

**YUEN LONG PUBLIC SECONDARY SCHOOL**  
**Annual School Plan (2022/23)**

Foreword: Our students grow and learn at different paces and in different ways. They have their own strengths and weaknesses, but we believe that all students are capable of learning and making progress. Embracing learner diversity requires collaborative efforts of different stakeholders, including school leaders, teachers, parents and students, and a supportive and inclusive culture developed in the school community.

**Major Concern 1: To embrace and cater for Learner Diversity through *adjusted learning environment, differentiated learning content, diversified learning process and various modes of assessment***

**1. To provide a more inclusive and learning-friendly environment in terms of class structure, subject alternatives and supplementary support**

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
a	<ul style="list-style-type: none"> <li>● Allocate students in classes or groups based on their abilities and preferences based on exam results and survey on elective choices.</li> </ul>	Before September	Students of similar abilities and interest in elective subjects are arranged in same class or group	Students' feedback survey	<ul style="list-style-type: none"> <li>● Streaming team</li> <li>● Exam Team</li> </ul>
b	<ul style="list-style-type: none"> <li>● Conduct specialized courses for different target groups:               <ul style="list-style-type: none"> <li>➢ Supplementary classes for students of high and low abilities</li> <li>➢ Tailor-made programmes for S1 CMI students</li> <li>➢ Alternative learning opportunities in different modes (OLE) for senior form students taking 2 electives</li> <li>➢ Professional support for SEN and gifted students</li> </ul> </li> </ul>	Whole year	80% target students have been offered specialized programmes	Subject department records  Students' feedback survey	<ul style="list-style-type: none"> <li>● LAC team</li> <li>● WPD team</li> <li>● Head of different departments and teams</li> </ul>
c	<ul style="list-style-type: none"> <li>● Arrange seating to facilitate the learning of weaker students, e.g. pairing up weaker with stronger students, sitting in groups of similar abilities, etc.</li> <li>● Assign different roles to students of different abilities to increase their participation</li> </ul>	Whole year	70% students reflect positively about these learning arrangements	Teachers' observation  Students' feedback survey	<ul style="list-style-type: none"> <li>● Class teachers</li> <li>● Subject teachers</li> </ul>
d	<ul style="list-style-type: none"> <li>● Create an encouraging learning atmosphere               <ul style="list-style-type: none"> <li>➢ Classroom notice board display "My Forte" ("我有我至叻")</li> <li>➢ Displaying students' works in class celebrating students' strengths in different areas</li> </ul> </li> </ul>	September and whole year	Students have a platform to showcase and appreciate each other's strengths  70% students display their talents in various platforms	Teachers' observation  Students' feedback survey	<ul style="list-style-type: none"> <li>● Class teachers</li> <li>● Subject teachers</li> </ul>

## 2. To identify learners' different attributes and differentiate curriculum in order to provide a more suitable and supportive learning environment

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
a	<ul style="list-style-type: none"> <li>● Identify core and optional components of the syllabus</li> <li>● Allow teachers flexibility in their teaching progress</li> </ul>	September to October	70% teachers agree the optional components allow them more time to focus on weaker students' foundation	Subject department records Teachers' feedback	<ul style="list-style-type: none"> <li>● Subject panel heads</li> <li>● Subject teachers</li> </ul>
b	<ul style="list-style-type: none"> <li>● Conduct a survey to find out students' strengths and weaknesses and their preferred learning modes</li> <li>● Adjust the depth and width of learning topics or tasks based on the survey results</li> </ul>	September	70% teachers make use of the data to design suitable learning tasks for students of different abilities	Teachers' feedback	<ul style="list-style-type: none"> <li>● Major Concern 1</li> </ul>
c	<ul style="list-style-type: none"> <li>● Guide students to set personalized goals</li> <li>● Highlight the importance of students' ownership of their learning</li> </ul>	September / Start of each new topic/unit	Students earn a sense of achievement based on their own set goals and strive for further improvement	Students' feedback survey  Teachers' observation	<ul style="list-style-type: none"> <li>● Class teachers</li> <li>● Subject teachers</li> </ul>
d	<ul style="list-style-type: none"> <li>● Design tiered/graded learning/teaching materials, e.g. supplementary glossary, simpler/more challenging versions of the same exercise, the amount of guidance given to a specific task, etc.</li> </ul>	Whole year	70% subjects have designed graded learning tasks/materials for students	Subject department records	<ul style="list-style-type: none"> <li>● Subject panel heads</li> <li>● Subject teachers</li> </ul>

