



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

2022–2023
School Annual Report
(Junior Secondary)

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1 Our School

1.1 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. We are planning to offer both the Hong Kong Diploma of Secondary Education “HKDSE” and the overseas programme “GCE-A-Level” in the extended senior 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.

1.2 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”.

1.3 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.

1.4 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.

1.5 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.

2 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

2.1 Achievements and Reflection on Major Concerns

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

Achievements
<p>Objective 1: To consolidate character education through the development of students' responsibility and collaboration skills</p> <ul style="list-style-type: none">◆ Self-reflection learning was included in Life Education lessons.◆ Over 70% of teachers and students responded positively that the related measures could help develop students' responsibility and collaboration skills according to the school-based survey.◆ Over 80% of parents responded positively that the related seminars, workshops and sharing sessions arranged for parents could help develop students' responsibility according to the school-based survey.◆ The following 2022–2023 APASO data of the students' perception are higher than those of the Hong Kong norm (Q-value: 100): "Honesty (honest performance) (Q-value: 104)" "Moral awareness (importance) (Q-value: 114)" "National identity (Responsibilities and obligations (Q-value: 110)"◆ According to the 2022–2023 Stakeholders' Survey, parents' response was positive (5-point Likert scale):<ul style="list-style-type: none">-The school can help my children develop good moral character (4.2).-The school can help my children learn how to get along with others, such as respecting others and being considerate of others (4.3). <p>Objective 2: To develop social and emotional intelligence through the enhancement of emotional management skills, communication skills, and the establishment of harmonious relationships</p> <ul style="list-style-type: none">◆ The themes concerning emotional management learning were incorporated in assemblies, class teachers' sessions and Life Education lessons, to help students understand and express their feelings.◆ There was positive feedback from the Discipline & Counselling team on the efficacy of the emotional intelligence development measures in strengthening students' ability in emotional management, communication and establishing harmonious interpersonal relationships.◆ According to the 2022–2023 Stakeholders' Survey, parents' response was positive (5-point Likert scale):<ul style="list-style-type: none">-The school can help my children solve the problems they encounter in their growth, such as physical and mental development, making friends, and academics (4.1).

Objective 3: To promote life planning through the development of students' self-planning skills

- ◆ Around 80% of teachers and 70% of students responded positively in the 2022–2023 school-based survey, recognizing the related measures in strengthening students' ability in self-planning.
- ◆ There was positive feedback in the Career Guidance Team evaluation meetings, acknowledging the efficacy of the related measures in enhancing students' ability in self-planning.

Reflection

Major Concern 1 focused on promoting positive education with the development of character education, social and emotional intelligence and life-planning. As face-to-face classes resumed in this academic year, the majority of the measures were completed as scheduled. The College made a great effort in adopting the holistic approach to promoting positive education in collaboration with different departments. The launch of "Appreciative Inquiry" sessions with various types of activities such as new sports, creative arts and performing arts arranged has helped to cultivate students' character strengths and talents. It was reviewed that the stakeholders, including students, teachers and parents, had a positive perception of the measures implemented, especially in consolidating students' identity as national citizens, developing responsibilities and maintaining harmonious relationships with the others.

However, due to the effect of the epidemic, it takes time for students to adapt to social and campus life. Students were relatively negative towards the perception of "Not lonely" (2022–2023 APASO Q-value: 85). Further counselling support is needed to help students relieve their stress and deal with negative emotions. Also, the tight class schedule has affected the implementation of the cross-curricular plan in promoting positive education.

As reported, Junior Secondary (JS) students need more guidance in setting learning goals. As the epidemic eases, there will be arrangements for more visits and exchange activities for students, in order to let them have greater exposure to the industry, mainland and the world.

Feedback and Follow-up

1. Character building

- To cultivate students' responsibility and collaboration skills through leadership development (e.g. JS prefect team, flag-raising team)
- To implement cross-curricular learning in value education

2. Service learning

- To empower students to make positive changes in society, service learning will be enhanced to enrich students' learning experiences in serving those needy outside school and deepen their reflection on themselves and the needs of society. Each student of JS programme is required to participate in volunteer service.

3. Positive emotions development

- To promote overall well-being and resilience:
 - enhancing individual / group counselling support
 - arranging diverse extracurricular activities to help students reduce stress
 - continual planning for "Appreciative Inquiry" sessions to recognize students' unique strengths and potential

4. Broadening horizons for promotion of life planning

- To further develop life planning:
 - implementing the CLAP@JC project
 - arranging more visits and exchange activities
 - enhancing self-reflections in post-activity debriefing sessions

Major Concern 2: To promote personalised learning and diversified learning

Achievements

Objective 1: To enhance learning effectiveness by reinforcing curriculum leadership

- ◆ Around 80% of teachers responded positively in the 2022–2023 school-based survey, recognizing the efficacy of teachers' professional training and related measures.
- ◆ Subject teams gave positive feedback on the efficacy of co-lesson-planning; the review and follow-up of class observation and coursework inspection could provide feedback on teaching strategies and thus facilitate students' learning.

