

CCC MING KEI COLLEGE

School Development Plan 2024/25 - 2026/27

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CCC Ming Kei College

1. The Hong Kong Council of the Church of Christ in China – Vision, Mission and Core Values on Education

Vision Statement

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

Mission Statement

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

Core Values

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

2. School Vision and Mission

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

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

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

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

Our mission statement is as follows:

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

3. School Goals

3.1 Goals related to Students

- <1> Enable students to build a strong foundation of literacy and numeracy and to understand the world in which they live and the relationship between people and their environment.
- <2> Help students think independently in a logical and creative way, to make rational decisions, as well as to solve problems and to cope with stress and changes effectively.
- <3> Help students develop a zeal in learning and realize that learning is a life-long activity.
- <4> Help students meet the community's needs in respect of its social, economic and technological development.
- <5> Stimulate students' interest and develop their potential in cultural and aesthetic aspects.
- <6> Help students develop physical fitness and an appreciation of sportsmanship.

- <7> Educate students to become well-disciplined and good-mannered youths.
- <8> Provide an appropriate environment in which students can learn to live and work with, respect, love and help other people.
- <9> Educate students to become responsible and civic-minded citizens with contribution to the society, the nation and the world.
- <10> Help students to develop a proper sense of morality and value judgement.
- <11> Help students understand biblical truths, 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 a supportive environment to foster students' growth.
- <2> Provide students with educational tasks so as to enrich their life experience.
- <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, in particular, 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 a safe working environment for staff.
- <9> Strive for an effective use of the school premises.
- <10> Provide subsidies for appropriate school activities.
- <11> Provide parents with the opportunities of taking part in various school activities if appropriate.
- <12> Raise fund within the school to finance approved projects.
- <13> Make good use of the resources available and 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 quality, effectiveness and efficiency are attained at school.

- <3> Define clearly and publicize 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 develop 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 administration, teaching and non-teaching staff.

4. School Motto and Core Values

Our school motto:

It is more blessed to give than to receive. (Acts 20:35)

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

- C **Christian Faith**
- C **Courage**
- C **Creativity**
- M **Modesty**
- K **Knowledge**
- C **Commitment**

5. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

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

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
1.1 To adopt the Knowledge-Building Model as the optimal pedagogical model to promote self-directed learning and teaching	<p>Mostly achieved: According to the evaluation conducted by teachers, the average rating of the two interrelated strategies was 3.96.</p> <p>Various subjects designed pre-lesson tasks to facilitate students' learning. Based on lesson observation, assignment inspection and feedback from teachers and students, it can be concluded that these pre-lesson tasks could facilitate students' learning by improving their understanding of knowledge, encouraging self-directed learning, enhancing students' participation in class and providing opportunities for deeper engagement with the subject matter.</p> <p>Lesson observation and teachers' feedback showed that teachers adopted an interactive approach in lessons. Teachers were able to use e-learning tools to enhance student engagement before, during and after lessons.</p>	<p>Incorporated as routine work: Teachers will incorporate the interactive pedagogical approach and the utilization of e-learning tools into their teaching practices.</p> <p>Continue to be a major concern: Pre-lesson preparation, as well as post-lesson consolidation, will be one of the strategies used to help our students acquire essential learning skills in the next development cycle.</p>	
1.2 To maximise the use of information technology to enhance learning and teaching effectiveness	<p>Fully achieved: Based on the evaluation conducted by teachers, the average rating of the two interrelated strategies was 4.22, which is the highest among all targets of major concern 1.</p> <p>Various e-learning tools and online platforms were used to facilitate teaching and learning in class and provide opportunities to learn beyond</p>	<p>Incorporated as routine work: Teachers will continue to employ various e-learning tools and online platforms to facilitate teaching and learning in and beyond the classroom.</p>	

