KING'S COLLEGE
School Development Plan

2024-2027

Content

1. School Vision & Mission

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

2. 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.

3. School Motto

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

4. 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

5. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 1: To continuously improve the effectiveness of learning and teaching to enhance the academic atmosphere on campus **Targets:** 1. To adopt diversified teaching models to enhance students' self-directed learning ability and cater for the diversity of students	Fully achieved	Continue to be a major concern for the next development cycle with adjusted target(s)	The success of SDL was evident by the well-designed learning tasks and assignments. The sharing culture among teachers was cultivated.
2. To enhance the academic atmosphere on campus and students' learning ability through implementing a variety of extra-curricular learning activities and promoting reading	Party achieved	Continue to be a major concern for the next development cycle with adjusted target(s)	KLA Weeks received positive feedback Students' reading habit was gradually cultivated.
3. To design cross-subject courses to provide a broad and balanced learning experience that helps students make a breakthrough in their studies	Fully achieved	Incorporate the curricula in routine work.	The S.3 science, business and computer literacy and S.5 CLP curriculum could fulfil students' learning needs and facilitate academic development.

Major Concern 2: To nurture students with positive values and attitudes for enhancing capacities to strive for excellence in life **Targets:** 1. To strengthen Values Education and National Education	Partly achieved	Continue to be a major concern for the next development cycle with adjusted target(s)	To enhance the sense the national identity of students and promote more key components in Values Education
2. To develop students with a positive outlook on life through experiential learning	Fully achieved	Incorporated as routine work	Collaborative effort was evident among functional teams, subject departments and social workers. Students managed to undergo the hardship and uncertainties during the panademic and were generally positive and optimistic about what has lied ahead.

Major Concern 3: To unleash students' potential for key competences for adulthood and change agility for tomorrow **Targets:**			
1. To inspire students to realize their potential	Fully achieved	Incorporated as routine work	The programme plan was effectively implemented through the meticulous preparation and enthusiastic involvement of all stakeholders. The wide scopes of training programmes have successfully unleased students' potentials holistically and enhanced students' whole-person wellness.
2. To nurture students holistically and enable them to advance their potential to go beyond whole-person wellness	Fully achieved	Incorporated as routine work	
3. To acknowledge and reflect on students' accomplishments in different stages of secondary school life	Fully achieved	Incorporated as routine work	

b. Based on the reflection against the seven learning goals[II], conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

◆ How good is my students' performance in achieving the seven learning goals?

– Self-directed learning (SDL) approach
The design of learning tasks and assignments across various subjects was a testimony of the success of the practice of SDL. The scope of knowledge and skills covered were essentially reflected by the exceptionally high quality of students' work, showing both the effectiveness of practising student-centred classroom teaching. According to stakeholders' survey data (teachers), a score of '4.0 out of 5.0' was attained averagely for teaching strategy-related items in recent years, showing their practice in varying teaching strategies. From the students' perspective, they would agree on an average of score of '3.8 out of 5.0' when viewing their learning motivation. It is definitely evident that collaboration between subjects, either through integrated curriculum or cross-curricular projects, can enhance self-directed learning among students. In the last 3-year school development cycle, teachers have been well-prepared and showed readiness to connect teachers of different KLAs together to investigate new teaching methods to make the lesson more engaging with clear learning objectives shown. When students worked on investigations that required them to transfer knowledge across disciplines, they could apply a range of generic skills as listed in the seven learning goals. From students' reflections, with guidance from the teachers, they were able to establish the learning goals they wished to accomplish as well as bridge their knowledge acquisition in lesson to daily life experience. We all hold the strong belief that if a student feels success in accomplishing a task or understanding a new concept, they are motivated to continue to learn more on their own initiative.

– Pedagogical sharing
Besides the internal sharing arranged by subject departments for professional development, teachers also joined joint-school external learning circles and a teacher ambassador programme arranged by tertiary institute. The culture of lesson observation has established through the work of the Pedagogy Committee, by which teachers could keep abreast with the latest trend in education for the sake of adding in various teaching strategies.

– KLA Weeks
The multifarious experiential learning activities organized in the theme-based KLA weeks allowed students to have pleasurable learning beyond classroom. From the evaluation results, more than 80% of students welcomed the arrangement of KLA weeks and looked forward to similar activities in the future.