Objective 2: To promote diversified learning and facilitate personalised learning

- ◆ Around 81% of teachers and 70% of students responded positively in the 2022–2023 school-based survey, recognizing the efficacy in promoting diversified and personalised learning.
- ◆ Around 70% of teachers acknowledged the effective use of the online learning platform.

Objective 3: To cultivate students' innovation, autonomous learning and 6C attributes through entrepreneurship education

- ◆ Designed the framework for the Entrepreneurship Education programme
- ◆ Implemented the Entrepreneurship Month and other related activities as planned
- ◆ Around 70% of teachers and students responded positively in the 2022–2023 school-based survey about the Entrepreneurship Education programme in fostering an innovative mindset, self-directed learning and 6C competencies.
- ◆ The subject teams acknowledged the Entrepreneurship Education programme in fostering an innovative mindset, self-directed learning and 6C competencies.

Objective 4: To enhance English learning by developing Language Across the Curriculum (LAC) in the Junior Secondary Curriculum

- ◆ Implemented LAC measures as planned
- ◆ Around 80% of teachers and 70% of students acknowledged LAC in enhancing students' English learning.

Reflection

In the 2022–2023 academic year, the subject heads joined the curriculum leadership training “Advancing Teaching Capacity in Catering Learning Diversity” conducted by The Education University of Hong Kong. There was positive feedback on the adoption of “Adaptive learning” to help address students’ individual learning needs. Also, the increase in the adoption of e-tools reflected the capabilities of teachers in using technology for teaching and learning. Because of the new teachers recruited, it is necessary to consolidate the system and platform for professional sharing to sustain the professional training previously arranged.

For the English learning by developing Language Across the Curriculum (LAC) in the Junior Secondary Curriculum, language input was given in the English lessons and focused subject lessons. As students’ interests and learning needs vary greatly, it is necessary to enhance communication and collaboration among different departments, and various e-learning strategies will be implemented to offer cross-curricular language support.

This was the first year for the school to implement entrepreneurship education in the JS programme. It was reported that both teachers and students found the related learning activities interesting, innovative and authentic for enhancing students’ core competencies. There will be further integration of 6Cs competencies development into entrepreneurship education in collaboration with different departments. The entrepreneurship education framework will be revisited according to the assessment criteria developed.

Feedback and Follow-up

1. Cross-departmental Collaboration

- ◆ To further develop cross-curricular teaching and learning:
 - enhancing training in “Plan, Implement, Evaluate (PIE)” in curriculum leadership
 - promoting peer class observation and cross-department class observation for professional exchange
 - extending knowledge management system for central use of professional training resources
 - collecting feedback from different departments to identify students’ learning needs and learning support required
 - implementing cross-curricular entrepreneurial learning project and developing the assessment criteria

2. Promotion of Personalized Learning and Self-directed Learning
 - ◆ To enhance personalized learning and self-directed learning:
 - adopting e-learning integration approach
 - further promoting adaptive learning in different subject classes
3. Promotion of Language Across the Curriculum (LAC)
 - ◆ To enhance LAC effectiveness:
 - training language skills such as note-taking and word-bank building
 - arranging LAC activities such as spelling bees, thematic presentation

3 School Activities and Awards

Parent-child Activities

<u>Date</u>	<u>Event</u>	<u>Venue</u>
09/09/2022	Mid-Autumn Festival Celebration: Parent-child Lantern-Making Workshop	KLC
10/10/2022	Parent-child Adventure Day: Abseiling	KLC
15/12/2022	Parent-child Christmas Service and Celebration	KLC
04/02/2023	Parent-child Chinese New Year Celebration	KLC
07/07/2023	Parent-child Handicraft Workshop	Mini Hall

Moral, Civic and National Education

<u>Date</u>	<u>Event</u>	<u>Venue</u>
13/12/2022	Nanjing Massacre National Memorial Day Board Design and Quiz Contest	KLC
04/02/2023	Basic Law Quiz	KLC
14/04/2023	National Security Education Day Activities	KLC
26/06/2023	Visit to Hong Kong Palace Museum	Hong Kong Palace Museum
29/06/2023	Urban Governance: “How the Government’s Professional Team Forms Hong Kong's Backbone” Programme: Mini Expo (Wanchai District Office)	Queen’s College

