



NT Heung Yee Kuk
Yuen Long District Secondary School

Annual School Plan

2006/2007

NT 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.

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1. Major Concern: Enrichment of the school's curriculum to articulate with the New Senior Secondary Curriculum

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Reconstruct S1 curriculum to introduce the school-based curriculum of 'Life Education' and 'Science' to allow S.1 students to</p> <p>a. acquire the basic learning approaches, knowledge, concept and different perspectives of 'Liberal Studies', one of the NSS core subjects .</p> <p>b. attain elementary knowledge and consolidate their academic foundation of the NSS elective disciplines.</p>	<p>Sept 06 – July 07</p>	<p>1. Over 80% of S.1 students show interest in learning 'Life Education' and Science'</p> <p>2. All S.1 students</p> <p>a. hand in their LE project with satisfactory quality on time</p> <p>b. pass their 'Life Education' and 'Science' examinations</p> <p>3. 90% S.1 students pass in the examinations of the subjects which become the NSS electives</p>	<p>1. Teachers' observation</p> <p>2. Students' questionnaire</p> <p>3. Students' performance in</p> <p>a. LE project</p> <p>b. examinations of the corresponding subjects.</p>	<p>Principal, Assistant principals & related HODs</p>	<p>1. CEG for employing TA</p> <p>2. Budget for production of teaching materials.</p>
<p>2. Establish an "NSS Curriculum Committee" to</p> <p>a. formulate the SS1 to SS3 curriculum framework</p> <p>b. follow up the progress of NSS curriculum preparation of different subjects</p>	<p>Sept 06 – July 07</p>	<p>1. A complete NSS curriculum framework is formulated</p> <p>2. An action plan is developed in every related subject for the preparation of NSS curriculum.</p> <p>3. All related subjects show considerable progress in the preparation.</p>	<p>Scrutiny of</p> <p>1. the NSS curriculum framework</p> <p>2. the action plan of related departments.</p> <p>3. documents of the related departments</p>	<p>Principal, Assistant principals, subjects coordinators & HOD of core subjects</p>	<p>CEG for employing TA</p>
<p>3. Employ a supply teacher to take over the teaching load of the teachers of the "NSS Liberal Studies Working Group" so as to enable them to</p> <p>a. plan the school-based NSS Liberal Studies curriculum</p> <p>b. prepare teaching materials of the subject</p>	<p>Sept 06 – July 07</p>	<p>1. An NSS Liberal Studies Curriculum Plan, with all the modules and manpower properly allocated in SS1 to SS3, is completed.</p> <p>2. A considerable progress is shown in the preparation of teaching materials.</p>	<p>Scrutiny of</p> <p>1. the curriculum plan</p> <p>2. the documents and teaching materials of the committee</p>	<p>HOD of social and humanities subjects</p>	<p>CEG for employing a supply teacher</p>

2. Major Concern: Enhancement of professional development of teachers

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. With reference to the staffing for NSS curriculum, prepare a 'Professional Development Plan' to</p> <p>a. organize corresponding teachers to attend the professional development programmes for the NSS curriculum provided by the EMB and universities.</p> <p>b. encourage all teachers to participate in various Continuous Professional Development (CPD) activities.</p>	Sept 06 – July 07	<p>1. All teachers concerned take part in at least one of their corresponding NSS professional development courses.</p> <p>2. Each teacher participates in at least 20 hours of different modes of CPD activities.</p>	<p>Scrutiny of teacher's record of participation in</p> <p>1. NSS professional development courses.</p> <p>2. CPD activities</p>	Principal, Assistant principals & related HODs	TPPG to employ teachers to substitute the teaching duties of teachers attending courses
<p>2. Organize Staff Development Days with appropriate seminars, talks and workshops for NSS curriculum and assessments.</p>	Sept 06 – July 07	Teachers familiarize and update themselves regularly with the current EMB policies, new educational trend, NSS curriculum, pedagogy and assessment.	Teachers' survey	Principal, Assistant principals & Teacher i/c of staff development days	Budget for inviting guest speakers
<p>3. Cultivate the atmosphere of collaboration among teachers through</p> <p>a. collaborative lesson preparation of core subjects and Life Education</p> <p>b. peer lesson observation of intra- and inter-subject panels</p>	Sept 06 – July 07	<p>1. At least one form of the core subjects and LE carries out collaborative lesson preparation.</p> <p>2. 50% of teachers take part in at least one peer lesson observation.</p> <p>3. 75% of teachers find the actions useful in sharing teaching experience and enhancing professional development.</p>	<p>Evaluate</p> <p>1. Records of collaborative lesson preparation</p> <p>2. Records of peer lesson observation</p> <p>3. Minutes of Departmental Meetings</p> <p>4. Teachers' survey</p>	Principal, Assistant principals & related HODs	Special arrangement of the time-table
<p>4. Implement mentorship programme for new teachers of the school by</p> <p>a. conducting orientation & induction workshops.</p> <p>b. arranging an appropriate mentor for each of them.</p>	Sept 06 – July 07	All new teachers are well accustomed to the culture and operation of the school.	Teachers' survey	Teacher i/c of the Mentorship programme	Budget for implementing the programme

