

School Development Plan
2010 – 2011
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.

There are four components in the development plan (2010-11), namely: curriculum development, learning and teaching, student effort, and parent support.

Curriculum development (課程發展)

Measures	Implementations	Success criteria
To strengthen cooperation and collaboration among departments (administrative and academic), within the same KLA and / or across KLAs (ACADEMIC)	1. The JS1 intakes (2010-11) will have all subjects taught in English, except for Chinese language, Chinese history, and Putonghua.	1. Satisfactory learning and teaching outcomes are seen through class observations by panel heads and principals.
	2. The ESR report (2008) encouraged more inter-department / team cooperation. Co-plan and co-teach lessons are seen in more than two subjects; collaboration is strengthened for learning and teaching.	2. There is at least one lesson for each subject each term to “cross-over” with another subject, for example, recycling generic skills, themes, vocabulary, etc. in junior forms. Follow-up activities (e.g. assignments, teacher evaluations) are conducted. (SECOND option)
To address learning diversity issues, to enhance learning effectiveness (ACADEMIC)	1. The stronger / weaker junior students will be invited to participate in after school classes (Chinese, English, and mathematics) which will aim at stretching / scaffolding their learning, rather than repeating time-tabled lessons.	1. By the end of the academic year, the stronger students will have 10 points increase in subject marks compared with the year before; 5 points for the weaker ones.
	2. The overall top 10 students (JS1-3, 30 in total) will attend an all-round elite program.	2. The teachers in the elite program will set the success criteria after meeting the students for the second time. These students will write an essay to the principal reporting their learning and success after Chinese New Year holiday, and again in late-May.
	3. The weakest ten students (JS1-3, 30 in total) in Chinese, English, and mathematics at the level follow a tutor’s instructions on Saturday mornings. (tutor = outside helpers)	3. Subject teachers and the tutor will observe and evaluate the progress.

	<p>4. Students who take six subjects in S5 will attend Chinese, English, mathematics additional lessons during their free periods. Although students in these classes may have different strengths, teachers in these lessons should consider conducting lessons in tiers, rather than common materials all the time.</p> <p>5. Ten all-round top S5 students will attend Saturday elite lessons on Chinese, English, mathematics, and liberal studies.</p> <p>6. The strongest students in each S5 elective subject should be tutored by subject teachers.</p>	<p>4. The two subject teachers (home and additional) will observe and evaluate the progress.</p> <p>5. and 6. The strongest and elite S5 students will have 5% increase in term marks compared with the year before and/or holding the top 20% positions in the subject.</p>
To map out core values for moral and life education (GUIDANCE)	<p>1. Related units / teams begin to map out the core moral values for King Ling students, and design moral education lessons to be conducted in class for 2011-12.</p> <p>2. Year-to-year coherent life education, and career and life planning are designed for students. A plan for students to understand the school expectations on their development by JS3 and S6 is completed.</p>	<p>1. A full package for 2011-12 for junior forms is completed; two pilot lessons are conducted and duly evaluated and reported in the second staff development day (2010-11).</p> <p>2. Class teachers comment qualitatively on their students' progress at the beginning, mid-year, and end of year.</p>
To develop Chinese cultural audio- visual materials (Cultural activity unit)	<p>1. Related units will extend / integrate the current materials for campus TV, assemblies, and substitution lessons, and incorporate necessary school-based core moral values. Clear objectives of each program are listed for users beginning 2011-12.</p> <p>2. Cultural campus TV will be categorised in monthly or bi-monthly themes such as leisure, academics, and seasonal.</p>	<p>1. A full package for 2011-12 for junior forms is completed; materials tabled will carry both academic and everyday significance. Pilot programs are conducted and duly evaluated and reported in the staff meeting after Easter.</p>

Learning and Teaching (教學相長)

