C.C.C. KUNG LEE COLLEGE

2023–2024

School Annual Plan

(Junior Secondary)

Introduction

Founded in 1967, CCC Kung Lee College offers students diverse and appropriate curriculum to meet the needs of society. In response to educational reform over the years, the College was developed to be a senior secondary school under the Direct Subsidy Scheme (DSS) in September 2003, mainly offering the senior secondary programme.

In order to nurture students throughout the six-year secondary school programme, Kung Lee College has undergone a transformation. Since September 2022, the College has implemented the junior secondary programme starting at Secondary One, using English as the medium of instruction. The extended senior secondary programme is designed based on the new junior secondary programme.

The College will continue to offer quality education upholding the vision of our 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". We aim to cultivate students to "discern the truth, act in justice", as shown in our school motto, and develop students in six aspects: moral, academic, physical, social, aesthetic, and spiritual education. Integrating Christian Education, Moral and Civic Education, and Life Planning, we offer all-round development to help students develop resilience, build the mind, and cultivate an optimistic, positive and progressive attitude.

Our teaching team will further contribute to the ongoing renewal of curriculum, enhancing learning and teaching effectiveness and offering quality education, to cultivate individual students' unique talents and potentials and help them prepare for the challenging future.

School Vision

Holding the vision of the School Sponsoring Body, 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", we aim at building "a diverse school, committed to positive transformation and talent development for individual students who are supported by a strong professional learning community".

Mission Statement

With the love of Christ, we are committed to creating a loving and positive learning environment. We aim at fostering students to be "College Ready, Life Ready" with the global competencies developed and cultivating them into a self-assured generation who will benefit the society, the nation and the world.

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.

Educational Beliefs

- We believe that the Word of God is the guide to the youth throughout their lives.
- We believe that life-on-life education leads to 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 to develop and their potentials will be developed to the fullest through student-centred education.

Major Concerns

Major Concern 1: To consolidate positive education and enhance students' self-planning skills

1. To consolidate character education through the development of students' responsibility and collaboration skills
2. To develop social and emotional intelligence through the enhancement of emotional management skills, communication skills, and the establishment of harmonious relationships
3. To promote life planning through the development of students' self-planning skills

Major Concern 2: To promote personalised learning and diversified learning

1. To enhance learning effectiveness by reinforcing curriculum leadership
2. To promote diversified learning and facilitate personalised learning
3. To cultivate students' innovation, autonomous learning and 6C attributes through entrepreneurship education
4. To enhance English learning by developing Language Across the Curriculum (LAC) in the Junior Secondary Curriculum

CCC Kung Lee College

2023–2024 Major Concerns

Major Concern 1: To consolidate positive education and enhance students' self-planning skills

	Objectives	Strategies	Timeline	Success Criteria	Evaluation Methods	Staff in charge	Resources
1.1	To consolidate character education through the development of students' responsibility and collaboration skills	● Related staff professional training ● Value education through cross-curricular learning ● Enhancement of students' self-reflection ● Seminars / workshops / sharing sessions for parents ● Leadership building (e.g. prefects team, flag raising team)	Whole year	➢ According to the 2023–2024 APASO survey, the average scores of students' perception of the related items are higher than those of the Hong Kong norm. ➢ According to the 2023–2024 school-based survey, 70% of teachers and students respond positively that the respective measures implemented help develop	● APASO survey ● School-based survey ● Minutes ● Classroom observation reports ● Coursework inspection reports	● Mr. Sin Ka Ho	● Diversity Learning Grant ● School-based resources

			students' responsibility and collaboration skills.			
			➢ Positive feedback is given on classroom observation and coursework inspection that cross-curricular learning helps develop students' responsibility and collaboration skills.			
			➢ According to the 2023–2024 school-based survey, 70% of parents respond positively that the related seminars, workshops and sharing sessions arranged for parents help develop students' responsibility and collaboration skills.			
1.2	To develop social and emotional intelligence through the enhancement of emotional	● Assemblies and class teachers' sessions: incorporate themes concerning emotional management in order to help	Whole year	➢ According to the 2023–2024 APASO survey, the average scores of students' perception of the related items are higher than those of the Hong Kong norm.	● APASO survey ● School-based survey ● Minutes	● Mr. Chan Wai Bong	● Life-wide Learning Grant ● Learning Support Grant

	management skills, communication skills, and the establishment of harmonious relationships	students to understand and express their feelings ● Relevant parents' talks, workshops and sharing sessions ● Arrangements for therapeutic and preventive activities, e.g. sports, music, art ● One-on-one/group counselling support ● Arrangements for adventure activities, team activities and service learning activities		➢ Positive reports are given in relevant departmental evaluation meetings, acknowledging the efficacy of the emotional intelligence development measures in strengthening students' ability in emotional management, communication and establishing harmonious interpersonal relationships.			● Diversity Learning Grant ● School-based resources
1.3	To promote life planning through the development of students' self-planning skills	● Implementation of CLAP@JC ● Offering support to students for setting learning objectives and directions ● Arrangements for life-planning activities such as visits and exchange activities	Whole year	➢ Complete the CLAP@JC project as scheduled ➢ Over 70% of teachers respond positively in the 2023–2024 school-based survey. ➢ Over 70% of teachers and students respond positively in the 2023-2024 school-	● School-based survey ● Minutes	● Mr. Wong Wai Man	● School-based resources ● Diversity Learning Grant ● Life-Planning Grant

