KING'S COLLEGE
Annual School Plan

2016 - 2017

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

Responsibility and Self-discipline

Major Concern 1: To promote self-improvement in learning and teaching

Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties
1. To foster the spirit of enquiry and exploration among students	(a) Language across curriculum through Project-based learning ➤ Applying different generic skills (problem-solving skill, critical thinking skill, micro-thinking skill etc.) in topical study or task-based project at various levels or across curricula Eng + Bio (S3) ; Chin + LS (S2)	➤ Structured schedule and schemes on skill building for project work at junior levels prepared ➤ Students have completed their projects on an individual or group basis with the application of different skills ➤ A database of good projects done set up	➤ Assessment of students' performance ➤ Feedback from teachers ➤ Sharing and display of good work ➤ Feedback from schoolmates	➤ Related subject departments
	(b) Promoting STEM Education ➤ Training of scientific investigation skills in lessons and conduct of activities beyond lessons at regular intervals for students at junior levels (S.1-S.2) ➤ Pull-out training offered to students with potentials and interest in scientific research to be conducted after school on a regular basis ➤ Participating in open local and international competitions on scientific invention or investigative study across junior and senior levels ➤ Reinforcement of STEM education by incorporating physical and chemical computation into mathematics curriculum at S.3 and above	➤ Scientific investigation activities and competitions regularly conducted by the different subject departments under science KLA in a school year ➤ Selected students participate in competitions and obtain good results ➤ Tailoring of curriculum of STEM subjects to allow transfer of knowledge between different subjects is done	➤ Record of numbers of activities and competitions participated by students ➤ Results obtained in open competitions and comments received ➤ Number of students who completed the pull-out programmes with good results ➤ Demonstrations and displays at Open Days and Knowledge Fair	➤ Science KLA Creative Education Gifted Education STEM Team

	(c) IT ➢ Participating in IT-related competitions (e.g. Robotics) ➢ Applying various computer programming skills (e.g. use of Scratch to create computer games) in creative designs at junior levels ➢ Use of online forum for open discussion ➢ Peer IT training through extra-curricular activities	➢ Students participate in competitions related to robotics and programming at junior secondary levels and obtain satisfactory results ➢ Students help train up their peers IT skills through activities held ➢ Students actively use on-line platform to express their opinions and peer learning is fostered	➢ Students' performance in assigned tasks ➢ Results of open competitions and comments obtained ➢ Response of students on on-line forum and the peer training workshops	➢ ICT / IT Committee / related subjects
2. To further enhance students' language competency	(a) Promoting Language across curriculum (LaC) and Reading across curriculum (RaC) ➢ RaC: Strengthen students' language learning and broaden students' knowledge base and consolidate their reading skills developed in language lessons.(Eng + STEM subjects, Chin + LS)) ➢ LaC: collaboration between language subjects and subjects of other KLAs to facilitate LaC. (Eng +Hist; Chin+Chist)	➢ Topical reading materials, especially those related to STEM, broaden students' knowledge base ➢ Information texts and non-fiction extend students' learning on highlighted language forms, functions and vocabulary. Students can apply what they have learned from the material in their daily work/presentation	➢ Subject curriculums of the designated levels ➢ Students' assignments and reflections ➢ Teachers' feedback	➢ English Language Department ➢ Chinese Language Department ➢ Other KLAs
	(b) Creative endeavours ➢ Students are encouraged to try out new ideas and foster creativity through writing, speaking training, ECA activities and lunchtime programmes ➢ Creative presentation in either written or spoken modes on the reading texts prescribed to students	➢ At least one activity is organized by the English Society and the Chinese Society each to foster creativity among students in a term ➢ Students do oral presentations in class on a topic assigned by the teacher at least once in a term ➢ Students practise their reading, writing,	➢ Students' participation and performance in school-based activities ➢ Teachers' observation and comments ➢ Students' performance in their drama productions	➢ English Language Department ➢ Chinese Language Department ➢ English Society and Chinese Society

