



# **KING'S COLLEGE**

## **Annual School Plan**

**2018 - 2019**

## School Vision & Mission

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

## Theme of the Year

# Responsibility and Integrity

### 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 + Science subjects Chinese + Life & Society	- 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 term - Reading ambassadors to conduct sharing at least 5 times a year in King's Morning, evenly using	- 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

Target	Strategies (with time frame)	Success Criteria	Evaluation Method	Responsible Parties
		either Chinese or English in the sharing		
	(c) e-reading to enhance students' knowledge and language proficiency - e-reading – Chinese and English departments, for continuous assessment at S.1 - e-reading – Chinese and English departments to collaborate with other subject departments for reading beyond classrooms at senior secondary levels (through information texts, news or magazine articles, etc.)	- Over 90% of students at each of the S.1 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 - Over 80% of students transfer the knowledge from the reading material to their daily learning or work to be done	- Statistics on students' performance on e-reading on a regular basis - Completion of the tasks assigned to students and the quality of work done - Students' performance on collaborative projects as listed in (a)	- The school library - Chinese Department - English Department - Related subject 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 - monthly challenges for S.1 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 60% of students who took the quiz performed satisfactorily in the quizzes - 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 IS department) - Curriculum Planning and Development Committee

Target	Strategies (with time frame)	Success Criteria	Evaluation Method	Responsible Parties
	<p>(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</p> <p>Students with special abilities be arranged to perform in special school functions e.g. Speech Day, King's Morning, Open Days, etc.</p>	<ul style="list-style-type: none"> <li>- A broader range of students with different abilities to join the competitions</li> <li>- Sharing regularly done at class and school levels</li> <li>- The identification and recognition of students with special talents</li> <li>- Range of competitions students taking part in, covering both academic and non-academic competitions</li> </ul>	<ul style="list-style-type: none"> <li>- Number of students joining the competitions</li> <li>- Number of competitions joined</li> <li>- Statistics on the scale of competitions joined</li> <li>- Number of students with special talents performing in school functions</li> <li>- Students' feedback from sharing</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers from all subject departments</li> <li>- King's Morning Committee</li> <li>- Teachers i/c of special school functions</li> </ul>
	<p>(c) Opportunities opened to students of average/lower abilities, including their chance to take part in exchange programmes, leadership training programmes, recruitment of student officials and leaders in different function teams</p>	<ul style="list-style-type: none"> <li>- A larger number of students of average/low abilities joining local/overseas exchange tours</li> <li>- The different school teams recruit a broader range of students of different abilities</li> </ul>	<ul style="list-style-type: none"> <li>- Number of students of average/lower abilities joining different competitions</li> <li>- Number of competitions joined</li> <li>- Statistics on the types of programmes/activities joined</li> <li>- Teachers' review</li> <li>- Participants' feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Study tours, sister schools and exchange programmes committee</li> <li>- Student Union</li> <li>- Prefect Body</li> <li>- ECA Committee</li> </ul>
	<p>(d) KLA-based pedagogical studies to cater for the needs of students of diverse abilities</p>	<ul style="list-style-type: none"> <li>- A clear focus for pedagogical studies set out and achieved</li> <li>- A range of teaching methods tried out to cater for learner diversity at each level which helps raise students' learning</li> </ul>	<ul style="list-style-type: none"> <li>- Students' peer observation and feedback to their classmates' performance</li> <li>- Teachers' self-evaluation</li> <li>- Teachers' evaluation on the effectiveness of the methods</li> </ul>	<ul style="list-style-type: none"> <li>- Pedagogy Committee</li> <li>- All subject teachers/HODs</li> </ul>

Target	Strategies (with time frame)	Success Criteria	Evaluation Method	Responsible Parties
		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	adopted - Peer observation among teachers who attended the lesson - Students' feedback on the effectiveness of the lessons conducted - Students' performance in the lessons conducted	
	(e) S.1 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 classes conducted the peer study group meetings at least once a cycle - All S.1 students participated in the study groups - At least 60% of students were able to consolidate their learning through peer tutoring - At least 60% of students were better motivated to learn	- Students' behaviour and participation in the meetings - Students' performance in the meetings - Students' performance in their studies - Teachers' observation - Teachers' feedback and evaluation	- Study group co-ordination committee - FT and AFTs of S.1 classes
3. To heighten students' interest in STEM education and to lift students' spirit in	(a) Inter-disciplinary science exploration activities - After-school research team training - S.1 experiment training classes - STEM training at STEM room - Science quizzes - Whole-school annual STEM fair	- The group of students who are interested in conducting research produced their work done of a good standard - Regular activities, no less than 4, being run in the STEM Room throughout the school year - At least 70% of students	- Number of students joining the activities - Number of programmes / workshops / activities held - Students' performance in different activities - Teachers' observation and evaluation	- STEM Education Committee - Subject departments under Science KLA