	• Enhancement of students' self-reflection in post-activity debriefing sessions		based survey, recognizing the related measures in strengthening students' ability in self-planning. ➢ Positive reports are given in relevant departmental evaluation meetings, acknowledging the efficacy of the related measures in enhancing students' ability in self-planning.			• CLAP Project resources

Major Concern 2: To promote personalised learning and diversified learning

	Objectives	Strategies	Timeline	Success Criteria	Evaluation Methods	Staff-in-charge	Resources
2.1	To enhance learning effectiveness by reinforcing curriculum leadership	● Arrangements for professional training in curriculum leadership ● Strengthening of the knowledge management system ● Enhancing the efficacy of subject meetings and co-lesson-planning ● Co-planning practices and regular evaluation of the follow-up actions within the subject team ● Regular PIE meetings to review students' diversified learning needs and establish teaching and support strategies to enhance students' learning efficacy	Whole year	● Provision of teachers' professional training and promotion projects according to the plan ● Over 70% of teachers respond positively in the 2023–2024 school-based survey, recognizing the efficacy of the knowledge management system. ● Over 70% of teachers respond positively in the 2023–2024 school-based survey, recognizing the efficacy of teachers' professional training and related projects. ● Over 70% of teachers respond positively in the 2023–2024 school-	● School-based survey ● Class observation reports ● Coursework inspection reports ● Minutes	● Mr. Lau Kin Man ● Mr. Ng Hung Kin	● School-based resources ● Diversity Learning Grant

			based survey, recognizing the efficacy of subject meetings in facilitating co-lesson-planning, evaluation and follow-up, thus enhancing the learning efficacy of the students. ● Positive reports are given in subject meeting minutes, acknowledging the efficacy of co-lesson-planning, the review and follow-up of class observation and coursework inspection can provide feedback on teaching strategies and thus facilitate students' learning.			
2.2	To promote diversified learning and facilitate	● Setting personal learning goals according to students' interests and progress to	Whole year	● Over 70% of teachers and students respond positively in the 2023–2024 school-based survey, recognizing the	● Personal evaluation tools	● Mr. Lau Kin Man	● School-based resources

personalised learning	enhance motivation and self-directed learning • Keeping track of students' learning progress and habits on the e-learning platform through adaptive learning • Facilitating discussion in form meetings in order to enhance collaboration with different departments to offer support to meet students' learning needs • Promoting adaptive learning • Adopting e-learning integration approach		efficacy in promoting diversified and personalised learning. • Positive reports are given in subject meetings, acknowledging the effective use of the online learning platform for assessment and formulation of systematic analysis to closely observe students' learning progress and give feedback on teaching strategies for facilitating personalised learning. • Positive reports are given in subject meetings, acknowledging the effective collaboration in offering proper support to individual students.	• Online systematic analysis report • School-based survey • Minutes		• Diversity Learning Grant

| 2.3 | To cultivate students' innovation, autonomous learning and 6C attributes through entrepreneurship education | • Design of clear assessment criteria for the Entrepreneurship Education programme
• Implementation of Entrepreneurship Month and other related activities as planned, to develop an entrepreneurship learning atmosphere
• Extension of business networks, inviting sector members to mentor students and arranging experiential learning activities in business contexts
• Student-led project-based learning for entrepreneurship education, facilitating learning initiative, an | Whole year | • Design of clear assessment criteria of the Entrepreneurship Education programme, implementation of the Entrepreneurship Month and other related activities as planned
• Over 70% of teachers and students respond positively in the 2023–2024 school-based survey about the mentorship programme and authentic learning activities.
• Over 70% of teachers and students respond positively in the 2023–2024 school-based survey about the Entrepreneurship Education programme in fostering an innovative mindset, self-directed | • School-based survey
• Minutes | • Mr. Lau Kin Man
• Mr. Wong Wai Man | • School-based resources
• Diversity Learning Grant |

				learning and 6C competencies.			
	innovative mindset and 6C competencies			● Positive reports are given in the minutes of relevant meetings, acknowledging the Entrepreneurship Education programme in fostering an innovative mindset, self-directed learning and 6C competencies.			
2.4	To enhance English learning by developing Language Across the Curriculum (LAC) in the Junior Secondary Curriculum	● Implementation of LAC as planned ● Development of an English- rich learning environment by taking a cross-curricular approach ● Training of language skills such as note-taking and word bank building ● Enhancement of students' interest in learning English by	Whole year	● Completion of LAC measures as planned ● Over 70% of teachers and junior secondary students respond positively in the 2023–2024 school-based survey about LAC measures, an English-rich learning environment and English cultural and learning activities.	● School-based survey ● Minutes ● Interview notes ● Students' coursework	● Ms. Karen Elaine Yau	● School-based resources ● Diversity Learning Grant ● Life-wide Learning Grant

	arranging diversified English cultural and learning activities		● Positive reports are given in the minutes of relevant meetings and interviews with students, acknowledging LAC in enhancing students' English learning.			