

King Ling College
School Report
2008 – 2009

Our school

There are three sites which provide information about our school:

1. School website www.kingling.edu.hk
2. Hong Kong Education City http://www.chsc.hk/secondary/tc/schooldetail.asp?sch_id=1369
3. Wikipedia http://en.wikipedia.org/wiki/King_Ling_College

Information in the sites above is provided by the school; however, non school members may modify materials in (3) despite the heavy monitoring activity by school personnel.

Achievements and reflection on major concerns

1. Conducting language enhancement scheme

Achievements

- a. The use of English and Putonghua has been regulated on campus; more teachers and students began to use the languages all the time.
- b. The English enhancement scheme (EES) saw success in JS2 musical, Mulan. Students had their taste of public performance in the 15th school anniversary gala—a language show.
- c. The Chinese subjects began to collaborate with liberal studies department and other learning experiences measures. They began to streamline activities, so that activities run met with different learning objectives.

Reflections

- a. Teachers worked professionally within their own parameters. However, as ESR 2008 pointed out, more collaboration across departments were needed. Teachers have yet to sort out such learning and teaching modes.
- b. Unlike content subjects, the improvements in language subjects may not be seen tangibly. Language teachers need to explore professional development opportunities in other schools, so as to compare with their own teaching experience.
- c. Students' confidence of use of languages in public is yet to be confirmed.

2. Promoting reading culture

Achievements

- a. The junior form reading program and the book introductions by teachers in morning assembly promoted the reading culture.
- b. Chinese teachers suggested more reading titles for students to meet the SBA reading needs.
- c. Book introductions by professionals were showcased and were employed frequently.

Reflections

- a. Students should explore self-learning skills, rather than depending on teachers' guidance only.
 - b. Books suggested may emphasise too much on academic needs, rather than promoting the reading pleasures.
 - c. Teachers and students do not have the same interest in book titles; introductions of books may not be entirely suitable.
3. Enhancing academic results

Achievements

- a. Only a handful of S6 students were from other schools; the value-addedness numbers have been improving.
- b. All teachers were willing to attain EMI teaching requirement; a handful also attended content subject language refresher courses.
- c. Teachers visited four schools for part of their professional development.

Reflections

- a. Teachers should part with drilling and rote learning to suit the needs of NSS.
- b. More student-centred learning activities should be designed.
- c. More collaboration in other learning experiences should be seen in order to maximize learning opportunities.

Our learning and teaching

- King Ling College is committed to fostering Chinese culture and emphasizing development in the following five areas: moral, intellectual, physical, social, and aesthetic. The school provides a quality education, one which values Chinese virtues and balances global outlooks. Students' horizons will be broadened, with ample training in analytical and critical thinking skills; they will develop a stronger motivation and interest for learning, and understand their moral and practical duties to their country. The love for their heritage and the love for fellow countrymen are nurtured.
- Despite the growing international perspectives and English environment on and off campus, Chinese cultures and values are further enhanced on campus. Not only students revere and practice quality Chinese ethics and wisdom, but they also enjoy the ease of learning foreign cultures. Striking a harmonious balance allows students to remember their roots and face the necessary challenges in life.
- Students continue to strive for excellent academic results; they must not be complacent with the status quo. The diligent work springs from a genuine interest in learning, and under the guidance of caring teachers, students develop a love and ability for lifelong learning. With perseverance, students overcome difficulties in classroom knowledge and co-curricular learning. Through conscientious and steady improvement on the teachers' part, students learn and choose the righteous path for their personal growth and thereby contributing themselves to the society.

- Students carry themselves with integrity in the uncorrupted manner. They learn to see that such a quality is the backbone of an honest community, and will truly be reflected from the within. They uphold the virtue in all tasks and to all people at all times, despite the wealth and temptation which might distract them. Students revere a simple yet quality life at school and in the future. Such a spirit teaches students to be contented with the little and be grateful with the abundant. It is the school's vision to nurture students to become responsible and distinguished members of future society.

Support for student development

Supports were seen in different events held by discipline, guidance, moral / civic education, and student affair sections. While different programs were staged, for example, monitors and prefect systems, big brothers/sisters schemes, teachers' day activities, house and student union activities, they helped students consider the way of the world from a non-classroom perspective. The participations of various activities, both on and off campus, with a collection of awards, are indication of students' willingness to embrace the challenges as they grow up.

The sponsoring body also provides a fund for deprived students in case they need financial support. The support can range from complimentary meals to monthly allowances.

Student performance

Fifteen subjects, for both AL and CE, achieved higher average than those of all Hong Kong candidates.

Among the 42 extra curricular clubs and societies, each student joined at least two which interest him / her.

Financial summary

Future planning

2009-2010 will see the end of the three-year plan, and to harvest the results for learning and teaching. While educators believe that teenagers are groomed not only for academic excellence, parents' expect somewhat differently. It is hoped that all stakeholders can see education beyond their own scope, and join hands to nourish the pillars of future society.

Theme for next school year: Read to learn, learn to care

Major concerns:

1. Conducting language enhancement schemes in relation to stronger staff development
2. Promoting reading for better academic results
3. Cultivating a caring culture with Chinese heritage programs