



Yuen Long Merchants Association Secondary School

School Development Plan 2024 - 2027

Our School

1. School Vision & Mission

- 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.

2. School Motto

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

3. School's goals

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

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2020/2021 - 2023/2024¹

Major Concern and target	Extent of the target achieved	Follow-up action	Remarks
<p>Major Concern 1: To foster students to be active learners and to help them explore their potentials</p> <p>Targets:</p> <p>1.1 To nurture students to be self-regulated learners with good learning habits and skills</p> <p>1.2 To utilize different assessment tools and platforms to optimize teaching and help students monitor their learning progress</p> <p>1.3 To create opportunities for different abilities</p>	<p>Partly achieved</p> <p>1. Self-Learning Abilities:</p> <ul style="list-style-type: none"> • Students demonstrated enhanced self-learning capabilities through tools like Padlet and Teams. This was reflected in improved academic performance across various subjects. • The implementation of pre-lesson previews and reflective extensions boosted students' self-regulated learning skills. 	<p>Incorporated as Routine Work:</p> <ul style="list-style-type: none"> • Continue to nurture self-directed learners and implement school-based STEAM education. • Maintain the use of diverse assessment tools and tailored feedback to enhance academic performance. • Promote cross-disciplinary collaborations and structured activities to sustain high levels of student engagement. 	

¹ At the end of a school development cycle, schools should conduct a holistic review of the overall performance in implementing the SDP. The following points should be considered when conducting the review: (1) The effectiveness of the SDP should be evaluated with reference to the targets and the corresponding success criteria set; (2) Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement; and (3) Schools should decide how individual major concerns are to be followed up if the targets are not fully achieved. They should consider revising the major concerns with enhanced implementation strategies. For major concerns with targets fully achieved, schools may incorporate them in their routine work or think of further development for the next school development cycle. For details, please refer to paragraph 3.3.1(a) of the related compilation guidelines.

<p>of students be active learners within and beyond the classroom</p>	<p>2. Academic Progress</p> <ul style="list-style-type: none"> • Students showed notable improvements in comprehension and analytical skills. The use of problem-solving book reports and self-evaluation checklists contributed to these advancements. • Science domain saw substantial progress, with students actively monitoring and improving their performance through skill-based self-reflection techniques. <p>3. Assessment Tools</p> <ul style="list-style-type: none"> • Diverse assessment tools were effectively utilized to identify student strengths and weaknesses. Tailored feedback and peer assessments helped enhance students' understanding and academic performance. • The use of student examples and targeted self-assessments in senior forms provided clear criteria for academic review. 	<p>Continue to be a Major Concern in the Next SDP:</p> <ul style="list-style-type: none"> • Further enhance students' learning capacity by instilling a scholastic mindset and quality conducive to learning. • Engage students in STEAM activities to boost their learning capacity. 	
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	<p>4. Active Learning Opportunities</p> <ul style="list-style-type: none"> • Cross-disciplinary collaborations during events like Chinese Culture Week enriched students' cultural literacy. 		
<p>Major Concern 2: To nurture students' core values of MASSIAN and to facilitate them to have a fruitful life</p> <p>Targets:</p> <p>2.1</p> <p>To strengthen students' understanding of core values of MASSIAN through a variety of experiential learning activities and programs held by student support committees</p>	<p>Fully Achieved</p> <p>1. Merit System, Diligence Class, and Endeavour Program</p> <ul style="list-style-type: none"> • These programs fostered positive behavior and improvements in conduct among students, aligning them with the core values of MASSIAN. • Regular interdisciplinary communication between committees, coordinators, and parents facilitated the exchange of 	<p>Incorporated as Routine Work:</p> <ul style="list-style-type: none"> • Strengthen students' understanding of the core values of MASSIAN through educational programs and schemes. This includes the successful implementation of the Merit System, Diligence Class, and Endeavour Program, which have fostered positive behavior and improvements in student conduct. 	

<p>2.2 To enable parents and teachers to have an understanding of how growth mindset promotes the well-being of MASSIAN</p>	<p>ideas for holistic student development.</p> <p>2. Education Programs and Schemes</p> <ul style="list-style-type: none"> • School talks on law-abidingness and bullying, along with counseling services, enhanced students' awareness and understanding of ethical values. • A comprehensive personal-growth period mapped with MASSIAN Core Values enabled students to deepen their understanding through class competitions, performances, and activities. <p>3. Parental Engagement</p> <ul style="list-style-type: none"> • Successful Parents' Days and collaboration among various committees and associations enhanced parental involvement, strengthening relationships within the school community. <p>4. Workshops and Talks</p>	<p>Continue to be a Major Concern for the Next SDP:</p> <ul style="list-style-type: none"> • Instilling Positive Values and Life-Long Aspirations: Continue to instill positive values and life-long aspirations in students. This involves regular interdisciplinary communications and collaborations between committees, coordinators, and parents to facilitate holistic student development. • Cultivating a Positive Learning Environment: Continue to cultivate a positive learning environment by upholding whole-person development. This includes organizing Wellness Week and in-class activities focusing on psychoeducation, stress relief, and experiential learning, which have contributed to creating a positive school atmosphere. Additionally, enhance parental involvement by organizing Parents' Days and fostering collaboration among various committees and associations to strengthen 	
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<p>2.3 To cultivate a positive learning environment</p>	<ul style="list-style-type: none"> • Parent talks on career planning, growth mindset, and subject selection provided valuable insights and strategies. • Positive feedback from parents indicated strong interest and appreciation for these topics. <p>5. Wellness Week and In-Class Activities</p> <ul style="list-style-type: none"> • Organizing Wellness Week and successful in-class activities focusing on psychoeducation, stress relief, and experiential learning created a positive school atmosphere. <p>6. Experiential Learning Activities</p> <ul style="list-style-type: none"> • Various experiential learning activities and programs were held by student support committees, fostering holistic development. • Programs like Service Learning encouraged students to integrate community concerns into daily life. 	<p>relationships within the school community.</p> <p>Further Actions Based on Achievements and Reflections:</p> <ul style="list-style-type: none"> • Integration of Core Values: Further integrate core values into daily activities and the curriculum to reinforce them consistently. This includes extending collaborations between the Discipline and Counselling Committees to optimize communication and enhance support services for students' holistic development. <p>Regular Review Meetings</p> <ul style="list-style-type: none"> • Schedule regular meetings with the professional team to review progress and make necessary adjustments to the support plans. 	
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	<p>Partly-achieved</p> <p>1. Collaboration with Professionals</p> <ul style="list-style-type: none"> Engaging with professionals such as Educational Psychologists, Clinical Psychologists, and Speech Therapists for holistic support plans has highlighted the importance of a growth mindset in promoting student well-being. This collaboration has been instrumental in addressing the diverse needs of students, ensuring that they receive comprehensive support. Participation in research surveys like the "Hong Kong Youth's Happy Growth and Family Education" questionnaire has been valuable in identifying students' emotional and growth needs. These efforts have laid a strong foundation for promoting student well-being, but there is still room for improvement. <p>2. Further Integration of Core Values</p> <ul style="list-style-type: none"> Further integration of core values into daily activities and curriculum is 	<p>Professional Development Workshops:</p> <ul style="list-style-type: none"> Organize workshops for staff to stay updated on the latest practices and strategies for student well-being and support. <p>Student and Parent Workshops</p> <ul style="list-style-type: none"> Conduct workshops to educate students and parents on the importance of a growth mindset and how they can contribute to the support plans. <p>Regular Assessments</p> <ul style="list-style-type: none"> Implement regular assessments to gauge the effectiveness of programs and initiatives on student growth and well-being. <p>Parent Education Programs</p> <ul style="list-style-type: none"> Explore various parent education directions and programs to provide relevant support for parenting, ensuring that parents are well-equipped 	
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	<p>suggested to reinforce values consistently.</p> <ul style="list-style-type: none">• Collaboration between the Discipline and Counselling Committees will be extended to optimize communication and enhance support services for students' holistic development.	<p>to support their children's development.</p>	
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b. Based on the reflection against the seven learning goals^{2II}, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

