



The Church of Christ in China
Heep Woh College
Annual School Report
2013-2014

*Renewing Our Mind
Soaring High Up in the Sky*

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The Church of Christ in China

Heep Woh College

School Annual Report 2013-2014

I. Our School

Vision, Mission Statement and Core Value on Education of Our School Sponsoring Body

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.

Information about the School

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. Bigelow, from the United States, founded the school in Xiguan, Guangzhou, dedicated herself to early childhood education. In 1921, the private Heep Woh Girls' Normal School was established. The motto was "When you know the truth, the truth will set you free." Principal Liu Fung Ling became the first Chinese principal of Heep Woh. In 1947, Principal Liu and Mrs. Schaefer established the Hong Kong Heep Woh School (kindergarten and primary school). Heep Woh College commenced operation in 1970 with a view to providing secondary school education to teenagers.

School Belief

Belief Statement

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

School Motto

When you know the Truth, the Truth will set you free.

Campus and Facilities

This school building came into existence in 1971 and was awarded Best Campus Design by the Hong Kong Architects' Association in the same year. The School Improvement programme began in 2002. The new annex has been in operation since June 13, 2005 and provides more space for learning and activities. Apart from the school hall, classrooms, laboratories, library, conference room, function hall, the school also provides facilities for extra-curricular activities such as campus TV production room, music room, visual arts room, 3 multi-media learning centers, English learning centre, self-study rooms, student activity room and archive room.

Incorporated Management Committee

The Incorporated Management Committee was established in 2011 with the following composition:

Composition	Supervisor	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
13/14	1 (6.7%)	7 (46.7%)	1 (6.7%)	2 (13.3%)	2 (13.3%)	1 (6.7%)	1 (6.7%)

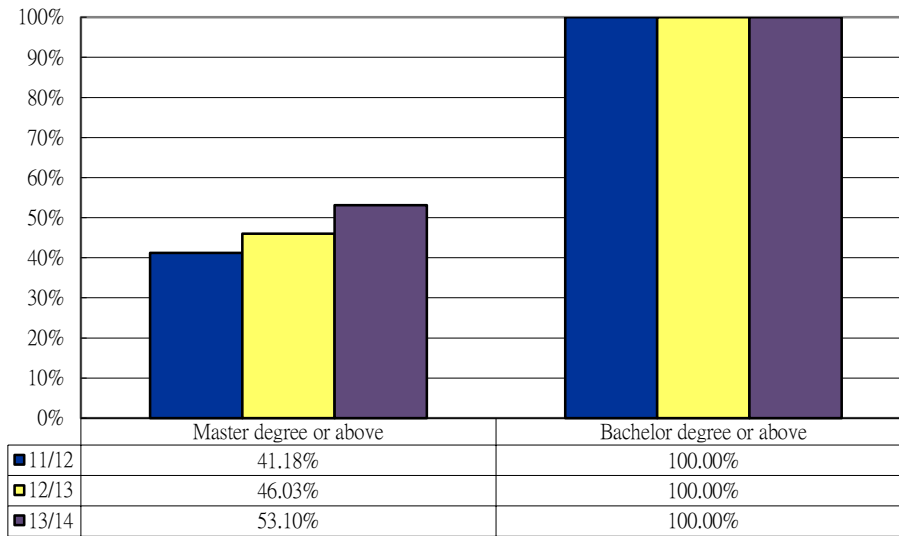
Incorporated Management Committee			
Supervisor	Professor Chan Ying Shing	Teacher Manager	Mr. Fung Wah Sing
		Alternate Teacher Manager	Mr. Moy Ka Yiu
Principal	Dr. Chu Kai Wing	Alumni Manager	Mr. Hui Chung Sum Thomson
		Parent Manager	Mrs. Li Kwok Lai Mui
		Alternate Parent Manager	Ms. Sun Siu Lin
Sponsoring Body Managers	Professor Kwan Yui Huen Ms. Yau Hoi Yuen Irene Rev. Siu Ka Cheung Oliver Dr. Chan Kit Ching Annie Mr. Wong Tang Tat Rodney Ms. You Fung Yin Ms. Ma Lai Sheung Iris	Independent Manager	Dr. Poon Sun Wah

II. Our Teachers

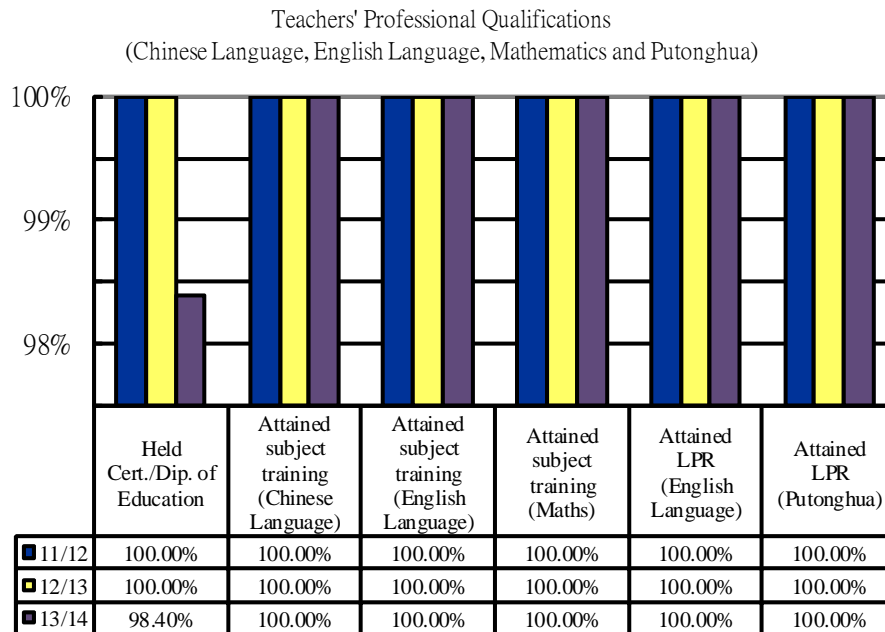
Number of Teachers (including the Principal)

