

School Development Report
2015 – 2016
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

修身齊家為本 弘揚博愛精神
From “me” to we

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

School Mission: To foster Chinese culture and civic awareness while emphasizing the five areas of moral, intellectual, physical, social and aesthetic development of students so as to nurture them to be knowledgeable, cultured, committed and highly ethical learners.

Major Concerns:

1. Enhancing effectiveness in student learning
2. Exploring opportunities for student personal growth
3. Re-inventing teachers’ role for development

1. Enhancing effectiveness in student learning

Goal and Strategies		Success Criteria / Evaluation Mode	Time Frame	Section / Team / Teachers	Resources / Remarks	Evaluations	
(a) To restructure curriculum for an efficient time table	i)	New subject combinations for S2-S6 was designed for trial in 2015-16; trial results will also inform if technology KLA input is sufficient in junior forms.	Feedback (surveys) from teachers, parents, students	By July 2016	<u>AP1</u>, cross curriculum team		With consideration of factors including school direction, resources and staffing etc, a plan for junior form curriculum was discussed and adopted in admin committee and staff meeting. The plan will be implemented from 2016-17 onwards, with minor amendments upon staff changes. Holistic changes were made on the following subjects: <ul style="list-style-type: none"> - Chinese - English - Mandarin - European Languages - D&T - T&L
	ii)	To further promote cross curriculum activities for students to connect dots of items learned in different subjects.	Different subject collaboration projects at S1 to S4	By May 2016	<u>VP Wong</u>, cross curriculum team	Subject group 1	Each subject was asked to conduct at least one cross-subject collaboration with another subject. Subject was also suggested to consider a project with a subject that had no collaboration in the last two years. This year, a total of 39 cross-subject collaborations were done.
	iii)	To explore possibilities in combining subjects, to minimise redundancy	Proposal Overhaul of IS curriculum (e.g. Simplified DSE	By December 2016	<u>VP Cheng</u>, subject heads	Science subjects	Discussion among science subject panel heads initiated and comments on the junior IS curriculum solicited. Trial school-based trimming of IS curriculum conducted in S1-2. Combining subjects and early start of DSE items in junior form rather unlikely and not preferred,

	Science education: to align learning items and strategies between S1-2 and S3-6.	lessons / lab works to carry out in S1-2)				but better curriculum coordination and integration possible in future. With announcement of revised IS curriculum by EDB in June, subsequent school-based review of curriculum to be conducted after confirmation of the new curriculum by EDB, which is to be implemented from 2018-19 onwards.
(b) To streamline after school lessons / activities	i) To test efficiency of the newly-combined ECA groups for quality activities and enrolment for further review	Stronger group objectives with tangible skills learned	By April 2016	<u>Cheung WC, Chu WY</u>		Although the teachers' workload increased, the newly-combined clubs ran smoothly this year.
	ii) To regulate lessons (music / European language / elites) to allow students to manage their own time	Maximum after school activities for a student: 3 days	To complete regulating by Jan 2016.	VP Wong	to begin running in 2016-17	The after-school lessons for each student in 15-16 were not more than 3 days a week. In the year 16-17, the after-school lessons will be allocated mainly on Monday and Tuesday to allow more time for students to manage themselves.
(c) To revise regular moral / civic education lessons (檢視德育常規課程)	i) To revise the current material files, and allow windows for CT's personalised themed materials	Student surveys on core and CT's personalised themed materials	By June 2016	<u>Tse KM, guidance section</u>		Class teachers were encouraged to incorporate personalised themed materials during moral and civic education lessons. Copies of personalised themed materials were collected after lessons. 13 out of 39 class teachers submitted their personalised themed materials. The student's survey from S1 to S6 showed that more than 90% of students agreed that the objectives of the curriculum were clearly presented. More than 80% of students agreed that the curriculum design was appropriate for their standard. More than 80% of students agreed that the activities

