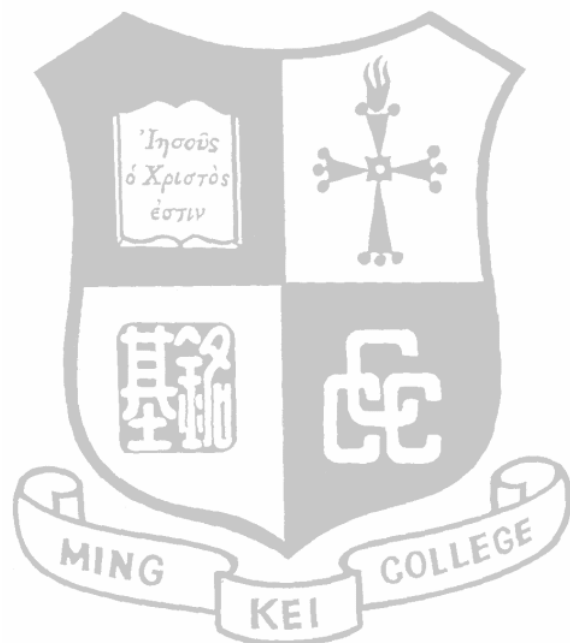


# CCC MING KEI COLLEGE



# Annual School Report

2022-2023

# Annual School Report 2022-2023

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# 1. Information About the School

## 1.1 School Profile

1. CCC Ming Kei College was founded in 1967 and celebrated its 50<sup>th</sup> Anniversary in the year 2016-2017. It is an aided co-educational secondary school directly operated by the Hong Kong Council of the Church of Christ in China (HKCCCC). The school has been using English as the medium of instruction since its inauguration.
2. In September 1998, the HKSAR Government began to adopt the language policy of mother-tongue teaching for public sector schools. Only those secondary schools with a proven record of using English as the teaching medium successfully were allowed to retain the use of “English as the medium of instruction” (EMI) at the levels of Secondary 1 to 7. CCC Ming Kei College was one of the 112 secondary schools in the territory which were approved that year to continue to be EMI Schools.

In September 2010, the Education Bureau implemented the fine-tuning policy for the medium of instruction in secondary schools. CCC Ming Kei College continued to use English as the teaching medium for all students.

3. The school has implemented measures, in stages over the years to respond proactively to education reforms, particularly for the curriculum reform which was initiated by the Education Commission in 2000. The major reform measures which have been implemented since the 2000-2001 school year are as follows:

- <2000/01> (1) Reform of the examination system at the S.1 & S.2 levels;  
(2) Incorporation of “project learning” in the formal curriculum;  
(3) Development of school-based curriculum for S.1 Integrated Humanities and S.1 Chinese Language; and  
(4) Issue of annual Non-academic Reports recording the activities joined by and prizes won by students as part of their annual “learning profiles”.
- <2001/02> (1) Offering of one S.2 class which uses Putonghua as the medium of instruction to study Chinese language.  
(2) Launching of the Young-old Partnership Project for S.2 as a cross-curricular project learning programme; and  
(3) Development of school-based curricula for S.2 Integrated Humanities and S.2 Chinese Language.
- <2002/03> (1) Implementation of a new timetabling system featuring a 7-day cycle with six 55-minute periods per day to create more time available for teachers and students to teach and learn;  
(2) Development of the school-based curriculum for S.3 Chinese Language;  
(3) Offering of one S.3 class which uses Putonghua as the medium of instruction to study Chinese language; and  
(4) Offering of ASL Liberal Studies to S.6 students as an optional subject.
- <2003/04> (1) Introduction of a 20-minute Morning Reading Session before the first period every school day to promote reading of English books;  
(2) Introduction of two test cycles per school term to help enhance students’ learning; and  
(3) Introduction of teachers’ “self-evaluation” with regard to their performance in “learning and teaching”.
- <2004/05> (1) Introduction of Integrated Humanities to S.4 students as an optional subject; and  
(2) Completion of the “Proposed Curriculum Plans for 334”.
- <2005/06> (1) Merging of Chinese Language and Putonghua in some classes of S.1 to S.3 to encourage teachers to use Putonghua as the MOI for Chinese Language and to enhance students’ Putonghua proficiency in speaking and listening; and  
(2) Re-structuring of time-tabling for S.3 and S.4 to enhance students’ learning effectiveness.

- <2006/07> (1) Introduction of Applied Learning, in collaboration with the VTC, to S.4 students as an optional subject in addition to the formal curriculum.  
 (2) Re-formulation of the “Proposed Curriculum Plans for 334” in response to the admission requirements in 2012 as proposed by local universities.
- <2007/08> (1) Establishment of the Ming Kei Elder Academy where students can gain new types of other learning experiences (OLE) through providing service to the elderly by offering them computer courses.
- <2008/09> (1) Finalizing of the “Proposed Curriculum” for the upcoming new senior secondary one students, catering for their choices of optional subjects.  
 (2) Review of the format of the Non-academic Report as part of the “Student Learning Profile” for 334 students.
- <2009/10> (1) Implementing the revised curriculum to bridge for the new 334 structure for junior secondary levels.  
 (2) Trying out the NSS curriculum which offers a wide range of elective choices across pure arts, pure science, commercial and cultural subjects for S.4.
- <2010/11> (1) Evaluation of the NSS curriculum, which suggested a reallocation of number of teaching periods for the core and elective subjects and introducing choices of classes offering two or three electives for students with learning diversities.
- <2011/12> (1) With the full implementation of the NSS curriculum, evaluation was made on the allocation of teaching periods for core and elective subjects for different classes to cater for students’ learning diversities. The choices of electives were also reviewed to suit their interests.
- <2012/13> (1) Further evaluation on the choices of electives for the NSS curriculum was made.  
 (2) Review on the “PSHE” curriculum for the junior forms from S.1 to S.3 was initiated.
- <2013/14> (1) More in-depth evaluation on the choices of electives for the NSS curriculum to suit the needs and academic potentials of the S.3 students was made.
- <2014/15> (1) Review on the “PSHE” curriculum for the junior forms was concluded. The PATHS programme was retained. School-based curriculum will be developed for S.1 and S.2 Liberal Studies.  
 (2) Evaluation on the streamlining of electives was made to balance teacher manpower and the reduced number of S.4 students.  
 (3) Review on the allocation of lessons for the extended modules M1 and M2 of Mathematics was conducted. It was decided that students could take the extended modules as electives in S.5.
- <2015/16> (1) Curriculum for the DSE classes based on the structure of four classes in each senior secondary level was confirmed to cater for learner diversity.
- <2016/17> (1) Further exploration on the setting of electives for the NSS curriculum and split groups for the core subjects were made.
- <2017/18> The Knowledge Building Learning and Teaching Model was introduced to align various pedagogies currently in use and to try-out new pedagogies associated with this model.
- <2018/19> Implementation of e-learning and e-teaching with the BYOD scheme in the junior forms.

- <2019/20> (1) The school timetable was changed from six 55-minute periods per day to nine 40-minute periods per day in order to have more flexibility to devise the timetable in order to cater for the needs of different subjects.
- (2) To strengthen the reading habit of students, reading lessons were re-structured in the timetable. There were two reading lessons in junior forms whereas one in senior forms. Reading Promotion Committee was set up to design appropriate reading materials and activities to boost the reading atmosphere.
- (3) To cultivate the self-directed learning atmosphere, two self-study periods were arranged on Day 2 and Day 5 respectively. Students were encouraged to meet teachers for their academic problems. This arrangement had also facilitated a closer monitoring of students' needs.
- (4) Due to the COVID-19 pandemic, face-to-face schooling was suspended. Most lessons could only be conducted via Zoom or other electronic means in the school year. Learning materials were provided via online platforms.
- <2020/21> (1) The school deployed resources to have 5 classes in S.1, S.4, and S.5 in order to better cater for learning diversity. In S.1, three of the classes are smaller in class size to maintain a greater teacher-student ratio.
- (2) Due to the pandemic, the school could only resume half-day face-to-face lessons in phases this year. Zoom lessons were arranged systematically to supplement the lesson time.
- <2022/23> (1) Face-to-face schooling and multi-faceted school activities were resumed.
- (2) To further strengthen partnership, four new sister schools were formed enhance cultural exchange and professional collaboration.

4. In the 2002-2003 school year, our school was invited by the EDB to join the Schools' Professional Collaboration Project and became one of the twenty "resource schools" in the territory that year to share their good practices with other schools. The topics which we chose for sharing were:
- (a) A Whole School Approach to Implementing Integrated Education;
  - (b) The Young-Old Partnership Project;
  - (c) The MKC Award Scheme; and
  - (d) The MKC Art Gallery.
- In the 2003-2004 school year, we were invited once again by the EDB to join the Project and to continue serving as a resource school. The Project came to an end in July 2004.
5. In July 2004, the EDB set up the Education Development Fund (EDF) with a grant of \$550 million over five years to provide professional support to schools in the territory. The aim of the EDF is to enable schools to build up their capacity to take education reform measures. A series of School-based Professional Support (SBPS) programmes under the EDF have been launched and implemented with effect from the 2004-2005 school year. In September 2004, our school was invited to join the following programmes for one year in order to provide support to other schools nominated by the EDB:
- (a) The Principal Support Network (PSN), and
  - (b) The School Support Partners (SSP) – Liberal Studies.

6. In the 2005-2006 and 2006-2007 school years, our school was invited by the EDB to continue being involved in the School Support Partners (SSP) Programme as a resource school to share our experience in, apart from the teaching of Liberal Studies, “adopting a whole school approach to implement integrated education” with other schools in the territory.
7. In the 2007-2008 and 2008-2009 school years, our school continued to serve as a SSP resource school to share our experience in Integrated Education.
8. In the 2009-2010 school year, our school joined the Principal Support Network and the Principal provided support to novice principals of other schools. The English department has been engaged upon the School-based Language Learning Support Services provided by the Language Learning Support Section of the Education Bureau.
9. In the 2010-2011 school year, our school continued to collaborate with the Language Learning Support Section of the Education Bureau for the school-based English curriculum revision.
10. In the 2011-2012 school year, our school joined the “Pilot Project on Strengthening Schools’ Administration Management” initiated by the Education Bureau in June, 2012. The English department continued the collaboration with the Language Learning Support Section of the Education Bureau for the third year.
11. In the 2012-2013 school year, the school implemented the plans for the “Pilot Project on Strengthening Schools’ Administration Management” and reflected the views on its successes and improvements to the Education Bureau. The school joined the “Training Program for Vice-Principals” which was sponsored by the QEF and organised by the HKCCCC, the school’s sponsoring body.
12. In the 2013-2014 school year, the school explored the possibility of joining projects initiated by funding bodies. The school joined the “Smart School” e-learning project offered by an IT company in June 2014.
13. In the 2014-2015 school year, the Chinese Department of the School joined the curriculum project “The Analects (論語) and the Modern Society” organised by the Hong Kong Institute of Education.
14. In August 2016, with the provision of the “WiFi 900” project granted by the Education Bureau, a WiFi system which offered full coverage in all classrooms was successfully installed to support e-learning in class before the start of the next school year.
15. In the 2016-2017 school year, the school joined hands with alumni to run the “50th Anniversary Mentorship Programme” through which 25 alumni became the mentors for 25 S.5 Ming Kei students.
16. In the 2017-2018 school year, the Knowledge Building Pedagogy was piloted in the Junior Forms subjects, namely, Integrated Science, Liberal Studies and English Language
17. In the 2019-2020 school year, the Knowledge Building pedagogy was shared among panels and continued to try out in various subjects.
18. In the 2020-2021 school year, the school has granted about \$1.8 funding from the QEF for setting up a gymnasium as well as launching the Cantonese drama training projects. A school-based knowledge building lesson observation form has been piloted and revised for full scale implementation in the second half of the school year.
19. In the 2021-2022 school year, the integration of the curriculum “STEAM” added the element of “reading” and was developed into the program called “STREAM”. Besides, our school applied for the IT Innovation Lab programme and received an amount of \$650,000 funding. The majority of the fund was used to equip new facilities such as MacBook’s, interactive projectors, 3D printers and laser cutters for the IT-Innovation Lab (Room 601), such that our students can have a professional environment to develop different technological skills and extend their learning. Some of the funding was spent on organizing courses and workshops (IoT, AI, 3D Print and Laser cut) for our students so that they can learn the updated technologies and skills and try to apply them in the future.

20. In the 2022-2023 school year, our school actively participated in STREAM projects initiated by The Chinese University of Hong Kong, namely the Phase II of CUHK Jockey Club AI for the Future Project; the CUHK Jockey Club VR Project for Chinese Language Education II; and the Cross-curriculum Soybean Project. Through these projects, we aimed to cultivate students' interest in Science, Technology and Mathematics, widen their knowledge base, and ultimately nurture their creativity, collaboration, and problem-solving skills.

## 1.2 Incorporated Management Committee (IMC)

1. With effect from 1 September 2011, the Incorporated Management Committee of the Church of Christ in China Ming Kei College was established to replace the former School Management Committee to manage, administer and operate the school in accordance with the regulations under the Code of Aid for Secondary Schools and in compliance with all stipulations provided by the then Education Department (and now the EDB) for the implementation of school-based management.
2. There are 14 members on the IMC. Apart from the eight ex-officio members who are the Sponsoring Body Managers including the Supervisor (appointed by the HKCCCC) and the Principal, its membership includes also the following persons who are either elected or nominated by our major stakeholders:
  - one Teacher Manager and one Alternate Teacher Manager elected and nominated amongst the teachers,
  - one Parent Manager and one Alternate Parent Manager elected and nominated amongst the parents,
  - one Alumni Manager nominated by the alumni, and
  - one Independent Manager nominated by the IMC.
3. For the 2022-2023 school year, the composition of our IMC is as follows:

Chairman	: Prof. SHUM Kwok Yan, Daisy (Supervisor)
School Principal	: Ms CHEUNG Pui Shan (Ex-officio Manager)
Sponsoring Body Managers	: Mr TANG Chung Wah, Rev HUI Hoi Ming Mr CHAN Tsun Kit, Rev KAM Siu Wan Mr HO King Yeung, Mrs TANG Chan Wai Kwan Mr CHOI Kit Man (Alternate Manager)
Teacher Managers	: Ms WONG Hoi Wah, Winnie (Alternate Manager)
Parent Managers	: Mr CHAK Hoi Cheong, Victor Mr CHAN Shing Pui (Alternate Manager)
Independent Manager	: Ms SIU King Ha
Alumni Manager	: Mr SUNG On Loy
4. In the 2022–2023 school year, the IMC held three meetings respectively on 12 November 2022, 25 March 2023 and 15 July 2023.



### 1.3 School Campus and Facilities

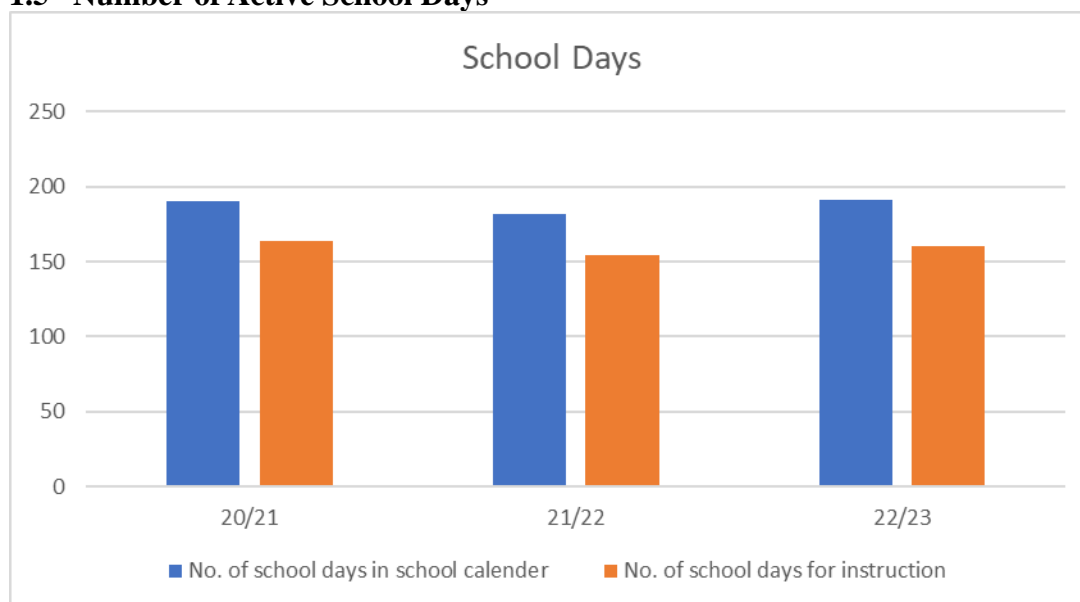
1. The school is located at the junction of Oak Street and Cherry Street in Tai Kok Tsui. With an area of more than 4,500 square metres, it is composed of two independent buildings, the school hall and the main building. The school hall is air-conditioned and has a seating capacity of 1,300 which can accommodate all teachers and students of the school for assemblies. The six-storey, L-shaped main building has 31 classrooms of standard size and 5 laboratories (including the Physics, Chemistry, Biology and two Integrated Science laboratories), all of which are fully equipped. It has also 12 special rooms, namely, Computer Room, Multi-media Laboratory Centre, Language Laboratory, Computer Assisted Learning Centre, Library, Geography Room, Art Room, Needlework Room, Home Economics Room, Music Room, Ceramics Room and English Corner. All classrooms and special rooms are air-conditioned, providing students with an effective learning environment.
2. The school has a sufficient number of lockers for the use of every student. The campus also boasts one basketball court, one covered playground, one table-tennis court and an Art Gallery which was established in the 1999-2000 school year under sponsorship of the Quality Education Fund. The Art Gallery does not only provide a place for displaying students' outstanding paintings and ceramics works, but also serves as a space used by the S.6 students for self-studying during regular school hours and after school.
3. There are three Multimedia Learning Centres and one computer room. Computers and projectors are installed in the library, classrooms and special rooms. The school has a total of about three hundred computers which are networked together and can access the internet through broadband link. Students can make free access to the computers after school on weekdays and on Saturday mornings. This would help facilitate the implementation of school-based information technology education.
4. With the EDB's sponsorship of an approximate amount of forty million dollars, the school has its School Improvement Project (SIP) undertaken during the school years of 2003-2004 and 2004-2005 and completed by the end of Summer Vacation in 2005. The project provides a new six-storey annex for the school with an additional 1,058 square metres of working and studying area. It comprises six more classrooms, one Computer Assisted Learning Room, one Conference Room, one new Computer Room, one Student Activity Centre, one Language Learning Room and a number of small rooms for specific purposes. Besides, a fireman lift has been built simultaneously for the use of both the staff and students with physical disability.
5. With the sponsorship of the CCC Kei To Mongkok Church, the school has converted the table tennis court into a multi-purpose mini-hall, which can be used for small-scale mass programs and other learning activities during the summer vacation in 2011.
6. With the sponsorship of the CCC Kei To Mongkok Church, the school has converted the Multi-media Learning Centre at ground floor into a Religious Education Resource Centre / Study Room, which can be used for religious education and self-study place for students in 2014.
7. The old systems of audio-visual facilities and air-conditioning in the school hall were replaced in the year 2016-2017. The school hall was named after the school's Founding Principal to become "The John Keith Walls Hall" during the 50<sup>th</sup> Anniversary Thanksgiving Service held on 10 March 2017.

8. The STEM Learning Centre was established in the year 2016-2017 and it was named as “The Wong Hin Hing STEM Learning Centre”, on 10 March 2017, in memory of Mr HH Wong, our beloved Mathematics teacher who passed away in 2015.
9. The application for QEF grant for Cantonese drama project and the establishment of a gym room were approved with an amount around \$2 million.
10. The time-limited minor conversion works programme 2020-21 was approved from EDB with an amount around \$9 million for 9 conversion works.
11. The school has joined the Feed-in Tariff (FiT) Scheme. Solar Power System was installed to develop renewable energy in the roof of the school in June 2020.
12. In July 2020, stand water dispensers were installed on the 2<sup>nd</sup> to 5<sup>th</sup> floor.
13. All students’ lockers were replaced in Sept 2020.
14. The renovation of Room 601 was completed in July 2021. The room is now served as the IT Innovation Laboratory.
15. The renovation of the General Office and School Library and the replacement of the floor and the back doors of the Hall were completed in 2022.
16. Replacement work of National Flagpole and installation of lockers inside classrooms of 2/F were completed in 2023.

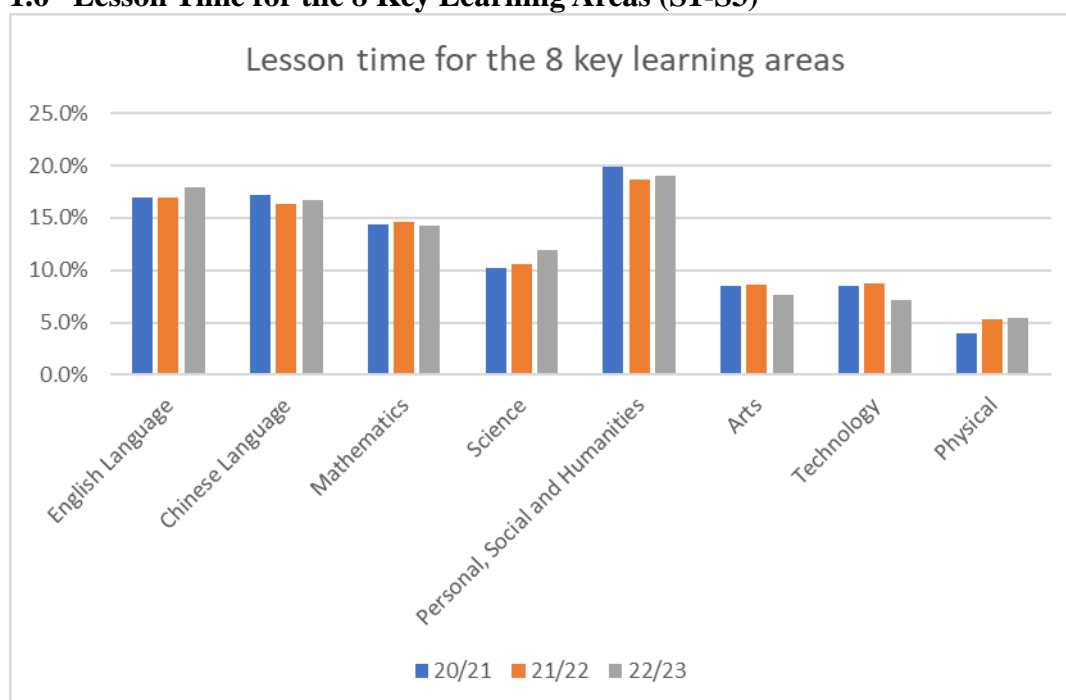
## 1.4 School Mission and Goals

1. The mission statement and school goals were set out collaboratively by all teachers and then endorsed by the SMC in June 1999. They can be summarized as follows:  
*Embracing the HKCCCC's mission for education, the school is committed to holistic education with a person-centred curriculum and extra-curricular activities which address, with equal emphasis, the moral, intellectual, physical, social, aesthetic and spiritual needs of our students. Through such provisions:*
  - *we strive to nurture our students in becoming individuals who are able to extend their love for themselves to their neighbours and to God;*
  - *we guide our students towards becoming honest, courteous, law-abiding people who are respectful to teachers and parents, caring to the young ones, and willing to share with and serve others;*
  - *we prepare our students for assuming responsibility for their own lives, facing challenges with courage and being able to respond to the needs of our society; and*
  - *we encourage our students to be involved in improving our society, contributing to the nation and serving the world.**It is our aspiration that the lives of our students will give expression to the school motto: **"It is more blessed to give than to receive"**.*
2. The school implements its mission and goals as well as the school motto through the provision of both formal and informal curricula, particularly by taking the following measures:
  - Setting up a String Orchestra through the sponsorship of the QEF in 1999-2000 to nurture students' interest in music by encouraging them to play musical instruments.
  - Setting up an Art Gallery through the sponsorship of the QEF in 1999-2000 for displaying outstanding artworks by students in order to promote aesthetic education and nurture students' abilities in the appreciation of art;
  - Launching the MKC Award Scheme in 2000-2001 to boost students' participation in various extra-curricular activities to help them develop in the moral, intellectual, physical, social, aesthetic and spiritual aspects;
  - Joining the Integrated Education Scheme in 2000-2001 and adopting a whole school approach to implement the Scheme for the promotion of love and care for students with special educational needs on the campus;
  - Launching a service-centred project, "The Young-old Partnership Project", for all S.2 students in 2001-2002, in collaboration with the Asia Pacific Institute of Ageing Studies (PAIAS) of Lingnan University in order to promote social services to the elderly;
  - Launching the programmes "One Sport and One Art for All" and "One Service for All" for all students in 2005-2006 to further address the importance of "holistic education"; and
  - Upon the invitation of the Elderly Commission and in collaboration with the "Salvation Army Mongkok Integrated Services for Senior Citizens", launching and setting up the "Ming Kei Elder Academy" in 2006-2007 to provide educational services, mainly in IT and health education, to the elderly living in Mongkok and Tai Kok Tsui. All course tutors are recruited from S.3-S.6 and they provide voluntary services to the elderly after school, twice a week. The Academy was formally established in 2007-2008.
  - Launching the programme "One Uniform Group" for S.1 students in 2008-2009 and 2009-2010.
  - Starting from 2010-2011, the school has been delivering continuous support and donation to the Watoto Ministry, which takes care of the orphans whose parents have died of AIDS in Uganda.
3. The school mission was reviewed by all teachers in 2007-2008 and our mission statement was restated 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".**

## 1.5 Number of Active School Days



## 1.6 Lesson Time for the 8 Key Learning Areas (S1-S3)



## 1.7 Curriculum

- English is adopted as the medium of instruction except for the following subjects:  
Chinese Language, Chinese History, Liberal Studies (S.6), Putonghua, Tourism and Hospitality Studies, Physical Education (HKDSE) and Religious Education.
- All students in S.4 to S.6 study four core subjects (English Language, Chinese Language, Mathematics and Liberal Studies (S.6) / Citizenship and Social Development (S.4 & S.5)) and two or three elective subjects to prepare for the Hong Kong Diploma of Secondary Education Examination (HKDSE). Students are allowed to enrol for Applied Learning in S.5 and S.6.

