

The Church of Christ in China

Heep Woh College



Annual School Plan

2015 - 2016



CCC Heep Woh College
Annual School Plan (2015-2016)

Part I : Information about the School

1.1 The Hong Kong Council of the Church of Christ in China: Vision, Mission Statement and Core Values on Education

Vision

Together we nurture fullness of life; Hand in hand we witness the love of Christ

Mission Statement

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver a quality education, to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

Core Value

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.

1.2 Our School: Belief Statement, School Goal and Core Values

School Profile

Heep Woh College is a co-educational aided school established in 1970. The origin of Heep Woh College can be traced back to 1911 when Mrs. Lear Bigelow set up Heep Woh Kindergarten and Heep Woh Primary School in Guangzhou.

School Belief

With pastoral care and a balanced curriculum, our school aims to promote a holistic education, addressing the moral, intellectual, physical, social, aesthetic and spiritual needs of our students, enabling them to achieve their personal best to glorify God and to serve mankind.

School Goal

With LOVE and PASSION, we enhance students' whole-person development and nurture their virtues.

With ENDEAVOUR and COMMITMENT, we equip students to strive for excellence and become future leaders.

School Core Values

Part II : Theme for 2014/15

Discerning Truths and Caring about Others 明辨是非 心懷他人

✓ **Discern Truths and Excel in Diligence 明辨是非 力學篤行 (15-16)**

Philippians 1:9-11: ⁹ And this is my prayer: that your love may abound more and more in knowledge and depth of insight, ¹⁰ so that you may be able to discern what is best and may be pure and blameless for the day of Christ, ¹¹ filled with the fruit of righteousness that comes through Jesus Christ—to the glory and praise of God. (Philippians 1:9-11, NIV)

✓ **Love ourselves, Care about others 熱愛生命 心懷他人 (16-17)**

Philippians 2:1-4 : ¹Therefore if you have any encouragement from being united with Christ, if any comfort from his love, if any common sharing in the Spirit, if any tenderness and compassion, ² then make my joy complete by being like-minded, having the same love, being one in spirit and of one mind. ³ Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, ⁴ not looking to your own interests but each of you to the interests of the others. ⁵ In your relationships with one another, have the same mindset as Christ Jesus.

✓ **Care about the needy, Achieve Justice 關懷弱勢 持守公義 (17-18)**

Micah 6:8: He has shown you, O mortal, what is good. And what does the LORD require of you?
To act justly and to love mercy and to walk humbly with your God.

✦ **Provide opportunities for students:**

- to understand themselves and others
- to cultivate positive values and attitudes among students
- to serve others (Service Learning, Decorating class notice board or other services in class)
- to shoulder responsibilities (e.g. 班長、科長、導賞員、校園大使...)
- to experience different activities, presentations and competitions (other form based activities) and leadership training

✦ **Enhance students’ learning effectiveness and cater for different learners’ needs**

✦ **Recognize students’ academic as well as non-academic achievement; and build up an appreciation culture (to appreciate oneself and others)**

	Major Concerns
1	Enhancing Learning and Teaching Effectiveness
2	Strengthening culture of teacher sharing and collaboration

Major Concern 1: Enhancing Learning and Teaching Effectiveness

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To review and enhance curriculum	<ul style="list-style-type: none"> Map out curriculum framework to explore possibilities in cross-curricular and cross-subject collaboration. 	July 2015 – July 2016	<ul style="list-style-type: none"> Compile of teaching materials 70% students reach the learning targets 	Teacher survey, evaluation meeting	WCT, TYS, LC	
To enhance teaching effectiveness by forming learning communities	<ul style="list-style-type: none"> Continue the practice of Lesson study to help teachers refine their instruction and support students' learning. Teachers can choose to get into groups (accept cross subject combination) for lesson study focusing at the theme of the year: eLearning Organize ONE staff development day to equip teachers with ideas about the theme Organize ONE CoP to let teachers share ideas and experiences about the 	July 2015 – July 2016	<ul style="list-style-type: none"> Planned programmes and COP are held as scheduled 70% participating teachers agree that the programmes can enhance their knowledge of the theme 	Participating teacher survey, evaluation meeting	WCT, TYS	

