



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

Annual School Plan

2011/2012

NT Heung Yee Kuk Yuen Long District Secondary School

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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.

Annual School Plan

Major Concern 1: Surmounting the challenges of double-cohort year

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 To use spaces and facilities efficiently to cater for the needs of expanded number of classes.	Carefully planning and timetabling to accommodate different requirements of both NSS & AL curricula.	All lessons are allocated in adequate rooms or laboratories in accordance with the needs of different subjects.	Evaluation of the allocations of the time-tables. Feedback from staff.	2011/12 school year	Academic Affairs Committee & Timetabling Team	---
1.2 To deploy resources to meet the demands of the double cohort year.	Deploy additional staff to alleviate the extra workload resulting from the double cohort year.	Successful deployment of additional staff.	Scrutiny of records / documents. Feedback from staff.	2011/12 school year	School Development Team	ESCBG & Various funds
1.3 To further enhance the smooth running of school-based assessment (SBA) and TAS of various subjects in both S6 & S7.	Coordinate the progress of school-based assessment and TAS of different subjects.	An integral schedule of SBA and TAS for all related subjects is formulated.	Evaluation through meetings of Academic Affairs Committee.	Sept 2011 to 1 Feb 2012	Academic Affairs Committee	---
1.4 To excel students' performance in both HKDSE & HKALE.	To implement various learning and teaching measures to enhance students' performance in public examinations.	Students attain reasonable examination results tallied with their ability.	Evaluation of HKDSE & HKALE Results & Value-added information.	2011/12 school year	Academic Affairs Committee & Subject panels	---
1.5 To compile the Student Learning Profile (SLP) for S6 graduates with use of a tailor-made electronic platform to facilitate the management of students' data.	Collect S.6 students' data and their self-reflection via the e-platform efficiently.	Successfully issue the SLP carrying tailor-made content to S.6 students.	Test run of the adopted software platform and method of data collection.	2011/12 school year	Internal Examination Committee & OLE committee	---

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.6 To enable S.6 and S7 students to have smooth transition from the school to tertiary education, other education programmes or employment.	To increase S6 & S7 students' exposure to different fields of study and careers.	70% of S6 and S7 graduates can be admitted into their expected education programmes or careers.	Survey on S6 and S7 graduates.	2011/12 school year	Careers Committee	---
1.7 To continue the enhancement of the learning in core subjects of those S5 & S6 students who dropped one elective.	Arrange adequate exercise of the core subjects for these students to practice in their free periods under the supervision of TAs.	70% of these students having appropriate performance in their core subjects.	a. Survey on their performance through teachers of core subjects. b. Their performance in tests and examination of core subjects.	2011/12 school year	HODs of core subjects	---
1.8 To fine-tune the NSS curriculum to cater for the needs and learning of students.	Review and refine (if necessary) the NSS curriculum framework with reference to the survey on S.3 students' preference for electives.	80% of S.3 can be offered the elective subjects they prefer.	a. The results of electives offer. b. Stakeholders' feedback on the fine-tuning (if any).	2011/12 school year	School Development Committee	---
1.9 To facilitate S4 and S5 students to take up key posts in OLE activities.	Revise the guideline on the composition of Executive Committee of OLE clubs and committee.	All the key posts of OLE Clubs & Committees are assumed by S4 & S5 students.	a. Number of S4 & 5 students undertakes posts of OLE Clubs & Committees. b. Evaluation of performance of S4 & 5 officials of OLE club & committees.	2011/12 school year	OLE Committee	---