	<p>the limitations of time and space. During the school suspension period due to COVID-19 in the 2021-2022 school year, live lessons were conducted using Zoom according to the scheduled timetable. Both teachers and students were familiar with a wide variety of applications and online platforms, and were able to use these resources effectively for teaching and learning. Lesson observation and subject evaluation reports showed that e-learning elements were frequently included in lessons, enhancing student-student and teacher-student interactions. Besides, Google Classroom has become a common platform through which teachers deliver learning materials to students. Both teachers and students indicated that these learning materials and resources could encourage self-learning, cater to a wide range of learning needs and facilitate learning beyond the classroom.</p>		
<p>1.3 To develop a school curriculum which can enrich students' knowledge and stretch their academic potential</p>	<p>Fully achieved: Based on the evaluation conducted by teachers, all the three interconnected strategies reached a score of 4 out of 5, with an average rating of 4.11.</p> <p>Various subject departments refined the junior form curriculum to enhance students' acquisition of language skills and cater for students' diverse learning needs. The thematic approach was adopted in English Language for better skills integration. The junior English curriculum was differentiated into core, extended and remedial versions to cater for learner diversity. The Chinese Language Department devised extended tasks for more capable classes. Some subjects enriched the contents in their junior form curriculum. More topics were included in the curricula of Geography, History and Life & Society. Knowledge of the latest technological development, such as artificial intelligence, was included in the curriculum of Computer Literacy.</p> <p>As shown in the teaching schedules, teaching materials and student assignments, all subjects incorporated elements related to national security education and values education into their curricula. Besides, elements of values education were naturally integrated into the activities organized by subject departments beyond the classroom.</p>	<p>Continue to be a major concern: The school will continue to adopt these strategies to further enhance students' academic achievements.</p> <p>Subject departments will continue to review and refine their curricula, learning tasks and assessment methods, focusing particularly on meeting the diverse needs of students with varying abilities.</p> <p>The school will continue to adopt a 'multi-pronged' approach to implementing national security education and values education.</p> <p>Subject departments will continue to organize learning activities to broaden the horizons of our students. They will also further explore suitable themes and topics for</p>	

	<p>A wide range of activities were organized by subject departments to enrich students' learning experience. These included subject-based, cross-subject and cross-KLA activities. Both teachers and students indicated that the activities could arouse students' interest, enhance their motivation to learn, enrich their knowledge and broaden their horizons.</p> <p>Structured tutorial programmes were arranged for both senior and junior form students to enhance their academic performance according to their abilities. Regular structured supplementary lessons were arranged after school and in the post-examination period for all DSE subjects for senior form students. Saturday tutorial classes and after-school homework tutorial classes were arranged for the low-achievers in junior forms. Two self-study lessons were included in the timetable and teachers could provide individual guidance to students.</p> <p>The improvement of our students' academic performance in both internal assessments and the HKDSE in the school years between 2021 and 2024 demonstrates the effectiveness of these measures.</p>	<p>cross-subject and cross-KLA activities for different form levels.</p> <p>The structured tutorial programmes will continue. The school will implement strategies to assist students in setting their learning goals so as to motivate them to improve their academic performance.</p>	
<p>1.4 To promote Reading across the Curriculum to help students connect their learning experiences</p>	<p>Partly achieved: According to the evaluation conducted by teachers, the average rating of the two strategies for this target was 3.90, which was the lowest among all targets.</p> <p>The school has improved the reading environment to cultivate a stronger reading culture. Renovation work of the school library was completed in the 2022-2023 school year. A Reading Corner was set up in every form room in the 2023-2024 school year.</p> <p>In response to continuous evaluation, the reading programme implemented through the Reading lessons underwent adaptations to enhance its effectiveness from 2021 to 2024. Recognizing that the original theme-based approach constrained reading to fiction and biographies, the approach was replaced with a cross-disciplinary extensive reading approach to promote reading across the curriculum.</p>	<p>Continue to be a major concern: The Reading Promotion Committee (RPC) will continue to evaluate and revise the cross-disciplinary reading programme of the reading lessons to enhance its effectiveness. The RPC and subject departments will continue to organize various reading activities to cultivate a reading culture at school.</p>	

	<p>The reading materials for the reading lessons were provided by all subjects, the STREAM team and the Reading Promotion Committee. However, as indicated by students and observed by teachers, it was challenging for students to build connections between the reading materials that covered a diverse range of knowledge from various subjects. The school will undertake a revision of the reading programme in the next development cycle.</p> <p>The Reading Week was organized by the Reading Promotion Committee in the 2023-2024 school year. Positive feedback was received from teachers and students. Individual subjects provided students with recommended booklists and articles for self-learning. Some subjects also arranged reading schemes, reading assignments and reading activities for students.</p>		
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Major Concern 2: To Foster Students' Positive Attitude in their Personal Development and Commitment to School and Community

