



KING'S COLLEGE
School Development Plan

2021-2024

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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 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 2018 – 2021**

Major Concerns	Extent of targets achieved	Follow-up action
1. To enhance students' language competency and capability in learning	Partially achieved	-In order to provide a broad and balanced learning experience that helps students make a breakthrough in their studies in the next SDP, we will continue to enhance the effectiveness of pedagogy and embark on using diversified teaching strategies to promote self-directed learning, cross-subject curriculum, and students' participation in extra-curricular learning activities
2. To nurture righteous and self-fulfilling students	Partially achieved	- We will continue with the programmes which help instill positive values in students and to foster continuous whole-person development as well as national identity - We will further enhance students' development of positive attitude towards life through experiential learning in the next SDP

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 has a clear vision and mission. Development plans are strategically formulated in line with the directions of the school's sustainable development. 2. The School Management Committee (SMC) is committed and gives very strong support to the school. 3. The school management is responsive to changes in education, setting plans for future development and provides strong support to the teachers. 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. 5. The trusting relationship between the school management team and teachers has maintained a harmonious and collaborative culture for school improvement. 	<ol style="list-style-type: none"> 1. The monitoring of the implementation of department and committee plans could further be strengthened. 2. More middle managers and teachers at basic ranks should play a more active part in planning and policy making in school. 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. 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 two years.

Professional Leadership	<ol style="list-style-type: none"> 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. 2. The Assistant Principals are ready to take up responsibilities and 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. 3. The increase in the number of Assistant Principals and Education Officers has strengthened the management team for continuous school improvement. 4. The middle managers are experienced, forward looking and capable of giving constructive suggestions on school policies. They are self-motivated and 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. The middle managers also play an active role in promoting continuous professional development among teachers. 5. The School is highly supportive of the teaching staff's pursuit of continuing professional growth and development including the local cluster groups and learning circles to foster inter-school collaboration and interflows that strengthen subject expertise and facilitate further refinement of the school curriculum. 	<ol style="list-style-type: none"> 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. 2. 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	<ol style="list-style-type: none"> 1. Our well-balanced school curriculum is designed to cater for students' needs which goes in line with the school's mission and goals. 2. Strong 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 designed to respond to the School's development priorities, coupled with target-oriented implementation and support strategies. 4. Free choice of elective subjects can fully cater for students' interest and aspiration. 5. The emphasis on STEM education enhances students' interest and ability in studying science subjects, mathematics and technology. 6. The curriculum renewal for economics, BAFS, ICT, physics, chemistry and biology for the S.3 curriculum has helped build a better foundation for students. 7. Cross-curricular collaboration is encouraged to enhance the transfer of knowledge among different subject disciplines. 8. Students' self-learning ability through e-learning means is enhanced. The extensive use of the e-platform has facilitated learning and assessment beyond classroom. 9. 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. 10. 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. 	<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 implemented to promote the effectiveness of student learning, especially those with special educational needs and less able students. 3. Student centred learning will further be strengthened through interactive and cooperative classroom activities and e-learning platforms. 4. The School could continue to make use of e-learning means to promote self-learning and reading both within and beyond classrooms. 5. 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. 6. Peer assessments and self-reflections can be more extensively employed to provide valuable data to evaluate the learning outcomes.
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<p style="text-align: center;">Student Learning and Teaching</p>	<ol style="list-style-type: none"> 1. Our students, in general, have high potential, and are interested and motivated in learning. They are highly adaptive to a multitude of learning strategies to extend their learning opportunities. 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. 3. Opportunities of different kinds are provided for students to consolidate their learning and to broaden their horizon by participating classroom activities, external competitions, exchange programmes and study tours. The multifarious other learning experiences empower students to stretch their potentials. 4. Our teachers are professionally trained and highly experienced in different respective student support domains. They possess qualities of flexibility and adaptability; and are able to acclimatise themselves to innovative learning approaches to equip students for the changing world. 5. Teachers are 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. 6. Experienced SEN Team and extra funding for support NCS students help the School to cater for the needs of SEN and NCS students. 	<ol style="list-style-type: none"> 1. More 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. 2. More effort is still needed to further enhance students' high order thinking skills and presentation skills. 3. More programmes or activities should be launched to further promote students' language competence through reading activities. 4. More staff development programmes and support measures for SEN and NCS students can be introduced. 5. 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	<ol style="list-style-type: none"> 1. The School adopts a whole school approach towards student support in guiding the planning, implementation and evaluation of the respective programmes for students in a realistic and practical manner. 2. The School is dedicated to providing inclusive learning environment to cater for students with diverse needs in a comprehensive manner; and considerable opportunities to widen students' horizon and experiences, as well as developing and nurturing their talents. 3. The close home-school cooperation and cross-sector collaboration help to further students' academic aspirations and whole-person development. 4. A structured curriculum has been adopted to provide the framework for the design and conduct of programmes on values education for students. Coordination among different committees ensures effective use of resources to promote values education. 5. 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. 6. 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. 7. Students continue to participate actively in school and community services organized by the school or outside organizations. 8. 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. 	<ol style="list-style-type: none"> 1. More learning opportunities to develop students' potential and skills beyond the formal curriculum can be provided to students of average or low ability. 2. More space should be created for teachers to strengthen student-teacher relations, give students guidance on personal development and growth. 3. More systematic arrangements and scheduling will be made to allow teachers of different KLAs to receive SEN and gifted education training. 4. Greater coordination can be sought between / among different subject departments to run for programmes to enhance students' learning capabilities.
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Partnership	<ol style="list-style-type: none"> 1. Our School enjoys congenial partnership with parents and alumni and staunch support is provided through the KCPTA and KCOBA. With the support from alumni, the School has continued to provide careers-related experience for senior form students. The KC Education Foundation Limited 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. 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. 3. The School has maintained a close relationship with the community and 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. 4. 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. 	<ol style="list-style-type: none"> 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. 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.
Attitude and Behaviour	<ol style="list-style-type: none"> 1. Most students abide by the school regulations. 2. Most students feel proud to be Kingsians and show a strong sense of belonging. 3. Students get along well with their classmates and have maintained a trusting and harmonious relationship with their teachers. 4. There is a wide range of opportunities opened to students to develop leadership, to serve the school and the community, as well as to support their peers. 	<ol style="list-style-type: none"> 1. More training and guidance can be given to students to train up their self-management skills. 2. A wider range of structured programmes can be conducted to further help students to pursue a virtuous and purposeful life and to build up positive attitudes towards their self, their community and their country.

