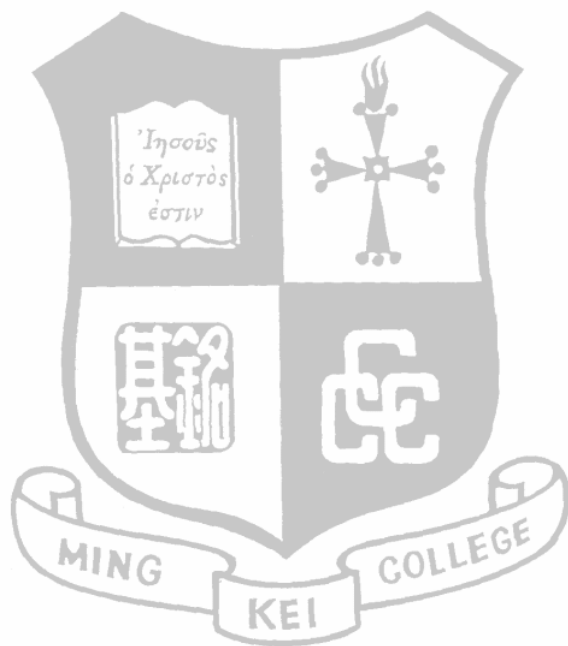


# CCC MING KEI COLLEGE



## Annual School Plan

2021-2022

**Annual School Plan 2021-2022**  
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**1. THE HONG KONG COUNCIL OF THE CHURCH OF CHRIST IN CHINA  
– VISION, MISSION AND CORE VALUES ON EDUCATION**

**Vision Statement**

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

**Mission Statement**

Motivated by the Love of Christ and convinced of the value of man, we strive to provide quality education to our students, to elicit their potential and to share with them the holistic views of the gospel. We also pledge to educate our students to be good citizens so that they can make contribution to our society and our country.

**Core Values**

Evangelism and Service, Loving and Caring  
Whole-person Education for All  
Positive, Progressive and Commitment

## 2. SCHOOL MISSION

The Church of Christ in China Ming Kei College (previously named as Ming Kei College) is a Christian grammar school founded by the Hong Kong Council of the Church of Christ in China (HKCCCC) in 1967 in the hope that both its teachers and students should constantly bear in mind Jesus Christ's grace and teachings, and follow in His footsteps in loving service to mankind.

Embracing the HKCCCC's philosophy of 'holistic education' in proclamation and service, we are committed to the provision of a comprehensive range of quality educational services. We pledge to create a pleasant and harmonious learning environment, and, by working in partnership with parents, the church, community and related organisations, to provide a curriculum and a system of extra-curricular activities which address the moral, intellectual, physical, social, aesthetic and spiritual needs of young people.

We strive to nurture our students by developing their potential in terms of their self-discipline, autonomy, self-enhancement, independent thinking as well as their creativity and leadership. We also strive to help our students develop their physical fitness, inculcating in them the spirit of teamwork as well as for the serving the others. We are committed to providing them with suitable training leading to a strong appreciation of art and aesthetics. We are also devoted to teaching our students to learn the words and acts of Jesus, so as to help them develop a positive attitude towards learning and active participation, and leading to their growing into healthy and civic-minded youngsters with a wholesome character; a positive outlook on life and a correct sense of values.

It is our aspiration that our students will grow into individuals whose love extends from the self to their neighbours and finally to God; individuals who are honest, courteous, law-abiding, respectful to teachers, filial to parents, ready to care and share, and above all, willing to serve others. They should be prepared to assume responsibility, to dare to face challenges and to be able to respond to the needs of our society. Thus, they will become good citizens in their turn; citizens who are involved in improving society, contributing to nation and serving the world. Through continual practice, their lives will give expression to what Jesus once taught us, 'it is more blessed to give than to receive.'

