

United Christian College

滙基書院



School Development Plan

2021-2024

Vision and Mission

Our Vision – 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.

Our Mission – 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.

School Motto

- Understanding Truth
- Pursuing God
- Developing Diligence
- Cultivating Virtue

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent Of targets achieved (Fully, Partly or Not Achieved)		Evaluation and Follow-up action
Enhancing learning and teaching efficacy	To boost students' academic achievements		
	To improve curriculum planning and implementation	Achieved	All subject panels have worked to improve curriculum design to enhance learning efficacy. The pandemic did present an initial setback to most subjects with the reduction of face-to-face teaching time but the past year has seen the adaptability of teachers and their competency in tailoring the curriculums according to the changing situations. Teachers would stay alert to adjust to the New Normal. Reading time will resume to cultivate the reading culture. Efforts will be put in to address the diverse interests of students and to provide multiple pathways in relation to the curriculum.
	To devise appropriate teaching pedagogy to improve learning effectiveness	Achieved	The implementation of eLearning has been expedited to improve teaching and learning effectiveness. E-tools will be utilized to further enhance self-directed learning, feedback and assessment.
	To tailor learning materials to cater for the students' needs	Achieved	In various subjects, learning materials have been effectively tailored and scaffolded to address learner diversity. The emphasis on learning support for mixed student ability will be upheld.
	To use assessment data judiciously to raise students' performance	Achieved	A more effective use of assessment for learning has been witnessed. Teachers have analyzed exam reports, candidates' answer scripts and exemplars to the benefit of the students. Assessment data are used to inform

			<p>teaching.</p> <p>The use of assessment <i>for</i> learning and assessment <i>as</i> learning will be further explored in the next development plan to enhance active learning.</p>
Cultivating students' Entrepreneurial Spirit and Collaboration Skills	To arouse students' learning motivation		
	To implement STEM education to promote ingenuity, risk-taking, teamwork, problem-solving and knowledge application in the real world.	Achieved	<p>Several updated elements were implemented in the S.1-3 curriculum, i.e. AI, Minecraft, IT literacy, Cross- curricular project, mentorship programme, etc. Most students agreed that the new elements enhanced the students' teamwork, problem solving and computational thinking skills. All teachers involved in the curriculum agreed that the strategies were effective in arousing students' learning motivation. To strengthen the future skills of the students, it is recommended that a formal STEM curriculum be implemented by developing it into an individual subject.</p>
	To arouse learning interest by involving students in a multi-disciplinary approach to a topic/ problem	Achieved	<p>The plan for Cross-Curricular Projects was fine-tuned and enriched after the first year (18-19) of implementation. However, in the second year, the endeavor was met with Covid-19 and failed to come to fruition. Drawing on experiences from the first two years, subjects involved have successfully implemented the project in 20-21. The objective was achieved as revealed by the teachers' and students' survey findings. The initiative was concluded with the teachers' sharing sessions in the year-end Celebration for Success and the students' work display day in July.</p>
	To utilize technology to enhance learning motivation	Achieved	<p>The BYOD scheme was launched three years ago and findings reflect that it has significantly facilitated eLearning. Use of IT has helped boost students' learning interest and motivation. The success of the scheme is attributed to the launch of a pilot scheme before full implementation, teachers' active</p>

			involvement and the thrust of the pandemic. The BYOD will continue and be extended to S.5 students with the QEF.
	To build students ' self-confidence		
	To cultivate the form/class spirit by strengthening the role of Form coordinators	Achieved	Form coordinators (FCs) planned their form-based strategies and implemented them in their own form. Regular form meetings were conducted by the FCs to check the progress.
	To cultivate the form/class spirit by creating a mutual encouraging atmosphere	Achieved	Activities for cultivating form/class spirit were organized. Teachers and students showed great involvement and satisfaction. Form teachers reflected that there was improvement in the class atmosphere.
	To hold regular Form coordinator meetings	Achieved	Regular FC meetings were held. FCs shared their experience according to the current form situation. Form coordinator handbook would be printed to collect treasurable experiences from the FCs.
	To broaden students' horizons through taking part in different activities conducted beyond the classroom	Achieved	Most of the students agreed that their horizons had been broadened and their self-confidence had been built. Although the school suspension has disrupted the planning, alternative forms of activities were held to provide different experiences to the students. Students enjoyed different opportunities to explore new and innovative activities.
Pursuing Professionalism	To build teachers' capacity in form and class management		
	To organize talks and workshops in school	Partially achieved	Mainly brief sharing sessions instead of large-scale talks and workshops were organized. It is because time was inadequate in organizing large-scale activities when there were a lot of plans to achieve after school suspension.

	To encourage experience sharing especially during Wednesday's staff meeting	Achieved	Regular brief sharing sessions were held during Wednesday staff meetings. They involved not only the Form Teachers but also the Form coordinators. They have enriched the scope of sharing on the management skills.
	To empower CSC in curriculum development and lesson observation		
	To organize staff development sessions and workshops for the staff.	Achieved	Under the QSIP of CUHK, support services were given in various aspects: A staff development session was implemented in the September staff meeting of 20-21. It was well received and considered a comprehensive revisit to the elements of good lesson delivery. Workshops for CSC focusing on lesson observation and homework checking strategies were run and they have proved useful particularly to new CSC. The CUHK team also collaborated with our Chinese teachers in the S.3 curriculum development. The teachers have given positive feedback to the support services and have responded enthusiastically. On the other hand, our teachers' dedication and passion for improvement was highly commended by the coordinators of QSIP team.
	Conduct one-on-one training and shadowing sessions for CSC	Achieved	The middle management training sessions for Chinese, LS and Math CSC originally intended to last one year had to be carried over to the second year (20-21) because of school suspension during the pandemic. The Chinese and LS CSC have found the training useful while Math CSC's feedback was just average.