	theme					
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Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
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<ul style="list-style-type: none"> To develop the mentoring programme 	<ul style="list-style-type: none"> To help targeted low achievers improve the learning attitude and skills To guide the students to set goals for improvement To provide various means to facilitate the student to reach the goals <p>Possible means :</p> <ul style="list-style-type: none"> Goal setting (with regular mentor-mentee meetings to check progress) After-school study room (set target on number of participation day) Tutorials (by alumni tutors, NGOs) Workshops (by Academic Prefects) Peer mentoring (by senior formers) 	<p>Sep 2015 – July 2016</p>	<p>70% participating students agree that the mentoring programme can</p> <ul style="list-style-type: none"> help them improve the learning attitude and skills help them set goals for improvement provide sufficient means to reach their goals <p>✧</p>	<p>Participating student survey, teacher survey, evaluation meeting</p>	<p>WCT, TYS</p>	<p>Other mentors: CKW, LC, KKS, CM, TSW, LYC, KCH, LKY</p>
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Major Concern 2: Strengthening culture of teacher sharing and collaboration

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To encourage teachers to share their experience, knowledge and skills in teaching and learning so as to help teachers' professional development	Enhance functionalities of the knowledge sharing platform and the school knowledge repository by incorporating taxonomy, searching and version control function	Aug 15 – June 16	70 % of teachers agree that they are satisfied with the functionality of the knowledge sharing platform and school knowledge repository for knowledge sharing	<ul style="list-style-type: none"> Department or committee evaluation Feedback from teachers and students 	FWS, WCT, TYS, HMW, YYL and all subject department heads	•
	Form various Communities of Practice (CoP), to encourage teachers to share their experience, knowledge and skills to refine their instruction and further enhance effectiveness of daily practice.	Sep 15 – June 16	70 % of teachers agree that Communities of Practice (CoP) provide an effective platform for professional sharing and development	<ul style="list-style-type: none"> Survey Feedback from teachers 	LCK, CR and Staff Development Committee	Training provided by external experts
	Encourage teachers to store and share resources in our school knowledge repository.	Sep 15 – June 16	70 % of teachers agree that they often share and use the resources in our school knowledge repository	<ul style="list-style-type: none"> Feedback from mentors and mentees 	LCK and Staff Development Committee	

Major Concern 3: Enhancing Student Whole-Person Development

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To provide a continuous and coherent career and life education (formal and informal) curriculum according to the developmental needs of students	<ul style="list-style-type: none"> Formulate and refine the Career and Life Education (CLP) curriculum from S3 to S6. (15-16, 16-17) 	Aug 15 – July 16	<ul style="list-style-type: none"> 70% of students agree that the career programmes or curriculum provided are helpful to them in understanding their strengths, knowing different careers and studies pathways and planning their career pathways 	1. Surveys: <ul style="list-style-type: none"> School-based Questionnaire 2. Evaluation in committee meetings	LWF, KKS,	
To strengthen the inviting and caring environment so as to cultivate positive values (Respect, Care and Justice) and attitudes among students with a view to boosting their resilience against adversities and their concern for oneself, others and community	<ul style="list-style-type: none"> To promote mental health education via various platforms and channels to enhance students' capacity against adversities To establish a working group on working out the school-based Moral & Civic Education Framework, to formulate plan of implementation, to collaborate joint efforts from departments and committees to construct a school-based curriculum across levels addressing needs of students and mission of the school To foster leadership skills via services and exchanges with other schools or institutions 	Aug 15 – July 16	<ul style="list-style-type: none"> 60% of students show to have a positive outlook of life in the inventory assessing students' mental health or state of wellbeing 70% of students show positive views to school climate and student support. About 70% of students (S3 – S5) view that the experience of community service is beneficial to them no matter on generic skills (communication skills, leadership skills, etc.) or personal affective development (understand the needs of others, care for others, etc) 	1. Surveys: <ul style="list-style-type: none"> School-based Questionnaire APASO II Stakeholder Questionnaire 2. Evaluation in committee meetings	KKS, KCH, HCP, NTY, CST, LYC	