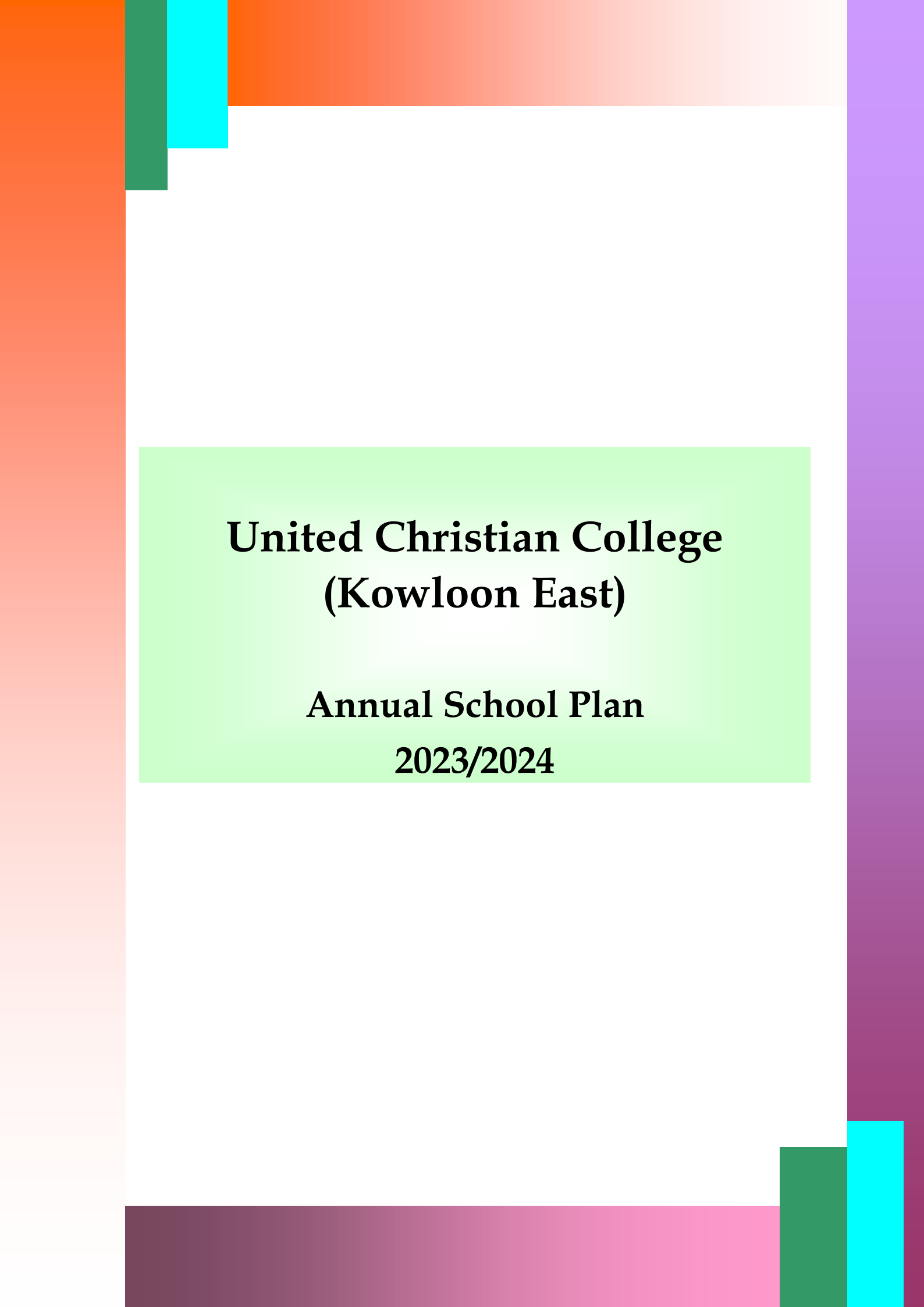




United Christian College (Kowloon East)

