



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

**2022 - 2023**



# **The Church of Christ in China Ming Yin College**

## **Annual School Plan**

### **2022/2023**

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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**

**2022 – 2023**

#### **Major Concerns**

- 2.1. Implementing the Gifted Education framework in the school-based curriculum**

在校本課程中，施行資優課程框架

- 2.2. Implementing and refining a whole-school approach for the healthy campus culture**

落實及優化全校性健康校園文化

**Action Plan for the Major Concerns for the 2022– 2023 School Year**  
**2022 - 2023 年度關注事項之行動方案**

**Major Concern 1: Implementing the Gifted Education framework in the school-based curriculum**  
**在校本課程中，施行資優課程框架**

<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 enrich teachers with knowledge of the characteristics of the gifted students and the trend of gifted education</b>	<ul style="list-style-type: none"> <li>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</li> <li>To enhance teachers' recognition and appreciation of students' achievements, strengths and contributions to the school on various occasions through award schemes and various acknowledgement strategies</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>90% of teachers take the EDB online foundation course for teachers on GE</li> <li>90% of teachers agree that gifted education has been strengthened</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders Survey</li> <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 implement school-based GE at school level, curriculum level, subject level and committee 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 through collecting information from school assessment, teachers' nomination and students' self-nomination, covering students' intellectual ability, creativity, commitment to tasks and</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</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 and all the subordinate KLAS</li> <li>Student Affairs Committee and the subordinate Committees</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>

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
	achievements, to facilitate a holistic planning of school-based GE <ul style="list-style-type: none"> <li>To construct a school-based curriculum with drama performance, public speaking, ceramics, etc. to cater for students' diverse interests and abilities</li> </ul>		implement their school-based GE at school level, curriculum level, subject level as well as committee level <ul style="list-style-type: none"> <li>A revised curriculum is implemented to cater for students' interests and abilities.</li> </ul>			
<b>1.3 To enhance teachers' abilities in developing students' potentials</b>	<ul style="list-style-type: none"> <li>To promote teachers' self-reflection on their professional roles by adopting the T-standards self-reflection tool</li> <li>To enhance teachers' capabilities in using various e-learning tools to cater for learners' diversity</li> <li>To have collaborative lesson planning with the focus on GE and catering for learners' diversity</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>70% of teachers agree that they are more aware of the importance and ways of self-reflection</li> <li>70% of teachers agree that they are more competent in using e-learning tools</li> </ul>	<ul style="list-style-type: none"> <li>Feedback collected from teachers' surveys</li> <li>Records of meetings</li> <li>CPD records</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>EDB Courses</li> </ul>
<b>1.4 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 inter-school competitions and overseas/ cross-border study tours to develop students' talents</li> <li>To provide study and thinking skills workshops for students to teach them how to learn more strategically and effectively</li> <li>To provide more learning</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 potential</li> <li>70% of teachers agree that students have developed their diverse talents better</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>APASO</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>

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
	<p>opportunities for the exceptionally gifted students in the form of specialist training outside school (Level 3)</p> <ul style="list-style-type: none"> <li>• To enhance the use of class teachers' periods, assemblies, performance opportunities, extracurricular activities and other learning experiences to facilitate students' understanding of their strengths in different fields, with heightened opportunities to unleash their potentials</li> <li>• To enrich opportunities for students to showcase their diverse talents: class/form based activities, school-based competitions, winners' performance in assemblies, emcee in Annual Speech Day etc, to stretch their potentials</li> <li>• 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)</li> <li>• To provide a variety of e-learning tools to cater for students' learning diversity</li> <li>• To refine the school award scheme to give more recognition and encouragement to students</li> <li>• To use Campus TV to showcase students' diverse talents</li> </ul>		<ul style="list-style-type: none"> <li>• A set of e-learning tools used to cater for students' diversity is established</li> <li>• A revised school award scheme is devised</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>1.5 To enhance students with various abilities management of their learning progress</b>	<ul style="list-style-type: none"> <li>To provide a variety of e-learning materials to help students to keep track of their learning</li> <li>To devise the BYOD policy to help students to make use of e-learning tools to scaffold classroom learning and building learning portfolio for optimizing learning in the classroom</li> <li>To develop teaching videos on examination skills for students of varied abilities to revisit outside classrooms based on their individual needs</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 they are aware of their individual learning progress</li> <li>The BYOD policy is devised</li> <li>A set of e-learning materials for catering of students' diversity is established</li> </ul>	<ul style="list-style-type: none"> <li>Feedback collected from students' surveys</li> <li>Records of e-learning materials</li> </ul>	<ul style="list-style-type: none"> <li>Academic Committee and all the subordinate KLAs</li> <li>IT Committee</li> <li>Student Affairs Committee</li> </ul>	<ul style="list-style-type: none"> <li>School funding</li> </ul>
<b>1.6 To nurture students' capacity on planning their future</b>	<ul style="list-style-type: none"> <li>To enhance the professionalism of the Careers teachers to help formulate a school-based plan on students' careers and life development</li> <li>To review the existing policies to help students establish their goals on their future studies and careers and put into practice</li> <li>To provide opportunities and platforms for students to enrich their life experiences by mapping their OLE profile with reference to a balance in different areas</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>70% of teachers and students agree that students' awareness of their future studies, careers and their goals is enhanced.</li> <li>70% of students involved agree that the strategies and policies in school can help them pursue their future studies and careers.</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>1.7 To enhance STEM education</b>	<ul style="list-style-type: none"> <li>To develop a school-based implementation model of STEM education</li> <li>To encourage teachers to attend courses, seminars and workshops on STEM education provided by EDB and other organizations</li> </ul>	<ul style="list-style-type: none"> <li>Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>A school-based STEM curriculum is devised</li> <li>70% of subject-related teachers have participated in these professional</li> </ul>	<ul style="list-style-type: none"> <li>CPD records of teachers</li> <li>Teachers' surveys</li> <li>Student questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>STEM Education Team</li> <li>Staff Development Committee</li> </ul>	<ul style="list-style-type: none"> <li>School funding</li> </ul>

