



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

**2020 - 2021**



**The Church of Christ in China Ming Yin College**  
**Annual School Plan**  
**2020/2021**

**CONTENT**

- |                            |           |
|----------------------------|-----------|
| 1. School Vision & Mission | P. 1 – 6  |
| 2. Major Concerns          | P. 7 – 12 |



# **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 2020 – 2021**

## **Major Concerns**

- 2.1. Promoting holistic school-based gifted education (GE)  
推廣全面校本資優教育**
  
- 2.2. Establishing a healthy campus framework  
建立健康校園架構**

**Action Plan for the Major Concerns for the 2020– 2021 School Year**  
**2020 - 2021 年度關注事項之行動方案**

**Major Concern 1: Promoting holistic school-based gifted education (GE)**  
**推廣全面校本資優教育**

<b>Targets</b>	<b>Strategies</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People in charge</b>	<b>Resources Required</b>
<b>1.1 To achieve consensus among all teachers about the importance and need for school-based provision for gifted students so as to prepare them for subsequent implementation of GE programmes</b>	<ul style="list-style-type: none"> <li>To acknowledge and share the need for GE among all teachers within the school</li> <li>To increase teachers' understanding of the rationale, goals and dual purposes of school-based GE (GE for all and Education for the gifted) through various means such as online courses, professional development programmes, sharing from GE experts and fellow teachers from other schools</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% of teachers agree with the importance of implementation of GE in school</li> <li>Over 70% of teachers agree that their understanding of the rationale, goals and dual purposes of school-based GE has increased</li> </ul>	<ul style="list-style-type: none"> <li>Feedback collected from teachers' surveys</li> <li>Records of meetings</li> <li>CPD records of teachers' training on GE</li> </ul>	<ul style="list-style-type: none"> <li>Academic Committee and all the subordinate KLAs</li> <li>Staff Development Committee</li> </ul>	<ul style="list-style-type: none"> <li>GE Mechanism and Resources</li> <li>EDB Online Foundation Courses for Teachers on GE</li> </ul>
<b>1.2 To foster the planning and implementation of school-based GE at school level, curriculum level and subject level</b>	<ul style="list-style-type: none"> <li>To formulate a school-based GE policy to help reach a consensus among teachers on catering for gifted students</li> <li>To refine the school-based student talent pool covering students' intellectual ability, creativity, commitment to tasks and achievement to facilitate a holistic planning of school-based GE</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Teachers understand the rationale, objectives and ways of setting up a school-based student talent pool</li> <li>Teachers acquire the skills to utilize school-based student talent pool to plan and implement their school-based GE at school level, curriculum level as well as subject level</li> </ul>	<ul style="list-style-type: none"> <li>Feedback collected from teachers' surveys</li> <li>Records of meetings</li> <li>Records of talent pool</li> <li>CPD records of teachers' training on GE</li> </ul>	<ul style="list-style-type: none"> <li>Academic Committee</li> </ul>	<ul style="list-style-type: none"> <li>GE Mechanism and Resources</li> <li>EDB Online Foundation Courses for Teachers on GE</li> </ul>

