United Christian College (Kowloon East) School Development Plan

5-school-year period (2008-2013)

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.

School Goals

We hope for every student to become a person with faith, moral character, culture, knowledge and dreams.

School Motto

Understanding Truth • Pursuing God •
Developing Diligence • Cultivating Virtue

Core Values of Education

1. God as the Centre
2. Integrity
3. Academic Excellence
4. Caring Community

Holistic Review

I. Evaluation – Past Five Years

A. Major Concern:

1. Develop sense of belonging
   - Even for the S.4 students, they did have a positive attitude towards the school.
   - Students generally respect the teachers. They gave supportive comments on the teaching evaluation forms.
   - High sense of class belonging
   - Some colleagues worried that class streaming in lower forms has labeling effect.
   - Teacher Interpersonal Relationship is harmonic and supportive.
   - Staff Retreat Camp, New Staff Orientation,
   - New teachers can get involved in school smoothly.
   - Mentorship scheme for new teachers is suggested.

2. Create a caring & learning environment, quality learning
   - Academic atmosphere in general weak
   - Suggestions: try to remind students more on academic requirement, organize more academic activities (e.g. quiz competition, talk, seminar)
   - Records of students such as attendance and discipline are not systematic enough.
   - Study Skill Training:
     - (e.g. EDIT workshop for S1 and S4, CORT-thinking skill for S1-3, Project learning, Mind mapping were widely used in school.)
     - Student leadership training:
     - Students have lot opportunities to develop leadership (e.g. Prefects, Student Council, L&S student leaders, Career Guidance Class Representatives, Student MC, Class Fellowship, Sports team leaders, Drama Club, School Reporters, etc.)
   - Variety of different elective courses is a uniqueness of UCCKE, counseling of subject change in S4 should be strengthened.
   - Small class is an advantage for group discussion in class.
   - Individualized learning:
     - Bible: alpha, beta split classes catering different needs.
     - Maths: Pilot scheme for gifted students (1-mentor-1-student) was launched.
     - During Feb-June, some colleagues who finished teaching for S5 and S7 would be arranged to shift to lower forms. This practice is a uniqueness of UCCKE.
   - English environment:
     - English speaking Wednesday, English ambassadors, Announcement in English, Class Board Decoration in English
     - Overall, students have reasonably good colloquial oral English but weak formal English.

3. Build a dedicated, cooperative & cohesive team of teaching & non-teaching staff
   - Teaching staff were very cohesive and the turnover rate was very low.
   - Teachers had commitment on the school mission.
   - The school policy is transparent.
   - Teachers are given autonomy in their teaching.

- Teachers share the same faith and have a strong team spirit.
- Teachers are being respected by the school management.

4. Strengthen the partnership of parents & teachers through parents' involvement
   - Parents had a lot of opportunities to come to school.
   - The frequency of 'Parents' Happy Hour' is high but it is the trend of DSS schools.
   - The school generally respects our parents and some parents are very supportive.
   - Parents also support school (enthusiastic involvement in school activities).
   - (e.g. Parent volunteers in Open Day, Parents' Professional Career Talks, being S1-Candidates interviewers)

5. Catering individual needs
   - English – split class for C class (weak class), best 2 (e.g. A & C classes) – split into 3 classes, with more challenge and enhancement provided for the high caliber students
   - Maths – 3 groups now, uneven distribution of students in each group, sometimes the alpha class in weak classes does not reach a really high standard
   - For weak students, the school should require them to get a private tutor or attend tutorial class outside

6. Reading for learning
   - Students are practicing regular reading through reading time, but it is not clear that whether the reading is related to 'learning'.
   - The rules of reading time, e.g. no newspaper, no devotion, no magazine, 2 days of Chinese books plus 2 days of English books are sometimes not implemented strictly.
   - Some subject leaders are talking about subject-based reading during reading time.
   - To prepare for the up-coming Liberal Studies, the books in the next year's S.3 book box should be selected according to the topics covered in the subject.
   - Reathathon, Reading Time, Reading sharing in assembly, Good library resources, class library

7. Culture of respect & responsibility- Develop students' self-control & fight against self-centredness
   - The students' performance is varied in terms of being respectful and responsible.
   - Most students are from families of middle-class and they may be less obedient towards authority due to the liberal way of parenting they receive. Moreover, most parents are busy and have long work hours. The time spent on parent is relatively less.
   - Culture of respect & responsibilities needed to be strengthened
   - Whole-school year-long competition can be run
   - Are what we have been doing effective?
   - Students not disciplined enough
   - e.g. Summer School for S.1 students → chaotic
   - Double standard in handling discipline problems?

