

Heep Yunn School School Development Plan

2022/23 - 2024/25

Heep Yunn School

1. School Vision and Mission

To provide our students with a Christian education that develops a whole person in the following areas: moral, intellectual, physical, social, aesthetic and spiritual; to instill in our girls a spirit of public service, and to build a firm foundation in both Chinese and English.

2. School Goals

To inspire our students to cherish and make good use of the talents each of them has been graced with, to excel, not only in one area of their work, but holistically in their whole-person development.

To nurture students as responsible global citizens: providing experiences for individual and collaboration, training future leaders with compassion, conviction and courage.

3. School Motto

In strength and grace we stand united

In faith and love we are committed

4. Core Values of Education

Provide Equal Opportunities for Quality Christian Education with Altruism, Compassion and Grace.

5. Holistic Review:

Effectiveness of the previous School Development Plan (2018-2022)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. To cater for learner diversity through e-learning	Achieved	Incorporated into routine work	
2. To enhance the effectiveness of small group teaching in the core subjects	Achieved	Incorporated into routine work	
3. To promote the social well-being of students	Achieved	Incorporated into routine work	

6. Evaluation of the School's Overall Performance:

PI Areas	Major Strengths	Areas of Improvement
1. School Management	The School Council and SMC give their full support to the continuous development of the School. They explore and deploy resources for the best interests of students. The School has a clear vision for all round education and is able to move forward by offering students rich and diversified learning experience.	To explore more avenues for professional sharing and further enhance P-I-E to minimize the variation in the pace of development of different departments and functional groups.
2. Professional Leadership	The School adopts apt and specific development plan for strategic development. The major concerns are well communicated with the subject departments and functional groups, whose annual plans include corresponding implementation strategies in good alignment with the school plans.	Middle managers could play a more prominent role.
3. Curriculum and Assessment	The school has been providing students with a broad and challenging curriculum to promote students' moral, intellectual, physical, social, aesthetic and spiritual growth with a wide range of life-wide learning activities to enrich their learning experience. Students have a flexible	To strengthen the Technology Education in the junior forms and reintroduce ICT in the senior forms to equip students with future-proof skills.

	combination of subject choices in senior forms and other languages, namely Japanese, French and Spanish, are also offered.	Various modes of assessment could be further promoted to facilitate students' holistic development.
4. Student Learning and Teaching	Students are highly motivated and had a genuine zeal for learning. They have good self-learning habits and skills. Effective learning and teaching were in place in classroom and beyond classroom with the adoption of suitable e-learning strategies. Besides, small-group teaching is conducted in the three core subjects.	Students excel in HKDSE and their knowledge and skills could be further broadened beyond the HKDSE curriculum.
5. Student Support	The school provides students with a holistic education in an equal and positive learning environment whereby students are able to develop the capacity for empathy and extend their potential to the full. The strategic support services in a whole-school approach are interconnected in which students' needs as a whole and as individuals are catered for. The comprehensive life planning education coupled with the Mentorship Programme have aided students to pursue diverse pathways according to their abilities, interests and orientation.	The well-being of students who are affected by the pandemic could be further addressed by the School.
6. Partnership	The school's stakeholders are united and willing to offer resources and support to the school and students. Besides, we have a strong connection with external organizations and tertiary institutes, overseas or local.	The physical links with Mainland or overseas could be revived after the pandemic.
7. Attitude and Behaviour	Students are pleasant, courteous and confident. They could work well independently and as a cohesive team. They strived for advancement in both academic and non-academic pursuits. Student leaders are committed, passionate and highly dependable. They are good role models of their younger school sisters.	With reference to EDB's newly released priority values, the school will continue to cultivate positive values among students.

8. Participation and Achievement	<p>Students have a strong sense of belonging to school. They enjoy school life and participate actively and enthusiastically in school activities, be it drama, speech, debate, science, sports or music, etc. The overall academic performance and non-academic performance is impressive. With concerted efforts, students continue to scale new heights in multiple aspects.</p>	<p>The COVID-19 pandemic has deprived our students of many learning opportunities since 2020. Many service and learning tours were cancelled. The school is committed to exploring and organising meaningful programmes for our students and enrich their experience.</p>
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7. SWOT Analysis

Our Strengths

- As a DSS School, we enjoy greater flexibility in terms of student admission, curriculum planning, and resources deployment. More teachers could be hired to strengthen the learning and teaching and financial subsidies to students in need are available. The School is committed to providing quality Christian education and provide equal opportunities for all.
- School has a rich heritage and well-established culture.
- We have a strong and supportive SMC with knowledgeable committee members from different sectors to provide direction, supervision and advice on School development.
- We have a dedicated team of staff who is professional and responsible. Their willingness to spend their time on organizing activities at lunch time or after school with students to support their growth and development and work for the advancement of the school is highly commendable.
- Our Old Girls' Association and Parent-Teacher Association are supportive which can provide human and financial resources to the School when needed.
- Students are self-motivated and versatile. They have a genuine zeal for learning and are well-disciplined.
- The annual personal growth, exchange and study tour programmes for each cohort of students provide opportunities for students to see the world and instill the spirit of cooperation and teamwork among them.
- The comprehensive life planning curriculum involving careers lessons, Work Placement Programme, University Fair, alumnae mentorship and careers sharing sessions etc. has supported our graduates to pursue diverse pathways according to their abilities, interests and orientations.
- An all-round education has been provided for all students.

Our Weaknesses

- Students are sometimes over-conscious to attain achievement and over-demand on their performance which may lead to unnecessary pressure and competition among peers.
- The implementation of small-group teaching requires the use of more classrooms. Many classrooms and special rooms in our Main Building, which is a Grade III Historic Building, are non-standard in size, which might constrain students' activities.
- Strict adherence to system requirement and procedures has created enormous restrictions and workload for staff. Our clerical staff are overloaded with school administrative work in response to audit requirement.

