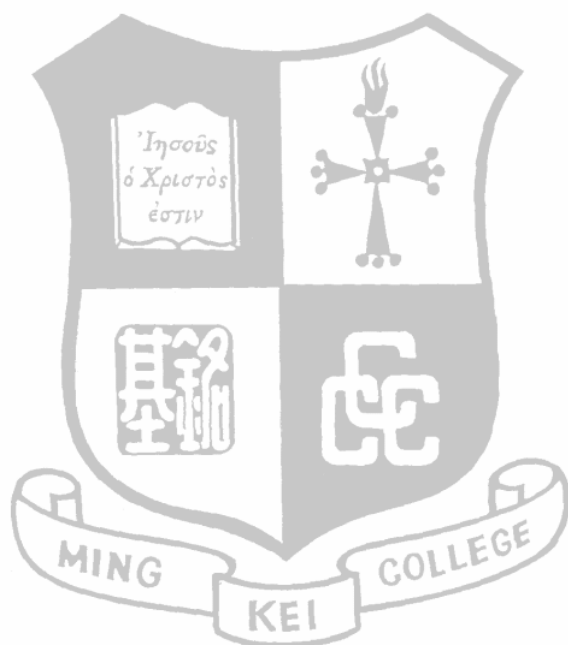


# CCC MING KEI COLLEGE



## Annual School Report

2020-2021

# **Annual School Report 2020-2021**

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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.
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 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.

## 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 13 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 2020-2021 school year, the composition of our IMC is as follows :

|                          |   |
|--------------------------|---|
| Chairman                 | : Prof. SHUM Kwok Yan, Daisy (Supervisor)   |
| Sponsoring Body Managers | : Mr TANG Chung Wah, Dr CHU Kai Wing<br>Ms KAN Yin Ling, Brenda, Rev KAM Siu Wan<br>Mr HO King Yeung, Mrs TANG Chan Wai Kwan<br>Mr CHOI Kit Man (Alternate Manager) |
| Teacher Managers         | : Ms WONG Hoi Wah, Winnie<br>Ms LAW Tin Chik (Alternate Manager)  |
| Parent Managers          | : Mr CHAK Hoi Cheong, Victor<br>Mr CHAN Shing Pui (Alternate Manager)   |
| Independent Manager      | : Ms SIU King Ha  |
4. In the 2020–2021 school year, the IMC held three meetings respectively on 28 November 2020, 27 March 2021 and 10 July 2021.



### 1.3 School Campus and Facilities

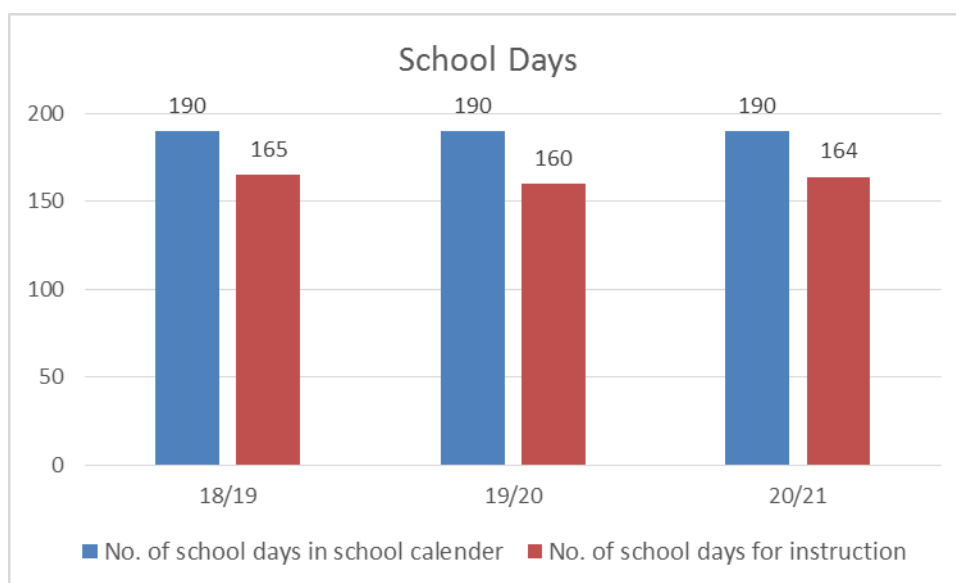
1. The school is located at the junction of Oak Street and Cherry Street in Tai Kok Tsui. With an area of more than 4,500 square metres, it is composed of two independent buildings, the school hall and the main building. The school hall is air-conditioned and has a seating capacity of 1,300 which can 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.

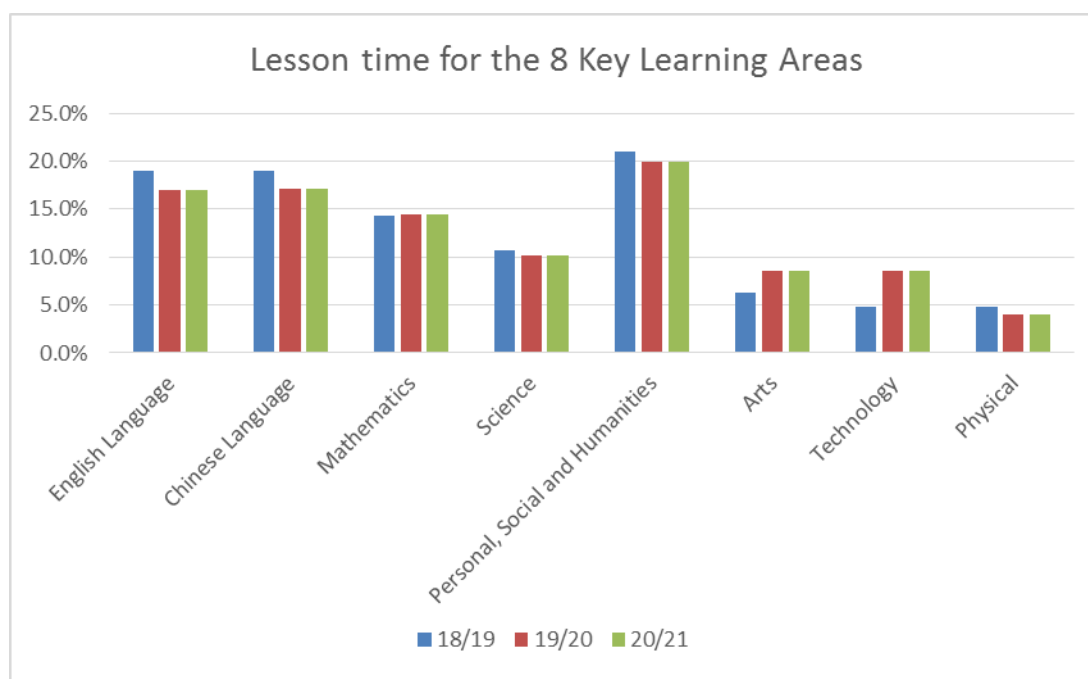
## 1.4 School Mission and Goals

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



## 1.7 Curriculum

1. English is adopted as the medium of instruction except for the following subjects:  
Chinese Language, Chinese History, Liberal Studies (Senior Form), Putonghua and Religious Education.
2. All students in S.4 to S.6 are allowed to study English Language, Chinese Language, Mathematics, Liberal Studies 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 2020-2021 school year is listed below:

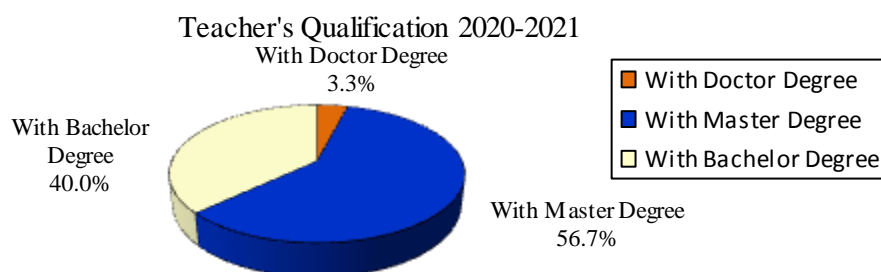
| Subjects  | S.1 | S.2 | S.3 | S.4 | S.5 | S.6 |
|---|-----|-----|-----|-----|-----|-----|
| <b>Language Subjects</b>                        |     |     |     |     |     |     |
| English Language                                | *   | *   | *   | *   | *   | *   |
| Chinese Language              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

## 2. Staff Profile and Staff Professional Development

### 2.1 Staff Profile

- At the end of the 2020-2021 school year, the following staff ended their services at our school. They were Miss Chan Sze Wing (end of contract), Miss Chi King Man, Karen (end of contract), Mr Wong Yun Lum, Osmond (end of contract), Mr Liu Kwok Keung (resignation), Miss Lai Kit Yan (resignation), Mr Lau Hon Fung (resignation), Miss Lou Hao In, Mabel (resignation), Miss Mak Siu Mai (resignation), Miss Wong Ah Man, Amanda (resignation), Miss Wu Tun Wai, Christina (resignation), Miss Ko Yee Ha (retirement), Miss Ng Siu Yeung (retirement) and Mr Wu Kwok Hon (retirement).
- Dr Lee Yeung Chun Eddy, the principal, will be transferred to serve CCC Ming Yin College and Ms Cheung Pui Shan is appointed as the new principal of CCC Ming Kei College with effect from 1<sup>st</sup> September 2021.
- In the 2020-2021 school year, the school continued to recruit four Teaching Assistants in helping the Integrated Education Committee, the Careers and Counselling Committee and student support. They were Mr Liu Kwok Keung, Mr. Hau Hang Chit, Miss Wong Oi Chu and Miss Kong Lok Yee, Chloe.
- The 2020-2021 school year began with our staff comprising fifty-two full-time teachers (including the Principal) within the normal establishment and eight full-time teachers recruited with other sources of funding such as the Capacity Enhancement Grant. The qualifications of these sixty staff members are as follows:

| Qualification            | Number | Percentage |
|--------------------------|--------|------------|
| Holding the first degree | 60     | 100%       |
| With teacher training    | 60     | 100%       |
| Holding a higher degree  | 36     | 60%        |



- 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 2020-2021 year are as follows:

| No. of Years    | 0-4  | 5-9 | 10-14 | 15-19 | 20-24 | 25-29 | 30-36 |
|-----------------|------|-----|-------|-------|-------|-------|-------|
| No. of Teachers | 9    | 3   | 7     | 9     | 9     | 9     | 14    |
| Percentage (%)  | 15.0 | 5.0 | 11.67 | 15.0  | 15.0  | 15.0  | 23.3  |

## 2.2 Professional Development of Teachers

### 1. CPD Hours of Teachers

Based on the recommendation of the Advisory Committee on Teacher Education and Qualifications (ACTEQ) in its consultation paper themed “Towards A Learning Profession” published in November 2003, the school began to adopt the policy of having all teachers engaged in continuing professional development (CPD) with effect from 1 September 2003 and targeted at achieving not less than 150 CPD hours per teacher over the 3-year period per cycle. Teachers were required to report to the school their respective CPD hours engaged in the mode of “structured learning” (e.g. attending short courses, seminars and conferences, workshops, degree-awarding programmes) and in other modes of CPD (e.g. sharing of good / innovative teaching practice within and across schools, sharing of professional readings and ideas in the context of learning / study circles, mentoring, serving in education-related committees, presenting as trainers / facilitators / speakers for professional development programmes, etc.) each year from 2003-2004 until 2013-2014.

Starting from 2014-15, the “structured learning” and other modes of CPD were combined. At the end of the 2020-2021 school year, most teachers reported that they had engaged in different professional development activities throughout the academic year, with an average of 69.5 hours for each staff member adding up to a total of 4029.5 hours. This is the third year of a new 3-year cycle.

### 2. Staff Development Programmes

- Staff Development Days

| Date            | Contents  |
|-----------------|---|
| 2 November 2020 | eTeaching Workshops (3 hours)   |
| 8 March 2021    | Interim Review cum Preparation of 3-year School Development Plan, and Briefing of National Security Education in School (4.5 hours) |

Due to the epidemic, only 2 days of face-to-face staff development were organized for teachers.

- In line with the new measures from the EDB, the Professional Ladder for Teachers in Hong Kong was introduced to all teaching staff to promote teachers’ professional growth and enhance teachers’ professional status.
- Lesson Observation and Teaching Collaboration  
Lesson observation was carried out in the respective subject departments. Peer lesson observation was encouraged. Also, inspection of exercise books was carried out by the subject panel chairs, assistant principals and vice-principal. Teaching collaboration was also encouraged in each subject.
- A mentor system was implemented in early August 2020 to help new teachers to get to know their working environment.
- 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. Throughout the training, there was a valuable exchange of ideas between the mentors and the student teachers.

## 2.3 Professional Development of Principal

### 1. Structured Learning

| Date       | Course / Seminar / Conference / Sharing  | Organization | CPD Hours |
|------------|--|--------------|-----------|
| 04/01/2021 | Basic Law Knowledge Enrichment Online course for Secondary School Teachers (Third intake in 20/21 school year)                                     | EDB          | 15        |
| 04/01/2021 | Advanced Basic Law Knowledge Enrichment Online course for Secondary School Teachers (Third intake in 20/21 school year)                            | EDB          | 24        |
| 18/02/2021 | Briefing Sessions on Optimising the Four Senior Secondary Core Subjects  | EDB          | 2         |
| 25/02/2021 | Briefing on “Safeguarding National Security: Guidelines on School Administration and Education”  | EDB          | 2         |
| 07/05/2021 | National Security Education Knowledge Enrichment Seminar Series: Education of the Political Structure of the HKSAR                                 | EDB          | 2.5       |
| 20/07/2021 | National Security Education Knowledge Enrichment Seminar Series: Knowing more about the Law: Continental Law, Common Law and National Security Law | EDB          | 2.5       |
| 16/06/2021 | ALiTE Leadership Series – Professional Development Programmes for In-service Principals and School Leaders 2020/21                                 | EDB          | 3         |
| 17/05/2021 | 衝突管理   | HKCCCC       | 1         |
| 30/04/2021 | 認識資助學校的財務  | HKCCCC       | 1         |
| 26/03/2021 | 國安法與教育   | HKCCCC       | 1         |
| 26/02/2021 | IMC 校董手冊及會議指引  | HKCCCC       | 1         |
| Total      |  |              | 55        |



2. Service to Education and the Community

| Date                  | Service Capacity                   | Organization                                    | CPD Hours |
|-----------------------|------------------------------------|---|-----------|
| Sept 2020 to Aug 2021 | Parent Seminar for Primary Schools | CCC / non CCC Primary Schools                   | 2         |
| Sept 2019 to Aug 2020 | Meetings and services              | Association of Principals of Sec Schools HKCCCC | 14        |
| Total                 |                                    |   | 16        |

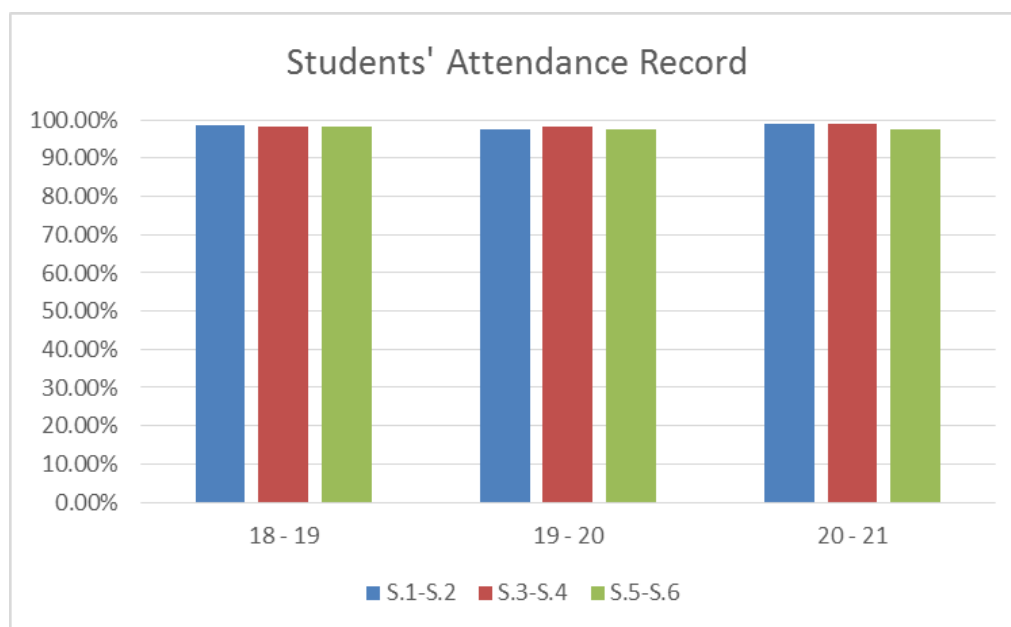
Total CPD Hours for 2020-2021 : 71

### 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       | 132      | 120                          | 5           | /           | 7          |
| S.2   | 4       | 132      | 120                          | 7           | /           | 5          |
| S.3   | 4       | 126      | 112                          | 9           | /           | 5          |
| S.4   | 5       | 127      | 109                          | 10          | /           | 8          |
| S.5   | 5       | 114      | 109                          | 4           | /           | 1          |
| S.6   | 4       | 119      | /                            | /           | 118         | 1          |
| Total | 27      | 750      | 570                          | 35          | 118         | 27         |

