



KING'S COLLEGE

School Plan

2012-2013

School Vision & Mission

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

Theme of the Year

Nurturing a healthy and learning community

Major Concern 1: To further develop the school as a learning community

Targets	Strategies	Success Criteria	Methods of Evaluation	Responsible Parties	Resource required
1.Enhancing quality teaching and assessment for learning	<p>Incorporating Higher order thinking (HOT) skills and study skills in learning and teaching</p> <p>(a) Drawing up a subject based curriculum for the teaching of HOT skills for students of different levels</p> <p>(b) Learning and applying study and HOT skills to enhance learning effectiveness including note-taking, critiquing, analyzing, critical thinking skills, etc</p> <p>(c) Further enhancing students' speaking skills through discussions, debates, presentation and other speaking activities</p>	<p>-All subject departments have the resource banks set up</p> <p>-Framework for the teaching of study and HOT skills prepared</p> <p>- Students are able to apply relevant skills in assessment and activities</p> <p>- Students speaking with greater confidence on different occasions</p> <p>- Students perform well in speaking competitions and activities</p>	<p>- Lesson observation</p> <p>-Feedback from teachers and students</p> <p>-Display students' projects at Academic Display Board</p> <p>-Presentation at the Knowledge Fair</p> <p>- Students' participation and performance in presentation and sharing activities (e.g. CCA, Knowledge Fair, etc)</p>	<p>-Curriculum planning and development officer</p> <p>-Subject Panel Heads</p> <p>All subject Departments</p> <p>All Subject Departments</p>	

Targets	Strategies	Success Criteria	Methods of Evaluation	Responsible Parties	Resource required
	<p>(d) Consolidating students' learning of the skills learned through setting relevant tasks for daily assignments and questions requiring the application of HOT skills in assessments like uniform tests, term examinations</p>	<p>-Students are able to complete the assigned tasks using the HOT skills</p>	<p>-Analysis of students' performance in tests and exams - Inspection of students' assignments</p>	<p>All Subject Departments</p>	
	<p>(e) Peer Lesson Observation – among teachers Arrange peer lesson observation in the same KLA/ across the KLAs with post-observation discussion, emphasis laid upon the application of HOT skills</p>	<p>Effective learning and teaching strategies are identified, shared and practiced by subject teachers</p>	<p>-Lesson observations -Feedback from teachers and students</p>	<p>-All teachers -Subject Panel Heads -Pedagogy Committee</p>	
	<p>(f) Cross-curricular collaboration Co-operation between subject departments on project work to enhance application and transfer of subject knowledge - Humanities + science (2012-13)</p>	<p>The culture of sharing good practices in the subject department and across subject departments enhanced</p>	<p>- Student's performance in project work - Knowledge fair - Board Display - Experience sharing - Student learning journal</p>	<p>Subject panel heads</p>	

Targets	Strategies	Success Criteria	Methods of Evaluation	Responsible Parties	Resource required
2. Enhancing reading competency	(1) Broadening students' horizons through extensive reading (a) Students to read the reading materials on selected theme prepared by different subject departments and function groups during reading periods Levels: S1-3 (b) Display books related to the topics concerned in the library	Students read at least 15 books in an academic year	-Student survey -Teachers observation -library record on displays	-Subject Departments, -Functional Committees -Reading to Learn Committee -Library Team	Human resources from all involved parties Budget for buying books \$5000
	(2) Develop students' critical thinking and discussion skills through sharing reading experiences Class-based sharing sessions and group discussions during CCA/FT/Reading periods Levels: S1-3	Students' express their Opinions meaningfully in the sharing sessions	-Class discussions -Teacher observation -Students' reflective learning report	-Class teachers -Reading Ambassadors -Reading to Learn Committee -Library	Budget for book coupons/prizes \$2500
	(3) Cultivate a reading atmosphere on the school campus to promote students' reading interests (a) Reading Award scheme Levels: S1-3	Not less than 85% of students awarded certificates and about 15% of them awarded coupons or gifts	-Reading records -Record of prize winners	-Reading Ambassadors -Reading to Learn Committee -Library	