3. The formal curriculum offered by the school in the 2022-2023 school year is listed below:

Subjects	S.1	S.2	S.3	S.4	S.5	S.6
<b>English Language Education</b>						
English Language	*	*	*	*	*	*
<b>Chinese Language Education</b>						
Chinese Language	*	*	*	*	*	*
Putonghua	*	*	*			
<b>Mathematics Education</b>						
Mathematics	*	*	*	*	*	*
Mathematics Extended Module 1				*	*	*
Mathematics Extended Module 2				*	*	*
<b>Science Education</b>						
Science	*	*				
Physics			*	*	*	*
Chemistry			*	*	*	*
Biology			*	*	*	*
<b>Technology Education</b>						
Computer Literacy	*	*	*			
Information & Communication Technology				*	*	*
Business, Accounting and Financial Studies				*	*	*
Home Economics	*	*	*			
<b>Personal, Social &amp; Humanities Education</b>						
Chinese History	*	*	*	*	*	*
History	*	*	*	*	*	*
Geography	*	*	*	*	*	*
Life and Society	*	*	*			
Economics				*	*	*
Business Fundamentals			*			
Tourism and Hospitality Studies				*	*	
Religious Education	*	*	*	*	*	*
<b>Arts Education</b>						
Music	*	*	*	*	*	*
Music (HKDSE)				*	*	*
Visual Arts	*	*	*			
Visual Arts (HKDSE)				*	*	*
Ceramics	*	*	*			
<b>Physical Education</b>						
Physical Education	*	*	*	*	*	*
Physical Education (HKDSE)				*	*	
<b>Cross Disciplinary Subjects</b>						
Citizenship and Social Development				*	*	
Liberal Studies						*

## 2. Staff Profile and Staff Professional Development

### 2.1 Staff Profile

- At the end of the 2022-2023 school year, the following staff ended their services at our school due to:

#### 1.1 End of Contract

Miss Chan Chung Yan, Miss Ip Ho Yan, Mr Kong Tsz Kin, Miss Lau Oi Yan, Irene

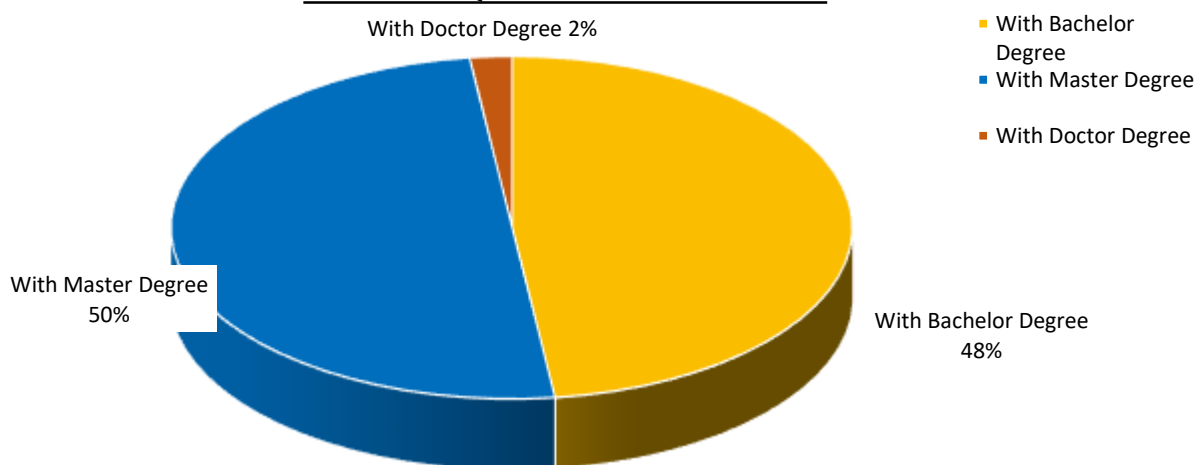
#### 1.2 Resignation

Miss Lau Man Yee, Karen, Miss Lai Sui Chun, Miranda, Mr Cheung Chi Hon

- In the 2022-2023 school year, the school continued to recruit five Teaching Assistants to assist the Integrated Education Committee, the Careers and Counselling Committee, STREAM and Science Education. They were Miss Chiu Shuk Kwan, Mr Ho Kin Keung, Miss Lai Chun Yin, Miss Lau Sum Yi, Cherry, and Mr Wong Yun Lum, Osmond.
- The 2022-2023 school year began with our staff comprising forty-eight full-time teachers (including the Principal) within the normal establishment and ten full-time teachers recruited with other sources of funding such as the Teacher Relief Grant and Capacity Enhancement Grant. The qualifications of these fifty-eight staff members are as follows:

Qualification	Number	Percentage
Holding the first degree	58	100%
With teacher training	53	91%
Holding a higher degree	29	50%

### Teacher's Qualification 2022-2023



- All teachers of English Language and Putonghua have fulfilled the Language Proficiency Requirement as stipulated by the EDB.
- As regards the teaching experience of teachers, the statistics for the 2022-2023 year are as follows:

No. of Years	0-4	5-9	10-14	15-19	20-24	25-29	30-36
No. of Teachers	18	6	8	7	7	8	4
Percentage (%)	31.0	10.34	13.79	12.07	12.07	13.79	6.9

## 2.2 Professional Development of Teachers

### 1. Continuing Professional Development (CPD) Hours of Teachers

The Education Bureau (EDB) has established the Professional Ladder for Teachers in Hong Kong with an aim to promote teachers' professional growth and enhance teachers' professional status. It adopts the professional roles of teachers and principals as portrayed in the 'T-standard' as the goals for teachers' professional development, and the three core elements of teachers' professional growth (including professional competencies; professional values and conduct; and aspiration for self-advancement through self-reflection) as its foundation. Both the Professional Ladder for Teachers and 'T-standard' aim at promoting self-reflection and professional development of the teaching profession. With the prevailing CPD policy for teachers remains unchanged (soft target of completing 150 hours of training in every three-year cycle), starting from the 2020/21 school year, the EDB has devised systematic training for newly-joined teachers and all in-service teachers, and enhanced the training requirements for promotion of teachers.

The school has informed the newly-joined teachers about the relevant training arrangements and requirements. The school also encouraged in-service teachers to actively participate in the professional development programmes or activities under the two major categories. In addition, the appraising officer of every individual teacher would review their training progress or professional development every year.

At the end of the 2022-2023 school year, most teachers reported that they had engaged in different professional development activities throughout the academic year, with an average of 70 hours of each teacher, adding up to a total of 3655 hours. This is the second year of a new 3-year cycle.

### 2. School-Based Staff Development Days

<b>Date</b>	<b>Programmes</b>
21 <sup>st</sup> October 2022 Staff Development Day 1	CCCC Joint School Development Day – AM Session: National Security Education Workshop PM Session: SEN Cases Sharing - Catering for the Hearing Impaired Students
17 <sup>th</sup> February 2023 Staff Development Day 2	Outing Activity @ Wu Kai Sha Youth Village AM Session: Sharing by Rev. Shum Shu Kei PM Session: Staff Retreat & Group Activities by CCC Kei To Mongkok Church
7 <sup>th</sup> June 2023 Staff Development Day 3	AM Session: Seminar about 'The Pursuit of Happiness in Life Education' PM Session: Sharing on 'Sister School Scheme & National Security Law'

### 3. Lesson Observation and Teaching Collaboration

Lesson observation was carried out in the respective subject departments. Peer lesson observation and collaborative teaching were encouraged for professional development. Also, inspection of exercise books was carried out by the subject panel heads and vice-principals.

4. New Teacher Induction Programme

The new teacher induction programme was held in late August 2022 to help new teachers get to know the essential policies and of the school the professional conducts of being a teacher. A mentor system was implemented so that the new teachers could seek help from mentors when encountering problems at school. It could also help them to get along with other colleagues more easily.

5. Staff members were encouraged to serve as external markers in public examinations as well as subject committee members in various subjects.

Staff members in various subjects acted as mentors to help train student teachers from different universities. Throughout the training period, there was a valuable exchange of ideas between the mentors and the student teachers.

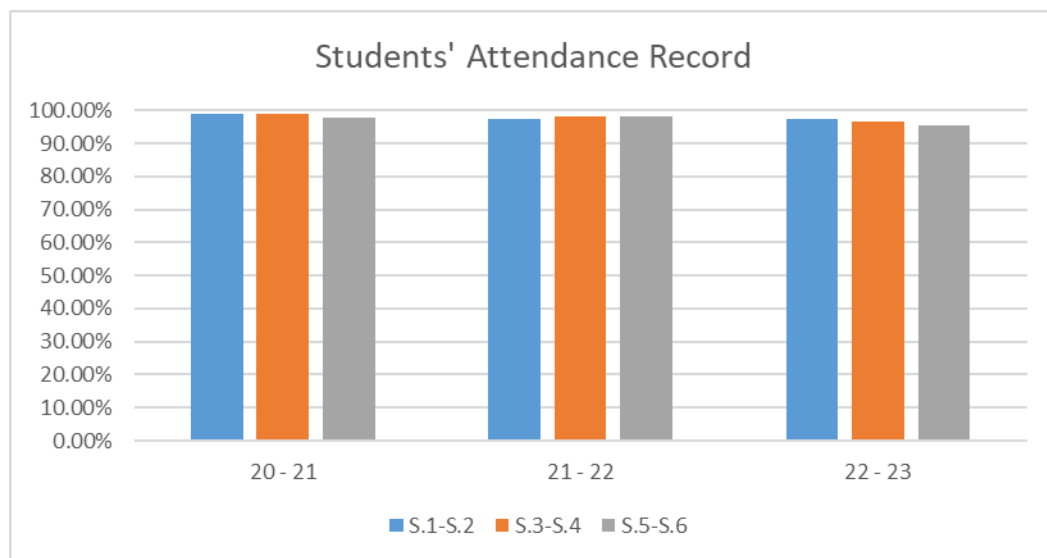


### 3. Student Information

#### 3.1 Student Population, Drop-outs and Repeaters

Level	Classes	Students	Students admitted / promoted	Repeater(s)	Graduate(s)	Dropout(s)
S.1	5	130	120	8	/	2
S.2	4	122	109	9	/	4
S.3	4	123	108	6	/	9
S.4	4	127	115	10	/	2
S.5	5	111	107	3	/	1
S.6	5	114	/	/	114	0
Total	27	727	559	36	114	18

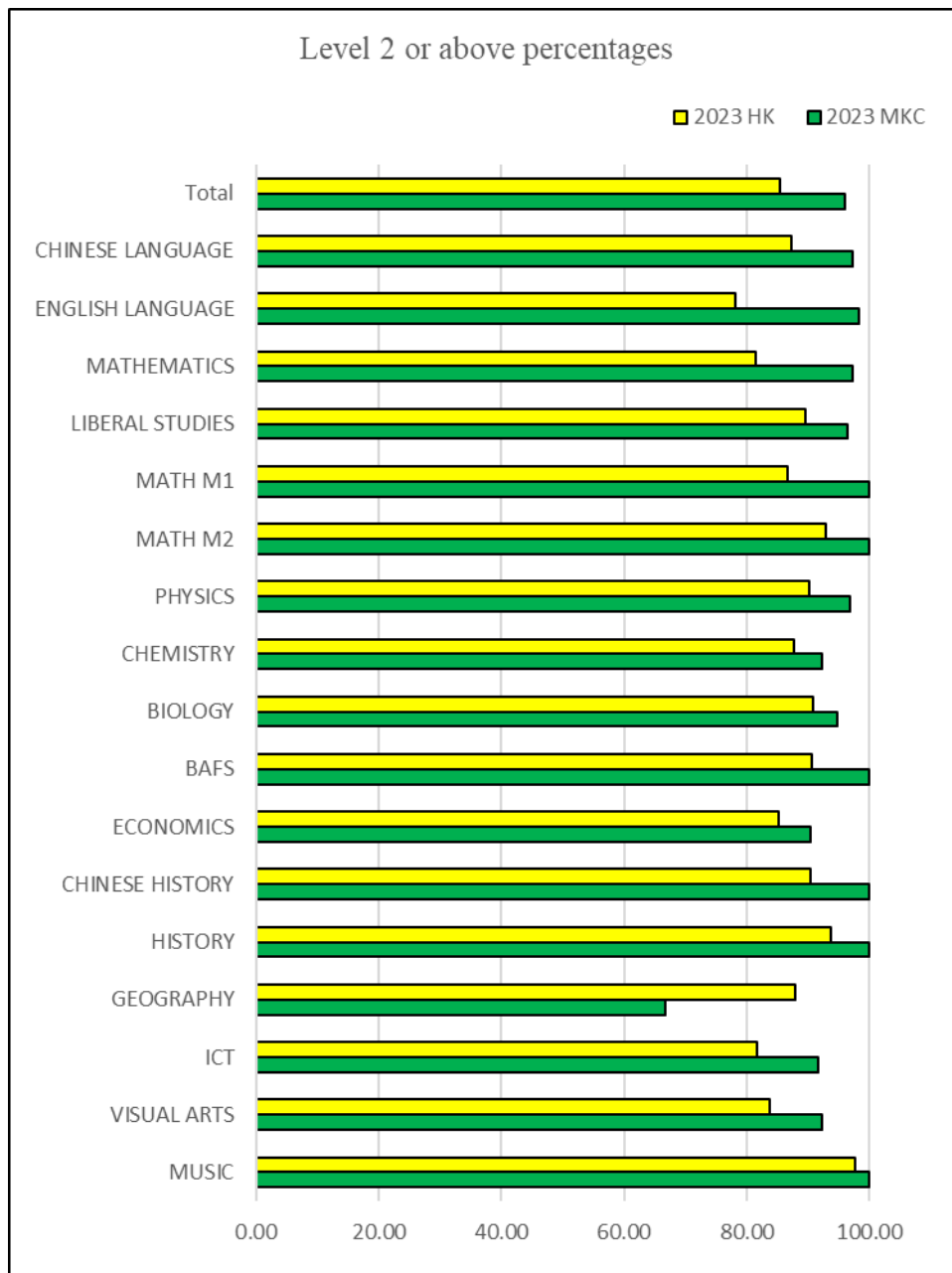
#### 3.2 Students' Attendance



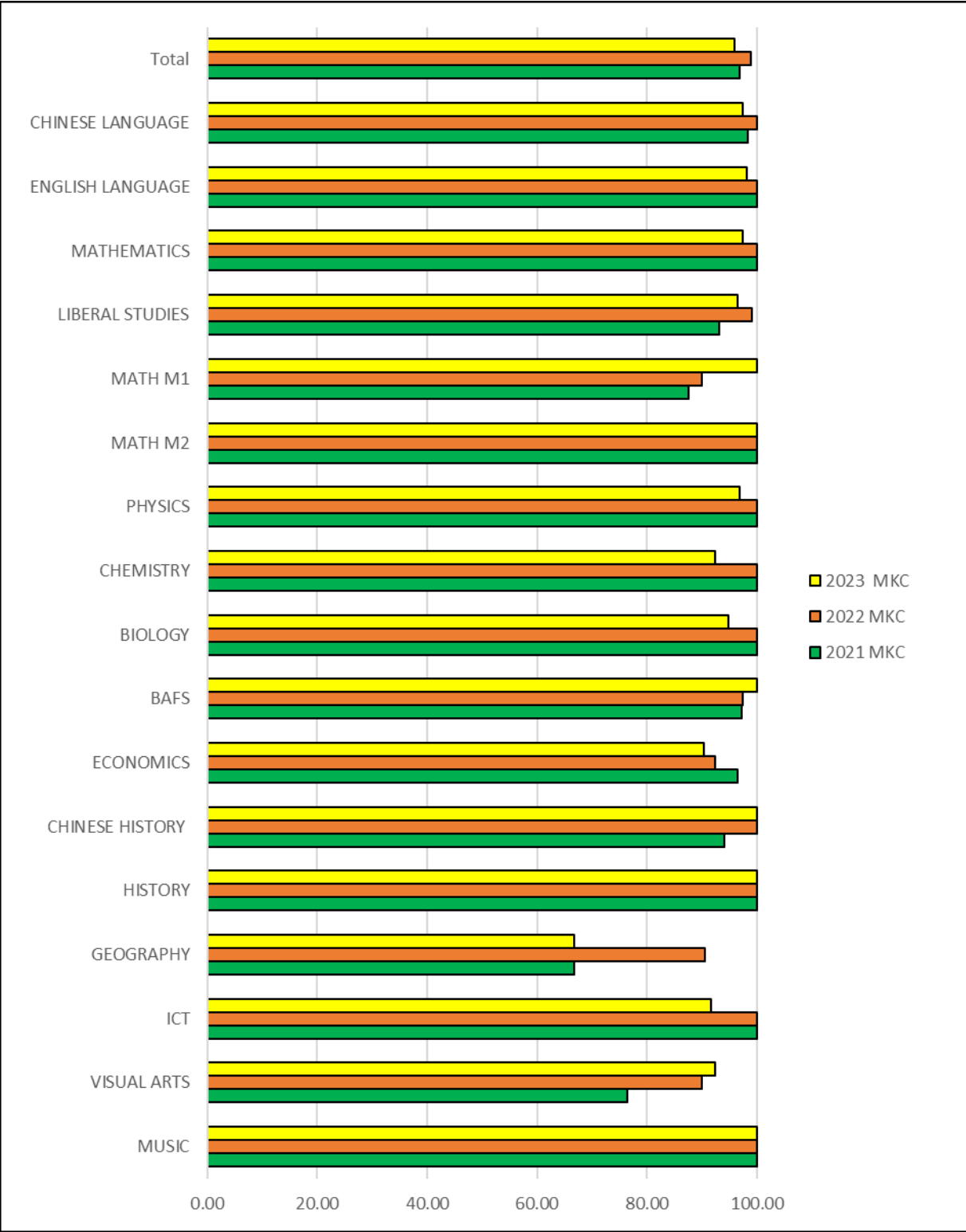
#### 3.3 Students' Performance

- Hong Kong Diploma of Secondary Education Examination (HKDSE)

	2021-2022		2022-2023	
	School	Territory	School	Territory
No. of students sat	110	47,891	113	48,762
Level 2 or above average percentage	98.83%	85.36%	95.99%	85.47%



HKDSE Exam Results 2023 (MKC Compared with territory)



Level 2 or above Percentages

HKDSE Exam Results (2021-2023) Comparison

### 3.4 Financial Assistance for Students

In the 2022-2023 school year, 243 students from S.1 to S.6 classes were awarded “School Textbook Assistance” (TA) or benefited from the “Student Travel Subsidy Scheme” (TS) offered by the EDB’s Student Financial Assistance Agency. The breakdown is as follows:

Level		S.1	S.2	S.3	S.4	S.5	S.6	Total
TA/ TS	Full Subsidy	31	22	17	30	29	26	155
	Half Subsidy	11	18	12	18	8	12	79
Total no. of students		42	40	29	48	37	38	234
Percentages of students at respective levels		32.56%	33.06%	24.17%	38.10%	33.64%	33.63%	32.55%

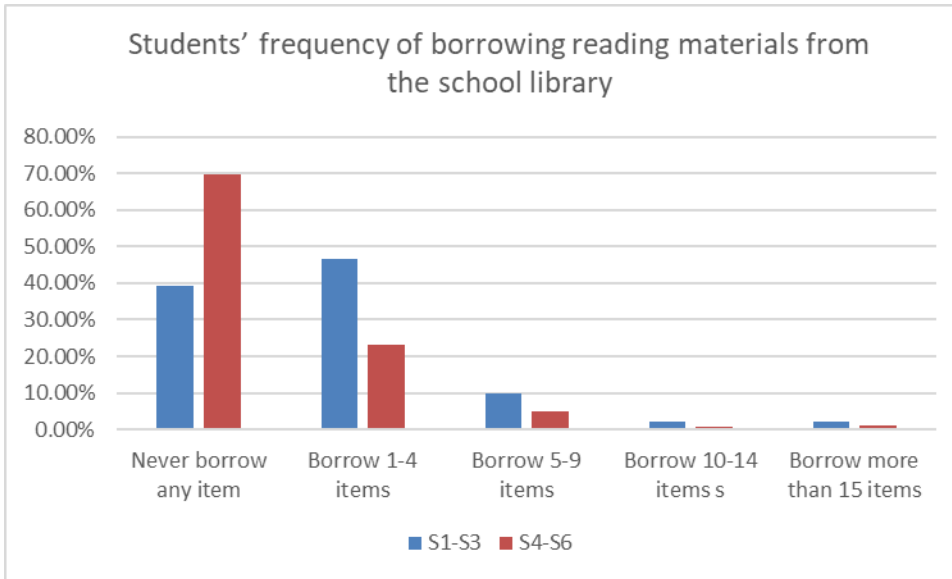
TA = School Textbook Assistance (S.1 – S.6)

TS = Student Travel Subsidy Scheme (S.1 – S.6)

