United Christian College (Kowloon East)

Annual School Plan

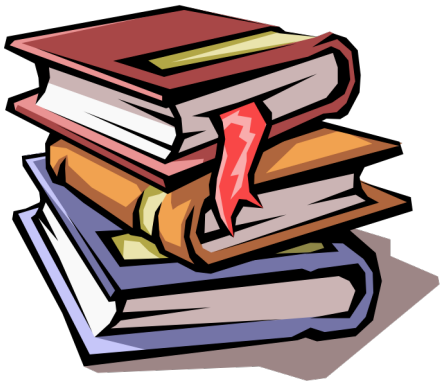
2024/2025

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.



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Theme of the Year: *Discern with Abounding Love*

Theme Verse:

And this is my prayer: that your love may abound more and more in knowledge and depth of insight, so that you may be able to discern what is best and may be pure and blameless for the day of Christ. *Philippians 1:9-10 (NIV)*

Contents:

Major Concerns	Targets
● To further enhance the nurturing of self-directed learners	● To fully integrate the use of blended learning strategies to nurture students as self-directed learners ● To enhance 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 and pull-out enrichment opportunities
● To strengthen holistic positive values education in our school	● To strengthen students, teachers and parents' sense of ownership of the positive education conducive to positive development and wellbeing of students ● To implement a holistic and structured values education ● To prepare our students to become a faithful person in the local community, nation and the global context, as well as in God's Kingdom
● To further facilitate the professional growth of teachers conducive to student's learning and personal growth	● To make continual efforts in strengthening the professional capacity of teachers conducive to student's learning and personal growth ● To further strenghthen the professional growth of newly joined teachers and newly appointed middle managers ● To further enhance the professional growth of teachers through the adoption of differentiated appraisal system

Major Concern 1: <u>To further enhance the nurturing of self-directed learners</u>

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

- Blended learning strategies have been adopted to enhance students' learning. Students can be further guided to take full leverage of blended learning strategies skillfully and purposefully with the aid of various e-learning platforms and tools, and teachers are in general familiar with the use of interactive and collaborative pedagogies.
- Cross-curricular collaboration and RaC trial tasks were conducted, which will be extended to more KLAs in the coming year.
- Students' learning capacity has been stretched through the extension of differentiated instructions to S.2 and S.5. Both in-class and pull-out enrichment strategies will be stepped up next year.

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 fully integrate the use of blended learning strategies to nurture students as self-directed learners	● Unleash the full potential of using e-learning platforms and flipped learning strategies skillfully and purposefully 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 make use of different AI tools for preparation of teaching materials, pedagogical operation or assessment. ● 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 innovative, interactive and collaborative pedagogies that promote ideas exchange and co-creation during L&T process			● Whole year	● LTC, KLHY, Subject Heads	
	● Offer PD support on the use of innovative, interactive and collaborative pedagogies in Responsive Classroom			● Whole year	● LTC, KLHY, IT Committee	
	● Empower teachers and students with AI literacy by equipping them with knowledge about the use of common AI tools.			● Whole year	● LTC, KLHY, IT Committee	

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● To enhance Reading across the Curriculum (RaC) and extensive reading to help students extend learning beyond lesson time	● Enhance collaboration among KLAs for implementation of RaC	● Curriculum planning on the topics and skills covered in different disciplines ● Co-planning of RaC tasks by the cross-subject core group members in at least 3 KLAs for both junior and senior forms ● Cross-curricular reading tasks and activities in selected subjects in both junior and senior forms ● Detailed planning, design and personnel in place for library renovation	● AAC minutes & Subject documents ● RaC L&T resources and packages designed ● Students' work ● Feedback from teachers & students ● Progress report of the library construction project	● Whole year	● KLHY, LTC, AL, Subject Heads	
	● Launch the construction of KE+, our future-ready library building project and further equip the library as a learning resource hub			● Whole year	● LTC, AL, KLHY ● Library Committee ● Reading Committee	

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 and pull-out enrichment opportunities	● Extend the systemic use of differentiated instruction strategies to all forms to stretch students' learning capacity	● Subject-based policies and practices formulated and implemented ● More able students in all forms engage in challenging tasks in most of the subjects ● More able students enrich their knowledge through subject-based or interdisciplinary pull-out enrichment opportunities ● 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 ● Students' participation in pull-out enrichment opportunities ● Feedback from teachers and students	● Whole year	● KLHY, LTC, Subject Heads	
	● Use of technology or AI to expand the learning capacity of more able students in most subjects			● Whole year	● KLHY, LTC, Subject Heads	
	● Offer more able students subject-based or interdisciplinary pull-out enrichment opportunities			● Whole year	● KLHY, LTC, Subject Heads	
	● Offer professional support and exchange on catering for more able students			● Whole year	● KLHY, LTC, Subject Heads	

Major Concern 2: <u>To strengthen holistic positive values education in our school</u>