8. Cultivate lessons preparation
   - For some subjects, it is more difficult to promote lesson preparation. For example, parents may complain that the teacher forces the student to work on math problems that are not taught. Languages like French and Japanese are also difficult to study

without the supervision of teacher.
- Lesson Plans in e-class are open to parents who can help/ monitor students to have lesson preparation.

9. Improve qualities project learning
   - The attitude towards Project Learning is varied among students and even among teachers.
   - More effort should be put on establishing the framework of implementing Project Learning and improving the skills of teaching the subject.

10. Nourish students' spirituality
   - Role of SAC member is not clear. Teachers expect the SAC member will lead the discussion in different meeting but the fact is they are rather passive.
   - There is lack of the support of Class Fellowship from SAC.
   - Teachers had varied expectations on Class Fellowship in the beginning. Some worried that it would increase the work load a lot. It turned out that students could take up the duties in most classes.
   - The atmosphere of Class Fellowship is generally better than that of Upper Form Fellowship before.
   - FCs act as the coordinators of the spiritual work among their own forms. It is a more flexible and feasible way to promote spiritual atmosphere.
   - SAC members provide supports and advices to form chapels.
   - As Christian students have more opportunities to take up responsibilities in Class Fellowships, their gifts and talents are developed.
   - It is a pity that the frequency of Form Chapel is lowered to about 3 times a term. The chapel is a good platform to carry out pastoral care to the whole form.
   - The chapel should be run in a more traditional and solemn way.
   - It is suggested that the class fellowship and the form chapel would be arranged in different time slot.
   - To further promote the Christian atmosphere, it is suggested to read some bible scripture and sing a hymn every morning through the PA system.
   - Integration of biblical elements in whole-school activities is a uniqueness of UCCKE.
   - Lot of chance of evangelism, Short-term Mission, bible sharing for students and teachers.
   - Mission Week, Gospel Week, Sun Pilot Bible Reading scheme, Easter Camp, Devotion Time, Class Fellowship, etc.
   - Prayer meeting, biblical sharing in EC
   - Class fellowship → brings about more student participation, but more monitoring and supervision by FT/AFT is needed
   - More training (e.g. discipline training) for students needed
   - Problem: difficult to schedule time to run such training/ groups
   - Need to encourage ss to participate more in the spiritual work of the school
   - e.g. setting up Student Spiritual Committee in the coming school year, asking S6 ss to commit more of the spiritual work of the school

11. Awareness of environmental protection
   - Environmental Club, No air-conditioning Day, Use of Recycled papers in staff room, Recycle Box in classes. Project learning: Focus on 保育, reusable lunch boxes, staff printing quota

B. Execution of the school plan & school theme

- Not every teacher know what is stated/ planned in the annual school plan → better to highlight some important points/ concerns in prayer meeting
- Sometimes not every subject is able to implement everything in the school plan
- More coordination is also needed among subjects when implementing some concerns in the school plan (e.g. reading for learning). If every subject implement the same thing at the same time, students may be overloaded with a particular kind of work
- Since the school plan is drafted after the school year starts, it may be difficult for subject heads to include the major concerns in the plan for their own department.
- Suggestions: school plan to be due earlier (e.g. before summer)
- Ts and Ss find it easier to remember and apply when the school theme is shorter and more general (e.g. aim high, fly high, I love UCCKE)
- Too many tasks and program are called "important" so that teacher can't figure out the focus of the school.
- There are many ideal raised by EC but sometime the working procedure of those ideals are not well consider.

II. SWOT Analysis

STRENGTHS

1. Management and organization

1.1 Principal

- A principal with biblical vision, who is also flexible and is willing to trust teachers.

