

# 協和書院

中華基督教會香港區



## Annual School Plan 2024–2025

**CCC Heep Woh College**  
**Annual School Plan (2024-2025)**

**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 us 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**

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

## 2024–2025 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 24 – June 25	70% of students agreed that they improved their lifestyles such as time management, daily routines, and sleep patterns.  70% of students express that they have better physical, emotional, mental, social and spiritual well-being	<ul style="list-style-type: none"> <li>· Programme Evaluation report compiled by committees</li> <li>· Committee meetings</li> <li>· School-based questionnaire</li> <li>· Teacher observation</li> <li>· Focus group interview with students</li> </ul>	CYM, CWH, CM, KCH, HCP, AHY, KSM, CYK, FTK,	
	(b) Provide preventive and development programmes to strengthen students' stress management skills.	Sep 24 – June 25				
	(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 24 – June 25				
	(d) Let students experience art appreciation, sports, and health-related elements in learning.	Sep 24 – June 25				

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 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 24 – June 25	<ul style="list-style-type: none"> <li>70% of students joined the ECA activities</li> <li>70% students set goals to unlock their potential</li> </ul>	<ul style="list-style-type: none"> <li>Participation Rate</li> <li>Feedback from teachers and students</li> <li>School-based questionnaire</li> <li>Teacher observation</li> <li>Focus group interview with students</li> </ul>	CYM, CM, CKM, KSM, CYK, WKM	
	(b) Conduct school assemblies and class assemblies for students in all forms to acquire goal-setting skills.	Sep 24 – June 25	<ul style="list-style-type: none"> <li>70% students tried to discover their passion</li> </ul>			
	(c) Encourage students to engage in learning using e-learning strategies before, during, and after lessons.	Sep 24 – June 25				
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	(a) Foster students' faith in action with Christian values and education and emphasizes the need for practical experience.	Sep 24 – June 25	<ul style="list-style-type: none"> <li>70% of students joined service learning</li> <li>50% of students tried to be leaders on various platforms</li> <li>70% students tried to use</li> </ul>	<ul style="list-style-type: none"> <li>Participation Rate</li> <li>Feedback from teachers and students</li> <li>School-based questionnaire</li> <li>Teacher</li> </ul>	CYM, FTK, CPY, HKW CKM	<ul style="list-style-type: none"> <li>Time and expertise</li> <li>Manpower</li> <li>Funding support</li> <li>Guest speakers</li> <li>In-house sharing</li> <li>Teachers IT support</li> </ul>
	(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.					

them. (Let there be light)	(d) Restart the social service requirement for S.3-S.5 students.		<p>their talents and abilities to serve others</p> <ul style="list-style-type: none"> <li>· Most of the students participated in service experienced satisfaction in serving others.</li> </ul>	<p>observation</p> <ul style="list-style-type: none"> <li>· Focus group interview with students</li> </ul>		
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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. 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 24 – June 25	<ul style="list-style-type: none"> <li>· 60 % of students 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 the gifted education programmes and performed actively.</li> <li>· 70% of students agreed that they get necessary learning support from school.</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>	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				CM, MHT, and Staff Development Committee	• Training provided by external experts
	(c) Organize workshops to enhance students' learning motivation				CM, LWK, LSY	• Training provided by external experts
	(d) Provide extension classes on academic subjects to let students explore more interesting subjects				CM, LWK, LSY and the Department Heads	• Training provided by alumni
	(e) Maximize learning opportunities for higher achievers				CM, LWK, LSY	• Training provided by alumni
	(f) Strengthen learning support for students with learning needs				CM, LWK, LSY	• Training provided by alumni
	(g) Align curriculum and assessment to let students gain confidence in learning				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) *Implement measures to enhance the reading atmosphere of the school	Sep 24 – June 25	<ul style="list-style-type: none"> <li>· 70 % of students agree that they have developed reading habits</li> <li>· 60% of students can use the reading strategies in studying and doing assignments</li> <li>· 60 % of students joined the language activities.</li> <li>· 70 % of students agree that they have improved their language proficiencies.</li> </ul>	<ul style="list-style-type: none"> <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>	CM, SWL, KLA Coordinators, all Department Heads, Library Department, (TTT)	
	(b) *Engage students with KLA-based reading activities					
	(c) Encourage students to build up their reading habits					
	(d) *Build up a vocabulary award scheme in S.1					
To facilitate students to adapt to the transition of different key stages	(a) Review assessment design to foster students' learning confidence	Sep 24 – June 25	<ul style="list-style-type: none"> <li>· 70% of the students demonstrated confidence during their transition across different key stages</li> </ul>	<ul style="list-style-type: none"> <li>· Feedback from teachers</li> <li>· School-based questionnaire</li> <li>· Teacher observation</li> <li>· Focus group interview with students</li> <li>· Student Assignments</li> </ul>	CM, LWK, LSY and the Department Heads	Hong Kong Attainment Test Results
	(b) *Give support to junior form students before major school assessments					
	(c) Collect data on students' prior knowledge and skills before they enter S.1					

