



**Yuen Long Merchants Association Secondary School**  
**School Annual Programme Plan, 2018-2019**

**I. Situational Analysis**

<b>Strengths – Internal Factors</b>	<b>Weaknesses – Internal Factors</b>
<ol style="list-style-type: none"> <li>1. There is close partnership among the stakeholders. Parents appreciate what the school does for their children; the alumni, teachers and students have a strong sense of belonging.</li> <li>2. Students are receptive to advice and guidance. They can find strong peer support. Senior students managed to play a leading role in both the academic and non-academic aspects.</li> <li>3. There is smooth handover to New Principal in the next school year.</li> <li>4. Some experienced teachers newly join the school so that collaborative professional learning could be enhanced with ideas and experiences from various background.</li> </ol>	<ol style="list-style-type: none"> <li>1. Many students lack family support and are deficient of social and cultural capital.</li> <li>2. Students are passive and lack of self-regulated skills.</li> <li>3. Existing junior students are generally surface learners. They face difficulties to meet the deep learning requirements when they are promoted to senior forms</li> <li>4. Students lack experience on applying different knowledges or skills to a real life situation.</li> <li>5. Students lack different types of learning strategies.</li> <li>6.</li> </ol>
<b>Opportunities – External Factors</b>	<b>Threats – External Factors</b>
<ol style="list-style-type: none"> <li>1. The reforms in HK on curriculum and assessment help to reinforce the use of language, the development of communication skills, critical thinking and power of analysis, IT, metacognition and catering for learner diversity.</li> <li>2. EDB provide additional resources to develop STEM education.</li> <li>3. There is school-based support from various external professional bodies</li> <li>4. Stakeholders' greater demand of life-wide learning activities for students' whole-person development facilitates reform and refinement of existing school-based curriculum and various learning activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Misuse of and distraction from electronic gadgets interferes with students' study and socialization.</li> <li>2. The school professional decision may be challenged by stakeholders and external parties under the rapid changing political environment.</li> </ol>

## II. Implementation Strategies

Major concern 1: Foster students to be self-regulated and deep learners.

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
1. To strengthen students' study habits and skills	<ul style="list-style-type: none"> <li>● To guide students to prepare their personalized notes               <ul style="list-style-type: none"> <li>- Introduce learning habits and skills (note-taking) to S1 students through workshops</li> <li>- Provide opportunities for S1 students to practice note-taking through different subjects.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 70% of S1 students agree that the note-taking guided by subject teachers are useful for revision.</li> <li>● 70% of S1 students agree that the workshops help them understand more about secondary school learning and acquire note-taking skills.</li> <li>● 70% of teachers agree that the workshops can enhance students' note-taking skills.</li> <li>● At least one learning task with use of note-taking for S1 is submitted by each department to academic committee.</li> <li>● Dissemination on quality of note-taking selected on SD day/ Staff Meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' learning questionnaires</li> <li>• Feedback from teachers</li> <li>• Lesson observation (Students' initiatives and abilities in note-taking)</li> <li>• Records of learning task</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Academic Committee</li> <li>• Pastoral Care Committee</li> </ul>	QSHK Professional Support

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
2. To enhance students' confidence with higher aspiration for learning	<ul style="list-style-type: none"> <li>● To engage students with diverse needs by different types of learning activities inside and outside classrooms.</li> <li>- To extend the learning, arrange different kinds of learning activities either inside or outside classroom by each KLAs</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of the students agree that there are various types of learning activities inside and outside classrooms provided by different subjects.</li> <li>• Teachers are positive to arrange co-curricular activities with consideration of learning elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' learning questionnaires</li> <li>• Feedback from teachers</li> <li>• Records of Co-curricular Activities</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Academic Committee</li> <li>• ECA Committee</li> </ul>	ECA funding
	<ul style="list-style-type: none"> <li>● To enhance the learning and teaching effectiveness of small group teaching in various subjects.</li> <li>- Refine the curriculum and assessment in Chinese Language (S2, S3), English Language (S2-S5) and Mathematics (S2, S3)</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of the students agree that small group teaching is good for them to learn more effectively.</li> <li>• Teachers discuss more on how to adapt the curriculum and assessment to cater for learning diversity in collaborative lesson planning (CP).</li> <li>• Subject teachers share examples/cases with teachers in same form to cater for learning diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' learning questionnaires</li> <li>• Feedback from teachers</li> <li>• Records of CP</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Academic Committee</li> </ul>	Funding for employing more teachers

