



KING'S COLLEGE
School Development Plan

2015-2018

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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:

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

- 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.

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action
1. To further develop the school as a learning community	Partly achieved	- We will continue to engage students and teachers in learning capacity and skill development as well as collaborative learning and teaching in the next SDP
2. To strengthen life-wide and life-long learning skills and culture	Mostly achieved	- We will continue with educating for value and capacity building in the next SDP - Cultivating reflective learning and life-wide and life-long learning culture will be incorporated as routine work

Evaluation of the School's Overall Performance

PI Areas	Major Strength	Areas for Improvement
School Management	<ol style="list-style-type: none"> 1. The School Management Committee (SMC) is committed and gives full support to the school. 2. The school has a clear direction of development. She strategically formulates development plans in line with her direction of development. 3. The school's vision and mission are embraced by the teachers. 4. There is a structured organizational framework allowing for effective management of the school and the pursuit of its objectives. The School Improvement Team (SIT) serves as a platform for the school management and teachers of academic and student support domains to exchange views on school policies. 	<ol style="list-style-type: none"> 1. The monitoring of the implementation of department and committee plans could be strengthened. 2. More middle managers should play a more active part in policy making in school. 3. In response to the staff readiness to exchange views, the school will continue to enhance the transparency of the decision making process.

PI Areas	Major Strength	Areas for Improvement
Professional Leadership	<ol style="list-style-type: none"> 1. The Principal is committed to leading the school to higher height. Being familiar with the education and curriculum reform, the Principal is proactive in initiating new ideas and introducing new school policies. 2. The Assistant Principals are committed and responsible. They serve effectively as a bridge between the Principal and the staff, as well as coordinate effectively among subject departments and committees. 3. The middle managers are knowledgeable and experienced. They are familiar with the need of the students and have kept themselves abreast of the latest development of the education reform. They are keen in participating in leadership training programmes provided by the Education Bureau and other professional bodies. Among them were the Middle Management Curriculum Leadership Training Tour to different mainland cities and the Mathematics Olympiad Leadership Training. These have made positive impacts on promoting continuous professional development among teachers. 	<ol style="list-style-type: none"> 1. The school could further enhance the administrative capabilities of teachers and empower them to share the administrative work. 2. Middle managers could take a more active role in promoting professional development and exchange among staff. 3. Deployment of resources could be openly discussed between school management and staff and effectively done to optimize the staff and school capacity.
Curriculum and Assessment	<ol style="list-style-type: none"> 1. Our well-balanced school curriculum is designed in line with students' need, as well as the school's mission and goals. 2. Due emphasis has been put on students' intellectual and personal development while at the same time positive attitudes and values are inculcated. 3. The programme plans of all subject departments are closely aligned with the School's development priorities, coupled with detailed implementation and support strategies. 4. Study and HOTS skills are integrated across all subject curricula. More cross-curricular learning activities are designed. 5. An e-learning culture is promoted through extensive use of the e-platform to facilitate learning and assessment beyond classroom. 	<ol style="list-style-type: none"> 1. The school will continue to enhance students' language capacity and develop students' capacities for exploration and inquiry learning 2. To cater for learner diversity, more support measures will be explored for students, especially those with special educational needs. 3. Peer learning will further be strengthened through classroom activities and e-learning platform.

