

School Development Report (2023-24), King Ling College  
Triennial Theme—Together we stand (三十而立)

Development Focuses:

- i) Promoting learning outside classrooms
- ii) Grooming students for future needs
- iii) Enhancing cooperation among stakeholders

Legends

EDB Seven learning goals	Major Renewed Emphases EDB/MRE 2022)	Others
(N) National and global identity (K) Breadth of knowledge (La) Language proficiency (Ge) Generic skills (I) Information literacy (Li) Life planning (H) Healthy lifestyle	(E) Entrepreneurial spirit (G) Gifted education (L) Life-wide learning	(MCE) Moral and civic education (C) Chinese / Chinese history (S) STEM / STEAM (LAC) Language across the curriculum (T) Teaching Chinese as a second language

Learning and Teaching

Goals and strategies		Success criteria and time frame	Section / Team / Teachers	EDB goals	Evaluation
(a) To review the impact of STEM in KLC (S)	1) To examine student improvement in designated projects across Forms. (ii)	Overall performance in class and projects is significantly seen.  By July 2024	<u>Liu WL</u> + Academic Section	K, La, Ge, I	Summary: Our team provided over 15 STEAM education activities and projects across different levels.  Evidence: Based on the SHS teacher's data (item 60 in ESDA_B_2324), 94% of teachers agree that students frequently utilize diverse learning resources, including electronic (STEM) and community resources – an 11.6% increase from the previous year. Based on the SHS student's data (item 22), 71.5% students believe the learning opportunities provided by

					<p>the school, including extracurricular activities, have supported their personal growth and skill development.</p> <p>Conclusion: KLC STEM initiatives have seen a positive impact, with 94% of teachers reporting increased student use of diverse learning resources and 71.5% of students crediting school programs for their personal growth and skill development.</p>
	<p>2) To initiate a House STEM activity / competition day (iii)</p>	<p>House student leaders to report a positive information literacy and share their views, and advise inadequacies, in morning assemblies. By May 2024</p>	<p><u>Chau YY</u> and House advisors</p>	<p>L, Ge, I, H</p>	<p>Summary: The activity was scheduled on 7 February. Due to the rainy weather, it was rescheduled for several times (7 Feb &gt; 6 May &gt; 21 May) and was successfully held on 9 July. Participants from different houses were required to create a tool using recyclable items provided within 12 minutes and completed another task with their teammates across different forms using the tool. The activity was well received with audience gathered in the corridor and assembly square watching the game. A sharing from the student leaders in a morning assembly will follow.</p> <p>Evidence: Based on students' SEP result (items 10 and 11), 63.91% of students indicated that activities at school enhanced their learning motivation and 65.79% of students reflected that these activities improved their learning performances. Likewise, according to teachers' SEP result (items 10 and 11), 94.12% of teachers agreed that activities at school enhanced students' learning motivation and 86.27% of them agreed that these activities improved students' learning performances.</p> <p>Conclusion: It is believed that the House STEM activity provided chances for students to practice STEM knowledge and skills they learnt. Students had fun in the activity and it</p>

					enhanced students' learning motivation and performances.
	3) To conduct Form assemblies on STEM topics germane to Japanese or Korean environments (i)	Students to link the invited guests' materials from Japanese-affiliated (November) and Korean-affiliated (March) organizations to curriculum. November 2023 and March 2024	<u>Pang WC</u> and Careers Section	N, K, I	<p>Summary: All subjects implemented Japanese / Korean related elements in their curriculum in November and March. Assemblies for S2 and S3 were conducted on 21 November (Japanese) and 22 March (Korean). Students representatives, STEAM club members, ICT teachers and other subject teachers shared their learning and teaching experience of the international months.</p> <p>Evidence: Based on APASO III item 4 Q3, 87.6% students agreed and strongly agreed that they earned satisfaction from school (Q: 110 and P 74.8). Based on APASO III item 23 Q1, 70.6% of students stated that learning different subjects were fun and enjoyable. In the same item Q3, 83.7% of students were eager to learn new knowledge through varies subjects (Q: 116 and P: 85.7). Based on SHS teachers Q52, 98.1% (increased 2% from last year) of teachers adopted varies methodologies in lessons to enhance students' learning. Based on SHS parents Q11, 77.7% (increased 6.9% from last year) of parents agreed and strongly agreed that the school developed students' interests and life skills.</p> <p>Conclusion: It is believed that students, teachers and also parents acknowledged the arrangement of the international months and the related activities.</p>
(b) To strengthen teachers' professional capacities	1) Subject teachers to discuss with Form 5 and 6 students	Students to receive additional/enhanced knowledge after discussion to solidify their DSE	<u>Wong MY</u> and all Form 5 and 6 subject teachers	N, K, Ge, H	<p>Summary: S.5 and S.6 teachers of different subjects discussed with students in the lessons twice a term about their needs in the DSE. Teachers discussed if any class-based or department-based measures could be conducted to fulfil students' needs. We aimed at helping students in the aspects of "National and Global Identity", "Breath of Knowledge", "Generic Skills" and</p>

