

School Development Plan (2024-25), King Ling College

Triennial Theme—Together we stand (三十而立)

Development Focuses:

- i) Strengthening global vision through enhancing identity and commitment
- ii) Promoting awareness for professional and personal development
- iii) enhancing values education and interpersonal skills

Since 2017-18, the school has been asking teachers in the same measure to discuss and evaluate its success level. Each teacher awards a mark: A (4) to I (0) to the measure s/he is involved at a half-point interval: 4.0, 3.5, 3.0, 2.5 etc. The marks collected for the same measure are averaged. Any measure under 3 would have to be reconsidered or re-conducted for the following school year. If the measure is to be abandoned, explanation has to be made. No measure in 2023-2024 went under 3.

Legends

EDB Seven learning goals	Major Renewed Emphases EDB/MRE 2022)	Others
(N) National and global identity (K) Breadth of knowledge (La) Language proficiency (Ge) Generic skills (I) Information literacy (Li) Life planning (H) Healthy lifestyle	(E) Entrepreneurial spirit (G) Gifted education (L) Life-wide learning	(MCE) Moral and civic education (C) Chinese / Chinese history (S) STEM / STEAM (LAC) Language across the curriculum (T) Teaching Chinese as a second language

Learning and Teaching

Goals and Strategies		Evaluations and Improvement Measures
a) To revise Chinese heritage programs for student needs	<p>1) To arrange a social service activity involving Chinese Tea Etiquette and Chinese Orchestra. (iii)</p> <p>See (e) 1.</p>	<p><u>Summary of the task:</u> On 2 July, King Ling College and Vicwood K.T. Chong Neighborhood Elderly co-hosted a social service event “老幼茶聚”. During the gathering, our students led the elders in a fitness exercise. Then they demonstrated performances on music, solo verse speaking and tea etiquette. This event provided students with the opportunities to learn how to serve the seniors and practice the filial piety they learned in textbooks.</p> <p><u>Evidence:</u> Based on items 20 and 21 of student SHS, 73.1% and 69% students agreed on the school efforts in teaching them “getting along with other people” and “morality”.</p> <p><u>Conclusion:</u> It is believed that the activity was successful.</p>
	<p>2) To review and revise the existing National Security Education elements in the curriculum. Point out their “strands” and / or “values” according to the EDB documents in the teaching schedule. (i)</p> <p>See (b) 3.</p>	<p><u>Summary of the task:</u> All items on the national Security Education plan were completed.</p> <p><u>Evidence:</u> According to APASO item 17 (Q-116; P-85.7), the scores were maintained as planned.</p> <p><u>Conclusion:</u> Data showed that the National Security Education was effective.</p>

	<p>3) To arrange an inter-house competition related to Chinese culture and Chinese History (i)</p>	<p><u>Summary of the task:</u> Representatives and members of houses were involved in an inter-house competition about Chinese culture. The competition was in quiz game mode.</p> <p><u>Evidence:</u> According to ESDA data, 68.82% of students agreed that studying in King Ling enhanced their understanding about Chinese culture, slightly increased by 1.53% when compared with 2023-2024 academic year.</p> <p><u>Conclusion:</u> The event successfully enhanced students' awareness of Chinese culture and senses of belongs for the houses. The event will be continued and will integrate more perspectives of Chinese culture in the question bank.</p>
<p>b) To consider student course review system</p>	<p>1) To evaluate the teaching effectiveness of Sat. Remedial Classes conducted by our alumni, a student questionnaire will be conducted at the end of each term. (ii)</p>	<p><u>Summary of the task:</u> A questionnaire was set to evaluate the effectiveness of all remedial classes.</p> <p><u>Evidence:</u> According to the questionnaires conducted at the end of Term 1 and Term 2, questions related to the content covered in lessons and teaching effectiveness. Over 70% of students agreed that Saturday Remedial Classes helped them acquire subject knowledge better. According to SEP (question 11), more than 60% students agreed that the subject-based activities raised their interests in learning.</p> <p><u>Conclusion:</u> The item was successfully completed.</p>
	<p>2) To evaluate the student assessment performance and to identify the type of students in exam, AQP will be used in S.3 and</p>	<p><u>Summary of the task:</u> The AQP trial evaluated student assessment performance and identified student types in exams. It was implemented in S.3 and S.5 to help teachers cater to learning diversity.</p>

