

Development Report  
2013 – 2014  
King Ling College  
1 Lam Shing Road  
Tseung Kwan O  
[www.kingling.edu.hk](http://www.kingling.edu.hk)

**School Spirit**

傳承中華文化  
弘揚博愛精神  
Upholding Chinese heritage  
Dignifying humanity

**School Motto**

勤 毅 誠 樸  
Diligence, Perseverance, Integrity, Simplicity

**Triennial Focus**

修身齊家為本 弘揚博愛精神  
From “me” to we

School vision: To provide quality education and prepare students to be distinguished members of future society

School Mission: To foster Chinese culture and emphasize the five areas of moral, intellectual, physical, social and aesthetic development of each individual student so as to nurture every student to be a knowledgeable, cultured, committed and highly ethical person.

Major Concerns:

1. Exploring opportunities for student learning
2. Streamlining academic concerns for future development
3. Re-inventing parents' role in education

1. Exploring opportunities for student learning

| Goal and Strategies   |   | Success Criteria / Evaluation Mode           | Time Frame    | Section / Team / Teachers                       | Evaluations   |
|---|---|--|---------------|---|---|
| (a) To begin planning of 20 <sup>th</sup> school anniversary; student academic projects germane to this theme | (i) Student chiefs of Houses, Prefect Team, and Student Union to prepare one anniversary publication to document and celebrate the development of student governments. Produce an anniversary souvenir. | Completion and feedback from student leaders | By March 2014 | <b>AP1, Teacher advisors of student leaders</b> | Several promotion items have been made, namely Chinese and English banners, 20th anniversary bookmarks, 6 gala dinner display stands, etc. Details refers to 20 <sup>th</sup> Anniversary Report. Student leaders have participated actively in the marketing of the souvenirs. Their attitudes and initiatives are highly appreciated.   |
|   | (ii) Aside from whole-school activities, each section will team up with one KLA to co-host one celebrative activity (e.g. lunch performance, public display, etc)                                       | Completion and teachers' feedback            | By April 2014 | <b>AP2, Section heads</b>                       | Sections to liaise activity time (ideally, one activity a month); campus TV to report on each function.<br>Remarks:<br>Three campaigns were conducted from Nov to July, covering 7 KLAs:<br>1. <景嶺·人 The Soar Channel> (PE, Art, Chinese KLAs)<br>Alumni having outstanding performance in the above 3 KLAs were interviewed, the interviews were edited as three 5-minute videos, and broadcasted as a special series during the campus TV period in March. In the program, Alumni shared their learning experience, job experience and careers aspects.<br>2. “Soaring Beyond the Star 水火箭及測量比賽” (Sci+Maths KLAs)<br>In S3 Maths lessons, all students had to learn the way to perform simple trigonometric calculations. |

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|  |  |  |  | <p>The whole form was then asked to conduct a survey project and measure some static objects on campus. Outstanding students were then invited to represent their class and form a surveying team.</p> <p>In parallel, in S3 Physics classes, knowledge about mechanics was taught, and students were required to build a water rocket based on what they have learnt. Two water rocket battles (one heat, one final) and one presentation contest were conducted in March, and surveying team had to measure and estimate the height of the rocket. 9 teacher guests were invited to join the battle.</p> <p>3. &lt;意識流 Viva Italy!&gt;<br/>(TE+Eng KLAs+Careers)</p> <p>In S2 English, topics about ordering food and vocabularies related to Italian food were taught. In S2 TL, students were asked to design an Italian menu and prepare Italian food. Booths were set in April where TL students sold the Italian food to peers. The 2 most outstanding teams (10 students) received an Italian lunch treat in the post-exam period. Basic etiquette was taught during the luncheon.</p> <p>Home-school cooperation team co-organized the Parent-Child Environmental Friendly Soap Making Class with chemistry department. The work was displayed as an artistic exhibit with the theme of “Happy Birthday to King Ling” during the celebration of school anniversary.</p> |
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|  | (iii) Teachers serviced 10 years (and up) share their views on student growth, changes in the subject, and personal aspiration in the past 10 years during morning assemblies.   | Completion                      | By May 2014       | <b>Teachers serviced 10 years (and up)</b>                         | Most teachers lectured on their development in King Ling regardless of their years of service. They all encouraged students to enjoy school life, strengthen themselves, and become a responsible Chinese.  |
| (b) To launch the S5 grand tour, focusing on Chinese heritage and university studies | (i) S5 Class teachers to discuss visit to one city shortly before Easter; consider budgets, research on Chinese heritage profile on the destination.   | Completion                      | By September 2013 | <b>S5 Class teachers</b>   | Cities available: Shanghai, Bangkok, Osaka, Jakarta, Taipei, Singapore, Kota Kinabalu, Seoul.   |
|  | (ii) Design learning tasks for the trip.   | Completion                      | By November 2013  | <b>P, S5 and S4 class teachers</b>                                 | Each student saved at least \$3200 by Feb 2014. Students researched on points of interest and activities to share with host schools.  |
|  | (iii) Class publication documenting the trip   | Completion and student feedback | By May 2014       | <b>VP1, 5 chaperon teachers invited by class teachers + clerks</b> | Tour chaperons for each class: class teacher, another teacher invited by class teacher, one clerk, one parent. Students' reflection writings for the tour were collected and put on school website. . Publication as a part of the graduation journal will be considered next year.   |
| (c) To implement regular moral / civic education lessons at all levels               | (i) Each S1 student to prepare a specific and attainable goal for personal growth and one-term-worth learning (e.g. to complete reading one subject-related pleasure book every month, to spend six hours revising lessons every weekend, etc) | Class teachers' feedback        | Whole year        | <b>Guidance section, S1 class teachers</b>                         | A newly-designed report was used in the Self-development Monthly Report. Students evaluated on whether they can achieve their short-term goals, such as reading and doing revision. The report provided a platform for S1 students to reflect on their performance in this year. It also provided a platform for communication between class teachers and parents. The report acted as a reminder for students to |