PI Areas	Major Strength	Areas for Improvement
	<ol style="list-style-type: none"> 6. There is a mechanism to analyse students' performance after each summative assessment and the data collected are used to devise measures to enhance learning effectiveness and student support. 7. Peer assessments are integrated into learning to evaluate the learning outcomes. 	
Student Learning and Teaching	<ol style="list-style-type: none"> 1. Our students are interested and motivated in learning. They are highly adaptive to a multitude of learning strategies inside and outside school. 2. Cooperative learning, reflective learning and self-directed learning are some of the teaching strategies adopted to enhance learning and teaching effectiveness. 3. Ample opportunities are provided for students to practise and upgrade their presentation skills. Many more students are invited to give sharing and presentation during the CCA periods, in the morning assemblies and in the Knowledge Fair. 4. Our School has started to house the Saiyingpun On-screen Marking Centre since 2013-14. An increasing number of teachers serve as setters, markers or oral examiners in the HKDSE to familiarize themselves with the latest requirements of assessment in the public examination. 5. More sessions for professional sharing among teachers are conducted on Staff Development Days, in Staff Meetings and in KLA meetings. 	<ol style="list-style-type: none"> 1. More co-lesson planning periods are desired for subject collaboration among teachers. 2. More time is desired for teachers to plan and reflect on their teaching effectiveness and give individual or group support to students beyond the lesson time. 3. Where manpower resource permits, small class teaching will continue to be implemented in the senior levels.
Student Support	<ol style="list-style-type: none"> 1. Our School adopts a whole-school approach to student development and provides a comprehensive framework for student-focused support. 2. A structured curriculum has been constructed as the framework for value education for students. Coordination among different committees ensures effective use of resources to promote value 	<ol style="list-style-type: none"> 1. More space for teachers to cultivate good student-teacher relations, give students guidance on personal development and growth is much desired. 2. More systematic arrangements and scheduling will be done to allow teachers

PI Areas	Major Strength	Areas for Improvement
	<p>education.</p> <ol style="list-style-type: none"> 3. A broad spectrum of extended enhancement learning activities is offered to broaden students' horizons and stretch their potentials. A wider range of student participation is recorded. Participants affirm the education value of their learning experience beyond the classroom. 4. Through joining the Healthy School Programme, the school is committed to providing a variety of health education activities to develop positive attitudes and healthy habits among students. 5. For Careers Education, ample careers-related information is provided to enable informed and realistic decision making. An array of activities enriching careers-related experiences is also organized to broaden students' careers exposure. 6. Service Education is strengthened. Students participate actively in school and community services organized by the school or outside parties. 7. Teachers are ready to attend teacher professional development training on Integrated Education, preparing for the increasing demand for teachers capable of handling students with SEN. In-house training for continuous development is also provided. 	<p>of different KLAs to receive SEN training.</p>
Partnership	<ol style="list-style-type: none"> 1. Our School enjoys positive relationships with parents and alumni. We are particularly grateful to the OBA for their continuous collaboration with us in providing careers-related experience for students. The alumni's generous donations contributed to numerous new scholarships and sponsorships to extended learning activities. The PTA also holds the school in high esteem and is supportive to the school. 2. Multiple channels are provided for parents to be well informed of school affairs and development, and for parents to express their views 	<ol style="list-style-type: none"> 1. E-messages will be adopted to send circulars and other notices to parents, facilitating timely communication with parents.

PI Areas	Major Strength	Areas for Improvement
	<p>to the school.</p> <ol style="list-style-type: none"> 3. In these years, our School has been actively involved in the Professional Development School Scheme, School-based Support Services and the School-based Support Unit Consultancy Service provided by the Education Bureau to strengthen our capacity as a learning organization. 4. Our School maintains close bondage with tertiary education institutions and other professional bodies, with which we collaborated to provide a wide range of extended learning opportunities for students. 5. We have worked with various non-government bodies (NGO) to provide programmes to support student development. We also joined with one NGO to run an elder academy to provide community service for the elderly in our district. 	
Attitude and Behaviour	<ol style="list-style-type: none"> 1. Most students abide by the school regulations. 2. Most students like the school and get along well with their classmates. 3. There are ample opportunities for students to develop leadership, serve the school and support the peers. 	<ol style="list-style-type: none"> 1. Students' self-discipline and sense of belonging to the school could be further enhanced. 2. Students could be given more guidance in pursuing a virtuous and purposeful life.
Participation and Achievement	<ol style="list-style-type: none"> 1. Our students have attained encouraging academic results in the HKDSE since its inception. 2. Students continue to take an active part in a wide range of ECA and sports, music and art competitions. 3. More students have joined local, national and international science competitions and won honours for themselves and for the school. 4. There is an increasing trend in student participation in social or community services, as well as study tours and local and overseas exchange programmes. In the past three years, our students have set 	<ol style="list-style-type: none"> 1. We would like to see a broader range of student participation in these academic and non-academic activities.