<p>Participation and Achievement</p>	<ol style="list-style-type: none"> 1. Our students have over the years attained academic results which are far above the territory average in the HKDSE. 2. Students continue to take a very active part in an extensive range of ECA and STEM, sports, music and art competitions. 3. A greater number of students have joined local, national and international music, 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. 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, Hangzhou, Shenzhen, as well as Japan, South Korea, USA, UK, Australia and Taiwan. 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. 	<ol style="list-style-type: none"> 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. 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.
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SWOT Analysis

Our Strengths

1. The school management and teaching staff are responsive to changes in education. Plans for the school's sustainable development are set under a well-established and effective school organization structure.
2. Teachers are well experienced and committed to nurturing students. They display a strong sense of readiness to pursue continuous professional growth and development and have professional sharing. The trusting relationship between the school management team and teachers has also maintained a harmonious and collaborative culture for creating a better learning environment for students.
3. Students are by and large of good potential and work hard to strive for a high level of achievement.
4. Our dedicated student support teams have created a positive school culture for supporting students' growth and development. The implementation of comprehensive programmes helps to maximize students' personal development and life adaptation.
5. The prestigious and glorious history of the school has fostered a strong sense of belonging, loyalty and concern for the school among the different parties of stakeholders.
6. The School has maintained close and congenial relationships with parents, alumni, the community and other organizations. Their strong support to the school enhances the continuous development.

Our Weaknesses

1. There is a lack of staff involvement from different ranks in the major school committees and in the process of decision making on school policies. Inadequate opportunities are provided for the experienced AEOs to perform their administrative skills.
2. The unstable staffing and deployment of contract staff are undesirable for school development.
3. Despite various programmes being carried out to promote reading in past years, students' reading habits are not well developed and there is still a lack of reading culture within the school. Students are not fully aware of the importance of good reading habits for attaining success in their academic endeavours.
4. There is still an imbalance of opportunities available for high achievers and low achievers. Many of our students who are relatively passive, lack self-confidence and weak in self-management have difficulties to get hold of the learning opportunities to showcase their talents and reveal their non-academic potentials.
5. Some students lack self-management skills and effect learning skills to bring about a general uplift in academic and personal development.
6. Many students tend to put their time and effort in coping with the academic demands while leaving the exposure to other learning experiences at a lower priority. Being preoccupied by tutorial classes, it is difficult for them to take up school duties or participate in school activities that are organized outside school hours.