<p>in DSE subjects</p>	<p>twice a term to understand what students want to enhance more. Teachers to share with peers and report in subject meetings. (ii)</p>	<p>knowledge. By May 2024</p>			<p>“Health Life Style”.</p> <p>Evidence: From APASO (III) item 17, the total percentages of “agree” and “strongly agree” ranges from 89.3% to 93%. It shows that students have high sense of National identity. In the aspect of Breath of Knowledge, according to APASO (III) item 23, the total percentages of “agree” and “strongly agree” ranges from 70.6% to 83.7%, the numbers tell us that the students have high intrinsic motivation in exploring different knowledge. When talking about the Generic Skills, from SEP Q23 and 26, over 70% of students “agree” or “strongly agree” that school provides enough opportunities to train up their leadership skills. In APASO (III), questions in item 1 ranges from 78.5% to 94.3% showing that students “sometimes” or “always” have positive emotions. Also, questions 2, 3 and 4 in item 6 shows that students on average do physical training 2-3 times a week to maintain a healthy life style.</p> <p>Conclusion: The scheme successfully helps the teachers to tailor make the learning measures to cope with the challenges of DSE from students’ angle.</p>
	<p>2) Each Form 4 DSE teacher to tape one lesson with Japanese/Korean example, and reflect on the</p>	<p>Students of the class to discuss the strengths and weaknesses of the lessons. Such information allows subject teacher a preliminary idea on student receptiveness of</p>	<p><u>Cheuk WH</u> and all Form 4 subject teachers</p>	<p>N, K, La</p>	<p>Summary: The project aims at enriching student’s learning in the following aspects: “National and global identity”, “Breadth of knowledge” and “Language proficiency”.</p> <p>Evidence: According to the APASO III (item 17, Q.5), it shows that 93% (“agree” and “strongly agree”) of students are willing to know more and promote the Chinese Culture which is a satisfactory figure. From APASO III (item 23 Q.3), the total percentage of “agree” and “strongly agree” is 83.7% which is also a satisfactory number to reveal the students’ interest in</p>

	class input/output. (ii)	DSE syllabus. November 2023 and March 2024			widening their horizons to learn new knowledge in different subjects. In SEP Q.17, 71.1% students (“agree” and “strongly agree”) shows that the school has arranged different learning activities to enhance the use of English and Putonghua.  Conclusion: All the above three numbers imply the goals of this project have achieved.
	3) To draft the junior Form curriculum for CS, to begin in Form 1, 2024-25 (ii)	Senior students to reflect on their needs to allow teachers to scaffold preliminary knowledge in junior Forms. By May 2024	<u>Keung TH</u> , Cheung KF, Lui KL	N, K, La, Ge	The ad hoc committee reached a unanimous consent that only the EDB curriculum and recommended textbooks will be adopted. Besides, a survey has been done in the last CS lesson. Senior students reflected that they need to learn some exam skills such as data analysis, essay writing format including how to write an introduction and a conclusion and elaboration skills, question keywords identification techniques in junior forms.
(c) To consider using IT and new classroom setting (e.g. with smartboard) to cater for new teaching methodology (S)	1) Form 2 Chinese, English, and Mathematics teachers to use smartboard in special room <u>once</u> a term, preferably on the same subject topic area,	Junior students are familiarized with the various use of smartboard-based presentation, which promotes their research and communication skills. By May 2024	<u>Liu WL</u> and Form 2 core subject teachers	K, La, Ge, I	Summary: Regarding annual plan (2023-2024) item C1, to consider using IT and new classroom setting (e.g. with smartboard) to cater for new teaching methodology. Over 88% of Form 2 Chinese, English, and Math teachers utilized smartboards for specialized lessons once a term, including adopting new teaching methods like inter-class debates in Chinese.  Evidence: Based on the teacher's SEP result (items 11), 86% of teachers agreed that they were eager to share their teaching methods, and collaboration among different methodology can enhance students' learning. Furthermore, based on the student's SEP result (item 11), over 60% of students agreed that collaboration among different methodology can enhance their learning.