Entrepreneurship Education

<u>Date</u>	<u>Event</u>	<u>Venue</u>
17– 18/09/2022	EdU Autumn Mini Fair “教大·秋色·小市集”	Central Market
12/11/2022	6C Open Day “Learning Adventures”	KLC
28/02/2023	Visit to the Hong Kong Society for the Prevention of Cruelty to Animals (SPCA)	SPCA
09-11/03/2023	Entrepreneurship Education & Leadership Camp	HKFYG Jockey Club Sai Kung Outdoor Training Camp
25/03/2023	Open Day “A Pawsome Carnival”	KLC

Sports

<u>Date</u>	<u>Event</u>	<u>Venue</u>
12/10, 19/10, 26/10 & 02/11/2022	Bowling	South China Athletic Association (SCAA)
09/12/2022	Hiking Activity	Tai Hang Drive to Mount Butler
20/01/2023	Hiking Activity	Greig Road to Woodside
19/06/2023	HK Inter-Secondary Schools 3x3 Basketball Marathon (Boys Junior Grade)	Tsang Tai Uk Recreation Ground
27/06/2023	Adventure Activity (Low event)	Jockey Club PHAB Camp
11/07/2023	Adventure Activity (High event)	Chinese YMCA of Hong Kong-New Territories Centre
Whole-year	New Sports: Floorball, floor curling, Mölkky, dodge balls, snow battle etc.	KLC
Whole-year	Sports Experiential Learning: Basketball, badminton, golf, beach volleyball, hockey, fencing, kata, pickleball, lightsaber, bowling, kendo etc.	KLC

Arts

<u>Date</u>	<u>Event</u>	<u>Venue</u>
27/02/2023	Museum of Art – HKCCCC Joint Secondary School Art Exhibition	Youth Square
19/04/2023-04/05/2023	S1 Artworks Exhibition: Our Colourful World	Tai Yau Plaza
Whole-year	Canvas design workshop, leather rose, pour painting, fluid bear, sewing dog scarf, etc.	KLC

Performing Arts

<u>Date</u>	<u>Event</u>	<u>Venue</u>
06/05/2023	English Musical: “Butterfly Lovers”	Hong Kong Arts Centre
Whole-year	Guitar, musical, music activities, sand painting, recording studio experience, etc.	KLC

Other Experiential Learning Activities

<u>Date</u>	<u>Event</u>	<u>Venue</u>
07/11, 14/11 & 21/11/2022	Public Speaking Enhancement Training (SCHOLAR)	The Hong Kong Federation of Youth Groups (HKFYG) Building
18/11/2022	Experiential Learning Day	LevelMind@JC St. James’ Settlement
16/12/2022	Student Development Day	LevelMind@JC St. James’ Settlement
31/03/2023	Physically Handicapped and Able-Bodied (PHAB) Integration Education	KLC
08/05/2023	Visit to MTR Academy	MTR Academy
17/05/2023	Fashion Buying Trip	Green Ladies Wanchai
12/07/2023	Visit to Dialogue in the Dark	Dialogue in the Dark Centre
13/07/2023	GoSmart Channel Filming Day	Lek Yuen Health Centre
14/07/2023	Visit to WEEE PARK	WEEE PARK
Whole year	Board games, dessert making workshop, dubbing, self-image class, etc.	KLC

Volunteer Service

<u>Date</u>	<u>Event</u>	<u>Venue</u>
02/12/2022	Home Visit to the Elderly Volunteer Service	St. James’ Settlement Causeway Bay Integrated Service Center
24/12/2022	Flag Day 2022	St. James’ Settlement
24/02/2023	Visit to Elderly Centre Volunteer Service	Lok Sin Tong Chan Lai Jeong Kiu Neighbourhood Elderly Centre
26/05/2023	Volunteer Service: Chai Wan Church Flea Market	CCC Chai Wan Church

Awards

<u>Date</u>	<u>Contest/Competition/Organizer</u>	<u>Name of Student(s)</u>	<u>Award(s)</u>
03/2023	74th Hong Kong Schools Speech Festival (Solo Verse Speaking, Non-Open: Secondary 1, Girls)	1A Bouloukos Daphne 1B Tang Chuk Yu	First Place Second Place
	74th Hong Kong Schools Speech Festival (Solo Verse Speaking, Non-Open: Secondary 1, Boys)	1A Wan Yeuk Ching Isaac	Certificate of Merit
01/04/2023	HKCCCC Outstanding Students Awards	1A Bouloukos Daphne	Outstanding Student Award
06/2023	HKCCCC Secondary School Heads Association Mathematics Core Group		
	HKCCCC Joint-school Number-making Game 2023	1A Wan Yeuk Ching Isaac	Third Prize and Best Performance Award

4 Reporting DSS Schools' Annual Financial Position

Financial Summary for the 2021/2022 School Year

	Government Funds	Non-Government Funds
INCOME (in percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	78.83%	N.A.
School Fees	N.A.	15.81%
Donations, if any	N.A.	0.01%
Other Income, if any	N.A.	5.35%
Total	78.83%	21.17%
EXPENDITURE (in percentages of the annual overall expenditure)		
Staff Remuneration	74.23%	
Operational Expenses (including those for Learning and Teaching)	11.54%	
Fee Remission / Scholarship ¹	3.13%	
Repairs and Maintenance	1.15%	
Depreciation	0.79%	
Miscellaneous	9.16%	
Total	100%	
Surplus/Deficit for the School Year #	-0.71 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	8.50 months of the annual expenditure	
# in equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works, if any:

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements. (Put a "✓" where appropriate.)

