



School Annual Report (2016-17)

King Ling College

Triennial Theme -- Approaching Silver Jubilee: Run Faster, Fly Higher (承先啟後動力，傳承中華文化)

Major Concerns:

- i) Developing for the school's third decade
- ii) Strengthening students' body and mind
- iii) Enhancing student leader and school honors programs

Learning and Teaching

Goals and strategies		Evaluations
(a) To provide quality input and output through strengthening professional development.	1. To become DSE markers and share experience at department meetings. (i)	12 out of 14 departments fulfilled the success criteria (50% of senior form teachers of DSE subjects applied for the DSE markers). The LS and History departments could not fulfill the criteria mainly because of the new teaching staff and the issues on conflict of interest.
	2. To pair-up science teachers for class observations. (i)	The teachers' feedback was satisfactory. The sharing within KLA, as well as across KLAs allowed teachers to familiarize student strengths.
	3. To collaborate teaching methodology project with educational bodies. (i)	For Biology, collaborating with the Faculty of Education, The University of Hong Kong on a research study to develop a 'thematic-pattern-based' pedagogy to support students' language development and academic content achievement in EMI education was carried out smoothly and successfully in S3-S5 biology lessons. This project benefits our students to develop useful strategies to learn content subjects in English effectively, to enhance their English proficiency (especially in English academic literacy). The participating teachers enhanced pedagogical content knowledge in supporting EMI students' content and language integrated learning. Our school obtained more experience in training

		<p>EMI teachers in both content and language subject. The post-test results showed the satisfactory performance of students.</p> <p>For Geography (S1(energy); S2 (scientific farming methods); S4 (River)), with this collaboration, teachers learned the language teaching method and integrated to our existing teaching methods. It helped students to construct the sentences with elaborations in essay writing. According to the interviews and responses from teachers and students, all showed that they benefited from this project.</p> <p>For IS, the project was completed. Class 2B was observed and other classes acted as control classes. The topic taught was “necessary conditions for photosynthesis”. A meeting with the research assistant to discuss implementation details was held on 14 September. A pre-test was administered to all classes. Teaching materials were then provided, which included mind maps on PowerPoint slides to teach concepts and sentence formation, concept and language (C&L) cards; and worksheets on report writing, glossary and sentence making. The implementation spanned two weeks. Videos were taken on the following days: 13, 14, 19, 20 and 26 October. A post-test was given to all classes in the end. The University is still doing analysis on the test results.</p> <p>The con side of this project, based on teachers’ observation, was that the project was time-consuming, which slowed down the pace of teaching. The project put too much emphasis on language and was not practical for knowledge-based learning.</p>
<p>(b) To initiate open classes, self-directed and E learning, and/or joint school professional development for DSE subjects.</p>	<p>1. To continue with the joint-school professional development activities started in 2015-16. (i)</p>	<p>Computer department joined the “Learning circle 3.0” with IVE and other 4 secondary schools on a QEF project. Teachers’ feedback was positive.</p> <p>Math department joined the “Learning Community with EDB”. Two Open Lessons (Geometric Drawing and Exploring the Circle Properties---E-learning approach) were conducted in our school. For the Geometric Drawing Lesson, 27 teachers from 13 local secondary schools and 4 mainland schools came to visit. For the Geometry lessons, 16 teachers from 7 schools and 5 King Ling Math teachers observed the lesson. The comments from teachers of other schools for both events were highly positive and constructive. Through the</p>

