to spread the Christian values. • Gospel camps for S.1 and S.6 will be held to strengthen students' faith in God. 	<ul style="list-style-type: none"> • Students reflect that they could have a better understanding of the topic. • Students have a better self-concept in APASO results. • At least 60% of students agree that they have a deeper understanding of Christianity. 	<ul style="list-style-type: none"> • Questionnaires • Participation rate • Feedback from students and teachers • Committee records 	24-25	RC RE CMEC	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 To foster students' spiritual health in terms of core values and sense of purpose in students' life	2.1.2 Continue the caring culture among students <ul style="list-style-type: none"> To arrange animal-related activities, including workshops to build up the caring culture among students Support will be given to S.6 students by holding the 'DSE add oil' and 'Farewell assembly' for them. Integrated Education ambassadors would be recruited and trained to help students in need at school. 	<ul style="list-style-type: none"> Positive feedback from teachers and students after the talk. 	<ul style="list-style-type: none"> Questionnaires Participation rate Feedback from students and teachers Committee records 	24-25	CMEC IEC DC	
	2.1.3 Enrich the service-learning experience <ul style="list-style-type: none"> To provide more structured service-learning experiences for S.1 – S.3 students. To provide more opportunities for student-led services to enrich the service-learning experience among students Little shepherd training will be offered to encourage them to serve the fellow schoolmates. School prefects will be recruited to serve in school events. 	<ul style="list-style-type: none"> At least 3 training sessions are given to the little shepherd each term. Each prefect serves the school at least once. 			OLE CMEC RC DC	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 To foster students' spiritual health in terms of core values and sense of purpose in students' life	<p>2.1.4 Help students understand themselves and inspire them to plan their future life:</p> <ul style="list-style-type: none"> • To help S.1 students to better understand themselves in order to develop good habits, motivation and think of their dream jobs. • To help S.2 students to better understand life planning concepts and develop awareness of thinking from different perspectives. • To help S.3 students to review their strengths and weaknesses and increase awareness of different kinds of future jobs. • To help S.4 students to recognise different possibilities for their future studies or careers. • To help S.5 students to enhance their life planning skills and formulate goals for their studies or careers. • To help S.6 students to reflect upon their academic abilities and interests and make goals or plans to pursue their dream university courses and jobs. 	<ul style="list-style-type: none"> • Students set at least one to two goals related to study, habits or personal development. • At least 60% of students show understanding of the concepts • Students participate actively in the self-understanding activities and choose some future jobs which interest them. • At least 60% of students show understanding of the importance of other non-academic achievements for their future. • Students actively participate in the workshops and set one to two clear goals for their dream courses and jobs. • Students meet their career teachers at least 2 times and share about their goals or plans for their future studies or jobs. 	<ul style="list-style-type: none"> • Questionnaires • Feedback from teachers and students 	24-25	CCC	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 To foster students' spiritual health in terms of core values and sense of purpose in students' life	<ul style="list-style-type: none"> • More activities or training courses will be organised for students to develop student's various interest and talents and to help students plan their future life. • Individualised Education Planning Conferences (IEPCs) will be held to set learning targets for the SEN students and review their learning progress regularly. 	<ul style="list-style-type: none"> • Over 80% of the attendance rate of the training courses. • About 70% of participants agree that the activities organised are useful. • Over 70% of teachers and parents agree that the support offered to SENs is satisfactory. 	<ul style="list-style-type: none"> • Statistics collected after the training courses • Questionnaires • Evaluation in committee meetings 	24-25	ECAC IEC	
2.2 To improve students' emotional and psychological well-being	<p>2.2.1 Raise students' awareness about mental health through campaigns, activities or seminars</p> <ul style="list-style-type: none"> • S.4 Peer Student Gatekeepers (PGS) are recruited. • Mass programmes or workshops will be held for students. • Posters can be posted for promotion. • Mental health promotion during the morning assembly. 	<ul style="list-style-type: none"> • PSG take initiative in conducting various activities to promote mental health message among students • Positive feedback from teachers and students. • At least one sharing in the morning assemble each term 	<ul style="list-style-type: none"> • Questionnaires • Feedback from teachers and students • APASO results 	24-25	GPGC	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.2 To improve students' emotional and psychological well-being	<p>2.2.2 To strengthen students' resilience level so that they can deal with pressure and adversity</p> <ul style="list-style-type: none"> Utilise the Olympic related worksheets and sharing that focus on resilience and building good habits. Collaboration with the school social workers, soothing zones will be continued for relaxation purpose. Activities such as board games, handcrafts and darts will be organised for students. Diligent Mingkei'ers and Stars of the Month will be continued to promote 'Diligence' and 'Courtesy'. Collaborate with the mountaineering club, GPGC will join the hiking activities. 	<ul style="list-style-type: none"> Most students agree that they could establish good habits in their lives. Participants enjoy the activities and feel relaxed after playing the games. Receive positive feedback from teachers on the Stars of the Month and Diligent Mingkei'ers. Some selected students, who may potentially develop various problems, will be invited to participate in hiking activities. 	<ul style="list-style-type: none"> Feedback from students and teachers Questionnaires 	24-25	CMEC IEC DC GPGC	