1. How good is my students' performance in achieving the seven learning goals? (Student achievement)

Our school has meticulously conducted a self-evaluation, utilizing APASO (Assessment Program for Affective and Social Outcomes) data and other assessment tools, to review the effectiveness of our efforts in fostering whole-person development and lifelong learning among our students.

➤ **National and Global Identity**

Students have developed a strong national and global identity through various cultural and civic activities. Students' understanding of Chinese culture has been enhanced through activities like Chinese Culture Week and visits to sister schools in Guangdong. A mainland study tour to Guangzhou was organized for Form 5 students to explore historical and cultural conservation, fostering a sense of national pride and encouraging active participation in cultural preservation. Additionally, their involvement in activities like the National Security Board Design Competition and flag-raising ceremonies has contributed to their understanding and appreciation of civic responsibilities. APASO data indicates that they score highly in these areas compared to the Hong Kong average, showing a strong foundation in national identity.

➤ **The breadth of Knowledge**

Our students have made significant strides in broadening their knowledge and skills across various subjects. They have shown steady academic progress through the development of self-learning abilities and the use of diverse assessment tools. Our school has fostered a vibrant learning environment by integrating STEAM education across the curriculum, encouraging students to participate in competitions such as the Hong Kong Science Fair, Underwater Robot Competition, and Math Olympiad, where they have achieved commendable results. Additionally, our students have excelled in language subjects through activities like book reports, research writing, and self-assessment tasks, enhancing their comprehension and analytical skills.

The implementation of the Bring Your Own Device (BYOD) Pilot Programme and the establishment of the Microsoft AI Inno Lab have further enhanced students' technological proficiency and problem-solving skills. Cross-disciplinary collaborations and service learning projects have enriched students' cultural literacy and community engagement. Our school also promotes reading across the curriculum, with initiatives like the Morning Reading Period and library programs that foster a vibrant reading culture.

Furthermore, our students have actively participated in extracurricular activities and experiential learning opportunities, including sports, music, visual arts, dance, and leadership programs. These activities have allowed students to explore their interests and develop their potential beyond the classroom. Career and life planning sessions, workplace visits, and career exploration activities have provided practical insights into different career paths, preparing students for future challenges and opportunities. Through these comprehensive efforts, our school has significantly extended the breadth of knowledge for our students, fostering a well-rounded and enriching educational experience.

^{2II} The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

➤ **Language Proficiency**

Students have demonstrated significant proficiency in Chinese and English through various language-related activities and competitions. Students have shown adequate skills in both Chinese and English, supported by activities like English-Speaking Day and Chinese Culture Week. Borrowing rates in the library have returned to satisfactory levels, showing a renewed interest in reading. Students have also achieved significant success in English-related competitions, including multiple winning teams and Best Speaker Awards in the Hong Kong Secondary Schools Debating Competition, a Second Runner-Up in the Time to Talk Public Speaking Competition, and numerous awards in the Hong Kong Schools Speech Festival. In the Hong Kong School Drama Festival, students received awards for outstanding performances and stage effects. While students have made progress, there is potential for further enhancement in English proficiency through more structured reading and speaking activities.

➤ **Generic Skills**

Students have enhanced their generic skills through various targeted programs and activities, each contributing to different aspects of their development. **Collaboration skills** are fostered through Service Learning, extracurricular activities, and leadership roles, which engage students in teamwork, appreciation of diverse perspectives, and negotiation. **Communication skills** are developed through leadership training for School Ambassadors and community service activities, encouraging clear expression and positive interaction with peers and community members. **Critical thinking skills** are honed through leadership training and study skill workshops, helping students analyze data, evaluate arguments, and make informed judgments. **Problem-solving skills** are enhanced by leadership training and service learning, which teach students to resolve difficulties and determine effective solutions. **Self-management skills** are supported by leadership training, study skill workshops, and Co-curricular Days, which build self-esteem, handle stress, and promote self-regulation and discipline. **Study skills** are improved through study skill workshops and learning celebrations during Co-curricular Days, equipping students with effective self-learning strategies and good learning habits. Additionally, students develop strong social skills and community engagement through activities like visiting older people and participating in uniform group training, which includes Scouts, Sea Cadets, and Girl Guides. Leadership roles as leaders and committee members further strengthen their commitment to the school.

➤ **Information Literacy**

We have significantly improved students' information literacy by integrating digital tools and self-learning initiatives. Students have become more active learners, utilizing tools like Padlet and Teams for self-learning. The BYOD (Bring Your Own Device) initiative, implemented across all subjects from Form 1 to Form 4, has made lessons more interactive and engaging. Over 60% of teachers agreed that students used online resources like Padlet and Teams for self-learning. The Microsoft AI Inno Lab has allowed students to explore AI and technology, fostering innovation and problem-solving skills. A team of students from our school showcased their exceptional information literacy skills by emerging as winners in Microsoft's Imagine Cup Junior AI for Good Challenge 2022. Their triumph was attributed to their adeptness in researching, evaluating, and utilising information effectively to design and develop an AI solution to monitor and regulate water quality in hairy crab aquafarms. The students cultivated their ideas during an educational tour at a farm in Yuen Long, highlighting the importance of firsthand experience and information gathering. Their innovative solution enhances the habitat of hairy crabs and minimises their exposure to pollutants, thereby bolstering consumer confidence in the food safety of locally grown hairy crabs. Our students' success in the STEAM field is a testament to their

potential and we are optimistic about their future growth and excellence, both locally and internationally.

