KING'S COLLEGE

School Plan

2011-2012

School Vision & Mission

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To help each student discover and develop his potential fully, to promote his development as a whole person by providing a balanced education in the moral, intellectual, physical, social and aesthetic domains and by providing a learning environment that is disciplined, stimulating and forward-looking.

Major Concern 1 : Educating for Values and Character

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required

1. To enhance students' learning initiative	1.1
	• Conducting learning and teaching strategies to promote active learning with emphasis on
	   - pre-lesson preparation (revision, problem solving tasks, pre-reading tasks, newspaper reading, etc.)
	   - the teaching and practice of study skills (writing mind-maps, note-taking, writing learning reflections, etc.)
	   - developing generic skills (especially on self-exploratory
		• Subject departments implement appropriate learning and teaching strategies during lessons and have sharing during panel meetings
		• Majority of the classes cultivate active learning atmosphere
		• Majority of the students find learning and teaching strategies and feedback measures conducive to learning
		• Common errors / misconceptions from students' works of various performance levels highlighted
		• Display of good examples
			• Teachers' survey
			• Minutes of panel meeting
			• Exercise book inspection
			• Students' survey
			• Lesson Observation
				• Throughout the school year	• Educating for Values and Character (EVC)
					• Team/ HODs	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required

	investigative study, presentation skills, system thinking and creativity)
	• Providing feedback to assignments conducive to positive and active learning
	  • Use of criteria rubrics and marking guidelines for assessments
	  • Constructive feedback from teachers
	  • Peer assessment
	• Promoting evaluative strategies
	  • Clarifying common errors and misconceptions
	  • Peer sharing					

	1.2 • Conducting collaborative pedagogy study on the	• Teachers find the collaborative pedagogy	• Report of Pedagogy	• Throughout the school	• Pedagogy Committee/	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required

	enhancement of students' learning initiative
	• Sharing ideas and exchanging experience on the teaching and learning package:
	  • Lesson planning
	  • Designing assignments
	  • Use of feedback
		study helpful for generating ideas for the promotion of active learning among students
		• HODs play the leading role in the preparation of the teaching and learning package and the conduct of the sharing sessions.
			Committee and related records	year	• HODs	

	1.3 • Conducting the STAR Award Scheme on a voluntary basis and the ESLI Scheme in junior secondary levels	• The Schemes provide incentives to students in striving for self-improvement	• Results of the Schemes	• Throughout the school year	• EVC Team • Learning Initiative Committee	

2. To develop students' leadership potential	2.1
	• Equipping and educating students the essential qualities of leaders and positive values through
	  • formal curriculum in :
	    -subject curriculum
		• Students understand and apply the essential leadership qualities (e.g. civic responsibility , commitment etc.) in their daily life
		• At least two modules/
			• Teacher's observation
			• Scrutiny of documents
			• Statistical results
				• Sept-Dec	● C & M Education Committee
					● Subject departments of English, Chinese, Liberal Studies	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
	of English, Chinese and Liberal Studies -Moral and Civic Education Committee	programmes/ activities organized on specified related themes.				
	• informal curriculum by organizing training programmes for various target groups (e.g SU and ECA officials, Prefects, Fig Brothers and potential leaders from junior forms) to train up their leadership skills, impart the general leadership principles and nurture gifted and potential leaders	• Systematic and coordinated training of various groups are provided • Students find the training programmes helpful for boosting their self-confidence as a leader • Meaningful reflections made by the student participants.	• Statistical results • Scrutiny of documents • Students' survey • Teachers' observation	• Sept-Dec	• ECA Committee • Student Union • Gifted Education Committee • Discipline Committee • Community Service Group	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
	2.2 Activating group synergy to enhance • students' presentation skills, problem solving skills creativity and • understanding of local and national issues through collaboration among different functional groups and subjects	• Students demonstrate effective presentation, problem solving skills and innovative ideas through activities • Students participate in forums and public speaking activities on local and national issues	● Teacher's observation ● Reflections from students ● Scrutiny of documents	• Jan-Jun	● Creative Education Committee ● Moral and Civic Education Committee ● National Education Committee ● Student Union ● HODs	
	2.3 • Promoting the sense of serving others through social and community services	• Students show greater initiative to serve others.	● Statistical results ● Teacher's observation	• Whole year	● All community service units	

