



KING'S COLLEGE

Annual School Plan

2017 - 2018

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

Empathy and Self-management

Major Concern 1: To promote self-improvement in learning and teaching

Target	Strategies	Success Criteria	Evaluation Method	Responsible Parties
1. To foster the spirit of enquiry and exploration among students	(a) Language across the curriculum through Project-based learning <ul style="list-style-type: none"> ● Applying different generic skills (problem-solving skill, critical thinking skill, micro-thinking skill etc.) in topical study or task-based project across different curricula at various levels ● Eng + Math (S2); Chin + Chist (S2) 	<ul style="list-style-type: none"> ● Students apply and transfer the knowledge they have learned different subject disciplines in cross-curricular projects ● Students have completed their projects on an individual or group basis with the effective application of different skills ● A portal is created for the collection and display of outstanding works done by students 	<ul style="list-style-type: none"> ● Assessment of students' performance in cross-curricular projects in terms of knowledge applied and effective applications of skills in the completion of the project ● Feedback from teachers ● Sharing and display of good work ● Feedback from classmates/schoolmates 	<ul style="list-style-type: none"> ● subject departments concerned
	(b) Promoting STEM Education <ul style="list-style-type: none"> ● Training of scientific investigation skills in lessons and conduct of STEM activities including workshop, visit and project work outside classrooms at junior levels (S.1-S.2) ● Pull-out training offered to students with potentials and interest in scientific research to be conducted after school on a regular basis ● Participating in open local and international competitions on scientific invention or investigative study across junior and senior levels ● Group STEM project at S.3 	<ul style="list-style-type: none"> ● Scientific investigation activities and competitions regularly conducted by the different subject departments under science KLA in a school year ● Students of different levels, including those at S.1 and S.2, are given the opportunity to participate in different competitions. ● A clear indication that students make good and effective use of the knowledge they have learned in Mathematics, Computer, Technology subjects and Science in their STEM project ● A display of the products at the time of the completion of the STEM project and a comprehensive programme plan on the STEM project be prepared through the collaboration of the different subject departments 	<ul style="list-style-type: none"> ● Record of the number of activities and competitions students participated ● Results obtained in inter-school and intra-school competitions and comments received ● Teachers' comments and reflections ● Students' reflections ● Record on the number of students who completed the pull-out programmes with good results ● Demonstrations and displays at Open Days and Knowledge Fair ● Number of students enrolled in STEM activities. ● Products produced in S.3 STEM projects. 	<ul style="list-style-type: none"> ● Science KLA Creative Education Gifted Education STEM Team

