

**YUEN LONG PUBLIC SECONDARY SCHOOL**  
**3-year School Development Plan (2022/23-2024/25)**

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 their own 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 *adjusted learning environment, differentiated learning content, diversified learning process and various modes of assessment***

Targets	Time Scale			A General Outline of Strategies
	2022/23	2023/24	2024/25	
1. To provide a more inclusive and learning-friendly environment in terms of class structure, subject alternatives and supplementary support	✓	✓	✓	<ul style="list-style-type: none"> <li>➢ Extra language support for students of weaker language foundation</li> <li>➢ In S1 – S3, two classes of English are split into three smaller groups to give weaker students more support</li> <li>➢ In S1, two classes of Chinese are split into three smaller groups to give weaker students more support</li> <li>➢ In S2 and S6, two classes of Mathematics are split into three smaller groups to give weaker students more support</li> <li>➢ 2X classes in S4 and S5 are given OLE lessons to explore various areas of interests and career life planning</li> <li>➢ Enhancement and remedial programmes are offered to strengthen support for students at both ends of the ability spectrum</li> <li>➢ Adopt a whole-school approach to create a friendly and conducive learning environment</li> </ul>
2. To identify learners' different attributes in order to provide a more suitable and supportive learning environment	✓	✓	✓	<ul style="list-style-type: none"> <li>➢ Identify learners' diversified learning needs in terms of their talents, interests, strengths and weaknesses, personalities, motivation, prior knowledge and skills, learning styles, etc. both within a class or across the form</li> <li>➢ Consult past academic performance analysis in different subjects</li> <li>➢ Match learners' differences with appropriate teaching strategies and learning tasks</li> </ul>
3. Curriculum Differentiation	✓	✓	✓	<ul style="list-style-type: none"> <li>➢ Identify Core and Elective topics / Foundation and Non-foundation parts of the curriculum</li> <li>➢ Make adjustments and adaptation of syllabus for classes or groups of students with different abilities</li> <li>➢ Identify, design and implement content/learning tasks that can be taught/learnt using different modes to suit students' abilities and preferences</li> </ul>

Targets	Time Scale			A General Outline of Strategies
	2022/23	2023/24	2024/25	
4. To modify teaching strategies and learning activities design to support individual students' learning	✓	✓	✓	<ul style="list-style-type: none"> <li>➤ Design enrichment and more challenging activities for more capable students</li> <li>➤ Adopt different groupings to facilitate peer support for less capable students</li> <li>➤ Provide multisensory and multimodal learning experiences to match students' abilities and preferences</li> <li>➤ Provide graded learning materials, resources and assignments</li> <li>➤ Allow some degree of flexibility in how students display their learning outcome, assignments or homework</li> <li>➤ Employ e-learning tools to enhance motivation, promote collaboration and support learning</li> <li>➤ Provide professional development training regarding questioning skills to teachers</li> </ul>
5. To create opportunities for all to succeed	✓	✓	✓	<ul style="list-style-type: none"> <li>➤ Use different modes of assessment to enable a better understanding of students' learning progress and to obtain useful feedback for further learning and teaching</li> <li>➤ Encourage assessment for learning which allows students to focus on their own progress, rather than just focusing on comparing them against a whole class or form</li> <li>➤ Set appropriate goals for students and acknowledge individual accomplishments</li> <li>➤ Celebrate success along the way to boost students' confidence and motivation</li> <li>➤ Create platforms to showcase students' works in different occasions, highlighting individual's strengths</li> <li>➤ Teachers' appreciation remarks of students' achievements, rather than just a mark or a grade</li> </ul>
6. To arrange professional support for SEN and gifted students	✓	✓	✓	<ul style="list-style-type: none"> <li>➤ Encourage participation of pull-out programmes in different fields</li> <li>➤ Employ external support for group or one-on-one programmes</li> <li>➤ Collaborate with professionals to monitor progress and evaluate the suitability of the support programmes for our students</li> </ul>

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**Foreword:**

**Our students are facing an ever-challenging information age. It is important to equip not only young people’s multiple intelligences, but also to develop their character traits so that they could face different challenges and embrace opportunities in life.**

**Major Concern 2:**

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

Targets	Time Scale			A General Outline of Strategies
	2022/23	2023/24	2024/25	
1. To raise students’ awareness of the importance of <b><u>responsibility</u></b> and to support them to fulfil it. 2. To guide students to be <b><u>committed to</u></b> their roles. 3. To enlighten their understandings of the sense of <b><u>integrity</u></b> . 4. To assist students to set achievable goals and to strive for them through constant <b><u>diligence and perseverance</u></b> .	✓	✓	✓	<ul style="list-style-type: none"> <li>- Emphasize the importance of taking up responsibility</li> <li>- Guide students to recognize their responsibilities in different roles and to achieve them</li> <li>- Help students to explore their strengths and develop by participating in activities and taking up responsibilities in different contexts</li> <li>- Offer opportunities for students to experience a sense of achievement by being committed to the responsibilities that they shoulder</li> <li>- Nurture students to be reliable person by instilling the concept of integrity into their mind</li> <li>- Support students to find goals and to achieve them by effective means</li> <li>- Allow students to try and find what they love to do and to flourish</li> <li>- Equip students to insist despite hardship</li> </ul>
1. To build up students’ <b><u>respectful mind</u></b> 2. To develop students’ <b><u>empathy</u></b> 3. To foster the spirit of <b><u>caring and helping others</u></b>	✓	✓	✓	<ul style="list-style-type: none"> <li>- Help students realise every individual is unique</li> <li>- Guide students to move beyond their own worldviews to try to understand those held by other people who may have a different life background.</li> <li>- Emphasize people are equal and should be treated equally.</li> <li>- Nurture students to be good-hearted and to develop other attributes that make a good person.</li> <li>- Provide opportunities/platforms for students to express their love for family, and others at school and in the community.</li> </ul>
1. To nurture students to be <b><u>law-abiding</u></b> citizens 2. To build up a strong <b><u>national identity</u></b>	✓	✓	✓	<ul style="list-style-type: none"> <li>- Reiterate the importance of upholding law and order.</li> <li>- Provide information for students to understand motherland from its history and latest development</li> <li>- Strengthen the bonding between students and their motherland so as to value and appreciate Chinese culture.</li> </ul>