



**CCC Ming Yin College**  
**Annual School Plan**  
**(Web Version)**

**2019 - 2020**



**The Church of Christ in China Ming Yin College**  
**Annual School Plan**  
**2019/2020**

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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 2019- 2020**

## **Major Concerns**

- 2.1. Optimizing students' potentials through extended life-wide learning experiences**  
透過全方位學習活動，讓學生盡展潛能
  
- 2.2. Refining the school's learning and teaching environment by making effective and flexible use of school space**  
改善教學環境，善用校園空間

**Action Plan for the Major Concerns for the 2019– 2020 School Year**  
**2019 - 2020 年度關注事項之行動方案**

**Major Concern 1: Optimizing students' potential through extended life-wide learning experiences**  
 透過全方位學習活動，讓學生盡展潛能

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
<b>1.1 Extending Classroom Learning in KLAs with Life-wide Learning</b>	<ul style="list-style-type: none"> <li>• Subject panels will align and extend the core classroom learning to LWL activities. Basic guidelines are as follows:                             <ul style="list-style-type: none"> <li>- Lay down some principles for LWL activities with regard to: priority learning goals and aims, nature of process and activities, workload of students, cost and time</li> <li>- Identify new learning targets/ objectives/ areas in which life-wide learning activities could be used to complement Key Learning Area studies</li> <li>- Look for and make use of any LWL activities offered by the government departments and non-government organizations in Life-wide Learning Activity Databank of the EDB</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Whole year</li> </ul>	<ul style="list-style-type: none"> <li>• Panel chairpersons raised the issue for discussion and finalized the LWL activities to be adopted</li> <li>• 70% of students agree to the improvements of the campus culture and atmosphere towards an obvious extension of LWL in various KLAs</li> </ul>	<ul style="list-style-type: none"> <li>• Outcome-based evaluation referring to the change of attitude, achievement and skills acquired by the students through the following:                             <ul style="list-style-type: none"> <li>- Observations and evaluations in meetings</li> <li>- Questionnaire survey</li> <li>- Attainments and awards gained</li> </ul> </li> <li>• Process-based evaluation referring to the procedural review, curriculum development, self-evaluation on organizational learning, financial &amp; administrative support review, etc. in the school management level</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Committee and all the subordinate KLAs</li> </ul>	<ul style="list-style-type: none"> <li>• LWL Grant</li> <li>Life-wide Learning Activity Databank of the EDB:  <a href="http://minisite.proj.lkedcity.net/edbosp-1wll/eng/learning_and_teaching_resources/index.html">http://minisite.proj.lkedcity.net/edbosp-1wll/eng/learning_and_teaching_resources/index.html</a> </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
<b>1.2 Enriching Essential Learning Experiences through Life-wide Learning</b>	<ul style="list-style-type: none"> <li>• Make use of suitable/authentic contexts outside classrooms to enhance the effectiveness of Moral &amp; Civic Education and Gifted Education</li> <li>• Make use of Community Service as a means for developing the empathy, social concern and respect for different groups in society</li> <li>• Prepare students for their future Career and Life Planning</li> <li>• Hold activities to enhance the spiritual, mental, social and physical wellness of students</li> </ul>	<ul style="list-style-type: none"> <li>• Whole year</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of students agree to the enrichment of essential learning experiences in various suitable and authentic contexts being implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Outcome-based evaluation referring to the change of attitude, achievement and skills acquired by the students through the following:               <ul style="list-style-type: none"> <li>- Observations and evaluations in meetings</li> <li>- Questionnaire survey</li> <li>- Attainments and awards gained</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student Affairs Committee and the subordinate Committees</li> <li>• PTA</li> <li>• MYCOSA</li> </ul>	<ul style="list-style-type: none"> <li>• LWL Grant</li> </ul> <p>Life-wide Learning Activity Databank of the EDB:  <a href="http://minisite.proj.hkedcity.net/edbosp-lwll/eng/learning_and_teaching_resources/index.html">http://minisite.proj.hkedcity.net/edbosp-lwll/eng/learning_and_teaching_resources/index.html</a></p>

