

School Development Report
2011 – 2012
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 and school plan:

1. Applying academic learning for different student needs
2. Scaffolding self learning with personal growth
3. Nurturing student leaders with collaborative learning

1. Applying academic learning for different student needs

Goal and Strategies		Success Criteria / Evaluation Mode	Time Frame	Section / Team / Teacher	Resources / Remarks	Evaluation
i) 試行初中及規劃高中校本的德育核心價值，為各級的德育、生活教育、生命成長訂定目標	<p>Based on pilot lessons (2010-11), 4-6 time-tabled lessons will be conducted for junior form students.</p> <p>Built on strengths, 2 pilot lessons will be conducted for S4 students.</p>	<p>Teachers' feedback</p> <p>Teachers' feedback</p>	<p>At least 1 lesson in term 1, 3 lessons in term 2.</p> <p>Two lessons in term 2.</p>	<p>Guidance, Class teachers, liberal studies panel heads</p> <p>Teacher-in-charge: Ms Tse KM</p>	<p>The EDB framework proposed will be consulted.</p>	<p>已於 2010-11 年就各級的德育、生活教育等範疇訂定目標。本年度輔導部按已訂定的目標，於中一至中三級的正規課堂內共進行六次德育、公民教育及生活教育課；並於中四級進行了兩次德育及公民教育課。從學期終的老師質性問卷調查顯示，老師反應正面，普遍認為課堂主題適合學生的需要，而學生亦投入課堂，表現積極。詳見輔導部報告。</p>
ii) 檢討新高中各科學與教策略，爭取更佳公開試成績	<p>Periodical reviews and marks comparison on June 2011, August 2011, and January 2012 exams.</p> <p>Selected students will do inter-school practice papers.</p>	<p>Mock exams results</p> <p>Students' results ranked top 40% of all participants.</p>	<p>Late-September and mid-February</p> <p>By November 2011</p>	<p>Academic affairs</p> <p>Teachers-in-charge: Mr Lo CC, Ms Lee MP, Mr Pang KW</p>	<p>Top priority. All effort on S6 and S7; no S1 after school classes in term 1.</p> <p>Budget: To hire an additional clerk.</p>	<p>See Note (A)</p>
iii) 研究推行跨學習領域觀課	<p>Each teacher observes a different KLA lesson at least once in the classes s/he shares with others (senior form elective teachers observe classes at the same level). The teacher will collect at least one <u>strength</u> on instructional measure and report in departmental meeting.</p>	<p>Report and discussion in departmental meeting and reflect in minutes.</p>	<p>Whole year</p>	<p>Cross curriculum team</p> <p>Teacher-in-charge: Mr Cheuk WH</p>	<p>No internal observation (other than teachers joined after August 2010)</p>	<p>All teachers completed cross-KLA lesson observation by the end of May 2012. Teachers did report it in subject panel meetings. The Cross-curriculum Team had collected all record forms. Generally, teachers welcomed this activity and put down many positive comments on their record forms.</p>

2. Scaffolding self learning with personal growth

Goal and Strategies		Success Criteria / Evaluation Mode	Time Frame	Section / Team / Teacher	Resources	Evaluation
i) 班主任統籌科任老師意見，了解班中每一學生長處加以提昇，弱項加以鼓勵。「零」容忍隱形學生。除不良習慣外，老師須掌握每名同學的過人之處，加以栽培。	Class teachers conduct commendation sessions for students write appreciation messages to others. 1-2 sessions in term 1, 2-3 in term 2.	ESDA survey results increased by 15%, compared with 2010-11.	Whole year	Home-School Cooperation, Class teachers Teacher-in-charge: Ms Lee MP	A corner of the class bulletin board for well-written appreciation.	每級學生分別在上、下學期的班主任課堂完成了兩至四次嘉許學生活動。老師於班主任會議反映該活動有助學生發掘同儕之優點。從ESDA 問卷報告顯示 85%學生認同該計劃能讓同學互相鼓勵和學習；86%學生表示該計劃有助建立自信、自我價值及使班主任更了解他們。81%學生對學習有自信，較去年輕微下跌約 1.8%。
ii) 協助讀書會，與學生一起培養閱讀風氣	Library guest talks include Chinese cultural elements. S1 Class-based reading scheme for invited teachers to share their reading experience. Principals conduct newspaper reading sessions on selected Tuesday morning.	Library circulation number increases by 20% ESDA survey results increased by 15%, compared with 2010-11.	Whole year	Reading Team, Home-School Cooperation, Library Teacher-in-charge: Ms Chow SF	Additional funding for the S1 scheme, and newspaper subscription for all teacher once every week.	
iii) 試行協助學生建立個人成長檔案，指導個別同學在運動、健康、飲食的需要等	To implement Healthy Campus Scheme (to include report of 3 (ii) below)	ESDA survey results increased by 15%, compared with 2010-11.	By May 2012	Guidance, Careers General affairs Teacher-in-charge: Mr Pang KW		升學及就業輔導部與電腦科合作，於中一級課程內加入教授學生製作「個人檔案」的課程，檔案內容包括個人簡單資料、自我介紹、對將來職業的期望等。「學生個人檔案」屬基礎層面，來年將加入更多元素，期望更能協同學就自己的學習及成長歷程作更具體的記錄，作為高中 SLP 的初階藍本。 各有關部門已分別就健康校園政策內有關運動、健康飲食等範疇執行相關計劃及工作，詳見附件報告 (Note B)。