						were very interesting and the students' were highly motivated to participate in all activities. Though class teachers did not adapt to this new arrangement at the beginning, the survey showed that those teachers making use of daily life themes and current issues in a timely manner could guide students to think from different perspectives and help them clarify the related values before they make sensible judgement.
ii)	To encourage teachers to work with partners to observe / evaluate input and output	Teachers' evaluation	By June 2016	Tse KM		<p>Class teachers were encouraged to work with partners to observe and evaluate input and output during moral and civic education lesson. Lesson observation forms were collected after lessons. 29 out of 39 class teachers submitted their lesson observation forms. Class teachers' observations are as follows:</p> <ul style="list-style-type: none"> ● The class teacher encouraged students to raise some examples of real circumstances and asked them to voice out their different opinions as the stakeholders in these circumstances. ● More interaction was allowed between students and teachers in the lessons. Students were highly motivated to participate in group discussion. ● Good learning atmosphere was created. ● Lessons were interesting. ● Students expressed their opinions actively ● The class teacher used personalised themed materials (a video clip) which aroused students' interests to know more about bullying.

						<ul style="list-style-type: none"> ● Effective uses of conclusion by the class teacher strengthened students' sense of morality and civicism. ● Life Event Approach established meaningful connections between students' daily life encountered and their learning.
	iii) To set success criteria for KLC students possessing qualities as stated in School Mission	Checklist filled out by teachers	By April 2016	Lo WM, Tse KM, heads of 4 core subjects		A preliminary checklist (see attachment) was made. More time was needed to communicate with teams and sections to fine-tune the criteria. Teachers also raised concerns on the consequences for not meeting the criteria.

2. Exploring opportunities for student personal growth

Goal and Strategies		Success Criteria / Evaluation Mode	Time Frame	Section / Team / Teacher	Resources / Remarks	Evaluations
(a) To fully empower students in on-campus student activities	i) To upgrade club / house / SU / prefect leaders' administration and people skills	Leadership, documentations, oral communication / presentation, succession measures; specified output targets seen.	By April 2016	VP Cheng, heads concerned		Format of 2 ECA Days in Apr and June reinvented to provide opportunities for student leaders to organize large-scale activities and gain leadership practice and experiences. Feedback was positive. Leadership training activities/programmes for SU office bearers to be piloted in summer vacation to further enhance students' leadership readiness.

	ii)	To train up second tier of leaders-to-be students to host all functions	To host and plan student functions and selected school functions; receive visitors and conduct school tour.	By July 2016	<u>Lo WM, teachers-in-charge of functions</u>		School functions namely AGM of PTA, Sports Days, Christmas Party, School Gala, Reading Forum, Speech Day and closing ceremony, were all hosted by students. Students took the MC stand in routines such as morning and weekly assemblies. Students also helped to receive junior visitors (primary students of the district and secondary students from overseas) and senior (parents, school guests) visitors in promotion and celebration activities, e.g. primary school visit, Parents' Day and S1 introductory talk.
(b) To review language policies across curriculum	i)	To confirm graduation qualification beginning with 16-17 S1 intakes (Putonghua, instruments, IELTS, European languages, business, etc)	In-house booklet of such external courses for students' own perusal beginning 16-17 S1 intakes	By November 2015	<u>AP2, heads concerned</u>		The school criteria for International Qualification was drafted, discussed and adopted. The scheme will be applicable to 16-17 S.1 intake onwards.
	ii)	Subject-based workshops for students who have difficulty learning through EMI to cater for learning diversity	4 workshops completed (agents: guests or KLC teachers)	By May 2016	<u>AP2, heads concerned</u>		2 lessons for Math and 2 lessons for IS (15 students in each class) were held for the S.1 students having language difficulty in learning the subjects. Students' feedback was satisfactory.
	iii)	Evening forums for KLC parents / students and/or P6 parents	2 gatherings conducted	By July 2016	<u>AP1</u>		A forum on EMI teaching and learning for P6 parents was conducted in Nov with around 26 attending parents from 3 primary schools. Three discussion groups for around 30 family

