



N.T. Heung Yee Kuk
Yuen Long District Secondary School

Annual School Plan

2021/2022

**N.T. 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.

N.T. Heung Yee Kuk Yuen Long District Secondary School
Annual School Plan 2021/2022

Major Concern 1: Optimising teaching and learning strategies to enhance the learning effectiveness of students

- 1.1 To enhance students' sense of national identity and law-abiding awareness through the implementation of national security related curricula
- 1.2 To create space for senior secondary students and cater for learner diversity through the implementation of optimising measures of four senior secondary core subjects
- 1.3 To sustain the implementation of using English as the medium of instruction (MOI)
- 1.4 To further extend 'Reading to Learn' to 'Reading across Curriculum' to assist students with their studies
- 1.5 To strengthen students' ability to integrate and apply knowledge and skills across different STEM disciplines

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 To enhance students' sense of national identity and law-abiding awareness through the implementation of national security related curricula	<ul style="list-style-type: none"> • Integrate the national security-related curriculum into the present syllabuses of different academic subjects • Scrutinize the present learning and teaching related activities, materials and methods as well as assessment tools and practices to incorporate the elements of National Security Curriculum • Foster professional development, particularly in the national security aspect, by attending courses and talks to provide teachers with updates of national security issues 	<ul style="list-style-type: none"> • All teachers concerned have arranged learning tasks related to national security curriculum • All teachers concerned can provide teaching plan and learning outcome related to national security curriculum • All teachers concerned had attended courses or talks related to national security curriculum • 80% of students agree that their sense of national identity and law-abiding awareness have been enhanced through the implementation of national security related curricula 	<ul style="list-style-type: none"> • Survey and feedback from subject panels and students • Teachers' observation • The minutes of subject panel meetings • Evaluation of programme plans of subject panels 	2021/22 school year	Academic Affairs Committee and Subject Panels	N/A

<p>1.2 To create space for senior secondary students and cater for learner diversity through the implementation of optimising measures of four senior secondary core subjects</p>	<ul style="list-style-type: none"> • Fine-tuning the administrative organization to facilitate the implementation of the corresponding new curricula and the related measures • Refine the lesson period allocation and timetable arrangement according the optimizing measures • Optimise the teaching scheme, pedagogy and assessment for Chinese language, English language, Mathematics and Citizenship and Social Development • Implement various learning and teaching measures to cater for the students' diverse learning and development needs • Refine the teaching and learning arrangements of SBA of various NSS subjects 	<ul style="list-style-type: none"> • Administrative organization is restructured • 70% of teachers agree that revised timetable and lesson arrangement create spaces for students to expand their learning experience • Teaching schemes and refined learning materials of 4 core subjects are established • Teaching scheme of the school-based curriculum are developed and the curriculum are implemented successfully • Students attain reasonable examination results tallied with their ability • SBA arrangements for 2022/2023 S5 are prepared 	<ul style="list-style-type: none"> • Survey and feedback from subject panels • Teachers' observation • The minutes of subject panel meetings • Evaluation of programme plans of subject panels 	<p>2021/22 school year</p>	<p>Academic Affairs Committee and Subject Panels</p>	<p>N/A</p>
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<p>1.3 To sustain the implementation of using English as the medium of instruction (MOI)</p>	<ul style="list-style-type: none"> • All EMI subjects should be strengthened in formal and informal curriculum with emphasis particularly on junior levels to help students lay a solid foundation to learn relevant subject knowledge in English and pave the way for acquiring more in-depth knowledge when students are promoted to senior secondary years • Subject-based MOI guidelines, for both teachers and students, especially S1 newcomers, should be reinforced by respective subject panels concerned to facilitate learning and teaching in English and cater for student's actual needs • Enhance collaboration between English Language teachers and the subject teachers to help students learn more effectively through a Language-across-the-Curriculum approach • Further boost the English-rich learning environment in school 	<ul style="list-style-type: none"> • 85% of teachers concerned feel positive about using English as MOI and find that it facilitates regular learning and teaching practices • 85% of students feel confident about learning content subjects concerned in English • 80% of teachers concerned agree that students can learn more effectively through a Language-across-the-Curriculum approach • 80% of students concerned agree that they can learn more effectively through a Language-across-the-Curriculum approach 	<ul style="list-style-type: none"> • Conduct survey to collect feedback and opinions from students and teachers • Teachers' observation • The minutes of subject panel meetings 	<p>2021/22 school year</p>	<p>Academic Affairs Committee</p>	<p>N/A</p>
<p>1.4 To further extend 'Reading to Learn' to 'Reading across Curriculum' to assist students with their studies</p>	<ul style="list-style-type: none"> • Form a Reading to Learn committee comprising of representatives from across KLAs to work out and review details in the reading enhancement measures • Refine the existing school-based cross-curriculum reading plan to facilitate effective learning and widen students' reading perspectives 	<ul style="list-style-type: none"> • The Reading to Learn committee is established and the reading enhancement measures is closely monitored • 80% of teachers concerned agree that the reading curriculum can enrich and broaden students' learning experience 	<ul style="list-style-type: none"> • Conduct surveys to collect feedback and opinions from subject panels and students 	<p>2021/22 school year</p>	<p>Academic Affairs Committee and all subject panels</p>	<p>ESCBG</p>

