KING'S COLLEGE
Annual School Plan

2015 - 2016

School Vision & Mission

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

Theme of the Year

Be Positive and Passionate

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

Target	Strategies (with time frame)	Success Criteria	Evaluation Method	Responsible Parties
1. **To foster the spirit of enquiry and exploration among students**	(a) 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 cross curricular. ➤ 2015-16 Science subjects	➤ 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) Exploring the Science World ➤ Training of creative skill for scientific investigation 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 ➤ Design of self-learning assignments and self-directed learning activities for students' learning in and out of classroom	➤ 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 ➤ Students finish self-directed learning activities during and after class and the performance is satisfactory	➤ 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

Target	Strategies (with time frame)	Success Criteria	Evaluation Method	Responsible Parties
	(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 the on-line platform to express their opinions and learn from their peers	➢ 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) Enhancement of different text types for Chinese and English languages ➢ Different genres (e.g. fiction, poem, news reports and articles, readings on culture and values, Chinese classical texts) of texts are introduced and appreciated at junior levels ➢ Texts on different genres to be graded to cater for learner diversity	➢ Students are able to produce their own texts of the genre learned ➢ Students are able to differentiate the features of different text types	➢ Subject curriculums of the designated levels ➢ Students' assignments and reflections ➢ Teachers' feedback ➢ Subject board display ➢ Students' understanding and knowledge of the text type be tested through quizzes, tests, and exams	➢ English Language Department ➢ Chinese Language Department
	(b) Creative endeavours ➢ Students are encouraged to try out new ideas and foster creativity through writing, speaking training, ECA activities and lunchtime programmes	➢ At least one activity is organized by the English Society focusing on promoting creativity in a term ➢ Students do oral presentations in class on a topic designated by the teacher	➢ Students' participation and performance in school-based activities ➢ Teachers' observation and comments	➢ English Language Department ➢ Chinese Language Department

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Target	Strategies (with time frame)	Success Criteria	Evaluation Method	Responsible Parties
	➢ Creative presentation in either written or spoken modes on the different genres appreciated prepared by students ➢ Students are encouraged to take part in creative writing competitions (e.g. story writing, Buddy Poet, drama script writing, etc) both in and outside school	➢ Students are commended for their creativity by teachers and organizers of different competitions ➢ Students can handle open-ended questions well and demonstrate mastery over higher-order thinking skills	➢ Students' performance in competitions joined	➢ English Society and Chinese Society
	(c) Learning languages through activities beyond lessons ➢ Conduct of activities to promoting students' speaking and writing proficiency by subject departments and related ECA clubs (e.g. MC training classes and demonstrations, debating skills and Chinese reading interest groups) ➢ Recruitment of Language Ambassadors to be partners to train up the language ability of junior form students	➢ At least two activities arranged by subject department or ECA clubs in each term ➢ Language ambassadors have regular meetings with members and 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 (apps, social networks, discussion group, on-line assessment, animations, video clips, etc.) as e-learning platform to facilitate self-directed learning ➢ E-reading materials assigned to students to allow them to consolidate and extend their learning beyond classrooms	➢ 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

Target	Strategies (with time frame)	Success Criteria	Evaluation Method	Responsible Parties
	➤ More extensive use of mobile devices through wi-fi network and other e-resources in class to facilitate an interactive learning environment 2015-2016 Chi, Eng, IS			
	(b) Pre-lesson preparation and post-lesson evaluation ➤ Self-exploration of new topics before lesson by following some preparatory tasks e.g. reading materials, data-base questions and internet search etc. to prepare for classroom lessons ➤ 2015-2016 Humanities subjects ➤ Students reflect on the work done and be given opportunity for extended learning activities beyond classroom 2015-2016 Humanities subjects	➤ Quality of work done by students to prepare for the lesson ➤ Students' readiness to cope with the topics under discussion	➤ Students' performance in class ➤ Students' work done	➤ Related subject teachers
	Teachers: continuous professional development (c) Learning circles ➤ Regular meetings of teachers in the learning circle conducted for 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 ➤ Exchange of ideas through lesson observation among members in the circle, both pre- and post-lesson evaluation	➤ Regular subject meetings among members in the circle held ➤ New teachers adapt to the new school environment well ➤ Sharing of pedagogies and other experiences including planning and organizing activities and administrative work be done regularly in staff meetings, HOD meetings, and departmental meetings	➤ 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