	regarding EMI teaching.					units of S1-2 KLC parents were conducted in Feb after report card delivery. Students' learning habits, language difficulty and social skills were the three major concerned topic. The feedbacks of all above were positive.
(c) To help organise community projects (協助籌劃地區性社會服務項目)	i) To continue S1 community service activity, and to participate in long-term international charity programs (for example, adoption sponsorship).	Completion and participation	By July 2016	<u>Kong PK,</u> <u>Cho PS,</u> <u>Chiu MY,</u> <u>Cheung KK</u>	With PTA	<ul style="list-style-type: none"> ● All of the participated parties (teachers, parents and students) satisfied with S1 Parent-Child Social Service in terms of the following: <ul style="list-style-type: none"> ■ Educational value; ■ Rundown and activity content; ■ Level of students' participation and teacher-student interaction ■ Mode of teacher-student-parents' cooperation ● Both teachers and parents agreed that this activity should be continued next year. ● Suggestions for next year: <ul style="list-style-type: none"> ■ Lengthen the service time by 15 minutes to allow students serve for a larger area. ■ Rotate the locations of service in alternative years to provide verities of experience for S1 students.

3.Re-inventing teachers' role and development

Goal and Strategies		Success Criteria / Evaluation Mode	Time Frame	Section / Team / Teacher	Resources / Remarks	Evaluations
(a) To consider common roles of discipline and guidance teachers	i) With two common teachers in both sections, to report the strengths and weaknesses of combining the sections in the near future.	Report	By June 2016	<u>VP Cheng, Tai MN, Wat KY, Lo WM, Tse KM</u>		Discussion within the group initiated and opinions exchanged. There had been diverged views and strong reluctance of combining the two sections, with reasons including unclear and confusing teacher roles and responsibilities; teachers' feeling lack of competence and readiness to play dual roles; and discouragement by social worker and EP.
(b) To consider school tutor scheme	i) To consider each teacher supervises a group of students for 6 years, in academic and personal growth.	To prepare a proposal for Administration Meeting discussion	By Feb 2016	<u>VP Cheng, VP Wong, APs</u>		Discussion not initiated in this academic year due to lack of time. Perceiving the heavy workload of the shrinking staff size, a second thought is recommended for the upcoming academic year.
(c) To implement local teacher exchange scheme	i) Subject teachers of 3 schools to form learning circle	4 meetings for exchange teaching methodologies on specific topics	By May 2016	<u>VP Wong, Chiu KC</u>	Subject group 2	Mathematics department joined the learning community organized by EDB. Lesson observations and sharing sessions among teachers of different schools were conducted. ICT department initiated a learning circle with 4 other schools. Two school visits were arranged: to the HK Baptist University Affiliated School Wong Kam Fai Secondary School and Yan Chai Hospital No.2 Secondary School respectively.

	ii)	KLC teachers to teach students of another school	To swap teachers or take a class to study at another school.	By May 2016	<u>VP Wong, Ma WC</u>		The arrangement had been tried but could not be done. Some other schools had reservations about exchanging teachers.
	iii)	To conduct common exams among schools for selected S4-6 subjects	Professional exchange on setting and marking papers beginning at S4 level.	By July 2016	<u>VP Wong, Ma WC</u>	Subject group 3	Common school exams could not be arranged but some other exchanges were done. <ul style="list-style-type: none"> • Five teachers of LS and Mathematics volunteered to be the setters and markers for a mock DSE exam organized by HK Federation of Youth Groups. Our students also took this mock exam. • History department and ICT department respectively joined the joint-school mock exam co-organized with other schools. Teachers served as setters and markers and students sat for the exams. • English department initiated a joint-school English composition with St Catharine's School for Girls. A post-writing workshop was held in May.
To complete overhaul of school regulations						Completed in 2013-14	