



# 2012 – 2013

The Church of Christ in China  
Heep Woh College

## Annual School Plan

**CCC Heep Woh College**  
**Annual School Plan (2012-2013)**

**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**

Excellence, Respect, Love, Faith and Justice

## Part II : Theme for 2012/13

### Renewing Our Mind, Soaring High Up in the Sky

#### ✓ **Renewing Our Mind (12-13)**

**Romans 12:2** : <sup>2</sup>Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is--his good, pleasing and perfect will.

#### ✓ **Building Our Character (13-14)**

**Ephesians 4:22-23** : <sup>22</sup>You were taught, with regard to your former way of life, to put off your old self, which is being corrupted by its deceitful desires; <sup>23</sup>to be made new in the attitude of your minds;

#### ✓ **Striving for excellence (14-15)**

**Isaiah 40:31** : <sup>31</sup>but those who hope in the LORD will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.

#### ✦ **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	Forging ahead with School Based Teacher Professional Development by strengthening culture of teacher sharing and collaboration
3	Fostering Student Whole-Person Development

### Major Concern 1: Enhancing Learning and Teaching Effectiveness

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>To nurture students' self-direction and self-efficacy in learning</li> <li>To cater for learner diversity</li> <li>To strengthen teacher collaboration</li> <li>To develop a more balanced and broader coverage in curriculum framework</li> </ul>	Promote Formative Assessment (Assessment for Learning) in teaching practice	Aug 12 – June 13	<ul style="list-style-type: none"> <li>At least 3 departments implement strategies to adopt Formative Instructional Practices (FIP).</li> <li>At least 70% of teachers involved in the implementation of FIP agree that it is useful in enhancing teaching and learning effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Department and committee evaluation</li> <li>Feedback from teachers and students</li> <li>Survey</li> </ul>	WCT, TYS, CM, CKM and all subject department heads	
	Continue the practice of Lesson Study to support students' learning through helping teachers refine their instruction.	Oct 12 – July 13	<ul style="list-style-type: none"> <li>At least 15 teachers take a more prominent role in the Lesson Study by acting as demonstrators.</li> <li>At least 4 subjects adopt strategies such as pilot test, pre-test, post-test, etc. in the Lesson Study.</li> </ul>	<ul style="list-style-type: none"> <li>Department and committee evaluation</li> <li>Feedback from teachers and students</li> <li>Survey</li> </ul>	WCT, TYS, LC, TSW	

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	Foster Language Across the Curriculum (LAC). By providing support to teachers using English as a medium of instruction, language across the curriculum is strengthened. Opportunities for intra-departmental and inter-departmental collaboration in school are explored	Sep 12 – July 13	<ul style="list-style-type: none"> <li>• At least 4 subjects involved in the intra-departmental inter-departmental collaboration in the LAC.</li> <li>• At least 70% of teachers involved in the LAC agree that it can support high-quality learning in a second language and increase students' opportunities to learn English and to learn through English</li> </ul>	<ul style="list-style-type: none"> <li>• Department and committee evaluation</li> <li>• Feedback from teachers and students</li> </ul>	WCT, TYS, PCY, LC	
	Map out curriculum framework	Aug 12 – July 13	<ul style="list-style-type: none"> <li>• The curriculum framework is mapped out.</li> <li>• A plan for developing a more balanced and broader in coverage curriculum is formulated.</li> <li>• Opportunities for cross-curricular and cross-subject collaboration can be explored.</li> </ul>	<ul style="list-style-type: none"> <li>• Committee evaluation</li> <li>• Feedback from teachers</li> </ul>	WCT, TYS, LC, all KLA coordinators	

**Major Concern 2: Forging ahead with School Based Teacher Professional Development by strengthening culture of teacher sharing and collaboration**

<b>Targets</b>	<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
To inculcate a sharing culture that teachers share their experience, knowledge and skills in teaching and learning so as to help teachers' professional development	Knowledge Management Team as task group organize activities to promote teacher sharing and collaboration in our school	Jun 12 – June 13	70 % of teachers agree that knowledge sharing activities provide effective opportunities for professional exchange	<ul style="list-style-type: none"> <li>• Survey</li> <li>• Feedback from teachers</li> </ul>	YYL and Knowledge Management Team	<ul style="list-style-type: none"> <li>• Training provided by external experts</li> <li>• Set up fee for the platform</li> </ul>
	Enhance functionalities of the knowledge sharing platform and the school knowledge repository by incorporating taxonomy, searching and version control function	Jun 12 – June 13	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"> <li>• Department or committee evaluation</li> <li>• Feedback from teachers and students</li> </ul>	FWS, WCT, TYS, HMW, YYL and all subject department heads	
	Implement Lesson Study and form various Communities of Practice (CoP), to encourage teachers to share their experience, knowledge and skills to further enhance effectiveness of daily practice.	Sept 12 – June 13	70 % of teachers agree that Lesson Study and Communities of Practice (CoP) provide an effective platform for professional sharing and development	<ul style="list-style-type: none"> <li>• Survey</li> <li>• Feedback from teachers</li> </ul>	WCT, TYS, LCK and Staff Development Committee	Training provided by external experts
	Encourage teachers to store and share resources in our school knowledge repository.	Sept 11 – June 12	70 % of teachers agree that they often share and use the resources in our school knowledge repository	<ul style="list-style-type: none"> <li>• Feedback from mentors and mentees</li> </ul>	LCK and Staff Development Committee	

### Major Concern 3: Fostering 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 education programme via formal and informal curriculum according to the developmental needs of students	<ul style="list-style-type: none"> <li>Review and formulate career education curriculum for senior forms</li> <li>Implement career education programmes for senior forms via formal and informal curriculum with the collaboration of committees and departments.</li> </ul>	Aug 12 – July 13	<ul style="list-style-type: none"> <li>70% of students agree that the career programmes or curriculum provided are helpful to decide their career pathways.</li> </ul>	<ol style="list-style-type: none"> <li>Surveys: <ul style="list-style-type: none"> <li>School-based Questionnaire</li> <li>APASO II</li> <li>Stakeholder Questionnaire</li> </ul> </li> <li>Evaluation in committee meetings</li> </ol>	LWC, KKS, MHT, CLY	
To strengthen an inviting and caring environment so as to cultivate positive values (Caring, Responsibility, Respect, Perseverance and Contribution) and attitudes among students with a view to boosting their resilience against the adversities of life events, their concern for others and their initiative to serve the community	<ul style="list-style-type: none"> <li>Boost students' awareness of mental health and enhance their capacity to deal with adversities</li> <li>Cultivate an inviting environment conducive to the acceptance of individual differences and caring for others</li> <li>Provide chances and channels for students to serve the needy and society</li> </ul>	Aug 12 – Aug 13	<ul style="list-style-type: none"> <li>70% of students views the health programmes helpful to them.</li> <li>70% of students show positive views to school climate and student support.</li> <li>70% of students manifest cohesion and sense of belonging to the school.</li> <li>Over 50% of students participate in a variety of services</li> <li>About 70% of students participated in community service view that the experience is beneficial to them no matter on generic skills or personal development</li> </ul>	<ol style="list-style-type: none"> <li>Surveys: <ul style="list-style-type: none"> <li>School-based Questionnaire</li> <li>APASO II</li> <li>Stakeholder Questionnaire</li> </ul> </li> <li>Evaluation in committee meetings</li> </ol>	KKS, KCH, HCP, NTY, CST, LYC	