# KING'S COLLEGE
## School Development Plan

## 2018-2021

# <u>C o n t e n t</u>

School vision and mission

School goals

School motto

Core values

Effectiveness of the previous school development plan

Evaluation of the school's overall performance

SWOT analysis

School development plan (3-school-year period)

Language policy

**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 to privide 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 culture 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:

- 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 2015 – 2018**

| Major Concerns | Extent of targets achieved | Follow-up action |
|---|---|---|
| **1.** To promote self-improvement in learning and teaching | Mostly achieved | - We will continue to enhance students' language proficiency and will embark on more focused programmes to promote self-directed learning, STEM education, and to ensure a greater degree of effectiveness in students' learning through various programmes to cater for learner diversity in the next SDP |
| **2.** To strengthen students' character and capacity building | Mostly achieved | - We will continue with the programmes which help instill positive values in students and to foster continuous whole-person development<br>- We will attempt on programmes which help students to take up positive attitudes towards life and self in the next SDP |

**Evaluation of the School's Overall Performance**

| PI Areas | Major Strength | Areas for Improvement |
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| School Management | 1. The School Management Committee (SMC) is committed and gives very strong support to the school. <br> 2. The school has clear directions of its sustainable development. Development plans are strategically formulated in line with the directions of development. <br> 3. The school's vision and mission are embraced by stakeholders. <br> 4. The structured organizational framework facilitates effective management of the school and the pursuit of its objectives. Through regular meetings of the School Improvement Team (SIT), the school management and teachers of academic and student support domains exchange views on school policies, evaluate on the effectiveness of the programmes launched and suggest plans to improve the effectiveness of the running of the school as well as the learning outcomes of students. | 1. The monitoring of the implementation of department and committee plans could further be strengthened. <br> 2. More middle managers and teachers at basic ranks should play a more active part in planning and policy making in school. <br> 3. To encourage a higher degree of participation in decision-making and to invite suggestions from teachers, the school will continue to enhance the transparency of the decision making process and to bring in teachers of different capacities for evaluating the effectiveness of plans and programmes. <br> 4. To train up the next generation of middle managers to take up leadership role presently assumed by senior teachers who are due to retire in the coming three years. |

