



**CCC Ming Yin College**  
**Annual School Plan**

**2016 - 2017**



**The Church of Christ in China Ming Yin College**  
**Annual School Plan**  
**2016/2017**

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# 1. HONG KONG COUNCIL OF THE CHURCH OF CHRIST IN CHINA - VISION, MISSION STATEMENT AND CORE VALUES ON EDUCATION

中華基督教會香港區會  
辦學願景、使命宣言、核心價值

## **Vision**

Together we nurture fullness of life; Hand in hand we witness the love of Christ.

## **Mission Statement**

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver a quality education, to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

## **Core Values**

With the aim of spreading the word of God and serving the community, we provide a holistic education to all with loving care, a progressive attitude and total commitment.

## **願景**

並肩培育豐盛生命，攜手見證基督大愛。

## **使命宣言**

我們願以基督愛心為動力，以人為本的信念，積極進取的態度，  
提供優質教育，啟發學生潛能，分享整全福音；  
培育學生成為良好公民，回饋社會，貢獻國家。

## **核心價值**

傳道服務、愛心關懷  
有教無類、全人教育  
積極進取、勇於承擔

## 1.1. SCHOOL MISSION

### 辦學宗旨

Ming Yin College is a Christian grammar school founded by the Hong Kong Council of the Church of Christ in China (HKCCCC) in 1966. Embracing the HKCCCC's philosophy of "holistic education" and "To Minister and Serve Through Schools", we are committed to the provision of quality education services.

We strive to provide our students a pleasant and harmonious learning environment, filled with respect, appreciation, love and care. We also work in partnership with parents, the church, the community and related organizations to foster the moral, intellectual, physical, social, aesthetic and spiritual development of our students. 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 so as to help them develop a positive attitude towards learning and active participation.

It is our aspiration that our students will grow into individuals of integrity and noble character, whose love extends from self to neighbour, to our nation and to God. They will always strive for excellence, exemplifying our school motto "Learn to perceive the Word of God; Glorify Him and do good to others."

銘賢書院創辦於一九六六年，秉承中華基督教會香港區會「透過學校，傳道服務」及「全人教育」的辦學精神，為學生提供優質教育服務。

本校致力為學生提供一個愉快和諧、互相尊重、欣賞及充滿愛的成長園地，並與家長、教會、社會及有關團體衷誠合作，讓學生於受業期間，於德、智、體、群、美、靈各方面，得到造就與建立。我們亦致力培養學生的自律、自治、自學、獨立思考、創作及領導的才能，使學生建立積極學習和主動參與的態度。

本校期望每個學生都成長為一個愛己、愛人、愛國及愛神的有為青年，具優良品格、高雅情操，不斷求進，實踐「學以明道，榮神益人」的校訓。

## 1.2. SCHOOL GOALS 學校目標

### 1.2.1 Goals related to Students

與學生有關的目標

1.2.1.1. Enable students to build a strong academic foundation, especially that of literacy and numeracy, so that they can master the ever-changing world of knowledge and enhance personal calibre.

協助學生建立穩固的學業基礎，尤其是語文及數學，以助學生掌握日新月異的知識及提昇個人素質。

1.2.1.2. Help students develop the ability to think independently, rationally and creatively, enabling them to cope effectively with stress and the ever-changing world.

訓練學生獨立思考，使他們具理性判斷及創意思維，面對壓力及不斷改變的環境，能有效地解決困難。

1.2.1.3. Help students develop a zeal in learning and a realization that learning is a life-long activity.

培養學生的求知熱誠，引導他們終身學習，不斷求進。

1.2.1.4. Educate students to meet the needs of social development.

按社會發展的需要培訓學生。

1.2.1.5. Help students understand their roles and responsibilities as good citizens who work for the betterment of our society, our nation and the world. Being assiduous in studies, respectful to teachers and filial to parents, they are also ready to care and share.

