

The Church of Christ in China
Mong Man Wai College
School Annual Plan
2024-2025

School Vision and Mission

School Vision

The school's aspiration is that our students will always strive for excellence, exemplifying our school vision "Together we nurture fullness of life; Hand in hand we witness the love of Christ."

School Mission

Embracing the HKCCCC philosophy of "To minister and serve through schools", we are committed to the provision of quality education services. We strive to nurture our students by developing their potential and to foster their moral, intellectual, physical, social, aesthetic and spiritual development.

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Major Concerns

- 1. To nurture students' motivation for learning by enhancing their reading capabilities.**
- 2. To foster students' gratitude and empathy through service learning.**

1. Major Concern : To nurture students' motivation for learning by enhancing their reading capabilities

Feedback and Follow-up Summary

According to the APASO data and subject department and Academic Committee (Subjects) reports, student engagement in reading activities needs improvement. The Academic Committee and School Library should develop targeted promotional strategies to increase student awareness and participation. They can create displays of books discussed in sharing sessions and prioritize early planning for interactive reading activities with engaging and innovative elements. Teachers should encourage wider reading practices and maintain oversight of the extended reading program. These strategies will enhance the reading culture within the school and promote a more active learning environment.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<ul style="list-style-type: none"> ● 1.1 <p>To broaden students' knowledge across different learning areas.</p>	<ul style="list-style-type: none"> ● 1.1.1 <p><u>Thematic Reading</u> (Three Themes a year) Book recommendations, sharing, and atmosphere cultivation on the designated themes are carried out by different subjects and the school library to achieve cross-curricular collaboration and perspectives.</p>	<ul style="list-style-type: none"> ● 60% of students in the junior forms participated in the Reading reward scheme and 20% of them receive one of the rewards. ● 60% of students in the whole school agree that they read more than before and have learned from the reading. 	<ul style="list-style-type: none"> ● Evaluation by Academic Committee (Subjects) and subject panels ● APASO ● Students' feedback 	9/2024 – 6/2025	<ul style="list-style-type: none"> ● Academic Committee (Subjects) and Subject panels ● Teacher Librarian ● Teachers 	<ul style="list-style-type: none"> ● Allocation of the school manpower
	<ul style="list-style-type: none"> ● 1.1.2 <p><u>Reading Across the Curriculum Scheme for junior forms</u> Three-tiered awards are set up under the scheme to motivate students to read more and cover different learning areas.</p>	<ul style="list-style-type: none"> ● Students can have a better understanding of some issues from a cross-curricular perspective. 				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<ul style="list-style-type: none"> ● 1.2 To enhance students' language, thinking, and generic skills. 	<ul style="list-style-type: none"> ● 1.2.1 <u>Extended reading in subject syllabuses</u> Each subject panel designs at least one extended reading and related follow-up in the syllabus in each form (S.1-S.5) to serve as a part of the 3-pillar mode of SDL and a gateway to further subject exploration. 	<ul style="list-style-type: none"> ● Students can be more able to express their views on the reading materials and establish constructive intellectual exchange. ● Students can have a better understanding of some issues through extended reading and reading sharing. 	<ul style="list-style-type: none"> ● Evaluation by Academic Committee (Subjects) and subject panels ● APASO ● Students' feedback 	9/2024 – 6/2025	<ul style="list-style-type: none"> ● Academic Committee (Subjects) and Subject panels ● Teacher Librarian ● Teachers 	<ul style="list-style-type: none"> ● Allocation of the school manpower
	<ul style="list-style-type: none"> ● 1.2.2 <u>Interactive reading sharing</u> Thematic talks and sharing among students are organized to facilitate communication for in-depth exploration of text or topics. 					
	<ul style="list-style-type: none"> ● 1.2.3 <u>In-depth reading groups</u> Reading groups led by teachers or student leaders enable reading interflow between teachers and students or among students to share the enjoyment of reading and facilitate an in-depth understanding of the text and related topics. 					