[II] The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

- Promotion of Reading
  Four form-based activities and competitions were arranged. Students' reading habit was gradually cultivated and some showed more willingness of reading from cover to cover with an increasing book loan number. From the APASO-III survey data, around half of the junior respondents would do leisure reading daily while for senior students, likewise, around half read less than 30 minutes each day.

- School-based curriculum
  The fine-tuned S.3 science, business and computer literacy curriculum could fulfil students' learning needs and facilitate up-to-date academic development. As the courses became more practical and interesting, students engaged themselves in lessons with higher learning motivation. Although time and effort were paid to prepare school-based materials, teachers found the positive feedback from students rewarding regarding the design . The Careers Guidance and Life Planning Education tailor-made a scheme of work and teaching strategies were devised to cater for students' need in the areas of financial management and career exploration.

- National and Global Identity
  Students have developed a positive view on enhancing the sense of national and global identity, for example, the Chinese culture and pluralism in society. In the subscales "National Identity (Responsibility, Obligations)", "National Identity (Proud, Love)", "National Identify (National Flag, Anthem)" and "National Identity (Achievements)" of APASO-III, the Q-Score and the P-Score of all levels of students were at least 115 and 84.1 respectively, indicating that our students have a stronger sense of national identity in different aspects than those in other schools in Hong Kong.

  In view of priority values and attitudes, we have focused on "National Identity", "Law-abidingness" and "Empathy" in these three years. As mentioned above, the results reflected that our students are exceptionally good at "National Identity". For "Law-abidingness", the Q-Score and P-Score of the subscale "Morality (Importance)" of all levels of students were 116 and 85.7 respectively, which are the highest scores with reference to the norms of all Hong Kong schools. For "Empathy", in the subscale "Multi-perspective Thinking", the Q-Score and the P-Score of our students were 96 and 39.5 respectively. Although the absolute scores were not high, more than 90% of students agreed that "I try to look at everybody's side of a disagreement before I make a decision", "I believe that there are two sides to every question and try to look at them both" and "I sometimes try to understand my friends better by imagining how things look from their perspective", showing a positive tendency in this regard.

- Health Lifestyle
  Students have gradually developed a healthy lifestyle after the pandemic, such as active participation in physical and aesthetic activities. For their psychological health, in the subscales "Affect (No Negative Affect)", "Affect (No Anxiety, Depressive Symptoms)" and "Satisfaction (School)" of APASO-III, the Q-Score and the P-Score of all levels of students ranged from 107 and 85.7 to 116 and 85.7 respectively. These scores indicate that our students, on the whole, are experiencing good psychological health. While our students generally exhibited a favorable state of psychological well-being, a detailed analysis of the "Affect (Positive Affect)" subscale suggests there is room for improvement. Specifically, for students in S.3, S.5 and S.6, the Q-Scores fell between 87 and 101, with P-Scores ranging from 19.3 to 52.7. These scores suggested that

experiences of positive emotions, such as feeling "Lively" and "Cheerful," occurred with less frequency. This points to a modestly below-norm positive affect within these particular student cohorts. Albeit not inducing any immediate concern, it has signaled a need for increased support measures. For physical health, in the subscales "Physical Exercise", the Q-Score and the P-Score of S.1 to S.4 students ranged from 103 and 57.9 to 116 and 85.7, respectively, indicating that our students had developed habits in doing physical exercise every day. However, in the subscale "Self-reported Health Status", the Q-Score and the P-Score of all levels of students were 93 and 32 respectively. It reflected that students were not quite satisfied with their current health conditions.

– Use of Information Technology
For the amount of time students spent on information technology for leisure, in the subscale "Information Technology (Less Time for Leisure)", the Q-Score and the P-Score of all levels of students ranged from 85 to 99 and 15.9 to 47.3, which are comparatively lower than the norms of all Hong Kong schools. These scores suggest our school that there is a need to investigate more the attitude and habit of using information technology of our students.

– ECA participation & unleashing students' potential beyond classroom
For their participation in extra-curricular activities, in the subscale "After-school Co-curricular Activities (School Organised)", the Q-Score and the P-Score of all levels of students were 116 and 85.7 respectively. It indicated that the school has arranged and encouraged them to participate in various activities inside and outside school after employing effective screening and nomination processes at the beginning of school term. Online surveys were conducted among students from S.1 to S.3, indicating that around 86% of students reported notable improvements in their generic skills.

