

School Development Report
2014 – 2015
King Ling College
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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 civic awareness while emphasizing the five areas of moral, intellectual, physical, social and aesthetic development of students so as to nurture them to be knowledgeable, cultured, committed and highly ethical learners.

Major Concerns:

1. Merging school programs
2. Inviting outside opportunities
3. Applying school knowledge in community

1. Merging school programs

Goal and Strategies		Success Criteria / Evaluation Mode	Time Frame	Section / Team / Teacher	Evaluations
[a] To streamline Chinese heritage programs for immediate and future needs (檢討既有中華文化項目，微調切合未來學習)	[1]To merge and upgrade 20% of the current Chinese heritage programs for efficient learning and teaching.	Meeting discussion, teachers' comments from trial, completion of upgraded programs for 2015-16	Trial one merging, complete all merge planning by June 2015	FL Or, KC Chiu VP Wong	The Chinese heritage programs were reviewed with different subjects and departments. Various items are updated and the plans for 2015-16 are completed.
	[2]Based on the data from the past two years, to <u>discuss</u> if PTH public exam should be a graduation criterion (as well as public exams in other subjects / strengths available)	Meeting discussion, teachers' comments from the tests in past two years, decide to implement beginning 2015-16	By June 2015	KC Chiu, FL Or VP Wong	1) 2014年6月有10名(中四、中五各5名)學生參加由香港理工大學中文及雙語學系主辦的「普通話水平考試」(PSK)，考獲B1至C3級不等成績。 2) PSK已經通過國家語委的審定，結論是：香港理工大學普通話水平考試的“三級六等”(與國家普通話水平測試的“三級六等”的等級水平具有等效性。 3) 初步評定(PSK)較適合本校學生。 4) 至於本校學生畢業前是否均需參與普通話水平考試待校方商議。
	[3]To <u>strengthen</u> student discipline, Chinese values / moral and civic education	ESDA surveys	By June 2015	WM Lo KM Tse	3 Campus TV episodes on moral values were made. Civic education activity was made responding to the umbrella movement. Responses to Questions 15-19 of the ESDA surveys (Student Part) regarding student development and support were positive.
[b]To consider subject combinations (re: strengths of both teachers and students)	[1]To <u>evaluate</u> the NSS (S4) combination re: staffing / student interest for next 5 years	Evaluation report by the two APs.	By June 2015	AP Lee AP Kwan	Evaluation report was finished: the current arrangement on staffing and course combination should well develop students' potential.

	[2]To <u>project</u> academic / facility needs in next 5 years for junior students, especially the bridging to senior levels.	Meeting discussion, teachers' comments	By May 2015	<u>PK Kong</u> <u>AP Lee</u>	Replaced teacher desks in the classrooms starting from junior forms. Replaced old and broken student lockers. Improve durability and degree of comfort of student chairs.
	[3]To pilot merging English and LS at S4	Terms 1, 2 results	By July 2015	<u>WC Ma,</u> <u>CN Li</u> <u>VP Wong</u>	A thorough planning is needed: students are asked to produce six LS essays with different themes or topics throughout the year. Six themes or topics which are related to LS will be picked and then six sets of English teaching materials with the same six themes or topics will be prepared beforehand. On the other hand, LS examinations in senior forms adopted materials which were shared in morning reading session this year.
[c]To implement one cross-curriculum focus (at least two different subjects at each junior level)	[1]At every junior form, two subjects will collaborate in one topic to be taught in term 2 (total: 6 subjects, 3 topics)	Comments from participating teachers; homework quality on shared topics	By July 2015	<u>WH Cheuk</u> <u>PY Chan</u> <u>VP Wong</u>	S1: IS and Eng (In I.S., students were required to write experimental procedures, the English grammar item "Imperative" was required to use to give instructions and these grammar points were taught in the English lessons.) S.2: 中文及中史 (教授「安史之亂」歷史時，中史科老師跟學生簡介唐詩人杜甫在這段時期的事情及詩作。教授杜甫詩歌〈客至〉時，中文科也與中史科呼應，簡介〈安史之亂〉。) S.3: Math and Geog (Two subjects share a concept "gradient and slope". However, due to practical reasons, two subjects approached this concept in different aspects. Co-teaching lesson clarified the reason on different approaches.) The feedback from both teachers and students of the above cross-curriculum lessons is positive.
	[2]To send deserving students to gifted education programs re: non-school curriculum; to keep a 3-year track on students' progress as	Feedbacks from programs and students concerned, internal exam results	By July 2015, 2016, 2017	<u>PY Chan</u> <u>WH Cheuk</u> <u>VP Wong</u>	In this academic year, two Talent Pool meetings were held. The top three scorers in each subject were given information of gifted courses regularly through eclass. Five S4 students and one S3 student successfully enrolled in the Hong Kong Academy for Gifted Education (HKAGE) in the domains of Mathematics, Science, Humanities and Leadership. Besides, three S4 students

