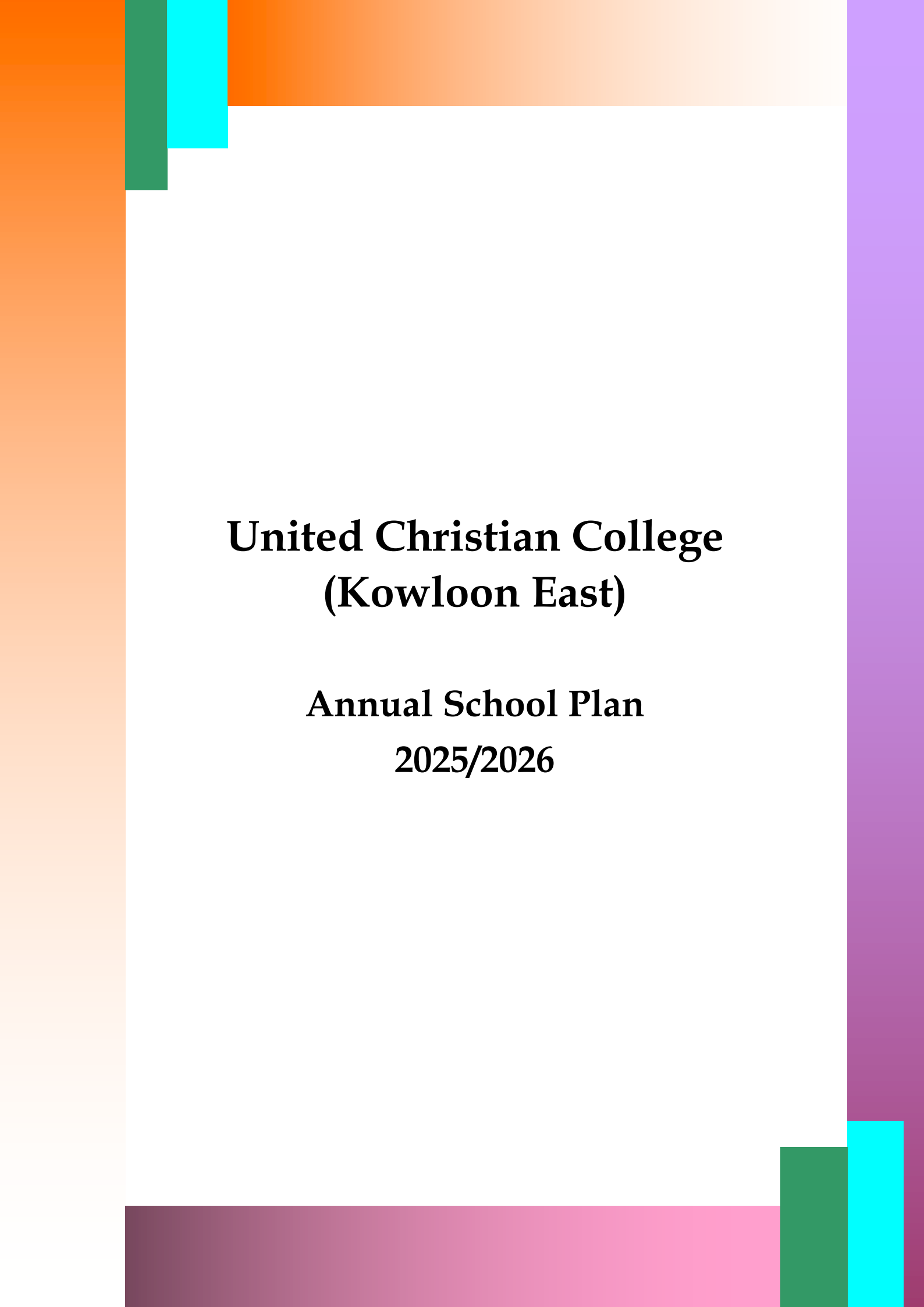




United Christian College (Kowloon East)

Annual School Plan 2025/2026

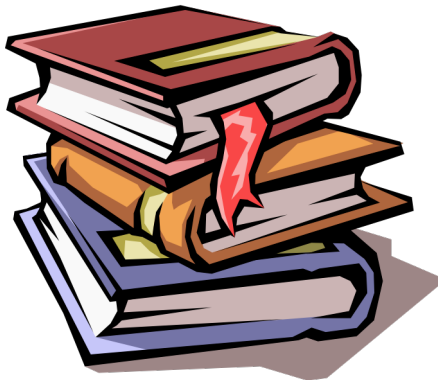
United Christian College (Kowloon East)

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

2025/2026

Theme of the Year: *Living in Grace, Walking in Truth*

Theme Verse:

The Word became flesh and made his dwelling among us. We have seen his glory, the glory of the one and only Son, who came from the Father, full of grace and truth.

