



**United Christian College
(Kowloon East)**

**Annual School Plan
2017/2018**

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

We Believe We Achieve

Theme Verse:

Commit your way to the LORD; trust in Him and He will act.

(Psalm 37:5, ESV)

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Major Concerns

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- To further enrich the nurturing of future leaders through character building
- To further enrich the nurturing of future leaders through life planning
- To broaden horizons through further development of cultural exchange and overseas exposure
- To further promote cross-cultural sharing activities
- To enhance both incoming and outgoing overseas exchange

Major Concern 1: To enhance the care of learner diversity needs

Strategies / Tasks		Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.	To build up the NCS and STEM curriculum	Whole year	A. To further enhance the NCS curriculum in both academic and non-academic areas	<ul style="list-style-type: none"> • Introduction of News Learning to the NCS curriculum witnessed • Introduction of Culture Exploration via project learning in the NCS curriculum witnessed • Advancing of Life Planning for NCS students witnessed • Further CCA development for NCS students extending from skill training to social service witnessed • Feedback from NCS students 	FKYS LCKY	NCS grant
		Whole year	A. To start introducing an independent STEM curriculum and to provide a STEM facilitating environment for learning	<ul style="list-style-type: none"> • A formal and independent STEM curriculum starting from S1 is witnessed • A makers' environment facilitating creativity and problem-solving is provided for STEM learning • Subject evaluation 	LCW LLHYa	Donation and government fund

Strategies / Tasks		Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.	To further enhance learning and teaching strategies catering for learner diversity	Whole year	A. Core subjects are able to enhance strategies of diversity teaching in both contexts of streaming according to subject strength and mixed classes in the junior forms	<ul style="list-style-type: none"> The English, Chinese and Math subjects are able to enhance diversity teaching in both contexts Feedback from core subject panels and students' assessment data 	HC CLMY NHY	
		Whole year	B. All academic subjects strengthen development of learning strategies conducive to flipped and peer learning	<ul style="list-style-type: none"> All teachers have experienced paradigm shift designs in their teaching The majority of teachers open at least one of their lessons in the school year; professional exchange based on lesson observation is intensified; sharing in Curriculum Celebration is substantial 	FKYS Subject Heads	

Strategies / Tasks		Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.	To further strengthen the caring of SEN students	Whole year	A. Caring of SEN students is strengthened through new initiatives	<ul style="list-style-type: none"> • A Social Skills Group for targeted students in S1 is organized • A trial initiative of SEN caring in academic area is attempted through partnering with selected subject • Feedback from the counseling team 	FPL TCHY	
		Whole year	B. Teacher training is expanded to include both EDB courses and internal training	<ul style="list-style-type: none"> • At least one internal training program is to be conducted • At least 10% increase of the trained personnel in SEN caring is promoted 	FPL	

Major Concern 2: To further enrich the nurturing of future leaders through character building and life planning

Strategies / Tasks		Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.	To further enrich the nurturing of future leaders through character building	Whole year	A. Students' behaviours relating to servant leadership are reinforced (with special attention on manner in Public events, Perseverance & Responsibility) through:	<ul style="list-style-type: none"> S1 & S2 Life Wide Learning day and Easter camp are organized with related purposes 	NHY	
			1. form/school based activities	<ul style="list-style-type: none"> Relevant seminars are delivered in assemblies, FPs and form chapels with teachers' evaluation 	FCs, CCY	
			2. seminars that internalize the values of relating behaviours	<ul style="list-style-type: none"> At least two PD sessions are arranged with teachers' evaluation 	NHY, CCY	
			3. PD for teachers on coaching students for expected behaviours	<ul style="list-style-type: none"> Students' and teachers' reflection in debriefing session after each social service activities 	FPL, NHY	
		4. social service opportunities for exercising the behaviours	<ul style="list-style-type: none"> KPM/APASO survey 	LLV		
		Whole year	B. To further enhance the dormitory training program that nurtures students' sense of collaboration	<ul style="list-style-type: none"> All activities in the orientation week tried out in 1617 are refined Students' reflection on the relevant learning Parents' evaluation on the relevant learning 	WLHS, NHY	

Strategies / Tasks		Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		Whole year	C. Develop a school-based gifted training programs on leadership	<ul style="list-style-type: none"> • A holistic picture on leadership training can be developed as a school-based curriculum • Debriefing sessions for different groups of student leaders can be organized by the end of the school year 	CTH, LTC	
		Whole year	D. Explore exchange opportunities for different levels of student leaders	<ul style="list-style-type: none"> • Exchange sessions can be arranged with at least three local schools • Students' survey on the effectiveness 	CTH, NHY	
2.	To further enrich the practice on life planning for nurturing leadership	Whole year	A. Implementation of the refined life planning curriculum that addresses the changing needs of students and society	<ul style="list-style-type: none"> • Implementation of the revised curriculum in S1, S4 & S5 witnessed • Activities helping students explore their values, skills and personality are organized • At least 5 workplace activities are organized • Feedback from FTs, students and companies involved 	KLHY	Life Planning Grant from EDB

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		<p>B. Enhanced training of teachers and parents on the changing concepts of life planning education and students' diverse needs</p>	<ul style="list-style-type: none"> • 3 PD sessions for teachers held based on the feedback collected in 16-17 • At least one workshop organized for all parents on life planning (e.g. PTHH/ parents' class) • Involvement of parents in at least 3 workplace activities • Feedback from teachers and parents 	KLHY	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	Whole year	C. Enhanced support to students through individual counseling, information dissemination and better networking and collaboration with institutions and universities both local and overseas	<ul style="list-style-type: none"> • Two sessions of individual counseling offered to each S6 student (1st: Sept-Nov 2017, 2nd: July 2018) with more flexibility given • No less than 5 briefing/consultation sessions in collaboration with local universities • No less than 5 briefing/consultation sessions in collaboration with overseas universities held • Enhanced support given to students looking for multiple pathways • Feedback from students and teachers 	KLHY	Life Planning Grant from EDB

Major Concern 3: To broaden horizons through further development of cultural exchange and overseas exposure

Strategies / Tasks		Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.	To further promote cross-cultural sharing activities	Whole year	Able to increase activities conducive to cross-cultural appreciation	<ul style="list-style-type: none"> No less than 6 activities are organized conducive to cross-cultural appreciation KPM survey – feedback on cross-cultural appreciation 	FKYS LCKY LLV	-Foreign exchange scholarship -NCS grants -Mainland sister-schools grant
2.	To enhance both incoming and outgoing overseas exchange	Whole year	A. Able to facilitate learning through individual overseas cultural exchange programs	<ul style="list-style-type: none"> Increasing cultural exchange via incoming participants is witnessed Sharing of outgoing participants of diverse cultural exposure is increased and enhanced 	CKT FKYS LLV	Foreign exchange scholarship Mainland sister school grant
			B. Able to facilitate learning through group overseas cultural exchange programs	<ul style="list-style-type: none"> A more diversified participation of subjects/functional groups is witnessed An enhancement of design of group overseas exchange activities is witnessed 	CKT FKYS LLV Subject/ functional heads related	Academic exchange scholarships Assistantship