



The Church of Christ in China
Heep Woh College

Annual School Plan

2023-2024



CCC Heep Woh College
Annual School Plan (2023-2024)

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 the 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 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 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 2023–2024: Let There Be Light (恩光啟迪 潛能盡展)

The Theme of School Core Values: Faith

Ephesians 5:8b (New International Version)

^{8b} You are light in the Lord. Live as children of light ⁹(for the fruit of the light consists in all goodness, righteousness, and truth) ¹⁰and find out what pleases the Lord.

The phrase “**Let there be light**” comes from [Genesis 1:3](#).

- The Light appeared as a thing separate from darkness. We are holy and pure, different from the world. We do not conform to the pattern of this world but be transformed by the renewing of our minds. (Romans 12:2)
- The Light is often used as a metaphor in the Bible, and the word **illumination** (“divine enlightenment of the human heart with the truth”) helps us understand truths by bringing things into the light.
- Jesus Himself is “the Light of the World” ([John 8:12](#)). God gives up hope. God also wants us to live as the children of light to become a day-by-day lifestyle that is pleasing and honouring to reflect God’s holiness, goodness, grace, righteousness, integrity, kindness, gentleness, His truth, and His sincerity.
- Being Children of God, we should arise, shine ([Isiah 60:1-2](#)) and reflect God’s light to show His humility and patient endurance, and our life should blossom into godly fruitfulness, reflecting the love of God in the face of Christ Jesus, our Lord, to glorify God.

“**Let there be light**” will be used in the upcoming three-year plan to arouse our students’ awareness that we need Spiritual Illumination to enlighten our hearts and minds to understand that we are the children of Light by

- Developing students’ healthy lifestyles with good physical, mental, emotional, spiritual and social well-being;
- Strengthening students’ confidence in their whole-person development
- Nurturing our students with good moral characters with positive values and attitudes to respect our society, nation, and multiple cultures all over the world.

We formulate policies, organise programmes, shape culture, and offer opportunities to experience the Major Concerns for the upcoming three-year plan.

✦ **Provide opportunities for students to think positively 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 sentences and adopt the “*Growth Mindset*”* as mental models to make a breakthrough of their comfort zones to improve themselves.

✦ **Provide opportunities for students :**

- To serve others (Service Learning, Decorating class notice board or other services in class)
- To shoulder responsibilities (e.g. Class Monitor, Subject Monitor, Campus Tour Guide and School Ambassador etc.)
- To experience different activities, presentations and competitions (other form-based activities) and leadership training

✦ **Enhance students’ learning confidence and cater to different learners’ needs, enhance students’ confidence in learning**

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

	Major Concerns
1	Developing students’ healthy lifestyles
2	Strengthening students’ learning confidence
3	Nurturing students’ citizenship with National and Global Identity

2023–2024 School Plan

Major Concern 1: Developing students’ healthy lifestyles

Briefly list the feedback and follow-up actions from the previous school year:

1. Students may need more teachers’ guidance on how to set specific goals with concrete planning and preparation with realistic expectations
2. Students’ self-management should be guided in enhancing students’ healthy lifestyles, such as time management, daily routines, and sleep pattern,
3. Students may need more teachers’ guidance on how to develop the well-being of a whole person physically, emotionally, mentally, and spiritually.

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To develop students’ skills and attitudes to make healthy choices, including physical health, and mental and social well-being, with the aim that students can thrive in all areas of their lives.	(a) Organize school assemblies and class assemblies for students in all forms to acquire skills in time management, self-management, and developing healthy daily routines, especially the time for rest and sleep.	Sep 23 – June 24	Evaluate the implementation process at least one time during committee meetings	<ul style="list-style-type: none"> · Evaluation report compiled by committees · Committee meetings 	CYM, CWH, CM, KCH, HCP, AHY, KSM, CYK, FTK,	
	(b) Provide preventive and development programmes to strengthen students’ stress management skills.	Sep 23 – June 24				
	(c) Establish a caring and support system for assisting students’ daily routines. Set up a form-based platform by master/mistress with representatives from Guidance Committee, Discipline Committee, Academic Committee, Career Guidance Committee (only S3-S6) and Class teachers to track the needs of students in daily routines and provide support to them.	Sep 23 – June 24				
	(d) Let students experience art appreciation, sports, and health-related elements in learning.	Sep 23 – June 24				

