KING'S COLLEGE
Annual School Plan

2013 - 2014

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

Care and Commitment

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Responsible Parties	Resource required
1.Enhancing quality teaching and assessment for learning	**Incorporating Higher order thinking (HOT) skills and study skills in learning and teaching and developing strategies on cooperative learning** (1) Drawing up a subject based curriculum for the teaching of HOT skills for S.1-6 students (2013-14) LS and Mathematics	-Subject departments have the resource banks set up -Curriculum framework for the teaching of study and HOT and cooperative skills 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 -Liberal Studies and Mathematics Departments	
	(2) Learning and applying study and HOT skills in lessons and assessments to enhance learning effectiveness, including critiquing, analyzing, critical thinking, elaborating, interpreting, creativity, etc and consolidating the skills learned	-Students are able to apply relevant skills in assessments and activities -lesson plans	-Presentation at the Knowledge Fair -Lesson observation -Exercise book inspection -Pedagogy studies	-All subject departments -Pedagogy Committee	

	(3) Designing a progressive speaking curriculum in language subjects to enhance students' speaking skills
	  - English - S.1 – phonics workshop and intonation patterns, S.2 – skills for individual presentation
	  - Chinese -S.1 – story telling, S.2 – individual presentation
		-Students are able to make use of the skills learnt in speaking activities
		-Students speak with greater confidence on different occasions
		-Students play a more active
			-Students' participation and performance in presentation and activities (e.g. readers' theatres, mini-drama production, storytelling, etc)	-Chinese and English departments	

Targets	Strategies	Success Criteria	Methods of Evaluation	Responsible Parties	Resource required
		part in speaking competitions or activities			
	(4) Peer Lesson Observation – among teachers Arrange peer lesson observation in the same KLA/across the KLAs with post-observation discussion, emphasis laid upon the application of HOT skills and co-operative learning skills	-Effective learning and teaching strategies are identified, shared and practised by subject teachers	-Lesson observations -Feedback from teachers and students -Pedagogy studies	-All subject departments -Pedagogy Committee	
	(5) Cross-curricular collaboration Co-operation between subject departments on project work to enhance application and transfer of subject knowledge - Chinese + L.S. (S.1) - English + I.H. (S.2)	-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 Periods (S1-3) Students to read the reading materials on selected themes prepared by different subject departments and function groups, supported by the school library with books related to the selected themes displayed and on loan to students	-Books/Materials on a wide variety of themes read by students	-Student survey -Library records on books displayed	-Subject departments -Function Committees -Reading to Learn Committee - School Library	
	(2) Cultivate a reading culture on the school campus to promote students' interests in reading (a) Reading Award Scheme (S1-3)	-Not less than 85% of students read at least 16 books in the year (2013/14)	-Class discussions -Teachers' observations -Worksheets done -Good work displayed -Reading records	-Assistant form teachers, Reading Ambassadors, Reading to Learn Committee - School Library	Budget for prizes $1,000

Targets	Strategies	Success Criteria	Methods of Evaluation	Responsible Parties	Resource required
	(b) Cultivating reading skills among students - developing students' comprehension and appreciation skills - regular sharing among students to promote peer learning and interest in reading	-Students' comprehension and appreciation skills enhanced -Students share their reading experience via -Classroom sharing -Morning assembly sharing -Reading corner	-Number of participants attending the sharing sessions and the feedback from participants -Worksheets done -Good work displayed	- Campus TV -Reading to Learn Committee -School Library -Subject departments -Functional Committees -Reading Ambassadors -Form teachers	
	(c) Organizing inter-class reading competitions (S1-3) (i) Inter-class Reading Tree Competition	-Every student in class puts up at least one recommendation and one reflection on the Reading Tree -Teachers' recommendations and reflections displayed on the Tree	-Number of books recommended by students and teachers being displayed on the reading trees	-Reading to Learn Committee -School Library -Reading Ambassadors -Assistant Form teachers -Language teachers	Budget for prizes $1,000
	(ii) Inter-class Story Writing Competition	-Students produce creative stories	-Students' performance in the stories produced	-Reading to learn Committee - School Library	Budget for prizes $1,000
3. Promoting e-learning culture	(1) Collaborative learning with the use of e-class (L.S. & Humanities subjects at senior levels) - use of online forum to facilitate cooperative learning - peer evaluation of selected students' assignments	-Students forming the habit to participate in online forums -Students respond to their peers' work which facilitates peer learning	- Number of online messages posted by students and number of students participated in peer evaluation	-Liberal Studies Department -Humanities subject departments.	

