The Church of Christ in China
Heep Woh College
2026/27 Annual School Plan

(v3. 24-8-2026)

CCC Heep Woh College
Annual School Plan (2026-2027)

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
Love and Respect, Integrity and Justice, Faith, Excellence (LIFE)

We Nurture Servant Leaders with the Fullness of LIFE!

Part II：Major Concerns of the 2026/27

1. **Cultivating a healthy lifestyle and helping students develop healthy habits 培養健康的生活方式，幫助學生建立健康習慣。**
2. **Nurturing students' sense of responsibility and proactive attitude toward learning 培育學生成為有責任感、積極主動的學習者。**
3. **Nurturing talents equipped with both digital literacy and humanistic qualities 培育學生成為兼具數字素養與人文關懷精神的人才。**

Transition of Major Concerns (2023–2026 to 2026–2029)
As the school transitions to the 2026–2029 development cycle, three new Major Concerns have been established. Informed by school assessment data (APASO/SHS) and the Education Bureau's June 2026 "Blueprint for Digital Education Development," these goals build on past achievements while driving new areas of growth.

- Major Concern 1: From Awareness to Habit Formation
  - Continuity: Sustains the successful promotion of healthy living and student well-being established in the previous cycle.
  - Change: Shifts focus from cognitive awareness to daily habit formation, specifically targeting sleep, screen time, and social etiquette.
- Major Concern 2: From Confidence to Proactive Learning
  - Continuity: Capitalises on students' improved learning motivation and confidence.
  - Change: Integrates AI and digital tools to foster self-directed learning, cater to learner diversity, and improve academic value-added indicators.
- Major Concern 3: From National Identity to Digital & Humanistic Talents
  - Continuity: Maintains the school's outstanding foundation in fostering national identity.
  - Change: Broadens focus to include digital literacy, National Security Education, UN SDGs, and "Technology for Good" to nurture humanistic talents.

Major Concern 1: Cultivating a healthy lifestyle and helping students develop healthy habits

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Upholding proper values and attitudes, and demonstrating good manners towards others.	Promoting proper values and attitudes through inter-class, house, and form-based activities enhances students' group social development and life skills education, such as Respect for Others, Commitment, Empathy and Unity.	Sep 26 – Aug 27	More than 85% of students behave well, upholding proper values and attitudes, and demonstrating good manners towards others	· Programme Evaluation report · School-based questionnaire	CYM, AHY, KCH, CKL,CKM Class Teachers	Classroom regulations, Materials for class teachers' lesson,
	Cultivating students' politeness and etiquette through class teacher periods and daily classroom training.	Sep 26 – July 27				

			The number of student misbehaviour records decreases compared to the previous school year. <u>APASO</u> (Remarks1) <u>SHS (Student)</u> (Remarks2) <u>School-based Questionnaire</u> (Remarks3)	· Teacher observation · APASO · SHS · Focus group interview with students · Studnet misbehaviour record		Resources for holding assemblies, House and form-based activities

Remarks:

1) <u>APASO</u> : Morality (Importance):over 110

2) <u>SHS (Student)</u>

- Q20: over 3.7, Q21: over 3.7, Q23: over 3.8, Q25: over 3.8

3) <u>School-based Questionnaire</u>

- "I think the school provides me with sufficient opportunities to learn to care for others.": over 3.5
- "I will help people in need. ": over 3.5

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Habitually applying a growth mindset and healthy habits	Intensifying the promotion of student mental health via form-based and whole-school positive education and life-wide learning activities.	Sep 26 – Aug 27	70% of parents agree that their children do not suffer from addictive behaviours. 90% of students uphold digital	· Participation Rate · Reflections after activities · Feedback from teachers and	CYM, CM, TTT, KCH, CLY, CKM, KSM, MSC,	External resources for carrying out surveys, talks and workshops, External resources for
	Using authentic contexts as introductory or debriefing points to engage students in discussions on facing adversity, helping them reflect on their attitudes and behaviours to cultivate a growth mindset.					

			literacy and not involving in any related misbehaviour. The number of students participating in schools' sport activities, such as Growth Wednesday, increased compared to the previous school year. 90% of students maintain their energy and readiness for morning learning in most of their lessons. <u>APASO</u> (Remarks 4) <u>SHS (Student)</u> (Remarks 5) <u>School-based Questionnaire</u> (Remarks 6)	students · Number of counselling cases and social workers' report · School-based questionnaire · Teacher observation · APASO · SHS	Panel Heads (Classroom Level)	parents' education, Upgrading the sport facilities, Personalised Growth Portfolio (PGP),
	Promoting growth mindset starting from the 'Classroom Level' (e.g. classroom questioning techniques, feedback methods)					
	Providing targeted education and organising activities to promote healthy lifestyle habits, with a specific focus on regular exercise, balanced nutrition, and adequate sleep.					
	Providing targeted education for both students and parents on preventing addictive behaviour.					

