

**YUEN LONG PUBLIC SECONDARY SCHOOL**  
**Annual School Plan (2023/24)**

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 (1) adjusted learning environment, (2) differentiated learning content, (3) diversified learning process and (4) various modes of assessment**

<b>1. To provide a more inclusive and learning-friendly <u>environment</u> in terms of class structure, subject alternatives and supplementary support</b>						
	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Learning Goals
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' preference survey	Streaming team Exam Team	LG6
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 and S2 CMI students</li> <li>➢ Alternative learning opportunities in different modes (OLE, LA, RAC, TIPS) for senior form students taking only 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 to suit their different learnt needs	Subject department records  Students' feedback survey	LAC team WPD team  Head of different departments and teams	LG2  LG6
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, group students by their learning style, etc.</li> <li>● Assign different roles to students of different abilities to increase their participation</li> </ul>	Whole year	75% students reflect positively about these learning arrangements	Teachers' observation  Students' feedback survey	Class teachers Subject teachers	LG6  LG4

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 Targets” (“我有我目標”) (academic and non-academic)</li> </ul> </li> </ul>	September	Students have a platform to showcase and appreciate each other’s strengths	Teachers’ observation	Class teachers Subject teachers	LG6
	<ul style="list-style-type: none"> <li>● Displaying students’ works in class and various platforms to celebrate students’ strengths in different areas e.g. notice board, school homepage, online learning platforms, Big TV, subject boards, etc.</li> </ul>	Whole year	75% students display their talents on various platforms	Students’ feedback survey		LG6

## 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	Learning Goals
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	75% teachers agree the optional components allow them more time to focus on weaker students’ foundation	Subject department records Teachers’ feedback	Subject panel heads Subject teachers	
b	<ul style="list-style-type: none"> <li>● Conduct a survey to find out students’ strengths and weaknesses and their preferred learning modes (VARK+IT)</li> <li>● Adjust the formats and types of learning tasks based on the survey results</li> </ul>	September	75% teachers make use of the data to design suitable learning tasks for students of different abilities	Teachers’ feedback	Major Concern Team	LG6 LG5
c	<ul style="list-style-type: none"> <li>● Guide students to set SMART personalized goals, one academic one non-academic</li> <li>● Invite respective teachers to guide and supervise the goal setting and process</li> <li>● Review and evaluate their performance based on the set goals</li> <li>● Help students to understand one’s own interests, aptitudes and abilities, and to develop and reflect upon personal goals for further studies and future career</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  70% students achieve the academic goal they set	Students’ feedback survey  Teachers’ observation	Class teachers Subject teachers	LG6

d	<ul style="list-style-type: none"> <li>● Design tiered/graded learning/teaching materials (One set per term), e.g. supplementary glossary, simpler/more challenging versions, the amount of guidance given to a specific task, etc.</li> </ul>	Whole year	75% subjects have designed graded learning tasks/materials for students	Subject department records	Subject panel heads Subject teachers	LG4
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### 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	Learning Goals
a	<ul style="list-style-type: none"> <li>● Enhance students' learning capacity through the following strategies (At least choose 1 or 2 to try out): <ul style="list-style-type: none"> <li>➤ Vary the amount of learning input and support to help different students to complete the same learning tasks.</li> <li>➤ Challenge students of higher abilities with self-directed learning materials and tasks in order to encourage further/deeper exploration of some topics and allow them to apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work (one of 7 learning goals)</li> <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> <li>➤ Group learning, e.g. presentation, project, role play, discussion, etc.</li> <li>➤ Peer tutoring/Pair work/Learning buddies</li> </ul> </li> </ul>	Whole year	<p>75% teachers have adopted various / some strategies to address learner diversity</p> <p>75% students reflect that their learning is enhanced through different modes of learning</p> <p>An improvement in the APASO Data about learning and teaching</p>	<p>Subject department records</p> <p>Students' feedback survey</p> <p>Teachers' observation</p>	Subject panel heads Subject teachers	<p>LG2</p> <p>LG4</p> <p>LG5</p> <p>LG6</p>

b	<ul style="list-style-type: none"> <li>● Allow students' choice of learning tasks, e.g. provide students option of task A or B, challenge students with extra part, etc.</li> </ul>	Whole year	70% students were given choices in their learning based on their different abilities and students find the options can facilitate their learning	Students' feedback survey	Subject teachers	LG6
c	<ul style="list-style-type: none"> <li>● Carry out Collaborative Lesson Planning (CLP) and Peer Lesson Observation (PLO) on addressing Learner's Diversity 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>More than 50% teachers share good teaching practices / ideas / strategies through different means</p>	<p>Subject department records</p> <p>Staff meeting minutes</p>	<p>Subject panel heads and teachers</p> <p>Staff development team</p>	LG6

