



**Yuen Long Merchants Association  
Secondary School**

**Annual School Plan  
2008/2009**

# **Yuen Long Merchants Association Secondary School**

## **School Vision & Mission**

### **Mission Statements**

**We will be collaborative in all respects to provide a positive, stimulating, supportive, aesthetic and harmonious learning environment.**

**We are committed to educating students in the areas of intellectual, physical, social, moral, aesthetic and emotional development.**

**We aim to fulfill the school motto ‘Integrity, Simplicity, Diligence, Perseverance’ by co-operating with parents in building up the minds and characters of students.**

## **School Goals**

- 1. To develop our students' ability to use both Chinese and English as a successful tool of thought and communication.**
- 2. To develop in our students a love for learning and a sense of life-long learning.**
- 3. To build a school community in which teachers, students and non-teaching staff have a spirit of mutual respect and co-operation.**
- 4. To develop in our students a desire to work for a just society.**
- 5. To encourage our students to be generous in placing their knowledge and competence at the service of the community.**

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## Annual School Plan 2008/2009

### 1. Major Concern: To prepare for the New Senior Secondary Curriculum (NSSC)

| Targets  | Strategies   | Success Criteria  | Methods of Evaluation  | Time Scale | People in charge  | Resources Required   |
|--|--|---|--|------------|---|--|
| 1 Prepare for the implementation of NSS curriculum | <ul style="list-style-type: none"> <li>• Finalize the choice of elective modules and formulate an action plan for implementation of curriculum and SBA by each subject panel</li> <li>• Plan and prepare the curriculum of OLE</li> <li>• Prepare the school-based teaching materials for LS</li> <li>• Create space for teachers and encourage them to pursue professional development programmes that enhance their knowledge and skills in the teaching of the new curriculum</li> <li>• Prepare for SLP</li> </ul> | <ul style="list-style-type: none"> <li>• The choice of elective modules is finalized and an action plan is formulated by all subject panels concerned</li> <li>• The curriculum of OLE for SS1 is formulated and teaching resources are prepared</li> <li>• A considerable progress is shown in preparation of teaching materials for LS</li> <li>• All teachers teaching the NSSC in 2008-09 have completed the training required</li> </ul> | <ul style="list-style-type: none"> <li>• Scrutiny of action plans</li> <li>• Scrutiny of the documents and teaching resources of OLE and LS</li> <li>• Scrutiny of professional development records of teachers</li> </ul> | Whole year | <ul style="list-style-type: none"> <li>• Principal</li> <li>• Vice principals</li> <li>• NSS Committee</li> <li>• HODs</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher Professional Preparation Grant</li> <li>• Senior Secondary Curriculum Support Grant</li> <li>• Time for teachers to attend and complete training</li> </ul> |

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| 2 | Sustain good communication with the stakeholders on the progress of NSS preparation | <ul style="list-style-type: none"> <li>• Organize NSS talks and distribute NSS materials for S3 students and their parents</li> <li>• Conduct surveys to collect opinions and comments from students, teachers and parents to fine-tune, if necessary, the NSS curriculum</li> <li>• Update and upload NSS information onto the school website regularly</li> </ul> | <ul style="list-style-type: none"> <li>• All stakeholders are well informed of the progress of NSS preparation of the school</li> </ul> | <ul style="list-style-type: none"> <li>• Stakeholders' feedback</li> </ul> | Whole year | <ul style="list-style-type: none"> <li>• NSS Committee</li> </ul> | <ul style="list-style-type: none"> <li>• Budget for the talks and surveys</li> </ul> |
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2. Major Concern: To enhance students' learning abilities

