

# Yuen Long Merchants Association Secondary School

## Annual School Plan 2014/2015



### Major Concern 1: To develop students' academic potential, facilitate their academic pursuit & enhance their academic performance

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1 To develop students' Self-directed Learning (SDL) skills in the classrooms	<p><u>For teachers:</u></p> <ol style="list-style-type: none"> <li>1) Facilitating skills &amp; student-centred pedagogy (Engage students to motivate them to learn &amp; enhance classroom interaction and hence learning effectiveness)               <ul style="list-style-type: none"> <li>➢ <i>(Teacher and student's part ratio – subject-based; to be recommended by panel)</i></li> </ul> </li> <li>2) Strengthen teaching strategies to inspire high order thinking               <ul style="list-style-type: none"> <li>➢ Questioning techniques –to inspire high order thinking by using probing or prompting questions, open-ended and some challenging questions</li> <li>&amp; Feedback – more concrete &amp; specific to enhance learning</li> <li>➢ Group interaction (<i>suitable learning activities in lesson, e.g. discussion problems/ activity</i>) strategies</li> </ul> </li> <li>3) Assessment for and as learning (AFL &amp; AAL) – help students grasp learning content, clarify misconceptions and understand how to improve</li> <li>4) Flipped classrooms (Pilot) (where appropriate)</li> <li>5) Promote reading to learn</li> </ol>	<p>Over 50% of students display these skills in their exercise and in lesson observation;</p> <p>Over 70% lessons adopt these strategies except flipped classrooms</p>	<p>APASO, Evaluation of programme plans of panels; Teachers' observation</p>	<p>Whole year</p>	<p>Academic &amp; panel chairpersons</p>	<p>TA support</p>

	<p><u>For students:</u> Skills learning and training</p> <ol style="list-style-type: none"> <li>1) Teachers to teach SDL skills in class</li> <li>2) Promote students' pre-lesson preparation with clear guidelines and give students time for presentation and peer interaction</li> <li>3) Encourage students to raise questions and jot down notes in class</li> <li>4) Learn from errors: do corrections, identify problems and devise enhancement strategies</li> <li>5) Study groups to work together and to complement each other</li> <li>6) Detention class to complete assignments</li> </ol> <p><u>IT support &amp; e-learning tools –</u> To facilitate learning &amp; teaching &amp; sharing</p>	<p>More active students participation in class;</p> <p>Less than 20% students have to attend detention class for failing to hand in homework</p>	<p>Lesson observation; class and subject teachers' observation</p>	<p>Class teachers</p> <p>IT In Education</p>	<p>IT-in-Edu Grant</p>
<p>2 To enhance teaching strategies and teaching efficacy</p>	<p><u>For teachers:</u></p> <ol style="list-style-type: none"> <li>1) Quality lesson time pedagogy –with clear teaching objectives, good organization and smooth transition between activities; write lesson/ learning objective at top left-hand corner on board (to focus for S &amp; T)</li> <li>2) Questioning techniques to inspire high order thinking &amp; deep learning by <i>using probing or prompting questions of different levels</i> to help students construct knowledge and investigate problems (Level &amp; depth)</li> <li>3) Feedback – Give positive feedback and invite some less active students to answer questions and give them encouragement</li> <li>4) Group interaction strategies</li> <li>5) Identify students' learning problems and design lesson to cater</li> </ol> <p><u>Subject Departments:</u></p> <ol style="list-style-type: none"> <li>1) More collaborative lesson planning &amp; sharing of good practice in departments and cross departments (Lesson study in IS) (LS)(English) (Chinese)</li> </ol>	<p>Improved teaching skills &amp; efficacy observed in lesson observation</p>	<p>APASO, Evaluation of programme plans of panels; Teachers' observation</p>	<p>Whole year</p>	<p>Academic &amp; panel chairpersons</p> <p>TA support</p>
	<p><u>Subject Departments:</u></p> <ol style="list-style-type: none"> <li>1) More collaborative lesson planning &amp; sharing of good practice in departments and cross departments (Lesson study in IS) (LS)(English) (Chinese)</li> </ol>				<p>Academic and panel chairpersons</p>