	<p>(c) IT</p> <ul style="list-style-type: none"> ● Participating in IT-related competitions ● Applying various computer programming skills in creative designs at junior levels ● Use of online forum for open discussion ● Peer IT training through extra-curricular activities 	<ul style="list-style-type: none"> ● Students participate in competitions related to robotics and programming and obtain satisfactory results ● Both senior and junior students are given opportunities to take part in competitions or IT-related activities ● Students help train up their peers IT skills through activities held ● Students actively use on-line platform to express their opinions and peer learning is fostered 	<ul style="list-style-type: none"> ● Students' performance in assigned tasks ● Results of open competitions and comments obtained ● Response of students on on-line forum and the peer training workshops ● Reflections by students who participate in the activities or competitions 	<ul style="list-style-type: none"> ● ICT / IT Committee / related subject departments
2. To further enhance students' language competency	<p>(a) Promoting Language across the curriculum (LaC) and Reading across the curriculum (RaC)</p> <ul style="list-style-type: none"> ● Collaboration between language subjects and subjects of other KLAs to provide opportunities for students to broaden their knowledge base, apply and consolidate their reading skills and develop strategies in language learning and to provide authentic contexts for students to apply their literacy skills to construct knowledge Eng + Math, Chin + Chist 	<ul style="list-style-type: none"> ● Topical reading materials, especially those related to STEM, help broaden students' knowledge base ● Information texts and non-fiction extend students' learning on highlighted language forms, functions and vocabulary ● Students can apply what they have learned from their learning in their daily work/classroom presentation and work 	<ul style="list-style-type: none"> ● The quality of students' assignments ● Students' reflections in the different learning activities ● Teachers' evaluation and reflection on the programmes launched ● The effectiveness of plans for LaC and RaC programmes in enriching students' learning and in enhancing students' language abilities 	<ul style="list-style-type: none"> ● English Language Department ● Chinese Language Department ● Other KLAs
	<p>(b) Creative endeavours</p> <ul style="list-style-type: none"> ● Students are encouraged to try out with the literary skills they have learned in lessons in the construction of creative works (e.g. with respect to assignments, and competitions) to help consolidate students' language abilities ● Creative presentation in either written or spoken modes on the reading texts prescribed ● Systematic incorporation of drama education in S.1 and S.2 language lessons. 	<ul style="list-style-type: none"> ● At least one activity is organized by the English Society and the Chinese Society respectively to foster creativity among students in a term ● Students give oral presentations in class on a topic assigned by the teacher at least once in a term ● Students practise their reading, writing, speaking skills in drama activities ● Inter-class Mini-drama competitions held showing students proficiency in applying the language learned in their production 	<ul style="list-style-type: none"> ● Students' participation and performance in school-based activities ● Teachers' observation and comments ● Students' performance in their drama productions ● Results obtained by students in competitions ● Students' feedback on their work done 	<ul style="list-style-type: none"> ● English Language Department ● Chinese Language Department ● English Society and Chinese Society

	<p>(c) Learning languages through activities beyond lessons</p> <ul style="list-style-type: none"> ● Conduct of activities to promote students' speaking and writing proficiency by subject departments and ECA clubs (e.g. MC training classes and demonstrations, debating skills and Chinese reading interest groups) ● Recruitment and training of Language Ambassadors to be partners to train up the language ability of students at both junior and senior secondary levels 	<ul style="list-style-type: none"> ● At least two activities arranged by language departments, working jointly with ECA clubs, in each term ● Language ambassadors conduct regular activities for junior secondary students and receive positive feedback from both ambassadors and student participants 	<ul style="list-style-type: none"> ● Teachers' observation ● The materials prepared by the language departments/language ambassadors/relevant departments ● Feedback from student participants and language ambassadors ● Evaluation meeting on activities launched by language ambassadors 	<ul style="list-style-type: none"> ● Language-related ECA clubs ● English Language and Chinese Language Department
3. To motivate students and teachers to strive for continuous self-improvement	<p>Students: self-directed learning</p> <p>(a) e-learning</p> <ul style="list-style-type: none"> ● Use of e-class and other e-resources as platforms to facilitate self-directed learning both within and beyond classrooms ● More e-reading materials (e.g. as pre-lesson and post lesson learning materials) assigned to students to allow them to consolidate and extend their learning beyond classrooms ● More extensive use of mobile devices through wi-fi network and other e-resources in class to create a conducive environment to facilitate interactive learning 	<ul style="list-style-type: none"> ● Students successfully complete the assigned tasks on the e-platform ● Students actively using the e-platform for exchange of ideas within and beyond classrooms ● Students complete the e-reading materials and are able to apply the knowledge acquired in their work done ● More extensive use of mobile devices in teaching to facilitate self-directed learning in classrooms 	<ul style="list-style-type: none"> ● Students' performance and progress made ● Teachers' survey on the effectiveness of the use of mobile devices in teaching ● Students' readiness to participate in interactive activities within and beyond classrooms ● Students' readiness and frequency of using the e-platform to facilitate exchange of ideas and to promote self-directed learning 	I.T. Committee and all subject departments
	<p>(b) Academic reflection (assessment as learning)</p> <ul style="list-style-type: none"> ● Students monitor their own progress of learning through setting goals and using a wide range of strategies to make plan on what they want to know and what they can do, and at the same time how to use assessment results/achievement to plan for continuous learning. (2017-18 extended to all subjects) ● Regular and periodic reflection done by students to keep track of individual students' learning progress 	<ul style="list-style-type: none"> ● Students pick up the habit of doing reflection on the work/exercise done on a specified topic/unit and their individual learning progress ● Students set and adjust their own learning goals before and after summative assessment e.g. UT and exam based on the reflection done 	<ul style="list-style-type: none"> ● Students' performance in work done/assessments ● Students keep a good record of their goals and reflections ● Teachers' feedback on student's progress of work done ● Teachers' record on the progress of work done by individual students 	