5. Funding Reports (2022–2023)

Capacity Enhancement Grant (CEG) (2022–2023)

Grants		Expenditure	
2021–2022 Balance	\$12,656.40	Promote the development of English subjects	\$39,400.00
2022–2023 Grants	\$112,728.00		
EDB adjustments	(\$32,538.00)		
Total:	\$92,846.40	Total expenses:	\$39,400.00
		Balance:	\$53,446.40

Diversity Learning Grant (DLG) (2022–2023)

Grants		Expenditure	
2021–2022 Balance	\$52,597.34	EdU Autumn Mini Fair / Arts Activities	\$32,600.00
2022–2023 Grants	\$70,000.00		
		Cultural Experience: Spanish Classes	\$30,920.00
		Musical Theatre Classes	\$10,277.54
Total:	\$122,597.34	Total expenses:	\$73,797.54
		Balance:	\$48,799.80

Sister School Scheme (2022–2023)

Grants		Expenditure	
2021–2022 Balance	\$154,263.00	Set up of National Education and Sister Schools Exchange Room with computer equipment/facilities and wifi installed	\$173,422.00
2022–2023 Grants	\$159,955.00		
Total:	\$314,218.00	Total expenses:	\$173,422.00
		Balance:	\$140,796.00

Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development (2021–2024)

Grants		Expenditure	Balance:
2021–2022 Balance	299,762.40	\$5,499.00	\$294,263.40

Learning Support Grant (2022–2023)

Grants		Expenditure	
2021–2022 Balance	\$30,806.20	Hiring additional Teaching Assistants Others	\$355,280.19
2022–2023 Grants	\$375,660.00		
Total:	\$406,466.20	Total expenses:	\$369,725.09
		Balance:	\$36,741.11

Career and Life Planning Grant (CLPG) (2022–2023)

Budget	Expenditure	Balance:
\$15,000.00	\$2,574.40	\$12,425.60

Student Activities Support Grant (2022–2023)**Income and expenditure**

Grants	Expenditure	Balance:
\$16,900.00	\$16,900.00	\$0.00

Number of beneficiary students

Class	CSSA	FAS: Full Grant	Others with financial	Total
S1	0	1	0	1
S4	3	2	2	7
S5	3	1	3	7
S6	6	8	7	21
Total number of beneficiary students:				36
Total number of beneficiaries:				110

School-based After-school Learning and Support Programmes (2022–2023)**Income and expenditure**

Grants	Expenditure	Balance:
\$16,000.00	\$16,000.00	\$0.00

Number of beneficiary students

Class	CSSA	FAS – Full Grant	Others with financial	Total
S1	0	1	0	1
S4	3	2	2	7
S5	3	1	3	7
S6	6	8	7	21
Total number of beneficiary students:				36
Total number of beneficiaries:				60

Other Learning Grant (2022–2023)

Budget	Expenditure	Balance:
\$155,000.00	\$152,497.24	\$2,502.76

Grant for Supporting Non-Chinese-Speaking Students (2022–2023)

Budget	Expenditure	Balance:
\$153,769.00	\$130,454.00	\$23,315.00

Scholarship (2022-2023)

Fee Remission

Class	FAS: Full Grant	FAS: Half Grant	Emergency aid expenditures
S1	\$0.00	\$15,000.00	\$0.00
S4	\$35,070.00	\$29,058.00	\$0.00
S5	\$50,100.00	\$22,545.00	\$0.00
S6	\$100,200.00	\$115,230.00	\$0.00
Expenditure:	\$185,370.00	\$181,833.00	\$0.00
Total Expenditure:		\$367,203.00	

Scholarship

	S1	S4	S5	S6
Spiritual	\$0.00	\$0.00	\$0.00	\$500.00
Moral	\$900.00	\$0.00	\$1,200.00	\$1,800.00
Intellectual	\$5,100.00	\$3,000.00	\$4,300.00	\$4,500.00
Sports	\$1,100.00	\$0.00	\$1,300.00	\$1,200.00
Community	\$1,000.00	\$0.00	\$0.00	\$900.00
Aesthetic	\$200.00	\$0.00	\$200.00	\$850.00
Expenditure:	\$8,300.00	\$3,000.00	\$7,000.00	\$9,750.00
Total Expenditure:	\$28,050.00			