Regarding the after-school activities organized by subject departments and functional teams, it was observed that all S.1 to S.3 students participated in at least one OLE activity. Additionally, 73% of S.1 students, 65% of S.2 students, and 52% of S.3 students were enrolled in multiple activities. Among them, 80% of students expressed a strong interest in these activities, 47% were interested in exploring other domains, and 31% desired more advanced training in their current domain.

The Stakeholder Survey yielded positive feedback, with students giving a rating of 3.8 out of 5.0 for the effectiveness of extracurricular activities in developing their interests and life skills. Additionally, teachers rated the school's provision of diverse learning experiences both inside and outside the classroom, taking into account the students' diversity, with a score of 4.2 out of 5.0.

The establishment of a talent pool has further enhanced our recognition of students' potential, enabling us to provide customized training that aligned with their individual talents. The good works of students were demonstrated in various school functions as a piece of evidence of their achievements. Additionally, it is worth considering exploring training opportunities for students with diverse levels of talent, in addition to the existing leadership and physical education programmes targeting specific groups.

◆ How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

The design of self-directed learning tasks has come in with more varieties of task nature, helping students connect what they had learned during lesson time with their daily life experience through authentic themes and classroom activities. Students interviewed stated that the assignments could effectively boost their motivation in knowing more about the topics. The active nature of self-directed learning has also helped students in encoding content knowledge and applying what they have learned in real life. From the stakeholder survey, teachers rated 4.4 out of 5.0 on their teaching strategies in the areas of motivating students to learn through activities in and beyond classroom and displayed confidence in developing student-centred pedagogy.

Our school has provided rich and diversified learning experiences for our students and, motivates them to work hard towards high-quality academic pursuits and cultivates them for whole-person development. Our curriculum connects students' learning with their daily lives and provides them with diversified life-wide learning experiences. From the SHS(Teacher), 88.8% to 98.2% of teachers agreed that the school curriculum aligned with all seven learning goals and the overall mean score of the survey aspect "My views on school curriculum and assessment" was 4.4 out of 5.0, which is much higher than the general mean score. Besides, the overall mean scores of the survey aspects "My views on student learning (including learning inside and outside the classroom)" and "My views on support for student development" were 3.7 and 4.2 (out of 5.0) respectively, which were also much higher than the general mean score. From the SHS(Student), the overall mean score of the survey aspects "My views on teaching (including learning inside and outside of the classroom)", "My view on student learning (including learning inside and outside of the classroom)" and "My views on support for student development" were 3.8, 3.7 and 3.7 (out of 5.0) respectively. From SHS(Parent), the overall mean score of the survey aspect "My views on support for student development" was 3.9 out of 5.0. All these figures support that our school has done very well in students' whole-person development and lifelong learning.

Information and data obtained from lesson observations, SHS, and APASO-III were used to identify students' needs for support in different stages. Strategies and programmes are implemented to cultivate students' positive values. Training opportunities are arranged to let our students learn leadership skills to become future leaders. We also offered developmental, preventive and remedial counselling services according to their needs at different stages. A caring, harmonious and supportive atmosphere is successfully created so that their brotherhood is strengthened. Students were provided with a wide range of life-wide learning opportunities to learn about society, the nation and the world through authentic contexts. We have striven hard to broaden their perspectives and nurture their entrepreneurial spirit and sense of national identity. Our teachers are professional and knowledgeable. They adopt diverse student-centered teaching strategies to meet the learning needs of students.

Through the collaborative efforts of students and teachers, our school has successfully established a talent pool that integrates data from both inside and outside school activities, as well as academic achievements. Such innovative approach aimed to unlock students' potential by harnessing their unique interests and talents, fostering a holistic approach to their overall development. To ensure the effective establishment and utilization of the talent pool, all teaching staff have completed a fundamental GE (Gifted Education) course. Additionally, a significant percentage of HODs, APs and teachers have taken training courses in this area. The survey results revealed that 98% of teachers reported a better understanding of

gifted education, particularly in identifying gifted students and implementing effective strategies to nurture their talents.

