KING'S COLLEGE
School Development Plan

2009-2012

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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.

School Goals

- ➢ To promote the learning of knowledge, skills and attitudes needed to meet the challenges of a changing world
- ➢ To broaden minds and to promote awareness that learning is a life-long process.
- ➢ To develop an inquiring mind and the ability to find, evaluate and use information to solve problems and to encourage independent thinking and creativity.
- ➢ To promote self esteem, positive attitudes and sound physical and mental health.
- ➢ To promote respect for others and constructive interpersonal relationships.
- ➢ To promote better understanding of the forces that shape modern society, at the local, national and world levels, and to encourage a caring attitude and greater civic awareness.
- ➢ To develop interests and talents and to promote appreciation of man's natural and cultural heritage.
- ➢ To promote the on-going professional development of staff and to encourage a developmental cultural within the school.
- ➢ To seek to achieve the above goals by stressing active, first-hand learning experiences, by setting systematically planned, forward-looking policies and by working closely with parents and the community

School Motto

慎思篤行 - This means "Be careful in reflection and be earnest in practice ."

Core Values

We share and seek to promote the following values and attitudes:

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- ➢ Initiative and self-motivation in learning
- ➢ Self discipline, respect for law and order and responsible behaviour.
- ➢ Self respect, respect for the right of others and appreciation of other people's achievement and efforts.
- ➢ Active involvement in school life and a sense of responsibility and commitment among student leaders.
- ➢ A caring attitude and service towards others and towards the community at large.
- ➢ A commitment to excellence in what we undertake to do.

- A positive, forward-looking attitude towards life and a healthy lifestyle
- Living in harmony with our environment.

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action
1. Whole-person development in the areas of a. learning attitudes; b. willingness to serve with a positive world outlook; and c. caring about the environment.	Partly achieved	1 a & b: Continue to be major concerns in the next SDP 1c: Incorporated as routine work
2 Preparation for the Implementation of the New Senior Secondary Academic Structure and Curriculum	Partly achieved	Continue to be major concerns in the next SDP

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	1. There is a logical organizational framework which allows for effective management of the school's operation and the pursuit of its objectives. 2. There is an effective self-evaluation system featuring the key elements of the P-I-E process. The school is able to select major concerns that focus on the all-round development of students while the subject departments and functional committees are able to address these school level concerns as well as priorities specific to the subject or aspect for their own development. 3. The SMC is supportive and committed to the school. 4. The staff management mechanism operates smoothly, with opportunities given to teachers to express their preferences on teaching and non-teaching duties.	
2. Professional Leadership	1. The school principal is capable and effective. 2. The senior managers are dedicated and well supported by a team of knowledgeable and experienced middle managers. 3. Communication within the school is open and transparent and all teachers are given opportunities to express their views in the formulation of important school policies. 4. Our teachers, especially middle managers, are willing to attempt new ideas.	1. The school could enhance the administrative capabilities of more teachers and empower them to share the administrative work. 2. There are a lot of temporary teachers at the school, causing problems with stability of staff force and succession planning.
3. Curriculum and Assessment	1. The curriculum is in line with the school's mission, goals and the curriculum reform proposed by EDB. 2. The curriculum is structured to provide a general education with greater focus on the development of languages and generic skills in S1 & S2, a school-based NSS curriculum of a "tasting " nature in S3 & S4, and a broad-based NSS curriculum with more choices to suit individual aptitudes and interests in S5 & S6. 3. There are clear and appropriate policies for assessment and homework assignments which are reviewed regularly to ensure that they are serving the needs of learning and teaching. 4. There is an effective mechanism for evaluating students' performance after tests and examinations and the assessment data are used to devise measures to enhance learning effectiveness and support for students.	The school should continue to prepare and implement NSS.

PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	1. The implementation of subject-based and cross-curricular project learning provides students with opportunities to consolidate their knowledge and develop their generic skills. 2. There is a systematic plan to develop students' reading habit through activities such as the Morning Reading session, Reading Ambassadors, Reading Award Scheme, etc. 3. The school has a range of measures to cater for learner diversity, including the S1 and S2 language enhancement classes, tailored teaching materials, enrichment classes for students with higher abilities, etc. 4. There is a greater shift of balance from teacher-centred approach to student-centred approach and interactive learning. 5. Subject resources and IT, such as PowerPoint presentations, Cabri, Robotprog, Scratch, GPS, etc, are effectively used to arouse students' interest in learning and facilitate explanation. 6. Teachers, in general, are friendly, approachable and have established a good rapport with their students. They possess sound knowledge and professional expertise. They are willing to spend efforts on their professional development as well as pedagogy study and the cultivation of a sharing culture among themselves. 7. Students, in general, are attentive and show interest in learning. They are highly disciplined, co-operative, willing to follow teachers' instructions and participate in various classroom activities. They also show a reasonably good learning attitude and display potential for further improvement.	1. The school could continue with its efforts to promote pedagogy study and encourage teachers to provide more opportunities for student involvement and autonomy. 2. In order to help students develop a more thorough mastery of and fluency in English, the school could give a higher profile to the campaign which promotes the use of English across all aspects of school life. 3. The school could employ more strategies to strengthen students' confidence and initiative in learning as well as foster their independence as learners.
5. Student Support	1. The school provides a wide variety of extra-curricular and co-curricular activities and has an explicit policy to encourage students' participation. 2. Students are well supported through services including sex and health education, counselling for students with study and emotional problems, career guidance, leadership training, etc. 3. The school is able to tap external resources to give greater support for our students, e.g. the Rainbow Programme run by The Boys' and Girls' Association providing career education.	1. The school could enhance the co-ordination among different student support committees to ensure efficiency and avoid redundancy and wastage of resource. 2. Strategies for enhancing support for learner diversity (including support for SSEN and the slower learners and education for the gifted) can be further explored. 3. To address the developmental needs of students, the school could consider organizing more preventive programmes such as understanding sexual harassment, staying away from drugs, healthy living, etc.