|  |  |                             |               |                             |  |
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|  |  |                             |               |                             | <p>improve their attitudes in interpersonal communication, learning, etc.</p> <p>Students were rewarded with encouragement and suggestions from parents and teachers to motivate their ever-improving attitudes. It provided a supportive environment for students' personal growth. A handful of students forgot to complete the Self-development Monthly Report and passed it onto parents for review. It is recommended that lessons can be set aside for class teachers to regularly check the completion of the report and to discuss the items with students; guidance prefects could also be invited to remind S1 students regularly in filling in the report in next year. The program can be more fruitful if class teachers can discuss in depth the importance of these attitudes towards students' personal growth in advance.</p> |
|  | (ii) In addition to one whole-school effort on a "green" issue, to enrol student representatives to off-campus green campaigns | Completion                  | Whole year    | <b>Home affairs section</b> | <p>"No Air-conditioner Day" was held on 29 September, 2013. Energy saving issue was explained through the broadcasting system to all students and all classes supported the activity. Students were prepared to participate in the Student Environmental Protection Ambassador Scheme organized by ECC, EPD and EDB in order to develop a sense of responsibility towards the environment; and to nurture leadership among students and encourage them to take positive initiatives in improving the environment.</p>  |
|  | (iii) To budget the use of \$0.5 m from 2012-13  | Approval from staff meeting | By March 2014 | <b>School administrati</b>  | It was decided the fund might be used in the coming year for moral and civic education through   |

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|   |  | and IMC                                |              | <b>ve committee</b>  | academic activities, for example, International Reading Forum (EDB circular 135/2012)  |
| (d) To promote international qualifications | (i) To tryout and decide on one or two internationally-recognised qualifications in languages, computing, and mathematics. | 70% of participants benchmarked        | By June 2014 | <b>VP2, language departments, computing, Chinese heritage team</b> | 26 and 20 S5 students sat for the IELTS test and the IGCSE (Mathematics) respectively in May 2014. For the 26 participants of IELTS, 7 got more than 6.5, 13 got 6.5 and 6 got less than 6.5. The course for the next batch of students sitting for IGCSE (Mathematics) has begun in May; all 20 students obtained A*.   |
|   | (ii) To introduce overseas first degree programs and their admission criteria  | Two talks / exhibitions held at school | By July 2014 | <b>Careers section</b>   | The following measures were done this year, with (+) being the new items: <ul style="list-style-type: none"> <li>- (+) Conducting talks regarding studying in China.</li> <li>- Taiwan Universities application : Coordination work</li> <li>- China Universities application (Exam Free) : Coordination work</li> <li>- (+) Purchased past paper for China University examinations</li> <li>- (+) 38 S5 students visited 2 Taiwan Universities (Chung Yuan Christian University &amp; Shih Chien University) during the grand tour in April</li> <li>- (+) In-house interview was conducted for Chung Yuan Christian University applicants.</li> <li>- (+) The Careers Master had attended a Taiwan Trip and visited 3 universities there.</li> </ul> |

