C.C.C. KUNG LEE COLLEGE

Annual School Plan

2026-2027

Address: 17 Tai Hang Drive, Causeway Bay, Hong Kong
Website: http://www.cccklc.edu.hk
Telephone：2577 5778
Fax：2577 5016
Email: klc@cccklc.edu.hk

Introduction

Founded in 1967, C.C.C. Kung Lee College has been committed to offering students a diverse and relevant curriculum that meets the evolving needs of society. In response to educational reforms over the years, the College transitioned to a senior secondary school under the Direct Subsidy Scheme (DSS) in September 2003, focusing primarily on senior secondary education.

To provide students with a comprehensive six-year secondary school experience, Kung Lee College underwent a significant transformation. Since September 2022, the College has introduced a junior secondary programme starting at Secondary One, with English as the medium of instruction. The extended senior secondary programme has been thoughtfully designed to align with the structure and features of the new junior secondary curriculum.

The College remains steadfast in its commitment to offering quality education while upholding the vision of its School Sponsoring Body, The Hong Kong Council of the Church of Christ in China (HKCCCC): "Together we nurture fullness of life; Hand in hand we witness the love of Christ." Guided by our school motto, "Discern the truth, act in justice," we strive to nurture students in six key areas of development: moral, academic, physical, social, aesthetic, and spiritual education. By integrating Christian Education, Moral and Civic Education, and Life Planning, we aim to foster holistic development, helping students build resilience, explore their inner selves, and adopt an optimistic, positive, and forward-looking mindset.

Our dedicated teaching team will continue to drive curriculum innovation, enhance the quality of teaching and learning, and provide exceptional education. By identifying and nurturing each student's unique talents and potential, we aim to prepare them to face the challenges of the future with confidence and purpose.

1. Vision and Mission

Core Values
With the aim of spreading the Word of God and serving the community, we are dedicated to providing holistic education to all students through loving care, a progressive attitude, and unwavering commitment.

Mission Statement
The mission of C.C.C. Kung Lee College is to provide students with a challenging and caring learning environment that nurtures them to become confident young people, encourages lifelong learning, and shapes them, through Christian values, into responsible members of society.

- We nurture students in the truth of Jesus Christ so that they may attain fullness of life.
- We are committed to providing learning opportunities that match students' aptitudes, interests and abilities so that they may fully develop their potential.
- We are also committed to preparing students for adulthood so that they become "College Ready, Life Ready".
- We aspire to be a school that offers a diverse range of educational opportunities, places students at the centre of its approach, and fosters students' whole-person development.

Educational Beliefs
- We believe that the Word of God serves as a guiding light for youth throughout their lives.
- We believe that life-on-life education fosters students' positive transformation.
- We believe that every student is precious.
- We believe that every student is teachable.
- We believe that every student has unique talents and potential, which can be fully developed through student-centred education.

To address societal changes and provide diverse learning opportunities tailored to the interests and needs of all students, our school offers a wide range of curricula. We continue to promote authentic learning and experiential learning while introducing personalised learning and entrepreneurship education. These initiatives aim to cultivate students with global competencies and core skills to prepare them for the challenges of the future.

2. School Aim
Discern the truth, act in justice (Discern principles, uphold justice)

3. School Motto
Discern the truth, act in justice (Discern principles, uphold justice)

Note: Originating from The Doctrine of the Mean: "Confucius said: Study extensively, inquire thoroughly, think carefully, discern clearly, and practice earnestly."

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Major Concerns

1. Cultivating a positive school culture to foster students' personal growth as well as their national and social responsibility.

2. Enhancing students' self-directed learning skills and fostering a culture of curiosity and inquiry.

3. Strengthening teachers' professional development to stay abreast of the latest educational trends to meet students' learning needs.

4. Major Concern (1):
Cultivating a positive school culture to foster students' personal growth as well as their national and social responsibility

To follow up with the previous development cycle (2022-2025), the major concern of 'To consolidate positive education and enhance students' self-planning skills' is optimised.