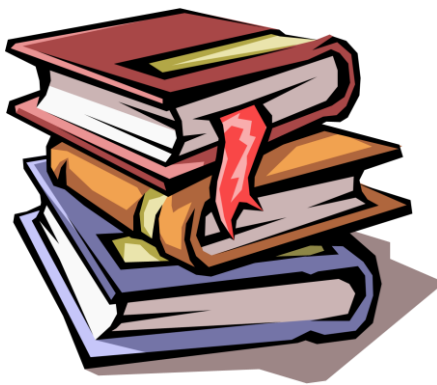
**Annual School Plan
2023/2024**

United Christian College (Kowloon East)

School Vision & Mission

Our vision is to provide students with quality holistic education grounded in the Love of God and Biblical principles.

We believe that every student is endowed with God-given potential and will succeed under proper guidance and training. Our mission is to help students identify and develop their God-given abilities and talents to their fullest so that they will become a person with faith, moral character, knowledge, culture and dreams in a caring environment. We trust that through the Christian dedication and professionalism of our teachers and the involvement of parents,



students will confidently experience a balanced development, formulate life direction and goals, build a positive life view, strengthen lifelong learning, lay a solid foundation for further education, acquire a sense of social responsibility, and live a life according to God's will.

United Christian College (Kowloon East)

Annual School Plan

2023/2024

Theme of the Year: *Go Further, Shine Brighter*

Theme Verse:

Brothers and sisters, I do not consider myself to have attained this. Instead I am single-minded: Forgetting the things that are behind and reaching out for the things that are ahead, with this goal in mind, I strive toward the prize of the upward call of God in Christ Jesus. Philippians 3:13-14 (NET)

Contents:

Major Concerns

- To enhance the nurturing of self-directed learners
- To strengthen all stakeholders' involvement in the positive values education
- To strengthen the professional growth of teachers conducive to student's learning

Targets

- To augment the use of blended learning strategies to nurture students as self-directed learner
- To facilitate Reading across the Curriculum (RaC) and extensive reading to help students extend learning beyond lesson time
- To further strengthen the learning capacity of the more able students through systemic differentiated instruction
- To facilitate students, teachers and parents to take ownership of the positive education conducive to positive development and wellbeing of students
- To facilitate students' values learning through building up professional connection and collaboration with different schools on values education
- To strengthen students' sense of national identity and awareness of community needs
- To expand the professional capacity of teachers conducive to student's learning and personal growth
- To strengthen the professional growth of newly joined teachers and newly appointed middle managers

and personal growth

- To enhance the professional growth of teachers through the adoption of differentiated appraisal system

Major Concern 1: To enhance the nurturing of self-directed learners

Briefly list the feedback and follow-up actions from the previous school year:

- Students take leverage of blended learning strategies with the aid of various e-learning platforms and tools, and teachers are in general familiar with the use of interactive and collaborative pedagogies.
- Preparation work and trials have been done for the implementation of Reading across the Curriculum, which will form the basis of the collaboration work among selected subjects this year.
- Students' learning capacity has been stretched through the implementation of differentiated instructions in S.1, S.4 and the "Self-Directed Learning" Trial Scheme.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
● To augment the use of blended learning strategies to nurture students as self-directed learner	● Facilitate the use of e-learning platforms and flipped learning strategies that consolidate the integration of online learning and face-to-face instruction more effectively and extensively	● Flipped learning strategies are effectively and extensively used in both online learning and face-to-face instruction in most of the subjects ● Students engage in learning activities that promote ideas exchange and co-creation ● Teachers grasp basic understanding of the operations of common AI tools and they are able to guide students on their use ● Students extend their learning with the use of some common AI tools.	● AAC minutes & subject documents ● L&T resources ● Lesson observation ● Students' work ● Feedback from teachers & students	● Whole year	● LTC, KLHY, Subject Heads	
	● Increase the efficacy of the use of interactive and collaborative pedagogies that promote ideas exchange and co-creation during the learning process			● Whole year	● LTC, KLHY, Subject Heads	
	● Offer PD support on the use of interactive & collaborative pedagogies in Responsive Classroom			● Whole year	● LTC, KLHY, IT Committee	
	● Promote AI literacy among teachers and students so as to facilitate self-directed learning by first equipping them with knowledge about the use of common AI tools.			● Whole year	● LTC, KLHY, IT Committee	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
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● To facilitate Reading across the Curriculum (RaC) and extensive reading to help students extend learning beyond lesson time	● Initiate collaboration among KLAs for implementation of RaC	● Curriculum review on the topics and skills covered in different disciplines ● Co-planning of RaC tasks by the cross-subject core group members ● Cross-curricular reading tasks and activities in selected subjects	● AAC minutes & Subject documents ● RaC L&T resources ● Students' work ● Feedback from teachers & students	● Whole year	● KLHY, LTC, Subject Heads	●
	● Launch library renovation and further equip the library as a learning resource hub	● Planning and personnel in place for library renovation	● Record of students' use of kiosks	● Whole year	● KLHY, LTC, Subject Heads	●