	to how the progress informs school learning.				joined five courses organized by the Junior Science Institute of the University of Hong Kong. An S4 student completed a course about psychology and another course about interpersonal skills. Both were organized by HKAGE. On top of these, twenty S1 to S5 students joined the Budding Poet Awards in the English domain, also organized by HKAGE. To encourage the whole school to explore more learning experience outside school, some students mentioned above had their sharing about what they had learnt in different courses on Campus TV. It is hoped that by doing so, more students will be motivated to take courses that may or may not related to the HKDSE curriculum. Most importantly, their potential in various areas can be unlocked.
	[3] To pilot DSE literature programs at S3 (2014-15) to strengthen language input; 20 S4 students (2015-16) to continue the literature programs (as the English elite program) for DSE 2017.	Comments from participating teachers; homework quality	By July 2015, 2016, 2017	<u>VP Wong</u> English teachers	After reviewing the syllabus of DSE English literature, it was found that IGCSE English literature is more suitable for the pilot programs. 22 S4 students and 31 S3 students (2015-16) will join the elite programs. A parents' meeting was held to brief parents of the arrangements. Parents showed their supports. Special arrangements on class/lesson structure will be made to facilitate the teaching of English literature. English literature lessons will also be provided to all S3 students in the first term of 2015-16.

2. Inviting outside opportunities

Goal and Strategies		Success Criteria / Evaluation Mode	Time Frame	Section / Team / Teacher	Evaluations
[a]To consider offering European language courses	[1]To offer short tasting courses as pilot for junior students	80% student completion rate; student course-end evaluation	By June 2015	<u>VP Cheng</u> ECA	Spanish (20 students) and German (15 students) classes offered from April to July, each class having 10 1.5 hr sessions. Almost all students completed with over 80% attendance and pass in final test. Feedback from students was very good with the majority of them expressed interest to continue learning the language and recommended the school to offer similar course in the future. Many of them suggested lengthening the course duration and total number of sessions, but some suggested to reduce the class size.
	[2]To <u>consider</u> resources for offering European language courses leading to DSE	To table for discussion in Administration and staff meetings	By June 2015	<u>VP Wong</u> <u>VP Cheng</u>	Quite unlikely as students have to master the third language from zero. The level of difficulty of DSE is rather high.
	[3]To <u>prepare</u> collections of European literature (by authors) in English / Chinese translation for library circulation, sharing, Reading Forum, and for various reading schemes.	Lists for (1) available books on shelf, (2) books to purchase for different forms, (3) use in sharing, Reading Forum, reading schemes in term 2.	Points (1) and (2) by November 2014, (3) by June 2015.	<u>SF Chow</u> <u>VP Cheng</u>	Works of Thomas Hardy were ordered in October and November 2014 for the Authors Week organized in December 2014. - Works of Leung Ping Kwan (也斯) were ordered in December and January 2015 for the Authors Week organized in April 2015. - Books related were ordered in December for Reading Forum 2015.