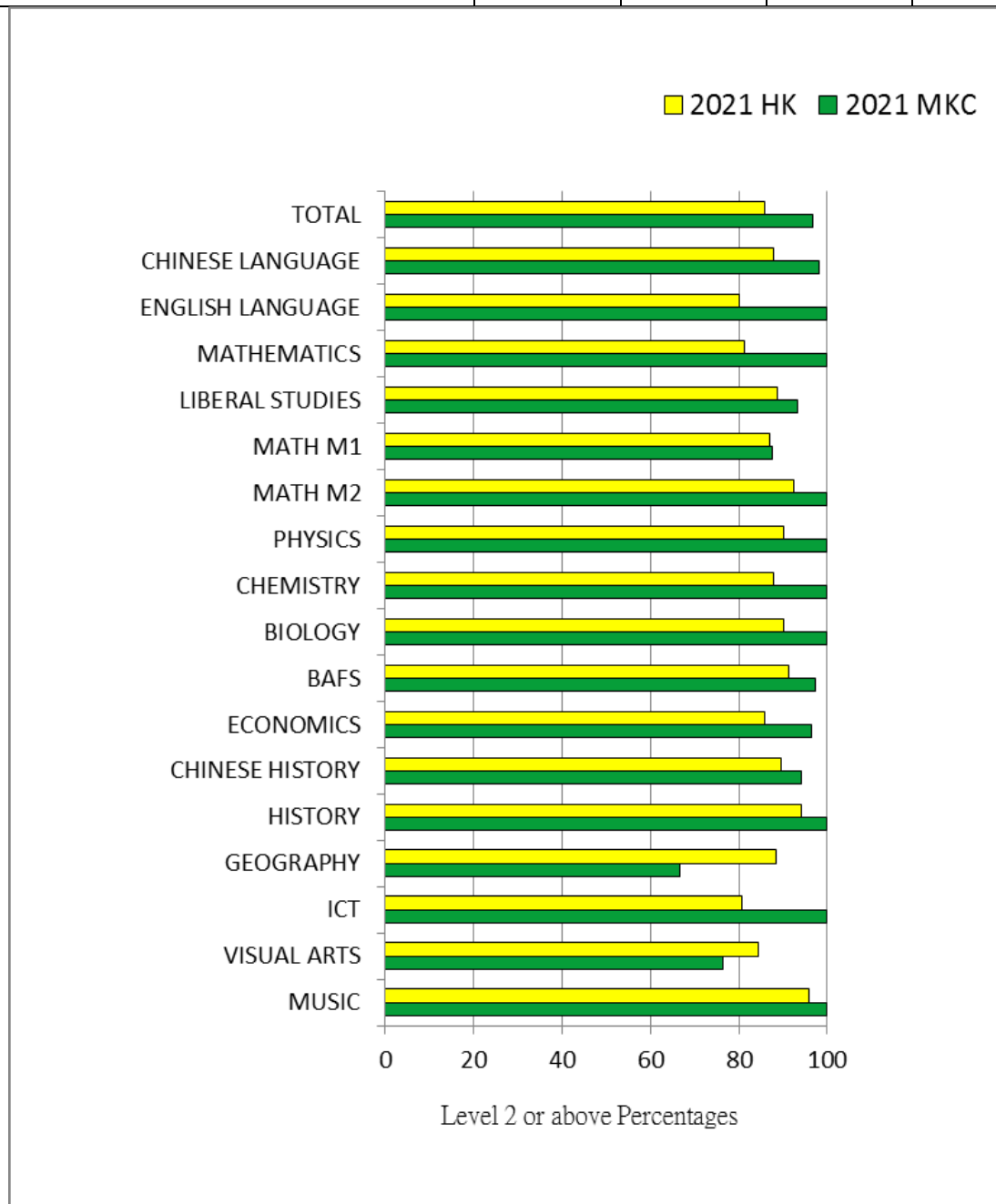
#### 3.2 Students' Attendance



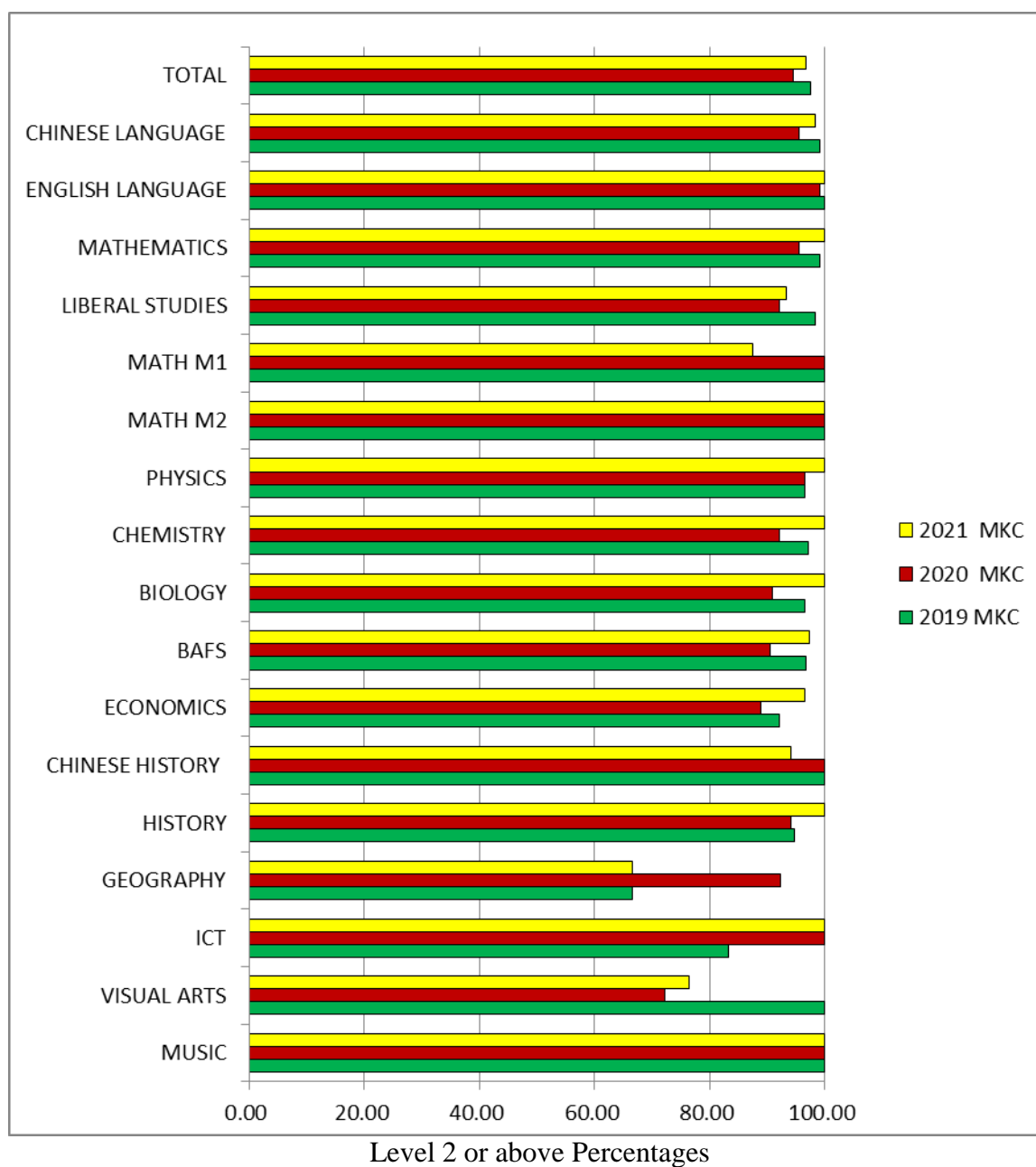
### 3.3 Students' Performance

- Hong Kong Diploma of Secondary Education Examination (HKDSE)

|                                     | 2019-2020 |           | 2020-2021 |           |
|-------------------------------------|-----------|-----------|-----------|-----------|
|                                     | School    | Territory | School    | Territory |
| No. of students sat                 | 113       | 44,521    | 118       | 42,028    |
| Level 2 or above average percentage | 94.44%    | 85.17%    | 96.81%    | 85.71%    |



HKDSE Exam Results 2021 (MKC Compared with territory)



HKDSE Exam Results (2019-2021) Comparison

### 3.4 Financial Assistance for Students

In the 2020-2021 school year, 267 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:

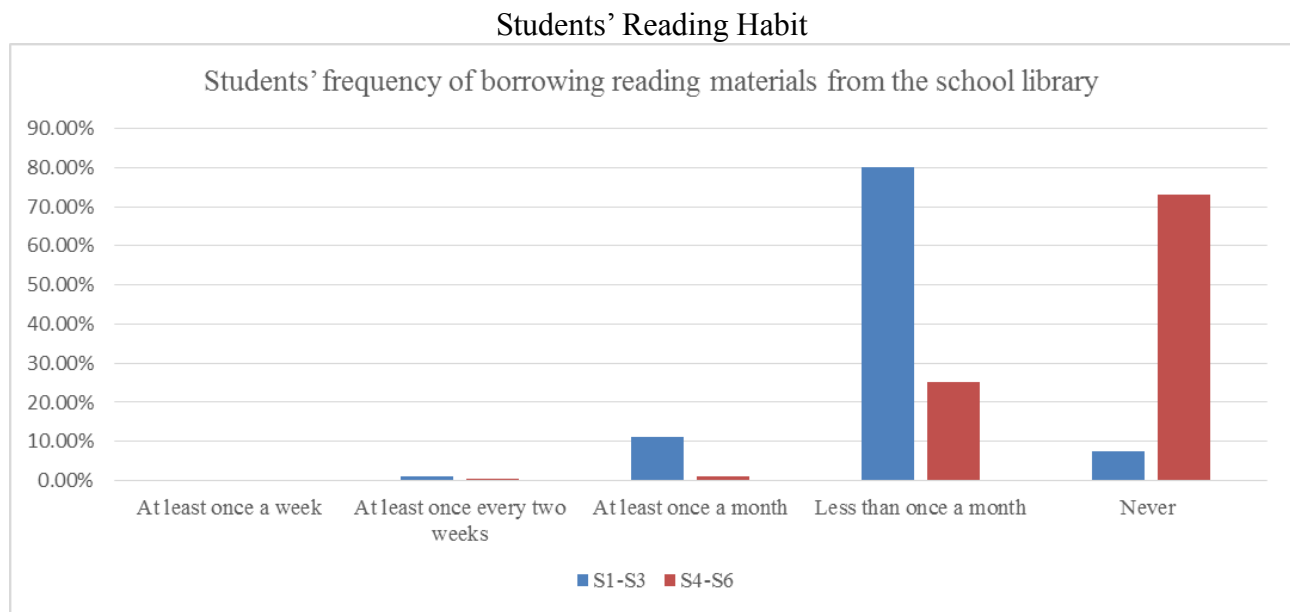
| Level  |              | S.1    | S.2    | S.3    | S.4    | S.5    | S.6    | Total  |
|--|--------------|--------|--------|--------|--------|--------|--------|--------|
| TA/<br>TS                                    | Full Subsidy | 24     | 30     | 23     | 30     | 18     | 25     | 150    |
|  | Half Subsidy | 15     | 16     | 23     | 16     | 26     | 21     | 117    |
| Total no. of students                        |              | 39     | 46     | 46     | 46     | 44     | 46     | 267    |
| Percentages of students at respective levels |              | 30.23% | 35.11% | 37.40% | 37.40% | 38.60% | 38.98% | 36.18% |

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

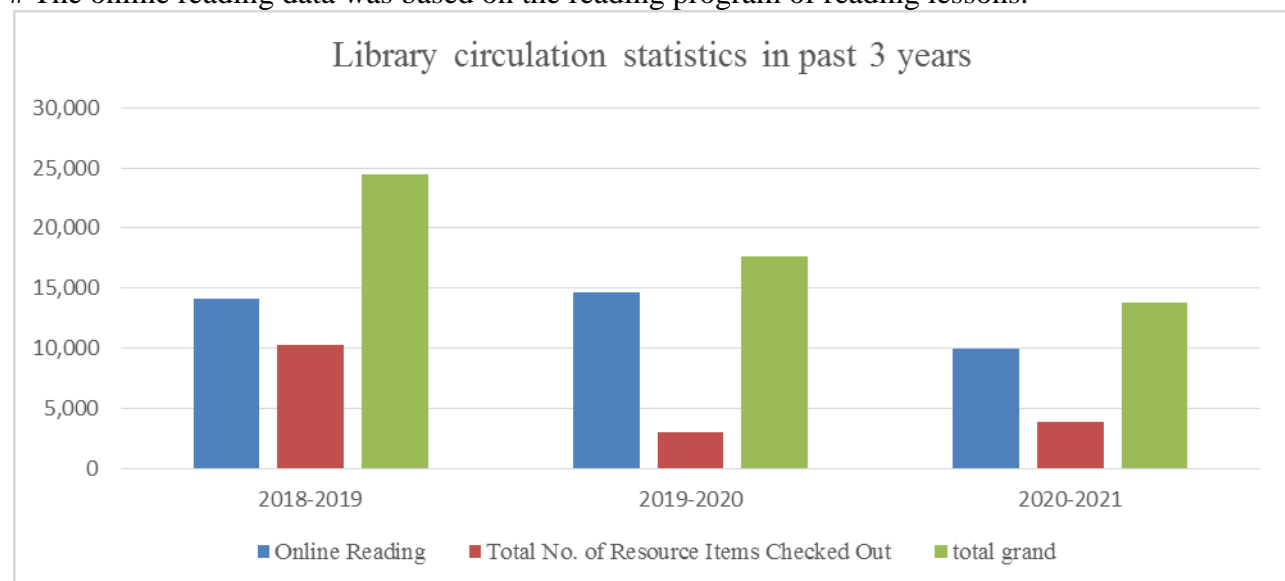


#### 2. Library circulation statistics in the past three years

| Year      | Online Reading | Total No. of Resource Items Checked Out | Total grand |
|-----------|----------------|---|-------------|
| 2018-2019 | 14,142         | 10,291                                  | 24,433      |
| 2019-2020 | 14,640         | 2,988                                   | 17,628      |
| 2020-2021 | 9940           | 3,835                                   | 13,775      |

\* No. of students and classes have been decreasing in the past 3 years. Due to the situation of COVID-19, the library was temporarily closed during the school suspension period. The total number of resource items checked out was significantly low since 2019. Some of the reading scheme and activities were not completed in this year.