### 3.5 Students' Reading Habit

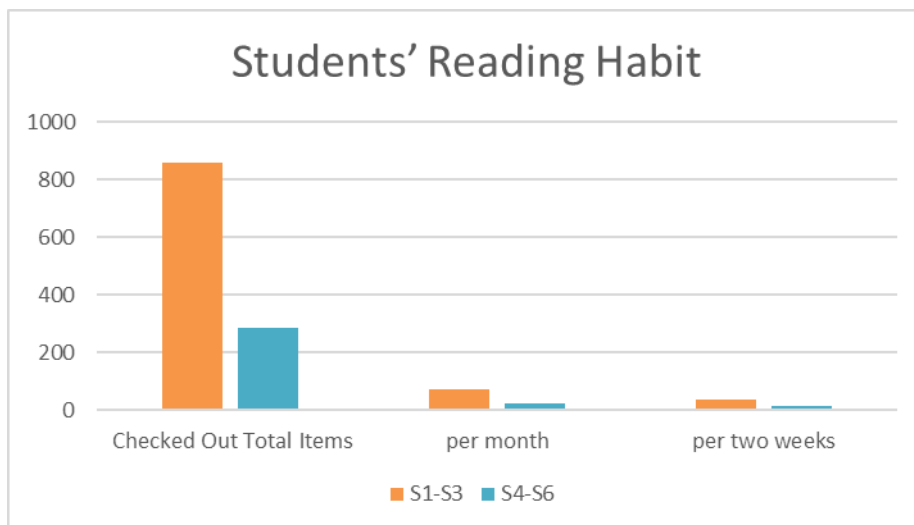
#### 1. Students' frequency of borrowing reading materials from the school library

Column1	S1-S3	S4-S6
Never borrow any item	39.30%	69.87%
Borrow 1-4 items	46.52%	23.01%
Borrow 5-9 items	9.89%	5.02%
Borrow 10-14 items	2.14%	0.83%
Borrow more than 15 items	2.14%	1.25%



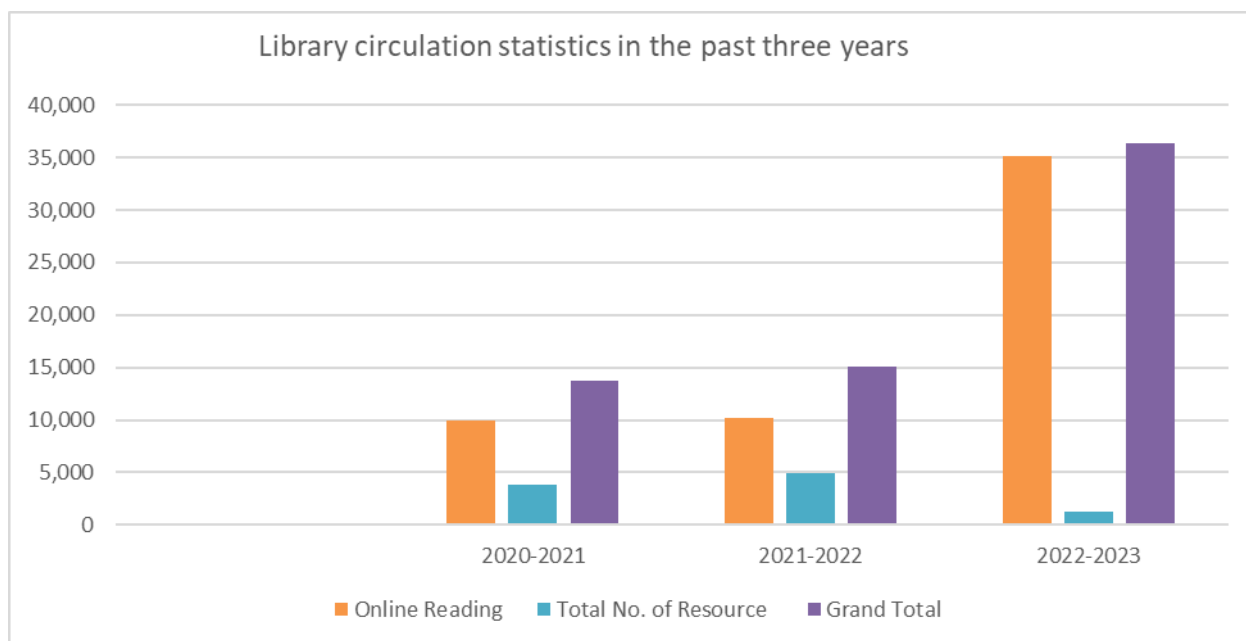
#### 2. Students' frequency of borrowing reading materials from the school library

Student	Checked Out Total Items	per month	per two weeks
S1-S3	861	72	36
S4-S6	379	32	16



3. Library circulation statistics in the past three years

Year	Online Reading	Total No. of Resource Items Checked Out	Grand Total
2020-2021	9,940	3,835	13,775
2021-2022	10,141	4,904	15,045
2022-2023	35,161	1,240	36,401



1. Number of total books: 40405
2. Number of total journals: 293
3. Number of books added during the year: 349
4. Number of books withdrawn during the year: 0

Magazine Subscribed	Price	Number of Issue in a year	Supplier
Ceramic Review Magazine	\$1,617.00	6	Magazines International (Asia) Ltd.
CNN Interactive Eng. Mag.	\$590.00	12	
Communication Arts	\$1440.00	6	
Discover	\$543.00	6	
How it works	\$1,560.00	13	
National Geographic	\$438.00	12	
National Gergraphic Kids	\$320.00	10	
Scientific American	\$1,242.00	11	
Time	\$1,615.00	26	
科學人	\$790.00	12	
國家地理雜誌	\$720.00	12	

### **3.6 Prizes and Scholarships**

#### **a. School Prizes**

Providing students with a holistic education is our goal. In this context, equal emphasis has been placed on moral, intellectual, physical, social, aesthetic and spiritual education. Apart from spiritual education, prizes were awarded to students with distinguished performance in the moral, intellectual, physical, social or aesthetic areas in the year 2022 – 2023.

#### ● MKC PTA Academic Prize S.1-S.3 First in Class

1A WONG WING YAN	1B LIN HIN YI	1C CHU TSZ YIU
1D ZENG CHING MAN	1E GUAN WING YIN SANDY	2A XIE YONGLIN
2B WONG TIN WAI HOLLIE	2C CHEUNG YU SEN	2D NG TIN YUI SYLVIA
3A KWAN WING HEI	3B PANG SUM YI	3C LAW SIU CHI TIANA
3D HUI HEI MAN		

#### ● Student of the Class (Annual)

1A TSO CHIN CHING	1B LIN HIN YI	1C CHU TSZ YIU
1D LEUNG KWUN POK	1E TANG YIU HEI	2A LEE HO KA
2B WONG TIN WAI HOLLIE	2C HUANG ZHUOWEN	2D LAM HOI CHING
3A MUNG PUI YI	3B CHAN KWAN YI	3C LAW SIU CHI TIANA
3D LAI TSZ HIM	4A LI YUK TING	4B NG KUEN
4C TOU YIM YAN YY	4D OR LIEV HOI-NAP	5A FUNG CALEB
5B LIU HUJINWEN	5C LIU CHIU HANG	5D TAN PIK LAM
5E FUNG CHING CHING		

#### ● CCCMKC Alumni Association Student of the Class (Annual)

6A HUI TIN FONG	6B LAU CHI YUEN	6C ZHANG YUEN FAN
6D PUN KA CHUNG	6E LAU TSZ YUNG	

#### ● Mr H.H. Wong Memorial Scholarship Top Three in Mathematics in Form Prize

1D HUANG SHAOXUAN	1D CHAN HEI	1D WONG CHUNG TIM
2C CHOU CHAK FUNG	2D CHEUNG YUEN SHAN	2D SHI KWAN MING
3D HO SHU TO	3D LI SHING HEI	3D HUI HEI MAN
4B TANG CHI HONG	4B CHAN HO TUNG	4A LI YUK TING
5B SUN YUEN HO	5E ZHANG KA LAM	5B HE WING CHIU
6E PANG LOK HIN	6E CHAU LOK SIN	6A TUNG KWUN FUNG

#### ● Mr H.H. Wong Memorial Scholarship 1<sup>st</sup> in Mathematics in Class Prize

6B TANG KIT YING	6C LEUNG WAI HO	6D LI MEI YIN
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#### ● Mr H.H. Wong Memorial Scholarship 1<sup>st</sup> in Form in Mathematics (Module 1)

6E LEUNG KIM YEUNG
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#### ● Mr H.H. Wong Memorial Scholarship 1<sup>st</sup> in Form in Mathematics (Module 2)

6E PANG LOK HIN
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● Mr S.K. Yeung Memorial Scholarship 1<sup>st</sup> in Form in English Language

1E LI JUAN YI JASON      2B HUTABARAT LAURA HADASSAH      3D HO SHU TO  
4B LAW LOK HIM JASON      5C CHU SHUN HEI      6E PANG LOK HIN

● Mr S.K. Yeung Memorial Scholarship 1<sup>st</sup> in Form in History

1E LI JUAN YI JASON      2D NG TIN YUI SYLVIA      3D LAI TSZ HIM  
4B CHAN TZE HIN      5C CHU SHUN HEI      6B CHAN CHO HIN

● MKC PTA Best Progress Prize (Academic)

1A CHAN LOK PAN	1A WU SUM HING HAPPY	1A MAK SHUN CHIT
1B TONG TSZ YAU	1B ZHUANG SHI ZHEN	1B WHEK PEDRO EUGENE
1C FU HING YU	1C FOK CHI KI	1C LAU TSZ HAM
1D CHEUNG PUI CHI	1D LO TING HIN	1D LUNG ATHENA
1E LUI KA LAM	1E YU JACKIE JUNIOR	1E TANG TSZ LAM
2A YU JIA YU	2A WU MAN CHUN	2A LU HOI TUNG
2B CHAN CHEUK HIM	2B LUO YINGYING	2B CHENG SUI SUM
2C MAI LOK YIN	2C TSE KA LAM	2C LI WENJIE
2D POON CHUN SING	2D POON TSZ HIM	2D TAM YIK KIU
3A KWAN WING HEI	3A YI YIK CHUN	3A LAM YIK YEUNG
3B YIP KA YING MICHELLE	3B LAI PAAK NAM KURT	3B YAU HO HIN
3C LI TSZ LUNG ASLAN	3C LEE JASPER	3C CHAN CHEUK KIT
3D LI JI YAN BRYAN	3D FAN PUI YI	3D LAI HIU YING
4A CHENG TSZ HO CHESTER	4B CHAN KI YI	4C LIN CHEUK HEI
4D NG YU SING	5A WU CHI HANG CHIRON	5B HUI LOK CHING
5C NG WAI MEI	5D LIU HEI YIN	5E TONG SHUK MING

● CCCMKC Alumni Association Education Fund Academic Prize

1B LIN HIN YI	1D ZENG CHING MAN	2C CHEUNG YU SEN
2D LEUNG SUM YAU	3D LIN KAM TO	3D HO CHEUK CHI
4C CHEN HOI YIU	4D YEUNG SZE LAM	5C HO HOI MEI
5E ZHANG KA LAM	6A FUNG YUK YING	6E WU KA CHUNG

● MKC PTA SCHOLARSHIP FOR OUTSTANDING PERFORMANCE IN 2023 HKDSE

6E LAU TSZ YUNG      6E LI CHUN MAN      6E PANG LOK HIN

● S.6 EXCELLENT CONDUCT AWARD

6A TOU MAN TUNG	6B WONG TSZ SHAN	6C WONG YUEN YING
6D CHAN KA YING	6E YEUNG LOK YIU	

● JOHN KEITH WALLS SCHOLARSHIP

6E LAU TSZ YUNG      6E ZHU FONG YIN

● JOHN KEITH WALLS SCHOLARSHIP BEST PERFORMANCE IN MUSIC AWARD

6A WONG HEI MAN



- JOHN KEITH WALLS SCHOLARSHIP BEST PERFORMANCE IN ART AWARD  
6B MUNG PUI YING
- JOHN KEITH WALLS SCHOLARSHIP BEST PERFORMANCE IN CERAMICS AWARD  
6D CHAN TSZ CHUNG
- JOHN KEITH WALLS SCHOLARSHIP BEST PERFORMANCE IN SPORTS AWARD  
6B CHAN CHO HIN                      6D HO LOK YAN
- Best Performance in Art Award  
3C YUNG TSZ MEI                      4C CHEN HOI YIU                      5D FUNG YUEN KI
- Best Performance in Ceramics Award  
1C CHEN ZIYIN                      4C CHEN HOI YIU                      5A PANG ELVIS KING YAT
- MKC PTA Distinguished Service Award  
4A TSE CHING MAN                      4B LAM YU HEI                      4C TOU YIM YAN YY  
4D ZHANG HO YIN                      5A CHAN HAU YING                      5B LI HUNG KIT  
5C LEE SUNG HO                      5D CHANG YAU SHING                      5E FUNG CHING CHING  
6A TOU MAN TUNG                      6B LEE YU CHING                      6C SO CHING HO  
6D PUN KA CHUNG                      6E YEUNG LOK YIU
- Distinguished Service Award  
1C LEUNG LOK SUM CARL    2A LEE CHIN PONG                      3B HA HO CHING
- KTMK Church Scholarship Christ Ambassador Award  
2B WONG TIN WAI HOLLIE                      2B CHENG SUI SUM                      2D TANG YEE KWAN  
2D TOU YIM YING JESSIE                      3B FUNG CAINAN                      4C TOU YIM YAN YY  
4C WONG HIU LAAM DOROTHY                      6A TUNG KWUN FUNG                      6A WONG HEI MAN  
6A WONG YUI HIM AARON                      6E LEUNG KIM YEUNG                      6E ZHU FONG YIN

**b. External Scholarships and Awards (2022-2023)**

- **Applied Learning Scholarship (Law's Charitable Foundation & EDB)**  
6B LAM HEI MAN      6B SUN CHING MAN      6B WONG TSZ SHAN
- **Applied Learning Scholarship (Law's Charitable Foundation & EDB) (Certificate of Special Award)**  
6B LAM HEI MAN
- **Kowloon Region Outstanding Students' Award**  
4A LI YUK TING
- **Ng Teng Fong Charitable Foundation Scholarship**  
5C KOO KONG KUEN
- **Murjani Scholarship**  
5C WONG HOI CHI
- **Youth Arch Improvement Award**  
2A AU SHING KIT      2A LEE CHIN PONG      2C HUANG ZHUOWEN  
2C LAM YAT IN      2D LI TSZ HIN      3B TONG YUK YI  
3C CHENG KA HO      3C LO YUEN YUEN      3D NG CHUN YI  
4A SIN CHUN IP      4C CHOW TSZ FUNG      4D NG YU SING  
4D HO WING KWAN      5A SO PUI YU      5B CHENG HOI MAN  
5B LI XIAOSHAN      5C LAM HIU NAM      5E YUEN YI LOK  
6A FUNG YUK YING      6B CHAN CHO HIN      6C LEUNG WAI HO  
6D HO LOK YAN      6E FU LEE MAN
- **Sir Edward Youde Memorial Prizes for Senior Secondary School Students**  
6A WONG KA YAN      6E LAU TSZ YUNG
- **Sir Robert Black Trust Fund Grants for Talented Students (Non-academic Fields) 2022-2023**  
4C KAM SIN YI
- **Uplift Award Scheme 2022-2023**  
4C KAM SIN YI
- **Harvard Book Prize**  
5C LEUNG SUET CHING      5D CHAN SIK YU      5E ZHANG KA LAM
- **The Most Distinguished Student Award**  
2D NG TIN YUI SYLVIA      4A LI YUK TING



**c. Non-academic Prizes  
Sports, Music, Arts and Extra-curricular Activities (2022-2023)**

Date	Name of Organization	Name of Activity / Competition	Prize / Award	Name of Student(s)
Sep	The Hong Kong Federation of Youth Groups	The Hong Kong Federation of Youth Groups & The Hong Kong Jockey Club "Active Youth" Sports Development Project – 3 on 3 Basketball Competition	3rd Runner-up	3B TONG YUK YI 4D SZE HOI TUNG
	Yau Tsim Mong Home Affairs Department, Hong Kong Playground Association, Mong Kong District Cultural Recreational & Sports Association	Yau Tsim Mong District Elite Youth Development Project – Interschool Try-out Competition	3rd Runner-up	3B TONG YUK YI 4A CHEUNG MUNG PING 4B LEUNG WAI TING 4C CHEN HOI YIU 4D HE HEI YU 4D SZE HOI TUNG
	Shining Sport Company limited	2022 Shining Sport taekwondo Championship	Girls' Junior 12-14 age group 41-44kg Senior Group Champion	2C NG HO KIU
	Sing Tao Daily	The 37th Sing Tao Inter-School Debating Competition	The Best Interrogative Debater	5C SO KA YI 5E POON PO YI
	HKIMEA	HKIMEA International Piano Music Competition 2022 Chopin Award	2nd Place	3B HO YUEN YI
	Po Leung Kuk	PLK Charity Fencing Competition	2nd Runner-up	2A NG HO LUN
	Fencing Hall	Hong Kong Youth Fencing Elite Competition	U-14 Boys' Epee Champion U-13 Boys' Epee 2nd Runner-up	2A NG HO LUN 2A NG HO LUN
Oct	The Hong Kong Schools Sports Federation	Inter-school Swimming Championships 22-23 (Div.Three K1)	Girls C Grade 50m Free Style Champion	1D YEUNG PUI LAM
			Girls C Grade 50m Butterfly Champion	1D YEUNG PUI LAM
			Boys B Grade 200m Breast Stroke Champion	4B YOUNG WING FUNG
			Boys B Grade 100m Breast Stroke 3rd Runner-up	4B YOUNG WING FUNG
			Boys C Grade 4x50m Free Style Relay 2nd Runner-up	1C TAM POK FONG 1E LAW CHEUK TING 1E FUNG CHEUK HANG 1E CHUNG YAU HO 2A LAW KWAN CHI 2C CHEUNG TSZ YIN
	HKSYCIA Wong Tai Shan Memorial College	Inter-School Boys Swimming 4x50m Invitation Relay (Freestyle)	1st Runner-up	2A LAW KWAN CHI 2C CHEUNG TSZ YIN 4B YOUNG WING FUNG 5A WONG PAK LONG
	the Hong Kong Youth Exchange Promotion United Association	HKSAR25 "WeCare Awards" 2021 - 2022	Ambassador (Top 20)	6A WONG KA YAN
	HKCCCC Secondary School Heads Association Mathematics Core Group	HKCCCC Joint-school Number-making Game 2023	First Prize and Best Performance Award	5E MAK CHUN MING
Second Prize			6E WONG NGA KWAN 6E CHAU LOK SIN	

Date	Name of Organization	Name of Activity / Competition	Prize / Award	Name of Student(s)
Oct	Hong Kong Mathematical Olympiad Association	Hong Kong Mathematical Games Open 2022	Silver Honour	4B CHAN HO TUNG
			Bronze Honour	2B CHAN ELIAN 2D NG WING HEI 4C CHEN KING TUNG
	CUHK Language Education Association	全港初中生硬筆書法比賽	Champion Merit	2C HUANG ZHUOWEN 3A WONG CHI HEI
	The Hong Kong Schools Sports Federation	Inter-school Fencing Competition	Boys Epee C grade 2nd Runner-up	2A NG HO LUN
Nov	Construction Industry Council, Education Bureau and Microsoft	CIC-ZCP Minecraft Competition "Construct Your Sustainable City" - Secondary School Division (S1-S3)	First Runner-up and Sustainability Award	2D POON CHUN SING 2D WONG HOI TUNG 3D CHAN JOSEPHINE EN-YING
		CIC-ZCP Minecraft Competition "Construct Your Sustainable City" - Secondary School Division (S4-S6)	Second Runner-up	5C LIU CHIU HANG 5E NG TSZ YUET 5E MAK CHUN MING
	Hong Kong Schools Music and Speech Association	74th Hong Kong Schools Speech Festival (2022) English Speech	Second Runner-up Second Runner-up	1E MUSHTAQ JENNY MUSHTAQ WASEEM 2D CHIU SUT YAN
	Hong Kong Education Development Association	Mathematics Elite Cup Championship for Guangdong-Hong Kong-Macau Greater Bay Area (HK and O.S. Division)	Bronze Medal Bronze Medal Gold Medal	3D HO SHU TO 3D HO TSOI MING JOYCE 3D WONG YIN CHUN
Dec	Kalps Limited · Vessel	3-Pulling Machines Challenge Competition	Boys Youth (18-24) Champion	6C FU PO
			Boys Youth (12-14) Champion	3A CHAN TSZ KIN
			Boys Youth (15-17) Champion	3A HUANG YAOHUA
			Boys Youth (15-17) 1st Runner-up	4B WU KA KIT
			Boys Youth (15-17) 2nd Runner-up	3A LIAO YOUXIN
			Girls Youth (12-14) ) Champion	2D YAU HOI YING
			Girls Youth (15-17) 1st Runner-up	6A CHAN CHING LAM
			Girls Youth Team (12-17) Champion	2D YAU HOI YING 4A ZHONG YANLAN 6A CHAN CHING LAM
			Boys Youth Team (12-17) Champion	3A LIAO YOUXIN 3A HUANG YAOHUA 5C GURUNG BIJAYA
			Boys Youth Team (12-17) 1st Runner-up	3A CHAN TSZ KIN 4B LAI SHING CHUN 4B WU KA KIT

Date	Name of Organization	Name of Activity / Competition	Prize / Award	Name of Student(s)
Dec	Leisure and Cultural Services Department	Yau Tsim Mong District Basketball Competition (Boys junior)	1st Runner-up	4D CHEN QI DA 5A TANG HO SING 5A WONG PAK LONG 5A WU CHI HANG CHIRON 5C GURUNG BIJAYA 5D CHANG YAU SHING 5D YIP CHING HO 6A TUNG KWUN FUNG 6B CHAN CHO HIN 6B LAU CHI YUEN
	Hong Kong Red Cross	Humanity Campus Scheme	Merit Award	3B YIU CHUNG YAN 4A TONG TSZ CHING 6D LI MEI YI
	Hong Kong Red Cross	Voluntary Service Award	Voluntary Service Award (50 hours)	4A TONG TSZ CHING
	The Leisure and Cultural Services Department and Mong Kok District Cultural, Recreational & Sports Association	Yau Tsim Mong District Age Group Athletic Meet 2022	Girls (Group C) 1500m Champion	4A ZHONG YANLAN
			Girls (Group C) 1500m 1st Runner-up	5E LEUNG CHEUK YING
			Girls (Group C) 1500m 2nd Runner-up	4C WONG CHEOK YU
			Girls (Group C) 100m 2nd Runner-up	4D WONG CHEE YEUNG
			Girls (Group C) 100m Hurdles 2nd Runner-up	4D WONG CHEE YEUNG
			Boys (Group D) Javelin 1st Runner-up	5D CHAN CHAK YAM
			Boys (Group D) 1500m 1st Runner-up	4A CHENG TSZ HO CHESTER
			Boys (Group C) 4X100m Relay 1st Runner-up	5A TANG HO SING 5D CHANG YAU SHING 5D WU JUNKAI 5D YIP CHING HO
			Girls (Group C) 4X100m Relay 1st Runner-up	4A ZHONG YANLAN 4C WONG CHEOK YU 4D MOK HOI CHING JANE 4D WONG CHEE YEUNG 5B LAM TSZ YAN 5E LEUNG CHEUK YING
			Girls (Group D) 4X100m Relay 2nd Runner-up	2D YU HANG LAM 3A LEUNG YEE KI 3C LAW SIU CHI TIANA 4D HE HEI YU 4D SZE HOI TUNG
	Girls (Group E) 4X100m Relay 2nd Runner-up	1A CHEN ZOE 1A HUANG TSZ LING 1B LEE TSZ CHING 1D CHU YUAN YAN 1D NG WING CHO 2B AU TSZ KWAN		
	Boys (Group D) 4X400m Relay 2nd Runner-up	2D CHAN YIK SIN 4A CHENG TSZ HO CHESTER 4C LIN CHEUK HEI 4D CHEN QI DA		