Targets	Strategies	Success Criteria	Methods of Evaluation	Responsible Parties	Resource required
	<p>(b) Organizing Inter-class Reading Competitions</p> <ul style="list-style-type: none"> - Inter-class Reading Tree Cultivation Competition Level: S1-3 	<ul style="list-style-type: none"> -All classes join the competition -Every student in a class should put up at least one book title and comment on the Reading Tree -Display of teaches with recommendations on the class Reading Tree 	<ul style="list-style-type: none"> -Record of number of students and teachers taking part in the competition -The number of books recommended displayed on the Reading Trees -Class-based reading charts 	<ul style="list-style-type: none"> -Reading to Learn Committee -Subject Departments -Functional Committees -Library -Reading Ambassadors -Form teachers 	<p>Budget for the book coupons / prizes \$2,500</p>
3. Promoting e-learning culture	<p>Extensive use of e-class/e-platform to promote learning and facilitate learning beyond classroom (2012-13)</p> <ul style="list-style-type: none"> - each department provides at least three online assignments to students in a year, including online forum if found to be relevant and appropriate - students regularly read e-learning materials assigned / uploaded by teachers 	<p>Teachers uploaded relevant e-learning material regularly</p> <p>-Students complete the work to be done satisfactorily</p>	<ul style="list-style-type: none"> -Record of teachers uploading e-learning materials. -Record of number of online assignments done -Students' performance on the work done -Opinion surveys (teachers and students) 	<p>Language subjects and Mathematics</p>	

Major Concern 2: To strengthen life-wide and life-long learning skills and culture

Target	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
1. Promoting reflective learning (PRL) (Student level)	1. Target setting a. 2012-13 – S1-3 b. Conduct a Form Period to enhance awareness of and strengthen target setting and reflective skills. c. Conduct a mid-year review on target set in a Form Period in the second term.	<ul style="list-style-type: none"> ➤ Lesson plan and guidelines ready by Oct 12 ➤ The skills are taught and reviewed according to the set schedule. ➤ Students can apply the skills taught when doing their target setting and reflections. 	<ul style="list-style-type: none"> ➤ Inspection of records in the Form Period. ➤ Feedback from FTs/AFTs 	<ul style="list-style-type: none"> ➤ PRL (students) Team i/c ➤ FTs and AFTs 	<ul style="list-style-type: none"> ➤ Student Learning Journal (one student each) ➤ Book Coupons
	2. Introduction of Student Learning Journal a. Students complete the reflections after internal assessments and student learning activities. b. Discussion on students' progress on Parents' Day with reference to students' set targets and reflections made.	<ul style="list-style-type: none"> ➤ More than 60% of students set realistic targets and write meaningful self-reflections. ➤ More than 60% of students complete at least 3 academic reflections and 1 reflection on activity participated on Student Development Day ➤ Not less than 10% of the students complete at least one additional reflection on any student activity (e.g. visit, competition, service, etc.). 	<ul style="list-style-type: none"> ➤ Review of students' academic targets and reflections by parents, students, FTs /AFTs ➤ Inspection of Student Learning Journal at least once a school term 	<ul style="list-style-type: none"> ➤ FTs and AFTs ➤ ECA Clubs i/c ➤ OLE i/c ➤ Teachers in charge of student activities concerned 	