# The online reading data was based on the reading program of reading lessons.



### 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 2020 – 2021.

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

|                      |                   |                           |
|----------------------|-------------------|---------------------------|
| 1A CHAN WAI SHING    | 1B LI SHING HEI   | 1C CHAN JOSEPHINE EN-YING |
| 1D MA HEI MAN        | 1E LIN KAM TO     | 2A CHEN KING TUNG         |
| 2B CHOW CHUN TO IRIS | 2C LEUNG HING WAN | 2D LI YUK TING            |
| 3A TAN PIK LAM       | 3B KUNG WING TUNG | 3C LIU CHIU HANG          |
| 3D WONG NGAI HEI     |                   |                           |

##### ● Student of the Class (Annual)

|                        |                     |                   |
|------------------------|---------------------|-------------------|
| 1A MUNG PUI YI         | 1B YIU CHUNG YAN    | 1C NG KAM TONG    |
| 1D HUI HEI MAN         | 1E LAI PUN WAI RYAN | 2A CHEN KING TUNG |
| 2B CHAN YAT LONG SUNNY | 2C LEUNG HING WAN   | 2D LI YUK TING    |
| 3A TAN PIK LAM         | 3B HUANG LENI       | 3C LIU CHIU HANG  |
| 3D FUNG CALEB          | 4A WONG KA YAN      | 4B CHAN CHO HIN   |
| 4C WONG YUEN YING      | 4D HUANG CAIYING    | 4E LAU KAM YAN    |
| 5A YIU CHUNG HEI       | 5B LEUNG SIN YI     | 5C CHU SZE YU     |
| 5D LAU YIN CHING       | 5E KWOK BO YEE      |                   |

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

|                     |           |                  |
|---------------------|-----------|------------------|
| 6A CHEUNG WING CHIU | 6B LIN LI | 6C LEE YING TUNG |
| 6D CHAN PAK SUN     |           |                  |

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

|                   |                       |                  |
|-------------------|-----------------------|------------------|
| 1B LI SHING HEI   | 1E HO TSOI MING JOYCE | 1E WONG YIN CHUN |
| 2D LEE HOK NAM    | 2D HO TSZ CHUN        | 2D LI YUK TING   |
| 3D WONG NGAI HEI  | 3D KOO KONG KUEN      | 3D HE WING CHIU  |
| 4E LI WING LAM    | 4E PANG LOK HIN       | 4E WONG NGA KWAN |
| 5E TSANG CHUN KIT | 5E MA TIN YU          | 5E HO LONG HIM   |
| 6A TSUI CHING MAN | 6A WAH MAN CHUN       | 6A NG WAI SHING  |

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

|               |                 |                  |
|---------------|-----------------|------------------|
| 6B LIN HEI IN | 6C CHENG HO YIN | 6D YEUNG LOK MAN |
|---------------|-----------------|------------------|

##### ● Mr H.H. Wong Memorial Scholarship 1<sup>st</sup> in Form in Mathematics (Module 1)

|                    |
|--------------------|
| 6A TSANG CHEUK YIU |
|--------------------|

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

|                 |
|-----------------|
| 6A NG WAI SHING |
|-----------------|

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

|                 |                  |                |
|-----------------|------------------|----------------|
| 1D HO SHU TO    | 2D TANG CHI HONG | 3D FUNG CALEB  |
| 4E PANG LOK HIN | 5E KWOK BO YEE   | 6A WOO WAI SUM |

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

|                 |                     |                  |
|-----------------|---------------------|------------------|
| 1B LI SHING HEI | 2D HO TSZ CHUN      | 3D WONG NGAI HEI |
| 4E LI CHUN MAN  | 5D LO MAN KI JUSTIN | 6A HO YUET YAN   |

● MKC PTA Best Progress Prize (Academic)

|                    |                          |                  |
|--------------------|--------------------------|------------------|
| 1A LAM YIK YEUNG   | 1A HUANG YAOHUA          | 1A XIE YONGLIN   |
| 1B CHONG MING FUNG | 1B KAM MAN WAI           | 1B LAM WING KA   |
| 1C TANG SIU WA     | 1C LO TIN YAN            | 1C HO CHING LONG |
| 1D HO CHEUK CHI    | 1D LIU PUI LAM           | 1D LAI HIU YING  |
| 1E TAI YUK KI      | 1E TSOI WING YING        | 1E YUNG TSZ MEI  |
| 2A LEE PAK HEI     | 2A LEUNG CHUN KA         | 2A SIN CHUN IP   |
| 2B ZHANG HO YIN    | 2B YANG YI LAM           | 2B CHAN HO YIN   |
| 2C CHAN WAI KA     | 2C HUNG CHAK MAN STEPHEN | 2C IP HUNG MEI   |
| 2D CHEUNG HO YI    | 2D LAM CHI HEI           | 2D KUNG POK HO   |
| 3A YIP CHING HO    | 3A CHUNG PAK YIN         | 3A MAK CHUN MING |
| 3B WONG CHUN HEI   | 3B LI KA KI              | 3B LAI CHING YI  |
| 3C FUNG YUEN KI    | 3C LIU HEI YIN           | 3C HO PUI YI     |
| 3D LEUNG HEI LUI   | 3D CHUNG YAO CHENG       | 3D AO CHI KIU    |
| 4A IP CHING YI     | 4B TANG YEE CHING        | 4C LAU PAN YIN   |
| 4D HO LOK YAN      | 4E WONG KAI YAM          | 5A LEE MAN HANG  |
| 5B NG YUI PUI LEA  | 5C LEE CHEUK NOK IAN     | 5D ZHU SHENGWEN  |
| 5E CHEN QIUMAN     |                          |                  |

● CCCMKC Alumni Association Education Fund Academic Prize

|                   |                  |                  |
|-------------------|------------------|------------------|
| 1D WANG JUNREN    | 1E LIN KAM TO    | 2C TSE CHING MAN |
| 2C ZENG CHING YAN | 3D KOO KONG KUEN | 3D LI HUNG KIT   |
| 4D WAN CHEUK TUNG | 4E LAU KAM YAN   | 5A CHAU WAI LUN  |
| 5E DING PEI YUN   | 6B CHIU FUNG YU  | 6D LAM TUNG      |

● MKC PTA SCHOLARSHIP FOR OUTSTANDING PERFORMANCE IN 2021 HKDSE

|                 |                 |                   |
|-----------------|-----------------|-------------------|
| 6A WAH MAN CHUN | 5A CHU HOI YING | 5A TSUI CHING MAN |
|-----------------|-----------------|-------------------|

● S.6 EXCELLENT CONDUCT AWARD

|               |                   |                  |
|---------------|-------------------|------------------|
| 6A YU YINGQI  | 6B POON CHEUK KIU | 6C LAU CHAK YUEN |
| 6D LI HO SUET |                   |                  |

● JOHN KEITH WALLS SCHOLARSHIP

|                   |              |
|-------------------|--------------|
| 6A TSUI CHING MAN | 6A YU YINGQI |
|-------------------|--------------|



● MKC PTA Distinguished Service Award

|                  |                 |                  |
|------------------|-----------------|------------------|
| 4A FUNG YUK YING | 4B CHAU HO YI   | 4C LAU PAN YIN   |
| 4D PUN KA CHUNG  | 4E ZHU FONG YIN | 5A LO HANG TO    |
| 5B LAM KA WING   | 5C LOK NGA YIN  | 5D LAU YIN CHING |
| 5E CHEN QIUMAN   | 6A IP KI LOK    | 6B KONG OI LAM   |
| 6C LUO TSAM YI   | 6D WANG YAN YU  |                  |

● Distinguished Service Award

|                  |              |                 |
|------------------|--------------|-----------------|
| 1A LAM YIK YEUNG | 2C LI SHEUNG | 3C LIU HUJINWEN |
|------------------|--------------|-----------------|

● Best Performance in Music Award

6C KONG SIU TUNG

● Best Performance in Ceramics Award

|               |                  |                 |
|---------------|------------------|-----------------|
| 4A MA KA HUNG | 5B CHAN WING LAM | 6A CHAN HEI MAN |
|---------------|------------------|-----------------|

● Best Performance in Art Award

|                  |               |               |
|------------------|---------------|---------------|
| 4B MUNG PUI YING | 5C TSUI YU KA | 6D LI HO SUET |
|------------------|---------------|---------------|

● Best Performance in Sports Award

|                         |                |
|-------------------------|----------------|
| 2B CHENG TSZ HO CHESTER | 4C SO CHING HO |
|-------------------------|----------------|

● KTMK Church Scholarship Christ Ambassador Award

|                   |                 |                  |
|-------------------|-----------------|------------------|
| 4A TUNG KWUN FUNG | 4B CHAN CHO HIN | 4E HUI SZE NGO   |
| 4E LI WING LAM    | 5C CHEUNG PO YU | 6A CHAN SHEA HO  |
| 6A WONG KI SAN    | 6A CHAN HEI MAN | 6A CHAN YIN YAN  |
| 6A LAI TSZ YAN    | 6A WONG SIN NI  | 6C LAU CHAK YUEN |

● MKC Award Scheme Gold Award

|                   |                     |                   |
|-------------------|---------------------|-------------------|
| 2B TAM KA YI      | 2D CHEUNG CHEUK YIN | 2D LI YUK TING    |
| 3B LAM HIU NAM    | 4B MUNG PUI YING    | 4C CHEUNG YAU YAN |
| 4D CHAN TSZ CHUNG | 6A CHAN HEI MAN     | 6A CHAN YIN YAN   |

**b. External Scholarships / Prizes (2020-2021)**

**Academic Prizes**

- **Applied Learning Scholarship (Law's Charitable Foundation & EDB)**  
6D CHANG CHIH NENG
- **Ng Teng Fong Charitable Foundation Scholarship**  
5E LI WING HUNG
- **Murjani Scholarship**  
3D WONG HOI CHI
- **Youth Arch Improvement Award**

|                      |                   |                    |
|----------------------|-------------------|--------------------|
| 2A CHEN KING TUNG    | 2B CHAN HO YIN    | 2C ZENG CHING YAN  |
| 2D CHING SHUN JIT    | 3A FONG CHING YIN | 3A TSANG TSZ TO    |
| 3B GURUNG BIJAYA     | 3D KONG TSUN LOK  | 4A YAU WING YIU    |
| 4B CHAN CHO HIN      | 4B LAU CHI YUEN   | 4D LAM HIU YUET    |
| 5B LAU MING HONG     | 5C CHAN YUEN LING | 5D NGAI CHEUK KWAN |
| 5E KWOK BO YEE       | 6A CHAN SHEA HO   | 6B CHIU PUI YU     |
| 6C LEUNG KWONG SHING | 6D TSE MAN YIN    |                    |
- **Youth Arch Improvement Award 2019 (Certificate of Merit)**  
6A CHAN SHEA HO
- **Sir Edward Youde Memorial Prizes for Senior Secondary School Students**

|                   |                 |
|-------------------|-----------------|
| 6A TSUI CHING MAN | 6D CHAN PAK SUN |
|-------------------|-----------------|
- **Harvard Book Prize**

|              |                   |                |
|--------------|-------------------|----------------|
| 5E MA TIN YU | 5E TSANG CHUN KIT | 5E HO LONG HIM |
|--------------|-------------------|----------------|
- **Yau Tsim Mong District Outstanding Award**

|                |                |
|----------------|----------------|
| 3D LI HUNG KIT | 5E CHEN QIUMAN |
|----------------|----------------|
- **The Most Distinguished Student Award**

|                  |                  |
|------------------|------------------|
| 3D KOO KONG KUEN | 5A YIU CHUNG HEI |
|------------------|------------------|
- **Future Stars – Upward Mobility Scholarship 2019**

|               |              |
|---------------|--------------|
| 5A LO HANG TO | 5E MA TIN YU |
|---------------|--------------|

● **Yau Tsim Mong District Prominently Improved Student Award**

|    |               |    |                   |    |                |
|----|---------------|----|-------------------|----|----------------|
| 1A | ZHENG TSZ YOU | 1B | CHONG MING FUNG   | 1C | LEUNG KA YU    |
| 1D | LIU PUI LAM   | 1E | TAM KA LOK CARLOS | 2A | LEE PAK HEI    |
| 2B | ZHANG HO YIN  | 2C | CHAN WAI KA       | 2D | LU MEI WING    |
| 3A | TSANG TSZ TO  | 3B | LI KA KI          | 3C | LEUNG WING LOK |
| 3D | HE WING CHIU  | 4A | CHAN CHING LAM    | 4B | CHAN CHO HIN   |
| 4C | REN XIAOTONG  | 4D | WAN CHEUK TUNG    | 4E | WONG KAI YAM   |
| 5A | CHAN WAN SZE  | 5B | CHAN CHUN MAN     | 5C | TONG YUK TING  |
| 5D | ZHU SHENGWEN  | 5E | CHEUNG KING CHUN  | 6A | KWAN YIU WA    |
| 6B | KONG OI LAM   | 6C | KONG SIU TUNG     | 6D | CHAN LAP FUNG  |

● **Rev. Peter Wong Memorial Scholarship**

5E KWOK BO YEE

## Non-academic Prizes

### Sports, Music, Arts and Extra-curricular Activities (2020-2021)

#### a. Sports Performance

- CCC Interschool Badminton Competition  
Girls' Singles 1<sup>st</sup> Runner up 3B LAM HIU NAM
- 3-Pulling Machines Challenge Competition  
Boys Youth (1 minute) Champion 6B LUK CHI YAU  
Boys Youth (1 minute) Merit Prize 5C LEE CHEUK HON  
Boys Youth (1 minute) Merit Prize 5B CHAN CHUN MAN

#### b. Music Performance

- International Young Musicians Music Competition, Wien 2021 Chamber Music  
Trio Class 1<sup>st</sup> Runner-up 4B LO TSZ YUI  
Trio Class 1<sup>st</sup> Runner-up 5D FUNG KA HANG SAMUEL  
Marimba Solo 2<sup>nd</sup> Runner-up 4B LO TSZ YUI
- 73<sup>rd</sup> Hong Kong Schools Music Festival Competition  
Piano Solo Bronze Award 3C TANG HIU YING  
Piano Solo Bronze Award 1A CHAN HIU LAM VICKY  
Saxophone Solo Silver Award 1A HONG BEM SOM  
Erhu Solo Silver Award 1B LAU HO KIU  
Piano Solo Silver Award 1C LEUNG CHEUK KIT AVEX  
Zhong Ruan Silver Award 1D POON SI YU JONATHAN  
Piano Solo Silver Award 1E LIN KAM TO  
Liuqin Silver Award 4C CHEUNG YAU YAN  
Yangqin Silver Award 4C FUNG YUEN YU  
Yangqin Silver Award 4D WAN CHEUK TUNG  
Piano Solo Silver Award 5D WEI LAM  
Piano Solo 2<sup>nd</sup> runner-up and Gold Award 1D HO YUEN YI
- Other Outstanding Performance  
• The 36<sup>th</sup> Sing Tao Inter-School Debating Competition The Second Preliminary Round  
Best Debater, 2<sup>nd</sup> Preliminary Round 4E CHEN LOK SI CECILIA  
Best Interrogative Debater, 2<sup>nd</sup> Preliminary Round 4E LI WING LAM  
Best Debater, 3<sup>rd</sup> Preliminary Round 2A HO KIT MEI  
Best Interrogative Debater, 3<sup>rd</sup> Preliminary Round 2A HO KIT MEI
- 2020-2021 CCC Interschool "2022 Game" Competition  
Third Class Award and Best Performance Award 5E KAM CHI HIM  
Third Class Award 5E LAM WING SZE

## 4. Concerns and Actions 2020 - 2021

### 4.1 Evangelistic Work

- a. CCC Kei To Mongkok Church (KTMK Church) has been working closely with the school on evangelistic work since 1997. This school year, KTMK Church sent Mr Ning Tin On in his role as the Chairperson of the Religious Committee. With the aid of Rev Cindy Leung and Mr Yuen Kai Ming, 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 2020-21
  - Students' Morning Prayer Meeting (學生晨禱會) started to be held on Wednesdays after school, and about 4 - 5 students participated on average.
  - Teachers' Praying Meeting started to be held on Fridays, and about 5 – 6 teachers participated on average.
  - Different teachers and students were invited to lead the prayer session every morning throughout the year.
  - 22-26 March – The Gospel week was held. The programme included giving supporting cards (打氣金句咭) and an evangelistic meeting. About 40 students expressed their willingness to accept Jesus as their Saviour. Mr. Yuen and Mr. Ning organised the follow-up spiritual training (初信栽培) for them.
  - Sponsored by KTMK Church, the Scholarship titled “Christ's Ambassador”(基旺堂基督大使獎學金) was awarded to 12 students.
  - 27-29 July – An evangelistic camp for junior form students (S.1-3) was held in Po Leung Kuk Jockey Club Tai Tong Holiday Camp and 37 students participated. About 10 expressed their willingness to accept Jesus as their Saviour. KTMK Church organised the follow-up activities.
  - Throughout the whole school year, online materials including pre-recorded chapel sessions and testimony videos were shared via eClass and Google Classroom whenever online teaching was implemented.
- c. Most of the activities planned were suspended due to COVID-19 prevention measures. These activities will be held next year during school days. Several online activities were also planned as a contingency against further COVID-19 prevention measures.