Our mission statement is as follows:

**"We strive to provide our students with person-centred education with love and care so that they can maximise their potential to lead an abundant life, to serve the community and to glorify the Lord."**

### **3. SCHOOL GOALS**

#### **3.1. Goals related to Students**

- <1> Enable students to build strong foundations of literacy and numeracy and to appreciate the world in which they live, and the relationships among people and their environments.
- <2> Help students to think independently in logical and creative ways, to make rational decisions , as well as to solve problems and to cope with stress and changes effectively.
- <3> Help students develop a zeal for learning and a realisation that learning is a life-long activity.
- <4> Help students to meet the community's needs in respect of social, economic and technological development.
- <5> Stimulate student interest and develop their potential in cultural and aesthetic aspects.
- <6> Help students to develop physical fitness and an appreciation of sportsmanship.
- <7> Educate students to become well-disciplined and good-mannered youths.
- <8> Provide appropriate environments for students to learn to live and work in, to assist them to show respect, love and care for other people, and to help others in need.
- <9> Educate students to become responsible and civic-minded citizens that contribute to growth and advance mats in society, the nation and the world.
- <10> Help students to develop a sense of morality and value-based judgements.
- <11> Help students to appreciate biblical truths, to develop faith in God and live out their lives in purity by faith.

#### **3.2 Goals related to the Provision of Resources**

- <1> Provide adequate teaching and learning facilities, and create supportive environments that foster student growth in the likeness of God.
- <2> Provide students with educational tasks and enrichment of life experiences.
- <3> Continually update resources so that students are able to have hands-on experience of appropriate new technology.
- <4> Provide teachers with effective teaching aids so as to enhance the quality of teaching.
- <5> Organise support programmes to assist in the professional development of teachers and, particularly, that of new teachers.
- <6> Reduce the non-teaching workload of teachers so that they can concentrate on their teaching and counselling roles.
- <7> Improve the working environment of staff so as to enhance the efficiency of teaching.
- <8> Provide safe working environments for staff.
- <9> Strive for effective use of the school premises.
- <10> Provide subsidies for appropriate school activities.

- <11> Provide parents with opportunities to engage in taking part in various school activities when appropriate.
- <12> Raise funds within the school to finance approved projects.
- <13> Make good use of the resources available and to strengthen co-operation and co-ordination with other organisations in our community.

### **3.3 Goals related to School Management**

- <1> Ensure that students are supported, cared for, and assisted in making the most of the opportunities that the school provides for them.
- <2> Ensure that the quality, effectiveness and efficiency of the school are attained.
- <3> Define clearly and publicise the institutional rights and duties of teaching and non-teaching staff.
- <4> Encourage teachers to express their views and play an active role in decision-making.
- <5> Create a supportive environment so that teachers can enjoy freedom in trying out educational innovations and developing their potential.
- <6> Be fair and reasonable while allocating duties.
- <7> Have an optimal allocation of financial resources.
- <8> Provide communication opportunities among the school management board, school administration, teachers, parents, alumni and students so that they can better understand and contribute to the making of school policies.
- <9> Improve communication among the school's administration, and among the teaching and non-teaching staff.

### **3.4 Qualities of Ming Kei Students, Staff & Parents**

We strive to develop the following qualities in the growth journey at Ming Kei:

C	<b>Christian Faith</b>
C	<b>Courage</b>
C	<b>Creativity</b>
M	<b>Modesty</b>
K	<b>Knowledge</b>
C	<b>Commitment</b>

**CCC MING KEI COLLGE**  
**THREE-YEAR SCHOOL DEVELOPMENT PLAN 2021-2024**

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

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

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



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

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

Targets / Intended Outcomes	Strategies	Time Scale			Coordinating Teams
		21/22	22/23	23/24	
2.3 Students are able to reflect and make meaning of the experiences they undergo in school.	(i) Refine the structure of Other Learning Experiences	✓			VP (student affairs) OLE task team
	(ii) Strengthen the debriefing session after having OLE and let students reflect more thoroughly on facilitating their personal growth	✓	✓	✓	OLE task team
	(iii) Raise students' self-esteem and sense of achievement	✓	✓	✓	Student Affairs Committees
2.4 Students' potential is stretched to the fullest by revising the informal curriculum.	(i) Provide students with more chances of being student leaders at school, e.g. the newly set-up House system	✓	✓	✓	ECAC
	(ii) Provide students with chances to develop their talents in Drama and to receive professional training in stage management	✓	✓		ECAC (Drama Training)
	(iii) Enrich the learning experiences both inside and outside school through Invitational Education	✓	✓	✓	IVE