To set learning outcomes and public exam results target; to develop and empower teachers (ACADEMIC)	1. Teachers study the previous value-addedness report and discuss measures to promote learning for internal and external exams.	1. All subjects will be higher than schools with similar intakes and pass in the value addedness report in 2011. An increase in credit and distinction rate is seen.
	2. Empowerment and delegation: panel heads empower and supervise members on necessary administrative duties. 3. Learning and teaching directions, feedbacks, and gravity, success criteria should be spelled out clearly in year plan and scheme of work.	2. Panel heads (public exam subjects) report that 50% of departmental business is shadowed by various panel members. 3. There is at least one lesson for subject teachers in the same panel to plan, execute and debrief each term. Follow-up activities (e.g. assignments, teacher evaluations) are conducted. (FIRST option). Departmental success criteria listed are met.
To encourage exchanges and enhance school spirit (ACADEMIC, professional development, class teachers, cultural activity unit)	1. Cultural visits to deprived schools / districts / countries will impact on student learning attitude and school spirit.	1. After the activity, students are able to spell out their own strengths, and areas (with progress schedule) they should work on in debriefing sessions.
	2. Professional discussions and collaborations among schools are encouraged; a local teacher / student exchange activity will be implemented.	2. 70% of teachers participated in professional discussions and exchanges respond in surveys found the activities fruitful.
	3. Class teacher will coordinate the use of class bulletin board as a communication platform for academic and social needs.	3. Class bulletin board themes / materials are encouraging and updated at least bi-monthly.
To refine E-learning platforms and individual project tutorial (ACADEMIC)	1. Class-based / -owned platform for learning and teaching will be piloted. Students should be encouraged to learn from free related subject websites.	1. An online learning community exclusive for one class (e.g. facebook) in one subject is piloted and duly evaluated by subject teacher, computer teacher, and academic heads. Difference in learning outcome is seen between the focus group and the control group.
	2. Online etiquettes and safety will be further promoted within school and subjects.	2. Misuse and unsafe computer practice among students has been minimised on campus; no unauthorised use of computer is recorded.

	3. Non class-based activities (e.g. reading scheme, project learning) will be streamlined / combined.	3. Teachers leading the group report favourably on student performance as a result of streamlining and combining.
To strengthen the roles of class teachers (GUIDANCE / ACADEMIC)	1. Class teachers re-examine their roles in student overall development.	1. A suggested list of class teacher duties is drafted for reference.
	2. Junior class teacher phone, and duty record, parents once each term regarding student performance.	2. Class teachers report more understanding and transparency among subject teachers and parents in terms of student performance at school.
Teachers strengthen Chinese culture knowledge (ACADEMIC)	1. Teachers are encouraged to perfect one language, and are willing to employ another for everyday use.	1. Besides reading, one Chinese cultural aspect / virtue is shared by a teacher in one morning assembly every week.

Student efforts(學生學習)

To set challenging but manageable learning goals (class teachers)	1. Based on an umbrella objective set for each level, each class advances its learning objectives and success criteria for class learning spirit, mid term and final exams.	1. Evaluations and oral progress reports are held by class union before Christmas and Easter holidays. Strengthening measures for undesirable outcomes are listed on the class bulletin board for all subject teachers' reference. Success is seen when class teachers and teachers of Chinese, English, mathematics, and at least one other subject agree with the oral progress reports and confirmed improvements.
	2. House-based community is organised to promote house spirit and peer assistance.	2. Evaluations and oral progress reports are held among House captains, House advisors and House teachers before Christmas and Easter holidays.
	3. Teachers of the same class strengthen communication through the classroom journal.	3. Teaching items (and/or homework) are duly recorded each period. Teachers are also encouraged to comment briefly on student performance whenever they see fit.
To structure holiday learning tasks	1. Meaningful tasks are given during long holidays.	1. Class-based parent letters are issued to notify on items of long holiday homework and learning activities.
To introduce lifelong learning and life planning (CAREERS)	1. Exit learning channels are prepared for mismatched students at all levels. 2. Gatherings with different professionals and past students are scheduled for lifelong learning.	1. Understanding of lifelong learning is reflected in various guidance and careers activities and in one marked essay (either Chinese or English). 2. At least two gatherings each are conducted per year for S1/2, S3/4, and S5/6/7 students.
To promote student-run activities and allow more to participate (STUDENT AFFAIRS)	1. All teachers and students in the same House work with SU and ECA; internal preliminary competitions will promote sportsmanship, sense of belonging, and school spirit.	1. To design / agree upon House and SU products (badges, flags, Xmas cards, slogans, mascots, etc) for development needs. All S3 and S4 students participate in cooperative activities at least once; all S5 and S6 students host or co-organise one internal activity.
More saving and greening (GENERAL)	1. The learning of going-green issues is conducted.	1. At least two whole-school measures on going-green activities are conducted, and the school will support three one-off government / international programs.