## 4.2 Learning and Teaching Effectiveness

- a. In the 2020-2021 school year, one test cycle was implemented for each term respectively to stress to students the importance of doing revision every day and to help parents understand the learning progress of their students at an early stage.
- b. 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 2020 to January 2021.

From cycle 2 to cycle 6 (from September to October 2020)

| Day         | 1   | 3  | 4          | 6   | 7                |
|-------------|-----|----|------------|-----|------------------|
| Odd cycles  | Chi | LS | Maths      | Eng | M1/M2/Elective 1 |
| Even cycles | Chi | LS | Elective 2 | Eng | Elective 3       |

From cycle 7 to cycle 10 (from November 2020 to January 2021)

| Day         | 1   | 3  | 4          | 6                                 | 7          |
|-------------|-----|----|------------|-----------------------------------|------------|
| Odd cycles  | Eng | LS | Elective 2 | M1/M2/Elective 1,<br>6B/C/D Maths | Elective 3 |
| Even cycles | Chi | LS | Elective 2 | M1/M2/Elective 1,<br>6B/C/D Maths | Elective 3 |

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.

- c. To make up for the lost teaching time due to the pandemic, the school arranged half-day supplementary lessons for S.4 and S.5 students during long holidays and after the final examination.

|  |           |
|--|-----------|
| Easter holiday (1/4 to 13/4/2021, 7 days)          | S.5       |
| Post-examination period (6/7 to 13/7/2021, 4 days) | S.4       |
| Post-examination period (5/7 to 14/7/2021, 7 days) | S.5       |
| Summer holiday (2/8 to 13/8/2021, 10 days)         | S.4 & S.5 |

- d. To help S.5 students (to be promoted to S.6 in 2021-2022) to achieve better results in the HKDSE, the school arranged a pre-mock examination from 23 to 30 August 2021.
- e. The school arranged the S.1 Bridging Programme for the pre-S.1 students to help them adapt to learning in English. The course contents included basic grammar items, EMI classroom language, an overview of vocabulary and skills for learning EMI subjects, and activities for building relationship among peers. The programme included two phases:

|         | Date                         | Programme   |
|---------|------------------------------|---|
| Phase 1 | 19/7, 20/7, 22/7 & 23/7/2021 | <ul style="list-style-type: none"> <li>English &amp; Mathematics lessons</li> <li>activities organized by the Guidance Committee and ECA Committee</li> <li>briefing sessions on school life (Academic Committee, Discipline Committee, ECA Committee)</li> </ul> |
|         | 1/9 & 2/9/2021               | Bridging lessons for Science, Life & Society, History / Geography   |
| Phase 2 | 3/9 -13/9/2021 (Cycle 1)     | Bridging lessons for English, Mathematics, Science, Life & Society, History / Geography   |

#### **4.3 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 handle difficulties in their daily school life, especially with regard to the social, behavioural and learning aspects. Special Educational Needs Coordinator (SENCO) and Special Educational Needs Support Teacher (SENST) have been assigned since 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, in August 2020, the IEC had a discussion with the resource teachers of Ebenezer School and Lutheran School for the Deaf about certain SEN students. 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 Integrated Education Ambassadors to assist the SEN students in adapting to school life. They are primarily concerned with the promotion of a caring school culture. This year they attended the personality dimensions workshop to understand themselves and others. They also participated in the "Inclusive Life – Show your Different Abilities" Youth Programme to experience the difficulties faced by physically disabled people.
- 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 2020. 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 12 Individual Education Planning Conferences for 7 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, students with attention deficit, autistic students and students with special learning difficulties, their examination time was extended. For the students with hearing impairment, their marks in the listening and speaking papers were adjusted so as to encourage them to take the examinations.
- g. **Mental Health Sharing Session**  
IEC invited a speaker, Ms Rachel Wai, to conduct a sharing session for S.4 and S.5 students and class teachers on 14 Jul 2021. Ms Wai talked about how she discovered her depression and how she handled the illness. She encouraged the participants not to be afraid of their emotions. She explained that seeking help for emotional problems is not cowardly behaviour.
- h. **Interpersonal Relationship Training Group**  
The IEC invited the school social worker to organise different activities (online handcraft workshops, make-up classes, board game group and aerial photography classes, etc) for the interpersonal relationship training group which was set up for students with SENs, some low achievers and their peers. The purpose of these activities was to let the participants understand themselves as well as boost their self-esteem and social skills.

i. Gifted Education

The committee compiled a list of high-ability students and recommended that some of those students take part in some gifted education courses outside school. All the nominated students were successful in applying to the Hong Kong Academy for the Gifted Education this year.



#### **4.4 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 (via Zoom) in Aug 2020.
2. A talk (recorded video) concerning the school rules and regulations was held by the Discipline Committee on 1 September 2020.
3. A talk (zoom) concerning the school rules and uniform guidelines for S.1 students was held by the Discipline Committee on 2 September 2020.
4. A ‘Best Participation in e-Lessons Competition’ was organized from 3 to 11 September 2020. 13 classes were awarded prizes.
5. The Head Prefects’ Election was held on 18 September 2020.
6. Junior form and Senior form monitor meetings were held on 12 October 2020 and 16 October 2020 respectively.
7. The S.3 Cadet Prefect Program was held from Feb to May 2021. About 30 S.3 students were elected and participated in the prefect training provided.
8. S.5 and S.4 prefects participated in an online visit to ICAC Exhibition Hall on 3 May 2021.
9. Prefect sharing sessions with Stewards Pooi Kei College were held on 7 May 2021 (online) and 1 June 2021 (school campus) respectively.
10. The prefect election was held on 15 May 2021 and a total of 50 school prefects were selected to serve the school in the following school year.
11. A drama titled ‘Healthy Information for a Healthy Mind’ was held on 9 July 2021 for S.1 and S.3 students.
12. Prefect training sessions were held on 17 July 2021 and 20 July 2021, from 9 am to 2 pm.
13. The Prefect Manual was prepared by the Prefect Team to provide guidelines for the prefects in performing their duties.
14. Head Girl 5E CHEN QIUMAN won the Outstanding Student Yau Tsim Mong District Outstanding Student Award this year.
15. About 568 Letters of Commendation were sent to S.1-6 students together with their Academic Reports to commend their good behaviour at school.
16. The Record of Merit concerning ‘Good Attendance and Good Behaviour’ was established to encourage students to have good attendance and to obey school rules throughout the year. About 358 certificates were awarded to S.1-6 students this year.
17. The Good Conduct Award Scheme was established to commend students with good conduct (A- or above). About 140 certificates were awarded to S.1-6 students this year.
18. 4 S.6 students were awarded the ‘Certificate of Excellent Conduct’ this year.

b. Guidance:

The Guidance & Personal Growth Committee has provided regular personal counselling services for more than seventeen students from S.1-6 classes inclusive of this school year. Apart from this, the Committee has 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 29 to 30 September 2020. 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. According to an online survey conducted after the camp, more than 97% of the students agreed that they could get to know their classmates better. About 98% of them felt their social cohesion strengthened, and more than 90% of them had their self-confidence boosted. On the other hand, more than 13% of them disagreed that the camp could help them get to know their teachers better, probably because the pandemic had reduced the interaction between teachers and students.

(2) Peer Counselling Schemes

- S.4 Peer Counselling Scheme

This project was implemented in collaboration with the Salvation Army Yau Ma Tei Youth Complex Centre and the CCC Kei To Mongkok Church. There were a total of twenty-four students being selected as peer counsellors to take care of S.1 freshmen and assist them in matters related to their academic studies and social life. The suspension of class reduced the bond between the S.4 PCS, between the S.4 and S.5 PCS, and between the S.1 students and the S.4 PCS. Due to the pandemic, training as well as the care provided took place online. It was hoped that more activities could be held in the second term and stronger social cohesion could be developed. 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

Ten students joined the scheme. They displayed good teamwork because they all came from the same class 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 they were responsible. All Peer Counsellors agreed that this scheme could help improve their empathy.

(3) The “We Can Do It!” Campaign

The campaign had been kick-started by the briefing and training session earlier on, and was successfully completed on 4 June. This year, due to the partial suspension of school, the campaign was simplified. Meetings between the S.4 PCS and S.1 students were conducted with the aid of Zoom. The classes mainly put their focus on cultivating class cohesion and they showed their creativity.

(4) PATHS Activities Promotion Team (PAP)

- There were 22 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 in November 2020 to learn how to lead games. A day camp for training and team-building purposes was held at school on 19 August 2021 with the help of the School Social Workers.
- In this school year, due to the COVID-19 pandemic, the number as well as the scale of the activities were reduced. The activities involved mainly the S.4 PAP only, and the last activity was playing board games and Pastel Nagomi Art.

(5) 'Youth Street-run Programme'

- Owing to the COVID-19 pandemic, the programme was called off this year.
- For the coming year, the programme would be held in the second term, but not the first term. In addition, all S.1 students were to participate in a 3-session running programme. However, the activity would be held in the second term only.

(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 class. These could be achieved through different activities like interviews with students, holding birthday parties, etc. The activities were cancelled due to the social movement and the COVID-19 pandemic.
- Two class management programmes were held in September. The programmes helped class teachers build a positive relationship with students.

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 2020 respectively.
- (ii) A series of careers and life education lessons were all successfully conducted for students in different Forms via Zoom or face-to-face throughout the academic year despite the COVID-19 pandemic.
- (iii) A sharing session by alumni on study skills was held for S.6 students in the first term.
- (iv) A series of videos on S.4 Elective Subject Selection were produced by different subject departments for S.3 students, and the S.3 Parents' Seminar was successfully 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 2021 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 2020.
- (viii) A university interview skills lecture and a training workshop were provided for S.6 students in the first and second term respectively.
- (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) Two career programmes called "Human Library" were conducted to provide S.4 & S.5 students with opportunities to meet people who were engaging in different industries so as to widen their horizons.
- (xi) S.1 to S.6 students were provided with Cambridge Occupational Analysts Probe Test, which could raise students' awareness of their career interests.
- (xii) An internship programme with workshops, workplace visits and summer internship were provided for 20 S.5 students.

(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 Education University of Hong Kong, 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 (21 and 22 July 2021).

#### **4.5 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 Senior Secondary Curriculum
  - The Electives – Short Stories, Popular Culture and Social Issues have been integrated into the S.4 and S.5 curricula. Students have been exposed to different story genres; gained knowledge about popular culture and acquired analytical skills all while discussing social issues.
  - Both language arts and non-language arts-related elements have been incorporated into the formal curriculum of S.1- S.3. Students 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.
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.
  - To stretch the potential of the more capable students, 14 students from the junior forms took part in the game quiz and a summer English drama workshop, which enriched their exposure and trained up their presentation skills.
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.
  - 5 students joined the 72<sup>nd</sup> Hong Kong Schools Speech Festival in the category of English Solo Verse Speaking. They were all 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 student orientation, which was held from 19<sup>th</sup> to 23<sup>rd</sup> July, was conducted in English with the help of the English teachers. It aimed at helping pre-S.1 students get familiar with the school environment and the use of classroom language.

##### **b. *Putonghua***

- Due to the Covid 19 pandemic, e-learning activities like online lessons via Zoom, e-books and google classroom have been widely used.
- Students were encouraged to speak Putonghua during zoom lessons.

c. *Chinese Language*

1. Curriculum and Teaching Plans

- 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 have been emphasised. Due to the Covid 19 pandemic, e-learning activities like online lessons via Zoom, e-books and google classroom have been widely used.
- The Extensive Reading Scheme was integrated into the Chinese curriculum from S.1 to S.5. Students are encouraged to read widely.
- Three remedial classes were run in S.1 to cater for students who are weak in Chinese.
- The two 3X classes from S.4 to S.5 and split classes of the 3X class of S.6 were arranged in order to help students excel in their DSE Chinese examinations.
- Tutorial classes were held for S.5 and S.6 students with the aim of improving their 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.
- A Pre-mock examination was held to provide ample opportunities for S.5 students to practise their skills in late August, 2021.

2. Extra-curricular Activities

- 130 S.1 and S.3 students participated in the Short Stories Writing Competition of the Community Chest.

#### **4.6 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 would receive the login name and passwords of MKC library online system, which students can search, reserve, and renew the MKC library materials on the website.

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

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

“Reading Lessons” were compulsory to all students from S.1 to S.5 classes. The book lists of all levels were designated by the Reading Promotion Committee. The reading teachers of S.1, S.2 and S.3 may show the films related to designated books, such as Harry Potter and the Sorcerer's Stone, Percy Jackson and the Olympians: The Lightning Thief, 假面飯店(東野圭吾), The BFG (Roald Dahl), etc. in the reading lessons.

The reading materials for S.4 and S.5 students were designed based on LS topics, 18 Chinese or English articles with videos. The reading teachers could show the videos in the reading lessons. The students would read the articles and go to Google Classroom to write some comments to share.

###### **ii. Activities work with reading lesson (S.1-S.3)**

###### **(1) Online Game**

The school purchased the online game 爭彊奪土. A few hundred questions about Jin Yong novels set in game. The students could start playing the game in October. The reading teachers could try playing the game with the students in the reading lessons or ask the students to play the game by themselves at home. The service provider promised to offer a monthly record of students' progress, which helped to evaluate the reading effectiveness of program.

###### **(2) Workshops**

For S.1 students, a library tour would be arranged by the School Librarian to learn about the cataloging skill and eBook assessment of library. For S.2 & S.3 students, the Author Sharing workshops offered by Edvenue for students were arranged in September 2019. The book sharing workshop of each class was about the authors and content of the books.

###### **(3) Awards / Competitions**

- S.1 students could play the online game 爭彊奪土 in their spare time. There would be a 閱讀金字塔 in their classrooms. When the students finished reading a book, the reading teacher would give them a small note card. The student should write some brief comments about the book and put it on the class notice board. Prizes would be given to the whole class when they finish reading a certain number of books.

- S.2 students could also play the online game 爭彊奪土 in their spare time. An inter-class competition called 武林大會:問答比賽 would be held during the post-exam period in July. Due to the school suspension period in 2<sup>nd</sup> term, inter-class competition was cancelled.

- S.3 students, a role play inter-class competition were held in 1<sup>st</sup> and 2<sup>nd</sup> terms. The students would form groups of 3-4 and produce a video clip by playing the role of a celebrity. The video should last for about 3 to 5 minutes.



c. Other Reading-related Activities

i. New Book Promotion

Different subjects collaborated with the library to hold book displays or run library tours in which students could borrow books from time to time this year. About 50 new books and thematic books would be displayed every month for book promotion at the library this year.

ii. Newspaper subscriptions

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

iii. Book Fair and Talk

Three book exhibitions were cancelled during the second term due to the situation of COVID-19, one in Parent’s Day, one in English Week, and one to be held following a talk “Enjoy Reading” during the Chinese Week. Ms. Fan Kien Mei was invited to give a sharing for the Chinese book talk, but it was cancelled in Chinese and Putonghua week this year.

iv. Google classroom – Reading materials

In view of the latest situation of COVID-19, library was temporarily closed during the school suspension period. To update all the latest information and reading online materials to students, Library developed a topic of ‘Reading materials’ in S1-S5 Non-academic Student Support Google classroom for online Reading promotion.

v. ‘eRead Scheme’ from HKEdCity

For cultivating reading culture, school participated in free use of Hong Kong Education City (HKEdCity)’s **eRead Scheme**, which provides yearly subscription of eBooks to facilitate schools in promoting extensive reading. Under the scheme, HKEdCity provides about 400 quality eBooks covering Chinese and English titles in various categories and levels by collaborating with more than 40 local and overseas publishers. Free reading packages including ‘Chinalane’, ‘NET Series’, ‘English Classic Series’, ‘Chinese Classics’ and ‘Modern Chinese Authors Series’ for schools to subscribe.

vi. Awards / Competitions

- MKC Reading Award: To promote reading as “whole school approach”, collaborated with Chinese and English subjects to implement the MKC Reading Award Scheme to all classes. Students were required to complete at least three short book reports and one long book report. All results were counted as marks of scheme.
- Outstanding Reading Award: To develop a good reading culture in school, Outstanding Reading Award would be given to the students with outstanding reading records. Book coupons and certificate would be awarded to students at the end of second term.
- Student Librarian Award: The Student Librarian Award Scheme requires students to volunteer to work in the library during their morning or lunch time breaks. The student Librarians undertake a wide range of activities from issuing and returning resources using the library management system; shelving items; processing new books; helping with displays as well as assisting their peers.