	<p>S.5 in subjects suggested so that teachers can easily cater the learning diversity. (i)</p>	<p><u>Evidence:</u> The trial was successfully completed in 9 subjects per form, including English, Mathematics, Physics, Chemistry, Biology, Economics, ICT, History, and Geography. STEAM subject data were highlighted for targeted improvement. A detailed AQP report with cross-subject summaries was provided to all panel heads. Surveys from EDSA - SHS Q66 showed over 95% of teachers agreed the school effectively uses data to support student growth and planning.</p> <p><u>Conclusion:</u> The AQP trial provided useful insights for addressing learning diversity and improving teaching strategies, with specific focus on STEAM subjects for development.</p>
	<p>3) To evaluate the implementation of new subject CES in S.1. (i)</p> <p>See (a) 1.</p>	<p><u>Summary of the task:</u> New subject CES was implemented in S1 in academic year 2024-2025.</p> <p><u>Evidence:</u> According to the APASO report 3 data (item 16-19), the related S1 scores of KPM Q and P are 116 and 85.7 respectively.</p> <p><u>Conclusion:</u> It is believed that implementation of new subject CES in S1 was smooth.</p>
<p>c) To review vertical coordination between junior and senior form for excellent DSE results</p>	<p>1) To highlight DSE elements in S.3 lessons for those subjects with DSE in our school (ii)</p>	<p><u>Summary on the task:</u> 10 subjects out of 12 had achieved a minimum of 70% correct rates.</p> <p><u>Evidence:</u> SEP teacher's data (item 15) showed 92% of teachers agreed that policy helping students prepare for DSE was effective.</p>

		<p><u>Conclusion:</u> It was convinced that vertical coordination was essential in delivering DSE syllabus.</p>
	<p>2) Gifted elements (preferable DSE related) are embedded in at least one topic in any form of junior curriculum (ii) (Gifted Education Model Tier 1: Quality education for all)</p>	<p><u>Summary of the task:</u> Questions involving gifted elements, preferably DSE related, were set in at least one assessment in any form of S1-3.</p> <p><u>Evidence:</u> According to the APASO data (item 23 Intrinsic learning motivation Q3), the Q-score was 116 and the P-score was 85.7. These demonstrated that our students were intrinsically motivated to learn. Around 85% of students agreed that they liked acquiring new knowledge from different subjects. Furthermore, based on the SHS teacher's data (item 49), 98% of teachers agreed that they always inspired students to think by asking them questions of different levels.</p> <p><u>Conclusion:</u> It is believed that including gifted elements in assessments motivated students to learn and inspired their thinking.</p>
	<p>3) To arrange at least one school-based pull out programs for gifted students in Chinese, English, Mathematics and STEAM in junior forms (i) (Gifted Education Model Tier 2: school-based pull out programs for talented students)</p>	<p><u>Summary of the task:</u> Several pull out programs for gifted students were organized: Chinese S3: School-based extracurricular guidance program; English S1-3: School-based individualized guidance on public speaking training and participated in the HKFYG public speaking contest; Mathematics S1-3: Various inter-school mathematics competitions training</p> <p><u>Evidence:</u> A survey was conducted and the results were as follows:</p> <ul style="list-style-type: none"> Over 98% of students felt the Chinese programme helped broaden their writing thinking and improved their writing skills (e.g., topic selection, topic planning, structure, and expression).

		<ul style="list-style-type: none"> • More than 75% of the students indicated that the English activity provided them a chance to apply their speaking skills in non-examination situations; motivated them to polish their speech writing skills and motivated them to polish their presentation skills. • More than 70% of the students indicated that they believed the Mathematics programme enhanced their mathematical ability, increased their motivation to learn Mathematics, and sparked their interest in participating in various mathematics competitions <p>Based on the SHS student's data (item 5), over 70% of students agreed that the outside classroom activities organized by the school catered to students' needs</p> <p><u>Conclusion:</u> The item was successfully completed.</p>
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Student Development

Goals and strategies		Evaluations and Improvement Measures
<p>d) To involve student body in school policy decisions to promote ownership (E/G)</p>	<p>1) To organize two visits to other schools, with one visit dedicated to KLC student leaders (Level 3-5) and another visit for KLC teachers. The purpose of these visits is to enhance the understanding of both teachers and students regarding the responsibilities and roles of student leaders in different schools. (ii)</p> <p>See (d) 2</p>	<p><u>Summary of the task:</u> The activity provided opportunities for student leaders of KLC to reflect on their roles and responsibilities in leading students at school through forum with other schools' student leaders.</p> <p><u>Evidence:</u> With reference to ESDA data, 73.76% of students agreed that Student Union could lead the students and acted as the bridge between students and the school. The data increased by 11.73% when compared to 2023-2024 academic year.</p> <p><u>Conclusion:</u> The activity developed an inter-school ideas exchange in student leadership training. Similar practice will be continued in the coming academic year.</p>