Date	Name of Organization	Name of Activity / Competition	Prize / Award	Name of Student(s)
Dec	Filial Piety Association	「我的孝情故事」 Writing Competition	2nd Runner-up	6A WANG SUM WUN
			Merit	6E ZHU FONG YIN
	Hong Kong Fencing Association	Outreach Coaching Competition - Fencing (Foil) Team	Second Runner-up	2C SZETO KWOK SAN 2D LIU LEO 4B WONG TSZ LONG 5C LIU CHIU HANG
	Sai Kung District Sports Association	Sai Kung District Youth Taekwondo Individual Combat Competition (Professional Group)	(Girls 12-14 age group 43-47kg) 2nd Runner-up	2C NG HO KIU
	The Hong Kong Schools Sports Federation	All Hong Kong Inter-Secondary Schools Life Saving Competition 2022-23	Boys Senior Line Throw 2nd Runner-up	3C WONG CHI SUM 4B YOUNG WING FUNG
Jan	Hong Kong School Sports Federation	Inter-school Badminton Competition 2022-2023	Girls A grade (Div. 3, Kowloon) Champion	2C NG HO KIU 3B FUNG CAINAN 4C CHAN WAI KA 5C LAM HIU NAM 6D HO LOK YAN
	Hong Kong Taekwondo Association	Hong Kong Black Belt Taekwondo Competition 2023	PB Light Weight (Girls) 2nd Runner-up	2C NG HO KIU
	Leisure and Cultural Services Department	Shatin District Basketball Competition (Girls junior)	Champion	4A CHEUNG MUNG PING 4D HE HEI YU
Feb	Hong Kong Schools Sports Federation	Inter-School Athletics Competition 2022-2023(Div. Three Area 1)	Girls B grade 1500m Champion	4D HE HEI YU
			Girls B grade 800m 2nd Runner-up	4D HE HEI YU
			Boys A grade Discus 2nd Runner-up	4B WU KA KIT
			Girls B grade 4X400m relay 3rd Runner-up	3B TONG YUK YI 3C LAW SIU CHI TIANA 4A CHEUNG MUNG PING 4D HE HEI YU
			Girls C grade Discus 2nd Runner-up	2D YAU HOI YING
	A.S. Watson Group	A.S. Watson Group Hong Kong Student Sports Award	A.S. Watson Group Hong Kong Student Sports Award	5C LAM HIU NAM
	Yan Oi Tong Sports Center	Yan Oi Tong Taekwondo Competition 2022-23	Kyorugi Group Champion	2C NG HO KIU
	Hong Kong Statistical Society	2022/23 Statistical Project Competition For Secondary School Students	Certificate of Appreciation	3C CHAN KA LONG LANGSTON 3C CHAN TSZ KWAN 3C LO PEI YING 3C NG KAM TONG

Date	Name of Organization	Name of Activity / Competition	Prize / Award	Name of Student(s)
Mar	The Hong Kong Life Saving Society	Hong Kong Open Lifesaving Championships 2022	Board Race (Men) 2nd Runner-up Beach Relay (Men) 1st Runner-up Rescue Tube Rescue (Men) 1st Runner-up Board Rescue Relay (Men) 2nd Runner-up	4B YOUNG WING FUNG
	Leisure and Cultural Services Department	Tuen Mun District Volleyball Competition (Boys junior)	3rd Runner-up	2C LI WENJIE 4A PONG WAI TO 4A SIN CHUN IP 4A WONG KWAN HO 4B MA CHUN YU 4B NG KUEN 4B HO TSZ CHUN 4B MAK SZE MING 4D CHAN HO YIN 4D CHENG WAI NOK 4D KWAN KA SHUN ADRIAN 4D NG YU SING 4D SZE YUK HON 4D ZHANG HO YIN 5A CHAN LONG KIU 5E NG PAK TO
	Hong Kong Taekwondo Association	The 27th Asian Cities Taekwondo Championships	Kyorugi Group Cadet Female Division 2nd Runner-up	2C NG HO KIU
	CCC Ming Kei College	Inter-School Mixed Relay Competition	2nd Runner-up	1D IP CHEUK FUNG 1D CHEUNG PUI CHI 2D CHAN YIK SIN 2D LAM SZE YUEN 2D LI TSZ HIN 2D POON CHUN SING 3D WONG YIN CHUN 3D LAI TSZ HIM 4C LIN CHEUK HEI 4D HE HEI YU 4D WONG CHEE YEUNG
	Math Concept Education	2023 MathConception	Individual Bronze Award  Individual Silver Award  S2 Inter-school Group Merit	1D CHOI CHUN HONG 2D TANG YEE KWAN 3C CHENG KA HO 5E MAK CHUN MING  2D LAU CHUN LOK 2D SHI KWAN MING 5C KOO KONG KUEN  2D LAU CHUN LOK 2D SHI KWAN MING 2D TANG YEE KWAN
	HKCCCC Secondary School Heads Association Mathematics Core Group	CCC Inter-School Rummikub Competition	Best Player of the School Award and Individual 3rd Prize  Individual 2nd Prize	3C LO PEI YING  3C HO MAN HONG
	Wu's Taekwondo HK Association	Best Athlete in Female Junior & Adult (Sparring)	1st Runner-up	2D Ng Ho Kiu



Date	Name of Organization	Name of Activity / Competition	Prize / Award	Name of Student(s)
Apr	Hong Kong Schools Music and Speech Association	75th Hong Kong Schools Music Festival Competition	Gold award 1st Runner-up Silver award Silver award Silver award Silver award Silver award Silver award Silver award Silver award Silver award  Silver award Silver award Silver award  Bronze award Bronze award Bronze award Bronze award	2B AU TSZ KWAN 1D CHOI MING HEI 2B HO CHEUK LAM 2D NG WING HEI 3A LIU VIOLA 3B HONG BEM SOM 3B HO YUEN YI 3B HO YUEN YI 3C CHOW HIU CHING OLIVIA 3C CHEUNG NOK HEI 3D LIN KAM TO 5E CHAK HEI MAN HAILEY 2B HO CHEUK LAM 2C MOK TIK LUN 3D LI JI YAN BRYAN 3D POON SI YU JONATHAN
	Hong Kong Association of Science and Mathematics Education	The Hong Kong Mathematical High Achievers Selection Contest	Silver Medal  Gold Medal	3D Ho Shu To  3D Wong Yin Chun
May	Hong Kong, China Rowing Association	Youth Indoor Rowing Age Group Challenge 2023-Stage II	Boy's Age 17 (2006) 1st Runner-up	4B WU KA KIT
			Boy's Age 18 (2005) 3rd Runner-up	4D AU KA HEI
			Boy's Age 15 (2008) 7th Runner-up	3A CHAN TSZ KIN
	Islamic Kasim Tuet Memorial College	Islamic Kasim Tuet Memorial College Annual Athletic Meet 2022-2023 Invitation Relay (Boys)	1st Runner-up	3B LEUNG WAI YU 4B NG KUEN 5D CHANG YAU SHIN 5D WU JUNKAI
	Islamic Kasim Tuet Memorial College	Islamic Kasim Tuet Memorial College Annual Athletic Meet 2022-2023 Invitation Relay (Girls)	1st Runner-up	1E HAU KAIYI 2B AU TSZ KWAN 4D CHEUNG HOI NING CLARICE 4D WONG CHEE YEUNG
	The Hong Kong Schools Sports Federation	Inter-School Tenpin Bowling Competition 2022-2023	8th place in Girls Team Event	1B DUAN JIN YIN 2A CHUI HEI WUN 2D CHAN CHING YIU
	Association of Principals of Secondary Schools, the Hong Kong Council of CCC the Hong Kong Council of CCC	CCC Inter-School Badminton Competition	Girls' Singles Champion  Girls' Doubles Champion	5C LAM HIU NAM  5C LAM HIU NAM 2C NG HO KIU
	Association of Principals of Secondary Schools, the Hong Kong Council of CCC the Hong Kong Council of CCC	CCC Inter-school Basketball 3 On 3 Competition (Boy)	Merit Award	4D CHEN QI DA 5D CHANG YAU SHING 6B LAU CHI YUEN 6B CHAN CHO HIN 6C SO CHING HO
	Association of Principals of Secondary Schools, the Hong Kong Council of CCC the Hong Kong Council of CCC	CCC Inter-school Basketball 3 On 3 Competition (Girl)	3rd Runner-up	1D MO KA WING 3B YEUNG NGA CHING ALICE 4B LEUNG WAI TING 4D HE HEI YU 4D SZE HOI TUNG

Date	Name of Organization	Name of Activity / Competition	Prize / Award	Name of Student(s)
May	Association of Principals of Secondary Schools, the Hong Kong Council of CCC the Hong Kong Council of CCC	CCC Inter-School Bowling Competition	Girls' Singles 1st Runner-up Boys' Singles 1st Runner-up Team Event 1st Runner-up	2C CHUI HEI WUN 2D CHAN NOK HANG 2A CHUI HEI WUN 2D CHAN NOK HANG 2D CHAN CHING YIU
	The Hong Kong Schools Sports Federation	Inter-school Badminton Competition 2022-2023	Girls Overall 2nd Runner-up (Div. 3, Kowloon)	6D HO LOK YAN 5C LAM HIU NAM 4C CHAN WAI KA 3B FUNG CAINAN 2C NG HO KIU 2B WONG TIN WAI HOLLIE 2D LI YAU KA YUKA 1A WONG SHUN YAN 1A WONG WING YAN 1E HO SHUN YI 1E LIN XINYI
Jun	HKCCCC Secondary School Heads Association Mathematics Core Group	Joint CCC Schools Number-making Game 2024	1st Class Award 1st Class Award 1st Class Award Best Performance Award	5E MAK CHUN MING 3D WANG NGA HIN 3D LIN MERVIN 3D LIN MERVIN
	Education Bureau	Relishing Creativeness in the Hong Kong Palace Museum" Music Composition Competition	Outstanding award- Bronze prize Outstanding award- Bronze prize Outstanding award- Bronze prize	5E CHAK HEI MAN HAILEY 5E FUNG YUEN YU 4A CHEUNG CHEUK YIN
	Hong Kong Classical Music Promotion Centre	9th Hong Kong Youth Piano Competition	Distinction (Piano Duet) Distinction (Piano Solo Grade 6)	3B HO YUEN YI 3C CHOW HIU CHING OLIVIA 3B HO YUEN YI
	Hong Kong Musical Art Development Centre	10th Hong Kong Youth Music Competition	Gold Medal (Piano Solo Grade 7)	3B HO YUEN YI
	Hong Kong Quality Education Promotion Association	5G STEM AI Water Filter Design Competition	Certificate of Merit	2C CHEUNG YU SEN 2C LAI YAU CHING 2C LAM OI LAM 2C NG HO KIU
	The Hong Kong New Emerging Technology Education Association	The Greater Bay Area STEM Excellence Award 2023 (HKSAR)	Certificate of Merit	2D LI MEI YI 2D NG WING HEI 2D NGAI LOK YIN 2D TANG YEE KWAN
Jul	Mongkok District Cultural, Recreational and Sports Association	Yau Tsim Mong District Football Competition 2023 (Secondary School Section)	2nd Runner-up	3B LEUNG WAI YU 3B CHONG MING FUNG 2A PUN HO 2A CHOI TSZ LONG 1A HUANG MAN CHUN 1A NG KAM HO 1C LI CHUN HO 1C TAM POK FONG 1C YU TSZ HONG 1D HUANG SHAOXUAN 1D HUANG ZIXUAN 1E NG PAK YIN
	Triathlon Association of Hong Kong China	Hong Kong Secondary School Aquathlon Championships 2023	7th place in Girls 2006 or before	4A ZHONG YANLAN

<b>Date</b>	<b>Name of Organization</b>	<b>Name of Activity / Competition</b>	<b>Prize / Award</b>	<b>Name of Student(s)</b>	
Jul	RowSport Asia Limited	Inter-Secondary Schools Indoor Triathlon Championships	Boys A Grade SkiErg 1st Runner-up Boys A Grade RowErg Champion	4B WU KA KIT 4B WU KA KIT	
			Girls A Grade BikeErg 1st Runner-up Girls A Grade SkiErg 1st Runner-up Girls A Grade SkiErg 2nd Runner-up Girls A Grade RowErg 1st Runner-up Girls A Grade RowErg 2nd Runner-up	4A ZHONG YANLAN 6A CHAN CHING LAM 4D WONG CHEE YEUNG 6A CHAN CHING LAM 4A ZHONG YANLAN	
			Girls B Grade BikeErg 2nd Runner-up Girls B Grade SkiErg 3rd Runner-up Girls B Grade RowErg 1st Runner-up	4D HE HEI YU 4D HE HEI YU 4D SZE HOI TUNG	
			Boys C Grade SkiErg 3rd Runner-up	1C CHU HO HEI NICKSON	
			Girls C Grade BikeErg 2nd Runner-up Girls C Grade SkiErg 1st Runner-up Girls C Grade SkiErg 2nd Runner-up Girls C Grade RowErg 3rd Runner-up	2D NG WING HEI 2D NG WING HEI 1D YEUNG PUI LAM 1D YEUNG PUI LAM	
			Boys B Grade Ergathlon 3rd Runner-up	4A WONG KWAN HO	
				Girls A Grade Ergathlon 1st Runner-up Girls A Grade Ergathlon 3rd Runner-up Girls B Grade Ergathlon 3rd Runner-up Girls C Grade Ergathlon 3rd Runner-up	4A ZHONG YANLAN 6A CHAN CHING LAM 4D HE HEI YU 2D NG WING HEI
				Boys A Grade Ergathlon(Team) 2nd Runner-up	4B WU KA KIT 4D CHEN QI DA 3A HUANG YAOHUA
				Boys B Grade Ergathlon(Team) 2nd Runner-up	4A WONG KWAN HO 3A CHAN TSZ KIN 3A LIAO YOUXIN
				Boys C Grade Ergathlon(Team) 2nd Runner-up	2C CHAN SAI HIN 2D CHAN YIK SIN 1C CHU HO HEI NICKSON
				Girls A Grade Ergathlon(Team) 1st Runner-up	6A CHAN CHING LAM 4A ZHONG YANLAN 4D WONG CHEE YEUNG
				Girls B Grade Ergathlon(Team) 2nd Runner-up	4B LEUNG WAI TING 4D HE HEI YU 4D SZE HOI TUNG
				Girls C Grade Ergathlon(Team) Champion	2D NG WING HEI 1D YEUNG PUI LAM 1E GUAN WING YIN SANDY
	Life Fitness Asia Pacific Limited	ICG Indoor Cycling School Challenge Hong Kong 2023		Individual Race - Girls 1st Runner-up	2D NG HO KIU
				Team Race - Girls 1st Runner-up	4A ZHONG YANLAN 2D NG HO KIU 2D NG WING HEI 1D CHEUNG PUI CHI

Date	Name of Organization	Name of Activity / Competition	Prize / Award	Name of Student(s)
Jul	Hong Kong, China Rowing Association	Indoor Rowing Age Group Challenge	Boys 500m Indoor Rowing Time Trial (U17) 1st Runner-up	4B WU KA KIT
	Olympiad Champion Education Centre	King Of Sudoku Battle (Hong Kong) 2023	Bronze Award Bronze Award Merit	4A LI JI YAN BRYAN 4B LIN MERVIN 4B WONG YIN CHUN
	The Hong Kong Federation of Youth Groups	HKFYG&HKJC Youth Team Sports Leagues 3on3 Basketball Competition	Boys Group 3rd Runner-up	6A TUNG KWUN FUNG 6B CHAN CHO HIN 6B LAU CHI YUEN 5A WONG PAK LONG 5D CHANG YAU SHING
		HKFYG&HKJC Youth Team Sports Leagues 3on3 Basketball Competition	Girls Group Champion	4C CHAN HOI YIU 4D HE HEI YU 4D WONG CHEE YEUNG 3B TONG YUK YI 1D MO KA WING
Aug	The Leisure and Cultural Services Department	Wan Chai District Age Group Badminton Competition	Girls Double (FL group) 1st Runner-up	4C CHAN WAI KA 2D NG HO KIU
	The Education Bureau The Education University of Hong Kong	Mathematical Modelling Competition for Secondary Students (MMCSS) 2023	Outstanding Outstanding Outstanding	6B HE WING CHIU 6B LI HUNG KIT 6B SUN YUEN HO
	Singapore International Mastery Contests Centre (SIMCC)	Singapore and Asian Schools Math Olympiad 2023	GOLD AWARD SILVER AWARD BRONZE AWARD BRONZE AWARD	4B WONG YIN CHUN 4B HO TSOI MING JOYCE 4B HO SHU TO 5B CHAN HO TUNG
	KCYA	Kowloon City 3x3 Basketball Cup 2023	Boys U19 2nd Runner-up	6B CHAN CHO HIN 6C SO CHING HO 5A WONG PAK LONG 5D CHANG YAU SHING
			Boys 1-on-1 2nd Runner-up	5D CHANG YAU SHING
			Girls U19 1st Runner-up	4B LEUNG WAI TING 4C CHAN HOI YIU 3B TONG YUK YI 1D MO KA WING
	Volleyball Association of Hong Kong, China & the Leisure and Cultural Services Department	Outreach Coaching Program - Volleyball Competition 2023	Boys Group 1st Runner-up	4A WONG KWAN HO 4A SIN CHUN IP 4B HO TSZ CHUN 4B MAK SZE MING 4B NG KUEN 4D NG YU SING 4D CHENG WAI NOK 3B LAI PAAK NAM KURT 2A ZHAN CHI CHING 2C TSE KA LAM 2C LI WENJIE 1D LO TING HIN
Volleyball Association of Hong Kong, China & the Leisure and Cultural Services Department	Yuen Long District Volleyball Competition 2023	Girls Group 3rd Runner-up	6E WONG KAI YAM 6A YIP TSZ 6B TSE YAN TUNG 6D HO LOK YAN 6E LAU TSZ YUNG 5A YUEN NGA MEI 5D LI KA KI 4A TSE CHING MAN 4B LU MEI WING 4D LUI CHING YI BERNICE 4D CHEUNG HOI NING CLARICE	

## 4. Concerns and Actions 2022 - 2023

### 4.1 Evangelistic Work

- a. The CCC Kei To Mongkok Church (KTMK Church) has been working closely with the school on evangelistic work since 1997. This school year, the KTMK Church sent Mr Ning Tin On in his role as the Chairperson of the Religious Committee. With the aid of Ms Cindy Leung and Mr Yuen Kai Ming, the KTMK Church team helped the school to teach Religious Education, and to organise and promote various religious activities for students. This realised both the aim and the spirit of church-school cooperation.
- b. Activities in 2022-23
  - “ Students’ Morning Prayer Meetings ” (學生晨禱會) were held on Wednesdays afterschool. About 5-6 students and 1-2 teachers participated each week on average.
  - Teachers’ Praying Meetings were held every month. About 2-3 teachers participated each week on average.
  - Different teachers and students were invited to lead the prayer sessions every morning throughout the year.
  - Throughout the year, the Little Shepherds were trained to pray for other students and preach the Gospel to them afterschool.
  - From 12-16 December 2022, Gospel Week was held. The programme included busking shows, game booths and an evangelistic meeting. Many students participated, and of those, 15 students accepted and followed Jesus.
  - From 29-31 January 2023, the S.1 Gospel Camp was held in YMCA Wu Kwai Sha Youth Village. 60 S.1 students participated with 12 S.2-5 students as group leaders and helpers. 19 students expressed their wish to accept Jesus as their Saviour, and 30 students wanted to join the spiritual training for beginners (初信栽培) . KTMK Church organized the follow-up activities and training.
  - On 28 February 2023, the Graduation Assembly for S.6 students was held. With an alumnus sharing, the principal’s encouraging speech and the short films made by S.6 students, the S.6 students enthusiastically took part in it.
  - Sponsored by the KTMK Church, the Scholarship titled: “Christ’s Ambassador ” (基旺堂基督大使獎學金) was awarded to 12 students.
  - On 8-10 August 2023, an evangelistic camp for junior form students (S.1-3) was held in the Sai Kung Outdoor Recreation Centre. 64 students participated with 9 S.5-6 students as group leaders and helpers. 17 students expressed the wish to accept Jesus as their Saviour, and 31 students wanted to join the spiritual training for beginners (初信栽培) . KTMK Church organized the follow-up activities and training.
- c. Some of the activities planned were suspended due to COVID-19 prevention measures. These activities will be held next year.

## **4.2 Integrated Education and Multiple Intelligence Education**

### **<a> The Formation of the Integrated Education Committee**

The Integrated Education Committee (IEC) was formed in September 2003 to oversee all matters pertaining to the implementation and promotion of Integrated Education (IE) in the school. Its function is to help the students with special educational needs (SEN students) to solve problems and / or handle difficulties in their daily school lives, especially with regard to social, behavioural and learning aspects. A Special Educational Needs Coordinator (SENCO) and Special Educational Needs Support Teacher (SENST) were assigned in 2019/2020 to lead the IE Committee in planning, coordinating and implementing the Whole School Approach to IE in order to further cultivate an inclusive school culture and enhance the effectiveness of the support given to students with SENs.

### **<b> Case Conference with Paramedics**

Before the beginning of this academic year, the IEC had a discussion about certain SEN students with the resource teachers of Ebenezer School and Lutheran School for the Deaf in August 2022. Those teachers gave the IEC members essential information as to the handling of those cases and made a number of valuable suggestions for the school.

### **<c> Integrated Education Ambassadors**

The IEC recruited 18 IE ambassadors (IEA) to assist the SEN students in adapting to school life. They were primarily concerned with the promotion of a caring school culture. This year they assisted the committee to hold “Caring Week” in the school. Through playing some booth games, we hoped students would pay attention to their own mental health. IEAs also wrote some encouraging words on the package of chocolates and sent those chocolates to their schoolmates so as to cheer them up.

### **<d> School-based Training Sessions for Teachers**

The IEC organised school-based training sessions on Integrated Education for teachers who were directly involved in the teaching of the SEN students in early September 2022. The special educational needs of each student and the related pedagogy were made known to the teachers. Most teachers found the suggestions made by the IEC to be practical.

### **<e> Individual Education Planning Conferences**

The IEC held 16 Individual Education Planning Conferences for 8 SEN students in the last academic year to review their academic progress, reduce their examination pressure and improve their social skills at school. Ideas were fruitfully exchanged among the participants of the conferences.

### **<f> Special Examination Arrangements**

For the visually-impaired students, attention deficit students, autistic students or students with special learning difficulties or with mental health problems, examination time was extended. For the students with hearing impairments, their marks in the listening and speaking papers were adjusted so as to encourage them to take the examinations.

### **<g> Caring Week**

The Caring Week was held from 27 February to 3 March. A talk and sharing session on emotion management was held during Day 5 Assembly. Booths for making hand cream and scent bags, and bookmark making were held during lunch time, and some information on mental health was provided to the students. The IE Ambassadors helped run the handicraft booths and little treats were also offered to students.

### **<h> Stress relief activities for students**

The committee collaborated with the school social workers to provide students with various activities on different days including board games, handicraft making, darts and ginger bread making, etc. All students were welcome to participate and these activities were very popular among students. By participating in different activities, we hoped that students could relieve some of their learning pressure during the pandemic.

<i> Gifted Education

The committee compiled a list of high-ability students and recommended 50 students take part in some gifted education courses outside school. 28 nominated students were successful in admission to the Hong Kong Academy for the Gifted Education this year. Additionally, three S4-S6 students studied in the Off-school Advanced Learning Programme, which is funded by the Gifted Education Fund and focuses on Quantum Computing for Gifted Students in 2022 and 2023.

