

School Development Report (2018-19)

King Ling College

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

Development Focuses:

- i) Enhancing peer-learning culture
- ii) Strengthening students' characters
- iii) Advancing educational aspirations

A = 4 B = 3.5 C = 3	Largely completed with satisfactory results
D = 2.5 E = 2 F = 1.5	Partially completed with mixed results
G = 1 H = 0.5 I = 0	Largely incomplete / unsatisfactory results

Learning and Teaching		Evaluations and Improvement Measures	Evaluation item (MC:A – I)	
Goals and strategies (a) To achieve 55% overall Level 4 DSE results	1. To review efficiency of different 3Xs / 2Xs / + M models and 4 or 5 senior classes (iii)	Due to the change of 5 classes to 4 classes in S4 2019-2020, a new subject combination was adopted. In order to understand the students' need and better use of resources, a survey was conducted in late February. The new combination was then generated and approved by the School Administration Committee and by all teaching staff in the 2nd Staff Meeting.	Item 1	3.47 (19 Ts)
	2. To explore new DSE subjects for unpopular / consistently weak subjects (iii)	A discussion was made in the 1st staff meeting. The majorities tended to keep the present subjects and curriculum structure: a more traditional and competitive framework which attracts academically stronger students.  <u>Improvement measures:</u> such an evaluation should be done every two years to cater for the student strengths and university needs.	Item 2	2.97 (19 Ts)
	3. To maximize use of data in all DSE evaluations (iii)	Both qualitative (DSE student scripts) and quantitative (DSE statistical Report) analysis have been done. Meetings were held among teachers of each subject to	Item 3	3.22 (9 Ts)

		reflect on teaching effectiveness. Improvement measures were shown in the annual plans (PIE model). Effectiveness of the improvement measures would be reviewed in the next phase.		
(b) To have completed joint-school professional development for all DSE subjects	1. To conduct joint-school development day (i)	A Joint-School Staff Development Day was organized for teachers on the 1st Staff Development Day in November. Teachers were assigned to arrive at one of these six schools (King Ling College, Madam Lau Kam Lung Secondary School of MFBM, St. Francis Xavier's College, SKH Li Ping Secondary School, St Mark's School, SKH Leung Kwai Yee Secondary School), and to take part in 4 different sessions, namely "Schools Sharing", "Expert Sharing", "Mixed-group discussion" and "Same-school discussion". Mostly positive feedbacks were received; KLC teachers appreciated more on the cooperation among our students and teachers.	Item 4	3.30 (5 Ts)
	2. Student exchange programs: to have teacher exchange in two subjects (ii)	A 4-day student exchange program (20 Form 3/4 students) was arranged with St. Mark's School in March. Apart from having regular lessons, the exchange students were given opportunities to try different activities namely morning assembly sharing, campus TV sharing, and lunch activities arranged by SU. Teacher exchange was planned in vain: teachers who qualified for exchange purposes usually have heavy administrative duties at own school; parting those duties seem to be a feat.  <u>Improvement measures:</u> KLC should consider having discussion among schools on administrative issues.	Item 5	2.70 (5 Ts)
	3. To continue joint-school	Both History and Chinese History had arranged joint-	Item 6	3.33 (6 Ts)

	(mock) exams in two senior form subjects (iii)	school mock exam before Christmas holidays. Sharing were arranged in the panel head meeting. Feedback from both departments were positive and it was suggested similar activities would be continued next year.		
(c) To re-consider lesson time needed for each student	1. To map out Chinese needs for returning senior class time to other subjects (iii)	Starting from last year, each subject lent out some lesson time (0.5 periods or 1 period) to Chinese Department to boost its public exam results. While Chinese department wanted to have the present arrangement retained, the DSE 2019 showed unfavorable results for most subjects.  <u>Improvement measures:</u> another evaluation should be done at the end of 2019/20 school year to decide if the present arrangement be kept/modified/ discontinued.	Item 7	3.36 (11 Ts)
	2. To revamp school-based curriculum for KLAS: technology and arts for 2019-20 onwards (i)	A study of lesson hours on different KLAS of our present curriculum was held. The time of regular lessons on Arts and PE KLAS were 1.48% and 0.65% below the suggestion from EDB.  <u>Improvement measures:</u> more ECA on these two KLAS were held for compensation.	Item 8	2.88 (4 Ts)
	3. To review effectiveness for Saturday morning classes and their impact on report cards (i)	A study was held for all Saturday remedial classes. Among 9 classes (S.1-S.3, Chi, Eng and Math), seven of them showed students' improvement. For the other two classes, panel heads would review the course materials and the teaching effectiveness of the tutors.	Item 9	3.13 (8 Ts)

#### Student Development

Goals and strategies		Evaluations and Improvement Measures	Evaluation item (MC:A – I)	
(d) To review training needs for cases	1. To map out timetable having all guidance teachers SEN-trained (iii)	Two guidance teachers have not taken any SEN course. As most of the places were reserved for the special educational needs coordinators SENCO these three years,	Item 10	3.82 (11 Ts)

		some of our guidance teachers were rejected for the courses. It was expected that all guidance teachers completed at least one SEN-course and at least one guidance teacher completed the remaining courses by the end of the 2021/2022 school year if the application was not rejected.		
	2. To devise a work handbook for SEN coordinator (iii)	The work handbook for SEN coordinator was drafted according to the guidelines of Education Bureau and school-based procedures before 30 April 2019. SEN coordinator should follow the handbook starting from next year.	Item 11	3.75 (6 Ts)
	3. To conduct three small-group case sharing sessions (i)	The sharing sessions were launched on 8/4, 6/5 and 20/5 after school from 4pm to 4:45pm. All guidance and discipline teachers were invited. During the three sessions, our Social Worker, Wendy, Educational Psychologist, Ms Yan and Guidance Mistress, Ms Tse shared the experience in handling the student cases in our school. From the questionnaires, more than 90% of the teachers agreed that the sessions could help them understand more about the cases in our school and assist their work in school. Above all, about 90% of the teachers were satisfied with the sharing sessions. However, because of the time clash with teachers' work, some teachers could not attend all the sessions. Some suggested that the sessions could be launched during staff development day or after exam period.	Item 12	3.82 (19 Ts)
(e) To review school regulations and change as needed	1. To conduct S1/S2 talks on breaching school regulations: staged cases (ii)	Talk on bullying for S1 and S2 students was conducted to respond to several concerned cases last year. Resources such as video from a bullying conference held by a CityU professor, Dr Fung Lai Chu was used.	Item 13	3.73 (11 Ts)

