

**Shatin Pui Ying College**  
**School Development Plan**  
**2006/2007 – 2008/2009**



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## A. School Vision and Mission

### 1. Vision Statement

Together we nurture the life of our students  
Hand in hand we witness to the Love of Christ

### 2. School Mission

Our school has ‘holistic education’ as its philosophy, with ‘Faith, Hope, Love’ as its motto. We are committed to the provision of a comprehensive range of quality education services which aims towards the moral, intellectual, physical, social, aesthetic and spiritual development of our students. We strive to nurture our students in physical fitness, self-discipline, responsibility, independent thinking, creativity, leadership and social skills. We also strive to develop in our students positive attitudes and Christian values. We believe they will thus grow up to be good citizens, involved in society and making a contribution to our nation.

## B. SWOT Analysis

### 1. Strengths

#### 1.1 Students

- a. Students are polite, considerate, disciplined and ready to learn. Their academic results and conduct are good.
- b. Our students are given opportunities for the full development of their potential through
  - i. Campus activities:
    - ✧ A wide variety of extra curricular activities and short-term courses are provided for students. Public figures are invited to the school to share their experiences.
    - ✧ A project-learning framework has been devised for lower formers, aiming to raise generic project skills and creativity as well as integrate subject knowledge into interdisciplinary understanding.
    - ✧ A reading habit is being cultivated in students through daily reading sessions, appointment of reading ambassadors and the formation of a reading club.
    - ✧ A biennial English musical has considerably advanced an English learning environment on campus. It has also helped students to use their multi talents in composing music and lyrics, designing costumes and letting their aesthetic sense bloom.
    - ✧ Learning diversity is being coped with through remedial classes and various enhancement programmes. Appropriate teaching methods cater to both gifted and less able students.

- ✧ Value education is being introduced through topical discussion on topics such as Life, Sex, National Education during morning assemblies and class periods.
- ii. Outside school activities:
  - ✧ Our school broadens student horizons by activities such as learning musical instruments, English Fun Camp and Living with Innovation Day Camp.
  - ✧ Our school also encourages students to participate in outside school activities for the nurture of an international outlook.
- iii. A positive approach is adopted in dealing with student disciplinary problems. “Flying Eagles Award” and “Improvement Award” are two examples of encouraging positive behaviour. Consultation and evaluation meetings among teachers, parents and students are held regularly.

## 1.2 Teachers

### a. Morale

- i. Teachers are hardworking with high expectations for themselves and their students. The part-time teachers and assistant education executives appointed with CEG funding have reduced our teacher workload so that our teachers can concentrate on their tasks. Morale and team spirit is thus strengthened.
- ii. The ESR Team’s positive affirmation and high appreciations of the school’s development and achievements help to boost our team spirit.

### b. Management

- i. The management style of our school revolves around open consultations and discussions with stakeholders in the underwriting of important policies.
- ii. Good communication and cooperation among teachers are manifested within and across the panels.
- iii. The panel chairs work collaboratively through regular joint meetings which provide a strong impetus to curriculum development, in particular, the new senior secondary curriculum.
- iv. SMC members maintain close ties with frontline workers through attending staff development activities, seminars and gathering.

### c. Development of expertise

- i. Our teachers spare no efforts in further studies, which results in effective teaching.
- ii. Individual subject panels and committees initiate sharing sessions for teachers to exchange their experience and expertise.

## 1.3 Maximizing use of resources

### a. Information Technology

- i. The PYCnet, a teaching platform which our school has developed, facilitates communication, learning and teaching. Teachers upload teaching materials, provide on-line exercises and tests, and release up-to-date news on the school’s intranet.
- ii. A range of technological equipment has been installed in all classrooms, including computers, video projectors and visualizers.
- iii. Three technicians provide adequate IT support for our teachers.
- iv. Each teacher is provided with a personal desktop computer.

