

**Shatin Pui Ying College**  
**School Development Plan**  
**2012/2013 – 2014/2015**



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## **A. Vision Statement**

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

## **B. School Mission**

1. 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 to promote the moral, intellectual, physical, social, aesthetic and spiritual development of our students.
2. We help our students grow in physical fitness, self-discipline, responsibility, independent thinking, creativity, leadership and social skills.
3. Seeking to nurture in our students positive attitudes and Christian values, we want to see them develop into good citizens, serving the community and contributing to our nation.

## **C. School Motto**

Faith, Hope, Love

## **D. Core Values**

We celebrate a student-centred approach in running our school. Each of the young persons entrusted to our care is unique in the sight of God, endowed with gifts to be nurtured. Translated into practice, this means that no student is to be given up, and the interests of students override other interests. Rapid societal changes require that we equip students with qualities which will meet the new challenges. They shall have good academic performance to survive in a knowledge-based economy, an international outlook to embrace our nation and the world, and confidence and innovativeness to think out of the box. The key lies in being positive with our students, helping them to believe in themselves, offering them opportunities to receive training and encouraging them to try and to perform. This is an overall approach which we have named Invitational Education, expressed in our slogan “Let our students shine”. Programme-wise, it takes the form of, for instance, students presiding over morning assemblies, performing on stage, and being awarded with affirmation and recognition. An iconic effort is the production of English musicals involving about 20% of the student population.

## E. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li>- SPYC operates with transparency. Important information is accessible to stakeholders through meetings, parent-teacher gatherings, school publications such as ‘Pui Ying Family Letters (沙培家書)’, Parents' Handbook and ‘PYCnet’ etc. The public may also gain knowledge of school development and campus life through the school webpage.</li> <li>- Major school policies are processed through discussion and consultation. Members of the staff participate in policy-making through subject/committees and general meetings.</li> <li>- Annual evaluation sessions are conducted to reflect on 4 domains in school planning.</li> <li>- The school has shown flexibility in utilizing resources. Careful configuration of full-time and part-time teachers appointment maximizes implementation of small-class teaching and off-campus activities.</li> <li>- The appointment of teaching assistants and alumni (who are current university students) as part-time support staff provides welcomed relief to teachers, particularly in their non-teaching and administrative duties.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to use the funding from the Education Bureau (EDB), and develop other resources. The purpose: more small-class teaching and better implementation of education reform.</li> <li>- Continue to recruit alumni as part-time support staff.</li> <li>- Make more effective use of the QSIP:               <ul style="list-style-type: none"> <li>➤ in support of diversity in student learning; and</li> <li>➤ to enhance teacher's professional development with lesson observation by experts.</li> </ul> </li> </ul>

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
1. School Management	<ul style="list-style-type: none"> <li data-bbox="521 209 1476 480">– EDB funding is put to good use in meeting different student needs. The Diversity Learning Grant (DLG) funds gifted training and related support in language, arts, science, technology etc. Individual learning plans become possible for students with special educational needs, and external agencies can be called in to provide professional services.</li> <li data-bbox="521 499 1476 724">– The financial system of the school is clear and systematic. Subject groups and panels contribute directly in the preparation of the annual budget, while the financial management group includes the Principal, vice-principals, teachers and accounting staff to ensure a high level of transparency.</li> <li data-bbox="521 743 1476 1015">– External resources are constantly sought to enhance learning and teaching. \$980,000, for instance, was secured from EDB’s Refined English Enhancement Scheme (REES) for the purpose of optimizing English teaching. The development of our Language-across-the-Curriculum (LAC) was made possible by support from the Language Support Section of EDB.</li> <li data-bbox="521 1034 1476 1110">– Experts from the CUHK are invited to hold talks, workshops and lesson reviews in the interest of effective teaching and learning.</li> <li data-bbox="521 1129 1476 1302">– An Academic Committee deals with issues of the curriculum. Members are drawn from key learning areas. Together they decide on the relative needs of different subjects, and facilitate communication and interaction among subject panels.</li> </ul>	

