



The Church of Christ in China  
Heep Woh College

# Annual School Plan

## 2025-2026



# CCC Heep Woh College Annual School Plan (2025-2026)

## 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 2024–2025: 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)***

<sup>8b</sup> *You are light in the Lord. Live as children of light* <sup>9</sup> *(for the fruit of the light consists in all goodness, righteousness, and truth)* <sup>10</sup> *and 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, organize 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**

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

## 2025–2026 School Plan

### Major Concern 1: Developing students' healthy lifestyles

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

1. **Application of 4Rs Lifestyle:** While students understand the 4Rs concept, feedback indicates a gap in its consistent, practical application in their daily lives.
2. **Structured Self-Reflection:** Students lack a systematic way to track and reflect on their achievements, which hinders their ability to recognize their own progress and fully develop a Growth Mindset.
3. **Emotional Resilience:** Students' skills for managing stress and coping with negative emotions remain an area requiring further development and support.
4. **Physical Activity Levels:** Student motivation and participation in regular physical exercise are below the desired levels and need to be actively encouraged.

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.	<ul style="list-style-type: none"> <li>Organize school assemblies and class assemblies for students in all forms to uphold 4Rs healthy daily routines.</li> </ul>	Sep 25 – July 26	70% of students agreed that they had improved their ability to manage stress and cope with negative emotions.	<ul style="list-style-type: none"> <li>Programme Evaluation report</li> <li>School-based questionnaire</li> <li>Teacher observation</li> <li>APASO</li> <li>SHS</li> <li>Focus group interview with students</li> </ul>	CYM, CWH, KCH, HCP, AHY, KSM, YCL,  <u>Class Atmosphere:</u> CYM, CM, TTT, CWH  <u>Arts appreciation:</u> WHM, CYK,	Classroom setting,  Mental health room,  Miniature Learning Centre,  Sport activities,  Subsidies to carry out activities,
	<ul style="list-style-type: none"> <li>Provide preventive and development programmes to strengthen students' stress management skills.</li> </ul>	Sep 25 – July 26	70% of students express that they do more exercise this year.			
	<ul style="list-style-type: none"> <li>Establish a caring and support system for assisting students' daily routines. Enhance the 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.</li> </ul>	Sep 25 – July 26	<ul style="list-style-type: none"> <li>Positive emotion: over 100</li> <li>Emotion (No</li> </ul>			
	<ul style="list-style-type: none"> <li>Let students experience art appreciation, sports, and health-related elements in learning. Students should be motivated to do more exercise.</li> </ul>	Sep 25 – July 26				

			anxiety and depressive symptoms): over 85 <ul style="list-style-type: none"> <li>▪ Physical training: over 85</li> <li>▪ No loneliness: over 100</li> </ul> <u>SHS</u> <ul style="list-style-type: none"> <li>▪ Q18: over 3.5</li> <li>▪ Q16: over 3.45</li> </ul>			
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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	(a) Provide students with various extra-curricular (ECA) activities, including music, art, sports, and academic clubs, and opportunities for recognition and advancement. Encourage students to choose at least one ECA activity to join to discover their potential	Sep 25 – July 26	<ul style="list-style-type: none"> <li>· 80% of S1-5 students joined at least one ECA.</li> <li>· 75% of S1-5 students enjoyed in their ECA.</li> </ul>	<ul style="list-style-type: none"> <li>· Participation Rate</li> <li>· Satisfaction rate of ECA</li> <li>· Feedback from teachers and students</li> </ul>	CYM, CM, TTT, CKM, KSM, CYK, WKC	Resources for carrying out ECA and OLE, PGP
	(b) Conduct targeted assemblies to train students in setting clear goals and developing actionable strategies for achieving them.	Sep 25 – July 26	<ul style="list-style-type: none"> <li>· 70% students make good use of the Personalized</li> </ul>	<ul style="list-style-type: none"> <li>· School-based questionnaire</li> <li>· Teacher</li> </ul>		
	(c) Equip students with Information Literacy skills, including the responsible and ethical use of AI. <i>(reference: 2023/25 Encourage students to engage in learning using e-learning strategies)</i>	Sep 25 – July 26				

