



**C.C.C.
KUNG LEE
COLLEGE**

2022–2023

**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.

2022-2023 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

2022–2023 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	<ul style="list-style-type: none"> ● Related staff professional training ● Value education through cross-curricular learning ● Enhancement of students' self-reflection ● Seminars / workshops / sharing sessions for parents 	Whole year	<ul style="list-style-type: none"> ➤ According to the 2022-2023 APASO survey, the average pre-test score of the related items about students' responsibility and collaboration skills is much higher than that of the average post-test score ➤ According to the 2022-2023 school-based survey, 80% of teachers and students respond positively that the respective measures implemented help develop 	<ul style="list-style-type: none"> ● APASO survey ● School-based survey ● Minutes ● Classroom observation reports ● Coursework inspection reports 	<ul style="list-style-type: none"> ● Mr. Poon Hang Keung 	<ul style="list-style-type: none"> ● Diversity Learning Grant ● School-based resources

			<p>students' responsibility and collaboration skills</p> <ul style="list-style-type: none"> ➤ Positive feedback on classroom observation and coursework inspection that cross-curricular learning helps develop students' responsibility and collaboration skills ➤ According to the 2022-2023 school-based survey, 80% 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	<ul style="list-style-type: none"> ● Assemblies and class teachers' sessions: incorporate themes concerning emotional management in order to help 	Whole year	<ul style="list-style-type: none"> ➤ According to the 2022-2023 APASO survey, the average pre-test score of the related items in the areas of emotional management and interpersonal relationship 	<ul style="list-style-type: none"> ● APASO survey ● School-based survey ● Minutes 	<ul style="list-style-type: none"> ● Mr. Poon Hang Keung ● Ms. Chow Hiu Ling 	<ul style="list-style-type: none"> ● Life-wide Learning Grant ● Learning Support Grant

<p>management skills, communication skills, and the establishment of harmonious relationships</p>	<p>students to understand and express their feelings</p> <ul style="list-style-type: none"> ● Relevant parents' talks, workshops and sharing sessions ● Arrangements for therapeutic and preventive activities, e.g. sports, music, art ● Arrangements for one-on-one/group counselling ● Arrangements for adventure activities 		<p>is much higher than that of the average post-test score</p> <ul style="list-style-type: none"> ➤ According to the 2022-2023 school-based survey, 80% of teachers and students respond positively that the respective measures implemented help develop students' responsibility and collaboration skills ➤ Positive reports 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 			<ul style="list-style-type: none"> ● Diversity Learning Grant ● School-based resources
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<p>1.3 To promote life planning through the development of students' self-planning skills</p>	<ul style="list-style-type: none"> ● Arrangements for life-planning activities ● Offering support to students for setting learning objectives and directions 	<p>Whole year</p>	<ul style="list-style-type: none"> ➤ According to the 2022-2023 APASO survey, the average pre-test score of "goal setting" in the section of "self-planning capability" is much higher than that of the average post-test score ➤ Over 80% of teachers and students respond positively in the 2022-2023 school-based survey, recognizing the related measures in strengthening students' ability in self-planning ➤ Positive reports in relevant departmental evaluation meetings, acknowledging the efficacy of the related measures in enhancing students' ability in self-planning 	<ul style="list-style-type: none"> ● APASO survey ● School-based survey ● Minutes 	<ul style="list-style-type: none"> ● Mr. Wong Kin Man 	<ul style="list-style-type: none"> ● School-based resources ● Life-wide Learning Grant ● Diversity Learning Grant ● Life-Planning Grant
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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	<ul style="list-style-type: none"> ● Arrangements for professional training in curriculum leadership ● 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	<ul style="list-style-type: none"> ● Provision of teachers' professional training and promotion projects according to the plan ● Over 80% of teachers respond positively in the 2022-2023 school-based survey, recognizing the efficacy of teachers' professional training and related projects ● Over 80% of teachers respond positively in the 2022-2023 school-based survey, recognizing the efficacy of subject meetings in facilitating co-lesson-planning, evaluation and follow-up, thus enhancing the learning efficacy of the 	<ul style="list-style-type: none"> ● School-based survey ● Stakeholders' survey ● Class observation reports ● Coursework inspection reports ● Minutes 	<ul style="list-style-type: none"> ● Mr. Lau Kin Man ● Mr. Ng Hung Kin 	<ul style="list-style-type: none"> ● School-based resources ● Diversity Learning Grant ● Curriculum training offered by EdU

