



KING'S COLLEGE

Annual School Plan

2019 - 2020

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

Self-discipline and Respect

Major Concern 1: To enhance students' language competency and capability in learning

Target	Strategies (with time frame)	Success Criteria	Evaluation Method	Responsible Parties
1. To promote language competency through reading and cross-curricular projects	(a) Cross-curricular projects - Transferring and applying the knowledge learned through language subjects to the learning of other subjects English + History Chinese + Chinese History	- At least 70% of students were able to apply their knowledge in the languages for the presentation of the project - At least 80% of students who did the project were able to transfer and apply the knowledge they acquired through language input and subject input in the project	- The project done and the presentation that follows - Teachers' assessment and feedback on the project done - Students' self-reflection on the project done - Sharing and display of good work	- Related subject departments - Language Departments - Curriculum Planning and Development Committee
	(b) Graded reading and regular reading activities conducted by the library - Regular book display: alternate months for Chinese and English books which are categorized into three different levels of difficulty: advanced, intermediate and fundamental whereby students can borrow those they are interested in from the library - Book exhibitions and fairs - Thematic display of books on STEM related subject matters - Sharing of good books by class representatives & reading ambassadors (each class to do the sharing in either terms with one in Chinese, one in English)	- At least two book fairs/exhibitions in a school year - At least one book display in the library every other month with the suggestions from Chinese and English departments - Most books of different levels of difficulty on display were borrowed by students - At least two thematic displays of books on STEM in a school term - All S.1-S.3 classes did the book sharing in King's Morning in either terms - Reading ambassadors to conduct sharing at least 5 times a year in King's Morning, evenly using either Chinese or English in the sharing	- Number of students viewing the display/fair/exhibition recorded by the library - Number of books on display borrowed by students - Number of sharing done by classes - Number of sharing done by reading ambassadors - Statistics on books borrowed according to level of difficulty	- The school library - Chinese Department - English Department - Reading Ambassadors - King's Morning Committee - Reading to Learn Committee
	(c) e-reading to enhance students' knowledge and language proficiency - e-reading – Chinese and English departments, for continuous assessment at S.1 and S.2 - e-reading – Chinese and English	- Over 90% of students at each of the S.1 and S.2 classes did English and Chinese e-reading on a regular basis - Over 80% of students completed the tasks assigned with a good level of performance	- Statistics on students' performance on e-reading on a regular basis - Completion of the tasks assigned to students and the quality of work done	- The school library - Chinese Department - English Department - Related subject

	departments to collaborate with other subject departments for reading beyond classrooms at senior secondary levels (through information texts, news or magazine articles, etc.)	- Over 80% of students transfer the knowledge from the reading material to their daily learning or work to be done	- Students' performance on collaborative projects as listed in (a)	departments - Reading to Learn Committee
2. To foster active and self-directed learning among students through programmes catering for learner diversity	(a) Language and aptitude quizzes for S.1 and S.2 - quizzes for S.1, S.2 classes – Chinese, English, Mathematics and Science – to allow students of different abilities to allow students of different abilities to have a better understanding of the areas to improve on and to stretch their potential 1st term - Chinese + Maths 2nd term - English + Science - follow-up tutoring to consolidate students' learning (for less able ones) - pull-out training for talented students (for gifted ones)	- At least 80% of students who took the quiz performed satisfactorily - At least 60% of students identified show progress of work done after the tutorial sessions - A list of students to be groomed based on the performance in the quizzes	- Students' performance in quizzes - Teacher assessment - Students' attendance in tutorial classes - Students' performance in activities/competitions joined	- Chinese Department - English Department - Mathematics Department - Science KLA (coordinated by I.S. department) - Curriculum Planning and Development Committee
	(b) Students of different abilities be encouraged to take part in local, regional and international competitions e.g. science, language-related, sports, arts, music, dance, etc. and they share their experience gained through their participation in the competitions at class and school levels Students with special abilities be arranged to perform in special school functions e.g. Speech Day, King's Morning, Open Days, etc.	- A broader range of students with different abilities to join the competitions - Sharing regularly done at class and school levels - The identification and recognition of students with special talents - Range of competitions students taking part in, covering both academic and non-academic ones	- Number of students joining the competitions - Number of competitions joined - Statistics on the scale of competitions joined - Number of students with special talents performing in school functions - Students' feedback from sharing	- Teachers from all subject departments - King's Morning Committee - Teachers i/c of special school functions
	(c) Opportunities opened to students of average/lower abilities, including their chance to take part in exchange programmes, leadership training programmes, recruitment of student	- A larger number of students of average/low abilities joining local/overseas exchange tours - The different school teams recruit a broader range of students of different	- Number of students of average/lower abilities joining different activities - The record on the range of activities held	- Study tours, sister schools and exchange programmes committee