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	1. The school enjoys positive relationships with parents and alumni and both parents and alumni hold the school in high esteem. 2. The parents and alumni are highly supportive of the school. 3. The school maintains close links with other organizations through such activities as exchanges among students, joining partnership programmes with HKCU on exploring the teaching of LS; sharing teaching ideas at conferences for teachers, etc.	
7. Attitude and Behaviour	1. Students, in general, have a positive self-concept and are well- disciplined and polite. Their behavior is good. 2. They are attentive, participate actively in class activities and have a good rapport with their peers. 3. They are proud of their school and possess a strong sense of belonging to the school.	1. Value education can be strengthened through adopting a whole-school approach. 2. Students' self-discipline and leadership potential can further be enhanced. 3. Students' sense of responsibility to enhance the ambiance of the school can be further developed.
8.Participation and Achievement	1. Students participate actively in a wide range of ECA and competitions, where they win numerous prizes, especially in music and sports. 2. In the past three years, the percentages of students with 14 or more points in the best subjects in the HKCEE were above the territory wide for day-school students. In the HKALE, the percentages of students in the school awarded the minimum entrance requirements for local degree courses were well above the territory average for day-school students. This shows that the academic performance of students attains the expected level.	1. Students should balance their academic and non-academic pursuits and whole person development. 2. Students should adopt an active learning attitude towards participation in OLE and ECA.

SWOT Analysis

Our Strengths

Our Strengths

➢ Students are by and large of good potential.
➢ Almost all the teachers are degree holders and subject-trained with strong commitment to teaching.
➢ Many senior students and veteran teachers are staunch supporters of the school's heritage and have a strong sense of belonging, pride, loyalty and concern for the school.
➢ The school has the unfailing support of its alumni and parents.

Our Weaknesses

➢ Most students view their school as a science school and are less interested in arts subjects.
➢ The English environment of the school can further be enhanced.

Our Opportunities

➢ The new senior academic structure offers opportunities for the school to re-structure its curriculum to maintain depth, breadth, balance and interconnection across all major areas of learning and redress the imbalance that some students attach to the importance of arts and science subjects.
➢ The new senior curriculum offers scopes for the school to structure opportunities for all students to engage in aesthetics, physical, moral and civic education and community services.

Our Threats

➢ Similar to other government schools, the school is under the SSPA Scheme and has full autonomy to select no more than 30% of its S1 students. This results in a great variety of abilities in some classes and there may be fluctuation in student intake.
➢ There is lack of autonomy and flexibility in staff posting and recruitment.
➢ The dwindling student population may aggravate the problem of diversity of abilities.
➢ The trends in society, e.g. the media influence, computer addiction, etc. poses greater challenges to teachers.

Major Concerns for a period of 3 school years (in order of priority)

1. Educating for values and character

2. Implementation and evaluation of NSS

School Development Plan (3-school-year period)

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	**Year 2**	**Year 3**	
1. Educating for values and character	• Students take initiative to learn and monitor the progress of their own learning.	✔			➢ Developing students' positive learning attitude through goal setting and self-reflection;
	• Students are self-disciplined.	✔	✔		➢ Adopting various strategies to nurture positive learning attitude, develop skills and celebrate achievements;
	• Students develop leadership potential.		✔	✔	➢ Cultivating the habit of pre-lesson preparation and providing extended learning opportunities;
				✔	➢ Providing opportunities to share good examples and experience of self-initiated learning;
	• Students are committed to serving the school and the community.				➢ Launching a Self-Discipline Campaign and organize related learning activities to enhance students' self-discipline;
					➢ Launching a Self-Improvement Scheme to provide room for school rule offenders to reflect on their offence and give recognition to their efforts in self-improvement;
					➢ Organizing leadership training programmes for prefects and other student leaders, including the officials of the ECA clubs;
					➢ Providing resources to support student leaders to take part in leadership training programmes organized by external bodies
					➢ Promoting school and community services and arranging participants to give opportunities to share their experiences;