Year	2011-2012	2012-2013	2013-2014
Number of Teachers	68	63	64

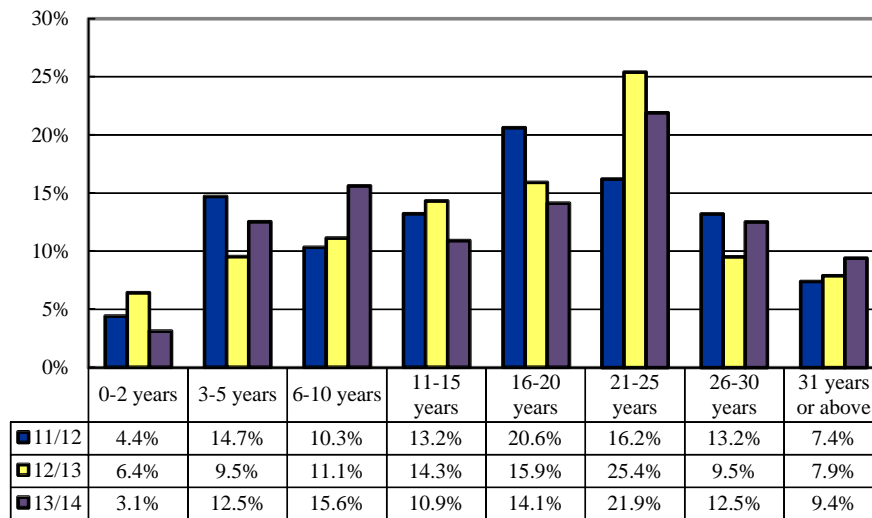
Teachers' Academic Qualifications



Teachers' Professional Qualifications



Teaching Experience

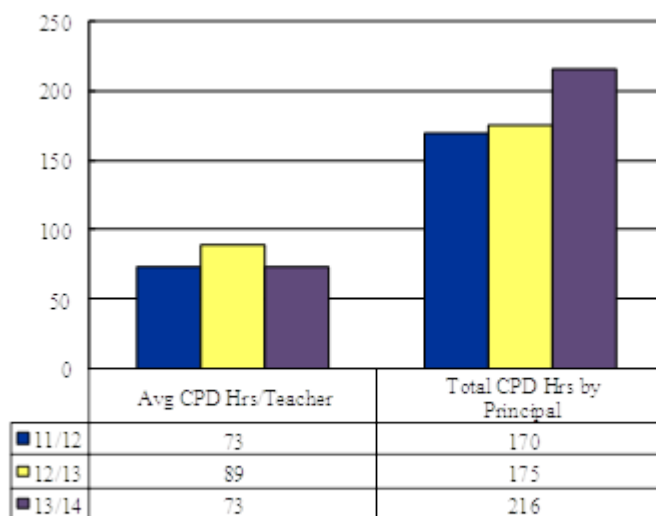


Staff Turnover Rate

During the school year of 2013-2014, the total number of staff is 90 including 64 teachers, 2 Teaching Assistants, 3 Lab Technicians, 2 I.T. Technicians, 1 Library Assistant, 8 office staff and 10 janitors.

Staff Resignation	Number of Staff
Teacher (Resignation)	1
Teacher (End of contract)	2
Janitor (Retirement)	2
Total	5

Professional Development of Teachers



Seminars / Workshops for Professional Development 2013-2014

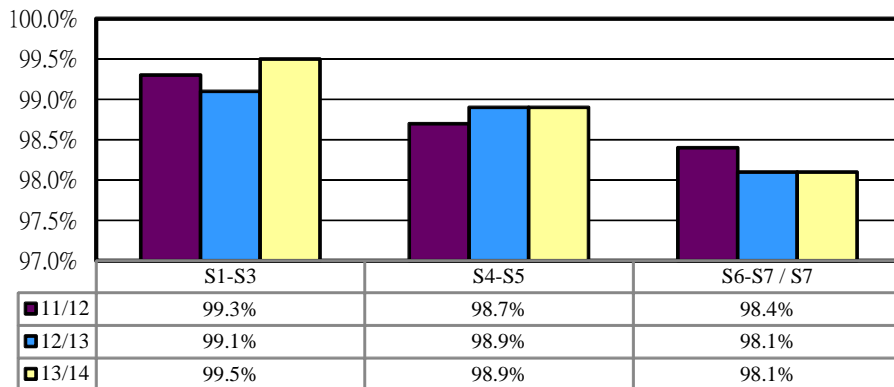
Date	Theme	Organization / Guest Speaker	Objective / Focus
28/8/2013	Sharing of Lesson Study (Group sharing and presentation)	KLA Representatives	<ul style="list-style-type: none"> ◆ To share the experience and reflections on Lesson Study. ◆ To share how to diagnose and tackle students' learning difficulties and how to boost teaching and learning effectiveness ◆ To enhance the collaboration among colleagues
	Addressing Individual Learners' Difference Workshop (Focus on feedback)	Dr. Chiu Chi Shing Executive Director, Quality School Improvement Project, Hong Kong Institute of Educational Research, CUHK Professional Consultant, Hong Kong Institute of Educational Research, CUHK	<ul style="list-style-type: none"> ◆ To introduce the theories and practice of "Addressing Individual Learner Difference" ◆ To enhance our teaching effectiveness by giving effective feedback to students
8/11/2013	The use of Photocopier	Colleagues from different committee	<ul style="list-style-type: none"> ◆ To introduce the use of new photocopies in our school
	1. Handling Cases of Students with Autism in Classroom 2. Quietness Reaches Afar 3. Crisis Management	Colleagues from different committee	<ul style="list-style-type: none"> ◆ To enhance the sharing culture among colleagues
	Formative Instructional Practices (FIP)	Mr. Tse Chun Hung, Curriculum Coordinator / Economics Teacher, QESOSA Tong Kwok Wah Secondary School	<ol style="list-style-type: none"> 1. To share Mr. Tse's own experience in giving feedback effectively by adopting Formative Instructional Practices (FIP)
10/6/2014	Workshop of Positive Communication Skills with Parent	Ms Pinky Lam from Wings Training Consultancy	<ul style="list-style-type: none"> ◆ To enhance the verbal and non-verbal communication skills ◆ To enhance the adaptability of communicating with parents
	Experience Sharing in Crisis Management	Dr. Timothy T. Leung from Dr. Leung & Associates Limited	<ul style="list-style-type: none"> ◆ To arouse our teachers' sensitivity to "Crisis Management" ◆ To deliver skills to handle some critical crisis such as attempt or after suicide, etc.

III. Our Students

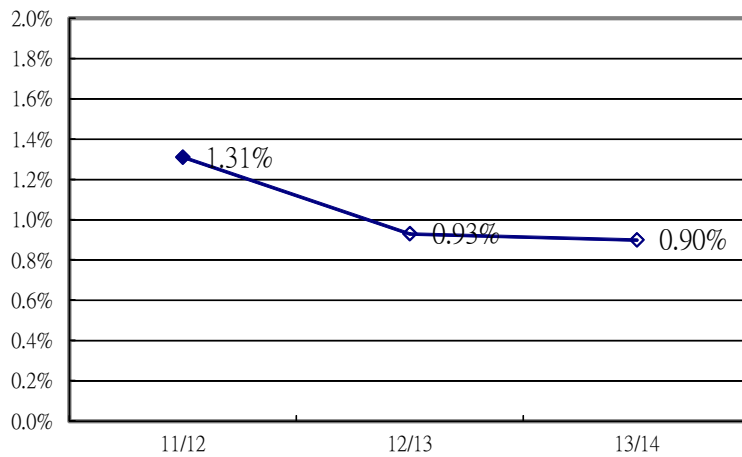
Class Structure and Enrolment

Level	S1	S2	S3	S4	S5	S6	Total
No. of classes	4	5	4	5	5	5	28
Boys	75	81	64	83	81	80	464
Girls	61	96	76	96	103	101	533
Total Enrolment	136	177	140	179	184	181	997
Drop-outs	0	1	5	1	2	0	9
Repeaters	7	9	8	10	9	0	43

Student Attendance



Drop-out Rate of Student



IV. Our Major Concerns (Achievements and Reflection)

Major Concern 1: Enhancing Learning and Teaching Effectiveness

Targets:

- To nurture students' self-direction and self-efficacy in learning
- To cater for learner diversity.
- To strengthen teacher collaboration and exchange of Pedagogical Content Knowledge (PCK)
- To develop a more balanced and broader coverage in curriculum framework

Achievements
<p>1. Promote Formative Instructional Practices (FIP)</p> <ul style="list-style-type: none">• The School Principal and six teachers from the English, Mathematics, Chinese History and HMSC departments participated in the Basic FIP Workshops in October 2013 and January 2014. The workshops gave an overview for teachers to learn about the 7 strategies in FIP and how these can help teachers and students to know where they are in the intended learning, where they need to go and how to close the gap.• Our Principal Dr. Chu KW visited some model FIP schools in the United State in April 2014. The visit was an opportunity to observe the use of FIP in real classrooms. Dr. Chu shared with panel heads and teachers the inspiration obtained from the visit.• Four teachers who had attended the Basic FIP Workshops in 2012-2013 participated in the Advance FIP workshop in August 2013 which focused on evaluating learning targets and assessment design to strengthen leading teacher roles in curriculum leadership and quality assurance in school.• A COP, 'FIP in action', was organized in May 2014. Six FIP workshop participating teachers and two other interested teachers discussed and exchanged ideas about FIP strategies used in classrooms. <p>2. Foster Language Across the Curriculum (LAC).</p> <ul style="list-style-type: none">• Provide support for teachers using English as a medium of instruction : <p>The English Department worked with the History Department and offered assistance to S.1 students aiming at improving their pronunciation skills. In order to help junior form students acquire some pronunciation techniques, a subject-based pronunciation guide was developed and uploaded to the English Department homepage. A list of S.1 and S.2 vocabulary was also recorded and uploaded to the homepage for students to listen to.</p> <ul style="list-style-type: none">• Explore opportunities for intra-departmental and inter-departmental collaboration : <p>Besides the History Department, the Religious Education Department has commenced its collaboration with the English Department. Teachers from these two departments discussed ways to further strengthen students' learning motivation and reading skills. After several meetings, it was confirmed that a reading programme, developed by teachers from these two departments, will be launched in 2014-2015.</p>

3. Map out curriculum framework

- The content-based curriculum map compiled since 2012-13 was revised.
- Based on the information provided by different subject departments about the generic skills involved, the skill-based curriculum map was compiled and was discussed among the working group. Four working team meetings were held in early June to explore the possibility of cross-curricular planning in developing four generic skills (study, information technology, presentation and numeracy skills).