	officials and leaders in different function teams	abilities	throughout the year for average/lower abilities - Statistics on the types of programmes/activities joined - Teachers' evaluation - Participants' feedback	- Student Union - Prefect Body - School Library - ECA Committee
	(d) KLA-based pedagogical studies to cater for the needs of students of diverse abilities	- A clear focus for pedagogical studies set out and achieved - A range of teaching methods tried out to promote peer learning at each level which helps raise students' learning effectiveness - Over 80% of students were able to complete the tasks assigned with the overall learning and teaching effectiveness being raised - All teachers to take part in the pedagogical studies and provide feedback	- Peer observation among students and feedback to their classmates' performance - Teachers' self-evaluation - Teachers' evaluation on the effectiveness of the methods adopted - Peer observation among teachers who attended the lesson - Students' feedback on the effectiveness of the lessons conducted - Students' performance in the lessons conducted	- Pedagogy Committee - All subject teachers/HODs
	(e) S.1 and S.2 Class-based after school study groups Students to form study groups with teachers' help, meeting regularly to promote peer learning and exchange of ideas	- All S.1 and S.2 classes conducted peer study groups on a regular basis - All S.1 and S.2 students participated in the study groups - Over 75% of students became more inclined to learn with their peers.	- Students' behaviour and participation in the meetings - Students' performance in the meetings - Students' performance in their studies - Teachers' observation and feedback - Attendance record	- Study group co-ordination committee - FT and AFTs of S.1 & S.2 classes
3. To heighten students' interest in STEM education and	(a) Inter-disciplinary science exploration activities - After-school research team training - S.1 experiment training classes - STEM training at STEM room	- The group of students who are interested in conducting research produced work of a good standard - Regular activities, no less than 4, being run in the STEM Room	- Number of students joining the activities - Number of programmes / workshops / activities held - Students' performance in	- STEM Education Committee - Subject departments under Science KLA

<p>to lift students' spirit in science investigation</p>	<ul style="list-style-type: none"> - Science quizzes - Whole-school annual STEM fair 	<p>throughout the school year</p> <ul style="list-style-type: none"> - At least 70% of students showing stronger interest in science and STEM as demonstrated by their participation in the activities 	<p>different activities</p> <ul style="list-style-type: none"> - Teachers' observation and evaluation 	<ul style="list-style-type: none"> - Mathematics Department
	<p>(b) S.1 & S.2 Cross-disciplinary collaboration I.S. + Mathematics + Computer Studies</p>	<ul style="list-style-type: none"> - Teaching materials designed and developed by the subject departments concerned through collaboration - At least two pieces of collaborative teaching materials prepared and tried out in a year - At least 60% of students being able to assimilate and apply the knowledge they have learned in different subject disciplines to the work undertaken 	<ul style="list-style-type: none"> - Students' performance - Teachers' evaluation - Students' feedback 	<ul style="list-style-type: none"> - STEM Education Committee - I.S. Department - Mathematics Department - Computer Studies Department - Curriculum Planning and Development Committee
	<p>(c) Competitions & activities</p> <ul style="list-style-type: none"> - Students to be selected and encouraged to take part in local, regional, international STEM competitions and exchange activities - Students of a wider range of abilities be encouraged to take part in different STEM activities – including activities which raise students' spirit in investigation and invention - attempt to incorporate CAME (Maker Education) elements in junior forms through the studies of Computer with the emphasis laid on coding 	<ul style="list-style-type: none"> - An increasing number of students of different abilities getting involved in a wide range of competitions on different scales - Students' performance in the competitions, including the awards won 	<ul style="list-style-type: none"> - The performance students had in the competitions - Students' feedback on the work done - The products made or designed - Teachers' evaluation 	<ul style="list-style-type: none"> - STEM Education Committee - Subjects departments under Science KLA - Mathematics Department - Computer Studies Department

Major Concern 2: To nurture righteous and self-fulfilling students

Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties / Persons	Resources
4. To nurture students with positive core values and attitudes towards life and self: Self-discipline and Respect	<p>I. Adopt a value education curriculum in the Form Period with highlights on ‘Self-discipline’ and ‘Respect’</p> <ol style="list-style-type: none"> Prepare thematic teaching materials for Form Periods inculcating the two values Implement Kingsian Charter Programme in S1 to S3 <p>II. Coordinate and collaborate with subject departments and functional committees to organize multifarious activities to promote ‘Self-discipline’ and ‘Respect’</p> <ol style="list-style-type: none"> Incorporate education of the two values in S1 to S3 curricula of English Language, History, Science and Computer Studies. Prepare relevant reading materials for Reading Period Book exhibition and students’ sharing related to the two values Inter-class board display competition Drama performance and/or Talk ‘Model Student’ election and sharing ‘Kingsian Sharing Week’ <p>III. Strengthen ‘Student Award Scheme’ and ‘Student Record System’ to enhance students’ sense of self-discipline:</p> <ol style="list-style-type: none"> Punctuality of school time and lesson Submission of quality homework (S1-S3) 	<ul style="list-style-type: none"> At least 70% of Form Teachers agree that the teaching and learning materials / activities have positive effects on students At least 60% of students agree that the learning materials / activities have positive effects on them Students apply what they have learnt in their lives Students’ positive attitudes and behaviors are recognized and reinforced Teaching of core values successfully incorporated in S1 to S3 curricula in relevant subjects Positive changes shown in student surveys after the implementation of programmes 	<ul style="list-style-type: none"> Post-Form Period / activity surveys Teachers’ observations Scrutiny of documents (programme plans, schemes of work and evaluation reports) Students’ works / sharing / reflection Student surveys before and after programme implementation <ul style="list-style-type: none"> beginning of the school year year end Discipline records Subject teachers’ observation 	<p>MYT (i/c)</p> <ul style="list-style-type: none"> Moral & Civic Education Committee Environmental Education Committee Form Teachers Other Value Education Committees English, Computer, History, Science and Computer Studies Departments KLA coordinators Library Discipline Committee Subject teachers 	<ul style="list-style-type: none"> TA and Administrative support Financial resources (MNESG, ECA Grant, etc.) Certificates & gifts