### **4.3 Discipline, Guidance and Careers Counselling**

A “whole school approach” has been adopted in terms of both guidance and discipline in the school.

a. *Discipline* :

The following activities were organised by the Discipline Committee in addition to the routine duties of handling matters in relation to the behavioural problems of students:

1. Discipline guidelines and school rules were devised, and then explained to parents during the S.1 Orientation Talk in July 2022.
2. A talk concerning the school rules and uniform guidelines for S.1 students was held by the Discipline Committee in August 2022.
3. A talk concerning the school rules and regulations was held by the Discipline Committee on 1 Sep 2022.
4. Junior form and senior form monitor meetings were held on 1 & 2 Sep 2022 respectively.
5. The Head Prefects' Election was held on 23 Sep 2022.
6. Ten S.4 and S.5 prefects participated in the Youth Outdoor Adventure Training Activities organized by the JPC on 25 Sep 2022.
7. Music Touch performed by HK Police Orchestra was co-organized with the Music department to S.1 to S.3 students on 13 Oct 2022.
8. Thirty S.4 and S.5 prefects participated in ICAC visit on 27 Oct 2022.
9. 2 S5 Prefects participated in the Eight Outstanding Student Leaders Selection by the Arte in Oct 2022.
10. A fire drill was conducted on 14 Nov 2022.
11. The Neat and Tidy Uniform competition was held in Dec 2022 for 2 weeks.
12. Prefects BBQ was organized on 31 Jan 2023 at Shek O.
13. A police talk titled “Bullying” was held for S.1 students on 15 Feb 2023.
14. Thirty S.4 and S.5 prefects visited the HK Airport Police Station on 28 Feb 2023.
15. The S.3 Cadet Prefects Program was held from April to May 2023. About thirty S.3 students were elected and participated in prefect training.
16. The prefect election was held on 19 May 2023 and a total of 50 school prefects were selected to serve the school the next school year.
17. Classroom Cleanliness competition was held in May 2023 for 2 weeks.
18. Head Boy, Caleb Fung, was awarded the Yau Tsim Mong District Outstanding Students Election in May 2023.
19. Prefects Training was held from 3 to 4 July 2023 at Wu Kai Sha Youth Village.
20. Five S5 prefects joined the 4-day tour Hainan organized by the JPC from 11 to 15 Aug 2023.
21. The Prefect Manual was revised by the Prefect Team and it is used as guidelines for prefects in performing their duties.
22. About 409 Letters of Commendation were sent to S.1-S.6 students together with their Academic Reports on Parents' Day to commend students' good behaviour.
23. A 'Certificate of Good Attendance and Good Behaviour' was created to encourage students to have good attendance and to obey school rules throughout the year. About 350 such certificates were awarded to S.1-S.6 students this year.



24. A 'Certificate of Good Conduct' was created to commend students with good conduct (A- or above). About 158 such certificates were awarded to S.1 to S.6 students this year.
25. Five S.6 students were awarded the 'Certificates of Excellent Conduct' this year.
26. The 'Stars of the Month' award scheme is adopted to commend students under the categories of 'Courtesy', 'Diligence', 'Creativity' and 'Outstanding Service'. One male student and one female student from each class were awarded in October 2022, November 2022, February 2023, March 2023 and April 2023 respectively.
27. The award scheme 'Diligent Mingkei'er' was implemented to praise students directly when they showed good behaviour / good academic performance / good services. This scheme also provided an opportunity for students to redress any minor misbehaviour. When 10 stickers were collected, students could have one late record or one Little Yellow Paper record cancelled, or students can redeem them for a gift from the Discipline Committee. By the end of the academic year, students with 20 stickers or more and without any disciplinary records were given a merit in their academic report. 171 merits were given this year.

**b. Guidance:**

The Guidance & Personal Growth Committee provided regular personal counselling services for more than seventeen S.1-6 students inclusive of this school year. Apart from this, the Committee implemented a series of programmes to cater for the needs of students, including the following:

(1) The S.1 Orientation Camp

Due to the COVID-19 pandemic, the S.1 Camp was held as a day camp over two days at school, from 16 to 17 Sep 2022. Some activities had to be streamlined, yet it was hoped that the S.1 students would be given an opportunity to learn to get along with each other. Feedback on the camp was on the whole positive. Students were recommended to complete an online survey to check their views after the camp. Several agree / disagree questions were set and the agree to disagree scale ranged from 1 to 4 accordingly. The mean value of the students agreeing that they could get to know their classmates better was 1.74; feeling their social cohesion had strengthened was 1.64; and feeling self-confidence had boosted was 1.87. In addition, the mean value of those agreeing that the camp could help them get to know their teachers better was 2.01.

(2) Peer Counselling Schemes

- S.4 Peer Counselling Scheme

This project was implemented in collaboration with the Aldrich Bay Integrated Children and Youth Services and the CCC Kei To Mongkok Church. There were a total of twenty-four students selected as peer counsellors to take care of S.1 freshmen and assist them in matters related to their academic studies and social life. Some of the S.4 PCS were active and responsible. For instance, they conducted regular class visits during recess and showed care for the S.1 students.

- S.5 Peer Counselling Scheme

Eight students joined the scheme. They displayed good teamwork because they all came from S.4 PCS the previous year and knew each other well. They helped to train the S.4 PCS as they had a good relationship with them. The overall performance of the S.5 PCS showed that they were responsible. All Peer Counsellors agreed that this scheme could help them develop their empathic and leading skills.

- (3) The “I am the boss!” programme  
The programme was kick-started by the briefing and training session in early February, and was successfully completed on 19 May. Twelve groups were formed according to their classes. They needed to devise products or services that could be provided to their fellow schoolmates. Students showed their creativity in the products they designed.
- (4) PATHS Activities Promotion Team (PAP)
- There were twenty-seven PAP members who helped organize a number of activities throughout the year in order to help develop self-management skills and raise students’ level of resilience. The PAP underwent their training session, with the help of the school social workers, in August 2022 to learn how to lead games.
  - In this school year, the number as well as the scale of the activities were reduced. The activities included Christmas card workshop, Aromatherapy Plaster Workshop and Cheer-up gifts preparation for S.6 students.
- (5) ‘Youth Street-run Programme’
- The programme was held in the second term. There were six S.1 students and one S.5 students who joined the program. All the participants, after the programme, became more acquaintance to one another and learnt the basics of jogging. They wanted to join the programme again if it would continue to be held next year.
- (6) Class Management
- The major foci of classroom management included (1) fostering the relationship and understanding between teachers and students and (2) increasing the cohesion of each class. These could be achieved through different activities like interviews with students, holding birthday parties, etc.

c. *Careers:*

- (1) The Careers Counselling Committee organised various careers talks and corresponding activities for students and parents with regard to the HKDSE examination, further studies and careers prospects. They were as follows:
- (i) A talk on JUPAS operation and a talk on E-app for S.6 students were held in September and December 2022 respectively.
  - (ii) A series of careers and life education lessons were all successfully conducted for students in different means such as talks and workshops throughout the academic year.
  - (iii) Sharing sessions by alumni on career path planning and job experience were held for the senior and junior forms students in the 1<sup>st</sup> and 2<sup>nd</sup> terms respectively.
  - (iv) A face to face talk by different subject panels on S.4 Elective Subject Selection was held for S.3 students, and the S.3 Parents’ Seminar was also held to inform both parents and students about the NSS structure and the S.4 streaming policy.
  - (v) Videos titled ‘Life Planning Living A Real Me’ produced by the EDB were shown in the Form Periods for students to learn more about the importance of careers and life planning.
  - (vi) A seminar was held for S.6 students and parents in July 2023 to help them get prepared for the release of the HKDSE exam results.
  - (vii) Information on different university courses & related jobs and guidance on the selection of JUPAS courses were provided to students face-to-face on JUPAS Day in November 2022.
  - (viii) University interview skills and self-account writing workshops were provided for S.6 students.

- (ix) Videos on multiple pathways were provided for S.5 & S.6 students to help them have a better understanding of Hong Kong's tertiary education and JUPAS.
  - (x) S.1 to S.6 students were provided with different activities to set goals and were encouraged to strive to achieve them even when facing difficulties.
  - (xi) A life planning education programme was provided for S.1 students to understand the concept of life planning such as goal setting, establishing good habit and motivation to learn.
  - (xii) Individual counselling was offered to those who planned to drop an elective in S.5 and S.6.
  - (xiii) Workplace visits were held for S.4 and S.5 students during the post-exam period.
- (2) Apart from organising talks and programmes, the careers teachers provided careers guidance and counselling for S.6 students on an individual basis in the first term and after the release of the HKDSE exam results.
- (3) The School Principal's Nomination Schemes for JUPAS, the School Nominations Direction Admission Scheme (SNDAS), and Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions were conducted. Eligible students were recommended to join these schemes.
- (4) Careers and study-related information or booklets were issued to S.1-6 students. Updated information was also disseminated to students through WhatsApp groups, the school's webpage, Google Classroom and a Careers Corner in the school library for students' easy access.
- (5) The University Programme Choice Guides, JUPAS Guide, Multiple Pathways Guides and other related materials from different NGOs were subscribed to for the benefit of S.6 students throughout the year.
- (6) The committee co-ordinated efforts of S.6 class teachers, subject teachers, school social workers and teachers from the Guidance Committee and provided timely careers counselling for S.6 students on D-day and post D-day.

#### **4.4 Language Skills – Biliteracy and Trilingualism**

##### a. *English Language*

Measures have been devised and implemented to enhance the acquisition of the English Language by students. The effectiveness of the measures has been evaluated as follows:

1. Implementing the School-based Curriculum
  - Both language arts and non-language arts-related elements have been incorporated into the formal curriculum of S.1-S.3. Students have gained positive experiences in learning English through poems, songs, stories, short plays and discussions of social issues. This lays the foundation for students to learn more about the electives in the senior forms.
  - Newly designed modules utilizing authentic reading and viewing materials were adopted in the second term of S.2 and S.3 curriculum to arouse students' interest in learning the language and to broaden their horizons.
2. Tailoring the Curriculum to Cater for Learner Diversities
  - Students from S.1-S.6 were streamed according to their levels of English. The curriculum was tailored to address the needs of different classes. Diversified teaching methods were employed to foster students' enthusiasm for learning and learning outcomes.
  - A pull-out programme which aimed to strengthen students' writing skills was implemented. 8 students were chosen from each S.4 class to have lessons in which remedial tasks were designed to improve their writing skills and term performance.
  - Graded teaching schedules and learning materials including vocabulary lists and newspaper work were designed in the junior forms to address the needs of both more able and weaker students.
  - To stretch the potential of the more capable students, 8 students from S.4 took part in the writing contest held by the Tung Wah Group of Hospitals with the topic "Good People, Good Deeds."
3. Providing an English-rich Environment
  - English is used for communication on the school campus. For instance, the morning assembly is conducted in English; school announcements are made in English and posters and signs are written in English.
  - Part of the poster board in the classroom was designated as the English Corner in which students' good work and English expressions were displayed.
  - English Activity Days were designed with NET's idiom sharing and English song-broadcasting and game booths on various topics during recess and lunchtime.
  - The English Week was held from 24<sup>th</sup> to 28<sup>th</sup> April 2023.
  - 26 students joined the 74<sup>th</sup> Hong Kong Schools Speech Festival in the category of English Solo Verse Speaking. 2 of them came third and 20 of them were awarded the Certificate of Merit.
4. Organising English Programmes for Students of Different Needs
  - Supplementary support in the form of small group consultations for low and high ability students were held for S.5 and S.6 students during the self-study periods. The measure aimed at further equipping them with skills to perform well in the HKDSE.
  - S.6 students were arranged in different target groups to attend supplementary lessons with the aim of enhancing their public examination results.

- A session of the school's Pre-S.1 bridging programme, which was held from 23<sup>rd</sup> to 26<sup>th</sup> August, was conducted in English with the help of tutors who are our alumni. It aimed at helping pre-S.1 students get familiar with the school environment and the use of classroom language.

*b. Putonghua*

Students were encouraged to speak Putonghua at all times.

*c. Chinese Language*

- The module-based approach was undertaken in order to teach students different skills in reading, writing, listening and speaking. Besides, the use of textbooks, interactive teaching methods and student participation had been emphasized. E-learning activities like online lessons via Zoom, e-books and Google classroom might be adopted when necessary.
- The Extensive Reading Scheme was integrated into the Chinese curriculum from S.1 to S.5. Students were encouraged to read widely.
- Three remedial classes were run in S.1 to cater to students who were weak in Chinese.
- An enhancement Project organised by Professional Consultant Group was held to improve students' DSE Chinese results.
- Post-mock tutorial classes and examination were arranged to give extra practice and equip S.6 students with the skills to perform well in the HKDSE.

#### **4.5 Reading to Learn**

##### **a. Getting Students to Read– IT Workshop**

S.1 students were taught how to access library materials and information on the Internet during the computer literacy lessons at the beginning of the first term. Students received the login name and passwords of the MKC library online system and the Hyread eBook account, which allows students to search, reserve, and renew library materials on the website.

##### **b. Reading Programmes - Collaboration with Reading Promotion Committee**

###### **i. Reading Lesson**

A “Reading Lesson” was arranged to all students from S.1 to S.5 classes.

To promote Reading across the Curriculum to help students connect their learning experiences, RPC organised purposeful cross disciplinary extensive reading lessons and activities for broadening the general knowledge of students. The reading materials of all levels were designated by the subject teachers. All reading materials were prepared and made accessible in Google drive. There were 20 Chinese and English articles and some short videos on different subjects. The reading teachers could show the videos in the reading lessons. The students read the articles and write comments to share on Google Classroom.

###### **ii. Activities in collaboration with reading lesson**

Reading Kahoot! Competition (S.1-S.5)

The questions of the Reading Kahoot! Competitions were based on the content of reading lessons. Students could join the competition at the end of Term 1 and Term2. The competition for S2 and S3 in Term 2 was streamed live via Zoom, with the whole form participating simultaneously, and the response was overwhelmingly enthusiastic.

##### **c. Other Reading-related Activities**

###### **i. New Book Promotion**

Different subjects collaborated with the library to hold book displays or run library tours. About 45 new books and thematic books were displayed every month for book promotion in the library this year.

###### **ii. Book Report Reading Scheme**

A “whole school approach” to promote reading was adopted. For the Chinese and English subjects, students were required to complete at least 4 short book reports and 1 long book report. Students would have prizes if they got excellent performance of their book reports.

###### **iii. Newspaper subscriptions**

Students from S.1 to S.2, S.3 and S.4 to S.6 subscribed to Quest, The Junior Standard, Young Post and South China Morning Post respectively to enhance their understanding of the world and to expand their vocabulary. Subscription to “通 Six”, a liberal studies publication from the HK Economic Times every two weeks was made for S.4 and S.5 to encourage them to read more about social issues.

###### **iv. Book Fair and Talk**

A book exhibition was held in the second term during the Chinese Week, which was the collaboration of the Library and Chinese Subject. The topic was “Xi Xi”, who was the famous author of Hong Kong. The exhibition displayed 30 books of “Xi Xi” in the library. Junior form students were invited to visit the library during the Chinese lesson, the feedback of teachers and students were good.

v. Google classroom – Reading materials

In view of the latest situation of COVID-19, the library was temporarily closed during the school suspension period. To provide all the latest information and reading online materials to students, the library developed a topic of 'Reading materials' in S.1-S.5 Non-academic Student Support Google classroom for online reading promotion.

vi. Awards / Competitions

- Outstanding Reading Award: To develop a good reading culture in school, the Outstanding Reading Award is given to the students with outstanding reading records. Book coupons and certificates were presented to students at the end of the second term.
- Student Librarian Award: The Student Librarian Award Scheme requires students to volunteer to work in the library during their morning or lunchtime breaks. The student librarians undertake a wide range of activities from issuing and returning resources using the library management system to shelving items, processing new books, helping with displays as well as assisting their peers.

#### **4.6 Information Technology for Interactive Learning**

- a. The school has set up an Information Technology Committee (ITC) to devise an IT development plan and to implement measures to promote the application of IT in both learning and teaching.
- b. The school has put forth a lot of effort into infra-structural development. Network connections throughout the whole school have been upgraded to allocate hardware and software effectively. Access Points have been set up to support secure and reliable wireless LAN coverage everywhere on the campus to meet the demand of a mobile workforce.
- c. The school has established a number of web-based portal services such as Google, Office, eClass and HKedcity for e-learning and school administration.
- d. To cater for e-learning activities in classrooms, teachers and students may use mobile devices such as smartphones or tablets to gain access to the Internet via wifi900. Teachers were ready to apply various apps to deliver course contents and engage in interactions with students.
- e. The school webpage has been well maintained, which can facilitate better communication between the school, the public and all stakeholders.
- f. MIT Prefects and AV Prefects were recruited from S.1 to S.6 classes. They were trained by the ITC to provide teachers and students with multimedia production and support in the use of IT and AV facilities during hall programmes.
- g. In the 2022-2023 school year, the following activities were held to promote the use of IT in teaching and interactive learning by students:
  - BYOD was carried out in S.1 to S.5 classes. Teachers were willing to implement e-learning activities.
  - Live broadcast of hall programmes was delivered to other classrooms due to the limitation of capacity in the hall.
  - The ITC, Computer Department, Computer Society and STEAM team organised a number of IT activities for students and encouraged them to enrol in the IT-related inter-school competitions.
  - More students participated in different kinds of IT competitions. The diversity of the competition, prize awarded and number of participants all increased.



#### 4.7 Civic and Moral Education

- a. This year, the Committee recruited twenty-four C&M Ambassadors from all forms to help carry out civic and moral education programmes both inside and outside the school.
- b. The C&M Ambassadors took up the role of hoisting the National Flag five times in October and November this school year. Besides, the Ambassadors prepared a display board showing the works related to National Security Education on Parents' Day in February. In April, relevant information and messages were displayed via Google Classroom for the 2023 National Security Education Day.
- c. The themed-based programme held this year was titled "Environmental Protection". The message of "living green" was delivered through the following activities:
  1. Introduction of "Green@ Community" (綠在區區) & "Jie Yeah" (借嘢)
  2. School inspection
  3. Sharing presentation
  4. Inter-class competition titled 「惜箱」
  5. Second-hand item Swap Bazaar 「擺嘢」
- d. The Top Ten News Election was carried out in December as before. The C&M Ambassadors shared the results with the whole school during an assembly in March.
- e. To raise the awareness and increase the knowledge of anti-corruption among students, an ICAC drama show was conducted for S.4 students as in previous years.
- f. In May, a field trip titled "Shap Pat Heung Heritage Walk" was carried out. The activity aimed to foster students' knowledge of the monuments and historical buildings of Yuen Long of as well as build a cultural map of the district.
- g. Outside competitions joined:
  1. Nov 2022 (around one hundred S.3-5 students participated)
    - National Knowledge Contest 2023 co-organised by the HK Chinese Importers' & Exporters' Association and Sino United Publishing Ltd.  
[香港中華出入口商會、聯合出版集團聯合主辦的「全民國情知識大賽」網上問答比賽]
  2. Jan-Feb 2023 (S.4-5)
    - The 2nd National Security Education Online Quiz Contest by Youthinkers Ltd. & Hong Kong Shine Tak Foundation  
[青識教育發展中心與善德基金會主辦《第二屆國家安全教育通通識》全港中小學線上挑戰賽]
  3. Apr 2023 (S.1-5)
    - National Security Online Q&A Competition by HKEdCity  
[教育城主辦《2023 國家安全網上問答比賽》]
  4. July 2023 (five S.4 students)
    - The 3rd International Tan Kah Kee Quiz Competition for Secondary Schools by Tan Kah Kee Fund Association  
[第三屆國際中學生陳嘉庚常識比賽]
- h. The Committee also coordinated the survey below in May and June.  
"Understanding Students' Attitudes Toward School Life and Religious Beliefs - Pilot Study"  
(Faculty of Education, The Chinese University of Hong Kong)  
[香港中學生對學校生活和宗教信仰的態度調查 – 先導計劃 (香港中文大學 教育學院)]

#### **4.8 Learning and Teaching Effectiveness**

- a. To help S.6 students to achieve better results in the HKDSE, the school arranged regular after-school supplementary lessons for all DSE subjects from September 2022 to January 2023.

Day	1	2	3	4	5	6	7
Subject	Chi	Elective 1	Eng	Elective 2	Math	Elective 3	LS

Subject departments conducted the supplementary lessons according to the nature of their subject contents and the needs of their students. Some lessons were arranged for the whole class for enhancing subject knowledge or general examination skills practices. Some lessons were arranged for selected groups of students with the aim of attaining higher levels in the DSE.

Besides, supplementary lessons and post-mock examination practices were arranged by subject teachers during the study leave period in March and April 2023.

- b. A timetable for S.5 after-school supplementary lessons had been set. Subject departments arranged face-to-face supplementary lessons according to the needs of their students.

Day	1	2	3	4	5	6	7
Subject	Elective 2	Chi	Elective 1	CSD	Elective 3	Eng	Math

- c. Besides the uniform test cycle in each term, form tests were arranged for S.1 to S.3 students in the self-study lessons on Day 2. Subject departments concerned found that this arrangement could motivate students to do revision more regularly.
- d. In pursuance of better academic performance, the assessment data of the First Term was analyzed for devising better strategies for teaching and learning.
- Students' performance in the first term form tests and examinations was evaluated in the Academic Committee meetings, and measures for improvement were discussed.
  - A comparison of the results of Form Tests and the Examinations in the first term was given to each subject department for evaluation and follow-up actions.
  - The Academic Committee members held meetings with subject teachers of individual classes in which students' performance was particularly weak. Subject teachers discussed the teaching strategies and remedial actions for enhancing the performance of the weaker students. After-school tutorial classes were held for these classes from March to May 2023. Tutors were hired to give guidance to students in completing their assignments.
  - Saturday tutorial classes were organized for junior form students. Students with unsatisfactory performance in Chinese Language, English Language and / or Mathematics in the first term were required to join the classes.
- e. To help S.4 and S.5 students do revision and prepare for the new academic year, structured supplementary lessons were arranged in the post-examination period from 28<sup>th</sup> June to 18<sup>th</sup> July 2023. Individual subject teachers arranged supplementary lessons according to the need and progress of their students during the summer holiday, except during the block leave period from 31<sup>st</sup> July to 15<sup>th</sup> August 2023.
- f. The school arranged the S.1 Bridging Programme for the pre-S.1 students to help them adapt to learning in English. The programme was held from 21<sup>st</sup> to 25<sup>th</sup> August 2023. It included:
- English Language sessions teaching basic grammar items and EMI classroom language.
  - Mathematics sessions teaching basic Mathematics topics and terminology in English.
  - Chinese Language sessions teaching basic classical Chinese.
  - An overview of vocabulary and skills for learning EMI subjects, including Science, History, Geography and Life & Society.

- Activities for introducing campus life and building relationships among peers, organized by the Academic Committee, the Discipline Committee, the Extra-curricular Activities Committee, the Guidance Committee and the school social workers.
- According to the survey conducted after the S.1 Bridging Programme, over 90% of the new S.1 students found that the programme was useful to them. Over 90% of the students agreed that they had learned to use simple classroom language in English and related vocabulary in EMI subjects. Moreover, 70% of the students expressed that their confidence in using English to learn had been enhanced. These positive results show that the S.1 Bridging Programme was effective in preparing our students for learning in English.

#### **4.9 Community Services**

- a. The Social Services Promotion Team recruited about 100 students, who engaged in social services on altogether 160 occasions, e.g. flag selling for different charitable organisations including Children's Thalassaemia Foundation, Hong Kong Christian Service, Hong Kong Playground Association, HK Award for Young People, Breakthrough Limited, etc.
- b. The Community Chest Dress Casual Day was organized on 21 Dec 2022, and \$32830 was raised.
- c. To support the Watoto Ministry, \$3,240 was donated this year to Watoto Life Sponsorship.
- d. Sharing of Watoto Graduates (plus a fund-raising activity) was held on 12 Dec 2022 to let students understand more about Watoto graduates' life stories and their development during the pandemic.
- e. S.2 classes participated in life experience activities and training (e.g. visiting elderly centres) to equip themselves for serving those in need, especially the elderly. The activities were held from 30 Jun 2023 to 13 Jul 2023. The students could learn more about elderly care and the needs of the elderly.
- f. 720 coupons were sold for and donations were made to the Hong Kong Council of the Church of Christ in China during the "Love Coupons" campaign.