Reflection

1. Promote Formative Instructional Practices (FIP)

- All the FIP project participants completed the workshops and follow-up sessions.
- Over 80% of teachers involving in the COP agreed that sharing could arouse their understanding and interest in exploring more about FIP.
- It was agreed that though not a high proportion of our teachers adopt the FIP strategies in their classrooms, the spirit promoted by the FIP is generally accepted and should be strengthened. To enhance teaching effectiveness by providing effective feedback will be the major concern of teaching and learning in the coming academic year.

2. Foster Language Across the Curriculum (LAC).

- Two subjects, instead of four as targeted, were involved in the intra-departmental inter-departmental collaboration in the LAC.
- For the collaboration between the English and the History departments, feedback from junior form students was positive and teachers agreed that this measure could offer extra support to students when they struggled with the correct pronunciation of subject-specific vocabulary.

3. Map out curriculum framework

- The content-based curriculum map was revised and the skill-based curriculum map was compiled as scheduled. These are important tools for identifying gaps in the curriculum, promoting professional dialogue among teachers and exploring possibilities for cross-curricular planning.

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

Target 2: To inculcate a sharing culture in which teachers share their experience, knowledge and skills in teaching and learning so as to help teachers' professional development

Achievements
<p>1. Organize activities to promote teacher sharing and collaboration in our school</p> <ul style="list-style-type: none">• Our school was awarded the Hong Kong Most Admired Knowledge Enterprise Award (MAKE) in 2013 and 2014, demonstrating our achievements in implementing Knowledge Management to promote teacher sharing and collaboration in the school.• From the result of School Based Teacher Questionnaire (2013-2014), most teachers expressed their needs of “Organizing activities to promote teacher sharing and collaboration in our school” (82% of Strongly Agree and Agree). We continued to use the Staff Development Day, Lesson Study and the Communities of Practice to promote teacher sharing and collaboration in our school. We organized 11 meetings of the CoPs with 77 person-time in this year. We will continue to organize such activities in the next academic year.
<p>2. Enhance functionalities of the knowledge sharing platform and the school knowledge repository by incorporating taxonomy, searching and version control function</p> <ul style="list-style-type: none">• From the result of School Based Teacher Questionnaire (2013-2014), teachers appreciate the performance of the knowledge sharing platform (79.5% of Strongly Agree and Agree).• The e-Class system in our school has been established for several years. Our school began to use Digital Archive to store school documents systematically as a knowledge repository. The school management also encouraged Department Heads and Committee Heads to upload their departmental and committee level documents to the Digital Archive as a central repository. Teachers were found to access the documents they need from the central repository. Our school encourages teachers to share their documents with other colleagues so as to enhance organizational learning in our school.
<p>3. Continue the practice of Lesson Study and various Communities of Practice (CoP)</p> <ul style="list-style-type: none">• From the result of School Based Teacher Questionnaire (2013-2014), teachers agreed to continue Lesson Study and various Communities of Practice (CoPs) for knowledge sharing (66.6% of Strongly Agree and Agree).
<p>4. Promote Sharing and Retention of teaching resources</p> <ul style="list-style-type: none">• From the result of School Based Teacher Questionnaire (2012-2013), teachers appreciated the effort of Promoting Sharing and Retention of teaching resources (84.7% of Strongly Agree and Agree).
Reflection
<ul style="list-style-type: none">• Although teachers' rating on teacher professional development has been maintained 3.7 this year in teachers' survey in the EDB Stakeholders Survey, we think that there

is room for improvement. In order to sustain and further develop our school's success, teacher professional development has been emphasized and focused on. A school based mode of teacher professional development has been adopted to facilitate teacher professional learning addressing concerns about issues experienced in daily practice and situational contexts in our school. Lesson Study and Communities of Practice (CoPs) have been implemented in these few years to provide a platform for teachers for sharing their knowledge, skills and experiences with colleagues to enhance their effectiveness.

- From the result of School Based Teacher Questionnaire (2013-2014), there was a substantial portion of teachers who expressed neutrality in the implementation of Lesson Study and various Communities of Practice (CoPs) (30.8% of Neutral). Although Lesson Study and CoP have been implemented to be formed within and across committees and departments respectively to share with and acquire knowledge from others on topics encountered in their practice to facilitate knowledge sharing, the school management should reconsider to revise the ways of implementation of Lesson Study and CoP in the near future, otherwise teachers would feel reluctant to participate in them.
- Our school should try to explore some more efficient platforms, such as FaceBook, Edmodo or Whatsapp for encouraging teachers to share their experience and teaching resources with colleagues.
- The school management should encourage departments and committees to share their experience with other teachers through the repository, intranet, email, Whatsapp and other suitable platforms.
- KM team should try to formulate certain guidelines and devise systems for enhancing departments to develop, store and share resources for teaching among colleagues.
- The rationale of knowledge management and good practice of knowledge sharing in committees and departments should be explained more explicitly to teachers so as to further encourage other committees and departments to follow.

Major Concern 3: Fostering Student Whole-Person Development

Target 3.1: To provide a continuous and coherent career education programme via formal and informal curriculum according to the developmental needs of students.

Achievements
<p>1. To provide a continuous and coherent career education programme via formal and informal curriculum according to the developmental needs of students.</p> <ul style="list-style-type: none">• Upon revision of the timetable, a few lessons were allocated to S3 for Career and Life Planning. S4 RE increased weighting on self-understanding. Dimensions of life and priorities in life were introduced to prepare students for their future careers.• Apart from formal curriculum, seminars, workshops and visits were held for S3 to S6 such as S4 Subjects Selection Workshop for S3, Career Talks and “Soci-Game” Workshop for S4, Career Interest Inventory for S5, Mock Release of HKDSE and Interview Workshops for S6.• From the school-based questionnaire, about 50% of S3 students think the Career and Life Planning programmes can help them to choose electives and understand their career aptitude. Similarly, 50% of S4 students found that the career related programme helps them to understand themselves more, know more about career pathways and various careers. About 46% of S5 students found the related programme beneficial to them. However, the programme-based surveys show an entirely different picture which might illustrate that time is a significant factor in eliciting information. About 80% of S4 students were satisfied with the career education programmes. Ranging from 80% to 90% of S6 students found the career programmes beneficial to them.
Reflections
<ul style="list-style-type: none">• From the data received, it is difficult to claim whether the school has achieved the success criteria, 70%, due to different tools employed at different times. However, it is certain that career-related programmes are more systematically and consistently delivered to students no matter whether formal or informal curriculum. According to planning, many more timeslots for career education will be allocated in S3 formal curriculum. An additional lesson, Career and Life Planning (CLP) will be allocated to S5 in each cycle. On top of this, another additional lesson will be allocated to S6 in 2015-2016. It is believed that with the recurrent funding from the government on CLP and the school’s endeavor to provide room for it, a coherent Career and Life Planning Curriculum will be established in the coming years suitably addressing the developmental needs of students in pursuing their studies and career aspirations.