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
2. To enhance students' confidence with higher aspiration for learning (Con't)	<ul style="list-style-type: none"> <li>● To adopt assessment strategies to enhance learning motivation.               <ul style="list-style-type: none"> <li>• The design of the exam paper meets the objective of "Easy to pass, Hard to excel"</li> <li>• Comprehensive data analysis after assessment – input different parts of scores and conduct item analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students agree that they have higher motivation in learning than before.</li> <li>• 80% of the students attain basic level in each examination.</li> <li>• Teachers are positive to the objective of "Easy to pass, Hard to excel" for paper setting.</li> <li>• Teachers agree that item analysis is useful to give concrete feedback on teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Results of tests and exams</li> <li>• Students' interview</li> <li>• Teachers' feedback</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Academic Committee</li> </ul>	QSHK Professional Support

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
3. To shift students' learning from surface to deep	<ul style="list-style-type: none"> <li>● To refine Junior Form Curriculum for               <ul style="list-style-type: none"> <li>– enhancing students' interests on learning and understandings on how learning is related to daily life</li> <li>– emphasizing learning skills of different levels in addition to subject content knowledge</li> <li>– Integrate the learning skills with the subject contents which are shown on the teaching program.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 70% of students agree that they are interested in learning</li> <li>• Teachers have a heightened awareness of teaching learning skills.</li> <li>• Teachers complete to teach the subject content knowledge with learning skills incorporated as planned.</li> <li>• Some teachers share their experiences on how to incorporate the learning skills with subject content knowledge on SD day/ Staff Meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' learning questionnaires</li> <li>• Feedback from teachers</li> <li>• Lesson observation</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Academic Committee</li> </ul>	/

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
3. To shift students' learning from surface to deep (Con't)	<ul style="list-style-type: none"> <li>● To guide students to learn in scaffolding lessons with use of strategic teaching arrangements (e.g. Group Work, E-learning, providing more chances for students to show their learning progresses, Feedback).               <ul style="list-style-type: none"> <li>– To discuss on how to tackle students' learning difficulties or how to teach the unit effectively with the use of some specific strategic teaching arrangements in collaborative lesson planning (CP)</li> <li>– To evaluate the effectiveness of strategies, lesson observations after CP are arranged.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Most students can apply the learning skills with the guidance of teacher in the lesson observation.</li> <li>• Teachers have used different strategies to tackle students' learning difficulties.</li> <li>• The CP will be utilized for discussing the pedagogies to tackle students' learning difficulties.</li> <li>• 75% of teachers find that student-centered lesson observation is useful to understand students more and facilitate discussion about teaching strategies-</li> </ul>	<ul style="list-style-type: none"> <li>• Students' learning questionnaires</li> <li>• Feedback from teachers</li> <li>• Lesson observation</li> <li>• Records of CP</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Academic Committee</li> </ul>	QSHK Professional Support

**Major concern 2: Cultivate students' positive values and enhance learning motivation for a fast-changing world.**

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
<p>1. To cultivate students' positive values: self-strengthening, restrain, graceful and responsibility</p>	<ul style="list-style-type: none"> <li>● To develop a school-based Personal Growth curriculum                             <ul style="list-style-type: none"> <li>• Modify S1 and develop S2 school-based materials</li> </ul> </li> <li>● To revitalize the function of the school assemblies in developing the positive value of students.                             <ul style="list-style-type: none"> <li>• Arrange students to share the positive values through some current issues/experiences either in English or in Chinese with the guidance of Subject teachers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 75% of class teachers find that the school-based materials are useful to develop students' personal growth.</li> <li>• Teachers agree the objectives of the school-based Personal Growth curriculum in S1 and S2.</li> <li>• The assemblies will be utilized to do sharing by different forms of students with different types of topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' questionnaires</li> <li>• Feedback from teachers</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>• Student Development Committee</li> <li>• Pastoral Care Committee</li> </ul>	<p>/</p>

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
2. To enhance students' motivation, sense of achievement and confidence	<ul style="list-style-type: none"> <li>• To recognize the performance of students through awards and sharing with different means               <ul style="list-style-type: none"> <li>- Arrange some class teacher periods or Friday assemblies to do sharing.</li> <li>- Develop class-based awards</li> </ul> </li> <li>• To refine the award and recognition system               <ul style="list-style-type: none"> <li>- Create opportunities to recognize the performance of students (e.g. Farewell ceremony, Speech Day)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students' self-confidence enhanced and display positive attitudes.</li> <li>• 70% of students agree that the refined award and recognition system is good.</li> </ul>	<ul style="list-style-type: none"> <li>• APSAO</li> <li>• Students' questionnaires</li> <li>• Teachers' observation</li> </ul>	Whole year	Pastoral Care Committee	/



Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
3. To develop student's sense of serving the community	<ul style="list-style-type: none"> <li>• To enhance the learning elements of extra-curricular activities with emphasis on service learning               <ul style="list-style-type: none"> <li>- Incorporate service learning hold by Interact club in the curriculum of LSCE</li> <li>- Arrange Class teacher periods to facilitate students to do reflection by both looking backward and forward after service</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Most teachers agree that reflections by looking backward and forward are useful for students after activities.</li> <li>• Students understand more about the importance of service learning.</li> <li>• More collaboration with different subjects and different clubs is sought.</li> <li>• The learning elements in the activities hold by different functional groups increases</li> </ul>	<ul style="list-style-type: none"> <li>• Students' questionnaires</li> <li>• Teachers' observation</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>- Pastoral Care Committee</li> <li>- ECA Committee</li> <li>- Academic Committee</li> </ul>	

**Major concern 3: Enhance the synergy among teachers.**

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
<p>1. To align visions and understanding and enhance collaboration among teachers for fostering students to be active learners</p>	<ul style="list-style-type: none"> <li>● To enhance communication among various school committees</li> <li>● To develop a coherent supporting network for student development and learning among academic and pastoral care committees.                             <ul style="list-style-type: none"> <li>– Arrange different types of sharing sessions in the staff meeting</li> <li>– Hold regular meetings for academic and pastoral care committees</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 85% of teachers agree that regular meetings for academic and pastoral care committees are useful to align the visions.</li> <li>• Teachers are inspired by the sharing sessions to think ways to foster students be active learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers</li> <li>• Records of regular meetings</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>• School Development Committee</li> <li>• Academic Committee</li> <li>• Pastoral Care Committee</li> </ul>	<p>/</p>

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
<p>2. To strengthen professional leadership of middle managers</p>	<ul style="list-style-type: none"> <li>• To strengthen curriculum leadership of subject panel heads by various training to               <ul style="list-style-type: none"> <li>– develop student-centered lesson observations</li> <li>– Carry out peer lesson observations for professional development with QSHK experts in core subjects</li> </ul> </li> <li>• To strengthen leadership of functional groups by various training to               <ul style="list-style-type: none"> <li>– develop activities with stronger learning elements</li> <li>– facilitate students to do reflection by both looking backward and forward</li> </ul> </li> <li>• To strengthen the culture of evaluation by various training to               <ul style="list-style-type: none"> <li>– make good use of quantitative data</li> <li>– capture qualitative evidence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 90% of middle managers agree that workshops conducted by QSHK have strengthened their leadership skills.</li> <li>• The Collaborative Lesson Planning (CP) after school or in the timetable will be utilized for discussing the pedagogies to help students solve the learning problems.</li> <li>• Most teachers are contented with students’ participation or performance in the lesson.</li> <li>• Evaluation of annual plans in different subjects or functional groups have used many different kinds of data.</li> </ul>	<ul style="list-style-type: none"> <li>• Records of CP</li> <li>• Feedback from teachers</li> <li>• Subjects and Functional Group Programme plans</li> </ul>	<p>Whole year</p>	<p>School Development Committee</p> <p>Academic Committee</p> <p>Pastoral Care Committee</p> <p>Careers &amp; Life Planning Committee</p>	<p>QSHK Professional Support</p>

	<ul style="list-style-type: none"> <li>– Cooperate to hold different types of workshops with QSHK (e.g. PIE workshop, how to conduct lesson observation for professional development)</li> </ul>					
3. To optimize the use of human resources to enhance teachers' capacity	<ul style="list-style-type: none"> <li>● To restructure the functional committees to improve the coherence, efficiency and effectiveness</li> <li>● To use extra funding to employ more teachers and teaching assistants</li> </ul> <ul style="list-style-type: none"> <li>– Refine school committee structure</li> <li>– Employ different subjects (e.g. Chinese, English, Science &amp; Mathematics) or functional group teaching assistants (e.g. Academic administrative work) to facilitate teachers' works</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of teachers agree that the refined school committee is fine and it facilitates the school works.</li> <li>• 90% of teachers are satisfied with TAs' works.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers</li> </ul>	Whole year	<p>School Development Committee</p> <p>Academic Committee</p> <p>Pastoral Care Committee</p> <p>Careers &amp; Life Planning Committee</p>	