2. Major Concern : To foster students' gratitude and empathy through service learning

Feedback and Follow-up Summary

The strategies in the 3-year development plan focus on enhancing service-learning, personal development, and community engagement among students. It includes participation in service learning for all students from Secondary 1 to Secondary 4, with different initiatives for each level. Leadership roles and promoting a culture of collaboration and wellness are also emphasized. Continuous support from form masters/mistresses and related committees is crucial, and reflection activities should be systematically integrated. It is imperative for all student groups to engage meaningfully in service-learning and for follow-up measures to emphasize students reflecting on their experiences to cultivate a lifelong commitment to health.

Target	Implementation Strategy	Success Criterion	Method of	Target	Implementation Strategy	Success Criterion
<ul style="list-style-type: none"> ● 2.1 To cultivate students' empathy 	<ul style="list-style-type: none"> ● 2.1.1 Collaborating with the EDB as a pilot school on promoting values education in the PSHE KLA. 	<ul style="list-style-type: none"> ● 70 % of the students manage to empathize the needs of the elderly. 	<ul style="list-style-type: none"> ● Questionnaires done by students ● Observation by teachers 	9/2024 – 6/2025	<ul style="list-style-type: none"> ● Chairperson of the BK Panel ● Chairperson of the LAS Panel 	<ul style="list-style-type: none"> ● EDB Pilot School Scheme (Promotion of values education through Experiential Learning in PSHE)
	<ul style="list-style-type: none"> ● 2.1.2 To work with NGOs to help students experience people's needs and ultimately cultivate students' empathy. 	<ul style="list-style-type: none"> ● 70 % of the students manage to empathize the needs of the elderly. 	<ul style="list-style-type: none"> ● Questionnaires done by students ● Observation by teachers 	9/2024 – 6/2025	<ul style="list-style-type: none"> ● S1 Form Master ● S2 Form Master ● Chairperson of Student Guidance Committee 	<ul style="list-style-type: none"> ● JC Volunteer Together PolyU and I-GESS (Inter-Generational Engagement in Secondary Schools)

Target	Implementation Strategy	Success Criterion	Method of	Target	Implementati on Strategy	Success Criterion
<ul style="list-style-type: none"> 2.2 <p>To nurture a serving atmosphere for students to visualize and experience services</p>	<ul style="list-style-type: none"> 2.2.1 <p>Organizing workshops for teachers on promoting service learning and design thinking so that students could get knowledge from teachers and contribute to society.</p>	<ul style="list-style-type: none"> 60 % of the target students could attempt to design services for the needy 	<ul style="list-style-type: none"> Questionnaires done by students Observation by teachers Evaluation by teachers 	9/2024 – 7/2025	<ul style="list-style-type: none"> Vice Principals S3 Form Master 	<ul style="list-style-type: none"> PolyU HKBU
	<ul style="list-style-type: none"> 2.2.2 <p>Conducting morning sharing by teachers and students on promoting service learning inside and outside school.</p>	<ul style="list-style-type: none"> 60% of the target students have sharing in the morning assemblies after services. 	<ul style="list-style-type: none"> Evaluation by teachers 	9/2024 – 7/2025	<ul style="list-style-type: none"> Teachers Students 	<ul style="list-style-type: none"> PolyU HKBU
<ul style="list-style-type: none"> 2.3 <p>To provide opportunities for students to serve the community with a grateful heart</p>	<ul style="list-style-type: none"> 2.3.1 <p>Collaborating with Hong Kong Baptist University and The Hong Kong Polytechnic University students to serve the community.</p>	<ul style="list-style-type: none"> 60 % of the target students could serve the community in need. 	<ul style="list-style-type: none"> Questionnaires done by students Observation by Teachers 	9/2024 – 7/2025	<ul style="list-style-type: none"> Vice Principals Teachers 	<ul style="list-style-type: none"> PolyU HKBU
	<ul style="list-style-type: none"> 2.3.2 <p>Providing opportunities for students to link academic study with community service and structured reflection to become responsible and grateful individuals in their families and the community.</p>	<ul style="list-style-type: none"> 60 % of the target students could serve the community in need. 	<ul style="list-style-type: none"> Questionnaires done by students Observation by teachers 	9/2024 – 7/2025	<ul style="list-style-type: none"> Vice Principals Teachers 	<ul style="list-style-type: none"> PolyU HKBU