



# **United Christian College**

## **Annual School Plan 2023-2024**

# United Christian College

## School Vision & Mission

### **We believe that:**

- students are created equal and have their own worth.
- students are teachable and can succeed and their potential can be stretched.
- students are to achieve their goals and serve the community with proper guidance and training.

### **We aim:**

- to provide a holistic quality education based on the love of God and the biblical principles.
- to enable students to excel in their studies, to prepare them for university, to develop them into responsible and compassionate citizens and to lay foundations for their lifelong learning through the dedication and professionalism of teachers and the involvement of parents.
- to provide an environment where students mature with proper guidance, learn happily and effectively, and cultivate a harmonious relationship with others.



# United Christian College

## Annual School Plan

### 2023-24

**Theme of the Year:** *Loving God. Loving people*

**Theme Verse:**

*"...let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven." (Matthew 5:16)*

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| ● Catering for diversity in learners' needs                 | ● To provide a curriculum for diverse learning needs and interests |
|   | ● To promote formative assessment and feedback                     |
| ● Building a school campus of well-being for all            | ● To develop positive characters under values education            |

## Annual School Plan (2023-24)

### Major Concern 1: Strengthening professional leadership and self-evaluation

Objectives	Strategies	Success Criteria	Evaluation Measures	Schedule	Teacher-in-charge	Resources/Remarks
To promote the PIEP Cycle	1. To consolidate the document management system of subjects and departments	● The various subject teams have effectively improved their work efficiency through meetings and records	● Subject and department meeting minutes	Whole year	PKC, TMY	
	2. To consolidate the policy about PIEP of subjects and departments	● All subjects integrate the PIEP spirit into practice through the design of learning package	● Learning package from subjects	Whole year	PKC, TMY	
	* 3. To promote PIEP spirit in school events	● * Present different projects with PIEP spirit in 50 <sup>th</sup> anniversary celebratory events, ie. open day, uccian camp	● Feedback from teachers	Whole year	LCW, PKC, MMH	

Objectives	Strategies	Success Criteria	Evaluation Measures	Schedule	Teacher-in-charge	Resources/Remarks
To optimize the staff appraisal system	1. To promote self-evaluation for non-teaching staff	<ul style="list-style-type: none"> <li>● Review and optimize the self-evaluation forms issued over the past two years, and continue to promote the forms to non-teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>● Self-evaluation form</li> </ul>	May	LCW	
	2. To review and enhance the appraisal system	<ul style="list-style-type: none"> <li>● Continuously collect and analyze teacher self-evaluation forms, to establish a more comprehensive assessment that showcases teachers' overall abilities and performance</li> <li>● Develop appropriate professional training strategies based on the growth and developmental needs of teachers, ie. new teachers, new panel heads</li> </ul>	<ul style="list-style-type: none"> <li>● Appraisal document</li> <li>● PD records</li> <li>● Feedback from teachers</li> </ul>	Whole year	LCW, PKC, TMY	

## Major Concern 2: Catering for diversity in learners' needs

Objectives	Strategies	Success Criteria	Evaluation Measures	Schedule	Teacher-in-charge	Resources/Remarks
To provide a curriculum for diverse learning needs and interests	1. To introduce more ApL to higher form curriculum	<ul style="list-style-type: none"> <li>In addition to considering students' interests and abilities, incorporate at least one course that help develop employment skills</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students</li> </ul>	Mar - July	TMY AAC	DLG
	2. To further develop STEM and Chinese History in lower form curriculum	<ul style="list-style-type: none"> <li>* Develop a STEM learning strategy that assist students in self-learning, foster an entrepreneurial spirit, and facilitate RaC and LaC</li> <li>Provide at least one suitable training for STEM and CHIST teachers respectively to enhance their collaborative and leadership skills in leading the subject</li> <li>* Start building a resource and assessment repository for the new curriculum</li> <li>* Organize a joint-school overseas STEM trip with UCCKE, at least 10 teachers and students join the event</li> </ul>	<ul style="list-style-type: none"> <li>Subject and department meeting minutes</li> <li>Feedback from students and teachers</li> <li>STEM and CHIST curriculum</li> <li>Resource and assessment repository</li> </ul>	Whole year	PKC, TMY, STEM head, CHIST head	Innovation Lab funding
	3. To further develop strategies in core subject to enhance lower form SEN students' learning	<ul style="list-style-type: none"> <li>Collaborate with speech therapists to design different strategies and tools to help SEN students overcome learning difficulties</li> <li>* Develop a new SEN system with outside partner to strengthen the</li> </ul>	<ul style="list-style-type: none"> <li>Teaching material for SEN students</li> <li>SEN system developed</li> </ul>	Whole year	PLWM, SEN team	Outside partner