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
	<ul style="list-style-type: none"> <li>• To incorporate STEM elements in Science KLA, Technology KLA and Reading Across the Curriculum (RaC) Scheme to promote STEM education</li> <li>• To organize STEM-related activities for students, including STEM Week, workshops, talks and visits</li> <li>• To co-operate with external organizations in developing an informal STEM curriculum to nurture students' interests and competence in STEM.</li> <li>• To enhance the use of various platforms to showcase students' diverse talents: e.g. Campus TV, school website, morning assemblies, etc.</li> <li>• To enhance junior Computer Literacy curriculum to involve more elements related to coding and robotics</li> </ul>		<ul style="list-style-type: none"> <li>development activities and find them useful</li> <li>• 70% of participating students agree that the curriculum, activities and programmes can enhance their interests and abilities in STEM-related areas.</li> <li>• Students participate in at least two STEM competitions or training programmes organized by external institutions</li> <li>• Students find the Campus TV and morning assemblies useful tools to showcase their diverse talents</li> <li>• The majority of students involved complete the tasks related to coding and robotics</li> </ul>	<ul style="list-style-type: none"> <li>• Records of STEM Education Team</li> <li>• Schemes of work</li> <li>• Students' performance in tasks related to coding and robotics</li> </ul>	<ul style="list-style-type: none"> <li>• Science KLA, Technology KLA, Chinese KLA and English KLA</li> <li>• STEM Education Team</li> <li>• IT Committee</li> <li>• Student Affairs Committee</li> <li>• STEM Education Team</li> </ul>	

**Major Concern 2: Implementing and refining a whole-school approach for the healthy campus culture**  
**落實及優化全校性健康校園文化**

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
<p><b>2.1 To establish students' positive values and attitude, with special emphasis on respect for others, commitment and perseverance, through a holistic and balanced curriculum</b></p>	<ul style="list-style-type: none"> <li>• To embed contents of the specific positive values in the curriculum of various subjects</li> <li>• Including related values in the learning tasks of various KLAs/subjects e.g. lyrics writing, essay writing, art work making</li> <li>• Displaying the quality works of students to show their understanding of the specific positive values</li> <li>• To promote the healthy campus culture through organizing cross-curriculum activities such as bookmark design competitions, recipe design competitions, video-making contests, etc.</li> <li>• To promote the healthy campus culture through organizing different student support activities such as S1 WE Connect programme and Corridor Caring Ambassadors, S3 Bridging Programme and S5 Integrated Training programme</li> <li>• To set up a talent pool and refine the merit system (commitment)</li> <li>• To organize different leadership training programmes for MYC</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• Students show improvement in performing their duties in both academic and non-academic activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' observation</li> <li>• APASO</li> </ul>	<ul style="list-style-type: none"> <li>• Student Affairs Committee and its sub-ordinate committees</li> <li>• Subject Panel Heads and subject teachers</li> <li>• PTA</li> </ul>	<ul style="list-style-type: none"> <li>• School Fund</li> </ul>

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
	<p>student leaders, including prefects, CLP prefects, Life Education Ambassadors, committee members of SU and Christian Fellowship for enhancing their sense of commitment and perseverance</p> <ul style="list-style-type: none"> <li>• To organize education programme under the Feed-in Tariff Scheme to educate and promote an energy-saving lifestyle and technology concerned to Junior Form students</li> <li>• To incorporate respect for others activities in various school functions (e.g. Morning Assemblies, Parents' Day, Teachers' Day and S6 Power Up Day)</li> </ul>					
<p><b>2.2 To enhance students' physical and mental well-beings</b></p>	<ul style="list-style-type: none"> <li>• To strengthen students' stress and emotional management skills <ul style="list-style-type: none"> <li>• Using screening tools and mental health tests to help students identify the origins of their negative affect and provide support services to alleviate their negative emotions</li> </ul> </li> <li>• Conducting mental health programmes and activities to enhance students' mental wellness and strengthen their resilience and emotional management skills</li> <li>• Organizing level-based activities to address students' developmental needs and</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• Over 70% of the participating students and teachers agree that the activities and programmes helped to elevate students' physical and mental health.</li> <li>• Students actively participated in the activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys of both students and teachers.</li> <li>• Teachers' observation</li> <li>• APASO</li> </ul>	<ul style="list-style-type: none"> <li>• Student Affairs Committee and its sub-ordinate committees</li> </ul>	<ul style="list-style-type: none"> <li>• LWL Grant</li> <li>• ECA Fund</li> </ul>

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
	enhance their capacity for resilience ✓ S1: Adaptation Programme ✓ S2 – S3: Communication and social skills training programme ✓ S4 – S6: Stress and emotional management skills workshops					
	<ul style="list-style-type: none"> <li>• To organize sports programmes to enrich students’ knowledge on physical health, cultivate their sportsmanship, perseverance and team spirit               <ul style="list-style-type: none"> <li>• Arranging exhibitions and talks on healthy lifestyles</li> <li>• Strengthening the training of various sports teams</li> <li>• Implementing the QEF Project to promote ‘Floor Curling’ in school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• Over 70% of the participating students agree that the activities can promote their physical wellness.</li> <li>• Students show sportsmanship and teamwork in sports and other programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Teachers’ observation</li> </ul>	<ul style="list-style-type: none"> <li>• Student Affairs Committee</li> <li>• PE Panel</li> <li>• Civic and Life Education Committee</li> </ul>	<ul style="list-style-type: none"> <li>• School Fund</li> <li>• LWL Grant</li> </ul>
	<ul style="list-style-type: none"> <li>• To provide diversified life-wide learning experiences for students to broaden their horizons and enrich their life               <ul style="list-style-type: none"> <li>• Organizing KLA Weeks</li> <li>• Organizing visits and cross-boundary study tours.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• Over 70% of the participating students agree that the activities can enrich their life.</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Teachers’ observation</li> </ul>	<ul style="list-style-type: none"> <li>• KLAs and Committees</li> </ul>	<ul style="list-style-type: none"> <li>• LWL Grant</li> </ul>

