

School Development Plan (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

Matters arising, incomplete tasks of 2022-2023: None.  
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 2022-2023 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	
(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
	2) To initiate a House STEM activity / competition day (iii)	House student leaders to report a positive information literacy and share their views, and advise inadequacies, in morning assemblies. By May 2024	<u>Chau YY</u> and House advisors	L, Ge, I, H
	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
(b) To strengthen teachers' professional capacities in DSE subjects	1) Subject teachers to discuss with Form 5 and 6 students twice a term to understand what students want to enhance more. Teachers to share with peers and report in subject meetings. (ii)	Students to receive additional/enhanced knowledge after discussion to solidify their DSE knowledge. By May 2024	<u>Wong MY</u> and all Form 5 and 6 subject teachers	N, K, Ge, H

	2) Each Form 4 DSE teacher to tape one lesson with Japanese/Korean example, and reflect on the class input/output. (ii)	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 DSE syllabus. November 2023 and March 2024	<u>Cheuk WH</u> and all Form 4 subject teachers	N, K, La
	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
(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, in addition to mirroring and screening. Subject teachers to share in de-briefing. (ii)	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
	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

	3) To organize workshops / talks for parents on IT development and learning. (iii)	Students to be supported by parents at home on the use of IT in education.  By May 2024	<u>Chiu MY</u> and PTA team	K, Ge, I, LI, H
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### Student development

Goals and strategies		Success criteria and time frame	Section / Team / Teachers	EDB goals
(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.	<u>Cho PS</u> and Guidance Section	Ge, Li, H
	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
	3) To consider assigning students with minor discipline issues school duties (wipe clean	Ill-disciplined students to learn to serve others on campus.	<u>Lo WM</u> and Discipline Section	G, Li, H

	canteen tables and chairs etc), instead of detention. (i)	To decide by December 2023		
(e) To review the strategic position of ECA for streamlining/ extending ECA clubs	1) To prepare a 3-year development plan for each ECA group: how the group evolves in three years' time. (i)	Students contribute to the development of the group, rather than passive participants. By March 2024	<u>Chu KY</u> and ECA team	K, Ge, Li
	2) To conduct student forum for additional ECA groups (ii)	Interested students, if any, should propose a one-year plan for tryout. By March 2024	<u>Chu KY</u> and ECA team	K, Ge, Li
	3) To identify potential student leaders for Houses, Prefects, and SU. (i)	Interested students to go through a workshop / interview / screening for senior student leadership. By March 2024	<u>Tsui CK</u> , Chu KY, Chau YY, Lau W	K, Ge, Li
(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)	Student leaders exchange management concerns and development plans. By March 2024	<u>Tsui CK</u> and SU	K, Ge, Li
	2) To liaise with Houses in at least three schools, and learn of their housekeeping and developmental student programs. (i)	Student leaders exchange management concerns and development plans. By March 2024	<u>Chau YY</u> and Houses	K, Ge, Li
	3) To invite student leaders of	Student leaders of different schools	<u>Chu KY</u> , <u>Tsui CK</u> , Chau YY	K, Ge, Li

	affiliated schools to join in KLC parties and singing contest activities. (i)	to support each other in related events. By July 2024		
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#### Home and external development

Goals and strategies		Success criteria and time frame	Section / Team / Teachers	EDB goals
(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
	2) To welcome primary students on campus in December activities. (ii)	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
	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> , <u>Chu KY</u> , <u>Cheng HH</u> , and various teachers	K, La, Ge, Li, I
(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

	2) To host teacher and student forums during Kontiki week to discuss sister school activities. (ii)	Students' national and global identity is to enhance. By March 2024	<u>Cheung KK</u> and Careers Section	N, La, Ge
	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	<u>Hau KK</u> and Cross curriculum Team	K, Ge, Li
(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. (iii)	Students to receive first-hand information about the work life; their classroom theme-based learning is to put to use. By March 2024	<u>Leng YS</u> + alumni association	N, K, Ge, Li
	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
	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

ENDS