

Annual Report (2017-18), King Ling College

Development Focuses:

- i) Enhancing self-learning attitudes
- ii) Strengthening students' school identity
- iii) Envisioning educational needs

Learning and Teaching

Goals and strategies		Evaluation	4-point (no. of Ts)
(a) To refine homework policy and assessment for learning.	1. <u>2-in-1 STEM homework</u> : 2-subject collaboration. (i)	<ul style="list-style-type: none"> ● Cross-curriculum activities have been in place for years before The STEM education labels; the school built on current desirable programs and success experience, rather than cope with a label. Nonetheless the cross-curriculum team liaised among the departments of ICT, Math, Phy, Chem, Bio and IS to arrange collaboration. The ICT department would introduce “mBot” in the junior form curriculum starting from 18-19 and the other departments would explore the possibilities collaborating with the ICT department on the “mBot” taking the advantage on the varieties of sensors of this machine. <p><u>Follow up:</u></p> <ul style="list-style-type: none"> ● <i>We expected each of the above departments would have at least one STEM activity in 2018-2019 and two activities in 2019-2020.</i> 	2.59 (23 Ts)
	2. <u>More formative</u> : consider a heavier weighting for formative assessment. (iii)	<ul style="list-style-type: none"> ● All departments would incorporate new curriculum guide needs for the coming year. The following measures will be taken: <ol style="list-style-type: none"> 1. Teachers to take seminars on the new curriculum guide, 2. Departments such as Hist, C.Hist, Econ, Geog, C. Lit, Eng, to adjust the time and formats of the assessments in senior forms 	3.23 (28)

		<p>3. Each department to put heavier weight on the daily assessment. For example, Math department will include the scores of homework as “Term Marks”; English department will put focus on the writing tasks.</p> <p>4. The Chinese department will include the new articles requested by the DSE in junior forms.</p>	
	<p>3. <u>Homework delinquency</u>: students approaching 10th late-submission and above will do homework at school during long holidays, supervised by TAs. (iii)</p>	<ul style="list-style-type: none"> ● In S.1, the late submission figures were similar to that of last year in different stages. In S.2, the figures got 20% to 26% improvement in different stages. In S.3, the figures were still kept relatively low compared with S.1 and S.2 and were similar to that of last year. These figures were also supported by the number of students who have failed their submission for more than 10 times. In S.2, 50% improvement (18 students down to 9 students) was seen while the figures were similar in this year and last year in S.1 (14 students) and S.3 (6 students). In summary, the total number of late submission got 14% improvement this year. ● We would continue this measure next year to help students build up a good habit in finishing their homework. 	3.21 (12)
(b) To enhance recognition for the most distinguished students and student leaders.	<p>1. <u>Passing on</u>: To encourage distinguished members in each student organization in the previous term to act as ex-officio for the current term and advise development. (ii)</p>	<ul style="list-style-type: none"> ● In different leadership training workshops, teachers advised the vice chairman or the committee members to be the chairman in the *following year, outgoing chairman would be the advisor for the current term; they will be mentor/mentee for two years. ● Inauguration of leaders in March provided the opportunity for whole school to witness the passing on of club, house and SU leaders. 	3.07 (22)
	<p>2. <u>Sustainable development</u>: current student officers to refine work done by the former officers to promote continuous development. (ii)</p>	<ul style="list-style-type: none"> ● Evaluation meeting drafted the follow-up work for the following year. For example, former SU members joined and gave advice when organizing the singing contest. The task particulars noted down became guidelines for organizing similar activities in the following year. 	3.11 (23)

