

School Development Plan (2022-23), King Ling College  
 Triennial Theme - Together we stand (三十而立)  
 Development Focuses:

- i) Grooming well-rounded students
- ii) Promoting service learning and caring culture
- iii) Strengthening practices and resources for school development

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

Goals and strategies		Evaluations and Improvement Measures	Item	Evaluation item
(a) To strive for degree offers for all DSE students	1) To compare learning between degree and sub-degree pathways (iii).	<p>Alumni sharing had been arranged in Careers Fair and Careers Day. The elements of the pathways of degree and sub-degree were included (LI).</p> <p>In SEP of ESDA, the question about the readiness of life planning for S.6 students scored 69.3% on "highly agree" and "agree" options which reflected most students had clear pictures of their study in tertiary education.</p>	1	3.29
	2) To further promote QS top 50 universities (i). (See c2).	<p>A briefing session of "Beyond King Ling" was conducted to S5 and S6 students (6B online mode) on 25 November. The programme aimed at raising students' awareness of top universities around the world through exploring QS Top 50 Universities (2022) and to expand their breadth of knowledge (K) and generic skills (S). Thus, the programme was aimed at preparing students for tertiary education, increasing their interests, creating possibilities of entering those universities and preparing students for their life planning (LI).</p> <p>Students were aware that they had to strive for a better</p>	2	3.5

		result thus securing a degree offer of higher rank (item 13, 2023-2023A, Q: 111 P: 76.8). On the other hand, students realized that world-wide exposure was essential to their future development (item 26, 2022-2023A, Q: 113 P: 80.7).		
	3) To encourage applications to Asian universities (iii). (See b2, g2).	<p>The two online talks conducted by Nanyang Technological University, Singapore and Kyoto University, Japan allowed students to be exposed to and plan for their university life overseas {LI}. Details about these two top-SO universities in QS World University Rankings were introduced. Information on breadth of knowledge {K} and need of global identity (N) was introduced. Students could keep abreast of the latest developments in overseas education.</p> <p>The talks broadened students' horizons and equipped them with life planning knowledge. Based on an EDB survey replied by 195 students, they had a broad global vision (Q=113, P=80.7). From the stakeholder surveys, teachers agreed that the school had prepared students for life planning (agree+ strongly agree: teacher item 37F: 94.1%). The findings were positive, and the school would continue to help students in these areas.</p>	3	3.56
(b) To emphasize scholastics, leadership, and entrepreneurial spirit for all Form 3 and 4 students (E/G)	1) To host King Ling Fair on admissions talk day (ii). (see b2, g2)	<p>The fundraising booths could make good use of students' Generic skills (S) and showcase their Breath of knowledge (K) through different games booths and products selling that they have designed and initiated. Through cooperating with different students' leaders, they could build up team spirit and entrepreneurship.</p> <p>Approximately 1,000 parents and primary school students have participated in the fundraising booths. Besides, all Form 3 and 4 students, with student leaders in four houses and the Student Union cooperated</p>	4	3.78

		together and successfully earned HKD \$10,015.5 and donated all revenue to King Ling College.		
	2) To host class-based STEM/OM-like events (ii). (See bl, g2).	<p>The class-based STEM lessons and events allow students to learn the simulation of the product development for engaging the entrepreneurial spirit. The showcase of student was done on admissions talk day on 4 Dec 2022. The learning outcomes in S.3 included (1) presentation in different subjects (History, Science &amp; ICT) and (2) four figures in each series with user manuals. The students were slightly weaker for assembling their ideas into the product design and production planning.</p> <p>From the surveys, teachers thought that the school managed to nurture students' scholastics, entrepreneurial spirit proactively (91% agree) and students' scholastics can be nurtured by collaborative activities (85% agree). The figures of students' feedback were slightly weaker (65% agree). The related knowledge should be introduced to students early.</p>	5	3.57
	3) To kick-start project-based Form 3 elective events (i).	<p>The six project-based Form 3 elective events facilitated students' self-exploration and life planning (LI) through experiential learning. Breath of knowledge (K) was also reiterated. One of the events, the EMBA Trade Fair, also foster students' development of entrepreneurial spirits.</p> <p>According to the APASO-111 student survey results, it is indicated that students found the learning atmosphere (competition) (Q=III, P=76.8) and learning atmosphere (cooperation) (Q= 106, P= 65.5), which are essential for nurturing entrepreneurial spirits, life planning and effective learning, were improved.</p>	6	3.50

