



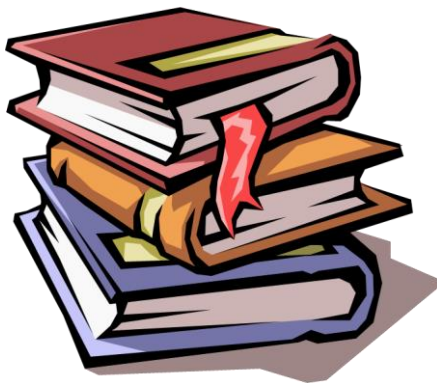
**United Christian College
(Kowloon East)**

**Annual School Plan
2015/2016**

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.

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Theme of the Year

“Together We Grow in Love”

Theme Verse: Ephesians 4:16

*From him the whole body, joined and held **together** by every supporting ligament, **grows** and builds itself up in **love**, as each part does its work.*

Contents

Major Concerns

- To **evaluate** the appraisal system and professional development of teachers for teaching effectiveness.
- To **evaluate** the refined staff appraisal system
- To **evaluate** the improved feedback practice for teachers' professional development and teaching effectiveness
- To **facilitate more extensive development on** learning strategies that empower students to be self-regulated learners.
- To **consolidate** training on study skills to enable students to be proactive, organized and well-informed learners
- To facilitate self-regulated learning through lesson planning **on cooperative learning, flipped classroom**, and **more extensive** use of mobile devices
- To **enhance the use of formative** assessment and feedback practice to **cater for learner diversity**
- To **consolidate** the whole school character building program
- To **produce** the 'Blueprint' on student development
- To **optimize** the whole school Aspiration Driven Curriculum enhancing intrinsic learning motivation
- To **promote** the value of being “**Respectful**”

Major Concern 1: To evaluate 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 evaluate the refined staff appraisal system	Term 3	A. To be able to collect feedback of all teachers regarding the refined appraisal system	3 years KPM survey data- to measure staff's impression on the effectiveness of the appraisal system in helping their professional growth	CKT	
		Term 3	B. Evaluation of the user-friendliness and effectiveness of appraisal instruments	One appraisee's and one appraiser's focus group evaluation meeting		
2.	To evaluate the improved feedback practice for teachers' professional development and teaching effectiveness	Term 3	A. Evaluation on goals of professional growth as the focus of discussion in appraisal meeting	Principal's comments in TPI	CKT	
		Whole year	B. Professional development programs are launched towards school developmental needs which is derived from appraisal information	At least 2 professional development programs are launched in the whole school year		

Major Concern 2: To *facilitate more extensive development on* 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 <i>consolidate</i> training on study skills to enable students to be proactive, organized and well-informed learners	Whole year	A. Students demonstrate frequent use of the following skills in learning of most subjects. 1. lesson preparation 2. note-taking	- Analyze relevant data from KPM / APASO survey	FKYS, Faculty / Panel Heads	
		Whole year	B. Most subjects incorporate frequent use of the skills lesson preparation and/or note-taking in students' learning process.	- Subject panels' evaluation on students' use of particular skills	FKYS, Faculty / Panel Heads	
2.	To facilitate self-regulated learning through lesson planning <i>on cooperative learning, flipped classroom, and more extensive</i> use of mobile devices	Whole year	A. Majority of the subjects can input self-regulated learning elements in lesson planning to promote self-monitoring habits of students	- Evaluate number and ways of subject involvements - Subject panels' evaluation of effectiveness	FKYS, Faculty / Panel Heads	
		Whole year	B. Over half of the subjects start active implementation of cooperative learning and flipped classroom practice in their lesson planning	- Being able to set up a centralized CL/flipped classroom implementation model - Subject panels' evaluation of effectiveness - APASO survey - students' feedback on learning effectiveness	FKYS, Faculty / Panel Heads, Subject Teachers	Professional development programs provided by central planning

Strategies / Tasks		Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		Whole year	C. Mobile devices in the form of BYOD are to be introduced in S1-2 with active use of no less than 2/3 subjects	<ul style="list-style-type: none"> - Mobile devices are to be actively used 6 out of 10 weeks in each term for the 2 forms to facilitate students learning - Subject panels' evaluation of effectiveness - APASO survey - students' feedback on learning effectiveness 	LCW, FKYS, Faculty / Panel Heads	
3.	To <i>enhance the use of formative</i> assessment and feedback practice to <i>cater for learner diversity</i> .	Whole year	A. Over half of the subjects can design formative assessment tasks with differentiated levels of content/skill requirements to cater for learner diversity	<ul style="list-style-type: none"> - Evaluate number and ways of subject involvements - Subject panels' evaluation of effectiveness 	KLHY, FKYS, Faculty / Panel Heads	
			B. Continual use of assessment data to feedback learning	<ul style="list-style-type: none"> - Subject Panel's evaluation of the effectiveness of the use of formative and summative assessment data to feedback on learning 	KLHY, FKYS, Faculty / Panel Heads	

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

Strategies / Tasks		Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.	To produce the 'Blueprint' on student development	Whole year	A. Standardize the practices on student development as a document	<ul style="list-style-type: none"> It can address 80% of the needs of each form. It can summon major concern on character building from form teachers 	NHY	
2.	To optimize the whole school Aspiration Driven Curriculum enhancing intrinsic learning motivation	Whole year	A. An assembly series	<ul style="list-style-type: none"> 4 sub-topics, APASO 	LTC, CTH	
		Once a term	B. Sat Gifted Course, by alumni	<ul style="list-style-type: none"> Surveys on involved students 	LTC	
			C. A goal management scheme, integrated with HOM diary and i-portfolio	<ul style="list-style-type: none"> 70% S1 – S5 students have uploaded their goal statement 	NHY, LLHY	
		September	D. Student engagement profile, to facilitate the selection of student leaders	<ul style="list-style-type: none"> Leadership duties among students can spread to 22% (18%) of students (S1 – S5) No students will carry 4 or more duties 	NHY	
		3 rd term	E. An 8-Lessons series on the aspiration development in S2	<ul style="list-style-type: none"> Surveys through questionnaire 	TNYM	
		2 nd term	F. Stress management measures	<ul style="list-style-type: none"> A significant drop on the relevant index 	FPL	
			G. S3 subject selection workshop	<ul style="list-style-type: none"> APASO survey on students 	CCC	
		Whole year	H. University subject selection workshop series (S4 – S6)	<ul style="list-style-type: none"> Surveys on involved students 	CCC	
		3 rd term	I. "Talks by professionals" day	<ul style="list-style-type: none"> APASO survey on students 	CCC	
3.	To promote the value of		A. Spiritual programs	<ul style="list-style-type: none"> 	LLWY	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
being “Respectful”		B. Moral & Civics	<ul style="list-style-type: none"> Language campaign, APASO survey 	LLHY	
	1 st & 2 nd term	C. D&C programs	<ul style="list-style-type: none"> Project Gabriel, APASO survey 	FPL	
		D. M&S programs	<ul style="list-style-type: none"> Select relevant partners, APASO survey 	LLV	
	Whole year	E. Dormitory programs	<ul style="list-style-type: none"> 	LWH	