



# The Church of Christ in China Heep Woh College

## Annual School Plan 2018-2019



**CCC Heep Woh College**  
**Annual School Plan (2018-2019)**

**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 quality education to develop students' potential to the fullest and to share with them the Gospel. We also aim to cultivate 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, which addresses the moral, intellectual, physical, social, aesthetic and spiritual needs of our students. This would enable 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 2018/21

Transform our mindset, Stretch our potential (思維蛻變，潛能盡展)

**Romans 12:2 (New International Version)**

<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.

✦ **Provide opportunities for students to think positive of themselves:**

- To understand themselves; to help them know and develop their strengths; and learn to identify their weaknesses and accept them as well
- To help our students learn more about the "Fixed Mindset" and the "Growth Mindset"\*
- To transform our students with positive words and the sentences and adopt the "Growth Mindset"\* as mental models to make a breakthrough of their comfort zones to improve themselves.
- To shoulder responsibilities (e.g. posts in Class Club, Interest Clubs, Subject Societies, House, Prefects, Student Association, )
- To experience different activities, presentations and competitions (other form based activities) and leadership training
- To serve others, including family members, schoolmates, friends, neighbors and society

✦ **Enhance students' learning effectiveness and cater for different learners' needs, enhance students' confidence in learning**

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

	Major Concerns
1	Enhancing Learning and Teaching Effectiveness arousing students' learning motivation and catering for learners' diversity
2	Enriching culture of teacher sharing and collaboration
3	Fostering a positive and supportive environment that facilitates learning and rapport building in class or at school so as to enhance the protective factors for students towards adversities

References: Dweck, C. S. (2008). Mindset: The new psychology of success. Random House Digital, Inc.

**Major Concern 1: Enhancing Learning and Teaching Effectiveness arousing students’ learning motivation and catering for learners’ diversity**

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To review JS curriculum and assessment modes to explore ways of stimulating learning motivation and enhancing students’ confidence in learning	<b>S1 – 2 GRL curriculum :</b> <ul style="list-style-type: none"> <li>Revise S1 GRL curriculum to incorporate LAC elements and thinking skills</li> </ul>	Whole year	80% of students agreed that the curriculum objectives can be achieved.	Evaluation questionnaire	LC*, TYS, PCY	10 hours post-course* LAC support provided by the University of Hong Kong
	<b>S2 Subject Extension Class :</b> <ul style="list-style-type: none"> <li>Provide extension classes on academic subjects to help students explore more on interested subjects.</li> <li>2 lessons per year</li> <li>After school timeslots</li> <li>Collaborate with the existing Life-education practices</li> </ul>	Whole year [Once per term]	80% of students agreed that the lesson objectives can be achieved.	Evaluation questionnaire	LC, LWK, CTY, TCW	[*Training of Resource Persons in Implementing Language across the Curriculum in the English Medium]
To explore effective measures to cater for learners’ diversity	<b>Maximize learning opportunities for higher achievers :</b> <ul style="list-style-type: none"> <li>Self-audit of existing gifted education development in school</li> <li>Explore possible areas for development</li> <li>Target one area for implementation</li> </ul>	1 <sup>st</sup> Term  1 <sup>st</sup> Term  2 <sup>nd</sup> Term	Completion of self-auditing  Plan for development formulated  Plan implemented	Committee meeting	TYS, LCK	To explore effective measures to cater for learners’ diversity

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To explore effective measures to cater for learners' diversity	<b>Strengthen learning support for students with learning needs :</b> <ul style="list-style-type: none"> <li>• Peer learning support provided by the Academic Prefect Team</li> <li>• Follow-up of low achievers by AAC representatives (PCY, LCK, LWK, CLY, TCW, WKW, THF, PKY) after the first examination</li> <li>• S.1 – 3 regular learning support tutorials <ul style="list-style-type: none"> <li>✧ 1<sup>st</sup> round: 4 lessons after 1<sup>st</sup> UT; general support; by alumni</li> <li>✧ 2<sup>nd</sup> round: 5 lessons before First Examination</li> <li>✧ 3<sup>rd</sup> round: 4 – 5 lessons after 2<sup>nd</sup> UT; target specific subjects; by alumni &amp; S6 graduates</li> <li>✧ 4<sup>th</sup> round: 6 lessons before Final Examination</li> </ul> </li> <li>• S.4 Enlightenment programme <ul style="list-style-type: none"> <li>✧ 4 – 5 lessons after 2<sup>nd</sup> UT</li> </ul> </li> </ul>	Whole year	Routine established and measures implemented	Programmes evaluation questionnaire, committee meeting	CM, CKM	To explore effective measures to cater for learners' diversity
		Feb – July			TYS, CM	
		Oct			CLY, TYS	
		Nov – Dec				
		March – April				
		May				
May	LC, LWK					