| Professional Leadership | 1. The Principal is committed to leading the school to strive for a higher level of achievement and to provide a conducive learning environment for the whole person development of students.   With dedication and a strong sense of commitment, the Principal is ready to give prompt response to practices and policies to foster the school's substantive development.<br>2. The Assistant Principals are ready to take up responsibilities and have work congenially with their colleagues. They serve effectively as a bridge between the School Administration and the staff, as well as coordinate effectively among subject departments and committees.<br>3. The middle managers are experienced and forward looking. They are ready to undertake duties assigned to them and to give constructive suggestions on school policies.   They are keen to keep themselves abreast of the latest curriculum reform by participating enthusiastically in professional development programmes provided by the Education Bureau and other professional bodies. They have made positive impacts on promoting continuous professional development among teachers. | 1. The school should make plans to enhance the administrative capabilities of teachers by empowering them to take up a greater share of administrative work and curriculum planning.<br>2. Middle managers could play a more active role in promoting professional development and facilitating collaboration and experience sharing among staff.<br>3. Teachers, especially those younger ones, can be entrusted with tasks covering a broader basis to allow them to enrich their experience in planning, implementing and evaluating and to enable them to put forward initiatives. |
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| Curriculum and Assessment | 1. Our well-balanced school curriculum is designed to cater for students' needs which goes in line with the school's mission and goals.<br>2. Strong emphasis has been put on students' intellectual and personal development while at the same time positive attitudes and values are inculcated.<br>3. The programme plans of all subject departments are designed to respond to the School's development priorities, coupled with target-oriented implementation and support strategies.<br>4. A greater emphasis has been put on cross-curricular collaboration with an increasing number of subject departments working together on projects to enhance the transfer of knowledge among different subject disciplines.<br>5. More attempts have been made to strengthen students' self-learning ability through e-learning means. The extensive use of the e-platform has facilitated learning and assessment beyond classroom.<br>6. Teachers continue to extend their knowledge in e-learning and have become more ready to try out different e-learning means to promote the effectiveness in learning and teaching.<br>7. The data collected through students' performance in each summative assessment have been analyzed to enable teachers to work out measures to further enhance learning effectiveness and to provide timely support to students. | 1. The school will continue to enhance students' language capacity and develop students' capacities for exploration and inquiry learning.<br>2. To cater for learner diversity, more support measures will be implemented to promote the effectiveness of student learning, especially those with special educational needs and less able students.<br>3. Student centred learning will further be strengthened through interactive and cooperative classroom activities and e-learning platforms.<br>4. The school could make use of the big data to provide a fuller picture of effectiveness in learning and teaching and to have better planning for different subject curricula at different levels.<br>5. The School could continue to make use of e-learning means to promote self-learning and reading both within and beyond classrooms.<br>6. Peer assessments and self-reflections can be more extensively employed to provide valuable data to evaluate the learning outcomes. |
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| Student Learning and Teaching | 1. Our students are interested and motivated in learning. They are highly adaptive to a multitude of learning strategies to extend their learning opportunities.<br>2. The School has continued to make use of cooperative learning, reflective learning and self-directed learning to enhance learning and teaching effectiveness and to cater for learner diversity.<br>3. Opportunities of different kinds are provided for students to consolidate their learning and to stretch their potential by participating in classroom activities and inter-school and international competitions.<br>4. Our School housed the Saiyingpun On-screen Marking Centre from 2014 to 2017 school years. During the period, the number of teachers served as setters, markers or oral examiners in the HKDSE keeps climbing. The experience acquired helps them and their colleagues to keep abreast of the latest requirements of assessment in the public examination.<br>5. Teachers are more prepared and ready to take part in professional sharing activities among themselves on formal occasions like Staff Development Days, Staff Meetings and KLA meetings and in informal casual exchanges in the form of learning circles. | 1. More subject departments should take the initiative to conduct cross-curricular collaboration, at both junior and senior secondary levels.<br>2. Programmes can be conducted to bring in a larger number of students of higher abilities and gifted students to enhance their learning capabilities both in and outside classrooms.<br>3. Effort is still needed to further enhance students' high order thinking skills and presentation skills.<br>4. More systematic planning will be launched to further promote students' language competence through reading activities.<br>5. Where manpower resource permits, small class teaching will continue to be implemented at junior secondary levels to provide more intensive and individual care to students.<br>6. More careful planning should be done to provide learning support to NCS and SEN students.<br>7. Opportunities will be given to teachers to extend their capability in handling learner diversity through professional development programmes and collaboration within and across departments. |
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| Student Support | 1. Our School adopts a whole-school approach to student development and has set up a comprehensive framework for student-focused support.<br>2. A structured curriculum has been adopted to provide the framework for the design and conduct of programmes on value education for students. Coordination among different committees ensures effective use of resources to promote value education.<br>3. A broad spectrum of extended enhancement learning activities is offered to broaden students' horizons and stretch their potentials. The number of students participating in the activities has kept increasing. Most participants confirm the education value of their learning experience beyond the classroom.<br>4. Through joining the Healthy School Programme, the school has stayed committed to providing a variety of health education activities to develop positive attitudes and healthy habits among students.<br>5. For Careers and Life-planning Education, careers-related information has constantly been updated and disseminated to facilitate informed and realistic decision making on study and career choices among students. To broaden students' exposure to the world of work, an array of activities enriching careers-related experiences have been held.<br>6. Students continue to participate actively in school and community services organized by the school or outside organizations.<br>7. Schedules for teachers to attend teacher professional development training on Integrated Education have been timely implemented, ensuring an increasing number of teachers who are equipped with the skills and knowledge to handle students with SEN. In-house training for professional development is also provided. | 1. More learning opportunities to develop students' potential and skills beyond the formal curriculum can be provided to students of average or low ability.<br>2. More space should be created for teachers to strengthen student-teacher relations, give students guidance on personal development and growth.<br>3. More systematic arrangements and scheduling will be made to allow teachers of different KLAs to receive SEN training.<br>4. Greater coordination can be sought between/among different subject departments to run for programmes to enhance students' learning capabilities. |