	<p>Teachers: continuous professional development</p> <p>(c) Learning circles</p> <ul style="list-style-type: none"> ● Learning circles formed with teachers of the same KLA or different KLAs to conduct collaborative lesson preparation, curriculum tailoring, experience and personal sharing ● Target to help new or novice teachers fit in the teaching team to build up the rapport ● Lesson observation among members in the circle, and post-lesson discussion for improvement on planning/classroom teaching / production to teaching and learning materials ● Setting up a portal for housekeeping of materials designed by learning circles 	<ul style="list-style-type: none"> ● Regular meetings among members in the circle held to enhance peer tutoring ● New teachers adapt to the new school environment well ● Sharing on pedagogies and experiences including planning and organizing activities and administrative work be done regularly in staff meetings, HOD meetings, and departmental meetings 	<ul style="list-style-type: none"> ● Record of meetings conducted ● Sharing among teachers ● The effectiveness and usefulness of the collaborative teaching and learning materials prepared ● Reflections by teachers 	<ul style="list-style-type: none"> ● All subject departments
	<p>(d) Pedagogy study</p> <ul style="list-style-type: none"> ● Try-outs of new teaching strategies, essentially with the aid of mobile devices, to enhance learning and teaching effectiveness 	<ul style="list-style-type: none"> ● Effectiveness of the teaching strategies tried out evaluated, followed by professional sharing and improvement plan 	<ul style="list-style-type: none"> ● Lesson observation ● Feedback from teachers and students ● Students work done 	<ul style="list-style-type: none"> ● All teachers/Subject Panel Heads/ Pedagogy Committee
	<p>(e) IT in teaching</p> <ul style="list-style-type: none"> ● Attending training course on the use of mobile devices for interactive teaching ● Basic school-based training courses offered to teachers ● More extensive use of IT in teaching – use of mobile devices ● Interflow among teachers to enhance the experience in using mobile devices 	<ul style="list-style-type: none"> ● 50% of teachers of different subjects have attended training courses and seminars and be able to use the mobile device effectively in classroom teaching ● Demonstration and sharing on the use of mobile devices by teachers of the same or different subject disciplines 	<ul style="list-style-type: none"> ● Statistics on the attendance of different training courses ● Evaluation on the effectiveness of school-based training ● Level of competency in using mobile devices in teaching demonstrated by teachers ● Lesson observation and post-lesson evaluation 	<ul style="list-style-type: none"> ● All teachers / IT Committee / All subject departments

