

School Development Plan (2024-25), King Ling College

Triennial Theme—Together we stand (三十而立)

Development Focuses:

- i) Strengthening global vision through enhancing identity and commitment
- ii) Promoting awareness for professional and personal development
- iii) enhancing values education and interpersonal skills

Since 2017-18, the school has been asking teachers in the same measure to discuss and evaluate its success level. Each teacher awards a mark: A (4) to I (0) to the measure s/he is involved at a half-point interval: 4.0, 3.5, 3.0, 2.5 etc. The marks collected for the same measure are averaged. Any measure under 3 would have to be reconsidered or re-conducted for the following school year. If the measure is to be abandoned, explanation has to be made. No measure in 2023-2024 went under 3.

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	
<p>a) To revise Chinese heritage programs for student needs</p>	<p>1) To arrange a social service activity involving Chinese Tea Etiquette and Chinese Orchestra. (iii)</p> <p>See (e) 1.</p>	<p>Students to write reflections on the activity on the themes filial piety and unity.</p> <p>By March 2025</p>	<p><u>Cheuk WH</u> + Chinese Heritage Unit, Music and Moral and Civic Education Team</p>	<p>N, L, MCE, C Filial piety Unity</p>
	<p>2) To review and revise the existing National Security Education elements in the curriculum. Point out their “strands” and / or “values” according to the EDB documents in the teaching schedule. (i)</p> <p>See (b) 3.</p>	<p>The related overall scores of KPM Q and P should maintain 116 and 85.7 respectively.</p> <p>By May 2025</p>	<p><u>Pang WC</u> + School development team</p>	<p>N, C</p>
	<p>3) To arrange an inter-house competition related to Chinese culture and Chinese History (i)</p>	<p>Follow-up questions of the competition will be set in assessments. The correct rates of the questions are above 70%.</p> <p>By May 2025</p>	<p><u>Cheung KK + Lo CH</u> + Chinese and Chinese History departments</p>	<p>N, K, C</p>
<p>b) To consider student course review system</p>	<p>1) To evaluate the teaching effectiveness of Sat. Remedial Classes conducted by our alumni, a student questionnaire will be conducted at the end of each term. (ii)</p>	<p>i. over 70% of students show positive feedback.</p> <p>ii. over 70% of students show improvement in assessments from AQP or other statistics.</p> <p>By May 2025</p>	<p><u>Wong MY</u> + Cross-curriculum Team, 6 Heads of Chinese, English and Mathematics departments</p>	<p>K</p>

	2) To evaluate the student assessment performance and to identify the type of students in exam, AQP will be used in S.3 and S.5 in subjects suggested so that teachers can easily cater the learning diversity. (i)	i. At least 4 subjects in each form join this tryout program. ii. Particulars on STEAM subject data will be highlighted. By May 2025	Liu <u>WL</u> + Exam Team, and heads of English, Math, Physics, Chemistry, Biology, Economics, ICT, History, Geography.	K, G, S
	3) To evaluate the implementation of new subject CES in S.1. (i) See (a) 1.	The related S1 scores of KPM Q and P should not go below 116 and 85.7 respectively. By May 2025	<u>Tse KM</u> , CS department, Guidance Team	N, K, E
c) To review vertical coordination between junior and senior form for excellent DSE results	1) To highlight DSE elements in S.3 lessons for those subjects with DSE in our school (ii)	Related elementary DSE type questions will be set in S.3 assessments and the correct rates are over 70% By June 2025	<u>Lo WM</u> + Cross curriculum team (Heads of DSE subject type in S3)	K
	2) Gifted elements (preferable DSE related) are embedded in at least one topic in any form of junior curriculum (ii) (Gifted Education Model Tier 1: Quality education for all)	Related questions will be set in assessments. The correct rates are over 60% By June 2025	<u>Law KM</u> + Cross curriculum team (Heads of DSE subject type in junior forms)	K, G
	3) To arrange at least one school-based pull out programs for gifted students in Chinese, English, Mathematics and STEAM in junior forms (i) (Gifted Education Model Tier 2: school-based pull out programs for talented students)	A questionnaire will be set and over 70% participants show positive feedback of the activity. By May 2025	<u>Chong WK</u> + junior heads Chinese, English, Mathematics and ICT departments	K, La, Ge, G, C, S