| Partnership | 1. Our School enjoys congenial partnership with parents and alumni. With the support from alumni, the school has continued to provide careers-related experience for senior form students. The King's College Education Foundation has provided generous and continuous support for the conduct of a wide range of learning opportunities both locally and internationally and the purchase of services and facilities which help much to ensure a conducive learning environment for students. The PTA continues to provide staunch support to the school.<br>2. Multiple channels are provided for parents to be informed of the latest school affairs and development, and for parents to express their views to the school.<br>3. The introduction of the e-messages system helps to provide instant messages and notifications to parents. Parents also receive instant notification of students' attendance through the system.<br>4. Our School has been actively involved in the 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 and to design on school-based materials to cater for the needs of the students.<br>5. Our School maintains close bondage with tertiary education institutions and other professional bodies, through which we collaborate to offer a wide range of extended learning opportunities for students.<br>6. We have worked with various non-government bodies (NGO) to run programmes to support students' academic and personal development. The cooperation with the NGO to run an elder academy to provide community service for the elderly in our district has nurtured a stronger community spirit among our students. | 1. The School will elicit greater support from tertiary institutions and other organizations for the conduct of STEM-related activities to heighten students' interest in scientific exploration and investigation.<br>2. The School will attempt to establish contact with different Mainland schools, local international schools and overseas secondary and tertiary institutions to provide more extensive opportunities for exchange and sharing of experience and learning opportunities. |
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| Attitude and Behaviour | 1. Most students abide by the school regulations.<br>2. Most students feel proud to be Kingsians and show a strong sense of belonging.<br>3. Students get along well with their classmates and have maintained a trusting and harmonious relationship with their teachers.<br>4. There is a wide range of opportunities opened to students to develop leadership, serve the school and support the peers. | 1. More training and guidance can be given to students to train up their self-management skills.<br>2. A wider range of structured programmes can be conducted to help students to pursue a virtuous and purposeful life and to build up positive attitudes towards their self, their community and their country. |
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| Participation and Achievement | 1. Our students have over the years attained academic results which are far above the territory average in the HKDSE since its inception.<br>2. Students continue to take a very active part in an extensive range of ECA and science, STEM, IT, sports, music and art competitions.<br>3. A greater number of students have joined local, national and international science and IT competitions and the different rounds of the World Scholar's Cup. They have never ceased to bring honours to themselves and the school.<br>4. Students are eager and show fervent interest to participate in social or community services, as well as study tours and local and overseas exchange programmes. In the past three years, students have left their footprints in various cities in the mainland, such as Beijing, Fukien, Nanjing, Guangzhou, Shandong, Tianjin, Guizhou, Shenzhen, Macau, as well as Taiwan, Singapore, Vietnam, Malaysia, Japan, South Korea, USA, Germany, Australia and New Zealand.<br>5. Our students are given plenty of opportunities to plan and to host major school functions to hone their leadership abilities and presentation skills. They have performed very well on all these occasions and contributed to promoting a good school image to the public. | 1. The School would continue to look for suitable programmes to enhance the learning capabilities and experience of students of average and lower abilities beyond classrooms.<br>2. The School hopes to bring in a larger number of students who will be given the challenge to take part in a broader range of regional, national and international competitions. |

## SWOT Analysis

Our Strengths

1. Students are by and large of good potential and work hard to strive for a high level of achievement.
2. The majority of teachers are subject-trained, well experienced and strongly committed to nurturing students and are ready to collaborate and share and display a strong sense of readiness to pursue continuous professional growth and development.
3. The prestigious and glorious history of the school has fostered a strong sense of belonging, pride, loyalty and concern for the school among the different parties of stakeholders.
4. The school has maintained close and congenial relationships with parents, graduates, the community and other organizations.   That, apart from providing strong support to the school, facilitates effective use of resources targeting the school's sustainable development.

Our Weaknesses

1. There is room for students to improve on their language competency and the effective use of languages in daily communication.
2. Students, in general, are not actively engaged in reading activities for personal enrichment and academic advancement, producing undesirable debilitating effects on students' language proficiency.
3. Most students are not skillful enough to apply appropriate and effective learning skills and self-management skills to bring about a general uplift in academic and personal development.

Our Opportunities

1. The new emphases laid on ongoing curriculum renewal, embracing more systematic curriculum planning for Basic Law Education and STEM Education, will prompt teachers to explore and embark on different approaches and means to achieve the goals set and to enhance the effectiveness of the programmes launched.
2. The school can provide new, innovative and unique learning opportunities to students both in and outside classrooms through the purchase of equipment, facilities and service with the generous donations from alumni and the sponsorship from the King's College Education Foundation.
3. With the provision of extra funding to enrich students' knowledge in Chinese history and culture, more activities can be organized to extend students' horizons and learning and to nurture virtues among students.
4. The emphasis on STEM education will further heighten students' interest in the learning of science and mathematics and help train up students' investigation, practical and learning skills.
5. The anticipated rise in student population will allow the school to take in a relatively larger number of competent and talented students who will in turns provide the impetus for their peers to strive for a higher level of achievement in a wide spectrum of learning activities.