Major Concern 2: To strengthen students' character and capacity building

	<p>III. Organize Project A which promotes self-discipline through inter-class competitions.</p> <ol style="list-style-type: none"> a. Punctuality competition b. Attendance competition c. Classroom cleanliness competition d. Best Line-up class competition <p>IV. Expand the Merit Scheme for positive reinforcement</p> <ol style="list-style-type: none"> a. Star of the Month b. Most Punctual Class c. Best Attendance Class d. Best Line-up Class 	<ul style="list-style-type: none"> • Drop in the number of habitual latecomers and increase in percentage of punctuality rate • Improvement in classroom tidiness • Improvement in students' spirit when lining up during the King's Morning • Recognition & celebration produce an encouraging effect on sustaining their responsibility and self-discipline 	<ul style="list-style-type: none"> - Inspection of Classroom Code & Performance Index Chart, Class Log Books - Observation by teachers and class prefects - Attendance record and lateness record - Check list for assessing students' performance in Morning Assembly - Student survey 	<p>TCK (i/c)</p> <ul style="list-style-type: none"> - Discipline Committee - Prefect Body - Form teachers and subject teachers 	<ul style="list-style-type: none"> • Class Log book • Certificate & gifts (\$ 3000)
<p>2. Enhancement of students' personal qualities and attributes</p>	<p>I. To enhance students' planning and organization skills, promote brotherhood and foster empathy, senior level students will be empowered to plan, organize, and support S1 students in</p> <ol style="list-style-type: none"> a. lunchtime activities/competitions for S1 students in November, February and May b. film production workshop and competition on theme of Empathy c. Designing Thank-you Card for parents and teachers 	<ul style="list-style-type: none"> • Student committees apply the PIE model in their action plans • Student committees have sharpened their planning and organization skills • Senior level students show readiness to give support the S1 students • S1 students participate actively in the activities and show appreciation for the senior level students 	<ul style="list-style-type: none"> - Inspection of action plans, evaluation reports and minutes of the respective students committees - Reflection of participating students - Teachers' observations - Record of the activities/competitions 	<p>CKK (i/c)</p> <ul style="list-style-type: none"> - ECA Committee and Teacher i/c of ECA Club concerned - Campus TV Team - Fig Boy Scheme - S1 Form Teachers 	<p>Financial resource (ECA Grant)</p>

<p>3. Pursuit of purposes in school life</p>	<p>I. Careers and Life Planning (CLP)</p> <p>a. Strengthening the understanding of self-management in Career and Life Planning through:</p> <ul style="list-style-type: none"> - further promoting the idea of Career Action Plan and explaining the guidelines to teachers in the briefing sessions - promoting the idea of self-management in CLP with the help of Career Action Plan to students in Form Periods - reviewing and revamping the current Career Action Plan Forms for all levels <p>b. Provide staff training on CLP Guidance and Counselling</p> <ul style="list-style-type: none"> - supporting careers teachers to receive structured training on Life Planning Education and Career Guidance - collaborating with Counselling Committee to organize training workshop to equip teachers (esp. form teachers) with skills in conducting CLP guidance and counselling 	<ul style="list-style-type: none"> • Completion of a general review of the career action plan forms and devised an updated version for use in all levels • Form periods and briefing sessions on career action plan being conducted with positive response from students & teachers on its usefulness and effectiveness • Completion of Unit 1 to Unit 3 of the training courses provided by HKACMGM on eLearning Platform (for CLP Team members without 100-hr training in careers guidance) • Over 90% of the teachers attend the training workshop with positive response on its relevance in providing guidance to students 	<ul style="list-style-type: none"> - Inspection of FT Period records, Career Action Plans and Careers Profiles of students - Inspection of teachers', CPD record - Feedback from teachers and students 	<p>WKW (i/c)</p> <ul style="list-style-type: none"> - Careers & Life Planning Education Committee - Form Teachers Counselling Committee 	<ul style="list-style-type: none"> • Support from TA (OLE) • Support from other outside parties
	<p>II. Leading a healthy lifestyle through</p> <p>a. Joyful @ King's College</p> <p>b. Strengthening Life –Gate Keeper Programme Staff Professional Development on enhancing resilience</p>	<ul style="list-style-type: none"> • 90 % of students join the Joyful @ King's College and increase awareness of mental health • At least 20 S2-4 Life Gate-Keepers receive training and play active role in promoting positive thinking • Over 90% of the teachers attend the Staff Professional Development Workshop with positive response on its relevance in providing guidance to students 	<ul style="list-style-type: none"> - Interview and questionnaire surveys - Feedback from teachers and parents - Record of Life-Gate Keepers Team 	<p>NL (i/c)</p> <ul style="list-style-type: none"> ● Counselling Committee 	<ul style="list-style-type: none"> • Support from TWGH Cross Centre • Support from TAs (SEN, OLE) and School Social Worker