<p>5. To foster a caring and supportive culture in school</p>	<p>I. Organize well-structured and diversified pastoral programmes for creating a caring environment that students can experience a positive and supportive school life</p> <p>a. Guidance programmes</p> <ul style="list-style-type: none"> - S1-S6 support programme - Peer Counselling - Positive psychology programmes for enhancing students' mental health - Support for NCS and SEN students <p>b. Community service programmes</p> <ul style="list-style-type: none"> - Foodstep Journey (S1) - Service for the elderly (S2) - Inclusive Programme (S3-S4) - Sister-school Programme (S3-S4) - Elderly Academy (S5) <p>c. Extra-curricular activities organized by student bodies, uniform groups, clubs and societies</p> <ul style="list-style-type: none"> - student leaders recognize their roles in establishing brotherhood and team spirit <p>d. School team programmes</p> <ul style="list-style-type: none"> - offering a variety of opportunities to different students exerting their potentials <p>II. Cultivate a harmonious, respectful, collaborative and supportive atmosphere through Class Management Scheme</p> <ul style="list-style-type: none"> - Formulate a class plan for boosting cohesion and morale (S1-S5) - Stamp Award (S1-S3) - 'Angel Scheme' (S1-S2) - 'Open Classroom' in School Open Day (S2) - School Services (S3) 	<ul style="list-style-type: none"> ● Positive changes shown in student surveys after the implementation of programmes ● Senior form students show supports to juniors in different programmes/ activities ● Improvement shown in relevant items in the APASO and Stakeholders' surveys when compare with last school year ● At least 30 students getting the Stamp Award 	<ul style="list-style-type: none"> - Teachers' observations - APASO survey - Stakeholders' survey - Scrutiny of documents - Statistics of Stamp Award 	<p>MSH (i/c)</p> <ul style="list-style-type: none"> - Counselling Committee - Service Education Committee - Extra-curricular Activities Committee - OLE committee - Student Union - Other functional committees / groups - Form Teachers - Moral & Civic Education Committee 	<ul style="list-style-type: none"> ● TA and Administrative support ● Financial resource (ECA Grant, Funding for NCSS, LSG, MNESG, etc.) ● Support from NGOs ● Certificates & gifts
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	<ul style="list-style-type: none">- Inter-class competitions (All levels)- 'Whole-class Award' Action (All levels)- Arrange teachers' sharing for staff development				
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Budget allocated: \$507,960 per annum (2018-19 f.y.)

King's College
Plan on Use of School Executive Officer Grant (SEOG)
2019-2020 School Year

Implementation	Time Scale	Duties	Budget Estimate (HK\$)
Appointment of a School Administrative Executive (SAE) 學校行政事務主任	Sept 2019 to August 2020	<ol style="list-style-type: none"> 1. To assist in the operation of the SMC (including communicating with school managers and relevant parties, preparing documents for meetings, drafting minutes of meetings, assisting in election and registration of school managers, coordinating school-based or joint-school training for school managers, etc.) 2. To assist in coordinating and handling general administrative matters for procurement / tendering and school trading operations 3. To assist in handling of routine school administrative matters, including <ol style="list-style-type: none"> (a) Secretarial support to Staff meetings, HODs meetings, SIT meetings, etc. (b) Internal Tests & Exams, Assessments for Learning (including 1st UT, 2nd UT, Half-Yearly Exam, Mock Exam, Annual Exam, TSA, etc.) <ul style="list-style-type: none"> • Compilation of Internal Exam Handbook • Preparation of exam and uniform test timetables, invigilation duty rosters (including venue of test centres) • Mark projection, checking of score entry, overall comments & subject remarks • Preparation of mark reports (for teachers) and draft report sheets (for students) for checking • Checking, scanning and photocopying of report sheets (c) External Exam <ul style="list-style-type: none"> • HKDSE Candidate entry information checklists • Assistance to application for result appealing • Distribution of HKDSE Certificates and purchased exam scripts (d) S.1 DP Admission <ul style="list-style-type: none"> • Collection of application forms • Groups allocation • Printing of interview question papers, labels for candidates, assessment materials for interviewers, notices 	(\$30,165 basic salary + \$1,500 MPF) x 12 = \$379,980

		<ul style="list-style-type: none"> • Answering enquiries (e) Speech Day, S.6 Graduation Ceremony <ul style="list-style-type: none"> • Correspondence with students, parents, outside organizations and other related parties (f) Careers Team, External Scholarships, Awards & Enhancement Programme <ul style="list-style-type: none"> • Updating of JUPAS offer result records • Percentile and Overall Ratings of HKDSE subjects (g) Administrative assistance to Pedagogy i/c (h) Music Festival (Collection of application forms, fee and distribution of certificates) (i) Streaming (Compilation of class allocation lists for S.1-6) <ol style="list-style-type: none"> 4. To supervise General Clerks for student matters and assist in supervision of Teaching Assistants 5. To compile various statistical and analytical returns 6. To assist in liaising with stakeholders of the school and outside organizations 7. To assist in dealing with safety issues, such as burglary alarm, maintaining of open school premises during class suspension, etc. 8. To assist in arranging and coordinating programmes and plans of life-wide learning for students including procurement, evaluation records, yearly summaries 9. To assist in maintenance of ECA enrolment system 10. Other duties assigned by the Principal and Assistant Principals 	
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Plan on Use of Capacity Enhancement Grant (CEG), Moral & National Education Support Grant (MNESG), Composite Information Technology Grant (CITG), Information Technology Staffing Support Grant (ITSSG), Teacher Relief Grant (TRG), Learning Support Grant (LSG) and Grant for School-based Support for NCS Students (NCSSG) for Manpower

