



NT Heung Yee Kuk  
Yuen Long District Secondary School

## **School Development Plan**

**2006/07 – 2008/09**

# NT Heung Yee Kuk Yuen Long District Secondary School

## **School Mission**

The school strives to provide students with all round education to inspire them to become responsible citizens and to be enthusiastic learners, developing their potential to the fullest extent so that they may cope with the challenge of the fast-changing world.

## Where We Are Now

### ***Our Strengths***

1. The school is one of the leading schools in Yuen Long and has nurtured many good students and community leaders in the district.
2. Our students possess good quality. They are well-behaved and versatile. They also display positive learning attitudes and multiple talents. Our students possess a strong sense of belonging, pride and concern for the school. Senior form students also demonstrate good leadership potential.
3. The school has a team of supportive and professional teaching staff in general. They are collaborative, enthusiastic and dedicated to take the initiative. Teachers are devoted to their teaching and non-teaching areas.
4. The school has provided students with ample opportunities to participate in a wide range of extra-curricular activities, unleashing their leadership potential.
5. We have a high percentage of passing rate in the two public examinations and a high university entrance rate.
6. The school receives encouraging support from parents and has very good linkage with community resources.
7. Teachers are enthusiastic and eager to confront the challenges of the NSS implementation.

### ***Our Weaknesses***

1. Teachers are almost fully occupied by heavy teaching and administrative duties. It is difficult for them to create more time and space for further professional development.
2. Being a government secondary school, the annual exercise of staff transfer may affect the continuity and implementation of the “School Development Plan”
3. There is still room for students to make improvement regarding personal, social and civic values and attitudes especially on self-discipline.

### ***Our Opportunities***

1. The school is planning for the reconstruction of junior forms' curriculum framework with the development of school-based curricula.
2. Financial resources, Capacity Enhancement Grant (CEG) and Teacher Professional Preparation Grant (TPPG), are provided by EMB to create space for teachers to undergo professional development and assist the school to prepare for the implementation of NSS curriculum.
3. Comprehensive professional development programmes (PDPs) are provided by EMB for teachers to prepare for the NSS implementation.
4. The first phase of the 6 'Cs' programme has been implemented successfully, having nurtured students' moral and civic values.

### ***Our Threats***

1. The change in the SSPA allocation method from the 5-banding to 3-banding system results in greater diversity of students' ability in learning and managing their behaviour.
2. The education reform measures have already increased the burden of teachers significantly and imposed undesirable pressure on them.
3. Uncertainty of the arrangement and schedule of PDPs imposes difficulty on the planning of staff development programme.

### **Major Concerns for 2006/07 – 2008/09**

1. Enrichment of the school's curriculum to articulate with the New Senior Secondary Curriculum
2. Enhancing professional development of teachers
3. Catering to the diverse abilities and needs of students

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Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			06/07	07/08	08/09
1. Enrichment of the school's curriculum to articulate with the New Senior Secondary Curriculum	<p>A. The enriched S.1- S.3 curriculum allows students to</p> <p>i. acquire the basic learning approaches, knowledge, concept and different perspectives of 'Liberal Studies', one of the four NSS core subjects .</p> <p>ii. attain elementary knowledge and consolidate their academic foundation of the NSS elective disciplines.</p>	<ul style="list-style-type: none"> <li>● Restructure and implement a new curriculum framework for junior forms.</li> <li>● Develop and implement the school based curriculum of 'Life Education' and 'Science' for S.1-S.3.</li> </ul>	✓	✓	✓
	<p>B. The school's NSS curriculum framework can offer ample choices and diversity of subjects to meet the different needs, aptitudes and interests of students.</p>	<ul style="list-style-type: none"> <li>● Establish an "NSS Curriculum Committee" to formulate and monitor the development of NSS curriculum of different subjects.</li> <li>● In the "NSS Curriculum Committee", set up an "NSS Liberal Studies Working Group" to develop and prepare the school-based LS curriculum, implementation plan and teaching materials.</li> </ul>	✓	✓	✓

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2. Enhancing Professional development of teachers	A. All teaching staff update themselves regularly to familiarize with the current educational trend, EMB policies, new pedagogy and assessment methodology.	<ul style="list-style-type: none"> <li>● Encourage all teachers to participate in various modes of Continuous Professional Development (CPD) activities by giving administrative support &amp; convenience.</li> </ul>	✓	✓	✓
	B. Teachers have good mastery of NSS curriculum, pedagogy and assessment approaches of their subjects.	<ul style="list-style-type: none"> <li>● Strategically organize teachers to attend the EMB professional development programmes for the NSS subjects.</li> </ul>	✓	✓	✓
	C. Corresponding teachers are well-prepared for taking up the teaching duties of NSS new subjects, e.g., Liberal Studies.	<ul style="list-style-type: none"> <li>● Organize Staff Development Days with appropriate seminars, talks and workshops for NSS.</li> <li>● Plan and determine the staffing for the NSS subjects.</li> <li>● Employ supply teachers to take up the teaching duties of teachers attending courses</li> </ul>	✓	✓	✓
	D. Teachers establish good collaboration in teaching and sharing of pedagogy.	<ul style="list-style-type: none"> <li>● Cultivate collaboration among teachers through: <ul style="list-style-type: none"> <li>➤ Collaborative Lesson Preparation</li> <li>➤ Peer Lesson Observation</li> <li>➤ Experience Sharing</li> </ul> </li> </ul>	✓	✓	✓
	E. New teachers are well accustomed to the culture and operations of the school.	<ul style="list-style-type: none"> <li>● Implement mentorship programme for new teachers.</li> </ul>	✓	✓	✓

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3. Catering to the diverse abilities and needs of students	<p>A. S.1 students adapt well to</p> <p>i. learn in EMI environment .</p> <p>ii. the new secondary school life.</p> <p>B. Students with lower learning ability can improve their academic performance through</p> <p>i. acquiring useful learning skills.</p> <p>ii. establishing confidence in their studies</p> <p>C. High achievers can further excel their potential and academic performance.</p> <p>D. Students can have value-added performance in public examinations.</p>	<ul style="list-style-type: none"> <li>● Provide supportive measures for assisting S.1 students in adapting to EMI teaching.</li> <li>● Coordinate different subject panels and committees to offer adequate assistance to: <ul style="list-style-type: none"> <li>➢ low achievers in accordance with their needs</li> <li>➢ boost the academic performance of high-fliers</li> </ul> </li> </ul>	✓	✓	✓
	<p>E. A comprehensive range of student’s abilities, performances and achievements can be recorded and depicted systematically</p> <p>F. Students are cultivated to have self-discipline, proper values and moral judgment in managing their daily life.</p>	<ul style="list-style-type: none"> <li>● Introduce the ‘Student Learning Profile’ system to record students’ performance in studies, conduct, service and ECA.</li> <li>● Organize appropriate programmes and activities to strengthen the focused aspects of students’ behaviour and values by Student Development Committee taking into account the needs of students.</li> </ul>	✓	✓	✓