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**The Church of Christ in China
Heep Woh College
School Program Plan 2009 - 2012**

Part I : Information about the School

1.1 The Hong Kong Council of the Church of Christ in China: Vision, Mission Statement and Core Value 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 C.C.C. Heep Woh College

1.2.1 School Profile

Heep Woh College is a co-educational aided school. The origin of Heep Woh College can be traced back to 1911 when Mrs. Lear Biglow set up Heep Woh Kindergarten and Heep Woh Primary School in 1911 and 1921 respectively in Guangzhou. Later Ms. Liu Fung Ling founded the private Heep Woh Girls' Secondary School in 1932. In 1947, Ms. Liu Fung Ling and Mrs. Schaefer established the primary school in Hong Kong. The present school premises commenced operation in 1970 with a view to providing secondary school education to teenagers.

1.2.2 School Mission

Embracing the HKCCCC philosophy of “To Minister and Serve through Schools”, we are committed to the provision of quality education services. We strive to nurture our students by developing their potential and to foster the moral, intellectual, physical, social, aesthetic and spiritual development of our students. It is our aspiration that our students will always strive for excellence, exemplifying our school motto “Learn to perceive the World of God; Glorify Him and do good to others.”

Part II : Situation Analysis

2.1 Strengths

- 2.1.1 The school has a clear mission and goal based on Christian values to provide a positive environment which enables students to develop their potentials and become caring individuals.
- 2.1.2 The school has created a loving, caring and supportive school environment which is conducive to both learning and teaching.
- 2.1.3 The school prides itself on the harmonious relationship between teachers and students and the provision of a variety of student support services which aim at the holistic development of students.
- 2.1.4 The school keeps in pace with the education reforms and is well-prepared for the curricular changes in the new senior secondary curriculum.
- 2.1.5 The school is supportive to professional development of teachers in the preparation for the new academic structure.
- 2.1.6 The staff is caring, dedicated and hardworking, always doing their best in both academic work and extra-curricular activities in order to provide students with an all-round development.
- 2.1.7 Teachers are experienced and qualified and willing to participate in seminars, workshops and training programs to keep themselves abreast of the latest development of their fields.
- 2.1.8 Students basically have potentials in various domains. They have equal opportunities to develop their multiple abilities and to achieve all-round development according to their own attributes. Students' participation and achievement in cultural, athletic and aesthetic activities were very good.

2.2 Weaknesses

- 2.2.1 Collaboration and coherence of curriculum programs across subject departments as well as coordination among various functional groups are not well articulated. In light of this, a stronger atmosphere of professional sharing among teachers needed to be promoted.
- 2.2.2 Evaluation results are not fully utilized for the formulation and revision of future development and planning. The mechanism of school self evaluation needs to be further strengthened. The culture of self-evaluation and self-improvement should be nurtured among staff.

- 2.2.3 Student performance in assessments should be carefully analyzed and better utilized to inform the subject panels and the school in the process of curriculum planning and decision making and it should be followed up to devise improvement measures to enhance the effectiveness of learning and teaching.
- 2.2.4 Students' learning motivation needs to be enhanced to excel in the public examinations. Teachers' pedagogy seems to be traditional and more interactive activities could be devised to engage students' participation in the learning process. Teachers could make better use of questioning techniques to develop students' higher order thinking skills.
- 2.2.5 Students' result in public examination has room for improvement.
- 2.2.6 The support for the more capable students and marginal students is insufficient.

2.3 Threats

- 2.3.1 Teachers are not sensitive to the change of external school environment.
- 2.3.2 EDB policy of fine-tuning the Medium of Instructions will deprive our school of the advantage as an EMI school in the future.
- 2.3.3 SSB, EDB and the public has exerted much pressure on the improvement of students' public examination results.
- 2.3.4 There is currently keen competition among schools in our school's district.

2.4 Opportunities

- 2.4.1 The current education and curriculum reform provides more opportunities for students to enrich their learning experiences and develop their generic skills.
- 2.4.2 The implementation of the NSS Curriculum in 2009/2010 school year provides more opportunities for teacher professional development.
- 2.4.3 A variety of grants from EDB allows teachers to obtain more resources and support in teaching and learning and addressing the curricular changes in New Senior Secondary Curriculum.
- 2.4.4 The consultant teams of our school and the network outside school provide suggestions for school development, such as management and organization, teaching and learning and student support.
- 2.4.5 New principal may bring new insights of leaderships for school further development.

Part III : Major Concerns 2009/10 – 2011/12

- 3.1 Teaching and Learning
 - 3.1.1 Boost Academic Results and Learning Motivation
 - 3.1.2 Implementation and Evaluation of New Senior Secondary Curriculum
- 3.2 Management and Organization
 - 3.2.1 School Self Evaluation and Comprehensive Review
 - 3.2.2 Enhancement of Teacher Professional Development
- 3.3 Student Support
 - 3.3.1 Enhancement of Student Whole-Person Development

Part IV : School Theme

Let Our Light Shine

- ✓ **Striving for Self-betterment (09-10)**
- ✓ **Cooperating with Others (10-11)**
- ✓ **Serving for Others (11-12)**

Part V : School Development Plan 2009-2012

CCC Heep Woh College

School Development Plan (2009-2012)