**CCC MING KEI COLLEGE**  
**MAJOR CONCERNS FOR THE 2021-2022 SCHOOL YEAR**  
**ANNUAL SCHOOL PLAN**

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

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria (Intended Outcomes)</b>	<b>Methods of Evaluation</b>	<b>Coordinating Teams</b>
1.1 To adopt the Knowledge-Building Model as the pedagogical model to promote self-directed learning and teaching	(i) Activate students' prior knowledge through pre-lesson preparation for effective classroom learning and teaching.	<ul style="list-style-type: none"> <li>• Pre-lesson tasks are assigned with worksheets given out and / or materials uploaded to Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations and assignment inspection reports</li> <li>• Evaluation in subject department meetings</li> <li>• Survey results from students</li> </ul>	VP (Teaching & Learning) Subject Departments SDC
	(ii) Design lessons which maximise student-student and teacher-student interaction to co-construct knowledge and develop a self-directed community of learners.	<ul style="list-style-type: none"> <li>• Pre-lesson / while-lesson / post-lesson activities include interactive tasks and self-directed learning skills</li> </ul>		
1.2 To maximise the use of Information Technology to enhance learning and teaching effectiveness	(i) Facilitate pre-lesson preparation, interaction and participation in class through e-learning tools, apps and platforms.	<ul style="list-style-type: none"> <li>• At least 75% of the academic subjects set up Google Classroom for each class / form, and learning materials are uploaded to Google Classroom</li> <li>• E-learning tools are used in lessons to enhance interaction and participation in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation in subject department meetings</li> <li>• Lesson observation reports</li> <li>• Feedback from students</li> </ul>	VP (Teaching & Learning) Subject Departments ITC
	(ii) Provide opportunities to learn beyond the limitations of time and space.	<ul style="list-style-type: none"> <li>• Supplementary lessons via Zoom are arranged when necessary</li> <li>• Self-learning materials are uploaded to Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation in subject department meetings</li> <li>• Students' attendance in supplementary lessons</li> </ul>	VP (School Administration) Subject Departments ITC

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

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria (Intended Outcomes)</b>	<b>Methods of Evaluation</b>	<b>Coordinating Teams</b>
1.4 To promote Reading across the Curriculum to help students connect their learning experiences	(i) Provide an inviting reading environment.	<ul style="list-style-type: none"> <li>The school library is renovated</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Feedback from teachers and students</li> </ul>	School Library
	(ii) Organise a purposeful cross disciplinary extensive reading scheme and activities for broadening the general knowledge of students.	<ul style="list-style-type: none"> <li>Reading schemes / activities are organised</li> <li>About 80% of students participate in the reading scheme / activities</li> <li>Lists of recommended book titles are provided to students</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation in Reading Promotion Committee meetings</li> <li>Evaluation in Subject department meetings</li> <li>Reading scheme records</li> </ul>	Subject Departments RPC

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

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria (Intended Outcomes)</b>	<b>Methods of Evaluation</b>	<b>Coordinating Teams</b>
2.1 Students are nurtured in a harmonious and supportive school.	(i) Strengthen the collaboration with CCC Kei Mong Church to infuse the values of Christian education and to foster the implementation of a positive education	<ul style="list-style-type: none"> <li>● Conduct Morning Prayer to start every day of learning.</li> <li>● Invite Christians to share positive messages with students during chapels sessions.</li> <li>● Share the core values from the perspective of the Bible.</li> </ul>	Feedback from teachers and students	RC
	(ii) Cultivate the qualities of being a Mingkei'er focusing on COURAGE this year	<ul style="list-style-type: none"> <li>● Organise activities or mass programmes that can implant the core values in students.</li> <li>● Train up the S.3 Cadet Prefects to serve the school and to prepare for the prefect election in S.4.</li> <li>● Implement a scheme named 'Courageous Mingkei'ers' to encourage students to be courageous at school.</li> <li>● S.1 Orientation Camp and Peer Counselling Scheme enhance the growth of both S.1 students and S.4 &amp; S.5 peer counselling students.</li> </ul>	Committee minutes record  Feedback from students and teachers	CMEC DC GPGC
	(iii) Continue the caring culture on the school campus	<ul style="list-style-type: none"> <li>● S.4 Caring Programme – Each S.4 student will have meetings with a guidance teacher and/or their class teacher throughout the year in order to take care of their individual needs.</li> <li>● Collaborate with 'Food Angel' to serve the community at school.</li> <li>● The Little Shepherds learn to care about the S.1 and S.2 students and pray for them.</li> <li>● Provide treats to staff and students e.g. hot chocolate in Religious Week</li> <li>● Conduct activities to promote a caring culture at school by recruiting Integrated Education ambassadors.</li> </ul>	On-site observation  Students' participation rate  Feedback from the organisation and teachers	GPGC RC IEC