Our Opportunities

- SMC has allotted resources to further upgrade our IT hardware and equipment to support the STEM development.
- Many special rooms are under renovation to facilitate students' learning.
- Professional support received from the tertiary sectors could further enrich our middle managers' leadership.
- Collaboration with external organisations and the introduction of Service Learning Education could broaden our students' learning experience and continue to cultivate positive values among them.

Our Threats

- Experienced teachers are departing or retiring from the profession.
- Students leaving across the forms for overseas studies or emigration.
- The links built with schools locally in Hong Kong, in Mainland and those from other countries have been affected by the pandemic.

8. Development goals for a period of 3 school Years

- (1) To facilitate students' learning through enhancing teachers' assessment literacy.
- (2) To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve.
- (3) To equip students with the future-proof skills through strengthening Technology Education

School Development Plan (2022-2025)

Development Goals	Major Concerns	Time Scale			Outline of Strategies
		22-23	23-24	24-25	
1. To facilitate students' learning through enhancing teachers' assessment literacy.	1.1 To build teachers' capacity for the effective use of assessment data.	✓			<p>1.1.1 To promote understanding of the fundamental functions of educational assessment and the characteristics of effective assessment tasks and to create common language among teachers on assessment literacy through teacher professional development programmes.</p> <p>1.1.2 To organise workshops for Heads of Department to strengthen middle level leadership in the use of assessment data, including analysing and interpreting the results of assessments.</p> <p>1.1.3 To select three academic departments to work collaboratively in lesson preparation, design of assessment and assessment analysis with external professionals.</p> <p>1.1.4 To facilitate professional communication and good practice dissemination through end-of-term experience sharing by the designated departments.</p>
	1.2 To advance students' learning and teaching effectiveness by enhancing the classroom assessments.		✓		<p>1.2.1 To brush up teachers' capacity of better aligning teaching and assessment and their competence in reviewing classroom assessment through workshops and consultation sessions with external professional organisation/ tertiary institution.</p> <p>1.2.2 To organise lesson observation and post-lesson</p>

					<p>observation discussions to facilitate the professional exchange on classroom assessments.</p> <p>1.2.3 To conduct an internal dissemination session to capture, consolidate and share collaborative outcomes and knowing in enhancing students’ learning and teaching through assessments.</p>
	1.3 To adopt diversified assessment modes in co-curricular activities to promote students’ holistic development.			✓	<p>1.3.1 To promote understanding of diversified assessment modes through teachers’ professional development programmes.</p> <p>1.3.2 To review and adopt apt assessment modes and student learning activity in the Personal Growth Programme or life-wide learning activities to extend students’ learning beyond classrooms.</p> <p>1.3.3 To disseminate the collaboration outcomes to other functional groups/ departments, offering them reference to carry out improvement in and achieve sustainable development.</p>
2. To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve.	2.1 To foster positive values in students through refinement of the formal and informal curriculum.	✓			<p>2.1.1 To introduce the “Service Learning” curriculum in Form Four.</p> <p>2.1.2 To build students’ national identity through incorporation of national security education elements into formal curriculum.</p> <p>2.1.3 To reiterate the priority values and attitudes incorporated in the curriculum.</p> <p>2.1.4 To cultivate students’ positive values through assemblies,</p>

					form teacher periods, talks or life-wide learning activities.
	2.2 To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.		✓		<p>2.2.1 To strengthen national education through highlighting the country's development in various subjects.</p> <p>2.2.2 To review the Personal Growth Programme and incorporate relevant values and knowledge.</p> <p>2.2.3 To fine-tune the mainland study tour organised by the Citizenship and Social Development Department.</p> <p>2.2.4 To foster students' positive values and strengthen students' media and information literacy through assemblies, form teacher periods, theme days, professional lectures or other co-curricular activities.</p>
	2.3 To provide students with the opportunities to serve using their own initiatives.			✓	<p>2.3.1 To prepare students to serve the community and promote partnerships with non-governmental organizations through the Service Learning lessons.</p> <p>2.3.2 To allow students to plan and implement the community services programme for the counterparts in the community, mainland or overseas through the refined Personal Growth Programme.</p> <p>2.3.3 To provide opportunities for students to share their reflections after serving others.</p>
3	To equip students with the future-proof skills through strengthening Technology Education.	3.1 To review and refine the technology-related curriculum.	✓		<p>3.1.1 To review and refine the Science and Technology curriculum for Forms One and Two based on the evaluation of the Quality Education Fund (QEF) Project.</p> <p>3.1.2 To reexamine the incorporation of the future-proof skills in the curriculum design of Computer Literacy, Science &</p>

					Technology and Technology and Living. 3.1.3 To re-introduce ICT as an elective for DSE.
	3.2 To promote STEM development through utilising the newly renovated Innovation Laboratory.		✓		3.2.1 To procure relevant equipment for the Innovation Laboratory to facilitate students' learning. 3.2.2 To integrate the Computer Literacy curriculum with the new facilities in the Innovation Laboratory. 3.2.3 To organise activities (e.g. coding course, STEM-related interests class) for equipping students' future-proof skills utilising the Innovation Laboratory.
	3.3 To equip students' future-proof skills through STEM-related life-wide learning activities.			✓	3.3.1 To organise a whole school STEM-based Fun Fair. 3.3.2 To encourage students to participate more actively in STEM-related competitions and activities. 3.3.3 To showcase outstanding works of students in various STEM-related activities on campus.