



# Annual School Plan 2021-2022

**CCC Heep Woh College**  
**Annual School Plan (2021-2022)**

**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 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 a 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 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

## Part II : Theme for 2018/22

Transform our mindset, Stretch our potential (思維蛻變，潛能盡展)

*Theme of School Core Values: Faith*

**Romans 12:2 (New International Version)**

<sup>2</sup>*Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is--his good, pleasing and perfect will.*

✦ **Provide opportunities for students to think positive 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 the sentences and adopt the “Growth Mindset”\* as mental models to make a breakthrough of their comfort zones to improve themselves.
- To shoulder responsibilities (e.g. posts in Class Club, Interest Clubs, Subject Societies, House, Prefects, Student Association, )
- To experience different activities, presentations and competitions (other form-based activities) and leadership training
- To serve others, including family members, schoolmates, friends, neighbours and society

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

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

	Major Concerns
1	Enhancing Learning and Teaching Effectiveness to arouse students' learning motivation and catering for learners' diversity
2	Enriching the culture of teacher sharing and collaboration
3	Fostering a Positive and Supportive Environment that facilitates learning and rapport building in class or at school so as to enhance the protective factors for students towards adversities

**References:** Dweck, C. S. (2008). *Mindset: The new psychology of success*. Random House Digital, Inc.

**Major Concern 1: Enhancing Learning and Teaching Effectiveness to arouse students' learning motivation and cater for learner' diversity**

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.1 To integrate the Major Renewed Emphases (MRE) at the whole-school, cross-curricular, KLA and subject level	<b>1.1.1. Strengthening values education (including moral and civic education and Basic Law education)</b>					
	<ul style="list-style-type: none"> <li>PSHE KLA Curriculum mapping</li> </ul>	First Term	<ul style="list-style-type: none"> <li>The PSHE KLA curriculum mapping is completed with improvement plan proposed</li> </ul>	<ul style="list-style-type: none"> <li>Meeting records</li> </ul>	PCY, LSY	Curriculum guides provided by the EDB Curriculum guides provided by the EDB, PSHE KLA Focus Inspection Report, One-off grant for supporting the implementation of CS
	<ul style="list-style-type: none"> <li>Implementation of National Security Education (NSE) according to the framework provided by the EDB</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>The integration of NSE in formal curriculum can be indicated in the scheme of works of different subjects</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedbacks</li> </ul>	TYS, PCY	
	<ul style="list-style-type: none"> <li>Review and nurture Moral and Civic Education (MCE)</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>Activities for promoting values education are organized in school assemblies, class teacher periods, and post-examination Activity Week.</li> </ul>	<ul style="list-style-type: none"> <li>Students' feedbacks</li> </ul>	TYS, Moral and Civic Education working team	
	<b>1.1.2. Reinforcing the learning of Chinese history and Chinese culture</b>					
	<ul style="list-style-type: none"> <li>PSHE KLA curriculum mapping</li> </ul>	First Term	<ul style="list-style-type: none"> <li>The curriculum mapping is completed with improvement plan proposed</li> </ul>	<ul style="list-style-type: none"> <li>PSHE KLA Meeting records</li> </ul>	PCY, LSY	

	<ul style="list-style-type: none"> <li>Promotion of Chinese culture across the curriculum by various programmes and activities</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>75% of the participating students agree that the programmes and activities can enhance their exposure on Chinese culture</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedbacks</li> </ul>	LSY	
	<ul style="list-style-type: none"> <li>Study tour to the Mainland (Citizenship and Social Development CS)</li> </ul>	Post-exam activity week	<ul style="list-style-type: none"> <li>Study tours are organized for S4 students in the Post-examination Activity Week</li> </ul>	<ul style="list-style-type: none"> <li>Students' feedbacks</li> </ul>	TYS, CLY	
	<b>1.1.3. Extending “Reading to Learn” to “Language across the Curriculum”</b>					
	<ul style="list-style-type: none"> <li>Development of S4 Language across the Curriculum (LAC)</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>The school-based curriculum of LAC is developed</li> <li>English Department collaborates with other subject departments to achieve LAC scheme</li> <li>75% of S4 students agree that the LAC can equip them with better language abilities in content learning of EMI subjects</li> </ul>	<ul style="list-style-type: none"> <li>Self-evaluation records in the English department meetings</li> <li>Teachers' feedbacks</li> <li>Students' feedbacks</li> </ul>	PCY, THF	Promotion of reading grant

