



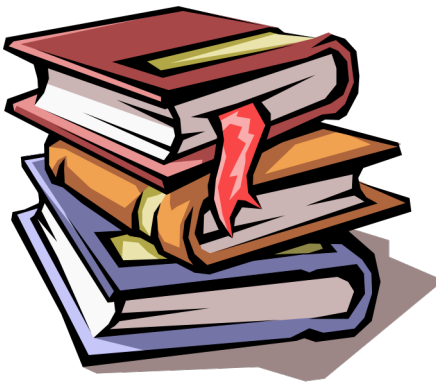
**United Christian College
(Kowloon East)**

**Annual School Plan
2019/2020**

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

2019/2020

Theme of the Year:

Embrace Change
Celebrate Growth

Theme Verse:

“Now your attitudes and thoughts must all be constantly changing for the better. Yes, you must be a new and different person, holy and good. Clothe yourself with this new nature.”
(Ephesians 4:23-24, TLB)

Contents

Major Concerns

- To enhance intrinsic learning motivation through facilitation of Assessment as Learning
- To facilitate more formative assessment and lesser summative assessment
- To promote Assessment as Learning
- To enhance personal accountability as a global citizen
- To cultivate the school atmosphere for the learning of positive characters
- To emphasize the importance of mutual respect in interpersonal relationship
- To enhance students’ exposure to global issues
- To enhance learning effectiveness through action research
- To equip curriculum leaders with the skills of conducting action research
- To identify pedagogies and areas to be enhanced through action research

Major Concern 1: To enhance intrinsic learning motivation through facilitation of Assessment as Learning

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. To facilitate more formative assessment and lesser summative assessment	Whole year	A. To have the existing academic structure reformed from three terms to one academic year	<ul style="list-style-type: none"> • School documents detailing key aspects of the reform • Implementation of the new academic structure witnessed • Major changes in relation to learning, teaching, curriculum planning, assessment, award system and reporting of results witnessed • Feedback from Subject Heads, teachers, students and parents 	CKT KLHY CCY TMC LLHYa	
	Whole year	B. To have different modes and practices of formative assessment promoted	<ul style="list-style-type: none"> • Reports from all academic subjects with varied modes and practices of formative assessment witnessed • Professional sharing on varied formative assessment at subject and school level • Teachers' and students' feedback collected from KPM survey 	KLHY CCY TMC	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2. To promote Assessment as Learning	Whole year	A. Review of existing assessment practices (AoL, AfL, AaL)	<ul style="list-style-type: none"> • Completion of a general review of existing assessment practices in all subject panels 	KLHY, CCY, TMC, Subject Heads	
	Whole year	B. Systematic professional development on Assessment as Learning (AaL) at school and subject level	<ul style="list-style-type: none"> • At least three training sessions on Assessment as Learning are to be conducted • PD/ Professional exchange on AaL witnessed in at least half of the subjects • Formulation and trials of subject-based AaL tasks in at least half of the subjects • Teachers' feedback from KPM survey 	KLHY, CCY, TMC, Subject Heads	\$5,000

Major Concern 2: To enhance personal accountability as a global citizen

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. To cultivate the school atmosphere for the learning of positive characters	Whole year	A. To organize PD sessions on positive education	<ul style="list-style-type: none"> Teachers' sharing on the implementation of class based activity during staff meetings Feedback from involved teachers on the effectiveness of the PD 	NHY, FPL	
		B. To use relevant comments in learning report	<ul style="list-style-type: none"> Students' character strengths witnessed in their learning report 	NHY	
		C. To provide positive phrases for students to write up their learning reflection	<ul style="list-style-type: none"> Students can identify their character strengths in writing up their learning journal 	NHY	
2. To emphasize the importance of mutual respect in interpersonal relationship	Whole year	A. To implement a whole school sex education curriculum that emphasizes mutual respect in interpersonal relationship	<ul style="list-style-type: none"> Student representative can be involved in planning activities Feedback from students after every activity Two activities can be organized in each form FT/AFT can be involved in one class based activity 	NHY	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	Whole year	B. To implement the teaching of mutual respect in interpersonal relationship in particular activities	<ul style="list-style-type: none"> • Boarders' feedback in relevant teaching in boarding life • Students' feedback in Big brother and Sister Scheme • Students' feedback in life-wide learning day for each form • Overall students' feedback through APASO / KPM survey 	WLHS FPL, LLV NHY, CTH	With the support of QEF
3. To enhance students' exposure to global issues	Whole year	To implement a whole school environmental protection learning program	<ul style="list-style-type: none"> • Training sessions for student ambassadors witnessed • A whole school energy saving competition launched • A form based reducing food waste competition launched • A whole school recycling activity launched 	CCY	

Major Concern 3: To enhance learning effectiveness through action research

Strategies / Tasks		Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.	To equip curriculum leaders with the skills of conducting action research	Whole year	A. To have training necessary for conducting action research provided for curriculum leaders	<ul style="list-style-type: none"> At least one training session on action research is run for curriculum leaders Feedback from Subject Heads 	KLHY, CCY	\$2,000
			B. To have relevant resources necessary provided for teachers	<ul style="list-style-type: none"> A collection of useful resources made available on school server An increase in teachers' resources or library titles on action research 	KLHY, CCY, AL	\$2,000
2.	To identify pedagogies and areas to be enhanced through action research	Whole year	A. To have a working group on Action Research established at school level	<ul style="list-style-type: none"> Formation of a working group is witnessed 	KLHY, CCY	
			B. Research conducted on areas of enhancement through action research	<ul style="list-style-type: none"> Consensus reached on pedagogies and areas of enhancement through action research 	KLHY, CCY	