7. Most students lack self-awareness and are not adept at expressing their feelings. Without coping strategies, emotional or psychological problems may arise.

Our Opportunities

1. The directional recommendations of the Task Force on Review of School Curriculum facilitate the School to review and optimize the whole-school curriculum so as to foster the whole-person development and diverse talents of students.
2. The S.3 curriculum renewal for economics, BAFS, ICT, physics, chemistry and biology can better meet the learning needs of students and prepare them for learning senior level subjects without overburdening of their study.
3. The emphasis on STEM education will further heighten students' interest in the learning of science, mathematics and technology, that help train up students' investigation, practical and learning skills.
4. The provision of Life-wide Learning Grant extends the School's capacity in launching programmes to promote learning beyond the classroom. With a great variety of other learning experiences, students can broaden their horizons and stretch their potentials.
5. The increase in the number of Assistant Principals and Education Officers has strengthened the school management team and allow more room for school improvement.
6. Due to the pandemic-induced school suspension, teachers have taken on broad new ideas and technologies and developed skills for conducting e-Learning.

Our Threats

1. Additional challenges lie ahead for the management team to formulate policy in handling students' academic and behavioural problems due to education reforms and the change of social circumstances.
2. Some experienced senior teachers are going to retire in the coming years and unavoidably exerts pressure on the school's sustainable development and the succession to key posts and duties.
3. An increasing number of students have been withdrawing from the school to study abroad, which may create a negative impact on the student-learning atmosphere.
4. Teaching staff are overwhelmed by the ever-increasing workload of administrative tasks and education policies and cannot spend as much time as they would like with their students or improving their teaching strategies.

Major Concerns for a period of 3 school years (in order of priority)**Major Concern 1: To continuously improve the effectiveness of learning and teaching to enhance the academic atmosphere on campus**

Targets	Time Scale			A General Outline of Strategies
	Year 1	Year 2	Year 3	
<p>1. To adopt diversified teaching models to enhance students' self-directed learning ability and cater for the diversity of students.</p> <ul style="list-style-type: none"> ➤ Optimize the existing lesson design and strengthen the elements of self-directed learning, so as to enhance students' self-directed learning ability and improve their academic performance. ➤ Broaden students' thinking through diversified classroom teaching methods. 	✓	✓	✓	<ul style="list-style-type: none"> ➤ Subject departments designs different teaching methods and teaching strategies. ➤ Incorporate diverse classroom activities that promote high-order thinking into each subject, including multi-level questioning, creative and challenging individual or group discussion activities, so as to meet the needs of different students. ➤ The Pedagogy Committee organises workshops regularly and encourages teachers to join training to enhance classroom management skills and teaching strategies to enhance students' self-directed learning ability. ➤ Continue to optimize teachers' teaching strategies and skills to further enhance the effectiveness of classroom teaching. ➤ The school recommends suitable teachers to join programmes and workshops that meet the school's needs. Teachers are required to put what they learnt into practice and share the experience during the staff meetings, department meetings or joint lesson planning sessions.
<p>2. To implement a variety of extracurricular learning activities and promote reading to enhance students' learning ability and to enhance the academic atmosphere on campus.</p> <ul style="list-style-type: none"> ➤ Subject departments actively organise different types of learning activities, 	✓	✓	✓	<ul style="list-style-type: none"> ➤ Design a variety of Life wide learning activities and projects in line with regular courses to enhance students' learning motivation and ability so as to strengthen the academic atmosphere on campus. ➤ Organise more group reading activities to increase students' engagement in reading. ➤ Introduce and apply reading strategies for students that will help them to become better readers.