培養學生知角色、明責任、盡本份。不單能成為勤奮好學的學生，更能尊敬師長，孝敬父母，關顧弱小，作具公民意識和責任感的市民，為社會、國家和世界作出貢獻。

1.2.1.6. Help students become self-confident, self-disciplined and self-loving with a desire to pursue the truth.

訓練學生成為自信、自律、自愛、嚮往公義、追求真理的青年。

1.2.1.7. Help students develop a proper sense of morality and value judgment.

協助學生建立正確的價值觀，培養道德判斷的能力。

1.2.1.8. Help students develop physical fitness and an appreciation of sportsmanship.

協助學生鍛鍊健康體格及培養體育精神。

1.2.1.9. Stimulate students' interest and develop their potential in cultural and aesthetic aspects.

培養及發展學生在文化和美學上的興趣和潛能。

1.2.1.10. Provide an appropriate environment in which students learn to live and work with mutual love and respect.

提供適當的環境讓學生學習和他人相處及合作，並能以愛以誠相待。

1.2.1.11. Help students understand biblical truths, lead an abundant life and follow the love of Jesus Christ, to serve and not to be served.

協助學生明白聖經真理，建立豐盛人生，並學效基督捨己愛人，非以役人，乃役於人的精神。

## 1.2.2 Goals related to Teachers

與教師有關的目標

1.2.2.1. Help teachers develop a zeal in teaching, a willingness to dream and the ability to teach with love and patience. Accept students' individual differences and teach them accordingly.

培養教師具教育熱誠、遠大理想、愛心和忍耐，能接納學生個別差異，因材施教，以心教，以身教。

1.2.2.2. Create a harmonious and cohesive working environment in which teachers can work to achieve school goals with one heart.

締造同工間和衷共濟之融洽氣氛，求同存異，齊心為學校教育目標而努力。

1.2.2.3. Improve the welfare of teachers to foster their all-round development.

改善教職同工的工作環境及福利，促進老師全人發展。

1.2.2.4. Foster professional development and enhance qualities of teaching by providing teachers with adequate resources, appropriate training and ample opportunities for hands-on experience.

為教師提供充足的教學資源、適切的訓練及實踐機會，以促進教師專業發展及提高教學素質。

1.2.2.5. Reduce the non-teaching workload of teachers so that they can concentrate on their teaching and counselling roles.

減省非教學工作量，使教師更能專注教學及輔導工作。

1.2.2.6. Create a supportive environment so that teachers can enjoy the freedom to try out educational innovations and develop their potential.

保障教師教學自主及提供教學支援，鼓勵多元化教學，使教師的潛能得到發展。

- 1.2.2.7. Encourage teachers to strive for improvement and excellence.  
鼓勵老師不斷自我完善，與時並進。

1.2.3 Goals related to Parents  
與家長有關的目標

- 1.2.3.1. Work in partnership with parents.  
建立學校與家長積極合作的夥伴關係，協力培育學生成材。
- 1.2.3.2. Assist parents with effective parenting skills.  
協助家長提昇教養子女的效能。
- 1.2.3.3. Provide appropriate assistance and counselling services to needy parents.  
向有需要的家長，提供適切的幫助及輔導服務。
- 1.2.3.4. Foster communication between school and parents by promoting the work of the Parent-Teacher Association.  
與家長合力推展家長教師會的會務，增強家長間溝通。
- 1.2.3.5. Provide parents with the opportunity to take part in various school activities.  
鼓勵家長參與學校各類型活動，增進家長與學校的溝通。

