



**NT Heung Yee Kuk  
Yuen Long District Secondary School**

**Annual School Plan**

**2008/2009**



# 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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## Annual School Plan

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**1. Major Concern: Preparation for the Commencement of New Senior Secondary Curriculum**

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Strengthen the service quality and upgrade facilities of the school library to foster it into a NSS resource centre for both students and teachers.</p> <p>a. Enhance and update library facilities, including reading materials, electronic facilities, decorations and furniture, and improve the library's study and work environment.</p> <p>b. Increase the efficiency of purchasing and shelving of new books.</p> <p>c. Reinforce the duty and role of student librarians through training programme.</p> <p>d. Conduct book exhibition regularly.</p> <p>e. Collaborate and assist Chinese and English panels to implement programmes for promoting 'Reading to Learn'.</p> <p>f. Display newspaper clippings with adequate current issues aptly on boards to facilitate the teaching and learning of LE and LS.</p>	<p>Sept 08 – July 09</p>	<p>a. Usage of the facilities of the school library increases 10%.</p> <p>b. The average duration of purchase and shelving of new books is shortened 20%.</p> <p>c. The student librarians discharge their duties responsibly and effectively.</p> <p>d. At least 1 book exhibition is organized per term.</p>	<p>a. Questionnaire for teachers and students.</p> <p>b. Scrutiny of annual report of the school librarian.</p> <p>c. Observation</p>	<p>School Librarian, Assistant principals &amp; HODs.</p>	<p>Budget for implementing the programme.</p>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>2. Prepare for the implementation of NSS curriculum.</p> <p>a. Finalize the choice of elective modules and formulate an action plan for implementation of curriculum and SBA by each respective subject panel.</p> <p>b. Plan and prepare the curriculum of OLE.</p> <p>c. Offer the school-based curriculum of Life Education for S1 to S3 to articulate with the NSS LS.</p> <p>d. Prepare the school-based teaching materials for NSS LS.</p> <p>e. Extend issuing of 'Student Learning Profile' from S.1 to S.3 students to provide a comprehensive picture of the full range of achievements and abilities of students.</p> <p>f. Plan the room-conversion to produce more classrooms for group teaching of NSS curriculum with the use of NSS Curriculum Migration Grant.</p>	<p>Sept 08 – July 09</p>	<p>a. The choice of elective modules is finalized and action plan is formulated by all subject panel concerned.</p> <p>b. The curriculum of OLE for SS1 is formulated and the teaching resources are prepared.</p> <p>c. The school-based curriculum of LE for S1 to S3 is implemented.</p> <p>d. A considerable progress is shown in the preparation of teaching materials for NSS LS.</p> <p>e. Each S.1 to S.3 student has a 'Student Learning Profile' to illustrate his/her performance in academic, conduct, service and ECA.</p> <p>f. The plan of room-conversion is formulated and implemented.</p>	<p>a. Scrutiny of the action plans.</p> <p>b-d. Scrutiny of the documents and teaching resources of OLE, LE and NSS LS.</p> <p>e. Scrutiny of the 'Student Learning Profiles'.</p> <p>f. Scrutiny of the Plan on the use of NSS Curriculum Migration Grant and observation of the implementation.</p>	<p>Principal, Assistant principals, HODs, and NSS committee.</p>	<p>a. CEG for employing two TAs.</p> <p>b. Budget for employ a general clerk to relieve the clerical work of generating the SLP</p>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>3. Sustain good communication with the stakeholders on the progress of NSS preparation.</p> <p>a. Organize talks for S3 students and their parents on the matters related to NSS, e.g. curriculum, SBA, OLE, etc.</p> <p>b. Conduct surveys to collect opinions and comments from students and parents to fine-tune, if necessary, the NSS curriculum, e.g. offer more electives or courses of Applied Learning.</p> <p>c. Update and upload the related information onto the school's website regularly.</p>	<p>Sept 08 – July 09</p>	<p>All stakeholders are well informed of the progress of NSS preparation of the school.</p>	<p>Stakeholders' feedback</p>	<p>NSS committee</p>	<p>Budget for the talks and survey.</p>