Remarks:
4) <u>APASO</u>
- Affect(Positive Affect): over 100, Affect (No Negative Affect): over 100

- Affect (No Anxiety, Depressive Symptoms): over 85, Physical Exercise: over 85
- School Atmosphere (Not Lonely): over 100, School Atmosphere (Belongingness): over 100
- Information technology (less Time for Leisure): over 90 90

5) SHS (Student)

· Q2: over 3.6, Q11: over 3.8, 16: over 3.5

6) School-based Questionnaire

· "I think the school can nurture students' positive values and attitudes. ": over 3.5

· "often feel hopeful about life and have a positive outlook on life. ": over 3.5

· "I think the school has provided appropriate support to guide me towards a healthy lifestyle. ": over 3.5

Major Concern 2: Nurturing students' sense of responsibility and proactive attitude toward learning

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Be a responsible and proactive learner	Implementing pre-lesson preparation to help students develop good learning habits. Designing lessons with "Classroom Elements for Promoting Self-directed Learning" (Remark 9) to encourage students' "high participation" and "high display".	Sep 26 – Aug 27	· 70% of students demonstrate "high participation" and "high display" in class. · 80% of students diligently complete homework and submit it on time. · 80% of students make every effort to prepare for each assessment. · 65% agree they effectively utilise digital learning tools	· Programme evaluation · Feedback from teachers · APASO and SHS · School-based questionnaire · Teacher observation	Learning and Teaching CM, LSY, LWK, SWL, KLA Heads and Panel Heads Digital Education SDC: ACY,	Common Lesson Preparation Sessions, Digital L & T tools, External consultant for Self-regulated Learning

	Organically integrate digital education elements into the curriculum of each subject to promote 'AI + Curriculum' and practice human-AI collaborative learning modes. Focusing on strengthening mathematics, science, and technology education to enhance students' innovation and technology (I&T) capabilities, including reinforcing learning elements in mathematical modeling, scientific inquiry, and I&T learning.		to empower learning to enhance or maintain high learning motivation and support self-directed learning capabilities. <u>APASO</u> (Remarks 7) <u>SHS (Student)</u> (Remarks 8) .	· Focus group interview with students · Students' Assignment results	HKC, and LCK (Science KLA)	

Remarks:

<u>7) APASO</u>

- Learning (Self-monitoring): over 100, Learning (Self-planning): over 100, Learning (Clear Goal): over 100, Physical Exercise: over 85

<u>8) SHS (Student)</u>

- Q3: over 3.7, Q4: over 3.7, Q6; over 3.7, Q7: over 3.7, Q8: over 3.5, Q9: over 3.5, Q10: over 3.6
- Q11: over 3.8, Q13: over 3.6, Q14: over 3.6, Q16: over 3.5

<u>9) Classroom for promoting self-directed learning:</u>

- Teachers should clearly explain learning strategies and help students set feasible learning goals; provide opportunities for students to explore topics they are interested in, so that they become engaged in the learning process, and guide students in assessing their own learning effectiveness. Cultivating students' sense of achievement and ownership is equally important; teachers should provide students with opportunities to showcase their learning outcomes and understand the connections between different learning experiences to enhance learning motivation and self-directed learning capabilities. (from EDB: "Curriculum Guide" Booklet 3, 2017 P.7)
- In conjunction with the promotion of self-directed learning, teachers actively utilise the concept of "learning time" to enhance the effectiveness of classroom learning and teaching. They arrange various pre-lesson tasks on e-learning platforms and follow up in class. Additionally, teachers focus on improving students' learning effectiveness by teaching diverse learning strategies, including the use of thinking tools and note-taking techniques. Students are also observed to appropriately use mind maps, timelines, etc.. to promote "high participation" and "high display".

