Yuen Long Merchants Association Secondary School
Annual School Plan, 2023-2024

I. **Situational Analysis**

Strengths – Internal Factors	Weaknesses – Internal Factors
1. Our IMC is highly supportive. Experienced IMC managers are contributing to the development of school directions and policies. 2. Both alumni and parent stakeholders are supportive to the development of the school. 3. The school has an open, mature and continuously-improving self-reflective culture. This kind of positively-developing self-evaluation culture can enhance continual improvement. 4. Our staff have a shared vision and mission. 5. Students are well-behaved and susceptible to advice. 6. Students have shown improved learning confidence and have taken the initiative to learn despite prolonged face-to-face class suspension due to the Covid-19 pandemic.	1. Students' leadership skills, independent planning capability and practice of goal setting are needed to be trained. 2. Many students have limited exposure to English and insufficient English support outside of school. 3. The self-management of students can be further enhanced. 4. The learning diversity become wider especially during online lesson. Self-esteem of low achievers is lower, leading to poorer learning attitude.
Opportunities – External Factors	**Threats – External Factors**
1. Optimising the Senior Secondary Core Subjects can create room to strengthen students' other learning experiences. 2. Professional experts who render school-based support through project, QSIP, CUHK foster school improvement. 3. Many resources and funding, such as CLP grant, Life-wide learning grant, funding to develop innovative laboratories, are available to unleash students' potential and support teachers' professional development.	1. The pandemic-induced educational disruption and economic recession continue to pose challenges to different stakeholders. 2. The phenomena of misuse of the social media, and negative mental health have been aggravated by the pandemic-induced lockdown and social distancing.

II. **Implementation Strategies**

1. **Major concern 1:** **To foster students to be active learners and to help them explore their potentials**

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	Committee / Team	Seven Learning Goals
1.1 To nurture students to be self-regulated learners with good learning habits and skills	To build a coordinated and whole-school approach to embed self-regulated learning throughout the curriculum by infusing self-regulated learning strategies and practices into different subject	Students have to complete at least two self-regulated learning tasks for each subject.	● Collection of feedback from evaluation meetings	Whole year	L&T Committee	● Generic Skills ● Information Literacy ● Breadth of Knowledge
	To provide teachers with resources and training facilitating them to incorporate activities and assignments that promote self-regulated learning	At least 2 sharing sessions are organized, and most teachers find the sharing sessions useful.	● Teachers' survey	Whole year	L&T Committee	
	To make self-regulated learning a sustainable, long-term goal by offering clear and structured support to students - S3 and S4 study skills and time management workshops - Alumni sharing sessions for S6	Students agree that the workshops and sharing session are helpful in developing the habit of self-regulated learning.	● Teachers' observations ● Qualitative interviews conducted with students ● Collection of feedback from evaluation meetings	Whole year	L&T Committee; Student Development Committee	
	To implement a comprehensive 'STEAM for ALL' curriculum that integrates interdisciplinary learning and real-world problem-solving - S1 Service Learning: The Departments of Computer Literacy, Design & Technology, Home Economics and Service Learning collaborate to develop a school-based curriculum based on the theory of design thinking.	Most students agree that the school-based STEAM curriculum fosters their creativity and enhances their problem-solving skills.	● Questionnaire on students' feedback ● Teachers' observation and feedback	Whole Year	L&T Committee	

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	Committee / Team	Seven Learning Goals
1.2 To utilize different assessment tools and platforms to optimize teaching and help students monitor their learning progress	To incorporate technology tools and platforms for effective teaching, assessments and feedbacks - S3 Chinese: Adopt the assessment item bank provided by the assessment tool STAR 2.0 to strengthen 'assessment for learning' and enhance assessment literacy in an ongoing manner - S1-S3 Putonghua: Utilize Reading Progress embedded in Microsoft Teams to help students practice their reading fluency and track student progress over time - BYOD: Students' learning data can be recorded though Learning Management Systems (LMS) and applications for facilitating teachers to understand the overall learning progress of students	Teachers agree that technology tools and platforms can optimize their teaching and help students monitor their learning progress.	● Collection of feedback from evaluation meetings	Whole Year	L&T Committee	● Generic Skills ● Breadth of Knowledge ● Language Proficiency ● Information Literacy
	To incorporate technology tools and platforms for gaining insights into student learning patterns, identifying areas where additional support may be required and informing instructional decisions through assessment data - PowerBI Platform: Data-driven decisions in curriculum planning and effective instructional strategies can be identified.	Teachers can make use of the related data for evaluation and planning.	● Teachers' feedback	Whole Year	L&T Committee	