	in addition to mirroring and screening. Subject teachers to share in de-briefing. (ii)				Conclusion: KLC annual plan to integrate IT in education ~ Smartboard and new classroom settings has seen success, with over 88% of Form 2 teachers utilizing smartboards and adopting new teaching methods. Teacher and student data also indicate a desire for collaboration and belief that diverse teaching methodologies enhance learning.
2)	To organize workshops /staff development day talks for all teachers on smartboard applications. (iii)	All teachers to tryout smartboards; Form 2/ 3 students to benefit from teachers' learning in workshops. By May 2024	<u>Ma WC</u> and all teachers	K, La, Ge, I	<p>Summary: Three smartboard workshops were organized for all teachers in this academic year. Over 90% of our teachers attended the workshops. Some of the teachers shared their teaching methods with the use of smartboard.</p> <p>Evidence: From the SHS teachers' data, item 31, nearly 95% of teachers agreed that the professional development activities for teachers organized by the school cater for the school development and students' needs. From teacher's SEP result, items 11 and 44, around 90% of teachers agreed that they were eager to share their teaching methods and different subjects' collaboration can enhance students' learning, while from student's SEP result, item 11, over 60% of students agreed that different subjects' collaboration can enhance their learning.</p> <p>Conclusion: It is believed that these smartboard workshops enhance teacher's professional exchange and may enrich students' learning.</p>
3)	To organize workshops	Students to be supported by	<u>Chiu MY</u> and PTA team	K, Ge, I, LI, H	Summary: To organize workshops / talks for parents on IT development and learning. Students to be supported by

	/ talks for parents on IT development and learning. (iii)	parents at home on the use of IT in education. By May 2024			parents at home on the use of IT in education.  Evidence: Based on the SHS parent's data (item 19 and 23), 80% of parents agreed that school can help them to learn knowledge and methods of educating their children and 84% of parents agreed that school always invites parents to join school's activities. An AI Talk was held for teaching parents the knowledge & application of AI in February 2024.  Conclusion: It is believed that the AI workshop promoted IT learning for parents and students were supported by parents at home.
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#### Student development

Goals and strategies		Success criteria and time frame	Section / Team / Teachers	EDB goals	Evaluation
(d) To establish a service learning framework based on the past social service experience to pilot in Form 1 and 2 (L)	1) To device 4 campus serving activities and recruit 50 Form 1/2 students to tryout in 2023-25. (i)	Students to report their experience; the pilot scheme is to modify and become a core learning in junior Form beginning September 2025. Interim review by May 2024; learning scheme to complete by May 2025.	Cho PS and Guidance Section	Ge, Li, H	Summary: Nine training workshops were organized for S1 caring ambassadors during this academic year. The caring ambassadors designed and offered cards to S6 students as an encouragement. They also prepared the Christmas gifts to their classmates. The performance of the ambassadors was satisfactory. The ambassadors will become the member of service team to device campus serving activities in next year.  Evidence: According to the APASO III data (Satisfaction-school), the Q-score is 110, and the P-score is 74.8. The students are highly motivated from school services. They are willing to participate in school activities. These average scores indicate that our students are satisfied with their school life and develop sense of belonging from school services.

