

The Church of Christ in China Heep Woh College



Annual School Plan 2017-2018



CCC Heep Woh College
Annual School Plan (2017-2018)

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 2015/18

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 2:1-5: 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)**

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| | Major Concerns |
| 1 | Enhancing Learning and Teaching Effectiveness |
| 2 | Strengthening culture of teacher sharing and collaboration |
| 3 | Enhancing 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 |
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| 1. To review the whole-school curriculum | To see how the major renewal emphases (MRE) at the JS level and beyond could be adjusted and / or achieved in a coherent manner over the next few years. | | | | | |
| | 1.1 To integrate the major renewal emphases (MRE) at the whole-school, cross-curricular, KLA and subject levels <ul style="list-style-type: none"> • Strengthening value education & reinforcing the learning of Chinese history and Chinese culture : Self-auditing (PSHE) | Whole year | Completion of self-auditing | Evaluation meeting | LC, CLY | |
| | <ul style="list-style-type: none"> • Extending ‘Reading to Learn’ to ‘Learning across the curriculum’ | Whole year | Works implemented in LAC & GR lessons as planned | Evaluation meeting | PCY, (TC) | |
| | <ul style="list-style-type: none"> • Promoting STEM education and ITE | Whole year | STEM education programs organized and | Evaluation meeting | WCT, TYS, LWK, CKM, (Science, Technology & | |

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| | <ul style="list-style-type: none"> Fostering an entrepreneurship spirit Stepping up gifted education [Refer to part 4.3] | <p>Whole year</p> <p>Whole year</p> | <p>works implemented as planned</p> <p>Organize program (s) by networking with external organizations</p> <p>Refer to part 4.3</p> | <p>Evaluation meeting</p> <p>Refer to part 4.3</p> | <p>Mathematics education (KLAs)</p> <p>TYS, CM</p> <p>TYS, LCK</p> | |
| | <p>1.2 To incorporate the curriculum updates in different KLAs</p> <ul style="list-style-type: none"> Science education KLA curriculum mapping (content) Mapping of Numeracy skills required in Science education KLA | <p>Whole year</p> | <p>Collaboration works implemented</p> | <p>Evaluation meeting</p> | <p>TYS, LCK</p> <p>WCT, LCK, LWK</p> | |
| | <p>1.3 To review JS curriculum and assessment modes to explore ways of stimulating learning motivation and enhancing students' confidence in learning</p> | <p>Whole year</p> | <p>Completion of review</p> | <p>Evaluation meeting</p> | <p>WCT, YYS</p> | |

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| 2 To enhance teaching effectiveness by promoting e-learning | 2.1 Improvement of equipment | First Term | Equipment purchased | Evaluation meeting | (HMW) | |
| | 2.2 Improvement of e-booking system | First Term | System modified for improvement | Evaluation meeting | (HMW, TC) | |
| | 2.3 Clear delineation of rules in iPad usage | First Term | Rules clearly delineated | Evaluation meeting | WCT, TYS, (HMW) | |
| | 2.4 Teaching of basic iPad operation skills to students | First Term | Curriculum designed and implemented | Evaluation meeting | TYS, (HMW) | |
| | 2.5 Professional development | Second Term | 70% agree that the professional development program can increase their understanding of e-learning | Evaluation questionnaire | CM, (HMW) | |
| | 2.6 Update the Apps List (iPad) on school homepage | First Term | List updated | Evaluation meeting | (HMW) | |
| | 2.7 Improvement of e-classroom update procedure | Aug, 2017 | ALL e-classrooms for the new academic year updated by August 2017 | Evaluation meeting | TYS, (HMW) | |

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| 3. To steer the school-based gifted education development | 3.1 To conduct self-auditing in different domains and set enhancing actions for gifted education development | Jan, 2018 & June, 2018 | Completion of Self-auditing | Evaluation meeting | TYS, LCK (GE coordinator) | School self-enhancing tool in GE (version Jan 2016), EDB |
| | 3.2 To coordinate resources in providing advanced enrichment learning opportunities for the gifted / high ability learners through <ul style="list-style-type: none"> • web-based learning courses, • competitions and • gifted education programs, etc. | Whole year | <ul style="list-style-type: none"> • Establishment of collaboration routine between GE coordinator and subject representatives • Establishment of OLE data collection procedure • Establishment of ways for addressing students' achievement or participation | Evaluation meeting | LCK GE subject representatives (Chinese / English / Mathematics / Sciences / PSHE) | |
| | 3.3 To review the criteria for subsidizing gifted / higher ability students to take part in gifted education programs / activities | Whole year | <ul style="list-style-type: none"> • Criteria reviewed and refined | Evaluation meeting | LCK | |

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| <p>3. To steer the school-based gifted education development (continue)</p> | <p>3.4 To channel resources for teacher professional development in Gifted Education which focuses on how to infuse gifted education elements (including high-order thinking skills, creativity and personal-social competence) in regular classroom learning to provide enrichment opportunities to a wider population of students</p> | <p>Second Term</p> | <ul style="list-style-type: none"> 70% agree that the professional development program can increase their understanding of how GE elements can be infused in regular classroom learning | <p>Evaluation questionnaire</p> | <p>TYS, CM</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 |
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| 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 | Aug 17 – June 18 | 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 17 – June 18 | 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 | CM, CR and Staff Development Committee | Training provided by external experts |
| | Encourage teachers to store and share resources in our school knowledge repository. | Sep 17 – June 18 | 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 | CM 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 |
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| 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"> Refine CLP elements in junior forms curriculum. Formulate a school-based career education curriculum across levels in collaboration with committees and departments | Aug 17 – July 18 | <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 Implement career education curriculum in S1 and S2 through the platform of GRL Explore curriculum mapping in GRL and Life Education in S1 and S2 with CLP elements A complete CLP curriculum from S1 to S6 will be in place | 1. Surveys: <ul style="list-style-type: none"> School-based Questionnaire Programme-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 | <ul style="list-style-type: none"> To boost students' awareness of mental health education via various platforms and channels to enhance students' capacity against adversities To cultivate an inviting environment conducive to the acceptance of individual difference and caring for others Apply QEF Joyful@School to cultivate students' positive outlook of life. | Aug 17 – July 18 | <ul style="list-style-type: none"> 60% of students show a positive outlook of life in the school-based questionnaire 60% of students show positive views to school climate and student support. 70% of students shows positive views to the programmes subsidized by the Joyful@School Funding | 1. Surveys: <ul style="list-style-type: none"> Programme-based questionnaire School-based Questionnaire APASO II Stakeholder Questionnaire 2. Evaluation in committee | MKY, KKS, KCH, HCP, NTY, CST, LYC | |

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| <p>adversities and their concern for oneself, others and community</p> | <ul style="list-style-type: none"> • To foster leadership skills and qualities through training and community services • To foster the concerns for others through community services • Establish a platform for students to voice their views on school issue to arouse their concern for and participation in the community | | <ul style="list-style-type: none"> • More students participate in leadership training. • More committees put emphasis on leadership training in students • About 60% of students (S3 – S5) view that the experience of community services is beneficial to them • Conduct 2 student-teacher conferences on school affairs | <p>meetings</p> | | |
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