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
<b>2.3 To improve the school campus as a wellness induced environment for students and teachers</b>	<ul style="list-style-type: none"> <li>• To renovate and maintain the school campus to ensure a wellness-induced environment for effective learning and teaching               <ul style="list-style-type: none"> <li>• Placing potted plants in school corridors</li> <li>• Building religious garden corridor</li> <li>• Building ceramics garden for beautifying the school and displaying students' artworks</li> <li>• Upgrading the teaching facilities in classrooms, e.g. Installation of Apple TV and optic fiber network</li> <li>• Installation of Solar Panels on the Rooftop</li> <li>• Rewiring power supply</li> </ul> </li> <li>• To utilize various digital platforms such as e-Class, campus TV and live broadcast to promote and implement healthy campus programmes</li> <li>• To broadcast healthy messages/videos, hymns and songs, proverbs of intelligence and news of health-related competitions on Campus TV in the school or online</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of students and teachers agree that the school campus has been revamped as a wellness-induced environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher survey</li> <li>• Student survey</li> </ul>	<ul style="list-style-type: none"> <li>• Subject Panels and Committees</li> <li>• Information Technology Committee</li> <li>• AV Group</li> </ul>	<ul style="list-style-type: none"> <li>• School Fund</li> </ul>
	<ul style="list-style-type: none"> <li>• To organize staff development programmes to help teachers reduce stress and maintain physical and mental health</li> <li>• To offer guidance and support to new teachers through staff</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school year</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of teachers agree that the programmes can help them reduce stress</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher survey</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Development Committee</li> <li>• Staff Recreation Club</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Relief Grant</li> </ul>

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
	mentorship scheme		and maintain physical and mental health. <ul style="list-style-type: none"> <li>• 70% of the participants agree that the mentorship programme can strengthen their confidence as teachers at school.</li> </ul>			

## 4. Appendix

### 4.1. Plan on DLG-funded Other Programme (Gifted Education) (2022/2023)

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c
Academic Committee	S.4 Revision Skills Programme	To help students better prepare for the public examinations and the future path, and elaborate the techniques in problem solving.	S.4 Students	4.5 hrs (3 sessions, 1.5 hrs each session) Novemebr	Teachers' briefing: 1 session (30 minutes) Student's workbook: 1 copy each student Evaluation report: 1 report each class	NCF
Academic Committee	S.5 Effective Study Skills Programme	To help students better prepare for the public examinations and the future path, and elaborate the techniques in problem solving.	S.5 Students	4.5 hrs (3 sessions, 1.5 hrs each session) Novemebr	Teachers' briefing: 1 session (30 minutes) Student's workbook: 1 copy each student Evaluation report: 1 report each class	NCF
Discipline Committee	Training Workshop for Potential Senior Prefects	To enhance team spirit and strengthen their self-confidence	S.5 prefects	2 lessons / 6 hours	Leadership and collaboration skills	YWS
English	English Skills Enhancement Course	To enhance students' communication skills in English and use what they have learnt in activities	Around 15 S.4 students with outstanding performance in English	8 lessons	Communication skills in English	TCY

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c
English	English Skills Enhancement Course	To enhance students' communication skills in English and use what they have learnt in activities	Around 15 S.5 students with outstanding performance in English	8 lessons	Communication skills in English	TCY
CLP	S.6 Mock Interview Workshop	To allow S.6 students' to practice interview skills in preparation for JUPAS.	S.6 students who were the top 30 in their S.5 final examination.	1 lesson	Interview skills in preparation for JUPAS	LAM
Science and Mathematics	Secondary School Mathematics and Science Competition (organized by The Hong Kong Polytechnic University)	<ol style="list-style-type: none"> <li>1. Students can get themselves more familiarized with the exam question style of HK DSE.</li> <li>2. Students' confidence can be raised through receiving good rewards. (MYC students' performance used to be good according to past records.)</li> </ol>	35 entries of interested S. 5 Science and Mathematics students	Duration: Half a day per one competition.  Start Date: Late April or early May 2023	<ol style="list-style-type: none"> <li>1. Students will receive certificates of High Distinction, Distinction, Credit etc. according to their performance.</li> <li>2. Students can get themselves more familiarized with the exam questions style of HK DSE.</li> <li>3. Students' confidence can be raised through receiving good rewards.</li> </ol>	PANG

<b>Domain</b>	<b>Programme</b>	<b>Objective(s)</b>	<b>Targets (No./level/ selection)</b>	<b>Duration/ Start Date</b>	<b>Deliverables</b>	<b>Teacher i/c</b>
Mathematics	Math Team Training Course (S.4, S.5)	To enhance students' interest in Olympiad Math and skills in solving Olympiad Math problems	S.4 and S.5 students who are interested and gifted in Math	12 lessons; 1 lesson per week	Skills in solving Olympiad Math problems	TYM
	(S.4) DSE (M2) Exam Classes	To enhance students Math Extended Modules solving skills in DSE	Students who study in M2	1 lesson per week in the whole year	Math Extended Modules solving skills in DSE	TYM
	(S.5) DSE (M2) Exam Classes	To enhance students Math Extended Modules solving skills in DSE	Students who study in M2	1 lesson per week in the whole year	Math Extended Modules solving skills in DSE	TYM
	(S.6) DSE (M2) Exam Classes	To enhance students Math Extended Modules solving skills in DSE	Students who study in M2	1 lesson per week in the whole year	Math Extended Modules solving skills in DSE	TYM

## 4.2. Plan on Programmes through Capacity Enhancement Grant (2022-2023)

### School Major Concerns of 2022-2023

1. Implementing the Gifted Education framework in the school-based curriculum
2. Implementing and refining a whole-school approach for the healthy Campus culture