AFFAIRS)	2. The environment education work group is set up for advising on school targets.	2. A short, mid, long term school targets in environment education is planned by May 2011.
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Parent support (家長支援)

Assisting in ECA (HOME SCHOOL COOPERATION)	1. Parents establish one ECA club and run it on a regular basis.	1. Surveys for all stakeholders report favourably on the parents' support.
	2. Jointly-organised with ECA, PTA maximises student learning in activities.	2. At least two PTA/ECA activities include student learning in their program planning.
Promoting Reading (HOME SCHOOL COOPERATION)	1. More parents assist in the reading scheme.	1. At least one reading sharing session is organised between a parent speaker and students.
	2. PTA proposes leisure books for library.	2. Parents introduce leisure books proposed once a term in morning assembly.
	3. Parents pledge to monitor student reading progress.	3. Reading atmosphere at home and at school is seen promoted in stakeholder surveys.

2010 -11 年度發展計劃共分四個部份：課程發展，教學相長，學生學習，及家長支援。

Curriculum development (課程發展)

方向	執行	成功指標 (#數據，?問卷，T 口頭回饋)
科組部門加強協作，除了在同一學習領域協作外，亦作跨學習領域協作 (教務部)	<ol style="list-style-type: none"> 1. 中一同學 (2010-11) 將接受全英語教學。除中國語文，中國歷史，及普通話科外，其他科目須在課堂內外予以配合。 2. 2008 年外評建議加強各科組協作。本年度學與教將在跨學科的共同備課及協作教學中體現。 	<ol style="list-style-type: none"> 1. 科主任及各級校長透過觀課及作業檢查確認成果。 2. 初中每科每學期最少一節與另一科協作，如互相鋪墊共通能力，課題，字彙等，並配合跟進活動 (如家課、老師評估)。*選項二 <p style="text-align: right;">T/#</p>
照顧學習差異，加強學習效能 (教務部)	<ol style="list-style-type: none"> 1. 初中中英數較強及較弱之同學 均須參與課後支援班。祈望同學加強鋪墊，成績穩步上揚。 2. 初中各級排名前十名(共 30 人)參加尖子計劃。 3. 初中各級中英數均弱之同學(共 30 人) 參加周末補底計劃。學校將外聘導師，與任教老師緊密聯繫，優化學習。 4. 中五選修六科之同學於空堂時參與額外的中英數課節。額外課導師 (本校老師) 將分層教學，以照顧學習差異。 5. 中五 10 名優秀同學參加周末尖子計劃，加強中英數通之學習。 6. 中五各選修科任教老師須加強指導班中最優秀之同學。 	<ol style="list-style-type: none"> 1. 較強之同學於學年完結時之學科分數比去年增長 10 分，較弱之同學則比去年增長 5 分。 2. 尖子計劃負責老師於第二次活動後為同學制定成功指標。尖子於農曆年假後及五月下旬個別以書面報告向校長陳述進度。 3. 導師與任教老師共同檢討學習進度成果。 4. 導師與任教老師共同檢討學習進度成果。 5. 及 6. 最優秀之同學於學年完結時之學科分數比去年增長 5% 或名列科中前 20%。 <p style="text-align: right;">#/T/T/T/#</p>

