



**United Christian College
(Kowloon East)**

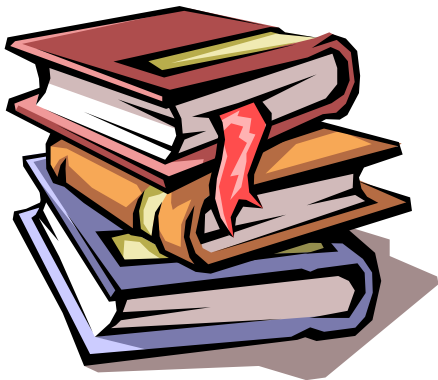
**Annual School Plan
2013/2014**

United Christian College (Kowloon East)

School Vision & Mission

The school aims to provide students with quality holistic education grounded in the Love of God and Biblical Truth. We believe that every student has been endowed with God-given potential. They will succeed under proper guidance and training. Thus, the school endeavours to nurture them through the Christian school dedication and professionalism of teachers and parental involvement, in hopes that

students receive balanced development, directed life goals, positive life views, strengthened life-long learning ability, solid foundation for further education and well-developed social responsibility. In addition, it is the school's desire that students live according to the will of God.



United Christian College (Kowloon East)

Annual School Plan

2013/2014

Theme of the Year

Bounce Beyond Boundary

Contents

Major Concerns

1. To enhance the appraisal system and professional development of teachers for teaching effectiveness.
 - To refine existing staff appraisal system
 - To develop effective feedback practice for teachers' professional development and teaching effectiveness

2. To foster learning strategies that empower students to be effective learners.
 - To develop effective study skills to enable students to be proactive, organized and well-informed learners
 - To enhance lesson planning for higher order learning
 - To strengthen assessment and feedback practice to enhance learning effectiveness

3. To develop a whole school character building program
 - To develop a 'Student Development Blueprint' to guide character development of the whole school
 - To develop a whole school Aspiration Driven Curriculum enhancing intrinsic learning motivation

Major Concern 1: To enhance the appraisal system and professional development of teachers for teaching effectiveness

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. To refine existing staff appraisal system	Term 1	A. To be able to launch consultation on different levels of staff on refining of existing appraisal system	KPM survey - to measure staff's impression on the effectiveness of the appraisal system in helping their professional growth	The principals	
	Term 2	B. A comprehensive appraisal system assessing teaching effectiveness and guiding for professional growth is drafted			
2. To develop effective feedback practice for teachers' professional development and teaching effectiveness	Term 2 & 3	A. Each teacher is interviewed by the Principal at least once a year to report on self-evaluation and to discuss on strengths and weaknesses for improvement	KPM survey - to measure staff's impression on the effectiveness of the appraisal system in helping their professional growth	TCS	
	Term 2 & 3	B. Goals of professional growth is set by each individual in terms of teaching improvement			
	Summer	C. Professional development programs are launched towards school developmental needs which is derived from appraisal information	At least 2 professional development programs are launched before the beginning of a new school year	The principals	

Major Concern 2: To foster learning strategies that empower students to be effective learners

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. To develop effective study skills to enable students to be proactive, organized and well-informed learners	Term 1	A. A comprehensive ‘Study Skills Development Chart’ is drafted to align study skills development through subjects	- Checking completion of the ‘Study Skills Development Chart’	FKYS, KLHY, Panel Heads	
	Whole year	B. Each subject has promoted systematically at least one of the following skills: 1. lesson preparation 2. note-taking 3. Inquiry	- Subject panels’ evaluation on teaching effectiveness on training of particular skills	FKYS, KLHY, Panel Heads	
2. To enhance lesson planning for higher order learning	Term 1	A. A new lesson observation guideline is drafted	- Checking completion of drafted guidelines	FKYS	
	Term 1	B. A refined lesson planning format is drafted with regard to needs of higher order learning	- Checking completion of new lesson planning format	FKYS	
	Whole year	C. All subjects have set clear guidelines for lesson planning and pedagogical implementation for higher order learning; 1/2 of all teachers are observed with feedback on teaching effectiveness	- Subject Panel’s evaluation on teaching effectiveness following own guidelines - APASO survey - students’ feedback on learning effectiveness	Panel Heads CTH	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3. To strengthen assessment and feedback practice to enhance learning effectiveness	September	A. The 'Assessment Guideline' is refined	- Checking completion of guidelines	FKYS, KLHY	
	Term 1	B. All subjects have formulated assessment enhancement plans in terms of 1. Quality 2. Intensity 3. Feedback to learning	- Checking completion of assessment improvement plan	FKYS, KLHY, Panel Heads	
	Whole year	C. Assessment data is used to feedback learning	- Subject Panel's evaluation of the effectiveness of the use of assessment data to feedback on learning - Analyses of students' assessment results	FKYS, KLHY	

Major Concern 3: To develop a whole school character building program

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. To develop a 'Student Development Blueprint' to guide character development of the whole school	Whole year	A. A standardized working flow that facilitates communication between FCs and functional groups can be developed.	- FCs, functional heads' feedback on the effectiveness	NHY	Supported by the M&C and national ed. fund
	Whole year	B. Various curricular in character building can be developed with the collaboration of L&S/M&C and Bible lessons.	- 2/3 of the materials can be organized into school-based curricular	NHY, TNYM, LLWL, LLHY	
		i. Harmony relationship	- APASO survey on	FPL	
		ii. Moral & Civics	students' feedback on	LLHY	
		iii. Mission mind	learning effectiveness	LLV	
		iv. Sex and Chastity		LLWY	
		v. Thinking skill		LTC	
	Whole year	C. A character building record system is developed to provide teachers a thorough picture on students engagement in school activities	- KPM survey to collect teachers' feedback on the effectiveness	NHY, CTH	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2. To develop a whole school Aspiration Driven Curriculum enhancing intrinsic learning motivation	Term 1	A. Goal statement worksheet is given as summer holiday assignment of junior forms	- All S1 – S4 students are able to turn in their goal statement as a part of their i-portfolio	NHY, LTC, LLHY, LCW	Supported by the M&C and national ed. fund
	Whole year	B. A 9-lesson curriculum is designed with the help of PolyU to be implemented in L&S/M&C lessons	- APASO survey – students' feedback on learning effectiveness - L&S/M&C panel' evaluation on teaching effectiveness	NHY, HCT, TNYM	
	Term 2 & 3	C. A well-structured 'S3 subject selection counseling series' is provided	- Career guidance team evaluate the effectiveness of counseling series	HCT	
	Whole year	D. An 'Applied Strategic Thinking and Career Guidance' workshop series is provided to senior forms (S4-6)	- Surveys of students' impression on the usefulness of the outsourced workshops		Out-sourcing budget: \$65,000
	Whole year	E. 1/3 of the materials acquired from 'partnerships' can be organized as an essential part of the school-based curriculum	Checking the completion of the curriculum organization	NHY, TNYM	