<b>Targets</b>	<b>Strategies</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People in charge</b>	<b>Resources Required</b>
<b>1.3 To enhance students' talents and learning capacities with a variety of GE opportunities at the school and inter-school levels</b>	<ul style="list-style-type: none"> <li>To make use of the DLG and LWL Fund to provide students with various learning opportunities like interschool competitions and overseas study tours to develop students' talents</li> <li>To provide study and thinking skills workshops to students to teach them how to learn more strategically and effectively</li> <li>To provide a variety of e-learning tools to cater for students' learning diversity</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>70% of students agree that the various learning opportunities can unleash their learning potentials</li> <li>A set of e-learning tools for catering of learners' diversity is established</li> </ul>	<ul style="list-style-type: none"> <li>Records of students' participation of various activities</li> <li>Feedback collected from students' surveys</li> <li>Records of e-learning tools</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> </ul>	<ul style="list-style-type: none"> <li>DLG Grant</li> <li>LWL Fund</li> </ul>
<b>1.4 To help students set clear, challenging and achievable goals</b>	<ul style="list-style-type: none"> <li>To provide appropriate GE activities by adopting the 3-tier GE Implementation Model</li> <li>To provide students with individual guidance on future career and life planning</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Panel chairpersons or committee heads have arranged GE activities.</li> <li>70% of students involved agree that the arrangement of the activities can help them set their goals</li> </ul>	<ul style="list-style-type: none"> <li>Records of students' participation of various activities</li> <li>Feedback collected from students' surveys</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>Career and Life Planning Committee</li> </ul>	<ul style="list-style-type: none"> <li>Web-based learning courses for gifted/more able students</li> </ul>
<b>1.5 To promote STEM Education</b>	<ul style="list-style-type: none"> <li>To encourage teachers to attend courses, seminars and workshops on STEM education provided by EDB and other organizations</li> <li>To organize STEM-related activities for students, including STEM Week, workshops, talks and visits</li> <li>To encourage students to join various STEM competitions or training programmes organized by external institutions</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Over 50% subject-related teachers have participated in these professional development activities</li> <li>Over 70% of participating teachers find these professional development activities useful</li> <li>Over 70% of participating students find the STEM activities useful and interesting</li> <li>Students participate in at least two STEM competitions or training programmes organized by external institutions</li> </ul>	<ul style="list-style-type: none"> <li>CPD records of teachers</li> <li>Teachers' surveys</li> <li>Student Questionnaires</li> <li>Records of STEM Education Team</li> <li>Records of STEM Education Team</li> </ul>	<ul style="list-style-type: none"> <li>STEM Education Team</li> <li>Staff Development Committee</li> <li>STEM Education Team</li> <li>STEM Education Team</li> </ul>	<ul style="list-style-type: none"> <li>School funding</li> </ul>

**Major Concern 2: Establishing a healthy campus framework**  
**建立健康校園架構**

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
<b>2.1 To develop and establish a life-long good personal hygiene attitude and habits, and cultivate the school culture based on such knowledge, practices and skills</b>	<ul style="list-style-type: none"> <li>To support the enhancement and expansion of current health and well-being practices and efforts.</li> <li>To provide students with different kinds of supportive services and education programs on Positive Psychology, bonding, collaboration, and resilience</li> <li>To offer new and interesting approaches to life skills, exercise, mental health, and eating well schemes</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Improvements seen in both junior and senior form students</li> <li>Over 70% of students agree that these activities help them to understand health and wellness better</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' and students' surveys</li> <li>Teachers' observations</li> </ul>	<ul style="list-style-type: none"> <li>Student Affairs Committee</li> <li>School Social Workers</li> <li>Related KLA Heads</li> <li>Related OLEs</li> <li>PTA</li> <li>MYCOSA</li> <li>School Chaplaincy</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>School funds</li> </ul>
	<ul style="list-style-type: none"> <li>To improve students' health with a holistic view on beauty, fitness, mental health, nutrition, social responsibility, bonding, study-life balance, work-rest balance, and personal sustainability</li> </ul>		<ul style="list-style-type: none"> <li>Improvements seen in both junior and senior form students</li> <li>Over 70% of students agree that this understanding helps them to attain balanced health and wellness</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' and students' surveys</li> <li>Teachers' observations</li> </ul>		
	<ul style="list-style-type: none"> <li>To make the healthy campus framework an unprecedented collaboration among all Other Learning Experiences (OLE) domains, related experts in student counselling team and related stakeholders of parents, alumni, and related churches so as to share knowledge, expertise, and best practices and insights</li> <li>To enhance conditions for meaningful social connection and sense of belonging, being respected and recognized as individuals and functionally effective when working together</li> </ul>		<ul style="list-style-type: none"> <li>Over 70% of teachers agree that such collaboration is effective</li> <li>Over 70% of students agree that this social connection and collaboration help them attain a happy and enjoyable school life</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' and students' surveys</li> <li>Teachers' observations</li> </ul>		