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
<p>Target 2.1: Students are nurtured in a harmonious and supportive school.</p>	<p>Fully achieved: According to the evaluation conducted by teachers, the three interrelated strategies achieved scores exceeding 4 out of 5, with an average rating of 4.29.</p> <p>A harmonious and supportive atmosphere was achieved through the hard work of different committees. The school collaborated with CCC Kei Mong Church to inculcate in students the values of Christian education and positive education. Based on the values from the Bible, positive values in line with the school's core values were inculcated in students.</p> <p>The qualities of being a Mingkei'er were widely promoted by different committees. Students were given ample opportunities to develop their personal qualities, and their personal growth was enhanced.</p> <p>A caring culture was always emphasized and promoted at school. The IEC ambassadors took great care of students with special needs while the PCS helped the S.1 students to adapt to the new school environment. Besides, the Little Shepherds from the RC shared love on the school campus during the Gospel week.</p> <p>The Caring Week was organised by the IEC. It could help further develop the values of acceptance and empathy at school.</p> <p>The House-system was set up to enhance the vertical interaction between senior and junior form students. A supportive and caring culture is developing within the Houses.</p>	<p>The school will continue to collaborate with the CCC Kei Mong Church to inculcate Christian values and positive values in students.</p> <p>The Caring Week of the IEC, the big Brothers and Sisters Scheme, and the Gospel Week have become and will continue to be part of the routine of the committees.</p> <p>The House-system will continue as part of the routine, and regular reviews should be made to improve the system and enhance students' sense of belonging to their respective Houses.</p>	

<p>Target 2.2: Students are able to set goals and strive to achieve them even when facing difficulties.</p>	<p>Mostly achieved: Based on the evaluation conducted by teachers, the four interconnected strategies reached a score close to 4 out of 5, with an average rating of 3.97.</p> <p>Ambassadors or prefects from different committees expressed that they received sufficient support from teachers when organising activities so their problem-solving skills could be enhanced thanks to the guidance of the teachers.</p> <p>Both junior and senior students exhibited an eagerness in establishing short-term goals relevant to their academic pursuits and personal development.</p> <p>Senior students, engaging in various career-related initiatives, not only reflected on their academic progress but also demonstrated a proactive attitude in devising strategies to elevate their performance. Guided by their career mentors, they outlined clear objectives for the university courses they wanted to take and the careers they aimed for, showing that they were committed to their long-term dreams</p> <p>Both short-term and long-term goals were established for the SEN students in the IEPC meetings. The collaborative nature of the IEPC process allowed various stakeholders to work together effectively towards the students' academic and developmental progress.</p> <p>Besides, the resilience level of students was improved after the resumption of face-to-face classes. Students could join different school teams and various competitions. The prefects were well trained to become responsible student leaders. The 'Diligent' scheme conducted by the DC encouraged and acknowledge the hard-working attitude of students. This personality trait is essential for students' success.</p>	<p>The Careers Counselling Committee will continue to help students to set goals for their future life. The CCC aims at helping students to make informed choices in S.3 and S.6.</p> <p>The mentorship programme will invite alumni to be the mentors next year. With the help of the experienced mentors, students could gain a better understanding of the career world and how to make their long-term plans.</p> <p>The IEC will continue to help and guide all students with special needs.</p> <p>The DC will continue to implement the 'Diligent' scheme 3.0 with refinement next year in order to promote the value of hard work among students.</p> <p>The ECAC will continue to run different activities for students to join in order to raise their resilience level.</p>	
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<p>Target 2.3: Students are able to reflect and make meaning of the experiences they undergo in school.</p>	<p>Mostly achieved: The average rating from the evaluation conducted by teachers was 3.95, which was the lowest among all targets.</p> <p>Through most of the programmes, students managed to reach a deeper level of reflection of what they experienced, in particular the training programmes organised by the committees such as PCS training and the S.4 leadership camp. However, it might be much more rewarding and effective if students could keep a record of their reflections after attending the programmes and activities.</p> <p>Besides, according to the APASO results, students might not be able to find the meaning of life easily.</p> <p>After the resumption of face-to-face classes, a large number of ECA, competitions and other activities were organised for students. Students' sense of achievement was raised but their self-esteem could still be improved.</p> <p>The Dart Throwing Group and hiking activities helped to enhance students' self-esteem and sense of achievement as students could challenge themselves by pushing themselves past their limits.</p> <p>Besides, award schemes organised by the DC such as Stars of Month helped to promote the core values of the school and enhance the sense of achievements of the awardees.</p>	<p>Students are encouraged to fill in the reflection form after attending mass programmes or activities so as to enhance their reflections. Moreover, students should keep a record of their OLE. A booklet will be prepared for S.4 students for a start.</p> <p>Suitable programmes should be arranged for students to enable them to find the meaning of life and to set goals for themselves.</p> <p>New activities may be organised in the Soothing Zone by the school social workers.</p>	
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b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

◆ How good is my students' performance in achieving the seven learning goals?