John 1:14 (NIV)

Contents:

Major Concerns

- To develop competent and confident future-ready learners
- To nurture future-ready leaders with a value-driven mindset

Targets

- To enhance learning and teaching through pedagogical integration with digital technologies and AI
- To develop proficient, confident biliterate and multilingual learners
- To foster students' acquisition of 21st century skills through cross-curricular learning
- To cultivate Christ-centred future-ready leaders who embody a vision that encompasses local, national and global perspectives
- To enhance students' physical, social and emotional well-being

Major Concern 1: To develop competent and confident future-ready learners

Feedback and follow-up actions from the previous school year:

- AI has also been explored as a tool for learning and teaching. Further integration and promotion of its ethical use will be our focus.
- Progress has been made to extend the learning capacity of more able students both inside and outside classroom. Inter-disciplinary learning will be leveraged as another platform to unleash their potentials and develop their future readiness.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1.1 To enhance learning and teaching through pedagogical integration with digital technologies and AI	• Devise a school-based Digital Competence Framework for students, teachers and the school	• School-based Digital Competence Framework developed, guiding the direction of development • More than 80% of the subjects leverage AI tools for content generation • Positive student feedback on enhanced learning effectiveness through the use of AI in their studies • Students develop critical thinking skills through collaborating with AI • Students show improved digital and AI literacy, including ethics • Increased teacher confidence in integrating AI pedagogies into their teaching	AAC Documents	Sept 2025	AAC, IT Committee	
	• Leverage AI for the creation of diverse content and differentiated materials • Introduce AI-powered automated feedback system in language subjects • Pilot the use of virtual assistants to provide readily accessible support for students and scaffold learning tasks • Pilot the design of learning tasks that require students to collaborate with AI to foster higher-order thinking		Subject Annual Plans KPM survey Subject-based student feedback	Whole year	AAC, Subject Heads	
	• Embed AI literacy into the Junior Secondary IT curriculum to promote purposeful, skillful, responsible & ethical use of AI and reinforce through whole-school programs and activities		Teacher observation Student work	Whole year	AAC, ICT Department, IT Team	
	• Enhance teacher capacity in AI-integrated pedagogy through targeted professional development, open lessons, collaborative learning communities, sharing of practices, and the provision of AI tools for teachers		L&T sharing	Whole year	AAC, IT Team	\$60,000

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1.2 To develop proficient, confident biliterate and multilingual learners	- Advance self-directed language learning in English and Putonghua through diverse platforms for speaking practice and writing showcases. - Establish Simultaneous Interpretation Team in English and Putonghua - Promote reading for pleasure and academic purposes at school and subject-levels	- Improved language proficiency and increased confidence in language use (Chinese, Putonghua, English and foreign language) - School-based oracy development framework for Chinese and English established and implemented - Students exhibit enhanced oracy skills in class or school activities and competitions - Increased opportunities and student engagement in foreign language use	KPM survey (Teachers, Students, Parents) Teacher observation and feedback Student work and feedback Students' performance in activities and competitions	Whole year	Chinese, Putonghua, English Department, Library, Reading Committee	SDL Funding (English, Putonghua)
	- Devise and implement a school-based oracy curriculum in Chinese and English, offering opportunities for practice at subject and cross-curricular levels. - Enhance presentation skill training for S.1 students during Induction Program - Enhance presentation and pitching skills training for inter-disciplinary programmes and competitions			Whole year	AAC, Chinese, Putonghua, English Department,	SDL Funding (English, Putonghua)
	- Expand foreign language acquisition opportunities by introducing German as an additional 3rd language option in S.1 - Organize foreign language and cultural interflow activities - Strengthen the promotion of DSE Category C (Other Languages) Subjects			Whole year	AAC, Faculty of English & Foreign Languages	Junior Secondary Other Languages Funding
	Enhance teacher capacity by developing shared guidelines, resource kits for student presentations, and providing access to AI tools for language assistance			Whole year	AAC, English Department IT Team	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1.3 To foster students' acquisition of 21 st century skills^ through cross-curricular learning	Implement systematic in-class cross-curricular learning modules in S.1-S.3	- Effective KLA or subject collaboration in delivering at least one cross-curricular learning module in each junior form. - High quality and demonstrable innovation in S.4 OLE (LE) student-led projects - Demonstrated application of 21st century skills in the learning process and students' work from cross-curricular modules, project-based learning, and inter-disciplinary programs	AAC Documents	Whole year	AAC, Subject Heads	
	Launch student-led project-based learning in S.4 OLE (LE)		Subject Annual Plan	Whole year	Faculty of Life and Society	
	Launch 'UCCKE X Model UN' Team to provide structured training and authentic experiences for students to develop key soft skills through engagement with global issues		Curriculum materials	Whole year	AAC, History & Geography Departments	
	Offer training on design thinking, project management, entrepreneurship and pitching skills for students involved in inter-disciplinary programs (e.g., iGEM, F1 in Schools, JACP, Wharton Investment Competition, Model UN)		Students' work and feedback/reflection Teachers' observation and feedback APASO findings (3.3 Generic Skills)	Whole year	AAC, teacher-in-charge of the inter-disciplinary programs (CYH, LCL, LYH, NKH YWH, LSYb)	