#### A. Launching the gifted education framework in the school-based curriculum

Major Areas of Concern	Implementation Strategies	Success Criteria	PIC
Gifted Education in school-based curriculum  A. Chinese B. English C. Mathematics D. PSHE E. Science F. Technology G. Art H. Music I. PE J. National Education	<ol style="list-style-type: none"> <li>1. To subsidize programs initiated by subject panels</li> <li>2. To support students in territory-wide competitions</li> <li>3. To support STEM activities</li> <li>4. To support COTAP's teacher training</li> <li>5. To support teachers online teaching</li> <li>6. To promote reading and LAC</li> </ol> <p>To release teachers workload in training students to participate in competitions – employ coaches (dance training)</p> <p>To enhance online teaching and learning – employ one IT technician</p> <p>To release teachers from administrative work in conducting LAC – employ one full time School Librarian</p>	<p>Over 70% students found support effective</p> <p>Over 80% teachers found Gifted program effective</p>	Chinese: NTL English: TCY & YEE Mathematics: LPY PSHE: CWY Science: CKH Technology: LHW Art: YWS Music: CMF PE: LKW NE: FHO

**B. Launching the MYC Healthy Campus programmes across junior and senior forms**

<b>Major Areas of Concern</b>	<b>Implementation Strategies</b>	<b>Success Criteria</b>	<b>PIC</b>
1. Physical health programs 2. Mental health programs 3. Social Health Programs	<p>A. Morning Assemblies sharing and talks</p> <p>B. Activities organized by NGOs</p> <p>C. Class Activities &amp; Programs</p> <p>To release teachers from administrative work – employ one TA (3 months contract)</p>	Over 80% of the participants satisfied with the programs	LSH YWS LKW

### 4.3. Plan on the Use of Life-wide Learning Grant (2022-2023)

**Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.**

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants		I	M	P	S	C
<b>Category 1</b>											
<b>To organise / participate in life-wide learning activities</b>											
<b>1.1</b>	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes										
1	S3 Senior Secondary Bridging Programme: to enhance S3 students' confidence in future challenges.	Student Affairs Committee	June 2023	S3	120-140	Evaluation Questionnaire or Survey, Observation		✓			
2	S5 Integrated Training Programme: to enhance S5 students' leadership competencies.	Leadership Training	September 2022	S5	120-140	Evaluation Questionnaire or Survey, Observation		✓			
3	Prefect Training Camp: to strengthen the cohesion of the prefects and to provide training activities.	Gifted Education, Leadership Training	February 2023	S3-S5	81-100	Evaluation Questionnaire or Survey, Observation				✓	
4	攝影學會訓練課程：訓練學生協助學校於學校活動中協助拍攝工作。	Arts (Visual Arts)	September 2022 – July 2023	S1-6	40	Evaluation Questionnaire or Survey			✓	✓	✓
5	Island Architecture Walk: North Point to Causeway Bay; explore East-meets-West architectures in Hong Kong	History	November-December 2022	F4-5	21-30	Evaluation Questionnaire or Survey	✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants		I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
6	Closing Assembly performance and prize presentation ceremony of Musical Instruments Classes: showcase students' achievements from music instrument classes	Arts (Music)	July 2023	S1-6	81-100	Competition Performance, Subject Performance, Observation	✓	✓	✓		
7	Going to concerts: broaden students' horizons through appreciating the performances of various musicians	Arts (Music)	September 2022 – July 2023	S1-6	31-40	Observation			✓		
8	HK Disneyland Christmas Music Performance: share the message of Christmas with people through music; share music achievements with parents and guests; team building; enhance students' creativity, self-discipline, performing skills and self-confidence.	Arts (Music)	December 2022	S1-6	140 or above	Competition Performance, Subject Performance	✓	✓	✓	✓	
9	An Evening with MYC Musicians (冬日賢情): share music achievements with parents and guests, team building; enhance students' creativity, self-discipline, performing skills and self-confidence.	Arts (Music)	December 2022	S1-6	140 or above	Subject Performance, Observation	✓	✓	✓	✓	
10	Music Training Camp: share music achievements with each other, team building; enhance students' creativity, self-discipline, performing skills and self-confidence.	Arts (Music)	February-July 2023	S1-6	140 or above	Competition Performance, Subject Performance, Observation	✓	✓	✓		
11	Orchestra Training Fee: build self-esteem, increase sense of belonging to the school; team building, learn about music performances and share music with fellow performers and the audience.	Arts (Music)	September 2022 – July 2023	S1-6	140 or above	Competition Performance, Observation	✓	✓	✓	✓	✓