Target	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
	<p>3. Student sharing on learning reflections</p> <p>a. Conduct student sharing during CCA periods</p> <ul style="list-style-type: none"> -- on class basis - on level basis 	<ul style="list-style-type: none"> ➤ More than 80% students share at least once in the CCA period. 	<ul style="list-style-type: none"> ➤ Inspection of CCA /Form period records. ➤ Feedback from FTs and AFTs on class sharing. 	<ul style="list-style-type: none"> ➤ FTs and AFTs ➤ CCA Committee i/c 	
	<p>4. Appreciation and recognition of good work</p> <p>a. Presentation of outstanding reflections, good projects and good works at the Knowledge Fair</p> <p>b. Improvement awards (e.g. book coupons) are granted to students who have successfully implemented their plans to attain set targets</p>	<ul style="list-style-type: none"> ➤ Not less than 10 outstanding reflections in each level are selected for display and sharing ➤ Not less than 10 students in each level fulfill the criteria for awards 	<ul style="list-style-type: none"> ➤ Inspection of report of Knowledge Fair ➤ Inspection of report by PRL (students) Team 	<ul style="list-style-type: none"> ➤ Knowledge Fair i/c ➤ PRL (students) Team i/c 	
Promoting reflective teaching (PRT) (Teacher level)	<p>1. Teaching reflection including peer assessment in lesson observation and teachers' reflection and evaluation in pedagogy study</p> <p>a. Lesson observers give feedback on a Lesson Observation Feedback Form and in an evaluation meeting after a lesson has been observed.</p> <p>b. Self-reflection by observees on lesson planning, designing learning activities and teaching assignments after the evaluation meeting.</p> <p>c. Review of teachers' self-reflections and quality of students' assignments in departmental meeting</p>	<ul style="list-style-type: none"> ➤ Over 60% of the teachers concerned find exchange of views and feedback from observers conducive to their own teaching reflections. ➤ Over 60% of the teachers agree that self-reflection helps them improve their lesson plans and learning activities 	<ul style="list-style-type: none"> ➤ Teacher survey ➤ Review of peer assessment and self- reflection reports ➤ Inspection of minutes of departmental meeting ➤ 	<ul style="list-style-type: none"> ➤ Subject teachers ➤ HODs ➤ Pedagogy Committee i/c 	

Target	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
	<p>2. Professional sharing on quality teaching and assessment in departmental meetings after attending training workshops/ courses.</p>	<ul style="list-style-type: none"> ➤ At least one sharing among panel members of each subject department is conducted in the school year. ➤ Over 60% of the teachers agree that this strategy helps to keep them abreast of the latest information and development of teaching and assessment of their own subject. 	<ul style="list-style-type: none"> ➤ Inspection of departmental minutes ➤ Teachers' survey 	<ul style="list-style-type: none"> ➤ HODs ➤ PRT (teachers) Team i/c 	<p>-Form a committee consisting of some experienced teachers to carry out the strategies.</p>
	<p>3. Professional exchange on internal assessment in departmental meetings</p> <p>a. Conduct post-examination review on students' performance with a view to improve the setting of exam papers in the future.</p> <p>b. Review on design of assignments / marking schemes with a view to improve assessment for students' learning in the future.</p>	<ul style="list-style-type: none"> ➤ Over 60% of the teachers agree that this strategy help to improve the quality of exam papers and assignment designs 	<ul style="list-style-type: none"> ➤ Teachers' survey ➤ Inspection of minutes of departmental meeting 	<ul style="list-style-type: none"> ➤ HODs ➤ PRT (teachers) Team i/c 	

Target	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
	<p>4. Experience sharing on planning and implementation of life-wide and life-long learning activities</p>	<ul style="list-style-type: none"> ➤ At least one teacher sharing is conducted on a Staff Development Day ➤ Over 60% of the teachers agree that the sharing gives them insight on planning and implementation of life-wide and life-long learning activities for students 	<ul style="list-style-type: none"> ➤ Feedback from staff (staff evaluation form) on a Staff Development Day 	<ul style="list-style-type: none"> ➤ Staff Development Day i/c 	