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li data-bbox="521 240 1451 371">– Joint-meetings of panel chairs and key learning areas facilitate sharing and collaboration and ensure school programs run smoothly.</li> <li data-bbox="521 384 1451 611">– Subject panels formulate their development plans in line with the major concerns of the school. They are asked to design or improve their plans based on analysis and data which reveal their strengths and weaknesses. A mid-year review provides opportunity for fine-tuning.</li> <li data-bbox="521 624 1451 898">– The resources in support of learning and teaching are abundant and easy to access, such as classroom computers and software, projectors and visualizers. PYCnet is also constantly optimized to facilitate interactive and independent learning. All classrooms and special rooms have a wireless microphone system installed, and special rooms are being currently renovated.</li> <li data-bbox="521 911 1451 1042">– A Crisis Management Team and School Security Team stand ready to develop safety measures and guidelines for handling special incidents and the appropriate use of campus facilities.</li> <li data-bbox="521 1054 1451 1329">– The school has a clear self-evaluation mechanism, covering all important aspects of school life. Since 1998, the ‘SWOT’ analysis is done every year. All members of the staff have to engage in a whole-school evaluation process which reviews these four domains: management and organization, learning and teaching, school ethos and student support, and student performance.</li> <li data-bbox="521 1342 1451 1431">– There is a comprehensive self-assessment framework, covering school, subject panels, teachers and students.</li> </ul>	

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
1. School Management	<ul style="list-style-type: none"> <li data-bbox="519 256 1451 387">– The school management frequently communicates with students and student representatives and listens to their views, particularly through class visits and teacher-student talks.</li> <li data-bbox="519 400 1451 676">– The school has an emphasis on promoting a culture of self-evaluation. It seeks to equip teachers with the necessary skills and encourage sharing among them. The Academic Committee and each subject conduct an evaluation exercise after every internal examination, at the release of public examination results, and also at the conclusion of large-scale school activities.</li> </ul>	

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
2. Professional Leadership	<ul style="list-style-type: none"> <li>- The Principal demonstrates prominent leadership and successfully leads the teaching staff to live out the aim "Let Students Shine". She builds platforms and provides opportunities for students to develop their potential. Teachers are constantly made aware of the challenge of educational reform and their great responsibility of preserving the core values of the school.</li> <li>- The Vice-Principals communicate and collaborate closely with teachers. They play a vital role in nurturing team relationship and school culture.</li> <li>- The school seeks to create a sustainable culture called ‘building on your strength’ It is ‘student-centered’ and students can develop their potentials in areas such as the performing arts, sports and academia.</li> <li>- The leading and managing personnel possess professional knowledge, and frequently join talks and workshops that are related to their respective areas of expertise, so as to grasp the trends in educational development and to move with the times.</li> <li>- Other than possessing professional knowledge, our school leading and managing personnel also promotes professional exchange between other schools or even foreign educational bodies.</li> <li>- The leading management personnel are committed to enhancing student learning. A wide range of life-wide learning activities and growth plans are offered to help realize student potentials.</li> </ul>	<ul style="list-style-type: none"> <li>- Send SMS instant messages instead of circulars when notifying parents of informative announcements, so as to reduce the time needed for teachers to collect reply slips.</li> <li>- Build a system to record and collect photocopying fees in order to save teacher’s time.</li> <li>- Invite teachers to recommend speakers for professional development.</li> </ul>



PI Areas	Major Strengths	Areas for Improvement
2. Professional Leadership	<ul style="list-style-type: none"> <li data-bbox="521 209 1512 341">– The leading management staff enjoy a harmonious relationship and are supportive of one another. There is a culture of encouragement and team spirit.</li> <li data-bbox="521 352 1512 533">– The managing personnel play a vital role in various areas, and acts as a bridge between the leading personnel and other teachers. They also encourage teachers to provide input, thereby building consensus and a sense of belonging.</li> <li data-bbox="521 544 1512 724">– News of award winning are widely disseminated through the ‘PYC Net’ with recognition given to all deserving parties. ‘Heep Society’ ( 薹社 ) sponsors activities which bring staff and teachers together and enhance their sense of belonging.</li> <li data-bbox="521 735 1512 916">– The leading management personnel along with form conveners are sensitive to the needs of basic rank teachers. Induction programmes for new teachers help them adapt to the campus environment and culture of the school for a good relationship with the rest of the staff.</li> <li data-bbox="521 927 1512 1107">– Apart from subject assignment for teaching, leading personnel also make decisions on allocation of duties for various school activities. Jobs are assigned on the basis of need and individual strengths and preferences. There is a mechanism for teacher feedback.</li> <li data-bbox="521 1118 1512 1390">– Managing personnel is emphatic on teachers’ professional development and training. Apart from encouraging teachers to participate in lectures, workshops and seminars organized by the EDB or other tertiary institutions, there is a Staff Development Team which sponsors training activities on specific themes. Survey results show positive feedback from teachers where they were satisfied with the content.</li> </ul>	