	➤ Formal curriculum for drama education at S.1 and S.2 be drawn up	speaking skills in drama activities ➤ Inter-class Mini-drama competitions held and students are competent in applying the language learned in their production		
	(c) Learning languages through activities beyond lessons ➤ Conduct of activities to promote students' speaking and writing proficiency by subject departments and ECA clubs (e.g. MC training classes and demonstrations, debating skills and Chinese reading interest groups) ➤ Recruitment and training of Language Ambassadors to be partners to train up the language ability of students at junior secondary levels	➤ At least two activities arranged by language departments, working jointly with ECA clubs, in each term ➤ Language ambassadors conduct regular activities for junior secondary students and receive positive feedback from both ambassadors and student participants	➤ Teachers' observation ➤ Feedback from teachers and students ➤ Feedback from student participants and school ambassadors	➤ Language-related ECA clubs ➤ English and Chinese Department
3. To motivate students and teachers to strive for continuous self-improvement	Students: self-directed learning (a) e-learning ➤ Use of e-class and other e-resources as platforms to facilitate self-directed learning ➤ e-reading materials assigned to students to allow them to consolidate and extend their learning beyond classrooms ➤ More extensive use of mobile devices through wi-fi network and other e-resources in class to facilitate an interactive learning environment	➤ Students successfully complete given tasks via e-platform ➤ Students completed the e-reading materials and be able to apply the knowledge acquired in their learning ➤ More widely use of mobile devices for self-directed learning	➤ Students' performance and progress made ➤ Teachers' survey	➤ I.T. Committee and all subject departments

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(b) Academic reflection (assessment as learning) ➢ Students monitor their own learning, set goals and use a range of strategies to decide what they know and can do, and how to use assessment results/achievement to plan for continuous learning. 2016-17 Chinese, English and Maths	➢ Students do reflection on the work/exercise done on a specified topic/unit ➢ Students set and adjust their own learning goal before and after summative assessment e.g. UT and exam and reflection done	➢ Students' performance in class ➢ Students' work done ➢ Teachers' feedback on student's progress of work made	➢ Core subjects: Eng, Chin, Maths
Teachers: continuous professional development (c) Learning circles ➢ Learning circles formed with teachers of the same KLA or different KLAs to conduct collaborative lesson preparation, curriculum tailoring, experience and personal sharing and helping new or novice teachers fit in the teaching team to build up the rapport ➢ Lesson observation among members in the circle, and post-lesson discussion for improvement on planning/classroom teaching ➢ Professional sharing on programmes related to STEM education	➢ Regular meetings among members in the circle held to enhance peer tutoring ➢ New teachers adapt to the new school environment well ➢ Sharing on pedagogies and experiences including planning and organizing activities and administrative work be done regularly in staff meetings, HOD meetings, and departmental meetings ➢ At least one professional sharing on STEM programmes done in a term	➢ Record of meetings conducted ➢ Sharing among teachers ➢ The effectiveness and usefulness of the collaborative teaching and learning materials prepared ➢ Reflections by teachers	➢ All subject departments
(d) Open class and pedagogy study ➢ Try-outs of new teaching strategies, essentially with the aid of mobile devices, to enhance learning and teaching effectiveness ➢ Open classes be arranged and be conducted	➢ Effectiveness of the teaching strategies tried out evaluated, followed by professional sharing and improvement plan	➢ Lesson observation ➢ Feedback from teachers and students	➢ All teachers/Subject Panels head/Pedagogy Committee

	by teachers of different KLAs to foster peer learning			
	(e) IT in teaching ➢ Attending training course on the use of mobile device for interactive teaching ➢ Basic school-based training courses offered to teachers ➢ More extensive use of IT in teaching – use of mobile devices. ➢ Interflow among teachers to enhance the experience in using mobile devices	➢ 50% of teachers of different subjects have attended training courses and seminars and be able to use the mobile device effectively in classroom teaching ➢ Demonstration and sharing on use of mobile device between different subjects by trained teachers	➢ Statistics on attendance of different training courses ➢ Level of competency demonstrated by teachers ➢ Lesson observation and post-lesson evaluation	➢ IT Committee / All subject departments