1.2 School management

- Weekly EC meeting and prayer meeting (not all schools have such mtg held every week)
- Strong support from office clerks and school assistants

1.3 Teachers

- Teachers with the same faith and sharing the same vision.
- Dedicated and submissive teachers
- Teaching staff possessing high English proficiency
- Both experienced and green teachers are willing to contribute and cooperate with each other to achieve a common goal

1.4 Others

- No class arranged for Wednesday afternoon → a good chance for teachers to schedule meetings
- Enjoying the flexibility of a DSS school (e.g. curriculum, finance, employment of teachers)

2. Teaching and learning

- Small class & EMI
- Split class in Math - students are streamed according to their Math standard (3 levels)
- Flexibility in terms of learning: allow students to take up more varieties in terms of learning, more choices offered to senior form students
- Strong library support, with an experienced School Librarian
- Most teachers are subject trained in the subject they are currently teaching

3. School ethos

- Clear target group
- Diversified CCA
- Love and caring environment
- There is a student counselor at our school
- Parent resources (in terms of career guidance) – a wide range of talks, workshops and activities can be arranged with the help of parents who being in various expertise
- Good relationship with external resources
- Strong connection with overseas schools
- Adequate support and collaboration with the school church (UCCC)
- 60% of our students are Christian
- Good reputation among Christian community and local churches

4. Student Performance/ background

- Students have a good foundation in English
- Students' background: since most of them come from middle-class, many programmes without paying attention to the cost

WEAKNESSES

1. Management and organization

1.1 School

- No focus, priority: Sometimes there are too many things to handle at one time, making it difficult for teachers to focus on the most important thing
- Balance between CCA and study → difficult to achieve

1.2 Teachers

- Weak in terms of implementing and following up policies
- Self-discipline of teachers → not all staff are disciplined enough
- Sometimes teachers lack discipline in meeting deadlines
- Weak inter-departmental communication

2. Teaching and learning

- Students are easy to give up in certain difficult subjects (senior forms)
- Students lack the discipline and study habit in their study
- Lack of activities/ events/ occasions for formal communication / language among students
- Students' high English proficiency may reduce their motivation to work hard in their study
- Teachers lack time and space to work out new teaching strategies / materials

3. School Ethos

- Discipline system too lenient to students → poor discipline among students
- Sometimes teachers are a bit lenient in implementing some disciplinary policies
- Discipline problems caused when students float from one class to another
- SAC leadership in spiritual growth

OPPORTUNITIES

1. New Building

- New Extension Building → more space for development

2. Parents

- Support from parents
- Strengthening of school-parent cooperation
- Parents want the school to stress more on parent-school cooperation/ collaboration, though they are not involved as PTA members.

3. Curriculum, teaching

- Flexible curriculum and subject combination
- E-class → a useful platform for both learning (i.e. teaching and self-access learning) and administration

4. Students

- Catering for individual needs
- Global vision of our students

5. External environment

- With fewer teenagers in the whole society, it is easier for the school / Career Guidance to look for external agents or organization to run activities or programmes (business corporations, universities, NGOs)

THREATS

1. Management and organization

- Principal will retire soon
- Change of Kau Yan School principal
- Working for uniqueness for the sake of uniqueness? Mission and vision?

2. Teaching and learning

- Curriculum being too flexible, giving students too much choice. They can drop the subjects anytime they want, causing a lack of persistence in their learning.
- Students have various subject combinations, sometimes it takes time to cultivate class spirit.
- Changes in education system (NSS, IB, year of double cohort)

3. School ethos

- Parents are having higher expectation on us. They become more and more critical and demanding but are still supportive. They are willing to serve as volunteers to help the school

4. Student performance

- Public exam results of our own students

5. Others

1. Decreasing number of young people in Hong Kong
2. Admission of S.4 students from outside
3. Subsidies from the government reduced (since we have some students who are children of civil servants)

- Small class and EMI – competition from other DSS schools

III. Suggestions for future years

1. Suggestions for school theme:

Humbleness 柔和谦卑
Thanks-giving and appreciation 感恩校園
Goal setting 異象拓展
Self-discipline 寬人嚴己
Self-actualization 發揮恩賜

2. Curriculum
   - A more globalized curriculum, e.g. I.B., exchanging students with overseas' friendly schools
   - A better English speaking environment, e.g. increasing the frequency of English speaking day, a more difficult English curriculum
   - Improvement in the teaching methodology in some subjects

3. Spiritual Atmosphere
   - Further promote the spiritual atmosphere
   - Increasing the effectiveness of SAC
   - More support from the SAC in chapel and class fellowship
   - How to nurture Christian Students? How to develop these Christian students to be a leader?
   - How to cater the spiritual needs of pastor's children? An underground fellowship can be set up for them to rebuild their positive value of their faith.