2019-2020 school year

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 cater for learners' diversity	(a) Appointment of two full-time GM Grade temporary teachers for teaching Chinese Language	(a) -- Additional manpower to implement intensive learning modes for NCS students	Sept 2019 to August 2020	(a) Salary of 1 full-time GM Grade temporary teacher at MPS Pt 17 (subject to salary adjustment) \$33,290 x12+\$18,000 = <u>\$417,480</u> From NCSSG (insufficient balance to be covered by OEP)	(a) Diversity of NCS students in learning Chinese Language are catered by the implementation of tailored curriculum	(a) --Feedback from teachers on learning performance of NCSS	(a) HOD -- Chinese
2. To share the overall teaching and non-teaching workload to give space for teachers' professional development, curriculum development and teaching				Salary of 0.5 full-time GM Grade temporary teacher at MPS Pt 15 (subject to salary adjustment) (\$30,165+\$1,500)x6 = <u>\$189,990</u> From NCSSG (insufficient balance to be covered by OEP)		-- Performance appraisal of temporary staff	
3. To provide support and assistance to teachers in preparing teaching and learning materials and form-teacher period materials (Civic & Moral Education, Life				Salary of 0.5 full-time GM Grade temporary teacher at MPS Pt 15 (subject to salary adjustment) (\$30,165+\$1,500)x6 = <u>\$189,990</u> From CEG (insufficient balance to be covered by OEP)			

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Planning Education & Career Guidance and Counselling) and organizing ECA and OLE activities 4. To take up some of the administrative and other non-teaching duties of teachers 5. To provide IT support in e-Learning, campus TV and school activities	(b) Appointment of 8 Teaching Assistants (Eng, Chin/LS, Math/Sci, OLE/PSHE, SEN(2), SS, IT) Duties include assisting teachers in: i. preparation of teaching and learning materials; ii. providing administrative support to subject departments; iii. providing learning support for weaker students, SEN students and NCS students ; iv. supervising and conducting extended learning activities or OLE activities; v. lesson substitution; vi. examination invigilation (public and internal), etc.	(b) With the TAs 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) Salary of Teaching Assistants (Diploma Level) $(\$16,245 \times 12 \times 1.05) \times 3$ $= \$204,687 \times 3$ $= \$614,061$ From CEG (insufficient balance to be covered by OEP) Salary of Teaching Assistant (Diploma Level) $(\$16,245 \times 12 \times 1.05)$ $= \$204,687$ From MNESG Salary of SEN Teaching Assistants (Diploma Level) $(\$16,245 \times 12 \times 1.05) \times 2$ $= \$204,687 \times 2$ $= \$409,374$ From LSG (insufficient balance to be covered by OEP) Salary of Teaching Assistant (Student Support) (Diploma Level) $\$16,245 \times 12 \times 1.05$ $= \$204,687$ From NCSSG (insufficient balance to be covered by OEP) Salary of Teaching Assistant (IT) (Certificate Level)	(b) Teachers agree that the assistance of the TAs 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) Feedback from all teachers and performance appraisal of the temporary staff	(b) HODs -- English -- Chinese -- Math Committee i/c: -- OLE Committee -- Counselling Committee -- Campus TV Committee

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
				(\$13,295 x12x1.05) = <u>\$167,517</u> From TRG			
	(c) Appointment of an Information Technology Resources Officer (ITRO) and a Computer Technician (CT) for supporting e-Learning	(c) ITRO and CT can enhance technical support for promoting and practicing e-Learning		(c) Salary of the ITRO (\$23,625x12x1.05) = <u>\$297,675</u> From ITSSG Salary of the CT (\$14,780x12x1.05) = <u>\$186,228</u> From CITG (insufficient balance to be covered by ITSSG)	(c) Teachers agree that the IT support in school is strengthened and the assistance of the ITRO and CT can help their practice of e-Learning	(c) Feedback from teachers and performance appraisal of the temporary staff	(c) -- IT committee

Estimated Expenditure: \$2,881,689

(CEG \$804,051 + MNESG \$204,687 + CITG \$186,228 + ITSSG \$297,675 + TRG \$167,517 + LSG \$409,374 + NCSSG \$812,157)

King's College
Plan on the Use of Life-wide Learning Grant
2019-20

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
Category 1	To organise / participate in life-wide learning activities										
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)										
English Language	Debate Workshop for Junior Forms	<ul style="list-style-type: none"> ● To help junior students develop background knowledge into debate arguments & explore effective debate tactics. ● To give students a taste of debate by class competitions. 	Whole Year	S.1 – S.3	✧ Evaluation survey (80% of students enjoy the workshop)	\$10,000	✓				