^ 21st Century Skills

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|---|---------------------------------|---|
| 1. Creativity and Innovation | 2. Entrepreneurship | 3. Communication, collaboration and negotiation |
| 4. Networking and relationship building | 5. Adaptability and flexibility | 6. Problem-solving |
| 7. Critical thinking and questioning | 8. Time and project management | 9. Data Literacy |

Major Concern 2: To nurture future-ready leaders with a value-driven mindset

Feedback and follow-up actions from the previous school year:

- Student development activities have gradually resumed and are getting back on track after the pandemic. Each function group is preparing to further develop students' skills, leadership abilities, and commitment to serving the community through various programs.
- After years of promoting positive values education, different stakeholders in the school now embrace the importance of nurturing students' physical, social, and emotional well-being as a vital mission.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
2.1 To cultivate Christ-centred future-ready leaders who embody a vision that encompasses local, national and global perspectives	• Equip students with future-ready leadership traits, including integrity, adaptability, growth mindset, collaboration, multi-perspective thinking and inclusiveness	• Students strive to develop adaptability and a growth mindset when facing new challenges and changes • Students realize Christian morals and make informed, respectful decisions in matters related to sexuality and relationships • Students participate in a diverse range of workplace learning experiences that enhance their readiness for future careers • Students take initiative and leadership in planning and executing whole-school events • Students apply multi-perspective thinking in Project Learning, showing awareness of different stakeholder views and societal needs • Students consistently reflect values education in their learning across some subjects	Teachers' observations Feedback and reflections from students Number and variety of placements Event planning documentation Project presentations and reports Students' works	Whole year	SAC, UCCC, M&C, M&S, CCA, LP, Chinese dept, English dept, Humanities subjects, Cultural subjects, C&S, CES, OLE(LE)	

	Foster a discerning heart in students through active community engagement	- Students adopt skills in co-curricular activities and service projects - Students successfully attempted to lead class service projects - Broadened and increased student participation in GLocal Week activities - Enhanced cultural exchange with sister schools	Activities' participation rates APASO and KPM data		M&S, CCA, Exchange programs	
	Emphasize the sustainable development goals (SDGs), including Reduced Inequalities, Responsible consumption and production and Climate action	- Raised awareness of specific SDGs among students - Successful organization of environmental events			English, Humanities subjects, C&S, CES, OLE(LE), M&C, M&S	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
2.2 To enhance students' physical, social and emotional well-being	Enhance students' social skills and emotional intelligence through social-emotional learning	- Improved social-emotional well-being of students - The wellness club and wellness hub are prepared for launching and student engagement	Activities' participation rates APASO and KPM data	Whole year	OLE(LE), SAC, UCCC, D&C, SST, M&C	
	Cultivate a healthy and positive campus atmosphere by promoting 5Rs: Rest, Relationship, Relaxation, Resilience and Revival	- Improved campus environment and safety - Increased student fitness levels	Feedback from parents and students Teachers' participation in professional development	Whole year	Office, Cultural subjects, CCA	
	Strengthen the support network for students' well-being	- Improved collective well-being among stakeholders - Enhanced professional development of teachers - Strengthened family support for students		Whole year	UCCC, Parents Affairs, PTA, M&C, D&C, SST	

Abbreviation	Term in Full
A&A	Academic (Assessment and Administration) Committee
AAC	Academic Affairs Committee
APASO	Assessment Program for Affective and Social Outcomes
CCA	Co-curricular Activities
D&C	Discipline and Counselling Committee
EC	Executive Committee
KLAs	Key Learning Areas
KPM	Key Performance Measures
L&T	Learning and Teaching
M&C	Moral and Civics
M&S	Mission and Service
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
SAC	Spiritual Affairs Committee
SD	Student Development
SDC	School Development Cycle
SENCO	Special Education Needs Coordinator
SDP	School Development Plan