



KING'S COLLEGE
School Development Plan

2012-2015

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School Vision & Mission

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

School Goals

- To promote the learning of knowledge, skills and attitudes needed to meet the challenges of a changing world
- To broaden minds and to promote awareness that learning is a life-long process.
- To develop an inquiring mind and the ability to find, evaluate and use information to solve problems and to encourage independent thinking and creativity.
- To promote self esteem, positive attitudes and sound physical and mental health.
- To promote respect for others and constructive interpersonal relationships.
- To promote better understanding of the forces that shape modern society, at the local, national and world levels, and to encourage a caring attitude and greater civic awareness.
- To develop interests and talents and to promote appreciation of man's natural and cultural heritage.
- To promote the on-going professional development of staff and to encourage a developmental cultural within the school.
- To seek to achieve the above goals by stressing active, first-hand learning experiences, by setting systematically planned, forward-looking policies and by working closely with parents and the community

School Motto

慎思篤行 - This means “Be careful in reflection and be earnest in practice .”

Core Values

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

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- Initiative and self-motivation in learning.
- Self discipline, respect for law and order and responsible behaviour.
- Self respect, respect for the right of others and appreciation of other people's achievement and efforts.
- Active involvement in school life and a sense of responsibility and commitment among student leaders.
- A caring attitude and service towards others and towards the community at large.

- A commitment to excellence in what we undertake to do.
- A positive, forward-looking attitude towards life and a healthy lifestyle.
- Living in harmony with our environment.

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action
1. Educating for values and character	Partly achieved	- Value education will still be one of our targets in the major concerns in the next SDP
2 Implementation and evaluation of New Senior Secondary Structure and Curriculum	Mostly achieved	- Will be incorporated as routine work

Evaluation of the School's Overall Performance

PI Areas	Major Strength	Areas for Improvement
1. School Management	<ol style="list-style-type: none"> 1. The School Management Committee is committed and gives full support to the school. 2. The school's vision and mission are embraced by the teachers. 3. There is a structured organizational framework allowing for effective management of the school and the pursuit of its objectives. Different committees have been set up with well-defined responsibilities. 4. The school policies are in line with those of the Education Bureau. 5. The school applies P-I-E model in conducting self-evaluation. 6. The supporting staff including the technical support staff, clerical staff, teaching assistants and workmen work well with the teaching staff. 7. The school has adopted a more open and transparent school management policy. The School Improvement Team has been set up with teacher representatives from various teams. They are involved in the decision making process when the school sets policies on school development. 	<ol style="list-style-type: none"> 1. There are a lot of temporary teachers at school, causing problems with stability of the staff force, long term development planning and responsibility allocation. 2. The monitoring of the implementation of department and committee plans could be strengthened. 3. More middle managers should play more active part in policy making in school.
2. Professional Leadership	<ol style="list-style-type: none"> 1. The Principal is committed to leading the school to higher height. Being familiar with the education and curriculum reform, the Principal is proactive in initiating new ideas and introducing new school policies. 2. The Assistant Principals are committed and responsible. They serve effectively as a bridge between the Principal and the staff, as well as coordinate effectively among subject departments and committees. 3. The middle managers are knowledgeable and experienced. Most of them are familiar with the need of the students and have kept abreast of the latest development of the education reform. 4. School policies are formulated in consideration of the best interest of students. 5. Resources are deployed in accordance with the school development 	<ol style="list-style-type: none"> 1. The school could enhance the administrative capabilities of more teachers and empower them to share the administrative work. 2. Middle managers could take a more active role in promoting professional development and exchange among staff.