Drama Workshop	<ul style="list-style-type: none"> ● To enable a team of students to compose and deliver an audience-appropriate drama production by using their language skills and creativity. ● To encourage students to acquire the skills to use visual, auditory & technological aids in drama performance. ● To enhance students' speaking and writing skills through dialogue and script-writing. 	First Term	S.1 – S.5	<ul style="list-style-type: none"> ✧ Students participate in the Drama Festival and Inter-GSS Drama Competition ✧ Evaluation survey (80% of students enjoy the workshop and find it useful for the preparation of the two contests) 	\$10,000	✓				
Appreciation of Drama Performance	<ul style="list-style-type: none"> ● To learn appreciation of language arts and interpretation of messages through watching a standard play. ● To bring fun into English learning. ● To learn how to express one's feelings through facial expressions and body language. 	July 2020	S.1 – S.3	✧ Evaluation survey (90% of students enjoy the performance)	\$15,000	✓		✓		
Festive Celebration to experience English learning in the cultural context	<ul style="list-style-type: none"> ● To fully immerse students into English culture by festival celebration activities. ● To enhance students' motivation and interest in learning English through activities beyond the classroom. 	Halloween, Christmas, Valentine's Day & Easter	S.1 – S.6	✧ Teacher's observation (90% of students give positive feedback)	\$15,000	✓				

Chinese Language	辯論培訓班 及 朗誦訓練班	<p>辯論培訓班</p> <ul style="list-style-type: none"> ● 提升學生表達個人觀點及交流質詢的能力，訓練學生的批判思考、組織及變通能力，強化其辯論技巧。 <p>朗誦訓練班</p> <ul style="list-style-type: none"> ● 提升學生演繹誦材的能力。 ● 通過公開演出，幫助學生建立自信，促進個人成長。 	<p>辯論培訓班 9月至3月</p> <p>朗誦班: 9月至12月</p>	<p>20位中三及中四學生 (由辯論學會負責老師根據學生思維及說話能力甄選)</p> <p>所有參加校際朗誦比賽學生</p>	<ul style="list-style-type: none"> ◇ 學員參加聯校中文辯論比賽、基本法多面體、全港中學生辯論賽,運用所學技巧 ◇ 學員參加校際朗誦比賽的表現及在校內演出 	\$20,000	✓				
Mathematics	Maths Olympiad Courses (Junior)	<ul style="list-style-type: none"> ● To enhance junior form students' high order thinking, logical thinking and problem solving skills 	Oct - Dec 2019	20 students (S.1 - S.3)	<ul style="list-style-type: none"> ◇ Internal assessment ◇ Awards achieved in external competitions 	\$5,100	✓				
Cross-KLA	Sci-lish activities (STEM-related activities organized by Science & English departments)	<ul style="list-style-type: none"> ● By developing cross-curricular lunch time activities that are both fun and motivating, students can integrate science into English learning. ● To help students build up different generic skills including team building, creativity and logical reasoning. 	Second Term	S.1 (whole form)	<ul style="list-style-type: none"> ◇ Evaluation survey (80% of S.1 students enjoy the activities) ◇ Teachers' observation 	\$25,000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.2	To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)										
--S.1 Foodstep Journey (An experiential learning programme organized by Food Angel that promotes the virtue of cherishing food and caring for the community)	<ul style="list-style-type: none"> To cultivate positive values (caring, respects and responsibility) among students. To provide students with valuable opportunities for developing civic responsibility and empathy. 	Oct -Nov 2019	S.1 (whole form)	Reflection in evaluation session	\$30,000				✓		
S.2 Eldpathy & Visits to Elderly centres (Community service programme organized by Service Education Committee)	<ul style="list-style-type: none"> To develop students' generic skills, including critical thinking, collaboration, communication skills, etc. To foster relationships between the school and the neighbouring community. 	Eldpathy: Oct -Nov 2019 Visits: Feb - May 2020	S.2 (whole form)	Reflection in evaluation session	\$39,000				✓		
S.4 Visit to Jockey Club Life Journey Centre (An experience tour organized by Moral & Civic Ed Committee & CLP Committee that aims at cultivating positive concept in treasuring time & care for others)	<ul style="list-style-type: none"> To inspire and enrich students' understanding of life journey and the importance of life planning. To bring a perception change of the negative stereotypes for "old", and to arrive at a positive, supportive attitude and respect 	2 classes in each term	S.4 (whole form)	Students' evaluation and reflection	\$18,720		✓			✓	

		for our seniors.									
S.3 Resilience Training [Day camp on Student Development Day & Resilience Workshop] (organized by Counselling Committee & OLE Committee)	● To enhance students' resiliency and their ability in managing stress and anxiety.	4 Oct 2019 & Second Term	S.3 (whole form)	Students' evaluation and reflection	\$65,000		✓				
S.6 Mock Interview (organized by CLP Committee)	● To provide students with an opportunity to practice their interviewing skills and to become familiar with interview questions and interview etiquette.	Jan/Feb 2020	S.6 (whole form)	Students' evaluation and reflection	\$10,000						✓
Hong Kong International Aviation Academy: Airside tour (organized by CLP Committee)	● To provide students with a better understanding of career in aviation industry as well as the daily airport operations and Hong Kong International Airport's future development.	TBC	S.1 -S.6 (preferably senior form as requested by HKIAA) (38 students)	Students' evaluation and reflection	\$15,200						✓
MTR Academy: Railway 101 (organized by CLP Committee)	● To raise students' interest in railway-related career prospects.	TBC	S.1 - S.6 (30 students)	Students' evaluation and reflection	\$3,000						✓
HKU Taster Programmes [Quota: 10, set by HKU] (organized by CLP Committee)	● To offer junior form students an exciting taste of the vibrant campus life in HKU & allow them to explore their interest in various disciplines.	Dec 2019	S.2 & S.3 (10 students that granted fee remission or CSSA with good academic performance)	Students' evaluation and reflection	\$9,800	✓					✓
Prefect Training (organized by Discipline Committee)	● To build up team spirit, leadership and communication skills of Prefect body.	Apr 2020	S.3 - S.5 Prefects	◇ Group sharing ◇ evaluation survey	\$15,000		✓				

