



**Yuen Long Merchants Association
Secondary School**

School Development Plan

(2009/10 – 2011/12)

Yuen Long Merchants Association Secondary School

1. 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 and Perseverance' by co-operating with parents in building up the minds and characters of students.

2. School Goal

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.**

3. School Motto

Integrity, Simplicity, Diligence and Perseverance

4. Core Values of Education

We aim to foster a spirit of **self-strengthening** in a positive, stimulating and supportive school culture. It is our goal to develop our students into good, responsible citizens of integrity.

Holistic Review

Effectiveness of the previous School Development Plan (2006 - 2009)

| Major Concerns | Extent of targets achieved | Follow-up action | Remarks |
|--|---|---|---------|
| 1. To prepare for the New Senior Secondary Curriculum | Fully achieved <ul style="list-style-type: none"> • All teachers concerned complete professional development programmes | - Effectiveness of learning and teaching to ensure successful implementation of the NSSC to be made a major concern of the next SDP | |
| 2. To enhance students' learning abilities | Partly achieved <ul style="list-style-type: none"> • Cooperative and interactive learning improved; • Learning, thinking skills and reading strategies to be further enhanced | The enhancement of learning and teacher capacities continues to be a major concern in the next SDP | |
| 3. To help students establish positive values and attitudes | Partly achieved <ul style="list-style-type: none"> • Improved self-discipline & sense of belonging; • Self-management skills to be further developed | A whole-school approach in nurturing positive attitudes and values to be adopted to build a harmonious and healthy school | |

Evaluation of the School's Overall Performance

| PI Areas | Major Strengths | Areas for Improvement |
|---|---|--|
| 1. School Management | <ul style="list-style-type: none"> • Well established organization • Clear direction of development | <ul style="list-style-type: none"> • Enhancing the transparency of the school's decision-making process • Providing more channels for teachers to participate |
| 2. Professional Leadership | <ul style="list-style-type: none"> • The Principal provides effective guidance to the continuous development of the school and oversees school work effectively • Department heads are experienced and they provide good guidance to panel members & panel members are ready to work in collaboration | <ul style="list-style-type: none"> • Deployment of staff to optimize their potential • More CPD on leadership training |
| 3. Curriculum and Assessment | <ul style="list-style-type: none"> • This is in line with the trend of the Education Reform • School based curricula/assessment started to develop in different KLAs • The school arranges different learning opportunities for students to experience a richer learning life. | <ul style="list-style-type: none"> • More collaboration between different subjects • More CPD on Assessment on Learning • More co-ordination about SBA |
| 4. Student Learning and Teaching | <ul style="list-style-type: none"> • Students are of good ability. • Teachers are experienced, diligent and professionally trained | <ul style="list-style-type: none"> • More focus on student-directed learning and variation of teaching strategies according to students' needs, interest and abilities and use of constructivist approach |
| 5. Student Support | <ul style="list-style-type: none"> • Different programs are run to support students' learning and extend their learning experiences | <ul style="list-style-type: none"> • More work should be done to cater for learning diversity • More support for students with learning problems |

| PI Areas | Major Strengths | Areas for Improvement |
|---|---|---|
| 6. Partnership | <ul style="list-style-type: none"> • Good teacher, student relationship • Good support from PTA and community • Good partnership with NGOs like JAHK | <ul style="list-style-type: none"> • Further enhancement of school-parent communication |
| 7. Attitude and Behaviour | <ul style="list-style-type: none"> • Teachers are caring and eager to offer help to students. • Most students are eager to learn and they get along well with their schoolmates. | <ul style="list-style-type: none"> • Teachers can work more collaboratively in improving students' attitude and provide more support for teachers who are less capable in coping with students problems. |
| 8. Participation and Achievement | <ul style="list-style-type: none"> • The school provides different opportunities to foster student leadership and develop their potentials inside and outside school. • Students won prizes in various competitions. • Students perform increasingly well in HKCEE and HKALE | <ul style="list-style-type: none"> • More support to be provided for most capable students • More students to be encouraged to participate in uniform groups / social services |

