KING'S COLLEGE
Annual School Plan

2014 - 2015

School Vision & Mission

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.

Theme of the Year

Be Considerate and To Appreciate

Major Concern 1: To further develop the school as a learning community

Target	Strategies	Success Criteria	Methods of Evaluation	Responsible Parties	Resource required
1.Enhancing quality teaching and assessment for learning	**(1) Incorporating High Order Thinking (HOT) skills and study skills in learning and teaching** ➢ Drawing up a subject based curriculum for the teaching of HOT skills for S.1-6 students - *Humanities Subjects(2014-15)*	➢ Subject departments have the resource banks set up ➢ Curriculum framework for the teaching of study and HOT skills and for S.1-6 prepared	➢ Lesson observation ➢ Feedback from teachers and students ➢ Pedagogy studies ➢ Displays at Academic Display Board	➢ Curriculum planning & development officer ➢ Subject Panel Heads ➢ Humanities subject Departments	
	(2) Learning and applying study and HOT skills in lessons and assessments to enhance learning effectiveness ➢ The skills learnt and taught Include critiquing, analyzing, critical thinking, elaborating, interpreting, creativity, etc. The skills learned are consolidated through different learning activities, like discussion and presentation.	➢ Students are able to apply relevant skills in assessments and activities	➢ Lesson observation ➢ Exercise book inspection ➢ Pedagogy studies ➢ Presentation at the Knowledge Fair	➢ Chinese and English departments ➢ ECA clubs: debating, drama, public speaking	
	(3) Further consolidation of the progressive speaking curriculum in language subjects to enhance students' speaking skills ➢ Planning and organizing interactive activities like dramas, debates, MC training, public speaking, campus TV, etc	➢ Students are able to make use of the skills learnt in speaking activities ➢ Students speaking with greater confidence on different occasions	➢ Lesson observation ➢ Students' participation and performance in different activities e.g. public speaking activities	➢ All subject departments ➢ Pedagogy Committee	

	(4) Peer Lesson Observation – among teachers ➢ Arrange peer lesson observation in the same KLA/across KLAs with post-observation discussion, emphasis laid upon the application of HOT skills, co-operative learning skills and e-learning	➢Effective learning and teaching strategies are identified, shared and practised by subject teachers	➢Lesson observation ➢Feedback from teachers and students ➢Pedagogy studies ➢	➢All subject departments ➢Pedagogy Committee	
	(5) Peer Lesson Observation – Open class ➢ Good lesson practice and strategies to be shared among teachers in the same KLA through open class lesson observation ➢ The lessons to be videotaped and shared among teachers via the school intranet ➢ Post lesson discussion to be held	➢The culture of sharing good practices among teachers Is promoted ➢the number of open classes held and the number of subject departments involved	➢Lesson observation ➢Teachers' feedback and reflections	➢KLA i/cs ➢HODs ➢Pedagogy Committee	
	(6) Cross-curricular collaboration ➢ Co-operation between subject departments on project work to enhance application and transfer of subject knowledge ➢ **ECON + MATHS PHY+ CHEM + BIO**	➢The culture of sharing good practices in the subject department and across subject departments enhanced	➢Students' performance in project work ➢Knowledge Fair ➢Board Display ➢Student Learning Journal	➢Subject panel heads concerned	
2.Enhancing reading competency	**(1) Broadening students' horizons through extensive reading** ➢ Reading Period (S1-S3) ➢ Books /reading materials on selected themes are being prepared by different subject departments and function groups ➢ Books related to the selected themes are being displayed in the School Library	➢books on a wide variety of themes read by students	➢Student survey ➢Loan records on books displayed	➢Subject departments ➢Functional Committees ➢Reading to learn Committee ➢School Library	