➤ **Life Planning**

Students better understand their strengths and future pathways through comprehensive life and career planning programs. Through the comprehensive life and careers planning program, students have better understood themselves, made informed subject choices, and explored different career pathways. Additionally, students have shown the ability to make informed career and subject decisions, allowing them to confidently choose subjects that align with their goals and explore various career options.

➤ **Healthy Lifestyle**

Students have adopted healthier lifestyles through active participation in sports, physical activities, and wellness programs. They have achieved commendable results in inter-school competitions, and their physical fitness levels are generally satisfactory. They have started adopting healthier habits by participating in Wellness Week and health-related activities.

Areas for Improvement

While students have made good progress through various programs, there are still areas where they can improve:

➤ **National and Global Identity**

More activities promoting civic responsibilities and national pride should be introduced to further enhance students' national and global identity. Students have shown a growing sense of pride and morality regarding national identity. More activities promoting civic responsibilities and national pride could be introduced. Students' national identity has been fostered through activities organized by the National Education Committee, such as the National Security Board Design Competition and flag-raising ceremonies. APASO data revealed high scores in "national identity" and "sense of morality" compared to the Hong Kong average. Continued emphasis on national education programs can deepen students' understanding and appreciation of their civic responsibilities.

➤ **Breadth of Knowledge**

Exposing students to a wide breadth of knowledge across all subjects via different means can enhance their overall educational experience. Students have achieved commendable results in various STEAM competitions and projects. Continued support for education across all subjects, including more Mathematics-focused initiatives, can further develop their analytical and problem-solving abilities. Suggestions for exposing students to a wide breadth of knowledge include:

- Organizing interdisciplinary projects that combine science, technology, engineering, arts, and mathematics (STEAM).
- Hosting guest lectures and workshops by experts from various fields.
- Encouraging participation in national and international academic competitions.
- Providing access to a diverse range of reading materials and multimedia resources.

- Facilitating field trips and educational tours to museums, science centres, and cultural institutions.

➤ **Language Proficiency**

Enhancing structured reading and speaking activities can improve students' proficiency in both Chinese and English. While students have demonstrated adequate skills in both Chinese and English, there is potential for further enhancement. More structured reading and speaking activities and increased exposure to both languages could help improve their proficiency. The reading culture among students needs improvement. While initiatives like the Morning Reading Period and book fairs have been introduced, over 50% of parents and students indicated a need for regular reading habits. Providing a wider variety of engaging reading materials and organizing more activities, such as book clubs, reading competitions, and author visits, can help spark students' interest in reading. Programs such as talks by Hong Kong authors and VR workshops have succeeded and should be expanded further to create a vibrant reading culture.

➤ **Generic Skills**

To strengthen **collaboration skills**, we could increase opportunities for team-based projects and peer mentoring, fostering better teamwork and negotiation abilities. Enhancing **communication skills** through more platforms for public speaking and effective interaction will help students express their ideas clearly and confidently. To develop **critical thinking skills**, we will introduce more activities that require data analysis and informed decision-making, such as case studies and research projects. Integrating technology-based tasks into the curriculum will improve **information technology skills**, enabling students to manage and present information critically. Practical applications of mathematical concepts in everyday learning will bolster **numeracy skills**, helping students understand and use basic computation in real-life situations. By providing more scenarios for problem-solving, we will enhance students' **problem-solving skills**, teaching them to resolve issues effectively. Strengthening programs focused on goal-setting, progress monitoring, and stress management will support **self-management skills**, helping students build self-esteem and handle stress. Finally, offering more workshops on effective learning strategies will improve **study skills** and encourage good learning habits.

➤ **Information Literacy**

Ensuring consistent application of self-learning tools across all subjects can enhance students' information literacy and self-regulatory skills. Integrating self-learning tools like Padlet and Teams has made students more active learners. However, to ensure all students benefit equally, there is a need for more consistent application of these initiatives across all subjects. Although BYOD has been beneficial, some students must be more immersed in non-educational activities during school hours. Implementing school rules on iPad usage and guiding students to use technology more effectively for learning purposes can address this issue.

➤ **Life Planning**

Providing comprehensive life and career planning programs can help students make informed decisions about their future. The comprehensive life and careers planning program has addressed students' needs, focusing on self-understanding, subject selection, and career pathways. However, more guidance and support are needed for students' life-long goal setting and devising strategies to achieve them. By offering continuous mentorship and resources, we can better equip students to set realistic and meaningful long-term goals and develop actionable plans to reach them. This holistic approach will ensure that students are prepared for immediate academic and career choices and empowered to navigate their future with confidence and purpose.

➤ **Healthy Lifestyle**

Ongoing health education and wellness activities are essential to promote and maintain students' healthy lifestyles. Students have started adopting healthier habits through participation in Wellness Week and health-related activities. Continued emphasis on health education and regular wellness activities can promote healthy lifestyles. Ongoing efforts such as mental health support and stress management programs are essential to maintain and improve students' well-being. Additionally, there is room for improvement in ensuring that all students benefit equally from these initiatives.

In conclusion, while our students have made commendable progress in achieving the seven learning goals, there is still room for improvement in several key areas. By enhancing self-discipline, promoting a vibrant reading culture, and ensuring consistent application of self-learning tools, we can further support our students' holistic development. Continued efforts in these areas and ongoing health education and wellness activities will better prepare our students for future challenges and help them achieve their full potential. We can foster well-rounded individuals ready to contribute positively to society through a comprehensive approach that includes national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and a healthy lifestyle.

2. How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning? (School Policy)

Learning and Teaching

➤ **Self-regulated Skills & Study Skills**

Our school excels in cultivating self-regulated learning and study skills across various educational stages. Students are equipped with essential competencies such as note-taking, self-reflection, and time management. For instance, S.1 students utilise graphic organisers to structure their learning, S.3 students meticulously plan their revision schedules, and S.4 students bridge the learning gaps between junior and senior forms. Subject-specific study skills are seamlessly integrated into curricula, with high-order thinking and presentation skills honed through project-based learning. This comprehensive approach ensures that students are well-prepared for academic challenges. For example, S.1 students are encouraged to jot down notes and organise their learning content using graphic organisers, and S.3 students are taught how to plan their revision schedules before assessments. Additionally, S.4 students learn to bridge the learning gaps between junior and senior forms.

Cultivating self-learning abilities is a key focus for both junior and senior forms. They concentrate on essential skills like extracting crucial information, jotting down important phrases, and accumulating writing materials. Incorporating pre-lesson previews and reflective extensions has notably enhanced students' self-learning capabilities. Tools like Padlet and Teams are utilised for various assignment submissions, and dedicated reflection segments in long-form exercises encourage self-improvement through rewriting.