#### **4.7 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 a lot of effort into infra-structural development. Network connections of 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 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 365 and eClass 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 Internet via wifi900. Teachers were ready to apply various APPs to deliver course contents and have interactions with students.
- e. The school webpage has been redesigned to be mobile optimized, 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 support to teachers and students in the usage of IT and AV facilities during Hall programmes.
- g. In the 2020-2021 school year, the following activities were held to promote the use of IT in teaching and also interactive learning by students:
  - BYOD was carried out in S.1 to S.3 classes. Teachers were willing to implement e-learning activities.
  - Students were required to use Zoom for live lessons, Google Classroom for self-learning and the submitting of their assignments, especially during the suspension of school due to the COVID-19 pandemic.
  - Live broadcast of Hall programmes was delivered to other classrooms due to the limited capacity of the Hall during the pandemic.
  - Room 601 has finished reconstruction and was converted into the IT Innovation Laboratory. The room was equipped with iMacs, Macbook laptops, 3D printers and laser cutters. It was specially designed to provide STEAM training programmes and workshops.
  - The ITC, Computer Department and Computer Society organised a number of IT activities for students and encouraged them to enrol in the IT-related inter-school competitions.

#### **4.8 Civic and Moral Education**

- a. This year, the Committee recruited 16 Civic Education Ambassadors to help carry out civic education both inside and outside the school. The number was close to last year which was 18.
- b. Due to the pandemic, shared messages about current issues in various dimensions were recorded monthly by the Civic and Moral Education ambassadors with teacher-advisor support throughout the school year. All these messages were posted on the Google Classrooms of each Form-level.
- c. An online voting of “The Top 10 News” was held with the materials provided by Hok Yau Club in December 2020. The participation rate was over 80% and school won the prize of Active Participation.
- d. Activities related to national education were held throughout the year, in particular the *National Constitution Day* on 4 December 2020 and the *National Security Education Day* in May 2021. They included hoisting the National Flag, exhibition, short talk and various basic law Q&A competitions. But due to the pandemic, most of these activities were conducted via online platform.
- e. An ICAC drama show which aims to promote anti-corruption was delivered to all S.4 students via zoom platform in April. Though the event was conducted online, students could still get the anti-corruption message effectively.
- f. Civic and Moral Education Ambassadors joined the Media Literacy workshop which was run face-to-face by Hok Yau Club in May. Participants’ feedback was very positive.
- g. 50 pre-Physics students from S.3 attended a talk themed the “China Aerospace and Space Spirit” in June after the final examination. Students reflected that they generally understood the content of the lecture. During the question-and-answer session, students from our school also asked questions and responded enthusiastically.

#### **4.9 Community Services**

- a. The Social Services Promotion Team recruited 300 students, who in total rendered 300 acts of service on the occasions such as flag selling for different charitable organisations, especially for the Hong Kong Council of the Church of Christ in China.
- b. The Community Chest Dress Casual Day was organized on 30 October 2020 and \$30,731 was raised.
- c. To support the Watoto Ministry, \$3,240 was donated this year for Watoto Life Sponsorship.
- d. Each S.2 class participated in different life experience activities (Beloved relationship, The Power of Positive Emotions, Dialogue in the Dark and Time Travel) to equip themselves for serving the needy. The activities were held from 5 to 14 July 2021.
- e. \$14,240 was donated to the Hong Kong Council of the Church of Christ in China through the purchase of “Love Coupons”.
- f. S.5A Li Mun Hong, S.5E Kam Chi Shing, Chen Quiman and Chung Wing Lam enrolled in the Hong Kong Young Ambassador Scheme 2020-2021 and completed a series of training, promotion activities and social services programmes from 1 September 2020 to 31 July 2021.
- g. S.3D Fung Caleb, S.4C Lau Pan Yin, S.5A Ho Shu Lok and S.5E Mak Wing Yan were awarded the bronze prize in Youth ImpACT Award 2.0 (YIAA 2.0) 2020-21 organized by The Boys' & Girls' Clubs Association of Hong Kong.
- h. S.5A Chan Wei Ying was awarded a merit in Folder Cover Design Contest organised by the Community Youth Club (Yau Tsim Mong District).
- i. The Community Youth Club invited students and teachers to participate in the Greening for the Chest. \$3,250 was raised from the Charity Plant Sale in January and February 2021.

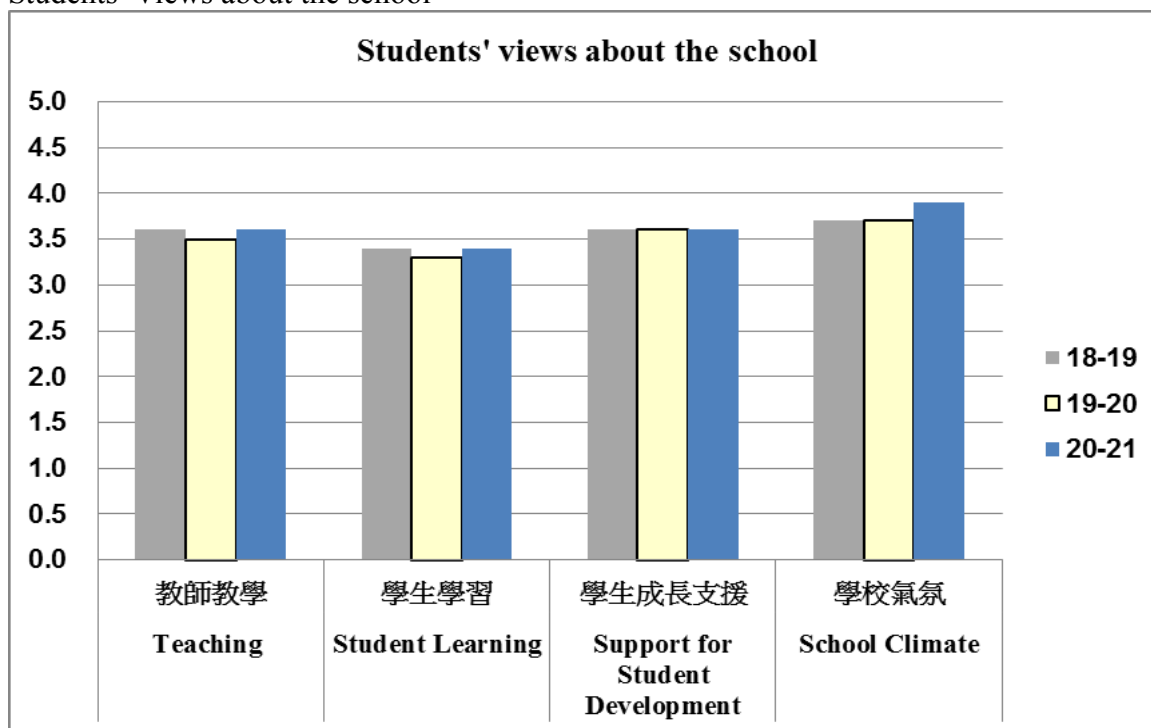
## 5. Yearly Review

### 5.1 Stakeholders' Views About the School for the 2020-2021 School Year

The survey was conducted during the 2020-2021 year using the standard questionnaire provided by the EDB. The results are as follows:

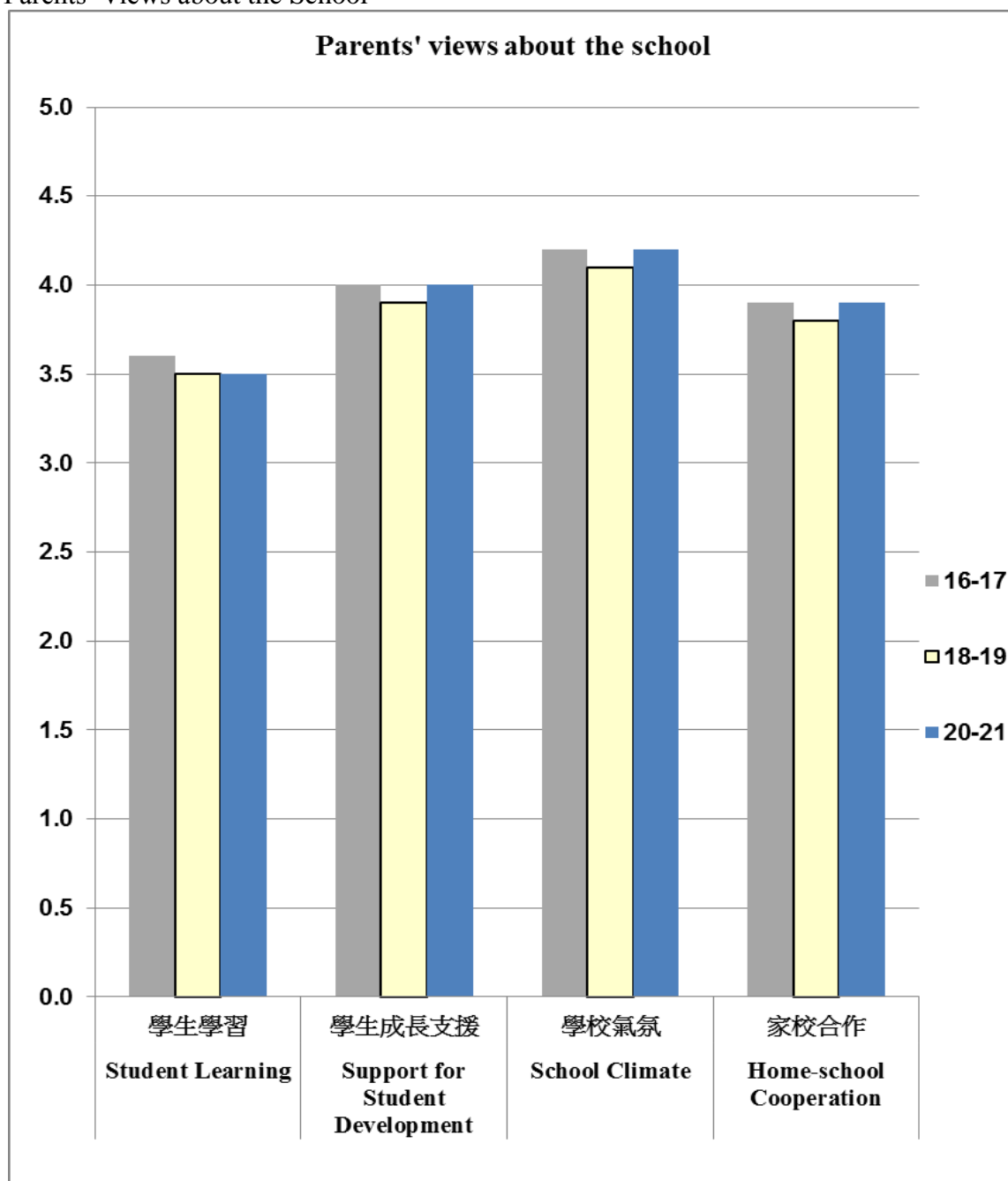
[Average Score: 5 – Strongly agree, 4 – agree, 3 – neutral, 2 – disagree, 1- strongly disagree]

#### <1> Students' Views about the school



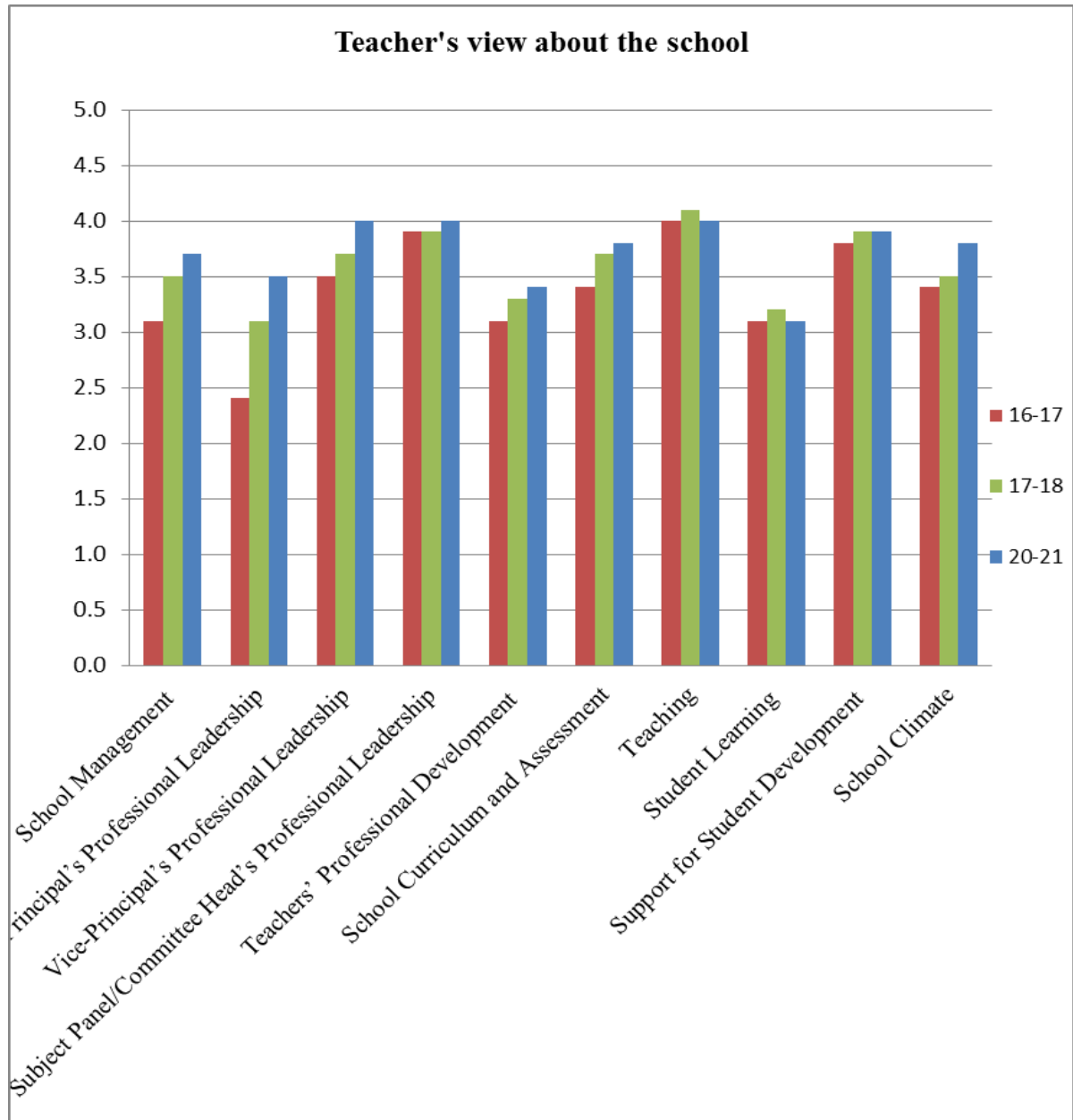
- The weighted scores of all aspects are above 3.4.
- Students are most satisfied with school climate.

<2> Parents' Views about the School



- The weighted scores of all aspects are above 3.5.
- Parents are most satisfied with the school climate.
- There is slight increase on scores for Support for Student Development, School Climate and Home-school cooperation.

