School Development Report
2012 – 2013
King Ling College
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School Spirit

傳承中華文化
弘揚博愛精神
Upholding Chinese heritage
Dignifying humanity

School Motto

勤 毅 誠 樸
Diligence, Perseverance, Integrity, Simplicity

Triennial Focus

促進學術發展　栽培學生領袖
Strengthening academic development
Cultivating student leaders

School vision: To provide quality education and prepare students to be distinguished members of future society

School Mission: To foster Chinese culture and emphasize the five areas of moral, intellectual, physical, social and aesthetic development of each individual student so as to nurture every student to be a knowledgeable, cultured, committed and highly ethical person.

Major Concerns:

1. Optimizing school-based projects for student learning
2. Streamlining academic concerns for future development
3. Integrating opportunities with learning partners

1. Optimizing school-based projects for student learning

Goal and Strategies		Success Criteria / Evaluation Mode	Section / Team / Teacher	Feedback
落實初中及試行高中校本的德育核心價值，為各級的德育、生活教育、個人及群體紀律、生命成長訂定目標。	To complete syllabus To propose a 4-year development plan, meeting EDB requirement.	Teachers' feedback	Guidance, Discipline, Class teachers, liberal studies panel heads **Teacher-in-charge: Ms Tse KM, Ms Lo WM**	A three-year development plan was proposed, meeting EDB's latest requirement. Weekly lessons during morning assembly, campus TV, regular moral/civic education and life education lessons have been implemented in these three years following the plan. The network between moral/civic/life education has been strengthened and an in-depth cooperation in all aspects will be proceeded in the next cycle. Service for school was introduced this year for students with minor behavioural issues. Besides, prefect warning system was introduced this year to strengthen prefects' responsibility and students' awareness. Responses from teachers and students were positive.
落實分享中華文化學習心得。	To conduct monthly teacher-student co-sharing morning assembly To conduct 5-minute teachers' sharing at each staff meeting To streamline (revise) existing tasks	- Annual report - Student video presentations (school gala / history gallery)	Chinese heritage development team **Teachers-in-charge: Ms Or FL**	Mini lectures during morning assemblies were conducted by teachers and/or students. Preparation was efficiently done for the mini-lectures, students in the morning assemblies were mostly dismissed on time. The mini-lectures on Cantonese word origins were conducted three times by Mr Ting during three staff meetings, to allow teachers Chinese heritage input from another angle.
增加教師團隊及同學對學校的歸屬感。	To relate common strengthening messages from teachers to students	ESDA figures	Class teachers, class representatives	According to the ESDA figures collected in the latest two years, teacher morale was satisfactory. Teachers

		improved (E-platform for School Development and Accountability)	Teacher-in-charge: Mr Chiu KC	agreed the direction of development of the school and were working in harmony. However, there is a 10 percent decline in job satisfaction that is worthy of concerns. There is a rise respectively in ESDA items related to students' impression towards school ambience in all aspects. The most obvious increase among the items is the one "School can respond to students' opinions actively", with a rise of 10%.
	To re-consider time table needs → more after school time for student activities			

2. Streamlining academic concerns for future development

Goal and Strategies		Success Criteria / Evaluation Mode	Section / Team / Teacher	
檢討本三年計劃學科成功指標，及優異成績目標。	To streamline learning targets; project results; prepare 3-year plan	Steady increase in degree course offers, and beyond; steady decrease in homework delinquent.	Careers, academic affairs	The final number of degree courses offered is still pending, while the number of conditional offers in Non-JUPAS degree courses obtained is 151, with ~80% (133 out of 167) S6 students obtaining degree course conditional offers before HKDSE. Target met.
	To strengthen S3 lessons in English	ESDA figures improved	Teacher-in-charge: Mr Kwan CK	Some subjects used to be taught in Chinese in Senior form will change to EMI next year. Extra English learning materials for those subjects (such as T&L) have been supplied to students in S3 to strengthen their learning in English. In fact, The ESDA figure shows that the majority of students

				agreed that they could respond to teachers' questions in English during lessons in general.
完成外評(2008)改進要求。	To upgrade language atmosphere To strengthening staff development mechanism To enhance student-centred learning	ESDA figures improved MOI inspection comments *(no inspection this year)*	**Teacher-in-charge: Ms Lee MP**	Language policies on campus were observed, confirmed by teachers and students in ESDA figures: more than 70% agreed language policies were enforced through various channels. ESDA figures were disseminated to dept concerned and were reported in staff meeting. Each dept was asked to observe P-I-E in cycles for improvement. School-based items showed that 70% of teachers and students agreed that leadership skills were trained; half agreed that students self-learned well. Cross-KLA learning was improved; 70% teachers agreed that cross-KLA class observation perfected teaching methodologies and professional exchanges.
同學能完成自訂的學習目標，並檢討得失，更進一步。	To implement monthly class teacher time To join city-wide reading activity	Teachers and students' feedback	**Class teachers** **Reading team** **Teachers-in-charge:**	The whole level monthly class teacher time was rare. The idea will be carried on next year. The whole school joined the city-wide reading activity "Create our own records" organized by the SCOLAR in April 2013. Various reading schemes have been