Academic progress improvement has been observed in numerous subjects after cultivating self-learning abilities. For instance, students have shown enhanced comprehension skills in English by engaging in problem-solving book reports. The Science domain has seen substantial progress, with students consistently taking proper notes and successfully implementing skill-based self-

reflection techniques.

➤ **Cater for Learning Diversity**

The school addresses learning diversity through a robust Gifted Education Team and a comprehensive data bank that enhances students' experiences via competitions, external courses, and awards schemes. Notable achievements include students' acceptance into prestigious programs like HKAGE and university summer programs. Additionally, optional bonus questions in exams and more demanding lesson tasks cater to top-performing students, while consolidation classes and learning schemes support academically challenged students. This flexible allocation of resources ensures that all students' needs are met. For instance, 12 students were accepted as new members of HKAGE, the HKU Academy for the Talented English Programme, and the CUHK Summer Programme for the Gifted and Talented. In S.1-S.2 examination papers, optional bonus questions (up to 5% of the complete mark) were introduced to meet the needs of the top 10% of students. Furthermore, various subjects arranged consolidation classes and learning schemes to bolster academically challenged students' learning habits and organisational skills.

Our school's strategy to address learning diversity is centred around the use of diverse assessment tools. Subject KLAs focus on post-assessment performance analysis to identify student strengths and weaknesses. Regular unit meetings are held to discuss and implement various teaching methods tailored to accommodate class differences and learning styles. This commitment to diverse assessment tools ensures that all students' needs are met, reflecting our dedication to learning diversity.

Enhancement and utilisation strategies are evident in language subjects, where students have excelled in activities like book reports, research writing, and self-assessment tasks. Recommendations have been made to utilise student reports for display purposes and to enhance language skills through activities like newspaper booklets.

➤ **Assessment & Professional Development**

The school employs a multifaceted assessment strategy, focusing on assessment for learning and assessment as learning. Formative assessments help teachers gauge students' understanding, while report cards with predicted and challenging grades guide senior students' academic progress. Teacher professional development is prioritised, with training opportunities and external support enhancing their pedagogical skills. This commitment to continuous improvement ensures high-quality teaching and learning. For example, teachers utilise formative assessment to gauge students' knowledge and skills, and senior form students receive report cards with predicted grades and challenge grades to prepare for the HKDSE. Additionally, teachers participate in internal and external courses, lesson observations, and assignment inspections, with external support from organisations like EDB and QSIP, promoting professional development in different subjects.

The senior form level emphasises Assessment and performance analysis, strongly focusing on providing tailored feedback for assessments and coursework, including student examples and targeted self and peer assessments. The majority of students demonstrate a clear understanding of assessment criteria for reviewing their academic performance.

Professional sharing sessions in staff meetings and department meetings encourage teachers to discuss teaching progress and refine their pedagogies based on their collective insights.

➤ e-Learning

The school leverages information technology to enhance teaching and learning. Comprehensive training in Microsoft Teams and the Bring Your Own Device (BYOD) Pilot Programme have created an interactive learning environment. Students use tablets or notebooks for daily learning, engaging in activities like creating mind maps and participating in instant feedback polls. This integration of technology makes learning more engaging and productive. For instance, all teachers have received comprehensive training using Microsoft Teams to conduct various learning and teaching activities. Students utilise tablets or notebooks as daily learning tools inside and outside the classrooms, engaging in activities such as creating mind maps and participating in instant feedback polls.

Students have been well-prepared for blended learning, and with the strong support of the ITED Committee, teachers have developed competence in this area. Integrating technology into the curriculum has created an interactive learning and teaching environment for teachers and students.

➤ STEAM Education

Since 2022, we have been a Microsoft Showcase School, a testament to our dedication to promoting STEAM education. We have established the first Microsoft Future Library and the second Microsoft AI Inno Lab in Hong Kong, further solidifying our commitment to innovation. Our school has been recognised as a Centre of Excellence (CoE) for Information Technology Education by the Education Bureau for the fifth consecutive year. Our curriculum, which includes problem-solving, data analysis, collaboration, research, and creativity, is designed to develop students' ability to work across disciplines through authentic situations. This approach ensures that students can integrate and apply their learning in practical, innovative ways, demonstrating our unwavering commitment to fostering innovation and critical thinking.

STEAM projects help develop critical thinking, creativity, and collaboration skills. Students work on projects like building robots or creating digital art, applying their knowledge from various STEAM subjects. This approach ensures that students can integrate and apply their learning in practical, innovative ways.

Our commitment to STEAM education is further reinforced by the recognition and awards we have received. Curriculum mapping among various subjects ensures students apply STEAM skills to real-life problems, fostering innovation and critical thinking. We have implemented Service Learning and Values Education subjects, emphasising using 'AI for Good' to create a positive social impact and address pressing global challenges. These two programs have been awarded the Excellent Award and the Outstanding Award in the '5th Outstanding Teaching Award for Moral Education' and the '6th Outstanding Teaching Award for Moral Education' by the Education Bureau, respectively. These accolades are a testament to our expertise in utilising STEAM technology to promote values education, and we are proud to share them with our stakeholders.

➤ Reading Across Curriculum

The school cultivates a vibrant reading culture through initiatives like the Morning Reading Period and book fairs. Diverse reading materials curated by different subjects enrich students' knowledge. At the same time, book-sharing sessions and podcasts foster a love for reading. The school library regularly acquires new books focused on value education and inspiration, encouraging students to explore various subjects and themes. For instance, the Morning Reading Period is held twice weekly, offering diverse, engaging reading materials curated by different subjects and functional groups. Book fairs are organised to allow students to purchase books of their choice, with positive feedback indicating high enthusiasm for these events.

The Morning Reading Period and book fairs are key components of the school's reading initiatives. Held twice a week, the Morning Reading Period offers a diverse selection of engaging reading materials curated by different subjects and functional groups. Book fairs are organised to allow students to purchase books of their choice, with positive feedback indicating high enthusiasm for these events.

➤ **Language Across Curriculum**

To support S.1 students in an English-speaking environment, the school offers a bridging program with lessons and activities to improve English proficiency. The bridging program includes lessons and activities to familiarise students with an English Medium of Instruction (EMI) environment. This program helps students adjust to using English in their daily academic activities, ensuring they are comfortable and confident in an English-speaking setting.

LAC activities, such as English-Speaking Day, further stimulate interest in learning English. These activities involve sharing topics from different KLAs. They are organised during lunch breaks, recess, or after school, providing students additional opportunities to practice and improve their English skills.

➤ **Conclusion**

Our school is strongly committed to enriching students' learning experiences, fostering their whole-person development, and promoting lifelong learning through a comprehensive and well-rounded approach to education. The school's initiatives and programs are designed to cater to diverse student needs, ensuring that every student has the opportunity to thrive academically and personally. The achievements and reflections on major concerns highlight the effectiveness of our strategies in fostering active learners and helping students explore their potential.