[b]To integrate art elements for further performance and appreciation	[1]To use the library lists in language curricula beginning term 2 (summer reading, outside reading for 2015-16)	Books used and tested in term 2; summer reading assignment; scheme of work for 2015-16	By August 2015	<u>VP Wong</u> <u>Chinese and English departments</u>	Library lists were used in the reading programs of both language subjects. Students have to write reports or complete assignments after reading. Library books were also used for summer reading assignments. Reading materials were included in tests and examinations of English language.
	[2]To celebrate 2 authors (western and Asian) every year in a series: library collection, movie tie-in, campus TV, school drama, modern dance, etc.	Author's week completed once a term	By May 2015	<u>AP Kwan</u> <u>AP Lee</u>	14 functions were conducted in the 2 Author's Weeks celebrating Thomas Hardy and 也斯。The aim of the event is to promote a whole school reading culture via various cross curricular activities. The Author's weeks ran successfully. After evaluation, the following measures will be considered next year: - Next year: Chinese Author's Week followed by Chinese Heritage week, reading Forum followed by English Author's Week. Response: Mind the HR allocation. - Reading Forum: Introduce Featured Author (年度作者) - Can consider allowing reading ambassadors to present their work class by class - Can try to introduce transferable generic skills when designing activities.
	[3]To <u>re-structure</u> all music activities for school activities, including school-trained talents and home-trained talents	A school concert in post exam activity 2015 (excluding bands and karaoke)	By July 2015	<u>VP Cheng</u> <u>YK Wong</u>	Unsuccessful due to limited resources for the time being. Small-scale music performances were put on stage of Speech Day as a pilot. Postpone to next academic year to work out a future development plan.
[c]To promote student exchange programs (local: academic; overseas: sports, social issues)	[1]To <u>merge</u> grand tour and overseas university visits	Student tour reports, chaperon teachers' comments	By April 2015	<u>VP Cheng</u> <u>AP Kwan</u>	Each class had chosen to visit one university in the Grand Tour. Students reported eye-opening and fruitful experiences despite the short duration of the visit. A good approach to expose students to overseas universities but yet to be influential or connecting to their career planning.

	[2]To <u>merge</u> short overseas exchange opportunity with Reading Forum events	Students' reports, chaperon teachers' comments, participants comments	By April 2015	<u>VP Wong</u> <u>WM Lo</u>	Students from 5 overseas schools (from Wuxi, Shanghai, Thailand, Korea and Malaysia) joined the Reading Forum in March and gave presentations in different sessions. They attended classes in S3 and performed in the School Gala as well. Our students visited La Salle Secondary School in Malaysia in April. All the participants found the exchange experience rewarding and are looking for exchange opportunity of this kind in the future.
	[3]To <u>explore</u> overseas sports training / competition opportunities and overseas service opportunities	Proposals for 2015-16 completed	By June 2015	<u>WC Cheung</u> <u>CH Sze</u> <u>KK Yu</u>	An exchange tour of our girls volleyball team with Pui Ching Middle School Macau was held on 9-10 July.

3. Applying school knowledge in community

Goal and Strategies		Success Criteria / Evaluation Mode	Time Frame	Section / Team / Teacher	Evaluations
[a]All students to participate in community activity (全體同學參與中學生校外活動)	[1]To pilot a whole-form community service activity at one Form.	Students' evaluation at completion	By May 2015	<u>KK Yu</u> <u>CH Sze</u> <u>PK Kong</u>	The activity was well-planned and smoothly carried out in regard to choosing the location of the service, transportation, the duration of the activity, parents' participation, students' cleaning up the BBQ site and their experience of serving the community. It was observed, both by teachers and parents, that most students were enthusiastic in carrying out the task.
	[2]To include "community" elements in school activities	Feedbacks from related community organisations	By May 2015	<u>WC Cheung</u> <u>AP Lee</u>	The Hong Kong Federation of Youth Groups 「鄰舍第一團年飯 2015」 was held on 7 February, over 70 students and teachers joined the activity. Computer course for elderly was held on 21 May.