4. Personalized Education
   - Catering for the developmental needs of students in different forms
   - More training for FCs on dealing with developmental needs
   - Gifted training
   - Students graded on faithfulness and proper attitude to learning

5. Character Building
   - Introducing projects like "Character Building" and "Personal Planning", which would be done in FPs
   - Further training students on discipline
   - Big brothers and sisters – allow senior forms to serve the younger forms
   - Enhance a whole school approach in terms of discipline

6. Parents
   - How to get the parents involved in school activities so that the parent power can be fully made up
   - Greater care and service to parents will enhance ease of interaction with student.

7. Teaching and learning
   - Experienced teachers can guide some fresh teachers to enrich their teaching strategies.
   - How to increase teachers' awareness on meeting deadline. Is it necessary to set up some regulations to encourage teachers to complete their tasks as early as possible?

- Efficiency of teacher's performance. It is found that teacher can improve their performance when they can sufficient time to prepare, and thus someone suggests that some less important school activities can be eliminated so that teachers can have more time to prepare other tasks.
- Academic performance – this is what the parents and teacher most concern. How to improve the learning atmosphere, so that they are eager to learn.
- Initiative towards studies – students should take greater responsibility for their own learning (threat – too many students have an alternative route to study overseas)

8. National Identity – students who can demonstrate identification with own country may be better able to show identification of a global perspective

9. Improved communication channel with disseminating information from top management to teachers

School Development Plan (5-school-year period)

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2008-09	2009-11	2011-13	
1. God as the Centre	• *"God as Centre" being the rationale behind all school policies*	✓	✓	✓	• SAC provides a biblical perspective for major concerns
	• *Unification of UCCC and UCCKE*	✓	✓	✓	• Ministers from UCCC will share their ministry and needs in Teachers' Prayer Meeting • More teaching to students on the importance of church life to one's spiritual growth • Ministers from UCCC provide pastoral care for teachers as well as students

	• *Spiritual development: From non-believer to believer; from young believer to mature disciple*	✓	✓	✓	• Tuesday luncheon (i.e. Tuesday Café) is the sacred period to be set aside for God. Students and teachers worship and study the word of God together. It is also the personal time for teachers or mature Christians to minister to non-believers and new converts.
	• *Church life development: From non-goer to goer; from attender to active member*		✓	✓	• Senior form spiritual leaders support junior form Christians
	• *Development of mission spirit*	✓	✓	✓	• Forming a Mission and Service Team to coordinate mission trips and integrate service with mission trips. • Mission trips, Mission Days, message at Tuesday Cafe
2. Integrity	• *Character building*	✓	✓	✓	• Teaching on the attributes of God and ministry of Jesus in Devotion time, Bible and R.S. lessons

		✓	✓	✓	• Reviewing the content of Civic education in junior forms • Strengthening the use of Form Period as a means of character building • Using current issues as a means to convey positive values to students
	• *Habits of Mind (HOM)*	✓	✓	✓	• Integrating HOM qualities with classroom learning by including relevant HOM qualities in teaching schedule and end-of-term evaluation form
			✓	✓	• Integrating HOM qualities in classroom learning by developing a new checklist for lesson observation with the emphasis of relevant HOM qualities
				✓	• Refining HOM qualities that aretailor-made to the development of the school

	• *Discipline*		✓	✓	• Organizing activities and campaigns to enhance the sense of integrity of students, e.g. tackling the problem of late arrival to school
		✓	✓	✓	• Prefects as role model 1. Promoting the importance of integrity through the prefect team by acting as the role models to fellow students 2. Delegating higher order responsibilities to prefects, prefect leaders and head prefects
			✓	✓	• Appointing Ambassadors of Integrity and electing Stars of Integrity
3. Academic Excellence	• *Enhance the learning of Science and Mathematics*	✓			• Launching Problem-Solving Campaign to reduce students' fear of Mathematics
		✓			• Offering various remedial measures (e.g. topic-based tutorial and regular "base-line" assessments) for junior form students who cannot attain basic competence in Mathematics