Major Concern 2: To strengthen students' character and capacity building

Targets	Strategies	Success Criteria	Evaluation Methods	Responsible Parties	Resources
1. Pursuit of a virtuous student life	(a) Adopting a Whole School Approach to promoting Responsibility and Self-discipline ➢ Organizing Thematic Value Education Programmes throughout the school year ➢ Decorating the school campus to create an edifying environment conducive to value education ➢ Introducing a Monthly Classroom Cleaning Scheme	➢ Implementation of thematic programmes: - writing competition, - sharing, - debates, - drama, - board display, - slogan and poster design, etc. ➢ Students engage in the programmes or activities actively. ➢ Students develop a deeper understanding of the value and consciously put them into practice in the daily life.	➢ Inspection of programme plans, evaluation reports of the respective committees ➢ Inspection of competition results and winning items ➢ Teachers' continuous observation of students' behavior ➢ Surveys of student participants, teachers and parents ➢ Feedback from the school office	➢ Major Concern II i/c ➢ Value Education Coordinator, ➢ Moral &Civic Education Committee i/c ➢ King's Morning i/c ➢ Debate Teams i/c ➢ Drama Society i/c ➢ Decoration of School Campus i/c	➢ Teaching Assistant (TA) and Administrative support ➢ References and library books ➢ Financial resources
	(b) Cultivating our students as responsible and self-disciplined future leaders ➢ Project A (an Inter-class Self-Discipline Competition in S1- S3) ➢ Enhanced class log book system and performance index chart to facilitate class teachers and assistant class teachers to conduct continuous evaluation and reflection on a class	➢ Conspicuous improvement in students' self-management traits ➢ Recognition and celebration produce an encouraging effect on sustaining their responsibility and self-	➢ Observation of Discipline Teachers and FTs and AFTs, and Class Prefects ➢ Inspection of results of Inter-class competition and Merit Scheme ➢ Inspection of class	➢ Discipline Committee, ➢ Prefect Body ➢ Form Teachers and Assistant Form Teachers	➢ Clerical or TA support ➢ Financial Resources

Targets	Strategies	Success Criteria	Evaluation Methods	Responsible Parties	Resources
	basis ◆ A Merit Scheme for positive reinforcement ◆ Star Class of the Month	discipline	reflection		
	(c) Enhanced Prefect training to strengthen their leading role in supporting junior level students' application of class discipline ➢ setting class rules ➢ monitoring behavior	➢ Conspicuous improvement in class discipline and individual student's conduct.	➢ Inspection of Classroom Code and Performance Index Chart ➢ Observation of teachers and Class Prefects	➢ Discipline Committee ➢ Prefect Body	
	(d) Fostering the sense of civic identity and enhancing citizenship ➢ Incorporating Basic Law education in formal subject curricula ➢ Organizing co-curricular learning activities to consolidate Basic Law education	➢ Basic Law education incorporated in Junior secondary Liberal Studies curriculum and senior secondary History ➢ Adaptation of EDB Basic Law Learning Packages in Form Period Activities ➢ Holding Quiz contests and relevant talks	➢ Inspection of the Schemes of Work and Learning and Teaching Materials ➢ Inspection of Form Period Basic Law Learning Activities ➢ Inspection of results of related activities	➢ Liberal Studies Dept. ➢ History Dept. ➢ Form Teachers ➢ Moral & Civic Education Committee ➢ Quiz Contest i/c	➢ TA Support ➢ Financial resources
2. Enhancement of students' personal qualities and attributes	(a) Empowering students for aesthetic creation, expression and appreciation ➢ through preparation for the Creative Visual Arts (VA) Students' Works Exhibition ✧ Student Organizing Committee	➢ Student Organizing Committee displays self-motivation, good team spirit and strong sense of responsibility.	➢ Observations of the Teacher i/c and other teachers ➢ Inspection of the displayed pieces and	➢ Art Exhibition Organizing Committee ➢ Visual Arts Dept. and Society	➢ TA Support ➢ Financial resources

