



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

Annual School Plan

2022/2023

**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 2022/23

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 to 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"> • Review and optimize the implementation of National Security Education Curricula by different subject departments • Establish subject-based teaching resource centers to provide teachers with public and tailor-made teaching materials • Enhance professional development by arranging more regular and ad hoc intra-departmental and inter-departmental collaboration and sharing 	<ul style="list-style-type: none"> • National Security Education learning activities are scheduled systematically and adequately to cover the curricula • 80% of all the subject departments have established their own subject based National Security Education teaching resource centre • 80% of students agree that their sense of national identity and law-abiding awareness have been enhanced • At least 3 relevant collaboration and sharing tasks have been arranged each term 	<ul style="list-style-type: none"> • Scrutinize the teaching plans of National Security Education • Conduct surveys to collect feedback from teachers and students • Derive details from teachers' observation • Extract information from the minutes of subject department meetings • Extract information from evaluation of programme plans of subject departments 	2022/23 school year	Academic Affairs Committee Subject Department Heads	N/A

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
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	<ul style="list-style-type: none"> • Develop School-based Curricula of Reading to Learn and OLE for S4 and S5 classes • Refine the lesson period allocation and timetable arrangement for S4 and S5 classes • Optimize the teaching scheme, pedagogy and assessment of Core 4 subjects of S4 and S5 classes • Implement various learning and teaching measures to cater for students' diverse learning and development needs • Coordinate assignment and assessment arrangements, including SBA, of various NSS subjects 	<ul style="list-style-type: none"> • 80% of students agree that the school-based curricula can broaden their learning experience • 80% of teachers agree that revised timetable and lesson arrangements create space for students to broaden their learning experience • Teaching schemes and refined learning materials of 4 core subjects are developed • Students attain reasonable examination results which are consistent with their ability • 80% of students agree that assignment and assessment arrangements can improve their learning outcome. 	<ul style="list-style-type: none"> • Conduct surveys to collect feedback from teachers and students • Derive details from teachers' observation • Extract information from the minutes of subject department meetings • Extract information from evaluation of programme plan of subject departments 	2022/23 school year	Academic Affairs Committee Subject Department Heads	N/A

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.3 To sustain the implementation of using English as the medium of instruction (MOI)	<ul style="list-style-type: none"> • Reinforce using English as MOI in formal and informal curriculum to help students lay a solid foundation to learn • Refine subject-based supportive / remedial measures to assist S1 students in adapting to doing their studies in English. • Enhance collaboration between English Language teachers and content subject teachers to help S1 and S2 students learn more effectively through a Language-across-the-Curriculum approach • Further boost the English learning environment through having sharing sessions in morning assembly and other English activities 	<ul style="list-style-type: none"> • 80% of students feel confident about learning content subjects in English • 80% of teachers agree that subject-based adaptive measures can facilitate S1 students to learn subject content in English. • 80% of teachers and students concerned agree that students can learn more effectively through a Language-across-the-Curriculum approach • Learning activities and sharing sessions in English are done smoothly by students 	<ul style="list-style-type: none"> • Conduct surveys to collect feedback and opinions from students and teachers • Derive details from teachers' observation • Extract information from the minutes of subject department meetings 	2022/23 school year	Academic Affairs Committee Subject Department Heads	N/A

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.4 To further extend ‘Reading to Learn’ to ‘Reading across Curriculum’ to assist students with their studies	<ul style="list-style-type: none"> Refine the existing school-based cross-curriculum reading plan to facilitate effective learning and widen students’ reading horizons Subject departments and School Library organize reading activities to promote reading to students. Further enhance values education through preparing a wide variety of reading texts for students and organizing reading-related activities 	<ul style="list-style-type: none"> 80% of teachers concerned agree that the reading curriculum can enrich and broaden students’ learning experience Reading activities have been conducted smoothly 80% of students agree that reading activities help develop their reading habit 80% of teachers concerned agree that students can cultivate positive values and attitudes through doing reading activities 	<ul style="list-style-type: none"> Conduct surveys to collect feedback and opinions from teachers and students Derive details from teachers’ observation Extract information from the minutes of subject department meetings 	2022/23 school year	Academic Affairs Committee Subject Department Heads	ESCBG
1.5 To strengthen students’ ability to integrate and apply knowledge and skills to different STEM disciplines	<ul style="list-style-type: none"> Review and optimize STEM related learning tasks in different subject departments Arrange more STEM related life-wide learning activities for students Enhance teachers’ professional development through having collaborative lesson preparation (CLP) and peer lesson observation 	<ul style="list-style-type: none"> All STEM related subjects have arranged theme-based learning tasks 80% of students agree that STEM related learning activities can enhance their interest and relevant skills in STEM 80% of teachers concerned have participated in STEM CLP and / or peer lesson observation 	<ul style="list-style-type: none"> Conduct surveys to collect feedback and opinions from teachers and students Extract information from the minutes of subject department meetings 	2022/23 school year	Academic Affairs Committee Subject Department Heads	ESCBG