	<p>2.2.3 To build healthy and supportive relationships of students with others including peers, teachers and parents</p> <ul style="list-style-type: none"> ● Inter-class competitions will be organised by Student Association. ● Inter-House events and competitions will be arranged. ● Teacher-student cup will continue to run. ● Social gathering(s) such as hot pot / BBQ will be arranged for student leaders. ● The Ming Kei Family will continue, and students could gather and share among themselves during lunch time. ● Two blessing events will be held to give support to students. Free snacks counter like ice-cream, popcorn and drinks will be set up inside the campus. ● A mass talk about bullying will be arranged for S.1 students. ● Talks concerning sexual harassment will be arranged for S.3 & S.4 students. 	<ul style="list-style-type: none"> ● Students enjoy school life with a high participation rate in the competitions or events held. ● Students have chances to organize and join different school activities. ● Participants enjoy social gatherings with teammates and teachers. ● At least one Ming Kei Family gathering in a month ● One blessing event held in October and the other one in March. ● No significant increase in the number of students' discipline case records. ● Positive feedback from teachers and students on different talks. 	<ul style="list-style-type: none"> ● Stakeholder survey ● Teachers' observation ● Students' feedback ● Survey conducted after the programme ● Questionnaires 	24-25	ECAC RC GPGC DC PAT	
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	<ul style="list-style-type: none"> • The PCS scheme provides support to S.1 students for better adjustment to the new school life. • A parental education programme will be organised for better communication between parents and children. 	<ul style="list-style-type: none"> • 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. • At least one programme each term is conducted. 				
2.2 To improve students' emotional and psychological well-being	<p>2.2.4 To promote a growth mindset for students' self-improvement</p> <ul style="list-style-type: none"> • Mass talks by the principal and the education psychologist will be delivered to all students. • Mass programme named 'Facing Failure' will be held for S.1 students during the OLE week. • Various measures to appreciate students' good behaviour and rectify their problematic behaviours will be adopted by the DC. • Organise the programme 'We can do it' for S.1 students. 	<ul style="list-style-type: none"> • Positive feedback from teachers and students • The number of Letter of Commendation and Certificates issued increases. • S.1 students could complete their task after attending 2 sessions of training. 	<ul style="list-style-type: none"> • Observation • Committee record and statistics • Feedback from teachers and students • Questionnaires 	24-25	IE DC GPGC OLE	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.3 To achieve good progress in physical health development	2.3.1 To encourage students to strengthen their physical fitness	<ul style="list-style-type: none"> • Students are actively engaged in in the physical activities provided • 70% of students express their interest in joining the physical activities and continue to participate. • Students have developed healthy living habits and a positive attitude to deal with adversity. • Feedback from students and teachers 	<ul style="list-style-type: none"> • KPM 21, 24, 25 data • School-based OLE survey • Results of inter-school sports competitions • Reports of ECA clubs 	24-25	ECAC PE Dept HE Dept CMEC	
	2.3.2 To promote healthy habits and self-care practices, e.g. relaxation techniques, healthy nutrition <ul style="list-style-type: none"> • To utilise the Olympic related worksheets and sharing that focus on building healthy habits. • To incorporate healthy living style and meal planning in S.1 & S.2 H.E. curriculum. 					
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 <ul style="list-style-type: none"> • To coordinate a cross-unit collaboration with the Discipline Committee on environmental protection activities, e.g. classroom cleanliness • Inter-class classroom cleanliness will be organised by the school prefects 	<ul style="list-style-type: none"> • Most students keep their classrooms clean. • Most students realise the importance of environmental protection. 	<ul style="list-style-type: none"> • Feedback from teachers and students • Observation 	24-25	CMEC DC	