		✓	✓		• Fostering a positive learning atmosphere via the cooperation between Student Union, Budding Program (Science) and & Problem-Solving Campaign (Mathematics) to organize science & math related inter-class competitions.
		✓	✓	✓	• Running elite programs for high-achievers in Mathematics & Science
		✓	✓	✓	• Research Units on science topics for junior classes
	• *English speaking environment*	✓	✓	✓	• Promotion in the Hall • An English Speaking Slogan chanted • Encouraging students to speak with teachers in English on academic and personal issues • English Week and Inter-Class English Speaking Competition

	• *Formal language campaign*	✓	✓	✓	• Raising students' awareness of their writing style and structure through the running of English Writing Club
	• *Catering individual learning needs*	✓			• Designing different assignments for students with different learning needs and abilities
		✓	✓	✓	• Mentorship program for gifted students
		✓	✓	✓	• Intervention program for weaker students
		✓			• Special arrangement for ‘English Speaking Students’ (from international schools or returnees from foreign countries)
	• *Proactive learning atmosphere*	✓	✓	✓	• Mentorship program for gifted students
		✓	✓	✓	• Training in argumentative essay writing and research for more capable classes
	• *Innovative teaching strategies*	✓			• Questioning techniques and meta-cognition will be stressed in both teaching and learning

		✓	✓		• Encouraging both inter- and intra-school lesson observation and sharing
				✓	• Developing a new checklist for lesson observation with the emphasis on innovative teaching strategies
		✓			• Extending the existing reading scheme to Science, Mathematics and other subjects
4. Caring Community	• *Development of service heart*	✓	✓	✓	• Minimum service hour as a criterion for graduation • Class-based service activities • Integrating service with CCA
	• *Caring teacher community*	✓	✓	✓	• Strengthening the morale of the teaching community • Promotion of Christian Education studies • Developing a supportive mentorship scheme for teachers • Strengthening the function of Teachers' Prayer Meeting as a means of supporting teachers

	• *Caring student community*	✓	✓	✓	• Big Brother and Sister Scheme: Taking care of new S.1 students with regard their spiritual life, academic adaptation and social skills • Support of School Social Workers and Student Counselors: Caring groups related to the theme of that school year will be formed • Fostering atmosphere and cultivating a caring and loving culture in the school campus

		✓	✓	✓	• Activities will be held to promote the appreciating, caring and loving atmosphere among students and between teachers and students. • Student Council will hold regular meetings to listen to the needs and views of students and reflect them to school. • Meetings held by the Student Council will discuss the current problems or issues faced by students and work out feasible solutions from the students' point of view.
	• *Caring parent community*	✓	✓	✓	• PTA will meet regularly and activities will be organized to promote home-school cooperation.
		✓	✓	✓	• Establishing parents' network in each class to enhance parents' communication.
		✓	✓	✓	• Encouraging parents to involve in school activities as volunteers to create a sense of belongings.

		✓	✓	✓	• Organizing a series of parents' talks to allow S1 parents to have a better understanding of school vision and mission.
		✓	✓	✓	• Arranging parents-teachers meeting once a month to allow parents to have a better understanding of their children's school life.
		✓	✓	✓	• Organizing 'mommies group' to invite house-wife parents for informal / casual gathering. This will strengthen the bond of parents and sense of belongings.
	• *National identity*	✓	✓	✓	• Promoting the understanding of national identity through various activities • Organizing trips to Mainland China to know more about the development of the country • Fostering a better understanding of our motherland through the learning of Chinese history, in both formal and informal circumstances.

	• *Global concerns*	✓			• Promoting several international days related to poverty
		✓	✓	✓	• Promoting mission trips and integrating service in overseas neighborhood.
		✓	✓	✓	• Organizing school-wide social service program
		✓	✓	✓	• Providing a biblical perspective for global concerns