

School Response

The school response on the draft ESR report was received on 9 May 2016. The original text of the school response is incorporated as follows.

United Christian College (Kowloon East)



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Your Ref: EDB(QA/QAS)/ESR/1/1526 (15/16)

21st April, 2016

Dear Ms Kwan,

Re: School Response to the External School Review Draft Report

The school has received the External School Review (ESR) Draft Report dated 24 March 2016. I sincerely thank the ESR team for their dedication to the professional development of schools in Hong Kong. I have read through the whole report and will surely use it as a tool for the professional growth of the staff team; and with God's blessing, to provide a better Christian education service to students. Here attached the school response to the ESR Draft Report. Should you have any follow up discussion, please contact me at 2343 6677.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Kenneth Chan'.

(Mr Kenneth Jor Kin Chan, Supervisor)

School Response to the External School Review Draft Report

On behalf of the School Management Committee, teachers, parents and students, I would like to thank the External School Review (ESR) Team, led by Mr Kevin Chan, for their tremendous effort in conducting the professional review. The school has received from them not only positive encouragement and recognition of our strengths but also useful feedback and suggestions for improvement. We will follow their constructive suggestions with respect to the improvement of the school. We aim at providing quality education to students which meets the expectations of our gracious Lord Jesus Christ, parents and the community.

I also want to thank our teachers and supporting staff for their ceaseless efforts in the development of the school and nurturing of the students. Without their endless contributions, a young school like UCCKE could not have reached the achievements we attain today. May all the glory be to our God!

Building on Strengths

It is heartening to see the recognition from the Education Bureau (EDB) regarding students' achievement in the Hong Kong Diploma of Secondary Education (HKDSE) examination, 'Taking into account the S1 intake, the school performed well in the HKDSE Examination in the past three years'. We know that there is still room for improvement; however, the recognition of our teachers' effort is reassuring. Students are being inspired to strive for excellence in their academic performance, and recognize their aspirations. We thank God for granting us a group of highly capable and teachable students, and they deserve the best quality education. To build on this strength, the school is diligent in equipping students with languages and numeric literacy, as well as critical thinking skills, so as to prepare them to be life-long learners.

Students' talents are not merely reflected in their academic results, they also excel in many non-academic areas. As acknowledged in the review, '[Students] perform well and have gained numerous group and individual awards... Students' performance in athletics and swimming is particularly outstanding. They also participate actively in voluntary services within and outside HK, demonstrating a serving heart'. It is always the school's intention to provide a wide range of opportunities for students to show their talents and be recognized. To build on this strength, a more extensive platform is being sought so as to accommodate more students with different talents and take care of the unique needs of individual students.

Maintaining ongoing Self-Evaluation Practice

ESR will only be conducted every five years by the EDB; it is obvious that the school continual self-evaluation mechanism is more effective in reviewing the school performance on a regular

basis. 'Self-evaluation is rigorously conducted at the school level. Data of various forms are suitably employed for conducting evidence-based yearly evaluation'. We strongly believe that the Plan-Implement-Evaluation (P-I-E) cycle should not just end at the evaluation stage, but to generate a new cycle towards further improvement. However, time-consuming evaluation meetings and report-writing are always a heavy burden on teachers. We will strike a balance between the evaluation need and the documentation requirement. We will design reporting templates to save teachers' time in preparing documents fulfilling the purpose of the Plan-Implement-Evaluation-Plan (P-I-E-P).

Furthermore, the school's leadership team was encouraged by the promising report comments, such as, 'The strong leadership core guides the teaching staff to keep pace with the latest educational development' and 'The senior and middle managers capably lead the teaching team to make concerted efforts to achieve the school's vision'. Servant leadership is the style we uphold in the school community. And to move forward to advance the effectiveness of the school system, we may need to move from the P-I-E-P cycle to the Plan-Implement-Monitor-Evaluation-Plan (P-I-M-E-P) cycle, with the introduction of strategies in monitoring the implementation of school plans before the evaluation stage.

Committing to Continuous Development

The school will not see the positive comments in the draft report as endorsement of the school education ultimate goal being attained; on the contrary, we will accept them as confirmation of the right direction of our continuous development. As we are experimenting with innovative learning and teaching strategies, like Bring Your Own Device (BYOD) and Flipped Classroom, it is very reassuring to know that we are on the right track, '...strategies pertaining to refining lesson planning to promote proactive, collaborative and higher-order learning, adopting pedagogies to foster such learning strategies, and advancing the use of e-Learning have been suitably devised and conscientiously practiced by different subject panels'. We commit to continuous development in learning and teaching strategies.

When we read about the reviewers' comments on our students 'Students demonstrate numerous positive attributes. They are active and outgoing. Many are eager to learn, take part in activities and serve others. Students relate well to the teachers and each other and have a strong sense of belonging to the school. Student leaders perform their services responsibly and with commitment', we thank God for the all-rounded development of our students. Knowing that they are just teenagers facing all sorts of challenges in their growth, we embrace them with God's love in our walk with them. We commit to continuous development in assisting them to grow both intellectually and spiritually.