dreams	<i>before, during, and after lessons.)</i>		Growth Portfolio (PGP) to record and review their OLE participation and do reflection. · APASO - IT (less using in leisure time): over 90 · SHS (Q22, 24): over 3.8	observation · APASO · SHS ·		
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)	<b>(a)</b> Foster students' faith in action with Christian values and education, and emphasizes the need for practical experience.	Sep 25 – July 26	· 60% of students agree they have a good or better impression of Christian faith. · 75% of S4-5 students and 50% junior form students joined service-learning activities.	· Participation Rate · Feedback from teachers and students · School-based questionnaire · Teacher observation · Focus group interview	CYM, YCL and REC, HKW CKM, CKL, School social worker (service learning)	· Support of HW church · Partner churches (Mentorship Programme) · Leaders Academy
	<b>(b)</b> Offer diverse leadership and service learning opportunities through classroom roles, extra-curricular activities, and community engagement.					
	<b>(c)</b> Develop student leadership and service skills by providing a range of roles and opportunities within the school and the wider community. <i>(reference: 2023/25: Explore the possibilities of service learning for lower-form students to help them understand the needs of the local community.)</i>					

	(d) Strengthen the social service requirement for S.3-S.5 students.		<ul style="list-style-type: none"> <li>· 50% of students took up a leading role with satisfactory performance.</li> <li>· APASO :higher than</li> </ul>	with students		
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## Major Concern 2: Strengthening students' learning confidence

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

1. **Academic Ownership:** Feedback indicates a need to foster greater proactivity in students' learning attitudes and to cultivate a more diligent and responsible approach towards assignments and revision.
2. **English Communication Confidence:** Some students lack confidence in using English for daily communication, requiring targeted vocabulary expansion and more structured opportunities to apply their language skills in practical settings.
3. **Catering for Learner Diversity:** While many departments saw success with less able students, there is a need to implement consistent, department-wide strategies to systematically cater to the full spectrum of learner diversity.

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 25 – July 26	<ul style="list-style-type: none"> <li>· 70 % of students agree the school provides sufficient information about awards and scholarships to them.</li> <li>· 30% of students agree the award system motivated them to strive for a better achievement.</li> <li>· attended the academic activities and performed actively.</li> <li>· 70% of students showed motivation and confidence in learning.</li> <li>· 70% of students used the learning skills during study.</li> <li>· Over 80 elite students joined</li> </ul>	<ul style="list-style-type: none"> <li>· Programme evaluation</li> <li>· Feedback from teachers</li> <li>· APASO and SHS</li> <li>· School-based questionnaire</li> <li>· Teacher observation</li> <li>· Focus group interview with students</li> <li>· Student Assignments</li> </ul>	TTT, CM, CE, CKM, LWF	External awards and scholarships
	(b) Provide training in Learning Skills to teachers to transfer skills to overall students (e.g. AI, SRL, Thinking Routines)				CM, MHT	<ul style="list-style-type: none"> <li>• CoP</li> <li>• Training provided by external experts</li> </ul>
	(c) To help students actively participate in class (e.g. note-taking, discussion, presentation) ( <i>reference: 2023/25 - Organize workshops to enhance students' learning motivation</i> )				CM, LWK, LSY, SWL and all Subject Department Heads	<ul style="list-style-type: none"> <li>• Training provided by external experts</li> </ul>
	(d) Support academic departments in formulating specific DSE goals and designing inclusive strategies to address diverse learning needs.				CM, LWK, LSY, SWL, and all Subject Department Heads	

	(e) Enhance learning support systems for students with diverse needs, with a targeted focus on junior forms, ensuring rigorous monitoring of academic progress through homework and assessments.		<p>the gifted education programmes and performed actively.</p> <ul style="list-style-type: none"> <li>· 70% of students agreed that they get the necessary learning support from school.</li> <li>· Identify students with poor learning attitudes or learning difficulties, provide support to them and see their improvement.</li> <li>· SHS (Q.03-10): over 3.75</li> <li>· APASO - Homework and revision: over 90</li> </ul>		CM, LWK, LSY, SWL, and all Subject Department Heads	
	(f) To help students track their learning progress by using assessment for learning strategies. <i>(reference: 2023/25 Align curriculum and assessment to let students gain confidence in learning.)</i>				CM, TTT, and all Subject Department Heads	CUHK QSIP support

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To enhance language proficiency	(a) Implement measures to enhance the reading atmosphere of the school	Sep 25 – July 26	<ul style="list-style-type: none"> <li>· 70 % of students agree that they have read more books compared with 2024/25.</li> <li>· SHS Q.12: over 3.35</li> <li>· APASO – readings: over 95</li> <li>· The number of book borrowings in the library increased compared with 2024/25</li> <li>· Most students have better</li> </ul>	<ul style="list-style-type: none"> <li>· SHS</li> <li>· School-based questionnaire</li> <li>· Student Assignments</li> <li>· Students’ exam result</li> <li>· Teachers’ observation</li> </ul>	CM, KKT, TSF, CWP, KLA Coordinators, all Department Heads,	Extra manpower from the NET grant
	(b) Engage students with KLA-based reading activities					
	(c) Integrate English language development within all subjects taught in the English medium, equipping students with the specific vocabularies and language skills required for each subject.					