SWOT Analysis

Our Strengths

- 1) *Our students are generally academically capable with good learning attitudes.*
- 2) *Our students are well-behaved and willing to organize club activities and participate in different ECAs.*
- 3) *We have a harmonious campus atmosphere with good peer relationship and good teacher-pupil rapport.*
- 4) *Our teachers are qualified, hard-working, co-operative and willing to take up responsibilities.*
- 5) *Our teachers show great concern for our students and have a strong mission to do their best for them.*
- 6) *Our teachers are keen to attend seminars, workshops and courses for staff development.*
- 7) *Our teachers are enthusiastic in teaching and willing to accept changes and development.*
- 8) *More and more teachers have the awareness to develop quality school-based curriculum.*
- 9) *Mobility of teachers is low in our school and this helps build up a strong and devoted teaching team.*
- 10) *We have a clear policy and procedure manual that gives good guidelines on the running of routine duties.*
- 11) *We have a more pleasant environment than before.*
- 12) *Through years of development, the school is now providing a variety of extra-curricular activities for students.*
- 13) *We have strong support from Parent-Teachers' Association and Alumni Association.*

Our Weaknesses

- 1) *Students' generic skills and self-learning capacity need further enhancement.*
- 2) *Students' time management and work prioritization skills need further development.*
- 3) *Students' different learning abilities need address.*
- 4) *Teachers work under great pressure.*
- 5) *Many teachers are pre-occupied by their teaching load, administrative and other duties, as well as professional development training. They have little space for reflective work and limited time on the exchange of ideas and sharing.*
- 6) *Teachers have different beliefs in quality curriculum design and effective teaching methodology. Sometimes their ideas cannot be reconciled.*
- 7) *The school as learning community needs further development.*
- 8) *There are limited resources for smaller class teaching.*

Our Opportunities

- 1) *With the implementation of NSS curriculum, there are opportunities for school to introduce learning and teaching initiatives to change teachers' pedagogy and to stretch students' potential.*
- 2) *NSS curriculum provides students with greater freedom in their choice of subjects and to pursue their interests.*
- 3) *Collaboration and closer ties with the Alumni Association and NGOs such as Junior Achievement Hong Kong provide more opportunities and resources for students to gain more horizon-broadening experiences outside the classroom and the school.*
- 4) *EDB conducts various professional development courses and seminars for teachers.*
- 5) *More collaborative learning and teaching are developed as a consequence to the education reform.*
- 6) *The school's learning atmosphere will be enhanced.*
- 7) *Parents, alumni and the community have generously supported the school, enabling us to offer better resources. Consequently, higher standards of achievement and professionalism can be attained.*

Our Threats

- 1) *Students, teachers and the school have to face and cope with the great changes brought about by the implementation of new academic structure.*
- 2) *Reduced banding in the recent decade has resulted in the admission of students with wide-ranged learning capabilities. Our school-based curriculum has to be tailored to address the challenges that emerge.*
- 3) *The pursuit for material comfort which is prevalent in this era poses a threat to our students' outlook on life. Our students need to be taught the importance of respect, responsibility and concern for others.*
- 4) *Students' abilities become more diverse and the need to cater for students' diverse learning capabilities has imposed an extra burden on teachers.*
- 5) *There are going to be more competitors for competent students as more schools are running EMI classes and the Pre-S1 student population is dwindling in the territory.*
- 6) *Family problems and weakening parental support affect students' emotion and performance.*
- 7) *Many parents lack time and skills to support students' learning.*
- 8) *Some students may have more behavioral problems and lower motivation to learn, which may not only adversely affect their learning efficacy and academic standard but also do much harm to the school learning atmosphere and culture.*

Major Concerns for 2009/10 – 2011/2012 (in order of priority)

- 1 To enhance learning and teaching capacities**
- 2 To build a harmonious and healthy school – to adopt a whole-school approach in nurturing positive attitudes and values**
- 3 To implement the New Senior Secondary Curriculum (NSSC)**

School Development Plan (2009/10 – 2011/12)

| Major Concerns | Targets | A General Outline of Strategies | Time Scale (Please insert ✓) | | |
|---|--|---|---------------------------------|-------|-------|
| | | | 09/10 | 10/11 | 11/12 |
| 1 To enhance learning and teaching capacities | Enhance learning skills of students | <ul style="list-style-type: none"> Make the development of learning skills a focus for all subjects | ✓ | ✓ | ✓ |
| | | <ul style="list-style-type: none"> Strengthen cooperative and interactive learning skills by their active participation in project learning | ✓ | ✓ | ✓ |
| | | <ul style="list-style-type: none"> Enhance reading skills through reading period & extensive reading schemes | ✓ | ✓ | ✓ |
| | Equip students with thinking skills | <ul style="list-style-type: none"> Include the teaching of 4-stage analytical skills, mind-mapping & concept mapping skills, 5 W1H and 6 thinking hats in LS & IH curriculum | ✓ | ✓ | ✓ |
| | Cater to the diverse abilities and needs of students to help them improve their learning skills and confidence | <ul style="list-style-type: none"> Organize enhancement and supplementary programme/extra courses/tutorials with the assistance of TA's & other resources/grants available | ✓ | ✓ | ✓ |