	<b>1.1.4. Promoting STEM education and ITE</b>					
	<ul style="list-style-type: none"> <li>S1 BYOD seed project</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>Learning circles for S1 subject teachers in different KLAs are formed</li> </ul>	<ul style="list-style-type: none"> <li>IT Department Meeting records</li> </ul>	TYS, <i>MHT</i> , CM	Curriculum guides provided by the EDB, LWL Grant
	<ul style="list-style-type: none"> <li>Curriculum mapping of S1 – S3 Technology KLA</li> </ul>	First Term	<ul style="list-style-type: none"> <li>The curriculum mapping is completed with improvement plan proposed</li> </ul>		PCY, HMW	
	<ul style="list-style-type: none"> <li>Development of S2 STEAM curriculum</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>The school-based curriculum of S2 STEAM is developed</li> <li>75% of the S2 students agree that the S2 STEAM curriculum can enhance their knowledge and skills to solve problems, gather and evaluate evidence, and make sense of information.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedbacks</li> <li>Students' feedbacks</li> </ul>	TYS, <i>MHT</i>	
	<b>1.1.5. Fostering an entrepreneurial spirit</b>					
	<ul style="list-style-type: none"> <li>Promote entrepreneurial spirit through experiential learning in setting up a business</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>HeepWoh Bazaar is organized in April to display students' learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedbacks</li> </ul>	CM, <i>MHT</i> , <i>MSC</i> , <i>TTT</i>	LWL Grant

	<ul style="list-style-type: none"> <li>Addressing and defining problems through design thinking (Humanistic Education : Project-learning)</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>The school-based curriculum of Humanistic Education is developed</li> <li>75% of participating students agree that they know more about the entrepreneurial spirit</li> </ul>		TYS, CPY, HKW	
	<b>1.1.6. Diversifying life-wide learning experiences</b> <ul style="list-style-type: none"> <li>S1 – S2 Subject Extension Class</li> </ul>	Post-exam activity week	<ul style="list-style-type: none"> <li>Participating students can explore more on interested subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedbacks</li> <li>Students' feedbacks</li> </ul>	TYS, PCY, LSY, KSM	LWL Grant
	<b>1.1.7. Stepping up gifted education</b> <ul style="list-style-type: none"> <li>Building up the routine of using Talent Pool data to foster gifted education</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>Teachers initiating programmes and activities for higher ability students find the Talent Pool useful in shortlisting participants</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedbacks</li> <li>Working Team meeting records</li> </ul>	PCY, HMW	LWL Grant
	<b>1.1.8. Enhancing the teaching of Chinese as a second language</b> <ul style="list-style-type: none"> <li>Provision of learning support to</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>The S4 NCS student agree that the learning support measures</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedbacks</li> </ul>	TYS, TCW	NCS Grant

	the S4 non-Chinese speaking (NCS) student		can enhance his Chinese Language learning abilities	• Students' feedbacks		
1.2 To review school curriculum	<ul style="list-style-type: none"> <li>• Initiate activities related to Value Education in different KLAs</li> <li>• PSHE KLA curriculum mapping</li> <li>• Technology KLA curriculum mapping</li> <li>• Implementation of National Security Education</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Activities are initiated in at least 3 KLA.</li> <li>• The PSHE and Technology KLA curriculum mapping is completed with improvement plan proposed</li> <li>• The integration of NSE in formal curriculum can be indicated in the scheme of works of different subjects</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE KLA Meeting records</li> <li>• Teachers' feedbacks</li> <li>• Students' feedbacks</li> </ul>	PCY  PCY, LSY  TYS, HMW  TYS, PCY	Curriculum guides provided by the EDB, PSHE KLA Focus Inspection report
1.3 To provide motivation in learning by recognising student's learning effort	To build up AAC Award Scheme <ul style="list-style-type: none"> <li>• Review 'Clean Homework Award'</li> <li>• Introduce 'Excellent Learning Effort Award' - Drawing up criteria and guideline</li> <li>• Introduce 'Subject-based Improvement Award'</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• The scheme is set up and students' effort is being recognised through awarding prizes, book coupons, certificates and Good Marks</li> </ul>	<ul style="list-style-type: none"> <li>• TAC Meetings' records</li> <li>• Teachers' feedbacks</li> <li>• Students' feedbacks</li> </ul>	CM, SWL	AAC budge for prizes and scholarship