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

- Students, teachers and parents are well equipped and willing to implement values education together
- Overview and reflection of the implementation of values education has been completed
- Professional connection and collaboration with different schools on values education have been built up
- Students in different levels had various opportunities to serve local community and to explore global issues through GLocal Week camps and trips

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
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● To strengthen students, teachers and parents' sense of ownership of the positive education conducive to positive development and wellbeing of students	● Organize PD sessions for teachers to empower them to implement positive education	● Shared vision in positive education is fostered among teachers and parents ● Positive approach to communicate with students and colleagues ● Positive education elements in selected subjects ● Students' active engagement in student development activities and mutual appreciation ● Mental Health activities launched by functional groups	● Evaluation forms of workshops ● Form Periods and Chapel evaluation to be done by FTs ● Feedback from functional group heads and FCs ● Lesson observation ● Students' feedback collected from APASO	● Whole year	● YCSH, TWYt	● One-off Grant for Mental Health at School
	● Organize parents' talks and workshops to encourage them to embrace positive parenting style					● One-off Grant on Parent Education
	● To embed positive education in selected subjects ● To strengthen positive values through student development activities collaborated by functional groups				● Functional Group Heads ● Subject Heads	● QEF - My Pledge to Act ● One-off Grant for Mental Health at School

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 implement a holistic and structured values education	● Develop values education teaching packages in selected subjects ● Develop values education curriculum for junior forms	● Values education teaching packages developed in selected subjects ● Values education curriculum developed for junior forms ● The hardware and software in the school campus are filled with positive values elements	● Feedback from teachers ● Feedback from students	● Whole year	● M&C ● D&C ● SST ● Subject Heads	● QEF - My Pledge to Act
	● To design and beautify the school campus fills with positive values atmosphere					● 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 prepare our students to become faithful person in the local community, nation, and the global context, as well as in God's Kingdom	● Exchange with the two sister schools in Mainland ● Organize Mainland study tours collaborated by different subjects and functional groups	● The sense of national identity of students is strengthened ● Students deep reflection through GLocal Week, class services and exchange program ● Students and teachers' sharing in assemblies and prayer meetings	● Students' reflection ● Feedback from teachers ● Feedback from sister schools' teachers and students ● Feedback from partner organizations	● Whole year	● YCSH, LKCY ● C&S ● Subject Heads ● Functional Group Heads	● Sister School Grant ● Chinese Culture Grant
	● Coordinate teachers and students' exchange with schools overseas			● Whole year	● Principals	
	● Nurture students to be a responsible and faithful global citizen by service learning and exchange opportunities			● Whole year	● LKCY ● M&S	● Life wide learning Grant

Major Concern 3: <u>To further facilitate the professional growth of teachers conducive to student's learning and personal growth</u>

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 facilitate their continuous reflection on and improvement of pedagogies and practices that are conducive to learning, teaching and student development in this professional learning community.
- Supporting measures for teachers with different professional needs have been stepped up this year. New measures such as overseas L&T learning trip and exchange opportunities with teachers from other countries have been offered to newly appointed teachers. All these have enhanced their competence in L&T and nurturing students' personal growth. Newly appointed middle managers find themselves better equipped to lead the team through Phase 2 of Middle Managers PD. Content for both PD will continue to be refined based on feedback collected.
- The differentiated appraisal instruments have been devised and implemented for the first year.

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 make continual efforts in strengthening the professional capacity of teachers conducive to student's learning and personal growth	● Translate the findings of the action research into daily pedagogical practice within the subject or across subjects, and facilitate cross-disciplinary exchange and sharing of the good practice in our professional learning community.	● The action research findings backwashed to L&T and student support ● Teachers find the sharing insightful to L&T and student development	● Sharing in Subject Head's meetings/ Curriculum Celebration/ Functional Group Committees ● Feedback from teachers	● Whole year	● CKT, LTC, KLHY	●
	● Continue to implement the cycle of reflective practice which is inherent in improving and refining our pedagogies.			● 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 further strengthen the professional growth of newly joined teachers and newly appointed middle managers	● Refine the content of the induction program and 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 induction and mentoring program ● Feedback from newly joined teachers ● Feedback from newly appointed middle managers ● Feedback from teachers	● Whole year	● CKT, KLHY	
	● Launch the 2nd cohort of Middle Manager PD program to equip the newly appointed middle managers and prepare potential leaders/ middle managers			● Whole year	● CKT, KLHY, LTC	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
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● To further enhance the professional growth of teachers through the adoption of differentiated appraisal system	● To fully implement the newly designed appraisal instruments with the adoption of differentiated appraisal to enhance the continuous professional growth of teachers ● To devise a framework/ protocol for post-appraisal feedback and discussion	● The newly designed appraisal instruments facilitate the reflection of teachers in different roles and positions ● Teachers gain more concrete feedback for devising strategies conductive to students learning and personal development through the new protocol for post appraisal feedback and discussion	● 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