



Annual School Plan

2025-2026

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(A) 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.

(B) 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.

School Vision

Aligned with 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 strive to build “a diverse school, committed to positive transformation and talent development for individual students, supported by a strong professional learning community.”

Mission Statement

Guided by the love of Christ, we are committed to creating a caring and positive learning environment. Our mission is to nurture students to be “College Ready, Life Ready” by equipping them with global competencies and empowering them to become a confident generation that contributes meaningfully to society, the nation, and the world.

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-centered 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.

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."

C.C.C. Kung Lee College

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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.

1. Major Concern:

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 - According to the 2025-2026 school-based survey, 70% of students report positively awareness of positive values through classroom activities and other learning activities	- School-based survey - Curriculum review minutes - Department review minutes - Classroom observation reports - Activity participation record	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	Ms. Deng J. W.	Life-wide Learning Grant
	Conduct experiential learning activities like service learning, leadership training, and team-building exercises			Whole year	Mr. Chan C.H.	School-based Resources Life-wide Learning Grant
	Create an award scheme to recognise students who exemplify positive values			Whole year	Mr. Yeung K.Y.	School-based Resources

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.2 Establish collaborative platforms for teachers to share experiences, resources, and best practices	Organise workshops and seminars on stress management, and emotional resilience for students and staff	- At least two mental health awareness events are organised annually, and positive feedback is given 70% of teachers report integrating emotional intelligence activities into their lessons, and positive feedback is given - At least 12 trained peer support ambassadors are available annually to support students	- APASO survey - School-based survey - Department review minutes - Activity participation record	Whole year	Mr. Yeung K.Y.	Healthy Campus Scheme Learning Support Grant
	Set up a peer support network and train student ambassadors to provide emotional peer-to-peer support			1st Term	Mr. Yeung K.Y.	School-based Resources

	Collaborate with external organisations to provide mental health resources and counselling services	- According to the 2025-2026 APASO survey, the mean scores of students' perception of the related items are higher than those of the Hong Kong norm - A designated zone is set up for students to relax, and positive feedback is given		Whole year	Mr. Yeung K.Y.	Healthy Campus Scheme
	Create a designated space where students can relax and recharge during breaks			1st Term	Ms. Tang W.Y.	School-based Resources Learning Support Grant
	Incorporate social-emotional learning skills into the school curriculum			Whole year	Mr. Yeung K.Y.	School-based Resources

2. Major Concern:

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 Introduce innovative learning strategies to develop students’ exploratory and inquiry-based skills	Adopt e-Learning platform to facilitate independent learning	70% of students report an increase in their ability to learn independently through the use of the e-learning platform, as reflected in the school-based survey	- School-based survey - Curriculum review minutes	Whole year	Ms. Lee P.W.	Capacity Enhancement Grant
	Design interdisciplinary projects to promote critical thinking and creativity			2 nd Term	Mr. Tse W.L.	Capacity Enhancement Grant
	Introduce gamified learning elements to make learning engaging and interactive			Whole year	Ms. Lee P. W.	Capacity Enhancement Grant
	Utilise AI and Adaptive Learning tools to personalise the learning experience	70% of teachers and students report improvement in students’ critical thinking and creativity through interdisciplinary projects		Whole year	Mr. Nguyen K. F.	Capacity Enhancement Grant

		• 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				
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Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.2 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	- School-based survey - Department review minutes - Participation record	Whole year	Ms. Lee H. Y.	QEF & Innovative Lab Funding
	Organise STEM-related competitions or activities to encourage hands-on exploration			Whole year	Mr. Nguyen K. F.	QEF & Innovative Lab Funding
	Introduce workshops on creative arts to help students explore their artistic potential			Whole year	Mr. Chan W. B.	Life-wide Learning Grant Diverse Learning Grant
	Organise art exhibitions and performances for exploration and learning experiences			2 nd Term	Mr. Chan W. B.	Life-wide Learning Grant