PI Areas	Major Strength	Areas for Improvement
	plan.	
3. Curriculum and Assessment	<ol style="list-style-type: none"> 1. Our well-balanced school curriculum is designed in line with students' need, the school's mission and goals to facilitate life-long learning and the aims of education espoused under the education reform. 2. The NSS curriculum framework has been revised and implemented. School policies have been well explained in briefing sessions to students and parents. The arrangement of SBA has been smoothly launched. 3. Due emphasis has been put on students' intellectual and personal development while at the same time positive attitudes and values are inculcated. 4. The school strategically incorporates the development of the 4 key tasks, 9 generic skills and provision of life-wide learning experiences into its curriculum. 5. The programme plans of all subject departments are closely aligned with the School's development priorities and with detailed implementation and support strategies. 6. There is a mechanism to analyse students' performance after each summative assessment and the data collected are used to devise measures to enhance learning effectiveness and student support. 7. Peer assessments are integrated into learning to evaluate the learning outcomes. 	<ol style="list-style-type: none"> 1. To cater for learner diversity, measures such as after school enhancement classes will be provided for students in the junior levels. 2. At the senior levels, small class teaching will be introduced in S4 for the 4 core NSS subjects in 2012-2013, while small class teaching will continue in Liberal Studies in S5 and S6. 3. Further reinforcement of the high order thinking skills and enhancement on peer learning and assessment will be pursued.
3. Student Learning and Teaching	<ol style="list-style-type: none"> 1. Our students, in general, display interest in learning. They are highly adaptive to a multitude of learning strategies. Majority of them have a good mastery of communication skills and are fluent in both English and Chinese. Discussion and exchange of ideas are made with an open and positive attitude. They enjoy working with their peers and treasure the opportunities to learn from each other. 	<ol style="list-style-type: none"> 1. The school could employ more measures to enhance students' sense of responsibility towards their own learning. 2. More time and space have to be given for teachers to plan and reflect on their teaching effectiveness, conduct professional exchanges and give individual or group guidance to students beyond the lesson time.

PI Areas	Major Strength	Areas for Improvement
	<ol style="list-style-type: none"> 2. Compared with the last school development cycle, there is a higher rate of student participation in extended learning experiences, such as competitions, exchange programmes, study tours, sharing and reflection, forums, etc. Participants affirm the education value of these learning experiences beyond the classroom. 3. Teachers adopt a broad range of teaching strategies in line with the objectives and targets of our major concerns. They help students set targets and conduct reflections, take initiative and responsibility for their learning and master a variety of study skills. 4. The strategy of collaborative teaching has been adopted by teachers of the same subject to promote professional development as well as develop quality pedagogies and assignments. 5. More learning and teaching activities are designed to develop students' ability to formulate, present their views and debate on others' views through sharing and discussions. 	<ol style="list-style-type: none"> 3. Teachers will be encouraged to serve as setters, markers or oral examiners in the HKDSE to familiarize with the latest requirements of assessment in public examination. 4. More co-lesson planning periods are desired for subject collaboration among teachers. 5. More professional sharing among teachers will also be conducted. 6. There is still room to strengthen students' public speaking, debate and presentation skills.
4. Student Support	<ol style="list-style-type: none"> 1. The School adopts a whole-school approach to student development and provides a comprehensive framework for student-focused support. 2. With enhancing self-initiative in learning, self-discipline, leadership and commitment to serve others as targets of one of our Major Concerns in this School Development Plan, a variety of strategies have been adopted and related programmes and activities are held progressively across these three years and well received by students. 3. In the Enhancing Students' Learning Initiative (ESLI) and Students' Target Achievement Records (STAR) Schemes, students set realistic learning targets and conducted self-reflection seriously throughout the school years. 4. Through pull-out "gifted education" programmes and other student support programmes, such as remedial and enrichment classes, the 	<ol style="list-style-type: none"> 1. Better coordination among various committees could enhance the effective use of resources and avoid repetition of efforts put. 2. More support strategies have to be explored to help students whose motivation in learning is low. 3. There is not sufficient resource to help teachers understand and develop effective teaching strategies to handle students' special educational needs as well as the Non-Chinese speaking students. 4. Data collected from various years' Stakeholders' Survey and APASO review that students do not share as favourable a view as the teachers do in the following aspects of student support: <ol style="list-style-type: none"> a. Student-teacher relationship,