Targets	Strategies	Success Criteria	Methods of Evaluation	Responsible Parties	Resource required

	(2) Systematic arrangement of e-learning reference materials in e-class/e-platform to facilitate learning beyond classroom
	  - subject –based – e-learning for students
	  - sharing of professional development materials among teachers
		-Systematic categorization e-learning material and teaching resources for students and professional development materials for teachers	-Directory of e-learning materials, teaching resources and professional development materials uploaded	-All subject departments	

	(3) Active use of e-learning resources on teaching and learning
	  - internet resources
	  - software
		-Frequent use of internet resources and software in teaching
		-Self-learning through electronic means among students promoted
			-List of internet resources and software used by individual subject panels
			-Teachers' observation
				-All subject departments	

Major Concern 2: To strengthen life-wide and life-long learning skills and culture

Target (Teacher i/c)	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
1. Promoting reflective learning (Student level)	**1. Target setting** a. Level : S1 – S4 b. To conduct a Form Period to enhance awareness of and strengthen target setting and reflective skills. c. To conduct a mid-year review on target set in a Form Period in the second term.	➢The skills are taught and reviewed according to the set schedule. ➢Students can apply the skills taught when doing their target setting and reflections. ➢At least 50% of the students meet their set targets.	➢ Inspection of records in the Form Period. ➢ Feedback from FTs/AFTs ➢ Student survey	➢ PRL (students) Team i/c ➢ FTs and AFTs	➢Student Learning Journal (one student each) ➢Book Coupons.
	2. Introduction of Student Learning Journal a. Level : S1 – S4 b. Students complete the reflections after internal assessments and student learning activities with a serious attitude. c. To incorporate learning reflection in subject curriculum – students write reflections after completing project work/assignments. d. Discussion on students' progress on Parents' Day with reference to students' set targets and reflections made. Students may have a copy of their academic reflections for further discussion with parents e. Teachers encourage students to do reflections	➢More than 65% of students set realistic targets and write meaningful self-reflections. ➢More than 65% of students agree that reflections on project work/assignments help them to review their team work/ self-learning attitude and study skills. ➢More than 65% of students complete at least 3 academic reflections and 1 reflection on activity participated on Student Development Day	➢ Inspection of reflections made by students on project work/ assignments ➢ Review of students' academic targets and reflections by parents, students, FTs /AFTs ➢ Inspection of Student Learning Journal at least once a school term	➢ HODs and subject teachers ➢ FTs and AFTs ➢ ECA Clubs i/c ➢ OLE i/c ➢ Teachers in charge of student activities concerned	

Target (Teacher i/c)	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
	after student activities (e.g. visit, competition, service, etc).	➢ Not less than 10% of the students complete at least one additional reflection on any student activity (e.g. visit, competition, service, etc.)			
	3. **Student sharing on learning reflections** a. To conduct student sharing at CCA periods b. - on class basis – on level basis	➢ More than 80% students share at least once in the CCA period.	➢ Inspection of CCA /Form period records. ➢ Feedback from FTs and AFTs on class sharing.	➢ FTs and AFTs ➢ CCA Committee i/c	
	4. **Appreciation and recognition of good work** a. Display/Presentation of outstanding reflections, good projects and assignments, etc. on Academic Display Board/ in Knowledge Fair	➢ Not less than 10 outstanding reflections in each level are selected for display and sharing	➢ Feedback from HODs/subject teachers ➢ Response from participants in Knowledge Fair	➢ PRL (students) Team i/c ➢ HODs ➢ Student Development Day i/c ➢ Knowledge Fair i/c ➢ Academic Board i/c	
Promoting reflective teaching (Teacher level)	1. **Teaching reflection including peer assessment in lesson observation and evaluation in pedagogy study** a. Lesson observers give feedback on a Lesson Observation Feedback Form and in an evaluation meeting after an observed lesson. b. Self-reflection by observees on lesson planning, designing learning activities and teaching assignments after the evaluation	➢ Over 65% of the teachers concerned find exchange of views and feedback from observers conducive to their own teaching reflections. ➢ Over 65% of the teachers agree that evaluation meeting helps them improve their lesson plans and reflect on their	➢ Teacher survey ➢ Review of peer assessment and self- reflection reports made by teachers ➢ Inspection of minutes of departmental meetings	➢ Subject teachers ➢ HODs ➢ Pedagogy Committee i/c	