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>- A broad and balanced curriculum, formal and informal, gives substance to the school's Whole-Person Education philosophy, providing for abundant learning experience.</li> <li>- The school's core value of 'student-centeredness' is translated into a great variety of learning opportunities for students to demonstrate their talents.</li> <li>- In accordance with the development of NSS, the school has strategically offered a wide range of electives and subject combinations. Student surveys and continuous adjustments ensure the needs and preferences of students are met. In cases if withdrawal, free lesson and tutorial sessions are available.</li> <li>- Subjects are offered in line with recognized trends and NSS curriculum requirement. The focus on junior forms is on consolidation of learning fundamentals. Systematic implementation of project learning lays a good foundation for NSS Liberal Studies and Independent Enquiry Studies in senior forms.</li> <li>- Small-class teaching is implemented on different levels, allowing teachers to adjust strategies to serve students' needs and understanding.</li> <li>- There is a clear focus on the development of language abilities, supported by various language activities. Through frequent contact and usage, capacity is enhanced. Some students speak fluent English on a par with native-speakers.</li> <li>- Values Education is one of the main, continuous concerns in the school development plan (2009/10-2011/12). Subject panels embrace the goal of 'Highlighting Values Education', incorporating elements of values education into the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop new ways to integrate elements of values education into the curriculum.</li> <li>- Arrange professional exchange among teachers on the use of strategies for developing students' self-directed learning skills and habits.</li> <li>- The LAC Team should continue to assist students to master the academic language for a number of subjects.</li> <li>- Study the first HKDSE examination results and university admission data in the interest of better subject combinations.</li> <li>- Subject panels should develop strategies to facilitate students in becoming independent learners.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li data-bbox="519 260 1532 435">– English enhancement courses and remedial programmes are available to students with different abilities. Sets of challenging questions in tests and examinations target students with higher abilities and individual performances.</li> <li data-bbox="519 451 1532 675">– The establishment of a ‘Gifted Education Team’ helps students to demonstrate and develop their talents in six domains: mathematics, science, technology, creativity, humanities (debate and language), and the arts. A Special Educational Needs Team’ identifies those with special educational needs and engages professional follow-up and support.</li> <li data-bbox="519 691 1532 866">– EDB funding is put to good use for curriculum development. Teachers are encouraged to participate in training activities in relation to the NSS. This helps them understand the new requirements and promotes their professional development.</li> <li data-bbox="519 882 1532 1010">– Teachers enjoy a harmonious relationship, important for interdisciplinary collaboration. An LAC Team configures subjects such as Liberal Studies, History, Geography and English Language.</li> <li data-bbox="519 1026 1532 1153">– A clear academic and examination policy has been formulated, aided by a system that coordinates test dates and assigns uniform tests in the morning assembly sessions.</li> <li data-bbox="519 1169 1532 1249">– A diversity of assessment methods, such as teacher's evaluation, peer assessment and self-rating provide a comprehensive coverage.</li> <li data-bbox="519 1265 1532 1345">– Panels develop subject-specific strategies to encourage independent learning.</li> </ul>	

PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>– Students are attentive in class and are interested in learning. They are willing to accept teachers' guidance, and have shown good learning and problem-solving skills, demonstrating further possibilities.</li> <li>– Senior form students generally have a positive attitude towards public examinations and are serious in keeping themselves correctly informed of their specifics.</li> <li>– Most students are able to master the learning objectives, and can effectively communicate with their teachers and classmates. Students make good use of information technology to create innovative animations and presentations in support of their oral reports.</li> <li>– Students are well-versed with the PYCnet. The PYCnet fosters communication between and among teachers and students, supporting learning and teaching.</li> <li>– Most students complete their assignments on time and are generally receptive of teachers' comments as shown through book inspection. They are capable of identifying their own strengths and weaknesses.</li> <li>– Students possess self-learning skills and often apply them, such as taking notes in class and preparing ahead for future lessons. Most can make use of 'mind maps' to organize ideas. They are masters of information technology skills.</li> </ul>	<ul style="list-style-type: none"> <li>– Teachers should assess student levels of concentration in class and make appropriate teaching adjustments to cater to learning diversity.</li> <li>– Teachers should tell students the learning focus and objectives of the lesson, and encourage them to ask questions. This helps them become independent learners.</li> <li>– Teachers should encourage students to prepare ahead and clearly state the focus of the preview, so students understand the purpose and method of the preview.</li> <li>– The Information Technology Committee continues to collaborate with other subjects to develop online programs and functions to facilitate self-learning and peer feedback.</li> </ul>

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li data-bbox="519 256 1458 517">– Teachers possess extensive subject knowledge and can use fluent English as the medium of instruction. They adopt a variety of strategies to enhance student learning, give students timely feedback and encouragement to help them improve. A good teacher-student relationship is apparent, and classroom management and discipline are in competent hands.</li> <li data-bbox="519 528 1458 788">– Data analysis is widely used by teachers in identifying and assessing student academic strengths and weaknesses. Teaching strategies change according to learning abilities, interests and needs. A suitable amount of challenging homework enhances the effectiveness of learning and teaching aided by remedial or enhancement classes if necessary.</li> <li data-bbox="519 799 1458 1011">– A reading time is designated for all students, supported by events such as the ‘Storyteller Series’. Students in general have shown that they enjoy reading. Continuous assessment improves learning attitude, and efforts which recognize differences stimulates motivation.</li> <li data-bbox="519 1023 1458 1107">– Teachers make use of peer evaluation and students' self-assessment to accurately pinpoint areas to be further worked on.</li> </ul>	

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
5. Student Support	<ul style="list-style-type: none"> <li>- A "SWOT Analysis" is carried out each year to investigate the current state of the school in terms of strengths, weaknesses, possible opportunities and foreseeable threats. Each subject panel does this a similar evaluation on its year plan at the end of the term. Armed with questionnaires and direct communication with students, teachers identify the support that students need in devising future plans and supporting schemes. This systematic identification process allows subject panels to assess student attitudes and their behavioral and mental developmental needs.</li> <li>- A variety of developmental, preventive and remedial counseling services are available to students as they go through the stages of growth. These services have proven to be effectively.</li> <li>- Incentive programs and competitions nurture abilities for self-management and setting personal learning goals. Many activities and learning experiences allow different talents to emerge. In the process, positive values and attitude are formed.</li> <li>- The school has set up a Special Educational Needs Team which identifies students who require special educational needs as early as possible, and offers them timely and effective support. A Gifted Education Team strives to do the same with the nurturing of the gifted.</li> </ul>	<ul style="list-style-type: none"> <li>- Raise student awareness and provide means for them to manage their emotions.</li> <li>- Encourage students to develop their own learning strategies, develop a habit of regular study, and become independent learners.</li> <li>- Continue to equip teachers with the necessary skills to teach students with special educational needs.</li> <li>- Teach students to be appreciative, gracious to others and yet demanding of oneself.</li> <li>- Teach students to be respectful and polite, and remind them to keep an appropriate social distance when interacting with others.</li> <li>- Teach students to be responsible as students, children, and members of society, and encourage them to contribute to society.</li> <li>- Teachers may set even higher expectations of their students in order to further unleash their potential.</li> </ul>