1) Value Education

Helping students build a positive and healthy outlook on life while strengthening their sense of responsibility toward their families, society, and the nation.

- Integrate life education, national education, and ethical values into the curriculum to deepen students' understanding of Chinese culture and national achievements while fostering a global perspective.

- Organise social service activities both inside and outside the school, allowing students to learn social responsibility through practice and enhance their sense of belonging to the community and the nation.

- Conduct mental health and emotional management workshops to help students relieve stress, improve resilience, and develop self-management skills.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 Promote positive values and attitudes such as perseverance, respect, empathy, and care in curricular and co-curricular activities	• Embed positive values in civic education and subject-specific teaching	• 70% of the lessons observed include discussions or activities related to positive values (e.g. perseverance, respect, empathy, social and national responsibility), and positive feedback is given.	• Stakeholder Survey • Related department meeting minutes • Classroom observation reports • Activity participation examples and reflection reports • APASO data	Whole year	Mr. Sin K.H.	School-based Resources
	• Design thematic activities to promote national and social responsibility as well as team-building skills			Whole year	Mr. Sin K.H.	Life-wide Learning and Sister School Grant
	• Conduct experiential learning activities like service learning, leadership training, and team-building exercises			Whole year	Mr. Chow H.L.	School-based Resources Life-wide Learning and Sister School Grant

	• Deepen post-activity reflection and application in everyday life, and collect examples of students putting their learning into practice	• At least 3 thematic activities and experiential learning activities are organised each year, covering national and social responsibility, teamwork and leadership training, and positive feedback is given in activity questionnaires. • In the Students' Stakeholder Survey (5-point scale), items related to positive values (e.g. moral character development, respect for others) attain a mean of 3.8 or above.		Whole year	Mr. Chow H.L.	School-based Resources

	• Create an award scheme to recognise students who exemplify positive values	• In APASO data, items related to positive affect are higher than the Hong Kong norm (Q-value: 100). • In the Parents' Stakeholder Survey, agreement that "the school can help children develop good character" attains a mean of 4.0 or above.		Whole year	Ms. Tsoi C.Y.	School-based Resources

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.2 Build stronger connections among teachers, parents, and students to foster a sense of belonging	• Organise student-teacher, parent-teacher and student-student gatherings, as well as workshops, to strengthen relationships and foster a sense of belonging among all stakeholders	• At least one student-teacher, parent-teacher and student-student gathering is organised each year, and positive feedback is given. • At least two school-wide activities are organised each year to promote positive parent-child, teacher and parent interaction, and positive feedback is given.	• Stakeholder Survey • Activity participation examples • APASO data	Whole year	Mr. Yeung K.Y.	Parent Education Grant
	• Organise school-wide events (e.g. parent-child workshops, community service projects) to promote positive interactions			Whole year	Mr. Yeung K.Y.	Parent Education Grant
	• Provide training for teachers on effective parent-teacher communication			Whole year	Mr. Yeung K.Y.	School-based Resources

		• In the student APASO survey, related item such as "sense of belonging to school" shows improvement compared with the previous school year. • In the Parents' Stakeholder Survey (5-point scale), parents agree that "the school is a caring place", "the school often invites parents to participate in activities" and "I am willing to participate in school activities", with a mean of 4.0 or above.				

Major Concern (2):
Enhancing students' self-directed learning skills and fostering a culture of curiosity and inquiry

To follow up with the previous development cycle (2022-2025), the major concerns of 'To consolidate positive education and enhance students' self-planning skills' and 'To promote personalised learning and diversified learning' are optimised.

Fostering Students' Self-Directed Learning Abilities

Enhancing critical thinking, inquiry, problem-solving skills, and language communication abilities to promote both academic and personal expression.

- Promote project-based learning and interdisciplinary inquiry to help students solve real-world problems, thereby improving their overall competencies.

- Build a reading culture by providing diverse reading resources and personalised learning goal guidance to ignite students' interest in learning.