3. Major Concern: Catering to the diverse abilities and needs of students

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Provide supportive measures for assisting S.1 students in adapting to secondary school life and EMI learning by:</p> <p>a. Bridging Programme and Orientation Programme conducted before the start of school year.</p> <p>b. small class teaching in English for all S.1 classes</p> <p>c. S1 Guidance Programmes</p>	<p>July 06 – July 07</p>	<p>1. 70% of S.1 subject teachers find their students having satisfactory academic performance.</p> <p>2. 90% of S.1 students pass in the examinations of all subjects</p>	<p>1. Lesson observation</p> <p>2. Teachers' survey</p> <p>3. Test results</p> <p>4. Examination results</p>	<p>Assistant principals, related HODs & Teacher i/c of Guidance Committee</p>	<p>Budget for implementing the programmes</p>
<p>2. Implement enhancement measures for the high-fliers of all levels to fully explore their potentials by:</p> <p>a. providing them with individual guidance by subject teachers.</p> <p>b. arranging special tutorials for them</p> <p>c. organizing them to participate in various open academic competitions and elections of HK outstanding students.</p> <p>d. recommending them to take part in courses for gifted students organized by EMB or other institutions e.g. CUHK.</p>	<p>Sept 06 – July 07</p>	<p>The high-fliers perform well in</p> <p>1. internal and public examinations</p> <p>2. open competitions and elections of HK outstanding students</p> <p>3. related courses</p>	<p>1. Results of internal and public examination</p> <p>2. Prizes of open competitions</p> <p>3. Record of related courses</p>	<p>HODs & ECA Master</p>	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>3. Organize assistance measures for the low-achievers of all levels to help them improve their learning skill and confidence by:</p> <p>a. providing them with remedial classes.</p> <p>b. arranging guidance and counselling programmes to build up their proper values and self-discipline in learning.</p> <p>c. providing them with individual guidance by subject teachers.</p>	Sept 06 – July 07	<p>1. 70% of subject teachers find low-achievers having appropriate progress in their academic performance during lessons.</p> <p>2. The low achievers make appropriate progress in their internal and public examinations.</p>	<p>1. Lesson observation</p> <p>2. Teachers' survey</p> <p>3. Test results</p> <p>4. Internal and Public Examination results</p>	Assistant principals, HODs & Teacher i/c of Guidance committee	
<p>4. Implement supplementary measures by the corresponding departments to strengthen the value-added performance of their subjects.</p>	Sept 06 – July 07	Appropriate progress in the value-added performance of the corresponding subjects	Value-added indicator of the corresponding subjects	Related HODs	Budget for supplementary measures. All members of related HODs
<p>5. Introduce the 'Student Learning Profile' system to S.1 students to provide a comprehensive picture of the full range of achievements and abilities of students.</p>	Sept 06 – July 07	Each S.1 student has a 'Student Learning Profile' to record his/her performance in academic, conduct, service and ECA.	Scrutiny of the 'Student Learning Profiles'	Committees of Internal Exam., Discipline, Guidance and ECA	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>6. Organize a wide variety of activities including morning assembly, talks, class teacher periods, competitions, display board design, newspaper cutting, and videos to fortify students' self-discipline, sincerity and honesty with the emphases on the following:</p> <ul style="list-style-type: none"> a. Punctuality b. Care of campus's cleanliness c. Politeness d. Wearing proper school uniform 	<p>Sept 06 – July 07</p>	<ul style="list-style-type: none"> 1. 10% drop in the number of late comers and students with improper school uniform 2. Students take the initiative to clean up the tables in the covered playground after lunch. 3. 70% of teachers find students showing sincerity and honesty in appropriate ways and occasions. 	<ul style="list-style-type: none"> 1. Teachers' observation and questionnaire 2. Students' questionnaire 3. Statistics of student's behaviours. 	<p>Discipline Committee and Moral, Civic & National Education Committee</p>	