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Estimated Number of Participants		I	M	P	S	C	
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
12	全校性宗教活動：認識信仰，探索生命意義	Religious Education	December 2022, April & July 2023	S1-6	140 or above	Observation		✓				
13	Gospel Camp (福音營)：認識信仰，探索生命意義	Religious Education	April & July 2023	S1-6	81-100	Observation		✓				
14	Basketball (Boys) Training Programme: enhance basketball skills of team members	Physical Education, School Teams, ECA	September 2022 – August 2023	S1-6	150-200	Competition Performance, Observation	✓	✓	✓			
15	Basketball (Girls) School Team Training: enhance basketball skills of team members	Physical Education, School Teams, ECA	September 2022 – August 2023	S1-6	150-200	Competition Performance, Observation	✓	✓	✓			
16	Badminton (Boys) School Team Training: enhance badminton skills of team members	Physical Education, School Teams, ECA	September 2022 – August 2023	S1-6	150-200	Competition Performance, Observation	✓	✓	✓			
17	Badminton (Girls) School Team Training: enhance badminton skills of team members	Physical Education, School Teams, ECA	September 2022 – August 2023	S1-6	150-200	Competition Performance, Observation	✓	✓	✓			
18	Football (Boys) School Team Training: enhance football skills of team members	Physical Education, School Teams, ECA	September 2022 – August 2023	S1-6	150-200	Competition Performance, Observation	✓	✓	✓			
19	Fancy Rope-skipping School Team Training: enhance rope-skipping skills of team members	Physical Education, School Teams, ECA	September 2022 – August 2023	S1-6	150-200	Competition Performance, Observation	✓	✓	✓			
20	Table Tennis School Team Training: enhance table tennis skills of team members	Physical Education, School Teams, ECA	September 2022 – August 2023	S1-6	150-200	Competition Performance, Observation	✓	✓	✓			
21	Volleyball (Boys) School Team Training: enhance volleyball skills of team members	Physical Education, School Teams, ECA	September 2022 – August 2023	S1-6	150-200	Competition Performance, Observation	✓	✓	✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants		I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
22	Volleyball (Girls) School Team Training: enhance volleyball skills of team members	Physical Education, School Teams, ECA	September 2022 – August 2023	S1-6	150-200	Competition Performance, Observation	✓	✓	✓		
23	Bowling School Team Training: enhance bowling skills of team members	Physical Education, School Teams, ECA	September 2022 – August 2023	S1-6	150-200	Competition Performance, Observation			✓		✓
24	Ming Yin Bowling Journey: to promote healthy lifestyles and life skills, enhance information literacy, generic skills, breadth of knowledge, leadership and problem-solving skills.	Physical Education, ECA, Bowling Team/Club	September 2022 – August 2023	S2-6	11-20	Evaluation Questionnaire or Survey, Competition Performance			✓		✓
25	Basketball Training Camp: enhance basketball skills of team members	Physical Education	September 2022 – July 2023	S1-6	41-60	Observation			✓		
26	Dance Club: to arouse students' interest in dancing	Arts (Others)	September 2022 – July 2023	S1-6	30	Evaluation Questionnaire or Survey, Observation			✓		
27	中文戲劇團：培養學生對戲劇創作和舞台表演的興趣。	Arts (Others)	September 2022 – July 2023	S1-6	30	Evaluation Questionnaire or Survey, Observation	✓		✓		
28	朗誦訓練 - 第七十四屆香港學校朗誦節(2022) (粵語/普通話): 1.透過專業的導師訓練, 提昇學生粵語及普通話朗誦技巧; 2.透過校外比賽及校內公開表演, 增強學生自信心。	Chinese Language	September - December 2022	S1-6	41-60	Competition Performance & Observation	✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants		I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
29	ABC (AI-Bigdata-Blockchain) Workshops: nurturing students with up-to-date knowledge about AI and related technologies.	Cross-Disciplinary (STEM), Gifted Education, ICT/IT	October – December 2022; February – May 2023	S1-6	21-30	Evaluation Questionnaire or Survey, Competition Performance, Subject Performance, Observation	✓			✓	✓
30	VR/AR/XR Reality Workshops: nurturing students with up-to-date knowledge about Reality technologies; training students with the skills and abilities on reality creation and innovation.	Cross-Disciplinary (STEM), Gifted Education, ICT/IT	October – December 2022; February – May 2023	S3-6	11-20	Evaluation Questionnaire or Survey, Competition Performance, Subject Performance, Observation	✓		✓	✓	✓
31	Human Library: to broaden students' horizons by exposing them to people in different careers.	CLP	July 2023	S3	120-140	Evaluation Questionnaire or Survey					✓
32	Volunteer Services 義工訓練計劃: 為義工隊學生提供訓練, 提高進行義工服務的質素及所學。	Moral, Civic and National Education	September 2022 – July 2023	S1-5	41-60	Evaluation Questionnaire or Survey, Observation		✓		✓	

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants		I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
<b>1.2</b>	<b><u>Non-Local Activities:</u></b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons										
1	Outboundary Study Tours of Visual Arts – An Exploration into Arts and the Innovative Technologies in Shenzhen: to enrich students' aesthetic intelligence and artistic experiences, deepen students' understanding of Chinese art and heritage and enhance students' understanding of the development of the cultural and creative industries of China.	Arts (Visual Arts)	to be confirmed	S1-3	21-30	Evaluation Questionnaire or Survey, Subject Performance, Observation	✓		✓		
2	Outboundary Study Tours of Visual Arts – Suzhou and Yixing Cultural Tour: to enrich students' aesthetic intelligence and artistic experiences, deepen students' understanding of Chinese art and heritage and enhance students' understanding of the development of the cultural and creative industries of China.	Arts (Visual Arts)	to be confirmed	S3-5	11-20	Evaluation Questionnaire or Survey, Subject Performance, Observation	✓		✓		
3	Geography study tour in Ido Peninsula of Japan: to understand geographical concepts	Geography	to be confirmed	S4	11-20	Evaluation Questionnaire or Survey	✓				
4	德國現代科技發展之旅: 走進工業大學與知名企業, 探索科技與生活的結合, 培養學生科學素養。	Science, Cross-Disciplinary (STEM)	to be confirmed	S3-5	11-20	Subject Performance, Observation	✓				

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose
<b>Category 2</b>	<b>To procure equipment, consumables or learning resources for promoting life-wide learning</b>		
1	Bowling equipment / consumables	Physical Education, ECA, Bowling Team/Club	for organizing Ming Yin Bowling Journey (i.e. Category 1.1, Items 23 & 24)
2	體操及健身器材	Physical Education	提升學生運動表現及身體質素 (i.e. Category 1.1, Items 14-22)
3	VR Meta Headsets, AR/XR Controllers, Reality related equipment and systems	Cross-Disciplinary (STEM), Gifted Education, ICT/IT	IT Equipment / Gadgets for the VR/AR/XR Reality Workshops (i.e. Category 1.1, Item 29 & 30)
4	Badminton Shuttlecock	Physical Education	羽毛球校隊訓練用 (i.e. Category 1.1, Items 16 & 17)
5	Cameras & photography equipment	Arts (Visual Arts)	for photography training and photo-taking in school events (i.e. Category 1.1, Item 4)
6	AV Equipment (microphones & mixer)	Arts (Others)	for performances and events held at hall and stage (i.e. Category 1.1, Items 6, 9 & 27)

### Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	771
Estimated number of student beneficiaries:	771
Percentage of students benefitting from the Grant (%):	100

Contact Person for LWL (Name & Post):                      **CHIU HO CHEUNG,  
ECA MASTER**

#### 4.4. Plan on the Use of Promotion of Reading Grant (2022– 2023)

<b>Items</b>	<b>Description</b>	<b>Remarks</b>
1	Purchase printed books for Chinese Extensive Reading	NTL
2	Purchase printed books for English Extensive Reading	TCY
3	Purchase printed books for Morning Reading (Reading Across Curriculum)	YEE
4	Reading activities – librarian	YSY
5	Science panel extensive reading	LHF
6	PSHE panel extensive reading	CWY
7	Purchase of Library Books	YSY
8	Reading materials for development of ‘Civic Education and Social Development’	YCK

#### 4.5. Plan on Use of Grant for Sister School Scheme (2022-2023)

中華基督教會銘賢書院  
姊妹學校交流計劃書 2022-2023

內地姊妹學校名稱：上海市洋涇中學

本校擬於計劃推行期間舉辦下列姊妹學校交流活動：

項目編號	交流項目名稱及內容	預期目標	監察／評估	擬舉辦學年
				22/23
1.	<p>上海交流團：由 3 位學校教師及行政人員帶領最多 30 位學生探訪上海市洋涇中學並作以下不同形式的交流及分享</p> <ul style="list-style-type: none"> <li>• 學校管理層面：兩地學校管理人員進行深入面談及管理經驗交流</li> <li>• 教師層面：兩地教師進行深入面談及教學經驗交流：包括課程設計、考核模式、觀課及教研</li> <li>• 學生層面：兩地學生學習交流、參與課外活動及參觀名勝景點，從中交流彼此的學習模式和方法、課餘閒暇生活管理，也有對生涯規劃及兩地事務的觀點分享。</li> </ul>	<p>預期達到以下不同層面的交流目標：</p> <ul style="list-style-type: none"> <li>• 學校管理層面：姊妹學校之間可藉著認識兩地學校的行政及管理理念、模式及架構，交良好管理經驗和心從促進學校管理的成效。</li> <li>• 教師層面：建立學習社群及推動教研，增強教師對課程的領導能力，從而促進專業發展及提升教學成效。</li> <li>• 學生層面：讓學生比較及反思兩地的生活及學習條件，增進學生對內地學習模式、社會、文化等方面的認識和瞭解，擴闊他們視野；兩地學生可不同學科的學術交流，提升他們的學習效能，也可加深他們之間認識並增進彼此的友誼。</li> </ul>	<ul style="list-style-type: none"> <li>• 監察方法：以投票方法，透過列明清晰具體的活動要求以選取最合適的承辦商以協助籌辦交流活動；也透過面試挑選合適學生參加交流活動。</li> <li>• 向參加是項活動的師生發放問卷，以蒐集他們的意見，從而得悉交流活動在學校管理層面、教師之學與教層面、學生交流層面能否達到預期目標及可作改善的方向和方法。</li> <li>• 參與交流活動師生擬寫活動回饋及檢討，從中可更深入明確知悉交流活動的成效及需作改善之處。</li> </ul>	暫定 2023 年 4 月中旬，將因應當時香港及國內情況作安排。

項目編號	交流項目名稱及內容	預期目標	監察／評估	擬舉辦學年
				22/23
2.	<p>遊請姊妹學校回訪本校並參與以下活動：</p> <ul style="list-style-type: none"> <li>• 學校管理層面：兩地學校管理人員進行深入面談及管理經驗交流。</li> <li>• 教師層面：兩地教師進行深入面談及教學經驗交流、觀課及教研。</li> <li>• 學生層面：內地學生出席本校常規課堂、課外活動、研討會、家訪、參觀本地名勝景點、歡迎及歡送儀式，瞭解本地學習模式、社會面貌及文化。</li> </ul>	<p>預期達到以下不同層面的交流目標：</p> <ul style="list-style-type: none"> <li>• 學校管理層面：姊妹學校之間可藉著認識兩地學校的行政及管理理念、模式及架構，交流良好管理經驗和心得，從而促進學校管理的成效。</li> <li>• 教師層面：建立學習社群及推動教研，增強教師對課程的領導能力及教學技巧，促進專業發展及提升教學成效。</li> <li>• 學生層面：可增進內地學生對香港社會、教育和文化等方面認識和瞭解，擴闊他們的視野；兩地學生可作不同學科的學術交流，從而加深彼此的認識、增進友誼。</li> <li>• 讓本校全體師生多加認識姊妹學校，同時增進姊妹學校對本校及香港的瞭解，為兩地學校搭建多元溝通橋樑，以持續發展兩地學校之間的交流互動，提升校務管理、學與教的成效。</li> </ul>	<ul style="list-style-type: none"> <li>• 監察方法：透過面試挑選合適學生接待姊妹學校師生。</li> <li>• 量性評估方法：透過活動後向兩地教師及學生發放問卷，以蒐集參加者對交流活動的意見，以能知所改善。</li> <li>• 質性評估方法：參與交流活動師生擬寫活動回饋及檢討，從中可更深入明確知悉交流活動的成效及需作改善之處。</li> </ul>	暫定 2023 年 8 月中旬，將因應當時香港及國內情況作安排。

#### 4.6. Plan on the Use of the One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development (2022-2023)

活動 / 項目	策略	成功準則	評估方法	時間	負責老師
1. 教師參考書籍	教師增潤知識書籍，包括放置在圖書館的參考書籍。	老師的與學生回饋書籍的適切性	老師及學生的問卷	全年	公社科老師
2. 採購「學與教」資源	公社科相關的多媒體及電子教學資源 (例如：名創出版社、明報教育出版的相關課程網上教學資源)	老師的回饋	老師及學生的問卷	全年	公社科老師
3. 資助學生及教師參加，與公民與社會發展科課程相關的本地考察活動	由於疫情關係，策略上暫時只能安排本地活動。參加由本地機構舉辦的本地考察活動，包括「中山史蹟徑考察團」及「TPark 能源科技考察團」	學生與老師的參與及回饋	老師及學生的問卷	全年	公社科老師