Target	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
2. Stretching students' potentials and extending their learning experience	<p>1. Providing a self-directed learning (SDL) environment</p> <p>a. Set up a 'Self-Access Learning Centre (SALC)' for self-directed learning purposes</p> <ul style="list-style-type: none"> ➤ Self-learning materials provided by different subject departments (e.g. DVD, computer programmes, worksheets) are kept in the SALC 2012-13 – by Eng, Chin, Maths and LS ➤ Senior-form students will be assigned to go to this room for self- study during free periods 	<ul style="list-style-type: none"> ➤ The SALC is ready for use by November 2012 ➤ Over 60% of the student users find the learning resources in the SALC useful ➤ Teachers observe that students make good use of the self-learning materials ➤ The conduct of the students using this room is satisfactory 	<ul style="list-style-type: none"> ➤ Students' survey ➤ Provision of Learning Resources ➤ Inspection of Learning Resources loan record ➤ Inspection of self-learning Exercises done by students by subject teachers ➤ Report of TAs assigned to supervise students in the SALC 	<ul style="list-style-type: none"> ➤ SDL Team i/c ➤ Subject Departments 	

Target	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
	<p>2. Enhancement Programmes</p> <p>a. Inter-school competitions, national and international competitions</p> <p>b. Exchange Programmes</p> <p>c. Gifted education programmes</p> <p>d. Other experiential learning activities</p> <p>e. Strengthen organization skills of student leaders</p> <ul style="list-style-type: none"> ➤ Hone the organization skills of student officials of the Student Union, Houses and ECA Clubs and Societies - Procedures of conducting meetings - Preparation of Annual Plans, Budget Proposal, Evaluation Report, etc. - Proper filing of minutes and activity attendance record, etc. ➤ ECA Clubs and Societies collaborate to organize inter-class or inter-house activities throughout the school year <p>2012-13- social service units and Sports Council</p>	<ul style="list-style-type: none"> ➤ The number of participations in various enhancement programmes exceeds 150 ➤ Over 60% of participating students agree that these programmes stretch their potentials and widen their horizon ➤ Over 60% of the student committees practise the organization skills effectively in the school year and submit the ECA Record File in good order at the end of the school year ➤ Over 60% of the ECA student officials agree that planning and implementing the inter-class activities give them good opportunities to stretch their organization skills and potentials 	<ul style="list-style-type: none"> ➤ Inspection of student participation and achievement records. ➤ Students' surveys ➤ Inspection of ECA Committee Report and ECA Record Files 	<ul style="list-style-type: none"> ➤ Coordinator of Enhancement Programmes Teachers i/c of various units organizing enhancement programmes ➤ ECA Committee i/c ➤ Club and Society Teachers i/c 	

Target	Strategies	Success Criteria	Method of Evaluation	Responsible Parties	Resource required
	<p>3. Fostering Positive Values and Honing students' life skills in the formal and informal curricula</p> <p>a. Incorporating value education in the subject curricula</p> <p>b. Enhancing students' awareness and readiness to uphold positive values, as well as strengthening their life skills, through programmes organized by different committees for student development</p> <ul style="list-style-type: none"> - Health promoting programmes - Community Service - Moral and National Education programmes - Careers-related OLEs - ECA activities 	<ul style="list-style-type: none"> ➤ Subject departments design at least one relevant teaching and learning activities for educating positive values during the school year ➤ Various committees hold programmes of related themes ➤ Over 60% of the participating students agree that they have upheld the respective values in their daily lives ➤ Over 60% of the participating students find that the values and skills learned are applicable to their daily lives 	<ul style="list-style-type: none"> ➤ Inspection of programme plans and evaluation reports of each department ➤ Inspection of programme plans and evaluation reports of the committees concerned ➤ Students' survey 	<ul style="list-style-type: none"> ➤ HODs ➤ Health Education i/c ➤ Community Service i/c ➤ M&C Committee i/c ➤ Careers Education Committee i/c ➤ ECA Committee i/c 	

Plan on Use of Capacity Enhancement Grant (CEG), Senior Secondary Curriculum Support Grant (SSCSG) and Teacher Relief Grant (TRG), 2012-2013 school year

