



CCC Ming Yin College
Annual School Plan
2021 – 2022
(Web Version)

The Church of Christ in China Ming Yin College
Annual School Plan
2021/2022

CONTENT

- | | |
|----------------------------|-----------|
| 1. School Vision & Mission | P. 1 – 6 |
| 2. Major Concerns | P. 7 – 16 |

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

2021 – 2022

Major Concerns

- 2.1. Launching the gifted education framework in the school-based curriculum**

在校本課程中，施行資優教育框架

- 2.2. Launching the MYC healthy Campus programmes across junior and senior forms**

在各級實施銘賢健康校園計劃

Action Plan for the Major Concerns for the 2021– 2022 School Year
2021 - 2022 年度關注事項之行動方案

Major Concern 1: Launching the gifted education framework in the school-based curriculum
在校本課程中，施行資優教育框架

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
1.1 To enrich teachers with knowledge of the characteristics of the gifted students and the trend of gifted education	<ul style="list-style-type: none"> • To enhance 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 • To enhance teachers’ recognition and appreciation of students’ achievements, strengths and contributions to the school in various occasions through award schemes and various acknowledgement strategies 	Whole school year	<ul style="list-style-type: none"> • Over 90% of teachers take the EDB online foundation course for teachers on GE • Over 90% of teachers agree that gifted education has been strengthened 	<ul style="list-style-type: none"> • Stakeholders Survey • Feedback collected from teachers’ surveys • Records of meetings • CPD records of teachers’ training on GE 	<ul style="list-style-type: none"> • Academic Committee and all the subordinate KLAs • Staff Development Committee 	<ul style="list-style-type: none"> • GE mechanism and resources • EDB Online Foundation Courses for Teachers on GE

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
1.2 To implement school-based GE at school level, curriculum level, subject level and committee level	<ul style="list-style-type: none"> To formulate a school-based GE policy to help reach a consensus among teachers on catering for gifted students To refine the school-based student talent pool covering students' intellectual ability, creativity, commitment to tasks and achievements to facilitate a holistic planning of school-based GE To form a school-based curriculum with elements of GE to cater for students' diverse interests and abilities 	Whole school year	<ul style="list-style-type: none"> Teachers understand the rationale, objectives and ways of setting up a school-based student talent pool Teachers acquire the skills to utilize school-based student talent pool to plan and implement their school-based GE at school level, curriculum level, subject level as well as committee level Subjects and committees formulate GE policies in their handbooks 	<ul style="list-style-type: none"> Feedback collected from teachers' surveys Records of meetings Records of talent pool CPD records of teachers' training on GE 	<ul style="list-style-type: none"> Academic Committee and all the subordinate KLAs Student Affairs Committee and the subordinate Committees 	<ul style="list-style-type: none"> GE mechanism and resources EDB Online Foundation Courses for Teachers on GE
1.3 To enhance students' talents and learning capacities with a variety of GE opportunities at the school and inter-school levels	<ul style="list-style-type: none"> To make use of the DLG and LWL Fund to provide students with various learning opportunities like inter-school competitions and overseas study tours to develop students' talents To provide study and thinking skills workshops for students to teach them how to learn more strategically and effectively To provide more learning opportunities for the exceptionally gifted students in the form of specialist 	Whole school year	<ul style="list-style-type: none"> Over 70% of students agree that the various learning opportunities can unleash their learning potential Over 70% of teachers agree that students have developed their diverse talents better 	<ul style="list-style-type: none"> Records of students' participation of various activities Feedback collected from students' surveys Records of e-learning tools 	<ul style="list-style-type: none"> Academic Committee and all the subordinate KLAs Student Affairs Committee and the subordinate committees 	<ul style="list-style-type: none"> DLG Grant LWL Fund

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
	training outside school (Level 3) <ul style="list-style-type: none"> • To provide more opportunities for students to explore and develop their talents through a comprehensive nomination scheme e.g. awards, trainings and career attachment (EDB and alumni) • To provide a variety of e-learning tools to cater for students' learning diversity 		<ul style="list-style-type: none"> • A set of e-learning tools for catering of learners' diversity is established 			
1.4 To nurture students' capacity on planning their future	<ul style="list-style-type: none"> • To enhance the professionalism of the Careers teachers to help formulate a school-based plan on students' careers and life development • To review the existing policies to help students establish their goals on their future studies and careers and put into practice 	Whole school year	<ul style="list-style-type: none"> • Over 70% of teachers and students agree that students' awareness of their future studies, careers and their goals is enhanced. • Over 70% of students involved agree that the strategies and policies in school can help them pursue their future studies and careers. 	<ul style="list-style-type: none"> • Records of students' participation of various activities • Feedback collected from students' surveys 	<ul style="list-style-type: none"> • Academic Committee and all the subordinate KLAs • Student Affairs Committee and the subordinate committees • Career and Life Planning committee 	Web-based learning courses for gifted/more able students