	<p>2) <u>Lesson observation</u> (Department &amp; cross-department) with focus on the following classroom strategies:</p> <ul style="list-style-type: none"> <li>➤ Questioning techniques to inspire High order thinking -- Bring out a wide range of questions with due consideration of students' ability, aptitude and life-experience</li> <li>➤ Design subject-based learning activities to develop selected learning skills/ strategies at each level</li> <li>➤ Student-centered teaching (Student-teacher &amp; student-student interactions e.g. through group interactions)</li> <li>➤ Specific learning targets (top left-hand corner of blackboard)</li> </ul> <p>3) Using statistical reports (HKDSE exam analysis reports) and internal assessment data to analyze strengths and weaknesses of students, identify students' learning difficulties and adapt the curriculum, lesson content and teaching strategy to improve learning and teaching effectiveness</p> <ul style="list-style-type: none"> <li>➤ Form level, class level, subject level</li> </ul> <p>4) Tracing students' learning progress &amp; academic performances and follow-up with enhancement strategies/ schemes</p> <p>5) Resource /Question bank with more open-ended questions</p>	<p>Improved students' performances showing high order thinking; Students' knowing the learning objectives in lesson when asked; More T-S and S-S interactions;</p> <p>Improved students' performances in examinations</p> <p>More such questions in resource bank</p>	<p>Lesson Observation records</p> <p>Minutes of panels</p>		<p>Panel chairpersons</p> <p>Academic and panel chairpersons</p> <p>Panel chairpersons</p>	
<p>3 To develop students' Inquiry Learning skills in class</p>	<p><u>In class</u></p> <ol style="list-style-type: none"> <li>1) Teachers to design lesson with the objective to inspire inquiry learning. In the process of thinking and discussing, students can apply their analytical, logical and critical thinking ability, induction and deduction, problem-solving skills and creativity, etc.</li> <li>2) Focus on preparation &amp; follow up as well as communication &amp; elaboration</li> <li>3) Review curriculum, pedagogy &amp; assessment when necessary</li> </ol> <p><u>Activities and learning programmes</u></p> <ol style="list-style-type: none"> <li>4) Encourage students to take part in external inquiry learning or project competitions</li> <li>5) Co-ordinate inquiry-based activities, inter-class competitions &amp; forums on social issues</li> <li>6) Organize S1-S3 inter-class current issue competitions or activities</li> </ol>	<p>Improved students' performance, using these skills</p> <p>Students participate in competitions &amp; achieve good results; Students can apply knowledge &amp; skills they learn &amp; provide positive feedback</p>	<p>Evaluation of programme plans</p>	<p>Whole year</p>	<p>Academic and all panels</p> <p>All panels</p> <p>LS &amp; Science panels</p> <p>LS panel</p>	<p>TA</p>

<p>4 To adopt subject-based strategies &amp; programmes to cater for learners' diversity</p>	<p><u>In class</u></p> <ol style="list-style-type: none"> <li>1) Design lesson and tailor-make material or teach the same material to different depths to cater to learning diversity</li> <li>2) Adjust teaching content and strategies according to students' responses and performance</li> <li>3) Use classroom assessment to understand students' learning needs and give specific feedback and guidance</li> <li>4) Increase students' self-confidence &amp; sense of achievement by giving them more positive feedback &amp; compliments</li> <li>5) Teach less-able students speaking and elaboration skills and to use proper eye contact</li> <li>6) Employ ability grouping and use supportive measures like flipped classroom as a learning and teaching tool</li> </ol> <p><u>Activities and learning programmes</u></p> <ol style="list-style-type: none"> <li>1) Provide opportunities for more students to participate in various competitions inside and outside school</li> <li>2) Organize after school support programmes for S1 &amp; S2 students and other classes when necessary</li> <li>3) Organize mentoring programmes in some subjects</li> </ol>	<p>Organize at least 1 specially designed occasion for students to present (their good work);</p> <p>Students participate enthusiastically in class and in various activities &amp; programmes &amp; provide positive feedback</p>	<p>Lesson observation; Record of OLE; Evaluation of programme plans</p>	<p>Whole year</p>	<p>Academic &amp; all panels</p>	<p>TA; DLG</p>
<p>5 To provide better interface between junior and senior curriculum</p>	<ol style="list-style-type: none"> <li>1) Junior Curriculum: 3 subjects in S1 and S2 to replace Integrated Humanities: Geography, History and Liberal Studies &amp; Civic Education</li> <li>2) Review when necessary curriculum in core and elective subjects</li> </ol>	<p>Better exam results in subjects concerned in the S3 Exams; Positive feedback</p>	<p>Evaluation of programme plans of panels; Teachers' observation</p>	<p>Whole year</p>	<p>Geography, History, LS Panels and Civic Education Master</p>	<p>TA support</p>