	(e.g. an afternoon gala show for elderly)				S1 parent-child community service day was held on 29 June. Visit the Haven of Hope Sunnyside School was held on 14 July.
	[3]To <u>reform</u> SU, Houses, and clubs / societies—students take up more leadership roles and tasks aimed at community (evolving, rather than repeating)	Teacher advisors comments	By July 2015	<u>WC Cheung</u> SU Houses ECA	Suggestions made : (i) clubs restructuring; (ii) approaches of leadership training; (iii) SU to establish representative council; (iv) student leaders to participate in major school events; (v) interview and selection mechanism of club leaders; (vi) revised format of ECA day ECA clubs would be combined into 37 clubs next year. SU and house committee members adopted the new serving period from 1 April to 31 March.
	[4]To <u>consider</u> international qualifications available as graduation criterion	Proposal on international qualifications suitable for students, and table implement dates	By May 2015	<u>AP Lee</u> WM Lo	Proposal was finished and submitted to Principal. The proposal would be discussed in the school administrative committee meeting, and then IMC.
[b]Each student to prepare time management output	[1]S1/2 students to prepare weekly / monthly learning output targets, detailing time allocation for studying at home.	Evaluation with parents during parents day, and term 2 results	By July 2015	<u>KM Tse</u> Class teachers	<u>Evaluation with parents during parents day</u> Based on the questions in the school-based survey for the parents during parents day, the responses are satisfactory (≥60% agree or strongly agree). Q25-27 <u>Evaluation with class teachers after the second semester</u> S1: Class teachers stated that around 30% of S1 students showed improvement in time management through achieving the learning output targets. 60% of class teachers agreed that the program should be continued in the coming year. They also suggested allowing students to set their own targets to fit in with their daily habits.

					<p>S2: Class teachers stated that around 37% of S2 students showed improvement in time management through achieving the learning output targets. 57% of class teachers agreed that the program should be continued in the coming year. Some parents' comments were too general, some even just signed the form without commenting. Class teachers suggested enhancing the reflective elements so as to guide students for more in-depth reflection.</p> <p><u>Conclusion</u> Teachers state that junior students are poor in setting targets and detailing time allocation for studying at home and the programme is well liked by parents. The programme will be optimized to make it more effective in the next academic year.</p>
	[2]S3/4 students to prepare senior learning output targets and for university study needs	Evaluation with parents during parents day, and term 2 results	By July 2015	<u>KM Tse</u> Class teachers	<p><u>Evaluation with parents during parents day</u> Based on the questions in the school-based survey for the S3 parents during parents day, the responses are quite satisfactory (≥50% agree or strongly agree). Q25-27 Based on the questions in the school-based survey for the S4 parents during parents day, the responses are less satisfactory (≥40% agree or strongly agree). Q28-30</p> <p><u>Evaluation with class teachers after the second semester</u> S3: Class teachers stated that around 35% of S3 students showed improvement in time management through achieving the learning output targets. 67% of class teachers agreed that the program should be continued in the coming year. The table on page 2 was particularly useful for S3 students. Both teachers and parents made concrete comments, however, students' reflections were a bit vague. It was suggested that a list of guided phrases would be given for students as reference.</p> <p>S4: Class teachers stated that around 35.5% of S4</p>

					<p>students showed improvement in time management through achieving the learning output targets. 100% of class teachers agreed that the program should be continued in the coming year. They suggested leaving some space for students to record their UT marks and for writing down suggestions according to their weaknesses.</p> <p><u>Conclusion</u> As the programme is well accepted to S3 parents, it will be optimized to be more effective and the effectiveness will be evaluated in the next academic year. S4 parents had lukewarm responses; however, class teachers highly recommend the continuation of this programme as they believe that the programme helps students setting clear targets for university needs. The programme will be optimized to be more effective in the next academic year.</p>
	[3]To evaluate the on-going measures for overall student development	Evaluation report tabled for administration meeting discussion	By May 2015	VP Cheng KM Tse AP Kwan	<p>Major domains of student development reviewed and concerns discussed in corresponding section meetings. Major changes suggested for future years :</p> <ul style="list-style-type: none"> - extending careers activities to junior forms, strengthen life planning activities in junior forms - emphasizing proper attire during classroom teaching school days - strengthening communication and parent education through parents forum with junior forms - extending students' exposure to outside school opportunities - empowering students in school events (e.g. school picnic) - restructuring clubs to enhance quality of activities and boost students leadership