Target	Strategies (with time frame)	Success Criteria	Evaluation Method	Responsible Parties
	(d) Open class and pedagogy study ➢ Development of new teaching strategies with a focus to enhance learning and teaching effectiveness in pedagogy studies and open class. ➢ Open classes involving all subject departments 2015-16 Chi, Eng and IS	➢ Effective teaching strategies demonstrated with follow-up professional sharing	➢ Lesson observation ➢ Feedback from teachers and students	➢ All teachers/Subject Panels head/Pedagogy Committee
	(e) IT in teaching ➢ Attending training course on use of mobile device in teaching various subjects ➢ Basic school-based training courses offered to teachers ➢ More extensive use of IT in teaching – use of mobile devices e.g. all S.1 English classes (2015/16) ➢ Interflow among teachers to enhance the experience in using mobile devices	➢ 50% of teachers of different subjects have attended training courses and seminar and master the mobile device well in classroom teaching ➢ Demonstration and sharing on use of mobile device between different subjects by trained teachers	➢ Statistic 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

	Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties / persons	Resources

1.	**Pursuit of a virtuous student life**	➢ Adopting a Whole School Approach to value education with highlights on Theme of the School Year
		  ✧ Life Education Week/Value Education Programmes
		  ✧ Form Period Activities
		  ✧ Inter-class Board Display Competition
		  ✧ Inter-class Writing Competition
		  ✧ Students' sharing in King's Morning
		  ✧ KC Talents
		  ✧ Positive Life Workshops
		  ✧ Support Groups
		  ✧ National Education Activities
		
		➢ Incorporating the positive virtues in the respective subject curricula
		  ✧ adaptation of「活學趣論基本說法」教材套 in the subject curriculum of S1-3 Liberal Studies and S5 History
		  ✧ inclusion of Chinese traditional virtues in the junior secondary Chinese Language -literary texts curriculum
		  ✧ preparation of relevant reading materials for the Reading Period by different subject departments
			➢ Students engage in the programmes or activities actively.
			➢ Students develop a deeper understanding of the virtues 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, workshop tutors, teachers and parents
					➢ Major Concern II i/c
					➢ Value Education Coordinator,
					➢ M&C Education Committee
					➢ FTs
					➢ King's Morning i/c
					➢ KC Talents i/c
					➢ Counselling Committee
					➢ National Education Committee
					
					➢ LS Dept
					➢ History Dept
					
					➢ Chinese Dept
					
					➢ Reading to Learn Committee
						➢ TA and Administrative support
						➢ References and library books
						➢ Financial resource (ECA Grant, Learning Supporting Grant)

	Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties / persons	Resources

2.	**Enhancement of students' personal qualities and attributes**	To prepare students for supporting the school's 90th Anniversary Celebration events:
		➢ Enhancing leadership and management capacity
		  ✧ 90th Anniversary Student Committee
		  ✧ Student Union
		  ✧ Open Day and Concert Ad hoc Committees
		➢ Enhancing the language competence and communication skills
		  ✧ Masters of Ceremony
		  ✧ Student Ambassadors
		  ✧ Student Reporters
		  ✧ Publication Editors
		  ✧ Campus TV Team
		➢ Enhancing students' creativity and aesthetic appreciation
		  ✧ sculpture making
		  ✧ artists and designers
		  ✧ photographers
			➢ Student committees collaborate well as a team; apply the PIE model in their action plans.
			➢ Student committees display proactiveness, self-motivation, good team spirit and strong sense of responsibility.
			➢ Student committees communicate effectively with all stakeholders of the 90th Anniversary Celebration
			➢ Students of different positions perform their duties with competence and confidence
				➢ Inspection of action plans, evaluation reports and minutes of the respective students committees
				➢ Observation by 90th Anniversary Organizing Committee and teachers
				➢ Self-evaluation/ reflection of participating students
				➢ Inspection of photos, publications and videos capturing the 90th Anniversary Celebration events and the decorations of the respective venues
					➢ 90th Anniversary Organizing Committee
					➢ Open Day i/c
					➢ 90th Anniversary Concert i/c
					➢ Student Union i/c
					➢ English and Chinese Depts
					➢ School Ambassador i/c
					➢ School Magazine and Newspaper i/c
					➢ Photographic Club i/c
					➢ Campus TV i/c
					➢ Visual Arts Dept
						➢ Support of TA (OLE)
						➢ Financial resources (DLG, SHH Creative Education Fund, etc)

Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties / persons	Resources

3. Pursuit of purposes in school life	a. Careers and Life Planning (CLP) Educating students:
	➢ Implementation of the programmes and learning activities covered in the Life Planning and Career Guidance Framework
	  ✧ Career education programmes in FT Periods and/or CCA periods
	  ✧ Career interest assessments for students
	  ✧ Individual guidance and consultation
	  ✧ Collaborating with subject departments concerned, functional committees and outside parties to provide career-related experience for students
	Equipping teachers:
	➢ Staff Development Programme on CLP
	➢ Careers Resource Corner
	➢ Exploring the use of school-based assessment tools to facilitate teachers' support to students
	Communicating with parents
	➢ Organizing career guidance and life planning activities to equip parents with careers information
	  ✧ Career Info Day for parents
	  ✧ Parents Talk on Release of HKDSE results
	  ✧ Sharing with parents
		➢ Positive students' response in the activities
		➢ Positive feedback from teachers, parents and other concerned parties
			➢ Inspection of programme/activity records
			➢ Inspection of FT Period records and evaluations
			➢ Student survey/reflection
			➢ Feedback from teachers parents and students
				➢ Assistant Principal
				➢ Careers & Life Planning Education Committee
				➢ KLAs i/c and HODs
				➢ Academic Curriculum Committee
				➢ Value Education Coordinator
				➢ Counselling Committee
				➢ Assessment for Learning i/c
					➢ Financial Resources (CLP Grant, Guidance Fund, ECA Fund)
					➢ Support from TA (OLE)
					➢ Support from School Social Worker
					➢ Support from KCOBA and other outside parties)

Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties / persons	Resources

	b. Living in harmony
	➤ Cultivating values which contribute to a harmonious school
	  ✦ S1 Student Development Day - with "Studying in a harmonious school" as theme
	  ✦ Project A (a Self-Discipline Campaign / Inter-class Self-Discipline Competition)
	    - Dual emphasis on good self-discipline and peer relations
	    - Self and Teacher assessment on class performance
	    - Selection of Star Class of the Month to recognize good performance
	    - Self-reflection
	
	  ✦ Student Mentorship Scheme
	    - Peer support on adaptation to secondary school life
	    - Cultivating care and concern for others among S1 students and Fig Brothers
			➤ Observation of Discipline Teachers and FTs
			
			➤ Inspection of campaign records/report, results of inter-class competition
			➤ Reflection of participating classes on respective classroom codes
			
			➤ Student surveys (S1 students and Fig Brothers)
			➤ Observation and feedback from S1 FTs, AFTs and subject teachers
			➤ Observation and feedback from Fig Brothers i/c
				➤ OLE Committee, Discipline Committee, Counselling Committee
				➤ Discipline Committee
				
				➤ Discipline Committee, Counselling Committee (Fig Boy Scheme)
					➤ Financial Resources (ECA Fund, M&NE Grant, outside sponsorship, Guidance Fund)
					➤ Support from TA (SEN, OLE)
					➤ Support from School Social Worker

Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties / persons	Resources
	c. Leading a healthy and green lifestyle ➤ Providing ample opportunities for students to enhance their physical fitness 　➤ The Physical Fitness Award Scheme 　　(Target group: all students) 　　- regular exercise 　　- physical fitness tests 　　- attainment certificates 　➤ Fitness Improvement Scheme 　　(Target group: BMI higher than or equal to 25 or others who are interested to improve their fitness) 　　- regular exercise in the school gym 　➤ School Teams Fitness Training Scheme 　　- fitness training in the school gym 　➤ School Team Training Attachment Scheme 　　(Target group: S1 students) 　　- Every S1 students will be required to attach to any one of the School Teams (except those who have proof of engagement in sports training outside school) for training and practices	➤ More students engage in regular exercise on their own initiative ➤ Over 80% of the students take physical fitness tests and obtain achievement certificate ➤ Not less than 50% attendance rate of participating students ➤ Improvement shown in the fitness test ➤ Over 70% attendance rate ➤ Over 60% attendance rate throughout the school year ➤ Not less than 30% of S1 students are qualified and selected to join the respective School Teams	➤ The number of certificates obtained in the Award Scheme ➤ Inspection of attendance record ➤ Comparing BMI with that of the previous one ➤ Inspection of attendance record ➤ Inspection of attendance record ➤ Inspection of School Team recruitment record	➤ PE Dept	➤ Stationery and clerical support for printing certificates ➤ Additional manpower required for coaching and supervision in the school gym and supporting the training and practices of the School Teams

Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties / persons	Resources

	➢ Promoting a green living habit
	
	    ✧ A Green Pledge and Programme to enhance the awareness and enforce the practice of energy saving on school campus
	
	    ✧ "Bartering for the Environment" to promote waste reduction
		➢ Students exercise vigilance in electricity saving on the school campus
		➢ Reduction of electricity consumption
		➢ A series of bartering activities are organized
		➢ Active student participation
		➢ Meaningful reflections are collected
			➢ Observation by teachers and other staff
			
			➢ Inspection of electricity bills
			➢ Observations and feedback of teachers
			➢ Students reflections
				➢ Environmental Education Committee	