Targets	Strategies	Success Criteria	Evaluation Methods	Responsible Parties	Resources
	✧ Creation of works of different VA forms ✧ Writing art critiques ✧ Training art exhibition presenters ✧ Publication of Visual Arts students' works anthology	➢ Art critiques demonstrate the sense of aesthetic appreciation among students ➢ Students of different positions perform their duties with competence and confidence	the critiques at the VA Exhibition ➢ Feedback from visitors of the VA Exhibition ➢ Inspection of the anthology		
3. Pursuit of purposes in school life	(a) Careers and Life Planning (CLP) Educating students: ➢ Conducting ***Career-related Learning in Form Periods*** S.1: I Discover (Myself & My dream) S.2: I Explore (World of Work on Core Competencies, Value of work, Positive working attitude: Be responsible) S.3: I Focus (Finding Your Colours of Life) S.4: I Plan (Career Mapping) S.5: I Decide (Career Mapping) S.6: I Apply (JUPAS & Multiple Pathways) ➢ Conducting career interest assessments for students with briefing session and follow-up career guidance and counselling - Basic Interest Marker (BIM) (S.3) - Career Interest Inventory (CII) (S.5)	➢ Positive students' response in the activities ➢ Positive feedback from teachers, parents and other concerned parties	➢ Inspection of programme/activity records ➢ Inspection of Form Period records and evaluations ➢ Student survey/reflection ➢ Feedback from teachers, parents and students	➢ Careers & Life Planning Education Committee ➢ Counselling Committee	➢ Financial resources ➢ TA Support

Targets	Strategies	Success Criteria	Evaluation Methods	Responsible Parties	Resources
	Equipping teachers: ➢ Equip teachers with the knowledge, skills and resources in life planning and career guidance so as to assist them in delivering individual/small group career counselling services for their respective classes ✧ Careers Profile ✧ Careers Corner Communicating with parents ➢ Organizing career guidance and life planning activities to equip parents with careers information ✧ Parents Talk on Senior Secondary Subject Selection ✧ Career and University Info Parents' Day Parents Talk on Release of HKDSE results				
	(b) Leading a healthy and green lifestyle ➢ Enhancing students' resilience ✧ Conflict management ✧ Emotion management through acrobatics training ✧ Positive emotion through photographic therapy ✧ Stress and emotion management talks	➢ Active students' participation in different workshops ➢ Positive attitude towards academic, social and emotional challenges	➢ Questionnaire survey ➢ Feedback from teachers and parents,	➢ Counselling Committee	➢ TA Support ➢ Support from School Social Worker

Targets	Strategies	Success Criteria	Evaluation Methods	Responsible Parties	Resources

	➢ S3 Form Teacher Support Group
	   ✧ meeting students on group basis at least once every school term during CCA Periods or form periods focusing on guidance on coping with life difficulties, career life planning, reflections
	
	➢ Enhancing Peer Support system
	   ✧ Providing for S1 students on adaptation to secondary school life
	   ✧ Cultivating care and concern for others among S1 students and Fig Brothers and prefects
	   ✧ Life Goal Keeper Training for senior form students
		➢ Harmonious relations among students	➢ Students and Fig Brothers surveys
			➢ Observation and feedback from FTs, AFTs and subject teachers
				➢ Fig Boy Scheme	

	➢ Enabling students to self-manage their physical fitness
	   ✧ A Physical Fitness Log Book to keep track of student's regular exercise (Physical Fitness Award Scheme, Fitness Improvement Scheme and School Team Fitness Training Scheme)
	   ✧ A Physical Fitness Self-challenge Scheme
		➢ More students engage in regular exercise on their own initiative
		➢ Over 80% of the students take physical fitness tests and obtain achievement certificate
		➢ Enhancement of self-management and perseverance
			➢ Inspection of results of the Physical Fitness Award Scheme
			➢ Inspection of results of the students' log books and results of the Self-challenge Scheme
			➢ Inspection of attendance record
				➢ PE Dept
				➢ Physical Fitness Programme i/c
				➢ School Team teachers i/c
					➢ Clerical support for printing the log books, certificates and prizes
					➢ Financial resources

Targets	Strategies	Success Criteria	Evaluation Methods	Responsible Parties	Resources
	✧ School Team Training Attachment Scheme (Target group: S1 students) ● Each S1 student receives a maximum of 10 hours foundation training and practices with the attached school team ● School Team Student Managers to monitor and give care to S1 students	➢ Over 60% of students fulfill the required hours of training	➢ Inspection of attendance record	➢ School Team Deputy Teachers	
	➢ Promoting a green living habit ✧ A Green Pledge and Programme to enhance the awareness and enforce the practice of energy saving on school campus	➢ Students exercise vigilance in electricity saving on the school campus ➢ Reduction of electricity consumption	➢ Observation by teachers and other staff ➢ Inspection of electricity bill	➢ Environmental Education Committee	➢ Financial resources
	✧ Waste reduction programs to reduce waste production in school.	➢ Active student participation in waste reduction activities	➢ Inspection of student participation rate		
	✧ Mobile network and Health Study: How electromagnetic radiation from mobile network affects our health. ✧ Research and Testing ✧ Presentation of findings ✧ Promotion of Safe Use of Mobile Phone ✧ Student reflection	➢ Enhancement of an awareness and concern about the safe use of mobile phone	➢ Observations and feedback of teachers ➢ Students reflections		