(c) To review international qualification policy (L)	1) To explore inclusion of tea-related qualifications (i).	<p>Students have learned basic tea etiquette, the relationship between tea and health (H). Information on the need of breadth of knowledge was reiterated (K). This course can serve as a bridge for students to understand the emerging profession of tea artisan, and student horizon was widened. Students can also make plans for taking professional exams in the future (LI).</p> <p>*National Tea Artist Qualification Certificate (Level 1-5) Requirements: ( Level 5: 20 years old and minimum 2 years work experience)</p> <p>Students in the course were more confident with their performance. They believed that the course had enriched the knowledge of tea art, and had a new understanding of the inheritance of Chinese culture. We can let them know more about the qualifications of the tea professional exams so that they can have confidence to take the exams in the future.</p>	7	3.43
	2) To include popular European language(s) qualifications, as foundation to attend European universities (i). (see a2)	<p>In order to expand students' breath of knowledge (K) and life planning (LI), four popular European language qualifications (French, Spanish, German and Italian) were researched and the exiting International qualification scheme was revised. Successful requirement was set at attaining Level B2 based on the Common European Framework of Reference for Languages (CEFR) as most European universities require a B2 certificate for international students. A suggested time to attain the qualifications and online materials were included in the revised IQ scheme for reference.</p> <p>From the stakeholder surveys, S.6 students indicated that the school equipped them with further studies and career planning by <u>exposing students to a variety</u> of life</p>	8	3.39

		<p>planning activity (agree+ strongly agree: student item 49: 68%), while the new EDB instrument replied by students indicated that their international vision duties were slightly weak. These figures suggested that there is a need to further equip our students with life planning skills and increase their competitiveness, thus, the existing international qualification scheme is revised.</p>		
	<p>3) To familiarize students with qualification syllabus (i).</p>	<p>The items of International Qualification Scheme were fully reviewed with the panel heads. New items were in Music, Languages and ICT were added while outdated items were discarded (K &amp; LI). In order to let students be more familiarized and prepared for attaining the qualifications, information on suggested time for attaining the qualifications and reference materials were added. Some departments will even arrange introductory and preparation talks for the qualifications in the next year.</p> <p>Students who entered the King Ling College starting from 2016/17 onwards need to obtain one of the international qualifications before graduation to enrich their portfolios. After all these years' promotion, students have already cultivated a sense of global perspective. The questions on global perspective in the APASO showed a strong evidence (Q=113, P=80.7). However, as mentioned in c{2}, the stakeholder survey showed that there was still room for improvement in preparing students for their life planning. We hope that this refinement on International Qualification Scheme will further arise students' readiness to complete the scheme.</p>	9	3.56

## Student development

Goals and strategies	Evaluations and Improvement Measures			Evaluation item
(d) To have each student compete in either swimming gala or athletics meet (L)	1) To consider additional timetabled swim lessons in the future (iii).	Extra swimming lessons were scheduled in the end of May. From the survey of the subject end-term evaluation, most students agreed that there were enough practices of the skills with full-time resumption of school. Further, in the results of ESDA-Part D No.40, more than 90% of students agreed that the school encouraged students to build up a healthy lifestyle through sports activities.	10	3.5
	2) To have jogging, racewalking or lap-walk session on athletic meet days (iii).	Two Inter-House fun games, two-legged relay race and tic-tac-toe relay competition for students and teachers were finished successfully on the pt day of Athletics Meet. Teachers and students were happy and enjoyed the games. Refer to the number in d(i)	11	3.61
	3) To encourage stronger students to team up with weaker ones to form regular exercise habits (ii).	Refer to the number in d(i)	12	3.30
(e) To empower student leaders by proposing and piloting a leadership development framework (L)	1) To confirm student leadership ladder (i).	<p>The ladder, together with some extra peripheral ground works, allow students to plan early (LI) for their whole- person development (H), especially on leadership development. While some groundworks supporting the ladder (such as enhancing measures to glorify student leaders) were done this school year, the ladder will be presented to students in September.</p> <p>From the stakeholder surveys, teachers think that the school managed to nurture students' leadership skills proactively (94% strongly agree/agree), and think that students' leadership skills can be nurtured via various activities (&gt;80% for all related items, &gt;90% for most</p>	13	3.90

