



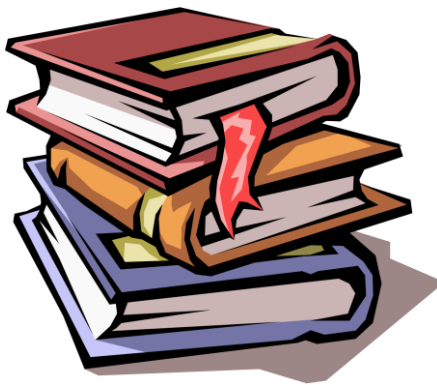
**United Christian College
(Kowloon East)**

**Annual School Plan
2022/2023**

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

2022/2023

Theme of the Year: Called, Equip, Serve, Glorify

Theme Verse:

(May God) equip you with everything good for doing his will, and may he work in us what is pleasing to him, through Jesus Christ, to whom be glory for ever and ever. Amen. (Hebrews 13:21)

Contents:

Major Concerns

- To create an environment conducive to self-directed learning
- To cultivate a positive values education atmosphere
- To reflect on the needs of professional growth of teachers

Targets

- To facilitate the use of blended learning strategies
- To facilitate Reading across the Curriculum (RaC) and extensive reading to extend learning beyond lesson time
- To stretch the learning capacity of the more able students through differentiated instruction
- To equip students, teachers and parents for the development of positive education
- To overview school's values education
- To promote the national and civic education in the school
- To help teachers reflect on their learning & teaching and student development through initiating action research
- To review professional learning needs of newly joined teachers and middle managers
- To launch initial study into differentiated appraisal system

Major Concern 1: To create an environment conducive to self-directed learning

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.1 To facilitate the use of blended learning strategies	1.1.1 Organize school-level PD on blended learning	Autumn Session	➤ Teachers gain an understanding of blended learning in KE context	➤ Feedback from teachers	AAC, IT Committee	\$10,000
	1.1.2 Effective use of e-learning platforms and flipped learning strategies that facilitate online learning and face-to-face instruction	Whole year	➤ E-learning platforms (PowerLesson 2/ Google Classroom) and flipped learning strategies are effectively used in both online learning and face-to-face instruction in most of the subjects	➤ Subject documents ➤ Lesson observation ➤ Feedback from teachers & students	AAC, Subject Heads	
	1.1.3 Enhance the use of interactive and collaborative pedagogies that promote ideas exchange and co-creation during learning process	Whole year	➤ Teachers are able to utilize the features and setting of Responsive Classroom for interactive teaching and collaborative learning ➤ Students engage in learning activities that promote ideas exchange and co-creation	➤ Lesson observation ➤ Students' work	AAC, Subject Heads	
	1.1.4 Offer PD support on the use of interactive & collaborative pedagogies in Responsive Classroom	Whole year	➤ Varied PD support (demonstration, experience sharing and open lessons) is offered to teachers ➤ Teachers show more confidence in the use of such pedagogies with the PD support given	➤ AAC minutes ➤ Feedback from teachers	AAC, IT Committee	

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.2 To facilitate Reading across the Curriculum (RaC) and extensive reading to extend learning beyond lesson time	1.2.1 Set up a core group and mechanism of collaboration among KLA's on the direction and implementation of RaC	Whole year	<ul style="list-style-type: none"> ➤ Formation of a core group ➤ Training received by core group members ➤ Curriculum review on the topics and skills covered in different disciplines ➤ Trials in selected subjects 	<ul style="list-style-type: none"> ➤ AAC documents detailing the curriculum review and trial tasks 	AAC, AL	
	1.2.2 Launch preparation work for library renovation and a literacy-rich campus	Whole year	<ul style="list-style-type: none"> ➤ Management and personnel in place in preparation for the infrastructure ➤ Initial installation of eRead stations/ kiosks at campus 	<ul style="list-style-type: none"> ➤ School documents ➤ Record of students' use of kiosks 	AAC, AL	\$36,000
1.3 To stretch the learning capacity of the more able students through differentiated instruction	1.3.1 Strengthen the use of differentiated instruction strategies in S.1 & S.4 to stretch students' learning capacity	Whole year	<ul style="list-style-type: none"> ➤ Subject-based policies and practices formulated and implemented in S.1 & S.4 ➤ More able students in S.1 & S.4 engage in challenging tasks in most of the subjects 	<ul style="list-style-type: none"> ➤ Subject documents ➤ L&T resources produced ➤ Students' work 	AAC, Subject Heads	
	1.3.2 Offer professional support and exchange on catering for more able students: <ul style="list-style-type: none"> ➤ Expand resources available for teachers 	Whole year	<ul style="list-style-type: none"> ➤ Compilation of useful L&T resources ➤ At least one PD exchange is organized (either at school level or subject level) ➤ Teachers gain practical ideas from the resources and exchange 	<ul style="list-style-type: none"> ➤ School documents ➤ Resources available on Subject server & library ➤ Feedback from teachers 	AAC, Subject Heads	\$2,000