Target 3.2: 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

Achievements
<p>1. Boost students’ awareness of mental health and enhance their capacity to face adversities</p>

- According to the school-based questionnaire, 54% of students claimed that they feel self-contented and have peace of mind. 66% would face challenges actively. 81% would lend a helping hand to others who are in need. When encountering difficulties, 73% of students would seek advice from students, 48% would seek help from family members but only 35% were willing to seek assistance from teachers or school social workers.
- According to the annual report (2013-2014) of school social workers 'Emotion / Mental Health', 'Family' and 'School-related issues' were involved in 75% of the 80 cases. Mental health stood first among the case natures, which is related to the stress and anxiety in learning. Family problems came second and were related to communication and mutual understanding with parents when students entered the adolescent stage. School related issues came third and was related to low study motivation, inadequate study skills, misbehavior and peer relationships. Among the cases, 36% were self-referral or referred by peers and family members. In a survey where 106 questionnaires were administered to S1 – S6 students through random sampling, the top three priorities of service needs stated by the respondents were 'Emotion and Mental Health' (73%), 'Study Related Issues' (72%) and 'Growth and Developmental' (57%). 89% of respondents regarded SSWs had good relationship with students and 71% of them might seek help from SSWs when in need.

2. Cultivate an inviting environment conducive to the acceptance of individual difference and caring for others

- In Stakeholders Questionnaires, students rated both 'Student Support' and 'School Climate', as 3.7. Over 81% of students affirmed that 'the school actively fosters our virtues'. Over 75% of students claimed that 'they get along well with schoolmates'. 72% viewed that 'students respect teachers'. However, only 64% claimed that 'teachers care about students' and about 68% perceived that 'students like the school'. On the other hand, parents viewed 'Student Support' and 'School Climate', 3.8 and 3.9 whereas teachers rated these 4.0 and 3.9.
- From APASO II, junior students scored higher than that of the HK norms in all areas 'General Satisfaction', 2.84, 'Negative Affect', 1.71, 'Teacher-Student Relationship', 3.15, 'Social Integration', 3.13, 'Achievement', 2.6, 'Opportunity', 3.16 and 'Adventure/ Experience', 2.64. However, in senior forms, 'Negative Affect', 'Social Integration' and 'Achievement' scored less than that of the HK norms. Also, though 'Teacher-Student Relationship' and 'Social Integration' are above HK norms, their scores dropped to the lowest level in five years.
- In the school-based questionnaire, over 70% of students agreed that 'they have good relationships with teachers'. About 80% of them agreed that 'they have good relationships with peers'. However, only 61% of them agreed that 'they have a sense of belonging to the school', about 67% of them said 'the fame of school is significant to them', 60% agreed that 'the school has fostered an inviting environment conducive to learning' and 61% thought that 'the school can foster good values and attitudes to students'. On the other hand, 85% of teachers believed that the school can cultivate an inviting environment conducive to the acceptance of individual differences and caring for others.
- Though a caring culture has been rooted in the school, the data of the surveys sometimes show contradictory results that might be due to statistical errors, the significance of effect size or suggest they are signals showing the threat of decline in this domain.

3. Re-engineer the curriculum related to moral education so as to provide a favourable platform for character building and virtues cultivation

- Taking advantage of the extra timeslot upon the modification in timetabling, one lesson, Life Education, was implanted in S1 and S2 curriculum each cycle, geared to the developmental needs of students.
- Though at the developmental stage, the feedback from students was satisfactory and encouraging. 85% of S1 students and 73% of S2 students found that the curriculum suits their developmental needs. 84% of S1 students agreed that it helps them understand themselves, better control their emotions and foster peer relationships. 71% of S2 students said that the curriculum can help them set personal goals, identify their talents and foster social relationship.

4. Provide chances and channels for students to serve the needy and society

- About 45% and 56% of junior and senior form students respectively participated in various kinds of community services, in a total of about 51% across all levels. 85% of S3 to S5 students participated in various kinds of community service.
- The school-based questionnaire indicates that 58% of the respondents (S3 – S5) agreed that community service can boost their communication and collaboration skills with others. 61% of the respondents (S3 to S5) admitted that community service can help them understand the needs of others.
- From the school-initiated community services, 3 flag-selling services were held and 165 students took part in them. 110 students participated in services to the elderly and the disabled. 16 students took part in service in a special needs school and 20 students involved in a year-long project promoting the acceptance of the mentally disabled. A service learning tour was held with the commitment of 20 S3 to S5 students, 4 alumni and 7 teachers to serve intensively in Cambodia for 5 days to students in primary schools, community centers and villages.

Reflection

- In enhancing students' capacity against adversities, it was difficult to claim that the school has achieved the success criteria that 60% of students show a positive outlook on life since no valid inventory was employed to assess students' state of wellbeing. Probably, more items should be added to the school-based questionnaire concerning this area. From another perspective, although 54% of students had peace of mind, 13% of students did not find their mind at ease. The unsteadiness in mind could be reflected in the survey administered by SSWs on the priorities of service needs, i.e. Mental Health' (73%), 'Study Related Issues' (72%).
- When facing difficulties, 7% of students would not seek advice from peers, 12% would not seek help from family members and 22% would not seek assistance from teachers or social workers. 21%, 34% and 43% of them showed no preference in seeking any help from peers, family members and school personnel respectively. This implies that the school may explore the appropriate ways to cultivate peer support, enhance teachers' awareness and amicability and boost support and mutual understanding in a family.
- The initiatives of allocating a lesson in S1 and S2 curriculum for re-focusing the developmental needs of students has received positive feedback and bridges the gap that the existing curriculum could not fill. Yet, the curriculum or platform should be further polished based on last year's experience as well with the introduction of PATHS Programme to S.2. Some topics shall be incorporated or new areas shall be

explored according to the needs of students.

- The data concerning social service may not indicate the success criteria that over 70% of senior students view the experience beneficial to their development. Since students are free to choose the kind of community service that suits their time and interest, not all of them would do the kind of community service that requires in-depth interactions with others. To be practical, the success criteria might be adjusted. However, from students' sharing or reflection paper, the services did provide valuable learning experiences to them, which the formal curriculum held in classrooms cannot offer. They find the experience of serving others challenges them to leave their comfort zone, boost their concern for others or their family members and enhances their concern for the needy or underprivileged groups in society.

Remark: Assessment inventories or tools

1. School-based questionnaire, 5-point scale
2. Stakeholder questionnaires, 5-point scale
3. APASO II questionnaire (Attitude to School), 4-point scale

V. Our Learning and Teaching

The following strategies were used to enhance the academic performance of our students in HKDSE:

1. Investigate the success criteria of each subject by buying back scripts of the last HKDSE
2. Set a target for each subject department for the percentage of “5 or above” (Give Me Five)
3. Sharing experience by the best performers in HKDSE with S5 students
4. Use of Diversity Learning Grant to subsidize the high achievers to purchase reference books and attend different external mock examinations.