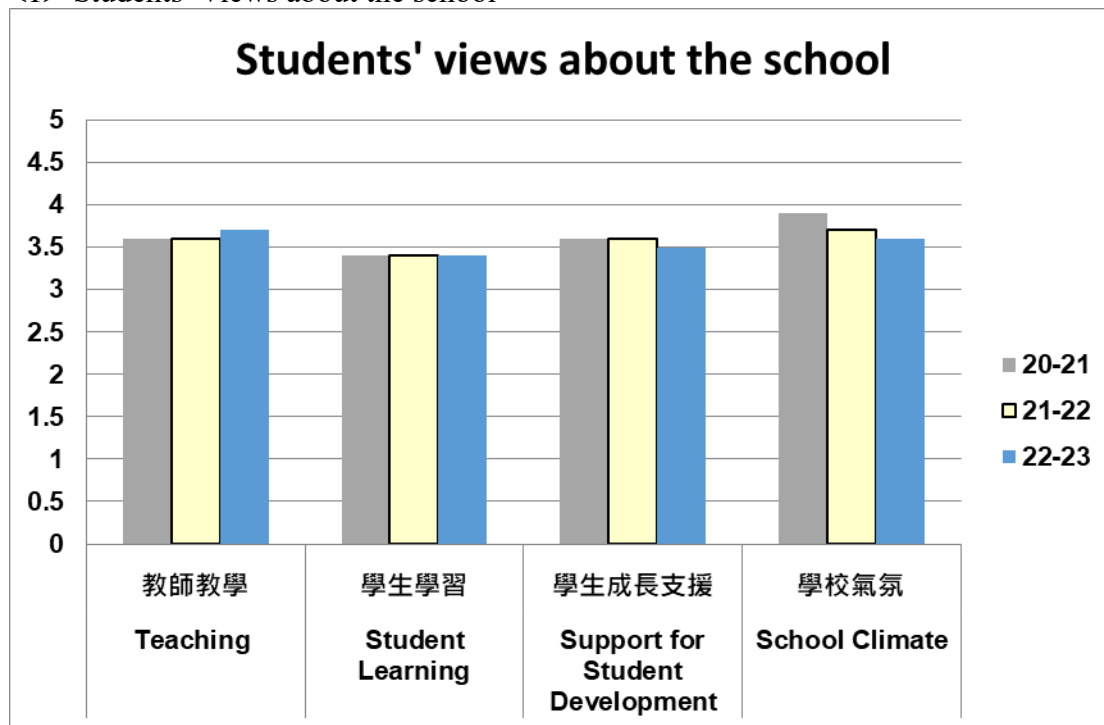
## 5. Yearly Review

### 5.1 Stakeholders' Views About the School for the 2022-2023 School Year

The survey was conducted during the 2022-2023 year using the standard questionnaire provided by the EDB. The results are as follows:

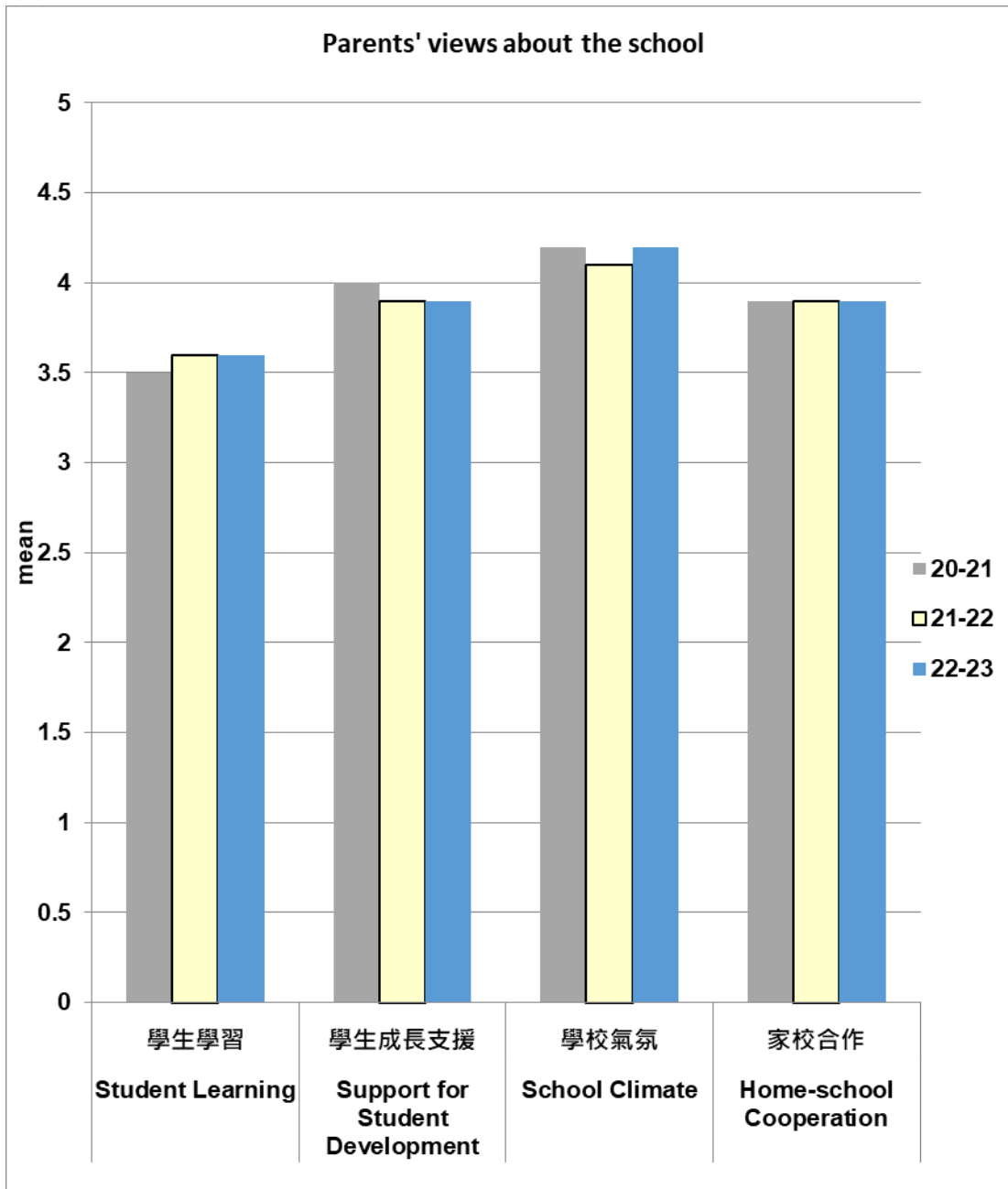
[Average Score: 5 – Strongly agree, 4 – agree, 3 – neutral, 2 – disagree, 1- strongly disagree]

<1> Students' Views about the school



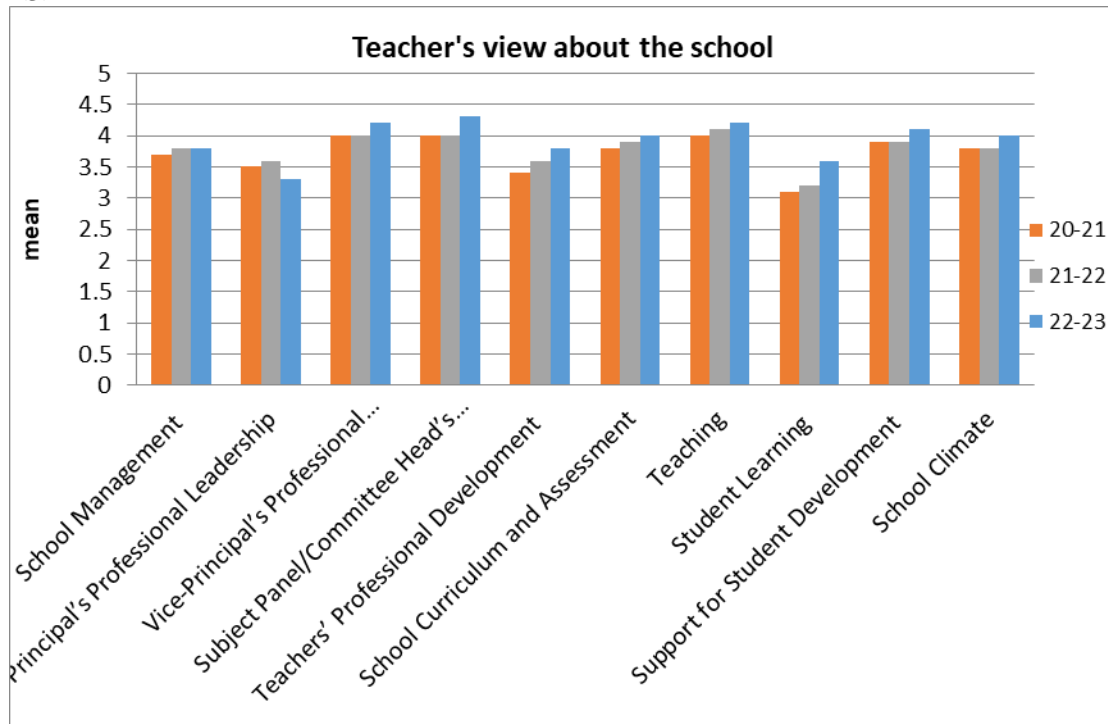
- The weighted scores of all aspects are above 3.4.
- Students are most satisfied with Teaching.
- There is gradually increase on scores for Teaching.

<2> Parents' Views about the School



- The weighted scores of all aspects are above 3.6.
- Parents are most satisfied with the school climate.
- All items are equal or better than previous year.

<3> Teachers' Views about the School



- The weighted scores of all aspects are above 3.3.
- Teachers are most satisfied with the Teaching, Vice-principal's Professional Leadership, Subject Panel / Committee Head's Professional Leadership and Teaching.
- There is slight increase on scores in most aspect.

## **5.2 Implementation of Curriculum Reform**

Starting from the 2000-2001 school year, the school has implemented measures at different stages to respond proactively to the curriculum reform initiated by the Curriculum Development Council. In particular, we have devised and implemented measures in these years to provide for our students a holistic education, with emphasis in those areas including project learning, civic & moral education, application of information technology and also experiences in social services. Besides, new measures have been introduced with supporting resources to enhance students' proficiency in English, Chinese and Putonghua. The measures which have been carried out in the past years are as follows:

### **1. In school year 2000-2001**

- a. Reform of examination system in S.1 and S.2 levels was launched. Students were not required to sit for examination of the subjects they had been studying in First Term except English, Chinese and Mathematics. The term marks for the non-examinable subjects were based on daily assessments. Both teachers and students are given more room in teaching and learning.
- b. Reform of internal tests was implemented, which allows teachers to conduct tests on class-basis instead of form-basis. Teachers are given more room and autonomy in teaching and thus be able to design tests / assessments in accordance with the learning progress of different classes and to cater for the diverse learning needs of students.
- c. The MKC Award Scheme and the Non-academic Report were launched and introduced separately to boost students' development of their multi-intellectual talents and to encourage active participation in various kinds of informal curricular activities.
- d. The incorporation of "project learning" into the formal curriculum was initiated, which could help students develop their self-learning abilities and generic skills.
- e. School-based curriculum for S.1 Integrated Humanities and Chinese Language were developed with expertise and support from the then Education Department.
- f. Teachers were given full discretion to undertake curriculum tailoring for respective subjects across all levels to meet the diverse learning needs of students.

### **2. In school year 2001-2002**

- a. One class of S.2 students was given an option to study Chinese Language using Putonghua as the medium of instruction.
- b. The Young-old Partnership Project was included, in collaboration with the Lingnan University, in the formal curriculum for S.2. All S.2 students were required to join this service-based project learning programme and supervised by their subject teachers. In groups of two, and each of them was responsible for teaching one elderly to learn basic IT skills. At the end of the school year, each student was assessed by the teachers, the staff of the Centre / Home for the Aged, members of the peer group and the elderly person involved.
- c. School-based curriculum for S.1 Integrated Humanities was fine-tuned for better adoption in the school curriculum while S.2 Chinese Language was developed under the professional guidance offered by the subject officer from the Education Department.
- d. Students of S.1 were divided into seven groups for regular lessons in English Language and curriculum of three different levels of depth were tailor-made and provided to respective groups according to the students' proficiency in English.



### **3. In school year 2002-2003**

- a. A new timetabling arrangement was implemented. The school operated on a 7-day cycle with 6 periods per day and 55 minutes per period for the Standard Timetable (and 50 minutes per period when adopting the Summer Timetable). The longer lesson period allows teachers to adopt different teaching strategies including application of IT in teaching and to consolidate the learning outcome of students at the end of each lesson. The fewer number of periods per school day (as compared with 9 periods per school day in the previous school years) does not only save students' time from traveling to special rooms or unnecessary breaks in-between lessons, but it also allows students to be concentrate better on their learning as fewer subjects are allotted for lessons daily. Likewise, teachers are given more room for preparation of lessons each day.
- b. The promotion criteria for students was revised so that every student failing in English at the end of school year would be required to sit for a supplementary examination of English in the Summer Vacation. Only those who could pass the supplementary examination would be promoted in the coming school year. This measure is to arouse students' attention to the studying of English and to assure their awareness of the importance of mastering good proficiency of English in their future life.
- c. One class of S.3 students was given an option to study Chinese Language using Putonghua as the medium of instruction. This is to provide those students being proficient in Putonghua with a good opportunity to learn and practise Putonghua.
- d. School-based curriculum for S.2 Integrated Humanities was fine-tuned and Liberal Studies was first introduced to S.6 classes as an elective for students of both science and arts streams.

### **4. In school year 2003-2004**

- a. "Morning Reading Session" of 20 minutes was introduced before the first period every school day at the beginning of school year. Its primary aim is to cultivate a habit of reading English books (fictions / magazines / story books etc.) among both students and teachers.
- b. "Two test cycles per school term" was introduced to make students aware of the importance of doing revision each day and to help parents understand the learning progress of students. During the Test Cycle, a test of 35 minutes was arranged each day before the first period (the Morning Reading Session suspended) and the regular lessons in the morning were shortened by 5 minutes. Such practice is to avoid undue interference with daily regular lessons during the Test Cycle.
- c. To help teachers improve their teaching effectiveness and thus enhance students' learning outcomes, a "self-evaluation" exercise specifically designed started its implementation in the 2003-2004 school year. Every teacher was required to conduct a survey to solicit views of classes of students he or she taught for that school year. The Questionnaire used was in fact modified and extracted from the "Standard Questionnaire" released by the EDB in October 2003 for collecting views from the students on the major aspects of school work.

### **5. In school year 2004-2005**

- a. Integrated Humanities was introduced to S.4 students as an option preparing for sitting the HKCEE in 2005-2006.
- b. To prepare for the school's migration to the New Senior Secondary Academic Structure effective from 2009-2010, the school completed a draft proposal for the curriculum planning with the subjects proposed across all levels in November 2004. After a thorough discussion in the meeting of all subject department heads and convenors, a final draft came up with some amendments. It was then presented to all teachers at the Staff Meeting on 2 December 2004 and endorsed. This revised "proposal for the curriculum planning for 334" has given teachers a clear directive about their career paths and sufficient time to prepare themselves for facing the curriculum reform brought forward by the New Senior Secondary Academic Structure, which was going to be implemented in the coming school years.

- c. The school acted proactively in response to the requirements of HKCCCC, the sponsoring body, to work out a 3-year plan on enhancement of the learning & teaching effectiveness and quality. This 3-year plan was in fact modified from the school's 3-year development plan, which had been set out for the period from 2003-2004 to 2005-2006. The salient features of this 3-year plan are as follows:

- it will be implemented for the years 2005-2006, 2006-2007 and 2007-2008 and thus serves as an extension of the former 3-year School Development Plan;
- the targets are more specific and obtainable; and
- the success criteria are measureable and reasonably achievable within the time frame.

Besides, all subject department heads have been alerted to hold meetings and remind their colleagues to put in place immediately in the remaining time of the 2004-2005 school year all measures which are proposed for the newly revised 3-year development plan, especially those measures which could help to enhance students' learning effectiveness such as providing supplementary lessons to S.5 and S.7 classes after school or during holidays, etc.

#### **6. In school year 2005-2006**

All the reform measures in response to the EDB's curriculum reform implemented in previous years were continued in the 2005-2006 school year, with some necessary adjustments and amendments with respect to certain items. Apart from this, the following measures were introduced and implemented in the 2005-2006 school year.

- a. More S.2 and S.3 classes adopted using Putonghua as the medium of instruction for Chinese Language.
- b. Split-class teaching was organized for English Language from S.1 to S.4 (i.e. 6 classes in each level) to cater for the diverse language proficiency of students.
- c. Life Education was offered to S.1 and S.2 classes by amalgamation of Visual Arts and Ceramics.

#### **7. In school year 2006-2007**

- a. Suitable measures were conducted in response to the EDB's External School Review in May 2006.
- b. Two classes of S.2 students and two classes of S.3 students were given an option to study Chinese Language using Putonghua as the medium of instruction. For the remaining S.2 and S.3 classes, some modules of the Chinese Language used Putonghua as the medium of instruction.
- c. Split-class teaching was organized for English Language from S.1 to S.5 (i.e. 6 classes in each level) to cater for the diverse language proficiency of students.
- d. Free common periods were allocated to Chi/Eng/Maths teachers to make room for more collaboration within the department.
- e. Chinese Literature was introduced to S.4 students preparing for sitting the HKCEE in 2007-2008.

#### **8. In school year 2007-2008**

- a. Chinese Literature was introduced to S.5 students preparing for sitting the HKCEE in 2007-2008.
- b. Establishing the Ming Kei Elder Academy, where students can gain other learning experience (OLE) through service to the elderly in delivering computer course.
- c. Introducing Applied Learning, in collaboration with the VTC to S.4 and S.5 students as an option in addition to the formal curriculum.

**9. In school year 2008 – 2009**

- a. The NSS curriculum for the first batch of S.4 students in the year 2009-2010 was finalized taking into the consideration of choices of parents and students and the strengths of teachers.
- b. The Junior Secondary Curriculum was also reviewed and adjusted to enhance smooth transition to the NSS curriculum.
- c. The questionnaire used for self-evaluation of teachers' teaching effectiveness was revised to match the revision of the "Standard Questionnaire" released by the EDB.

**10. In school year 2009 – 2010**

- a. The NSS curriculum was implemented in S.4.
- b. The revised junior secondary curriculum was implemented in S.1-3.

**11. In school year 2010 – 2011**

- a. The NSS curriculum was implemented in S.5.
- b. Evaluation on the implementation of the NSS curriculum was made. Suggestions for reallocation of number of teaching periods for the core and elective subjects for S.6 students in 2011-2012 and for the new batch of NSS students in 2011-2012 were made. Proposal for introduction of choices of NSS classes offering two or three electives in 2011-2012 were made to cater for learning diversities of students.

**12. In school year 2011 – 2012**

- a. The NSS curriculum was implemented in S.6.
- b. With the full implementation of the NSS curriculum and the first batch of students taking the DSE examination, evaluation on the curriculum, teaching strategies and assessment of NSS was started to ensure effective teaching and learning in the education process.

**13. In school year 2012 – 2013**

- a. Further evaluation on the choices of electives for the NSS curriculum was made.
- b. Review on the "PSHE" curriculum for the junior forms from S.1 to S.3 was initiated.

**14. In school year 2013 – 2014**

- a. More in-depth evaluation on the choices of electives for the NSS curriculum to suit the needs and academic potentials of the S.3 students was made.

**15. In school year 2014 – 2015**

- a. Review on the "PSHE" curriculum for the junior forms was concluded. The PATHS programme was retained. School-based curriculum will be developed for S.1 and S.2 Liberal Studies.
- b. Evaluation on the streamlining of electives was made to balance teacher manpower and the reduced number of S.4 students.
- c. Review on the allocation of lessons for the extended modules M1 and M2 of Mathematics was conducted. It was decided that students could take the extended modules as electives in S.5.

**16. In school year 2015 – 2016**

- a. Evaluation of the choices of electives and curriculum arrangement for the different senior secondary classes completed.
- b. New arrangement for the Maths extended modules implemented and S.4 students would not take M1 or M2 until they are promoted to S.5.

- 17. In school year 2016 – 2017**
- Further exploration on the setting of electives for the NSS curriculum and split groups for the core subjects were made.
  - S.5 students enrolled in M1 or M2 studies as one of their elective subjects.
- 18. In school year 2017 – 2018**
- Uniform Test Period was extended to all subjects.
  - All Uniform Test and Examination sessions were re-arranged to morning session only.
  - Knowledge-building pedagogies conducive to self-directed learning was piloted in the junior forms.
  - The Healthy School Policy was formulated.
  - Partnership between the school and CCC Kei To Mongkok Church was strengthened.
- 19. In school year 2018 - 2020**
- Uniform Test Period was institutionalized with refinements.
  - E-learning and e-teaching was implemented in S.1 and S.2 with the support from the BYOD initiative from the government.
  - Invitational Education approach was introduced as staff development and student character formulation.
  - Online teaching using MEET, ZOOM and Google Classroom was implemented since February 2020 due to suspension of schooling caused by the Covid-19 pandemic.
- 20. In school year 2020 – 2021**
- The Physical Education curriculum has been revised with the setting up of the gym room.
  - Cantonese drama education has been introduced as an non-academic learning activities in summer.
  - A school-based lesson observation form embedded with the Knowledge Building Model has been constructed, piloted, and revised for full implementation in the next academic year.
  - The preparation for the relaunching of the 4-House System was completed and the system will be implemented in the next academic year.
  - All teaching staff are equipped with a set of iPad and Apple pencil, either self-purchased or school provided, for distance learning and teaching and in classroom usage.
- 21. In school year 2021 – 2022**
- The 4-House system was implemented and students accumulated points for their house through their participation in activities such as inter-House Hymning Singing Competition, S.2 Indoor Rowing Competition and Junior Form PSHE Quiz Competition.
  - All teachers were well-equipped with the skills to conduct e-teaching during the suspension of face-to-face lessons. The use of comprehensive technology enhanced the online teaching and learning of staff and students.
  - To cater for learners' diversity, different levels and sets of teaching materials were prepared to increase the effectiveness of teaching and learning.
  - The curriculum of National Security education was implemented in all subjects to strengthen students' understanding of the Rule of Law and the conditions of our country, enabling them to understand the importance of National Security and enhance their sense of national identity.

**22. In school year 2022-2023**

a. **Development of a Growth Mindset**

Through a series of diversified programmes focused on the development of a growth mindset, it was hoped that students' positive thinking, appreciation of their strengths, and promotion of a positive and caring culture in the school could be fostered.

b. **Promotion of STREAM**

To promote the STREAM Education, our school actively participated in STREAM projects initiated by The Chinese University of Hong Kong, namely the Phase II of CUHK Jockey Club AI for the Future Project; the CUHK Jockey Club VR Project for Chinese Language Education II; and the Cross-curriculum Soybean Project. Through these projects, we aimed to cultivate students' interest in Science, Technology and Mathematics, widen their knowledge base, and ultimately nurture their creativity, collaboration, and problem-solving skills.

c. **Promotion of Reading**

A cross-disciplinary reading program was initiated in 2022. Through this program, Reading Corners in every classroom have been established to make reading more accessible in an effort to encourage students' reading and develop their skills.

### 5.3 Looking Ahead

1. Taking into account of the evaluation results on the Major Concerns for the 2011-2012 school year and the learning outcomes of students appeared in the public examinations in the past years, the school will continue to carry out the curriculum reform, paying particular attention to the enhancement of teaching and learning effectiveness and quality, promotion of a reading habit among students and particularly on knowing how to “**learn from reading**”, raising of students’ English proficiency to an acceptable standard, provision of a quality holistic education for students as well as making room for staff professional development.
2. Upon completion of the 2-year School Improvement Programme (SIP) by the end of August 2005, the school has been provided with an additional 1,058 square metres of working and studying area. Apart from having special rooms such as Computer Assisted Learning Centre, Language Laboratory, Computer Room and Student Activity Centre, which are fully equipped so that students’ learning motivation could be promoted, the school is being provided with 6 more classrooms. Thus, commencing from the 2005-2006 school year, all 31 classes from S.1 to S.7 have been able to have their own form rooms. This is especially important as the senior form students can now have the majority of their lessons conducted in their own classrooms. This does not only help enhance their learning effectiveness but it can also strengthen their sense of belonging to the school. This also facilitates accommodation of all 30 classes when the NSS class structure of 5 classes across 6 levels is implemented in the future.
3. The EDB conducted External School Review (ESR) of the school from 24 to 26 and on 30 May 2006. They sent the school the Final Report on 21 September 2006 with much encouraging remarks as well as some recommendations for improvement so that the school could “pursue excellence”. The school has devised suitable measures and implemented some of them in the 2006-2007 school year and 2007-2008 school year in response to the recommendations.
4. The EDB required every school to set out its own School Development Plan (SDP) for a 3-year period and to devise corresponding action in an Annual School Plan (ASP) to map out the implementation details. The core element of the SDP and ASP is that every school needs to conduct **school self-evaluation** (SSE) as an internal quality assurance and be accountable to the EDB and the public. In this context, with reference to the 3-year SDP for 2011-2012, 2012-2013 and 2013-2014, an ASP for the 2012-2013 school year has been devised. All items that need to be addressed as above-mentioned are included and have been implemented as far as possible.