Student Development

Goals and strategies	Success criteria and time frame	Section / Team / Teachers	EDB goals	
<p>d) To involve student body in school policy decisions to promote ownership (E/G)</p>	<p>1) To organize two visits to other schools, with one visit dedicated to KLC student leaders (Level 3-5) and another visit for KLC teachers. The purpose of these visits is to enhance the understanding of both teachers and students regarding the responsibilities and roles of student leaders in different schools. (ii)</p> <p>See (d) 2</p>	<p>Visit successfully conducted. Each participant, based on their observations, will propose three items from the other schools that can be adopted by King Ling College. Additionally, a KISS (Keep-Improve-Start-Stop) analysis will be conducted. The school management will then engage in discussions regarding the proposals put forth by the participants. Necessary measures will be implemented accordingly.</p> <p>By May 2025</p>	<p><u>Cheung KK</u> + Lo CH, Tsui C K, Chau YY</p>	<p>Ge, L, E. G</p>
	<p>2) To organize a forum involving Level 4-5 student leaders to discuss school improvement, focusing on the selected follow-up items from the KPM/APASO reports during the 2023-2024 academic year and/or the school triennial plan. (iii)</p> <p>See (d) 1</p>	<p>Post-forum questionnaire on appreciation, organization, unity, responsibility and commitment, indicate a notable agreement (70%+) in students' understanding of the school and a significant boost in their sense of ownership.</p> <p>By Feb 2025</p>	<p><u>Wong MY</u> + School Development, Prefect, Guidance Prefect, House, SU</p>	<p>Ge, MCE, E,G, Values: Responsibility, Commitment</p>
	<p>3) To actively engage student leaders, primarily Level 3, in the</p>	<p>Activities successfully concluded. Questionnaires to both staff and</p>	<p><u>Liu WL</u>,</p>	<p>E, G, L, Li, Values:</p>

	<p>day-to-day operations of the school:</p> <ul style="list-style-type: none"> - Involving students in campus routine checks conducted by the general affairs section. - Arranging job shadowing opportunities (mainly on weekends) for students to experience various roles, including the IT Team, Office Clerk, Janitors, Canteen Staff, Laboratory Technicians. (iii) 	<p>students, demonstrate an improvement in students' understanding of the school (70%+) and a notable increase in their sense of ownership towards it (70%) .</p> <p style="text-align: right;">By May 2025</p>	<p>Chan SL (Routine Check), Lau Jonathan (IT), Cheung Simon (Office/Janitor) Chow SF (Canteen) Chan SL (Laboratory)</p>	<p>Unity, Empathy, Respect for Others</p>
<p>e) To review and strengthen measures in upholding a caring environment</p>	<p>1) To establish a Caring Week, promoting a nurturing environment through a whole-school approach. The following activities are recommended for consideration:</p> <ul style="list-style-type: none"> - "中一開飯" (S1 Luncheon): To Collaborate with the class committee (Level 1.5 leaders) and S1 class teachers, organize a luncheon activity for each class. (S1 Class Teachers). - Campus TV/Morning 	<p>The related overall scores, of KPM Q and P, especially on Affect, should reach 100 and 50 respectively.</p> <p>The "中一開飯" (S1 Luncheon) activity: To receive positive feedback from both S1 students (70%+) and class teachers (75%), highlighting its success in fostering a sense of community and care among the participants.</p> <p>Language classes to complete CARE-related topic for writing or comprehension exercises.</p> <p style="text-align: right;">By July 2025</p>	<p><u>Chong WK + Sze MH</u> Chow SF, S1 CTs (中一開飯), SWs</p>	<p>H,K, Values: Benevolence, Respect for Others, Unity</p>

	<p>Speech: To assign SW and Guidance Prefects to deliver morning speeches and campus TV programs, emphasizing the importance of care and empathy. (iii)</p> <p>See (a) 1.</p>			
	<p>2) To conduct a comprehensive review of the current practices and measures in SEN supports. (ii)</p>	<p>Review completed and approved. New measure to implement in 2025-2026 school year.</p> <p style="text-align: right;">By Apr 2025</p>	<p><u>Cheuk WH + Cho PS (SEN Co)</u>, Wong MY, Tse KM, Chan KK</p> <p>To invite SWs and EP</p>	<p>H, MCE, Values: Benevolence</p>
	<p>3) To consider renovating SW room(s) and /or guidance room so as to offer a warm and caring environment for students in need. (ii)</p>	<p>Needs of renovations and required budget completed for next application of MR.</p> <p style="text-align: right;">By January 2025</p>	<p><u>Tse KM</u>, Guidance, SWs</p>	<p>H</p>
<p>f) To implement the service learning framework for junior forms (L)</p>	<p>1) To fine-tune and announce the whole school service learning framework for further tryout, based on past efforts. (iii)</p>	<p>Framework announced for tryout in ECA / Houses; 80% of the student body followed the framework, provided feedback for further revision.</p> <p style="text-align: right;">By March 2025</p>	<p><u>Pang WC</u>, Cho PS, Chu KY, Chau YY</p>	<p>K, L, MCE, Values: Perseverance, Responsibility, Commitment, Unity</p>

