



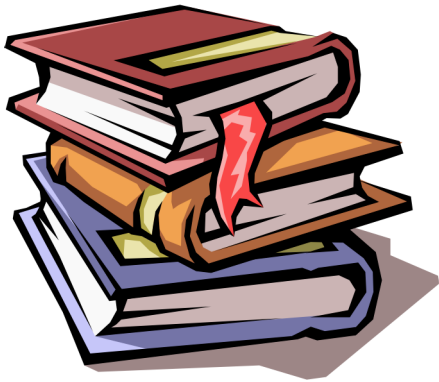
**United Christian College
(Kowloon East)**

**Annual School Plan
2020/2021**

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

2020/2021

Theme of the Year:

Fan into Flame

Theme Verse:

“For this reason I remind you to fan into flame the gift of God, which is in you through the laying on of my hands. For the Spirit God gave us does not make us timid, but gives us power, love and self-discipline.”
(2 Timothy 1:6-7, NIV)

Contents:

Major Concerns

- To strengthen intrinsic learning motivation through facilitation of Assessment as Learning
- To enhance and reinforce personal accountability as a global citizen
- To evaluate and improve current teaching practice or pedagogies through action research
- To enhance the use of systematic and effective formative assessment practices and strategies
- To promote and facilitate Assessment as Learning
- To promote the school atmosphere for the learning of positive characters
- To embed mutual respect in interpersonal relationship among various members in school
- To widen students’ global perspective through curriculum, trips and service opportunities
- To equip curriculum leaders and teachers with the skills of conducting action research
- To identify pedagogies and areas to be enhanced through action research
- To prepare for the launch of action research in the school year of 2020 - 2021

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

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. To enhance the use of systematic and effective formative assessment practice and strategies	Whole year	A. Continuous refinement of the newly reformed academic structure	<ul style="list-style-type: none"> • Completion of a review with suggested areas of refinement of the new academic structure witnessed • School documents detailing key aspects of review and refinement • Feedback from teachers, students and parents 	KLHY, CCY, TMC, LLHYa	
	Whole year	B. To consolidate the use of various modes and practices of formative assessment	<ul style="list-style-type: none"> • Reports from all academic subjects with enhanced and consolidated modes and practices of formative assessment witnessed • Professional sharing on varied formative assessment practices at both subject and school levels • Teachers' and students' feedback collected from KPM survey 	KLHY, CCY, TMC, Subject Heads	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2. To promote and facilitate Assessment as Learning	Whole year	A. Systematic professional development on Assessment as Learning (AaL) at school and subject level	<ul style="list-style-type: none"> • At least two training sessions on AaL are to be conducted • In-house PD/ professional exchange on AaL witnessed in at least half of the subjects • Teachers' feedback from KPM survey 	KLHY, CCY, TMC, Subject Heads	\$5,000
	Whole year	B. To develop strategies and practices of Assessment as Learning in subjects	<ul style="list-style-type: none"> • Formulation and trials of subject-based AaL tasks in all subjects • Integration of AaL into subject curriculum in at least one junior and one senior form in all subjects • Sharing of strategies and practices witnessed in subject meetings • Exemplars available in Subject \$ 	KLHY, CCY, Subject Heads	
	Whole year	C. To equip students with the skills necessary for making effective use of AaL	<ul style="list-style-type: none"> • Training offered to students either at school or form level • Subject-based AaL guidelines and/materials designed for students in at least half of the subjects • Students' feedback from KPM survey 	KLHY, CCY, TMC, Subject Heads	

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

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. To promote the school atmosphere for the learning of positive characters	Whole year	A. To form a PosEd Team and to equip team members with skills and knowledge of positive education	<ul style="list-style-type: none"> • Formation of PosEd Team • PosEd Team members attending training courses on positive education • PosEd Team meeting regularly to plan for the implementation of whole-school approach of positive education 	FPL, PosEd Team	\$25000 (Fee for training courses)
		B. To organize PD sessions on positive education	<ul style="list-style-type: none"> • At least two PD sessions are organized • PosEd Team members' sharing on their learning during staff meetings witnessed • Feedback from teachers on the effectiveness of the PD 	FPL, PosEd Team	
		C. To launch a pilot scheme of positive education programs in S.2	<ul style="list-style-type: none"> • Feedback from teachers and students involved on the pilot scheme 	FPL, PosEd Team, S.2 FC & FTs	\$2000 (Materials for activities)

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		D. To enhance the use of positive phases and comments in students' learning reflection	<ul style="list-style-type: none"> • Enrichment of the content of "My Journal" witnessed • Enhanced use of "My Journal" in Form Periods witnessed 	M&C Team, LKCY	
2. To embed mutual respect in interpersonal relationship among various members in school	Whole year	A. To implement and refine a whole-school sex education curriculum that emphasizes mutual respect in interpersonal relationship	<ul style="list-style-type: none"> • Implementation of the whole-school sex education curriculum witnessed • Two activities are organized in each form • Involvement of FT/ AFT in one class-based activity • Feedback collected from students after each activity • Feedback from FCs and FTs 	FPL, M&C Team, school social workers, counselors	
	Whole year	B. To strengthen the teaching of mutual respect in interpersonal relationship in particular activities	<ul style="list-style-type: none"> • Promotion of mutual respect among S.1 students through dorm programs witnessed • S.1 students' feedback on "Project Gabriel" (Big brother and Sister Scheme) • Promotion of mutual respect in S.1 & S.2 Easter Camp • Students' feedback from APASO / KPM survey 	FPL, WLHS, S.1, S.2 FCs	With the support of QEF

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3. To widen students' global perspective through curriculum, trips and service opportunities	Whole year	A. To implement and refine the whole-school environmental protection program	<ul style="list-style-type: none"> • Launching of a whole-school energy saving campaign witnessed • Launching of a whole-school recycling activity witnessed 	FPL, M&C Team	
	Whole year	B. To widen students' horizon and enrich their life experience	<ul style="list-style-type: none"> • GLocal Week trips to different parts of the world are organized • Service opportunities for various target groups in the local community witnessed • Students' post-trip or post-activity reflection • Students' feedback from KMP survey 	FPL, M&S Team	

Major Concern 3: To evaluate and improve current teaching practice or pedagogies 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 on conducting action research provided for curriculum leaders and teachers	<ul style="list-style-type: none"> Two training sessions on action research are organized for curriculum leaders and teachers Feedback from teachers 	CKT, CCY KLHY	\$5,000
		B. To expand resources on action research for teachers	<ul style="list-style-type: none"> An expanded collection of useful resources made available on school server An increase in teachers' resources or library titles on action research 	CCY, KLHY AL	\$5,000
2. To identify pedagogies and areas to be enhanced through action research	Whole year	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 School documents detailing areas of enhancement 	CCY, KLHY	
3. To prepare for the launch of action research in the school year of 2021-2022	Spring Session, 2021	To devise plans for action research by subjects/ functional group committee	<ul style="list-style-type: none"> A summary of the grouping for action research either by subjects/ functional group committee available Completion of Draft Plans for action research by each group witnessed 	CCY, KLHY Subject Heads/ Functional Group Committee Heads	