### <3> Teachers' Views about the School



- The weighted scores of all aspects are above 3.0.
- Teachers are most satisfied with the 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**

- a. Further exploration on the setting of electives for the NSS curriculum and split groups for the core subjects were made.
- b. S.5 students enrolled in M1 or M2 studies as one of their elective subjects.

**18. In school year 2017 – 2018**

- a. Uniform Test Period was extended to all subjects.
- b. All Uniform Test and Examination sessions were re-arranged to morning session only.
- c. Knowledge-building pedagogies conducive to self-directed learning was piloted in the junior forms.
- d. The Healthy School Policy was formulated.
- e. Partnership between the school and CCC Kei To Mongkok Church was strengthened.

**19. In school year 2018 - 2020**

- a. Uniform Test Period was institutionalized with refinements.
- b. E-learning and e-teaching was implemented in S1 and S2 with the support from the BYOD initiative from the government.
- c. Invitational Education approach was introduced as staff development and student character formulation.
- d. 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**

- a. The Physical Education curriculum has been revised with the setting up of the gym room.
- b. Cantonese drama education has been introduced as a non-academic learning activities in summer.
- c. 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.
- d. The preparation for the relaunching of the 4-House System was completed and the system will be implemented in the next academic year.
- e. 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.

### 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 – 2021 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.

**CCC MING KEI COLLEGE**

**Evaluation on Deployment of the Capacity Enhancement Grant (CEG)**

**for the 2020 – 2021 School Year**

| <b>Weighted Score</b> | <b>Measure</b>  | <b>Strongly Agree<br/>(5)</b> | <b>Agree<br/>(4)</b> | <b>Neutral<br/>(3)</b> | <b>Disagree<br/>(2)</b> | <b>Strongly Disagree<br/>(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. | ○<br>37.93%                   | ○<br>43.10%          | ○<br>15.52%            | ○<br>3.45%              | ○<br>0.00%                       |

**CCC MING KEI COLLEGE**  
**Major Concerns for the 2020-21 School Year**

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

| <b>Targets / Intended Outcomes</b>   | <b>Strategies</b>   | <b>Success Criteria</b>  | <b>Methods of Evaluation</b>  | <b>Coordinating Teams</b>               |
|--|---|--|---|---|
| 1.1 To develop a language rich school curriculum for academic learning and daily usage | 1.1.1 To adopt the Language Across Curriculum approach to maximum language acquisition and usage across subjects  | <ul style="list-style-type: none"> <li>● Implementation, monitoring and evaluation of LAC measures stipulated in MOI Plan.</li> <li>● Students' learning materials and assignments reflecting the language support offered by teachers in the teaching and learning process</li> </ul> | <ul style="list-style-type: none"> <li>● Evaluation in subject departments' meetings</li> <li>● Evaluation in Academic Committee meetings</li> <li>● Assignments' inspection reports of panel members</li> <li>● Lesson observation reports of panel members</li> </ul> | Academic Committee, Subject Departments |
|  | 1.1.2 To organize joint co-curricular activities between language departments and subject departments to arouse students' interests in learning languages | <ul style="list-style-type: none"> <li>● English is adopted in school activities such as morning assemblies, ECA announcements, sports day to help students immerse in an English-rich environment</li> </ul>  | <ul style="list-style-type: none"> <li>● Academic Committee meetings</li> <li>● Evaluation in departments' meetings</li> <li>● Evaluation in ECAC</li> </ul>  |   |
| 1.2 To develop a reading culture conducive to self-directed learning habits            | 1.2.1 To set up a reading promotion committee and to arrange reading periods in the time-table  | <ul style="list-style-type: none"> <li>● reading activities are organized inside and outside classroom to help students develop interests and habits in reading</li> </ul>   | <ul style="list-style-type: none"> <li>● Reading Promotion Committee Meetings</li> </ul>  | Reading Promotion Committee             |
|  | 1.2.2 To devise and implement measures to promote a reading-rich environment at school  |  |   |   |

\*KISS model: Keep, Improve, Start, Stop



| <b>Targets / Intended Outcome</b>  | <b>Strategies</b>   | <b>Success Criteria</b>  | <b>Methods of Evaluation</b>  | <b>Coordinating Teams</b>                                       |
|--|---|--|---|---|
| 1.3 To develop lesson designs conducive to self-directed learning  | 1.3.1 To set up an ad hoc task team to design, implement and share teaching strategies among teachers   | <ul style="list-style-type: none"> <li>● The ad hoc task team will conduct a sharing in a Staff Development Day.</li> <li>● Based on the sharing, discussion will be facilitated among teachers for the implementation of the self-directed learning.</li> </ul> | <ul style="list-style-type: none"> <li>● Evaluation of the ad hoc task team</li> <li>● Evaluation of the Staff Development Task Team</li> <li>● Feedback of teachers in departments' meetings.</li> </ul> | AP (teaching & learning), ad hoc task team, Subject Departments |
|  | 1.3.2 To document and disseminate action research in pedagogical innovations via staff professional development programmes  | <ul style="list-style-type: none"> <li>● Documents of pedagogical innovations will be compiled and disseminated to teachers.</li> </ul>  | <ul style="list-style-type: none"> <li>● Evaluation in departments' meetings</li> <li>● Evaluation conducted by the Staff Development Task Team</li> </ul>  |   |
| 1.4 To align the Information and Technology Committee with the Academic Committee to encourage teachers and students to use e-learning materials and learning platforms so as to develop self-directed learning (SDL) habits | 1.4.1 To introduce different e-learning resources and e-learning platforms to subject departments through workshops and seminars  | <ul style="list-style-type: none"> <li>● Subject departments use webinars to conduct live lessons and e-learning platforms to deliver learning materials.</li> <li>● IT / e-learning workshops for teachers</li> <li>● Try-out will be implemented.</li> </ul>   | <ul style="list-style-type: none"> <li>● IT Committee meetings</li> <li>● Academic Committee meetings</li> <li>● Evaluation in departments' meetings</li> </ul>   | IT Committee, Academic Committee, Subject Departments           |
|  | 1.4.2 To collaborate with Heads of subject departments to try out the use of e-learning resources and e-learning platforms strategically in the junior forms            |  |   |   |
|  | 1.4.3 To align students' learning experiences inside and outside classroom through their use of different self-learning strategies/platforms for collaborative learning |  |   |   |

| <b>Targets / Intended Outcome</b>   | <b>Strategies</b>   | <b>Success Criteria</b>  | <b>Methods of Evaluation</b>  | <b>Coordinating Teams</b>   |
|---|---|--|---|---|
| 1.5 To develop a culture of using e-learning tools to scaffold constructive teaching and collaborative learning | 1.5.1 To formulate and implement policy on e-learning teaching, learning and assessment which foster collaboration and professional development | <ul style="list-style-type: none"> <li>● Subject departments try out lessons which apply e-learning tools.</li> <li>● Subject departments use e-learning platforms to facilitate learning and teaching.</li> </ul> | <ul style="list-style-type: none"> <li>● IT Committee meetings</li> <li>● Academic Committee meetings</li> <li>● Evaluation in department meetings</li> </ul> | AP (teaching & learning), IT Committee, Academic Committee, Subject Departments |

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

| <b>Targets / Intended Outcomes</b>   | <b>Strategies</b>   | <b>Success Criteria</b>   | <b>Methods of Evaluation</b>  | <b>Coordinating Teams</b>                        |
|--|---|---|---|--|
| 2.1 To develop a school-based Knowledge Building Community (KBC) Model as an assessment tool for the evaluation of teaching and learning effectiveness   | 2.1.1 To develop artifacts for the implementation of the KBC Model  | <ul style="list-style-type: none"> <li>● Able to produce and document lesson designs, audio visual materials in Science, Language and PSHE</li> </ul> | <ul style="list-style-type: none"> <li>● Scrutinizing documents from subject departments</li> <li>● Lesson observation</li> </ul> | AP (teaching & learning), Staff Development Team |
|  | 2.1.2 To organise mini-workshops and seminars for teachers to understand how to adopt the KBC Model for teaching, learning and assessment | <ul style="list-style-type: none"> <li>● Able to provide guidelines and samples for adopting the KBC Model</li> </ul>                                 | <ul style="list-style-type: none"> <li>● Scrutinizing documents from the Staff Development Team</li> </ul>                        |  |
| 2.2 To develop a culture for using KBC Model for the evaluation of teaching and learning effectiveness at teachers' level and school's level (2019-2020) | 2.2.1 To review the current lesson observation mechanism and its materials  | <ul style="list-style-type: none"> <li>● Able to identify the focus of lesson observation</li> </ul>  | <ul style="list-style-type: none"> <li>● Scrutinizing documents from the Staff Development Team</li> </ul>                        | Staff Development Team                           |
|  | 2.2.2 To integrate the Knowledge Building elements into the fine-tuned observation mechanism and its materials                            | <ul style="list-style-type: none"> <li>● Lesson observation form will be revised to integrate KB elements</li> </ul>                                  | <ul style="list-style-type: none"> <li>● Scrutinizing documents from the Staff Development Team</li> </ul>                        |  |

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

| Targets / Intended Outcomes                                 | Strategies  | Success Criteria  | Methods of Evaluation  | Coordinating Teams                   |
|---|---|---|--|--------------------------------------|
| 3.1 To Strengthen Students' Character and Capacity Building | 3.1.1 Promote core virtues and values through formal and informal curriculum  | A framework based can be constructed as a base for the building of students' characters   | <ul style="list-style-type: none"> <li>● Feedback from teachers</li> </ul>   | VP (student affairs), RC, GPGC, CMEC |
|   | 3.1.2 Implement the PIE mechanism to non-academic activities for greater student participation and excel the performance of student leaders | <ul style="list-style-type: none"> <li>● Students find the training sessions useful.</li> <li>● The number of students receiving training increases.</li> <li>● More supervision and advice is given to students by teacher-in-charge.</li> </ul> | <ul style="list-style-type: none"> <li>● Feedback from teachers and students</li> <li>● Survey results from students</li> <li>● On-site observation</li> </ul> | Student Affairs Committees           |
|   | 3.1.3 Promote invitational education among students by implementing the 5Ps concept ie. programmers, places, policies, processes and people | <ul style="list-style-type: none"> <li>● The awareness of IE has been increased.</li> <li>● More students are engaged in the related activities.</li> <li>● The school has been renovated.</li> </ul>   | <ul style="list-style-type: none"> <li>● Feedback from teachers and students</li> <li>● On-site observation</li> </ul>   | IVE                                  |

| <b>Targets / Intended Outcomes</b>                      | <b>Strategies</b>   | <b>Success Criteria</b>  | <b>Methods of Evaluation</b>  | <b>Coordinating Teams</b>         |
|---|---|--|---|-----------------------------------|
| 3.2 To Help Students Lead a Healthy and Harmonious Life | 3.2.1 Help students to build up a positive attitude in life through enhancing the religious atmosphere and encouraging students to participate in more class-based activities and external activities | <ul style="list-style-type: none"> <li>● Adequate chapels are arranged for students</li> <li>● More students participated in the class-based activities</li> </ul> | <ul style="list-style-type: none"> <li>● Documents from the Religious Committee</li> <li>● Documents from the ECAC</li> </ul> | RC<br>ECAC                        |
|   | 3.2.2 Set up the house system   | <ul style="list-style-type: none"> <li>● A team has been set up for the preparation work</li> <li>● Well-prepare the details of the house system</li> </ul>        | <ul style="list-style-type: none"> <li>● Committee records</li> </ul>   | ECAC                              |
|   | 3.2.3 Design improved Award Schemes to motivate students to strive their best   | <ul style="list-style-type: none"> <li>● Refine the Award Schemes</li> <li>● Set up the criteria of awarding marks in different schemes</li> </ul>                 | <ul style="list-style-type: none"> <li>● Minutes and documents</li> </ul>   | VP (student affairs),<br>DC, ECAC |

| <b>Targets / Intended Outcomes</b>                               | <b>Strategies</b>  | <b>Success Criteria</b>   | <b>Methods of Evaluation</b>              | <b>Coordinating Teams</b> |
|--|--|---|---|---------------------------|
| 3.3 To Nurture Students to Become Active Life Planning Engineers | 3.3.1 Strengthen the life planning education curriculum and the lesson allocation time by the student affairs committees | <ul style="list-style-type: none"> <li>● Careers Counselling Committee fine-tune the existing work.</li> <li>● Life planning education curriculum is composed for the development of students' growth.</li> </ul> | ● Documents from CCSC                     | CCC                       |
|  | 3.3.2 Develop a progressive Mentorship Scheme for fostering a healthy student growth                                     | ● Mentorship programme will be continued for the S.5 students. Data-driven suggestions will be passed to the Academic Committee for strategic planning.   | ● Feedback from the students and teachers |                           |

**CCC MING KEI COLLEGE****Evaluation for Implementation of Major Concerns for 2020-2021****Major Concern 1: To foster active learning through improving language proficiency and developing self-directed learning (SLD) habits**

| <b>Targets /<br/>Intended Outcomes</b>   | <b>Strategies</b>   | <b>Success Criteria</b>   | <b>Methods of Evaluation</b>  | <b>Evaluation</b>   |
|--|---|---|---|---|
| 1.1 To develop a language rich school curriculum for academic learning and daily usage | 1.1.1 To adopt the Language Across Curriculum approach to maximum language acquisition and usage across subjects  | <ul style="list-style-type: none"> <li>Implementation, monitoring and evaluation of LAC measures stipulated in MOI Plan.</li> <li>Students' learning materials and assignments reflecting the language support offered by teachers in the teaching and learning process.</li> </ul> | <ul style="list-style-type: none"> <li>Evaluation in subject departments' meetings</li> <li>Evaluation in Academic Committee meetings</li> <li>Assignments' inspection reports of panel members</li> <li>Lesson observation reports of panel members</li> </ul> | <ul style="list-style-type: none"> <li>Collaboration among English and EMI subject teachers was effective. EMI subject teachers consulted LAC Team members for the language used in worksheets, assignments and assessments. Junior form EMI subject teachers and the LAC Team convenor had meetings after each examination to review and revise the teaching strategies, learning materials and assessment tasks.</li> <li>Various EMI subjects provided junior form students with vocabulary lists to facilitate the learning of key words. Audio recordings of vocabulary items were prepared by the native-speaking English teacher and uploaded to Google Classroom for students self-access.</li> <li>Language support was provided in assignments and assessments, especially in S.1, to help students handle the tasks and enhance their English abilities gradually. In some assignments, tests and examinations, a language component was included in the marking scheme.</li> <li>Most school activities were conducted in English. Students were given lots of opportunities to listen and speak English, such as sharing sessions in morning assemblies, public announcements, etc.</li> </ul> |
|  | 1.1.2 To organize joint co-curricular activities between language departments and subject departments to arouse students' interests in learning languages | <ul style="list-style-type: none"> <li>English is adopted in school activities such as morning assemblies, ECA announcements, sports day to help students immerse in an English-rich environment.</li> </ul>  | <ul style="list-style-type: none"> <li>Academic Committee meetings</li> <li>Evaluation in departments' meetings</li> <li>Evaluation in ECAC</li> </ul>  |   |

| Targets /<br>Intended Outcomes  | Strategies   | Success Criteria   | Methods of Evaluation  | Evaluation   |
|---|--|--|--|--|
| 1.2 To develop a reading culture conducive to self-directed learning habits | 1.2.1 To set up a reading promotion committee and to arrange reading periods in the time-table | <ul style="list-style-type: none"> <li>Reading activities are organized inside and outside classroom to help students develop interests and habits in reading</li> </ul> | <ul style="list-style-type: none"> <li>Reading Promotion Committee Meetings</li> </ul> | <ul style="list-style-type: none"> <li>A theme-based approach was adopted in the Reading lessons in junior forms (S.1 to S.3). Students read Chinese and English books on a recommended book list. The Reading Promotion Committee designed lesson and follow-up activities about the theme to arouse students' interest in reading. These activities could develop students' reading habit. However, the English books recommended were a bit difficult for the lower ability students. There should be another list of recommended books to cater for the language ability of the weaker students.</li> <li>In the Reading lessons of S.4 and S.5, reading materials on various topics of current issues were assigned. The topics could enrich students' knowledge for academic studies.</li> <li>The English Language Department implemented a reading and viewing award scheme and the Chinese Language Department implemented a reading scheme. Students were provided with lists of recommended book titles to develop their reading habits.</li> <li>Some subject departments required students to subscribe to and read newspapers which could enrich the subject knowledge.</li> </ul> |
|   | 1.2.2 To devise and implement measures to promote a reading-rich environment at school         |  |  |  |