			results in their English exam (internal and DSE)			
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### Major Concern 3: Nurturing students' Citizenship with National and Global Identity

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

- National & Global Identity:** Implement the strategic plan developed in 2024/25 to strengthen students' sense of identity as citizens of both the nation and the world, ensuring alignment with the National Security Education framework and the Sustainable Development Goals (SDGs).
- Curriculum for International Awareness:** Organize school-wide activities and enhance the curriculum to nurture students' affection for our nation, expand their international exposure, and instill a deep respect for international awareness.

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) Strengthen student character and promote positive habits by refining the school's disciplinary framework and enhancing the formative responsibilities of class teachers.	Sep 25 – July 26	<ul style="list-style-type: none"> <li>· 50 % of student leaders attended the moral character training and performed actively.</li> <li>· 50 % of student leaders attended training sessions on positive values and attitudes and performed actively.</li> <li>· 70 % of participating students agree that they are motivated to serve others.</li> <li>· 70 % of students showed positive values and attitudes.</li> <li>· 70 % of students demonstrate they have a solid foundation of National Identity and National</li> </ul>	<ul style="list-style-type: none"> <li>· Programme evaluation</li> <li>· Feedback from teachers</li> <li>· APASO and SHS</li> <li>· School-based questionnaire</li> <li>· Teacher observation</li> </ul>	CWH, HCP, AHY, all Form Masters/ Mistress and all class teachers	Morning assemblies, assemblies and Class Periods
	(b) Implement a structured program of activities designed to cultivate positive values and attitudes, supported by a robust framework to evaluate program effectiveness.				CYM, KCH, HCP, AHY, YCL	Guest speakers
	(c) Organize servant leadership training to foster helping spirits among students.				CYM, CWH, CKM, YCL	Leaders Academy, NGOs
	(d) Implement the whole-school value education framework to provide opportunities for students to show or				CYM, CKL, all Subject Panel Heads	

	present their Core Values <i>(reference 2023/25 - Review the implementation of Value Education to identify the gap, and construct a whole-school framework to provide opportunities for students to show or present their Core Values.)</i>		Security knowledge. <u>SHS</u> · Q.18: over 3.5 · Q.19, 21, 22: over 3.75 APASO · Leadership: over 100			
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Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To help students understand Chinese History and Culture, National Education (NE), and National Security Education (NSE) Knowledge	<b>(a)</b> To design assignments/activities that strengthen students' knowledge on National Security and global awareness (e.g. SDG)	Sep 25 – July 26	80% of the students participate in the activities or complete assignments designed by departments.	<ul style="list-style-type: none"> <li>· Programme evaluation</li> <li>· Feedback from teachers</li> <li>· APASO and SHS</li> <li>· School-based questionnaire</li> <li>· Teacher observation</li> <li>· Focus group interview with students</li> <li>· Student Assignments</li> </ul>	CYM, CM, LSY, and all Subject Department Heads	EDB resources
	<b>(b)</b> Organize exchange tours to deepen students' understanding of our nation's history, culture and development.		Students can complete the task and provide reflections related to National Security or global awareness.		CYM, CKM	Subsidies, external organization support
	<b>(c)</b> Provide opportunities for students to show or present their learning outcomes from the curriculum or other activities		70 % of participating students have a positive impression of our country.  Relation areas in APASO: over 115		CYM, CKM and all Subject Department Heads	Miniature Interdisciplinary Learning Programme

To help students understand the world through global awareness and respect for cultural diversity	<p>(a) Promote the Sustainable Development Goals (SDG) and the National Security Education.</p> <p>(b) Invite guests with a global perspective or from minority groups to share with students</p> <p>(c) Organize multicultural activities to provide opportunities for students to broaden their exposure</p>		<p>70% of S1-5 students have a better understanding of the SDG.</p> <p>60% of S1-5 students agree they are more aware of international awareness</p> <p>APASO – Thinking in a different perspective: over 100</p>	<ul style="list-style-type: none"> <li>· Programme evaluation</li> <li>· Feedback from teachers</li> <li>· APASO and SHS</li> <li>· School-based questionnaire</li> <li>· Teacher observation</li> <li>· Focus group interview with students</li> <li>· Student Assignments</li> </ul>	CYM, CM, CKL, all subject department heads	<p>NGOs support,</p> <p>Guest speakers,</p> <p>External training programmes</p>