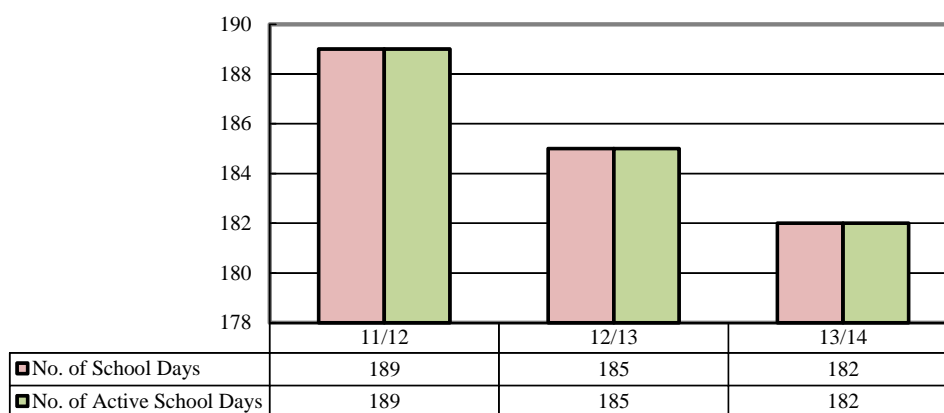
The HKDSE results showed the success of the above strategies. This year the overall percentage of “5 or above” of all subjects was 27.7% which is an increase of 4.8% compared with that of last year (22.9%, 2013), while 57.4% S6 students got university degree offers in JUPAS, which is an increase of 12.4% compared to that of last year (45.0%, 2013). The result shows that more support provided for those students who are at the borderline of getting university degree offers can make a significant improvement in the HKDSE results and the JUPAS offer rate.

Curriculum

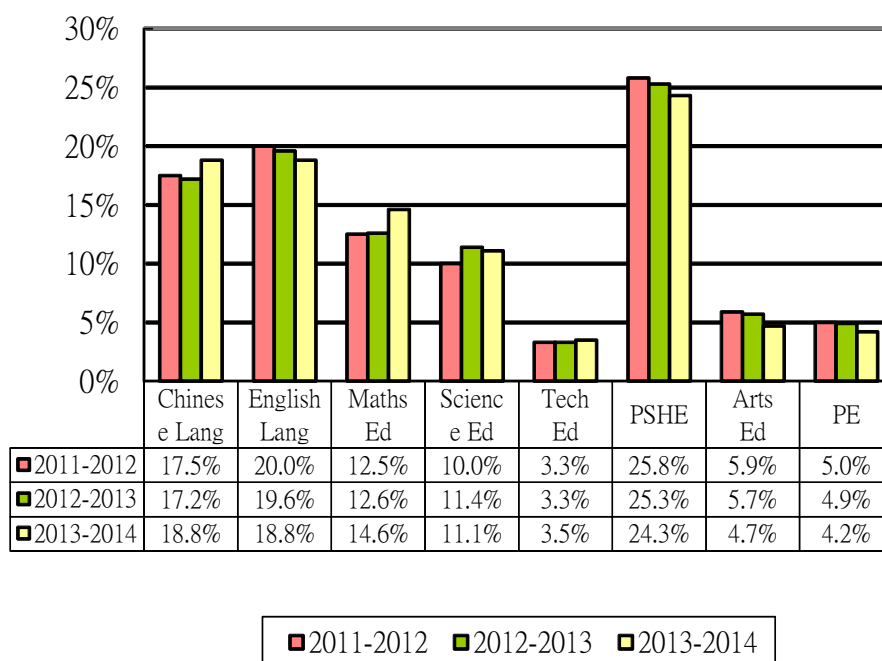
Subjects offered	S1 – S6					
	S1	S2	S3	S4	S5	S6
English Language	E	E	E	E	E	E
Chinese Language	C	C	C	C	C	C
Chinese Literature				C	C	C
Liberal Studies	E	E	E	E	E	E
Mathematics / Compulsory part	E	E	E	E	E	E
Mathematics Extended part (M1/M2)				E	E	E
Chinese History	C	C	C	C	C	C
Economics				E	E	E
History	E	E	E	E	E	E
Geography	E	E	E	E	E	E
Physics			E	E	E	E
Chemistry			E	E	E	E
Biology			E	E	E	E
Integrated Science	E	E				
Health Management & Social Care				E	E	E
Information and Communication Technology	E	E	E	E	E	E
Putonghua	P	P	P			
Visual Arts	E	E	E	E	E	E
Music	E	E	E			
Physical Education	E	E	E	E	E	C
Combined Arts (Music/ Creative Media)				E		
Combined Arts (Drama)					C	
Religious Education	E	E	E			C
Christianity and Life				C	C	
Life Education	C	C				
Guided Reading Lesson	C	C				
Career Education Programme			E/C			
Assembly / Class Teacher period	✓	✓	✓	✓	✓	✓

E: English as medium of instruction
 C: Cantonese as medium of instruction
 P: Putonghua as medium of instruction

Number of Active School Days



Lesson Time for the 8 Key Learning Areas (S1-S3)



VI. Support for Student Development

- The school has established a defined organizational framework to support students' moral, intellectual, physical, social, aesthetic, spiritual and emotional growth. A whole-school approach to student support is adopted to cultivate a caring culture.
- To live up to the Christian education mission, our students took an active role in community service and spiritual formation activities. The Religious Education Committee held a series of evangelization programmes throughout the year. Through collaboration with Extra-Curricular and Student Support Committees, service learning and community service was promoted across various levels. A caring and sharing culture was emphasized.
- The Students' Association played an important role in promoting students' leadership and learning. It organized joint-school activities for students to have more exposure to other school cultures as well as the community.
- Apart from the support of speech therapy and the development of social skills of SEN students, the support to SEN students was extended to their individual learning in preparing them for the HKDSE, specially in Chinese and Liberal Studies. Special career guidance was rendered to SEN students in their choice of electives and study pathways. The Student Support Committee endeavored to foster a caring and integrated school ethos through staff development, exchanges with a special school, workshops, visits and a year-long project with 'Treat' to promote an inclusive community.
- Apart from proactive intervention in cases and close collaboration with the school social workers, the Student Guidance Committee held a workshop to polish the teachers' skills in handling potential crises in the classroom. It also conducted various programmes to improve students' life and stress management skills. To encourage students to implement their goals, a fund was set up for them to put their dreams into practice.
- To continue the theme last year, the Discipline Committee held preventive and developmental programmes such as talks, workshops, game stalls and reading activities with the theme 'Change, You Can'. It aimed to cultivate the values of respect, righteousness, responsibility and compassion and address the need of establishing a healthy lifestyle, which covered the areas of substance abuse, internet addiction and resilience to adversities.