- Leverage technology tools (such as AI learning platforms and multimedia teaching materials) to improve language learning efficiency and deepen students' learning experiences.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 Design exploratory learning experiences through STEM, arts, and humanities programmes / projects.	• Implement STEM Programmes	• Completion of the QEF STEM project as scheduled. • 70% of students report an increase in their interest and skills in STEM-related learning through feedback surveys. • At least 3 STEM-related competitions or hands-on activities are organised each year, and positive feedback is given.	• Student work • Learning platform data analysis, student progress records • Activity participation examples & feedback surveys • APASO data • Stakeholder Survey • Classroom observation records • Department review minutes • Stakeholder Survey	Whole year	Mr. Nguyen K.F.	QEF and IT Innovation Lab in Secondary School Programme Funding
	• Organise STEM-related competitions or activities to encourage hands-on exploration			Whole year	Mr. Nguyen K.F.	QEF and IT Innovation Lab in Secondary School Programme Funding
	• Establish a school-based AI teaching resource bank to promote Generative Artificial Intelligence (GenAI) to support teaching and learning			Whole year	Mr. Nguyen K.F.	Capacity Enhancement Grant "AI-Empowered Learning and Teaching" Funding
	• Organise AI literacy workshops so that students learn to use AI correctly and ethically			2nd Term	Mr. Nguyen K.F.	Learning Support Grant "AI-Empowered Learning and Teaching" Funding

	• Promote Adaptive Learning and use AI platforms for differentiated instruction	• 80% of teachers use AI tools to support teaching in lessons observed; 80% of students in lessons observed can grasp basic AI prompt engineering and ethics concepts. • At least 2 workshops on creative arts are conducted annually, and positive feedback is given. • At least 2 guest speaker sessions are conducted each year, with 70% of students giving positive feedback in surveys.		Whole year	Mr. Nguyen K.F.	Learning Support Grant; "AI-Empowered Learning and Teaching" Funding
	• Introduce workshops on creative arts to help students explore their artistic potential			Whole year	Ms. Chan P.Y.	Life-wide Learning and Sister School Grant Diversity Learning Grant
	• Organise art exhibitions and performances for exploration and learning experiences			2nd Term	Ms. Chan P.Y.	Life-wide Learning and Sister School Grant
	• Arrange visits to industries to create experiential learning opportunities			2nd Term	Mr. Wat C.H.	Life-wide Learning and Sister School Grant

	• Invite guest speakers to share their expertise and inspire curiosity	• In the Students' Stakeholder Survey (5-point scale), items related to "inspiring thinking", "exploring different topics" and "teachers often arrange different learning activities" inside and outside class attain a mean of 4.0 or above. • In APASO data, items related to "creative thinking" are higher than the Hong Kong norm (Q-value: 100).		Whole year	Mr. Wat C.H.	Life-wide Learning and Sister School Grant

	• Strengthen links between activities and the curriculum, and assess students' enquiry skills through their work	• Nearly 80% of teachers agree that the school strategically provides different learning experiences inside and outside class according to student diversity. • In the Parents' Stakeholder Survey (5-point scale), items related to "the school can help my child develop interests and life skills" and "my child likes to participate in school activities and services" attain a mean of 4.0 or above.		Whole year	Mr. Ng W.L.	School-based Resources

		• 70% of subject departments report adoption of gamified learning, and positive feedback is given. • 90% of teachers complete professional development sessions on using e-learning platforms, gamification, AI tools, and interdisciplinary projects. • 70% of students and teachers respond positively, indicating that the interdisciplinary projects can help develop students' exploratory and inquiry-based skills.				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.2 Provide targeted training and support to help students develop self-management and self-directed learning habits	• Provide relevant training tailored to students' year groups and abilities, and review goals regularly	• Through staff workshops on teaching strategies, teachers master strategies to help students develop self-management and self-directed learning habits, with nearly 80% positive feedback in post-activity questionnaires.	• Department review minutes • Journals / learning portfolios • Activity participation examples & feedback surveys • APASO data • Stakeholder Survey	1st Term	Mr. Sin K.H.	School-based Resources Diversity Learning Grant
	• Offer one-on-one counselling sessions to address individual learning challenges and support personalised learning			Whole year	Mr. Yeung KY.	Learning Support Grant
	• Encourage students to reflect on their learning experiences through journals or portfolios			Whole year	Mr. Sin K.H.	School-based Resources
	• Provide scaffolding to help students gradually develop the ability to manage tasks independently			Whole year	Mr. Sin K.H.	Learning Support Grant