Objectives	Strategies	Success Criteria	Evaluation Measures	Schedule	Teacher-in-charge	Resources/Remarks
To promote formative assessment and feedback	1. To strengthen teachers' assessment strategies through organizing professional training and sharing sessions	<ul style="list-style-type: none"> <li>● Hold at least one professional training in formative assessment for teachers</li> </ul>	<ul style="list-style-type: none"> <li>● PD record</li> <li>● Feedback from teachers</li> </ul>	Whole year	TMY	
	2. Showcase achievements and facilitate sharing and exchange through learning packages	<ul style="list-style-type: none"> <li>● At least five subjects use formative assessment as the theme of learning package</li> <li>● At least two subjects showcase the achievement in formative assessment in year-end academic sharing</li> </ul>	<ul style="list-style-type: none"> <li>● Learning package</li> </ul>	Whole year	TMY, AAC, CSC	
	* 3. To investigate AI technology as formative assessment and feedback tools	<ul style="list-style-type: none"> <li>● * Provide AI training workshops and sharing sessions, and require each subject to make at least one attempt to incorporate AI into daily teaching</li> <li>● * Hold at least one exchange with outside school to share experiences of applying AI in teaching</li> </ul>	<ul style="list-style-type: none"> <li>● AI lesson plans from subject</li> <li>● Feedback from teachers</li> </ul>	Whole year	LCW, TMY, CSC	
	4. To refine the report card system for tracking and exhibiting students' progress	<ul style="list-style-type: none"> <li>● Display both formative and summative assessment scores in the school report, clearly demonstrating students' learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>● Report card</li> </ul>	Whole year	TMY, CLW, LYP	



### Major Concern 3: Building a school campus of well-being for all

Objectives	Strategies	Success Criteria	Evaluation Measures	Schedule	Teacher-in-charge	Resources/Remarks
To develop positive characters under values education	1. To facilitate students, teachers, and parents to take ownership of the positive education	<ul style="list-style-type: none"> <li>● To display the statistics of S.S. of the teachers and students and positive education concepts in the campus and the classrooms</li> <li>● To organize at least one parents workshop to introduce the concept of Positive Education</li> <li>● * To invite students to share their experience about the use of their S.S. during the Parents Day</li> <li>● Participate in the “Curriculum Leadership Learning Community on Values Education” coordinated by the SBSS of EDB</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from students, teachers and parents</li> </ul>	Whole year	PKC, KTYN, Pos. Edu. team, PA	
	* 2. To practice the Signature Strengths (S.S.) theory in daily teaching and learning	<ul style="list-style-type: none"> <li>● * To organize at least one PD sessions and develop at least one tool to empower teachers to implement the use of S.S</li> <li>● * FT/AFT apply the tool at least two times in form period with positive education spirit</li> </ul>	<ul style="list-style-type: none"> <li>● PD records</li> <li>● Tools developed</li> <li>● Feedback from students and teachers</li> </ul>	Whole year	Pos. Edu. team, FC	

	3. To strengthen students' sense of national identity, the awareness of community needs and the eagerness to serve by their Signature Strengths	<ul style="list-style-type: none"> <li>● * To coordinate teachers and students' exchange with sister school. At least one sister school in Mainland China is built and at least one trip to visit the sister school is organized</li> <li>● To coordinate community services for the students of different forms, at least one community service activity per form is organized</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from students and teachers</li> </ul>	Whole year	MMH, NSEC	
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\* new items

**Abbreviation**

AAC	Academic Affairs Committee 教務組
ApL	Applied Learning 應用學習
CC	Counselling Committee 輔導組
CLP	Career and Life Planning Committee 生涯規劃組
CSC	Chief Subject Coordinator 科主任
DLG	Diversity Learning Grant 多元學習津貼
FT	Form Teacher 班主任
AFT	Assistant Form Teacher 副班主任
L&S	Life and Society 生活與社會科
LaC	Language across the Curriculum 跨課程語文學習
MCC	Moral and Civics Committee 德育公民組
M&C	Moral and Civics 德育及公民科
NSEC	National Security Education Committee 國家安全教育組
PD	Professional Development 專業發展
Pos. Edu.	Positive Education 正向教育
QEF	Quality Education Fund 優質教育基金
RaC	Reading across the Curriculum 從閱讀中學習
SAC	Spiritual Affairs Committee 靈育組
SBSS	School-based Support Services 校本支援服務
SEN	Special Educational Needs 特殊教育需要
S.S.	Signature Strengths 性格強項