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Actively participating in activities, enabling students to unleash their potential, challenge themselves, and enhance their proactiveness.	Providing a diverse range of Other Learning Experiences (OLE) to help students discover their interests and strengths to enhance their proactiveness. Utilising the Personalised Growth Portfolio (PGP) to discover students' strengths, encouraging them to set learning goals, and providing tailored development opportunities Optimising the award, PGP, and Principal's Nomination systems to recognise students' participation in OLE and their all-round development.	Sep 26 – Aug 27	70% of students agree that the school provides sufficient opportunities to help them discover their interests and strengths. <u>Compared to the previous school year:</u> The number of students participating in school-based and external activities and competitions increases An increased number of students apply and qualify for internal and external awards and principal nomination schemes. <u>APASO</u> (Remark 10) <u>SHS (Student)</u> (Remark 11) <u>School-based Questionnaire</u> (Remark 12)	· APASO, SHS · School-based questionnaire · Teachers' observation · Students' reflection, · Number of students participated in OLE · Number of awards	CYM, TTT, CKM, <u>Optimising the award, SLP, and Principal's Nomination systems</u> CYM, CKM, LWF, CE, MSC	Sponsorship for students to participate in activities, Scholarships donated by alumni or other stakeholders,

Remarks:

<u>10) APASO</u>

- Learning Aims (Mastery): over 100

<u>11) SHS (Student)</u>

- Q5: over 3.6
- Q22: over 3.8

<u>12) School-based Questionnaire</u>

- "I think the school has provided appropriate support to guide me in setting personal goals for the future. ": over 3.5

Major Concern 3: Nurturing talents equipped with both digital literacy and humanistic qualities

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Having a good understanding of national development and global issues, possessing critical thinking skills, and proper values and attitudes based on Chinese Culture.	Referring to the "National Education – Event Planning Calendar" provided by the EDB, alongside designated international days, to plan diverse learning activities.	Sep 26 – Aug 27	80% of students agree they have a good understanding of national development and SDG. 90% S1-5 students participate in at least one competition related to national education, values education, and SDGs. APASO (Remarks 13) SHS (Student) (Remarks 14)	· Programme evaluation · Feedback from students · APASO and SHS · School-based questionnaire · Teacher observation · Participation rate	CYM, CKL, LWF, LSH, KKY, DT, CKS,	Support by external organisations and guests. Sponsorship for the expenses
	Inviting teachers and guest speakers to share on topics related to national education, the Sustainable Development Goals (SDGs), and digital literacy, "Technology for Good," during school assemblies.					
	Actively encouraging students to participate in school-based and external activities and competitions related to national education, values education, and SDGs.					
	Further implementing cross-disciplinary learning and the school-based, whole-school values education framework.				CM, LSY, CK, MA, KLA Heads	

Remarks:

13) APASO
- National Identity (Responsibility, Obligations): over 110, National Identity (Proud, Love): over 110,
- National Identity (National Flag, Anthem): over 110, National Identity (Achievements): over 110
- Global Perspective (Responsibility, Collaboration): over 100, Respect People of Different Cultural Backgrounds: over 100

14) SHS (Student)
- Q19: over 3.7

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Willingness to contribute to the nation's security, prosperity, and the world's sustainable development	Arranging and/or organising diversified learning activities for students to foster a strong atmosphere of digital technology learning on campus. Devote more resources to nurturing future innovative talents to meet the development needs of our country and society	Sep 26 – Aug 27	90% of S1-5 students participate in school services. 60% of S1-5 students participate in community services. 30% of students participated in activities/ competitions that can develop problem-solving and innovation capabilities using digital tools. <u>APASO</u> (Remarks 14)	· Programme evaluation · Feedback from students · APASO and SHS · School-based questionnaire · Teacher observation · Focus group interview with students · Number of students participated in activities	CM, LWK, KLA Heads and Panel Heads	Support by external organisations, Sponsorship for the expenses
	Providing opportunities for students to participate in community service, thereby empowering them to contribute to national security, the prosperity of our Nation, and the SDGs.				CKM, TSF, HKW	Support by external organisations, Sponsorship for the expenses

Remarks:

15) <u>APASO</u>

- Creativity (Society-related): over 100
- Global Perspective (Responsibility, Collaboration): over 100
- Respect People of Different Cultural Backgrounds: over 100