		items). The figures in the students' feedback were slightly weaker, so in the next year, the ladder will be widely presented to students, so as to allow them to affix to the leadership development framework.		
	2) To revise SU and House electoral details and ex-officio requirements for succession purposes (ii).	<p>An ex-officio member has been invited to join the new committee of each house. More opportunities were created for leaders of different years to communicate and thus pass on experiences of organizing house matters and arrangements of events (S). Moreover, the replacement of the appointment system with house leader election allowed students to plan for their school life (LI). Running officials learned leadership, communication, presentation and other generic skills (S). The new arrangement also encouraged competition and cooperation between house members.</p> <p>It is found in the Key performance Measures Report that students had a high sense of belonging to the school (12). Students felt more belonged partly because they have more participation in house matters, especially the new house leader elections. The said event, together with the enlisted ex-officio members also contributed to the good learning environment (13 &amp; 14) in school.</p>	14	3.68
	3) To design year A, year Band year C events to avoid frequent repetition (ii).	<p>A framework of keeping a list of recurrent activities and a new list of Year A/B/C activities has been developed. The framework was discussed with the team heads. The idea of Year A/B/C activities has been included in the house activities. For SU, instead of teachers deciding all the Year A/B/C activities, there will be opportunity for student leaders to propose suitable activities to be organized. Students can develop their generic skills (S) through participating in various activities.</p> <p>The diverse school activities have contributed to creating</p>	15	3.59

		a positive learning environment to students. For example, the new EDB instrument replied by 195 students indicated that students have strong sense of belonging to the school (Q=111; P=76.8), and strong belief of cooperation among students (Q=106; P=65.5).		
(f) To pilot a European culture promotion campaign by integrating elements like European languages/ Tea culture/ Career path (L)	1) To enhance Chinese tea culture/ knowledge in Form 1, and one foreign tea culture/ knowledge in Form 2 (i).	<p>Through individual class workshops, S1 students had a deeper understanding of the characteristics and health benefits of Oolong tea, Tieguanyin tea, Da Hong Pao and herbal tea. The students survey and ESDA survey from class teacher showed that 90.28% and 85.71% agreed the sessions to provide an opportunity to learn the basic knowledge of Chinese tea and Chinese tea culture respectively.</p> <p>Through individual class workshops, S.2 students had a deeper understanding of the characteristics of Earl Grey tea. The students survey and ESDA survey from class teacher showed that 96% and 88.89% agreed the sessions to provide an opportunity to learn the basic knowledge about Western tea culture respectively.</p>	16	3.75
	2) To highlight European artworks/designs/ habits influencing everyday life in Hong Kong (i).	Visual Arts subject aims at developing skills, knowledge and positive values and attitudes in the arts. European artworks and artists were introduced in lessons, guiding students to explore and experience how it affects Hong Kong daily life. In the new EDB instrument replied by 195 students indicated that students' international vision was strong (concern: 91.3% and 81.0%; duty and cooperate: 92.3%, 93.3% and 93.3%), showing that they aware of the influence in their everyday life.	17	3.00



	<p>3) To consider class exhibitions/ assembly demonstrations/ presentations during Kontiki Week (i).</p>	<p>An assembly lecture about artistic movements in Europe from the Renaissance to street art was held in the second term. The countries include France, Russia, UK, Netherlands, Germany, Italy, etc. After the lecture, each S.3 student shares their feelings by submitting an article to SCMP with the cooperation of the English department.</p> <p>It is believed that the students can expand their international horizons. For example, the new EDB instrument replied by 195 students indicated that students' international vision concern was strong (Q=113, P=80.7).</p>	<p>18</p>	<p>3.13</p>
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Goals and strategies		Evaluations and Improvement Measures		Evaluation item
(g) To raise fund before 30 <sup>th</sup> school anniversary for maintenance purposes	1) To consider family-based walkathon on designated routes in Tseung Kwan O (ii)	<p>Other activities were suggested for fund raising instead of organizing family based walkathon. Parents are worried that there will be few families participating in the family-based walkathon, resulting in ineffective outcomes. Besides, they believe that students are less willing to participate with their parents.</p> <p>From the stakeholder surveys, only half of the parents are willing to join the activities organized by PTA (agree + strongly agree: parent item 24: 57.1%) and nearly half of the students claimed "there are many areas where my parents and I have differences of opinion". (Student item Q2: 46.2%).</p>	19	2.92
	2) To encourage student-run stalls on campus on designated days (ii). (See bl, b2).	<p>Student-run stalls were successfully done on campus on S.1 Information Day (4/12/2022). With joint organization of PTA and SU, the event, not just encouraged students to operate stalls on school special day, but also raised more than \$16000 for KLC Education &amp; Culture Foundation Fund. In the survey result of ESDA-Part C No.31, almost 60% of students agreed (included strongly agree and agree responses) that the school actively cultivate students' leadership skills.</p>	20	3.43
	3) To conduct short events by SU and Houses (ii).	<p>Two activities were successfully completed to raise fund before 30<sup>th</sup> school anniversary for maintenance purposes. Students agreed that their Generic skills(S) and Breath of knowledge (K) can be developed and strengthen through organizing and participating the activities. However, students think that the activities are lack of diversity because of the pandemic.</p>	21	3.68