| Targets   | Strategies  | Success Criteria  | Methods of Evaluation  | Time Scale   | People in charge   | Resources Required   |
|---|---|---|--|--|--|--|
| 1 Enhance learning and teaching with English as the MOI in the school | <ul style="list-style-type: none"> <li>Facilitate and enhance learning and teaching in English by implementing DOLACEE action plans in different subjects</li> <li>Enrich the English environment in the school by carrying out more English co-curricular activities, e.g. English Day Camps, English Language Arts activities, and increasing the use of English at assemblies and on display boards</li> <li>Use a variety of pedagogy in English lessons to enhance students interest in learning English and learning in English</li> <li>Encourage more students to use the English Activity Room</li> <li>Organize Summer Bridging Course for pre-S1 students</li> </ul> | <ul style="list-style-type: none"> <li>100% of teachers concerned implement the DOLACEE action plans</li> <li>Cross-curricular topics are developed and taught in each level</li> <li>Students' abilities and confidence in using English are enhanced</li> </ul> | <ul style="list-style-type: none"> <li>Teachers survey</li> <li>Students feedback</li> <li>Lesson observation and evaluation of students' performance in class and examinations</li> </ul> | <ul style="list-style-type: none"> <li>Whole year</li> </ul> | <ul style="list-style-type: none"> <li>HOD of English &amp; EMI subjects</li> <li>ECA Master</li> <li>HODs</li> <li>HICs of clubs</li> </ul> | <ul style="list-style-type: none"> <li>Additional support for EMI schools</li> </ul> |

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| <p>2 Cater to the diverse abilities and needs of students to help them improve their learning skills and confidence</p> | <ul style="list-style-type: none"> <li>• Organize small class teaching for certain classes in English, Chinese and Mathematics</li> <li>• Organize enhancement and supplementary programme/extra courses/ tutorials with the assistance of TA's &amp; other resources/grants available</li> <li>• Organize and support learning activities/ programmes for disadvantaged students, using School-based After School Learning &amp; Support Funds, etc.</li> <li>• Implement enhancement measures for high-fliers to fully explore their potentials by arranging them to participate in various open academic competitions and activities and enrolling in courses for gifted students</li> </ul> | <ul style="list-style-type: none"> <li>• 80% of students have positive attitude towards small class size</li> <li>• 80% of students have positive attitude towards the extra courses/ programmes</li> <li>• Students have positive attitudes and comments on such schemes</li> <li>• Students perform well in open competitions and courses</li> </ul> | <ul style="list-style-type: none"> <li>• Student surveys</li> <li>• Teacher surveys</li> <li>• Students' performances in open competitions and courses</li> </ul> | <ul style="list-style-type: none"> <li>• Whole year</li> </ul> | <ul style="list-style-type: none"> <li>• HODs of English, Chinese and Mathematics and</li> <li>• TIC of Sun Hung Kei Properties Educational Funds</li> <li>• TIC of School-based After School Learning &amp; Support Funds</li> </ul> | <ul style="list-style-type: none"> <li>• CEG</li> <li>• Sun Hung Kei Properties Educational Funds</li> <li>• School-based After School Learning &amp; Support Funds</li> </ul> |
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| 3 Enhance learning skills of students | <ul style="list-style-type: none"> <li>Strengthen cooperative and interactive learning skills in project learning</li> <li>Make the development of learning skills a focus for all subjects</li> <li>Teach and train thinking skills of S.1 and S.2 students in the subject of IH</li> <li>Cultivate and develop computer graphic design and model-making skills, presentation skills and creativity in the subjects of Design and Applied Technology, Computer Literacy &amp; Visual Arts, in collaboration with Civic Education &amp; English Department, in S.2</li> </ul> | <ul style="list-style-type: none"> <li>Most students experience and think positively cooperative learning</li> <li>Most students improve their learning effectiveness</li> <li>Most students apply and improve their thinking skills</li> <li>Most students can use the software and successfully complete the projects</li> </ul> | <ul style="list-style-type: none"> <li>Student surveys</li> <li>Project Work</li> </ul> | <ul style="list-style-type: none"> <li>Whole year</li> </ul>                                 | <ul style="list-style-type: none"> <li>Vice Principals</li> <li>HODs concerned</li> </ul>   |  |
| 4 Enhance reading skills              | <ul style="list-style-type: none"> <li>Teach reading strategies in Chinese and English</li> <li>Reading To Learn Lesson</li> </ul>  | <ul style="list-style-type: none"> <li>Most students experience and improve their learning effectiveness</li> <li>Promote reading skills, reading habits and reading and sharing culture</li> <li>Enhanced learning skills</li> </ul>  | <ul style="list-style-type: none"> <li>Student survey</li> </ul>                        | <ul style="list-style-type: none"> <li>Whole year</li> <li>Mid-Sept to end of May</li> </ul> | <ul style="list-style-type: none"> <li>HODs of English and Chinese</li> <li>Library Teacher</li> <li>Vice Principals</li> <li>HODs</li> </ul> |  |