#### 4.7. Work Plan on Implementation of Measures to Safeguard National Security and Promote National Security Education (2022-2023)

Area	Measure(s)	Assessment Method	Implementation Timetable	Person-in-charge	Resources Required
School administration	<p>(1) Enhance the role of national security education working group on safeguarding national security and national security education:</p> <ul style="list-style-type: none"> <li>– To plan and formulate the related policy;</li> <li>– To coordinate the implementation of associated measures among subject panels and functional teams;</li> <li>– To promote communication and collaboration among different stakeholders to strengthen students' virtue cultivation and the related work on guidance and discipline;</li> <li>– To implement strategies and contingency measures to prevent political activities from permeating the school;</li> <li>– To apply for funding and schemes related to national security, and</li> <li>– To communicate with EDB and other external organizations about national security.</li> </ul>	Teacher questionnaire/ observation	2022/23 whole school year	The School Principal (Dr. Lee) and the NSE Working Group (formed by the staff from different Departments and Committees concerned)	Human Resource Prefect of Studies: NCF Student Affairs Committee: NCF Chinese Language: NTL Citizenship & Social Development: YCK Civic Education: FHO Counselling: LHF Discipline: YWS
	(2) Manage school premises (including the hiring out of school facilities and regular review of the library collection) to ensure the school activities will not involve acts or actions that endanger national security.	Observation/ event evaluation	2022/23 whole school year	The School Principal (Dr. Lee) and the teacher Librarian	Human Resources and the teacher Librarian (Ms Yiu)

Area	Measure(s)	Assessment Method	Implementation Timetable	Person-in-charge	Resources Required
				(Ms Yiu)	
	(3) Implement the school's mechanism and procedures for organising activities to ensure that actions to be held under the name of the school (including student activities, extra-curricular activities, talks by external guest speakers, activities organised by alumni or parent-teacher associations for students, activities engaging outside instructors, etc.) do not involve acts and activities that endanger national security. All guest speakers and outside instructors should be reminded to abide by the law. The record of such speakers and instructors should be kept by the School Office.	Observation/ evaluation in meetings	2022/23 whole school year	The School Principal (Dr. Lee) and the NSE Working Group	Human Resources and School Affairs Committee
	(4) To let all teaching staff know and understand through different channels, such as internal announcements/guidelines, meetings, etc., and let them know the legislative background, content and significance of the "Hong Kong National Security Law" and relevant information the government.	Observation/ implementation statistics	2022/23 whole school year	The School Principal (Dr. Lee) and the Staff Development Committee (SIU)	Human Resources and Staff Meeting and Staff Development Committee
	(5) Refer to the guidelines issued/updated by the Education Bureau from time to time and formulate specific strategies and contingency measures by referring to the school-based situation. These measures include dealing with student violations and teachers' professional ethics issues, creating a peaceful and orderly campus environment and atmosphere to help	Observation/ implementation statistics	2022/23 whole school year	The School Principal (Dr. Lee) and the NSE Working Group	Human Resources and Staff Meeting

Area	Measure(s)	Assessment Method	Implementation Timetable	Person-in-charge	Resources Required
	students establish positive values and prevent political activities from invading the campus.				
	(6) Apply for the renewal of the flag pole at the playground. Also apply for a movable flag pole in hall so that flag raising ceremony can be held in case of bad weather. Continue to train students as flag guards. Students will be trained to hold the flag raising ceremony and deliver their speech.	Observation/ implementation statistics	2022/23 whole school year	The School Principal (Dr. Lee) and the NSE Working Group	Human Resources and Civic Education: FHO
Staff management	(1) In terms of employee employment, it should be based on the "Employment Regulations", "Education Regulations", "Education Regulations", other relevant laws and employment contracts, as well as the "Code of Aid" and applicable guidelines issued by the Education Bureau, including Education Bureau Circular No. 3/2020 "Measures to Strengthen the Protection of School Children: School Teaching and Non-teaching Staff Recruitment".	Observation/ document evaluation	2022/23 whole school year	The School Principal (Dr. Lee) and the NSE Working Group	Human Resources
	(2) Explain to all teaching staff the school's requirements and expectations for their work performance and ethics. Teachers must serve to abide by the Law, and we also have the responsibility to create a peaceful and orderly campus environment and atmosphere.	Observation/ implementation statistics	2022/23 whole school year	The School Principal (Dr. Lee) and the Staff Development Committee (SIU)	Human Resources and Staff Meeting and Staff Development Committee
	(3) Implement through the school-based personnel management and performance appraisal mechanism timely and appropriate	Observation/ evaluation in meetings	June to July 2023	The School Principal (Dr. Lee)	Human Resources Appraisal

Area	Measure(s)	Assessment Method	Implementation Timetable	Person-in-charge	Resources Required
	follow-up of the performance and conduct of the teaching staff.			and the Staff Development Committee (SIU)	Meeting and Staff Development Committee
Staff training	(1) Ensure that teachers and staff receive appropriate National Security Education and training, such as training courses organised by the Education Bureau to allow that they have a correct understanding of the "Hong Kong National Security Law" and improved their knowledge of national security.	Observation/ course statistics	2022/23 whole school year	The School Principal (Dr. Lee) and the Staff Development Committee (SIU)	Human Resources and Staff Development Committee
	(2) Remind teachers to uphold professional ethics at all times and clearly understand that their words, teachings and deeds have a profound impact on students.	Observation/ implementation statistics	2022/23 whole school year	The School Principal (Dr. Lee) and the Staff Development Committee (SIU)	Human Resources and Staff Meeting
	(3) Ensure that the use of school resources, including government subsidies and other funds, and non-teaching staff (including professional team such as school social workers, educational psychologists, speech therapists, coaches, hobby class tutors, etc.) meet the requirements, including preventing and stopping violations of "Basic Law", "Hong Kong National Security Law", and avoid other illegal activities.	Observation/ document evaluation	2022/23 whole school year	The School Principal (Dr. Lee) and the Student Affairs Committee Discipline Counselling ECA (YWS) (LSH) (CHIU)	Human Resources and School Affairs Meeting