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To integrate the MRE in the whole-school, cross-curricular, KLA and subject levels	<ul style="list-style-type: none"> <li>Strengthen value education (including moral and civic education (and Basic Law education) : <ul style="list-style-type: none"> <li>◇ Curriculum adjustment based on the self-audit in 1718</li> </ul> </li> </ul>	Whole year	Curriculum adjusted	Committee meeting	LC	
	<ul style="list-style-type: none"> <li>Reinforce the learning of Chinese history and Chinese culture : <ul style="list-style-type: none"> <li>◇ Use of the One-off Grant for the Promotion of Chinese History and Culture 「推動中國歷史及文化的一筆過津貼」</li> </ul> </li> </ul>	Whole year	Usage plan formulated and programmes / activities implemented	Committee meeting	LC*, TYS	
	<ul style="list-style-type: none"> <li>Extend “Reading to Learn” to “Language across the Curriculum” : <ul style="list-style-type: none"> <li>◇ Revise S1 GRL curriculum</li> </ul> </li> </ul>	Whole year	80% of students agreed that the curriculum objectives can be achieved.	Evaluation questionnaire	LC*, PCY, TYS	
	<ul style="list-style-type: none"> <li>Promote STEM education and ITE : <ul style="list-style-type: none"> <li>◇ Use of STEM grant</li> <li>◇ Initiate project-based works</li> </ul> </li> </ul>	Whole year	Usage plan formulated and programmes / activities implemented	Committee meeting	TYS, LCK (KLA coordinator) TYS, LC	
	<ul style="list-style-type: none"> <li>Foster an entrepreneurial spirit : <ul style="list-style-type: none"> <li>◇ Initiate project-based works</li> </ul> </li> </ul>	Whole year	Programmes / activities promoted	Committee meeting	TYS, CM	

	<ul style="list-style-type: none"> <li>• Step up gifted education : <ul style="list-style-type: none"> <li>✧ Refer to the strategies / tasks for the target 'To explore effective measures to cater for learners' diversity' above</li> </ul> </li> </ul>	Whole year	Programmes / activities promoted	Committee meeting	TYS, LCK	
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**Major Concern 2: Enriching 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	<ul style="list-style-type: none"> <li>Expanding functionalities of the knowledge sharing platform and the school knowledge repository.</li> </ul>	Aug 18 – June 19	60 % of teachers agree that they are satisfied with the functionality of the knowledge sharing platform and school knowledge repository for knowledge sharing	Department or Committee  Evaluation Survey	WCT, TYS, HMW, YYL and all Subject Department Heads	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	Sep 18 – June 19	70 % of teachers agree that Communities of Practice (CoP) provide an effective platform for professional sharing and development	Survey  Feedback from teachers	CM, CR and Staff Development Committee	Training provided by external experts
	<ul style="list-style-type: none"> <li>Encourage teachers to store and share resources in our school knowledge repository.</li> </ul>	Sep 18 – June 19	70 % of teachers agree that they often share and use the resources in our school knowledge repository	Survey	CM and Staff Development Committee	



**Major Concern 3: Fostering a Positive and Supportive Environment that facilitates learning and rapport building in class or at school so as to enhance the protective factors for students towards adversities**

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To enhance the roles of class teachers in pastoral care so as to strengthen class cohesion by enhancing the student-teacher relationship and social integration among students	<ul style="list-style-type: none"> <li>• To formulate a guideline for class teachers to cultivate positive class spirit and supportive ethos.</li> <li>• To enhance the roles of Form Masters in support of Class Teachers and to provide better coordination of school resources to students.</li> <li>• To devise or re-construct class teacher period curriculum according to the developmental needs of students.</li> </ul>	Aug 18 – July 19	<ul style="list-style-type: none"> <li>• A guide is formulated for class teachers to help understand and perform their roles</li> <li>• Students shows positive views on their relationships with peers and teachers</li> <li>• Students shows cohesion to their classes and sense of belonging to school</li> <li>• To try new roles of Form Masters/ Mistresses to provide support to Class Teachers and address the needs of the forms</li> <li>• Devise school-based class period lesson plan for S1 and S2</li> </ul>	<ol style="list-style-type: none"> <li>1. Surveys: <ul style="list-style-type: none"> <li>• School-based questionnaire</li> <li>• Programme-based questionnaire</li> </ul> </li> <li>2. Evaluation in Team meetings</li> </ol>	MKY, LC, KCH, KKS, CPY	

<p>To conduct preventive and developmental programmes that facilitate the mental health of students</p>	<ul style="list-style-type: none"> <li>• To equip students with knowledge and skills in handling stress or a crisis in life.</li> <li>• To promote services and exchanges to widen students' horizons and stretch their potentials</li> </ul>	<p>Aug 18 – July 19</p>	<ul style="list-style-type: none"> <li>• 60% of students agree that they gain knowledge and skills to handle stress or crisis in life.</li> <li>• 60% of students agree that they have widened their horizons and stretched their potential</li> <li>• 60% of students show a positive outlook of life in the school-based questionnaire</li> </ul>	<p>1. Surveys:</p> <ul style="list-style-type: none"> <li>• School-based Questionnaire</li> <li>• Programme-based questionnaire</li> </ul> <p>2. Evaluation in committee meetings</p>	<p>MKY, KKS, KCH, HCP, NTY, CST, LYC</p>	
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