	3. <u>Be my guest</u> : Top students to invite friends to attend scholarly gatherings (to replace tea party). (i)	<ul style="list-style-type: none"> ● In the tryout of invitation of friends in the scholarly gatherings, the atmosphere of the talk was relaxed. Sharing among friends were seen and the talk became more interactive. We suggested continuing this measure next year. 	3.35 (10)
(c) To restructure elite programs and enlarge the talent pool.	1. <u>Interest vs expertise</u> : to move talent programs from catering student interest to stronger expertise. (i)	<ul style="list-style-type: none"> ● Other than the gifted programs held by outside organizations, we organized the school-based classes for the gifted students on Chinese, English, Mathematics, Science and LS. Teachers explored the opportunities of different activities and competitions for students in the talent pool. Different awards were collected. However, due to the lack of promotion, the willingness to join was weak. <p><u>Follow up:</u></p> <ul style="list-style-type: none"> ● <i>We would use Campus TV to promote the talent pool. The school-based measures would continue next year.</i> 	2.79 (12)
	2. <u>Chinese enhancement</u> : senior students who are weak in Chinese to receive intensive training. (i)	<ul style="list-style-type: none"> ● Saturday Classes were arranged to cater for the S.6 students who were weak in Chinese. In DSE, level 3 results was increased from 81.3% in 2017 to 95% this year. The measure would continue next year. 	3.18 (11)
	3. <u>Qualifications</u> : to encourage music and sports talents to obtain internationally recognized qualifications. (i)	<ul style="list-style-type: none"> ● 5 students were selected for HK Fencing, Volleyball, Football and Shuttlecock team members. In the future the school will encourage more students to join the tryouts or selection. ● In Music, talented students from the Instrument Class were encouraged to take part in the International Qualification exams. A survey has been done in S.1 and S.2, 19 students obtained international qualifications in Western or Chinese Music Instruments. <p><u>Follow up:</u></p> <ul style="list-style-type: none"> ● Student strengths' records will be duly filed. 	2.97 (15)

Student development

Goals and strategies		Evaluation	4-point (no. of Ts)
(d) To assign cases to all guidance teachers.	1. <u>Professional sharing</u> : regular meetings on student matters. (ii)	<ul style="list-style-type: none"> ● Three formal meetings among the heads of Guidance, Discipline and Academic Affairs Sections were held discussing the students who were weak in academics or misbehaved in discipline. Five S.4 and S.5 students were focused. The students were met by the teachers and the parents were phoned before the examination to remind students to put efforts in the exam. One student (borderline case) needed intensive academic supervision by the academic affairs section after the 1st exam. The 2nd exam results of that student was satisfactory. The performance of the other four students improved steadily. 	3.19 (8)
	2. <u>Goal setting</u> : individual guidance teacher to set progress goal after meeting with students assigned a few times. (ii)	<ul style="list-style-type: none"> ● 6 guidance teachers followed cases this year. Less than the expected percentage 80% of guidance teachers shouldered cases as it is difficult to match the cases with appropriate guidance teachers. As this is the first year some guidance teachers shouldered cases, they were not familiar with the skill of setting progress goal after meeting students. Sharing sessions were conducted among teachers in the last meeting. <p><u>Follow up:</u></p> <ul style="list-style-type: none"> ● <i>Individual guidance teacher will start to set progress goal after meeting with students assigned a few times in 2018-2019.</i> 	2.66 (16)
	3. <u>Confidentiality?</u> : Guidance Section to discuss for more teachers to learn about student cases, so as to assist. (iii)	<ul style="list-style-type: none"> ● A proposal about the confidentiality was prepared for all teachers to observe. A list of student special health needs was also prepared for office and senior staff for reference. 	3.33 (23)