	(2) Developing students' deep comprehension and appreciation skills and inculcating values through reading ➢ Class sharing & discussion sessions held during CCA periods (3 times) ➢ A recommended booklist of five different subjects (CHI, ENG, LS, SCIENCE, HIST/CHIS) will be prepared by the Reading to Learn Committee. ➢ The reading materials should help to inculcate values among students, especially those echo the theme of the year: be considerate and to appreciate. ➢ Worksheets and questions for discussion are being set by the Reading to Learn Committee ➢ Reading Ambassadors will share the books they have read and guide their classmates to analyze the main ideas of the books and have a discussion on an issue related to the topic of the books shared on King's Morning and during lunchtime/after school. ➢ Class sharing & discussion sessions will be videotaped and broadcast via Campus TV during lunch time or CCA periods.	➢ Students' comprehension and appreciation skills enhanced ➢ students can express their ideas clearly	➢ Class discussions ➢ Worksheets done ➢ Good work displayed ➢ Feedback from Form Teachers and Reading Ambassadors	➢ Reading to learn Committee ➢ Reading Ambassadors ➢ Form Teachers ➢ Campus TV ➢ Teaching Assistant	Campus TV team
	(3) Cultivate a reading culture via Campus TV to promote students' interests in reading ➢ Videotaped regular sharing by the Reading Ambassadors / teachers and broadcast during	➢ students' reading experience has	➢ Number of books recommended	➢ Reading to learn	Campus

	lunch time
	➢ Reading activities run by the Reading Ambassadors will be videotaped and broadcast via Campus TV during lunch time
	➢ Inter-class Reading Competitions
	   -S1 : Books Presentation Competition
	   -S2: Radio Drama Competition
	   -S3: Debate Competition
		been enriched
		➢ student become more confident in sharing their thoughts after reading
		➢ students can utilize the knowledge gained from reading in their work done
			by students and teachers
			➢ Feedback from teachers
			➢ Students' performance in the activities and competitions
				Committee
				➢ Reading Ambassadors
				➢ Form Teachers
				➢ subjects teachers
				➢ class representatives
				➢ Campus TV unit
				➢ Teaching Assistant
					TV Team

3. Promoting e-learning culture	**(1) Use of tablet computers on teaching and learning (English Language and I.S. at S.1, Computer Studies at S.4)** ➢ develop students' creativity ➢ promote interactive learning activities ➢ plan and organize learning activities like comics creation, ideas generation with mind-map and advertisement production, etc.	➢ A variety of e-learning activities, mostly interactive, conducted during lessons ➢ Lesson observation ➢ Exercise book inspection	➢ Students' performance in the work produced ➢ Display and demonstration of work produced ➢ Students' feedback & teachers' evaluation on the different e-learning activities employed	➢ English Language, Integrated Science and Computer Studies Departments	
	(2) Collaborative learning with the use of e-class ➢ use of online forum to facilitate cooperative learning	➢ Students form the habit to participate in online forums	➢ Number and quality of online messages posted by students	➢ Science KLA, Liberal Studies Department	

	(3) Active use of e-learning resources in teaching and learning
	➢ use of internet resources and software is lessons
	➢ use of e-learning resources for self-directed learning
	  - in pre-lesson preparation
	  - in project work
		➢ Lesson observation
		➢ Exercise book inspection
		➢ More frequent use of internet resources and software in teaching
		➢ Self-learning through electronic means among students promoted
			➢ List of internet resources and software suggested and prepared by individual subject panels
			➢ Students' performance / feedback
				➢ All subject departments	

Major Concern 2: To strengthen life-wide and life-long learning skills and culture   (Overall i/c: FHY)

Target (Teacher i/c)	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
1. **Promoting reflective learning (PRL)** **(Student level)** Level : S1 – S4	**(1) Target setting and Reflection** a. Students will be given guidance on target setting and reflection with emphasis on: ➢ an on-going Planning- Implementation- Evaluation (PIE) cycle ➢ priority and time management in setting and applying strategies to attain specific, measurable, achievable, result-focused and time-bound (SMART) targets	➢ The concept and skills are taught in Form-Period and reviewed according to schedule. ➢ Guidelines on conducting continuous PIE, identifying feasible strategies, applying prioritization tools and making time management plans are provided and helpful to students ➢ More than 65% of the students are able to set relevant targets and apply feasible strategies to attain their targets.	➢ Inspection of records in the Form Period. ➢ Observations of FTs/AFTs ➢ Teacher and Student surveys	➢ PRL (students) Team ➢ FTs and AFTs	➢ Student Learning Journal (one student each) ➢ TA to provide administrative support
	b. Besides conducting academic and non-academic reflections according to schedule set by the School, students are enabled and encouraged to do meaningful reflections on their own: ➢ Features of meaningful reflections will be introduced and good examples will be provided. ➢ FTs, AFTs and Teacher i/c of specific learning activities, such as exchange programme, competition, service, etc. encourage students to do reflections after participation. The academic and non-academic reflections will	➢ More than 80% of students complete academic (after half-yearly and annual exams) and non-academic reflections (after Student Development Day and one other learning activity of their own choice) according to schedule. ➢ More than 65% of the students write meaningful self-reflections Not less than 10% of the students complete at least one additional reflection on any student learning activity	➢ Inspection of students' reflections ➢ Inspection of Student Learning Journal at the end of the school year	➢ FTs and AFTs ➢ OLE Committee ➢ ECA Committee ➢ Teachers in charge of different student learning activities	