3. Nurturing student leaders with collaborative learning

Goal and Strategies		Success Criteria / Evaluation Mode	Time Frame	Section / Team / Teacher	Resources	Evaluation
<p>i) 各班設四社小社長、班代表及級代表為社委員，分別為各社、級、初高中部協調社及學生會學習、比賽</p>	<p>List duty description for each post; students to assist in various student union and house activities.</p> <p>To empower students with assisting school activities; to provide cooperation and leadership platforms.</p> <p>To provide student assistant names 10 working days before the event to avoid clashes.</p>	<p>Teacher advisers' feedback</p> <p>To provide participation reports (including student names) by the end of October, December, March and May.</p>	Whole year	<p>Student affairs</p> <p>Teacher-in-charge: Ms Chong WC</p>	Liaison work with (ii) below to avoid cramming individual S3 students.	<p>各社小社長及班代表已於學期初順利組成，據導師報告，社長、幹事及班代表皆表現積極投入，而小社長及班代表的設立確能協助社活動的推展，並能提升同學參與活動的投入感，亦加強不同級同學之間的溝通與合作。另外，課外活動組亦於每班增設活動聯絡人，負責課外活動組與各班的聯絡工作，包括(i)學會報名情況、(ii)核對學會報名資料、(iii)課外活動日學會報名事宜、(iv)協助完成課外活動各項計劃等工作，效果理想。</p>
<p>ii) 每位中三同學參加聯校或學界或區外比賽活動一次，擴闊視野：經驗第一，學習第二，獎項第三。高中同學於三年內均須協助或主持籌劃校內活動一次</p>	<p>S3 students prepare their own off-campus learning profile to pave their way for SLP in senior level.</p> <p>To allow students opportunities to consider their strengths with peers in other schools.</p> <p>To provide student assistant names 10</p>	<p>S3 students to include brief event reports for 2 (iii) above.</p> <p>To provide participation reports (including student names) by the end of October, December, March and May.</p>	Whole year	<p>ECA, Student Union, Houses, OLE</p> <p>Teacher-in-charge: Ms Chu WY</p>	Liaison work with (i) above to avoid cramming individual S3 students.	<p>3D 及 3E 班所有同學皆達標，而 3B 及 3C 有 90%同學達標，3A 班則有約 50%同學達標。</p> <p>中六同學皆能完成目標，中四及中五級各班則有 80%至 90%的同學達標。</p> <p>中三同學參與校外活動及中六同學協助或主持</p>

	working days before the event to avoid clashes.					籌劃校內活動的紀錄已存檔。
iii) 研究推行班、 級家教會小組	Parents of the same form to concern matters common to their children's learning. Both positive and improvement issues will be included.	ESDA survey results increased by 15%, compared with 2010-11.	To begin in Term 2	Home-School Cooperation, Class teachers Teacher-in-charge: Mr Ting CS		從 ESDA 問卷報告顯示 92%家長認同家教會能促進家校的溝通，較去年增加 3%。本年度嘉許學生計劃亦提供渠道，鼓勵家長多關心子女，給予勉勵。此外，學校與家庭聯絡部更邀請了一位家長到校與學生分享閱讀心得及擔當義工參與陸運會工作。雖然 78%家長表示積極參與家教會的活動，惟全校家長參與活動率仍偏低，故有礙推行班、級家教會小組之計劃。