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria (Intended Outcomes)</b>	<b>Methods of Evaluation</b>	<b>Coordinating Teams</b>
2.2 Students are able to set goals and strive to achieve them even when facing difficulties.	(i) Raise the resilience level of students by providing various activities for them to join and by providing suitable training	<ul style="list-style-type: none"> <li>● Provide adequate support and training to student ambassadors when holding different kinds of activities.</li> <li>● Arrange a training camp for school prefects to improve their leadership skills.</li> <li>● Arrange training camps for peer counselling students and the PAP students.</li> <li>● Enrol S.1 boys to participate in the Youth Street-run Programme.</li> <li>● Provide training for the Little Shepherds to strengthen their spiritual life.</li> <li>● Organise some relaxation activities, e.g. Pilates, Nagomi pastel art, or dart for students during short days.</li> </ul>	<p>Feedback from ambassadors and prefects</p> <p>Students' participation rate</p>	CMEC DC GPGC RC IEC
	(ii) Enhance the Class Management arrangements and help students to set short-term goals	<ul style="list-style-type: none"> <li>● Provide junior form students with opportunities to understand the concepts of life planning and goal setting. They should also be able to review their strengths and weaknesses and can set one to two academic or non-academic goals.</li> <li>● Conduct 'We can do it' campaign to enhance class management and set short-term goals as a whole.</li> <li>● Implement a class-based campaign named 'Stars of the Month' to encourage students to strive in different aspects set by the DC.</li> <li>● Boost the class spirit by holding inter-class activities.</li> </ul>	<p>Students' work and feedback from teachers involved</p> <p>Students' presentation at the end of the campaign</p>	CCC GPGC DC ECAC
	(iii) Help students to set long-term goals to pursue their further education and careers	<ul style="list-style-type: none"> <li>● Senior form students will be provided with opportunities to recognise different job &amp; study possibilities in order to set one to two long-term goals for future studies or careers. They will also be given chances to reflect upon their academic abilities and interests so as to pursue their dream courses and jobs in the future.</li> <li>● Individualised Education Planning Conferences for SEN students will be held to set learning goals and review their learning progress.</li> </ul>	<p>Questionnaires</p> <p>Feedback from teachers</p> <p>Feedback from parents</p>	CCC IEC

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria (Intended Outcomes)</b>	<b>Methods of Evaluation</b>	<b>Coordinating Teams</b>
2.3 Students are able to reflect and make meaning of the experiences they undergo in school. Students' potential is stretched to the fullest by revising the informal curriculum.	(i) Refine the structure of Other Learning Experiences	<ul style="list-style-type: none"> <li>● A framework of Other Learning Experiences is constructed.</li> </ul>	Document record	OLE Team
	(ii) Strengthen the debriefing session after having OLE and let students reflect more thoroughly to facilitate their personal growth	<ul style="list-style-type: none"> <li>● Design an evaluation form for programme evaluation and self-reflection.</li> <li>● Reserve some time for students to reflect after activities.</li> <li>● Encourage students to record their reflection after activities.</li> </ul>	Students' work  Feedback from students, organisation and teachers	OLE Team Student support committees
	(iii) Raise students' self-esteem and sense of achievement	<ul style="list-style-type: none"> <li>● Encourage the ambassadors to plan and implement activities more independently.</li> <li>● Issue different kinds of certificates to students to recognise their good behaviour and/or good conduct.</li> <li>● Provide a wide variety of OLE activities to increase students' exposure.</li> <li>● Promote interschool activities.</li> <li>● Encourage students to achieve the Basic Award Level of the CCCMKC Award Scheme.</li> <li>● The Little Shepherds gather to pray for and serve the school throughout the year.</li> <li>● Collaborate with school social workers to organize esteem-building activities for SEN students and relatively low achievers.</li> <li>● Organise activities for junior form students by the PATHS activity promotion team. Suitable training will be given to the PAP team as well.</li> </ul>	Feedback from students and teachers  Students' participation rate  CCCMKC Award Scheme record  Number of certificates issued  APASO results	CMEC DC ECAC RC IEC GPGC