1.2.4 Goals related to the Provision of Resources  
與學校資源有關的目標

- 1.2.4.1. Provide adequate facilities to promote effective teaching and learning.  
提供充足的教學設施，促進教學效能。
- 1.2.4.2. Develop high-tech resources to enhance student learning.  
開拓資源，讓學生使用高科技工具學習。
- 1.2.4.3. Provide students with a wide range of extra-curricular activities to enrich their life experiences.  
向學生提供多方面的課外活動，豐富他們的生活體驗。
- 1.2.4.4. Ensure that students are supported, cared for, and assisted in making the most of the opportunities that the school provides for them.  
透過學校所提供的各種機會，確保學生得到適當的支援、照顧和幫助。
- 1.2.4.5. Enhance quality education by making good use of the resources available outside the school.  
善用社區及外界資源，提昇教育質素。



## 1.2.5 Goals related to School Management

### 與學校管理有關的目標

- 1.2.5.1. Implement school-based management with clear lines of authority and responsibility.  
推行校本管理，務求權責分明，確保學校有效率地運作。
- 1.2.5.2. Define clearly and publicize the institutional rights and duties of teaching and non-teaching staff.  
清楚界定並公佈教職同工在校內各項權利和責任，以便各司其職，各盡其本。
- 1.2.5.3. Help departments and committees establish clear goals, prioritize and set up action plans which will be implemented and properly evaluated.  
學校各科組部門訂立清晰目標，按優先次序發展及推行工作計劃，並建立健全的評估機制，以釐定教育效益及促進自我完善。
- 1.2.5.4. Be fair and reasonable when allocating duties.  
公平合理地分配教職員工作。
- 1.2.5.5. Ensure wise management and optimal allocation of financial resources.  
開源節流，有效地管理及分配經濟資源。
- 1.2.5.6. Provide opportunities for staff to contribute ideas generously and participate in the decision making process.  
促進學校管理階層和教職同工間的溝通，並鼓勵各員工積極發表意見和參與決策。
- 1.2.5.7. Provide opportunities for communication among the School Management Board, school administrators, teachers, parents, alumni and students so that they can better understand and contribute to the making of school policies.  
提供學校管理階層、學校行政人員、教師、家長、校友、學生等之間的有效溝通渠道，使他們對校政的制訂有更多的了解和參與。

## **2. Major Concerns**

# **CCC Ming Yin College Annual School Plan 2016- 2017**

## **Major Concerns**

- 2.1. Promoting Learning across the Curriculum through various rapport**  
透過各方的聯繫與支援，以促進學生跨學科之學習。
  
- 2.2. Refining school ethos through the collaborations of various stakeholders in the preparation of the 50th Anniversary.**  
透過不同持分者籌備五十週年之校慶活動，共建銘賢。
  
- 2.3. Instilling core values to facilitate students' positive learning attitude**  
強化學校的核心價值，以培養學生正面的學習態度。

**Action Plan for the Major Concerns for the 2016 – 2017 School Year**  
**2016 - 2017 年度關注事項之行動方案**

**Major Concern 1: Promoting Learning across the Curriculum through various rapport**  
**關注事項 1: 透過各方的聯繫與支援，以促進學生跨學科之學習。**

<b>Targets</b> 目標	<b>Strategies</b> 策略	<b>Time Scale</b> 時間安排	<b>Success Criteria</b> 檢討工具／成功準則	<b>Methods of Evaluation</b> 評估方法	<b>People in charge</b> 負責人	<b>Resources Required</b> 需要資源
1.1 Students' learning effectiveness is enhanced with cross-curricular learning	<ul style="list-style-type: none"> <li>• Cross-curricular learning with English as the MOI is conducted through the collaboration between F.1 English teachers and subject (content) teachers. Learning materials are designed to help students learn content subjects in English.</li> <li>• Training sessions in effective study skills and basic language used in EMI schools are conducted for F.1 students to help them adapt to secondary education.</li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>• The prepared cross-curricular learning materials are put into practice in F.1.</li> <li>• Over 70% of F.1 students agree that the learning materials can help them learn content subjects in English effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of the records of learning materials.</li> <li>• Opinion survey of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Committee</li> <li>• English, Maths., History, I.S., Geography and SEBS Panel Heads</li> </ul>	
	<ul style="list-style-type: none"> <li>• Cross-curricular learning is promoted with tailor-made curricular by encouraging               <ul style="list-style-type: none"> <li>- subject panels of various KLAs to identify suitable cross-curricular topics across subjects (e.g. STEM Education)</li> <li>- teachers to incorporate cross-curricular elements in their teaching plans and ECAs</li> <li>- teachers to put more emphasis on generic and higher-order thinking skills</li> </ul> </li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>• At least one cross-curricular topic at junior secondary level has been identified by the subject panels concerned.</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of the records of scheme of work</li> <li>• Evaluation Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Committee</li> <li>• Subject Panel Heads</li> </ul>	