## 3. To modify teaching strategies and learning activities design to support individual students' learning

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
a	<ul style="list-style-type: none"> <li>● Enhance students' learning capacity through the following strategies: <ul style="list-style-type: none"> <li>➤ Multi-sensory / multi-modal learning, e.g. via visual, auditory, kinesthetic and tactile senses, or through texts, pictures, graphs, recordings, videos, mind maps, objects, animation, etc.</li> <li>➤ Use of IT, e.g. Elearning apps, the Internet, computer software, etc.</li> </ul> </li> </ul>	Whole year	<p>70% teachers have adopted various / some strategies to address learner diversity</p> <p>70% students reflect that their learning is enhanced through different modes of learning</p>	Subject department records  Staff meeting minutes  Students' feedback survey	<ul style="list-style-type: none"> <li>● Subject panel heads</li> <li>● Subject teachers</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Group learning, e.g. presentation, project, role play, discussion, etc.</li> <li>➤ Peer tutoring/Pair work/Learning buddies</li> </ul>		The teaching strategies increase students' motivation to learn and encourage more students' participation	Teachers' observation	
b	<ul style="list-style-type: none"> <li>● Allow students' choice of learning paths, e.g. provide students option of task A or B, challenge students with extra part, etc.</li> </ul>	Whole year	70% students feel the ownership of their learning	Students' feedback survey	<ul style="list-style-type: none"> <li>● Subject teachers</li> </ul>
c	<ul style="list-style-type: none"> <li>● Promote peer lesson observation (PLO) among teachers</li> <li>● Share good teaching practices at staff meetings / panel meetings</li> </ul>	Whole year	<p>A least one PLO per term</p> <p>50% teachers share good teaching practices / ideas / strategies through different means</p>	<p>Subject department records</p> <p>Staff meeting minutes</p>	<ul style="list-style-type: none"> <li>● Subject panel heads</li> <li>● Staff development team</li> </ul>

#### 4. To create opportunities for all to succeed

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
a	<ul style="list-style-type: none"> <li>● Design tasks that allow students to display their learning outcomes, e.g. writing, drawing, presentations, posters, videos, etc.</li> <li>● Showcase students' works to highlight individual's strengths</li> <li>● Give concrete written feedback to reinforce assessment for learning</li> </ul>	Whole year	<p>Students' works are shared</p> <p>70% students feel their efforts are recognized</p> <p>70% students obtain clearer instructions/direction for improvement</p>	Students' feedback survey	<ul style="list-style-type: none"> <li>● Subject teachers</li> </ul>
b	<ul style="list-style-type: none"> <li>● Use success criteria/assessment rubrics to help students better understand their achievements and areas for improvement</li> <li>● Adopt formative assessment methods to assess the learning progress and abilities of students of varied capabilities</li> <li>● Encourage peer evaluation to sharpen students' judgement and raise their awareness of self-reflection</li> </ul>	End of each new topic/unit/task	<p>70% students understand the requirement of tasks</p> <p>70% students can reflect on their own learning progress</p>	<p>Subject department records</p> <p>Students' feedback survey</p>	<ul style="list-style-type: none"> <li>● Subject panel heads</li> <li>● Subject teachers</li> </ul>

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**Major Concern 2:**

**To promote value education through nurturing in students the ten priority values and attitudes.**

**Targets:**

- 2.1 To raise students' awareness of the importance of responsibility and to support them to fulfil it.
- 2.2 To guide students to be committed to their roles.
- 2.3 To enlighten their understandings of the sense of integrity.
- 2.4 To assist students to set achievable goals and to strive for them through constant diligence and perseverance.