	• Arrange visits to industries to create experiential learning opportunities	• At least 2 workshops on creative arts are conducted annually, and positive feedback is given		2 nd Term	Mr. Wat C. H.	Life-wide Learning Grant Sister Schools Scheme
	• Invite guest speakers to share their expertise and inspire curiosity	• At least 2 guest speaker sessions are conducted each year, with 70% of students indicating that the sessions inspire their curiosity and broaden their perspectives, as reflected in feedback surveys		Whole year	Mr. Wat C. H.	Life-wide Learning Grant

		70% of students, teachers and parents report that exploratory learning experiences in the STEM, arts, and humanities programmes effectively engage students and support their holistic development				
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Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.3 Provide targeted training and support to help students develop self-regulation and independent learning habits	Conduct workshops on time management, goal-setting, and effective study techniques	70% of students report use of planners, schedules or digital tools for better time management 50% of students report improvement in submission of assignments after implementing the related measures 50% of students report improvement in time management, goal-setting, and independent task completion	- School-based survey - Department review minutes - Journals / portfolios	1 st Term	Mr. Tsang H.F.	School-based Resources Diversity Learning Grant

	Offer one-on-one counselling sessions to address individual learning challenges and support personalised learning	70% of students respond positively to the face-to-face counselling, indicating that it helps facilitate personalised learning		Whole year	Mr. Yeung K. Y.	Learning Support Grant
	Encourage students to reflect on their learning experiences through journals or portfolios	At least 70% of students submit journals or portfolios for review by the end of the semester, and positive feedback is given		Whole year	Mr. Tsang H. F.	School-based Resources
	Provide scaffolding to help students gradually develop the ability to manage tasks independently	70% of students and teachers respond positively to scaffolding, indicating that it helps develop students' ability to manage tasks independently		Whole year	Ms. Tang W. Y.	Learning Support Grant

3. Major Concern:

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 Offer regular training workshops on effective teaching strategies, emerging technologies, and classroom management	Conduct surveys to identify teachers' training needs	- At least two workshops are conducted annually 70% of teachers respond positively that the workshops arranged can help enhance their teaching strategies 70% of students and teachers give positive feedback to the micro-teaching sessions, indicating both teaching and learning effectiveness of the new teaching strategies	- School-based survey - Department review minutes - Classroom observation reports	1st Term	Mr. Sze M. H.	School-based Resources

	• Arrange workshops on emerging topics, such as the effective use of e-learning tools, AI in education, and differentiated instruction			Whole year	Mr. Sin K. H.	School-based Resources
	• Organise micro-teaching sessions and conduct peer classroom observation sessions for practice of new strategies and receive constructive feedback			2nd Term	Mr. Sin K.H	School-based Resources

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.2 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 collaboration lesson plans and peer classroom observation, post-classroom observation discussion sessions, and give positive feedback - Bimonthly sharing sessions are conducted within the subject departments, and give positive feedback 70% of teachers respond positively to the related measures	- School-based survey - Department review minutes - Classroom observation reports	Whole year	Mr. Sin K. H.	School-based Resources
	Encourage cross-departmental collaboration to develop interdisciplinary teaching approaches			At least once per school term	Mr. Sze M. H.	School-based Resources
	Organise teacher-led workshops where staff showcase effective strategies or tools			At least once per school term	Mr. Sze M. H.	School-based Resources
	Introduce informal sharing sessions to discuss challenges, successes, and solutions			Whole year	Mr. Wong P. H.	School-based Resources

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.3 Enhance teachers' capacity in implementing the Language Across the Curriculum (LAC) approach to improve students' English proficiency across subjects	Organise professional development workshops to help non-language subject teachers integrate English language learning into their teaching practices	- 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	1st Term	Ms. Shen Y.Q & Ms. Sing H.Y.	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. Tse W. L. & Ms. K. Y	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		2nd Term	Ms. K. Yau & Tse W. L.	School-based Resources
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