Support for Student Development

Our school's initiatives have a profound impact on student development, fostering a holistic approach that addresses academic, emotional, social, and personal growth.

➤ **Discipline**

The Discipline Committee's initiatives, such as the Merit System, Diligence Class, and Endeavour Program, significantly impact student development by promoting self-discipline and positive behaviours. These programs reward students for good conduct, encouraging them to maintain positive behaviours. For instance, students are awarded merits for exemplary performance in conduct, school services, and extracurricular activities. Additionally, talks by the School Liaison Officer on law-abidingness and bullying enhance students' awareness and understanding of these critical issues, fostering a safe and respectful school environment. The proactive communication approach, where discipline teachers inform parents about their children's positive behaviours and improvements, reinforces school values at home and fosters constructive dialogue aimed at encouraging desirable behaviour. These initiatives help students develop a strong sense of responsibility, respect for others, and the ability to self-regulate their actions.

➤ **Counselling**

The Counselling Committee, Stationing School Social Workers, and the Student Counsellor provide comprehensive support to students with specific needs, significantly impacting their emotional and personal development. Wellness Week and in-class activities focusing on psychoeducation, stress relief, and experiential learning create a positive school atmosphere and foster a conducive learning environment. For example, Wellness Week includes thematic explorations, leisure and stress relief groups, and outings, which students highly appreciate. These activities help students manage stress and improve their well-being, ensuring comprehensive support tailored to individual needs. Additionally, the school completed the "Hong Kong Youth's Happy Growth and Family Education" Questionnaire Survey conducted by Lingnan University, which helped identify students' emotional and growth needs and provide relevant support. These initiatives create a supportive and nurturing environment, assisting students to develop resilience, emotional intelligence, and a positive outlook on life.

➤ **Catering for Learning Diversity**

The school's commitment to catering for learning diversity ensures that all students, including those with special educational needs (SEN), receive the support they need to succeed academically and socially. Close collaborative relationships with Educational Psychologists, Clinical Psychologists, Speech Therapists, and Social Workers are essential for providing comprehensive support and effective intervention strategies. Activities such as Board Game Gatherings organised by the Speech Therapist foster social interaction and engagement, while the English Oral Communication Workshop enhances students' communication skills. For example, S.1 and S.3 students served as Student Ambassadors, providing feedback to P6 students, and their performances were well-received. Additionally, the committee organised a parents' talk titled "Career Planning and Counselling Training-Building a Growth Mindset with Children," which received positive feedback from over 90% of attending parents. These initiatives ensure that students with SEN receive the necessary support, improve students' academic and personal success, and help parents support their children's learning and development.

➤ **Moral and Civic Education**

Moral and civic education initiatives, such as forming Moral & Civic Ambassadors and organising Gratitude Week, significantly impact students' personal growth and civic responsibility. Gratitude Week, which featured venue decoration, video creation, and gratitude card design, resulted in high satisfaction and promoted a sense of civic responsibility and community engagement among students. The committee also partnered with various societies (Conservancy Club, Music Club, Reading Club, Home Economics Club) to enhance student engagement and promote environmental awareness through activities such as "Food for Good" and "Gratitude Action," which were well-received and aligned with current youth interests, emphasising sustainable development. Additionally, the committee organised a successful movie screening with the Parent-Teacher Association, fostering community engagement and raising awareness on important issues such as youth mental health. Materials about growth mindset principles were distributed to parents and teachers, facilitating better communication and support for students. These activities develop essential life skills and values, foster a sense of community and collective responsibility, and encourage students to participate in their community actively.

➤ **National Education**

National education programs and activities, such as National Day celebrations, flag-raising ceremonies, and national security competitions, have been enhanced to foster a sense of national identity and civic responsibility among students. These programs include morning assemblies,

Personal Growth Periods focusing on the history of National Day, and form-based Q&A competitions related to National Day and Basic Law. Enhanced programs have increased students' sense of national identity and civic responsibility. The APASO report indicates that the overall performance in national identity is stable, with scores showing minimal variation over time. Additionally, activities like the National Security Poster Design and Slogan Competition and district-wide flag-raising ceremonies have been successful in deepening students' knowledge of national security and fostering a sense of civic responsibility. The committee also promoted community and cultural engagement through various initiatives, including a Chinese Dish Naming Competition during the Lunar New Year, which involved all classes and showcased winning entries. These activities develop a strong sense of national identity and pride, encourage active participation in the community, and promote cultural awareness and appreciation.

➤ **Career-related Experiences**

Life planning education and career guidance provided by the Careers & Life Exploration Committee help students understand their interests, abilities, and career goals, significantly impacting their future success. Activities such as workplace visits, career talks, and individual counselling sessions support students in making informed decisions about their future. For example, students have visited workplaces like Mandarin Oriental Hong Kong and Hong Kong Aircraft Engineering Company Limited and participated in career and life exploration sessions. These comprehensive guidance activities have assisted many students in making informed decisions about their future careers. The committee also organises events like the Work-life Mix Experiential Learning Day and MASSIANS' Sharing Day, which facilitate discussions on career paths and personal experiences, further aiding students in their career planning. Additionally, the committee provides individual and group guidance sessions, such as S6 Career Counseling and S3 Subject Selection Support, to assist students in their academic and career planning. These initiatives help students understand their interests and abilities, provide practical experience and insights into various career paths, and ensure students receive the necessary support and guidance in career planning.

➤ **Experiential Learning (OLE)**

Experiential learning opportunities from various interdisciplinary activities and programs significantly impact students' holistic development. For junior forms, the 3Es programs have helped strengthen student engagement, and activities like rehearsing for the Pre-S1 Information Day and maintaining classroom cleanliness demonstrate their involvement in school activities. In senior forms, students vigorously participate in extracurricular activities, including sports teams, dance, drama practices, and instrument classes. The committee continues to ensure that all students have the opportunity to thrive both academically and beyond. Major events and activities organised in 2023-2024 include OLE Days, School Picnic Day, Chinese Culture Week, and the Athletic Meet. These activities broaden students' horizons and significantly contribute to their holistic development. These initiatives provide opportunities to develop various skills, encourage active participation and engagement, and foster appreciation and understanding of different cultures.

These initiatives profoundly impact student development by promoting self-discipline, emotional well-being, inclusive education, civic responsibility, national identity, career readiness, and holistic development. They help students develop essential life skills and values, preparing them for future success and fulfilment. Our school creates a supportive and enriching learning environment that ensures all students achieve their full potential through a well-designed curriculum, comprehensive support for student development, and effective school policies.