Overall, our students demonstrate satisfactory performance in achieving the seven learning goals.

Most of our students exhibit strong enthusiasm for learning and possess the attributes of self-directed learners, equipped with the necessary generic skills to acquire and apply knowledge. Teachers report that most students consistently complete pre-lesson tasks, which enhances their comprehension of the subject matter prior to lessons. Lesson observation reports further indicate that students actively participate in group discussions and presentations, demonstrating effective collaboration with their peers in knowledge-building. Additionally, students frequently utilize learning materials on Google Classroom and other online platforms to consolidate their understanding after lessons.

According to a stakeholders' survey, 50.2% of students agree or strongly agree that they regularly reflect on their performance in class, as well as their test and examination results, alongside teachers' suggestions, to improve their learning. Conversely, 15.0% disagreed with this statement. Furthermore, 59.6% of parents agree or strongly agree that their children demonstrate initiative in their learning. These results reflect that our students are active and engaged learners.

Our school has implemented the BYOD (Bring Your Own Device) policy for over six years, with all students equipped with their own devices for learning. Familiar with a wide range of applications and online platforms, students effectively leverage these tools for educational tasks such as note-taking, assignments, information collection, and presentations.

Our school predominantly uses English as the medium of instruction (EMI) across subjects. With additional language support from both the English Department and non-language subject departments for junior forms, most students are able to effectively learn in English. Immersed in an English-rich environment, students have ample opportunities to use English outside the classroom. Despite this focus, our students also demonstrate proficiency in written Chinese, spoken Cantonese, and Putonghua.

Integration of National Security Education and Fostering National Identity

As demonstrated by teaching schedules, materials, and student assignments, the elements of national security education have been integrated organically into and connected naturally with the relevant contents of different subjects. Beyond individual subjects, cross-subject collaborations offer students a comprehensive understanding of national issues from multiple perspectives. For instance, in 2023–2024, a series of lessons on Cantonese Opera appreciation was delivered to S.1 students by the Chinese Language, Home Economics, Music, and Visual Arts departments.

Our school has adopted a “multi-pronged” approach to enhance students' sense of belonging to our country and their awareness of safeguarding national security. All students participate in the weekly national flag-raising ceremony. Through extracurricular activities, such as Chinese Cultural Week, students gain deeper insight into traditional Chinese culture. Subject departments, including Citizenship and Social Development, and Chinese History, as well as the Cross-Border Team, Sister School Scheme, and the National Education Committee, organize study tours to the mainland and overseas countries, broadening students' horizons and allowing them to experience cultural diversity firsthand.

Of particular importance are the mainland study tours, which provide students with firsthand exposure to the country's development and achievements through experiential learning. These tours significantly enhance students' appreciation of Chinese culture and their sense of national identity. Comparing APASO results from 2022–2023 and 2023–2024, P-scores related to national identity consistently exceeded 80 across both years, with further improvement observed in 2023–2024. The highest P-scores were found in the subscales for ‘national identity (proud, love)’ and ‘national identity (achievements)’ within KPM 17, highlighting that our students possess a strong sense of national identity and pride. The learning experiences provided by our school in this area have been demonstrably effective.

Civic and Moral Education and Social Service Learning

Civic and moral education is woven into our curriculum, with an emphasis on nurturing responsible citizenship. Civic and Moral Education ambassadors deliver presentations on key societal and moral issues, fostering students' understanding of their responsibilities as citizens. These efforts contribute to shaping positive attitudes toward community engagement and ethical decision-making. Additionally, the Social Service Promotion Team, in collaboration with Kei To Mong Kok Church, provides platforms for students to engage in community service, nurturing empathy, a sense of community, and reinforcing the school's motto: "It is more blessed to give than to receive."

Extracurricular Activities for Holistic Development

The wide range of extracurricular activities available at our school provides students with the opportunity to discover new interests and maintain a healthy lifestyle. These activities, including sports teams, interest clubs, the HOUSE system, and the Student Association, contribute to the development of essential skills such as teamwork, resilience, interpersonal communication, and leadership—core components of whole-person development. Through accomplishments in sports, music, and the arts, our school promotes a culture of recognition and achievement, thereby boosting students' confidence and self-esteem.