Target	Strategies (with time frame)	Success Criteria	Evaluation Method	Responsible Parties
science investigation		showing stronger interest in science and STEM as demonstrated by their participation in the activities		
	(b) S.1 & S.2 Cross-disciplinary collaboration IS + Mathematics	<ul style="list-style-type: none"> <li>- Teaching materials through collaboration designed and developed by the subject departments concerned</li> <li>- At least two pieces of collaborative teaching materials prepared and tried out in a year</li> <li>- At least 60% of students being able to assimilate and apply the knowledge they have learned in different subject disciplines to the work undertook</li> </ul>	<ul style="list-style-type: none"> <li>- Students' performance</li> <li>- Teachers' evaluation</li> <li>- Students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>- STEM Education Committee</li> <li>- IS Department</li> <li>- Mathematics Department</li> <li>- Science KLA</li> <li>- Curriculum Planning and Development Committee</li> </ul>
	(c) Competitions & activities <ul style="list-style-type: none"> <li>- Students to take part in local, regional, international STEM competitions and exchange activities, for all science subjects</li> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- An increasing number of students of different abilities getting involved in a wide range of competitions on different scales</li> <li>- Students' performance in the competitions, including the awards won</li> </ul>	<ul style="list-style-type: none"> <li>- The performance students had in the competitions</li> <li>- Students' feedback on the work done</li> <li>- The products made or reinvented</li> <li>- Teachers' evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- STEM Education Committee</li> <li>- Subjects departments under Science KLA</li> <li>- Mathematics Department</li> </ul>

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

Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties / Persons	Resources
1. To nurture students with positive core values and attitudes towards life and self: Responsibility and Integrity	<p>I. Adopt a value education curriculum in the Form Period with highlights on ‘Responsibility’ and ‘Integrity’</p> <p>a. Prepare thematic teaching materials for Form Periods inculcating the two values</p> <p>b. Implement Kingsian Charter Programme in S1 and S2</p> <p>II. Coordinate and collaborate with subject departments and functional committees to organize multifarious activities to promote ‘Responsibility’ and ‘Integrity’</p> <p>a. Incorporate education of the two values in S1 and S2 curricula of Chinese Language and Life and Society, and S1 or S2 curriculum of at least one subject in other KLAs</p> <p>b. Prepare relevant reading materials for Reading Period</p> <p>c. Book exhibition and students’ sharing related to the two values</p> <p>d. Inter-class board display competition</p> <p>e. Drama performance and/or Talk</p> <p>f. ‘Model Student’ election and sharing</p>	<ul style="list-style-type: none"> <li>● At least 70% of Form Teachers agree that the teaching and learning materials / activities have positive effects on students</li> <li>● At least 60% of students agree that the learning materials / activities have positive effects on them</li> <li>● Students apply what they have learnt in their lives</li> <li>● Students’ positive attitudes and behaviors are recognized and reinforced</li> <li>● Teaching of core values successfully incorporated in S1 &amp; S2 curricula in relevant subjects</li> <li>● Positive changes shown in student surveys after the implementation of programmes</li> </ul>	<ul style="list-style-type: none"> <li>- Post-Form Period / activity surveys</li> <li>- Teachers’ observations</li> <li>- Scrutiny of documents (programme plans, schemes of work and evaluation reports)</li> <li>- Students’ works / sharing / reflection</li> <li>- Student surveys before and after programme implementation <ul style="list-style-type: none"> <li>▪ beginning of the school year</li> <li>▪ year end</li> </ul> </li> </ul>	<p>MYT (i/c)</p> <ul style="list-style-type: none"> <li>- Moral &amp; Civic Education Committee</li> <li>- Form Teachers</li> <li>- Other Value Education Committees</li> <li>- Chinese and Life and Society Departments</li> <li>- KLA coordinators</li> <li>- Library</li> </ul>	<ul style="list-style-type: none"> <li>● TA and Administrative support</li> <li>● Financial resources (MNESG, ECA Grant, etc.)</li> <li>● Certificates &amp; gifts</li> </ul>



Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties	Resources
	III. Strengthen ‘Student Award Scheme’ and ‘Student Record System’ for S1 and S2 to enhance students’ sense of responsibility: <ol style="list-style-type: none"> <li>Punctuality</li> <li>Submission of quality homework</li> </ol>		- Discipline records - Subject teachers’ observation	- Discipline Committee - Subject teachers	
2. To foster a caring and supportive culture in school	I. Organize well-structured and diversified pastoral programmes for creating a caring environment that students can experience a positive and supportive school life <ol style="list-style-type: none"> <li>Guidance programmes               <ul style="list-style-type: none"> <li>- S1-S6 support programme</li> <li>- Peer Counselling</li> <li>- Positive psychology programmes for enhancing students’ mental health</li> <li>- Support for NCS and SEN students</li> </ul> </li> <li>Community service programmes               <ul style="list-style-type: none"> <li>- Foodstep Journey (S1)</li> <li>- Service for the elderly (S2)</li> <li>- Inclusive Programme (S3-S4)</li> <li>- Sister-school Programme (S3-S4)</li> <li>- Elderly Academy (S5)</li> </ul> </li> <li>Extra-curricular activities organized by student bodies, uniform groups, clubs and societies               <ul style="list-style-type: none"> <li>- student leaders recognize their roles in establishing brotherhood and team spirit</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Positive changes shown in student surveys after the implementation of programmes</li> <li>• Senior form students show supports to juniors in different programmes/ activities</li> <li>• Improvement shown in relevant items in the APASO and Stakeholders’ surveys when compare with last school year</li> </ul>	- Teachers’ observations - APASO survey - Stakeholders’ survey - Scrutiny of documents	MSH (i/c) - 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"> <li>• TA and Administrative support</li> <li>• Financial resource (ECA Grant, Funding for NCSS, LSG, etc.)</li> <li>• Support from NGOs</li> <li>• Certificates &amp; gifts</li> </ul>

Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties	Resources
	<p>d. School team programmes</p> <ul style="list-style-type: none"> <li>- offering a variety of opportunities to different students exerting their potentials</li> </ul> <p>II. Cultivate a harmonious, respectful, collaborative and supportive atmosphere through Class Management Scheme</p> <ul style="list-style-type: none"> <li>- Formulate a class plan for boosting cohesion and morale (S1-S5)</li> <li>- ‘Angel Scheme’ (S1)</li> <li>- Open classroom in School Open Day (S2)</li> <li>- School Services (S3)</li> <li>- Inter-class competitions (All levels)</li> <li>- ‘Whole-class Award’ Action (All levels)</li> <li>- Arrange teachers’ sharing for staff development</li> </ul>				

Plan on Use of Capacity Enhancement Grant (CEG), Extra-Senior Secondary Curriculum Support Grant (ESSCG), 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

**2018-2019 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 CM Grade temporary teacher for teaching Chinese	(a) -- Additional manpower to implement intensive learning modes for NCS students	Sept 2018 to August 2019	(a) Salary of 1.66 full-time CM Grade temporary teacher at MPS Pt 15 (subject to salary adjustment) $(\$30,165 \times 12 + \$18,000) + ([\$30,165 + \$1,500] \times 8)$ <u><math>= \\$379,980 + 253,320</math></u> <u><math>= \\$633,300</math></u> From NCSSG (insufficient balance to be covered by OEP)  Salary of 0.34 full-time CM Grade temporary teacher at MPS Pt 15 (subject to salary adjustment) $([\$30,165 + \$1,500] \times 4)$ <u><math>= \\$126,660</math></u> From CEG (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  -- Performance appraisal of temporary staff	(a) HOD -- Chinese
2. To share the overall teaching and non-teaching workload to give space for teachers' professional development, curriculum development and teaching							
3. To provide support and assistance to teachers in preparing teaching and learning materials and form-teacher period materials (Civic & Moral	(b) Appointment of 8 Teaching Assistants (English, Chinese, Math, LS, OLE, SEN(2), SS) Duties include assisting	(b & c) With the TAs and AA giving support, teachers can have more time focusing on curriculum development, planning of		(b) Salary of Teaching Assistants (Diploma Level) $(\$16,245 \times 12 \times 1.05) \times 2$ <u><math>= \\$204,687 \times 2</math></u> <u><math>= \\$409,374</math></u>	(b & c) Teachers agree that the assistance of the TAs and AA help relieve their non-teaching workload	(b & c) Feedback from all teachers and	(b) HODs -- English -- Chinese -- Math -- LS



Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
	(c) assisting in exam matters (d) assisting in preparation of school and student documents (e) assisting in SAMS-related matters (f) assisting in S1 Admission and other major school functions  (d) Appointment of an Information Technology Resources Officer (ITRO), a Computer Technician (CT) and a Semi-skilled Worker (SSW(IT)) for supporting e-Learning	(d) ITRO, CT and SSW(IT) can enhance technical support for promoting and practicing e-Learning		(d) 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)  Salary of the SSW(IT) (\$11,820x12x1.05) = <u>\$148,932</u> From TRG	(d) Teachers agree that the IT support in school is strengthened the assistance of the ITRO, CT and SSW (IT) can help their practice of e-Learning	(d) Feedback from teachers and performance appraisal of the temporary staff	(d) Committees i/c: -- IT committee -- Campus TV committee

**Estimated Expenditure: \$3,327,966**

**(CEG \$1,038,396 + ESSCG \$409,374 + CITG \$186,228 + ITSSG \$297,675 + TRG \$148,932 + LSG \$409,374 + NCSSG \$837,987)**

**Evaluation Report on Other Programme (Gifted Education) funded by Diversity Learning Grant, 2017-18**

Title	English Debating Workshop	Mathematics Enhancement Course	Future Leaders Workshop	中文拔尖寫作班 中文拔尖說話班	Master of Ceremony
<b>Objectives</b>	<ol style="list-style-type: none"> <li>To boost the debating and public speaking skills of the School Debating Team members</li> <li>To better equip them for the inter-school competitions</li> </ol>	To enhance students' higher order, logical thinking and problem solving skills	To develop students' leadership skills and nurture positive attitude	<ol style="list-style-type: none"> <li>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，為文憑試做好準備</li> <li>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</li> </ol>	To enhance the practical presentation skills and communication strategies of the masters of ceremonies on different occasions bilingually
<b>Deliverables</b>	<ol style="list-style-type: none"> <li>Participants were given introduction on different formats of competition and taught different techniques of debate and public speaking</li> <li>They had competitions in groups in every training session. Feedback was given by the coach for improvement.</li> <li>Students were nominated to take part in the Inter-school Debating competitions and friendly matches which was held from March – July, 2018.</li> </ol>	Participants were nominated to take part in different Mathematics competitions	Participants had to make planning and proposal and to organize club / society activities for students.	於校刊刊登學生優秀作品	Students performing as masters of ceremonies after completing the course

<b>Title</b>	<b>English Debating Workshop</b>	<b>Mathematics Enhancement Course</b>	<b>Future Leaders Workshop</b>	<b>中文拔尖寫作班 中文拔尖說話班</b>	<b>Master of Ceremony</b>
<b>Target</b>	Ten S.4-S.5 members of our school English Debating Team	Twenty students each from S.4 - S.6	Twenty S.4 students	寫作拔尖班： 28 位中五學生 20 位中四學生  說話拔尖班： 34 位中四學生	S.4 and S.5 students of this cohort
<b>Selection mechanism</b>	Our school English Debating Team members	Students recommended by Maths subject teachers of S.4–S.6 based on: 1. their internal academic results 2. their performance in previous external Maths competitions	Selected among the top 40 students in the form according to their S.3 Annual Exam result	由中文科任教老師推薦班中具寫作潛質/應對能力高的學生	1. Rich MC experience 2. Good Chinese and English language skills 3. Past experience in similar courses before
<b>Duration and venue</b>	1. Weekly workshop, three hours each, from September 2017 to August 2018 (at school)  2. Intensive preparation workshops before each competition (at school)	Five weekly lessons, 1.5 hours each from April to May 2018 (at school)	Three lessons, 1¼ hours each in March 2018 (at school)	寫作拔尖班： <b>中五</b> 1/11/2017 – 31/1/2018 (12 節) <b>中四</b> 3/11/2017 – 26/1/2018 (9 節)  說話拔尖班： <b>中四</b> 13/2/2018 – 29/5/2018 (10 節)	Six lessons, 2 hours each (at school)