Areas for Improvement

Based on the analysis of our school's performance in enriching students' learning experiences for their whole-person development and lifelong learning, the following areas have been identified for improvement:

- **Enhancing Curriculum Design** is essential for fostering deeper student engagement and understanding. While our curriculum includes cross-disciplinary learning opportunities, there is room to integrate these experiences further, which can be achieved by incorporating project-based learning and real-world problem-solving activities across different subjects. For instance, during Chinese Culture Week, cross-disciplinary collaborations enriched cultural literacy, and structured activities like the "Encounter with Writers" segment post-Lunar New Year holiday highlighted the potential for deeper integration.

While we have made strides in STEAM education, there is a clear need to expand these opportunities further. This expansion should include more hands-on projects, workshops, and competitions encouraging creativity, critical thinking, and student collaboration. Completing curriculum mapping among Services Learning & Values Education, Computer Literacy, Home Economics, and Design and Technology subjects is a step in the right direction. However, we can further enhance STEAM education by providing more hands-on experiences. Strengthening self-learning abilities has positively impacted academic progress across various subjects.

Incorporating tools like Padlet and Teams for assignments diversifies submission methods and enhances self-improvement. Tailored feedback and varied assessment methods could continue to be adopted by different KLAs to strengthen student understanding and academic performance.

Utilizing diverse assessment tools across subjects is not just a practice, but a strategy that ensures a comprehensive evaluation of student performance. It is suggested that students' good works be displayed to showcase academic achievements and encourage peer learning opportunities. This approach not only provides a comprehensive view of student performance but also fosters a culture of peer learning and appreciation.

- **Strengthening Reading Culture** is crucial for fostering a love for literature and enhancing comprehension skills. Despite initiatives like the Morning Reading Period and book fairs, more efforts are needed to cultivate a strong reading culture. By organizing additional reading-related activities, such as book clubs, competitions, and author visits, we can inspire a love for literature and encourage regular reading. For example, the Morning Reading Period, held twice a week, offers diverse and engaging reading materials, but additional activities can further promote reading habits.

Providing a wider selection of engaging reading materials on various subjects, themes, and topics can help spark students' interest in reading. Curating relevant and engaging materials to students and guiding questions to enhance comprehension and critical thinking will be

beneficial. The school library regularly acquires new books focused on value education and inspiration, but expanding this selection can further improve the reading culture.

- **Enhancing Self-Regulatory, Self-Management, and Self-Discipline Skills** is vital for students' academic and personal success. There is a need to enhance students' self-regulatory skills, including goal setting, progress monitoring, and adjusting learning strategies. Implementing structured programs and workshops focused on these skills can help students become more proactive and independent learners. For instance, S.1 students are encouraged to jot down notes and organize their learning content using graphic organizers, but more structured programs can further develop these skills.

Students must develop self-management skills to handle their academic and personal responsibilities effectively. These skills include time management, organization, and task prioritization. Providing training and resources on these skills can support students in managing their workload and achieving their goals. Implementing self-regulated learning varies across different forms, but more focused training can enhance these skills.

While programs like the Merit System, Diligence Class, and Endeavour Program have been beneficial, there is still room for improvement. Strengthening these programs and incorporating additional activities that promote self-discipline can help students maintain consistent effort and focus in their studies and other activities. For example, students are awarded merits for exemplary performance in conduct, school services, and extracurricular activities, but additional activities can further promote self-discipline.

- **Enhancing Counselling and Emotional Support** is necessary for student well-being and holistic development. Strengthening the support the Counselling Committee provides through regular interdisciplinary communications and collaborations with parents and professionals can ensure a holistic approach to student development and well-being, which includes providing more targeted interventions and support for students with specific needs. The Counselling Committee collaborates with parents and professionals such as Educational Psychologists, Clinical Psychologists, and Speech Therapists, but expanding these services can further enhance support.

Tremendous encouragement for regular physical exercise could improve consistency and participation among senior form students who have not developed the habit of doing physical exercise, leading to negative emotional status. Continued emphasis on leadership opportunities and community service can further enhance social development.

Organizing more activities and programs focused on emotional well-being, such as Wellness Week and in-class activities on psychoeducation and stress relief, can contribute to a positive school atmosphere and foster a conducive learning environment. For example, Wellness Week includes thematic explorations, leisure and stress relief groups, and outings, which students highly appreciate.

- **Strengthening National Education** is vital for fostering a sense of national identity and civic responsibility among students. Enhancing national education programs and activities to foster a sense of national identity and civic responsibility among students is crucial. It includes organizing events like National Day celebrations, flag-raising ceremonies, and national security competitions to deepen students' understanding and appreciation of their national heritage. For instance, activities like the National Security Poster Design and Slogan Competition and district-wide flag-raising ceremonies have deepened students' knowledge of national security and fostered a sense of civic responsibility.

- **Improving Career Guidance and Life Planning** is essential for helping students understand their interests, abilities, and career goals. Providing more comprehensive career guidance and life planning education is necessary to help students understand their interests, abilities, and career goals. It includes organizing additional workplace visits, career talks, and individual counselling sessions to support students in making informed decisions about their future. For example, students have visited workplaces like Mandarin Oriental Hong Kong and Hong Kong Aircraft Engineering Company Limited, gaining valuable insights into various career paths.

Strengthening life planning education by incorporating more personal growth periods, workshops, and experiential learning activities that help students develop a clear vision for their future and the skills needed to achieve their goals is also essential. The Careers & Life Exploration Committee organizes events like the Work-life Mix Experiential Learning Day and MASSIANS' Sharing Day, which facilitate discussions on career paths and personal experiences, further aiding students in their career planning.

- **Community Integration and Active Learning Opportunities** are crucial for holistic learning experiences. Encouraging community integration through Service Learning and technology-enhanced projects promotes holistic learning experiences. Service Learning, a school-based experiential learning subject, encourages students to integrate community concerns into daily life. Recommendations for STEAM teachers to enhance technology integration and explore alternative project formats can foster holistic community engagement. Cross-disciplinary collaborations and structured activities enhance cultural literacy and student engagement. It is suggested that high levels of student engagement be maintained post-Culture Week and post-holiday activities by incorporating continuous learning opportunities that build on past experiences.

In summary, our school is firmly committed to enriching students' learning experiences for their whole-person development and lifelong learning. Through a well-designed curriculum, comprehensive support for student development, and effective school policies, we have created a supportive and enriching learning environment that prepares our students for future success and

fulfilment. By addressing the identified areas for improvement, we can continue to advance our mission and ensure that all students achieve their full potential.

3. How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

Under the professional leadership and effective monitoring of the school management team, YLMASS is making significant strides in various areas to foster whole-person development and lifelong learning.