Our Threats

1. Teachers will face more and greater challenges in handling students of a greater variety of learning abilities and educational needs.
2. More resources need to be channeled for the running of programmes for SEN and NCS students as the number of which keeps climbing.
3. The anticipated downsizing of the teaching staff entitlement and the departure of experienced teachers in the coming years will pose significant and serious impact on the sustainable development of the school and the succession to key posts and duties.

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

Major Concern 1: To enhance students' language competency and capability in learning

| Major Concern | Targets | Time Scale | | | A General Outline of Strategies |
|---|---|---|---|---|---|
| | | Year 1 | Year 2 | Year 3 | |
| I. To enhance students' language competency and capability in learning | 1. To promote language competency through reading and cross-curricular projects | ✓ | ✓ | ✓ | ➢ Promoting effective use of languages and enhancement of subject knowledge through cross-curricular projects – language subjects with subjects of other disciplines<br>➢ Graded reading and regular reading activities organized by library with subject departments<br>➢ Reading activities within the curriculum and activities extending beyond classrooms for language subjects<br><br>➢ Assessment of students' abilities and talents through activities at class levels and across classes |
| | 2. To foster active and self-directed learning among students through programmes catering for learner diversity | ✓ | ✓ | ✓ | ➢ Use of a range of pedagogical approaches and learning materials to cater for learning diversity in class<br>➢ Opportunities to be more extensively provided to students of average or lower abilities to stretch their potential beyond classrooms, embracing them in leadership training and exchange programmes and engaging them in internal experience sharing sessions<br>➢ Competitions and activities, on school, local, regional or international basis, to promote students' self-confidence in learning<br>➢ Class-based after school study groups |

| Major Concern | Targets | Time Scale | | | A General Outline of Strategies |
|---|---|---|---|---|---|
| | | Year 1 | Year 2 | Year 3 | |
| | 3. To heighten students' interest in STEM education and to lift students' spirit in science investigation | ✓ | ✓ | ✓ | ➢ Conduct of a whole school STEM function in a school year<br>➢ Continue to run after-school training courses to raise the spirit in science investigation and hold competitions to arouse students' interest in creative endeavours through science exploration: e.g. invention, or touching-up/refining existing products<br>➢ Collaboration with library for display and books on loan related to STEM education and language disciplines |

• Teacher professional development programmes to facilitate the implementation of the above programmes
- Teachers to attend relevant training in areas like curriculum leadership/development, catering learning diversity, IT in education, etc to promote the effectiveness in learning and teaching and to facilitate the successful conduct of the programmes
- Teachers to work collaboratively in designing and tailoring learning and teaching materials to cater for learning diversity. They are expected to exchange and share their professional experience from time to time on appropriate occasions throughout the three years
- Teachers to provide help and guidance to students who participate in different competitions

| Target | Strategies (with time frame) | Success Criteria | Evaluation Method | 18/19 | 19/20 | 20/21 | Responsible Parties |
|---|---|---|---|---|---|---|---|
| 1. To promote language competency through reading and cross-curricular projects | (a) Cross-curricular projects<br>    Language departments with other subject departments<br>    2018-19<br>    English with Science disciplines<br>    Chinese with Life & Society<br>    2019-20<br>    English with Humanities disciplines<br>    Chinese with Chinese History<br>    2020-21<br>    English & Chinese collaborated with selected subject disciplines | - At least 70% of students were able to apply their knowledge in the languages for the presentation of the project<br>- 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<br>- Teachers' assessment and feedback on the project done<br>- Students' self-reflection on the project done<br>- Sharing and display of good work | ✓ | ✓ | ✓ | - Related subject departments<br>- Language Departments<br>- Curriculum Planning and Development Committee |
| | (b) Graded reading and regular reading activities conducted by the library<br>- Regular book display of books to foster students' competency in language learning: alternate months for Chinese and English books on different topics, having books being categorized into levels of difficulty<br>- Book exhibitions and fairs<br>- Thematic display of books on STEM related subject matters<br>- Sharing of good books by class representatives & reading ambassadors (each class to do the sharing in either terms with one in | - At least two book fairs / exhibitions in a school year<br>- At least one book display in the library every other month with the suggestions from Chinese and English departments<br>- Most books of different levels of difficulty on display were borrowed by students<br>- At least two thematic displays of books on STEM in a school term<br>- All S.1-S.3 classes did the book sharing in King's | - Number of students viewing the display/fair/exhibition recorded by the library<br>- Number of books on display borrowed by students<br>- Number of sharing done by classes<br>- Number of sharing done by reading ambassadors<br>- Statistics on books borrowed according to level of difficulty | ✓ | ✓ | ✓ | - The school library<br>- Chinese Department<br>- English Department<br>- Reading Ambassadors<br>- King's Morning Committee<br>- Reading to Learn Committee |