Major Concern 2: Catering for the diverse Abilities and needs of students

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1 To foster a healthy school.	<p>Promote the physical, mental and social well-being of students, as well as help them develop healthy lifestyles, positive attitudes and values, life skills to face the challenges and refusal skills to resist temptation by</p> <p>a. Organizing pastoral and recreational activities for students and staff development and parental education programmes for cultivating a healthy school environment.</p> <p>b. Organizing Life-wide Learning Programmes for cultivating positive values and healthy lifestyle.</p> <p>c. Conducting a series of physical and mental health tests conducted by external NGO to review the health conditions of students and strengthen their determination of staying away from wilful temptation.</p>	<p>a. 70% of students indicate that they acquire the knowledge and skills to encounter different kinds of temptation and demonstrate strong determination of staying away from drugs.</p> <p>b. 70% of students agree that they are building up healthy lifestyles and adopting positive values and proactive attitudes towards life.</p> <p>c. 90% of students exhibit good health conditions as reflected in a series of physical and mental health tests and those students with special needs and care would be followed by professional guidance experts.</p>	<p>a. Teachers' observation</p> <p>b. Students' questionnaires</p> <p>c. Result analysis from a series of physical and mental health tests</p>	2011/12 school year	<p>Student Whole-person Development Committee</p> <p>and</p> <p>Teacher-in-charge of Healthy Government Secondary Schools Program</p>	<p>Budget for implementing the programs</p> <p>and</p> <p>Beat Drugs Fund Special Funding Scheme</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.2 To enhance students' capability of using English in their learning.	<ul style="list-style-type: none"> a. Enrich Pre-S1 Bridging Programme for all incoming S1 students. b. Construct a school-based curriculum through the coordination of the Language Across Curriculum (LAC) Committee to facilitate students to learn English across subjects in Junior Levels. 	70% of students indicate that they have better confidence of using English in their learning and daily life.	Students' questionnaires	2011/12 school year	Academic Affairs Committee & Student Whole-person Development Committee	Fund for Refine English Enhancement Scheme (REES)
2.3 To cater for the special needs of students with learning difficulty to facilitate their campus life.	Carry out appropriate and specific actions to cater for the relevant students by the SEN Committee.	70% of students with learning difficulty indicate the actions of SEN committee are adequate.	Survey on students with learning difficulty	2011/12 school year	SEN Committee	---
2.4 To help low-achievers improve their learning skill and confidence.	<p>Organize the following assistance measures for low-achievers by:</p> <ul style="list-style-type: none"> a. providing remedial programmes for the low achievers in S.1 to S.3 after each examination to consolidate their foundation in English and Chinese Languages. b. organizing supplementary lessons for target students in S.4 to S.7. c. providing low-achievers with personal guidance by subject teachers and Guidance Committee. 	<ul style="list-style-type: none"> a. 70% of subject teachers find low-achievers having appropriate progress in their academic performance during lessons. b. Low achievers make appropriate progress in internal and public examinations. 	<ul style="list-style-type: none"> a. Lesson observation b. Teachers' survey c. Test results d. Internal and Public Examination results 	2011/12 school year	Assistant principals, related HODs & Teacher i/c of Guidance committee	TRG to contract out the remedial programme to the service providers

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>2.5 To provide ample opportunities for high-fliers to fully explore their potentials.</p>	<p>Implement enhancement measures for high-fliers as follows:</p> <ul style="list-style-type: none"> a. providing them with personal guidance on subject matters by subject teachers. b. arranging extra tutorials for them to foster 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 gifted education programmes. 	<p>High-fliers perform well in</p> <ul style="list-style-type: none"> a. internal and public examinations. b. open competitions, elections of HK outstanding students and overseas exchange programmes. c. related courses. 	<ul style="list-style-type: none"> a. Results of internal and public examinations. b. Prizes of open competitions. c. Record of related courses. 	<p>2011/12 school year</p>	<p>HODs & OLE Coordinator</p>	<p>Diversity Learning Grant (DLG)</p>

Major Concern 3: Refinement of pedagogy to enhance the effectiveness of learning and teaching

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.1 To strengthen the interflow and collaboration with other schools and tertiary institutions for profession development in pedagogy.	a. Participate in more Joint schools professional development activities, e.g Network of NSS subjects. b. Collaborate with Education Faculty of Universities to conduct Staff Development Days on teaching strategies to cater for learner diversity.	70% teachers find the activities useful to their professional development.	Teachers' survey	2011/12 school year	Staff Development Committee	---
3.2 To use students' data for reviewing the effectiveness of learning and teaching.	Prudently utilize the assessment data to inform teaching pedagogy and strategic planning of subject panels for enhancement of learning and teaching.	70% teachers find the data useful for learning and teaching.	Teachers' survey	2011/12 school year	Academic Affairs Committee	
3.3 To further enhance interactions and students' participation in class.	Through peer lesson observation, experience sharing and professional development programmes, to a. develop adequate methods of cooperative learning. b. strengthen questioning techniques to provoke students' higher order thinking and critical thinking.	a. 50% teachers appropriately use cooperative learning in their lessons. b. 80% teachers find their questioning skills can provoke students' higher order thinking and critical thinking.	Teachers' survey & peer lesson observation.	2011/12 school year	Academic Affairs Committee	---
3.4 To cater for the diverse professional needs of new teachers of the school.	Enhance the mentorship programme.	a. All new teachers are well accustomed to the culture and operation of the school. b. All mentees can meet the standard and requirements in teaching of the school.	Survey on mentors and mentees.	2011/12 school year	Staff welfare and development committee	Budget for implementing the programme