	<p>2) To organize a forum involving Level 4-5 student leaders to discuss school improvement, focusing on the selected follow-up items from the KPM/APASO reports during the 2023-2024 academic year and/or the school triennial plan. (iii)</p> <p>See (d) 1</p>	<p><u>Summary of the task:</u> A student leader forum was conducted early March.</p> <p><u>Evidence:</u> According to the post-forum questionnaire, more than 70% of the student leaders agreed that their sense of belongings, ownership, responsibility had increased. Additionally, according to the SHS survey (students, question 19), more than 60% students agreed that the school was committed to nurturing their leadership skills.</p> <p><u>Conclusion:</u> The item was successfully completed.</p>
	<p>3) To actively engage student leaders, primarily Level 3, in the day-to-day operations of the school:</p> <ul style="list-style-type: none"> - Involving students in campus routine checks conducted by the general affairs section. - Arranging job shadowing opportunities (mainly on weekends) for students to experience various roles, including the IT Team, Office Clerk, Janitors, Canteen Staff, Laboratory Technicians. (iii) 	<p><u>Summary of the task:</u> The program involved student leaders, mainly level 3, in school policy decisions and daily operations. Students took part in campus checks and job shadowing in roles such as IT Team, office clerks, janitors, canteen staff, and laboratory technicians.</p> <p><u>Evidence:</u> All activities were successfully completed. School-based surveys showed over 70% of students agreed they gained a better understanding of the school and felt more ownership. In SEP Surveys Q24, over 70% of students agreed they learned leadership skills from various activities. In the teacher survey Q28, over 95% agreed students learned leadership skills.</p> <p><u>Conclusion:</u> The job shadowing program gave student leaders valuable hands-on experience in school operations. It enhanced their leadership skills, deepened their understanding, and strengthened their sense of ownership in the school community.</p>

<p>e) To review and strengthen measures in upholding a caring environment</p>	<p>1) To establish a Caring Week, promoting a nurturing environment through a whole-school approach. The following activities are recommended for consideration:</p> <ul style="list-style-type: none"> - "中一開飯" (S1 Luncheon): To Collaborate with the class committee (Level 1.5 leaders) and S1 class teachers, organize a luncheon activity for each class. (S1 Class Teachers). - Campus TV/Morning Speech: To assign SW and Guidance Prefects to deliver morning speeches and campus TV programs, emphasizing the importance of care and empathy. (iii) <p>See (a) 1.</p>	<p><u>Summary of the task:</u> Caring week was held in March this year. Several activities were organized (i.e. S1 Luncheon, Give me FIVE-campus TV/Morning speech, care-related topic writing to students' primary schools.)</p> <p><u>Evidence:</u> A survey was conducted and a positive feedback received from both S1 students (80%+) and class teachers (85%+), highlighting its success in fostering a sense of community and care among the participants.</p> <p>The KPM Q and P values are as follows: 滿足感（學校）Q-108, P-70.3 道德意識（重要性）Q-116, P-85.7 學校氣氛（歸屬感）Q-111, P76.8</p> <p><u>Conclusion:</u> The item was successfully completed</p>
	<p>2) To conduct a comprehensive review of the current practices and measures in SEN supports. (ii)</p>	<p><u>Summary of the task:</u> We arranged a meeting with our school educational psychologist last year to review our current practices and measures for supporting SEN students. We received positive feedback from the educational psychologist.</p>

		<p><u>Evidence:</u> Based on item 17 of the student SHS, 66.4% of students agreed that the school helped them solve problems in various aspects, such as mental health, friendships and academics in their personal growth.</p> <p><u>Conclusion:</u> It is believed that the item was completed successfully.</p>
	<p>3) To consider renovating SW room(s) and /or guidance room so as to offer a warm and caring environment for students in need. (ii)</p>	<p><u>Summary of the task:</u> The renovation plan for the social workers' rooms and counselling room were submitted to the Home Affair Section for application for Major Repairs (MR) in January 2025. Also, using a one-off grant from the Mental Health @ School, an L-shaped sofa was added to one of the social worker's room, and a television and a sofa were added to the counselling room.</p> <p><u>Evidence:</u> According to SHS student's data (item 28), 93.7% students agreed that school was a caring place for them.</p> <p><u>Conclusion:</u> It is believed that renovation of social workers' rooms and counselling room would provide a warm and caring environment for students in need to receive counselling.</p>
<p>f) To implement the service learning framework for junior forms (L)</p>	<p>1) To fine-tune and announce the whole school service learning framework for further tryout, based on past efforts. (iii)</p>	<p><u>Summary of the task:</u> Selected students participated in the service learning activities, for example S1-S2 校園關愛大使 and Big Brother Big Sister Scheme. ECA and House were not involved due to the clash of other activities.</p> <p><u>Evidence:</u> According to SHS-Student Q.28, 69.4% students found that the school was a place promoting care and love.</p>