Promoting Diligence and Positive Behaviour

The Discipline Committee has been actively promoting the core value of "diligence" to enhance students' perseverance in achieving their goals and strengthening their resilience, particularly in the face of challenges. This initiative has received a very positive response and has become a source of motivation for students striving for excellence. Additionally, a significant majority of students have consistently adhered to school regulations. To recognize and encourage such behavior, certificates of good conduct are awarded to students who consistently demonstrate exemplary conduct within the school environment.

◆ How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

Our teachers are adept at employing interactive teaching approaches and effectively utilizing e-learning tools to enhance both student motivation and academic performance. Lesson observation and subject evaluation reports indicate that lessons are designed to foster meaningful interaction between students, as well as between students and teachers. E-learning tools are employed to enrich students' learning experiences before, during, and after lessons. For instance, *Kahoot!* is used to assess learning progress, *Padlet* facilitates discussions and opinion sharing, while *Google Slides* and *Jamboards* are used for group discussions and presentations. Moreover, *Notability* and *GoodNotes* are integrated into assignment marking and feedback processes. All academic subjects have established Google Classrooms for each class, where teachers routinely share various learning resources, including PowerPoints, notes, supplementary or revision exercises, answer keys, sample answers, vocabulary sound clips, and links to educational websites and YouTube videos. Students regularly access these materials to support their studies. Both teachers and students have provided positive feedback on the use of e-learning tools. In the stakeholders' survey, 75.4% of teachers agreed or strongly agreed that their students often use different resources to learn, such as e-learning resources. Similarly, 65.2% of students acknowledged that their teachers often teach them learning strategies, such as pre-lesson preparation, using concept maps and online resources. This data suggests that the school's pedagogical approach successfully encourages self-directed learning and facilitates learning beyond the classroom.

Our school provides a curriculum that equips students with a solid foundational knowledge while catering to their needs and interests in light of current curriculum developments. Subject departments have tailored their curricula to address learner diversity. For instance, the English Language Department has implemented three versions of the teaching syllabus for junior forms, with an extended syllabus for more capable groups and remedial content for weaker classes. Subject departments continually review and refine their curricula. An example of this is the Computer Literacy Department's incorporation of topics related to artificial intelligence, ensuring alignment with current technological advancements and addressing students' evolving learning needs.

We further extend students' learning experiences through subject-based, cross-subject, and cross-KLA (Key Learning Area) learning activities. In the stakeholders' survey, the mean scores for the statement "teachers often organize different learning activities both inside and outside the classroom" were 4.0 from teachers and 3.6 from students. Subject departments regularly organize subject-related activities beyond the classroom, such as talks, game booths, field trips, visits, and competitions. Additionally, various departments collaborate on cross-subject and cross-KLA initiatives. For example, the PSHE (Personal, Social, and Humanities Education) KLA subjects (Chinese History, History, Geography, Life & Society, Tourism and Hospitality Studies, Economics, and Religious Education) jointly organize the Inter-House PSHE Quiz Competition for the entire school. The Technology KLA subjects (Home Economics and Computer Literacy) host a cooking competition in which S.2 students design a healthy recipe and create a promotional video. The Science KLA (Junior Science) and PSHE KLA (Chinese History) collaborate on a STEAM activity for S.1 students. Feedback from both teachers and students has been overwhelmingly positive, with participants noting that these activities spark students' interest, enhance motivation, enrich their knowledge, and broaden their horizons.

To promote reading and cultivate a reading culture, the school has established the Reading Promotion Committee, which is responsible for organizing various activities and initiatives to encourage reading across the curriculum. Our school implements a cross-disciplinary extensive reading scheme for students from S.1 to S.5 through a structured approach. The timetable includes two reading lessons for junior forms and one for senior forms in each cycle. Subject departments, along with the STREAM Team and the Reading Promotion Committee, prepare reading materials and follow-up tasks for these lessons. At the end of the 2023–2024 school year, a survey showed that 72.37% of students agreed that the reading materials broadened their horizons and deepened their subject knowledge. Over 95% of students completed the follow-up tasks. However, students and teachers noted challenges in connecting the diverse knowledge covered in the reading materials across various subjects. Therefore, revisions to the scheme are necessary to improve its effectiveness.

Personal growth remains a key focus at our school. Through programs organized by various committees and school social workers, students are encouraged to reflect on themselves, practice self-management, and cultivate a growth mindset. The Guidance and Personal Growth Committee runs the Big Brothers and Sisters Scheme to support new S.1 students in adapting to school life. The bonds formed between Peer Counsellors and S.1 students play a crucial role in developing interpersonal skills and fostering a caring school culture. These relationships often evolve into lasting friendships and provide a vital support network throughout students' school years.