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<b>1.3 Enabling students to acquire key skills for raising achievement and whole-person development</b>	<ul style="list-style-type: none"> <li>• Reflect on existing LWL activities and identify what sort of generic skills students would acquire</li> <li>• Identify what kinds of student engagement and what learning processes were found to be effective in the past, and which ones were not</li> <li>• Identify gaps and priority in terms of generic skills that students need most in the school curriculum</li> <li>• Identify and allocate activities for students with diversified needs</li> <li>• Carefully select activities that would offer great value to our students and suit their needs</li> <li>• Explore and value opportunities for experiences outside the school/classroom to complement studies in Physical Education and Arts Education</li> <li>• Use an electronic system to facilitate and assist in coordinating the above needs</li> </ul>	<ul style="list-style-type: none"> <li>• Whole year</li> </ul>	<ul style="list-style-type: none"> <li>• Over 70% of students find that their learning abilities and generic skills have been stretched by joining various LWL activities offered by different KLAs and Committees</li> </ul>	<ul style="list-style-type: none"> <li>• Outcome-based evaluation referring to the change of attitude, achievement and skills acquired by the students through the following: <ul style="list-style-type: none"> <li>- Observations and evaluations in meetings</li> <li>- Questionnaire survey</li> <li>- Attainments and awards gained</li> </ul> </li> <li>• Experience-based evaluation referring to the quality of experience enjoyment, flow, emotional commitment or impact, student engagement and stakeholder involvement through the following: <ul style="list-style-type: none"> <li>- Observations and evaluations in meetings</li> <li>- Questionnaire survey</li> <li>- Attainments and awards gained</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Academic Committee and all the subordinate KLAs</li> <li>• Student Affairs Committee and the subordinate Committees</li> <li>• Form Teachers</li> <li>• SENCO</li> <li>• Gifted Education Coordinator</li> <li>• School Social Workers</li> </ul>	<ul style="list-style-type: none"> <li>• OLE Mechanism and Resources</li> <li>• Student Support Mechanism and Resources</li> <li>• Gifted Education Mechanism and Resources</li> </ul>

**Major Concern 2: Refining the school's learning and teaching environment by making an effective and flexible use of school space**  
**改善教學環境，善用校園空間**

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
<b>2.1 Providing an effective technology-in fused teaching and learning environment in classrooms</b>	<ul style="list-style-type: none"> <li>The school renews the IT and audio-visual facilities in classrooms to provide a more conducive teaching and learning environment (e.g. replacing the worn-out projectors and visualizers, replacing the PA system in school and reviewing the design of the teacher's desks in classrooms.</li> <li>The school installs optical fiber network to provide sound networking for e-learning and e-communication.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% of students agree that the new facilities are useful to their learning.</li> <li>Over 70% of teachers agree that the new facilities enhance their teaching effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback collected from teachers' and students' survey</li> <li>Records shown in documents of Subject Departments</li> </ul>	<ul style="list-style-type: none"> <li>I.T. Committee</li> <li>Academic Committee</li> <li>KLA Heads</li> <li>AV Group</li> </ul>	<ul style="list-style-type: none"> <li>School funds</li> <li>QEF (To be approved by QEF)</li> </ul>
	<ul style="list-style-type: none"> <li>The school provides more mobile learning devices (e.g. tablet computers) for students' and teachers' use to ensure the effective implementation of e-learning.</li> </ul>		<ul style="list-style-type: none"> <li>Over 70% of teachers agree that they have adopted e-learning more frequently.</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> </ul>		

