



**United Christian College
(Kowloon East)**

**Annual School Plan
2014/2015**

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

2014/2015

Theme of the Year

'Being Purpose-driven'

Contents

Major Concerns

- To consolidate the appraisal system and professional development of teachers for teaching effectiveness.
- To implement the refined staff appraisal system
- To implement the improved feedback practice for teachers' professional development and teaching effectiveness
- To foster learning strategies that empower students to be self-regulated learners.
- To focus training on study skills to enable students to be proactive, organized and well-informed learners
- To facilitate self-regulated learning through lesson planning and use of mobile devices
- To consolidate assessment and feedback practice to enhance learning effectiveness
- To implement the whole school character building program
- To implement the 'Student Development Blueprint' to guide character development of the whole school
- To implement the whole school Aspiration Driven Curriculum enhancing intrinsic learning motivation
- To Promote the value of "Thanksgiving" and "Appreciation"

Major Concern 1: To consolidate 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 implement the refined staff appraisal system	Term 1 & 2	A. To facilitate staff team's preparation for the implementation of the refined appraisal system as guidelines for teaching effectiveness enhance and professional growth	KPM survey - to measure staff's impression on the effectiveness of the appraisal system in helping their professional growth	The principals	
		Term 3	B. To be able to implement the refined staff appraisal system on different levels of staff			
2.	To implement the improved feedback practice for teachers' professional development and teaching effectiveness	Term 2 & 3	A. Each teacher is interviewed by the Principal to report on self-evaluation and to discuss for improvement; goals of professional growth is set by each individual in terms of teaching improvement	Continuous KPM survey - to measure staff's impression on the effectiveness of the appraisal system in helping their professional growth	CKT	
		Whole year	B. Professional development programs are launched towards school developmental needs			

Major Concern 2: To foster learning strategies that empower students to be self-regulated learners

Strategies / Tasks		Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.	To focus training on study skills to enable students to be proactive, organized and well-informed learners	Term 1	A. To implement the ‘Study Skills Development Chart to align study skills development through various subjects	- Report on use of the ‘Study Skills Development Chart’	FKYS, KLHY, Panel Heads	
		Whole year	B. Each subject has continued to promote systematically at least one of the following skills: 1. lesson preparation 2. note-taking	- Subject panels’ evaluation on teaching effectiveness in promoting of particular skills	FKYS, KLHY, Panel Heads	
2.	To facilitate self-regulated learning through lesson planning and use of mobile devices	Term 1& 2	A. Implementation of the new lesson observation guideline and lesson commenting table	- Reporting implementation of the new lesson observation guideline and commenting table	FKYS, Panel Heads	
		Whole year	B. Input of self-regulated learning elements in lesson planning to promote self-monitoring habits of students	- Report on SRL elements input in lesson planning - APASO survey - students’ feedback on learning effectiveness	FKYS, Panel Heads, Subject Teachers	
		Whole year	C. Mobile devices in the form of BYOD are to be introduced in S1 to enrich learning resources and promote self-regulated learning skills and habits.	- Mobile devices are to be actively used 6 out of 10 weeks in each term to facilitate students learning	FKYS, LCW, Panel Heads	

Strategies / Tasks		Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.	To consolidate assessment and feedback practice to enhance learning effectiveness	Whole year	A. Implementation of the refined Assessment Guideline	- Report on effectiveness of use the refined assessment Guideline	FKYS, KLHY Panel Heads	
			B. Continuous refinement of subject assessment enhancement plans in terms of 1. Quality 2. Intensity 3. Feedback to learning	- Report on situations of assessment improvement plan	FKYS, KLHY, Panel Heads	
			C. Active use of assessment data to feedback learning	- Subject Panel's evaluation of the effectiveness of the use of assessment data to feedback on learning	FKYS, KLHY Panel Heads	

Major Concern 3: To implement the whole school character building program

Strategies / Tasks		Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required		
1.	To implement the 'Student Development Blueprint' to guide character development of the whole school	Whole year	A. A standard working flow that facilitates communication between forms and functional groups can be refined.	- 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 refined with the collaboration of L&S/ Civics and Bible lessons.	- All materials can be organized into school-based curricular	NHY, TNYM, LLWY, CLPM			
					i. Harmony relationship		- KPM survey on students' feedback on learning effectiveness	FPL
					ii. Moral & Civics		LLHY	
					iii. Mission mind		LLV	
					iv. Sex and Chastity		LLWY	
			v. Thinking skill	LTC				
		Whole year	C. Students' engagement record is provided to students for their reflection and to teachers for getting a better picture on their students' growth	- KPM survey to collect teachers' feedback on the effectiveness	NHY, CTH, LTC			
Whole year	D. Refine the norm of giving good and bad records due to misbehaviors in lesson.	A new guideline on giving good and bad records due to classroom misbehaviors can be made by the end of 1415	FPL					

Strategies / Tasks		Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.	To implement the whole school Aspiration Driven Curriculum enhancing intrinsic learning motivation	Term 1	A. Goal management worksheet is completed in the first FP of each term. S1 can do it online.	- All S1 – S4 students are able to turn in their goal statement as a part of their i-portfolio	NHY, LCW	Supported by the M&C and national ed. fund
		Whole year	B. An 8-lesson aspiration driven curriculum can be taught by our own L&S/ Civics teachers	- APASO survey – students' feedback on learning effectiveness - L&S/ Civics panel' evaluation on teaching effectiveness	NHY, TNYM	
		Whole year	C. An 'Applied Strategic Thinking and Career Guidance' workshop series is provided to senior forms	- Surveys of students' impression on the usefulness of the outsourced workshops	HCT	
			D. A series of assembly on developing aspiration	KPM survey – students' and teachers feedback	CTH, LTC	
			E. A series of assembly on HOM qualities (self-regulated)	KPM survey – students' and teachers feedback	LLHY	
3.	Promote "Thanksgiving" to be a common character among students		F. A series of assembly on thanksgiving to family, school and God	KPM survey – students' and teachers feedback	NHY	
			G. One of the concerns of Gospel week will be "Thanksgiving"	SAC teachers evaluate the effectiveness	LLWY	