		<p><u>Conclusion:</u> Even though the scale of the item was not the same as planned, students felt the love and care on campus.</p>
	<p>2) To implement the junior form service learning framework in class basis (Level 1.5 leaders):</p> <ul style="list-style-type: none"> - S1: Serve the class (Classroom cleaning / organizing class activities (Xmas party / 中一開飯 Luncheon etc.)). - S2: Serve the school (One event per class, e.g. Open Day / Gala / Poon Choi / Parents' Night / Parents' Day). - S3: Serve the community (Each class to organize one service activity outside the school. Can incorporate with subjects) (iii) 	<p><u>Summary of the task:</u> Service learning framework in class basis was implemented in junior forms. S1 students had activities serving the class, S2 had activities serving the school, and S3 had activities serving the community.</p> <p><u>Evidence:</u> According to the APASO data (item 9 School atmosphere: Not feeling a sense of loneliness Q1), around 70% of students disagreed that they felt like an outsider or were not involved at school. According to the same source, (item 10 School atmosphere: Sense of belonging Q2), over 72% of students agreed that they had a sense of belonging to the school. Furthermore, according to the SHS student's data (item 21), nearly 70% of students agreed that the school develop their positive virtues inside and outside the classroom. In addition, based on the SHS teacher's data (item 64), 98% of teachers agreed that the school provided sufficient opportunities for students to develop their leadership skills.</p> <p><u>Conclusion:</u> It is believed that allowing students to serve the class, the school and the community in different events developed their good deeds, leadership skills, and sense of belonging to the school.</p>
	<p>3) To identify an NGO for each house for long term collaboration (3-year cycle). (iii) [International NGOs with HK branches preferred]</p>	<p><u>Summary on the task:</u> The project was extended to local NGOs as most international NGOs contacted did not run voluntary programme with secondary schools. Replies from local NGOs were not encouraging neither. It was advised to modify the nature of the project such as to single event.</p>

		<p><u>Evidence:</u> According to SEP student's data (item 26), 66% of students agreed that House activities had helped promote leadership. There was an 6% increase compared to 2023-24.</p> <p><u>Conclusion:</u> Despite replies from NGOs were not as good as it was hoped for, the learning process of building external connections was still rewarding.</p>
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Home and External Development

Goal and strategies		Evaluations and Improvement Measures
g) To allow school campus to have significantly more green plants	<p>1) To conduct a survey about the long-lived perennials in HK (ii)</p> <p>See (g) 3</p>	<p><u>Summary on the task:</u> A survey was conducted for S1 and S2 Science students and S4 and S5 Biology students to nominate at least 3 perennials for the school to purchase. The results were sent to the Home Affair Section to follow and to purchase the plants in November 2024.</p> <p><u>Evidence:</u> From the students' SHS results (item 7), 94.3% agreed that they learned actively.</p> <p><u>Conclusion:</u> It is believed that students learned different research avenues and skills, and presented reasonable suggestions.</p>
	2) To keep one plant in each classroom (i)	<p><u>Summary on the task:</u> Two plants were put in each classroom (S1-5). Information of the plants and ways to take care of the plants were posted in each classroom and displayed on CTV.</p>