Targets	Strategies/Activities/Programs/Actions	Success Criteria	Methods of evaluation	Time Scale/Time	Committee / Team	Seven Learning Goals
1.3 To create opportunities for different abilities of students be active learners within and beyond the classroom	To implement instructional strategies that encourage active participation and engagement - S1-S3 English: Inter-class spelling bee competitions (LAC) - S4-S5 English: Toastmasters Youth Leadership Programme	Students take a more active role in their learning process.	● Teachers' observation	Whole year	L&T Committee	● Breadth of Knowledge ● Language Proficiency ● Information Literacy
	To provide an immersive and interactive reading experience - Offer AI-powered applications such as 'Generative AI Library Assistant' and Metaverse in the Microsoft Future Library - Further enrich morning reading periods with excerpt reading programme and sharing of reading ambassadors - Provide opportunities for students to develop a wide range of reading skills, extend learning of the content and connect their learning experiences across KLAs, for example, utilizing the 'LightSail' platform to help S1 students track achievement and update the selections in their library	Most teachers agree that students' motivation in reading is increased.	● Teachers' observation	Whole year	L&T Committee	
	To carry out interdisciplinary and experiential learning activities inside and outside classrooms - study tours, such as the Sister School Scheme - site visits	Students agree that their learning experiences are enriched through the interdisciplinary and experiential learning activities.	● Qualitative interviews conducted with students ● Collection of feedback from evaluation meetings	Whole Year	L&T Committee; Student Development Committee	

2.   Major concern 2: To nurture students' core values of MASSIAN and to facilitate them to have a fruitful life

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	Committee / Team	Seven Learning Goals
2.1 To strengthen students' understanding of core values of MASSIAN through a variety of experiential learning activities and programs held by student support committees	To enhance students' competency as future leaders with academic and life-planning or life-long aspirations - S6 Values Education: cultivate a global perspective by Simulated United Nations Summit Program	Students exhibit effective leadership qualities with global vision and devotion towards our country.	● Student learning profile ● Teachers' observation ● Feedback from student participants	Whole Year	● Student Development Committee ● L&T Committee	● National and Global Identity ● Healthy Lifestyle
	To foster the six core values of MASSIAN through a variety of experiential learning activities, the main theme of each school form: S1: Self-disciplined & self-reliant (自律自強) S2: Humble & grateful (謙遜感恩) S3: Showing mutual respect & Understanding (尊重互諒) S4: Showing care for the society (關懷社群) S5: Globally conscious (放眼世界) S6: Striving for excellence (追求卓越)	Students support and adhere to the school's core set of values competencies, leading to the internalization of these values and the demonstration in their daily lives and actions.	● Qualitative interviews conducted with students ● Teachers' observation and evaluation meetings	Whole Year	● Student Development Committee	
	To arrange diversified extra-curricular activities for students in order to stretch their potential to the fullest - Two interdisciplinary academic weeks are arranged by CCA committee with collaboration with different KLAs and committees. The activity 'Reimagining our Chinese Heroes' is organized during the Reading Culture Fortnight	Observable increase in the number of students actively engaging in co-curricular activities and contributing to various school services and the uptake of leadership positions.	● Qualitative interviews conducted with students ● Quantitative analysis of student participation ● Teachers' observation and evaluation meetings	Whole Year	● Student Development Committee ● L&T Committee	

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	Committee / Team	Seven Learning Goals
2.2 To enable parents and teachers to have an understanding of how growth mindset promotes the well-being of MASSIAN	To organize talks and workshops introducing the concept of growth mindset to parents, teachers and students - Prefect Training Camp: develop the prefects' teamwork spirit and problem-solving skills - Wellness Weeks: promote students' well-being and mental health, and foster a collaborative mindset	Students exhibit higher levels of motivation and become confident in taking on challenging tasks.	● Questionnaire ● Feedback from participants ● Teachers' observation	Whole Year	● Student Development Committee ● L&T Committee	● Life Planning ● Healthy Lifestyle
	To improve the functioning and effectiveness of student support teams and programs - The Promotion of positive discipline via staff development helps envisioning the positive discipline direction - The revising of "Endeavour Programme and introduction of positive reflection framework ("REACH") could enhance the correlation between students' misbehaviour and improvement direction	Students receive more targeted and effective support towards their personal growth. They reflect on their behavior, understand the impact of their actions, and identify areas for improvement.	● Teachers' observation and evaluation meetings	Whole Year	● Student Development Committee	

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	Committee / Team	Seven Learning Goals
2.3 To cultivate a positive learning environment	To employ class-building activities in S1 and S6 to enrich the learning environment - The pilot scheme for S1 class teachers period design enables students to set their academic goals, plan their revision timetable, share revision strategies and support mutually during the personal growth lessons and study leave.	Students have clearer goals and pathway after receiving the counselling by teachers.	● Questionnaire ● Feedback from participants ● Teachers' observation	Whole Year	● Student Development Committee ● L&T Committee	● Life Planning ● Generic Skills
	To discuss and evaluate the strategies, processes or study habits with students and celebrate success with students - Case Management team (comprised of Class Teachers, Head of Year, Functional group leaders & members) support low achieving students with person-centered strategies. - Person-centered intervention strategies include career teacher counselling on APL, parent-teacher-student meeting on goal setting and lunchtime diligence class.	● Students who are on probation show observable improvements in pre-post assessment results. ● The majority of students demonstrate satisfactory attendance and performance in the diligence class.	● Assessment results ● Attendance Record ● Teachers' observation and evaluation meetings	Whole Year	● Student Development Committee ● L&T Committee	