The school also offers comprehensive training for student leaders. The Discipline Committee and the Guidance and Personal Growth Committee organize intensive training camps for School Prefects and Peer Counsellors. Additionally, the Invitational Education task team conducts training sessions aimed at equipping student leaders with essential skills and a positive mindset to enhance their problem-solving abilities and leadership capabilities.

The Careers Counselling Committee provides robust career guidance to help students plan for their future. Tools such as the Holland Code assessment, along with workshops, job visits, alumni talks, guest speaker presentations, and internships, offer valuable insights into career paths. Guidance from careers teachers and professionals from various institutes and NGOs enables students to better understand their interests, the work world, and make informed decisions regarding elective choices for senior education and JUPAS selections for tertiary education.

Furthermore, the Careers Counselling Committee and the Integrated Education Committee assist students in setting both long-term and short-term goals for their studies. The school has emphasized goal-setting as a fundamental skill in the previous cycle. Through structured workshops, students learn to set SMART goals, and through regular Individualized Education Programs (IEP), students with special educational needs (SEN) receive support in achieving both academic and personal objectives.

Lastly, the school maintains a close partnership with Kei To Mong Kok Church, which is responsible for chapel services and religious education. By promoting positive values rooted in biblical teachings, the school aims to create a growth-oriented environment that supports students in their personal and academic journeys.

c. How Can My School Be Better

◆ What are my students' needs?

Though most of our students are active learners, they need more support for higher level of academic achievement. Among all the aspects in the stakeholder's survey, the students' views on their learning have the lowest average (3.24). When examining the sub-questions, one statement that stands out with the lowest average is 'I am confident in learning inside and outside of the classroom,' scoring an average of 3.1, with only 35.9% of students in agreement. Similarly, in line with this finding, the results of the teachers' survey reveal that only 34.5% of teachers agree or strongly agree that their students are confident in learning. Although 65.2% of students agree or strongly agree that their teachers often teach them learning strategies, such as pre-lesson preparation, using concept maps and online resources, only 42.9% of students agree that they know how to apply these learning strategies. Another challenge faced by our students is the lack of clear direction in their academic pursuits. From the stakeholders' survey, less than half of the students agree or strongly agree with the statements 'I know how to set my learning goals' (41.0%) and 'I enjoy learning inside and outside of the classroom' (34.3%). On the other hand, 60.4% of students agree or strongly agree with the statement 'I try my best to overcome learning difficulties'. From the survey results, it is evident that our students demonstrate a strong willingness to learn and improve their academic abilities. However, they lack effective application of learning methods and clear learning goals, which may affect their confidence and academic attainment. In response, it is crucial to equip our students with essential learning skills to boost their academic achievements and self-confidence. Furthermore, from examination of the evaluation reports and teachers' feedback, great learner diversity is observed among our students. Our school will address the diverse abilities of our students to enable each one to fully realize their potential.

Reading is essential to cultivate self-directed learning habits and nurture a mindset for lifelong learning among students. However, not many of our students have developed interest in reading. According to the APASO results in 2022-2023 and 2023-2024, the P scores of the subscale 'Reading (Non-assigned Materials)' are 15.9 in two consecutive school years. The stakeholders' surveys reflect that teachers, students and parents share the same view. 25.8% of teachers agree that their students like reading and 40.0% of parents express that their children like reading. 34.5% of students agree with the statement 'I often read materials such as leisure reading materials and newspapers outside classroom'. All these percentages represent the lowest levels of agreement among all items in the survey across the respective stakeholders. In light of these findings, our school is committed to fostering a reading culture to nurture our students' interests in reading.

Based on the APASO findings, the P-scores for the past two school years remained at 15.9 across various subscales, encompassing Affect (Positive Affect), Affect (No Anxiety, Depressive Symptoms), Meaning in Life, and Physical Exercise. Moreover, a stakeholder survey revealed that less than half of students agreed that they lead a healthy lifestyle, aligning with the views expressed by parents. These statistics underscore the insufficient development of students' emotional, psychological, and physical well-being.

To address students' specific needs, it is imperative to cultivate a supportive and optimistic environment that prioritizes the emotional well-being of students. Firstly, offering opportunities for students to participate in art and music activities can serve as a creative outlet for expressing emotions, alleviating stress, and nurturing positive feelings.

Moreover, the school can allocate resources towards mental health support and counseling services to assist students in managing negative emotions and concerns effectively. Furthermore, establishing peer support groups or mentorship programs can facilitate connections among students, fostering a sense of community and inclusion.