<p>including academic weeks, projects, cross-subject activities and field trips, so as to enhance an academic atmosphere on campus.</p> <p>➤ Provide platforms for promoting reading and sharing activities to create a reading atmosphere on campus..</p>				<p>➤ Promote subject learning and build a strong reading atmosphere through diversified promotional activities and strategies, focusing on enhancing junior-form students reading's enthusiasm and reading strategies, and encouraging senior-form students to exchange and share their reading achievements.</p>
<p>3. To design cross-subject courses to provide a broad and balanced learning experience that helps students make a breakthrough in their studies.</p> <p>➤ Review and reorganize the school-based cross-subject courses to provide students a broad and balanced learning experience.</p> <p>➤ Design students' centered curriculum that focuses on learning strategies and high-order thinking skills, in order to drive students to make a breakthrough in their studies.</p>	✓	✓	✓	<p>➤ Design cross-subject school-based courses to meet the students' interests and needs, including junior-form Computer Literacy, S.3 Integrated Sciences and Business Fundamentals, and S.1-S.5 A.I. Education.</p> <p>➤ Launch the new subject "Business Knowledge" to equip S.3 students with basic accounting and economic knowledge.</p>

Major Concern 2: To nurture students with positive values and attitudes for enhancing capacities to strive for excellence in life

Targets	Time Scale			A General Outline of Strategies
	Year 1	Year 2	Year 3	
1. To strengthen values education and National Education by formulating a holistic curriculum	✓	✓	✓	<ul style="list-style-type: none"> ➤ Design learning tasks in Moral & Civic curriculum framework to inculcate the priority positive values and attitudes: <ul style="list-style-type: none"> S.1 Responsibility S.2 Integrity S.3 Commitment S.4 Respect for others S.5 Care for others S.6 Perseverance All levels National Identity, Law-abidingness, Empathy ➤ Incorporate values education in all KLAs' curricula to promote understanding of the positive values ➤ Foster national identity by enhancing National Education (National Constitution & Basic Law Education, National Security Education) ➤ Adopt multi-perspective strategies to develop students with good qualities in line with the theme of the School Year
<i>Theme of the School Year:</i>	✓	✓	✓	
2021-22: Sense of belonging		✓	✓	
2022-23: Rationality		✓	✓	
2023-24: Gratitude			✓	
	✓	✓	✓	
	✓	✓	✓	
	✓	✓	✓	
	✓	✓	✓	
	✓	✓	✓	

Targets	Time Scale			A General Outline of Strategies
	Year 1	Year 2	Year 3	
2. To develop students with a positive outlook on life through experiential learning	✓	✓ ✓	✓ ✓ ✓	<ul style="list-style-type: none"> ➤ Promote mental & physical health by developing healthy lifestyle ➤ Foster service programmes to encourage students to serve family, school and community ➤ Develop students with a gratitude mindset to show appreciation to others

Major Concern 3: To unleash students' potential of multiple intelligences for overcoming challenges in the 21st century

Targets	Time Scale			A General Outline of Strategies
	Year 1	Year 2	Year 3	
1. To facilitate students to realize their own multiple intelligences	✓	✓	✓	➤ Extend the diversity of current talent pool to include the non-academic aspect for facilitating the identification of students' talents and providing them with relevant trainings and supports 2021/22: S1 2022/23: S1 – 2 2023/24: S1 – 3
	✓	✓	✓	➤ Refine the interest and strength identification system for fostering students' self-awareness for better life planning 2021/22: S1 2022/23: S1 – 2 2023/24: S1 – 3
	✓	✓	✓	➤ Promote teachers' professional development in Multiple Intelligences (e.g. GE training) 21/22: GE Committee 22/23: KLA i/c or Functional Team i/c 23/24: Teaching staff
	✓	✓	✓	➤ Encourage home-school cooperation in nurturing students' multiple intelligences

<p>2. To broaden students' horizons and enrich their learning experience by multifarious activities and programmes</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>➤ Reinforce the generic skills of students including executive functioning skills and affective expression, so as to enhance their learning effectiveness through applying these skills in disciplinary and transdisciplinary studies</p> <ul style="list-style-type: none"> ■ King's Seed Project in Affective Education for S1-2 twice exceptional students ■ Time management skills ■ Planning and organization skills ■ Emotional Control skills <p>➤ Enrich their learning experiences and exposure to world of work through diverse programmes so as to develop students' potentials</p> <p>➤ Deepen the understanding of the concerned giftedness of students through a series of school-based pull-out and offsite accelerated, extended and enrichment programmes including KLAs and OLE</p>
<p>3. To acknowledge and reflect on students' accomplishments in different stages of secondary school life</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>➤ Publicize the good work of students in both academic and non-academic fields in forms of talent shows, knowledge fair and news in school webpage</p>