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
1.5 To enhance STEM education	<ul style="list-style-type: none"> • To encourage teachers to attend courses, seminars and workshops on STEM education provided by EDB and other organizations • To organize STEM-related activities for students, including STEM Week, workshops, talks and visits • To co-operate with external organizations in developing an informal STEM curriculum to nurture students' interests and competence in STEM • To further enhance students' interests and capacities on STEM through the establishment of Campus TV Room and Innovative Lab • To enhance junior Computer Literacy curriculum to involve more elements related to coding and robotics • To incorporate STEM elements in Science KLA, Technology KLA and Reading Across the Curriculum (RaC) Scheme 	Whole school year	<ul style="list-style-type: none"> • Over 70% of subject-related teachers have participated in these professional development activities • Over 70% of participating teachers find these professional development activities useful • Over 70% of participating students agree that the curriculum, activities and programmes can enhance their interests and abilities in STEM-related areas • Students participate in at least two STEM competitions or training programmes organized by external institutions • The majority of involved students complete the tasks related to coding and robotics • The majority of students agree that the cross-curricular activities are interesting 	<ul style="list-style-type: none"> • CPD records of teachers • Teachers' surveys • Student questionnaires • Records of STEM Education Team • Schemes of work • Students' performance in tasks related to coding and robotics 	<ul style="list-style-type: none"> • STEM Education Team • Staff Development Committee • STEM Education Team • STEM Education Team • Science KLA, Technology KLA, Chinese KLA and English KLA 	School funding

Major Concern 2: Launching the MYC Healthy Campus Programmes Across Junior and Senior Forms
在各級實施銘賢健康校園計劃

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
<p>2.1 To develop and establish the attitude, life-long habits, knowledge, good practices and skills and cultivate them into the school culture</p>	<ul style="list-style-type: none"> • Support the enhancement and expansion of current health and well-being practices and efforts • Provide students with various kinds of supportive services and education programmes on Positive Psychology, bonding, collaboration and resilience. • Offer new and exciting approaches to life skills, exercise, mental health and healthy eating schemes. • Include relevant activities in camps 	<p>Whole school year</p>	<ul style="list-style-type: none"> • Improvements are seen in both junior and senior form students • Over 70% of students agree that these activities help them to understand health and wellness better 	<ul style="list-style-type: none"> • Teachers' and students' surveys • Teachers' observations 	<ul style="list-style-type: none"> • Student Affairs Committee • School Social Workers • Related KLA Heads • Related OLEs • PTA • MYCOSA • School Chaplaincy 	<ul style="list-style-type: none"> • Human resources • School funds
	<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • Improvements are seen in both junior and senior form students • Over 70% of students agree that this understanding helps them to attain health and wellness better 	<ul style="list-style-type: none"> • Teachers' and students' surveys • Teachers' observations 		

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
	<ul style="list-style-type: none"> Collaborate among KLAs, e.g. Science and PSHE, to focus on the teaching of health-related topics 					
	<ul style="list-style-type: none"> Comprise all Other Learning Experiences (OLE) domains, related experts in student counselling team and related stakeholders of parents, alumni and associated churches to make the Framework an unprecedented collaboration to share knowledge, expertise and best practices and insights. Enhance conditions for meaningful social connection and sense of belonging, being respected and recognized as individuals and functionally effective when working together. Provide health-related and life-skills books in the classroom libraries. 		<ul style="list-style-type: none"> Over 70% of teachers agree that such collaboration is effective Over 70% of students agree that this social connection and collaboration helps them to attain a happy school life 	<ul style="list-style-type: none"> Teachers' and students' surveys Teachers' observations 		
2.2 To build a Whole-School Health Policy with some related	The MY+ Healthy Campus Framework (MY+HCF) aims to enhance all aspects of well-being for students and the campus community at large.	Whole school year	Over 70% of teachers agree that this policy is effective.	<ul style="list-style-type: none"> Teachers' observations School Survey 	<ul style="list-style-type: none"> Student Affairs Committee School Social Workers 	School-based Support services provided by EDB