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
5. Student Support	<ul style="list-style-type: none"> <li data-bbox="519 256 1458 485">– Teachers entertain appropriate expectations of their students. In an amicable relationship, they encourage them to strive for the better. Students interact with each other in a loving and respectful manner. Among teachers, there is respect and cooperation, maintaining friendly ties when working together.</li> <li data-bbox="519 496 1458 628">– Junior form students fill out a questionnaire at the beginning of each academic year. For the year under review, more than 80% indicated that students got along well with one another.</li> <li data-bbox="519 639 1458 863">– Student-teacher ties in this school are close and harmonious. Appropriate support for students with special educational needs are available, referring to speech therapy, social training in groups etc. A great variety of activities and programs help students develop their potential and broaden their horizons.</li> </ul>	

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
6. Partnership	<ul style="list-style-type: none"> <li data-bbox="521 209 1453 485">– Attempts are made for parent education through talks and sharing sessions. The Parent-Teacher Association frequently sponsors academic, recreational, family activities or workshops in the interest of promoting parenting skills. Individual circumstances might lead to face-to-face communication with parents who need help in their relationship with their children.</li> <li data-bbox="521 496 1453 676">– The school views parents as important partners in the school’s development. Convenient and multiple channels for parents to maintain close contact with us are available. Such ties contribute to the young persons’ growth and academic performance.</li> <li data-bbox="521 687 1453 963">– There is close home-school cooperation, where parents are actively involved in school operations such as suppliers for school uniform and tuck shops. Parents have access to the policies and development of the school through various sources, such as the Parents’ Handbook, Pui Ying Family Letters, PTA Newsletters and the school webpage.</li> <li data-bbox="521 975 1453 1155">– Based on determination of needs, the School has established useful connections with external organizations such as the EDB, tertiary institutions, professional organizations and with the Hong Kong Association of Heads of Secondary Schools, etc.</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="1482 209 2069 437">– Offer a parent education programme with participants being awarded grades based on a credit system and a graduation ceremony for parents upon completion of the course.</li> <li data-bbox="1482 448 2069 580">– To identify a leading figure in every graduation class in the interest of alumni leadership continuity.</li> <li data-bbox="1482 592 2069 628">– Continue to liaise with our alumni.</li> </ul>



PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> <li data-bbox="521 212 1456 628">– Our close ties with external agencies are helpful to student learning and social development. The HK Council of the Church of Christ in China and the global Pui Ying Network have given much support to the school, particularly in education programs for parents, exchange programmes and overseas study tours. Through this network, prominent leaders, professionals and alumni come on campus to give talks to our students, helping them develop positive values and on life. These connections also generate a lot of community activities that allow students to serve society.</li> <li data-bbox="521 644 1456 772">– Collaborating with CCC Christ’s Harvest Church, our Careers Guidance Committee sponsored a day camp (《創路先鋒日營》) for students.</li> <li data-bbox="521 788 1456 1007">– The Pui Ying Alumni Association is present all over the world. Active international ties help our students develop a global outlook. Our alumni are very supportive of the school’s development. They assist in career talks, in our school musicals and in fundraising for scholarships.</li> </ul>	

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>- Developmental opportunities are offered equally to boys and girls.</li> <li>- Most students are capable of learning conscientiously and they actively participate in extra-curricular activities. Their learning attitude is generally positive. Most demonstrate great potential whenever there is an opportunity.</li> <li>- Students are receptive to global perspectives and international outlook.</li> <li>- Junior students enjoy good peer relationship with their seniors.</li> <li>- Upper form students have a generally positive perception of themselves. They are quite certain of their learning abilities, and have confidence in being able to pursue further studies or careers.</li> <li>- Junior form boys are gaining in confidence, eager to undertake challenges in hope of advancement.</li> <li>- Students have shown improvement in the matter of on-time submission of their homework. The number of students in detention class due to late submission has dropped. Some unruly students have shown better self-discipline and greater autonomy in learning under teachers' guidance and encouragement.</li> <li>- Students know how to reflect and show concern for others. They also make use of opportunities to acquire positive values. They show themselves helpful and good-hearted. They care about society and the needy, and are willing to participate in voluntary activities, displaying a sense of civic responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>- Nurture integrity and sense of responsibility.</li> <li>- Develop measures to help senior students build self-confidence in face of pressure from examinations.</li> <li>- Provide more opportunities for S1 and S2 students to realize their potentials.</li> <li>- Develop measures to strengthen cohesion among split classes.</li> </ul>

