

The Church of Christ in China

Heep Woh College



Annual School Plan

2014-2015



CCC Heep Woh College
Annual School Plan (2014-2015)

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 2014/15

Renewing Our Mind, Soaring High Up in the Sky

✓ **Renewing Our Mind (12-13)**

Romans 12:2 : ²Do 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 : ²²You were taught, with regard to your former way of life, to put off your old self, which is being corrupted by its deceitful desires; ²³to be made new in the attitude of your minds;

✓ **Striving for excellence (14-15)**

Isaiah 40:31: ³¹but 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 |
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| 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"> To enhance teaching effectiveness by providing effective feedback | <ul style="list-style-type: none"> Lesson study focus on effective feedback Formative Instructional Practices (FIP) focus on effective feedback [clear learning targets, good samples / bad samples, exit card, student-friendly rubrics, etc] Strengthen existing good practices or trying new practices to improve feedback [e.g. assessment data analysis, one to one interview, etc] | July 14 – July 15 | <ul style="list-style-type: none"> FIP one-year project participants complete the workshops and follow-up sessions. 70% of learning community members agree that the share group is able to form a supportive network to help try out the FIP initiatives in their teaching At least 70% of teachers involved in the implementation of FIP agree that it is useful in enhancing teaching and learning effectiveness. | <ul style="list-style-type: none"> Department and committee evaluation Feedback from teachers and students Survey | WCT, TYS, CM, CKM and all subject department heads | |

| Targets | Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|---|---|------------------|---|---|------------------------------------|---|
| <ul style="list-style-type: none"> To develop generic skills through cross-curricular planning | <ul style="list-style-type: none"> Set up working teams with representatives from AAC and different KLA. Each working team focuses at one generic skill (study skill, numeracy skill, presentation skill & | Sep 14 – July 15 | <ul style="list-style-type: none"> The content-based curriculum map is revised The skill-based curriculum map is compiled All KLAs hold meetings to discuss on the curriculum map compiled to : <ul style="list-style-type: none"> ✧ identify seams and gaps; and / or | <ul style="list-style-type: none"> Department and committee evaluation Feedback from teachers in observation and meetings | WCT, TYS, LC, all KLA coordinators | Clerical support provided by Teaching Assistant |

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| | <p>information technology skill) to explore the possibility of cross-curricular planning.</p> | | <ul style="list-style-type: none"> ✧ identify repetition within scope and sequence; and / or ✧ allow vertical alignment of assessments, content and methods across years or levels; and / or ✧ support horizontal alignment of assessments, content and methods between subjects; and / or ✧ improve both curriculum delivery and assessment over time. | | | |
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Major Concern 2: Forging ahead with School Based Teacher Professional Development by strengthening culture of teacher sharing and collaboration

| Targets | Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|---|---|-------------------|---|---|--|---------------------------------------|
| To inculcate a sharing culture that teachers 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 14 – June 15 | 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 | • |
| | Implement Lesson Study and 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 14 – June 15 | 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"> • 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 14 – June 15 | 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: 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"> Revise and formulate career education curriculum for senior forms and junior forms Implement career education programmes for senior forms via formal and informal curriculum with the collaboration of committees and departments. | Aug 14 – July 15 | <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 | <ol style="list-style-type: none"> Surveys: <ul style="list-style-type: none"> School-based Questionnaire Evaluation in committee meetings | LWF, KKS, | |
| 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"> Boost students' awareness of mental health and enhance their capacity to deal with adversities Re-engineer the curriculum related to moral education so as to provide a favourable platform for character building and virtues cultivation Cultivate an inviting environment conducive to the acceptance of individual differences and caring for others Provide chances and channels for students to serve the needy and society | Aug 14 – Aug 15 | <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 Students are willing to address their worries to peers, teachers, SSWs or parents S1-2 curriculum is formulated, addressing the holistic development of students especially on character building, fostering positive values, intrapersonal and interpersonal skills 70% of students show positive views to school climate and student support. 70% of students manifest | <ol style="list-style-type: none"> Surveys: <ul style="list-style-type: none"> School-based Questionnaire APASO II Stakeholder Questionnaire Evaluation in committee meetings | KKS, KCH, HCP, NTY, CST, LYC | |

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| | | | <p>cohesion and sense of belonging to the school.</p> <ul style="list-style-type: none">• About 70% of students (S3 – S5) view that the experience of community service is beneficial to them no matter on generic skills (interpersonal skills, communication skills, leadership skills, etc.) or personal affective development (understand the needs of others, care for others, etc) | | | |
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