PI Areas	Major Strength	Areas for Improvement
	<p>school takes care to address learning diversity.</p> <ol style="list-style-type: none"> 5. The class-based Classroom Code has become a common practice for promoting a sense of ownership among students to maintain self-discipline. 6. Various leadership training programmes have been provided to the prefects, the Big Brothers, ECA Club officials, House Captains to strengthen their confidence in and hone their skills to carrying out their respective duties. 7. Great emphasis has been laid on enhancing students' self-esteem and building up an elaborative set of positive psychological strengths, such as stress management and adaptation skills. Teachers are also ready to attend teacher professional development training on Integrated Education, preparing for the increasing demand for teachers capable of handling students with SEN. 8. The Moral and Civic Education Committee, the Environmental Education Committee, the Volunteer Service Team and various other service units have played significant roles in promoting value education to students. We have observed that our students display strong sense of civic-mindedness, responsibility to the environment, concern for global issues in fund-raising activities, the Light-Off Campaign, the Hong Kong Awards for Environmental Excellence, Student Environmental Protection Ambassadors Scheme, etc. 9. In addition to the careers education packages, Finding Your Colours of Life and Career Mapping, a series of careers-related programmes and activities, such as the "Life Game" Day Camp, the Junior Achievers Company Programme, the Job Shadow Programme and the Working Reality Programme, have been arranged for the senior secondary students to provide them with careers-related experiences. Students find these experiences valuable and relevant to helping them make career choices. The Careers Committee also plays a vital role in 	<ol style="list-style-type: none"> <ol style="list-style-type: none"> b. Teachers' help in solving student problems such as social relationship, academic studies, c. Opportunities for development of leadership 5. To strengthen moral and national values, the school will be in the direction of setting up a more structured curriculum to cultivate students' sense of commitment to the school, the social community and the country. 6. The school will further strengthen health and positive values amongst students by joining the Healthy School Programme in the coming school year.

PI Areas	Major Strength	Areas for Improvement
	<p>equipping students and parents with information on preparation and application for the HKDSE and multiple pathways.</p> <p>10. A Healthy School Policy has been formulated. A series of health promoting programmes and activities, such as Health Education Workshops, Health and Fitness Improvement Scheme, etc. have been conducted to enhance students' knowledge, understanding, skills and attitude towards a healthy life and social well-being.</p>	
5. Partnership	<ol style="list-style-type: none"> 1. The school enjoys positive relationships with parents and alumni. Both the PTA and the OBA hold the school in high esteem and are supportive to the school. 2. The school maintains close links with other organizations, local, in the mainland and overseas, through activities such as exchange programmes and study tours, partnership programmes, company programmes, pull-out student development programmes, etc. 3. The school maintains close bondages with local tertiary institutions, such as HKU, CUHK and HKPolyU, to provide better extended learning opportunities for the students. 4. The school maintains good partnership with the sister school in Beijing. A new tie with another sister school in Shandong has also been established. 	
6. Attitude and Behaviour	<ol style="list-style-type: none"> 1. Most students are self-disciplined and abide by school regulations. 2. Most students like the school and get along well with their classmates. 3. We provide ample opportunities for students to erect role models, such as School Student Ambassadors, Health Education Ambassadors and Environmental Education Ambassadors. 4. The caring school culture has been well established. The Fig Boy Scheme provided peer support to help the S1 students adapt to the new school life. 	<ol style="list-style-type: none"> 1. Value education could be further strengthened. 2. Students' self-discipline and sense of belonging to the school could be further enhanced. 3. The caring culture will be further extended to the community. The school will set up an Elderly Academy in the coming school year.