		• In the Teachers' Stakeholder Survey (5-point scale), items such as "the school appropriately arranges students' learning time" and "the school promotes students' active engagement in learning" attain a mean of 4.0 or above. • In the Teachers' Stakeholder Survey (5-point scale), items on students' ability to "reflect on and improve learning" and "learn actively" attain a mean of 3.8 or above.				

		• In the Students' Stakeholder Survey (5-point scale), students respond positively to "I know how to set my own learning goals" and "I know how to use learning methods", with a mean of 3.8 or above. • According to the APASO data, items on "Learning (self-monitoring) " and "Learning (goal clarity)" are higher than the Hong Kong norm (Q-value: 100).				

		• In the Parents' Stakeholder Survey (5-point scale), "the school can promote children's active learning" attains a mean of 3.8 or above.				

Major Concern (3):
Strengthening teachers' professional development to stay abreast of the latest educational trends to meet students' learning needs

To follow up with the previous development cycle (2022-2025), the major concern of 'To promote personalised learning and diversified learning' is optimised.

Enhancing Teaching Effectiveness Through Professional Development and Innovative Teaching Practices

- Collaborate with higher education institutions to provide professional training for teachers in interdisciplinary language teaching (Language across Curriculum, LAC), AI-based science education, and STEM education, strengthening their professional expertise.

- Encourage teachers to participate in innovative teaching workshops and seminars, both within and outside the school, to learn advanced teaching models and apply them in classroom practices.

- Establish an internal teaching sharing platform to promote experience exchange and learning among teachers, forming professional consensus and improving the overall effectiveness of the teaching team.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.1 Establish collaborative platforms for teachers to share experiences, resources, and best practices	• Form subject or department-based working groups for teachers to collaborate on curriculum planning and resource-sharing	• Conduct at least two cross-departmental collaborative lesson planning and peer classroom observation sessions, with post-observation discussion, and positive feedback is given. • Bimonthly sharing sessions are conducted within subject departments, with 70% or above positive feedback.	• Stakeholder Survey • Department review minutes • Classroom observation reports	Whole year	Mr. Ng W.L.	School-based Resources
	• Encourage cross-departmental collaboration to develop focused interdisciplinary teaching approaches			At least once per school term	Mr. Ng W.L.	School-based Resources
	• Focus on students' learning difficulties, and evaluate the effectiveness of trialled teaching strategies and the use of shared resources			2nd Term	Mr. Ng W.L.	School-based Resources

	• Introduce informal sharing sessions to discuss challenges, successes, and solutions	• In the Teachers' Stakeholder Survey (5-point scale), items such as "a culture of professional exchange has been formed in the school" and "the school can promote teachers' professional exchange and collaboration" attain a mean of 4.0 or above.		Whole year	Mr. Ng W.L.	School-based Resources

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.2 Enhance teachers' capacity in implementing the Language Across the Curriculum (LAC) approach to improve students' English proficiency across subjects	• Consolidate experience gained from the pilot and extend implementation gradually, supporting teachers of non-language subjects in integrating English language learning into their teaching practice	• Completion of LAC measures as planned. • Over 70% of teachers and junior secondary students respond positively in the 2025–2026 school-based survey about LAC measures, an English-rich learning environment and English cultural and learning activities.	• School-based survey • Department review minutes • Classroom observation reports • Stakeholder Survey • Student Interview Report • Student Work	1st Term	Mr. Ng W.L.	School-based Resources
	• Facilitate collaboration between English and subject teachers to develop cross-curricular lesson plans focusing on subject-specific vocabulary, language structures, and communication skills			Whole year	Mr. Ng W.L.	School-based Resources