		<p>learning community, our teachers also joined the open lessons at 2 other schools. Next year, other than the “Math Learning Community”, we will try to join the “STEM Learning Community” from EDB to explore more on STEM education.</p> <p>English department arranged a “Joint School Oral Practice”. 13 secondary schools joined the events. Both students’ and teachers’ feedback was positive. The activity will be continued next year. New schools will be approached so that more students with diverse abilities will join the event.</p>
	2. To begin open classes for the 4 core subjects at DSE levels. (i)	16 open lessons were conducted. The feedback from teachers’ survey was satisfactory. The scheme will be continued and teachers from other subjects will be invited. We plan for a 4-year cycle to let all teachers be the demo teacher at least once.
	3. To launch programs alongside wifi 900. (i)	9 subjects including 5 non-core subjects (i.e. Chemistry, C. History, Geography, History and ICT) have launched regular E-learning activities through wifi900 this school year. Generally, the feedback from teachers and students was positive and effective in learning. In 2017-2018, one more non-core subject will launch regular E-learning activities and outdoor application from mobile devices will be conducted.
(c) To strengthen music and PE programs for students’ spiritual and physical needs.	1. To initiate 3-year plan for music education development. (ii)	Music classes were arranged. Choir and orchestra joined the music festival and they finished various shows inside and outside school.
	2. To upgrade learning activities in PE lessons / ECA for better physical fitness. (ii)	Six inter-class competitions were held by ECA sports clubs such as S4 inter-class handball competition, S1 inter-class badminton and table-tennis competition, S1 inter-class volleyball, basketball and football competition. After school fitness assessment program was finished before May.
	3. To re-invent performance team for manning the console for hall events. (iii)	Eight students, mainly from S3 and S4, took charge of lighting and the sound system in School Gala and other hall events. Student Pianists played the school song at the beginning of whole school assemblies and Speech Day. This practice will be continued in the up-coming academic year. Students who were involved in 16-17 will help train the next batch of stagehands.

Student development

Goals and strategies	Evaluations	
<p>(d) To assign more guidance teachers to follow cases; discipline teachers to receive special-need training.</p>	<p>1. To pair up experienced and new case teachers. (ii)</p>	<p>Two pairs of experienced and new case teachers were formed this year. Sharing sessions were conducted among teachers in the last meeting. It is difficult to match the cases with appropriate guidance teachers. It is expected that 80% guidance teachers are prepared to shoulder case duties in 2017-18.</p>
	<p>2. To conduct 4 workshops for all guidance teachers. (ii)</p>	<p>Four workshops about handling troubled students and SEN students were conducted by the guidance mistress. End-of-survey showed that teachers found the workshops manageable and practical. Teachers are eager to have some practical sessions for cases.</p>
	<p>3. To have discipline teachers take special-need courses. (ii)</p>	<p>Sharing sessions among discipline teachers and guidance teachers was conducted on 7 July 2017. 2 discipline teachers and 2 guidance teachers taking basic and advanced special-need courses were invited to share what they learnt in the courses. Discussion and sharing experience among teachers about some cases were carried out in this session.</p>
<p>(e) To let guidance prefects organize major section activities, and to establish a cross-school-year rapport between guidance prefects and junior students.</p>	<p>1. To launch “Family within the house”: departing from motherly caring to peer caring among students. (iii)</p>	<p>House committee members served as guidance prefects, took care and supported all S1 students in their related houses. House members with talents served as coaches, shared and taught junior students their knowledge and skills.</p>
	<p>2. Stronger guidance prefects to re-invent major section activities for the 21st century audience. (i)</p>	<p>Outstanding students from Super Volunteer Team and Super Leaders last year and some outstanding S2 students were selected to be the Guidance Prefect to mentor the new S1 students. Through groups, Guidance Prefects offered help to S1 students and ensured S1 students cope with the new environment. Guidance Prefects are also the role models for S1 students. Through this programme, Guidance Prefects reinvented major section activities for the S1 students. From the early programmes e.g. summer IFC course, S1 orientation day and BBQ in Christmas to the latest ones e.g. workshops, tutorial classes and the Guidance Prefects Graduation Ceremony, the Guidance Prefects became more experienced and confident to hold the activities. Such training prepared them to become stronger to assist in house/guidance section in the coming academic year.</p>