	➤ PD exchange in prayer meeting/ subject meeting					
--	--	--	--	--	--	--

Major Concern 2: To cultivate a positive values education atmosphere

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.1 To equip students, teachers and parents for the development of positive education	2.1.1 <ul style="list-style-type: none"> ➤ Introduce the Positive Education to new teachers on the orientation day ➤ Cooperate with SENCO and conduct at least two PD sessions on equipping teachers using positive approach to communicate with students and colleagues 	Whole year	<ul style="list-style-type: none"> ➤ Teachers' awareness on using positive approach increased ➤ Shared vision in positive education is fostered among teachers 	<ul style="list-style-type: none"> ➤ Evaluation forms to be completed at the end of each workshop 	M&C SENCO	
	2.1.2 <ul style="list-style-type: none"> ➤ Enhance the implementation of character strengths in each class facilitated by form teachers and M&C ➤ Promote the positive values via the Positive Education Instagram page 	Whole year	<ul style="list-style-type: none"> ➤ S.1-5 students complete their reflection in My Journal and share with fellow students ➤ M&C teachers and ambassadors' weekly sharing on the Positive Education Instagram page 	<ul style="list-style-type: none"> ➤ Form Periods evaluation to be done by FTs ➤ Students' reflection collected from My Journal ➤ Students' feedback collected from APASO 	M&C FTs, AFTs	MNE Fund
	2.1.3 <ul style="list-style-type: none"> ➤ Parents' workshop on Positive Education in October ➤ Conduct workshops on 	AS SS	<ul style="list-style-type: none"> ➤ Families' feedback ➤ Appreciation from the guests on Open Day 	<ul style="list-style-type: none"> ➤ Feedback from students' parents and elders in family 	M&C PTA	

	<p>teaching M&C ambassadors to interview and present life stories of their parents or elders in family</p> <p>➤ Parents and elders' life story showroom on Open Day</p>			<p>➤ Thanksgiving (Encouragement) cards from guests on Open Day</p>		
<p>2.2 To overview school's values education</p>	<p>2.2.1</p> <p>➤ Stock-take the values education in both AAC and SD</p>	<p>Whole year</p>	<p>➤ Complete the stock-taking of the school's values education</p>	<p>➤ Learning and teaching of values shown on teaching scheme of each subject</p> <p>➤ Overview values involved in SD programs by each functional group head included in meeting minutes</p>	<p>YCSH Subject heads Functional group heads</p>	
	<p>2.2.2</p> <p>➤ A PD session for teachers to know more about values education and how to implement to their subjects/functional groups/forms/classes</p>	<p>SS</p>	<p>A common understanding on how the school implement values education</p>	<p>➤ Feedback from subject heads, functional group heads and FCs</p>	<p>YCSH</p>	
<p>2.3 To promote the national</p>	<p>2.3.1</p> <p>➤ School national flag-raising</p>	<p>Whole year</p>	<p>➤ Training of national flag-raising for M&C ambassadors, Red-</p>	<p>➤ Smooth running of national flag-raising ceremony</p>	<p>M&C D&C</p>	<p>QEF - "My Pledge to</p>