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To enable students to discover their passions, recognize their own potential, and develop the capacity to make goals for their lives in order to unlock their full potential and achieve their dreams	(a) Provide students with a variety of extra-curricular activities, including music, art, sports, and academic clubs, and opportunities for recognition and advancement.	Sep 23 – June 24	<ul style="list-style-type: none"> · 70% of students joined the activities · Evaluate the implementation process at least one time during committee meetings 	<ul style="list-style-type: none"> · Participation Rate · Feedback from teachers and students · Interview with teachers · School-based questionnaire 	CYM, CM, CST, CKM, KSM, CYK, WKM	
	(b) Conduct school assemblies and class assemblies for students in all forms to acquire goal-setting skills.	Sep 23 – June 24				
	(c) Encourage students to engage in learning using e-learning strategies before, during, and after lessons.	Sep 23 – June 24				
To foster a sense of social responsibility, and empathy, and encourage students to use their talents and abilities to make a positive impact on others, the community, and the world around them. (Let there be light)	(a) Foster students' faith in action with Christian value and education and emphasizes the need for practical experience.	Sep 23 – June 24	<ul style="list-style-type: none"> · 70% of students joined the activities · Evaluate the implementation process at least one time during committee meetings 	<ul style="list-style-type: none"> · Participation Rate · Feedback from teachers and students · Interview with teachers · School-based questionnaire 	CYM, FTK, CPY, HKW, CST, CKM	<ul style="list-style-type: none"> · Time and expertise · Manpower · Funding support · Guest speakers · In-house sharing · Teachers IT support
	(b) Provide leadership opportunities for students to take on leadership roles in the classroom and extra-curricular activities inside and outside school.					
	(c) Explore the possibilities of service learning for lower-form students to help them understand the needs of the local community.					
	(d) Restart the social service requirement for S.3-S.5 students.					

Major Concern 2: Strengthening students' learning confidence

Briefly list the feedback and follow-up actions from the previous school year:

1. Most students should have more learning motivation and a more proactive attitude to acquire knowledge and needs to enhance their learning confidence.
2. Most students should have a regular reading habit to absorb knowledge out of curriculum and textbooks and enhance their language proficiency.
3. Some students may not have enough confidence in using English to communicate in daily conversation. They need to acquire more vocabulary.

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To stimulate learning motivation and enhance students' confidence in learning	(a) Recognize students' efforts and achievements in learning and formulate a policy and an award system to encourage students	Sep 23 – June 24	70 % of teachers agree that they are satisfied with the policy	<ul style="list-style-type: none"> • Department or Committee evaluation • Survey 	WCT, CYM, CM, TTT, and all Subject Department Heads	
	(b) Provide training in Learning Skills to teachers and student leaders to transfer skills to overall students	Sep 23 – June 24	70 % of teachers and student leaders agree that they are satisfied with the training provided	<ul style="list-style-type: none"> • Survey • Feedback from teachers 	CM, MHT, and Staff Development Committee	<ul style="list-style-type: none"> • Training provided by external experts
	(c) Organize workshops to enhance students' learning motivation	Sep 23 – June 24	70 % of teachers and student leaders agree that they are satisfied with the workshop	<ul style="list-style-type: none"> • Survey • Feedback from teachers 	CM, LWK, LSY	<ul style="list-style-type: none"> • Training provided by external experts
	(d) Provide extension classes on academic subjects to let students explore more interesting subjects	Sep 23 – June 24	70 % of teachers and student leaders agree that they are satisfied with the classes	<ul style="list-style-type: none"> • Survey • Feedback from teachers 	CM, LWK, LSY and the Department Heads	<ul style="list-style-type: none"> • Training provided by alumni
	(e) Maximize learning opportunities for higher achievers	Sep 23 – June 24	Evaluate the implementation process at least one time during committee meetings	<ul style="list-style-type: none"> • Survey • committee meetings 	CM, LWK, LSY	<ul style="list-style-type: none"> • Training provided by alumni
	(f) Strengthen learning support for students with learning needs	Sep 23 – June 24			CM, LWK, LSY	<ul style="list-style-type: none"> • Training provided by alumni
	(g) Align curriculum and assessment to let students gain confidence in learning	Sep 23 – June 24			WCT, CYM, CM, TTT, and all Subject Department Heads	