	Hiring of coaches for school sports teams [e.g. Basketball, Football, Badminton, Table-Tennis, Volleyball, etc.]	<ul style="list-style-type: none"> ● To develop students' sports talents. ● To promote students' positive values, attitudes and skills conducive to develop healthy lifestyle. 	Whole year	S.1 - S.6 Members of Sports Teams	<ul style="list-style-type: none"> ◇ Teachers' observation ◇ Participation & prizes achieved in external competitions 	\$180,000			✓		
	Hiring of Conductors of School Orchestras [String Orchestra, Wind and Brass Band, Harmonica Band, & Chinese Orchestra]	<ul style="list-style-type: none"> ● To provide intensive and professional training to students who have talent in music performance. ● To enhance the performing skills and confidence of students 	Whole year	S.1 - S.5	<ul style="list-style-type: none"> ◇ no. of performance participated ◇ Participation & prizes achieved in external music contests ◇ Attendance record 	\$200,000			✓		
	OLE Talks for Aesthetic Development [Music & VA]	<ul style="list-style-type: none"> ● To broaden the horizons of students in their aesthetic development 	Whole year	S.1 - S.5	Teachers' observation	\$7,000			✓		
	Throwing Workshop [VA]	<ul style="list-style-type: none"> ● To enhance students' skills and interest in pottery making 	Second Term	S.1 - S.5	Teachers' observation	\$10,000			✓		
	School Speech & Music Festival [Subsidize entry fee & transportation expenses]	<ul style="list-style-type: none"> ● To encourage students to widen their exposure and exert their potentials through participating competition 	March 2020	S.1 - S.5	<ul style="list-style-type: none"> ◇ No. of participants ◇ No. of prizes achieved 	\$30,000			✓		
1.3	To organise or participate in non-local exchange activities or competitions to broaden students' horizons										
	S.2 1-Day National Education Study Tour: History, Cultural, Technology and Economics Development of Zhongshan	<ul style="list-style-type: none"> ● To enhance students' understanding of the development of China in different aspects. 	22 Nov 2019	S.2 (whole form)	<ul style="list-style-type: none"> ◇ Students' evaluation and reflection ◇ Teachers' observation 	\$14,000			✓		

	Nanjing Study Tour (organized by Chinese History and History Departments)	<ul style="list-style-type: none"> ● To help senior form Chin. History and History students explore different historical views about modernization of China in the 20th century. ● To equip students with reading and understanding primary historical sources. ● To learn appreciation of Chinese traditional culture and heritages 	Apr / May 2020	S.4 - S.5 Chinese History and History students (20 students)	<ul style="list-style-type: none"> ◇ Teachers' observation ◇ Study report and reflections 	\$60,000	✓	✓			
	STEM Study Tour to UK	<ul style="list-style-type: none"> ● To cater for students' interests and abilities for stretching their potentials in STEM education. ● To acquire students with ICT knowledge and skills through experiential learning for developing their lifelong learning capacities & fostering their whole-person development 	Nov / Dec 2019	S.3 - S.5 (10 students)	◇ STEM product produced for exhibition & competitions	\$98,000	✓	✓			
	Summer English Immersion Study Tour (Australia)	<ul style="list-style-type: none"> ● To enhance the learning of English in an authentic environment. ● To foster whole-person development through invaluable homestay experiences. 	Jul 2020	S.3 - S.5 (20 students)	<ul style="list-style-type: none"> ◇ Teacher's observation ◇ Evaluation survey 	\$140,000	✓	✓			
	Overseas Sports Training Tour [Handball Team]	<ul style="list-style-type: none"> ● To broaden students' horizon and knowledge ● To allow students to experience overseas training & competitions. 	Jun / Jul 2020	Members of Sports Teams (20 students)	<ul style="list-style-type: none"> ◇ Teacher's observation ◇ Evaluation survey 	\$62,000		✓	✓		
1.4	Others										

						Estimated Expenses for Category 1	\$1,106,820				

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
PE	Table-tennis tables [Quantity:3]	For school team training & competitions	\$24,000
	Electronic score board with wheels [Quantity:2]	For inter-house ballgames competitions	\$14,000
	Sport teams training equipment	For school teams training	\$6,000
Estimated Expenses for Category 2			\$44,000
Estimated Expenses for Categories 1 & 2			\$1,150,820

Estimated Number of Student Beneficiaries

Total number of students in the school:	860
Estimated number of student beneficiaries:	860
Percentage of students benefitting from the Grant (%):	100%