			Mr Pang KW	implemented at all levels this year. Teachers and students showed concerns in the ESDA survey for the items about whether these schemes can enhance their reading / study interests, abilities and attitudes.
To enhance reading / study experience among students				

3. Integrating opportunities with learning partners

Goal and Strategies		Success Criteria / Evaluation Mode	Section / Team / Teacher	Resources / Remarks
以校為本，薪火相傳	To implement class representative team To tryout ECA April handovers To strengthen idea of service to school from junior form (ECA→House→ prefect team/student union→alumni association)	Teachers' feedback	Class teachers, student affairs section **Teacher-in-charge: Mr Cheung WC**	Both the "class representative team" and "ECA April handovers" schemes have been successfully and smoothly implemented. The "April handovers" scheme will be applied to Houses and Student Union within a two-year time. Many activities have been organized this year to train students' leadership skills such as planning, communication, collaboration and responsibility. Teachers tried out the idea of "step up" scheme zealously in composing the committees for ECA, houses and student union. The outcome so far is good according to teachers' feedback.
培養綠色生活。	To join a city-wide green campaign every term To practise green concept on campus	Teachers' feedback	**Teacher-in-charge: Mr Kong PK**	"No-air conditioning day" was held on 27/9/2012. The idea of environmental protection was promoted as all students reflected on energy-saving more thoroughly.

				Implementation of recycling of food waste, plastic bottles and waste paper was not satisfactory because some students lacked environmental awareness. On-campus meal distribution and using reusable utensils: satisfactory.
於中一試行「班中家長」，除了讓更多家長了解學校教學需要及成為學校及家教會橋樑外，有需要時協助班主任處理班務及活動。家長支援由不定期的義工服務發展為恆常的教育伙伴。	To implement S1 class-based parent representatives to assist lunch and reading duties To have PTA on event organising committees	PTA's feedback	**Teacher-in-charge: Ms Chiu MY**	S1 class-based parents were recruited this year. They were mainly responsible for coordination work. Parents' help will be extended to lunch time duties next year. The PTA successfully helped the organization of the First Election of IMC Parent Manager as some parent representatives served in the Election Committee.

Achievements of major concerns

Optimizing school-based projects for student learning	Streamlining academic concerns for future development	Integrating opportunities with learning partners
The cross-KLA activities were duly conducted and earned satisfactory results. Future tasks should aim at streamlining and allowing more student-centred activities. Senior students' OLE journal entries reflected solid learning points, language proficiency improved as well. Overseas study tours put textbook knowledge to test, and promoted student leadership skills.	Co-teaching in English and LS at S3 was largely welcomed by teachers; this prepared students well for S4 EMI subjects. Literature materials were used in junior form to enhance student language input for future learning. Same sets of materials are recycled. Various reading activities, including the use of *Landscape*, the school magazine, enhance reading experience.	Teachers are resourceful and obtained different community resources to enrich student learning (funding and visit opportunities). Students cooperated well in all whole-school activities: green days, reading day, school gala, etc. School spirit was well demonstrated during the activity. Parents' involvement in school administration work is budding.

Reflections on major concerns

Optimizing school-based projects for student learning	Streamlining academic concerns for future development	Integrating opportunities with learning partners
The cross-KLA activities seemed to be charged by a few teachers who taught more than one subject. It will be more effective if other teachers are involved in the future. The link between the journal entries and the final SLP and JUPAS essay is still weak for S4 and S5 students do not see the immediate needs. Learning attitudes should be strengthened. The true test for overseas learning would take place in S5 grand tour (2013-14). Local exchanges should be explored as well.	Co-teaching could be done for practical needs, but also because of ample staffing. Teachers must learn to take charge of full class for various activities for the staff number will go down soon. Teachers in the same dept teach modules of their expertise, rather than seeing the curriculum as a whole. Teachers of the same dept should have one set agreed modules for all to follow. Students still consider reading of any materials suggested by school exam-oriented, rather than for personal pleasure.	Community resources came with much paperwork which took up teachers' time. Follow-up work on getting student proof for subsidies was also time-consuming. Objectives of whole school activities did not sink in well for students need to carry the same spirit after the activities. Parents' involvement in school work might reach the plateau soon for different constraints.