Achievements of major concerns

Applying academic learning for different student needs	Scaffolding self learning with personal growth	Nurturing student leaders with collaborative learning
<p>Our school-based civic and moral education program has incorporated some national education elements. Although we disagreed to a certain part of the government framework, we agreed that the general picture of national education is important to all Hong Kong citizens. Similar programs, with added hours, will continue in 2012-13.</p> <p>Graduates enjoy flying colours in both A Level and DSE 2012 (See Note A)</p> <p>Teachers understand the needs to realise other curriculum, so as to find commonplace to complement each other. This action makes learning more effective.</p>	<p>Students' self image and confidence explicitly contribute to their learning. Our peer-praising activity further highlights students' awareness on their importance to class and community.</p>	<p>Besides academic excellence, students realise the importance of communication skills and cooperation skills. Although not every single student can become a leader, all students are moving toward that goal.</p> <p>Parents are an important asset to the school. Not only are they partners in learning, but they are also designers of various learning tasks. In the past year, their fruitful participation in organising various learning activities is evident.</p>

Reflections on major concerns

Applying academic learning for different student needs	Scaffolding self learning with personal growth	Nurturing student leaders with collaborative learning
<p>Although teachers understand that university admission is not the ultimate stop for secondary education, but fostering culture among teenagers for future society, students are still competitive in securing a university place. The school must balance both, so that effective learning can take place in both secondary and tertiary sectors.</p>	<p>Student personal growth is the one area which is difficult to measure. Although teachers understand that the growth may take place years after students leave us, we need to device more effective mechanism to know the results of the seed sown.</p> <p>Efforts have to be made for stakeholders to value more personal growth and its education.</p>	<p>The tight schedules in all areas made collaborative work difficult. While we hope to make time for student development, both personal growth and peer experience, the massive academic learning dwarfed such development somewhat.</p> <p>Efforts have to be made on educating students on time budgeting.</p>

Financial Summary

Future Plan

The third year of the three-year plan will continue. The school should foster more development programs for teachers. Teachers also treasure participation in administration and policy decision process; the cross curriculum network will be strengthened. A small circle of teachers will pilot integrating lessons of different subjects in junior forms. A full scale cross curriculum planning will begin after the pilot.

Tentative major concerns for the following year are advanced version for the present:

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

Note (A)

1. Subject panel heads did conduct periodical reviews on the three exams, as found in their meeting reports.
2. Generally, our S6 students made remarkable improvements after the August exam, in terms of exam results (see below) and learning attitude (seen by teachers' daily observation).

Percentage of students	S5 second-term exam	S6 first exam	S6 mock exam
Passing 4 core subjects	73%	51%	83%
Passing 4 core + 1 elective subjects	70%	49%	77%
Passing 4 core + 2 elective subjects	57%	38%	64%

3. Our school took part in a practice papers pilot study launched by HKEAA. The results of our S6 students in all papers were above average of the 20 participating schools.
4. 48 S6 students (being top 40% subject-wise in our school) participated in the joint-school DSE mock exam. Among all candidates, 22 of ours (46%) were ranked top 40%, while 31 (65%) were ranked top 50%.
5. School results

HKDSE 2012 were satisfactory.

- Overall percentage of level 4 or above: 45.3%
- Overall percentage of level 2 or above: 96.7%
- Overall percentage of 3322 in four core subjects: 78.2%
- Core subjects:

	Level 4 or above	Level 3 or above	Level 2 or above
Chinese Language	61.8%*	85.3%*	100%*
English Language	24.7%*	84.1%*	98.8%*
Mathematics Compulsory Part	59.4%*	87.1%*	99.4%*
Liberal Studies	51.2%*	92.9%*	98.8%*

* above average of day school candidates/all candidates

- 11 out of 17 subjects have a level 4 or above percentage higher than that of day school candidates/all candidates.
- 14 out of 17 subjects have a level 3 or above percentage higher than that of day school candidates/all candidates.
- 15 out of 17 subjects have a level 2 or above percentage higher than that of day school candidates/all candidates.

S6 university entry rate: 87%

A Level results

Year	< HK average
2008	15 subjects
2009	16 subjects
2010	15 subjects
2011	15 subjects

Passing rate (%) among the 16 A level subjects

2011 KLC results	A - C	A - E
A Level Total	40.1	94.6
AS Level Total	25.6	96.3

S7 university entry rate: 98.4%

Year	S1 year	Candidate number	Degree course*	Sub-degree course	Others	University entry rate
2006	1999	58	21	9	28	51.7%
2007	2000	55	13	14	28	49%
2008	2001	59	19	28	12	79.6%
2009	2002	59	37	13	9	84.7%
2010	2003	56	40	11	5	91%
2011	2004	62	36	22	4	93.5%
2012	2005	64	41	22	1	98.4%

S3 TSA (2012); Chinese 96%, English 91%, Mathematics 98%

Note (B)