Area of Concern	Major Concerns	Intended Outcomes/Targets	Strategies/Implementation Plan	Time Scale		
				09/10	10/11	11/12
1. Teaching and Learning	1.1 Boost academic results and learning motivation	<ul style="list-style-type: none"> • Most of the S5 students will have better results in public examination results. • Passing rate and credit rate of most subjects have improvement. • At least 70% of students can attain 14 points or above from best six subjects. • More students can meet the promotion criteria in various forms. • Most of S1 students can have good adaptation to secondary school learning. 	<ul style="list-style-type: none"> • A package of strategies will be implemented to equip F.5 students, the last cohort of HKCEE, to sit for public examination. • Tutorial classes for low achievers will be arranged to students for various forms. • A Peer Mentoring Project will be launched in S.1 to help new students adapt to secondary school life, particularly to the new learning mode in an EMI school. 	✓		
				✓	✓	✓
				✓	✓	✓

Area of Concern	Major Concerns	Intended Outcomes/Targets	Strategies/Implementation Plan	Time Scale		
				09/10	10/11	11/12
	1.2 Implementation and Evaluation of New Senior Secondary Curriculum	<ul style="list-style-type: none"> Diversified, Balanced and Holistic Curriculum with suitable pedagogy and assessment approach. Teachers are well prepared/ equipped to face the changes and the challenges in all areas concerning the NSS curriculum. Teachers' sharing of good practices in teaching and learning is fostered. Teachers are able to pour in outside resources to extend students' learning experience from classrooms to daily life Students can have a deeper understanding and wider exposure to the knowledge taught 	<ul style="list-style-type: none"> Implement, monitor and evaluate NSS curriculum including SBA coordination Different subject departments revisit their teaching and assessment strategies to address changes in curricula Develop, store and share resources for teaching and various programs Extend and expand learning beyond classroom; form networks and partnership with other organizations, which include bodies which provide services on academic enhancement, service learning, career-related experience, moral and civic education, physical education and aesthetic development. 	✓	✓	✓
				✓	✓	✓
				✓	✓	✓
				✓	✓	✓

Area of Concern	Major Concerns	Intended Outcomes/Targets	Strategies	Time Scale		
				09/10	10/11	11/12
2. Management and Organization	2.1 School Self Evaluation and Comprehensive Review	<ul style="list-style-type: none"> Routines, Attitude and mentality of Self evaluation rooted in different levels of school administration and management to continually examine and reflect on (self and external) past and present values, beliefs, practices and achievements, and to identify uniqueness, strengths, and constraints, for guiding future positioning and strategic plans, and to formulate improvement / development plan. 	<ul style="list-style-type: none"> Organize workshops for teachers to deepen understanding in recent development in external school review, self-evaluation and self reflection, especially the role of evaluation in PIE cycle. Set up School Improvement Team to prepare for the 2nd ESR External Review Team will be employed to identify, collect, synthesize, analyze and report evidence to take stock of the present situation in the four commonly defined domains of secondary schooling –Learning and Teaching; Leadership & Management, School Ethos & Student Life; and Student Performance; and other specific domains that define the school’s uniqueness or strategic thrust. Organize workshops to follow up the comments from External Review Team to readjust school focuses and strategies 	✓	✓	✓
				✓	✓	✓
					✓	✓
					✓	✓

Area of Concern	Major Concerns	Intended Outcomes/Targets	Strategies	Time Scale		
				09/10	10/11	11/12
	2.2 Enhancement of Teacher Professional Development	<ul style="list-style-type: none"> Teachers engage in professional development to improve teaching effectiveness reflected by student achievement Collaborative culture and collegiality will be nurtured among staff 	<ul style="list-style-type: none"> Set up Staff Development Committee to identify school needs for teacher professional development in fulfilling requirements of the new education initiatives and challenge Employ Mentoring Scheme for enhancing the professional competence of newly appointed teachers Organize Professional Sharing Day for teachers to share their good practice and relevant knowledge and skills Promote to launch “Lesson Study” to improve teaching and learning by encouraging teachers to share their experience, knowledge and skills Build up a knowledge sharing platform to facilitate teacher sharing of good/effective practices to enhance teachers’ professional competence 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓

Area of Concern	Major Concerns	Intended Outcomes/Targets	Strategies	Time Scale		
				09/10	10/11	11/12
3. Student Support	Enhancement of Student Whole-Person Development	<ul style="list-style-type: none"> Students can have a balanced and diversified development in Other Learning Experience Students can make use of their Student Learning Profiles to summarize and address their strengths and career aspirations. Students are responsible, able to accept and respect differences between individuals and willing to serve others. 	<ul style="list-style-type: none"> Implement, monitor and evaluate OLE arrangement Explore and develop Student Learning Profile (SLP) by designing the routine of input and training students in their presentation skills. Foster an inviting, harmonious and caring learning environment to cater for students with diverse learning needs. Provide opportunities for students to serve others, to shoulder some responsibilities, to experience in different activities, presentations and competitions and leadership training and recognize students' achievement (academic and non-academic achievement) and build up appreciative culture (appreciate self and others) 	✓	✓	✓
				✓	✓	✓
				✓	✓	✓
				✓	✓	✓