Name of School: King's College

Means by which teachers have been consulted: Staff meeting and opinion survey

No. of operating classes: 28

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
1. To share the overall teaching and non-teaching workload so as to give space for teachers' professional development, curriculum development and teaching	(a) Employment of 2 temporary teachers i. History and English ii. Liberal Studies	(a) To provide additional manpower in the i) History Dept. to enable the provision of NSS History in S4-S6 ii) English Dept. to enable splitting of 5 classes into 6 groups in S4 as well as offering enrichment classes for the weaker students in S4 and S5 iii) L.S. Dept. to enable the splitting of 5 classes into 7 groups in S4-S6	Sept 2012 to August 2013	Salary of Temporary Teachers i. (\$34,220x12x1.05) from SSCSG ii. (\$31,210x12x1.05) from CEG (i) + (ii) = <u>\$824,418</u>	Over 75% of the Language teachers concerned agree that the small class teaching enables teachers to give more care to individual students and to facilitate interactive learning activities in class	Survey of teachers concerned	APs HODs i/c of committees
2. To cater for learners' diversity					Language foundation of students of enrichment classes could be strengthened.	Teachers' observation of students performance in class and assessment results	
3. To provide support and assistance to teachers in preparing teaching and learning materials and form- teacher period materials (civil and moral education, careers educations, guidance and counseling) and organizing ECA and OLE	(b) Appointment of 4 Teaching Assistants Duties include assisting teachers in: i. preparation of teaching materials ii. organization of ECAs and OLEs iii. providing support for the weaker students iv. other activities organized by the school v. lesson substitution	(b) With the TAs giving support, teachers can have more time for		Salaries of 3 Teaching Assistants (Diploma Level) (\$11,975x12x1.05) x 3 = <u>\$150,885 x 3</u>	Over 75% of the LS teachers concerned agree that the small class teaching enables teachers to conduct interactive and collaborative learning activities such as group discussion and forum in class. More	Survey of teachers concerned	

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
	vi. helping in examination invigilation, (public and internal), etc. vii. supervising students in the Self-Directed Learning Room viii. providing support on the use of IT in projects, competitions, etc. ix. providing assistance in producing art and design work for school functions and display of students' achievements	curriculum development, planning of OLEs, designing strategies to cater learner diversity, handling disciplinary cases and providing counseling and guidance to students.		= <u>\$452,655</u> (from SSCSG) Salary of 1 Teaching Assistant (Matriculated) $\$10,885 \times 12 \times 1.05$ = <u>\$137,151</u> (from TRG)	time could be spent on giving guidance to individual student. Over 75% of all teachers agree that the TAs' assistance help relieve their non-teaching workload and enable them to spend time on planning and evaluating their teaching as well as giving guidance and counseling to students	Feedback from all teachers Performance appraisal of the temporary staff	
4.To take up some of the administrative and other non-teaching duties of teachers	Appointment of an Administrative Assistant Duties include (a) secretarial duties (b) assisting in preparation of school and student documents (c) assisting in liaising with old boys (d) assisting in PTA activities (e) assisting in all examination-related matters		Same as above	Salary of the Administrative Assistant $(\$17,415 \times 12 \times 1.05) + \$10,449$ (Gratuity) = <u>\$229,878</u> (from CEG)	Over 75% of all teachers agree that the TAs' assistance help relieve their non-teaching workload and enable them to spend time on planning and evaluating their teaching as well as giving guidance and counseling to students	Feedback from all teachers Performance appraisal of the temporary staff	Same as above

Estimated Expenditure: \$1,644,102
(\$824,418+\$452,655+\$137,151+\$229,878)