Title	English Debating Workshop	Mathematics Enhancement Course	Future Leaders Workshop	中文拔尖寫作班 中文拔尖說話班	Master of Ceremony
Evaluation	<ol style="list-style-type: none"> <li>1. The attendance of students was high (higher than 80%).</li> <li>2. The feedback from the coach was positive.</li> <li>3. Students were nominated to take part in various inter-school debating competitions and friendly matches.</li> <li>4. From the post-competition feedback made by the students, they reflected the workshop was useful and could help them to better prepare for debating competitions.</li> <li>5. Reviewing the student achievement and the performance of the course provider, it is recommended to offer a similar programme in the next year.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students achieved excellent results in Maths competitions including: <ul style="list-style-type: none"> <li>- Bronze Medal in the 17th Pui Ching Invitational Mathematics Competition.</li> <li>- Silver Medal, Bronze Medal and Honorable Mention in International Mathematical Olympiad - Hong Kong 2018</li> <li>- Second-Class Honour and Third Class Honour in the Hong Kong Mathematics Olympiad</li> <li>- Medals and high Distinction in the Secondary School Mathematics &amp; Science Competition</li> <li>- Third Prize (Senior Section) and Distinguished Prize (Senior Section) in the Statistical Project Competition (SPC) For Secondary School Students.</li> </ul> </li> <li>2. Course participants will share their knowledge learned in the course with junior form students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students found the workshop useful in helping them develop ideas for organizing club / society activities at school level.</li> <li>2. Most students agreed that the program was interesting, informative, helpful and practical. The tutors are friendly and nice.</li> <li>3. Some were invited to share their learning with junior form students in the Knowledge Fair during the Post-exam Activity Days.</li> </ol>	<p>寫作拔尖班： 學生分別學習記敘抒情 / 議論文章的技巧。通過寫作練習及作品選讀，學生能分析及掌握優秀文章的要求，於寫作有意識運用各種技巧以豐富文章內容。</p> <p>寫作拔尖班： 下學期中四拔尖說話班共有 34 人參加，學生能將課堂所學理論實踐，分析題目的核心、擬定思考方向及角度，並運用適當詞彙表達。學生能掌握首輪發言、應對、反駁、析述的技巧及建立多角度思維。</p>	<ol style="list-style-type: none"> <li>1. All student participants agreed that the course content was useful in preparing them to be internal school event MCs with lots of practical advice on how to handle different situations.</li> <li>2. The instructor was helpful and the lesson materials could address their needs.</li> <li>3. All participants agreed that they had become more confident to host a ceremony after attending the course.</li> </ol>



Title	English Debating Workshop	Mathematics Enhancement Course	Future Leaders Workshop	中文拔尖寫作班 中文拔尖說話班	Master of Ceremony
<b>Expenditure</b>	\$40000 (coach fees: \$400/h x 100 h)	\$3900 (course fee)	\$7,200 (course fee)	共\$18,600  寫作拔尖班： 中五 \$7200 (導師費用) 中四 \$5400 (導師費用)  說話拔尖班： 中四 \$6000 (導師費用)	\$10,000 (course fee)

**King's College**

**Programme Proposal for DLG-funded Other Programme (Gifted Education), 2018-19**

<b>Domain</b>	<b>Programme</b>	<b>Objectives</b>	<b>Targets (No./level/selection)</b>	<b>Duration/Start Date</b>	<b>Deliverables</b>	<b>Teacher i/c</b>	<b>Budget</b>
中文	中文拔尖寫作班	提高寫作應考能力及技巧	三十位中四及中五級學生  由科任老師選拔	2018 年 10-12 月	- 優秀作品分別刊登於校刊及校報 - 表現傑出的學生獲邀擔任校報編輯	楊家碧老師	\$24,000
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	Fifteen S4-S5 students who are members of the English Debating Team and have represented the school in external competitions	2 hours for each of the 10 sessions  November 2018 to May 2019	Participating in external competitions	Ms. CHOW Lam-lam	\$10,000