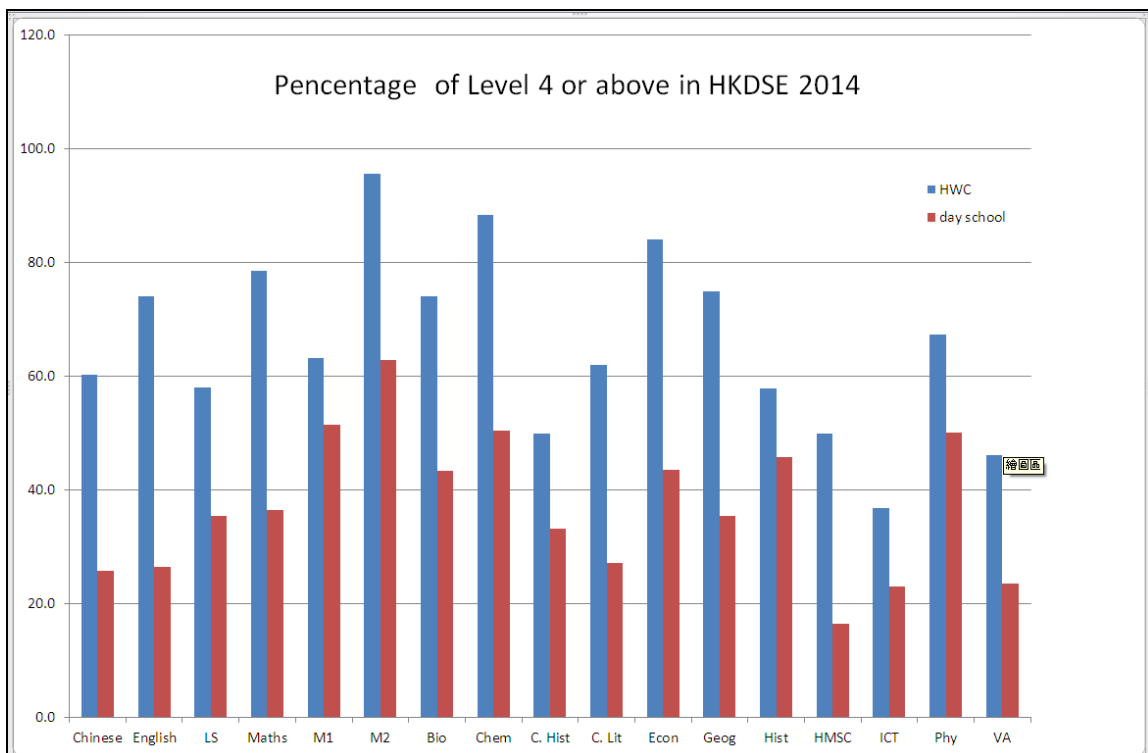
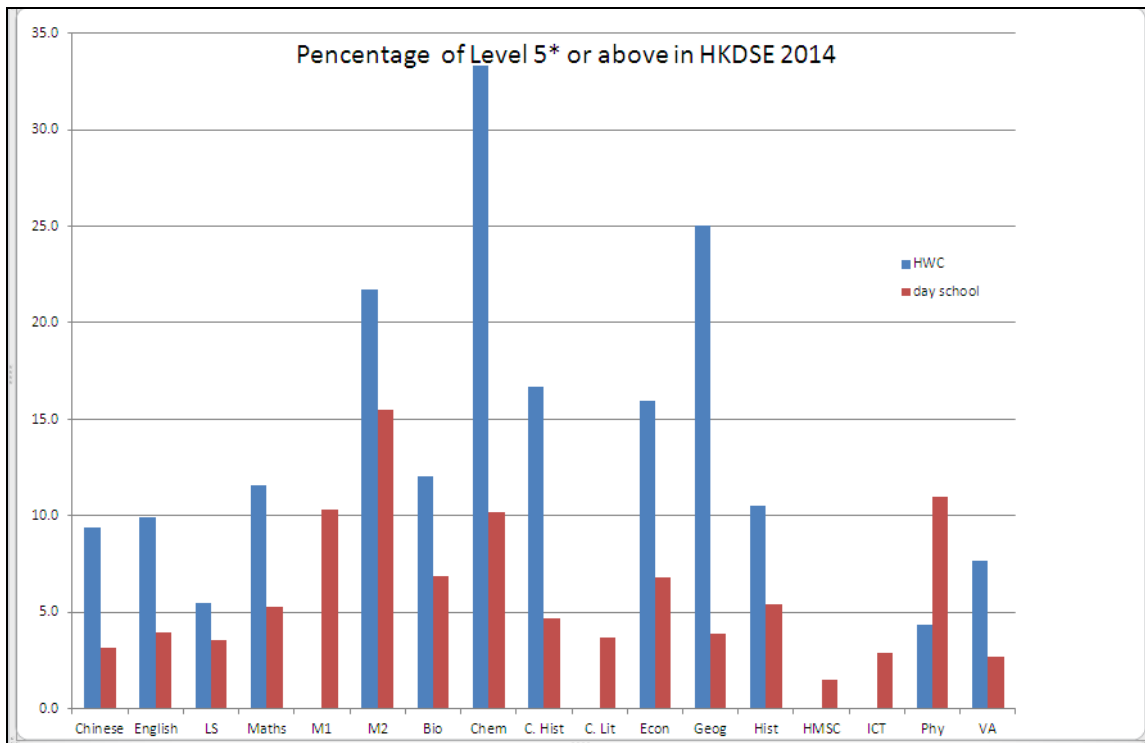
VII. Our Students' Performance

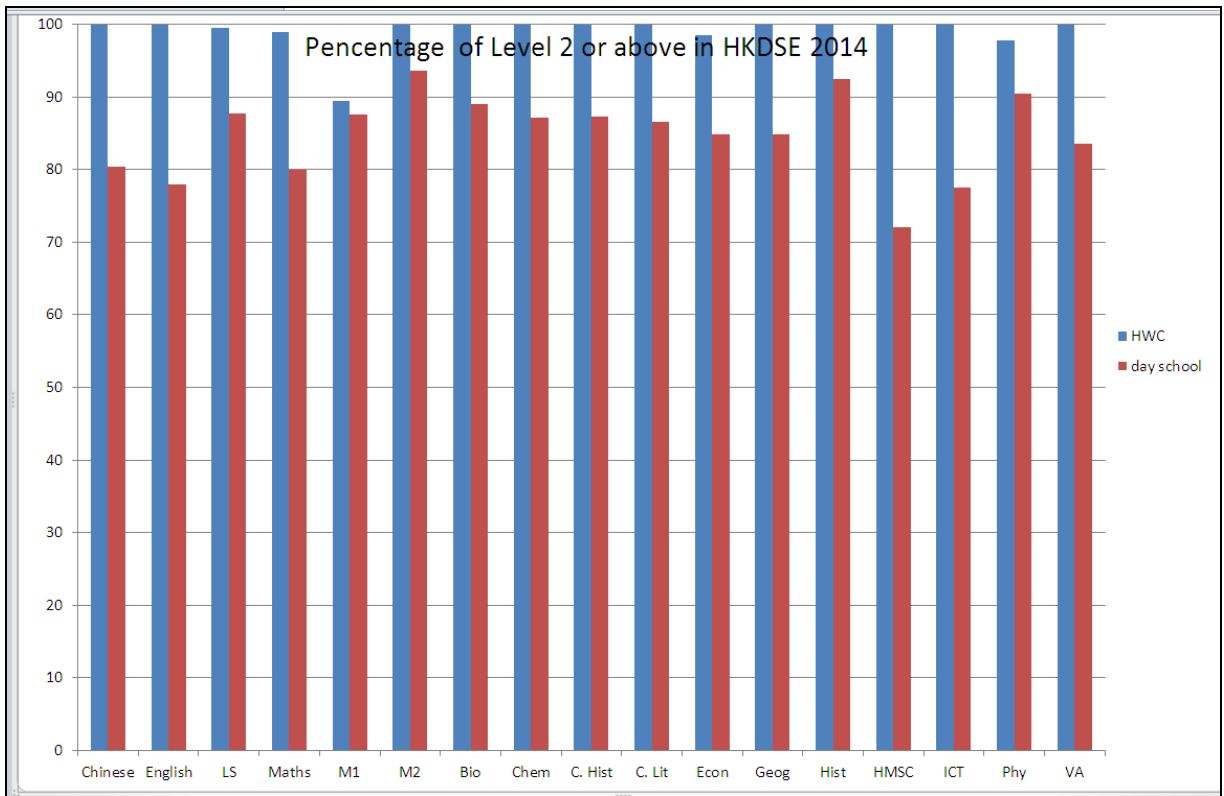
Destination of S6 HKDSE Graduates:

Destination	No. of Students	Percentage
Local Degree Programmes	107	59.1
Post-secondary Education / Vocational Training Council	49	27.1
S6 Repeat	4	2.2
Overseas Studies	8	4.4
Full-time Employment / Others	13	7.2

HKDSE Results:

HKDSE	2014	
	CCCHWC	All Day Schools
No. of Candidates Sat	181	65270
Candidates fulfilling the entrance requirement of tertiary institutions (%)	87.2%	40.4%





External Awards 2013-2014

P.E. Department

Girls 1998-2000 Group Division the National Youth Rhythmic Gymnastics Championship Youth Year in Beijing.