From these observations, it can be concluded that most of our teaching staff are good teachers and they are professional in the teaching career. As each question in the Survey on “Students’ Views about the Subject Teachers’ Performance in Classroom Teaching” has a weighted score higher than 3.5 and there is an increase in scores for this year as compared with last year, it is obvious that all our teachers have made use of last year’s survey results for undergoing the process of self-evaluation and have in fact endeavoured to improve in every aspect in relation to teaching and achieved good results. This kind of self-reflection as well as self-fulfilment is highly professional and worthy of appreciation.

It is hoped that by having self-evaluation year by year, we could be developing in a professional way continuously and thus be able to provide quality holistic education to our students.

5. The EDB conducted External School Review (ESR) of the school on 27 February and from 3 to 5 March and on 10 March 2014. They sent the school the Final Report in May 2014 with much appreciation for the achievements of the staff and students. They have also made some suggestions and the school has devised its 3-year School Development Plan for 2014-2017 based on the school's self-evaluation and the recommendations from the ESR team.
6. Suitable measures were conducted in the year 2014-2015 in response to the EDB's External school Review in March 2014.
7. 2019 – 2020 was a challenging year for the education section. The social movement and Covid-19 pandemic had disturbed the equilibrium and a new ecosystem has been established. Ming Kei College needs to prepare to scaffold student learning beyond the campus boundary with the use of various IT tools. Both teachers and students need to equip themselves with proper IT hardwares and regularly to explore new software to sustain learning and teaching effectiveness. School needs to explore other means of learning support to the needy apart from classic face-to-face tutorial arrangement. Flipped classroom, self-learning video clips and distance learning platforms should be the future trend in schooling. Religious Education should be the cornerstone of the wholeperson education in school to prepare the Ming Kei community to face future challenges and opportunities.
8. 2020 – 2022 school year continued to be challenged by the Covid-19 pandemic. Yet, with the ample experienced accumulated from previous year within the Hong Kong education community, the College has proposed and implemented a number of school-based strategies to sustain learning and teaching. In face of the widening of learner diversity, Ming Kei College needs to strategically employ the available human and financial resources for effective implementation of the small class arrangement in S1, S4, S5 and S6. Scaffolding and guiding teachers to acquire the essences of the Knowledge Building Model as this model embraces learner diversity and advocate self-directed and communal learning would help students and teachers to focus on learning and teaching effectiveness. The Junior Form Life Education curriculum should be further enhanced and structured for supporting students' adaption to their school life in an EMI learning environment.
9. 2022-2023 was a mixed year of challenges and hope amidst long-awaiting social and economic recovery from the Covid-19 pandemic. Face-to-face schooling and multi-faceted school activities were resumed, with more activities and initiatives being resumed in this coming year.

One key initiative includes networking expansion by forming a new sister school relationship in Shandong Province. This will bring the total number of Sister Schools to four in Mainland China crossing Sichuan, Shandong, and Guangdong Provinces. These Sister School partnerships will be strengthened through cultural exchange and professional collaboration across the school year. This will further enhance understanding and communication, strengthen cultural and academic interflows, enhance teacher professionalism, and broaden students' horizons.

To further enrich student learning experience, the school will continue to encourage students to actively participate in a series of local visits, outings, and external competitions in the coming year. We expect that students can achieve promising results in areas of academic, sports, and arts.

To echo the school motto 'It is more blessed to give than to receive', students will be encouraged to actively participate in various social services, including serving the elderly. It is hoped that students can shoulder the responsibilities, devote themselves to public welfare affairs, and play a more positive social role.

To sum up, Ming Kei will put more emphasis on the provision of quality holistic education. Striving for academic excellence will remain the top priority, particularly the enhancement of language skills in both English and Mandarin. The school will continue its pursuit of students' whole-person development, which enables students to develop the lifelong learning capabilities that are needed for our ever-changing society in the 21st century.

With concerted effort, the school will continue to nurture students to excel not only in academics, but also in future leadership by developing their creativity, problem solving and managerial skills.



CCC MING KEI COLLEGEEvaluation on Deployment of the Capacity Enhancement Grant (CEG)for the 2022 – 2023 School Year

<b>Weighted Score</b>	<b>Measure</b>	<b>Strongly Agree (5)</b>	<b>Agree (4)</b>	<b>Neutral (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>
<b>4.16</b>	<b>1.</b> The employment of additional teachers and assistants can help to relieve teachers' workload in teaching and student affairs related work.	○ 37.93%	○ 43.10%	○ 15.52%	○ 3.45%	○ 0.00%

**CCC MING KEI COLLEGE**  
**Major Concerns for the 2022-2023 School Year**

**Major Concern 1: To fully develop students' academic potential for higher level of attainment through optimization of teaching strategies, structured learning programmes and promotion of self-directed learning.**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria (Intended Outcomes)</b>	<b>Methods of Evaluation</b>	<b>Coordinating Teams</b>
1.1 To adopt the Knowledge-Building Model as the pedagogical model to promote self-directed learning and teaching	(i) Activate students' prior knowledge through pre-lesson preparation for effective classroom learning and teaching.	<ul style="list-style-type: none"> <li>Pre-lesson tasks are assigned with worksheets given and / or materials uploaded to Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observation and assignment inspection reports</li> <li>Evaluation in subject department meetings</li> <li>Survey results from students</li> </ul>	VP (Teaching & Learning) Subject Departments SDC
	(ii) Design lessons which maximize student-student and teacher-student interaction to co-construct knowledge and develop a self-directed community of learners.	<ul style="list-style-type: none"> <li>Pre-lesson / lesson / post-lesson activities include interactive tasks and self-directed learning skills</li> </ul>		
1.2 To maximize the use of information technology to enhance learning and teaching effectiveness	(i) Facilitate pre-lesson preparation, interaction and participation in class through e-learning tools, apps and platforms.	<ul style="list-style-type: none"> <li>All academic subjects set up Google Classroom for each class / form, and learning materials are uploaded to Google Classroom</li> <li>E-learning tools are used in lessons to enhance interaction and participation in class</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation in subject department meetings</li> <li>Lesson observation reports</li> <li>Feedback from students</li> </ul>	VP (Teaching & Learning) Subject Departments ITC
	(ii) Provide opportunities to learn beyond the limitations of time and space.	<ul style="list-style-type: none"> <li>Supplementary lessons via Zoom are arranged when necessary</li> <li>Self-learning materials are uploaded to Google Classroom</li> </ul>		

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria(Intended Outcomes)</b>	<b>Methods of Evaluation</b>	<b>Coordinating Teams</b>
1.3 To develop a school curriculum which can enrich students' knowledge and stretch their academic potential	(i) Provide a curriculum which enables students to acquire solid foundation knowledge and caters for students' needs and interests in view of the latest curriculum development.	<ul style="list-style-type: none"> <li>Junior form curriculum is refined by subject departments</li> <li>All subjects concerned incorporate elements related to national security education in the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation in subject department meetings</li> <li>Evaluation in AC meetings</li> <li>Teaching schedules</li> <li>Scrutiny of teaching materials</li> </ul>	VP (Teaching & Learning) Subject Departments AC
	(ii) Extend students' learning experiences through subject-based and cross-subject life-wide learning activities.	<ul style="list-style-type: none"> <li>About 50% of the subjects arrange subject-based life-wide activities for their students</li> <li>One cross-subject life-wide activity is organized by each of the following KLAs: Science, PSHE and Technology</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation in subject department meetings</li> <li>Evaluation in KLA meetings</li> <li>Feedback from students</li> </ul>	
	(iii) Provide structured tutorial programmes to enhance students' academic performance according to their abilities.	<ul style="list-style-type: none"> <li>Regular supplementary lessons (face-to-face lessons or lessons via Zoom) are arranged for S.6 in the first term</li> <li>Face-to-face and / or online supplementary lessons are arranged for S.4 and S.5 in the second term</li> <li>Saturday tutorial classes are arranged for the bottom 10% of students in Chinese Language, English Language and Mathematics in junior forms</li> <li>At least 50% of the senior form students meet their teachers in the Self-Study lessons</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation in AC meetings</li> <li>Evaluation in subject department meetings</li> <li>Students' attendance in tutorial lessons</li> <li>Feedback from students</li> </ul>	
1.4 To promote Reading across the Curriculum to help students connect their learning experiences	(i) Provide an inviting reading environment.	<ul style="list-style-type: none"> <li>The school library is renovated</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Feedback from teachers and students</li> </ul>	School Library
	(ii) Organize purposeful cross disciplinary extensive reading scheme and activities for broadening the general knowledge of students.	<ul style="list-style-type: none"> <li>Each academic subject provides reading materials for at least one reading lesson in each form</li> <li>At least 50% of the reading lessons include post-reading tasks</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation in Reading Promotion Committee meetings</li> <li>Evaluation in Subject department meetings</li> <li>Feedback from the reading lesson teachers</li> <li>Students' participation records in the post-reading tasks.</li> </ul>	Subject Departments RPC Reading lesson teachers

**Major Concern 2: To Foster Students' Positive Attitude in their Personal Development and Commitment to School and Community**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria (Intended Outcomes)</b>	<b>Methods of Evaluation</b>	<b>Coordinating Teams</b>
2.1 Students are nurtured in a harmonious and supportive school.	(i) Strengthen the collaboration with CCC Kei Mong Church to infuse the value of Christian education and the implementation of the positive education	<ul style="list-style-type: none"> <li>● Conduct Morning Prayer to start every day of learning</li> <li>● Invite Christians to share positive messages with students in chapels</li> <li>● Share the core values from the perspective of the Bible</li> </ul>	Feedback from teachers and students	RC
	(ii) Focus on cultivating the qualities of being a Mingkei'er, Creativity in this year	<ul style="list-style-type: none"> <li>● Organise activities or mass programmes that can implant the core value in students</li> <li>● Let the school prefects design and produce a video to remind students to observe school rules in a creative way</li> <li>● Infuse the value of creativity into students via the Bible verses and hymns</li> <li>● Encourage students to design posters for school activities</li> <li>● Launch classroom board design competition</li> </ul>	Committee minutes record  Feedback from students and teachers	CMEC DC GPGC RC ECAC
	(iii) Continue the caring culture in the school campus	<ul style="list-style-type: none"> <li>● Enhance the growth of both S.1 students and S.4 &amp; S.5 peer counselling students via the S.1 orientation day camp and the 'Peer Counselling Scheme'. The PCS will visit the S.1 students every month</li> <li>● Collaborate with Food Angel to serve the community in school</li> <li>● Care and pray for S.1 and S.2 students by the Little Shepherds</li> <li>● Provide treats to all staff and students e.g. hot chocolate in the Religious Week</li> <li>● Conduct activities to promote caring culture at school by recruiting Integrated Education ambassadors</li> <li>● Arrange activities for group counselling and promote the importance of mental health</li> </ul>	On-site observation  Students' participation rate  Feedback from the organization and teachers	GPGC RC IEC

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria (Intended Outcomes)</b>	<b>Methods of Evaluation</b>	<b>Coordinating Teams</b>
2.2 Students are able to set goals and strive to achieve them even when facing difficulties.	(i) Raise the resilience level of students by providing various activities for them to join and receiving suitable training	<ul style="list-style-type: none"> <li>● Provide adequate support and training to student ambassadors when holding different formats of activities</li> <li>● Arrange a training camp for school prefects to sharpen their leadership skills</li> <li>● To hold regular meetings with school prefects for the assurance of their duties</li> <li>● Arrange training camps for peer counselling students (PCS) and the PATHS activities promotion (PAP) students</li> <li>● Invite some targeted students to join the Youth Street-run Programme</li> <li>● Provide training for the Little Shepherds to strengthen their spiritual life</li> <li>● Organise some relaxation activities, e.g. board games, Nagomi pastel art, or dart for students during short days</li> </ul>	Feedback from ambassadors and prefects Students' participation rate	CMEC DC GPGC RC IEC
	(ii) Enhance the Class Management arrangement and help students to set short-term goals	<ul style="list-style-type: none"> <li>● Provide junior students with opportunities to understand the concept of life planning and goal setting. Students should also be able to review their strengths and weaknesses regularly and can set one to two goals related to study or personal growth</li> <li>● Conduct 'I am the boss!' campaign to enhance class management and achieve the goal of the class</li> <li>● Implement a class-based campaign named 'Stars of the Month' to encourage students to strive their best in different aspects set by the DC</li> <li>● Maintain the sense of belonging to students' own class by holding inter-class activities</li> </ul>	Students' work and feedback from teachers involved Student's presentation at the end of the campaign	CCC GPGC DC ECAC
	(iii) Help students to set up the long-term goals to pursue their further education and careers	<ul style="list-style-type: none"> <li>● Provide senior form students with the opportunities to recognize different job &amp; study possibilities in order to set one to two long-term goals for future studies or careers. They should also be given chances to reflect upon their academic performance and set one to two goals for their dream courses and jobs</li> <li>● Arrange Individualized Education Planning Conferences for SEN students to set learning goals and review their learning progress</li> </ul>	Questionnaires Feedback from teachers Feedback from parents	CCC IEC
	(iv) Strengthen students' value of diligence this year so as to achieve their own goals	<ul style="list-style-type: none"> <li>● Implement a scheme named 'Diligent Mingkei'er' to promote the value.</li> <li>● Display information about diligence in the school campus to reinforce this value.</li> <li>● Encourage students to undergo training sessions when joining school teams and competitions.</li> </ul>	Feedback from students and teachers Number of the Merits issued Students' performance in activities	DC CMEC ECAC

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria (Intended Outcomes)</b>	<b>Methods of Evaluation</b>	<b>Coordinating Teams</b>
2.3 Students are able to reflect on and make sense of the experiences they undergo according to the school curriculum	(i) Make better use of the debriefing session after the OLE and let students reflect more thoroughly to facilitate their personal growth	<ul style="list-style-type: none"> <li>● Reserve some time for students to reflect on the activities</li> <li>● Encourage students to record their reflections after the activities</li> </ul>	Students' work Feedback from students, organisations and teachers	OLE Team
	(ii) Raise students' self-esteem and sense of achievement	<ul style="list-style-type: none"> <li>● Encourage the ambassadors to plan and implement activities more independently</li> <li>● The DC issues different kinds of certificates to students to acknowledge their good behaviour or good conduct</li> <li>● Provide different kinds of OLE and increase students' exposure</li> <li>● Organise inter-class competitions and inter-house competitions</li> <li>● Encourage students to achieve the Basic Award Level of the CCCMKC Award Scheme</li> <li>● The Little Shepherds gather to pray for the school regularly.</li> <li>● Cooperate with the school social workers to organize esteem-building and resilience-building activities for SEN students and relatively low achievers</li> </ul>	Feedback from students and teachers Students' participation rate CCCMKC Award Scheme record Number of certificates issued APASO results	OLE Team  Student support committees

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria (Intended Outcomes)</b>	<b>Methods of Evaluation</b>	<b>Coordinating Teams</b>
2.4 Students' potential is stretched to the fullest with the revision of the informal curriculum	(i) Provide students with more chances of being student leaders at school, e.g. the recently re-established House system	<ul style="list-style-type: none"> <li>● Empower school prefects, especially the Head and Deputy Head Prefects to take up special duties at the school-based mass events, e.g. Chapel, Parents' Day</li> <li>● Nominate suitable students to join adventure-based activities or competitions outside school</li> <li>● Create more chances for House Captains and committee members to interact and cooperate with each other</li> <li>● Help the Little Shepherds practise more often running the Chapel.</li> <li>● Train up the S.3 Cadet Prefects to serve the school and prepare for the Prefect Election in S.4</li> </ul>	Feedback from teachers Committee records	DC ECAC RC
	(ii) Provide students with chances to develop their talent in drama and receive professional training in stage management	<ul style="list-style-type: none"> <li>● Provide students with adequate and quality training sessions in different aspects including (i) stage management (ii) script writing (iii) stage performance</li> <li>● Produce a drama show in December</li> </ul>	Feedback from students and teachers Students' attendance records	Drama Team
	(iii) Enrich the learning experiences both inside and outside school	<ul style="list-style-type: none"> <li>● Organise visits to the Hong Kong Disciplined Services to widen students' horizons and help them to reflect after the activity</li> <li>● Encourage school prefects to participate in various community services or external competitions</li> <li>● Organise inter-house competitions or activities to strengthen the bonds between students across different levels at school</li> <li>● Let Head Prefects and Deputy Head Prefects be in charge of the Chapels and national flag-raising ceremony regularly</li> <li>● Organise inter-school friendly competitions</li> <li>● Nominate students to take part in gifted education programmes</li> </ul>	Questionnaire Feedback from students and teachers Committee records Competition records	DC ECAC IVEC

**CCC MING KEI COLLEGE**  
**Evaluation for Implementation of Major Concerns for 2022-2023**

**Major Concern 1: To fully develop students' academic potential for higher level of attainment through optimization of teaching strategies, structured learning programmes and promotion of self-directed learning**

Targets / Intended Outcomes	Strategies	Evaluation
1.1 To adopt the Knowledge-Building Model as the optimal pedagogical model to promote self-directed learning and teaching	(i) Activate students' prior knowledge through pre-lesson preparation for effective classroom learning and teaching.	<ul style="list-style-type: none"> <li>• Various subjects designed pre-lesson tasks to facilitate students' learning, such as pre-lesson worksheets, information collection tasks, topic-related videos and DSE past paper questions for students to prepare for the topics. Teachers reflected that the pre-lesson tasks could enhance students' participation in class and understanding of knowledge.</li> </ul>
	(ii) Design lessons which maximise student-student and teacher-student interaction to co-construct knowledge and develop a self-directed community of learners.	<ul style="list-style-type: none"> <li>• Various subjects used Google Classroom for sharing of learning materials, such as PowerPoints, recordings of vocabulary items, YouTube links and supplementary exercises to encourage self-directed learning. Teachers designed learning tasks and class activities using Apps and online tools, such as Padlet for discussion and group work, Kahoot and Google Form for answering questions. Students could use the learning materials for lesson preparation, class activities, after-class practice and self-assessment.</li> </ul>
1.2 To maximise the use of information technology to enhance learning and teaching effectiveness	(i) Facilitate pre-lesson preparation, interaction and participation in class through e-learning tools, apps and platforms.	<ul style="list-style-type: none"> <li>• All academic subjects set up Google Classroom for each class. Google Classroom was used as a platform for distribution of learning materials, homework assignment and submission.</li> <li>• E-learning elements were included in lessons. Teachers used various Apps and online tools to facilitate learning and teaching. For example, Kahoot! was used to check students' learning progress, Padlet was used for discussion and opinion sharing, Google Slides and Jamboards were used for group discussion and presentation, and Notability was used for assignment marking and feedback. Generally speaking, teachers managed to use e-learning tools effectively, and they agreed that these tools facilitated teaching and learning.</li> </ul>
	(ii) Provide opportunities to learn beyond the limitations of time and space.	<ul style="list-style-type: none"> <li>• Various subjects arranged face-to-face and online supplementary lessons after school and during school holidays.</li> <li>• Self-learning materials and assignments, such as notes, supplementary exercises and video clips were uploaded to Google Classroom. Senior form students were also assigned to do revisions using the HKEdcity Online Question Bank.</li> </ul>



Targets / Intended Outcomes	Strategies	Evaluation
1.3 To develop a school curriculum which can enrich students' knowledge and stretch their academic potential	(i) Provide a curriculum which enables students to acquire solid foundation knowledge and caters for students' needs and interests in view of the latest curriculum development.	<ul style="list-style-type: none"> <li>• Various subject departments refined the junior form curriculum. The junior English curriculum was differentiated into core, extended and remedial versions to cater for learner diversity. The resource kits of the English sayings of wisdom (SOW) were incorporated into the English curriculum to promote positive values and attitudes. The Chinese Language Department devised extended tasks for more capable classes. Some subjects enriched the contents in their junior form curriculum. More topics were included in the curriculum of Geography, History and Life &amp; Society. Knowledge of the latest technological development, such as artificial intelligence, was included in the curriculum of Computer Literacy.</li> <li>• As shown in the teaching schedules and teaching materials, all subjects incorporated elements related to national security education in the curriculum.</li> </ul>
	(ii) Extend students' learning experiences through subject-based and cross-subject life-wide learning activities.	<ul style="list-style-type: none"> <li>• All subject departments organized more than one subject-related learning activities for their students. These included internal activities such as talks and game booths, and external activities such as field trips, visits and competitions.</li> <li>• Cross-subject activities were organized by various subject departments. Subjects of the PSHE KLA (Chinese History, History, Geography, Life &amp; Society, Tourism and Hospitality Studies, Economics and Religious Education) organized the Inter-House PSHE Quiz Competition for the whole school. Chinese History, History and the Civic and Moral Education Committee co-organized the Shap Pat Heung Heritage Walk. Geography and History co-organized the guided tour to Ex-Sham Shui Po Service Reservoir.</li> <li>• Subject departments also organized cross-KLA activities. Citizenship and Social Development collaborated with Chinese History to organize the study tour to Shenzhen for all S.5 students. Integrated Science and Chinese History co-organized a STEAM activity for S.1 students. Visual Arts collaborated with Home Economics to organize the Fashion Design Workshop by CITA for S.3 and S.4 students.</li> <li>• Both teachers and students gave positive feedback on most of the activities. They found that the activities could arouse students' interest and enrich their knowledge.</li> </ul>
	(iii) Provide structured tutorial programmes to enhance students' academic performance according to their abilities.	<ul style="list-style-type: none"> <li>• Regular supplementary lessons were arranged for S.5 and S.6 in the first term, and for S.4 and S.5 in the second term and after the final examination. Some lessons were arranged for the whole class for enhancing subject knowledge or general examination skills practices. Some lessons were arranged for selected groups of students for enhancement or remedial work. Feedback from teachers and students was positive.</li> <li>• Saturday tutorial classes (8 classes in the first term and 9 classes in the second term) were arranged for the bottom 10% of students in Chinese Language, English Language and Mathematics in junior forms.</li> <li>• Most of the senior form students met their teachers in the self-study lessons (first term 82%; second term 94%). This shows that teachers could make use of the self-study lessons to provide individual guidance to students</li> </ul>

Targets / Intended Outcomes	Strategies	Evaluation
1.4 To promote Reading across the Curriculum to help students connect their learning experiences	(i) Provide an inviting reading environment.	<ul style="list-style-type: none"> <li>• Renovation work of the school library had been completed. The library held new and thematic book displays each month for book promotion. Positive feedback was received from teachers and students.</li> </ul>
	(ii) Organise a purposeful cross disciplinary extensive reading scheme and activities for broadening the general knowledge of students	<ul style="list-style-type: none"> <li>• A cross disciplinary extensive reading scheme was implemented. There were two reading lessons for junior form and one reading lesson for senior form in each cycle. All subject departments, as well as the STREAM team and the Reading Promotion Committee prepared one to two sets of reading lesson materials in each term. These include reading articles and follow-up tasks on Google Classroom. Feedback from students on this extensive reading scheme was positive. 72% of students (S1-S5) found that the reading materials could broaden their horizons and enhance their knowledge in related topics. Over 95% of students answered the open-ended questions based on the reading materials via Google Classroom.</li> </ul>