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| | Chinese, one in English) | Morning in either term<br>- Reading ambassadors to conduct sharing at least 5 times a year in King's Morning, evenly using either Chinese or English | | | | | |
| | (c) e-reading to enhance students' knowledge and language proficiency<br>- e-reading – Chinese and English departments, for continuous assessment at S.1 & S.2<br>- 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 and S.2 classes did English and Chinese e-reading on a regular basis<br>- Over 80% of students completed the tasks assigned with a good level of performance<br>- 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<br>- Completion of the tasks assigned to students and the quality of work done<br>- Students' performance on collaborative projects as listed in (a) | ✓ | ✓ | ✓ | - The school library<br>- Chinese Department<br>- English Department<br>- Related subject departments<br>- 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 junior form students<br>- monthly challenges for S.1 classes – Chinese, English, Mathematics and Science – to allow students of different abilities to have a better understanding of the areas to improve on and to stretch their potential<br>2018/19<br>  1st term - Chinese + Maths | - At least 60% of students who took the quiz performed satisfactorily in the quizzes<br>- At least 60% of students identified show progress of work done after the tutorial sessions<br>- A list of students to be groomed based on the performance in the quizzes | - Students' performance in quizzes<br>- Teacher assessment<br>- Students' attendance in tutorial classes<br>- Students' performance in the activities/competitions joined | ✓ | ✓ | ✓ | - Chinese Department<br>- English Department<br>- Mathematics Department<br>- Science KLA (coordinated by IS |

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| | 2nd term - English + Science 2019 and thereafter till 2021 Both S.1 and S.2 - follow-up tutoring to consolidate students' learning (for less able ones) - pull-out training for talented students (for gifted ones) | | | | | | department) - Curriculum Planning and Development Committee |
| | (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 Students with special abilities be arranged to perform in special school functions e.g. Speech Day, King's Morning, Open Days, etc. | - A broader range of students with different abilities to join the competitions - Sharing regularly done at class and school levels - The identification and recognition of students with special talents - Range of competitions students taking part in, covering both academic and non-academic competitions | - Number of students joining the competitions - Number of competitions joined - Statistics on the scale of competitions joined - Number of students with special talents performing in school functions - Students' feedback from sharing | ✓ | ✓ | ✓ | - Teachers from all subject departments - King's Morning Committee - Teachers i/c of special school functions |
| | (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 | - A larger number of students of average/low abilities joining local/overseas exchange tours - The different school teams recruit a broader range of students of different abilities | - Number of students of average/lower abilities joining different competitions - Number of competitions joined - Statistics on the types of programmes/activities joined - Teachers' review | ✓ | ✓ | ✓ | - Study tours, sister schools and exchange programmes committee - Student Union - Prefect Body - ECA Committee |

| | | - Participants' feedback | | | | |
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| | (d) KLA-based pedagogical studies to cater for the needs of students of diverse abilities | - A clear focus for pedagogical studies set out and achieved<br>- A range of teaching methods tried out to cater for learner diversity at each level which helps raise students' learning effectiveness<br>- Over 80% of students were able to complete the tasks assigned with the overall learning and teaching effectiveness being raised<br>- All teachers to take part in the pedagogical studies and provide feedback | - Students' peer observation and feedback to their classmates' performance<br>- Teachers' self-evaluation<br>- Teachers' evaluation on the effectiveness of the methods adopted<br>- Peer observation among teachers who attended the lesson<br>- Students' feedback on the effectiveness of the lessons conducted<br>- Students' performance in the lessons conducted | ✓ ✓ ✓ | | - Pedagogy Committee<br>- All subject teachers/HODs |
| | (e) Class-based after school study groups<br>Students to form study groups with teachers' help, meeting regularly to promote peer learning and exchange of ideas<br>2018/19　　　　S.1<br>2019/thereafter<br>Gradual progression | - All S.1 classes conducted the peer study group meetings at least once a cycle<br>- All S.1 students participated in the study groups<br>At least 60% of students were able to consolidate their learning through peer | - Students' behaviour and participation in the meetings<br>- Students' performance in the meetings<br>- Students' performance in their studies<br>- Teachers' observation | ✓ ✓ ✓ | | - Study group co-ordination committee<br>- FT and AFTs of S.1 classes |