Target (Teacher i/c)	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
	be filed in the Student Learning Journal for the reference of FTs, AFTs and subject teachers.				
	c. Incorporate reflective learning in subject curriculum – students write reflections after completing project work/assignments/lessons.	➢ More than 65% of the students - write meaningful reflections - agree that reflections on project work/assignments help them to review their team work, learning attitude and study skills.	➢ Exercise Book Inspection ➢ Teacher and Student surveys	➢ HODs and subject teachers	
	d. Communication with Parents	➢ Soft copies of academic reflection are distributed to parents via email according to schedule ➢ Parents find the information helpful to their understanding of the students' progress	➢ Parents' and Teachers' feedback	➢ PRL (students) Team ➢ FTs and AFTs	
	(2)Student sharing on reflections of meaningful learning experiences a.　On class basis: CCA periods will be allocated for students to share their reflections under the supervision of AFTs On level basis: in the School Hall by representatives of student bodies/groups including Student Union, Prefect Body, King's College Scientific Research Team, Houses, Service Teams, ECA clubs and	➢ More than 65% of the students who share their reflections agree that the opportunity helps to boost their self-confidence and speaking and presentation skills.	➢ Inspection of CCA period records. ➢ Feedback from AFTs on class sharing ➢ Student and Teacher Surveys	➢ CCA Committee ➢ AFTs ➢ Teacher i/c of student bodies concerned	

Target (Teacher i/c)	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
	societies, etc. b. S1-2 FTs, AFTs, subject teachers and teachers organizing learning activities encourage students to share their reflections during morning assemblies or other school functions.	➢ Not fewer than 10% students in S.1 and S.2 conduct their sharing in or morning assemblies or other school functions	➢ Inspection of morning assemblies record ➢ Student & Teacher Surveys	➢ Morning Assembly i/c ➢ S.1 and S.2 FTs, AFTs, HODs, subject teachers and teachers organizing S1 learning activities	
	(3) Appreciation and recognition of good work a. Display or presentation of outstanding reflections, good projects and assignments, etc. b. Selected student sharing will be recorded and uploaded on e-class for teachers' and students' reference.	➢ Not less than 10 outstanding reflections in each level are selected for display in public areas on the school campus or shared in Knowledge Fair ➢ Not less than 5 pieces of recorded sharing are uploaded on e-class.	➢ Student Feedback ➢ Inspection of E-class	➢ HODs ➢ Student Development Day i/c ➢ Knowledge Fair i/c ➢ PRL (students) Team	
Promoting reflective teaching (PRT) (Teacher level) (CPS)	**(1) Reflection and Professional Sharing on Teaching and Assessment** a. Conduct lesson observation on pedagogy study ➢ peer evaluation, self-evaluation, discussion in departmental meetings ➢ Discussion in Staff Meeting (led by Pedagogy Committee to review teachers' reflections and identify common areas for improvement and explore strategies	➢ More than 65% of the teachers find these strategies - conducive to their own teaching reflections - help them improve their lesson plans - facilitate formulation of departmental improvement plans - enable learning from other subjects or KLAs	➢ Teacher Survey ➢ Review of peer assessment and self- reflection reports made by teachers ➢ Inspection of minutes of departmental meetings	➢ Pedagogy Committee i/c ➢ HODs ➢ Subject teachers	