Plan on Use of Capacity Enhancement Grant (CEG),Senior Secondary Curriculum Support Grant (SSCSG) and Teacher Relief Grant (TRG), 2016-2017 school year (Revised in Oct, 2016)

Name of School: King's College   No. of operating classes: 24

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 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, careers educations, guidance and	(a) Appointment of 4 Teaching Assistants and topping up of the fund incurred by the appointment of an OLE Teaching Assistant Duties include assisting teachers in: i. preparation of teaching materials ii. providing administrative support to subject departments iii. supporting the non-Chinese students (NCS) in using English in learning LS iv. supervising and conducting ECAs and extended learning activities v. providing learning support for weaker students vi. lesson substitution vii. helping in examination invigilation (public and internal) viii. providing support on the use of IT in teaching and learning, projects, competitions, etc. (b) Appointment of a part-time temporary teacher (0.6) to provide pullout, English as MOI, Liberal Studies lessons for NCS students and other learning support activities	(a) With the TAs and AA giving support, teachers can have more time focusing on curriculum development, planning of OLEs, designing strategies to cater learner diversity, handling disciplinary cases and providing counseling and guidance to students (b) Contributing to students' knowledge, development of study and exam skills and understanding of the assessment requirements of the subject	Sept 2016 to Aug 2017	(a) Salaries of 4 Teaching Assistants (Diploma Level) ($14,425x12x1.05) x 4 =$181,755 x 4 =$727,020 (SSCSG) Topping up of OLE Teaching Assistant (Diploma Level) ($14,425x12x1.05) - $45,438.75 (from CLPG) =$136,316.25 (CEG) (b) Salary of part-time temporary teacher ($26,700 x 0.6 x 5 + $28,040 x 0.6 x 7) x 1.05 = $207,761.40 (CEG)	(a) 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 counselling to students (b) NCS students demonstrating sustained interest in learning LS and steady improvement in assessment performance.	(a) Feedback from all teachers and performance appraisal of temporary staff (b) Scrutiny of assignments and other assessment scripts and exam results, and teachers' observation	HODs - English - Chinese - Math - LS Committees i/c: - IT - CLP Ed. - M&C Ed. - Other OLE Committees

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
counselling) and organizing ECA and OLE							
3. To take up some of the administrative and other non-teaching duties of teachers 4. To support the cultivating of e-learning culture	(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 (d) Appointment of a semi-skilled worker (SSW) Duties include: 1. setting up and installation of software 2. maintenance of tablet computers for e-learning activities during lessons 3. supporting the application of IT in school administration and management (SAM)		Same as above	(c) Salary of the Administrative Assistant ($20,980x12x1.05) + $12,588 (Gratuity subject to qualification and quality of applicant) =$276,963 (CEG) (d) Salary of SSW ($10,665x12x1.05) =$134,379 (TRG)	(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 (d) Over 75% of teachers agree that the SSW provides the assistance and the necessary support efficiently and effectively	(b) & (c) Feedback from all teachers and performance appraisal of the temporary staff	Same as above

Estimated Expenditure: $1,274,678.25

(CEG$621,040.65+SSCSG$727,020+TRG$134,379)

二零一六/二零一七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：	林之鏵老師、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：	文化藝術活動、生活技能訓練、興趣小組、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 ● 學生反思 ● 學生分享/檢討會	10/2016－8/2017	20人	$10,000	待定	待定

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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
課後文化藝術 發展音樂課程	● 促進學生對音樂的自主學習精神 ● 自學音樂的基本技巧	● 學生的出席率達80%以上； ● 不少於60%的學生在校內音樂科樂器考試的成績有進步	● 導師觀察及評估 ● 學生反思	10/2016－ 8/2017	27人	$30,000	待定	待定

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.