Major Concern 2 : Implementation and evaluation of NSS

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
甲、 *To supervise the administration of the NSS*	1.1.1 Structuring a critical milestone up to 2012 HKDSE • Important dates of HKDSE application, JUPAS application (including preparation for submission of SRR and OEA), HKDSE Exam schedule, release of HKDSE results and JUPAS results, compilation & issuing of SLP, etc. will be included for reference of teachers, students and parents.	● The milestone has been structured and uploaded to the school intranet	● Scrutiny of document and inspection of school intranet	● Sept 2011	● NSS Team	
	1.1.2 Coordinating teachers' professional training for the implementation of the NSS	● 80% of the teachers teaching NSS subjects have received the prescribed training for core modules	● Training record	● Throughout the whole year	● NSS Team/ APs/ HODs	
	1.1.3 Coordinating among HODs in the implementation of school-based assessment procedures • Preparation of a general procedure manual for the implementation of SBA for subject departments' reference	● Procedure Manual was prepared and introduced in staff meeting ● Briefing sessions conducted/useful	● Scrutiny of documents ● Opinion surveys of	• Documents ready by the end of September 2011 • Coordinatio	• NSS Team/ SBA Coordinator/ HODs/ APs	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	• Familiarising students and parents concerned with the SBA requirements and arrangements • All subject departments submit their respective schedules to the NSS Team • Preparation of a composite schedule to coordinate the conduct of SBA (including the submission of SBA marks to the HKEAA by stages) of all subjects concerned (one for the first cohort and one for the second cohort of SS students)	resources disseminated to students & parents ● The composite schedule ensures that there is no overlap in the deadlines of submission of SBA assignments or time of conducting SBA exercises of different subjects ● All subjects follow the schedule when conducting the SBA	teachers & students	n work throughout the whole year		
	1.1.4 ● Finalizing the design and structure of the Student Learning Profile (SLP) ● Preparation of the schedule and procedures of compilation (including proofreading, endorsement and uploading of the Students' Self Account) and issuing of the SLP ● Implementation of the compilation and issuing process according to schedule	● Confirming the design & structure of the Student Learning Profile ● Schedule and procedure manual uploaded to the intranet for teachers' and students' reference ● Issuing of SLP to the S6 students by the end of the 2011-2012 s.y.	● Scrutiny of documents by teachers concerned ● Inspection of school intranet	● Documents ready by end of Sept 2011 ● Compilation and issuing ● Throughout the school year	● NSS Team/ SLP Committee/ APs	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	1.1.5 i. Evaluating the effectiveness of Student Support Programmes for senior secondary students • For S5-6 students, consolidation and enrichment classes will be provided • For the less-able S6 students, additional support will be provided by old boys or other external service providers in certain subjects. Pre-mock exams and post-mock revision classes will be arranged for S6 students • Conducting an evaluation on the effectiveness and arrangement of the support measures	i. • 80% of the students enrolled completed the programmes • 80% of the students find the support measures helpful in their preparation for the HKDSE • 80% of the students find the pre-mock exams helpful in equipping them with relevant exam skills • 80% of the students find the post-mock exam revision conductive to consolidating	i. • Attendance record • Opinion surveys • Teachers' observation	i. ● Summer holiday of 2010-11and the first term of 2011-12	i. ● NSS Team/ Student Support Programme Coordinator	● Clerical support required