二零一二/二零一三學年校本課後學習及支援計劃

活動計劃表

學校名稱： 英皇書院

計劃統籌人姓名： 林之鏌老師、麥婉婷老師

聯絡電話： 2547 0310

計劃理念： 以學生長遠個人成長為目標，提供不同學習機會及訓練，使同學能擴闊眼光、加強個人學習經驗、增加社區服務和加強學生生涯規劃訓練。

活動形式： 導修服務、文化藝術活動、體育活動、領袖訓練、義工服務及參觀探訪等

預算之款項： \$ 40,000

A. 獲本津貼資助/補足的各項活動資料

活動名稱	活動目標	成功準則 (例如:學習成果)	評估方法 (例如:測試, 問卷等)	活動舉辦期間/ 日期	預計受惠對象 學生人數#	預計開支 (\$)	建議合辦機 構/服務供應 機構名稱 (如適用)
<p>擴闊眼光闖一闖 (中一至中七同學)</p> <p>(學生參加不同的訓練或興趣小組，完成後將學習成果與其它同學分享。例如：光學課程、力學課程、生態課程、烹飪課程、餐桌禮儀訓練、機械研習、理財訓練溜冰、舞蹈及雜耍等。)</p>	<ul style="list-style-type: none"> ● 發掘及發展學生學業以外的能力和興趣； ● 提升學生的自我效能感 (Self-efficacy)； ● 擴闊眼光。 	<ul style="list-style-type: none"> ● 透過計畫學到該項活動的基本知識或技巧； ● 學生的人際溝通、社交技巧和合作的能力得到提升； ● 學生的個人能力感及自信心得到提升。 	<ul style="list-style-type: none"> ● 導師觀察學生活動表現 ● 學生問卷 ● 學生分享/檢討會 	10/2012 – 8/2013	30 人	\$11,000	待定

活動名稱	活動目標	成功準則 (例如:學習成果)	評估方法 (例如:測試, 問卷等)	活動舉辦期間/ 日期	預計受惠對象 學生人數#	預計開支 (\$)	建議合辦機 構/服務供應 機構名稱 (如適用)
學習效能提升班 /課後學習支援 計劃 (初中至高中同學)	<ul style="list-style-type: none"> ● 鞏固學習知識; ● 協助解決學生在功課上的困難; ● 提升學生的學習成效; ● 促進學生的自主學習精神 ● 自學的基本技巧 ● 協助解決學生在溫習時的困難; ● 提升學生的學習成效; ● 促進學生的自主學習精神 	<ul style="list-style-type: none"> ● 學生的出席率達80%以上; ● 80%或以上的學生學習成效和學習態度有明顯進步 	<ul style="list-style-type: none"> ● 導師觀察及評估 ● 老師觀察學生平時的表現 ● 學生問卷 ● 學生考試及測驗成績 	10/2012 – 8/2013	60 人	\$27,000	待定

活動名稱	活動目標	成功準則 (例如:學習成果)	評估方法 (例如:測試, 問卷等)	活動舉辦期間/ 日期	預計受惠對象 學生人數#	預計開支 (\$)	合辦機構/服 務供應機構 名稱 (如適用)
自我挑戰 成長訓練計劃 (初中 及高中同學) (包括: 體驗訓練 營、外展訓練、義 工服務)	<p>此計劃會透過與人合作、個人的能力的發展及義工服務的體驗中, 擴闊學生在常規課堂以外的學習經驗及視野, 從而達致:</p> <ul style="list-style-type: none"> ● 認識自己的強項和可改善的地方、與人合作和溝通的重要性; 	<ul style="list-style-type: none"> ● 學生的出席率達80%以上; ● 豐富課堂外的學習經驗, 並提升個人的抗逆力及解難能力; ● 能把活動內的個人自我成長、發展及自我認識的經驗應 	<ul style="list-style-type: none"> ● 導師觀察及評估 ● 學生生活活動表現 ● 問卷 ● 學生分享/檢討會 	12/2012 - 5/2013	20 人	\$2,000	NGO

	<ul style="list-style-type: none"> ● 提升學生面對困難及不熟識的處境中的抗逆力； ● 透過學生的學習及籌備義工服務過程中，領略人與人之間互相關懷和支持的重要性； ● 發展個人潛能、自信心、培養自信。 	<p>用於日常生活及學習之中；</p> <ul style="list-style-type: none"> ● 學生自信心增強； ● 學生的人際溝通、社交技巧和合作的能力得到提升； ● 學生對社會歸屬感及關心他人能力感增強。 					
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備註:# 對象學生: 指領取綜援/學生資助計劃全額津貼及學校使用 10%酌情權的清貧學生.