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| | | tutoring<br>- At least 60% of students were better motivated to learn | - Teachers' feedback and evaluation | | | | |
| 3. To heighten students' interest in STEM education and to lift students' spirit in science investigation | (a) Inter-disciplinary science exploration activities<br>- After-school research team training<br>- S.1 experiment training classes<br>- STEM training at STEM room<br>- Science quizzes<br>- Whole-school annual STEM fair | - The group of students who are interested in conducting research produced their work done of a good standard<br>- Regular activities, no less than 4, being run in the STEM Room throughout the school year<br>- At least 70% of students showing stronger interest in science and STEM as demonstrated by their participation in the activities | - Number of students joining the activities<br>- Number of programmes / workshops / activities held<br>- Students' performance in different activities<br>- Teachers' observation and evaluation | ✓ | ✓ | ✓ | - STEM Education Committee<br>- Subject departments under Science KLA |
| | (b) Cross-disciplinary collaboration<br>- junior levels: IS + Mathematics<br>- senior levels: science elective subjects for cross-curricular projects<br>2018-19　S.1 & S.2<br>2019-20　S.1-S.3<br>2020-21　Open | - Teaching materials through collaboration designed and developed by the subject departments concerned<br>- at least two pieces of collaborative teaching materials prepared and tried out in a year<br>- At least 60% of students being able to assimilate and apply the knowledge they | - Students' performance<br>- Teachers' evaluation<br>- Students' feedback | ✓ | ✓ | ✓ | - STEM Education Committee<br>- IS Department<br>- Mathematics Department<br>- Science KLA<br>- Curriculum |

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| | | have learned in different subject disciplines to the work undertook | | | | | Planning and Development Committee |
| | (c) Competitions & activities<br>- Students to take part in local, regional, international STEM competitions and exchange activities, for all science subjects<br>- 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 | - An increasing number of students of different abilities getting involved in a wide range of competitions on different scales<br>- Students' performance in the competitions, including the awards won | - The performance students had in the competitions<br>- Students' feedback on the work done<br>- The products made or reinvented<br>- Teachers' evaluation | ✓ | ✓ | ✓ | - STEM Education Committee<br>- Subjects departments under Science KLA<br>- Mathematics Department |

Major Concern 2: Nurturing righteous and self-fulfilling students

| Major Concerns | Targets | Time Scale | | | A General Outline of Strategies |
|---|---|---|---|---|---|
| | | Year 1 | Year 2 | Year 3 | |
| II. Nurturing righteous and self-fulfilling students | 1. To nurture students with positive core values and attitudes towards life and self<br><br>2018-19: Responsibility, Integrity<br>2019-20: Self-discipline, Respect<br>2020-21: Perseverance, Empathy | ✓<br>(S1-S2)<br><br>✓<br>(S1-S2)<br><br><br>✓ | ✓<br>(S1-S3)<br><br>✓<br>(S1-S3)<br><br><br>✓ | ✓<br>(S1-S4)<br><br>✓<br>(S1-S4) | ➢ Adopting a value education curriculum in the Form Period with highlights on core values and attitudes of the School Year<br><br>➢ Coordination and cooperation of subject departments and functional committees on the promotion of core values and attitudes through subject curricula, learning activities and reading programme<br><br>➢ Strengthening the student award and sanction systems |
| | 2. To foster a caring and supportive culture in school | ✓<br><br>✓ | ✓<br><br>✓ | ✓<br><br>✓ | ➢ Organizing well-structured and diversified pastoral programmes for creating a caring environment that students can experience positive and supportive school life<br><br>➢ Cultivating a harmonious, respectful, collaborative and supportive atmosphere through Class Management Scheme |