| <b>Targets / Intended Outcome</b>                                 | <b>Strategies</b>  | <b>Success Criteria</b>  | <b>Methods of Evaluation</b>  | <b>Evaluation</b>   |
|---|--|--|---|---|
| 1.3 To develop lesson designs conducive to self-directed learning | 1.3.1 To set up an ad hoc task team to design, implement and share teaching strategies among teachers                      | <ul style="list-style-type: none"> <li>• The ad hoc task team will conduct a sharing in a Staff Development Day.</li> <li>• Based on the sharing, discussion will be facilitated among teachers for the implementation of the self-directed learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluation of the ad hoc task team</li> <li>• Evaluation of the Staff Development Task Team</li> <li>• Feedback of teachers in departments' meetings.</li> </ul> | Teachers of various subjects adopted the Knowledge Building pedagogy in their lessons. They shared their experience as well as the lesson materials among members of the subject departments. |
|   | 1.3.2 To document and disseminate action research in pedagogical innovations via staff professional development programmes | <ul style="list-style-type: none"> <li>• Documents of pedagogical innovations will be compiled and disseminated to teachers.</li> </ul>  | <ul style="list-style-type: none"> <li>• Evaluation in departments' meetings</li> <li>• Evaluation conducted by the Staff Development Task Team</li> </ul>  |   |



| Targets / Intended Outcome   | Strategies  | Success Criteria   | Methods of Evaluation   | Evaluation  |
|--|---|--|---|---|
| 1.4 To align the Information and Technology Committee with the Academic Committee to encourage teachers and students to use e-learning materials and learning platforms so as to develop self-directed learning (SDL) habits | 1.4.1 To introduce different e-learning resources and e-learning platforms to subject departments through workshops and seminars  | <ul style="list-style-type: none"> <li>• Subject departments start to use e-learning platform to communicate with teachers and students and deliver learning materials.</li> <li>• IT / e-learning workshops for teachers</li> <li>• Try-out will be implemented.</li> </ul> | <ul style="list-style-type: none"> <li>• IT Committee meetings</li> <li>• Academic Committee meetings</li> <li>• Evaluation in departments' meetings</li> </ul> | Various subjects used Google Classroom for sharing of learning materials, such as Powerpoints, videos, YouTube links and supplementary exercises to encourage self-directed learning. Teachers designed online learning tasks using Apps and online tools, such as Edpuzzle for video-watching and Google Form for answering questions. Students could use the learning materials for lesson preparation, after-class practice and self-assessment. |
|  | 1.4.2 To collaborate with Heads of subject departments to try out the use of e-learning resources and e-learning platforms strategically in the junior forms            |  |   |   |
|  | 1.4.3 To align students' learning experiences inside and outside classroom through their use of different self-learning strategies/platforms for collaborative learning |  |   |   |

| Targets / Intended Outcome  | Strategies  | Success Criteria   | Methods of Evaluation   | Evaluation   |
|---|---|--|---|--|
| 1.5 To develop a culture of using e-learning tools to scaffold constructive teaching and collaborative learning | 1.5.1 To formulate and implement policy on e-learning teaching, learning and assessment which foster collaboration and professional development | <ul style="list-style-type: none"> <li>• Subject departments try out lessons which apply e-learning tools.</li> <li>• Subject departments use e-learning platforms to facilitate learning and teaching.</li> </ul> | <ul style="list-style-type: none"> <li>• IT Committee meetings</li> <li>• Academic Committee meetings</li> <li>• Evaluation in department meetings</li> </ul> | <ul style="list-style-type: none"> <li>• The IT Committee arranged school-based online trainings on the use of the video conferencing tool Zoom at the beginning of the school year. All teachers managed to use the software for live interactive teaching.</li> <li>• During the school suspension period due to COVID-19, e-teaching could be fully implemented in all subjects. Live lessons were conducted using Zoom according to the scheduled timetable. Online supplementary lessons were also arranged for senior form students.</li> <li>• E-learning elements were included in both online and face-to-face lessons. Teachers could use various Apps and online tools to facilitate learning and teaching. For example, Kahoot! was used to check students' learning progress, Padlet was used for opinion sharing, Google Slides and Jamboards were used for group discussion and presentation. Generally speaking, teachers managed to use e-learning tools effectively.</li> <li>• Google Classroom was used as the platform for distribution of learning materials, homework assignment and submission.</li> <li>• Online examinations for some subjects / papers were successfully conducted using Zoom for invigilation, and Google Classroom for distribution of question papers and submission of answer scripts.</li> </ul> |

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

| Targets / Intended Outcomes  | Strategies  | Success Criteria  | Methods of Evaluation   | Evaluation  |
|--|---|---|---|---|
| 2.1 To develop a school-based Knowledge Building Community (KBC) Model as an assessment tool for the evaluation of teaching and learning effectiveness   | 2.1.1 To develop artifacts for the implementation of the KBC Model  | <ul style="list-style-type: none"> <li>• Able to produce and document lesson designs, audio visual materials in Science, Language and PSHE</li> </ul> | <ul style="list-style-type: none"> <li>• Scrutinizing documents from subject departments</li> <li>• Lesson observation</li> </ul> | Teachers of various subjects adopted the Knowledge Building pedagogy in their lessons. They shared their experience as well as the lesson materials among members of the subject departments. |
|  | 2.1.2 To organise mini-workshops and seminars for teachers to understand how to adopt the KBC Model for teaching, learning and assessment | <ul style="list-style-type: none"> <li>• Able to provide guidelines and samples for adopting the KBC Model</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Scrutinizing documents from the Staff Development Team</li> </ul>                        |   |
| 2.2 To develop a culture for using KBC Model for the evaluation of teaching and learning effectiveness at teachers' level and school's level (2019-2020) | 2.2.1 To review the current lesson observation mechanism and its materials  | <ul style="list-style-type: none"> <li>• Able to identify the focus of lesson observation</li> </ul>  | <ul style="list-style-type: none"> <li>• Scrutinizing documents from the Staff Development Team</li> </ul>                        | Knowledge Building was one of the focus points in lesson observation.   |
|  | 2.2.2 To integrate the Knowledge Building elements into the fine-tuned observation mechanism and its materials                            | <ul style="list-style-type: none"> <li>• Lesson observation form will be revised to integrate KB elements</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Scrutinizing documents from the Staff Development Team</li> </ul>                        |   |

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

| <b>Targets / Intended Outcomes</b>                          | <b>Strategies</b>  | <b>Success Criteria</b>   | <b>Methods of Evaluation</b>   | <b>Evaluation</b>   |
|---|--|---|--|---|
| 3.1 To Strengthen Students' Character and Capacity Building | 3.1.1 Promote core virtues and values through formal and informal curriculum | <ul style="list-style-type: none"> <li>A framework can be constructed as a base for the building of students' characters</li> </ul> | <ul style="list-style-type: none"> <li>Feedback from teachers and committee heads</li> </ul> | <p>Due to the pandemic, most of the activities organised by the Student Association were cancelled in the first term. The following activities were held: Interclass Badminton Competition, MKC Olympics, Masked Singing Contest and Online Game Competition. However, the participation rates and the feedback were barely satisfactory.</p> <p>The S.1 Orientation Camp was held in the school campus due to the pandemic and restrictions imposed on holding mass programmes. However, over 98% of S.1 students agreed that the day camp could still raise their sense of belonging and their interpersonal skills were improved.</p> <p>34 Peer Counselling Students received training from an NGO and they performed well in leading the day camp activities. The whole programme enabled the PCS to grow up and shoulder up the roles of 'big brothers and sisters'. They also found that this scheme could raise their sense of empathy.</p> <p>Regular meetings with school prefects were arranged by the Discipline teachers to help to promote self-discipline among students.</p> <p>To encourage students to attend online lessons on time, a campaign 'Best Participation in e-Lessons Competition' was held by the Discipline Committee at the beginning of the school year. The competition was smoothly run and 13 classes were awarded the prizes.</p> <p>An online visit of ICAC was organised for school prefects to widen their horizons and understand the importance of probity and integrity.</p> <p>An ICAC drama show was organised by the Civic and Moral Education Committee for S.4 students. Though the show was conducted online, students could get the anti-corruption message effectively.</p> |

| Targets /<br>Intended<br>Outcomes | Strategies   | Success<br>Criteria  | Methods of<br>Evaluation   | Evaluation   |
|-----------------------------------|--|--|--|--|
|                                   | 3.1.2<br>Implement the<br>PIE mechanism<br>to non-academic<br>activities for<br>greater student<br>participation and<br>excel the<br>performance of<br>student leaders | <ul style="list-style-type: none"> <li>• Students find the training sessions useful</li> <li>• The number of students receiving training increases</li> <li>• More supervision and advice is given to students by teacher-in-charge</li> </ul> | <ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> <li>• Survey results from students</li> <li>• On-site observation</li> </ul> | <p>IEC has invited the school social workers to hold a Personality Dimensions Workshop for SENs and IE ambassadors. The workshop aims at understanding the participants themselves and others so that they could be more effective in their relationships and their cooperation. Participants enjoyed the workshop and found that it was useful.</p> <p>20 students were recruited to the PATHS Activity Promotion team and 34 students from S.4 and S.5 were selected to deliver activities in school. They were under close monitor and they could perform their roles well.</p> <p>Some S.4 and S.5 students took part in the 3-day camp named Cata-pillar Leadership Camp which was organised by AIESEC of PolyU in July. Positive feedback was received from the participants.</p> <p>Affected by the epidemic, the 3 training sessions offered by an NGO for school prefects were postponed to 17 and 20 July 2021.</p> <p>Discipline Committee took every opportunity to encourage the prefects to participate in various competitions or activities outside. Head Girl Chen QiuMan (5E) was awarded the Outstanding Student Award (senior form). Head Girl of 2020 Yu Ying Qi (6A) was awarded the ‘The Sixth Outstanding Student Leaders’ organised by the Arete.</p> <p>The school prefects joined with Stewards Pooi Kei College to have a prefects sharing programme. Prefects from the two schools had opportunities to share their experiences and understand their own strengths and weaknesses of the prefect teams.</p> <p>The Little Shepherds received training offered by an organization. The effect was very satisfactory. Participants could improve their worship skills. The training could prepare students to devote themselves to serving God.</p> |

| <b>Targets / Intended Outcomes</b> | <b>Strategies</b>   | <b>Success Criteria</b>  | <b>Methods of Evaluation</b>   | <b>Evaluation</b>  |
|------------------------------------|---|--|--|--|
|                                    | 3.1.3<br>Promote invitational education among students by implementing the 5Ps concept i.e. programmers, places, policies, processes and people | <ul style="list-style-type: none"> <li>• The awareness of IE has been increased</li> <li>• More students are engaged in the related activities</li> <li>• The school has been renovated</li> </ul> | <ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> <li>• On-site observation</li> </ul> | <p>Due to the whitewashing and other major repair works taking place in the school campus, the IVE campus decoration was suspended. However, all S.1-S.5 class noticeboards were decorated with the banner designed by students.</p> <p>A workshop organised by AIESEC of the PolyU was held during the post-exam period. S5 students were able to explore the global issues of ‘No poverty’ and ‘Reduced inequality’. The programme was well received by students.</p> <p>As an IVE project school, an introductory online seminar organised by IAIE was delivered to teachers to learn about Invitational Education. The talk introducing the basic concepts of IVE was well received by teachers.</p> |

| Targets /<br>Intended<br>Outcomes                                      | Strategies   | Success<br>Criteria  | Methods of<br>Evaluation  | Evaluation  |
|--|--|--|---|---|
| 3.2 To Help<br>Students<br>Lead a<br>Healthy and<br>Harmonious<br>Life | 3.2.1<br>Help students to<br>build up a<br>positive attitude<br>in life through<br>enhancing the<br>religious<br>atmosphere and<br>encouraging<br>students to<br>participate in<br>more class-based<br>activities and<br>external activities | <ul style="list-style-type: none"> <li>• Adequate chapels are arranged for students</li> <li>• More students participated in the class-based activities</li> </ul> | <ul style="list-style-type: none"> <li>• Documents from various committees</li> </ul> | <p>Day 1 chapels were organised for the whole school in both modes, face-to-face and livestream. Through the personal sharing by teachers, students could be inspired and encouraged by others' experiences.</p> <p>The school continued to promote the main theme 'Love' in school. The school believed that both staff and students in school needed to support one another during this period of hardship.</p> <p>Two class management lessons were held in September when the school resumed. The lessons helped class teachers to build positive relationship with students.</p> <p>A face-to-face activity themed as 'Media Literacy' was held for the ambassadors. It was co-organised by the Civic and Moral Education Committee and Hok Yau Club to promote the importance of Technology Safety. Participants' feedback was very positive.</p> <p>To enhance students' awareness and capacity in playing a responsible role promoting precautions against the Coronavirus disease, anti-pandemic information was posted on Google Classroom for students to access.</p> <p>18 IE Ambassadors (IEA) were recruited and some of them are SEN students so that they could conduct activities to promote a caring culture at school. When the school resumed in the second term, '傷健學堂體驗日' was held in July. The feedback from the ambassadors was positive.</p> <p>A mental health programme was held to let students realise their own mental health. Some students approached the school social workers after the talk.</p> <p>A drama 'Healthy Information for a Healthy Mind' was held for S.1 and S.3 students to remind them to reject any temptation of violent and indecent materials in the society.</p> |

| Targets /<br>Intended<br>Outcomes | Strategies   | Success<br>Criteria   | Methods of<br>Evaluation  | Evaluation  |
|-----------------------------------|--|---|---|---|
|                                   | 3.2.2<br>Set up the house<br>system  | <ul style="list-style-type: none"> <li>• A team has been set up for the preparation work</li> <li>• Well-prepare the details of the house system</li> </ul> | <ul style="list-style-type: none"> <li>• Committee records</li> </ul>     | <p>Progressive work was done to set up the structures of the 4 Houses. Logo design competition was held and the house captains were selected.</p> <p>All students (including the new S.1 students) and teachers were informed of the House being allocated.</p>   |
|                                   | 3.2.3<br>Design improved<br>Award Schemes<br>to motivate<br>students to strive<br>their best | <ul style="list-style-type: none"> <li>• Refine the Award Schemes</li> <li>• Set up the criteria of awarding marks in different schemes</li> </ul>          | <ul style="list-style-type: none"> <li>• Minutes and documents</li> </ul> | <p>OLE Record and MKC Award Scheme:<br/>Owing to the pandemic, students' overall participation in the OLE and the MKC Award Scheme was less satisfactory than that in previous years. Slight adjustments were made in the criteria for receiving the MKC awards in order to motivate students. Therefore, the official statistics could not fully reflect students' normal performances.</p> <p>To encourage students, students with no late records or having good attendance were given points in the OLE record. More than 50% of students got 2 points in the corresponding items.</p> <p>568 Letters of Commendation, 358 Certificates of Good Attendance and Good Behaviour and 180 Certificates of Good Conduct were issued to students. It was an encouraging record though the school maintained half-day face-to-face lessons in most of the time in that school year. Students were motivated to perform well.</p> |



| Targets /<br>Intended<br>Outcomes   | Strategies   | Success<br>Criteria  | Methods of<br>Evaluation  | Evaluation   |
|---|--|--|---|--|
| 3.3 To Nurture<br>Students to<br>Become<br>Active Life<br>Planning<br>Engineers | 3.3.1<br>Strengthen the life<br>planning<br>education<br>curriculum and<br>the lesson<br>allocation time by<br>the student affairs<br>committees | <ul style="list-style-type: none"> <li>• Careers<br/>Counselling<br/>Committee<br/>review the<br/>existing work.</li> <li>• Life planning<br/>education<br/>curriculum is<br/>composed for<br/>the<br/>development<br/>of students’<br/>growth.</li> </ul> | <ul style="list-style-type: none"> <li>• Documents<br/>from CCC<br/>and other<br/>committees</li> </ul> | <p>Some work was fine-tuned to suit the needs of students, especially during those two years of epidemic.<br/>Life planning education covered the whole school ranging from S.1 to S.6 and the lessons or programmes were closely related to the specific needs of each form concerned.</p> <p>Student support videos related to careers and life planning were shown to students of each form with follow-up worksheets designed for class teachers to discuss during the form time periods.<br/>Class teachers agreed that the videos were appropriately selected and could inspire students.</p> <p>S.4 students were provided with an opportunity to meet people of different jobs through the programme ‘Human Library’, e.g. pilot, designer and social worker. Students were attentive and motivated to learn more about the jobs.</p> <p>Some S.4 and S.5 students were engaged in an internship programme organised by ELCHK. The participants were eager to learn more about the job world and they identified their career interests and own strengths through different activities in the workshops.</p> <p>The IE committee held 12 Individualized Education Planning Conferences for 7 students. Ideas were fruitfully exchanged among the students in need. All the parents concerned agreed that the conferences were instrumental in helping their children to overcome academic difficulties. SEN students also agreed that they had got useful recommendations regarding their studies and planning for their future studies.</p> |

| <b>Targets /<br/>Intended<br/>Outcomes</b> | <b>Strategies</b>  | <b>Success<br/>Criteria</b>   | <b>Methods of<br/>Evaluation</b>  | <b>Evaluation</b>  |
|--|--|---|---|--|
|  | 3.3.2<br>Develop a<br>progressive<br>Mentorship<br>Scheme for<br>fostering a healthy<br>student growth | <ul style="list-style-type: none"> <li>• Mentorship programme will be continued for the S.5 students. Data-driven suggestions will be passed to the Academic Committee for strategic planning.</li> </ul> | <ul style="list-style-type: none"> <li>• Feedback from the students and teachers</li> </ul> | The S.5 MKC Mentorship Programme provided students with opportunities to reflect upon their current academic performance and study and career goals so that they could formulate a personal action plan on their present study, further studies or potential careers. The information collected from students was passed to Academic Committee for strategic planning. Most of the participants were with high motivation and their own direction. On the whole, the mentoring meetings were smooth and students' feedback was positive. |

**CCC Ming Kei College**  
**Three-year School Development Plan 2017/18 to 2020/21**

Due to the pandemic in 2019-2020, the school decided to extend the major concern to 2020-2021 to allow more time to implement the development plan.