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

- 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 place more emphasis on developing students’ positive values and attitudes so that they can learn to be more grateful, thankful, positive and optimistic • To inculcate positive values in students through organizing various activities and learning experiences including assemblies, class teacher periods, talks under the national flag, life-wide learning activities and programmes • To carefully select appropriate scenarios / life events for specific values education topics based on students’ school life so that they can learn and apply positive values and attitudes in school contexts • To nurture students’ positive values and attitudes through teachers’ encouragement, award schemes and commendation schemes • To enhance students’ information literacy, with a focus on Internet safety and proper use of information obtained from the Internet 	<ul style="list-style-type: none"> • Over 80% of students and teachers find that the various activities arranged can develop students’ positive values, attitudes and healthy lifestyles. • Over 80% of students find that teachers’ encouragement and the school’s award schemes and commendation schemes can help cultivate students’ positive values and attitudes. • Over 80% of students and teachers agree that the various activities arranged can boost their awareness of Internet safety and proper use of information on the Internet. 	<ul style="list-style-type: none"> • School-based surveys with students and teachers • Studying reports of activities by Whole-person Development teams • Teachers’ observation • Interview with students and teachers • Stakeholder Surveys & APASO 	2022/23 school year	<ul style="list-style-type: none"> • Whole-person Development Committee • Class Teachers 	Life-wide Learning Grant

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>2.2 To strengthen students' resilience to life challenges and adversities</p>	<ul style="list-style-type: none"> • To help students develop a 'growth mindset' and strengthen their resilience through the OLE lessons and a wide range of activities and programmes so that they can embrace challenges and adversities • To help students better understand their interests, abilities and orientations through various learning opportunities including seminars, workshops, visits and careers guidance sessions so that they can make sound decisions related to careers and life planning • To further develop students' ability to solve problems by providing more opportunities for them to plan and organize activities independently • To boost students' self-worth and self-efficacy by providing them with more opportunities to display their learning outcomes and achievements 	<ul style="list-style-type: none"> • Over 80% of students and teachers find that the OLE lessons and activities arranged can strengthen students' resilience to face life challenges and adversities • Over 80% of students find that the activities arranged can help them make sound decisions related to careers and life planning. • Over 80% of students and teachers agree that the opportunities provided by the school for students to plan and organize activities can develop their ability to solve problems • Over 80% of students and teachers agree that the opportunities provided for students to display learning outcomes and achievements can boost their self-worth and self-efficacy. 	<ul style="list-style-type: none"> • School-based surveys with students and teachers • Studying reports of activities by Whole-person Development teams • Teachers' observation • Interview with students and teachers • Stakeholder Surveys & APASO 	<p>2022/23 school year</p>	<ul style="list-style-type: none"> • Whole Person Development Committee • Class Teachers 	<p>Life-wide Learning Grant</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>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</p>	<ul style="list-style-type: none"> • To encourage students to learn more about Chinese history and culture as well as the close relations between Hong Kong and the Mainland by studying the cultural heritage of Hong Kong through visits and field trips • To organize more exchange programmes for students so that they can have better understanding of the latest development of China through interaction with students in the Mainland • To strengthen students' commitment to the rule of law and safeguarding national security by organizing regular activities such as talks under the flag, assemblies and class teacher periods as well as various life-wide learning activities organized by the school and external bodies. 	<ul style="list-style-type: none"> • Over 80% of students and teachers agree that the visits and field trips arranged can let them learn more about Chinese history and culture as well as the close relations between Hong Kong and China. • Over 80% of students find that the exchange programmes can help them understand the latest development of China. • Over 80% of students and teachers agree that the regular activities and life-wide learning activities arranged can strengthen students' commitment to the rule of law and safeguarding national security. • Over 80% of students involved in the organization of relevant activities agree that the experience can have greater impact on developing their commitment to the rule of law and safeguarding national security. 	<ul style="list-style-type: none"> • School-based surveys with students and teachers • Studying reports of activities by Whole-person Development teams • Teachers' observation • Interview with students and teachers • Stakeholder Surveys & APASO 	<p>2022/23 school year</p>	<ul style="list-style-type: none"> • Whole Person Development Committee • Class Teachers 	<p>Life-wide Learning Grant</p>