**Major concern 2: To enhance our students' whole-person development to meet the challenges of an ever-changing world**

Targets	Strategies/ Activities/Programs	Success Criteria	Methods of evaluation	Time Scale	People in charge	Resources required
<p>1 Enhance Life Planning/ Careers Education:</p> <p>➤ A stronger motivation &amp; initiative to gain better personal growth</p> <p>➤ A broader horizon &amp; better readiness to plan for future</p>	<p>1) Organize Life Planning / Careers Education activities at all levels</p> <p>2) Encourage students to set short-term and long-term goals and/or challenging goals in their studies &amp; everyday life</p> <p>3) Provide more academic awards including class-based ones</p> <p>4) Invite alumni &amp; professionals to share experiences &amp; run mentoring programmes</p> <p>5) Enrich students' school experience by offering more OLE</p> <p>6) Hold more careers-related (CRE) programmes to develop students' abilities &amp; independence in facing challenges in their future studies and careers &amp; making informed choices in multi-pathways under the NSS education system</p> <p>7) Organize educational trips &amp; visits</p>	Students more aware of life planning needs and they can set goals	Careers Evaluation Report	Whole year	Careers & Guidance	Life Planning Grant
		More active participation in CRE/ OLE & SLP records	Students' feedback & reflections		Academic, Careers & OLE	
		Improved students' performance in careers planning with $\geq 50\%$ find them useful	Students' feedback & reflections		Careers Committee;	
		Positive feedback from students	Students' feedback & reflections		MCE & NE; OLE	
<p>2 Promotion of Responsibility &amp;, Respect and better self-management</p>	<p>1) Use new class names to promote virtues -- Virtue (德), Wisdom (智), Agility (體), Synergy (群), Creativity (美)</p> <p>2) Implement homework policy (Engage &amp; Enhance -- Detention class)</p> <p>3) Implement mentorship scheme (Teachers -- Students)</p> <p>4) Run Student Award system</p> <p>5) Run self-management and time-management workshops</p> <p>6) Empower more student leaders to organize a wide variety of programmes within and outside school so as to increase the opportunities for them to learn to be responsible leaders</p>	80% students hand in homework punctually and show respect in class	APASO, Class teachers' record & teachers' observation, questionnaire	Whole year	Academic, Pastoral Care & Guidance	Teachers, TA & Clerk
		Improved performances in self-management in APASO			Guidance & Leadership Programme-in-charge	
<p>3 Appreciation of rational value judgment, healthy living &amp; holistic development</p>	<p>1) Engage, Enhance and Excel Elite Training Programme -- Engage students in regular training (academic &amp; non-academic) to unleash and develop students' potential &amp; cultivate interest</p> <p>2) S1 Elite Training programme Engage, Enhance and Excel Training programme</p> <p>3) Organize activities to promote good health and stress-management activities</p> <p>4) Organize inter-class competitions</p>	70 % participants give positive feedback	APASO, questionnaire		OLE & Academic	DLG & LWL Grant
		Students agree they are developing healthier lifestyles	Students' feedback & reflections;		Health & sex Education and	

	<ul style="list-style-type: none"> <li>5) Organize sex and health education talks &amp; seminars to enhance personal relationship &amp; social skills</li> <li>6) Post related mottos on boards, in corridor &amp; staircases</li> <li>7) Encourage less motivated students to take part in some team building activities held by NGOs</li> <li>8) Implement measures to educate students on proper use of mobile phones and internet</li> </ul>	& adopt positive values & life attitudes	Teachers' observation		Guidance	
		70% students spend less time on mobile phones & internet when studying/ working	APASO, Students' feedback		Pastoral care and IT	
<p>4 Promote sharing and caring culture</p> <p>➤ Care for others, our community, our nation &amp; the environment</p>	<ul style="list-style-type: none"> <li>1) Encourage students to take part in CYC programmes</li> <li>2) Organize school-based voluntary service programmes</li> <li>3) Encourage students to sign up for voluntary services</li> <li>4) Hold environmental protection activities</li> <li>5) Run more student award schemes e.g. Environment Ambassadors, Student Ambassadors</li> </ul>	More enthusiastic participation & positive feedback from students	APASO, Students' feedback & reflections	Whole year	CYC, Interact Club, uniform groups, Guidance & OLE	TA

Plan prepared by: Ms WC Ip

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