					<p>Based on the SHS student's data (item 20), nearly 75% of students agreed that the school provides opportunity to students to learn how to get along with others, e.g., respect and consider others. Through the activity, students have chances to learn and practice those values and attitudes.</p> <p>From the teacher's SEP result (item 26), approximately 95% of teachers agreed that students learn leadership skills through different school activities. Additionally, based on the student's SEP result (item 26), over 70% students agreed that different school activities enhance their leadership skills. Caring ambassadors program provides an opportunity for them to become a good leader.</p> <p>Conclusion: It is believed that the training program prepares students to diverse campus serving activities next year.</p>
	2) To assign Form 1/2 students announcement duties and special teacher assistant duties in swimming gala and athletic meets. (i)	Students to learn to serve in the first two months of KLC life, in preparation of young adulthood. By May 2024	<u>Cheung WC</u> , Cho PS and PE teachers	Ge, Li, H	<p>Summary: S1 and S2 students served in various school activities to build their team work and leadership skills.</p> <p>Evidence: According to the result of ESDA (Student Leadership Training), over 90% teachers and over 70% students agreed that students could develop their leadership skills through different House activities.</p> <p>Conclusion: It is believed that the programme was beneficial to students.</p>
	3) To consider	Ill-disciplined	<u>Lo WM</u> and	G, Li,	Summary:



	<p>assigning students with minor discipline issues school duties (wipe clean canteen tables and chairs etc), instead of detention. (i)</p>	<p>students to learn to serve others on campus.</p> <p>To decide by December 2023</p>	<p>Discipline Section</p>	<p>H</p>	<p>1. Ill-discipline students were assigned school services to replace black marks for minor issues. 2. Late detention class could be exempted for completing school services. 3. Black mark for being late/failing in uniform check could be delayed for completing school services. 4. Students with serious offence the first time were able to receive an extra reprieve if they hand in a reflection letter.</p> <p>Evidence: According to the APASO III data, item 4 satisfaction (school), the Q-score is 110, and the P-score is 74.8. These average scores indicate that our students feel positive and fulfilled in our school environment.</p> <p>Based on the SHE teacher’s data (item 57), 92.2% of teachers and 81.5% of parents agree that students display self-discipline.</p> <p>Conclusion: It is believed that alternatives to black marks are meaningful to give extra chance for students with discipline issues.</p>
<p>(e) To review the strategic position of ECA for streamlining/ extending ECA clubs</p>	<p>1) To prepare a 3-year development plan for each ECA group: how the group evolves in three years’</p>	<p>Students contribute to the development of the group, rather than passive participants. By March 2024</p>	<p><u>Chu KY</u> and ECA team</p>	<p>K, Ge, Li</p>	<p>Summary: 2 workshops and 4 parallel presentation sessions were organized to ECA club chairpersons in the second term.</p> <p>Evidence: According to the APASO III Data (Item 10: School Atmosphere: Sense of Belongings), the Q-score is 116, the P-score is 85.7. These average scores indicate that students’ sense of belongings to the school increased through the trainings. Students worked on the development plan of ECA clubs proactively and prepared very well for the presentations. Based on the SHS teachers (Item 51), 98% of teachers agreed</p>

	time. (i)				<p>that the school organized discussions, sharing and presentations to students.</p> <p>Conclusion: It is believed that students take the initiative to contribute to the development plan, instead of passive participants.</p>
	2) To conduct student forum for additional ECA groups (ii)	<p>Interested students, if any, should propose a one-year plan for tryout.</p> <p>By March 2024</p>	<u>Chu KY</u> and ECA team	K, Ge, Li	<p>Summary: A student forum for additional ECA groups was conducted in April, 5 groups of students presented their ideas of having a new ECA club in King Ling College.</p> <p>Evidence: According to the APASO III Data (Item 10: School Atmosphere: Sense of Belongings), the Q-score is 116, the P-score is 85.7. These average scores indicate that students have a high sense of belonging to the school such that they would like to hold a new ECA club in King Ling College. Based on the SHS teachers (Item 52) and SEP students (Item 23), about 92% of teachers and 70% of students agreed that the school organized discussions, sharing and presentations to students.</p> <p>Conclusion: It is believed that the school provides enough opportunities for students to contribute to the school.</p>
	3) To identify potential student leaders for Houses, Prefects, and SU. (i)	<p>Interested students to go through a workshop / interview / screening for senior student leadership.</p> <p>By March 2024</p>	<u>Tsui CK</u> , <u>Chu KY</u> , <u>Chau YY</u> , <u>Lau W</u>	K, Ge, Li	<p>Summary: There were in total 5 sessions of leadership training workshops were being organized in the First Term of this academic year. Members from 35 ECA Clubs attended the workshops delivered by former SU chairpersons (Alumni), current SU members and teachers. Some of the potential students were suggested to form a new Cabinet for the coming Student Union and House elections.</p> <p>Evidence: Based on the student's SEP result (item 26), over 70% of students agreed that the school has been actively</p>