	3. To formalize an annual branding / signature fraternity activity for the whole school. (ii)	A questionnaire was designed to collect views from the staff on the existing activities and make suggestion on new ones. It was then discussed in the final Administration Meeting that “Tea” would be our coming branding activity. The school had been promoting tea culture in the past several years. Some students were training in the area and newspaper had also interviewed our students on topic. The school felt that we were ready to carry the subject to the next level.
(f) To empower students in sport teams, houses, SU.	1. To launch one new inter-house activity (to replace an existing one) each year which allows more students to join during lunch time. (iii)	Inter-house badminton competition was held in February. The competition included the senior and junior house representatives. House teacher-student competition was also held in the inter-house badminton competition. Number of participating students and spectators were more than last year.
	2. Careers x SU to launch new joint-school activities. (iii)	Two joint-school activities were held, leadership training in April and joint-school “famine experience” activity in July. SU will enhance the cooperation with other schools and organize the leadership training camp as a regular activity in every year.
	3. To re-brand school teams as honors programs for better match results. (iii)	School teams with better results was shown on campus TV. Girls volleyball won the prizes in division one volleyball competition. The team then joined the Taiwan exchange tour. Due to the success, Girls volleyball team will be the signature sport team of our school.

Home and external development

Goals and strategies		Evaluations
(g) To enhance external opportunities for learning and exit pathways (*).	1. To strengthen a holistic, positive attitude regarding external opportunities among S3 and S4 students. (ii)	Cross sections activities were held with the English Department. S3 students knew more about themselves by taking the Holland code test. Then they learned how to select their electives accordingly. In S4, students participated in Careers Fairs. Professionals from different fields shared their work experience and study paths with the students.
	2. To invite university freshmen to inform S5 and S6 students’ choices. (ii)	Sharing sessions were conducted by alumni to provide updated information to S5 and S6 students. Alumni from various backgrounds were invited: Degree holders, associate degree holders and those who took top-up degrees.
	3. To line-up all overseas	Two tours were organized this year. One was for student leaders, committee

	learning opportunities. (i)	members of the Students Union, four houses, school prefects and guidance prefects. The other one was exclusive for Student Union. The first tour went to Shandong in December 2016 and the other one went to Beijing in June 2017. Students who joined the overseas tours would share their learning experience with the whole school (through campus TV, Landscape, or reflections). They can also help organize tours in the future for their schoolmates in order to make full use of their experience.
(h) To pilot off-campus community sporting programs.	1. To sample district training schemes / age group competitions / courses. (ii)	Students joined the district athletics and swimming competitions. Three students joined volleyball, handball and football district training. One student was selected as volleyball youth representative. Next year, students will also be nominated to join the basketball and athletics training.
	2. To invite alumni to supervise each school team. (iii)	There were 5 Alumni to supervise basketball, handball and table-tennis team. Communication was easier between teachers, alumni coaches and students than non-alumni coach; they followed King Ling teachers' instructions in training well. Next year, alumni will be invited to supervise athletics team.
	3. To organize at least one friendly match. (iii)	Two Handball, three volleyball, one badminton and one table-tennis friendly matches were held this year. Basketball friendly match would also be held in next year.
(i) To invite parents and student leaders to participate in school promotion and school maintenance.	1. To train up tier 2 student leaders for school promotion. (iii)	20 students from S1 and S2 were trained to be the buddies and campus tour guides during the Information Day and the visit of Christian and Missionary Alliance Sun Kei Primary School. Training sessions were provided before each event. The Tier 2 students were capable to mingle with guests and introduce the school in both English and PTH.
	2. To launch student leaders consultation on school issues / promotion / maintenance. (iii)	One student leaders consultation was held in March discussing the resources and training issues on different sports teams. Student leaders also discussed the uniform issues; there were concerns about the materials of the grey pullover and the blazer. Discipline Section had an initial discussion and would pass the comments to school administration committee.
	3. To solicit parents' views on school promotion / maintenance. (i)	Parents' views towards school's home affairs' issues had been collected through regular think tank sharing workshops. The P6 parents were more familiar with KLC through communication and campus tour with KLC parents. In the meantime, the KLC parents provided concrete comments on fine tuning the lunch box service in campus.