➤ Engagement in School Self-Evaluation (SSE)

The school management has actively engaged all teachers in the school self-evaluation (SSE) process, fostering a shared vision for the school's Evaluation ("P-I-E") cycle. Under the professional leadership of the school management, teachers have considered educational aims and data from various sources to formulate the new school development plan. A majority of teachers at YLMASS concur that our school departments and committees effectively utilize data from sources such as APASO and teachers' observations to evaluate their work. This collaborative approach ensures the school's strategies are continuously refined and aligned with the evolving educational landscape.

➤ Stakeholder Involvement and Communication

In developing relevant work and strategies, our school has incorporated the opinions of all stakeholders and implemented suitable priorities. Most teachers at YLMASS agree that the school has established multiple channels for stakeholders to express their views on operation and management. These channels have been enhanced since the leadership change in 2023, facilitating more effective communication and feedback. This improvement has led to a more inclusive decision-making process, ensuring that the needs and perspectives of all stakeholders are considered.

➤ Efficient Resource Deployment

The leadership transition has also led to more efficient staffing and deployment of financial resources. YLMASS has allocated human and financial resources to support various student development programs. Significant technological investments, including establishing the Microsoft AI Inno Lab, allow students to engage in innovative projects. Financial resources have also been directed towards supporting diverse learning needs, including consolidation classes and learning schemes for academically challenged students. To immerse students in an English-rich learning environment, we will implement flexible grouping strategies that cater to higher and lower achievers. Establishing a talent pool comprising students with diverse academic achievements and unique talents, expanding access to gifted programs and STEAM education

initiatives, and implementing various extended learning activities will help unleash students' potential. These initiatives demonstrate the school's commitment to leveraging resources effectively to enhance student learning outcomes.

➤ **Effective Monitoring and Adjustment**

Effective monitoring is essential for the successful and sustainable implementation of strategies. A majority of teachers at YLMASS report that the new management provides prompt updates for review and adjusts the deployment of staffing and resources accordingly. The leadership change has further refined this process, ensuring efficient and effective use of resources. This proactive approach to monitoring and adjustment allows the school to respond swiftly to emerging challenges and opportunities, maintaining a high standard of education.

➤ **Utilization of Grants**

Data from APASO indicates that most teachers agree that the school management flexibly deploys grants like the Life-wide Learning Grant and Diversity Learning Grant to support curriculum implementation and whole-person development. For instance, the Life-wide Learning Grant has been utilized to organize various experiential learning activities, such as the Chinese Culture Week and Service-Learning projects, which enhance students' cultural literacy and community engagement. These activities allow students to apply their knowledge in real-world contexts, fostering a deeper understanding and appreciation of different cultures and societal issues.

Additionally, the Diversity Learning Grant has been effectively used to support the needs of academically challenged students through consolidation classes and learning schemes. These programs are designed to bolster students' learning habits and organizational skills, ensuring they receive the necessary support to succeed academically. The grant has also facilitated the implementation of tailored learning activities that cater to the diverse needs of students, promoting an inclusive learning environment.

➤ **Collaborative Relationships**

The school maintains close collaborative relationships with professionals, including educational psychologists, clinical psychologists, speech therapists, and social workers, to comprehensively support students with special educational needs (SEN). These collaborations enrich learning experiences and offer students broader personal and academic growth opportunities. By working closely with these professionals, the school ensures that all students receive the support they need to thrive academically and personally.

➤ **Professional Development**

The annual appraisal exercise is crucial in helping teachers recognize their strengths and weaknesses. Additionally, most teachers find the professional development sessions organized by

the school management team highly beneficial. The school management team also advises teachers on their professional development plans, enhancing their professional capabilities. This focus on continuous professional development ensures that teachers are well-equipped to deliver high-quality education and support student learning effectively.

➤ **Supportive Learning Environment**

A positive, mutually supportive, and stimulating learning environment has been established at the school. All staff members and students are trusted, and students report getting along well with each other. Data from APASO also shows high student satisfaction and a strong sense of belonging to the school. This supportive environment is conducive to learning and personal growth, helping students develop the skills and attributes they need for lifelong success.

➤ **Leadership and Strategic Planning**

In 2023, YLMASS experienced a leadership change with the appointment of a new principal. This transition has brought a positive shift in school management and leadership, particularly in resource deployment and stakeholder consensus building. The new principal has implemented strategic plans and directions that have significantly improved the school's overall management. These changes have been instrumental in enhancing the school's ability to support student development and ensure a cohesive and collaborative school environment.

➤ **Continuous Improvement and Development**

Our school is committed to continuous improvement and development. We ensure that all strategies and initiatives are effectively monitored, reviewed, and adjusted to meet the evolving needs of students and staff. This approach fosters an environment conducive to whole-person development and lifelong learning, highlighting our school's dedication to leading our students towards a successful and fulfilling future.

Our school is committed to enriching students' learning experiences for their whole-person development and lifelong learning. Through a well-designed curriculum, comprehensive support for student development, and effective school policies, we have created a supportive and enriching learning environment that prepares our students for future success and fulfilment. By addressing identified areas for improvement and integrating data points from APASO, YLMASS can showcase its dedication to continuous improvement and development., which ensures that all strategies and initiatives are effectively monitored, reviewed, and adjusted to meet the evolving needs of students and staff. Consequently, our approach fosters an environment conducive to whole-person development and lifelong learning, highlighting our school's excellence in leading continuous improvement and development.

c. How Can My School Be Better?

What are my students' needs?

Our school has significantly enriched students' learning experiences and fostered their whole-person development and lifelong learning. We have established a strong foundation through a well-designed curriculum, comprehensive support for student development, and effective school policies. However, we are committed to continuous improvement to ensure we continue to meet the evolving needs of our students.

➤ Generic Skills

Our school has successfully integrated key generic skills such as critical thinking, creativity, communication, collaboration, and problem-solving into our curriculum. To further enhance these skills, we aim to adopt diverse learning and teaching strategies for active student engagement. It includes life planning, information literacy, language proficiency, breadth of knowledge, and fostering a national and global identity. Encouraging perseverance, responsibility, national identity, commitment, law-abidingness, and diligence are also key components.

➤ Learning Motivation and Self-Management

While our students have shown commendable progress in their learning motivation and self-management, we can further support them by implementing mentorship programs and personalized learning plans. These initiatives will help students set and achieve their goals more effectively. Providing regular feedback and reflection sessions will also help students develop self-management skills. Additionally, incorporating self-directed learning strategies can foster a more proactive approach to education. To empower students to develop the habit of mindful reflection on their learning, we will offer more opportunities for self-reflection and goal setting, especially for S1 students. Leveraging PowerBI data for enhanced insights into academic progress will also be a focus.

➤ Digital Literacy

Our school has made great efforts to integrate technology into the curriculum and enhance learning experiences. We can offer more digital literacy workshops and integrate technology projects into various subjects to ensure our students are well-prepared for the digital age.

