

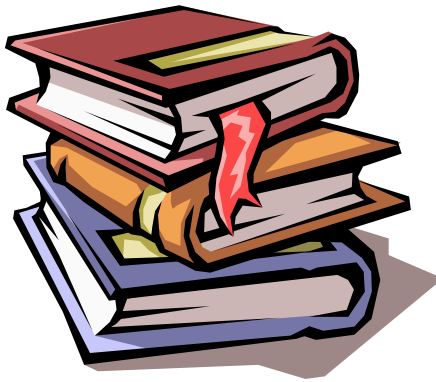


**King's College**  
**School Development Plan**  
**2006/07 – 2008/09**

# King's College

## 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.



## **Where We Are Now**

### ***Our Strengths***

- Students are by and large of good potential.
- Almost all the teachers are degree holders and subject-trained with strong commitment to teaching.
- Many senior students 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 its alumni and parents through the Parents-Teachers Association and the King's College Old Boys' Association.

### ***Our Weaknesses***

- Similar to other government schools, the school is under the SSPA Scheme and has full autonomy to select no more than 30% of its S1 students. This results in a great variety of abilities in some classes.
- Most students view their school as a science school and have low motivation to learn languages.

### ***Our Opportunities***

- The proposed new senior academic structure offers opportunities for the school to re-structure its curriculum to maintain depth, breadth, balance and interconnection across all major areas of learning.
- The proposed new senior curriculum offers scopes for the school to structure opportunities for all students to engage in aesthetics, physical, moral and civic education and community services.

### **Our Threats**

- There may be instability due to the introduction of new curricula under the New Senior Academic Structure.
- The school may encounter difficulty in maintaining its status as an EMI school when it is required to meet the criteria of student ability and teacher capability laid down by the Education Commission.
- There is lack of autonomy and flexibility in staff posting, both for incoming and

outgoing teachers.

- The Discretionary Places quota will be increased to from 20% to 30% and students will be allowed to apply to two secondary schools instead of one in the DP stage will aggravate the problem of diversity of abilities.

### **Major Concerns for 2006/07– 2008/09**

1. Whole-person development in the areas of
  - a. learning attitudes;
  - b. willingness to serve with a positive world outlook; and
  - c. caring about the environment.
2. Preparation for the Implementation of the New Senior Secondary Academic Structure and Curriculum

## School Development Plan (2006/07 – 2008/09)

Major Concern	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			06/07	07/08	08/09
1. Whole-person development of students with respect to					
a. Learning attitudes	<ul style="list-style-type: none"> <li>● Students are self-disciplined and self-motivated to learn</li> </ul>	<ul style="list-style-type: none"> <li>● Keen participation in lessons</li> <li>● Interest in knowing more</li> <li>● Inquisitive in finding out how and why</li> <li>● Time management</li> </ul>	✓	✓	✓
b. Willingness to serve, confidence and determination to succeed	<ul style="list-style-type: none"> <li>● Students know their strengths and weaknesses</li> <li>● Students are provided with opportunities to develop their strengths</li> <li>● Development of a positive world outlook and concern for others</li> </ul>	<ul style="list-style-type: none"> <li>● Careers education</li> <li>● Aptitudes and interests in activities</li> <li>● Participation in services and social activities through clubs and external bodies</li> <li>● National education and world developments</li> <li>● Leadership training</li> <li>● Teacher-student relationships</li> </ul>	✓	✓	✓
c. Caring about the environment	<ul style="list-style-type: none"> <li>● Students are concerned about environmental protection and sustainable developments</li> <li>● They develop an appreciation for simple and plain living</li> </ul>	<ul style="list-style-type: none"> <li>● Insert the topic into the curriculum where appropriate</li> <li>● Organize competitions, visits, talks and other promotion activities</li> <li>● Consider effective use of solar energy</li> </ul>	✓	✓	✓

Major Concern	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			06/07	07/08	08/09
2. Preparation for the Implementation of the New Senior Secondary Academic Structure and Curriculum	<ul style="list-style-type: none"> <li>• Curriculum planning including the following aspects will be completed: <ul style="list-style-type: none"> <li>➢ Subject combination / A curriculum plan for different streams in the senior forms</li> <li>➢ Time-tabling arrangements</li> <li>➢ Assessment Modes</li> <li>➢ Planning of Other Learning Experiences &amp; designing the Senior Secondary Student Learning Profile</li> </ul> </li> <li>• Human Resources Planning including the following aspects will be completed: <ul style="list-style-type: none"> <li>➢ Staff establishment projection</li> <li>➢ Teaching period allocation</li> <li>➢ Professional development planning</li> </ul> </li> <li>• Pedagogies conducive to learning will be promoted to ensure the successful implementation of NSS.</li> </ul>	<ul style="list-style-type: none"> <li>• A whole-school approach is adopted with the Principal, Assistant Principals and the NSS Committee taking the lead and the following key figures, subject panels and committees taking the lead and coordinating the efforts of all parties concerned: <ul style="list-style-type: none"> <li>➢ Prefect of Studies</li> <li>➢ Other Learning Experiences i/c</li> <li>➢ Key Learning Areas i/c</li> <li>➢ Subject panels</li> <li>➢ Modes of Learning Committee</li> <li>➢ Careers Committee</li> <li>➢ Civic and Moral Education Committee</li> <li>➢ ECA Committee</li> <li>➢ Exam Committee</li> </ul> </li> </ul>	✓	✓	✓