**Major Concern 2: Enriching the culture of teacher sharing and collaboration**

<b>Targets</b>	<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
To encourage teachers to share their experience, knowledge and skills in teaching and learning so as to help teachers' professional development	Expanding functionalities of the knowledge-sharing platform and the school knowledge repository	Aug 21 – June 22	60 % of teachers agree that they are satisfied with the functionality of the knowledge-sharing platform and school knowledge repository for knowledge sharing	<ul style="list-style-type: none"> <li>• Department or Committee evaluation</li> <li>• Survey</li> </ul>	WCT, TYS, HMW, YYL and all Subject Department Heads	.
	Form Lesson Study Groups and various Communities of Practice (CoP), to encourage teachers to share their experience, knowledge, and skills to refine their instruction and further enhance the effectiveness of daily practice.	Sep 21 – June 22	70 % of teachers agree that Lesson Study Groups and Communities of Practice (CoP) provide an effective platform for professional sharing and development	<ul style="list-style-type: none"> <li>• Survey</li> <li>• Feedback from teachers</li> </ul>	CM, CR and Staff Development Committee	Training provided by external experts
	Encourage teachers to store and share resources in our school knowledge repository.	Sep 21 – June 22	70 % of teachers agree that they often share and use the resources in our school knowledge repository	<ul style="list-style-type: none"> <li>• Survey</li> </ul>	CM and Staff Development Committee	

**Major Concern 3: Fostering a Positive and Supportive Environment that facilitates learning and rapport building in class or at school so as to enhance the protective factors for students towards adversities**

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To provide opportunities for students to stretch their interests and enhance their leadership skills	<ul style="list-style-type: none"> <li>Provide more variety of ECA or LWL for students</li> <li>Maintain fundamental leadership training to student leaders</li> </ul>	Aug 21 – July 22	<ul style="list-style-type: none"> <li>More variety of clubs, interest classes or LWL activities (online or face-to-face) can be provided in the coming year</li> <li>Can provide basic leadership training programmes for students on clubs, committees or school levels</li> </ul>	1. Surveys: <ul style="list-style-type: none"> <li>Programme- based questionnaire</li> </ul> 2. Evaluation in Team meetings	KKS, CST, CKM	
To enhance the roles of class teachers in pastoral care with an aim to strengthen class cohesion under COVID-19	<ul style="list-style-type: none"> <li>To conduct class teacher lesson on student development</li> <li>To maintain the roles of pastoral care of class teachers in learning and school activities</li> </ul>	Aug 21 – July 22	<ul style="list-style-type: none"> <li>Class teachers deliver class teacher lessons (online or face-to-face) based on the themes or lesson plans provided</li> <li>Class teachers can maintain their guidance roles in students’ learning (online and face-to-face)</li> <li>Class teachers can maintain their supportive roles through school programmes or activities</li> </ul>	1. Surveys: <ul style="list-style-type: none"> <li>✧ School-based Questionnaire</li> <li>✧ Programme-based questionnaire</li> <li>✧ Stakeholder Questionnaires</li> <li>✧ APASO: ‘Attitude to School’</li> </ul> 2. Review in committee meetings	KKS, LWF  MKY, HCP  KKS, CST, CKM, LWF	

<p>To facilitate the mental health and wellbeing of students</p>	<ul style="list-style-type: none"> <li>To join ‘Student Mental Health Support Scheme (醫教社計劃)’ to provide remedial support to students with mental needs</li> <li>To provide preventive programmes to strengthen students’ personal &amp; social skills.</li> <li>To provide developmental programmes to promote self-efficacy of students</li> </ul>	<p>Aug 21 – July 22</p>	<ul style="list-style-type: none"> <li>School personnel can collaborate well with different parties in support of the students who join the SMHSS.</li> <li>To conduct seminars, workshops or activities on self-management, social skills, handling stress, etc.</li> <li>To conduct seminars, workshops or activities that instill fun, stretch interests and potentials, boost self-recognition, enhance social integration, etc.</li> <li></li> </ul>	<p>1. Surveys:</p> <ul style="list-style-type: none"> <li>✧ School-based Questionnaire</li> <li>✧ Programme-based questionnaire</li> <li>✧ Stakeholder Questionnaires</li> <li>✧ APASO: ‘Attitude to School’</li> </ul> <p>2. Review in committee meetings</p>	<p>KCH, NTY,</p> <p>KCH, NTY</p> <p>KKS, KCH, HCP</p>	
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