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|  | (iii) To explore overseas month-worth exchange programs | To complete liaising with two secondary schools overseas; to pilot in September 2014. | By September 2014 | <b>Careers section</b> | - S5 students had visited a few overseas high schools and universities during the grand tour this year. The connections between KLC and overseas schools had been strengthened after the tour. More actions can be done in future to explore exchange programs with longer duration. |
|--|---|---|-------------------|------------------------|--|

## 2. Streamlining academic concerns for future development

| Goal and Strategies   | Success Criteria / Evaluation Mode   | Time Frame                          | Section / Team / Teacher | Evaluations                           |   |
|---|--|-------------------------------------|--------------------------|---------------------------------------|---|
| (a) To revise and improve academic success criteria                       | (i) Based on two years' DSE experience, to produce challenging but attainable success criteria for the coming five years | Criteria met                        | Every July               | <b>Cross-curriculum team</b>          | <u>Incomplete</u> . Teachers were engaged in school 20 <sup>th</sup> anniversary; this task will be done by the 2APs in 2014-15.  |
|   | (ii) To explore better student numbers in electives, grouping criteria, group numbers of elective                        | Comments from all staff-meeting     | By July 2014             | <b>5 Principals</b>                   | A new curriculum structure for next year S4 level including elective grouping, number of electives students taken, number of lessons for subjects and so on, was considered and would be employed next academic year. |
|   | (iii) To list qualities of an exemplar KLC student in the coming five years  | Students sought with such qualities | By May 2014              | <b>Student affairs section</b>        | Under the guidance and training by the teachers, we can see those leaders from SU, Houses and other ECA clubs with the good performance in these few years.   |
| (b) To match subject topics for cross curriculum lessons in junior levels | (i) To re-structure (generic) topics in different subjects for scaffolding purposes                                      | Completion                          | By February 2014         | <b>VP2, selected department heads</b> | Mathematics department and Geography department collaborated on the topic of slope and gradient in S3<br>Mathematics department collaborated with science departments on the topic of graph plotting in S4            |
|   | (ii) To pilot mass lectures on topics selected   | Once a term, teachers' feedback     | By May 2014              | <b>VP2, selected department heads</b> | Chinese department and English department conducted a mass lecture on the comparison of traditional Chinese and Western drama in March.   |
| (c) To begin all-English lessons in S4                                    | (i) To prepare students ranked 81 <sup>st</sup> to 120 <sup>th</sup> for lessons in English.                             | Completion                          | By July 2014             | <b>LS, English heads</b>              | After school programs were organized for students of different learning abilities. Supplementary English class were organized every week for  |



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|  |  |   |                  |                                | students of low rankings.  |
|  | (ii) To upgrade measures for promoting reading | Measures to implement in 2014           | By December 2013 | <b>Learning resources team</b> | <ul style="list-style-type: none"> <li>- Inter-school Reading Forum was organized to promote reading and sharing.</li> <li>- English books were introduced through Campus TV channel.</li> <li>- Guest speaker with background related to English Education was invited for S4 &amp; S5 Reading Scheme, Read with Readers.</li> <li>- Book Fair was organized as an event of King Ling Reading Month.</li> <li>- Library Thematic Book Display was organized with English as one of the themes.</li> </ul> |
|  | (iii) To step up measures for MOI inspections  | Favourable comments from subject panels | Whole year       | <b>VP1</b>                     | No inspection this year. Task will continue next year  |

### 3. Re-inventing parents' role in education

| Goal and Strategies  |   | Success Criteria / Evaluation Mode  | Time Frame | Section / Team / Teacher            | Evaluations  |
|--|---|---|------------|-------------------------------------|--|
| (a) To encourage students to share school learning with parents    | Two months into each term, each student decides on a skill / item learnt at school to be shared with family members during self-learning day. | Parents' feedback   | May 2014   | <b>AP1, class teachers</b>          | From the statistics of the self-evaluation survey, 78.3% parents reported that students learned various knowledge and skills in cross-curricular activities. Yet, only 65.6% parents indicated that students would share the learning outcomes with them. Students are reminded to share their learning experience with parents regularly in the morning assembly next year.   |
| (b) To encourage each student to participate in community activity | PTA to organise voluntary work and lead students to complete the tasks  | Surveys from participants   | April 2014 | <b>Home-school cooperation team</b> | Home-school cooperation team organized the Parent-Child Flag Selling activity to facilitate parent-child relationship and encourage voluntary social services. 76 students and 11 parents participated in this community service. Different social services with our learning partners can be explored next academic year.   |
| (c) To be more visible in school off-campus activities             | To partner with teachers in more activities   | To double the participation rates from 2012-13; committee members to participate at least once in the school year | Whole year | <b>Home-school cooperation team</b> | The PTA committee members visited 3 primary schools in Tseung Kwan O for fostering the mutual relationship through the coordination of Home-school cooperation team. The team also organized a career talk hosted by a parent guest speaker for S4 students. Our parent manager assisted the chaperoning work in S5 Grand Tour as well. Statistics showed that the parents' participation rate was still low, but it increased 2.2% this year. |