(e) To let house leaders double-up as guidance prefects. House leaders to care for junior students in their own houses.	1. <u>Merging</u> : stronger students assist in house / guidance section. (ii)	<ul style="list-style-type: none"> ● Half of the house leaders doubled up as Guidance Prefects this year. Most of the house leaders were responsible and had good leadership skills. However, they were too busy and the sense of involvement was relatively weak as Guidance Prefect duty was not their first choice. It is suggested that the vice chairpersons of houses (instead of the chairs) should be Guidance Prefects. ● Only Simplicity was able to match student coach with house members for various school activities. 4 meetings have been conducted in the second term. Better training and monitor should be coordinated by house teachers or past house captains. 	3.07 (21)
	2. <u>Hosts</u> : each house to host primary school visits in King Ling. Each house to chair one major school function: swimming gala, athletic meet, ECA days, school gala, reading forum. (ii)	<ul style="list-style-type: none"> ● Two primary school visits were hosted by house committee members. Diligence house helped to host the Swimming gala. Perseverance house helped to host the Athletics Meet. Fun run were held by Simplicity representatives. Four houses helped to host the post-exam team building games for all S1 students. <p><u>Follow up</u>:</p> <ul style="list-style-type: none"> ● <i>Teacher members should balance their involvement and empowerment for students in these activities.</i> 	2.71 (12) 2.71 (12)
	3. <u>Joint-school</u> : To have student leaders organize annual featured joint-school activities and summer activities for various purposes. (ii)	<ul style="list-style-type: none"> ● A joint-primary schools table-tennis competition was held on 6 October 2017. Joint-secondary schools table-tennis competition was held on 23 December 2017. ● Joint-school leadership training camp was held on 3 and 4 April among Madam Lau Kam Lung Secondary School of MFBM, Shatin Tsung Tsin Secondary School, Bishop Hall Jubilee School and King Ling College. Among all 98 participants, 29 KLC student leaders assisted in organizing this function. ● Inter-school famine camp was held on 30/6-1/7/ 2018 among Madam Lau Kam Lung Secondary School of MFBM, Tuen Mun 	3.25 (14)

		Government Secondary School, King Ling College, Immaculate Heart of Mary College. 30 out 100 participants were from KLC who reflected the importance of humanity, humility, and compassion.	
(f) To explore external opportunities for tier 2 students.	1. <u>Tier 2</u> : to improve junior student confidence, as well as the less-visible senior students. (i)	<ul style="list-style-type: none"> ● 33 S2-S4 students were selected according to their academic results and school performance. They formed <i>Community Leadership Team (CLT)</i> to participate in various community programs, like Infinity, Hope and Disney Friends for Change. They won the <i>Creative Community Service Award</i> of the Community Leaders of Tomorrow. <p><u>Follow up:</u></p> <ul style="list-style-type: none"> ● <i>In 18-19, 10 students will be selected from S2 to S4. Training programs and social service programs will be conducted for the target students. This will be developed as a 3-year training program.</i> 	2.95 (22)
	2. <u>Alumni assistance</u> : to enlist past student's service in each overseas trip, and to include elements of students leading the trip. (iii)	<ul style="list-style-type: none"> ● Videos and reports of alumni were shown to students before the grand tour as to allow S5 students to understand the standard of reports that they have to write after the trip. <p><u>Follow up:</u></p> <ul style="list-style-type: none"> ● <i>In 18-19, it is suggested that school tour-experienced students should take up some more important roles in their grand tour, like debriefing, leaders of the team, explaining rules to the class.</i> 	2.75 (30)
	3. <u>Job shadowing</u> : to increase the number of job shadowing opportunities. (iii)	<ul style="list-style-type: none"> ● 83 students participated in job shadowing events this year. For example: Business-school Partnership Program, Kindergarten Job Shadowing and Life Planning Program: Arts Industry Exploration. 	3.39 (22)