<p>規劃初中校本的德育核心價值，為各級的德育、生命教育、成長訂定目標 (輔導部)</p>	<ol style="list-style-type: none"> 1. 相關科組制定同學德育核心價值，並設計德育課系列，於 2011-12 年推出。 2. 發展各級連貫之生命教育學習歷程。學習歷程能讓中三及中六階段了解及達致校本要求。 	<ol style="list-style-type: none"> 1. 執行兩次先導課，並在教師發展日中匯報(2010-11)。德育課系列於本學年完結時完成。 2. 班主任於學年的上、中及下期匯報同學進度。 <p style="text-align: right;">、#/T</p>
<p>發展校本中華文化視聽教材 (文教活動組)</p>	<ol style="list-style-type: none"> 1. 相關科組整合教材 (校園電視台、周會及代課活動)，配合校本德育核心價值，清晰說明每份教材之教學目標，於 2011-12 年推出。 2.校園電視台中之中華文化系列分類為消閒、學術、及節慶等，按時轉換學習主題。 	<ol style="list-style-type: none"> 1. 先導節目及教材推出後，於五月之教師會議中匯報(2010-11)。整套初中校本教材(2011-12) 須包含課程及日常學習需要。 <p style="text-align: right;">#</p>

Learning and Teaching (教學相長)

各科自定校內學習及公開考試漸進優異成績目標 (教務部)	<ol style="list-style-type: none"> 各科參考以往增值指標後，研究優化學與教策略，並提升校內外考試成績。 科主任授權及監察老師之行政工作。 學與教之回饋項目、方向、深度及成功指標於科本周年計劃及進度計劃中清晰標示。 	<ol style="list-style-type: none"> 所有科目之增值指標(2011)均達標及提升，並高於同等收生學校之平均數。優良率提高。 科主任(參與公開考試之初、高中科目)報告老師協助半數之行政工作。 本科同級老師每學期最少一節共同備課、授課及反思。科本成功指標達標。*選項一 <p style="text-align: right;">#/T/#</p>
鼓勵交流，增加對學校歸屬感 (教務部：專業發展組，班主任，文教活動組)	<ol style="list-style-type: none"> 鼓勵訪問弱勢學校、地區、國家以加強同學們的學習態度及勤毅誠樸精神。 鼓勵專業交流及協作，並舉辦一次本地師生交換計劃。 班主任推動善用班中佈告板，成為學科學習及日常溝通平台之一。 	<ol style="list-style-type: none"> 活動後，同學能檢視自己學習強弱項，並制訂進步目標及方法，予以跟進。 七成以上參與交流之老師肯定活動的益處。 班中佈告板之主題 / 資料具鼓勵性，並每學期最少更新兩次。 <p style="text-align: right;">?/?/?</p>
優化網上教學及專題導修 (教務部)	<ol style="list-style-type: none"> 進行班中網上學與教之先導計劃。同學們多利用相關之免費學習工具學習。 加強各科及校本網上禮儀及安全學習。 整合非班制之必修學習活動(閱讀計劃、專題研習等) 	<ol style="list-style-type: none"> 電腦科老師，學科老師及教務主任檢討先導計劃之成效，並為計劃內外的班別之學習成果作比較。 學生不正當及不安全使用電腦數字減至最低；沒有違規使用電腦記錄。 整合後，負責老師滿意同學們的學習表現。 <p style="text-align: right;">T/#/T</p>
強化班主任功能，包括：班中團隊精神、學習氣氛、德訓育課程、提拔精英 (輔導部 / 教務部)	<ol style="list-style-type: none"> 檢視班主任在學生成長中的角色。 初中班主任每學期最少記錄聯絡家長一次。 	<ol style="list-style-type: none"> 製作班主任職責一覽表。 班主任反映對學生各科學習更全面，家長對子弟校內表現更了解。 <p style="text-align: right;">T/T/T</p>