					<p>cultivated students' leadership skills.</p> <p>Conclusion: It is believed that more leadership trainings should be conducted in order to identify potential students for the future school leaders.</p>
(f) To establish a student leader community among schools	1) To liaise with SU in at least three schools, and learn of their leadership programs and student programs. (i)	<p>Student leaders exchange management concerns and development plans.</p> <p>By March 2024</p>	<u>Tsui CK</u> and SU	K, Ge, Li	<p>Summary: Connection between King Ling College and Carmel Divine Grace Foundation Secondary School and Shatin Tsung Tsin Secondary School was made through activities cooperation. Joint-school Dance Competition on 30 November 2023 and Leadership Training Camp on 7 April 2024 were the major activities. Student leaders from all schools shared their annual programs in the above activities. (same as (3) below)</p> <p>Evidence: Based on the student's SEP result (item 23), over 70% of students agreed that they learnt more leadership skills through different activities.</p> <p>Conclusion: It is hoped that more connections and cooperation would be accomplished in the coming academic year.</p>
	2) To liaise with Houses in at least three schools, and learn of their housekeeping and developmental	<p>Student leaders exchange management concerns and development plans.</p> <p>By March 2024</p>	<u>Chau YY</u> and Houses	K, Ge, Li	<p>Summary: An invitation to a joint school leadership training camp was sent to Shatin Tsung Tsin Secondary School and Kwun Tong Maryknoll College. In the camp, house leaders were able to exchange their management concerns as well as development plans.</p> <p>Evidence: From students' SEP result (items 23 and 25), 71.8% of students agreed that they learnt leadership skills in school activities and 60.15% of students reflected that they can practice leadership skills in house activities (item 25). According to teachers' SEP result (items 26 and 28), 94.12% of teachers agreed that students could learn leadership skills in</p>

	student programs. (i)				<p>school activities and 90.2% of them agreed that students could apply leadership skills they learnt in house activities.</p> <p>Conclusion: It is concluded that the leadership camp provided valuable chances for house leaders to exchange ideas and experiences with counterparts from other schools. It is hoped that these ideas and experiences can be applied in other activities in KLC.</p>
	3) To invite student leaders of affiliated schools to join in KLC parties and singing contest activities. (i)	<p>Student leaders of different schools to support each other in related events. By July 2024</p>	<p><u>Chu KY</u>, Tsui CK, Chau YY</p>	<p>K, Ge, Li</p>	<p>Summary: An inter-school dance competition between King Ling College and Carmel Divine Grace Foundation Secondary School was held in November 2023. Students from Carmel Divine Grace Foundation Secondary School came to King Ling College and joined the competition together with KLC students. (Same as (1) above).</p> <p>Evidence: According to the APASO III Data (Item 9: School Atmosphere: Not lonely), the Q-score is 103, the P-score is 57.9. These average scores indicate that students felt that they were involved in school events, especially inter-school collaborations. Based on the SEP students (Item 23) and SEP teachers (Item 26), about 72% of students and 94% of teachers agreed that students can learn leadership skills through various kinds of school activities.</p> <p>Conclusion: It is believed that students' horizons can be broadened through collaborations with student leaders from other schools.</p>