Targets	Strategies	Success Criteria (Intended Outcomes)	Methods of Evaluation	Coordinating Teams
2.4 Students' potential is stretched to the fullest by revising the informal curriculum.	(i) Provide students with more chances for being student leaders at school, e.g. the newly set-up of the House system	<ul style="list-style-type: none"> <li>● Empower school prefects, especially the head and deputy head prefects to take special duties in the school-based mass events, e.g. Chapel, Parents Day</li> <li>● Nominate suitable students to join adventure-based activities or competitions outside school.</li> <li>● The House Captains can perform their duties, smoothly even though this is the first year for the establishment of Houses.</li> <li>● The Little Shepherds meet regularly to practise and serve the school in chapels.</li> </ul>	<p>Feedback from teachers</p> <p>Committee record</p>	DC ECAC RC
	(ii) Provide students with chances to develop their talents in drama and to receive professional training for stage management	<ul style="list-style-type: none"> <li>● Provide adequate and quality training sessions on different aspects to students including (i) stage management (ii) script writing (iii) stage performance.</li> <li>● Produce a drama show to celebrate the school's 55<sup>th</sup> anniversary.</li> </ul>	<p>Feedback from students and teachers</p> <p>Students' attendance record</p>	Drama team
	(iii) Enrich the learning experiences both inside and outside school through the Invitational Education and other committees	<ul style="list-style-type: none"> <li>● Organise visits to some organisations, like the ICAC to widen students' horizons and help them to reflect after the activity.</li> <li>● Encourage school prefects to participate in various community services or external competitions.</li> <li>● Organise inter-house competitions or activities to strengthen the vertical integration of students in school.</li> <li>● Collaborate with the PolyU to organise AIESEC in summer time.</li> <li>● Nominate students to take part in gifted education programmes.</li> <li>● Promote and take part in programmes organised by International Alliance for Invitation Education (IAIEHK).</li> </ul>	<p>Questionnaire</p> <p>Feedback from students and teachers</p> <p>Committee record</p>	DC ECAC IVEC

**Appendix I :****CCC MING KEI COLLEGE****Proposed Deployment of the Capacity Enhancement Grant (CEG)****for the 2021-2022 School Year**

Major Areas of Concern	Budget	Time Scale	Resources Required	Success Criteria	Method of Evaluation	Person-in-charge
Employ an additional Associate Teacher to relieve teachers' workload in teaching and student-affairs related work	\$201,600	September 2021 – August 2022	Salary of one contract associate teacher	Positive feedback from teachers	Questionnaire	Principal Cheung
IE Teaching Assistant: To support visually impaired students in S.2 & S.4	\$89,000	September 2021 – August 2022	Salary required for one contract teaching assistant after deducting Learning Support Grant (\$100,000)	Positive feedback from teachers	Feedback from teachers and students	Mr. CK Wong
Ceramics Assistant: To facilitate the ceramics learning and teaching process	\$136,000	September 2021 – August 2022	Salary for one contract part-time ceramic assistant	Positive feedback from teachers	Feedback from teachers and students	Ms. CW Ng
Associate Teacher: To support the learning Chinese language for 2 non-Chinese speaking students	\$54,120	September 2021 – August 2022	Salary required for one contract associate teacher after deducting the NCS grant (\$150,000)	Positive feedback from teachers	Feedback from teachers and students	Ms. WK Tse
Total Expenditure:	\$480,720					

## **Appendix II :**

### **School-based After-school Learning and Support Programmes 2021/22**

#### **Implementation Plan for School-based After school Learning and Support Programmes** **2021/2022**

1. The grant aims to support needy students to participate in the activities / programmes recognised by most schools.
2. The activities / programmes organised by the Standing Committees and the Academic & Cultural Subjects are to be subsidised by the grant.
3. The target students are S.1 to S.6 Students from families in receipt of the Comprehensive Social Security Assistance (CSSA) or full-grant assistance under the Student Financial Assistance Schemes (SFAS). Schools are given the discretion to offer not more than 25% of the allocation for other disadvantaged students who are not receiving CSSA/SFAS full grant. (Students must enclose relevant supporting documents as reference.)
4. Applications will be accepted all year round.
5. Completed forms should be returned to Ms PY Li, the teacher-in-charge of the captioned programme.