<b>Targets</b> 目標	<b>Strategies</b> 策略	<b>Time Scale</b> 時間安排	<b>Success Criteria</b> 檢討工具／成功準則	<b>Methods of Evaluation</b> 評估方法	<b>People in charge</b> 負責人	<b>Resources Required</b> 需要資源
	<ul style="list-style-type: none"> <li>- in junior forms curricular</li> <li>• Annual KLA Weeks are held to promote the collaboration of subject panels in the same KLA to organize learning activities related to cross-curricular learning.</li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>• Over 70% of the participating students agree that the learning activities are useful in broadening their learning horizons.</li> <li>• At least one cross-curricular learning activity has been organized in each KLA Week.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' observation</li> <li>• Opinion survey of students</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Committee</li> <li>• Subjects Panel Heads</li> </ul>	<ul style="list-style-type: none"> <li>• School funding to subsidize KLA Week activities</li> </ul>
1.2 Students' awareness of the importance of goal-setting and career and life planning is enhanced	<ul style="list-style-type: none"> <li>• A form teacher period per cycle is arranged in F.1 and F.3 to promote goal setting and career and life planning.</li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>• A school-based form teacher period curriculum is designed in F.1 and F.3.</li> <li>• Over 60% of F.1 and F.3 students agree that they can set and review goals pursuit of their study and career.</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of records of form teacher periods curriculum documents</li> <li>• Opinion survey of students</li> <li>• Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>• Student Affairs Committee</li> <li>• F.1 and F.3 Form Teachers</li> </ul>	
	<ul style="list-style-type: none"> <li>• The school-based Career and Life Planning Education curriculum and related programmes for senior form students are enriched through the collaboration with subject panels, functional committees, alumni association and outside organizations.</li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>• The school-based Career and Life Planning Education curriculum is modified.</li> <li>• Over 60% of senior form students agree that the Career and Life Planning programmes are useful.</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of records</li> <li>• Opinion survey of students</li> </ul>	<ul style="list-style-type: none"> <li>• Career and Life Planning Sub-Committee</li> <li>• Subject Panel Heads</li> <li>• Functional Committee Heads concerned</li> </ul>	<ul style="list-style-type: none"> <li>• CLP Grant</li> </ul>
1.3 A reading programme which helps complement the school-based curriculum and cultivate students'	<ul style="list-style-type: none"> <li>• Each subject panel plans reading programmes to enhance students' self-learning strategies by providing them with subject-related texts from various sources.</li> <li>• Students are also required to</li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>• All subjects from different KLAs implement reading programmes for students.</li> <li>• 70% of the students agree that the reading programmes can help them to learn the content subjects effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of records of reading materials</li> <li>• Opinion survey of students</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Promotion Team</li> <li>• All subject teachers</li> <li>• School Librarian</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Assistants</li> </ul>