		<p><u>Evidence:</u> Based on the SEP student's data (item 43), nearly 60% of students agreed that the school environmental policy had helped students strengthen their awareness on the environment. There was an 8% increase compared to 2023-24.</p> <p><u>Conclusion:</u> It was believed that students enjoyed having more greens in the classroom.</p>
	<p>3) To explore more public areas on campus to place plants (i)</p> <p>See (g) 1</p>	<p><u>Summary of the task:</u> The student-led initiative aimed to enhance the campus environment and promote unity through greening projects. The goal was to increase plant coverage around the school.</p> <p><u>Evidence:</u> Students selected three planting sites: the car park, G02 staff room, and washrooms. In Term 2, a lemon tree was transplanted, and evergreen plants were added. All sites met Hong Kong safety and hygiene standards. Future sites will be reviewed for safety and maintenance. SEP results showed over 65% of students found the school environment comfortable, and over 60% believed its green policies built environmental awareness.</p> <p><u>Conclusion:</u> Planting in three key areas improved campus greenery and demonstrated students' commitment to a sustainable environment.</p>
h) To encourage parents to take an enhanced role in PTA activities	1) To invite experienced parents to conduct a forum on tips for current parents of struggling students (ii)	<p><u>Summary of the task:</u> We invited our former PTA chairlady Ms Tsui to share her experience in nurturing children in a parent talk. She shared a lot of useful tips and insights to King Ling parents on how to guide their children to be successful.</p>

		<p><u>Evidence:</u> Based on item 22 of parent SHS, 62.5% of parents agreed on the school efforts in enhancing communication between parents and the school.</p> <p><u>Conclusion:</u> The talk was a success.</p>
	<p>2) To liaise with PTA in at least 3 secondary schools, and learn of their PTA activities (ii)</p>	<p><u>Summary of the task:</u> Three secondary schools' PTAs were invited to share their annual plan. They were:</p> <ol style="list-style-type: none"> 1. Christian & Missionary Alliance Sun Kei Secondary School 2. Carmel Divine Grace Foundation Secondary School 3. Kei Chi Secondary School <p>Four representatives, including two chairmen and two committee members, attended. It was a valuable sharing with positive feedback. Friendship and network were built as well.</p> <p><u>Evidence:</u> Based on the SHS parent's data (item 23), over 70% of parents agreed that the professional development activities organized by the school cater to the parents' and students' needs</p> <p><u>Conclusion:</u> The year plan was successfully achieved.</p>
	<p>3) To organize a joint-school PTA event with targeted primary schools (iii)</p>	<p><u>Summary of the task:</u> The event integrated ECA Team, PTA, Student Affairs Section and Canteen Management Committee in organizing a King Ling school life tasting to primary and King Ling parents. Students shined with their talents in this activity and enhancing their sense of belongings through this opportunity.</p>

		<p><u>Evidence:</u> According to ESDA data, 72.8% of King Ling parents agreed that their child liked to participate in school activities and services, slightly increased by 1.1% than last year.</p> <p><u>Conclusion:</u> This event provided opportunity for parents to have deeper understanding about King Ling and would be continued in the coming academic year.</p>
i) To strengthen school image	1) To contact primary schools in the district and in Kwun Tong. To explore more opportunities to introduce KLC to them. (iii)	<p><u>Summary of the task:</u> 7 TKO primary schools and 8 Kwun Tong primary schools were invited to the event, Vista. Two schools replied. The Vista activities were conducted on 8 and 9 July by EO/SLP team.</p> <p><u>Evidence:</u> According to SHS-teacher Q.71, 98% of teachers agreed and stronger agreed with the priority of the school.</p> <p><u>Conclusion:</u> It is believed the teachers supported the direction of the school, including the promotion to primary schools.</p>
	2) Family to volunteer in the community (i)	<p><u>Summary of the task:</u> More opportunities were provided for students to volunteer. Students could participate with their family.</p> <p><u>Evidence:</u> According to the statistics collected during the CT period, nearly 50% of the students reported having volunteer experience. Additionally, with reference to the SHS survey (students, question 20), more than 70% of students agreed that the school continues to provide opportunities to engage with different people.</p>

		<p><u>Conclusion:</u> The item was successfully completed.</p>
	<p>3) To explore the opportunity for students to attend lessons / programmes in overseas universities (i)</p>	<p><u>Summary of the task:</u> Two visits to overseas universities were organized for senior form students. 32 S4-6 students visited University of Sunderland on 16 November 24 and 35 S4-5 students visited University of London on 10 May 25. They had taster programmes on the universities' campuses in Hong Kong.</p> <p><u>Evidence:</u> According to the SHS student's data (item 5), nearly 70% of students agreed that teachers always arrange different learning activities, on or off campus, for students, including having discussions and visits. Additionally, based on the student's SEP result (item 39), over 70% of students agreed that the life-planning activities conducted by the school are beneficial to their preparation for future studies and careers development.</p> <p><u>Conclusion:</u> It is believed that overseas university taster programmes can enrich students' learning and have a positive impact on their future academic and careers development.</p>

ENDS