<b>Domain</b>	<b>Programme</b>	<b>Objectives</b>	<b>Targets (No./level/selection)</b>	<b>Duration/Start Date</b>	<b>Deliverables</b>	<b>Teacher i/c</b>	<b>Budget</b>
	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  Selected by subject teachers	At least 20 sessions for each level and 1 hour for each session  Starts from November 2018	Conducting oral practice with fellow students	Ms. CHOW Lam-lam	\$10,000
Master of Ceremonies	Master of Ceremonies Course	<ol style="list-style-type: none"> <li>1. To enhance students' practical presentation skills and communication strategies of the masters of ceremonies on different occasions bilingually</li> <li>2. To build up students' confidence in front of the audience</li> </ol>	Twenty S4 and S5 students  Selected by teacher i/c of King's Morning and Head of Chinese Department	September to November 2018	Performing in King's Mornings and other school ceremonies	Ms. Lam Yeuk Wing, Hazel	\$11,500

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
Mathematics	Mathematics Enhancement Course for elite Mathematics students	To enhance students' <ol style="list-style-type: none"> <li>high order thinking and logical thinking</li> <li>problem solving skills</li> </ol>	Twenty students for each form from S4 and S5 respectively  Selected by subject teachers	Five 1.5-hour lessons are held weekly for each form  November to December 2018	Participation in different Mathematics competitions	Mr. NG Tak Yan	\$4,500
Science	Science Research Team Training Workshop (school-based pull-out programmes)	<ol style="list-style-type: none"> <li>To develop students' high order thinking skills and creativity</li> <li>To enrich students' research skills by using modern research technology such as infrared spectroscopy , UV-vis spectroscopy and polarimetry</li> </ol>	Ten S4 – 5 students who are selected by <ol style="list-style-type: none"> <li>science screening test; or</li> <li>teacher nomination; or</li> <li>self-nomination</li> </ol>	September 2018 – July 2019	Participation in different Science competitions	Dr. Bob LUI	\$20,000
	Tertiary Education Institutes Science Programmes for Gifted and Talented	To enhance students' science literacy and knowledge in state-of-the-art technologies in applied biochemistry	Two S4 students  Selected among the top 10 students in academic performance in science subjects.	12 hours  22 & 29 December 2018	Participation in different Science competitions	Dr. Bob LUI	\$5,100

<b>Domain</b>	<b>Programme</b>	<b>Objectives</b>	<b>Targets (No./level/selection)</b>	<b>Duration/Start Date</b>	<b>Deliverables</b>	<b>Teacher i/c</b>	<b>Budget</b>
Leadership	Leadership Training Programme for elite students	To develop students' leadership skills including critical thinking and decision making	Twenty S4 students  Selected among the top 50 students in academic performance	4.5 hours  February to March 2019	Organizing a learning activity for the junior students during the Activity Days and/or Open Day	Dr. Bob Lui	\$9,000
							\$94,100

二零一八/二零一九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

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、對科學和環境保護的認識。

活動形式：文化藝術學習小組、主題工作坊及實地考察等

預算之款項：\$60,000

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
<p>大自然教室 (中一至中五同學)</p> <p>暫定活動： 中一至中三 迪士尼物理世界</p> <p>中四至中五 馬屎洲地質考察</p>	<ul style="list-style-type: none"> <li>● 跳出課室，擴闊眼界，增進學生相關的學科知識</li> <li>● 發掘及發展學生學業以外的能力和興趣</li> <li>● 帶領學生全面探索自然界博大精深的物理知識</li> <li>● 讓學生置身自然生態環境中，透過親身接觸和觀察香港地質公園，認識自然環境的變化，領會環境保育的重要性</li> </ul>	<ul style="list-style-type: none"> <li>● 不少於 70%學生認同活動具趣味性，並增進了他們相關學科的知識</li> <li>● 學生的人際溝通、社交技巧和合作的能力得到提升</li> </ul>	<ul style="list-style-type: none"> <li>● 導師觀察學生活動表現</li> <li>● 學生反思及分享</li> </ul>	11/2018 及 4/2019	20 人 及 26 人	6,500 及 3,500	香港迪士尼樂園 大埔地質教育中心	辛素碧老師 (黃秋玲副校長協助地質考察)