<b>Targets 目標</b>	<b>Strategies 策略</b>	<b>Time Scale 時間安排</b>	<b>Success Criteria 檢討工具／成功準則</b>	<b>Methods of Evaluation 評估方法</b>	<b>People in charge 負責人</b>	<b>Resources Required 需要資源</b>
reading habits is designed.	submit a book report / commentary on the materials they have read.					
	<ul style="list-style-type: none"> <li>Reading sessions are modified to cultivate the reading habit among students.</li> <li>Students' self-directed learning is facilitated through reading by providing them with               <ul style="list-style-type: none"> <li>recommended reading lists.</li> <li>appropriate e-books to read at the school library</li> </ul> </li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>Recommended reading lists are prepared by different subject panels.</li> <li>Over 70% of students agree that self-directed learning is enhanced through the recommended reading.</li> <li>Over 70% of students agree that e-book reading help enhance their reading habits and self-directed learning.</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of records of reading lists</li> <li>Opinion survey of students</li> </ul>	<ul style="list-style-type: none"> <li>Subject Panel Heads</li> <li>School Librarian</li> <li>Reading Promotion Team</li> </ul>	<ul style="list-style-type: none"> <li>Library Funding</li> </ul>
	<ul style="list-style-type: none"> <li>An annual Cross-curricular Book Exhibition is held to promote reading across the curriculum.</li> </ul>	24 – 25 February 2016	<ul style="list-style-type: none"> <li>A Cross-curricula Book Exhibition is held at the School Hall.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Scrutiny of records</li> </ul>	<ul style="list-style-type: none"> <li>Reading Promotion Team</li> <li>School Librarian</li> <li>Subject Panel Heads</li> </ul>	<ul style="list-style-type: none"> <li>School Funding</li> </ul>
	<ul style="list-style-type: none"> <li>The School Library organizes reading promotion activities with the collaboration of various subject panels.</li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>All least one reading promotion activity is held in each school term.</li> <li>Over 70% of students agree that the book exhibition and reading promotion activities can cultivate their reading habits.</li> </ul>	<ul style="list-style-type: none"> <li>Opinion survey of students</li> </ul>		
1.4 Self-directed learning skills and habits among students are enhanced through the promotion of e-learning.	<ul style="list-style-type: none"> <li>Self-directed learning skills, with the focus on note-taking skills, are introduced to students through seminars and workshops.</li> <li>Hands-on workshops are held to familiarize teachers with e-learning technologies and</li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>Over 70% of students agree that the seminars and workshops can promote proactive learning and help them acquire the knowledge and skills of self-directed learning.</li> <li>Over 70% of teachers agree that the staff development</li> </ul>	<ul style="list-style-type: none"> <li>Opinions survey of both teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Academic Committee</li> <li>Staff Development Committee</li> <li>IT Committee</li> </ul>	

Targets 目標	Strategies 策略	Time Scale 時間安排	Success Criteria 檢討工具／成功準則	Methods of Evaluation 評估方法	People in charge 負責人	Resources Required 需要資源
	relevant pedagogies. <ul style="list-style-type: none"> <li>Computer Literacy lessons are used to train junior form students on the basic use of tablet computers.</li> </ul>		programmes can enhance their knowledge and skills of promoting self-directed learning.			
	<ul style="list-style-type: none"> <li>Teachers are encouraged to make good use of e-learning resources for teaching and learning, including trial use of mobile-learning devices (e.g. tablet computers) and flipped classroom to extend students' learning opportunities beyond the confines of the classrooms.</li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>Teachers of IT Committee and at least 3 teachers from each KLA pioneer the use of mobile devices and flipped classroom in their lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observation</li> <li>Scrutiny of records and scheme of work</li> </ul>	<ul style="list-style-type: none"> <li>IT Committee</li> <li>Subject Panel Heads</li> </ul>	<ul style="list-style-type: none"> <li>Funding for the purchase of desktop computers and tablet computers</li> </ul>
	<ul style="list-style-type: none"> <li>Students' self-directed learning is enhanced through the access to e-learning facilities and related resources, e.g.               <ul style="list-style-type: none"> <li>equipping the School Library with 5 desktop computers and 20 tablet computers.</li> <li>conducting self-directed learning activities for students in the MMLC and the School Library during lessons and after school.</li> </ul> </li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>The School Library is equipped with 5 desktop computers and 20 tablet computers.</li> <li>Over 70% of students agree that the e-learning facilities and learning activities can help them to learn more effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Opinion survey of students</li> <li>Scrutiny of records.</li> </ul>	<ul style="list-style-type: none"> <li>IT Committee</li> <li>School Librarian</li> <li>Subject Panel Heads</li> </ul>	<ul style="list-style-type: none"> <li>Additional apps provided by school funding</li> <li>Government Funding from Fourth Strategy in IT in Education</li> </ul>