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
To further strengthen the learning capacity of the more able students through systemic differentiated instruction	Extend the systemic use of differentiated instruction strategies in S.1, S.2, S.4 & S.5 to stretch students' learning capacity	- Subject-based policies and practices formulated and implemented in S.1, S.2, S.4 & S.5 - More able students enjoy more opportunities to enrich their knowledge outside the class time - More able students in these forms engage in challenging tasks in most of the subjects - Compilation of useful L&T resources - Teachers gain practical ideas from the resources and exchange	- Subject documents - L&T resources incorporating differentiated tasks or design - Students' work - Feedback from teachers and students	Whole year	KLHY, LTC, Subject Heads	
	To offer more able students subject-based or interdisciplinary pull-out enrichment opportunities			Whole year	KLHY, LTC, Subject Heads	
	Incorporate the elements of the tasks in the Self-directed Learning Scheme into the teaching practice			Whole year	KLHY, LTC, Subject Heads	
	- Offer professional support and exchange on catering for more able students: - Expand resources available for teachers - At least one PD exchange is organized (either at school level or subject level)			Whole year	KLHY, LTC, Subject Heads	

Major Concern 2: To strengthen all stakeholders' involvement in the positive values education

Briefly list the feedback and follow-up actions from the previous school year:

- Students, teachers and parents are well equipped to implement values education together
- Stock-taking of the values education in all subjects and functional groups has been conducted
- Students in different levels had various opportunities to serve local community, to develop national identity and to explore global issues.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
● To facilitate students, teachers and parents to take ownership of the positive education conducive to positive development and wellbeing of students	● Organize PD sessions to empower teachers to implement positive education	● Shared vision in positive education is fostered among teachers and parents ● Students' active engagement in student development activities and mutual appreciation was witnessed	● Evaluation forms of workshop ● Form Periods and Chapel evaluation to be done by FTs ● Feedback from functional group heads and FCs ● Students' feedback collected from APASO	● Whole year	● YCSH, TWYt	● QEF – “My Pledge to Act”
	● Organize parents' workshops on positive education			● Whole year	● YCSH, TWYt	● QEF – “My Pledge to Act”
	● To embed positive education in various student development activities such as Gospel Week, Gratitude Week, GLocal Week and Failure Day			● Whole year	● SD	● QEF – “My Pledge to Act”

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
To facilitate students' values learning through building up professional connection and collaboration with different schools on values education	Participate in the "Curriculum Leadership Learning Community on Values Education" coordinated by the SBCDS of EDB	- Students acquire essential knowledge, skills, and positive attitudes both inside and outside the classroom - Values learning is witnessed in core subjects	- Year-end sharing in the SBCDS - Feedback from the SBCDS - Feedback from core subjects teachers - Feedback from students	Whole year	YCSH, TWYt	
	Develop effective ways to convey values education in learning and teaching			Whole year	- AAC - SD	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
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● To strengthen students' sense of national identity and awareness of community needs	● Build up at least one more sister school in Mainland ● Coordinate teachers and students' exchange with sister schools	● The sense of national identity of students is strengthened ● Senior form students successfully accomplished the class services and their awareness of the community needs is strengthened	● Students' reflection ● Feedback from teachers ● Feedback from sister schools' teachers and students ● Feedback from partner organizations	● Whole year	● YCSH, LKCY	● C&S Grant
	● Organize at least one cross subject Mainland study tour by C&S and other subject disciplines			● Whole year	● C&S ● Subject heads	● C&S Grant
	● Develop students' awareness to the needs in our community by initiating social services using design thinking skills			● Whole year	● M&S	●