Home and external development

Goals and strategies		Evaluation	4-point (no. of Ts)
(g) To implement 6-year careers plan for S1-6 students.	1. <u>Mission set</u> : each Form to understand its role in King Ling and what is expected of them. (i)	<ul style="list-style-type: none"> ● The Time-Management Output allows students to prepare learning output targets and understand themselves more. Each Form understands its role in King Ling and what is expected of them in the activity. Mission set was carried out by the Careers Section. ● Students' roles were summarized in their Time Management Output form. Students, class teachers and parents comment on students' performance at school and at home. ● In 18-19, some careers elements will be included in the Time Management Output program. 	3.12 (30)
	2. <u>Alumni sharing</u> : to conduct by graduates from different batches. (i)	<ul style="list-style-type: none"> ● 3 alumni (Ng Ting Hang Harry (2016), Yau Chun Hei Carrie (2016) and Lau Wai Ki Dicky (2014)) shared their learning experience with students in S3 and S4. The topics were attractive to students and they were eager to interact with the alumni. 	3.55 (21)
	3. <u>Parents sharing</u> : parents at managerial positions to share work-related issues with senior students. (iii)	<ul style="list-style-type: none"> ● 2 parents (bank and kindergarten fields) participated in the Careers Fair. They shared their work experience and life experience with S4 and S5 students. 	3.44 (27)
(h) To plan for the next 9-year cycle (2019-2028).	1. <u>Academic standards</u> : plans to improve internal, external, international exams and qualifications. (i)	<ul style="list-style-type: none"> ● A large scale reflection exercise on studying the DSE statistics was conducted. Students' strengths and weaknesses in DSE were carefully studied and each department would have corresponding measures in junior forms and senior forms to improve the DSE results. Those measures would be reflected in the departmental annual plan 2018-2019. ● For the international qualification exams, a survey was done in S.1 and S.2. 24 students have fulfilled the requirement of "International Qualification Exam" requested by the school. 	3.02 (22)

	2. <u>Supporting staff development</u> : to address and strengthen work needs for the next decade. (iii)	<ul style="list-style-type: none"> ● Supporting staff are encouraged to attend workshops outside school; exploring possibilities of increasing the variety of job nature; and obtaining qualifications. IT staff organized two internal training workshops to teachers; some office staff attended training workshops outside school; janitors learned how to operate the hall air-conditioning system and supplement the workloads of the sick leave staff for months. <p><u>Follow up:</u></p> <ul style="list-style-type: none"> ● <i>To further develop the culture of staff development among supporting staff, the following suggestions would be implemented:</i> <ol style="list-style-type: none"> 1. <i>Supporting staff (excluding technicians and janitors) are requested to submit staff development records to the team/section head;</i> 2. <i>team/section head reports the significant supporting staff development progress in staff meeting.</i> 	2.94 (26)
	3. <u>Student identity</u> : to enhance students' sense of belonging. (iii)	<ul style="list-style-type: none"> ● Despite the seemingly lackadaisical attitude among senior form students, they are actually observant, obedient, and cooperative. Casual commendation reports on student behavior off campus increased; peers aiding each other well. The sense of belonging was also reflected in punctuality of arriving at school and for morning assembly, in addition to sale of SU school souvenirs. 	3.11 (22)
(i) To plan for 25 th school anniversary.	1. <u>Student souvenirs</u> : SU to produce commemorative souvenirs. (ii)	<ul style="list-style-type: none"> ● 3 souvenirs (150 water bottles, 100 towels and 200 key rings) were designed by SU and sold out within 3 days. It is suggested that students should explore other items with unique design such as T-shirt, hat. 	3.33 (6)
	2. <u>School functions</u> : to set up a preparation committee. (iii)	<ul style="list-style-type: none"> ● The overall plan was approved by IMC; Clubs began collection of articles and photos for the anniversary booklet. Tenders were drafted in June to August 2018 for immediate use in September. 	-
	3. <u>Community involvement</u> : to	<ul style="list-style-type: none"> ● Established good relationship with Police Community Relations Office 	2.93 (15)

	<p>explore how the district can share the anniversary joy. (ii)</p>	<p>(Tseung Kwan O District) and Po Lam Baptist Church Bradbury Elderly Center by “Parent-Child Community Service Day”. All S1 students visited lone-residents in groups on 3 July 2018. Reflections were collected and published in Ming Pao and Young Post in late-August.</p> <ul style="list-style-type: none"> ● There were plans to cooperate with EO & SLP Team to promote in the community by I-seedr program and more cooperation with NGOs in community. <p><u>Follow up:</u></p> <ol style="list-style-type: none"> 1. <i>To report more frequently to members during the section/unit meetings.</i> 2. <i>To further explore the possibility to invite primary schools sharing the joy of anniversary.</i> 	
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