	<ul style="list-style-type: none"> Further enhance values education through preparing a wide variety of texts and organizing reading-related activities 	<ul style="list-style-type: none"> 80% of students having reading periods agree that they can connect relevant reading texts to their learning experience and meet different learning needs 80% of teachers concerned agree that the refined curriculum can develop students' positive values and attitudes 				
1.5 To strengthen students' ability to integrate and apply knowledge and skills across different STEM disciplines	<ul style="list-style-type: none"> Refine the curricula of KLAs concerned and strive for inter-department cooperation with the focus on developing a solid knowledge base among students and enhancing their interests in STEM through student-centred pedagogies Integrate problem-based learning tasks to respective curriculum, both formal and informal ones, to promote and nurture students' creativity, collaboration, problem solving skills and innovativeness Enhance teachers' professional development and knowledge transfer by encouraging teachers to participate in relevant external seminars/courses and attend various sharing sessions 	<ul style="list-style-type: none"> 80% of the teachers in STEM education-related KLAs agree that their refined curriculum and cross-KLA collaboration can enrich the learning experience of students in STEM 80% of students agree that STEM related learning activities can enhance their interest and related skills in STEM 80% of teachers concerned have participated in relevant professional development activities 	<ul style="list-style-type: none"> Conduct surveys to collect feedback and opinions from subject panels and students. 	2021/22 school year	Academic Affairs Committee, STEM Team and STEM related KLA Subject Panels	ESCBG

Major Concern 2: Promote students’ wellness by nurturing their positive outlook in life

Targets:

- 2.1 To nurture students’ positive values and attitudes and to foster healthy lifestyles in them
- 2.2 To strengthen students’ resilience to life challenges and adversities
- 2.3 To develop students into good law-abiding nationals and citizens who respect the spirit of the rule of law and shoulder the responsibility of safeguarding national security

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1 To nurture students’ positive values and attitudes and to foster healthy lifestyles in them	<ul style="list-style-type: none"> To inculcate values in students by means of assemblies, class teacher periods and reading periods To provide students various programs to enhance effectiveness of value education To nurture students’ proper values and attitudes through positive encouragement, reward system and related activities To convey positive messages to students via different platforms and commendation schemes To organize a range of related activities to enhance students’ awareness of the proper use of information on social media platforms 	<ul style="list-style-type: none"> Over 60% of students find the learning activities useful in helping them to develop positive values, attitudes as well as healthy lifestyles Over 60% of students show better understanding about the importance of using information on social media properly 	<ul style="list-style-type: none"> Teachers’ observation Students’ questionnaires Evaluation conducted in class teacher meetings and Whole-person Development Committee meetings 	2021/22 school year	Whole Person Development Committee Class Teachers	Life-wide Learning Grant

2.2	To strengthen students' resilience to life challenges and adversities	<ul style="list-style-type: none"> To provide students various learning opportunities such as seminars, workshops, visits and careers guidance advisory sessions so as to facilitate them to understand their interests, abilities and orientations for making informed and responsible choices on careers and life planning To strengthen students' resilience by organizing a series of activities, such as visits, leadership training programs, adventure outings and inspirational talks To equip students with leadership, planning and organization skills so that they are able to plan and organize activities independently to serve the school To provide students opportunities to present and display their achievements on every possible occasion 	<ul style="list-style-type: none"> Over 60% of students participating in the life-wide learning activities find them useful in enhancing their resilience to face life challenges and adversities Over 60% of students participating in the life-wide learning activities find them useful in strengthening their sense of self-worth and self-esteem Over 60% of student participants show their readiness and willingness to serve the school 	<ul style="list-style-type: none"> Teachers' observation Students' questionnaires Evaluation conducted in class teacher meetings and Whole-person Development Committee meetings 	2021/22 school year	Whole Person Development Committee Class Teachers	Life-wide Learning Grant
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2.3	<p>To develop students into good law-abiding nationals and citizens who respect the spirit of the rule of law and shoulder the responsibility of safeguarding national security</p>	<ul style="list-style-type: none"> To enhance students understanding and awareness of their national identities by means of talks, assemblies, visits, and quiz competitions To strengthen students' recognition of their national identity by arranging various Mainland exchange programs and interflow activities between sister schools To conduct seminars and workshops for parents to assist them in helping children understand the spirit of the enactment of the National Security Law 	<ul style="list-style-type: none"> Over 60% of students have a better understanding about the spirit of law and their roles in safeguarding national security Most parents reflect that the parents' talks and workshops help them to assist their children in understanding the spirit of the enactment of the National Security Law Over 60% of students participating in the activities find them useful in enhancing their understanding of our country's history and development as well as the importance of national security Most parent participants find the talks and workshops useful in facilitating their children to become law-abiding citizens 	<ul style="list-style-type: none"> Teachers' observation Students' questionnaires Evaluation conducted in class teacher meetings and Whole-person Development Committee meetings Parents' questionnaires 	2021/22 school year	<p>Whole Person Development Committee</p> <p>Class Teachers</p>	<p>Life-wide Learning Grant</p>
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