Home and external development

Goals and strategies		Success criteria and time frame	Section / Team / Teachers	EDB goals	Evaluation
(g) To celebrate 30 <sup>th</sup> school anniversary	1) To promote among primary schools in the proximity. (ii)	KLC students to return to their primary schools to introduce KLC, and enhance their identity. By March 2024	<u>Hui KW</u> and External Affairs Section	K, La, Ge, Li	<p>Summary: The Admission Team has provided promotional materials (e.g. school souvenirs and pamphlets) to a number of students to promote King Ling College at their alma mater (primary schools). Students returned to their primary schools and introduced King Ling College to primary students, parents and teachers. The promotion was done between November 2023 and April 2024. The primary schools involved are Saint Andrew's Catholic Primary School, King Lam Catholic Primary School, and Christian and Missionary Alliance Sun Kei Primary School.</p> <p>Evidence: Based on the data of APASO III (item 10), over 70% of students agreed or strongly agreed that they have developed a sense of belonging to the school. Additionally, according to the data of SHS parent (item 17), 92.5% of parents are willing to have their children study at the school. These show that both students and parents recognize their identity as stakeholders of the school.</p> <p>Conclusion: It is believed that students and parents will continue to promote the school among primary schools in the proximity.</p>
	2) To welcome primary students on campus in	KLC students to present school history, and enhance their identity. By March 2024	<u>Chong WK</u> and External Affairs Section	K, La, Ge, Li	<p>Summary: Through this year's training and activities, students can gain not only an understanding of the school's history, but also develop a sense of belonging and team spirit in the school.</p> <p>Evidence: According to the APASO III data (item4 satisfaction to school) the Q-score is 110, and the P-score is 74.8. These</p>

	December activities. (ii)				<p>average scores indicate that our students feel satisfied with school. In terms of the APASO III data (item10 sense of belonging), their Q-score and P-score are 116 and 85.7 respectively, demonstrating that our students have developed a sense of belonging in the school.</p> <p>Conclusion: It is believed that this project will be of great benefit to our students.</p>
	3) To host various on campus celebratory events. (iii)	Students to celebrate their effort, improvement and their development with the school. By May 2024	<u>Lui KL</u> , Chu KY, Cheng HH, and various teachers	K, La, Ge, Li, I	<p>Summary: Various celebratory events were held under the theme of "Together we stand", like Kontiki Week, School Gala, Sister schools forum, friendly-matches and Poon Choi Feast.</p> <p>Evidence: According to the APASO III data (Item 9: School Atmosphere: Not lonely), the Q-score is 103, and the P-score is 57.9. These average scores indicate that the togetherness of our students is strengthened and they feel included in the participation of different celebratory events.</p> <p>In terms of School Atmosphere: According to the APASO III data, sense of belonging (Item 10), the Q-score is 116, and the P-score is 85.7, demonstrating that our students have developed a stronger sense of belonging towards the school and they are making friends when celebrating their effort, improvement and their development with the school.</p> <p>For Learning atmosphere: According to the APASO III data, cooperation (Item 21), the Q-score is 111, and the P-score is 65.5. These figures show that our students experienced the importance of cooperation in various celebratory events.</p> <p>Conclusion: It is believed that the various activities benefit</p>

					students, alumni, sister schools and teachers.
(h) To conduct mid-term review with sister schools (L)	1) To conduct online lessons and broadcast with Toyama (November ) and Youngil (March) in class and when respective Consul Generals visiting. (iii)	Students to familiarize themselves with members in sister schools after a 3-year gap. By May 2024	<u>Pang WC</u> and English teachers	N, La, Ge	<p>Summary: All subjects implemented Japanese / Korean related elements in their curriculum in November and March. Assemblies for S2 and S3 were conducted on 21 November (Japanese) and 22 March (Korean). Students representatives, STEAM club members, ICT teachers and other subject teachers shared their learning and teaching experience of the international months.</p> <p>Evidence: Based on APASO III item 4 Q3, 87.6% students agreed and strongly agreed that they earned satisfaction from school (Q: 110 and P 74.8). Based on SHS parents Q11, 77.7% (increased 6.9% from last year) of parents agreed and strongly agreed that the school developed students' interests and life skills.</p> <p>Conclusion: It is believed that different stakeholders acknowledged the outcome of the online lessons and the valuable moments of respective Consul Generals visits.</p>
	2) To host teacher and student forums during Kontiki week to discuss sister school activities.	Students' national and global identity is to enhance. By March 2024	<u>Cheung KK</u> and Careers Section	N, La, Ge	<p>Summary: The forum provided platform for students and teachers to exchange their thoughts about sister school program in the future.</p> <p>Evidence: Such activity allowed students to communicate with sister school students and 71.05% of students agreed that the school provided sufficient chances to students in enhancing their English language.</p> <p>Conclusion: It is believed that the event was successful.</p>