2B Yau Tsz Ching	All-Around	1 st runner-up
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Inter-school Athletics Championships 2014

Boys Overall		1 st runner-up
Boys A Grade		3 rd runner-up
Overall		1 st runner-up
4A Hui Wing Yau	High Jump	Champion
5D Cheung Ho Hin	High Jump	Champion
5D Cheung Ho Hin	Long Jump	Champion
5D Lai Yuk Man	Triple Jump	1 st runner-up
5E Hung Ka Lun	800m	2 nd runner-up
Boys B Grade		1 st runner-up
4A Li Shing Hon	Triple Jump	2 nd runner-up
4E Cheung Kwan Kin	100m	1 st runner-up
2E Wong Kin Fung, 4CWong Yu Chung, 4E Cheung Kwan Kin, 4E Cheung Kwan Wai	4 X 100m	
Boys C Grade		1 st runner-up
Overall		2 nd runner-up
1A Wong Tsz Chung	100m Hurdle	1 st runner-up
1C Chan Chak Kwan	High Jump	Champion
1C Kiang Tsz Kin	100m Hurdle	Champion
1B Tai Ka Ho, 1C Kiang Tsz Kin, 1D Wong Wai Yin, 2C Lam Cho Tak	4 X 100m	
Girls A Grade		Champion
4A Yiu Wai Yan	100m Hurdle	1 st runner-up
5B Hung Shuk Ling	Discus Throw	2 nd runner-up
5B Hung Shuk Ling	Shot Put	
Girls B Grade		2 nd runner-up
1C Ho Ka Yi	High Jump	1 st runner-up
2E Siu Mei Wai	Long Jump	

Inter-school Beach Volleyball Competition

Girls Beach Volleyball Team	1 st runner-up
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Inter-school Volleyball Competition

Girls A Volleyball Team	1 st runner-up
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Inter-school Football Competition

Boys A Football Team	1 st runner-up
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Inter-school Swimming Competition

Boys B Grade 3D Hau Ching Long	50m butterfly	Champion
Boys C Grade 2E Wong Hoi Hei	100 free style	Champion

South China Athletic Association Inter-School Athletic Meet

Boys A Grade 5D Cheung Ho Hin	High Jump	2 nd runner-up
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Heep Yuun School Volleyball for Two

3C Lo Sin Yan, 3C Tsang Sin Tung	1 st runner-up
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HK Junior Age Group Athletic Meet

Boys A Grade 5D Cheung Ho Hin	High Jump	1 st runner-up
Girls A Grade 4A Yiu Wai Yan	400m Hurdle	2 nd runner-up

Watsons Athletic Club Annual Challenge

Boys A Grade 5D Cheung Ho Hin	High Jump	2 nd runner-up
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Watsons Athletic Club Junior Athletics Challenge

Boys C Grade 1C Chan Chak Kwan	High Jump	1 st runner up
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TCAA Junior Athletic Meet

Boys A Grade 4A Hui Wing Yau	High Jump	2 nd runner up
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Wong Tai Sin Athletics Championships 2014

Boys E Grade		
1C Chan Chak Kwan	High Jump	Champion
1C Chan Chak Kwan	400m	1 st runner-up
1C Chan Chak Kwan	Long Jump	2 nd runner-up
1C Kiang Tsz Kin	60m	1 st runner-up
1C Kiang Tsz Kin	100m	1 st runner-up

St. Patrick's Catholic Primary School Athletic Meet

1C Kiang Tsz Kin, 1D Wong Wai Yin, 2C Lam Cho Tak, 2C Wai Pak Kiu	4 X100m	1 st runner-up
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Tze Wan Shan Catholic Primary School Athletic Meet

1B Tai Ka Ho, 1C Kiang Tsz Kin, 1D Wong Wai Yin, 2C Lam Cho Tak	4 X100m	1 st runner-up
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A.S. Watson Group Hong Kong Students Sports Awards

6C Yu Wing Wing

Student Represent HK to take part in International competitions:

2B Yau Tsz Ching

1. Singapore Open Gymnastics Championships 2013 (Singapore)
2. 13th Junior Rhythmic Gymnastics Asian Championships (Malaysia)
3. 2014 Pacific Rim Gymnastics Championships (Canada)
4. National Youth Rhythmic Gymnastics Championship (Beijing)

Science Key Learning Area

Senior Secondary Science and Mathematics Competitions

Mathematics	
6D Wong Chun Fung	High Distinction
6D Wong Tsz Yeung	Medal
6E Lau Tat Fai	Medal
Physics	
6D Wong Chun Fung	Medal
6D Wong Tsz Yeung	High Distinction
6E Chik Chung Yin	High Distinction
Chemistry	
6D Ho Wing Yin	High Distinction
6D Hsu Lok Yu	High Distinction

6D Lam Ho Lim	High Distinction
6D Lau Wing Yan	High Distinction
6D Leung Ching Yan	High Distinction
6D Lee Cheuk Hin	Medal
6D Tam Ka Bo	High Distinction
6D Wong Chun Fung	High Distinction
6D Wong Tsz Yeung	High Distinction
6E Lau Tat Fai	High Distinction
Biology	
6A Lam Po Yan	High Distinction
6D Lam Ho Lim	High Distinction

Australian National Chemistry Quiz (2013) HK Section

4C Leung Kwok Pang	High Distinction
4C Wong Ching Hung	High Distinction
4C Yim Oi Yan	High Distinction
4D Wong Ka Tung	High Distinction
5D Fung Oi Ying	High Distinction
5E Chau Ho Cheung	High Distinction
5E Lam Chin Hung	High Distinction
5E Tsang Hi Pong	High Distinction
6D Ho Wing Yin	High Distinction
6D Leung Ching Yan	High Distinction
6D Wong Chun Fung	High Distinction
6D Wong Tsz Yeung	High Distinction

International Junior Science Olympiad

3C Li Ming Chak	3 rd Class Honour
3D Kam Sin Yee	3 rd Class Honour
3D Ma Chun Hin	2 nd Class Honour

Music Department

The 66th Schools Music Festival

Age 14 and under		
2E Sun Sung Him	Solo Singing In English	2nd runner-up
Grade 7		
2C Cho Sum Yuet	Piano Solo	1 st runner-up
6A Tang Pui Kei	Piano Solo	2nd runner-up

International Joint Schools Music Competition

2A Tse Man Hei	Trumpet Solo	Champion
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Economics Department

HKCC Business Excellence Contest 2013/14 A Creative Product Development Plan

5A Chan Chit, 5A Ho Tsz Hang, 5A Leong Ka Yau, 5A Yeung Wing Yan, 5A Yim Pui Man	Bronze Award
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ECA Committee

Progressive Programme (Red Cross)

5D Wan Cheong Fai	Youth Attainment Badge
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The 8th Wong Tai Sin District Outstanding Students Award (2013-2014)

Senior High School Category 5D Lam Sau Han	Excellent Student Award
Junior High School Category 3D Yeung Pui Sze	Excellent Student Award

The 65th Hong Kong Schools Speech Festival

English

Solo Prose Reading Non-open Secondary 6 Boys 6A So Ka Leung	1 st runner-up
Solo Verse Speaking open Age 17 and over Boys and Girls 6A So Ka Leung	2 nd runner up

第六十五屆香港學校朗誦節

普通話組

中學一、二年級女子組詩詞獨誦 1C 何嘉兒 1D 周恩童	季軍 亞軍
中學三、四年級女子組詩詞獨誦 3D 張錦欣	亞軍
中學三、四年級男子組散文獨誦 4A 李承翰	亞軍

