



United Christian College
Evaluation of School Plan (2021-22)

Major Concern 1: Strengthening professional leadership and self-evaluation					
Objective	Strategy	Evaluation Measures	Success criteria	Evaluation	Recommendations
To promote the PIEP Cycle	1. To highlight the items which align with MC in the departmental plans.	Regular checking of minutes and documents	Documents concerned are appropriately prepared	All items which align with MC in the departmental plans were highlighted.	To use the same strategy to facilitate the PIE cycle. To design a learning package for a topic with PIEP cycle.
	2. To compile a summative overview of all the plan evaluations related to the MC			An evaluation summary report was prepared, and five items were provided by each department. The summary report became a detailed reference for evaluation and planning.	

To optimize the staff appraisal system	1.To carry out comprehensive self-evaluation based on different responsibilities	Checking of documents and minutes evaluation	Documents are prepared and collected	A new self-reflection form based on the subject duty was distributed to all staff.	A new self-reflection form based on teacher duty, i.e. department, FT/AFT, ECA etc., will be created. To facilitate the professional dialogue based on the evaluation forms.
	2. To compile an evaluation summary of chief measures conducted by different subjects and groups			An evaluation summary of chief measures conducted by different subjects and groups was completed.	
	3. To conduct sharing sessions to explain departmental measures		Teachers have positive feedback about the sharing sessions	An academic sharing (including STEM, IT, English & Life Education) was held, and the overall teacher feedback was positive.	

Major Concern 2: Catering for diversity in learners' needs					
Objective	Strategy	Evaluation Measures	Success criteria	Evaluation	Recommendations
To provide a curriculum for diverse learning needs and interests	<p>1. To introduce X3, Categories B and C subjects to the higher form curriculum and prepare STEM subject in junior form</p> <p>a. Introduce X3, Categories B and C subjects to the higher form curriculum</p> <p>b. Collaborate with Science and STEM working group to rearrange existing IT curriculum for better planning of the introduction of STEM Subject in 22/23</p>	<p>Meeting minutes and evaluation</p> <p>Questionnaire for students</p>	<p>Timetabling is well-adjusted to accommodate the implementation of 3X.</p> <p>Students give positive feedback to the broader choice in curriculum pathways</p> <p>Planning of STEM curriculum in 22/23 is prepared</p>	<p>The 7-day cycle timetable was changed to a 5-day week timetable. Cat B (APL Childcare Edu. & Applied Psy) and Cat C (Japanese & Korean) subjects were successfully arranged in the timetable in S.4.</p> <p>The teaching objective, teaching schedule and workforce of the new STEM subject were confirmed.</p> <p>78.2% of students agreed that the school provides enough subjects to choose from.</p> <p>87.0% of students agreed that school provide the subjects they like the most.</p>	<p>Review the new timetable.</p> <p>Implement the new S1 STEM subject.</p> <p>Explore more DSE subjects, APL and other languages, providing students with more choices.</p> <p>Provide more taster programmes to junior form students.</p>

	2. To broaden junior form students' exposure to alternative pathways			Several taster programmes were provided for junior form students.	
To promote formative assessment and feedback	<p>1. To review current practices in assessment modes</p> <p>a. Provide various types of activity in class, e.g. poster presentation, video making, experiments, drama, games, competitions</p> <p>b. Arrange local or overseas talks and visits, and participate in professional exams. BAFS</p> <p>c. Re-design the class observation form to focus on formative assessment and feedback</p> <p>d. Provide different formative assessment methods, i.e. online exercises, chapter quizzes, practical tests, reading tasks, group discussion, oral presentation, project learning, field-trip studies, and constructive feedback accordingly in subjects</p>	<p>Evaluation meeting</p> <p>Questionnaire for teachers</p>	<p>A review of current assessment strategies is completed</p> <p>Class observation form for focusing on formative assessment and feedback is prepared</p>	<p>All subjects reviewed the assessment modes.</p> <p>Due to Covid-19, most of the talks, visits, and participation in professional exams were cancelled.</p> <p>The revised class observation form for focusing on formative assessment and feedback was completed.</p> <p>Subjects implemented different formative assessment methods and constructive feedback successfully.</p>	<p>Explore and implement a variety of formative assessment strategies and tools.</p> <p>All subjects will adopt the revised class observation form.</p>

	2. To develop teachers' assessment strategies through organizing professional training sessions		Teachers have positive feedback on the professional development sessions	Due to covid-19, the professional training session was postponed.	
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Major Concern 3: Building a school campus of well-being for all

Objective	Strategy	Evaluation Measures	Success criteria	Evaluation	Recommendations
To develop positive characters	1. To establish a positive education committee. (PEC)	Meeting minutes	Committee is established	The committee was established before Oct 2021.	Continuing the committee with some new members from different fields is suggested.
	2. To establish a resources library and provide a positive atmosphere a. Establish a resources library b. Provide more prizes and achievement displays in academics	Meeting minutes Questionnaire for students	Resources Library is established Students give positive feedback to prizes and achievement displays	a. Resources library is established in the share drive. Related and useful materials are added to the drive throughout the year. b. Academic prizes and achievements of students are displayed on the staircase board. Students show interest (86.8%) and are encouraged (81.6%).	Revamping the internal reward system to widen the awards' criteria is suggested.
	3. To organize introductory and workshop / professional training sessions on key concepts of positive	Meeting evaluation	Review of the training sessions is	a. One professional training sessions for teachers and two introductory sessions with a workshop for students are	a. It is suggested to deepen the learning for teachers and students. For students, it should be an emphasis on

	<p>education.</p> <p>a. Organize professional training sessions for teachers on key concepts of positive education</p> <p>b. Organize introductory sessions and workshops for students on key concepts of positive education during Chapel lessons and Form periods</p> <p>c. Organize introductory sessions and workshops for parents on key concepts of a growth mindset</p>	<p>Questionnaire for teachers</p>	<p>completed</p> <p>Teachers, students and parents have positive feedback on the training sessions</p>	<p>conducted. Teachers reflect that it is beneficial (92.1%) and suggested that more practical skills should be trained shortly. Students reflect that they know more about themselves (83.3%) and are eager to develop their future talents (79.9%).</p> <p>b. Due to the pandemic, no introductory sessions and workshops for parents were conducted. Instead, pamphlets about the key concepts of a growth mindset were put on the school webpage for their reference.</p>	<p>their signature characters. For teachers, a training session for the skill to identify and precisely describe students' signature characters should be organized.</p> <p>b. In addition to the introductory sessions, a workshop on the skill to identify and precisely describe students' signature characters should be organized.</p>
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