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

| Targets / Intended Outcomes  | Strategies  | Time Scale |       |       |       |
|--|---|------------|-------|-------|-------|
|  |   | 17/18      | 18/19 | 19/20 | 20/21 |
| 1.1 To develop a language rich school curriculum for academic learning and daily usage | 1.1.1 To conduct a whole school curriculum review exercise for restructuring the 2018/19 curriculum using the *KISS model                                 | ✓          |       |       |       |
|  | 1.1.2 To adopt the Language across Curriculum approach to maximum language acquisition and usage across subjects  | ✓          | ✓     | ✓     | ✓     |
|  | 1.1.3 To organize joint co-curricular activities between language departments and subject departments to arouse students' interests in learning languages | ✓          | ✓     | ✓     | ✓     |
| 1.2 To develop lesson designs conducive to self-directed learning                      | 1.2.1 To set up an ad hoc task team to design, implement and share teaching strategies among teachers   | ✓          | ✓     | ✓     | ✓     |
|  | 1.2.2 To document and disseminate action research in pedagogical innovations via staff professional development programmes                                | ✓          | ✓     | ✓     | ✓     |

\*KISS model: Keep, Improve, Start, Stop

| Targets / Intended Outcomes  | Strategies  | Time Scale |       |       |       |
|--|---|------------|-------|-------|-------|
|  |   | 17/18      | 18/19 | 19/20 | 20/21 |
| 1.3 To align the Information and Technology Committee with the Academic Committee to encourage teachers and students to use e-learning materials and learning platforms so as to develop self-directed learning (SDL) habits | 1.3.1 To introduce different e-learning resources and e-learning platforms to subject departments through workshops and seminars  | ✓          | ✓     | ✓     | ✓     |
|  | 1.3.2 To collaborate with Heads of subject departments to try out the use of e-learning resources and e-learning platforms strategically in the junior forms            | ✓          | ✓     | ✓     | ✓     |
|  | 1.3.3 To align students' learning experiences inside and outside classroom through their use of different self-learning strategies/platforms for collaborative learning | ✓          | ✓     | ✓     | ✓     |
| 1.4 To develop a culture of using e-learning tools to scaffold constructive teaching and collaborative learning  | 1.4.1 To formulate and implement policy on e-learning teaching, learning and assessment which fostering collaboration and professional development                      |            |       | ✓     | ✓     |

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

| Targets / Intended Outcomes  | Strategies   | Time Scale |       |       |       |
|--|--|------------|-------|-------|-------|
|  |  | 17/18      | 18/19 | 19/20 | 20/21 |
| 2.1 To develop a school-based Knowledge Building Community (KBC) Model as an assessment tool for the evaluation of teaching and learning effectiveness | 2.1.1 To restructure the Staff Development Team for the formulation of strategic staff professional development policies and programmes                  | ✓          |       |       |       |
|  | 2.1.2 To develop artifacts for the implementation of the KBC Model   | ✓          | ✓     |       |       |
|  | 2.1.3 To organise mini-workshops and seminars for teachers to understand how to adopt the KBC Model for teaching, learning and assessment                | ✓          | ✓     | ✓     | ✓     |
| 2.2 To develop a culture for using KBC Model for the evaluation of teaching and learning effectiveness at teachers' level and school's level           | 2.2.1 To disseminate the school-based KBC model and implement it to be the common tool for the evaluation of teaching and learning shared among teachers |            | ✓     | ✓     | ✓     |

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

| Targets / Intended Outcomes                                 | Strategies   | Time Scale |       |       |       |
|---|--|------------|-------|-------|-------|
|   |  | 17/18      | 18/19 | 19/20 | 20/21 |
| 3.1 To Strengthen Students' Character and Capacity Building | 3.1.1 To review the work of various student support committees with the help of the KISS model   | ✓          |       |       |       |
|   | 3.1.2 To align the work of various student support committees on students' character and capacity building with a school-based student support framework             | ✓          |       |       |       |
|   | 3.1.3 To promote the specific values through an informal curriculum, e.g. accountability   | ✓          | ✓     | ✓     | ✓     |
|   | 3.1.4 To implement the PIE mechanism for non-academic activities in order to promote greater student participation and to enhance the performance of student leaders | ✓          | ✓     | ✓     | ✓     |
|   | 3.1.5 Arouse and nurture students' awareness of the core virtues and values of the school through mass programmes and during Form periods                            | ✓          | ✓     | ✓     | ✓     |
|   | 3.1.6 To extend the dual-class teacher system to S.2 – 3   |            | ✓     | ✓     | ✓     |

| Targets / Intended Outcomes                                      | Strategies  | Time Scale |       |       |       |
|--|---|------------|-------|-------|-------|
|  |   | 17/18      | 18/19 | 19/20 | 20/21 |
| 3.2 To Help Students Lead a Healthy and Harmonious Life          | 3.2.1 Formulate a healthy school policy   | ✓          |       |       |       |
|  | 3.2.2 Help students to build up a positive attitude in life and explore the importance of connectedness and strong relationships for well-being through annual thematic mass programmes, class-based activities and participation in external activities  | ✓          | ✓     | ✓     | ✓     |
|  | 3.2.3 Strengthen students' resilience through activities or programmes held by school social workers  | ✓          | ✓     | ✓     | ✓     |
|  | 3.2.4 Refine the existing Award Schemes to motivate students to do their best   | ✓          | ✓     |       |       |
| 3.3 To Nurture Students to Become Active Life Planning Engineers | 3.3.1 To set up the Life Planning Education team for the PIE of life education  | ✓          | ✓     | ✓     | ✓     |
|  | 3.3.2 Restructure the value and life planning education curriculum and the lesson allocation time by the student affairs committees   | ✓          | ✓     | ✓     | ✓     |
|  | 3.3.3 Develop a progressive Mentorship Scheme for fostering healthy student growth<br>3.3.3.1 Providing guidance, advice, study skills and support to the mentees<br>3.3.3.2 Collecting students' opinions, suggestions and their learning needs<br>3.3.3.3 Sharing the data with Academic Committee for strategic planning | ✓          | ✓     | ✓     | ✓     |

二零二零/二一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：23923963

A. 校本津貼實際受惠學生人數(人頭) 5 名 (包括 A. 領取綜援人數：1 名，B. 學生資助計劃全額津貼人數：3 名及 C. 學校使用酌情權而受惠的清貧學生人數：1 名)

B. 受資助的各項活動資料

| *活動名稱/<br>類別         | 參加合資格<br>學生人數# |   |   | 平均出<br>席率 | 活動舉辦時期<br>/日期             | 實際開支<br>(\$) | 評估方法<br>(例如:測驗、問卷<br>等) | 合辦機構/<br>服務供應<br>機構名稱<br>(如適用) | 備註(例如:<br>學生的學<br>習及<br>情意<br>成果) |
|----------------------|----------------|---|---|-----------|---------------------------|--------------|-------------------------|--------------------------------|-----------------------------------|
|                      | A              | B | C |           |                           |              |                         |                                |                                   |
| 文化藝術                 | 1              | 0 | 1 | 100%      | 16/11/2020-30/<br>11/2020 | \$225.00     | 出席紀錄及取<br>得滿意成績         | 香港學校音<br>樂及朗誦協<br>會            |                                   |
| 語文訓練                 | 0              | 3 | 0 | 100%      | 9/8/2021 –<br>10/8/2021   | \$780.00     | 出席紀錄及取<br>得滿意成績         | Shakespeare<br>Expert          |                                   |
|                      |                |   |   |           |                           |              |                         |                                |                                   |
|                      |                |   |   |           |                           |              |                         |                                |                                   |
| 活動項目總<br>數： <u>2</u> |                |   |   |           |                           |              |                         |                                |                                   |
| @學生人次                | 1              | 3 | 1 |           | 總開支                       | \$1005.00    |                         |                                |                                   |
| **總學生人<br>次          | 5              |   |   |           |                           |              |                         |                                |                                   |

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「<br>號    | 改善 |    |    | 沒有<br>改變 | 下降 | 不適<br>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<br>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<br>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<br>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**  
**2020-2021 School Year**

**I. Financial Overview**

|   |   |              |
|---|---|--------------|
| A | Allocation in the Current School Year:            | \$126,100.00 |
| B | Expenditure in the Current School Year:           | \$92,713.00  |
| C | Unspent Amount to be Returned to the EDB (A – B): | \$33,387.00  |

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

| Category   | Number of Student Beneficiaries | Subsidised Amount   |
|--|---------------------------------|---|
| Comprehensive Social Security Assistance               | 9                               | \$9,752.00  |
| Full-grant under the School Textbook Assistance Scheme | 69                              | \$61,624.00   |
| Meeting the school-based financially needy criteria    | 35                              | \$21,337.00<br>(capped at 25% of the total allocation for the school year)  |
| <b>TOTAL</b>   | 113                             | <b>\$92,713.00</b><br><br>(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B) |

**III. Details of Expenses**

| IV. Details of Expenses |   |  |  |                      |  |   |   |   |   |
|-------------------------|---|--|--|----------------------|--|---|---|---|---|
| No.                     | Brief Description and Objective of the Activity | Domain <sup>1</sup><br>(Please refer to the remark for examples of domain) | Person Times of Student Beneficiaries <sup>2</sup> | Actual Expenses (\$) | Essential Learning Experiences   |   |   |   |   |
|                         |   |  |  |                      | (Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|                         |   |  |  |                      | I  | M | P | S | C |
|                         |   |  |  |                      | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |

<sup>1</sup> Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

<sup>2</sup> Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

| No. | Brief Description and Objective of the Activity | Domain <sup>1</sup><br>(Please refer to the remark for examples of domain) | Person Times of Student Beneficiaries <sup>2</sup> | Actual Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|---|--|--|----------------------|--|---|---|---|---|
|     |   |  |  |                      | I  | M | P | S | C |
|     |   |  |  |                      | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |

**1. Local activities:** 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 Music and Audio recording production, Grade 5 Theory, Saxophone, Zheng, Classic Guitar, Violin, Flute, Drum) | Arts (Music)       | 49 | 67,216.00                      |           |  |   |  |  |
| 2 | 73 <sup>rd</sup> HK Schools Music Festival  | Arts (Music)       | 8  | 1,606.00                       |           |  | ✓ |  |  |
| 3 | School team training (included Badminton, Basketball, Bowling, Football, Volleyball, Fencing, Athletics, Indoor Rowing)                             | Physical Education | 41 | 11,550.00                      |           |  | ✓ |  |  |
| 4 |   |                    |    |                                |           |  |   |  |  |
| 5 |   |                    |    |                                |           |  |   |  |  |
|   |   |                    |    | <b>Expenses for Category 1</b> | 80,372.00 |  |   |  |  |

**2. Non-Local activities:** To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions

|   |  |  |  |                                |  |  |  |  |  |
|---|--|--|--|--------------------------------|--|--|--|--|--|
| 1 |  |  |  |                                |  |  |  |  |  |
| 2 |  |  |  |                                |  |  |  |  |  |
| 3 |  |  |  |                                |  |  |  |  |  |
| 4 |  |  |  |                                |  |  |  |  |  |
| 5 |  |  |  |                                |  |  |  |  |  |
|   |  |  |  | <b>Expenses for Category 2</b> |  |  |  |  |  |

**3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities**

|   |  |              |    |           |  |  |   |  |  |
|---|--|--------------|----|-----------|--|--|---|--|--|
| 1 | Purchase Music Instruments (included Flute, Violin, Drum sticks, Classic guitar package, | Arts (Music) | 15 | 12,341.00 |  |  | ✓ |  |  |
|---|--|--------------|----|-----------|--|--|---|--|--|

| No. | Brief Description and Objective of the Activity | Domain <sup>1</sup><br>(Please refer to the remark for examples of domain) | Person Times of Student Beneficiaries <sup>2</sup> | Actual Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|---|--|--|----------------------|--|---|---|---|---|
|     |   |  |  |                      | I  | M | P | S | C |
|     |   |  |  |                      | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|     | Grade 5 Music Theory exercise book)             |  |  |                      |  |   |   |   |   |
| 2   |   |  |  |                      |  |   |   |   |   |
| 3   |   |  |  |                      |  |   |   |   |   |
| 4   |   |  |  |                      |  |   |   |   |   |
| 5   |   |  |  |                      |  |   |   |   |   |
|     |   | Expenses for Category 3  |  | 12,341.00            |  |   |   |   |   |
|     |   | Total  |  | 113                  | 92,713.00  |   |   |   |   |

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 2018/19 to 2020/21 school years)**

| <b>DLG funded Pro-gramme</b> | <b>Strategies &amp; benefits anticipated</b>   | <b>Name of Courses</b>   | <b>Duration of the course</b> | <b>Target Students</b> | <b>Evaluation of student learning/ success indicators</b>   | <b>Teacher -in -charge</b> | <b>Evaluation</b>  |
|------------------------------|--|--|-------------------------------|------------------------|---|----------------------------|--|
| 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 as shown in the record of student learning</li> <li>Evaluation report on students' performance</li> <li>Assessment of students' performance</li> </ul> | W Wong<br>YC Yiu           | 14 students took APL courses in this cohort. 2 attained the distinction level and 11 achieved the attained level.<br><br>The courses broadened their choice of subjects. |
| Other pro-grammes            | <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.                                |

CCC Ming Kei College  
Evaluation Report on DLG-funded Other Programmes (Gifted Education) 2020-2021

|                     |   |
|---------------------|---|
| Title               | Music DSE Curriculum  |
| Objectives          | To provide more choices of DSE subject to meet students' aptitude   |
| Deliverables        | 1. Students complete the assignments and assessment in lessons<br>2. Students were able to attain to the standard set by the DSE curriculum |
| 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<br>2. Positive feedback from students<br>3. 100% passing percentage in 2021 DSE                      |
| Expenditure         | HKD 63,040 (to be paid by the DLG funding)  |