Our school has prioritized holistic student development, fostering their potential and promoting overall well-being. We has provided diverse programmes and activities to nurture skills, talents, and personal growth, creating a comprehensive and enriching learning experience. School-based survey results consistently indicate positive learning outcomes, with a score of 4 out of 5. This highlights the effectiveness of our strategies in enhancing students' learning capacity and engagement with the curriculum. Notably, students display strong confidence in generating science experiment ideas and inventing new things, as demonstrated in the "Creativity (Science-related)" subscale of APASO-III. The Q-Score and P-Score of S.1 to S.3 students are 116 and 85.7 respectively, indicating their mental preparedness for scientific exploration. Regarding leadership, both senior and junior students exhibit remarkable abilities in assessing team strengths and weaknesses, expressing opinions, and collaborating effectively. Their confidence extends to working with peers, teachers, parents, and delegating tasks within groups. These findings highlight our students' exceptional leadership attributes compared to other schools in Hong Kong. Additionally, in the "Life Planning (Work Experience Programs)" subscale of APASO-III, S.4 to S.6 students achieve Q-Score and P-Score of 103 and 57.9, respectively, signifying higher participation in work experience programs compared to other schools in Hong Kong.

In recognition of the outstanding achievements and effort of our students, our school showcases their exemplary work on various platforms such as the school webpage and different school occasions. These events and activities not only celebrate their accomplishments but also foster a culture of excellence, inspiring students to pursue personal growth and well-being in a holistic manner. We remain committed to continuing this practice to acknowledge their talents, efforts, and achievements, reinforcing students' self-esteem, promoting a positive school image, and nurturing a culture of excellence.

◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

Following the practice of Hong Kong's latest education policies, seven learning goals, the latest predagogical trends, and considering our school's vision, mission, and student characteristics, the SMC and teaching staff are committed to continuous improvement and development. Through collaborative efforts, programme planning, and data-driven evaluation, we spare no effort in providing the learning environment for our students. Committed school leaders, capable middle managers and staff members work closely and harmoniously towards the same goal. The management and teachers launched a series of meetings with reference to substantial data from SHS, APASO-III, KPM and teachers' observations before the plan was proposed. From SHS(Teacher), the overall mean score of the survey aspect "My views on principal's professional leadership", "My views on vice-principal's professional leadership" and "My views on subject panel/committee heads professional leadership" were exceptionally high as 4.4, 4.1 and 4.5 (out of 5). It has reflected that effective management and communication of our school can help all teachers formulate suitable and specific programme plans to align with the school's development focuses.

Subject panels and committees play a crucial role in developing specific programme plans that align with our school's development focuses. We conduct a PIEP cycle for self-improvement, utilizing qualitative and quantitative data from stakeholders. This can ensure that our targets are met

while aligning with the direction set in our school development plan. Apart from regular internal sharing sessions, with opportunities given, teachers were willing to join hands with external organizations for developing more effective teaching methods and tools. The School also takes initiative in joining EDB school-based support services in hopes of expanding the resource bank for further pedagogical exchange with schools sharing similar needs.

c. How Can My School Be Better

◆ What are my students' needs?

Some generic skills, such as Information Literacy are to be further enhanced as students are relatively inadequate in manipulating these skills as shown in their daily work or project tasks. Collaboration beyond subjects to include functional teams like counseling or career guidance can deepen the impact of learning tasks. This new way of collaboration will further broaden their perspective of looking an issue and allow more opportunities to apply the subject knowledge in a more personal level. Even Information Literacy has not been set as a main target in the major concern of the current school development cycle compared with physical and psychological health of our students, with reference to the data of APASO-III, it is suggested that our school should understand the students more on their use of information and information technology so that their awareness of adequate usage, ethical usage, flexible usage and effective usage of information technology can be enhanced. After the 3-year pandemic with online learning modes adopted, students generally relied on information technology very much in their learning and interpersonal relationships. Proper attitudes toward using information technology are needed.

Since it takes time to cultivate correct values, our school should continue to deepen the understanding of national identity and other priority values in the coming development cycle. In this development cycle, "National Identity", "Law-abidingness", and "Empathy" were the key focus among the ten priority values and attitudes introduced by the EDB in 2020. Newly added priority values and attributes like "Diligence", (Added in November 2021), "Benevolence" (Optimised in December 2023), "Unity" and "Filial Piety" (Added in December 2023) could be promoted. The findings from the APASO-III indicate that our students' "Multi-perspective Thinking" and "Affect (Positive Affect)" could be drilled more into. Additionally, teacher reports have raised concerns about the psychological health of our student population. Besides, some educators have noted an uptick in parental efforts to seek assistance from the school in nurturing their children's psychological health. The demand for emotional support among students is rising, as they confront substantial challenges related to academic demands, social relationships, and family dynamics. Therefore, there is a clear need to bolster peer-to-peer interactions and school-based support systems to address student psychological well-being. Promoting values like "Benevolence," "Unity," and "Commitment" could prove beneficial in aiding students as they develop these crucial aspects of their personal and academic lives.

