Heep Yunn School

School Report

2006/2007
School Vision & Mission

It is the mission of the school to provide our students with a Christian education that develops the 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.

Our School

History of Heep Yunn School
Heep Yunn School is a Sheng Kung Hui grant-in-aid school for girls. It was established when two schools founded by the Church Missionary Society - the Fairlea School(1886) and Victoria Home and Orphanage(1887) were merged in 1936 at the present site in Farm Road. This accounts for the name “Heep Yunn”- meaning the union of the two schools through the grace of God.

School Council
The Rt. Rev. Louis Tsui (Chairman)
Rev. Dr. H. C. Chan (School Supervisor)
Mr. Iain Bruce (Hon. Treasurer)
Mrs. Clara Lau (Headmistress and Hon. Secretary)
Mrs. B. Cheng
Dr. C.Y. Cheng
Mr. Ronald Chow
Mrs. Linda Fung
Mrs. Yvonne Ip
Miss Fion Lee
Mr. Michael Leung

The School Campus
The school is located on a 11,000 sq. m. campus consisting of six building blocks: the Main Building(1936), the Chapel(1957), the Extension Building(1964), the Library(1966), the Jubilee Building(1986) and the new Multi-Purpose Building (2005). Outdoor facilities include a 25-meters swimming pool, two tennis courts and two basketball courts (all multi-purpose), a rest garden, a parking area and a lawn. Other facilities include the School Hall, the Dining Room, Student activity centre, Multi-purpose Room, Drama Laboratory, 31 classrooms, 19 special rooms, and a 3-storey high sports centre.
Lesson time for the 8 Key Learning Areas and Number of Active School Days

Lesson Time for Each KLA

No. of School Days

No. of Days with Regular classes

No. of Days with learning activities
Our Teachers
Teachers’ Qualification

Teachers' Highest Qualification (%)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master or above</td>
<td>29.4%</td>
</tr>
<tr>
<td>Degree</td>
<td>61.8%</td>
</tr>
<tr>
<td>Tertiary non-degree</td>
<td>8.8%</td>
</tr>
<tr>
<td>Professionally-trained</td>
<td>95.6%</td>
</tr>
</tbody>
</table>

Teachers Meeting Language Proficiency Requirement

- English: 100%
- Putonghua: 100%
Teachers’ Experience

Teachers' Experience (%)

Continuous Professional Development

Average Hours of Continuous Professional Development
Our Students

Enrollment and Class Structure

There are 31 classes, with approximately 1200 students enrolled. Class structure is as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
<th>S7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Classes</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>Arts:3.5</td>
<td>Arts:3.5</td>
<td>Arts: 2</td>
<td>Arts: 2</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sc: 1.5</td>
<td>Sc: 1.5</td>
<td>Sc: 1</td>
<td>Sc: 1</td>
<td></td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>219</td>
<td>218</td>
<td>208</td>
<td>199</td>
<td>200</td>
<td>100</td>
<td>84</td>
<td>1228</td>
</tr>
</tbody>
</table>

Students’ Promotion

Student Promotion (%)

- S3 to S4 (JSEA): 100.0%
- S5 to S6 (IES & other schools): 65.7%
- S6 places filled by own S5: 100.0%
- Study abroad: 17.7%
- Repeating S5: 6.0%
Students’ Attendance

Attendance Record (% Day-present)

Performance of Students
S5 Students

Performance of students in HKCEE

% of students with level 2 or above in both Chi and Eng Languages
% of students with 14 points or more in the best 6 subjects
Average no. of A-C per student
S7 Graduates

Performance of students in HKALE

Students' Exit (S5) (%)

<table>
<thead>
<tr>
<th></th>
<th>S6</th>
<th>Repeat S5</th>
<th>Study abroad</th>
<th>Pre-ass. Degree / HD</th>
<th>IVE</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>65.7</td>
<td>6.0</td>
<td>17.7</td>
<td>5.1</td>
<td>3.5</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Average A-C | Chin Passing% | Eng Passing % | % with min. university entrance requirement

<table>
<thead>
<tr>
<th>Average A-C</th>
<th>Chin Passing%</th>
<th>Eng Passing %</th>
<th>% with min. university entrance requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6</td>
<td>100.0</td>
<td>100.0</td>
<td>91.7</td>
</tr>
</tbody>
</table>
Students' Exit (S7) (%)

<table>
<thead>
<tr>
<th>Local Universities</th>
<th>Overseas Universities</th>
<th>Working</th>
<th>Repeat S7</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.9</td>
<td>6.0</td>
<td>1.2</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Early Exit Students

<table>
<thead>
<tr>
<th>F.1</th>
<th>F.2</th>
<th>F.3</th>
<th>F.4</th>
<th>F.5</th>
<th>L.6</th>
<th>U.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5</td>
<td>0.9</td>
<td>1.0</td>
<td>2.0</td>
<td>1.0</td>
<td>4.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Students’ Reading Habit

*Students also make use of resources via internet services and public libraries
**Evaluation of School Goals**

1. **Critical Thinking**

As with last year, the students’ evaluation of their progress in this area is, on the whole, positive. Students do feel able to think for themselves, consider different perspectives and reach their own conclusions. As might be expected, the questionnaire shows that senior students have considerably more confidence in their ability to think critically than junior students. It is once again recognized that further steps should be considered to enhance the junior students’ understanding and implementation of critical thinking.

**Action:** In order to further develop critical thinking and in attempt to make the goal more objective and quantifiable, the academic year 2007 – 2008 first major concern has been refined as follows:

To encourage multi-dimensional thinking in students by imparting the concept of understanding issues from different perspectives.

2. **Peer Learning**

Once again, the evaluation results for peer learning suggest that students feel strong bonds of community and cooperation with their classmates. Students are especially positive about helping each other, about group work and about class activities. While students have close relationships with their immediate contemporaries, more could be done to increase the sense of togetherness between junior and senior students.

**Action:** In order to try to improve the sense of unity between junior and senior students and in attempt to make the second major concern more objective and quantifiable, it has been refined for 2007 – 2008 as follows:

To promote peer learning by enhancing the service contribution that senior students make to junior students.
3. Sense of Personal Academic Responsibility

The results suggest that students are as yet still in development with regard to sense of personal academic responsibility for their intellectual development. As would be expected, the older students have a keener sense of what is expected of them and what they should expect of themselves in the matter of academic progress.

Action: In order to attempt to encourage students’ own sense of their personal academic responsibility, the third major concern has been refined and is intended to be more objective and quantifiable as follows:

To foster the students' personal responsibility in learning by embedding the habit of lesson preparation