	<p>2.4.2 To cultivate in students a sense of belonging to the school by engaging students to join different school events</p> <ul style="list-style-type: none"> • The ECAC plans different activities for the whole school. • Collaborate with the House system, competitions related to religious would be organised, such as busking during the Gospel Week, and the bible verse poster design. • Special duties of school prefects in holding whole-school functions will be arranged. 	<ul style="list-style-type: none"> • 70% of students have expressed an increased interest in joining school events. • 70% of students agree the other learning experiences provided by school can foster their personal development. • More than 70% of students participate in academic, aesthetic and sports competitions. • Students participate actively and enjoyed in the performance. • Satisfactory performance of school prefects. 	<ul style="list-style-type: none"> • Questionnaires • Feedback from students and teachers • Stakeholder survey • On-site observation 	24-25	ECAC RC DC	
	<p>2.4.3 To enhance support from alumni by delivering talks or mentorship programme</p> <ul style="list-style-type: none"> • A mentorship program will be established where students will be grouped with alumni professionals. • Alumni talks will be held to provide guidance and advice related to studies or careers. 	<ul style="list-style-type: none"> • Mentees and mentors meet at least 2 times. At least 60% of participants agree that they could benefit from the alumni's guidance or advice. 	<ul style="list-style-type: none"> • Questionnaires and feedback from students and teachers 		CCC	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>2.4.4 To provide various other learning experiences for students to foster their personal development</p> <ul style="list-style-type: none"> ● Workplace visits will be arranged during the OLE week. ● Provide various activities to ambassadors and students to foster students' personal development. ● Set up a new service system in order to alleviate overloading some students and prevent them from over-engaging in different service posts. ● Organise specialised training for specific groups of students to ensure all SENs receive suitable training ● Visits to Disciplined Services will be arranged for the school prefects. ● Encourage prefects to join external competitions or other community service or training courses organised by institutes outside. 	<ul style="list-style-type: none"> ● At least 60% of participants are satisfied with the visit. ● Students participate actively in the activities. ● Students are familiar with the scheme and make informed choices. ● SENs have shown progress in personal growth. ● Participants show positive feedback. ● Nominate 1-2 prefects to participate external events. 	<ul style="list-style-type: none"> ● Questionnaires and feedback from students and teachers ● On-site observation ● Feedback from therapists or training tutors 	24-25	<p>CCC CMEC ECAC IE DC GPGC OLE</p>	

	<ul style="list-style-type: none"> ● Provide training to the S.5 and S.4 students under the Peer Counselling Scheme. ● Provide training to school prefects. ● A program about social skills will be held for S.1 students. ● Several sex education programs will be conducted from S.2 to S.4. ● The OLE week is planned for the whole year for the needs of S.1 to S.5 students. Tours, mass programmes and interest classes will be organised for students. 	<ul style="list-style-type: none"> ● PCS participates actively in the training sessions. ● The leadership skills have been sharpened. ● Students can learn more about the social skills ● Students from S.2 to S.4 can receive the correct information about sex related issues. ● Positive feedback from teachers and students. ● All students are engaged in various learning experiences during the OLE week. 				
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Annual Programme Proposal for Diversity Learning Grant
Other Programmes: Network Programmes and Gifted Education for the 2024-2025 school year

Domain	Programme	Objectives	Targets (No./level/select ion)	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	\$21,000
Other languages - Japanese	Course offered by external learning centre	To cater for students’ interests to learn other languages and to prepare students to take Category C subjects in the HKDSE	1 S.5 student	September 2024 - August 2025	At least 85% attendance Student attaining good results in assessments by the learning centre	W Wong	\$4,300

Proposed Deployment of Capacity Enhancement Grant for the 2024-2025 School Year

Major Areas of Concern	Resources Required	Time Scale	Budget	Success Criteria	Method of evaluation	Person-in-charge
Employ additional Associate Teacher and Teaching Assistants to relieve teachers' workload in teaching and student-affairs related work	Salary of four contract associate teacher and teaching assistants	September 2024 to August 2025	\$641,550	Positive feedback from teachers	Feedback from teachers and students	Ms. NY Lo Ms. W Wong
Ceramic Assistant: To facilitate the ceramics learning and teaching process	Salary of one contract part-time or full-time ceramic assistant	September 2024 to August 2025	\$163,800	Positive feedback from teachers	Feedback from teachers and students	Mr. SH Lam
		Budgeted Expenditure:	\$805,350			

2425 年度推廣中華文化體驗活動一筆過津貼」運用計劃

本校將於 2425 年度運用「推廣中華文化體驗活動一筆過津貼」作以下用途：

範疇	說明	負責單位	負責同事	預算
i. 體驗活動、講座	舉辦中華文化周	中華文化學會	謝慧娟老師	\$50,000
ii. 採購及發展中華文化學與教資源	文化室裝飾及文化活動設備	中文科	江穎老師	\$20,000
iii. 學習活動	舉辦九章算術中華文化遊戲攤位	數學科	黃永能老師	\$10,000
iv. 學習活動	茶藝班	維護國家安全及國家安全教育工作組	劉徠莎老師	\$15,000
v. 體驗活動	家長日品茶會	維護國家安全及國家安全教育工作組	劉徠莎老師	\$5,000
vi. 內地考察及交流	資助同學參國內交流團，認識中國文化	維護國家安全及國家安全教育工作組	劉徠莎老師	\$50,000
vii. 體驗活動	推廣粵劇文化，讓學生透過粵劇了解中國文化	課外活動委員會	劉徠莎老師	\$50,000
viii. 採購及發展中華文化學與教資源	購買中國樂器	音樂科	許澤煒老師	\$15,000
ix. 學習活動	中樂班導師	音樂科	許澤煒老師	\$10,000
			總額	\$225,000