and civic education in the school	<p>team established</p> <ul style="list-style-type: none"> ➤ Implementation of NSE in all subjects 		<p>Cross members and prefect leaders completed</p> <ul style="list-style-type: none"> ➤ All subjects have embedded NSE 	<ul style="list-style-type: none"> ➤ NSE shown on teaching scheme of each subject 	<p>CCA AAC Subject heads</p>	<p>Act”</p>
	<p>2.3.2</p> <ul style="list-style-type: none"> ➤ Explore sister schools in mainland ➤ Arrange school-based Mainland study tour 	<p>SS AS</p>	<ul style="list-style-type: none"> ➤ At least one more sister schools connection ➤ Arrange at least two Mainland study tour ➤ Students’ better understanding of home country 	<p>Reflection and feedback from students</p>	<p>M&S M&C</p>	<p>C&S Fund</p>
	<p>2.3.3</p> <ul style="list-style-type: none"> ➤ Explore and reflect critically to the local issues through assemblies, experiential learning and OLE(LE) ➤ To respond proactively and in a responsible way to the needs in our community 	<p>Whole year</p>	<ul style="list-style-type: none"> ➤ Students can develop heightened social awareness ➤ Community services arranged for each form 	<ul style="list-style-type: none"> ➤ Students’ feedback collected from APASO ➤ Reflection and feedback from students 	<p>M&S M&C</p>	<p>QEF - “My Pledge to Act”</p>

Major Concern 3: To reflect on the needs of professional growth of teachers

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.1 To help teachers reflect on their learning & teaching and student development through initiating action research	3.3.1 Offer training for both curriculum leaders and teachers on conducting action research ➤ One PD for all teachers ➤ One PD for curriculum leaders	Whole year	➤ Subject Heads and teachers show confidence in conducting action research	➤ Feedback from teachers	CKT, LTC, KLHY	
	3.1.2 Launch of action research by all subjects	Whole year	➤ At least one-third of the subject panels have completed their action research with findings back-washed to their daily teaching	➤ Subject minutes ➤ Sharing in Curriculum Celebration	CKT, LTC, KLHY	
	3.1.3 Organize in-house sharing of research findings and implications to L&T and student development at both subject and departmental levels	Whole year	➤ Teachers find the sharing insightful to L&T and / student development	➤ Record of sharing in subject minutes/ Functional Group Committee minutes ➤ Feedback from teachers	CKT, LTC, KLHY	

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.2 To review professional learning needs of newly joined teachers and middle managers	3.2.1 Collect views and ideas from newly joined teachers and newly appointed middle managers on their professional learning needs	Whole year	<ul style="list-style-type: none"> ➤ Views from newly joined teachers are collected qualitatively through mentoring program ➤ Views from newly appointed middle managers are collected through appraisal meetings 	<ul style="list-style-type: none"> ➤ A summary documenting their professional learning needs 	CKT, KLHY	
	3.2.2 Make initial revision to the mentoring program after the review	Whole year	<ul style="list-style-type: none"> ➤ Content of the mentoring program is revised based on the views collected 	<ul style="list-style-type: none"> ➤ School documents detailing the revision/ amendments made ➤ Feedback from newly joined teachers 	CKT, KLHY	
	3.2.3 Devise a support scheme for newly appointed middle managers	Whole year	<ul style="list-style-type: none"> ➤ At least two pilot programs are carried out ➤ Teachers find the scheme useful in equipping them with the mindset and skillsets needed for their management roles 	<ul style="list-style-type: none"> ➤ School documents detailing the pilot programs ➤ Feedback from middle managers 	CKT, KLHY	

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.3 To launch initial study into differentiated appraisal system	3.3.1 Study the theories and practices of differentiated appraisal system	Spring Session, 2023	<ul style="list-style-type: none"> ➤ Summary of the theories and practices of differentiated appraisal system is compiled 	<ul style="list-style-type: none"> ➤ School document detailing the summary 	CKT	
	3.3.2 Share with EC members on the rationale and direction of adopting differentiated appraisal in our school	Spring Session, 2023	<ul style="list-style-type: none"> ➤ A sharing session is arranged with EC members. ➤ EC members gain a good understanding of the rationale and direction of adopting differentiated appraisal 	<ul style="list-style-type: none"> ➤ Feedback from EC members 	CKT	