Plan on Use of Capacity Enhancement Grant (CEG), Extra-Senior Secondary Curriculum Support Grant (Extra-SSCSG), Senior Secondary Curriculum Support Grant (SSCSG) and Teacher Relief Grant (TRG) 2015-2016 school year

Name of School: King's College   No. of operating classes: __25

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' needs and diversity 3. To provide support and assistance to teachers in preparing teaching and learning materials and form- teacher period materials and organizing ECAs	(a) Employment of 1 temporary teacher (Liberal Studies) (b) Appointment of 5 Teaching Assistants Duties include assisting teachers in: i. preparation of teaching materials ii. administrative support to subject departments iii. supporting the non-Chinese students (NCS) in using English in learning LS iv. organization of ECAs and extended learning activities v. providing learning support for the 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.	(a) To provide additional manpower in the LS Dept. to enable small class teaching (splitting of 5 classes into 7 groups in S6 and 4 classes into 6 groups in S4-S5) and other student support programmes (b & c) With the TAs and AA giving support, teachers can have more time focusing on curriculum development, planning of ECAs and extended	Sept 2015 to August 2016	(a) Salary of Temporary Teacher $35,930 (MPS Pt.22) x12x1.05 =$452,718 (subject to adjustment) (Extra-SSCSG) (b) Salaries of 5 Teaching Assistants (Diploma Level) ($13,790x12x1.05) x 5 =$173,754 x 5 =$868,770 (SSCSG)	(a) Over 75% of the LS and 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 - LS HOD HODs: - English - Chinese - Maths - LS Committees i/c : - IT - CLP Ed. - M&CEd. - other OLE Committees
4. To take up some of the	(c) Appointment of an Administrative Assistant (AA)	and extended	Same as above	(c) Salary of the Administrative	(c)Over 75% of all teachers agree that the AA 's assistance help relieve their	(c) Feedback from all teachers and	Same as above

	Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
5.	administrative and other non-teaching duties of teachers To support the cultivating of the e-learning culture and give technical support to the 90th Anniversary Celebration events	Duties 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 (d) Appointment of a Semi-skilled Worker (SSW) Duties include: i. setting up and installation of soft wares ii. maintenance of tablet computer for e-learning activities during lessons iii. supporting the application of IT in school administration	learning activities, designing strategies to cater learner diversity, handling disciplinary cases and providing counseling and guidance to students.		Assistant ($20,055x12x1.05) + $24,066 (Gratuity subject to qualification and quality of applicant) =$276,759 (CEG) (d) Salary of SSW (TRG) ($10,185x12x1.05) = $128,331 (TRG)	non-teaching workload and enable them to spend time on planning and evaluating their teaching as well as giving guidance and counseling to students	Performance appraisal of the temporary staff	

Estimated Expenditure: $1,726,578

(Extra-SSCSG $452,718+SSCSG $868,770+CEG $276,759 + TRG$128,331

二零一五/二零一六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： 導修服務、文化藝術活動、體育活動、領袖訓練、義工服務及參觀探訪等

預算之款項： $ 40,000

A. 獲本津貼資助/補足的各項活動資料

活動名稱	活動目標	成功準則 (例如:學習成果)	評估方法 (例如:測試, 問卷等)	活動舉辦期間/日期	預計受惠對象學生人數#	預計開支($)	建議合辦機構/服務供應機構名稱(如適用)	負責老師
擴闊眼光闖一闖 （中一至中六同學） （學生參加不同的訓練或興趣小組，完成後將學習成果與其它同學分享。例如：光學課程、力學課程、生態課程、烹飪課程、餐桌禮儀訓練、機械研習、理財、訓練溜冰、舞蹈及雜耍等。）	● 發掘及發展學生學業以外的能力和興趣； ● 提升學生的自我效能感(Self-efficacy)； ● 擴闊眼光。	● 透過計畫學到該項活動的基本知識或技巧； ● 學生的人際溝通、社交技巧和合作的能力得到提升； ● 學生的個人能力感及自信心得到提升。	● 導師觀察學生活動表現 ● 學生問卷 ● 學生分享/檢討會	10/2015－8/2016	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
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 ● 學生問卷	10/2015 - 8/2016	27 人	$27,000	待定	待定
多元智能學習計劃	● 促進學生的自主學習精神 ● 自學的基本技巧 ● 發展學生多元智能潛能	● 學生使用圖書館資源的次數達 80%以上 ● 學生最少能提交一份相關的閱讀報告，並於閱讀論壇中分享有關閱讀心得。	● 學生問卷 ● 圖書館記錄	10/2015 - 6/2016	165 人			
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； ● 不少於 60%的學生在校內考試的相關科目成績有進步	● 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	10/2015 - 8/2016	20 人	$2,000	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.