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<b>2.2 Providing more learning and teaching space to teachers and students through renovating and flexible use of the School Hall and special rooms</b>	<ul style="list-style-type: none"> <li>The School Hall Balcony is converted into a Multi-purpose Learning Theatre with modern IT and audio-visual facilities.</li> <li>The school replaces the lighting system, floor, curtains and air-conditioning system in the School Hall to provide a more modernized venue for organizing assemblies and large-scale school events.</li> <li>The Geography Room is sub-divided into two tutorial rooms by partition boards which can be used to organize seminars, workshops and mini-lectures of Elective Groups.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Positive feedback from different stakeholders and guests who have used the School Hall, Multi-purpose Learning Theatre and Geography Room.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback collected from different stakeholders and guests</li> <li>Lesson observations</li> <li>Records of booking the Geography Room</li> </ul>	<ul style="list-style-type: none"> <li>General Affairs Committee</li> <li>I.T. Committee</li> <li>A.V Group</li> <li>Academic Committee</li> <li>School Librarian</li> <li>KLA Heads</li> </ul>	<ul style="list-style-type: none"> <li>Funding from EDB Major Repairs Division (To be approved by EDB)</li> </ul>
	<ul style="list-style-type: none"> <li>A Self-study Corner is set up in the School Library to promote self-directed learning and peer group discussions.</li> </ul>		<ul style="list-style-type: none"> <li>Over 70% of students agree that the Self-study Corner helps with their studies.</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> </ul>		



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<b>2.3 Promoting STEM Education and e-learning through the setup of Campus TV Learning Centre and STEM Workshop</b>	<ul style="list-style-type: none"> <li>The school plans to set up a Campus TV Learning Centre to promote e-learning and teachers' competencies in curriculum development</li> <li>The school renovates the Computer Workshop (Rm 406) into a STEM Workshop equipped with necessary STEM Education facilities and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>The Campus TV Learning Centre equipped with necessary facilities and equipment can start to operate by the end of the 2019/20 school year.</li> <li>The STEM Workshop equipped with necessary facilities and equipment can start to operate by May 2020.</li> <li>Positive feedback from teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>Records from the QEF Project Team</li> <li>Records from the STEM Education Working Group</li> </ul>	<ul style="list-style-type: none"> <li>Academic Committee</li> <li>I.T. Committee</li> <li>Staff Development Committee</li> <li>General Affairs Committee</li> <li>KLA Heads</li> </ul>	<ul style="list-style-type: none"> <li>QEF (To be approved by QEF)</li> <li>School Funds</li> </ul>
	<ul style="list-style-type: none"> <li>The school organizes various training programmes on the use of the Campus TV Learning Centre to the staff and student helpers concerned.</li> <li>The school organizes various training programmes on e-learning and STEM Education for teachers and students.</li> </ul>		<ul style="list-style-type: none"> <li>Over 70% of student and teacher participants find the training programmes useful.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' and students' surveys</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
<b>2.4 Optimizing the use of new pedagogies and technologies in subjects and committees for continuous improvement and sustainable development of the school</b>	<ul style="list-style-type: none"> <li>• KLAs are encouraged to adopt more interactive lesson designs and effective e-learning teaching strategies which can promote students' self-directed learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole year</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from teachers</li> <li>• Students participate more actively in lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Records shown in the schemes of works of all KLAs</li> <li>• Lesson observations</li> </ul>	<ul style="list-style-type: none"> <li>• KLA Heads</li> <li>• Academic Committee</li> </ul>	<ul style="list-style-type: none"> <li>• School Funds</li> </ul>
	<ul style="list-style-type: none"> <li>• KLAs refine and update the e-learning inventories to enable the empowerment of student learning progress.</li> </ul>		<ul style="list-style-type: none"> <li>• Positive feedback from teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback in evaluation meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Committee</li> <li>• IT Committee</li> </ul>	
	<ul style="list-style-type: none"> <li>• The school develops and implements a centralized archiving system and e-circular system for managing educational and administrative data respectively.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers' survey</li> <li>• Positive feedback from teachers and clerical staff</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' survey</li> <li>• Records shown in school documents</li> <li>• Records shown in the minutes of various KLAs</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Committee</li> <li>• KLA Heads</li> <li>• School Office</li> </ul>	
	<ul style="list-style-type: none"> <li>• The school evaluates the effectiveness of the e-learning and e-communication channels used by the school regularly.</li> </ul>		<ul style="list-style-type: none"> <li>• Positive feedback from various stakeholders, including parents, teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys of various stakeholders</li> </ul>		