Remarks for Target 1:

| Year | Core Values of the Year | Target Levels | Responsible Parties (Subject) | Responsible Parties (Committee) |
|------|--------------------------|----------------|-------------------------------|----------------------------------|
| 1 | Responsibility, Integrity | S1-S2 | Chinese + Liberal Studies + Library | Counselling Committee + Extra-curricular Activities Committee |
| 2 | Self-discipline, Respect | S1-S3 | English + Computer Studies + Library | Discipline Committee + Moral and Civic Education Committee |
| 3 | Perseverance, Empathy | S1-S4 | Humanities + Library | School Team + Service Education Committee |

| Target | Strategies (with time frame) | Success Criteria | Evaluation Method | 18/19 | 19/20 | 20/21 | Responsible Parties |
|---|---|---|---|---|---|---|---|
| 1. To nurture students with positive core values and attitudes towards life and self | I. Adopt a value education curriculum in the Form Period with highlights on the core values of the school year:<br>**2018-19: Responsibility, Integrity**<br>**2019-20: Self-discipline, Respect**<br>**2020-21: Perseverance, Empathy** | | | | | | |
| | (a) Teaching materials for Form Periods<br>➢ Select and design thematic teaching materials inculcating the core values<br>➢ Prepare Form Period File for Form Teachers with work schedule and lesson plans of the core values<br>➢ Prepare Form Period File for students with learning schedule and materials, reflection forms and Kingsian Charter<br><br>(b) Kingsian Charter Programme<br>➢ Students understand and commit themselves to becoming righteous and self-fulfilling Kingsians living with positive values and attitudes<br>   2018-19: S1 - S2<br>   2019-20: S1 - S3<br>   2020-21: S1 - S4 | ➢ At least 70% of Form Teachers agree that the teaching and learning materials / activities have positive effects on students<br>➢ At least 60% of students agree that the learning materials / activities have positive effects on them<br>➢ Students apply what they have learnt in their lives<br>➢ Positive changes shown in student surveys after the implementation of programmes | ➢ Post-Form Period / activity surveys<br><br>➢ Teachers' observations<br>➢ Students' works / sharing / reflection<br>➢ Student surveys:<br>  - beginning of the school year<br>  - year end | ✓ | ✓ | ✓ | - Moral & Civic Education Committee<br>- Other Value Education Committees<br>- Form Teachers |

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| | II. Coordinate and collaborate with subject departments and functional committees to organize multifarious activities to promote the cores values of the school year<br>(a) Subject Department<br>    ➢ Incorporate education of the values in the curricula of different subjects:<br>-2018-19: Chinese & Liberal Studies (S1-S2), at least one subject in other KLAs (S1/S2)<br>-2019-20: English & Computer Studies(S1-2), at least one subject in other KLAs (S1/S2)<br>-2020-21: all PSHE subjects (S3-S4), at least one subject in other KLAs (S1/S2/S3/S4)<br><br>(b) Library<br>    ➢ Prepare reading materials related to value education for Reading Period<br>    ➢ Organize relevant book exhibition and students' sharing<br>(c) Value Education Committee<br>    ➢ Launch Inter-class Board Display Competition on the values of the year<br>    ➢ Organize drama performance / talk on relevant themes<br>    ➢ Recognize students with good conduct by launching 'Model Student' election and arrange sharing by the awardee for demonstration | ➢ Teaching of the core values has been incorporated in the curricula of designated subjects<br>➢ At least 70% of Form Teachers agree that the teaching and learning materials / activities have positive effects on students<br>➢ At least 60% of students agree that the learning materials / activities have positive effects on them<br>➢ Students' positive attitudes and behaviors are recognized and reinforced<br>➢ Positive changes shown in student surveys after the implementation of programmes | ➢ Post-Form Period / activity surveys<br><br>➢ Teachers' observations<br><br>➢ Scrutiny of documents (programme plans, schemes of work and evaluation reports)<br><br>➢ Students' sharing<br><br>➢ Student surveys:<br>   - beginning of the school year<br>   - year end | ✓ | ✓ | ✓ | - Value Education Committees<br>- Form Teachers<br>- Subject Departments<br>- KLA coordinators<br>- Library |