Target (Teacher i/c)	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
	meeting. c. Subject teachers share their self-reflections and suggestions collected in the respective evaluation meeting of the pedagogy study in departmental meeting with a view to formulate improvement plans in the future.	pedagogy study. ➢ Reflections gathered in department meetings facilitate enhancement of teaching strategies			
	2. Professional sharing on quality teaching and assessment in departmental meetings after attending trainings, workshops/ courses.	➢ At least two pieces of sharing among panel members of each subject department are conducted in the school year. ➢ Over 65% of the teachers agree that this strategy helps to keep them abreast of the latest information and development of teaching and assessment of their respective subject.	➢ Inspection of departmental minutes ➢ Teachers' survey	➢ HODs	
	3. Professional sharing on internal assessment in departmental meetings **a.** Conduct post-examination review on students' performance with a view to improve the setting of exam papers in the future. **b.** Review on design of assignments / marking schemes / exam papers with a view to improve students' learning performance in	➢ Over 65% of the teachers agree that the sharing opportunities help them to improve the design of exam papers, assignments and performance of students	➢ Teachers' survey ➢ Inspection of minutes of departmental meeting	➢ HODs	

Target (Teacher i/c)	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
	the future.				
	4. **Professional/ Experience sharing on curriculum and assessment, planning and implementation of life-wide learning activities**	➤ At least three pieces of teacher sharing is conducted in staff meeting throughout the school year. ➤ 60% of the teachers agree that the sharing gives them insight on current trends in curriculum and assessment, and on planning and implementation of life-wide learning activities for students	➤ Inspection of minutes of staff meetings.	➤ Staff Development i/c	
2. Stretching students' potentials and extending their learning experience	1. **Providing a self-directed learning (SDL) environment** a. Maintaining the 'Self-Access Learning Centre (SALC)' for self-directed learning purposes ➤ Science and Technology subjects provide self-learning materials (e.g. DVD, computer programmes, worksheets) for students in SALC ➤ Eng, Chin, Maths and LS departments review the existing materials with a view to provide more challenging tasks and graded practices ➤ Quality/Outstanding projects/assignments	➤ 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	➤ Students' survey ➤ Provision of a variety of Learning Resources ➤ Inspection of Learning Resources loan record ➤ Inspection of self-learning materials by subject teachers ➤ Report of TAs assigned to supervise students in the SALC	➤ SDL Team i/c ➤ Subject Departments	

Target (Teacher i/c)	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
	will be displayed/filed for teachers' and students' reference				
	2. Enhancement Programmes a. KLA i/c coordinates among related subjects to provide students with opportunities for inter-school competitions, national and international competitions b. Planning exchange programmes/study tours of different theme to broaden/enrich students' learning perspectives/experience c. Gifted education programmes d. Other experiential learning activities e. To stretch planning and organization skills of student leaders ➢ Hone the planning and organization skills of student officials of the Student Union, Houses and ECA Clubs and Societies - Procedures of conducting meetings - Preparation of Annual Plans, Budget Proposal, Evaluation Report, etc. - Proper filing of minutes and activity attendance record - Meeting deadlines of submitting documents	➢Every KLA nominates some students to take part in external competitions. ➢Participating students agree that study tours / exchange progrmmes / gifted education programmes / other experiential learning activities stretch their potentials and widen their horizon ➢Over 65% of the student committees practise the organization skills effectively in the school year and submit the ECA Record File in good order at the end of the school year ➢Over 80% of the student committees submit required documents punctually. ➢Over 60% of the ECA student officials agree that planning and	➢Inspection of student participation and achievement records. ➢Student surveys ➢Inspection of ECA Committee Report and ECA Record Files	➢ Coordinator of Enhancement Programmes Teachers i/c of various units organizing enhancement programmes ➢ECA Committee i/c ➢Club and Society Teachers i/c	