- b. Alumni
  - i. Alumni are invited to assist in organizing some extra-curricular activities and short-term courses, e.g. MC Training Course, Debate Competition, etc.
  - ii. Alumni are becoming a source of financial contributions to the maintenance and renewal of school facilities, in addition to the SMC.
- c. The opening hours of the Study Room, the Multi-media Learning Centre and the school library have been lengthened to provide quiet study places for students. Their location, being near the staff rooms, facilitates interaction between teachers and students.
- d. The completion of the School Improvement Programme in the academic year 2005-06 has greatly enhanced available space and facilities, immediately benefiting both students and teaching staff.
- e. The global Pui Ying Network, which the ESR describes as “a long tradition of commitment and service”, caters to the creation of an international outlook for our students.

#### 1.4 Home-School Cooperation

The Parent-Teacher Association has enhanced parents’ understanding of the school and strengthened communication.

## 2. Weaknesses

### 2.1 Students

#### a. Sense of responsibility

Students show varied attendance records for extra-curricular activities, which seem to indicate that some students have a weak sense of responsibility.

#### b. Initiative in learning

Some students are rather passive, and depend too much on teachers. They have shown themselves to be weak in independent learning. Some are rather half-hearted in their studies. They lack motivation to learn.

### 2.2 Teachers

Many teachers have heavy workloads, so they find it difficult to address the student all-round development.

### 2.3 Curriculum Enhancement

A conceptual framework is called for by the ESR in order to maximize the effectiveness of various school-based curricula. The ESR believes a long-term strategic plan is essential for mapping out the expected learning outcomes of various programmes and their interrelationship. It would also help set curricular goals, define teaching themes, set implementation timelines, avoid curriculum overlapping and establish a curriculum review mechanism.

### **3. Opportunities**

#### 3.1 Students

Hong Kong's unfavorable economy in the past few years makes students aware that they must make every effort to study for their future.

#### 3.2 Teachers

- a. The quality of teaching is enhanced through our teacher engaging in further studies in their areas of expertise.
- b. A special grant has been offered for recruiting teaching assistants to help undertake non-teaching tasks, consequently reducing the workload of teachers and strengthening team morale.
- c. Additional teachers are recruited to share teaching workload with teachers, reduce cycle periods and spare time for NSS preparation. Teachers are regaining their energy and proactiveness.

#### 3.3 The completion of the New Wing on our campus

The problem of floating classes is solved, and there is ample space for activities held on campus.

### **4. Threats**

4.1 There are frequent changes in education policy launched by the government, which affect the long-term planning of the school.

4.2 Due to unfavourable economic circumstances, the government has reduced resources allocation to the Education sector.

4.4 The decreasing birth rate in Hong Kong has resulted in the reduction of class numbers in local secondary and primary schools. Shatin suffers greatly from such unfavourable situation. In addition, new types of schools (such as Direct Subsidy Scheme schools and international school) have opened in Shatin. These circumstances will affect student intake in the long term.

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

### **1. To prepare students and teachers for the New Senior Secondary Academic Structure**

- 1.1 Promote ownership of the school's strategies on the NSS Academic Structure
- 1.2 Make proposals and formulate measures on matters relating to NSS curriculum
- 1.3 Encourage professional experience sharing among teachers
- 1.4 Sponsor Staff Development Day
- 1.5 Encourage teachers to attend seminars, training courses and workshops organized by EMB or other organizations
- 1.6 Engage in peer lesson observation
- 1.7 Encourage collaborative lesson preparation
- 1.8 Cater for learning diversity among students
- 1.9 Equip students with a variety of study skills
- 1.10 Encourage students to develop study plans and master time-management skills

### **2. To further enhance the language abilities of students and create an English-rich environment on campus**

- 2.1 Nurture reading habits among students
- 2.2 Provide courses to enhance language ability
- 2.3 Strengthen language competence through extra-curricular activities
- 2.4 Develop resources to stretch student capacity
- 2.5 Enhance student English ability through daily use of English as medium of communication
- 2.6 Reinforce language acquisition through teaching most subjects in English