		From the stakeholder surveys, the stakeholders agreed that the goal were largely completed with satisfactory results. (score: 3.68 out of 5) They agreed that the activities which organized by the Student Union and Houses can raise fund before 30 <sup>th</sup> school anniversary for maintenance purposes effectively.		
(h) To gather alumni for the school's 30 <sup>th</sup> anniversary documentary	1) To allow alumni's congratulatory message shot on campus; other venues welcome, including inviting past House Captains and past SU Presidents for unions (iii).	51 congratulatory messages shot on campus and other venues were taken under the encouragement of teachers. Some shots were taken by the alumni overseas. The content of alumni's speech is inspiring. The shots will be used for the school's 30 <sup>th</sup> anniversary documentary. It is believed that after watching these shots, students' sense of belonging will be raised. (ESDA 2022-2023 68.6% of students agreed that they feel a sense of belonging to the school).	22	3.50
	2) To prepare King Ling history for all students to pass on in the future (ii).	An online quiz regarding the school history was conducted in May, which involved all S.1 to S.4 students. Students studied the history of their school and applied the knowledge when answering the questions. Students have, therefore, become an informed school member and developed respect for pluralism (N). Besides, they have acquired a broader knowledge base (K) and become an independent, self-directed learner (S) through the self-paced quiz. They have used information technology effectively in learning through the online quiz as well (I). From the stakeholder surveys, students think that they have a high sense of belonging to the school (agree+ strongly agree: student item 12: 68.6%). The number was positive; the school would reflect on the weaknesses and delve deeper into ways that can enhance students' belonging to the school.	23	3.53
	3) To prepare for Landscape anniversary edition (iii).	The different training programs, research work, interview and writing tasks in editorial team let students learn to use different skills in the domains of Breath of	24	3.61

		<p>Knowledge (K), Language Proficiency (LA), Generic Skills (S) and Information Literacy (I). From the new EDB instrument replied by 195 students, it indicated that students' language proficiency was strong in English writing (Q=113, P=80.7). Besides, students performed well in the generic skills, collaboration (Q=106, P=65.5) and problem-solving (P=111, Q=76.8).</p> <p>From the stakeholder surveys, parents thought that their children could get along well with other schoolmates to collaborate (agree+ strongly agree: parent item 14: 85.6%). Meanwhile, Students also thought they themselves could get along well with other schoolmates to collaborate (agree + strongly agree: student item 25: 82.5%). The numbers were encouraging.</p>		
(i) To install solar panels on campus	1) To review actual impact to the school (iii).	The solar panels provide on-site teaching and learning platforms for enhancing awareness of environmental protection. From the stakeholders' surveys, 92.3% of students agree that they have responsibility to resolve global pollution problems. The teaching and learning activities with solar panels will continue with more actual data generated by the monitoring system.	25	3.58
	2) To encourage academic knowledge opportunities (iii).	<p>The installation work of the solar panels on the rooftop garden has been completed, and they have been connected to CLP's electricity supply network. The data from the solar panel's operation may be used for teaching purposes. Lessons related to the solar panels have been conducted in different subjects.</p> <p>The aforementioned lessons could enhance students' learning motivation and interest, providing them with diverse learning experiences. According to the survey data EDB, which was responded to by 195 students, it was indicated that students have an interest in various</p>	26	3.50

		subjects and are eager to acquire new knowledge in different subject areas (Q=106, P=6S.S).		
	3) To maintain a pleasant garden site on the roof (iii).	<p>Installation of solar panel was completed in around April (overseen by General Affairs). The number of session on opening the roof top garden :</p> <p>1B : 1 session on senses by English in May</p> <p>2A-D : 4 sessions on solar power by IS+Chemistry for cross curricular activity in May</p> <p>53 : 2 sessions on )( ij:l('&amp; forwriting by Chinese Literacy in May</p> <p>4D, SA : 2 sessions on solar power as alternative energy by chemistry in May</p> <p>SD : 1 session on solar cell by Physics in June</p> <p>Admission and Liaison Team : 1 session for primary school visit It is not recommended that the garden be open during non-teaching hours. There are little space to walk around and the linings on the ground and sharp corners of solar panels can cause safety problems. It is suggested that subject teachers make booking in advance for teaching purpose. Both science and non-science teachers welcomed a new spots to practice teaching on issues around everyday living. Discipline teachers also were helpful and found the running smooth and the project meaningful (score 3.86/4).</p>	27	3.86

{E} = Entrepreneurial spirit, {G} = Gifted education, {L} Life-wide learning in major renewed emphases {EDB/MRE 2022}