#### 4. To create opportunities for all to succeed (assessments)

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Learning Goals
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 some concrete written feedback to reinforce for learning</li> <li>● Reward students who can achieve their goals and targets</li> </ul>	Whole year	<p>Students' works are shared</p> <p>75% students feel their efforts are recognized</p> <p>75% students obtain clear instructions/direction for improvement</p> <p>An improvement in the APASO Data about learning and teaching</p>	Students' feedback survey	Subject teachers	<p>LG1</p> <p>LG2</p> <p>LG4</p> <p>LG6</p>

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>75% students understand the requirement of tasks</p> <p>75% students can reflect on their own learning progress</p>	<p>Subject department records</p> <p>Students' feedback survey</p>	<p>Subject panel heads</p> <p>Subject teachers</p>	<p>LG2</p> <p>LG4</p> <p>LG6</p>
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**Major Concern 2:**

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

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Learning Goals
<b>1. To build up students' respectful mind.</b>					
<p>1.1 To help students realise every individual is unique.</p> <p>- Guide students to understand themselves and set attainable goals through Class Teacher periods. Review the progress during mid-year and at the end of school term.</p> <p>- Carry out personality test or survey to understand individual strengths and weakness so as to respect one's abilities and assign duties in class.</p> <p>-Broaden students' view of the world to recognize, respect and value diversity by board display, classroom teaching and thematic activities/ events.</p> <p>-Cultivate students' logical and rational thinking so as to be considerate and respect others' feelings, opinions and property.</p>	<p>At the beginning of the school term.</p> <p>Review the goal at the end of school term</p> <p>Whole Year</p>	<p>- About 75% of students agree the goal-setting class teacher period is useful for them.</p> <p>- About 70% of students find the personality test and survey useful to understand their abilities and personal traits.</p> <p>- About 75% of students showed they are more considerate and could respect others' feelings and opinions.</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>- WPD Team</p> <p>- Class teachers</p> <p>- Subject HODs and functional teams/ ECA clubs concerned</p>	<p>LG1, LG2, LG4, LG6</p>
<b>2.To develop students' empathy.</b>					
<p>2.1 To guide students to move beyond their own worldviews to try to understand those held by other people who may have a different life background and everyone should be treated equally via a variety of other learning experiences.</p> <p>- Embed core values contents in formal curriculum, and activities to deepen students' understandings about people and places in the community and all around the world so as to instil a grateful to their own life and be empathetic to others, e.g. lesson plans in GAP periods, morning assemblies sharings, NGOs visit, voluntary work, exchange programs Chinese and English reading materials, etc.</p>	<p>Whole Year</p>	<p>-About 75% of students participate in the activities and programs in promoting positive values.</p> <p>- About 75% of students gain insights from the sharings and developed a respectful mind towards others and proactive attitude towards 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>-All staff</p> <p>-Class teachers</p> <p>-WPD</p> <p>-MNE Team</p> <p>- Subject HODs and functional teams/ ECA clubs concerned</p>	<p>LG1, LG2, LG4, LG6, LG 7</p>

<p>- Conduct thematic program, e.g.co-organize ‘Moral and Civic Education Week’ with Moral and National Education Team and different functional teams to conduct an event-based program to strengthen students’ positive values and to emphasize how to respect every individual.</p>					
<p><b>3. To foster the spirit of caring and helping others.</b></p>					
<p>3.1 To provide students opportunities/ platforms to develop their good-hearted attributes and express their love and care to their family, people in the community and around the world.</p> <p>- Encourage students to take up different school duties and participate in service learning tasks, such as One-student-one-post, subject monitors, House Captains, Prefects, PCs etc., to serve others in school.</p> <p>- Strengthen school pastoral care program through different student bodies and diversified learning activities so as to enrich students’ exposure and cultivate a loving and caring atmosphere, e.g. voluntary work, visits to local NGOs, service learning scheme etc.</p> <p>- Show recognition of students’ achievement in different occasions, such as morning assemblies sharings, prize giving ceremony, school display boards, school websites etc. to appreciate their good deeds.</p>	<p>Whole Year</p>	<p>- About 75% of the students actively participated in their students’ duties and posts.</p> <p>- About 75% of the students agreed the activities created successful learning experience and developed a sense of sharing after the activities.</p> <p>- About 75% of teachers agreed students enhanced their social exposure and showed their caring for others.</p>	<p>- Observation by teachers</p> <p>- Questionnaires for teachers and students</p> <p>- APASO Survey</p> <p>- Amount of prizes received from inside and outside school.</p>	<p>-All staff</p> <p>-Class teachers</p> <p>- Subject HODs and functional teams/ ECA clubs concerned</p>	<p>LG1, LG2, LG4, LG6, LG 7</p>