**Major Concern 2: Refining school ethos through the collaborations of various stakeholders in the preparation of the 50<sup>th</sup> Anniversary.**  
**關注事項 2：透過不同持分者籌備五十週年之校慶活動，共建銘賢。**

Targets 目標	Strategies 策略	Time Scale 時間安排	Success Criteria 檢討工具／成功準則	Methods of Evaluation 評估方法	People in charge 負責人	Resources Required 需要資源
2.1 A positive school ethos is strengthened and students' life-wide learning is facilitated through the preparation of the school's 50 <sup>th</sup> Anniversary.	<ul style="list-style-type: none"> <li>A 50<sup>th</sup> Anniversary Organizing Committee is set up to co-ordinate the preparation work of all celebratory events.</li> <li>Various school committees, with the help of current students, jointly plan and organize a series of activities to promote the school's 50<sup>th</sup> Anniversary, e.g. Souvenir and Logo Design Competition, Writing Competition, Webpage Design Competition etc.</li> <li>The school invites alumni and parents to help in organizing a series of celebratory events for the school's 50<sup>th</sup> Anniversary, e.g. A Thanksgiving Service, a Musical performed by students, a School Open Day and a Celebratory Feast.</li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>The 50<sup>th</sup> Anniversary Organizing Committee is formed with representatives from different committees and stakeholders.</li> <li>Regular meetings are held at different stages to monitor and report the progress of each celebrating events.</li> <li>Good rapport is established among various participating parties.</li> </ul>	<ul style="list-style-type: none"> <li>Regular evaluation meetings from various working groups</li> <li>Self-evaluation of the Organizing Committee after events held</li> <li>Opinion surveys to collect students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>The Incorporated Management Committee</li> <li>The Principal and Vice-principals</li> <li>The 50<sup>th</sup> Anniversary Organizing Committee</li> </ul>	<ul style="list-style-type: none"> <li>Support from General Office, MYCOSA, PTA</li> <li>I.T. Team</li> </ul>
2.2 A stronger sense of belonging to the school is promoted through collaborations among various stakeholders in organizing different	<ul style="list-style-type: none"> <li>A school's Heritage Room is planned with the help of alumni and current students.</li> <li>The MYCOSA helps promote the idea in the design, collections of artefacts and photos.</li> <li>The school solicits donations, financial and technical support from various stakeholders for</li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>Positive media coverage of the 50<sup>th</sup> School Anniversary</li> <li>The image of the school is raised.</li> <li>Closer relationship and collaboration among various stakeholders are observed or recorded.</li> <li>Positive feedback from various stakeholders is collected.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from the public</li> <li>News clippings and photos collection for the events held</li> <li>Opinion survey of various stakeholders</li> <li>Students'</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> <li>Academic Committee</li> </ul>	<ul style="list-style-type: none"> <li>MYCOSA</li> <li>Support from General Office</li> </ul>