\*follow-up of 2023-2024 Annual Evaluation



### 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 24 – June 25	· 50 % of student leaders attended the moral characters training and performed actively.	· Programme evaluation · Feedback from teachers	CYM and Moral & Civic Ed. Committee	• Training provided by external experts
	(b) Organize workshops to enhance students' positive values and attitudes,		· 50 % of student leaders attended training sessions on positive values and attitudes and performed actively.	· APASO and SHS · School-based questionnaire	CYM, KCH, HCP, AHY and Moral & Civic Ed. Committee	
	(c) Organize service learning to foster helping spirits among students		· 70 % of participating students agree that they are motivated to serve others.	· Teacher observation	CYM, CST, CKM, FTK	• NGO outside school
	(d) *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		· 70 % of students showed positive values and attitudes. · 70 % of students demonstrate they have a solid foundation of National Identity and National Security knowledge.	· Focus group interview with students	CYM and Moral & Civic Ed. Committee	

\*follow-up of 2023-2024 Annual Evaluation

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	(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 24 – June 25	<ul style="list-style-type: none"> <li>The Curriculum Map for the NE and NSE elements is generated, and students gain relevant knowledge across subjects.</li> <li>70 % of participating students have a positive impression of our country.</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>	CYM, CM, LSY, and all Subject Department Heads	
	(b) Organize exchange tours to enhance students' understanding to understand our country,				CYM, CKM	
	(c) Provide opportunities for students to show or present their learning outcomes from the curriculum or other activities				CYM, CKM and all Subject Department Heads	

**CCC Heep Woh College**  
**Plan on the use of One-off Grant for Mental Health at School**  
**2024-2025**

**Grant (2023/24 – 2024/25)**

\$60,000

**Plan on the Use of the Grant (2024/25)**

	Area	Period	Evaluation	Budget
i.	Organising activities and programmes related to enhancing the mental health of students and teachers	9/2024-7/2025	<ul style="list-style-type: none"> <li>Feedback from students and teachers, Activities observation, Data Analysis from APASO and school-based survey.</li> </ul>	\$8,000
ii.	Providing support services related to enhancing the mental health of students and teachers	9/2024-7/2025		\$10,000
iii.	Designing and producing school-based learning and teaching resources related to mental health	9/2024-7/2025		\$1,000
iv.	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	9/2024-7/2025	Nil	\$0
v.	Others (please specify): Transportation Fee	9/2024-7/2025	Nil	\$1,000
Estimated expenditure for the 2024/25 school year:				\$20,000
Balance brought forward for the 2024/25 school year:				\$22,052.6
Estimated unspent balance:				\$2052.6

**CCC Heep Woh College**  
**Plan on the use of One-off Grant for Mental Health of Parents and Students**  
**2023-2024**

**Grant (2023/24 – 2024/25)**

\$20,000

**Plan on the Use of the Grant (2023/24)**

	Area	Period	Evaluation	Budget
i.	Organising parent-child or parent activities relating to promotion of the mental health of students and parents	4/2024-7/2024	<ul style="list-style-type: none"> <li>Feedback from parents collected by questionnaires or interview</li> </ul>	\$2,500
ii.	Promoting information related to the mental health of students and parents, publications or providing resource platforms	4/2024-7/2024	<ul style="list-style-type: none"> <li>Conducting needs analysis</li> </ul>	\$500
iii.	Providing training programmes or activities to equip parents with the knowledge and skills related to mental health	1/2024-7/2024	<ul style="list-style-type: none"> <li>Feedback from parents collected by questionnaires or interview</li> </ul>	\$2,000
Estimated expenditure for the 2023/24 school year:				\$5,000
Estimated balance brought forward for the 2024/25 school year:				\$15,000