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 S.2 and S.3. 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 Life and Society for all S.1 students and the same cohort of students proceeding to S.2 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. EMI Measures
The school has a range of measures to develop students' mastery of the English language. Strategies include:
 - a. to cater for students' diverse needs and stretch their active learning capacity through effective measures
 - b. to immerse students in an English-rich learning environment by organising a wide array of language enrichment programmes

EMI Measures:

1. Measures to cater for students' diverse needs and stretch their active learning capacity through effective measures
 - a. S.1 Summer Bridging Course
The course is conducted for the lowest achievers of the Pre-S.1 Attainment Test before the school year starts. Classroom language, useful sentence patterns, subject-based vocabulary items and reading skills are to be included in the course materials to help the weak students familiarise themselves with the subject matters and vocabulary of English Language, Mathematics, Geography, History and Integrated Science.
 - b. S.1 English Day Camp
The day camp is conducted for all S.1 students before the school year starts. Games and activities are to maximise S.1 students' English usage, consolidate their knowledge on a cross-curricular basis and give them a chance to interact with native English speakers to help them adapt to an English learning environment.

- c. 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.
 - d. School-based language art curriculum and CCA Period activities
Learning materials on language art prepared for S.1 and S.2 students allow them to have a great exposure to different contexts of language art. Students' learning motivation towards English learning is enhanced and the tailor-made assessment projects help develop students' creativity and competence. Language art activities and presentation of assessment projects are arranged in the CCA periods.
 - e. Strengthening 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. Non-fiction readers and articles are for S.3 and reading anthologies for S.4 and S.5 students to familiarize them with different text types, help them construct knowledge through different themes in the articles and encourage self-directed learning.
 - f. Promotion of literacy across curriculum
Cross-curricular and co-curricular projects will be done with the collaboration of different departments, for example, History, Mathematics or Biology Departments. Tailor-made learning and teaching materials on an agreed subject matter are to be designed for the subject(s) involved for S.1 to S.3 students.
 - g. Self-directed learning programmes
Extensive Reading Scheme is conducted in S.1 to S.3. E-Learning Platforms and e-Reading Platforms are introduced to S.1-S.6 students to facilitate language acquisition and self-directed learning. Students are required to complete the tasks according to their own interest and pace.
2. Measures to immerse students in an English-rich learning environment by organising a wide array of language enrichment programmes
 - a. Lunchtime/Afterschool English Oral Enhancement Programme for S.1-S.2 students
English ambassadors recruited at senior secondary levels conduct meetings during lunchtime or after school to provide opportunities for English speaking practice for both junior secondary students and English ambassadors.
 - b. 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.

- c. **Debating activities**
Debating workshops are conducted for junior and senior students respectively to arouse their interest in debating activities and enhance their debating skills. Students are encouraged to participate in joint-school and inter-school debating competitions. Regular training is also provided for the English Debating Team members to prepare them for the debating competitions.
 - d. **Drama activities**
Drama workshop is organised by service provider for S.1-S.5 students to coach them on script writing, and help them improve vocal projection, articulation, tone of speech and expression. Students are encouraged and prepared to participate in inter-school drama competitions.
 - e. **English Society activities**
Theme-based activities, such as, Halloween, Christmas and Valentine's Day activities are held to introduce foreign culture and provide opportunities for the use of daily life English.
Spelling Bee Programme is held to help equip students with vocabulary from English Language, History, Geography and Integrated Science.
Regular display of students' writings and projects on notice boards in corridors on the school campus is to recognise students' achievement and encourage peer learning.
 - f. **Theme-based mass programmes**
Mass programmes based on the themes, such as STEM, reading strategies, cultural exploration, etc. are conducted to create an English-rich learning environment for students.
3. **Other whole school approach measures for environment enrichment**
- a. Announcements, morning assemblies and major school functions, for example, Annual Speech Day, Athletics Meets, Swimming Gala, etc. are all conducted in English.
 - b. Training Programmes for Student MC Team members and English Ambassadors are organised to empower student leaders to host school functions and hold English activities.
 - c. An Overseas Study Tour to an English speaking country is organised every year for junior form students to broaden their horizon and learn English in authentic environment.
 - d. A teaching assistant is deployed to organise activities and support the English panel.