SWOT Analysis

Our Strengths (Internal Review)

	Evidence Support	Follow-up action
Management and Organization		
1. The school has a clear direction of development, and formulates development plans strategically.	KPM_Teacher	---
2. The Management Committee is able to coordinate and lead the departments effectively.	KPM_Teacher	---
3. The Management Committee has a harmonious working relationship with frontline teachers.	KPM_Teacher	---
4. The principal is able to empower teachers to reach their full potential.	KPM Teacher	---
Teaching and Learning		
1. The curriculum goals and policies of the school are clear, and align with the education development.	KPM_Teacher	---
2. The school is able to deploy resources to support the curriculum development of each learning area.	KPM_Teacher	---
3. Teachers evaluate students' learning progress constantly, and adjust teaching content and strategies according to their performance.	KPM_Teacher	---
Student support and School Ethos		
1. The staff get along and cooperate well.	KPM Teacher	---
2. There is a positive student-teacher relationship. Teachers care about students and students respect teachers.	KPM_Teacher/ Student	---
3. The school has a positive relationship with parents. There are sufficient channels for parents to understand the school development and express opinions.	KPM_Parent	---
4. The Student Support Committee understands students' needs fully and carries out effective follow-up actions.	SSC documents	---
5. The school is able to foster the whole-person development of students effectively.	KPM_Teacher/ Parent	---
Student Performance		
1. Students get along well with their schoolmates and like the school.	KPM_Student	---
2. Students have various opportunities to participate in inside and outside school activities, and perform satisfactorily.	School Report	---
3. Students take up various leading roles in the school and are able to pass on	ECA documents	---

their experiences to the next generation.		
-------------------------------------------	--	--

Our Weakness (Internal Review)

Management and Organization		
1. The staff need time to make adjustments to the leadership restructuring.	EC documents	Allow more young teachers to participate in executive leading roles.
2. It takes time for teachers to understand and adapt to the modifications of the appraisal system.	EC documents	Implement the new system progressively and evaluate constantly.(MC1b)
Teaching and Learning		
1. Teachers do not arrange enough learning activities after class.	KPM_Student	Various kinds of experiential learning activities will be organized.(MC2a)
2. Better understanding, coordination and resources sharing among departments are needed.	EC Special meeting minute	Enable better understanding between departments through evaluation summary and sharing in meetings.(MC1a)
Student support and School Ethos		
1. Students have insufficient support from their family as they have relatively lower socio-economic status.	EC Special meeting minute	Fully utilize resources outside school to help the whole family strategically.
Student Attainment		
1. Students lack confidence and proactiveness in learning.	KPM_Teacher/Student	Build students' confidence through Failure Day, formative assessments and alternative curriculum.(MC2ab,MC3)
2. Students lack interests and motivation in reading. Reading habits have to be developed persistently.	KPM_Teacher/Student/Parent	Fully utilize the morning reading time.

Our Opportunities

1. New concepts of education will be inspired by the design of the new school campus.	EC Special meeting minute/News	Allow teachers with different teaching experience to participate in the new campus design so as to inspire more diversified ideas.
2. The greater flexibilities on curriculum design and staff deployment under the DSS will allow the school to develop students' potential to the fullest.	EC Special meeting minute/News	
3. Having more cooperation opportunities with UCCKE, the schools will benefit from the synergies and enhance operational efficiency.	EC Special meeting minute/News	

4. The strong sense of belonging of parents and alumni to the school are valuable resources for student development.	KPM_Parent/ Alumni documents	Have close contacts with parents and alumni and listen to their opinions.
5. Many new elements will be added to the school administration, teaching and learning after some new members have joined the teams.	EC Special meeting minute	

Our Threats

1. Many experienced teachers will soon retire, which will bring challenges to the transition of management work of the school.	EC Special meeting minute	Create more opportunities for teachers with various teaching experience to work together, so as to minimize the risks during the transition period.
2. The changes in the political environment, together with the existing social, family and emotional problems students are facing cannot be solved within a short period of time.	EC Special meeting minute	Concern the needs of the staff, students and their family members to ensure early detection and intervention.
3. There is insufficient manpower in the school relocation project.	EC Special meeting minute	Fully utilize the support team, eg. Office staff and TAs.

Remark:

MC – Major Concern

Major Concerns for a period of 3 school years (in order of priority)

1. Strengthening professional leadership and self-evaluation
2. Catering for diversity in learners' needs
3. Building a school campus of well-being for all

School Development Plan (3-school year period, 2021-2024)

Major Concerns	Targets	Schedule			A General outline of Strategies
		21-22	22-23	23-24	
1. Strengthening professional leadership and self-evaluation	a. To promote the PIEP Cycle	✓	✓	✓	1. To foster the PIEP culture through professional development
		✓	✓	✓	2. To consolidate policy alignment of departments with the school
	b. To optimize the staff appraisal system	✓			1. To cultivate Self-Evaluation and Reflection spirit through professional development
		✓	✓	✓	2. To enhance inter-departmental understanding through increased communication and effective feedback
2. Catering for diversity in learners' needs	a. To provide curriculum for diverse learning needs and interests		✓	✓	1. To develop STEM curriculum to strengthen Science & IT competence of students
		✓	✓	✓	2. To promote alternative curriculum pathways to cater for diverse needs
	b. To promote formative assessment and feedback		✓	✓	1. To build capacity of teachers in Assessment AS Learning
		✓	✓	✓	2. To promote different modes of formative assessment strategies
3. Building a school campus of well-being for all	To develop positive characters			✓	1. To implement professional development on positive education
		✓	✓	✓	2. To nurture positive characters through form-based learning activities