



**NT Heung Yee Kuk
Yuen Long District Secondary School**

School Development Plan

2009/10 – 2011/12

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 both teaching and non-teaching tasks.
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 passing rate in 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 challenges of implementation of the NSS academic structure.

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.
4. Since 2002, the government only recruited temporary teachers on 1 year contact basis instead of having open recruitment for permanent staff to fill vacancies. Due to the lack of job security, the mobility of temporary teachers is very high.
5. Communication between our school and other schools or tertiary institutions are not strong. Also, there are few exchange programmes organized for students to widen their horizons.
6. For the cutting of additional time-limited CEG and TPPG, we can only make use of the limited funding of TRG, Senior Secondary Curriculum Support Grant and CEG for the development of our human resources to implement the action plans of NSS.

Our Opportunities

1. From the administrative perspective, our Principal has adopted a democratic approach to provide ample opportunities for colleagues to participate in formulating school policy and administrative strategies.
2. With regard to teachers, there are not enough permanent teachers transferred from other government secondary schools to fill teaching posts. Therefore, our school can have the full autonomy to employ suitable, capable, youthful and enthusiastic teachers to join our teaching team.
3. The NSS academic structure provides students with greater diversity and more choices to suit their needs, interests and abilities.

Our Threats

1. Under the policy of Discretionary Place for Secondary Schools Place Allocation, students can apply for cross-net allocation and choose two schools instead of one. This may create difficulties for our school in enrolling elite students from our district.
2. Some aided schools in Yuen Long and Tin Shui Wai receive enormous support from their sponsoring bodies. With profound financial support, these schools can have better human resources and funding for organizing various activities to increase their fame. They become keen competitors of our school for the leading position.
3. Due to the suspension of open recruitment for permanent teaching staff, our school is facing the problem of lacking new blood for succession. As a result, some senior teachers have to shoulder heavy workload which may affect the effectiveness of teaching and learning.
4. The change of value and attitude in youth causes youngsters in the district to involve in offensive activities, e.g. drug abuse, which may affect our students.

Major Concerns for 2009/10 – 2011/12

1. Strengthening effectiveness of learning and teaching to ensure successful implementation of the New Senior Secondary curriculum.
2. Catering for diverse Abilities and needs of students to develop their capacity and nurture their whole-person development.
3. Enhancing professional development of teachers for the growth of professional learning community in the school.

N.T. Heung Yee Kuk Yuen Long District Secondary School
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Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			09/10	10/11	11/12
1. Strengthening the effectiveness of learning and teaching to ensure successful implementation of New Senior Secondary curriculum.	Through the implementation of the strategies, students are able to 1.1 achieve enhanced language and mathematical abilities, a broadened knowledge base, increased competence in critical thinking, independent learning and interpersonal skills. 1.2 increase exposure to other learning experiences in moral, civic, physical and aesthetic areas. 1.3 perform reasonably well in HKDSE that tallies with their academic capability. 1.4 be equipped well for further studies and in meeting the needs of an ever-changing society.	A. Administration ● Amend administrative organization to facilitate the implementation of the NSS curriculum and the related measures.	✓		
		B. Learning and teaching i. Adopt appropriate pedagogy to deliver the NSS curriculum of different subject ii. Strategically conduct group teaching in LS to facilitate the issue-enquiry approach in learning and teaching of this core NSS subject. iii. Develop school-based curriculum of Reading Periods for nurturing students' interest and skills in reading so as to strengthen their learning ability and equip them for life-long learning.	✓	✓	✓
		C. Assessment i. SBA a. incorporate SBA into regular learning and teaching plan; b. stagger the implementation of SBA of various subjects across S5 and S6 to avoid duplication of work in a particular timeslot; c. supervise and conduct SBA in accordance with learning and teaching plan, play the role as a facilitator in students' learning process; and d. help students to manage their own tasks. ii. Internal Exam ● Adjust the format and question-types in internal exam papers of NSS subjects to articulate well with those in HKDSE.	✓	✓	✓
		D. OLE ● Formulate and conduct the formal and informal curriculum of the OLE, including, i. Moral and Civic Education, ii. Community Service, iii. Career-related Experiences, iv. Aesthetic Development, & v. Physical Development	✓	✓	✓

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2. Catering for the diverse Abilities and needs of students to develop their capacity and nurture their whole-person development.	2.1 S.1 students adapt well to i. learn in EMI environment . ii. the new secondary school life.	A. Provide supportive measures to assist S.1 students in adapting to EMI teaching.	✓	✓	✓
	2.2 Students with lower learning ability can improve their academic performance through i. acquiring useful learning skills. ii. establishing confidence in their studies				
	2.3 High achievers can further excel their potential and academic performance.	B. Coordinate different subject panels and committees to offer adequate assistance to: i. low achievers in accordance with their needs ii. boost the academic performance of high-fliers	✓	✓	✓
	2.4 Students can have good value-added performance in public examinations.				
	2.5 Students are cultivated to have good self-discipline, proper values and moral judgment in managing their daily life and staying away from offensive activities in the community.	C. 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.	✓	✓	✓
		D. Reinforce home-school cooperation by providing ample chances for communication and organizing workshops for parent education	✓	✓	✓

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3. Enhancing professional development of teachers for the growth of professional learning community in the school.	3.1 All teaching staff update themselves regularly to familiarize with the current educational trend, EDB policies, new pedagogy and assessment methodology.	A. Encourage all teachers to participate in various modes of Continuous Professional Development (CPD) activities by giving administrative support & convenience.	✓	✓	✓
	3.2 Teachers have good mastery of NSS curriculum, pedagogy and assessment approaches of their subjects.	B. Strategically arrange teachers to attend EDB professional development programmes for bettering teaching and learning.	✓	✓	✓
	3.3 Teachers are well-equipped with knowledge of contemporary problems of teenagers so that they can prevent or manage the problems, if any, in the school.	C. Organize Staff Development Days with appropriate seminars, talks and workshops for the needs of the staff and updating their knowledge of contemporary problems of teenagers.	✓	✓	✓
	3.4 Teachers establish good collaboration in teaching and sharing of pedagogy.	D. Cultivate collaboration among teachers through: i. Collaborative Lesson Preparation ii. Peer Lesson Observation within or across subject panels iii. Experience Sharing	✓	✓	✓
	3.5 New teachers are well accustomed to the culture and operation of the school.	E. Implement mentorship programme for new teachers.	✓	✓	✓