Additionally, encouraging regular physical activity through sports programs or fitness classes plays a vital role in promoting the physical well-being of students. Also, engaging students in community service and volunteer work not only instills a sense of purpose and connection but also cultivates feelings of satisfaction, ultimately enhancing positive emotions and making their life more fruitful.

◆ What is my school's capacity for continuous improvement and development?

Our school offers students a curriculum which caters to their learning needs and provides ample other learning experiences to nurture them to achieve the seven learning goals. From the stakeholders' survey, 90.5% of the teachers agree or strongly agree that the school curriculum aligns with the seven learning goals.

Our school provides a wide range of subjects to meet the diverse interests and abilities of our students. Furthermore, our school maximizes its resources to implement split-class teaching to address the different learning needs of all learners. The four classes of S.1 students allocated to our school are arranged into five classes, in which the weaker students are in the three classes of smaller class size. There are remedial classes for English and Mathematics in junior forms, and pull-out programmes for English and Chinese in senior forms. These arrangements enable teachers to support individual learning needs more effectively.

Our school organizes structured tutorial programmes to enhance students' academic performance. Regular supplementary lessons are scheduled for senior form students to help them achieve higher levels of attainment in the HKDSE. To further support junior form students in need of additional assistance, our school organizes Saturday tutorial classes in Chinese, English, and Mathematics. The enhancement of our students' academic performance in both internal assessments and the HKDSE demonstrates the effectiveness of these programmes.

In our school, an interactive pedagogical approach is commonly employed by teachers. In addition, our teachers are both familiar with and confident in the use of e-learning tools. Moreover, a culture of professional sharing and collaboration is steadily developing within our school community.

The school social workers are experienced and energetic in conducting diverse interventions for students. They work closely with various committees, such as the Integrated Education Committee, the Guidance and Personal Growth Committee, the Religious Committee and the Careers Counselling Committee, to provide comprehensive support to students and parents as well.

The Alumni Association is eager to contribute to the school. Initiating a mentorship program where alumni share their experiences can greatly benefit senior students, offering them valuable insights and guidance for their personal and academic growth.

The school has joined the 4Rs Mental Health Charter so as to further promote mental health in the school.

◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

Our students have great academic potential, and our school is dedicated to nurturing and empowering them to achieve excellence. Following a thorough assessment of their needs, it is imperative to equip our students with effective learning skills and assist them in establishing clear learning goals to enhance their academic achievements. Addressing learner diversity is equally vital to ensure that every student can realize their full potential.

- (1) To equip students with essential learning skills, including using information technology wisely, effective language skills for learning, self-management abilities and good reading habits. Additional support will be provided to S.1 and S.2 students to bridge the transition between primary and secondary education, preparing them for advanced studies in senior levels.
- (2) To facilitate students to set and achieve their learning goals by catering for learner diversity and offering support tailored to individual student needs. Furthermore, cross-subject collaboration will be encouraged to enhance students' mastery of knowledge more effectively, thereby boosting their confidence in reaching their goals. Value education will also be emphasized to nurture students with positive attitudes towards learning.

Mental health is crucial for students as it significantly impacts their overall well-being and academic success. A healthy mental state allows students to manage stress, focus better on their studies, and build positive relationships with peers and teachers. By addressing mental health through the following three interconnected dimensions, our school aims to create a supportive environment for students.

(1) Emotional Health:

- promote the importance of mental health among students and teachers
- implement peer support initiatives for compassionate support
- organize mental health programmes for students

(2) Physical Health:

- promote physical activities and sports, e.g. school teams, ECAC activities or training courses
- strengthen physical health through morning assembly by the sports ambassadors

(3) Spiritual Well-being:

- implant spiritual values through the Chapels and religious lessons
- encourage students to participate in community service activities to actualize the school motto
- provide opportunities for students to explore their personal values and beliefs through workshops and reflective activities.