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>– Students are respectful of their parents and are respected by their family.</li> <li>– Some students have shown great awareness of environmental protection. Each class collects its own waste paper for recycling.</li> <li>– Students have an increased consciousness of their national identity.</li> <li>– Students have shown themselves to be more open to seeking help when emotionally troubled.</li> <li>– Students have some knowledge of the psychological and physiological changes during the adolescent period. They are learning how to express their emotions appropriately and handle pressure properly.</li> </ul>	

PI Areas	Major Strengths	Areas for Improvement
8. Participation and Achievement	<ul style="list-style-type: none"> <li>– Students are competent in their language proficiency, collaboration skills, higher order thinking and knowledge across disciplines.</li> <li>– They excelled in the Territory-wide System Assessment (TSA).</li> <li>– Students achieved distinguished academic results, with continually improving results.</li> <li>– Students take initiatives in seeking opportunities to participate in activities relevant to their studies. Some achieved excellent results winning various awards.</li> <li>– Students are eager to participate in external activities and competitions. They are interested in gaining exposure rather than awards.</li> <li>– Students enjoy equal opportunities to join different activities under the Other Learning Experiences category.</li> <li>– Some students are effectively organizing or assisting teachers in OLE activities.</li> <li>– The number of students who participate in interschool activities and public / international competitions continue to rise; some received outstanding achievement awards.</li> <li>– Students are in good physical condition; their overall physical development is sound.</li> <li>– A wide range of sports activities help students develop interest in doing sports and in developing healthy habits.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluate teaching strategies after release of first DSE results in the interest of better preparation in the future.</li> <li>➤ Develop measures to help students of different competences.</li> <li>➤ Offer extra help to mediocre students, give them more opportunities to participate in activities and demonstrate their talents.</li> <li>➤ Motivate students to do sports and help them develop a healthy lifestyle and eating habits.</li> </ul>

## F. SWOT Analysis

### 1. Our Strengths

#### 1.1 Students

- a. Polite, considerate, disciplined and ready to learn. Their academic results and conduct are good.
- b. Enjoy opportunities for the full development of their potential through:
  - i. Campus activities:
    - ✧ A wide variety of extra-curricular activities, leadership training and courses are provided for students. Celebrities and scholars are invited on campus to share their experiences.
    - ✧ A project-learning framework has been devised for lower form students. It raises generic project skills and creativity as well as integrates subject knowledge into interdisciplinary understanding.
    - ✧ Daily reading sessions, Chinese and English Story-tellers Series and Reading Club help cultivate reading habits.
    - ✧ The biennial English musical has considerably advanced an English learning environment on campus. Students exercise their multiple talents in composing music, writing lyrics, designing costumes and letting their aesthetic gifts bloom.
    - ✧ Learning diversity is being catered through remedial classes, enhancement programmes and small-class teaching in certain subjects at different levels. Appropriate teaching methods address both gifted and less able students.
    - ✧ Values education is introduced through topical discussion on issues such as life, sex, moral and national education in morning assemblies and class-teacher periods.
  - ii. Off-campus activities:
    - ✧ Student horizons are broadened through activities such as musical instrumental classes, English Fun Camp and Living with Drama Fun Camp.
    - ✧ Students are encouraged to participate in off-campus activities in pursuit of international outlook.
  - iii. A positive approach is adopted in dealing with student disciplinary problems. “Beautiful Life Scheme”, “Flying Eagles Award” and “Improvement Award” are programmes which encourage positive behaviour. Consultation and evaluation meetings among teachers, parents and students are part of the disciplinary management process.

## 1.2 Teachers

### a. Morale

- i. Teachers are hardworking with high expectations for themselves and their students. Part-time teachers and assistant education executives appointed with funding from the EDB have reduced teacher workload so that the latter can concentrate on their assigned tasks. Morale and team spirit has been strengthened.
- ii. The ESR Team's positive affirmation and high appreciations of the school's development and achievements help boost team spirit.