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
<b>2.2 To build a whole-school health policy with the related curriculum, extra-curricular activities and pedagogy</b>	<ul style="list-style-type: none"> <li>To enhance all aspects of well-being for students and the campus community at large through the MY+ Healthy Campus Framework (MY+HCF)</li> <li>To reverse the trend of teens compromising their health during their academic attainments, a concrete policy which can produce a positive impact on their lives and lifestyles will be constructed</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% of teachers agree that this policy is effective</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observations</li> <li>School Survey</li> </ul>	<ul style="list-style-type: none"> <li>Student Affairs Committee</li> <li>School Social Workers</li> <li>Related KLA Heads</li> </ul>	<ul style="list-style-type: none"> <li>School-based Support services provided by EDB</li> </ul>
	<ul style="list-style-type: none"> <li>To cater to the diverse demands of students and staff, the MY+HCF has established a cross-cutting approach that includes not only physical activity but also healthy campus management, mental and social health, nutrition, disease prevention, risk behaviour, clean and green environment, social responsibility and sustainability</li> </ul>		<ul style="list-style-type: none"> <li>Over 70% of teachers agree that this policy is a broad and cross-cutting approach which has effects on various aspects of the school system and campus life</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observations</li> <li>School Survey</li> </ul>		
	<ul style="list-style-type: none"> <li>To lead, facilitate and participate in collective, systemic, and innovative action through the advanced Information Technology setup for improving health and well-being in our school</li> <li>To equip teachers and parents with the knowledge and skills they need to identify students with difficulties, to do referrals, and at the same time to promote positive attitude so as to strengthen their resilience</li> </ul>		<ul style="list-style-type: none"> <li>Over 70% of teachers agree that the set up and the use of Information Technology has good effects on helping students attain health and wellness</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observations</li> <li>School Survey</li> </ul>		

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
<b>2.3 To renovate and maintain the campus as a health and wellness induced physical entity</b>	<ul style="list-style-type: none"> <li>To develop a comprehensive maintenance plan to ensure a professionally high standard and sustainable upkeep of the school campus</li> <li>To provide good and practical life skills' education to our students on how to keep our campus clean and well-maintained, and make them into a good habit as well as the culture of our school</li> </ul>		<ul style="list-style-type: none"> <li>Over 70% of teachers agree that such implementation is effective</li> <li>Over 70% of students agree that this practical skills' training helps them attain a well-organized and enjoyable school life</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' and students' surveys</li> <li>Teachers' observations</li> </ul>	<ul style="list-style-type: none"> <li>Student Affairs Committee</li> <li>General Affairs Committee</li> <li>Related KLA Heads</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>School funds</li> </ul>
	<ul style="list-style-type: none"> <li>To improve campus culture and environment for wellness through the implementation of policies and processes, innovative ideas on shaping the learning and working environments, physical spaces as well as services</li> <li>To provide warmer, more friendly and supportive administrators, professionals and student helpers, who will be role models to students, in classrooms, among peers and in student support services</li> </ul>		<ul style="list-style-type: none"> <li>Over 70% of teachers agree that such implementation is effective</li> <li>Over 70% of students agree that the provision of friendly and supportive services helps them attain a happy and enjoyable school life</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' and students' surveys</li> <li>Teachers' observations</li> </ul>		
	<ul style="list-style-type: none"> <li>To promote, to track and to improve student health and well-being through digital platforms such as e-Class, Campus TV and live broadcasting</li> <li>To run campaigns and organize competitions to help students develop good habits of maintaining neat and tidy classrooms as well as a green and clean environment through various levels of implementation</li> </ul>		<ul style="list-style-type: none"> <li>Over 70% of teachers agree that such implementation is effective</li> <li>Over 70% of students agree that the provision of these activities help them attain a healthy, happy and enjoyable school life</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' and students' surveys</li> <li>Teachers' observations</li> </ul>		