## School-based After-school Learning and Support Programmes 2013/14 s.y.

### School-based Grant - Programme Report

Name of School: KING LING COLLEGE

#### A. Information on Activities under the Programme

|    | Name/type of activity                      | Actual no. of participating target students |                |                         | Period/Date Activity held    | Actual expenses (\$) | Method(s) of evaluation (e.g. test, questionnaires, etc.) |
|----|--|---|----------------|-------------------------|------------------------------|----------------------|---|
|    |  | C (CSSA)                                    | F (full grant) | O (half grant & others) |                              |                      |   |
| 1. | S.1 – S.4 English learning classes         | 2   | 45             | 158                     | Sept. – Dec.<br>March - June | \$14,850.-           | Regular test, classwork and homework                      |
| 2. | S.1 – S.3 Chinese learning classes         | 1   | 54             | 227                     | Sept. – Dec.<br>March - June | \$25,800.-           | Regular test, classwork and homework                      |
| 3. | S.1 – S.4 Mathematics learning classes     | 5   | 63             | 237                     | Sept. – Dec.<br>March - June | \$27,950.-           | Regular test, classwork and homework                      |
| 4  | Volleyball Course                          | 0   | 3              | 0                       | Sept & March                 | \$1,150.-            | Competition results, meeting                              |
| 5  | Prefect Leadership Training                | 0   | 1              | 1                       | November                     | \$955.-              | Evaluation report   |
| 6  | Violin and Erhu classes                    | 1   | 1              | 1                       | March                        | \$1,200.-            | Assessment  |
| 7  | Chinese Orchestra                          | 1   | 10             | 3                       | March                        | \$11,200.-           | Performance in competition                                |
|    | <b>@No. of participation counts</b>        | <b>10</b>                                   | <b>177</b>     | <b>627</b>              | <b>Total Expenses</b>        | <b>\$83,105.-</b>    |   |
|    | <b>**Total no. of participation counts</b> | <b>814</b>                                  |                |                         |                              |                      |   |

Note:\* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Participation count: refers to the aggregate no. of benefitted students participating in each activity.

\*\* Total no. of participation count: the aggregate of (C) + (F) + (O).

## B. Project Effectiveness

*To the benefitted students, achievements of the activities conducted are rated as follows:*

| Please put a “✓” against the most appropriate box.                     | Improved    |          |        | No Change | Declining | Not Applicable |
|--|-------------|----------|--------|-----------|-----------|----------------|
|  | Significant | Moderate | Slight |           |           |                |
| <b>Learning Effectiveness</b>  |             |          |        |           |           |                |
| a) Students’ motivation for learning                                   | ✓           |          |        |           |           |                |
| b) Students’ study skills  | ✓           |          |        |           |           |                |
| c) Students’ academic achievement                                      | ✓           |          |        |           |           |                |
| d) Students’ learning experience outside classroom                     | ✓           |          |        |           |           |                |
| e) Your overall view on students’ learning effectiveness               | ✓           |          |        |           |           |                |
| <b>Personal and Social Development</b>                                 |             |          |        |           |           |                |
| f) Students’ self-esteem   | ✓           |          |        |           |           |                |
| g) Students’ self-management skills                                    | ✓           |          |        |           |           |                |
| h) Students’ social skills   | ✓           |          |        |           |           |                |
| i) Students’ interpersonal skills                                      | ✓           |          |        |           |           |                |
| j) Students’ cooperativeness with others                               | ✓           |          |        |           |           |                |
| k) Students’ attitudes toward schooling                                | ✓           |          |        |           |           |                |
| l) Students’ outlook on life   | ✓           |          |        |           |           |                |
| m) Your overall view on students’ personal and social development      | ✓           |          |        |           |           |                |
| <b>Community Involvement</b>   |             |          |        |           |           |                |
| n) Students’ participation in extracurricular and voluntary activities | ✓           |          |        |           |           |                |
| o) Students’ sense of belonging  | ✓           |          |        |           |           |                |
| p) Students’ understanding on the community                            | ✓           |          |        |           |           |                |
| q) Your overall view on students’ community involvements               | ✓           |          |        |           |           |                |