Major Concern 3: To strengthen the professional growth of teachers conducive to student's learning and personal growth

Briefly list the feedback and follow-up actions from the previous school year:

- The process of conducting action research not only serves to expand the professional capacity of teachers but also offers them insights into practices related to L&T or student development.
- Supporting measures for teachers with different professional needs have been stepped up this year. In addition to the mentoring program, some pre-service support has been offered to newly appointed teachers. Both measures have enabled newly joined teachers to be more competent in their classroom L & T and support students in their roles as FT/AFT and CCA organizers. Newly appointed middle managers find themselves better equipped to lead the team through the Middle Managers PD. Content for both PD will continue to be modified based on feedback collected and the changing needs of colleagues.
- The differentiated appraisal instruments have been devised and are currently in the trial run. Feedback from teachers will be collected afterward.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
● To expand the professional capacity of teachers conducive to student's learning and personal growth	● At least half of the subject panels have completed their action research	● The action research findings backwashed to L&T and student support ● Teachers find the sharing insightful to L&T and student development	● Record of sharing in Subject Head's meetings/ Curriculum Celebration/ Functional Group Committees ● Feedback from teachers	● Whole year	● CKT, LTC, KLHY	●
	● Organize in-house sharing of research findings among curriculum leaders in subject head's meetings and curriculum celebration			● Whole year	● CKT, LTC, KLHY	●

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
● To strengthen the professional growth of newly joined teachers and newly appointed middle managers	● Refine the content of the mentoring program to address the professional needs of newly joined teachers	● The newly joined teachers find themselves more competent in their teaching and support for students in their roles as FT/AFT and CCA advisors ● Newly appointed middle managers find themselves more confident and competent in their leadership roles	● Record of refinement of content of the mentoring program ● Feedback from newly joined teachers ● Feedback from newly appointed middle managers ● Feedback from teachers	● Whole year	● CKT, KLHY	
	● Launch Phase 2 of the middle manager PD program to address the professional needs of newly appointed middle managers			● Whole year	● CKT, KLHY, LTC	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
● To enhance the professional growth of teachers through the adoption of differentiated appraisal system	● To trial run the newly designed appraisal instruments with the adoption of differentiated appraisal to enhance the professional growth of teachers	● The newly designed appraisal instruments facilitate the reflection of teachers in different roles and positions ● Teachers gain more concrete feedback for devising strategies conducive to students learning and personal development	● Feedback from teachers	● Whole year	● CKT, KLHY	●

Abbreviation	Full term
A&A	Academic (Assessment and Administration) Committee
AAC	Academic Affairs Committee
APASO	Assessment Program for Affective and Social Outcomes
C&S Fund	Citizenship and Social Development Fund
CCA	Co-curricular Activities
D&C	Discipline and Counselling Committee
EC	Executive Committee
ESR	External School Review
KLAs	Key Learning Areas
KPM	Key Performance Measures
L&T	Learning and Teaching
M&C	Moral and Civics
M&S	Mission and Service
MNE Fund	Moral and National Education Fund
NCS	Non-Chinese Student
NLC	Non Local Curriculum
NSE	National and Security Education
OLE	Other Learning Experience
OLE (LE)	Other Learning Experience (Life Education)
PD	Professional Development
PosEd	Positive Education
PTA	Parents and Teachers Association
QEF	Quality Education Fund
SAC	Spiritual Affairs Committee
SD	Student Development
SDC	School Development Cycle
SENCO	Special Education Needs Coordinator
SDP	School Development Plan