<p>除兩文三語外， 學習一種中華文 化項目</p>	<p>1. 老師於校內活用英語及普通話，精益求精。</p>	<p>1. 除閱讀外，每周進行一次中華文化早會分享。</p> <p style="text-align: right;">#/T</p>
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Student efforts(學生學習)

<p>各班訂定富挑戰性及可達致的學習目標及成功指標。(班主任)</p>	<ol style="list-style-type: none"> 1. 除各級學習目標外，每班自訂為學習及評估的班本目標及成功指標。 2. 以社為單位，發展跨級、同級、或同班的學習小組，以加強社內歸屬感及協作精神。 3. 任教同班老師加強溝通。 	<ol style="list-style-type: none"> 1. 班會自行於聖誕及復活節假期前作檢討，班主任於課室日誌中列出須改善項目及辦法，全體科任老師共同監督進度。祈望於學年完結前，中英數及另一科任老師及班主任共同肯定進步成果。 2. 社主席、屬社老師及班主任於聖誕及復活節假期前作檢討，共同肯定進步成果。 3. 老師每節課填寫課室日誌，記錄教學進度及學生上課表現。
<p>著實安排週末及長假期學習目標(教務部)</p>	<ol style="list-style-type: none"> 1. 老師安排長假期功課，提升學生自學能力。 	<ol style="list-style-type: none"> 1. 各班自行記錄學習活動進度，於長假期前整合功課須知，由校方發出家長信，並作記錄。 <p style="text-align: right;">#/?</p>
<p>介紹終身學習概念，為生涯規劃作準備(升學及就業輔導)</p>	<ol style="list-style-type: none"> 1. 讓同學了解各級在文法中學以外的學習機會、進修路向及生涯規劃需要。 2. 安排與專業人士及校友的聚會，介紹終身學習概念。 	<ol style="list-style-type: none"> 1. 各級於下學期均有一寫作功課(中文科或英文科)以了解學生在參與輔導及升學就業活動後對生涯規劃的反思。 2. 每年最少兩次聚會(中一/二；中三/四；中五/六/七)。 <p style="text-align: right;">##</p>
<p>學生活動協作(學生事務)</p>	<ol style="list-style-type: none"> 1. 指導四社，學生會及課外活動協作，籌備四社比賽，以增強體育精神及對學校歸屬感。 	<ol style="list-style-type: none"> 1. 設計四社及學生會成品(如：社徽、社旗、聖誕卡、口號、文具、吉祥物等)。所有中三/四同學均參加協作活動一次，中五/六同學均策劃協作活動一次。 <p style="text-align: right;">#</p>
<p>加強節省能源及保護環境意識(總務)</p>	<ol style="list-style-type: none"> 1. 加強綠色生活學習。 2. 環境教育組給予環保方向。 	<ol style="list-style-type: none"> 1. 最少舉辦兩個全校性的恆常環保活動，並參與三項政府或國際性的單日環保、節能、綠色生活活動。 2. 短、中和長期環保方向計劃於2011年5月底完成。 <p style="text-align: right;">T/#</p>

Parent support (家長支援)

協助學會活動 (學校與家庭聯絡)	<ol style="list-style-type: none"> 1. 家長自行發展一個學會恆常活動。 2. 與課外活動組合作，增加課外活動中的學習理念。 	<ol style="list-style-type: none"> 1. 學校改善小組家長問卷中確認家長支援成果。 2. 最少兩個家教會 / 課外活動組活動中包含學習理念元素。 <p style="text-align: right;">?/#</p>
組織家長讀書會，提高家中/親子閱讀文化 (學校與家庭聯絡)	<ol style="list-style-type: none"> 1. 鼓勵更多家長參與帶領閱讀計劃。 2. 家教會提供圖書館課外讀物書目。 3. 家長承諾監督子女閱讀進度。 	<ol style="list-style-type: none"> 1. 最少一次由家長主持的圖書館閱讀分享會。 2. 家長在早會中介紹提供圖書館課外讀物一次。 3. 學校改善小組家長問卷中確認閱讀學習成果。 <p style="text-align: right;">##/?</p>