	<p>III. Leading a green lifestyle through</p> <ol style="list-style-type: none"> a. Formulating a guideline to facilitate the monitoring of the use of electricity, paper and other carbon-related resources on the school campus b. Conducting an Annual Carbon Audit c. Incorporating Green Pledge in the Classroom Code 	<ul style="list-style-type: none"> • Use of the monitored resources is under control. • At least one item in Classroom Code involves green measures • Students display self-discipline in observing the green measures in Classroom Code 	<ul style="list-style-type: none"> - Inspection of the guideline on monitoring of carbon-related resources on the school campus - Inspection of statistical records of carbon emission by school - Uploading carbon emission record on school webpage for public scrutiny - inspection of Classroom Codes - Observation by teachers and Environmental Protection Team - Feedback from School Office 	<p>KHL (i/c)</p> <ul style="list-style-type: none"> - Environmental Education Committee and Environmental Protection Team - School Office - Form Teachers 	
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Plan on Use of Capacity Enhancement Grant (CEG), Senior Secondary Curriculum Support Grant (SSCSG),
Transitional Careers and Life Planning Grant (TCLPG) and Extra-Senior Secondary Curriculum Support Grant
(ESSCSG)
2017-2018 school year

Name of School: King's College

No. of operating classes: 24

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 to give space for teachers' professional development, curriculum development and teaching	(a) Appointment of one 0.34 full-time CM Grade temporary teacher for teaching - Chinese and Putonghua (b) Appointment of 5 Teaching Assistants (English, Chinese, Maths, LS and OLE)	(a) -- Additional manpower to the departments concerned gives space for teachers for curriculum review and refinement, professional development and catering for learner diversity	Sept 2017 to August 2018	(a) Salary of one 0.34 full-time CM Grade temporary teacher (calculated at MPS Pt 18, subject to salary adjustment) \$32,470x4x1.05 = <u>\$136,374</u> From CEG (insufficient balance to be covered by OEP)	(a) -- Teachers in departments concerned engaging more time in curriculum refinement, professional development and catering for learner diversity	(a) Feedback from teachers and performance appraisal of temporary staff	(a) HODs -- Chinese -- Putonghua
2. To cater for learners' diversity	Duties include assisting teachers in: i. preparation of teaching materials;	(b and c) -- With the TAs and AA giving support, teachers can have more time focusing on curriculum development, planning of OLEs, designing strategies to cater learner diversity, handling disciplinary cases and providing counseling and		(b) Salary of Teaching Assistants (Diploma Level) (\$15,100x12x1.05) x 4 = <u>\$190,260 x 4</u> From SSCSG (insufficient balance to be covered by OEP)	(b and c) -- Teachers agree that the assistance of the TAs and AA help relieve their non-teaching workload and enable them to spend time on planning and	(b and c) Feedback from all teachers and performance appraisal of the temporary staff	(b) HODs -- English -- Chinese -- Maths -- LS
3. To provide support and assistance to teachers in preparing teaching and learning materials and form-teacher period materials	ii. providing administrative support to subject departments; iii. supervising and conducting extended learning activities or OLE activities; iv. providing learning support for weaker students; v. lesson substitution; vi. helping in examination invigilation (public and internal), etc.						Committees i/c: -- OLE Committee

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
(Civic and Moral education, Life and Careers Education, Guidance and Counselling) and organizing ECA and OLE 4. To take up some of the administrative and other non-teaching duties of teachers	(c) Appointment of an Administrative Assistant (AA) Duties of AA include (a) supervision of GCs (b) secretarial duties (c) assisting in exam matters (d) assisting in preparation of school and student documents (e) assisting in SAMS-related matters (f) assisting in S1 Admission and other major school functions	guidance to students		From TCLPG (insufficient balance to be covered by Moral and National Education Support Grant) (c) Salary of the Administrative Assistant (\$21,960x12x1.05) = <u>\$276,696</u> From CEG (insufficient balance to be covered by OEP)	evaluating their teaching as well as giving guidance and counselling to students		(c) AP