健康校園政策報告

目標	內容	統籌單位	達標	報告
1. 校園設施及環保	1.1 定期清潔及巡視校園設施，遇有損毀設施，作出適當及適時的跟進維修工作，以確保校園環境安全及衛生。	總務組	✓	完成，詳見總務部周年報告。
	1.2 為學校現行的環保情況作出評估，並製訂長遠的校園環保政策。	環保教育組	O	尚需於來年就校園環保政策作長遠規劃。
2. 健康飲食	2.1 自設廚房，每日由食物部廚師提供即場烹煮之均衡午餐飯菜，供同學訂購。	食物部委員會	✓	每月平均有五百至六百位同學訂飯，較非自設廚房時的訂飯人數有顯著上升，而同學對飯盒質素的整體回應亦理想。
	2.2 監察食物部所提供的食物質素，嚴格監控食物部可賣食品的種類，以減少售賣營養價值較低之食品，增加健康食品的種類。	食物部委員會	✓	食物部委員會恆常工作，監察嚴謹。
3. 生活教育及德育培育	3.1 為各級訂定生命成長目標，並舉辦相關的活動，予以配合。	輔導組、生活教育組、德育及公民教育組	✓	完成，詳見統籌單位周年報告。
	3.2 發展校本生活教育及德育培育核心價值課程。	生活教育組、德育及公民教育組	✓	完成，詳見統籌單位周年報告。
	3.3 建立鼓勵文化：鼓勵同學互相留意對方的優點特質；為學生創造空間，公開互相讚揚的機會。	學校及家庭聯絡部	✓	各級班本同學間相互鼓勵活動分別於班主任時間舉行，同學認真，反應理想。
	3.4 因應社會文化的改變及學生實際情況的需要，為同學舉辦相關的工作坊、活動等，以協助同學面對衝擊與挑戰。	訓導組、輔導組、生活教育組、德育及公民教育組	✓	完成，詳見統籌單位周年報告。
4. 體適能發展	4.1 體育課為各級必修課，每星期兩節，確保同學定期進行體適能訓練。	體育科	✓	完成，詳見體育科周年報告。
	4.2 每年皆舉辦各式各樣的體育運動比賽，為同學提供空間及誘因，提升體適能的機會。	體育科、學生事務部	✓	完成，詳見統籌單位周年報告。
5. 健康生活習慣培育	5.1 培育學生積極的生活習慣和態度。	輔導組、生活教育組、德育及公民教育組、生涯規劃教育組	✓	完成，詳見統籌單位周年報告。

	5.2	教育學生認識情緒與壓力，學會面對與紓緩的方法。	輔導組	✓	完成，詳見輔導部周年報告。
	5.3	提升學生對吸煙、毒品等的認識，確保學生有足夠的拒毒、拒煙的知識、技能與態度。	訓導組、輔導組、生活教育組	✓	完成，詳見統籌單位周年報告。
6. 學生支援	6.1	學校設有「景嶺優質教育基金」，為有經濟需要的學生作緊急支援。	學生福利組	✓	完成，詳見統籌單位周年報告。
	6.2	識別及支援有特別需要的學生，由班主任、輔導老師及社工等作出適切的協助。	訓導組、輔導組、	✓	訓導部及輔導部的恆常工作。
	6.3	為有需要的家長及學生作適當的轉介服務。	輔導組	✓	輔導部及駐校社工的恆常工作。
	6.4	遇有老師發現有學生出現可能需報警求助等嚴重情況時，必須先向校長報告，最終由校長決定處理方法。	校長	✓	本年度有一樁學生嚴重受傷事件發生，並按所述程序妥善處理。
7. 營造和諧融洽的氛圍	7.1	透過各式各樣的課外活動及小組活動，加強老師與學生及同學間的溝通與聯繫。	課外活動組	✓	完成。除恆常的課外活動外，本年度共舉行了兩次課外活動日，加強老師與同學一同參與課外活動的機會。
	7.2	各班設立四社小社長、班代表及級代表，以社作為平台，為班與班、級與級的同学創造溝通的空間，加強對社、對學校的歸屬感，營造理想的健康校園	四社事務統籌組	✓	完成。各班已增設四社小社長及班代表。
8. 家長聯繫	8.1	加強家長與教師的聯繫，促進瞭解學生的成長進程，從而為學生創造更全面的健康生活條件。	學校及家庭聯絡部	✓	全年舉行家長會及工作坊次數： 全校性：一次 中一級：三次 中二級：一次 中三級：二次 中五級：一次 中六級：一次 班主任除經常聯絡有個別需要同學之家長外，班主任亦需於全學期最少一次致電平日表現平穩的同學的家長，以加強聯繫。
	8.2	善用家長資源，協助建立更健康的校園。	學校及家庭聯絡部	✓	本年度新增設手工藝學會，由家長義工負責為同學舉辦相關之課外活動，效果理想。