	2. To confirm uniform change for 2019-20 (ii)	IMC approved the uniform change in November 2018; tender exercise was conducted. The successful supplier returned with tailor-made samples for half a dozen times.	Item 14	3.25 (6 Ts)
	3. To explore heavier penalty for student leaders offences (ii)	General penalty with suspension / dismissal of duty by the concerned department will be more suitable.  <u>Improvement measures:</u> A more thorough screening process is suggested on student temperament and school results, alongside leadership traits, when recruiting student leaders.	Item 15	2.91 (11 Ts)
(f) To regulate joint-school activities and community services	1. To schedule cooperation for the next three years (i)	SU and Houses round-table meeting was held on 8-10 July to discuss the development direction of SU and Houses activities.	Item 16	3.19 (8 Ts)
	2. To review student empowerment progress (i)	SU helped organize the Christmas party and Singing Contest. Four house captains helped run the Swimming Gala, to organize the S1 Fun Run and ECA days.  <u>Improvement measures:</u> More opportunities and time have to be allowed for students to decide the content of the ECA day or to explore other outside school participation.	Item 17	2.78 (9 Ts)
	3. To collaborate with external opportunities for a bigger pool of tier 2 students (i)	15 students joined the Schools Sports Volunteer Scheme. They finished the training course on 15 December 2018 and volunteer on Inter-School Athletics Competition on 22 January 2019. A joint-school leadership training camp was held on 23/4/2019-24/4/2019. The schools included King Ling College, Madam Lau Kam Lung Secondary School of MFBM, Shatin Tsung Tsin Secondary School and Bishop Hall Jubilee School. All new committee members of SU	Item 18	3.58 (6 Ts)

		joined the camp. A joint-school inter-school famine camp was held on 22/6/2019-23/6/2019.		
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### Home and External Development

Goals and strategies		Evaluations and Improvement Measures	Evaluation item (MC:A – I)	
(g) To evaluate off-campus sporting programs	1. To set a progressive participation rate (overall student number) (ii)	41% students participated in the Inter-school Sports Competitions.	Item 19	3.50 (3 Ts)
	2. To set a progressive award-winning rate (ii)	6 out of 10 participated events won the prizes in Hong Kong School Sports Competition.	Item 20	3.23 (13 Ts)
	3. To explore new sports for KLC students (ii)	Teaching of Chinese Shuttlecock was finished but it would be difficult for students to master the skills in the competition. Indoor rowing would also be developed as new sport next year if budget and venue constraints were released.	Item 21	3.00 (3 Ts)
(h) To stage the 25th school anniversary activities	1. To run Kontiki week and invent an additional event for the coming year (i)	The Kontiki Week invited a variety of stakeholders including teachers and students from sister schools. The King Ling Jubilee Banquet was firstly integrated with the Kontiki Week. Such arrangement facilitated the climax of joyful atmosphere in Silver Jubilee celebration activities. More than 2500 participants joined the Kontiki Week.	Item 22	3.25 (4 Ts)
	2. To establish sister school partnership with two non-Mainland schools (iii)	The item was achieved higher than the expectation. Sister school partnership with schools from Toyama (Japan), Bangkok (Thailand), Seoul (Korea) and Sabah (Malaysia) had been established. Regular activities within sister schools would be conducted.	Item 23	3.50 (2 Ts)
	3. To conduct a belt-road tour (ii)	Careers: The belt-road tour originally was regarded as one of the 25th anniversary activities. It could be one of	Item 24	2.75 (10 Ts)

		<p>the Grand Tours or the Overseas Leadership Training Programme. However, it did not happen due to the late-open-for-application of the Funding Scheme for International Youth Exchange.</p> <p><u>Improvement measures:</u> There will be more funding in 2019-2020, for example, Life-wide Learning Grant. The section will explore more funding and opportunities for students to explore in countries / regions along the Belt and Road in 2019-2020. The section will aim at organizing a belt-road tour for the Overseas Leadership Training Programme in 2019-2020.</p>		
(i) To fine-tune the plan for the following 9-year cycle	1. To explore learning and teaching paradigm shift (i)	<p>In the panel meetings of different subjects, it was agreed that students should be more self-motivated. Technology should be introduced to help achieve the goal.</p> <p><u>Improvement measures:</u> In the coming years, the e-learning focus or measures in helping students' study would be put on the way to improve student self-learning.</p>	Item 25	2.96 (14 Ts)
	2. To project student development needs from parent and student profile change (ii)	<p>Plan for campus facility improvement had been conducted to facilitate the enhancement of school life in the future. Suggestions from stakeholders had been collected through Student Union and Parents Teacher Association.</p>	Item 26	3.30 (5 Ts)
	3. To detail financial implications for home and external development (9-year cycle) (iii)	<p>The financial budget was proposed with reference to the survey from staff, the campus facility needs advised by the General Affairs Team and the IT Unit. External financial would be sought to minimize the financial burden on school.</p>	Item 27	3.13 (4 Ts)