Given our well-developed mechanism for identifying students' talents, coupled with the upcoming 100th Anniversary of our school in two years, it is imperative that we leverage this advantage to explore the needs of developing more students with leadership abilities. This exploration should encompass a broader scope in the upcoming development cycle, with a focus on training potential future leaders. Following three years of the pandemic and the widespread adoption of online learning in many primary schools, junior students have displayed a general lack of organization and leadership skills. Consequently, there is an urgent need for training programmes that address leadership, goal setting, and self-confidence. Providing students with these essential skills is crucial, especially when they face academic, social, and familial challenges. Students can greatly benefit from the support and guidance of their teachers, particularly in navigating the challenges. Therefore, it is vital for the school to offer

mentorship and guidance, playing a pivotal role in helping students overcome obstacles and develop their leadership potential. By doing so, we can ensure the continued success of our school and foster an inclusive educational environment to address all students' needs.

◆ **What is my school's capacity for continuous improvement and development?**

The good student intake has given a good foundation to students' acquisition of knowledge and language learning. In Junior Levels, students have already acquired a strong foundation in STEAM education in formal curriculum. Department meetings minutes have also shown that cross-curricular learning has incorporated the use of advanced IT skills, such as AI technology. These IT tools assisted students in learning of current subject knowledge. For example, using an app to transcribe pictures into text descriptions helped students write English essays based on visual prompts. Such technology has supported students who may struggle with imagination and language barrier, enabling them to overcome obstacles in writing. It reflects the fact that incorporation of I.T. technology in daily learning does not limit to STEAM subjects only. The application can be open to language subjects and other cultural subjects. It is suggested that STEAM education should continue to develop on a broader scale.

Our school is privileged to have a cooperative and creative team of staff members who actively contribute to the advancement of our institution. Through their dedication, we have successfully implemented innovative measures to support our students, gaining valuable experiences that will drive our growth in the future. A significant strength of our school lies in our commitment to distributed leadership, empowering middle managers to share leadership responsibilities. Such approach has not only promoted the professional development of future leaders but also fosterd a culture of collaboration and shared decision-making. Our staff members are well informed about the latest developments in education and are always ready to initiate changes accordingly, namely the latest pedagogical development and the Values Education. Their expertise and adaptability ensure that we are well-prepared to navigate the evolving educational landscape. In addition, our school takes pride in fostering a strong sense of fellowship and support among our students, alumni, and current students with the support we have received from the Parent-Teacher Association and the Old Boys' Association. With these strengths in mind, we can carry out our goals and objectives with a high degree of professionalism and efficiency. We remain committed to continuous improvement, guided by distributed leadership, a knowledgeable staff, and a strong community bonding.

◆ **What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?**

Teachers have mostly acknowledged that some students lack motivation and exhibit an unsatisfactory learning attitude in the classroom and time management after school. The Stakeholder Survey study has revealed discrepancies in the perception of learning attitude between teachers and students. Some students may not even be aware of their learning problems, creating a vicious cycle for low achievers, hindering their ability to meet the requirements of public examinations, particularly in the demanding HKDSE class with notable learning diversity. To address these challenges, it is suggested that intervention measures should be introduced earlier in junior levels or otherwise the it will become an accumulatively structural problem in their learning journey. To facilitate this, daily homework or assessments can be redesigned with tiered questions. Low-achieving students can start with easier questions to build their confidence. Once they acquire the necessary skills, they can progress at their own

pace to attempt more challenging questions.

Development of SDL tasks would continue to be an item in the next 3-year development cycle with the emphasis on student-centerd cross-curricular elements. Apart from teachers' sharing, students are also encouraged to share or display their learning outcomes in various contexts. As KLA weeks are able to support and consolidate students' learning experience beyond classroom, it is suggested to continue such arrangement in the coming school year with other engaging themes. Fostering students' daily reading habit is to be the focus in the next development cycle with enhancing their reading competency complimentarily.

In light of developing our students to be responsible citizens, more emphasis are to be put on strengthening their sense of national identity and twelve priority values and attitudes. Secondly, information literacy is an indispensable quality for lifelong learning. It is hoped that students can critically and appropriately locate, use and evaluate reliable resources and information for their learning and decision making to proactively meet the challenges of the new era.