二零一九/二零二零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： 辛素碧老師

聯絡電話： 2547 0310

計劃理念： 以學生長遠個人成長為目標，為清貧學生提供不同範疇的課後學習機會及訓練，擴闊其眼光，加強個人學習體驗。

活動形式： 文化藝術學習活動及主題工作坊等

預算之款項： **\$63,800**

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
I. 擴闊眼光闖一闖								
海洋公園 – 聰明八爪班 [極地之旅] (中一至中三)	為學生提供自主學習機會，鼓勵探索求知。透過認識各種極地動物的適應本能和面對的威脅，及藉科學實驗，探究氣候變化造成的環境影響，使學生關注世界環境議題，並學習如何制定低碳生活方案，身體力行為環境保護出一分力，亦有助建立新高中課程通識科的基礎。	<ul style="list-style-type: none"> ◇ 學生能學習活動的基本知識 ◇ 學生提高對環境議題的關注 ◇ 學生的人際溝通、社交技巧和合作的能力有所提升 	<ul style="list-style-type: none"> ◇ 觀察學生活動表現 ◇ 學生反思及分享 	11/2019	20 人	\$2,500	香港海洋公園	辛素碧老師及教學助理
迪士尼工作 體驗坊 (中三至中五)	透過認識獨特的迪士尼公司文化，讓學生學習世界知名度假區對賓客服務的基本概念及營運技巧，剖析其成功之道，並了解款客服務業所需的正面價值觀及思維，以及親身體驗款客服務業的工作實況。藉加深對款客服務業工作的認識，有助學生作生涯規劃。	<ul style="list-style-type: none"> ◇ 學生對款客服務業加深認識 ◇ 學生明白保持良好工作態度的重要性，具備自律及自我推動力乃成功的重要元素 ◇ 學生能將工作坊所學好好應用在學習及其他範疇 	<ul style="list-style-type: none"> ◇ 觀察學生活動表現 ◇ 學生反思及分享 	4/2020	18 人	\$6,300	香港迪士尼樂園	辛素碧老師、其他組員及教學助理

II. 課後文化藝術發展								
音樂課程 (中一至中六)	促進學生對音樂的自主學習精神，以及提升演奏音樂的基本技巧	<ul style="list-style-type: none"> ◇ 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 ◇ 積極參加樂器表演 	<ul style="list-style-type: none"> ◇ 導師觀察及評估 ◇ 校內考試成績 ◇ 表演次數 	10/2019-8/2020	35 人	\$45,000	導師	馮慶儀 老師
電影、藝術表演節目及藝術展覽欣賞 (中一至中六)	鼓勵學生在課餘觀賞各類型文娛藝術節目，包括：電影、音樂會、話劇、舞蹈、音樂劇及美術展覽等，培養創意及想像力，以達致均衡發展。	<ul style="list-style-type: none"> ◇ 學生能就個人興趣挑選具質素的節目或展覽，接觸不同範疇的文化藝術 ◇ 從活動中得到啟發，有所得著 	<ul style="list-style-type: none"> ◇ 學生活動報告 	第一期： 12/2019-1/2020 第二期： 4-5/2020	50 人 (每期 25 人)	\$10,000 (每位學生資助上限 \$200)	不適用	辛素碧 老師/其他組員

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 25% 酌情權的清貧學生.

King's College

Programme Proposal for DLG-funded Other Programme (Gifted Education), 2019-20

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
中文	中文拔尖寫作班	<ol style="list-style-type: none"> 針對性教授各種文體及熱門材料作文，拆解題目，分析範文，運用各種寫作技巧以豐富文章內容，提供大量模擬試題及寫作材料 針對性教授各種說話考核題型，提高學生思考及應對的能力 	<p>三十位中四至中六級學生</p> <p>由科任老師選拔</p>	2019年9月至 2020年1月	於校刊刊登學生優秀作品	楊家碧老師	\$28,500
Maths	Mathematics Enhancement Course for elite Mathematics students	<p>To enhance students'</p> <ol style="list-style-type: none"> high order thinking and logical thinking problem solving skills 	<p>20 students for each form from S.4 – 5 respectively</p> <p>Selected by subject teachers based on:</p> <ol style="list-style-type: none"> their internal academic results their performance in previous external Maths competitions 	<p>5 1.5-hour lessons are held weekly for each form</p> <p>Apr to May 2020</p>	Participation in different Mathematics competitions	Mr. NG Tak-yan	\$6,000

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
English	English Debate Enhancement Course	To boost the debating and public speaking skills for the School Debating Team members, and better equip them for the upcoming competitions	15 S.4 – 5 students who are members of the English Debating Team and International Relations Council, and have represented the school in external competitions	2 hours for each of the 10 sessions November 2019 to May 2020	Participating in external competitions	Ms. CHOW Lam-lam	\$10,000
	English Enhancement Course for Group Interaction	To enhance students' communication skills and equip them for conducting practice on group interaction with fellow students	A maximum of 40 capable students from each of the senior levels	20 sessions for each level and 1 hour for each session Starts from November 2019	Conducting oral practice with fellow students	Ms. CHOW Lam-lam	\$10,000
	“The World We Care”- Global Education Initiative Project	To enhance students English Language learning through activities conducted by international trainers and delegates To provide leadership training, capacity building, self-understanding and creativity among young	20 S.4 – 5 students who are potential leaders of English activities and are eager to service the school with their language proficiency	6 hours of leadership training 2 three days two nights camps (80 hrs) 1 Day mass programme – Human Library	1. Youth Leadership Training 2. Capacity Building Seminar 3. International Global Education	Ms. CHOW Lam-lam	\$40,000

