



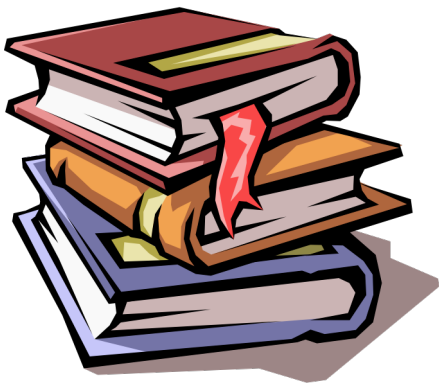
**United Christian College
(Kowloon East)**

**Annual School Plan
2021/2022**

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

2021/2022

Theme of the Year: God's Will is Our Zeal

Theme Verse:

Never be lacking in zeal but keep your spiritual fervor, serving the Lord. Be joyful in hope, patient in affliction, faithful in prayer (Romans 12:11-12, NIV)

Contents:

Major Concerns

- To further strengthen intrinsic learning motivation through facilitation of Assessment as Learning
- To further enhance the use of systematic and effective formative assessment practices and strategies
- To further develop Assessment as Learning
- To consolidate personal accountability as a global citizen
- To further promote the school atmosphere for the learning of positive characters
- To cultivate the culture of mutual respect in school
- To widen students' global perspective through curriculum, trips and service opportunities
- To evaluate and improve current teaching practice or pedagogies through action research
- To further 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 next developmental cycle

Major Concern 1: To further 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 further enhance the use of systematic and effective formative assessment practice and strategies	Whole year	A. Continuous refinement of the academic structure	<ul style="list-style-type: none"> School documents detailing key aspects of refinement based on review conducted in 2020-21 Feedback from teachers, students and parents 	KLHY, LTC, TMC,	
		Whole year	B. To further enhance the use of various modes and practices of formative assessment	<ul style="list-style-type: none"> Reports from all academic subjects with enhanced 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, LTC, TMC, Subject Heads	
2.	To further develop Assessment as Learning	Whole year	A. Continuous professional development on Assessment as Learning (AaL) at school and subject level	<ul style="list-style-type: none"> In-house PD/ professional exchange on AaL witnessed in most of the subjects Teachers' feedback from KPM or other surveys 	KLHY, LTC, TMC, Subject Heads	\$5,000

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	Whole year	B. To refine and further develop strategies and practices of Assessment as Learning in subjects	<ul style="list-style-type: none"> • Formulation of subject-based AaL tasks in all subjects • Integration of AaL into subject curriculum and L&T in at least three forms in all subjects • Sharing of strategies and good practices witnessed in subject meetings/ Curriculum Celebration. • Exemplars available in Subject \$ 	KLHY, LTC, Subject Heads	
	Whole year	C. To further develop among students 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 most of the subjects • Students' feedback from KPM survey 	KLHY, LTC, TMC, Subject Heads	

Major Concern 2: To establish a positive and respectful environment to nurture future global citizens

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. To further promote the school atmosphere for the learning of positive characters	Whole year	A. To expand the PosEd Team and to further equip team members with skills and knowledge of positive education	<ul style="list-style-type: none"> • Inviting two to three new teachers to join the PosEd Team • New 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 	LKCY, TNYM, LTC, PosEd Team	\$15000 (Fee for training courses)
		B. To organize PD sessions on positive education	<ul style="list-style-type: none"> • At least two PD sessions on introductory PosEd are organized • PosEd Team members' sharing on their learning during staff meetings / curriculum celebration witnessed • Feedback from teachers on the effectiveness of the PD 	LKCY, TNYM, LTC, PosEd Team	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		C. To launch a pilot scheme of positive education programs in S.3	<ul style="list-style-type: none"> Feedback from teachers and students involved on the pilot scheme 	LKCY, TNYM, LTC, PosEd Team, S.3 FC & FTs	\$2000 (Materials for activities)
		D. To further enhance the use of positive phases and comments in students' learning reflection	<ul style="list-style-type: none"> Redesigning "My Journal" so that it becomes a platform of positive communication between teachers and students Use of positive descriptors in report cards 	LKCY, TNYM, PosEd Team	
2. To cultivate the culture of mutual respect in school	Whole year	A. To develop a systematic whole-school sex education curriculum that further emphasizes mutual respect in interpersonal relationship	<ul style="list-style-type: none"> Implementation of a structural whole-school sex education curriculum witnessed Two activities organized in each form Involvement of FT/ AFT in one class-based activity Feedback collected from students after every activity Feedback from FC/ FTs 	LKCY, TNYM, Responsive Classroom Team	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	Whole year	B. To further 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 student through dorm programs witnessed • S.1 students' feedback in "Project Gabriel" (Big brother and Sister Scheme) • Promotion of mutual respect in S.1 & 2's Easter Camp • Promotion of mutual respect in induction program for transfer students • Students' feedback from APASO / KPM survey 	LKCY, CTH, YWMY, counselors, school social workers	\$60,000 (Fee of MPP)
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 	LKCY, YCSH, M&C Team	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	Whole year	B. To widen students' horizon and enrich their life experience	<ul style="list-style-type: none"> • Global 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 	LKY, WLHS, 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 / sharing sessions on action research are organized for curriculum leaders and teachers • Feedback from teachers 	CKT, LTC, KLHY	\$5,000
		B. To expand subject-based 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 • A collection of subject-based resources on action research available in most subjects 	LTC, KLHY AL, Subject Heads	\$10,000
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 	LTC, KLHY	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	
3.	To prepare for the launch of action research in the next developmental cycle	Winter and Spring Sessions, 2022	To devise plans for action research by subjects/ functional group committees	<ul style="list-style-type: none"> • Timeline and implementation schedules prepared by AAC available to teachers • 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 	LTC, KLHY Subject Heads/ Functional Group Committee Heads	