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		their subject knowledge and boosting their confidence in sitting the HKDSE • Evaluation conducted and recommendations made to the school				
	ii. Evaluating the effectiveness of OLE arrangements for senior secondary students • Implementation of OLE according to the programme plans of the committees or units concerned • Compiling a summary record of OLE provided to the 1st cohort of NSS students to facilitate the checking of the total time provided on each category of learning experience against the time suggested (405 hours) • Conducting an evaluation survey with teachers and students with regard to the implementation and arrangement of	ii. • Programmes implemented • Record completed and checking done • Evaluation conducted and recommendations made to the school	ii. • Scrutiny of Prog. Evaluation Reports • Scrutiny of document • Scrutiny of documents	ii. ● Throughout the school year	ii. ● NSS Team/ OLE Committee / all units concerned	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	OLE in 2009-2012					
乙、 To develop a bank of teaching resources	1.2.1 Filing of useful teaching and learning resources by subject departments/ committees at i. School Library ii. School intranet	● Filing has been done ● Teachers find the resources easily accessible	● Inspection ● Opinion survey of teachers	● Throughout the school year	● NSS Team/ Sch. Librarian/ all HODs	● IT support required
	1.2.2 Updating/ filing /sharing list of NSS resource materials within departments ● NSS resource materials of respective departments will be uploaded and updated regularly on the school intranet for all subject teachers' reference ● HODs will make arrangements for the sharing of the use of new resources among subject teachers in panel meetings.	● Updating and Filing has been done ● Sharing of experience conducted	● Inspection of school intranet ● Scrutiny of minutes of department meetings	● Throughout the school year		

Plan on Use of Capacity Enhancement Grant (CEG), Senior Secondary Curriculum Support Grant (SSCSG) and Liberal Studies Curriculum Support Grant (LSCSG), 2011-2012 school year

Name of School: <u>King's College</u>

Means by which teachers have been consulted: <u>Staff meeting and opinion survey</u>

No. of operating classes: <u>33</u>

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
1. To enable the broadening of the NSS curriculum 2. To share the overall teaching and non-teaching workload so as to give space for teachers' professional development, curriculum development and teaching 3. To cater for learners' diversity 4. To provide support and assistance to teachers in preparing teaching and learning materials and form- teacher period materials	(a) Employment of 2 temporary teachers i. English + History ii. English + Biology (b) Appointment of 4 Teaching Assistants Duties include assisting teachers in: i. curriculum development ii. preparation of teaching materials iii. preparation of form period materials iv. organization of ECAs and OLEs v. providing support for the weaker students v. other activities organized by the school vii. lesson substitution viii. helping in examination invigilation, (public and internal), etc.	(a) 1. To provide additional manpower for teaching NSS History and Biology 2. Additional English teachers to provide more manpower to apply different strategies of English enhancement and cater for individual students' learning needs 3. With more manpower to	Sept 2011 to August 2012	Salary of Temporary Teachers (calculated at Pt 23) ($30,785x12x1.05) x 2 =$775,782 (one from CEG and one from SSCSG) Salaries of 4 Teaching Assistants ($11,295x12x1.05) x 4 =$569,268 (three from SSCSG and one from LSCSG)	With the assistance of the additional temporary staff, teachers have more time on - Implementing and evaluating on Major Concern programme plans and the respective programme plans of subject departments and committees - curriculum development catering for learners' diversity	Feedback from all teachers Performance appraisal of the temporary staff Evaluation reports of the programme plans	APs HODs i/c of committees Major Concern Programme Plan, i/c

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
(civil and moral education, careers educations, guidance and counseling) and organizing ECA and OLE		share out the overall teaching load, teachers can have more time for curriculum development, planning, implementation of OLEs, catering for learner diversity, handling disciplinary cases and providing counseling and guidance to students.					
4.To take up some of the administrative and other non-teaching duties of teachers	Appointment of an Administrative Assistant Duties include (a) secretarial duties (b) assisting in preparation of school and student documents (c) assisting in liaising with old boys (d) assisting in PTA activities (e) assisting in all examination-related matters	4. Teachers' workload in other non-teaching duties can be relieved.	Same as above	Salary of the Administrative Assistant ($16,425x12x1.05) + $9,855 (Gratuity) =$216,810 (from CEG)	Same as above	Same as above	Same as above