| | III. Strengthen 'Student Award Scheme' and 'Student Record System'<br>2018-19: S1-S2<br>(focus on punctuality & quality homework submission)<br>2019-20: All levels | ➢ Students' positive attitudes and behaviors are recognized and reinforced | ➢ Discipline records<br><br>➢ Subject teachers' observation | ✓ | ✓ | | - Discipline Committee |
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| 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<br>(a) Guidance programmes<br>➢ S1-S6 Support Programmes<br>➢ Peer counselling<br>➢ Positive psychology programmes for enhancing students' mental health<br>➢ Support for NCS and SEN students<br><br>(b) Community service programmes<br>➢ Cultivate students with a caring heart through experiential learning:<br>-Foodstep Journey (S1)<br>-Service for the elderly (S2)<br>-Inclusive Programme (S3-S4)<br>-Sister-school Programme (S3-S4)<br>-Elderly Academy (S5) | ➢ Positive changes shown in student surveys after the implementation of programmes<br>➢ Senior form students show supports to juniors in different programmes/ activities<br>➢ Improvement shown in relevant items in the APASO and Stakeholders' surveys when compare with last school year | ➢ Teachers' observations<br>➢ APASO survey<br>➢ Stakeholders' survey<br>➢ Scrutiny of documents | ✓ | ✓ | ✓ | - Counselling Committee<br>- Service Education Committee<br>- Extra-curricular Activities Committee<br>- OLE committee<br>- Student Union<br>- Other functional committees / groups |

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| | (c) Extra-curricular activities<br>➢ Leaders of student bodies, uniform groups, clubs and societies recognize their roles in establishing brotherhood and team spirit via organizing various activities as to enhance peer bonding and sense of belongings<br><br>(d) School team programmes<br>➢ Students with different potentials are catered by offering a variety of opportunities for exerting and developing their diverse strengths and talents | | | | | | |
| | II. Cultivate a harmonious, respectful, collaborative and supportive atmosphere through Class Management Scheme<br>➢ In the beginning of the school year, S1 to S5 Form Teachers discuss with their classes to formulate a year plan of class-based activities and goals to achieve for boosting class cohesion and morale<br>➢ Implement 'Whole-class Award' Action: each class has to a target to be achieved by the whole class and awards will be given for celebration<br>➢ Launch 'Angel Scheme' to facilitate | ➢ Positive changes shown in student surveys after the implementation of programmes<br>➢ Improvement shown in relevant items in the APASO and Stakeholders' surveys when compare with last school year | ➢ Teachers' observations<br>➢ APASO survey<br>➢ Stakeholders' survey<br>➢ Scrutiny of documents | ✓ | ✓ | ✓ | - Form Teachers<br>- Counselling Committee<br>- Moral & Civic Education Committee |

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| | S1 students' adaptation<br>➢ Launch S2 Open classroom in School Open Day<br>➢ Organize school service programme for S3<br>➢ Organize Inter-class competitions<br>➢ Arrange teachers' sharing for staff development | | | | | | |

**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 MOI 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 / Life and Society 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 lowest achievers of the Pre-S.1 Attainment Test before the year begins)
      - reading skills, classroom language, useful sentence patterns and subject-based vocabulary items, 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: Drama Education
      - 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 conduct sessions 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
   S3: Movie Appreciation
f. Participation in 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
   - S4 Inter-class debating competitions
   - Saturday debating workshops for S1-S2 students
   - Regular team training workshops
   - Participation in inter-school debating competitions
h. Drama activities
   - Drama workshop for S1-S3 students organized by service provider
   - Participation in inter-school drama competitions
i. English Society activities
   - Theme-based activities, for example, Halloween, Christmas and Valentine's Day activities.
   - S1 Inter-class English Quiz
   - regular display of students' writings, poems, projects, etc on notice boards in corridors on the school campus
j. Deployment of a teaching assistant to organize activities and support the English panel
k. Self-learning programmes
   - Extensive Reading Scheme and e-Learning Platform
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 Attainment Test English Paper 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. They will also attend after-school speaking workshops 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

n. Strengthen students' literacy development
- two readers, namely fiction and non-fiction books, are integrated into the S.1 and S.2 curriculum respectively. Students are required to finish reading the two books and understand the content, language forms and communication functions of the books.
- S.1–S.5 students are requested to subscribe to one copy of South China Morning Post each week and finish some reading or writing tasks.
- S.3-S.5 students are required to do Information Texts throughout a school year.

o. Promotion of literacy across curriculum
- with the collaboration of different departments, for example, History, Mathematics or Biology Departments, tailor-made learning and teaching materials on an agreed subject matter to be designed for the subject(s) involved for S.1 to S.3 students.