PI Areas	Major Strength	Areas for Improvement
	<p>foot on various cities in the mainland, such as Beijing, Nanjing, Henan, Guangzhou, Chongqing, Hangzhou, Yichang, Tianjin, Hubei, Guizhou, Shenzhen, Macau, as well as Taiwan, Singapore, Malaysia, Japan, South Korea, Kenya, Denmark, Australia and New Zealand.</p> <p>5. Our students are also given plenty of opportunities to plan and to host major school functions to enhance their leadership abilities and presentation skills. The students have performed very well on all these occasions and contributed to promoting a good school image to the public.</p>	

SWOT Analysis

Our Strengths

- Students are by and large of good potential.
- Almost all the teachers are degree holders, most are subject-trained with strong commitment to teaching.
- Many alumni 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 the KCOBA and the KCPTA.

Our Weaknesses

- Many of our students are science-oriented who tend to allocate less time on language learning.
- The English environment can further be enhanced.
- There is an apparent imbalance between the number of students taking science subjects and their electives and that of some arts/humanities subjects.

Our Opportunities

- We are blessed by the generous donations of our alumni. The King's College Education Foundation will provide additional resources to support the development of our school.

Our Threats

- There is a growing diversity in our student intake. Our teachers face more challenges in handling students of a great variety of abilities, including SEN and NCS.
- There are a lot of temporary teachers at school, creating problems in stability of staff force, long term development planning and responsibility allocation.
- The anticipated downsizing of the teaching staff entitlement will pose serious impact on the sustainable development of the school.

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

1. To promote self-improvement in learning and teaching
2. To strengthen students' character and capacity building

School Development Plan (3-school-year period)

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		Year 1	Year 2	Year 3	
I. To promote self-improvement in learning and teaching	1. To train up the skills of enquiry and exploration among students	✓	✓	✓	<ul style="list-style-type: none"> ➤ Project based learning ➤ Exploring the Science World <ul style="list-style-type: none"> ➤ Training of creative skill for scientific investigation for students at junior levels ➤ Pull-out training offered to students with potential ➤ Participating in local and international competitions on scientific invention across junior and senior levels ➤ Designing of self-learning assignments and self-directed learning activities ➤ Use of computer programming skills and peer IT training through extra-curricular activities ➤ Enhancement of different text types for Chinese and English ➤ Creative endeavours and learning languages through activities beyond lessons ➤ Recruitment of language ambassadors ➤ Self-directed Learning through e-learning, pre-lesson preparation and post-lesson evaluation ➤ Continuous professional development for teachers through learning circles, open class and pedagogy study and IT in teaching
	2. To further enhance students' language competency	✓	✓	✓	
	3. To motivate students and teachers to strive for continuous self-improvement	✓	✓	✓	

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		Year 1	Year 2	Year 3	
II. To strengthen students' character and capacity building	1. Pursuit of a virtuous student life	✓	✓	✓	<ul style="list-style-type: none"> ➤ Adopting a Whole School Approach to value education with highlights on Theme Virtues of the School Year ➤ Subject departments and Committees incorporating positive virtues in the respective subject curricula and programme plans
		✓	✓	✓	
	2. Enhancement of students' personal qualities and attributes	✓			<ul style="list-style-type: none"> ➤ Enhancing the organization and management capacity of major student bodies for supporting the implementation of the 90th Anniversary Celebration events ➤ Further developing students' leadership, language competence and communication skills ➤ Enhancing students' creativity and aesthetic appreciation
		✓	✓	✓	
		✓	✓	✓	