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
curriculum, extracurricular activities and pedagogies aligned	We hope to reverse the well-established trend of teens compromising their health during their academic attainments; the policy is planned to construct a concrete approach that can positively impact secondary-level students' lives and lifestyles in the territory.				<ul style="list-style-type: none"> • Related KLA Heads 	
	S.1 learn to adapt to a healthy campus life in myc+ eat well	Whole school year	Collaborations showed within/among KLAs and/or Committees	Observations and Discussions in Meetings	<ul style="list-style-type: none"> • Religious Affairs Committee • Counselling Committee • Home Economics Panel 	Form Teachers and Class Club
	S.2 grow through life-wide self-directed learning experiences in myc+ move well	Whole school year	Collaborations showed within/among KLAs and/or Committees	Observations and Discussions in Meetings	<ul style="list-style-type: none"> • Civic and Life Education Committee • PE Department 	Form Teachers and Class Club
	S.3 flourish with all your gifts in myc+ Be well (all rounded)	Whole school year	Collaborations showed within/among KLAs and/or Committees	Observations and Discussions in Meetings	<ul style="list-style-type: none"> • Career and Life Planning Committee • Discipline Committee • Academic Committee • Visual Arts Department 	Form Teachers and Class Club

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
	S.4 learn to be mature and stable students in myc+ Mind well (mental)	Whole school year	Collaborations showed within/among KLAs and/or Committees	Observations and Discussions in Meetings	<ul style="list-style-type: none"> • Counselling Committee • Music Department 	Form Teachers and Class Club
	S.5 grow to be role-models and leaders in myc+ Engage well (with others and tasks)	Whole school year	Collaborations showed within/among KLAs and/or Committees	Observations and Discussions in Meetings	<ul style="list-style-type: none"> • ECA Committee with Societies and Clubs 	Form Teachers and Class Club
	S.6 flourish as scholars and prepare for a new stage in life+ study well (effectiveness and methods)	Whole school year	Collaborations showed within/among KLAs and/or Committees	Observations and Discussions in Meetings	<ul style="list-style-type: none"> • Career and Life Planning Committee / Discipline Committee 	Form Teachers and Class Club
2.3 To renovate and maintain the Campus as a health and wellness induced physical entity in which the MYC Healthy Campus Framework and mechanism can function smoothly and effectively	<ul style="list-style-type: none"> • Develop a comprehensive maintenance plan to ensure a professionally high standard and sustainable upkeep of the school campus. • Improve campus culture and environments for wellness by implementing policies and processes, innovative ideas on shaping the learning and working environments, physical spaces and services. 	Whole school year	<ul style="list-style-type: none"> • Over 70% of teachers agree that such implementation is effective. • Over 70% of students agree that this practical skills training helps them attain a well-organized and enjoyable school life. 	<ul style="list-style-type: none"> • Teachers' and students' surveys • Teachers' observations 	<ul style="list-style-type: none"> • Student Affairs Committee • General Affairs Committee • Related KLA Heads 	<ul style="list-style-type: none"> • Human resources • School funds
	<ul style="list-style-type: none"> • Provide more warm, friendly and supportive administrators, professionals and student helpers – in classrooms, among peers, student services & supports 	Whole school year	<ul style="list-style-type: none"> • Over 70% of teachers agree that such implementation is effective. • Over 70% of students agree that friendly and 	<ul style="list-style-type: none"> • Teachers' and students' surveys • Teachers' observations 		

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
	<p>to be the role models for our students.</p> <ul style="list-style-type: none"> • Promote mental health by organizing activities such as book-sharing, competitions, etc. 		<p>supportive service helps them attain a happy and enjoyable school life.</p>			
	<ul style="list-style-type: none"> • Prepare some digital platforms such as e-Class, Campus TV and live broadcasting that enable the school to promote, track and improve students' health and well-being, such as the food and exercise campaign. • Broadcast English hymns, proverbs of intelligence and news of health-related competitions on Campus TV in the school or online. 	<p>Whole school year</p>	<ul style="list-style-type: none"> • Over 70% of teachers agree that such implementation is effective. • Over 70% of students agree that these activities help them attain a healthy, happy and enjoyable school life. 	<ul style="list-style-type: none"> • Teachers' and students' surveys • Teachers' observations 		