Target (Teacher i/c)	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
	to facilitate improvement on a whole school basis)				
	b. Professional sharing in KLAs: ➢ Besides conducting departmental review on assignments and examination papers, subject departments under the same KLA conduct sharing on - setting of quality assignments and quality question papers - design of assignments with reflective learning elements	➢ Staff Development Committee i/c provides guidelines to facilitate effective review of assignments and examination papers ➢ More than 65% of the teachers agree that this strategy enables them to - review and improve the design of assignments and question papers - learn from good examples of quality reflective learning assignments of other subjects of the same KLA	➢ Inspection of guidelines provided ➢ Inspection of minutes of KLA meeting ➢ Teacher Survey ➢ Exercise Book Inspection ➢ Vetting of exam paper by Principal and APs	➢ Staff Development Committee i/c ➢ KLA i/c ➢ HODs and subject teachers concerned ➢ P and APs	
	(2) Professional Sharing on Non-teaching work experience a. Teacher sharing on respective learning experience will be conducted in staff meetings throughout the school year.	➢ At least three pieces of teacher sharing is arranged in staff meetings throughout the school year	➢ Inspection of minutes of Staff Meetings	➢ Staff Development Committee i/c	
	b. Professional sharing on Class Management among S1 and S2 FTs and AFTs chaired by Discipline Master c. Professional sharing among teachers/units with specific area of concern: - subject departments trying out learning and teaching using tablet computer (English, IS,	➢ Teachers/units concerned conduct professional sharing at least twice in the school year.	➢ Inspection of Report submitted by Chairmen of the respective meetings	➢ Discipline Master ➢ S1 and S2 FTs and AFTs ➢ IT Committee i/c ➢ HODs and subject teachers concerned ➢ Life Education	

Target (Teacher i/c)	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
	ICT) chaired by IT Committee i/c - FTs conducting Value Education Form Periods chaired by Value Education Coordinator - Planning of service education activities chaired by Service Education i/c			Coordinator and FTs concerned ➢ Service Education Committee i/c and Service units i/c	
2. Stretching students' potentials and extending their learning experience (CKK)	**(1) Providing a self-directed learning (SDL) environment** a. Maintaining the 'Self-Access Learning Centre (SALC)' for self-directed learning purposes ➢ Personal, Social and Humanities Education (PSHE) subjects provide self-learning materials for students in SALC. ➢ Eng, Chin, Maths, LS, Science and Technology departments review the existing materials with a view to provide more challenging tasks and graded practices ➢ Quality/Outstanding projects/assignments will be displayed/filed for teachers' and students' reference	➢ Over 65% of the student users find the learning resources in the SALC useful ➢ Teachers observe that students make active use of the self-learning materials ➢ The conduct of the students using this room is satisfactory	➢ Student survey ➢ Inspection of self-learning resources ➢ Inspection of Learning Resources loan record ➢ Random inspection of completed self-learning materials by subject teachers ➢ Report of SALC Supervisor	➢ SDL Team i/c ➢ Subject Departments concerned	➢ One TA as SALC Supervisor
	b. Providing a science-rich learning environment for junior level students ➢ S1 IS class-based science investigative project.	➢ Students presentation on investigation method and result conducted ➢ Majority of S1 students acquire satisfactory laboratory skills and develop interest in scientific investigation	➢ Scrutiny of the projects submitted ➢ Inspection of record of activities held by the Science Departments and Science Society	➢ Science KLA i/c ➢ I.S. Department & lab technicians ➢ Science HODs, Science Society i/c &	

Target (Teacher i/c)	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
	➢ After-school science workshops in the laboratory for S1-S2 ➢ Pull-out science programmes for gifted students	➢ At least 1 science workshops organized each term for each level , with satisfactory participation rate ➢ Participants of workshops improve investigative skills and further develop interest ➢ Participants of pull-out programmes participate in at least 2 competitions each year	➢ Teachers conduct regular meetings and evaluations ➢ Results of science competitions	lab technicians ➢ Gifted Education Committee	➢ Consumables for experiments ➢ Human resources
	(2) Fostering Positive Values and Honing students' life skills in the formal and informal curricula a. Incorporating in the subject curricula of the four core subjects in S.1 to S.3: ➢ value education, ➢ creative education ➢ e-learning education ➢ presentation skills	➢ Subject departments concerned plan and specify relevant learning activities in their schemes of work ➢ Subject departments concerned conduct pedagogical study in at least one of the domains and open lesson for observation.	➢ Inspection of programme plans, evaluation reports and schemes of work of the respective departments ➢ Lesson Observations and evaluation	➢ HODs concerned	➢ Reference and Library books
	b. Promotion of values specified in "Theme of School Year" ➢ Subject departments formulate programme plans in line with the Theme of the Year ➢ The Value Education (VE) Coordinator coordinates organization of activities to promote Theme of the Year.	➢ Majority of the students display awareness and readiness to uphold the Theme of the Year	➢ Inspection of programme plans and evaluation reports of the committees concerned ➢ Teacher observation ➢ Student survey	➢ All HODs ➢ Life Education Coordinator	➢ Financial resources for conducting relevant programmes