### **3. To develop in-depth moral and civic education**

- 3.1 Instill in students a positive attitude towards life
- 3.2 Help students develop respect for others and discipline for themselves
- 3.3 Promote invitational education
- 3.4 Cultivate a sense of national belonging
- 3.5 Nurture in students a sense of belonging to the school
- 3.6 Teach moral and civic education through regular curriculum and extra-curricular activities

**4. To make fuller use of the Pui Ying network and our other strengths in order to instill in our students an international outlook**

- 4.1 Broaden student outlook through reading and sharing
- 4.2 Host talks and sharing sessions on global issues
- 4.3 Organize trips to Pui Ying Schools in other parts of the world
- 4.4 Raise funds to improve school facilities

**D. School Development Plan (2006/07 – 2008/09)**

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			06/07	07/08	08/09
<b>1. To prepare students and teachers for the New Senior Secondary Academic Structure</b>	✧ To provide a more coherent and diversified senior secondary school curriculum and develop the full potential of students with different needs, aptitudes and interests	1.1 Promote ownership of the school's strategies on the NSS Academic Structure	√	√	√
		1.2 Make proposals and formulate measures on matters relating to NSS curriculum	√	√	√
	✧ To equip students to meet the new challenges: acquiring broad knowledge base and solid foundation for whole-person development, pursuing lifelong learning for survival in a knowledge-based economy, and developing an outlook that embraces nation and the world	1.3 Encourage professional experience sharing among teachers	√	√	√
		1.4 Sponsor Staff Development Day	√	√	√
		1.5 Encourage teachers to attend seminars, training courses and workshops organized by EMB or other organizations	√	√	√
		1.6 Engage in peer lesson observation	√	√	√
	✧ To facilitate a smooth transition to the NSS Education	1.7 Encourage collaborative lesson preparation	√	√	√
		1.8 Cater for learning diversity among students	√	√	√
		1.9 Equip students with a variety of study skills	√	√	√
		1.10 Encourage students to develop study plans and master time-management skills	√	√	√

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			06/07	07/08	08/09
<b>2. To further enhance the language abilities of students and create an English-rich environment on campus</b>	To create an attractive learning environment to deepen student exposure to the English and Chinese languages and provide writing and reading opportunities	2.1 Nurture reading habits among students	√	√	√
		2.2 Provide courses to enhance language ability	√	√	√
		2.3 Strengthen language competence through extra-curricular activities	√	√	√
		2.4 Develop resources to stretch student capacity	√	√	√
		2.5 Strengthen student English ability through daily use of English as medium of communication	√	√	√
		2.6 Reinforce language acquisition through teaching most subjects in English	√	√	√
<b>3. To develop in-depth moral and civic education</b>	✧ To teach students to set high standards for themselves and treat others with generosity so that they could carry with them a true concern for family and friends as well as for society and nation	3.1 Instill in students a positive attitude towards life	√	√	√
		3.2 Help students develop respect for others and discipline for themselves	√	√	√
		3.3 Promote invitational education	√	√	√
	✧ To nurture our students so that they would become intelligent, knowledgeable, ready to face the pressures of modern society and live a life of positive values	3.4 Cultivate a sense of national belonging	√	√	√
		3.5 Nurture in students a sense of belonging to the school	√	√	√
		3.6 Teach moral and civic education through regular curriculum and extra-curricular activities	√	√	√

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			06/07	07/08	08/09
<b>4. To make fuller use of the Pui Ying network and our other strengths in order to instill in our students an international outlook</b>	To explore further resources to improve school facilities, organize greater variety of activities for students and imbue the campus with an international awareness	4.1 Broaden student outlook through reading and sharing	√	√	√
		4.2 Host talks and sharing sessions on global issues	√	√	√
		4.3 Organize trips to Pui Ying Schools in other parts of the world	√	√	√
		4.4 Raise funds to improve school facilities	√	√	√