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
<p>- To develop students' abilities in <b>goal setting</b>.</p> <p>(a) Arrange workshops and Class Teacher periods to teach students to set attainable long-term and short-term goals.</p> <p>(b) At the end of the term arrange Class Teacher periods to assist students to review and adjust their academic and personal goals.</p> <p>(c) Assign Peer Counsellors as mentors to all S1 students to assist and guide new comers to adapt to secondary school life.</p>	<p>At the beginning of the school term.</p> <p>Review the goal at the end of school term</p>	<p>- Over 70% of students agree the goal-setting class teacher period is useful for them.</p> <p>- Over 70% of students are able to set goals, plan and commit them.</p> <p>-Over 70% S1 students find their Peer Counsellors helpful in their adapting new school life.</p>	<p>- Observation by teachers</p> <p>- Questionnaires for teachers and students</p> <p>- Evaluations on GAP period conducted by WPD</p> <p>- APASO Survey</p> <p>- Teams/ Clubs/ Class teachers meetings</p>	<p>-All staff</p> <p>-Class teachers</p> <p>-Subject teachers and teams/ clubs concerned</p>
<p>- To inculcate in students' a sense of <b>positive values</b> through the formal daily curriculum and theme-based mass programs.</p> <p>(a) Prepare and arrange lesson plans about the core values to carry out in Class teacher Periods.</p> <p>(b) Embed core values contents in formal curriculum, e.g. Life &amp; Society lessons, Chinese and English reading materials etc.</p> <p>(c) Make use of the Morning assemblies sharing, GAP periods, flag ceremonies etc, to promote the positive values.</p> <p>(d) Conduct talks or sharing by distinguished alumni speakers or celebrities to sharpen students' willpower to achieve their goals through constant <b>diligence and perseverance</b>.</p> <p>(e) Organize 'Moral and Civic Education Week' with different Student Whole Person teams to arrange morning assemblies sharing, videos showing, Good Books Sharing by Reading</p>	<p>Whole Year</p>	<p>- Over 70% of students participate in the activities and programs in promoting positive values.</p> <p>- Over 70% of students agreed that a positive classroom atmosphere have been strengthened in school.</p> <p>- Over 70% of students gain insights from the sharing and enable to overcome challenges and failures and strive in the face of hardship to achieve their goals.</p>	<p>- Observation by teachers</p> <p>- Questionnaires for teachers and students</p> <p>- Evaluations on GAP period conducted by WPD</p> <p>- APASO Survey</p>	<p>-All staff</p> <p>-Class teachers</p> <p>-WPD</p> <p>-MNE Team</p> <p>-Subject teachers and teams/ clubs concerned</p>

<p>Team display on boards, inter-class competitions etc. to strengthen students' <b>sense of responsibility, commitment, integrity, diligence and perseverance</b> and to foster a mental well-being.</p>				
<p>- To strengthen students' <b>positive life values</b> through organizing KLAs <b>activities</b> and school-based activities.</p> <p>(a) Encourage students to participate in various activities, such as We Can program, ESTP adventure camps, sports and cultural programs or competitions, exchange programs, etc.</p> <p>(b) Provide opportunities for students to foster the related <b>core values</b> in different KLAs activities, such as sports and cultural programs or competitions, exchange programs, etc.</p>	<p>Whole Year</p>	<p>-Over 70% of students participants find the programs, camps and competitions useful to improve their well-being and nurture their positive life values.</p>	<p>- Observation by teachers - Questionnaires for teachers and students - APASO Survey</p>	<p>-All staff -Class teachers -Subject teachers and teams/ clubs concerned</p>
<p>- To provide students with opportunities to <b>take up different student posts</b>.</p> <p>(a) Encourage students to take up different school duties and student leader posts, such as One-student-one-post, class monitors, subject monitors, House Captains, Prefects, PCs etc, to build up a better <b>sense of responsibility</b> and stronger <b>sense of commitment</b> to their posts.</p>	<p>Whole Year</p>	<p>- Over 70% of the students are actively engaged in their students' duties and posts.</p> <p>- Over 70% of the activities are successfully completed and led by students.</p>	<p>- Observation by teachers - Questionnaires for teachers and students - APASO Survey</p>	<p>-All staff -Class teachers -Subject teachers and teams/ clubs concerned</p>
<p>-To offer platforms for students to showcase their duties and achievements.</p> <p>(a) Make use of the school display boards, school websites, school publications, school campus TV videos etc. to appreciate their good practices.</p> <p>(b) Assigned areas in classrooms and around the school campus to show their commitment to the duties, such as post up 'The One-student-one-post list' in the classroom etc.</p> <p>(c) Show recognition to students' achievement in different occasions, such as Prize giving ceremony, school display boards, school websites etc. to appreciate their good deeds.</p>	<p>Whole Year</p>	<p>- Over 70% of the students are involved in the showcase and agree their duties and post enrich their learning experience.</p> <p>- Over 70% of students received positive messages through different platforms and commendation schemes.</p>	<p>- Observation by teachers - Questionnaires for teachers and students - APASO Survey - Amount of prizes received from inside and outside school.</p>	<p>-All staff -Class teachers -Subject teachers and teams/ clubs concerned</p>