Annex 1

Plan on Use of Capacity Enhancement Grant in 2011/12 School Year

Means by which teachers have been consulted: Opinion survey followed by staff meeting

No. of operating classes: 32

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Coping with diverse and special learning needs of students.	To facilitate the implementation of measures for 1. enhancing high-fliers' performance. 2. improving the learning skills and confidence of low-achievers . 3. preparing commencement of NSS curriculum. 4. Arrange adequate exercise of the core subjects for those S5 students who dropped one elective to practice in their free periods.	To employ 4 Teaching Assistants of diploma level: 1 for Chinese 1 for English 1 for Mathematics 1 for LS to support teachers in 1. preparing / revising teaching materials. 2. designing teaching / learning materials for SBA of AL subjects and NSS curriculum. 3. preparing student records. 4. conducting remedial classes and. 5. supervising activities after school. 6. performing non-teaching duties.	Teachers to be relieved from non-teaching tasks and therefore they can have more capacity to 1. attend to the needs of the students and teaching work. 2. carry out appropriate measures to assist students with special learning needs. 3. prepare and teaching resources for NSS curriculum.	From Sept 11 to Aug 12	Salary per month of each Diploma level TA = \$11,295 (including 5% MPF) = \$11,859.75 for 12 months, total =\$142,317 Annual salary for 4 TAs =[\$11,859.75 x 12 x 4] = \$569,268	1. The high-fliers perform well in a. internal and public examinations. b. open competitions and elections of HK outstanding students. c. related courses. 2. The low achievers make appropriate progress in their internal and public examinations. 3. NSS teaching resources are prepared. 4. 80% of those S5 students who dropped one elective having appropriate performance in their core subjects.	1. Results of internal and public examination. 2. Prizes of open competitions. 3. Record of related courses. 4. Lesson observation. 5. Teachers' survey. 6. Scrutiny of NSS teaching resources. 7.The performance of those S5 students who dropped one elective in tests and examination of core subjects.	1. Ms. FUNG Suk-kam (Chinese Panel Head) 2. Ms. LO Yin-man (English Panel Head) 3. Ms. CHEUNG Yee-lan (Maths. Panel Head) 4. Mr. LEE Kwok-pui (LS Panel Head)
Total:					\$ 569,268*			

*CEG (per annum) = \$463,100

The deficit will be covered by OEP of ESCBG.

Annex 2

Three-year plan – Provision of Gifted Education Programmes for 2011/12 to 2013/14 Cohort of Senior Secondary Students

The following Gifted Education Programmes are adopted with the support of EDB’s Diversity Learning Grant (DLG):

Strategies & benefits anticipated	Name of programme(s) /course(s) and provider(s)	Duration of the Programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
				2011/12	2012/13	2013/14		
1. To provide programmes for chairpersons of OLE clubs and School Prefects to develop their leadership and interpersonal skills.	Leadership Programmes conducted by service providers.	2 years	S4 – 5 students	40	40	----	Performance of the trained students in their duties.	Student Development Committee
2. To provide training programmes for the school representatives participating in various competitions, e.g. debate and speech speaking, to nourish them with better skills and tactics.	Training programmes, conducting by adequate service providers for students representing school to participate in various competitions.	3 years	S4 – 6 students	40	40	40	Performance of the trained students in the competitions.	Relevant Teachers-in-charge
3. To subsidize students to participate in gifted education programs offered by local tertiary institutes or external organizations to explore and develop their talents.	Gifted Education Programmes offered by tertiary institutes or external organizations.	3 years	S4 – 6 students	20	20	20	Reflection and experience sharing of involved students with other schoolmates on what they have learnt from the programmes.	Coordinator of each KLA
4. To subsidize students to participate in exchange programmes to widen their horizons and equip them to be leaders in the 21st Century.	Exchange programmes to mainland China or overseas organized by appropriate organizations.	3 years	S4 – 6 students	20	20	20	Reflection and experience sharing of involved students with other schoolmates on what they have learnt from the programmes.	Relevant Teachers-in-charge
5. To provide programmes of foreign languages (e.g. Japanese / French) for students with talents in languages.	Programmes of foreign languages conducted by qualified service providers.	3 years	S4 – 6 students	20	20	20	Performance in using foreign languages of involved students.	Coordinator of Languages

*DLG for Provision of Gifted Education Programmes (per annum) = \$7,000 x 5 classes = \$35,000