			<p>students</p> <ul style="list-style-type: none">● Positive reports 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● According to the 2022-2023 stakeholders' survey, the average score of teachers' perception of curriculum and assessment, teaching, the leadership, monitoring, collaboration and support of mid-level management is equal to			
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			<p>or higher than that of all schools in Hong Kong</p> <ul style="list-style-type: none"> ● According to the 2022-2023 stakeholders' survey, the average score of parents' perception of students' learning is equal to or higher than that of all schools in Hong Kong 				
2.2	To promote diversified learning and facilitate personalised learning	<ul style="list-style-type: none"> ● Setting personal learning goals according to students' interests and progress to enhance motivation and self-directed learning ● Keeping track of students' learning progress and habits on the e-learning platform through adaptive learning 	Whole year	<ul style="list-style-type: none"> ● Over 80% of teachers respond positively in the 2022-2023 school-based survey, recognizing the efficacy in promoting diversified and personalised learning ● Positive reports in subject meetings, acknowledging the effective use of the online learning platform for assessment and formulation of systematic analysis to 	<ul style="list-style-type: none"> ● Personal evaluation tools ● Online systematic analysis report ● School-based survey ● Minutes ● Stakeholders' survey 	<ul style="list-style-type: none"> ● Mr. Lau Kin Man ● Mr. Sin Ka Ho 	<ul style="list-style-type: none"> ● School-based resources ● Diversity Learning Grant

		<ul style="list-style-type: none"> ● Planning for one-on-one or group support according to students' learning needs 		<p>closely observe students' learning progress and give feedback on teaching strategies for facilitating personalised learning</p> <ul style="list-style-type: none"> ● According to the 2022-2023 stakeholders' survey, the average score of teachers, students and parents' perception of students' learning is equal to or higher than that of all schools in Hong Kong 			
2.3	To cultivate students' innovation, autonomous learning and 6C attributes through entrepreneurship education	<ul style="list-style-type: none"> ● Design of the Entrepreneurship Education Programme ● Implementation of Entrepreneurship Month and other related activities as planned, to develop an entrepreneurship learning atmosphere 	Whole year	<ul style="list-style-type: none"> ● Design of the Entrepreneurship Education programme, implementation of the Entrepreneurship Month and other related activities as planned ● Over 80% of teachers and students respond positively in the 	<ul style="list-style-type: none"> ● School-based survey ● Minutes 	<ul style="list-style-type: none"> ● Mr. Lau Kin Man ● Mr. Wong Kin Man 	<ul style="list-style-type: none"> ● School-based resources ● Diversity Learning Grant

	<ul style="list-style-type: none"> ● 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 innovative mindset and 6C competencies 		<p>2022-2023 school-based survey about the mentorship programme and authentic learning activities</p> <ul style="list-style-type: none"> ● Over 80% of teachers and students respond positively in the 2022-2023 school-based survey about the Entrepreneurship Education programme in fostering an innovative mindset, self-directed learning and 6C competencies ● Positive reports in the minutes of relevant meetings, acknowledging the Entrepreneurship Education programme in fostering an innovative mindset, self-directed learning and 6C competencies 			
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<p>2.4 To enhance English learning by developing Language Across the Curriculum (LAC) in the Junior Secondary Curriculum</p>	<ul style="list-style-type: none"> ● To implement LAC as planned ● To create an English-rich learning environment by taking a cross-curricular approach ● To enhance students' interest in learning English by arranging diversified English cultural and learning activities 	<p>Whole year</p>	<ul style="list-style-type: none"> ● Completion of LAC measures as planned ● Over 80% of teachers and junior secondary students respond positively in the 2022-2023 school-based survey about LAC measures, an English-rich learning environment and English cultural and learning activities ● Positive reports in the minutes of relevant meetings and interviews with students, acknowledging LAC in enhancing students' English learning 	<ul style="list-style-type: none"> ● School-based survey ● Minutes ● Coursework Inspection Report ● Class Observation Report 	<ul style="list-style-type: none"> ● Mr. Ng Wai Lam 	<ul style="list-style-type: none"> ● School-based resources ● Diversity Learning Grant ● Life-wide Learning Grant
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