To optimize the school's capacity for fostering the whole-person development of students, it is essential to address their needs and focus on continuous improvement and development. With our well-developed mechanism for identifying students' talents and the upcoming 100th Anniversary of our school, we have a unique opportunity to explore the needs of developing more students with leadership abilities. In the next school development cycle, we should broaden our scope and prioritize training potential future leaders.

6. Major Concerns of the 2024/25 – 2026/27 School Development Cycle

◆ Based on the above holistic review of school performance, the major concerns in order of priority are:

    1. To Empower Students as Thriving Life-long Learners in the 21st Century

    2. To Entrench Values Education and Nurture Students to Proactively Meet the Challenges of the New Era

    3. To Foster Future Leaders and Cultivate Holistic Excellence for a Healthy School Life

School Development Plan (2024/25 - 2026/27)

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		

1. **To Empower Students as Thriving Life-long Learners in the 21st Century**	1. **To strengthen students' collaborative skills through student-centred learning experiences**	✔	✔	✔	- Cross-curricular theme-based assignments/activities and KLA weeks
					- Deepening pedagogical impact through student-centered learning approach and external learning community
					  • Pedagogy lesson observations with sharing sessions
					  • Strengthening the role of middle management in pedagogical development within panel
					  • Open lessons/ knowledge fair
						- National and Global Identity
						- Breadth of Knowledge
						- Generic Skills

	2. **To enhance students' communication and reading competency**	✔	✔	✔	- Enhance students' speaking and writing competency through curriculum and extra-curricular activities
					  • Presentation work
					  • Written assignments
					  • ECA
					- Enhance students'reading competency
					  • Book exhibitions and fairs
					  • Book sharing
					  • Reading competitions
						- Breadth of Knowledge
						- Language Proficiency
						- Generic Skills
						- Information Literacy

| 2. | To Entrench Values Education and Nurture Students to Proactively Meet the Challenges of the New Era | 1. | To strive to deepen the impact of Values Education and National Education

Theme of the year:
<u>*2024-27: National Identity*</u>
2024-2025：Benevolence
2025-2026：Unity
2026-2027：Commitment | ✓ | ✓ | ✓ | - Develop a variety of experiential activities and school-based activities that cultivate priority values to create a positive and delightful campus environment.

- Strengthen students' positive traits and values through different educational activities in concert with the formal curriculum.

- Deepen students' engagement with priority values through educational activities that align with the theme of the school year:
  • National Identity (2024-2027)
  • Benevolence (2024-2025)
  • Unity (2025-2026)
  • Commitment (2026-2027)

- Continue to reinforce National Identity through a range of national education programmes and integration across various subjects. | – National and Global Identity |

| | 2. | **To nurture students' abilities to use information ethically, responsibly, and effectively** | ✓ | ✓ | ✓ | - Cultivate students' critical media and information literacy skills to empower them to ethically assess information sources and utilize information responsibly and effectively.

- Incorporate relevant learning elements into the curricula of various subjects, infusing them with information literacy principles.

- Highlight the significance and practical application of information literacy through a variety of learning activities and an information literacy ambassador programme. | – Information Literacy
– Breadth of Knowledge
– Generic Skills |

3.	To Foster Future Leaders and Cultivate Holistic Excellence for a Healthy School Life	1.	To foster future leaders	✓	✓	✓	- **Skill Development:** Organize internal and/or external pullout training sessions or courses for student officials to develop their leadership skills. - **Role Modeling and Mentorship:** Students learn from senior student officials, alumni and experienced leaders of their stories, challenges, and successes, gaining valuable knowledge and inspiration to become better leaders themselves. - **Responsibility and accountability:** Select and appoint student officials of societies, clubs and class monitors make them bear responsibilities. This fosters a sense of responsibility and develops leadership qualities such as initiative, organization, and delegation. - **Collaboration and Teamwork:** Participate in various forms of competitions, student union election, etc. requires students to collaborate with their peers, develop teamwork skills, and coordinate efforts towards a common goal. - **Exposure to Diverse Fields:** Students participate in various kinds of internal or external activities like music, sports, and STEAM workshops, which exposes students to diverse areas of interest and expertise. - **Recognition and Rewards:** Organize competitions to recognize students' leadership contributions and achievements.	– Generic Skills

