

Yuen Long Public Secondary School
Annual Plan (2024-2025)

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

Briefly list the feedback and follow-up actions from the previous school year:

- The adoption of online Goal Setting was not carried out smoothly due to technical issues and time constraint during class teacher periods. It is suggested we should use the printed version for quicker administration and easier follow-up.
- Many LD teaching strategies have been tried out and this year we will focus on two for each subject in both junior and senior forms to better evaluate the effectiveness of such strategies in enhancing students' learning.
- Only about 60% of students agreed to have had chances to showcase their talents on different platforms. We will continue to encourage teachers to create opportunities and channels for students to display their strengths.
- Based on the students' evaluation survey, the three main learning difficulties for students are: having difficulty concentrating on/being easily distracted from studying or revision, having too much content to memorize, and ineffective time management. Students also reflected the three most useful strategies teachers have used to help with their learning are: offering them alternative learning methods, arranging group or peer learning, and encouraging them to engage in self-directed learning. Teachers can make use of the information to offer relevant support for students.

Implementation Plan

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1. To provide a more inclusive and learning friendly environment in terms of class structure, subject alternatives and supplementary support	1.1 Allocate students in classes or groups based on their abilities and preferences based on exam results and survey on elective choices 1.2 Conduct specialized courses for different target groups:	<ul style="list-style-type: none"> • 90% of S4 students are allocated their first three choices of elective subjects • 80% target students have been offered 	<ul style="list-style-type: none"> • S4 elective survey • subject department evaluation report • teachers' observation 	<ul style="list-style-type: none"> • before September • Whole year 	<ul style="list-style-type: none"> • Streaming Team • Exam Team • ACDC team • LAC team • SEN team 	<ul style="list-style-type: none"> • NGOs • Education Psychologist • Life-wide learning grant

	<ul style="list-style-type: none"> - Supplementary classes for students of high and low abilities - Tailor-made programmes to support S1 to S3 CMI students in learning subjects taught in English, e.g. PC-led after school lessons, science tutors from senior forms for S1 classes, English Fun Days - Alternative learning opportunities in different modes (OLE, LA, RAC, TIPS) for senior form students taking only two electives - Professional programmes for SEN and gifted students <p>1.3 Arrange seating to facilitate the learning of weaker students, e.g. pairing up weaker with stronger students, grouping by their learning style, grouping with a leader, etc.</p> <p>Assign different roles to students of different abilities to increase their participation</p> <p>1.4 Create an encouraging learning atmosphere</p> <ul style="list-style-type: none"> - Classroom notice board display banner “My Way Forward” (“我有我方向”) - Displaying students’ works in class and various platforms to celebrate students’ strengths in different areas, e.g. notice 	<p>specialized programmes to suit their learning needs</p> <p>• 75% students reflect that these learning arrangements help their learning</p> <p>• All classes display the banner and students’ works on notice boards</p>	<ul style="list-style-type: none"> • relevant data from APASO III and Stakeholder's Survey • students’ feedback survey 		<ul style="list-style-type: none"> • Heads of different departments • Subject teachers • Class teachers 	
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	board, school homepage, online learning platforms, Big TV, subject boards, etc.					
Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2. To identify learners' different attributes and differentiate curriculum in order to provide a more suitable and supportive learning environment	<p>2.1 Identify core and optional components of the syllabus to allow flexibility for teachers in their teaching progress</p> <p>2.2 Conduct the VARK+IT survey to find out S1 students' strengths and weaknesses and their preferred learning modes and teachers adjust the formats and types of learning tasks based on survey results</p> <p>2.3 To help students understand their own interests, aptitudes and abilities, and to develop and reflect upon personal goals for further studies and future career (LG6), class teachers will guide students to set SMART personalized goals and subject teachers follow up and review the progress of their set goals at intervals.</p>	<ul style="list-style-type: none"> • 75% of teachers agree the optional components allow them more time to focus on strengthening weaker students' foundation • 75% of teachers make use of the data to design suitable learning tasks for students of different learning styles • 70% of students achieve the goals they set 	<ul style="list-style-type: none"> • students' preference survey • subject department evaluation report • teachers' observation • relevant data from APASO III and Stakeholder's Survey • students' feedback survey 	• Whole year	<ul style="list-style-type: none"> • Heads of different departments • Subject teachers • Class teachers • Major Concern team 	

	2.4 Design tiered/graded learning and teaching materials, e.g. supplementary glossary, simpler/more challenging versions of notes/tasks, different amount of guidance given to a specific task, etc.	<ul style="list-style-type: none"> • 80% of subjects have designed graded learning tasks/materials for students 				
Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3. To modify teaching strategies and learning activities design to support individual student's learning	<p>3.1 Based on all the LD strategies tried out in the last two years, each subject department has chosen two strategies for junior and two for senior forms to focus on this year.</p> <ul style="list-style-type: none"> - These chosen strategies will be used by teachers to teach selected topics or within a time frame, e.g. 2-month period - After these strategies have been adopted, students' learning performance will be reviewed based on test/quiz marks, homework quality/attempts, learning activities participation, etc. to evaluate the effectiveness of these strategies in enhancing learning effectiveness among students with different abilities. 	<ul style="list-style-type: none"> • 80% of teachers have adopted the chosen strategies to cater for learner diversity in both junior and senior forms • 75% of students show improvement in their learning in terms of scores/marks, attitude, participation, willingness to attempt, homework quality, etc. 	<ul style="list-style-type: none"> • subject department records and evaluation report • teachers' observation • relevant data from APASO III and Stakeholder's Survey • students' feedback survey • staff meeting minutes 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Subject panel heads and teachers • Staff development team 	