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		Year 1	Year 2	Year 3	
	3. Pursuit of purposes in school life a. Career and Life Planning (CLP)	✓	✓	✓	<ul style="list-style-type: none"> ➤ Implementation of CLP Education Programmes and Activities according to the school-based Life Planning and Career Guidance Service framework ➤ Equipping teachers with relevant knowledge, skills and resources for providing CLP guidance to students ➤ Providing parents' education on CLP
	b. Living in a harmonious school c. Leading a healthy and green lifestyle	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	<ul style="list-style-type: none"> ➤ Organizing programmes to promote awareness and encourage application of Self-Discipline, Peer Support, Respect and Tolerance and Inclusive Education. ➤ Organizing Physical Fitness/Sports Training Programmes for different target groups to promote the habit of regular exercise and strengthen sports skills ➤ Implementing preventive mental/psychological health programmes ➤ Introducing programmes to promote a green living habit

Language Policy
(School-based Medium of Instruction Plan for Junior Secondary Levels)

The school-based medium of instruction (MOI) plan of our school has been designed according to the MOT fine-tuning arrangements and our school's own circumstances. Our plan applies to Secondary 1 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).

The Language Policy:

Our school will adopt EMI for subjects other than Chinese Language, Chinese History, Putonghua and Liberal Studies for all S1 students and the same cohort of students proceeding to S2 and S3.

The Rationale:

1. Student Ability
Our school has fulfilled the "student ability" criterion.
2. Teacher capability
All our teachers teaching EMI subjects 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 for the 40 lowest achievers of the pre-S.1 Attainment Test before the year begins)
 - reading skills, classroom language, useful sentence patterns and vocabulary items related to the school, 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. School-based language art & speaking curriculum
 - S1: Poems & Songs
 - S2: Popular culture
 - S3: Movies

Being immersed in different contexts of language art, students' learning motivation towards English learning has been enhanced and the tailor-made assessment projects can greatly develop students' creativity and competence
 - d. Lunchtime English oral enhancement programme for S1-S2 students
English ambassadors recruited at senior secondary level will give conduct the session to provide opportunities for English speaking practice for both junior secondary students and English ambassadors.
 - e. CCA Period activities
 - S1: Watching videos of different language art activities on YouTube
 - S2: Inter-class readers' theatre competition
 - S5: Sharing of public speaking skills
 - f. Participation of Hong Kong Schools Speech Festival
Students are encouraged to join a variety of events including solo-verse speaking, improvised drama, choral speaking, public speaking etc. Proper training and guidance is given by English teachers.

- g. Debating activities
 - S3 Inter-class debating competition during Activity Day
 - After-school debating workshops for S1-S2 students
 - Participation of inter-school debate competitions
- h. Drama activities
 - Drama workshop for S1-S3 students organized by the English Drama Club
 - Participation of inter-school drama competitions
- i. English Society activities
 - Movie shows and lunchtime game booths (tongue twisters, amazing race) for S1, S2 students
 - S1 Inter-class English Quiz
 - regular display of students' writings, poems, projects, etc on notice boards in corridors on the school campus
 - organizing theme-based activities like Halloween, Christmas, Easter, etc
- j. Deployment of a teaching assistant to organize activities and support the English panel
- k. Self-learning programmes
 - Extensive Reading Scheme, e-Learning Platform, TV news learning programmes
- l. Special arrangements for students comparatively less proficient in English
 - S.1 remedial class: about 20 students who scored the lowest marks in the Pre-S.1 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 a year's time. In addition, they will attend study groups by the counselling team. In addition, they will attend an after-school speaking workshop for brushing up their communication skills.
- m. A whole-school approach to enhance the English environment
 - guidelines on use of English on the campus is prepared
 - announcements and morning assemblies are conducted in English