	• Implement peer observation sessions to collect constructive feedback for improvement	• Positive reports are given in the minutes of relevant meetings and interviews with students, acknowledging LAC in enhancing students' English learning. • In the Teachers' Stakeholder Survey (5-point scale), items such as "the school curriculum can enhance students' language proficiency" and "students enjoy reading" attain a mean of 3.8 or above.		2nd Term	Mr. Ng W.L.	School-based Resources

5. School Grants Budget (2026-2027)

5.1 Capacity Enhancement Grant (2026-2027)

Income		Budgeted Expenditure	
2025-2026 Balance	$0.00	• Promotion of IT and STEM Education	$200,000.00
2026-2027 Funding Allocation	$340,000.00	• Support for Music Development	$40,000.00
		• Support students with diverse learning needs	$100,000.00
Total:	$340,000.00	Total Expenditure:	$340,000.00
		Balance:	$0.00

5.2 Diversity Learning Grant (2026-2027)

Income		Budgeted Expenditure	
2025-2026 Balance	$0.00	• Cultural Experience — Performing Arts Courses	$37,800.00
2026-2027 Funding Allocation	$37,800.00		
Total:	$37,800.00	Total Expenditure:	$37,800.00
		Balance:	$0.00

5.3 Life-wide Learning Grant and Sister School Scheme Grant (2026-2027)

Funding		Budgeted Expenditure	
2025-2026 Balance	$22,748.10	• Exchange Activities with Sister Schools	$10,000.00
2026-2027 Funding Allocation	$518,400.00	• Cultural Exchange Activities	$10,000.00
		• Student Club Activities	$100,000.00
		• Multiple Intelligences Activities	$163,000.00
		• Leadership Training and Service Learning	$7,400.00
		• Civic Education	$5,000.00
		• School Team Training	$100,000.00
		• Reception of Teachers and Students from Sister Schools	$3,000.00
		• Overseas Visits to Sister Schools	$120,000.00
Total:	$541,148.10	Total Expenditure:	$518,400.00
		Balance:	$22,748.10

5.4 Learning Support Grant (2026-2027)

Funding		Budgeted Expenditure	
2025-2026 Balance	$2.23	• Recruitment of 2 Additional Support Staff	$637,506.00
2026-2027 Funding Allocation	$711,695.00	• Procurement of Professional Services	$30,000.00
		• Learning and Inclusive Activities	
		- School-based Social Skills Training Group	$4,000.00
		- Chinese Literacy Training	$21,600.00
		- School-based Executive Functioning Training Group	$16,800.00
Total:	$711,697.23	Total Expenditure:	$709,906
		Balance:	$1,791.23

5.5 One-off Grant for Promoting Chinese Culture Experiential Activities (2026-2027)

Funding		Budgeted Expenditure	
2025-2026 Balance	$119,877.16	• Chinese Cultural Activity Experience	$62,320.00
2026-2027 Funding Allocation	$0.00	• Inter-school Chinese Cultural Activities or Competitions	$25,000.00
		• Participation in Local Cultural Activities	$3,000.00
		• Procurement and Development of Chinese Cultural Resources	$5,000.00
		• Chinese Cultural Exchange Activities	$24,557.16
Total:	$119,877.16	Total Expenditure:	$119,877.16
		Balance:	$0.00

5.6 Enhanced School-based Learning Activities Support Grant (2026-2027)

5.6.1 Income and Expenditure Overview

Funding	Budgeted Expenditure	Balance
$41,600.00	$41,600.00	$0.00

5.6.2 Number of Beneficiary Students

Class	Comprehensive Assistance	Full Grant Students	Economically Disadvantaged	Total Beneficiaries
S.1	1	1	---	2
S.2	1	1	---	2
S.3	1	1	---	2
S.4	2	2	1	5
S.5	3	1	---	4
S.6	5	5	1	11
			Total Beneficiaries:	26
			Total Beneficiary Instances::	130

