



Annual School Plan 2022-2023

CCC Heep Woh College
Annual School Plan (2022-2023)

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 2018/23

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)

²*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	Strengthening values education and enhancing teaching and learning effectiveness by promoting a variety of eLearning tools and initiatives
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: Strengthening values education and enhancing teaching and learning effectiveness by promoting a variety of eLearning tools and initiatives

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To strengthen values education (including moral and civic education, national education, national security education and Basic Law education)	<p>(a) To review the Values Education Curriculum based on the framework provided by the EDB.</p> <ul style="list-style-type: none"> Collect the Values Education curriculum planning table from all subject departments Evaluate the Values Education curriculum of the school in the regular CDC meetings <p>(b) Formulate implementation plans for further development of the Values Education in the school https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/curriculum-documents.html</p>	<p>First Term</p> <p>Second Term</p> <p>Second Term</p>	<p>Complete 80% of the items in the Value Education Curriculum Framework</p> <p>Evaluate the implementation process at least one time during department meetings</p>	<ul style="list-style-type: none"> Evaluation report compiled by departments Evaluation during department meetings Evaluation in CDC meeting 	CM, LSY	<ul style="list-style-type: none"> Values Education Curriculum Framework, Value Education Curriculum Planning Table, Value Education Curriculum Planning Tool
To enhance teaching and learning effectiveness by promoting a	<p>(a) To promote the use of a variety of eLearning tools and initiatives:</p> <ul style="list-style-type: none"> Augmented Reality (AR) and Virtual Reality (VR) Gamification 		<ul style="list-style-type: none"> At least 90% of the colleagues used one of the eLearning tools or system A support system is 	<ul style="list-style-type: none"> Feedback from teachers and students 	CM, LSY, LWK	<ul style="list-style-type: none"> Time and expertise Manpower Funding

<p>variety of eLearning tools and initiatives</p>	<ul style="list-style-type: none"> • Others <p>(b) To promote the use of iPads for enhancing classroom interaction, promoting self-directed learning, engaging students in lessons, improving assessment for learning, etc.</p> <p>(c) To develop a support system for promoting eLearning:</p> <ul style="list-style-type: none"> • BYOD seed teacher learning circle • eLearning resource persons (KLA / subject basis) • Professional development programme (seminar, workshop, CoP, experience share of colleagues) <ul style="list-style-type: none"> ✧ Either school level or KLA / subject level ✧ For department heads (before deciding program plan for the next academic year or at the beginning of the next academic year) 		<p>developed in departments which participated.</p> <ul style="list-style-type: none"> • The majority of S1-2 students find the uses of iPad can help them interact in the lessons 	<ul style="list-style-type: none"> • Interview with teachers • Record of lesson materials showing participation of students • Lesson study reflection document • Record of professional programmes • Record of resources collected for departmental use 	<p>support</p> <ul style="list-style-type: none"> • Courses and training from EDB • Guest speakers • In-house sharing • Seed teachers IT support
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Major Concern 2: Enriching the culture of teacher sharing and collaboration

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
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 22 – June 23	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"> • Department or Committee evaluation • Survey 	WCT, TTT, WKC 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 22 – June 23	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"> • Survey • Feedback from teachers 	MHT, CM, CR and Staff Development Committee	Training provided by external experts
	Encourage teachers to store and share resources in our school knowledge repository.	Sep 22 – June 23	70 % of teachers agree that they often share and use the resources in our school knowledge repository	<ul style="list-style-type: none"> • Survey 	MHT 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 stretch students' interests, widen their scope of views and enhance their leadership skills	<ul style="list-style-type: none"> To offer more variety of ECAs or LWL experiences for students To provide basic leadership training to student leaders 	Aug 22 – July 23	<ul style="list-style-type: none"> The number of or the variety of clubs, interest classes and LWL activities (online or face-to-face) is increased no matter provided by the school, committees, social workers. Can provide basic leadership training programmes for students in committees or on school level 	1. Evaluation in Team meetings	CST, CKM	
To enhance the roles of class teachers in pastoral care with an aim to strengthen class cohesion under the prolonged impact of epidemic	<ul style="list-style-type: none"> To enhance the guidance roles of class teachers in support of student development 	Aug 22 – July 23	<ul style="list-style-type: none"> Class teachers can deliver class teacher lessons (online or face-to-face) based on the themes or lesson plans provided Teachers find the class teacher period useful and addressing the needs of students Class teachers can foster class cohesion through school programmes and class activities Class teachers care for their students and are willing to provide support when students have difficulties in school. 	1. Surveys: <ul style="list-style-type: none"> ✧ School-based Questionnaire ✧ Stakeholder Questionnaires ✧ APASO: 'Attitude to School' 2. Review in committee meetings	KKS, LWF KKS, CST, CKM, LWF	