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celebratory activities.	the said project.			feedback		
2.3 Rapport from and connection with various stakeholders are further strengthened through various programs run for current students and fresh graduates.	<ul style="list-style-type: none"> <li>The school enlists support of ex-colleagues in contacting senior alumni.</li> <li>Parents are encouraged to act as mentors of graduates of MYC.</li> <li>The school provides clerical support to help refine the database of alumni and parents.</li> <li>The school arranges Homecoming Days for alumni of different graduation years.</li> <li>The school further develops mentoring programs for current students and fresh university graduates to help them in planning their career path.</li> <li>Alumni are invited to be mentors of current students while parents are invited to be mentors of newly university entrants or graduates.</li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>More ex-colleagues, senior alumni and parents are connected.</li> <li>The updated database of alumni and parents contact is compiled.</li> <li>Regular Homecoming Days are arranged for alumni and various stakeholders are informed of the school's recent development and needs of current students.</li> <li>70% of students agree that they benefit from the mentoring programs.</li> <li>Positive feedback from alumni and parents is collected.</li> </ul>	<ul style="list-style-type: none"> <li>Opinion survey of alumni, ex-colleagues and parents</li> <li>Check records of database and minutes of meetings</li> <li>Feedback from various stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Vice-Principals</li> <li>Co-ordinators of MYCOSA and PTA</li> <li>General Office and clerical staff</li> </ul>	<ul style="list-style-type: none"> <li>MYCOSA</li> <li>PTA</li> <li>IT Team</li> <li>Support from General Office</li> </ul>
2.4 Opportunities for collaborations among various stakeholders are fostered to boost students' life-wide learning skills	<ul style="list-style-type: none"> <li>The school encourages MYCOSA and PTA to have regular publications as a means of connection and celebration of outstanding performances of students and alumni in different sectors.</li> <li>Thematic topics are focused in various issues of publications to motivate current students</li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>The 50<sup>th</sup> Commemorative Publication is issued with contributions from alumni and parents.</li> <li>High participation rates among students in sharing sessions are observed.</li> <li>Stronger collaborations and connections among various stakeholders are observed.</li> </ul>	<ul style="list-style-type: none"> <li>Opinion survey of alumni, parents and students</li> <li>Teachers' observation</li> <li>Feedback from various stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Vice-Principals</li> <li>Co-ordinators of MYCOSA, PTA and Student Union</li> <li>General Office and clerical staff</li> </ul>	<ul style="list-style-type: none"> <li>MYCOSA</li> <li>PTA</li> <li>Student Union</li> <li>Student Affairs Committee</li> <li>IT Team</li> <li>Support from</li> </ul>



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	for better learning attitudes. <ul style="list-style-type: none"> <li>• The school encourages current students to interview and do sharing with alumni and parents.</li> <li>• With the help of teachers, students write articles of outstanding alumni and post them in the school's webpage (e.g. the Graduates Honour List or the Latest News) as a celebration of the school's Golden Jubilee.</li> </ul>		<ul style="list-style-type: none"> <li>• 70% of students agree that joining these activities broadens their horizons.</li> <li>• Positive feedback from various stakeholders is collected.</li> </ul>			General Office

**Major Concern 3: Instilling core values to facilitate students' positive learning attitude**  
**關注事項 3: 強化學校的核心價值，以培養學生正面的學習態度。**