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To enhance language proficiency	(a) Formulate a policy for enhancing students' reading habits	Sep 23 – June 24	70 % of teachers agree that they are satisfied with the policy	<ul style="list-style-type: none"> Department or Committee evaluation Survey 	CM, TTT, and all Subject Department Heads	
	(b) Organize teacher workshops to enhance teaching effectiveness for reading strategies	Sep 23 – June 24	70 % of teachers agree that they are satisfied with the training provided	<ul style="list-style-type: none"> Survey Feedback from teachers 	CM, LWK, LSY and the Department Heads	
	(c) Encourage students to build up their reading habits	Sep 23 – June 24	<ul style="list-style-type: none"> 70 % of teachers agree that they are satisfied with the students' performance 70 % of students agree that they have developed reading habits 	<ul style="list-style-type: none"> Survey Feedback from teachers and students 	CM, LWK, LSY, CWP and the Department Heads	
	(d) Provide students opportunities to enhance language proficiency, such as English Ambassadors, PTH Ambassadors, choral speaking, drama, and debate	Sep 23 – June 24	70 % of teachers agree that they are satisfied with the students' performance	Committee Meetings	CM, LWK, LSY and the Department Heads	
To facilitate students to adapt to the transition of different key stages	(a) Review assessment design so as to foster students' learning confidence	Sep 23 – June 24	Evaluate the implementation process at least one time during AAC Committee Meetings	Committee Meetings	CM, LWK, LSY and the Department Heads	
	(b) Map generic skills across subjects at the same level and across different levels	Sep 23 – June 24				
	(c) Collect data on students' prior knowledge and skills before they enter S.1	Sep 23 – June 24				

Major Concern 3: Nurturing students' Citizenship with National and Global Identity

Briefly list the feedback and follow-up actions from the previous school year:

1. A specific long-term development orientation for nurturing students' National and Global identities should be formulated.
2. Our school should organize activities and design a curriculum to inculcate students' affection for the nation, broaden their exposure, and respect the multicultural society.

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To develop students with good moral character with positive values and attitudes	(a) Provide training for teachers and student leaders to develop good moral characters for students,	Sep 23 – June 24	70 % of teachers and student leaders agree that they are satisfied with the training provided	<ul style="list-style-type: none"> • School-based questionnaire 	CYM and Moral & Civic Ed. Committee	<ul style="list-style-type: none"> • Training provided by external experts
	(b) Organize workshops to enhance students' positive values and attitudes,	Sep 23 – June 24	70 % of teachers and students agree that they are satisfied with the training provided	<ul style="list-style-type: none"> • School-based questionnaire • Evaluation in committee meetings 	CYM, KCH, HCP, AHY and Moral & Civic Ed. Committee	
	(c) Organize service learning to foster helping spirits among students	Sep 23 – June 24	70 % of participating students were satisfied with the experience	<ul style="list-style-type: none"> • School-based questionnaire • Evaluation in committee meetings 	CYM, CST, CKM, FTK	<ul style="list-style-type: none"> • NGO outside school
	(d) provide opportunities for students to show or present their <ul style="list-style-type: none"> - Core Values - National Identity - National Security knowledge - Global Awareness 	Sep 23 – June 24	70 % of teachers agree that they are satisfied with the students' performance	<ul style="list-style-type: none"> • School-based questionnaire • Evaluation in committee meetings 	CYM and Moral & Civic Ed. Committee	

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To help students understand Chinese History, Culture, and National Security Knowledge	(a) Review the JS curriculum to identify the gap in Chinese History, Culture, and National Security Knowledge and reinforce the learning of Chinese history and Chinese culture,	Sep 23 – June 24	The Curriculum Map for the elements will be generated,	<ul style="list-style-type: none"> • Document 	CYM, CM, LSY, and all Subject Department Heads	
	(b) Organize exchange tours to enhance students' understanding to understand our country,	Sep 23 – June 24	70 % of participating students were satisfied with the experience	<ul style="list-style-type: none"> • Survey 	CYM, CST, CKM	
	(c) Provide opportunities for students to show or present their learning outcomes from the curriculum or other activities	Sep 23 – June 24	70 % of students were satisfied	<ul style="list-style-type: none"> • School-based questionnaire • Evaluation in committee meetings 	CYM, CST, CKM and all Subject Department Heads	