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To enhance the roles of class teachers in pastoral care with an aim to strengthen class cohesion under the prolonged impact of epidemic	<ul style="list-style-type: none"> Strengthen the roles of form master to collaborate with class teachers to devise preventive and developmental guidance to students 	Aug 22 – July 23	<ul style="list-style-type: none"> To formulate or explore the new practices of form masters/ mistresses to strengthen the communication and collaboration of class teachers, to identify needs of the students of the form and to initiate programmes addressing the needs of students identified. To boost colleagues' notions and skills in pastoral care and class management through workshops, CoP or staff development under the model of Social Emotional Learning 	1. Surveys: <ul style="list-style-type: none"> ✧ School-based Questionnaire ✧ Stakeholder Questionnaires ✧ APASO: 'Attitude to School' 2. Review in committee meetings	KKS, CWH, CM KKS, CM	
To facilitate the mental health and wellbeing of students	<ul style="list-style-type: none"> To provide more remedial and developmental guidance to students who have psychological disturbance. 	Aug 22 – July 23	<ul style="list-style-type: none"> To employ extra school social workers to address the remedial needs of students. School social worker can collaborate with committees to address the developmental needs of students. 	1. Surveys: <ul style="list-style-type: none"> ✧ School-based Questionnaire ✧ Stakeholder Questionnaires ✧ APASO: 'Attitude to School' 2. Review in committee meetings 3. Reports of SSW	WCT, KCH, NTY (HCP, MSC, LWF)	

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To facilitate the mental health and wellbeing of students	<ul style="list-style-type: none"> To join ‘Student Mental Health Support Scheme (醫教社計劃)’ to provide extra remedial support to students with mental needs To provide preventive and developmental programmes to strengthen students’ stamina to adversities and promote their self-efficacy. 	Aug 22 – July 23	<ul style="list-style-type: none"> School personnel can collaborate well with the workers of the scheme (SMHSS). The scheme can provide support and address the needs of the students who join the scheme. To cooperate with different departments or committees to help bridge the gaps in different educational stages, such as S1 (adaptation to total novice learning environment), S3 (subject choices, personal interest and career aspiration), S4 (adaptation to learning) and S6 (tertiary education, career aspiration and life planning), with an aim to ease students’ stress 	<p>1. Surveys:</p> <ul style="list-style-type: none"> ✧ School-based Questionnaire ✧ Stakeholder Questionnaires ✧ APASO: ‘Attitude to School’ <p>2. Review in committee meetings</p> <p>3. Reports of SSW</p>	<p>WCT, KCH, NTY,</p> <p>WCT (KKS, CWH, CM), KCH, NTY, HCP, CST, CKM, LWF, KKS</p>	

Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To facilitate the mental health and wellbeing of students	<ul style="list-style-type: none"> To provide preventive and developmental programmes to strengthen students' stamina to adversities and promote their self-efficacy. 	Aug 22 – July 23	<ul style="list-style-type: none"> To incorporate mental health elements in formal curriculum and hidden curriculum. To strengthen cohesion among students by offering class-based or form-based activities To conduct seminars, workshops or activities that instill fun, stretch interests and potentials, boost self-recognition, enhance social integration of the students, inspire meaning of life, etc. To coordinate with local NGOs to stretch the support network to students 	<p>1. Surveys:</p> <ul style="list-style-type: none"> ✧ School-based Questionnaire ✧ Stakeholder Questionnaires ✧ APASO: 'Attitude to School' <p>2. Review in committee meetings</p> <p>3. Reports of SSW</p>	WCT (KKS, CWH, CM), KCH, NTY, HCP, CST, CKM, LWF, KKS	