| | 2. | To cultivate holistic excellence for a healthy school life | ✓ | ✓ | ✓ | - **Comprehensive education programmes**
• **To students**: Teachers provide accurate knowledge for making informed decisions, offer health and sex education programmes to various levels, and tailor content to different age groups.
• **To teachers:** Teachers are encouraged to attend training courses/workshops relating to healthy lifestyle education.
- **Integration into P.E., Music and V.A. lessons:**
• P.E.teachers will promote the MVPA 60 program and encourage students to engage in regular moderate to vigorous physical activities.
• The Music teacher will guide students to select appropriate music for meditation or relaxation exercises, helping them reduce stress and enhance emotional well-being.
• The VA teacher will encourage students to use art as a means of expressing their emotions and thoughts.
- **Competitions and exhibitions:**
• Organize inter-class/society competitions and whole school activities like Swimming gala, Sports days and "Kingsian Fiesta", etc.
• Promote physical health via Health-theme sports events and various fitness or sports-related activities.
• Set up health booth during the School Open Days to provide health information, dietary advice and sports guidance.
• Organize music performance events, | – Generic Skills
– Healthy Lifestyle |

					music contests, etc. to provide students with opportunities to display their musical talents. • Organize exhibitions for students' artwork to provide students with opportunities to display their visual arts talents.	

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 Secondary 2 and 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, Life and Society, and Citizenship, Economics and Society for all S.1 students and the same cohort of students proceeding to S.2 and S.3.

The Rationale:

1. Student Ability
    Our school has fulfilled the "student ability" criterion.

2. Teacher Capability
    All our teachers teaching EMI subjects have 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 in and beyond the classroom.

EMI Measures:

1. Measures to cater for students' diverse needs and stretch their active learning capacity:

    a. S.1 English Day Camp
        The day camp is conducted for all S.1 students before the school year starts. Games and activities aim 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 who help them adapt to an English learning environment.

    b. Special arrangements for students comparatively less proficient in English
        S.1 and S.2 remedial classes: about 16-18 students who scored the lowest marks in the English Language Paper of the Pre-S.1 Attainment Test and S.1 Annual Exam respectively will be grouped in the same class. They 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.

        Extra remedial measures are arranged for less able S.1 – S.3 students with after-school grammar classes.

c.   S.1 – S.3 School-based reading & speaking curriculum and Form Period activities
Coupled with the Extensive Reading Scheme, learning materials are prepared by the NET for S.1 and S.2 students to allow them to have a greater exposure to different contexts of speaking scenarios during the lessons conducted by the NET. Students' motivation towards learning English is enhanced, and tailor-made assessment projects help develop students' creativity and competence. Competition-based activities are arranged in the Form Period for S.3 students.

d.   Strengthening students' literacy development
Two readers, namely fiction and non-fiction books, are integrated into the S.1 and S.2 curricula, respectively. Students are to finish reading the two books and understand the content and language features of the books. Non-fiction readers are for S.3 to familiarise them with different text types, help them construct knowledge through different themes in the articles and encourage self-directed learning. Reading Anthologies are in the junior form curriculum, and newspaper subscription is compulsory for S.1 – S.6 students to enhance their exposure to various authentic reading materials in hopes of stretching their reading skills and abilities.

e.   Expanding the breadth of knowledge and promotion of self-directed learning   across the curriculum
Cross-curricular and co-curricular projects will be done in collaboration with different departments, such as History, Physical Education, or C.S. 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.4 students.

2.   Measures to immerse students in an English-rich learning environment by organising a wide array of language enrichment programmes:

a.   Recruiting English Ambassadors for S.1 students
English Elite Team members are recruited at senior secondary levels to conduct meetings during lunchtime or after school to provide English speaking opportunities for both groups of students.

b.   Participation in the 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 are given by English teachers.

c.   English Debating activities
English debating workshops are conducted for junior and senior students 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.   English Drama activities
Drama workshops are organised by service providers 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 English in daily life.

In collaboration with the Reading to Learn Committee, Reading Speed Test competitions are 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
Theme-based mass programmes such as STEAM, reading strategies, cultural exploration, etc., are conducted in English Weeks to emphasise the importance of an English-rich learning environment for students.

3.   Other whole-school approach measures for English learning environment enrichment

a.   Announcements, morning assemblies, and major school functions, such as Annual Speech Day, Athletics Meets, Swimming Gala, etc., are all conducted in English.

b.   Training Programmes for Student MC Team members and the English Elite Team 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 horizons and learn English in an authentic environment.

d.   A teaching assistant is employed to organise English learning activities for students and support the English Department.