5.7 Grant for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking (NCS) Students (2026-2027)

Funding		Budgeted Expenditure	
2025-2026 Balance	$0.00	• Recruitment of Additional Full-time Chinese Language Teacher	$200,000.00
2026-2027 Funding Allocation	$230,000.00	• Procurement of Teaching Resources	$5,000.00
		• Organization of Inclusive Activities and Home-School Cooperation Activities	$20,000.00
Total:	$230,000.00	Total Expenditure:	$225,000.00
		Balance:	$5,000.00

5.8 One-off Grant for Promoting Self-directed Language Learning (English) (2026-2027)

Funding		Budgeted Expenditure	
2025-2026 Balance	$152,803.78	• Procurement / Subscription of Learning Resources	$14,000.00
2026-2027 Funding Allocation	$0.00	• English Cultural Activities	$98,910.00
		• English Self-Directed Learning Platform	$39,900.00
Total:	$152,803.78	Total Expenditure:	$152,810.00
		Balance:	-$6.22

5.9 One-off Grant for Promoting Self-directed Language Learning (Putonghua) (2026-2027)

Funding		Budgeted Expenditure	
2025-2026 Balance	$183,200.00	• Procurement and/or Subscription of Learning Resources	$60,000.00
2026-2027 Funding Allocation	$0.00	• Recruitment of Non-establishment Putonghua Tutors or Non-teaching Support Staff	$50,000.00
		• Procurement of Learning and Teaching Related Services	$68,200.00
		• Miscellaneous (e.g., Gifts, Decorations, etc.)	$5,000.00
Total:	$183,200.00	Total Expenditure:	$183,200.00
		Balance:	$0.00

5.10 Pilot Scheme on Other Languages for Junior Secondary Students (2026-2027)

2025-2026 Balance	$162,840.00	• Recruitment of a Japanese Language Teacher	$51,072.00
2026-2027 Funding Allocation	$0.00	• Recruitment of a Spanish Language Teachers	$111,874.00
Total:	$162,840.00	Total Expenditure:	$162,946.00
		Balance:	-$106.00

5.11 One-off Grant on Parent Education (2026-2027)

Funding		Budgeted Expenditure	
2025-2026 Balance	$141,000.00	• School-based Comprehensive Parent Education Series	$48,000.00
2026-2027 Funding Allocation	$0.00	• Thematic Lectures for Parents	$37,000.00
		• Parent-Child Workshops / Activities	$32,000.00
		• Thematic Courses for Parents on Special Educational Needs (SEN)	$24,000.00
Total:	$141,000.00	Total Expenditure:	$141,000.00
		Balance:	$0.00

5.12 "AI for Empowering Learning and Teaching" Funding Programme (2026-2027)

Funding		Budgeted Expenditure	
2025-2026 Balance	$462,000.00	• Expenses for Student AI Education and Training	$133,510.00
2026-2027 Funding Allocation	$0.00	• Subscription Fees for AI Services	$35,300.00
		• AI Teaching Equipment and Tools	$81,370.00
		• Funding for AI Activities	$10,000.00
		• Church of Christ in China (CCC) Smart Learning Scheme	$49,900.00
Total:	$462,000.00	Total Expenditure:	$310,080.00
		Balance:	$151,920.00

5.13 "AI for Science Education" Funding Programme (2026-2027)

Funding		Budgeted Expenditure	
2025-2026 Balance	$14,500.00	• Arranging for Science Teachers to Enrol in Short Courses	
2026-2027 Funding Allocation	$0.00	Subscription Fees for AI Services	$14,500.00
Total:	$14,500.00	Total Expenditure:	$14,500.00
		Balance:	$0.00