Estimated Expenditure: $1,561,860

($775,782+$569,268 +$216,810)

二零一一/一二學年校本課後學習及支援計劃

活動計劃表

學校名稱 ： 　英皇書院

計劃統籌人姓名 ： 林之鏜老師、麥婉婷老師　　　　　　　　　　聯絡電話 ： 　2547 0310

計劃理念： 以學生長遠個人成長為目標，提供不同學習機會及訓練，使同學能擴闊眼光、加強個人學習經驗、增加社區服務和加強學生生涯規劃訓練。

活動形式： 導修服務、文化藝術活動、體育活動、領袖訓練、義工服務及參觀探訪等

預算之款項： 　　$　　30,000

A. 獲本津貼資助/補足的各項活動資料

活動名稱	活動目標	成功準則（例如：學習成果）	評估方法（例如：測試，問卷等）	活動舉辦期間/日期	預計受惠對象學生人數#	預計開支($)	合辦機構/服務供應機構名稱（如適用）
學習效能提升班（初中至高中同學）	● 鞏固學習知識； ● 協助解決學生在功課上的困難； ● 提升學生的學習成效； ● 促進學生的自主學習精神	● 學生的出席率達80%以上； ● 80%或以上的學生學習成效和學習態度有明顯進步	● 導師觀察及評估 ● 老師觀察學生平時的表現 ● 學生問卷 ● 學生考試及測驗成績	10/2011 – 8/2012	20人	$14,000	待定

活動名稱	活動目標	成功準則 （例如:學習成果）	評估方法 （例如:測試，問卷等）	活動舉辦期間／日期	預計受惠對象學生人數#	預計開支（$）	建議合辦機構/服務供應機構名稱（如適用）
擴闊眼光闖一闖 （中一至中七同學） （學生參加不同的訓練或興趣小組，完成後將學習成果與其它同學分享。例如：光學課程、力學課程、生態課程、烹飪課程、餐桌禮儀訓練、機械研習、理財訓練溜冰、舞蹈及雜耍等。）	● 發掘及發展學生學業以外的能力和興趣； ● 提升學生的自我效能感（Self-efficacy）； ● 擴闊眼光。	● 透過計畫學到該項活動的基本知識或技巧； ● 學生的人際溝通、社交技巧和合作的能力得到提升； ● 學生的個人能力感及自信心得到提升。	● 導師觀察學生活動表現 ● 學生問卷 ● 學生分享/檢討會	10/2011 － 8/2012	20人	$6000	待定

活動名稱	活動目標	成功準則 （例如:學習成果）	評估方法 （例如:測試, 問卷等）	活動舉辦期間/日期	預計受惠對象學生人數#	預計開支($)	合辦機構/服務供應機構名稱（如適用）
自我挑戰 成長訓練計劃 （初中 及高中同學） （包括：ABC 體驗訓練營、外展訓練、義工服務）	此計劃會透過與人合作、個人的能力的發展及義工服務的體驗中，擴闊學生在常規課堂以外的學習經驗及視野，從而達致： ● 認識自己的強項和可改善的地方、與人合作和溝通的重要性； ● 提升學生面對困難及不熟識的處境中的抗逆力； ● 透過學生的學習及籌備不同活動過程中，領略人與人之間互相關懷和支持的重要性； ● 發展個人潛能、自信心、培養自信。	● 學生的出席率達80%以上； ● 豐富課堂外的學習經驗，並提升個人的抗逆力及解難能力； ● 能把活動內的個人自我成長、發展及自我認識的經驗應用於日常生活及學習之中； ● 學生自信心增強； ● 學生的人際溝通、社交技巧和合作的能力得到提升； ● 學生對社會歸屬感及關心他人能力感增強。	● 導師觀察及評估學生活動表現問卷 ● 學生分享/檢討會	12/2011 – 8/2012	20 人	$10,000	NGO

備註:# 對象學生：指領取綜援/學生資助計劃全額津貼及學校使用 10%酌情權的清貧學生.