King Ling College
Financial Summary(2012/2013)

	Bal B/F	Income($)	Expenditure($)
Balance B/F(Government Funds)	525,180.52		
I. Government Funds			
(1) OEBG Grant			
(a) General Domain			
① Admin Grant/Revised Admin Grant		3,800,892.70	3,591,094.20
② School & Class Grant		732,173.80	1,135,157.75
③ Subject Grant		226,241.37	144,558.40
④ Lift Maintenance Grant		82,632.00	68,040.00
⑤ Supplementary Grant for Sch-based Management		189,304.00	33,047.00
⑥ Training and Development Grant		7,557.00	1,507.60
⑦ Composite Information Technology Grant		433,592.00	426,061.08
Sub-total	525,180.52	5,472,392.87	5,399,466.03
(b) Special Domain	305,110.40		
① Guidance & Discipline Grant		6,604.00	6,480.50
② Capacity Enhancement Grant		516,616.00	190,961.50
Sub-total	305,110.40	523,220.00	197,442.00
(2) Composite Furniture and Equipment Grant	483,686.08	459,620.00	758,643.30
(3) Substitute Teacher Grant	64,074.18	42,042.46	9,480.00
(4) Sch-based After school Learning & Support Programme	147,200.00	129,600.00	109,447.20
(5) Learning Support Grant	10,573.71	10,000.00	0.00
(6) One-off Grant for e-Learning	40,940.00	27,595.00	13,345.00
(7) Learning Support Grant	5,840.00	10,000.00	0.00
(8) Enhanced senior Secondary Curr. Support Grant	1,026,660.00	713,520.00	1,740,180.00
(9) Diversity Learning Grant		35,000.00	17,400.00
(10) Fractional Post Cash Grant	198,006.00	342,763.50	406,234.50
(11) Extra Sen. Sec. Curr. Support Grant		500,000.00	0.00
(12) Sen. Sec. Curr. Support Grant		713,520.00	36,849.45
(13) Liberal Studies Curr. Support Grant		160,000.00	135,612.90
(14) Moral and National Edu.Support Grant		530,000.00	
Sub-total	1,976,979.97	3,673,660.96	3,227,192.35
TOTAL	2,807,270.89	9,669,273.83	8,824,100.38

Total surplus for school year (2012/2013) Government Funds   *3,652,444.34*

King Ling College
Financial Summary(2012/2013)

	Bal B/F	Income($)	Expenditure($)
Balance B/F(School Funds(General Funds)	2,267,160.55		
II. School Funds(General Funds)			
(1) Tong Fai		158,850.00	
(2) Donations		42,000.00	
(3) Tuckshop Rental received		27,500.00	
(4) Profit on Sale of Ex. Books etc		18,731.95	
(5) Profit on Sale of Sch. Uniform etc		55.60	
(6) Collection of fees for specific purpose (including electricity charges for air-cond)	1,401,060.10	386,485.00	462,498.55
(7) Rental for use of Swimming Pool and hire of school Premises		392,414.80	
(8) Others		56,049.20	639,447.72
(9) Furniture and Equipment			69,960.00
(10) Extra-Curricular Activities Instructor Salaries			93,900.00
(11) Student Union	24,585.40	9,800.00	6,356.90
(12) Jockey Club Life Wide Learning Fund	8,186.30	137,000.00	126,847.30
(13) English Enhancement Scheme	547,071.19	382,000.00	815,026.30
TOTAL	4,248,063.54	1,610,886.55	2,214,036.77

Total surplus for school year (2012/2013) School Funds(General Funds)   3,644,913.32

Future Plan

The three-year plan (2010-13) was completed; the new cycle will build on strength for staff to develop further (see 2013-16 development plan). Parents and teachers also treasure participation in administration and policy decision process; the cross curriculum network was budding well, but teachers must see it as a resource-saving without sacrificing learning opportunities, rather than devising new projects which consume more time on all parties.

A complete senior management team with 5 principals, advised by the school administration committee, will help lead the development more efficiently. Major concerns for the following year are advanced version for the present:

1. Exploring opportunities for student learning
2. Streamlining academic concerns for future development
3. Re-inventing parents' role in education