PI Areas	Major Strength	Areas for Improvement
7. Participation and Achievement	<ol style="list-style-type: none"> 1. Students continue to take active part in a wide range of ECA and sports, music and art competitions. 2. More students take initiative to join external science competitions, such as the Intel International Science and Engineering Fair, Hong Kong Student Science Project Competition, Hong Kong Physics Olympiad, the International Junior Science Olympiad, etc. and have won honours to the school. 3. Two students even take up greater challenges to explore the unfamiliar regions of the world, such as expeditions to Antarctica and Mount Everest. 4. There is an increasing trend in student participation in social or community services, as well as study tours and exchange programmes. In the past three years, our students have set foot on various cities in China, such as Beijing, Shanghai, Yunnan, Shandong, Shaoguan and the Pearl Delta Valley as well as Taiwan, the USA, UK, Singapore, Croatia and Germany. 5. Our students are also given plenty of opportunities to plan and to host major school functions, like the King's College 85th Anniversary cum King's College Harmonica Band 60th Anniversary Concert, the 85th Anniversary Visual Arts Exhibition, the Heritage Open Days, etc, to enhance their leadership abilities and presentation skills. They students have performed very well in all these occasions and contributed to promoting a good school image to the public. 6. Our students have made outstanding achievements in both academic and non-academic domains in the past three years. Some even won high honours in international competitions. Highlights are as follows: <ol style="list-style-type: none"> a. One student won the Charles Frankland Moore Award for the best academic performer (scoring 10 As) in the 2010 HKCEE and five won the Government Scholarships. b. S6 students gaining admission to major universities through the Early Admission Scheme 	<ol style="list-style-type: none"> 1. We would like to see a broader range of student participation in these academic and non-academic activities.

PI Areas	Major Strength	Areas for Improvement
	<p>2009 – 4 students 2010 – 11 students 2011- N.A.</p> <p>c. 2 S5 and 1 S7 students won the Second Place Grand Award in the World Final of the Intel International Science and Engineering Fair in 2102. Their achievement will be further recognized by the entitlement of three minor planets named after them by the “International Astronomical Union”.</p> <p>d. One student won a silver medal in the International Mathematics Olympiad 2011.</p> <p>e. Another student won a silver medal in the Eighth International Junior Science Olympiad 2012.</p> <p>f. One student was granted the Grand Prize Award 2010 Hong Kong International Students’ Visual Arts Contest.</p> <p>g. One senior and one junior student won the honour as Outstanding Students on Hong Kong Island in 2011.</p> <p>h. A number of our students won a number of world championships in the World Harmonica Festival 2009. The King’s College Harmonica Band also won championship in the Harmonica Band Secondary School Section in the Hong Kong Schools Music Festival in 2010-2011.</p> <p>i. The King’s College Chinese Orchestra won the Gold Prize in the Hong Kong Youth Music Interflow in 2010-2011.</p> <p>j. The King’s College Senior Choir won championship in the Boys Senior Section in the Hong Kong School Music Festival in 2009-2010.</p> <p>k. Our Handball and Table Tennis School Teams have won the Overall Championships in the Inter-school Competitions (Division Two) in 2010-11 and 2011-12 respectively and promoted to Division One.</p>	

SWOT Analysis

Our Strengths

- Students are by and large of good potential.
- Almost all the teachers are degree holders, most are subject-trained with strong commitment to teaching.
- Many alumni and veteran teachers are staunch supporters of the school's heritage and have a strong sense of belonging, pride, loyalty and concern for the school.
- The school has the unfailing support of the KCOBA and the KCPTA.

Our Weaknesses

- Many of our students are science-oriented who tend to allocate less time on language learning.
- The English environment and the reading culture of the school can further be enhanced.
- There is an apparent imbalance between the number of students taking science subjects and their electives and that of some arts/humanities subjects
- Students' sense of responsibility for their own learning has room for further enhancement.

Our Opportunities

- The senior secondary curriculum offers scopes for the school to structure opportunities for all students to engage in aesthetics, physical, moral and civic education, national education and community services.
- Facing the challenges in the education reform, the school will further strengthen students' high-order thinking skills, study skills, reflective skills, e-learning culture, etc.

Our Threats

- There is a growing diversity in our student intake. Our teachers face more challenges in handling students of a great variety of abilities.
- There are a lot of temporary teachers at school, causing problems with stability of the staff force, long term development planning and responsibility allocation.
- The voluntary optimization of class structure reduces the number of student intake each year. In the long term, this will pose serious impact on the sustainability of some of our major strengths, such as in music development.