3. Major Concern: To help students establish positive values and attitudes

| Targets   | Strategies   | Success Criteria  | Methods of Evaluation  | Time Scale   | People in charge   | Resources Required   |
|---|--|---|--|--|--|--|
| 1 Run a whole-school Pastoral Care Programme        | <ul style="list-style-type: none"> <li>Teach MCE in class teacher lessons during assembly time, using materials and skills teachers acquired in the teacher training workshops last year (2006-07)</li> <li>The programme aims to develop and foster the following values and help students set goals for themselves:<br/>Self-discipline and sense of responsibility, sense of belonging to school, conscientiousness, self-management, self-respect as well as respect &amp; consideration for others</li> </ul> | <ul style="list-style-type: none"> <li>Students feel a better sense of belonging to the class &amp; the school</li> <li>Form teachers could cultivate a supportive &amp; appreciative atmosphere in the classroom</li> <li>Students' sense of responsibility strengthens</li> <li>Students' self-discipline and self-management skills improve</li> </ul> | <ul style="list-style-type: none"> <li>Teachers survey</li> <li>Students survey</li> </ul> | <ul style="list-style-type: none"> <li>Whole year</li> </ul> | <ul style="list-style-type: none"> <li>HOD of Pastoral Care</li> <li>Counselling Mistress</li> </ul> | <ul style="list-style-type: none"> <li>School Funds</li> </ul> |
| 2 Teach and foster the above values in junior forms | <ul style="list-style-type: none"> <li>Teach and foster the above values in the subject of IH and teach students to set goals for themselves</li> </ul>  | <ul style="list-style-type: none"> <li>Most students have positive attitudes towards the programmes</li> </ul>  | <ul style="list-style-type: none"> <li>Teachers survey</li> <li>Students survey</li> </ul> | <ul style="list-style-type: none"> <li>Whole year</li> </ul> | <ul style="list-style-type: none"> <li>HOD of IH</li> </ul>  | <ul style="list-style-type: none"> <li>QE Funds</li> </ul>     |

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| 3 Implement programmes to teach and foster positive values and attitudes | <ul style="list-style-type: none"> <li>Organize training programmes and student learning activities, e.g. Smart Teens, using external resources available to train leadership, consolidate positive values and attitudes</li> </ul> | <ul style="list-style-type: none"> <li>Most students have positive attitudes towards the programmes</li> </ul>   | <ul style="list-style-type: none"> <li>Teachers survey</li> <li>Students survey</li> </ul> | <ul style="list-style-type: none"> <li>Whole year</li> <li>Post-exam period</li> </ul> | <ul style="list-style-type: none"> <li>Counselling Mistress</li> <li>Assistant HOD of Discipline</li> </ul> | <ul style="list-style-type: none"> <li>School funds</li> </ul> |
|  | <ul style="list-style-type: none"> <li>Help students set class goals and rules</li> </ul>   | <ul style="list-style-type: none"> <li>Students feel a better sense of belonging to the class &amp; the school</li> <li>Most students observe the rules</li> </ul> | <ul style="list-style-type: none"> <li>Students survey</li> <li>Teachers survey</li> </ul> | <ul style="list-style-type: none"> <li>Whole year</li> </ul>                           | <ul style="list-style-type: none"> <li>Counselling Mistress</li> <li>Class teachers</li> </ul>              |  |
|  | <ul style="list-style-type: none"> <li>Facilitate and enhance self-management and sense of responsibility by setting up a homework policy (Actions to take if students fail to hand in their homework)</li> </ul>                   | <ul style="list-style-type: none"> <li>Most student observe the policy</li> </ul>  | <ul style="list-style-type: none"> <li>Teachers survey</li> <li>Students survey</li> </ul> | <ul style="list-style-type: none"> <li>Whole year</li> </ul>                           | <ul style="list-style-type: none"> <li>HOD of Academic</li> <li>HOD of Discipline</li> </ul>                | <ul style="list-style-type: none"> <li>TAs</li> </ul>          |