### b. Management

- i. In all important policy areas, management is based on open consultations and discussions with stakeholders.
- ii. Good communication and cooperation among teachers are apparent within and across the panels.
- iii. The panel chairs work collaboratively through regular joint meetings which provide a strong impetus to curriculum development, the new senior secondary curriculum in particular.
- iv. School Board members maintain close ties with frontline workers through participation in the sharing sessions for directors and teachers and social gatherings.

### c. Development of expertise

- i. Our teachers spare no efforts in further professional development, which results in more effective teaching.
- ii. Subject panels and committees host sharing sessions for teachers to exchange experience and expertise.

### d. New Teachers

New Teachers have proved to be an asset to the school with their youthful energy.

## 1.3 Maximizing use of resources

a. The SMC is supportive and provide funds to meet the school's development.

b. The global Pui Ying Network helps broaden students' horizons and international outlook.

### c. Alumni

- i. Alumni, who are current university students, are employed as part-time staff to assist in the preparation of teaching materials and to support non-teaching and administrative work.
- ii. Alumni are invited to assist in organizing extra-curricular activities and courses, e.g. Debate Competition, etc.
- iii. In addition to the SMC, our Alumni have become a source of financial contributions to the maintenance and renewal of school facilities.

- d. Information Technology
  - i. The PYCnet, an electronic platform custom-made by in-house expertise, streamlines administrative work, fosters communication and supports learning and teaching.
  - ii. A range of technological equipment has been installed in all classrooms, including computers, projectors and visualizers.
  - iii. Two technicians provide a full range of IT support for our teachers.
  - iv. Each teacher is provided with a personal desktop computer.
- e. The Study Room, the Multi-media Learning Centre and the school library provide quiet study places for students. Two extra classrooms are opened during the public exam period to provide additional study places. The proximity between study rooms and staff rooms facilitates interaction between teachers and students.
- f. Outside resources like school-based support services from the EDB and universities are solicited to cater for learners' diversities, enhance learning and teaching effectiveness as well as professional development.

#### 1.4 Home-School Cooperation

- a. The Parent-Teacher Association, Parents' Handbook, PYCnet, Pui Ying Family Letters and gatherings for parents of students at different levels have enhanced parental understanding of the school and strengthened communication.
- b. Parents are supportive and appreciative of school efforts in the nurture of their children. Some have actively participated in workshops, evening gatherings and sharing sessions and the "Parent Academy" (「家長學堂」).

1.5 The school is becoming more popular among parents with primary-aged children. There has been an increase in intake of the top 20% percentile.

1.6 Clerical staff and part-time support staff provide strong support to the non-teaching and administrative tasks of teachers.

## 2. Our Weaknesses

### 2.1 Students

- a. Sense of responsibility  
Some students lack a strong sense of responsibility. Their performance in homework submission is unsatisfactory.
- b. Interests in learning  
Some students are rather passive and lack motivation to learn.

## 2.2 Teachers

Many teachers suffer from heavy workload.

### 3. Our Opportunities

#### 3.1 Students

The challenge of the NSS curriculum makes students become more aware that they must make every effort to study for their future.

#### 3.2 Teachers

- a. EDB grants are used to recruit teaching assistants and part-time support staff to help undertake non-teaching tasks. This consequently reduces the workload of teachers and strengthens team morale.
- b. Additional teachers are recruited to share teaching workload and reduce cycle periods. Time is freed up for curriculum planning and small-class teaching. Teachers are able to recoup their energy and vibrancy.

#### 3.3 Voluntary Optimization of Class Structure Scheme

The school has participated in the Voluntary Optimization of Class Structure Scheme. The scheme provides the school with additional funding to improve the learning and teaching environment. There will be more space for campus activities.

#### 3.4 EDB and other tertiary institutions provide school-based support services that foster learning and teaching effectiveness. These services cater for learner diversities and enhance the professional development of teachers.

#### 3.5 NSS-related grants like the Diversity Learning Grant (DLG) allow the school to provide a wide-range of learning activities to support gifted education and help stretch student potential.

### 4. Our Threats

#### 4.1 The decreasing birth rate in Hong Kong has resulted in the reduction of student numbers for local secondary schools. Shatin suffers greatly from such unfavourable situation. These circumstances will affect teachers' morale and student intake in the long term.