VIII. Financial Summary (2013 September to 2014 August)

	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)	4,937,212.58	
I. Government Funds		
Expanded Operating Expenses Block Grant		
(a) School Specific Grant		
1. Administration Grant	3,703,426.77	3,531,232.19
2. Noise Abatement Measures	446,679.00	154,106.00
3. Composite Information Tech. Grant	392,943.00	417,635.74
4. Capacity Enhancement Grant	537,792.00	458,670.20
<i>Sub-total</i>	5,080,840.77	4,561,644.13
(b) Non-School Specific Grant		
Baseline Reference	1,851,755.38	2,016,900.49
(c) Others :		
1. Deficit transferred from SSCSG, DLG & E.SSCSG	0.00	87,064.00
2. Funds set aside for SP/LSP	0.00	86,621.50
<i>Sub-total</i>	0.00	173,685.50
Total EOEBG	6,932,596.15	6,752,230.12
II. School Funds (General Funds)		
1. Tong Fai	168,020.00	0.00
2. Tuckshop rental	80,000.00	0.00
3. Donations	310,000.00	0.00
4. Library fine and printing card fee	8,679.50	0.00
5. Jockey Club Life Wide Learning Fund	214,350.00	204,500.90
6. Jockey Club Youth Enhancement Scheme	0.00	17,850.00
7. Collection of Fees for specific purposes (including electricity charges for air-conditioning)	364,889.25	353,012.80
8. CCFAP-SB for Cross Boundary Learning	17,900.00	144,000.00
9. Refined English Enhancement Scheme surplus return	0.00	68,999.00
10. Repairs and maintenance	0.00	199,241.60
11. Others	28,685.45	111,377.80
Total School Funds	1,192,524.20	1,098,982.10
Total surplus for school year	273,908.13	
Accumulated surplus as at the end of school year	5,211,120.71	

IX. Feedback on Future Planning

We continue to face great challenges ahead. In an inviting and harmonious learning environment, C.C.C. Heep Woh College aims to assist our students to possess positive values towards life. With the passion and collaboration of all our staff members, we endeavor to strengthen students' capacity in their personal and social development.

Teaching and learning are at the very heart of schooling. Our teachers will keep on developing and evaluating our teaching and learning effectiveness. They will continue to evaluate and readjust the teaching pedagogies and assessment strategies to address assessment changes, as well as to boost students' academic achievement and learning motivation. To cater for individual learning diversity, tutorial classes for high achievers and students with learning difficulties will be arranged.

As well, the Staff Development Committee fosters teachers' learning. It focuses on strengthening teachers' collegiality, collaboration and sharing culture by implementing Knowledge Management. This includes establishing a Knowledge Repository and promoting Communities of Practice and Lesson Study. This will facilitate teacher sharing in order to enhance teachers' professionalism for facing the waves of changes brought by education reform and societal transition.

The coming academic year will be the third year of this cycle of the School Development Plan. Our school will evaluate our achievements, and identify the need for further development and improvement to formulate the next cycle.

We pray that the Lord grants us strength and bestows us with grace.

X. Appendix

香港賽馬會全方位學習基金：全年活動簡報 (2013 / 14)

填妥後請於本年九月十五日或以前傳真至課程發展處全方位學習及圖書館組。

傳真號碼：2892 6428

校名： 中華基督教會協和書院 學校編號： 170470 帳目編號： 1067

(一) 開支總結：

2013/14 撥款	-	2013/14 支出	=	餘額 (此金額須退回教育局) ⁽¹⁾
\$214350		\$204500.9		\$9849.1

註(1)：如有餘款，a) 官立、私立及停辦學校請根據本局日後的提示，以支票退回餘款；b) 其他學校則毋須以支票退款，本局會直接從學校戶口扣除餘額。

(二) 受惠學生人數(即合資格並已領取津貼的學生)：

年級	綜援 ⁽²⁾	學生資助 全額津貼：	其他有經濟 困難的學生	合共	年級	綜援 ⁽²⁾	學生資助 全額津貼：	其他有經濟 困難的學生	合共
P1:					S1:	0	28	0	28
P2:					S2:	20	44	0	64
P3:					S3:	9	36	0	45
P4:					S4:	16	44	0	60
P5:					S5:	11	35	0	46
P6:					S6:	8	42	0	50
小計：				(a)	小計：	64	229	0	(b)293
									總受惠人數 (即 a + b): 293

(三) 活動報告：(如空間不足，請加附頁)

	全方位學習活動的名稱 ⁽³⁾	資助的用途 (如：入場費、交通費等)	舉辦機構 ⁽⁴⁾		活動舉行地點 ⁽⁴⁾		在香港賽馬會全方位學習基金資助下的：		
			本校	認可機構	本港	境外	支出	受助學生人次 (非人數)	
1.	交流團	團費、交通費及入場費	✓			✓	61899.6	35	
2.	樂器班	導師費	✓		✓		67300	48	
3.	興趣班	報名費、材料費及導師費	✓		✓		8145	21	
4.	教育營	營費及交通費	✓		✓		14923	51	
5.	校隊訓練	教練及器材費	✓		✓		19385.8	44	
6.	校際比賽	報名費	✓		✓		4512.4	14	
7.	領袖訓練	營費及導師費	✓		✓		15203.1	53	
8.	全方位學習日	入場費及交通費	✓		✓		13132	293	
							總數	204500.9	559

註(2)：請填上清晰明確的活動名稱。「全方位學習活動」、「課外活動」等名稱較為籠統，不宜使用。

註(3)：請在合適的空格加上「✓」。

註(4)：近年全港學校的基金用款率平均達 90%或以上。

上述資料由學校的基金負責人填寫，並經校長或校長授權人員覆核，達至內容準確無誤。

基金負責人員簽署：		校長簽署：	
基金負責人員姓名：	陳淑端 *老師/主任/書記/其他：_____	校長姓名：	朱啓榮

聯絡電話： 23234265

日期： 11-9-2014

校本課後學習支緩計劃報告 2013-14

(1) 開支總結：

2013/14 撥款	-	2013/14 支出	=	餘額
\$140400+83716.4 (B/F12/13)=224116.4		\$50280.1		\$173836.3

(2) 活動報告：

	學習活動名稱	資助的用途 (如：入場費、交通費等)	舉辦機構 ⁽⁴⁾		活動舉行地點 ⁽⁴⁾		在校本課後學習支緩計劃資助下的：	
			本校	認可機構	本港	境外	支出	合資格的受助學生人次
1.	英文班	導師費	✓	✓	✓		24000	15
2.	增潤課程	導師費	✓	✓	✓		15100	9
3.	領袖訓練	營費及交通費	✓		✓		11180.1	14
總數							50280.1	38

負責老師簽署： _____

負責老師姓名： 陳淑端

日期： 15-9-2014

Diversity Learning Grant (DLG) Report in 2013-2014:

DLG funded Programme(s)	Strategies & benefits anticipated	Name of programme(s) and provider(s)	Duration of the programme	Target students	No. of students involved in 2012-2013	Evaluation of student learning / success indicators	Teacher-in-charge
Gifted Education Programmes	Subsidize gifted students to join the gifted education programmes organized by tertiary institutes.	Gifted education programmes organized by tertiary institutes including HKUST, HKU, and HK Poly U.	3 years	S.4 to S.5 elite students	About 150 students	<ul style="list-style-type: none"> - Students showed positive comments towards the courses. - Teachers agreed that the courses provided could stretch students' ability. 	Mr. Pang Chung Yin (DLG Coordinator)
Applied Learning	To offer a range of APL courses for students with different learning needs and interests. To provide students with opportunities to acquire diversified learning experiences and develop career aspirations.	Students can apply for any courses that they are accepted by the course providers.	180 hours in 2 years	S.5 to S.6 Students who are interested in the courses	About 15 students	<ul style="list-style-type: none"> - 100% of students showed positive comments about the course. - 95% of students passed relevant assessments and examinations. - 7 students (46.7%) awarded "Attained with Distinction" - 6 students (40%) awarded "Attained" - 2 students (13.3%) got "Unattained" 	Ms. Chow Sze Ying Emily (Career Guidance)