	<p>2) To implement the junior form service learning framework in class basis (Level 1.5 leaders):</p> <ul style="list-style-type: none"> - S1: Serve the class (Classroom cleaning / organizing class activities (Xmas party / 中一開飯 Luncheon etc.)). - S2: Serve the school (One event per class, e.g. Open Day / Gala / Poon Choi / Parents' Night / Parents' Day). - S3: Serve the community (Each class to organize one service activity outside the school. Can incorporate with subjects) (iii) 	<p>Activities completed. 70%+ positive feedbacks from stakeholder on the implementation of the activities. Students' value and attitude improved after the activities (measure via questionnaire)</p> <p style="text-align: right;">S1 & S2: By April 2025 S3: By June 2025</p>	<p><u>Law KM + Cho PS,</u> S1-S3 CTs, Sze MH, Chu KY, ICs of school events (for S2)</p>	<p>K, L, MCE, Values: Perseverance, Responsibility, Commitment, Unity</p>
	<p>3) To identify an NGO for each house for long term collaboration (3-year cycle). (iii) [International NGOs with HK branches preferred]</p>	<p>Each house to successfully discuss NGO candidates and identify an NGO for collaboration. The service activity and collaboration are scheduled to commence in the 2025-2026 school year, with one house successfully piloted one event in the 2024-2025 school year.</p> <p style="text-align: right;">By April 2025 (Before Inauguration)</p>	<p><u>Lo WM + Chau YY</u> and Houses</p>	<p>K, L, MCE, E, N, Values: Perseverance, Responsibility, Commitment, Unity</p>

Home and External Development

Goal and strategies		Success criteria and time frame	Section / Team / Teachers	EDB goals
g) To allow school campus to have significantly more green plants	1) To conduct a survey about the long-lived perennials in HK (ii) See (g) 3	Students research the long-lived perennials in HK. Provide at least 3 perennials for the school to purchase. Students learned different research avenues and skills, and presented reasonable suggestions. By November 2024	<u>Tse KM</u> + S1 and S2 Science / S4-S5 Biology	K, Ge, H Unity
	2) To keep one plant in each classroom (i)	Each class keeps one plant in term 2. Students take turns to mind the plant during school days and holidays. Students returned healthy plants as proof of their nurturing care and knowledge. By May 2025	<u>Lo WM</u> + Green Action, all classes	K, Ge, H, MCE Responsibility
	3) To explore more public areas on campus to place plants (i) See (g) 1	Find possible locations for plants around campus. Suggest at least 3 spots to place the plants. Then implement in term 2. A completion of the school project initiated by students as proof of unity and commitment. By December 2024	<u>Liu WL</u> + General Affairs Team	K, Ge, H Commitment
h) To encourage parents to take an enhanced role in PTA activities	1) To invite experienced parents to conduct a forum on tips for current parents of struggling students (ii)	To organize 2 fora for targeted parents to join. Proper solutions for learning were agreed upon and set for students whose parents attended the fora. Suggestions to other parents would also be made. By May 2025	<u>Cheuk WH</u> + Academic Affairs Section	Ge, Li, MCE Empathy

	2) To liaise with PTA in at least 3 secondary schools, and learn of their PTA activities (ii)	PTA committee members from 3 schools share their PTA activity plans. Information collected was shared in meetings; suitable ones would be practiced beginning 2025-26. By May 2025	<u>Chong WK</u> + School-Home Cooperation Team	Ge, Li, MCE
	3) To organize a joint-school PTA event with targeted primary schools (iii)	A school-based event was conducted, alongside organizers' children. By July 2025	<u>Cheung KK + Lo CH</u> ECA and School-Home Cooperation Team	K, Ge, MCE Filial piety Commitment
i) To strengthen school image	1) To contact primary schools in the district and in Kwun Tong. To explore more opportunities to introduce KLC to them. (iii)	To complete A small-scale PTA-Vista which engaged parents and their children with primary schools. By July 2025	<u>Pang WC</u> + EO / SLP team	Ge, Li, MCE Filial piety Commitment
	2) Family to volunteer in the community (i)	Students reported their volunteer experience during CT periods. By July 2025	<u>Wong MY</u> + Student Union and Welfare Team + S1&S2 Class Teachers	N, Ge, H, L Empathy, respect for others
	3) To explore the opportunity for students to attend lessons / programmes in overseas universities (i)	To contact overseas universities concerning lessons / programmes for overseas high school students. Two rounds of lessons for senior form students were organized. By July 2025	<u>Law KM</u> + Careers Section	N, K, La, Ge, Li, L, LAC

ENDS