Targets 目標	Strategies 策略	Time Scale 時間安排	Success Criteria 檢討工具 / 成功準則	Methods of Evaluation 評估方法	People in charge 負責人	Resources Required 需要資源
3.1 Students are able to demonstrate <b>compassion, empathy and concern for others</b> in both words and deeds.	<ul style="list-style-type: none"> <li>Students are given opportunities to plan and run community service activities on their own or with the help of alumni and outside bodies to put theories into practice.</li> <li>Teachers promote the importance and raise students' awareness of establishing a caring community with the help of the School Chaplaincy Program.</li> <li>Moral and Civic Education is promoted through normal curriculum, assemblies, ECA and workshops, etc..</li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>Over 70% of students agree that these arrangements can stimulate their motivation towards organizing community services and can help them improve their organizing skills</li> <li>70% of students agree that they understand and developed the core values of Caring, compassion and empathy for others.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Observation</li> <li>Scrutiny of committee minutes and program reports</li> <li>Form Meetings</li> <li>Scrutiny of document and performance indicators</li> </ul>	<ul style="list-style-type: none"> <li>Students' Affairs Committee</li> </ul>	
3.2 Students are able to <b>personally uphold integrity at all times and treat others with respect.</b>	<ul style="list-style-type: none"> <li>Students' positive learning attitude is generated through the recognition of peers, teachers and the school as 'MY College'.</li> <li>Leadership training programmes for student leaders are organized inside and outside of the school to boost students' confidence and teamwork skills.</li> <li>Students' life skills to guard against temptation and misconceptions are enhanced through the school-based curriculum, e.g. MCE, RE and LS lessons.</li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>Over 70% of the students agree that these arrangements can stimulate their motivation towards self-enhancement</li> <li>Over 70% of the students agree that these arrangements can further build up their self-confidence to be good leaders or good team members</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Subject Panel Meetings</li> <li>Form Meetings</li> <li>Scrutiny of document and performance indicators</li> </ul>	<ul style="list-style-type: none"> <li>Students' Affairs Committee</li> </ul>	

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	<ul style="list-style-type: none"> <li>A positive learning atmosphere with good behaviours, e.g. submitting homework punctually and being polite, is nurtured and reinforced through the display of MY Stars in various KLAs and activities.</li> </ul>					
3.3 Students are able to develop <b>resilience which helps them face new challenges</b> and convert life's setbacks into future successes especially in terms of personal goal setting, good habits forming as well as careers and life planning.	<ul style="list-style-type: none"> <li>Form teachers encourages students to set achievable goals at the beginning of the school year.</li> <li>Targets fulfilment projects, both inside and outside of the school, are introduced to allow students to experience a process of setting targets and fulfilling them.</li> <li>Sharing sessions by alumni or celebrities are organized to show students their successful stories or insights of good practices to create a modelling effect.</li> <li>Life-planning and career guidance support services are provided to help enhance and enrich the school's career and life planning education.</li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>Over 70% of the students agree that such arrangements can help them broaden their horizons as well as use multiple perspectives in learning especially in setting goals and doing self-reflection</li> <li>Over 70% of students agree that their learning is optimized and enriched through relevant, authentic and meaningful life-wide and career experiences</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Observation</li> <li>Scrutiny of program reports</li> <li>Scrutiny of document and performance indicators</li> </ul>	<ul style="list-style-type: none"> <li>Students' Affairs Committee</li> </ul>	
3.4 Students are able to <b>work with others with diverse backgrounds, values and points of</b>	<ul style="list-style-type: none"> <li>Students' diversified learning needs and experiences are met through various forms of activities by making use of the Diversity Learning Grant and Students Support Grant programmes offered by EDB.</li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>Students at all levels are given opportunities to take part in diversified gifted programmes and form-based developmental activities both inside and outside the school</li> <li>Over 70% of students agree that</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Observation</li> <li>Scrutiny of program reports</li> <li>Scrutiny of document and performance</li> </ul>	<ul style="list-style-type: none"> <li>Students' Affairs Committee</li> </ul>	<ul style="list-style-type: none"> <li>Diversity Learning Grant</li> </ul>

<b>Targets</b> 目標	<b>Strategies</b> 策略	<b>Time Scale</b> 時間安排	<b>Success Criteria</b> 檢討工具 / 成功準則	<b>Methods of Evaluation</b> 評估方法	<b>People in charge</b> 負責人	<b>Resources Required</b> 需要資源
<b>views.</b>	<ul style="list-style-type: none"> <li>Students are provided with channels to join community services and excursion activities outside school through Community Mentorship Schemes, Community Service Programs, Civic Education Programs as well as local or cross border excursions for the underprivileged and minority groups.</li> </ul>		their learning is optimized and enriched through relevant, authentic and meaningful life-wide and community experiences	indicators		