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| | | <ul style="list-style-type: none"> Careful planning to cater for learning diversity – streaming & smaller class for less able students | ✓ | ✓ | ✓ |
| | | <ul style="list-style-type: none"> Organize and support learning activities/ programmes for disadvantaged students, using School-based After School Learning & Support Funds, etc. | ✓ | ✓ | ✓ |
| | | <ul style="list-style-type: none"> 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 | ✓ | ✓ | ✓ |
| | Strengthen teachers' professional learning & sharing culture | <ul style="list-style-type: none"> Implement collaborative lesson preparation | ✓ | ✓ | ✓ |
| | | <ul style="list-style-type: none"> Conduct collaborative teaching meeting | ✓ | ✓ | ✓ |
| | | <ul style="list-style-type: none"> Promote peer lesson observation | ✓ | ✓ | ✓ |
| 2 To build a harmonious and healthy school – to adopt a whole-school approach in | Run a whole-school Pastoral Care | <ul style="list-style-type: none"> Adopt and implement the Harmonious School Policy | ✓ | ✓ | ✓ |

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| nurturing positive attitudes and values | Programme | <ul style="list-style-type: none"> Adopt and implement the Endeavour Project: <ul style="list-style-type: none"> Part I: Personal Endeavour Plan Part II: Class-based Endeavour Plan | ✓ | ✓ | ✓ |
| | | <ul style="list-style-type: none"> Teach MCE in class teacher lessons & during assembly time | ✓ | ✓ | ✓ |
| | | <ul style="list-style-type: none"> Run P.A.T.H.S. Programme in S1-S3 | ✓ | ✓ | ✓ |
| | | <ul style="list-style-type: none"> Run the I CAN Programme in S4 & S6 | ✓ | ✓ | ✓ |
| | | <ul style="list-style-type: none"> Use external resources available to run the Enhanced Smart Teen Project | ✓ | ✓ | ✓ |
| | | <ul style="list-style-type: none"> Organize leadership training programmes to consolidate such values and attitudes | ✓ | ✓ | ✓ |
| | | <ul style="list-style-type: none"> Adopt and implement the Anti-sex harassment Policy | ✓ | ✓ | ✓ |
| 3 To implement the New Senior Secondary Curriculum (NSSC) | <p>Strengthening effectiveness of learning and teaching to ensure successful implementation of the New Senior Secondary curriculum.</p> <ul style="list-style-type: none"> Creation of the school-based teaching | <p><u>Curriculum</u></p> <ul style="list-style-type: none"> Review elective choice and formulate action plan for implementation of curriculum and SBA | ✓ | ✓ | ✓ |

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| | <ul style="list-style-type: none"> ● and learning package for NSS LS ● Students can have their language & mathematical abilities as well as competence in critical thinking and study skills enhanced ● Students have increased exposure to OLE ● Students perform reasonably well in HKDSE ● Students better equipped with interpersonal skills | <ul style="list-style-type: none"> ● Collaboratively prepare, plan & create the school-based teaching and learning package for NSS LS | ✓ | ✓ | ✓ |
| | | <p><u>Professional Development</u></p> <ul style="list-style-type: none"> ● Teachers further develop their skills in teaching pedagogies to deliver the NSS curriculum of different subjects | ✓ | ✓ | ✓ |
| | | <p><u>OLE</u></p> <ul style="list-style-type: none"> ● Review & enhance the curriculum of OLE | ✓ | ✓ | ✓ |
| | | <ul style="list-style-type: none"> ● Finalise for SLP | ✓ | ✓ | ✓ |
| | | <p><u>Assessment</u></p> <ul style="list-style-type: none"> ● Co-ordinate the implementation of SBA of various subjects across S5 & S6 to avoid overburden students & teachers and/ or duplication of work in a particular timeslot | | ✓ | ✓ |
| | <p>Sustain good communication with the stakeholders on the progress of NSS implementation to enhance effectiveness & to promote understanding and collaboration</p> | <ul style="list-style-type: none"> ● Organize NSS talks and distribute NSS materials for S3 students and their parents | ✓ | ✓ | ✓ |

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| | | <ul style="list-style-type: none"> • Conduct surveys, student forums and teachers' evaluation and sharing meetings to collect opinions and comments from students, teachers and parents to fine-tune, if necessary, the NSS curriculum | ✓ | ✓ | ✓ |
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