	<p>3.2 Carry out Collaborative Lesson Planning (CLP) and Peer Lesson Observation (PLO)</p> <p>3.3 Share good teaching practices at staff meetings/panel meetings/staff development days/lesson observation debriefings</p>	<ul style="list-style-type: none"> • at least one PLO per teacher per term • good teaching practices/ideas/strategies are shared through different means 				
Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
4. To create opportunities for all to succeed through different forms of assessments	<p>4.1 Design tasks that allow students to display their learning outcomes, e.g. writing, drawing, presentations, posters, videos, etc.</p> <ul style="list-style-type: none"> - Invite students to showcase/present their works in class to highlight individual's strengths - Give concrete written feedback to reinforce assessment for learning - Reward students who can achieve their goals and targets 	<ul style="list-style-type: none"> • 75% of students have opportunities to share their works and feel that their efforts are recognized 	<ul style="list-style-type: none"> • students' feedback survey • relevant data from APASO III and Stakeholder's Survey • subject department records 	<ul style="list-style-type: none"> • whole year 	<ul style="list-style-type: none"> • Subject panel heads and teachers 	

	<p>4.2 Use success criteria/assessment rubrics (AI generated) to help students better understand their achievements and areas for improvement</p> <ul style="list-style-type: none"> - Adopt regular formative assessments to assess the learning progress and abilities of students of varied capabilities - Encourage peer evaluation to sharpen students' judgement and raise their awareness of self-reflection and peer appreciation 	<ul style="list-style-type: none"> • 75% of students obtain clear feedback for improvement • 75% of students understand the requirement of tasks • 75% of students can reflect on their own learning progress 				
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Major Concern 2: Student Development Domain

A.Objectives:

1. To promote value education through nurturing in students the ten priority values and attitudes.
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B. Briefly list the feedback and follow-up actions from the previous school year:

- Students set goals and regularly review progress throughout the year. With guidance from class teacher periods, workshops and talks, students better understand themselves and were able to be more considerate and show respect to others' feelings, opinions and property. Taking this as an advantage, students should establish a routine in setting goals and working out different strategies to achieve them.
- In order to show respect and make wise choices, students should be given more information about information literacy to help them to use IT ethically and effectively as responsible citizens and lifelong learners.
- In this school year, students were given more opportunities to move beyond their own worldviews and understand those people with different life backgrounds from both formal curriculum and school activities. Programmes should be continually arranged to further expose students and cultivate empathy, thereby enhancing their capacity to care for others.
- Service learning team and uniform groups have successfully fostered a voluntary work environment within the school and the community. These teams should further create opportunities to involve more student participation.

C. Implementation Plan

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1. To nurture students to be law-abiding citizens	1.1 To explain the importance of observing law and order to fulfill civic responsibility and maintain social stability.	-At least 80% of students participated in the activities and programs	- Observation by teachers - Questionnaires for teachers and students	-Whole year	- All Staff - WPD Team -Class teachers	LWL Grant SBM Fund ECA Fund
	1.2 To nurture students to - be able to make judgement with clarity and understanding so as to be a highly discerning individual - hold oneself accountable as a dutiful member of an organization and the country - be a compassionate individual who respects others and uphold fairness. Suggested approach: - school or classroom activities (e.g. debate, problem-solving activities) - engage in reading materials - conduct 'Healthy School Programmes' - organize inter-class cleanliness contest - develop student leaders	- At least 80% of participating students and teachers agree that the activities and programmes helped them to become a law-abiding citizen	- Evaluations of GAP periods conducted by WPD -APASO Survey -Student disciplinary records		-Subject HODs, Functional Teams & ECA Clubs	
	1.3 To delineate the consequences of breaking school rules and the law and order by - explicitly explaining the rationales of upholding rules and laws.	- At least 10% decrease in student violations of school rules comparing with previous school				

	<ul style="list-style-type: none"> - cultivating righteousness among students to have integrity, morality and a sense of justice. <p>Suggested approach:</p> <ul style="list-style-type: none"> - raise awareness of information literacy - hold various competitions - organize exhibitions - arrange sharing sessions - plan class teacher periods 	year				
2. To build up a strong national identity	<p>2.1 To instill national pride by</p> <ul style="list-style-type: none"> - providing information for students to understand the history and latest development of China - nurturing Chinese culture among students <p>2.2 To recognize and embody our national traits into our daily lives. (e.g. Chinese philosophy, wisdoms, rituals, festivals.)</p>	<ul style="list-style-type: none"> - At least 80% of students participated in the activities, such as exchange trips, flag-raising ceremony etc. -At least 80% of participating students and teachers agree that the curriculum, activities and programmes helped them to build up a stronger national identity and appreciate Chinese history and culture 	<ul style="list-style-type: none"> - Observation by teachers - Questionnaires for teachers and students - Evaluations of GAP periods conducted by WPD -APASO Survey 	-Whole year	<ul style="list-style-type: none"> - All Staff - WPD Team -Class teachers -Subject HODs, Functional Teams & ECA Clubs -National Security Team 	<p>LWL Grant</p> <p>SBM Fund</p> <p>ECA Fund</p>

	<p>2.3 To be committed to contribute to a family, organization and one country by</p> <ul style="list-style-type: none"> - understanding one's attributes - envisioning a life that fuels both personal fulfillment and national growth. 	<p>-At least 60% of students are able to demonstrate their familiarity with 20 major fields in National Security.</p>				
	<p>2.4 To be aware of the importance of national security.</p> <ul style="list-style-type: none"> - be familiar with the 20 major fields in our National Security. - uphold the National Security through school activities(e.g. activities with Sister School, talks, exhibitions and activities during the 'National Security Education & Moral & Civic Education Program', regular National Flag-raising Ceremony, thematic sharings and singing the National anthem. 	<p>-At least 60% of students are able to relate and apply different areas in National Security to their daily lives.</p>				