**School-based After-school Learning and Support Programmes 2021/22 s.y.**

**School-based Grant - Programme Plan**

**Name of School:** CCC MING KEI COLLEGE

**Project Coordinator:** MISS LI PUI YAN

**Contact Telephone No.:** 2392 3963

**A. The estimated number of students (count by heads) benefitted under this Programme is 210 (including A. 40 CSSA recipients, B. 120 SFAS full-grant recipients and C. 50 under school's discretionary quota).**

**B. Information on Activities to be subsidised/complemented by the grant.**

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period /Date activity to be held	Estimated no. of participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner /service provider (if applicable)
					A	B	C		
Saturday tutorial classes	To help students improve their learning in Chinese, Maths and English	Students get better results in tests and exams	<ul style="list-style-type: none"> <li>● Questionnaires</li> <li>● Tests &amp; exams</li> </ul>	10/2021 – 6/2022	7	25	20	8,000	Experienced teachers will be hired through advertisement
Musical Instrument classes	To develop students' interests in music and to help them to stretch their potential to the fullest	Students cultivate a love in music	<ul style="list-style-type: none"> <li>● Attendance rate</li> <li>● Class performance</li> </ul>	10/2021 – 7/2022	10	38	14	60,000	Experienced instructors will be hired through advertisement
English summer camp (ELIC)	To enhance students' confidence in speaking English and in their communication skills	Students become more confident in using English for communication	<ul style="list-style-type: none"> <li>● Class performance</li> <li>● Questionnaire</li> </ul>	7/2022 – 8/2022	2	4	2	8,000	HKCCCC & American English Institute
Interest Classes (Dance class/ Flower arrangement class/ Pottery classes)	To enhance students' aesthetic senses and creativity	Students give performances/ produces artworks	<ul style="list-style-type: none"> <li>● Class performance</li> </ul>	10/2021 – 7/2022	3	6	2	2,000	School teachers

Academic enhancement classes	To enhance students' exam skills and strengthen their subject knowledge	Students get better results in tests and exams	● Assignments ● Tests & exams	10/2021 – 7/2022	4	10	2	2,000	Experienced teachers will be hired through advertisement
Training classes/ courses (leadership/ sports/ red cross/ drama)	To provide students with opportunities to widen their learning experiences	Students develop different generic skills, life skills & communication skills	● Class performance ● Questionnaire	10/2021 – 7/2022	7	28	6	20,000	Experienced teachers will be hired through advertisement
Outdoor extra-curricular activities (girl guides & red cross camping, visits to museum/ drama shows)	To provide students with a chance to widen their horizons and serve the community	Students gain more general knowledge and other learning experience	● Participants' feedback	10/2021 –7/2022	4	6	2	2,000	School teachers
Study/ Cultural exchange tours	To widen students' horizons	Students reflect upon their life/studies and become more aware of the cultures of other countries	● Sharing session ● Assignments	10/2021 – 8/2022	3	3	2	4,000	School teachers/ EDB
Total no. of activities: 8				@No. of participation counts	40	120	50		
				Total no. of participation counts	210				

Note:

\* Name/type of activities are categorised as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Participation counts: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\*Total no. of participation count: the aggregate of (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 25% discretionary quota (C).

### Appendix III :

#### CCC Ming Kei College

#### **Three-year plan – Measures to broaden students' choices of electives subjects and provision of gifted education programs for the tenth cohort of Senior Secondary students (from 2021/22 to 2023/24 school years)**

The following programmes are planned for the Senior Secondary students with the deployment of EDB's Diversity Learning Grant (DLG)

DLG funded Programmes	Strategies & benefits anticipated	Name of courses	Duration of the Course	Target Students	Estimated no. of students involved in each school year			Evaluation of student learning /success indicators	Teacher -in-charge
					21/22	22/23	23/24		
Other Programmes	To offer talks/programmes to cater for students with different abilities	Courses / visits that enhance the NSS curriculum	Daily basis	This year's cohort of S.4 – S.6 students	100	100	100	Feedback from subject department heads	Subject department heads
	To arrange visits outside school							Feedback from students	
Other Programmes	In view of the small number of students opting for Music, this network programme in conjunction with Munsang College, HKMA David Li Kwok Po College and Pentecostal School can help to cater for students' diverse needs	HKDSE Music  Network Programme	3 years	This year's cohort of S.4 – S.6 students	5	5	5	Students will take the HKDSE Examination	Tutor from other organisation