Estimated Expenditure: \$1,364,370

(CEG\$413,070 + SSCSG\$761,040 + TCLPG\$190,260)

King's College

Programme Proposal for DLG-funded Other Programme (Gifted Education), 2017-18

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
Leadership	Leadership Training Program for Elite students	To develop students' leadership skills including critical thinking and decision making	Twenty-five S4 students Selected among the top 50 students in academic performance	4.5 hours February to March 2018	Organizing a learning activity for the junior students during the Activity Days	Dr. Bob Lui	\$9,000
English	English Debate Enhancement Course	1. To boost the debating and public speaking skills for the School Debating Team members 2. To better equip them for the upcoming competitions	Twenty-four S4-S5 students who are members of the English Debating Team and have represented the school in external competitions.	Once a week and 2 hours for each workshop Starts from October 2017	Participating in external competitions	Ms. NG Yin Ting Irene	\$40,000
Mathematics	Mathematics Enhancement Course for Elite Mathematics students	To enhance students' skills 1. high order thinking and logical thinking skills 2. problem solving skills	Twenty students for each form, from S4 and S5 Selected by subject teachers	Five 1.5-hour lessons are held weekly for each form November to December 2017	Participation in different Mathematics competitions	Mr. NG Tak Yan	\$7,000

Domain	Programme	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
中文	中文拔尖寫作班	提高寫作應考能力及技巧	三十位中四及中五級學生 由科任老師選拔	10 - 12/2017	- 優秀作品分別刊登於校刊及校報 - 表現傑出的學生獲邀擔任校報編輯	楊家碧老師	\$12,000
	中文拔尖說話班	提高學生思考及應對的能力	三十位中四級學生 由科任老師選拔	11/2017 至 5/2018	- 向同學示範說話及應對的能力和分享學習經驗		\$2,400
Master of Ceremonies	Master of Ceremonies Course	1. To enhance students' presentation skills and communication strategies to be the masters of ceremonies on different occasions bilingually 2. To build up students' confidence in public speaking	Twenty S4 and S5 students Selected by subject teachers	November 2017	Performance in King's Mornings and other school ceremonies	Ms. Lam Yeuk Wing, Hazel	\$10,000
							\$80,400

二零一七/二零一八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： 辛素碧老師

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、加強個人學習經驗和學生生涯規劃訓練。

活動形式： 文化藝術學習小組、主題工作坊及體驗學習等

預算之款項： \$50,000

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)	負責老師
<p>擴闊眼光闖一闖 (中一至中六同學)</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。</p> <p>暫定活動 中一：職業探索工作坊 (律師和獸醫)</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 ● 學生反思及分享 	10/2017 - 8/2018	20 人	\$10,000	待定	辛素碧老師

<p>中二：職業探索工作坊 (醫生、電機工程師、youtuber)</p> <p>中三：動手探索科學(STEM)工作坊</p> <p>中四：對話體驗 - 黑暗中對話旅程</p>								
<p>課後文化藝術發展音樂課程</p>	<ul style="list-style-type: none"> ● 促進學生對音樂的自主學習精神 ● 自學音樂的基本技巧 	<ul style="list-style-type: none"> ● 學生的出席率達80%以上； ● 不少於60%的學生在校內音樂科樂器考試的成績有進步 	<ul style="list-style-type: none"> ● 導師觀察及評估 ● 校內考試成績 	<p>10/2017 - 8/2018</p>	<p>30人</p>	<p>\$40,000</p>	<p>待定</p>	<p>馮慶儀老師</p>

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.