**Major Concern 2: To Foster Students' Positive Attitude in their Personal Development and Commitment to School and Community**

Targets / Intended Outcomes	Strategies	Evaluation
2.1 Students are nurtured in a harmonious and supportive school.	(i) Strengthen the collaboration with CCC Kei To Mong Kok Church to infuse the values of Christian education and foster the implementation of a positive education	<ul style="list-style-type: none"> <li>• Morning prayer was conducted every school day.</li> <li>• About 20 students participated in the 'Food Delivery' scheme which is co-organised by the Food Angel. Students could learn how to share love and actualise the school moto.</li> <li>• KTMK Church was responsible for arranging speakers for the chapel sharings. The sharing from Christians could infuse positive core values from the biblical perspective to students. Students were attentive during the chapels in general.</li> <li>• The S.6 gradation gospel camp and evangelistic mass programmes were held. All these activities reinforced the importance of knowing God.</li> </ul>
	(ii) Cultivate the qualities of being a Mingkei'er focusing on CREATIVITY	<ul style="list-style-type: none"> <li>• The content of each chapel was closely related to the main theme of Creativity. This was then elaborated on throughout each chapel session.</li> <li>• CMEC ambassadors tried to focus on the value of 'creativity'. Over 90% of them acknowledged that the activities held by CMEC could help them raise their level of creativity, for example the second-hand item Swap Bazaar, and inter-class competition titled '惜箱'.</li> <li>• S.3 Cadet Prefects were selected. They were granted the chance to shoulder the responsibilities of being a school prefect.</li> <li>• The ECAC asked SA students to oversee the posters, artwork and other design items for the programmes held in the year. Students could express themselves in a creative means. The student works were posted on social media as well.</li> </ul>

Targets / Intended Outcomes	Strategies	Evaluation
	(iii) Continue the caring culture on the campus	<ul style="list-style-type: none"> <li>• Little shepherds visited junior form students at least once a week.</li> <li>• Little shepherds distributed drinks to students and teachers during the Gospel week. The vibes in the school were warm and full of appreciation.</li> <li>• The S.4 PCS visited S.1 classes every month to help them adapt to the new learning environment. S.1 students were grateful to the PCS who are the ‘Big Brothers and Big Sisters’ to them.</li> <li>• A series of activities were held by the IE including booths for making hand cream and scent bags, making class posters with encourage words, giving out chocolates to students and etc. The IE ambassadors could experience how to care for others through all these activities.</li> <li>• According to the APASO results, the indicator of ‘School Atmosphere’ was satisfactory. It showed most students were happy with their school life and relationships with schoolmates.</li> </ul>

<b>Targets / Intended Outcomes</b>	<b>Strategies</b>	<b>Evaluation</b>
2.2 Students are able to set goals and strive to achieve them even when facing difficulties.	(i) Raise the resilience level of students by providing various activities for them to join and by providing suitable training	<ul style="list-style-type: none"> <li>• Training from KTMK Church and ‘小火子’ was provided to little shepherds to raise their ability to serve God.</li> <li>• Regular trainings on hymn singing, leading prayers, and playing piano were held.</li> <li>• More than 90% of CMEC ambassadors expressed that they received sufficient support from teachers when organising programmes.</li> <li>• All school prefects underwent a two-day training session which could sharpen their leadership skills.</li> <li>• Regular meetings of school prefects were held to ensure smooth execution of their duties and conduct evaluation as well.</li> <li>• An elite group of school prefects joined the Youth Outdoor Adventure Training Activity organised by JPC.</li> <li>• Intensive trainings were conducted for PCS so that they could lead the S.1 camp at the beginning of the school year. These experiences also helped PCS raise their sense of empathy and sharpen their leadership skills.</li> <li>• A total eight junior form students were invited to join the Youth Street-run Programme. Participants enjoyed the six running sessions very much.</li> <li>• Several hiking activities were organised by the GC and the mountaineering club. A few of the participants could get a sense of relief from their emotional problems after the activity.</li> <li>• The IVE task team organised a half-day training session for about 30 student leaders. This could help the students to build their confidence and raise their resilience level.</li> </ul>
	(ii) Enhance the Class Management arrangements and help students to set short-term goals	<ul style="list-style-type: none"> <li>• The ‘I am the Boss!’ campaign was implemented smoothly. All the S.1 students were enthusiastic to demonstrate their products or services to schoolmates on the day of programme. It not only developed their class spirit during the process, but also strengthened their self-esteem and sense of achievement.</li> <li>• After resuming normal interaction after the epidemic, many contact sports competitions could be organised. Different kinds of inter-class, inter-house, and inter-school competitions were held, which could motivate students to strive towards their goals and enhance their team and/or class spirit.</li> <li>• The Careers Counselling Committee (CCC) provided S.1 and S.2 students with opportunities to set goals related to developing good habits and motivation. Students seriously thought about their goals and used their worksheets to list them.</li> </ul>

Targets / Intended Outcomes	Strategies	Evaluation
	(iii) Help students to set long-term goals to pursue their further education and careers	<ul style="list-style-type: none"> <li>• The IEC held 16 IEPCs for eight students. Ideas were fruitfully exchanged among the participants of the conferences. Both short-term and long-term goals were set during the meetings. Overall, all students were satisfied with the school’s support and measures regarding the implementation of the integrated education programme.</li> <li>• The CCC organised a number of interventions for different forms of students: <ul style="list-style-type: none"> <li>(a) S.3 students had chances to review their strengths and weaknesses so as to make an informed choice when selecting their S.4 electives.</li> <li>(b) S.4 students watched a video about Lee Wai See and were encouraged to set a goal for their dream job.</li> <li>(c) For S.5 students, a mentorship programme was organized. They reflected upon their academic performance and worked out ways to improve it. They were also encouraged to share their dream jobs or goals during Form-time Periods.</li> <li>(d) S.6 students reflected upon their academic performance through individual and group counselling with their careers teachers and writing a self-account. CCC prepared the students to set goals for their DSE exam and future studies.</li> </ul> </li> </ul>
	(iv) Strengthen students’ value of diligence this year so as to achieve their own goals	<ul style="list-style-type: none"> <li>• DC continued to organise schemes called ‘Diligent Mingkei’ers’ and ‘Stars of the Month’ to reinforce the core values. Positive feedback was well received from both teachers and students. The number of merits has significantly increased due to the schemes. Self-esteem and sense of achievement were increased among the awarded students.</li> <li>• Through a number of competitions organised by the ECAC, students learned how to practise hard and face failure when losing as well.</li> <li>• A display board was prepared by the CMEC in September 2023, which was the consolidation work of the themed programme ‘Diligence’ carried out in August 2023.</li> </ul>

Targets / Intended Outcomes	Strategies	Evaluation
<p>2.3 Students are able to reflect and make meaning of the experiences they undergo in school. Students' potential is stretched to the fullest by revising the informal curriculum.</p>	<p>(i) Strengthen the debriefing session after having OLE and let students reflect more thoroughly to facilitate their personal growth</p>	<ul style="list-style-type: none"> <li>• Most students went through thorough reflection after the programmes held by different committees.</li> <li>• More manpower was deployed in the OLE and the Study Tour Co-ordination teams for better arrangements in the coming school year.</li> <li>• The PCS underwent deep reflection with teachers after running the S.1 orientation camp. Most of them expressed that their sense of empathy and leadership skills were greatly enhanced.</li> <li>• During the S.4 Day Camp, group sharing was much more emphasised to help students reflect after each activity.</li> </ul>
	<p>(ii) Raise students' self-esteem and sense of achievement</p>	<ul style="list-style-type: none"> <li>• A 'Soothing Zone' was set up during the Short Day period. The IEC collaborated with the SSW to hold activities like handicraft making, gingerbread making, and Chinese table chess, etc. Participants found the games interesting and relaxing, and their sense of achievement could be raised through playing these games.</li> <li>• The IEC co-organised activities with the Student Association, e.g. hiking, dart competition, and Chinese table chess. Goals were set for these activities, aiming to raise students' self-esteem when they completed the requirements to achieve the goals.</li> <li>• Some junior form students joined the activity organised by the PAP team, and the PAP members were invited to help the SSW on some occasions. These arrangements could enhance students' self-esteem and sense of achievement.</li> <li>• The DC issued various letters of appreciation to students. However, the number of letters of commendation, and certificates of good behaviour, good attendance, and good conduct had dropped this year. This may be due to the fact that more lenient criteria were adopted during the epidemic years.</li> <li>• The development of students' sense of belonging to school was greatly enhanced this year as students were provided with ample opportunities to join various ECAC activities.</li> </ul>

Targets / Intended Outcomes	Strategies	Evaluation
2.4 Students' potential is stretched to the fullest by revising the informal curriculum	(i) Provide students with more chances for being student leaders at school, e.g. the newly set-up of the House System	<ul style="list-style-type: none"> <li>• Little shepherds received formal training from ‘小伙子’. Participants' leadership skills were enhanced, and their spiritual lives were also nourished.</li> <li>• The school prefects, especially the head and the deputy heads took heavier duties in the school-based mass events, e.g. PTA AGM, Speech Day, and the regular chapels.</li> <li>• Students were encouraged to join different service posts to shine and showcase their leadership potential. Their leadership and collaboration skills were developed. Over 100 students expressed their willingness to become the House Committee members.</li> <li>• Intensive trainings were given to S.4 and S.5 PCS before they ran the S.1 camp.</li> <li>• The 4 houses were established, and House spirit became stronger throughout the school campus. The sense of belonging to the Houses was also raised.</li> <li>• Student leaders could show their leadership skills in the inter-class activities organised by the Student Association as the school life returned to normal.</li> </ul>
	(ii) Provide students with chances to develop their talents in drama and to receive professional training for stage management	<ul style="list-style-type: none"> <li>• The whole team successfully performed their drama during the 55th Anniversary Ceremony in September 2022. All participants enjoyed the show and the performance earned great appreciation.</li> </ul>



Targets / Intended Outcomes	Strategies	Evaluation
	(iii) Enrich the learning experiences both inside and outside school through	<ul style="list-style-type: none"> <li>• Visits to Hong Kong Airport Police Station, ICAC were arranged by the DC. This could make students have a better understanding about the disciplined services in Hong Kong.</li> <li>• Some school prefects were nominated to external competitions such as The Eighth Outstanding Student Leaders Selection Scheme. The school Head Prefect was awarded a Prize in the Yau Tsim Mong District Outstanding Students Election.</li> <li>• Five prefects joined the 4-day tour to Hainan organized by the JPC during summer vacation.</li> <li>• A music performance called ‘Music Touch’ performed by the Hong Kong Police Orchestra was arranged by the DC and the Music Department for S.1 – S.3 students.</li> <li>• Nearly 200 inter-school sports competitions were held. Participants had chances to communicate with students from other schools and raise their resilience levels when they competed against their opponents.</li> <li>• Various workplace visits were organised by the CCC for S.4 and S.5 students during the post-exam period to let them have hands-on experience in different industries.</li> <li>• Suitable students were nominated to join the programmes provided by the HKAGE. It was suggested that high-ability students should also be nominated to join some taste programmes or advanced programmes organised by different universities in Hong Kong.</li> <li>• Over 10 activities or competitions were joined by the CMEC throughout the year. These activities could broaden students’ horizons and enrich their learning experiences.</li> </ul>

## Appendix III

**CCC Ming Kei College**  
**Three-year School Development Plan for 2021/22 – 2023/24**

**Major Concern 1: To fully develop students’ academic potential for higher level of attainment through optimization of teaching strategies, structured learning programmes and promotion of self-directed learning.**

Targets / Intended Outcomes	Strategies	Time Scale			Coordinating Teams
		21/22	22/23	23/24	
1.1 To adopt the Knowledge-Building Model as the pedagogical model to promote self-directed learning and teaching	(i) Activate students’ prior knowledge through pre-lesson preparation for effective classroom learning and teaching.	✓	✓	✓	VP (Teaching & Learning) Subject Departments SDC
	(ii) Design lessons which maximize student-student and teacher-student interaction to co-construct knowledge and develop a self-directed community of learners.	✓	✓	✓	
1.2 To maximize the use of information technology to enhance learning and teaching effectiveness	(i) Facilitate pre-lesson preparation, interaction and participation in class through e-learning tools, apps and platforms.	✓	✓	✓	VP (Teaching & Learning) Subject Departments ITC
	(ii) Provide opportunities to learn beyond the limitations of time and space.	✓	✓	✓	VP (School Administration) Subject Departments ITC

Targets / Intended Outcomes	Strategies	Time Scale			Coordinating Teams
		21/22	22/23	23/24	
1.3 To develop a school curriculum which can enrich students' knowledge and stretch their academic potential	(i) Provide a curriculum which enables students to acquire solid foundation knowledge and caters for students' needs and interests in view of the latest curriculum development.	✓	✓		VP (Teaching & Learning), VP (School Administration), Subject Departments AC
	(ii) Extend students' learning experiences through subject-based and cross-subject life-wide learning activities.	✓	✓	✓	
	(iii) Provide structured tutorial programmes to enhance students' academic performance according to their abilities.	✓	✓	✓	
1.4 To promote Reading across the Curriculum to help students connect their learning experiences	(i) Provide an inviting reading environment.	✓	✓		School Library
	(ii) Organize purposeful cross disciplinary extensive reading scheme and activities for broadening the general knowledge of students.	✓	✓	✓	Subject Departments RPC

**Major Concern 2: To Foster Students' Positive Attitude in their Personal Development and Commitment to School and Community**

Targets / Intended Outcomes	Strategies	Time Scale			Coordinating Teams
		21/22	22/23	23/24	
2.1 Students are nurtured in a harmonious and supportive school.	(i) Strengthen the collaboration with CCC Kei Mong Church to infuse the value of Christian education and the implementation of the positive education	✓	✓	✓	RC GPGC
	(ii) Focus on cultivating the qualities of being a Mingkei'er, COURAGE, CREATIVITY and MODEST in the three years	✓	✓	✓	VP (Student affairs) Student Support Committees
	(iii) Continue the caring culture in the school campus	✓	✓	✓	IEC RC
2.2 Students are able to set goals and strive to achieve them even when facing difficulties.	(i) Raise the resilience level of students by providing various activities for them to join and receiving suitable training	✓	✓	✓	VP (Student affairs) Student Support Committees
	(ii) Enhance the Class Management arrangement and help students to set short-term goals	✓	✓	✓	GPGC CCC
	(iii) Help students to set up the long-term goals to pursue their further education and careers	✓	✓	✓	CCC
	(iv) Strengthen students' value of diligence this year so as to achieve their own goals		✓	✓	

Targets / Intended Outcomes	Strategies	Time Scale			Coordinating Teams
		21/22	22/23	23/24	
2.3 Students are able to reflect and make meaning of the experiences they undergo in school.	(i) Strengthen the debriefing session after having OLE and let students reflect more thoroughly to facilitate their personal growth		✓	✓	OLE task team
	(ii) Raise students' self-esteem and sense of achievement	✓	✓	✓	Student Support Committees
2.4 Students' potential is stretched to the fullest by revising the informal curriculum.	(i) Provide students with more chances of being student leaders at school, e.g. the newly set-up of the House system	✓	✓	✓	ECAC
	(ii) Provide students with chances to develop their talents on drama and receive professional training on stage management	✓	✓		ECAC (Drama Training)
	(iii) Enrich the learning experiences from both inside and outside school through the Invitational Education	✓	✓	✓	<ul style="list-style-type: none"> <li>• Student Support Committees</li> <li>• OLE task team</li> </ul>

## 二零二二/二三學年校本課後學習及支援計劃

## 校本津貼 - 活動報告表

學校名稱：中華基督教會銘基書院

負責人姓名：李佩恩老師 聯絡電話：2392-3963

A. 校本津貼實際受惠學生人數(人頭) 201 名 (包括 A. 領取綜援人數：19 名，B. 學生資助計劃全額津貼人數：118 名及 C. 學校使用酌情權而受惠的清貧學生人數：64 名)

## B. 受資助的各項活動資料

*活動名稱/類別	參加合資格學生人數#			平均出席率	活動舉辦時期/日期	實際開支(\$)	評估方法(例如:測驗、問卷等)	合辦機構/服務供應機構名稱(如適用)	備註(例如:學生的學習及情意成果)
	A	B	C						
文化藝術	4	16	2	80%	Oct 2022-Jul 2023	\$21,622.40	出席紀錄	香港學校音樂及朗誦協會 / 本校	
語文訓練	9	47	25	80%	Oct 2022-May 2023	\$21,675.00	出席紀錄及問卷	本校	
自信心訓練	0	0	1	80%	Mar-May 2023	\$40.00	出席紀錄及學生在活動時表現	本校	
體育活動	5	47	34	80%	Sept 2022-Aug 2023	\$34,950.00	出席紀錄、學生在活動時表現及學生取得滿意成績	本校	
學習技巧訓練	1	8	2	100%	6 Feb 2023	\$700.00	活動後學生自我評估及學生在活動時表現	本校	
活動項目總數： <u>32</u>									
@學生人次	19	118	64		總開支	\$78,987.40			
**總學生人次	201								

備註:\*活動類別如下：功課輔導、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

@學生人次：上列參加各項活動的受惠學生人數的總和

\*\*總學生人次：指學生人次(A)+(B)+(C) 的總和

# 合資格學生：指(A)領取綜援、(B)學生資助計劃全額津貼及(C)學校使用不超過 25%酌情權的清貧學生

### C. 計劃成效

整體來說你認為活動對受惠的合資格學生有何得益？

請在最合適的方格填上「✓」 號	改善			沒有 改變	下降	不適 用
	明顯	適中	輕微			
學習成效						
a) 學生的學習動機		✓				
b) 學生的學習技巧		✓				
c) 學生的學業成績		✓				
d) 學生於課堂外的學習經歷	✓					
e) 你對學生學習成效的整 體觀		✓				
個人及社交發展						
f) 學生的自尊		✓				
g) 學生的自我照顧能力		✓				
h) 學生的社交技巧	✓					
i) 學生的人際技巧	✓					
j) 學生與他人合作	✓					
k) 學生對求學的態度		✓				
l) 學生的人生觀		✓				
m) 你對學生個人及社交發 展的		✓				
社區參與						
n) 學生參與課外及義工活動		✓				
o) 學生的歸屬感						✓
p) 學生對社區的了解						✓
q) 你對學生參與社區活動 的整						✓

### D. 對推行校本津貼資助活動的意見

在推行計劃時遇到的問題/困難

(可在方格上✓超過一項)

- 未能識別合資格學生(即領取綜援及學生資助計劃全額津貼的學生);
- 難以甄選合適學生加入酌情名額;
- 合資格學生不願意參加計劃(請說明原因: \_\_\_\_\_);
- 伙伴/提供服務機構提供的服務質素未如理想;
- 導師經驗不足, 學生管理技巧未如理想;
- 活動的行政工作 明顯地增加了教師的工作量;
- 對執行教育局對處理撥款方面的要求感到複雜;
- 對提交報告的要求感到繁複、費時;
- 其他(請說明): \_\_\_\_\_

**CCC Ming Kei College**  
**Report on the Use of the Student Activities Support Grant**  
**2022-2023** School Year

**I. Financial Overview**

A	Allocation in the Current School Year:	\$113,750.00
B	Expenditure in the Current School Year:	\$ 41,227.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$72,523.00

**II. Number of Student Beneficiaries and Subsidised Amount**

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	5	\$5,185.00
Full-grant under the School Textbook Assistance Scheme	53	\$30,172.00
Meeting the school-based financially needy criteria	19	\$5,870.00 (capped at 25% of the total allocation for the school year)
<b>TOTAL</b>	77	<b>\$41,227.00</b> (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)



**III. Details of Expenses**

No.	Brief Description and Objective of the Activity	Domain (Please refer to the remark for examples of domain)	Person Times <sup>1</sup> of Student Beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
					I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
<b>1. Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Musical Instruments training (included Zheng, Flute, Saxophone, Drum, Violin & Vocal)	Arts (Music)	18	\$22,220.00			✓		
2	Flower Arrangement Course	Arts (Others)	1	\$1,200.00			✓		
3	Customer Services Workshop at Disneyland	Values Education	17	\$14,00.00					✓
4	Camp	Values Education	31	\$10,165.00		✓			
<b>Expenses for Category 1</b>			<b>67</b>	<b>\$34,985.00</b>					
<b>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
<b>Expenses for Category 2</b>			<b>0</b>	<b>\$0.0</b>					
<b>3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities</b>									
1	Purchase Music Instruments (included Drum sticks, Acoustic Guitar, Electric Guitar, & Violin)	Arts (Music)	10	\$6,242.00			✓		
2									
3									
<b>Expenses for Category 3</b>			<b>10</b>	<b>\$6,242.00</b>					
<b>Total</b>			<b>77</b>	<b>\$ 41,227.00</b>					

Contact Person for LWL (Name & Post): Miss Li Pui Yan, Teacher

**CCC Ming Kei College**  
**Annual Report for the Deployment of the Diversity Learning Grant**  
**(from 2020/21 to 2022/23 school years)**

DLG funded Programme	Strategies & benefits anticipated	Name of Courses	Duration of the course	Target Students	Evaluation of student learning/ success indicators	Teacher -in -charge	Evaluation
Applied Learning	<ul style="list-style-type: none"> <li>To offer a range of Applied Learning courses for students with different learning needs and interests.</li> <li>Students acquire diversified learning experiences and develop career aspiration.</li> </ul>	Courses in the following areas: <ul style="list-style-type: none"> <li>Creative studies</li> <li>Media and communication</li> <li>Business, Management and Law</li> <li>Services</li> <li>Applied science</li> <li>Engineering and production</li> </ul>	180 hours in 2 years	S.5 and S.6 students	<ul style="list-style-type: none"> <li>Students successfully completed APL courses</li> <li>Assessment of students' performance</li> </ul>	W Wong YC Yiu	14 students took APL courses in this cohort. 1 attained the distinction (II) level, 10 attained the distinction (I) level and 3 achieved the attained level. Students' performance was satisfactory.
Other programmes	<ul style="list-style-type: none"> <li>To offer DSE Music Curriculum through network schools.</li> </ul>	<ul style="list-style-type: none"> <li>DSE Music Curriculum</li> </ul>	School years from S.4 to S.6	S.4-S.6 students	<ul style="list-style-type: none"> <li>Feedback from Music Department head</li> <li>Feedback from students</li> </ul>	TC Wong	The feedback from Music teacher and DSE Music students was positive. The school could offer a wider range of DSE curriculum for students.
	<ul style="list-style-type: none"> <li>To offer talks/visits/ programmes to broaden students' horizons</li> </ul>	<ul style="list-style-type: none"> <li>Courses / visits related to the SS curriculum</li> </ul>	Depending on the course arrangements	S.4-S.6 students	<ul style="list-style-type: none"> <li>Feedback from DSE subject department heads</li> <li>Feedback from students</li> </ul>	W Wong DSE subject department heads	Positive feedback from teachers and students.

CCC Ming Kei College  
Evaluation Report on DLG-funded Other Programmes 2022-2023

Subject Department	Music
Name of activity	Music DSE Curriculum
Objectives	To provide more choices of DSE subject to meet students' aptitude
Target	S.4 to S.6 students (DSE Music)
Selection mechanism	Students who are interested in Music
Duration	3-year curriculum
Evaluation	1. The attendance of students was high 2. Positive feedback from students 3. 100% passing percentage in 2023 DSE
Expenditure	HKD 70,210 (to be paid by the DLG funding)

Subject Department	Tourism and Hospitality Studies
Name of activity	Disney's Hospitality in Practice
Objectives	To broaden students' exposure in hospitality
Target	S.4 and S.5 students
Selection mechanism	Students studying Tourism and Hospitality Studies
Duration and venue:	5 hours in Disneyland
Evaluation	Positive feedback from students and teacher. The visit could arouse students' interests and enhance their understanding of subject knowledge.
Expenditure	HKD 10,240 (to be paid by the DLG funding)