## Appendix IV :

### Work Plan on Life Planning Education and Career Guidance Service (2021-2022)

Name of School: CCC Ming Kei College

School Year: 2021 – 2022

#### Details:

Objectives	Strategies	Evaluation	Allocation of the CLP Grant
To expand the capacity of the Careers Counselling Committee.	(i) Additional teaching staff will be employed to release some teaching duties of the Career teachers.	Various careers and life planning programmes, talks and activities have been held for students of each form throughout the whole year.	
To provide career guidance in junior forms to help students better understand themselves so as to set goals for their future paths and foster their habits of proactive learning.	<b>S.2 Students:</b> - Conduct a life planning education program (2 workshops) to foster students' good habits	(i) Evaluation from service provider  (ii) Positive feedback from students, careers teachers and class teachers	Rendering service (\$18,000)
	<b>S.3 Students:</b> - Conduct three careers & life planning lessons in form time to help students understand their strengths and weaknesses, aptitudes, personality, priorities in order to make informed decisions for S.4 subjects selection and plan for their future paths.	As above	Rendering service (\$12,000)

Objectives	Strategies	Evaluation	Allocation of the CLP Grant
To help students to be aspirational and work out their life plans.	<p><b>S.6 students:</b> (i) Individual &amp; group guidance sessions will be provided to all S.6 students by careers teachers between October and December. Each student will meet careers teachers at least twice before the deadline of JUPAS application.</p> <p>(ii) A mass programme ‘JUPAS Night’ will be held to help S.6 students gain a better understanding of the multiple pathways and enhance their decision-making for JUPAS courses plus soothing their emotions through the sharing of alumni, social workers and university students. A workshop will also be provided for parents to advise them how to support their children during the HKDSE.</p>	<p>(i) At least two counselling sessions have been held.</p> <p>(ii) Positive feedback from students &amp; teachers</p>	Administrative or teaching workload relieved from employment of additional teaching staff
	<p><b>S.5 students:</b> A mentorship program will be provided for S.5 students with opportunities to reflect upon their current academic performance and study &amp; career goals through face-to-face counselling with career or subject teachers. Plus they will be guided to review goals and formulate a personal action plan for their present study, further studies or potential careers.</p>	<p>(i) On-site observation by career teachers</p> <p>(ii) Evaluation from service provider</p> <p>(iii) Positive feedback from students &amp; parents</p>	Rendering service (\$12,000)
	<p><b>S.5 students:</b> A programme will provided for S.5 students with opportunities to understand their ability and learn transferable skills.</p>	<p>(i) At least three counselling sessions have been held.</p> <p>(ii) Positive feedback from students &amp; teachers</p> <p>(i) Evaluation from service provider</p> <p>(ii) Positive feedback from students, careers teachers and class teachers</p>	<p>Administrative or teaching workload relieved from employment of additional teaching staff</p> <p>Rendering service (\$26,000)</p>



Objectives	Strategies	Evaluation	Allocation of the CLP Grant
	<b>S.4 students</b> To provide three careers & life planning lessons: ‘Building Future into Focus’ (Possibility – possible jobs) for S.4 students to help them understand more about themselves, the job opportunities outside and learn to make informed choices for their future study and career.	(i) Evaluation from service provider  (ii) Positive feedback from students, careers teachers and class teachers	Rendering service (\$26,000)
To enhance students’ university interview skills and to equip students with skills for writing a good self-account	<b>S.6 students</b> 1. To provide a mass lecture to develop students’ university interview skills.  2. To provide a follow-up interview skills practice workshop for S.6 students.  3. To provide three self-account writing lessons for each class of S.6 students to enhance their skills and content for writing an impressive personal statement.	(i) Feedback from students and career teachers.  (ii) Evaluation from service provider	1. Rendering service (\$3,500)  2. Rendering service (\$2,500)  3. Rendering service (\$23,000)
To provide S.6 students and their parents with the most up-to-date information so that they can make informed decisions on the modification of JUPAS choices and other potential study pathways	<b>S.6 students</b> To deliver a talk by an experienced social worker for both S.6 students and parents before the DSE Result Release Day.	(i) Feedback from students, parents & teachers.	Rendering service (\$4,000)

Objectives	Strategies	Evaluation	Allocation of the CLP Grant
To provide students with career quizzes to increase students' awareness of different jobs and stimulate students' exploration of their potential future jobs.	<b>S.1 students</b> To provide the Probe programme for junior students.	(i) Feedback from students, & teachers.	Rendering service (\$4,000)
To restructure the value and life planning education curriculum	To help refine the value and life planning education curriculum	Feedback from teachers	Employment of additional teaching staff

Services expenses: \$ 131,000