Target (Teacher i/c)	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
	c. The Value Education (VE) Coordinator coordinates the planning and implementation of the school-based VE curriculum and the student support programmes in S.1 to S.3 and the Moral and Civic Education programmes in S.4 to S.6.	➢ The LE curriculum, student support programmes and the M&C programmes are implemented in Form Teacher Periods according to schedule.	➢ Evaluation meeting ➢ Inspection of VE curriculum records, teacher feedback and samples of records of student activities	➢ FTs	
	d. Organizing co-curricular learning activities to enhance national understanding and identity ➢ A Liberal Studies - Study Tour to Guangzhou will be organized for the whole level of S2 students to learn about the economic development of China and China-HK economic cooperation.	➢ The Study Tour provides - students with curriculum- related learning opportunities with experience in enhancing national understanding, nurturing national identity, team and character building - LS Dept. and teachers with professional development experience in organizing cross-boundary learning activity on a level basis, which they could share in Staff Meeting	➢ Inspection of the itinerary of the Study Tour ➢ Teacher and Student Survey ➢ Inspection of minutes of Staff Meeting	➢ Liberal Studies HOD and subject teachers ➢ Staff Development Committee i/c	➢ Administrative support of the Study Tour Committee ➢ Manpower support of FTs and AFTs to accompany the students in the trip ➢ Financial resources for funding the teachers' fees and subsidizing students with financial needs

Target (Teacher i/c)	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
	e. Development of a comprehensive Life Planning and Career Guidance Service framework that provides support to the whole-person development and life-long learning of students of all levels. It will be - built on strengths of the current Career Education Programmes and in collaboration - with subject departments and the Value Education Coordinator and the Counselling Committee. Meanwhile, the Career Committee will refine and enrich the Careers Education Programmes (CEP) of different levels for trying out the learning and teaching strategies: ➢ For S.1 - Putting greater emphasis on helping students to - explore themselves through personality & traits tests - craft their dreams through a card game called "Dreamcrafter" ➢ For S.2 - Enabling students to review their academic and non-academic progress and learn how to link their subject (English, Mathematics & Science) with career opportunities	➢ A Life Planning and Career Guidance Service framework and related learning and teaching materials that incorporate four areas of student development (academic, personal/social and career) are prepared by the end of the school year with reference to "Guide on Life Planning Education and Career Guidance for Secondary Schools". ➢ The Career Committee tries out the new CEP for feasibility study. ➢ S.1 students conduct group mini research on their dream career after the "Dreamcrafter" card game. ➢ S.2 English, Mathematics & Science teachers conduct one lesson each on linking their respective subjects with different careers	➢ Inspection of Life Planning and Career Guidance Service framework and related learning and teaching materials ➢ CEP programme plans and evaluation reports of Careers Committee ➢ Inspection of students' research ➢ Inspection of minutes of departmental meetings	➢ Career Committee ➢ Subject HODs ➢ Value Education Coordinator ➢ Counselling Committee ➢ S.2 Subject teachers of English, Mathematics and Science	➢ CLP Grant (for recruitment of an additional teacher to relieve the teaching load of three trained careers teachers) ➢ TA to provide reasonable amount of administrative support as stipulated under Section 5.4 of the "Guide on Life Planning Education and Career Guidance for Secondary Schools" by

Target (Teacher i/c)	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
	➢ For S.3 – Introducing the career assessment tool "Basic Interest Marker (BIM)" to help students - to integrate their personality traits with their studies and career plans - to formulate an Initial Senior Secondary Study Plan ➢ For senior levels – Providing Career Guidance/ Counseling service to senior secondary students and their parents on Multiple Pathways - Organizing Interview Workshops and Mock Interviews	➢ Over 90% S.3 students complete the BIM ➢ Career Teachers meet at least once with all S.3 students either individually or in small groups to guide them to integrate their career/academic aspirations with/into whole-person development and life-long learning ➢ Senior students and parents - are more aware of the multiple pathways for further study - make more realistic further study goals	➢ Teachers' observation and feedback ➢ Student Survey ➢ Inspection of students' career resources files ➢ Teacher observation ➢ Student and Parent Surveys		EDB ➢ Support of subject TAs ➢ Additional manpower resource to serve as interviewers

Plan on Use of Capacity Enhancement Grant (CEG), Extra-senior Secondary Curriculum Support Grant (ESCSG), Senior Secondary Curriculum Support Grant (SSCSG) and Teacher Relief Grant (TRG), 2014-2015 school year