6. Major Concerns of the 2024/25 – 2026/27 School Development Cycle

- ◆ Based on the above holistic review of school performance, the major concerns in order of priority are:
 1. To enhance students' learning effectiveness for higher level of academic attainment
 2. To establish a healthy life for students and promote a harmonious school atmosphere

School Development Plan (2024/25 - 2026/27)

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

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
	Year 1 (2024/25)	Year 2 (2025/26)	Year 3 (2026/27)		
1.1 To equip students with basic and essential learning skills	✓	✓	✓	<ul style="list-style-type: none"> • Design pre-lesson and post-lesson tasks which can facilitate and consolidate classroom learning 	<ul style="list-style-type: none"> • Breadth of knowledge • Language proficiency • Generic skills • Information literacy
	✓	✓	✓	<ul style="list-style-type: none"> • Promote wise and ethical use of information technology for learning 	
	✓	✓	✓	<ul style="list-style-type: none"> • Enhance students' language competence for more effective learning 	
	✓	✓	✓	<ul style="list-style-type: none"> • Provide enhanced support and guidance to S.1 and S.2 students for their acquisition of learning skills 	
	✓	✓	✓	<ul style="list-style-type: none"> • Strengthen students' ability in self-management and foster a sense of responsibility for their own learning 	

1.2 To facilitate students to set and achieve their learning goals	✓	✓		• Review and revise the class streaming methods of junior forms	<ul style="list-style-type: none"> • Breadth of knowledge • Language proficiency • Generic skills • Information literacy • Life planning
	✓	✓	✓	• Provide differentiated learning materials and assessments to cater for self-directed learning and diverse learning needs	
	✓	✓	✓	• Arrange supplementary lessons and study groups for academic enhancement	
	✓	✓	✓	• Provide more learning support for low achievers	
	✓	✓	✓	• Enable students to understand their learning progress for self-reflection and goal-setting	
	✓	✓	✓	• Recognize students' achievements and improvement in studies	
1.3 To promote cross-subject collaboration	✓	✓	✓	• Encourage cross-subject collaboration in the design of learning tasks	<ul style="list-style-type: none"> • National and global identity • Breadth of knowledge • Language proficiency • Generic skills
	✓	✓	✓	• Enhance coordination among subject panels on assessment methods	
	✓	✓	✓	• Organize cross-subject life-wide learning activities	
1.4 To nurture students with proper values and positive attitudes	✓	✓	✓	• Incorporate value education in the curriculum	<ul style="list-style-type: none"> • National and global identity • Breadth of knowledge • Generic skills
	✓	✓	✓	• Incorporate elements related to national security education in the curriculum	
1.5 to cultivate students' interests in reading	✓	✓	✓	• Review and revise the Reading lessons to promote reading across the curriculum more effectively	<ul style="list-style-type: none"> • Breadth of knowledge • Language proficiency
	✓	✓	✓	• Encourage reading to learn in various subjects	

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

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
	Year 1 (2024/25)	Year 2 (2025/26)	Year 3 (2026/27)		
2.1 To foster students' spiritual health in terms of core values and sense of purpose in students' life	✓	✓	✓	<ul style="list-style-type: none"> • Nurture students' positive values and attitudes towards self through religious education 	<ul style="list-style-type: none"> • Generic skills • Life planning • Healthy lifestyle
	✓	✓	✓	<ul style="list-style-type: none"> • Continue the caring culture among students 	
	✓	✓	✓	<ul style="list-style-type: none"> • Enrich the service learning experience 	
	✓	✓	✓	<ul style="list-style-type: none"> • Help students understand themselves and inspire them to plan their future life 	
2.2 To improve students' emotional and psychological well-being	✓	✓	✓	<ul style="list-style-type: none"> • Raise students' awareness about mental health through campaigns, activities or seminars 	<ul style="list-style-type: none"> • Breadth of knowledge • Life planning • Healthy lifestyle
	✓	✓	✓	<ul style="list-style-type: none"> • Strengthen students' resilience level so that they can deal with pressure and adversity 	
	✓	✓	✓	<ul style="list-style-type: none"> • Build healthy and supportive relationships of students with others including peers, teachers and parents 	
	✓	✓	✓	<ul style="list-style-type: none"> • Promote a growth mindset for students' self-improvement 	

2.3 To achieve good progress in physical health development	✓	✓	✓	• Encourage students to strengthen their physical fitness	<ul style="list-style-type: none"> • Breadth of knowledge • Healthy lifestyle
	✓	✓	✓	• Promote healthy habits and self-care practices	
2.4 To improve the school atmosphere for the better holistic wellness of students	✓	✓	✓	• Organise activities on environmental protection and school cleanliness	<ul style="list-style-type: none"> • Breadth of knowledge • Generic skills • Life planning • Healthy lifestyle
	✓	✓	✓	• Cultivate in students a sense of belonging to the school by engaging students to join different school events	
	✓	✓	✓	• Enhance support from alumni by delivering talks or through the mentorship programme	
	✓	✓	✓	• Provide various other learning experiences for students to foster their personal development	