Target (Teacher i/c)	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
	set by the school. ➢ ECA (Interest) clubs and groups, Music Council and VA Club collaborate to organize inter-class or inter-house activities throughout the school year	implementing the inter-class activities give them good opportunities to stretch their organization skills and potentials			
	3. Fostering Positive Values and Honing students' life skills in the formal and informal curricula a. Incorporating value education in the subject curricula b. Enhancing students' awareness and readiness to uphold positive values, as well as strengthening their life skills, through programmes organized by different committees for student development - Health promoting programmes - Community Service - Moral and National Education programmes - Careers-related OLEs - ECA activities - Environmental Education programmes	➢ Subject departments design at least one relevant teaching and learning activities for educating positive values during the school year ➢ Life Education Coordinator coordinates among various committees to organize activities to promote the "core values" set for the school year ➢ Students' sharing reflections show that they uphold specific values set in the "Theme of the Year"	➢ Inspection of programme plans and evaluation reports of each department ➢ Inspection of programme plans and evaluation reports of the committees concerned ➢ Students' survey	➢ HODs ➢ Life Education Coordinator ➢ Health Education i/c ➢ Community Service i/c ➢ M&C Committee i/c ➢ Careers Education Committee i/c ➢ ECA Committee i/c ➢ Environmental Education Committee i/c	

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), 2013-2014 school year

Name of School: King's College
No. of operating classes: 27

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	(a) Employment of 1 temporary teacher (LS and Chinese) (b) Appointment of 5 Teaching Assistants Duties include assisting teachers in: i. preparation of teaching materials ii. organization of ECAs and OLEs iii. providing support for the weaker students iv. other activities organized by the school v. lesson substitution vi. helping in examination invigilation, (public and internal), vii. supervising students in the Self-Access Learning Centre (SALC) viii. providing support on the use of IT in projects, competitions, etc. ix. conducting after-school art and design courses for students ix. providing assistance in producing art and design work for school functions and display of students'	(a) To provide additional manpower in the LS Dept. to enable small class teaching (splitting of 5 classes into 7 groups in S4-S6) and Chinese Dept. to enable small class teaching (splitting of 5 classes into 6 groups in S4 & S5) and other student support programmes (b & c) With the TAs and AA giving	Sept 2013 to August 2014	(a) Salary of Temporary Teacher $27,245x12x1.05 =$343,287(ESCSG) (b) Salaries of 4 Teaching Assistants (Diploma Level) ($12,670x12x1.05) x 4 =$159,642 x 4 =$638,568 (SSCSG) Salary of 1 Teaching Assistant (Matriculated) $11,520x12x1.05 =$145,152 (TRG) Total salary of 5 TAs =$783,720	(a) Over 75% of the LS and Chinese 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 student. (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
(civil and moral education, careers educations, guidance and counseling) and organizing ECA and OLE	achievements	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.					
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 internal exam matters (d) assisting in preparation of school and student documents (e) assisting in liaising with old boys (f) assisting in PTA activities (g) assisting in all examination-related matters (h) assisting in SAMS-related matters (i) assisting in S1 Admission and other major school functions		Same as above	(c) Salary of the Administrative Assistant ($18,425x12x1.05) + $22,110 (Gratuity subject to qualification and quality of applicant) =$254,265 (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: $1,381,272

(CEG$254,265+ESCSG$$343,287+SSCSG$638,568+TRG$145,152)

二零一三/二零一四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�器老師、盧惠燕老師　　　　　　　　　　聯絡電話：　2547 0310

計劃理念：　以學生長遠個人成長爲目標，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、、塗鴉、節奏口技(Beatbox)、花式跳繩、魔術、烹飪課程、餐禮儀訓練、機	● 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	10/2013 － 8/2014	20人	$11,000	待定	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
械研習、理財訓練溜冰、舞蹈及雜耍等。								
學習效能提升班/課後學習支援計劃 （初中至高中同學）	● 鞏固學習知識； ● 協助解決學生在功課上的困難； ● 提升學生的學習成效； ● 促進學生的自主學習精神 ● 自學的基本技巧 ● 協助解決學生在溫習時的困難； ● 提升學生的學習成效； ● 促進學生的自主學習精神	● 學生的出席率達80%以上； ● 80%或以上的學生學習成效和學習態度有明顯進步	● 導師觀察及評估 ● 老師觀察學生平時的表現 ● 學生問卷 ● 學生考試及測驗成績	10/2013 － 8/2014	20人	$27,000	待定	待定
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	● 導師觀察及評估學生活動表現 ● 問卷 ● 學生分享/檢討會	12/2013 － 5/2014	20人	$2,000	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
	● 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。	活及學習之中； ● 學生自信心增強； ● 學生的人際溝通、社交技巧和合作的能力得到提升； ● 學生對社會歸屬感及關心他人能力感增強。						

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.