	(ii)				
	3) To conduct survey among KLC students on activities with sister schools. (iii)	Students' objective comments on the usefulness of sister school relationship in their development are informed for everyday learning. By April 2024	Hau KK and Cross curriculum Team	K, Ge, Li	<p>Summary: A meeting was conducted by CCRT with 29 S1-S5 students who had engaged in various sister school activities on 22 May. A Google survey was used to collect opinions from other students who also took part in sister school activities this year.</p> <p>Evidence: Over 90% of students agreed that the sister school activities are effective in fostering bonding between KLC and our sister schools, and that they were more aware of the similarities and differences among cultures of different countries, as well as had their horizons broadened through taking part in sister school activities. From the APASO III data (Item 21: Learning Atmosphere Cooperation), the Q-score is 111, and the P-score is 65.5. These figures show that King Ling students valued learning atmosphere not only through lessons, but a variety of opportunities to cooperate with others, including learning from activities with sister schools.</p> <p>Conclusion: It is believed that students benefited from the activities.</p>
(i) To enlist more parents/alumni in ECA activities	1) To contact alumni working in Japanese / Korean companies to speak to students in November / March.	Students to receive first-hand information about the work life; their classroom theme-based learning is to put to use. By March 2024	Leng YS + alumni association	N, K, Ge, Li	<p>Summary: Alumni who have joined the summer exchange program to Japan of Hong Kong Metropolitan University and to Korea of the Chinese University of Hong Kong shared their exchange experience in these two countries.</p> <p>Evidence: According to the APASO III data (Item 10 School atmosphere – Sense of belonging), the Q-score is 116, and the P-score is 85.7. These average scores indicate that alumni are willing to share their learning and working experience with junior.</p>



	(iii)				Conclusion: It is believed that the sharing of alumni was the result of sense of belonging to alma mater. Thus, those alumni would be the role models to enhance the sense of belonging to school of students.
	2) To invite parents with Japanese/Korean-themed talents to share with students. (iii)	Parent-student relationship is to enhance. By May 2024	<u>Kwan CK</u> + PTA	N, K, Ge, Li	<p>Summary: To widen students' international exposure and echo the Japanese Culture Month in November, the "Parent-Child Japanese Culture Fun Day" had been carried out on 4 November 2023. Activities of the Fun Day included Japanese Culture Sharing by parents, Japanese handcraft making and parent-child creative Japanese rice dumpling making competition. The program run smoothly.</p> <p>Evidence: Based on the SHS parent's data (Items 23 &amp; 24), 91% of parents agreed that the school frequently invited them to join school activities, showing an approximate 15% increase compared to the figure from last year (Item 23). Additionally, 70% of parents were willing to participate in activities organized by the school, reflecting an approximate 13% increase compared to last year (Item 24).</p> <p>Conclusion: The sharp increase in Item 24 proves that more parents have been enlisted in school activities.</p>
	3) To prepare further parents/alumni engagements beyond 2025. (iii)	To plan according to student present and future needs. By May 2024	<u>Tse KM</u> + VPs, APs	K, Ge, Li	<p>Summary: A report for further parents/alumni engagements beyond 2025 was prepared.</p> <p>Evidence:</p> <ol style="list-style-type: none"> <li>1. According to the APASO III data (item 10), the Q-score is 116, and the P-score is 85.7. These average scores indicate that our students have a strong sense of belonging to the school. This enhances their opportunities to participate in</li> </ol>

				<p>the future alumni's activities.</p> <ol style="list-style-type: none"> <li>2. Based on the SHS parent's data (item 23 and 25), more than 85% of parents agreed that the school always invite parents to join school activities and the relationship between the school and the parents is good. This enhances the parents' engagement in the future.</li> <li>3. From the teacher's SEP result (items 30), 86% of teachers agreed that the school student union can play a role of student leaders and serve as a bridge between students and the school. It is shown that these students are well trained to organize activities for alumni after graduation in the future.</li> </ol> <p>Conclusion: It is believed that there are enough conditions for the activities suggested in the report to succeed.</p>
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