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

1. To further develop the school as a learning community
2. To strengthen life-wide and life-long learning skills and culture

School Development Plan (3-school-year period)

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		Year 1	Year 2	Year 3	
<ul style="list-style-type: none"> ❖ To further develop the school as a learning community 	<ul style="list-style-type: none"> ❖ Enhancing quality teaching and assessment for learning ❖ Enhancing reading competency ❖ Promoting e-learning culture 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ❖ Skill development: <ul style="list-style-type: none"> ➤ study skills ➤ co-operative and interactive learning skills ➤ critical thinking and discussion skills ➤ high order thinking skills ❖ Cross-curricular teaching and learning ❖ Collaborative learning ❖ Extensive reading and sharing of reading experiences ❖ Use of e-class/e-platform to promote learning beyond the classroom ❖ Production of multimedia learning materials ❖ Peer Lesson Observation
<ul style="list-style-type: none"> ❖ To strengthen life-wide and life-long learning skills and culture 	<ul style="list-style-type: none"> ❖ Promoting reflective learning at student level ❖ Promoting reflective learning at teacher level ❖ Stretching students' potentials and extending their learning experience 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ❖ Target setting and reflection ❖ Student sharing on reflection of learning activities ❖ Teaching reflection and professional sharing ❖ Provision of a self-directed learning environment and related resources ❖ Enhancement programmes ❖ Fostering positive values and honing students' life skills

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 devised according to the MOI fine-tuning arrangements and our school's own circumstances. Our plan applies to Secondary S1 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 and Putonghua for all S1 students and the same cohort of students proceeding to S2 and S3 with the exception of Liberal Studies to be offered in S3. The MOI for Liberal Studies will be Chinese.

The Rationale:

1. Student Ability
Our school has fulfilled the "student ability" criterion.
2. Teacher capability
All our teachers teaching EMI subjects fulfilled the "EMI" requirement.
3. Support Measures
The school has a range of measures to develop students' mastery of the English language.
Some of these measures are:
 - a. S1 bridging course (conducted for the 40 lowest achievers of the pre-S.1 Attainment Test before the year begins)
 - reading skills, classroom language, useful sentence patterns and vocabulary items related to the school, etc.
 - b. English camp for S1 students (conducted before the school year begins)
 - games and activities to help students adapt to an English environment
 - c. Learning through drama
 - drama lessons conducted in lesson time for S1 students to build up their confidence in using English for communication
 - S1 drama competition at the end of the 2nd Term
 - d. English oral enhancement programme for S2 and S3
 - activities organized by HKU exchange students on our school campus
 - video-conferencing in English with students in Chian through a programme named "V-China"
 - training for the HK Schools Speech Festival
 - e. Verse-speaking activities
 - S.2 Inter-class Verse-speaking Competition at the end of the 2nd term
 - f. Debating Workshops
 - After-school debating workshops for junior and senior levels
 - g. Speaking Workshops
 - After-school speaking workshops for S.1 and S.2 students
 - h. Writing Workshops
 - After-school writing workshops for S.4 and S.5 students
 - i. Phonics Workshops
 - S.1 students attend phonics workshops

- j. English Society activities
 - an English week featuring a variety of activities
 - regular displays of students' compositions, poems, projects, etc. on notice boards in corridors on the school campus
 - organizing interesting activities like Halloween, Bi-lingual Week, English Week, etc
- k. Deployment of a teaching assistant to organize activities and support the English panel
- l. Self-learning programmes
 - Extensive Reading Scheme, e-Learning Platform, TV news learning programmes
- m. Special arrangements for students comparatively less proficient in English
 - S.1 remedial class: about 20 students who scored the lowest marks in the Pre-S.1 English Attainment Test will be put in the same class. They will have a tailored curriculum designed to develop their proficiency gradually and help them attain a level comparable to that of students following the mainstream curriculum in a year's time. In addition, they will attend study groups by the counselling team.
- n. 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