2. Implementation and evaluation of NSS at King's College	1. The NSS subject groupings will be decided.	✔			1. The NSS Committee will carry out at least one survey in 2009-2010 to obtain information about student preference and use the results to work out subject groupings.
	2. The implementation of the school-based NSS introductory course and the NSS curriculum will be reviewed.	✔	✔	✔	2. The effectiveness of the teaching strategies and the appropriateness of the curriculum will be reviewed through regular meetings with the teachers, panel heads and students concerned.
	3. Problems relating to manpower, teacher training, student learning profile, etc. will be solved.	✔			3. Methods to solve problems such as the place allocation system, reporting students' ECA participation and achievement, manpower, timetabling, etc. will be evaluated and selected.
					4. The OLE Committee will ensure the smooth implementation of OLE and educate students about the importance of maintaining a balance between academic studies and development in other aspects.
	4. The efforts on development of effective pedagogy will have significant result so that there will be a bank of teaching resources and a systematic record of effective methods for teachers' reference.	✔	✔	✔	5. The Pedagogy Committee and the Subject Panel Heads will play an active role in bringing about a greater focus on student involvement in the teaching and learning process and the exploration of methods for teaching the NSS curriculum effectively.
	5. Parents, students and SMC are well-informed of all the related policies.				6. Communication with parents will be maintained by mail or through meetings with parents at Parents' Days.

<u>**Language Policy**</u>
<u>**(School-based Medium of Instruction Plan for Junior Secondary Levels)**</u>

The school-based medium of instruction (MOI) plan of our school has been devised according to the MOI fine-tuning arrangements and our school's own circumstances. Our plan applies to Secondary S1 students and the same cohort of students proceeding to S2 and S3. The plan, on which relevant stakeholders have been consulted, has been endorsed by the School Management Committee (SMC).

<u>**The Language Policy**</u>:
Our school will adopt EMI for subjects other than Chinese Language, Chinese History and Putonghua for all S1 students and the same cohort of students proceeding to S2 and S3 with the exception of Liberal Studies to be offered in S3.   The MOI for Liberal Studies will be Chinese.

<u>**The Rationale:**</u>
1. Student Ability
    Our school has fulfilled the "student ability" criterion.
2. Teacher capability
    All our teachers teaching EMI subjects have fulfilled the "EMI " requirement.
3. Support Measures
    The school has a range of measures to develop students' mastery of the English language. Some of these measures are:
    a. S1 bridging course (conducted before the school year begins and in the first month of the school year)
        – phonics, dictionary skills, reading skills, classroom language, useful sentence patterns and vocabulary, etc.
    b. English camp for S1 students (conducted before the school year begins)
        – games and activities to help students adapt to an English environment
    c. Learning through drama
        – drama lessons conducted in lesson time for S1 students to build up their confidence in using English for communication
        – S1 and S2 inter-class drama competitions
    d. English oral enhancement programme for S2 and S3
        – Activities organized by HKU exchange students on our school campus
        – video-conferencing in English with students in China through a programme named "V-China"
        – training for the HK Schools Speech Festival
    e. Debating Society Activities
        – a debating skills training course for S1 and S2
        – debating competitions for S1-S3
    f. English Society activities
        – an English Week featuring a variety of activities
        – regular displays of students' compositions, poems, projects, etc. on notice boards in corridors on the school campus
        – maintaining an English corner
        – organizing interesting activities like Outburst, Halloween, etc.
    g. Lunch-time activities provided by the NETs throughout the year
        – activities designed to address specific language problems of S1 and S2 students, e.g.

vocabulary related to school life
h. Deployment of a teaching assistant to organize activities and support the English panel
i. Self-learning programmes
– extensive reading scheme, reading-to-learn programmes, reading award scheme, TV news learning programmes, online self-access progrmmes, etc.
j. English Enhancement Programme run by the NETs for the more able students
– a year-round structured programme designed to enrich the skills required in a variety of real life situations
k. Special arrangements for students comparatively less proficient in English
– in S1 and S2, about 60 students are split into 3 classes in the English lessons
– about 20 students who scored the lowest marks in the Pre-S1 English attainment test will be put in the same class. They will have a tailored curriculum designed to develop their proficiency gradually and help them attain a level comparable to that of students following the mainstream curriculum in two years' time.   In addition, they will attend a year-round structured programme taught by our English teachers.
– senior form student tutor S1 and S2 students in small groups
l. A whole-school approach to enhance the English environment
– guidelines on use of English on the campus is prepared
– a pledge to be signed by teachers and student to show determination to use English on the campus
m. The English in the Mainstream Course
– the course is run by our NET teacher and English teacher to give support to EMI teachers