## 2. 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. Enhance learning and teaching with English as the MOI in the school:</p> <p>a. Enrich the English environment in the school by carrying out more English co-curricular activities, e.g. English Days, and increasing the use of English at morning assemblies and on display boards.</p> <p>b. Boost the effectiveness of using EMI teaching and learning of the different subjects through the collaboration between English panel and other panels using EMI.</p> <p>c. Cultivate students reading habit by integration of reading sessions in English lessons.</p> <p>d. Use a wider variety of pedagogy in English lessons to deliver the pleasurable experience of learning English to students.</p> <p>e. Conduct Summer Bridging Programmes for Pre-S.1 students.</p>	Sept 08 – July 09	<p>a. English related ECA and use of English on display boards are increased 10%.</p> <p>b. Cross-curricular topics are developed and taught in each level.</p> <p>c. Reading of English books of different genres and subjects is increased 10%.</p> <p>d. Students’ positive response to the pedagogy.</p> <p>e. Students’ ability and confidence in using English are enhanced.</p>	<p>a. Evaluation Report</p> <p>b, d &amp; e. Lesson Observation and evaluation of students’ performance in their homework, tests and examinations.</p> <p>c. ERS records and record of English books borrowed from school library.</p>	Assistant principals, ECA master, Discipline masters, HOD of English & EMI subjects.	<p>a. ECA fund for the co-curricular activities.</p> <p>b. Fund for Reading programme</p> <p>c. Additional Support for EMI Schools</p>
<p>2. Organize assistance measures for the low-achievers to help them improve their learning skill and confidence by:</p> <p>a. providing remedial programmes for the bottom 20 students of S.1 to S.3 after each examination.</p> <p>b. Organizing supplementary lessons for target students in S.4 to S.7.</p> <p>c. providing low-achievers with individual guidance by subject teachers and Guidance Committee.</p>	Sept 08 – July 09	<p>a. 70% of subject teachers find low-achievers having appropriate progress in their academic performance during lessons.</p> <p>b. The low achievers make appropriate progress in their internal and public examinations.</p>	<p>a. Lesson observation</p> <p>b. Teachers’ survey</p> <p>c. Test results</p> <p>d. Internal and Public Examination results</p>	Assistant principals, related HODs & Teacher i/c of Guidance committee	CEG for employing 1 TA for Mathematics Department to facilitate the summer tutorial classes

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3. Implement supplementary measures by the corresponding departments to strengthen the value-added performance of their subjects.	Sept 08 – July 09	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
4. Implement enhancement measures for the high-fliers of all levels to fully explore their potentials by:  a. providing them with individual guidance on subject matters by subject teachers.  b. arranging extra tutorials for them to foster them generic skills.  c. organizing them to participate in various open academic competitions, elections of HK outstanding students and appropriate overseas exchange programmes (if any).  d. recommending them to take part in courses for gifted students organized by EDB or other institutions e.g. CUHK.	Sept 08 – July 09	The high-fliers perform well in a. internal and public examinations. b. open competitions, elections of HK outstanding students and overseas exchange programmes. c. related courses.	a. Results of internal and public examination b. Prizes of open competitions c. Record of related courses	HODs & ECA Master	
5. Organize a wide range of activities including class-based activities, competitions, morning assembly, talks, class teacher periods and board display to promote students' sense of respect through enhancement in the following aspects:  a. self-discipline and self-respect  b. respect for others	Sept 08 – July 09	a. 10% drop shown in the discipline record of students' misbehaviour  b. 70% of students indicate positive responses in their self-reflection with regard to self-respect and respect for others, namely their peers, teachers and family members.  c. 70% of teachers indicate positive responses towards the behavioural attributes exhibited by students with regard to their self-respect and respect for others in the school context.	a. Teachers' observation and questionnaires  b. Students' questionnaires  c. Statistics of students' behaviour	Student Development Committee	Budget for implementing the programs

### 3. Major Concern: Enhancement of professional development of teachers

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Organize Staff Development Days with appropriate seminars, talks and workshops to develop shared vision on formulating the School Development Plan for 2009/10 – 2011/12 and also the Annual School Plan for 2009/10.	Sept 08 – July 09	All staff have shared vision on the direction of school development in 2009/10 – 2011/12.	Teachers' survey	Principal, Assistant principals, & Teacher i/c of Staff Development Days	Budget for inviting guest speakers
2. With reference to the staffing for NSS curriculum and individual professional needs to  a. organize respective teachers to attend professional development programmes for the NSS curriculum and EMI teaching provided by the EDB and universities.  b. encourage all teachers to participate in various Continuous Professional Development (CPD) courses.	Sept 08 – July 09	a. All teachers concerned take part in at least one of their corresponding NSS and EMI related professional development courses respectively.  b. Each teacher participates in at least 20 hours of different modes of CPD activities.	Scrutiny of teacher's record of participation in  a. NSS professional development courses.  b. CPD activities	Principal, Assistant principals & related HODs	TPPG to employ supply teachers to substitute the teaching duties of teachers attending NSS courses
3. Further reinforce culture of collaboration among teachers through  a. collaborative lesson preparation of core subjects and Life Education.  b. peer lesson observation within and across subject panels.	Sept 08 – July 09	a. At least one form of the core subjects and LE carries out collaborative lesson preparation.  b. 70% of teachers take part in at least one peer lesson observation.  c. 85% of teachers find the actions useful in sharing teaching experience and enhancing professional development.	Evaluate  a. Records of collaborative lesson preparation  b. Records of peer lesson observation  c. Minutes of Departmental Meetings  d. Teachers' survey	Principal, Assistant principals & related HODs	Special arrangement of the time-table
4. Continue the mentorship programme for new teachers of the school by  a. conducting orientation & induction workshops.  b. arranging an appropriate mentor for each of them.	Sept 08 – July 09	All new teachers are well accustomed to the culture and operation of the school.	Teachers' survey	Staff Welfare Team	Budget for implementing the programme