課後文化藝術發展 音樂課程	<ul style="list-style-type: none"> <li>● 促進學生對音樂的自主學習精神</li> <li>● 學習音樂的基本技巧</li> </ul>	<ul style="list-style-type: none"> <li>● 學生的出席率達 80%以上</li> <li>● 不少於 60%學生在校內音樂科樂器考試的成績有進步</li> <li>● 積極參加樂器表演</li> </ul>	<ul style="list-style-type: none"> <li>● 導師觀察及評估</li> <li>● 校內考試成績</li> <li>● 表演次數</li> </ul>	10/2018 - 8/2019	35 人	50,000	導師	馮慶儀老師
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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。

「姊妹學校交流計劃書」

2018-2019 學年

學校名稱： 英皇書院

姊妹學校名稱： 北京匯文中學

締結日期： 12/2004

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.	<p><b>北京體育文化交流團</b></p> <p>(交流團將探訪北京匯文中學，與該校老師進行體育交流、進課室觀課及出外參觀等) 有關詳情請參閱附件一</p>	<p>一、老師層面：</p> <p>通過交流，認識北京和香港兩地的教育發展及該校的課程規劃和體藝教育發展以及加深對當地學生學習生活的了解，也建立起兩校師生的友誼。</p> <p>二、學生層面：</p> <p>透過體育交流以及一系列的參觀學習活動，擴闊學生視野，讓學生親身體驗和感受北京的自然、人文、歷史和當代國情，孕育對國家的認同感和歸屬感。</p> <p>鼓勵學生於交流團後繼續與北京匯文中學學生保持聯絡，延續友誼。</p>	<ul style="list-style-type: none"> <li>• 學生問卷調查</li> <li>• 學生反思報告~學生總結學習體驗及得著</li> <li>• 學生分享及匯報（中三至中五）~評估學生對北京歷史、地理及文化的認識，以及對國民身分認同的看法</li> <li>• 交流報告書</li> </ul>	<ul style="list-style-type: none"> <li>• \$150000 (團費)</li> </ul>



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
		<p>三、學校層面：</p> <p>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。</p>		

## 附件一

### 北京體育文化交流團

#### 行程安排

日期：(首選)二零一九年四月十日至十四日（五天）

(次選)二零一九年四月二十二日至二十六日（五天）

參與者：校長、2 位英皇書院教師及教練

26 位中三至中五學生（足球隊及其他校隊成員）

天數	行 程	備註
1	校內活動 (觀課/一起上課/體育交流)	
2	校內活動 (觀課/一起上課/體育交流)	
3	校內活動 (觀課/一起上課/體育交流)	
4	校外觀球賽、遊覽及參觀活動	
5	校外遊覽及參觀活動	

#### 其他事項：

- 1 由富經驗領隊及導遊隨團遊覽
- 2 製作日誌，內容包括行程簡介、活動摘錄、備忘、筆記及反思欄等
- 3 出發前提供一個簡介會讓學生及家長了解出發前後須注意的事項
- 4 本團橫額一張

## Appendix 2

# King's College

## Plan on the Use of the Promotion of Reading Grant 2018/19 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.
	<input checked="" type="checkbox"/> Printed books	\$3,000 ; Moral Ed. \$3,000 ;
	<input checked="" type="checkbox"/> e-Books	Health Ed. \$3,000 ; STEM Ed. \$3,000 200 Chinese & English e-books \$21,800  <b>\$33,800</b>
2.	Web-based Reading Schemes	
	<input type="checkbox"/> e-Read Scheme	\$12,500 for Chinese & \$9,500 for English.
	<input checked="" type="checkbox"/> Other scheme : i-learner for Chinese & English Dept.	<b>\$22,000</b>
3.	Reading Activities	
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	\$2,500 ( Writer seminar: hiring

	<input type="checkbox"/> Hire of service from external service providers to organise student activities related to the promotion of reading	writers for 2 talks )
	<input checked="" type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading	\$700 HKPTU - Popular Reading Award Scheme
	<input checked="" type="checkbox"/> Subsidising students for their participation in and application for reading related activities	\$2,700 HKPTU - Reading Record book for S.1-S.3 students  <b>\$5,900</b>
4.	Other : Reading Buddies Programme with Li Sing Primary School (6 times in 2 <sup>nd</sup> Term) 12 students to teach 12 pupils English through language games.	\$300 Materials for language games.  <b>\$300</b>

**\$62,000**