Area	Measure(s)	Assessment Method	Implementation Timetable	Person-in-charge	Resources Required
Learning and teaching	(1) Enrich the relevant learning areas/subjects such as moral education, civic and national education, as well as the contents of courses related to the Constitution and the Basic Law, to make students aware and understand the importance of national security, the legislative background, scope and significance of the "Hong Kong National Security Law". Consolidate students' knowledge of the national conditions, Chinese culture, as well as the Constitution and the Basic Law, to enhance their citizen's identity, law-abiding spirit, and the awareness and sense of responsibility to maintain national security jointly.	Observation/ document evaluation	2022/23 whole school year	The School Principal (Dr. Lee) and the Academic Committee (NCF)	Human Resources and Academic Committee
	(2) Teachers should never promote personal political stances, convey distorted values, or publish incitement to students through inflammatory speech, which is biased/lacks factual support/inconsistent with the purpose and goals of the curriculum in the textbooks/learning material's content or information, or even directly or indirectly encourage or acquiesce students to participate in political activities outside the school. These behaviours violate professional ethics and are unacceptable.	Observation/ implementation statistics	2022/23 whole school year	The School Principal (Dr. Lee) Staff Development Committee (SIU) and the Academic Committee (NCF)	Human Resources and Staff Meeting
	(3) Strengthen school-based monitoring mechanism to regularly review various learning areas, subjects, and interdisciplinary science and teaching resources in the school, such as the content and quality of the school-based curriculum, as well as the selected or compiled	Observation/ document evaluation	2022/23 whole school year	The School Principal (Dr. Lee) and the Academic Committee	Human Resources and Academic Committee

Area	Measure(s)	Assessment Method	Implementation Timetable	Person-in-charge	Resources Required
	learning and teaching resources (including curriculum, books, self-developed teaching materials and test papers) content and quality are in line with the Curriculum Development Council at each learning stage. The purpose, objectives and scope of the curriculum are set per the students' level and learning needs.			(NCF)	
	(4) To follow up and develop pedagogy for academic needs, teachers generally archive work plans, selected and customised teaching materials, student results, etc., implemented by the school as a whole. The archive term should not be less than two academic years (at least three years if the materials are within the same learning stage of a level of particular students) to facilitate these purposes when necessary. The school sponsoring body, school management or the Education Bureau should consult the materials of the corresponding learning stage when necessary. Use the existing monitoring mechanism to archive relevant information on education in the Constitution and the Basic Law and National Security Education; school-based learning and teaching resources should be added to the term of regulations.	Observation/ document evaluation	2022/23 whole school year	The School Principal (Dr. Lee) Staff Development Committee (SIU) and the Academic Committee (NCF) KLA Chairpersons	Human Resources and Academic Committee
	(5) Hold student activities such as quizzes, board display etc. to consolidate students' knowledge of the national conditions and Chinese culture.	Observation/ document evaluation	2022/23 whole school year	The School Principal (Dr. Lee) and the Academic Committee (NCF)	Human Resources and Academic Committee

Area	Measure(s)	Assessment Method	Implementation Timetable	Person-in-charge	Resources Required
Student guidance, discipline and support	(1) According to the school-based discipline and counselling policy, clearly explain to students the school's requirements for their daily behaviour and help students build and establish a sense of responsibility, commitment and law-abiding spirit.	Observation/ implementation statistics	2022/23 whole school year	The School Principal (Dr. Lee) and the Student Affairs Committee Discipline Counselling ECA (YWS) (LSH) (CHIU)	Human Resources and Assemblies
	(2) If individual students have irregularities, appropriate training and counselling methods should be adopted to help them improve; if the situation is complex or students fail to change after repeated persuasion, appropriate punishment should be given. The schools should also refer to professionals if these are needed to follow up.	Observation/ document evaluation	2022/23 whole school year	The School Principal (Dr. Lee) and the Student Affairs Committee Discipline Counselling ECA (YWS) (LSH) (CHIU)	Human Resources and Student Affairs Committee
Home-school cooperation	(1) Communicate with parents, seek their support, understanding and cooperation, strengthen home-school collaboration, and let parents share with the school closely to guide and nurture the next generation with love, promote effective learning and healthy growth of	Observation/ document evaluation	2022/23 whole school year	The School Principal (Dr. Lee) and PTA teacher-in-charge (CKH)	Human Resources and PTA

Area	Measure(s)	Assessment Method	Implementation Timetable	Person-in-charge	Resources Required
	students, and become law-abiding good citizens.				
Others	<p>Sister school in Mainland: Shanghai Yangjing Middle School</p> <p>It is expected to achieve the following communication goals at different levels:  School management level: Sister schools can learn about the administration and management concepts, models and structures of the schools in the two places and exchange good management experience and heart to promote the effectiveness of school management.</p> <p>At the teacher level: establish a learning community and promote teaching and research, enhance teachers' leadership of the curriculum, thereby promoting professional development and improving teaching effectiveness.</p> <p>Student level: Enhance students' knowledge and understanding of the learning mode, society, culture and other aspects of the Mainland, and broaden their horizons; students from the two places can have academic exchanges in different subjects, enhance their learning effectiveness, and deepen their understanding and enhance each other's friendship.</p>	Observation/ document evaluation	2022/23 whole school year	The School Principal (Dr. Lee) Staff Development Committee (SIU) and the Academic Committee (NCF)	Human Resources and Academic Committee