Name of School: King's College

No. of operating classes: 26

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
1. To share the overall teaching and non-teaching workload so as to give space for teachers' professional development, curriculum development and teaching 2. To cater for learners' diversity 3. To provide support and assistance to teachers in preparing teaching and learning materials and form- teacher period materials (civic and moral education,	(a) Employment of 1 temporary teacher (LS) (b) Appointment of 5 Teaching Assistants Duties include assisting teachers in: i. preparation of teaching materials ii. organization of ECAs iii. providing learning support for the weaker students iv. planning and implementation of Other Learning Experience (OLE) and compilation of Student Learning Profile (SLP) v. the preparation of Career and Life Planning (CLP) learning materials and implementation of the CLP learning activities vi. lesson substitution vii. helping in examination invigilation, (public and internal), viii. supervising students in the Self-Access Learning Centre (SALC) and filing, loaning and recording of the self-learning materials in the Centre,	(a) To provide additional manpower in the LS Dept. to enable small class teaching (splitting of 4 classes into 6 groups (S4) and 5 classes into 7 groups (S5-S6) and other student support programmes (b & c) With the TAs and AA giving support, teachers can have more time focusing on curriculum development, planning of OLEs, designing strategies	Sept 2014 to August 2015	(a) Salary of Temporary Teacher $32,760x12x1.05 =$412,776(ESCSG) (b) Salaries of 4 Teaching Assistants (Diploma Level) ($13,170x12x1.05) x 4 =$165,942 x 4 =$663,768 (SSCSG) Salary of 1 Teaching Assistant (Matriculated) $11,975x12x1.05 =$150,885 (TRG) Total salary of 5 TAs =$814,653	(a) Over 75% of the LS teachers agree that the small class teaching enables teachers to conduct cooperative and other learning activities such as group discussion and forum in class. More time could be spent on giving guidance to individual students. (b) Over 75% of all teachers agree that the TAs' assistance help relieve their non-teaching workload and enable them to spend time on planning and evaluating their teaching as well as giving guidance and counseling to students	(a) Survey of teachers concerned and Teachers' observation of students performance in class and assessment results (b)Feedback from all teachers and performance appraisal of the temporary staff	APs HODs i/c of committees

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
careers educations, guidance and counselling) and organizing ECA and OLE	ix. decorating the school campus	to cater 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	(c) Appointment of an Administrative Assistant (AA) Duties of AA include (a) supervision of GCs (b) secretarial duties (c) assisting in exam matters (d) assisting in preparation of school and student documents (e) assisting in PTA activities (f) assisting in SAMS-related matters (g) assisting in S1 Admission and other major school functions		Same as above	(c) Salary of the Administrative Assistant ($19,150x12x1.05) + $22,980 (Gratuity subject to qualification and quality of applicant) =$264,270 (CEG)	(c)Over 75% of all teachers agree that the AA 's assistance help relieve their non-teaching workload and enable them to spend time on planning and evaluating their teaching as well as giving guidance and counseling to students	(c) Feedback from all teachers and performance appraisal of the temporary staff	Same as above

Estimated Expenditure: $1,491,699.00

(CEG$264,270+ESCSG$412,776+SSCSG$663,768+TRG$150,885)

二零一四/二零一五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： 林之鐠老師、盧惠燕老師　　　　　　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: $　　40,000

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($)	建議合辦機構/服務供應機構名稱(如適用)	負責老師
擴闊眼光闖一闖 （中一至中六同學） （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	10/2014－8/2015	20人	$7,000	NGO	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)	負責老師
課後多元潛能發展計劃 a. 樂器班 b. 體育訓練 C. 課後補習 （中一至中四）	● 鞏固學習知識； ● 協助解決學生在學習上的困難； ● 促進學生的自主學習精神 ● 自學的基本技巧 ● 發展學生多元智能潛能	● 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	10/2014－8/2015	a. 30 人 b. 30 人 c. 30 人	$30,000	NGO	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)	負責老師
自我挑戰 成長訓練計劃 (初中 及高中同學) （包括：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；	● 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	● 導師觀察及評估學生活動表現 ● 問卷 ● 學生分享/檢討會	12/2014-5/2015	20 人	$3,000	NGO	待定

| | | 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義工服務過程中，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。 | 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。 | | | | | |

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.