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
		people		(5hrs) November 2019 to May 2020	Workcamp 4. Human Library		
Leadership	Future Leaders Workshop for elite students	To develop students' leadership skills and nurture positive attitude	20 S.4 students Selected among the top 40 students in the form according to their S.3 Annual Exam result	3 lessons, 1¼ hours each February to March 2020	Participants had to make planning and proposal and organize club / society activities for students.	Dr. Bob LUI	\$9,000
Science	Subsidy Scheme for courses and competitions for Gifted and Talented	1. To subsidize students who enroll in a fee-charging Gifted Education course offered by local tertiary education institutes 2. To subsidize students who enroll in science competitions for the purpose of developing their gifted potential	1. Gifted Education course: 5 S.4 – 5 Students based on their academic result and performance in class 2. Science Competitions: 50 S.4 – 6 Students according to their Half-yearly Exam results in the corresponding subjects	September 2019 – Aug 2020	1. Students subsidized in Gifted Education courses were nominated to share their experience in knowledge fair 2. Well performed students in competitions were nominated to	Dr. Bob LUI	\$6,000

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
					be Science Research Team member for more advanced research training		
							\$109,500
\$27,068.20 (Bring forward from 11/7/2019) \$49,000.00 (received on 14/8/2019) <u>\$35,000.00 (To be received after 31/3/2020)</u> \$111,068.20 (expected revenue for 2019-2020 cohort)							

Plan of Enhanced Chinese Learning and Teaching for Non-Chinese Speaking (NCS) Students 2019-20

Programme	Duration (Date)	No. of students involved	Expenditure (\$)
Hiring of 1.5 additional teaching staff	1/9/2019-31/8/2020	14	598,846.5
Hiring of 1 additional teaching assistant	1/9/2019-31/8/2020	14	204,687
Procurement of teaching and learning materials	1/9/2019-31/8/2020	14	5,000
Inclusive and cultural activities	2019/10 - 2020/4	14	10,000
After school enrichment course of Chinese Learning	2019/9 – 2020/4	14	50,000
Total Expenditure:			\$ 868,533.5

姊妹學校交流計劃書
2019-2020 學年

學校名稱： 英皇書院

姊妹學校名稱： 山東淄博第一中學

締結日期： 5/7/2012

本校擬於試辦計劃推行期間舉辦下列姊妹學校交流活動：

(請說明擬舉辦交流項目的名稱和初步構思，以及監察和評估成效的方法。)

項目編號	交流項目名稱及內容	預期目標	監察／評估	預算開支
1.	山東省淄博第一中學代表團到訪香港英皇書院 (本計劃師生團於十月來訪本校，因社會不確定因素而決定延期)	一、老師層面： 通過以工藝、戲劇賞析為主題的交流，認識山東和香港文化美藝的特性，對兩地的教育發展、該校的課程規劃及學生的學習生活等有更深入的了解，也建立起兩校師生的友誼。 二、學生層面：	<ul style="list-style-type: none"> · 交流報告書 · 學生問卷調查 · 學生分享及匯報 	\$10,000 〔香港交流活動費用〕
2.	山東淄博文化及學習交流團 (交流團將回訪淄博第一中學，以工藝/戲劇賞析為主題與該校老師進行交流、進入課室觀課及一起上課、出外參觀等。) 有關詳情請參閱附件	透過交流以及工藝、戲劇欣賞活動，增進學生藝術涵養，擴闊視野，讓學生親身體驗和感受山東的自然、人文、美藝、歷史和當代國情，認識齊魯文化藝術，孕育對國家的認同感和歸屬感。 三、學校層面： 吸收經驗，於將來安排其他主題的交流活動，協助學校達至持續發展。		\$100,000 〔交流團團費〕

本計劃書已獲得本校法團校董會／校董會批核。

King's College

Plan on the Use of the Promotion of Reading Grant 2019/20 School Year

The major objectives for Promotion of Reading:

Creating a reading culture at school & enhancing students' language competency

	Item	Estimated Expenses (\$)
1.	Purchase of Books	Reading scheme for Chinese Dept. \$3,000 ; Moral Ed. \$3,000 ; Health Ed. \$3,000 ; STEM Ed. \$3,000 200 Chinese & English e-books \$21,800
	Printed books	
	e-Books	\$33,800
2.	Web-based Reading Schemes	\$12,500 for Chinese & \$9,500 for English.
	e-Read Scheme	
	Other scheme : i-learner for Chinese & English Dept.	
		\$22,000
3.	Reading Activities	\$2,500 (Writer seminar : hiring writers for 2 talks)
	Hiring writers, professional storytellers, etc. to conduct talks	
	Hire of service from external service providers to organise student activities related to the promotion of reading	
	Paying the application fees for activities and competitions related to the promotion of reading	
		\$700 HKPTU - Popular Reading Award Scheme
	Subsidising students for their participation in and application for reading related activities	\$2,700 HKPTU - Reading Record book for S.1-S.3 students
		\$5,900
4.	Other : Reading Buddies Programme with Li Sing Primary School (6 times in 2 nd Term) 12 students to teach 12 pupils English through language games.	\$300 Materials for language games.
		\$300

\$62,000