#### 4.2 Some experienced teachers are due to retire.

#### 4.3 Learner diversity seems to have intensified.



## **G. Major Concerns for 2012/13 – 2014/15**

1. Continue to highlight Values Education
2. Devise better policies and tools in support of the New Senior Secondary curriculum
3. Cater for learning diversities
4. Nurture among students an international outlook and better utilise the global Pui Ying Network

## H. School Development Plan (2012/13 – 2014/15)

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		12/13	13/14	14/15	
1. Continue to highlight Values Education	<ul style="list-style-type: none"> <li>✧ Students embrace positive values of temperance, meekness, joy, faithfulness, kindness, goodness, peace, love and patience.</li> </ul>	√	√	√	1.1 Introduce “Theme of the Term” as focus for a set of virtues
		√	√	√	1.2 Sponsor talks, school-based programmes and activities offered by external organizations to <ul style="list-style-type: none"> <li>- instill in students a positive attitude towards life</li> <li>- explore different value-driven issues</li> <li>- cultivate a sense of national belonging</li> </ul>
	<ul style="list-style-type: none"> <li>✧ Students explore value-driven issues so that they become more socially aware, critically mindful and independently strong in decision making.</li> <li>✧ Parents and school work together in the nurture of positive values for their children.</li> </ul>	√	√	√	1.3 Promote Invitational Education
		√	√	√	1.4 Provide sex education with a number of foci
		√	√	√	1.5 Organize the “Beautiful Life Scheme”
		√	√	√	1.6 Sponsor the “Parent Academy (家長學堂)” and other educational programmes

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		12/13	13/14	14/15	
2. Devise better policies and tools in support of the New Senior Secondary curriculum	✧ To build a coherent and diversified senior secondary school curriculum for a student population of different needs, aptitudes and interests	√	√	√	2.1 Communicate with stakeholders on the school's measures regarding the NSS Academic Structure
		√	√	√	2.2 Adopt a flexible time-tabling arrangement to provide students with good access to elective subjects
	✧ To equip students for new challenges: broad knowledge base, solid foundation for whole-person development, pursuit of lifelong learning, and an outlook that embraces nation and world	√	√	√	2.3 Promote on/off campus life-wide learning activities and nominate students to join them
		√	√	√	2.4 Introduce small-class teaching for Liberal Studies, English and Chinese Languages at senior secondary levels
		√	√	√	2.5 Optimize language education by helping students build a firm language foundation
	✧ To promote a culture of community learning and the continuing professional development of teachers	√	√	√	2.6 Promote self-directing learning
		√	√	√	2.7 Enhance IT support and promote mobile learning
		√			2.8 Acquire school-based support services offered by the EDB, universities and other institutes
		√	√	√	2.9 Sponsor Staff Development Days
		√	√	√	2.10 Nourish a culture of professional exchange among teachers
		√	√	√	2.11 Appoint additional teachers, teaching assistants and support staff

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		12/13	13/14	14/15	
3. Cater for learning diversities	✧ To provide a wide range of measures to cater for diverse learning needs	√	√	√	3.1 Implement small-class teaching
		√	√	√	3.2 Sponsor remedial and enrichment programmes outside school hours
	✧ To provide opportunities for students to take part in internal and external contests and activities and to bring their potentials into full play	√	√	√	3.3 Provide opportunities for students with high potential to stretch themselves in different areas
		√	√	√	3.4 Procure services to cater for students with special education needs
		√	√	√	3.5 Organize an English Musical
4. Nurture among students an international outlook and better utilise the global Pui Ying Network	✧ To equip students with an international outlook and foster a generation of young people who love their motherland and dare see themselves as world citizens	√	√	√	4.1 Conduct exchanges with Pui Yingers
		√	√	√	4.2 Broaden students' outlook through reading and sharing
		√	√	√	4.3 Host talks and sharing sessions on current issues
	✧ To provide opportunities for students to explore foreign cultures and learn their languages	√	√	√	4.4 Encourage students to broaden their horizons by participating in life-wide learning activities
		√	√	√	4.5 Provide opportunities for students to explore foreign cultures and learn languages other than Chinese and English