➤ Reading Habits and Language Proficiency

We have made significant progress in strengthening students' reading habits and language proficiency, particularly in English. To further enhance these skills, we aim to cultivate students' reading habits by promoting reading through class-based sharing and providing access to diverse

reading materials. Hosting book fairs and author visits can also inspire a love for reading. Additionally, integrating reading across the curriculum can help students see the value of reading in all subjects, which will help students reach their full potential and beyond in their studies.

➤ **Career Planning and Well-Being**

Our school has proactively nurtured students' lifelong vision of career planning and enhancing their physical and mental well-being. To further support this, we can organize career fairs, workshops, and counselling sessions to help students explore various career paths.

Promoting physical activities and mental health programs will support students' overall well-being. Encouraging students to participate in extracurricular activities can also help them develop a balanced lifestyle and discover their interests and talents.

➤ **Positive Attitudes and Values**

We have successfully cultivated positive attitudes and values among our students. We can integrate values education into the curriculum and organize community service projects to build on this. Encouraging participation in cultural exchange programs will also broaden their global perspective. By promoting these values, our school can help students become responsible and empathetic individuals who contribute positively to society. To promote and preserve our collective Massian values, we will nurture students to become humble learners, responsible citizens, and visionary global leaders. Utilizing internal and external experiential learning opportunities tailored to students' individual preferences and needs, and encouraging active student engagement in class-based and interdisciplinary activities will support this goal.

➤ **Leadership Skills**

To enhance students' leadership skills, we will introduce Club Day, a day dedicated to student-led activities and initiatives and develop and implement a comprehensive leadership training program for student leaders. This program will focus on developing skills such as communication, decision-making, and team management, which are necessary for effective and responsible leadership.

By addressing these significant concerns and focusing on continuous improvement, YLMASS can ensure that all students achieve their full potential, fostering an environment conducive to whole-person development and lifelong learning. We are committed to providing our students with the best possible education and continuously strive for excellence.

2. What Is My School's Capacity for Continuous Improvement and Development?

School Self-Evaluation:

➤ Effectiveness of School Development Plan

Yuen Long Merchants Association Secondary School (YLMASS) has established a robust culture of self-evaluation, engaging teachers in the Planning-Implementation-Evaluation (PIE) cycle. The school utilizes data from assessments and surveys to inform reflection and planning, ensuring that strategies are aligned with student needs and school goals. This systematic approach helps continuously refine and improve the school's development plans.

➤ Professional Capacity of Staff

Our school boasts a team of dedicated and responsible teaching staff. YLMASS plans to increase collaboration and professional sharing among staff to enhance teaching and learning effectiveness further, which includes organizing staff development sessions and inter-school exchanges to create a collaborative work environment. Such initiatives will foster professional growth and improve instructional practices.

➤ Consensus Among Teaching Staff and Support from Parents

While there is a strong foundation of collaboration among teaching staff, the school aims to improve accountability and transparency in its operations. Establishing more channels for stakeholders to express their opinions and be informed of the school's effectiveness will help devise relevant strategies and program plans. Enhancing communication with parents and involving them in the school's decision-making processes will strengthen this consensus.

➤ Human and Financial Resources

Given the rising need for workforce and financial resources to support teaching and learning as well as whole-person development, YLMASS will continue to make better use of our current internal financial resources. However, to fully meet the diverse needs of our students, we may need to explore external funding from alumni, parents, and universities to support curriculum implementation and whole-person development. Efficient allocation and utilization of these resources will be crucial in meeting the diverse needs of students.

YLMASS demonstrates a strong capacity for continuous improvement and development by focusing on these areas. The school's commitment to self-evaluation, professional development, stakeholder engagement, and resource management ensures that it remains responsive to the evolving needs of its students and community. This proactive approach will help YLMASS maintain its high standards and achieve its mission of fostering whole-person development and lifelong learning.

d. What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

Considering the student needs and the school's capacity for continuous improvement and development, our school has formulated two significant concerns in the following school development cycle (2024-2027).

Major Concern 1: To Boost the Scholastic Achievements of Students

➤ **Enhance Self-Directed Learning**

While some students show initiative, there is room for improvement in fostering self-directed learning. We will implement diverse strategies such as project-based learning and personalized learning experiences. Workshops and training for teachers will also be provided to facilitate this approach. Additionally, we will establish feedback mechanisms for students to reflect on their learning progress and set personal goals, ensuring they take more ownership of their educational journey. We will also offer more opportunities for self-reflection and goal-setting, especially for S1 students.

➤ **Cultivate a Reading Culture**

Students' reading habits, while improving, still need further promotion. We will enhance reading through class-based sharing sessions, diverse materials, and engaging activities like reading competitions and author visits. Integrating reading across the curriculum and fostering a reading culture through book clubs and technology will also be prioritized. Additionally, we aim to immerse students in an English-rich learning environment to support their language development further.

➤ **Support Academic Excellence**

Flexible grouping and gifted programs benefit students, but there is potential for expansion. We will implement flexible grouping strategies to cater to different learning needs and abilities, establish a talent pool to identify and nurture gifted students and expand access to gifted programs and STEAM initiatives. Additional support and resources will be provided to challenge high-achieving students and support their academic growth. We will also implement extended learning activities to unleash students' potential and leverage PowerBI data for enhanced insights into academic progress. Furthermore, we will showcase students' distinguished academic achievements and encourage peer sharing of educational accomplishments and experiences

during personal growth periods. To comprehensively support our students, we will embed the learning content of national security education in all Key Learning Areas (KLAs) and promote collaboration among KLAs.

Major Concern 2: To Provide Holistic Student Development and Uphold Our Whole-Person Education

➤ Enhance Teachers' Expertise

We aim to enhance teachers' expertise in discerning students' problems. Professional development is needed to address students' emotional needs. Teachers have expressed a desire for more training in this area. We will conduct more professional development workshops for teachers to develop their skills in identifying and addressing students with emotional needs. Ongoing support and resources will be provided to help teachers implement what they learn in these workshops.

Additionally, we will set out more comprehensive guidelines that outline the roles and responsibilities of class teachers in providing individualized support for students. Regularly recommending mentoring-related courses to teachers and providing them with more resources about mental well-being will further enhance their expertise. We will also create a platform for improved communication regarding student support among class teachers.

➤ Promote Massian Values

We aim to promote and preserve our collective Massian values, nurturing students to become humble learners, responsible citizens, and visionary global leaders. Students generally know the school's values, but there is room for deeper engagement. We will utilize internal and external experiential learning opportunities tailored to student's individual preferences and needs to nurture them to become humble learners, responsible citizens, and visionary global leaders, which can include community service projects, leadership training programs, and partnerships with local organizations. Encouraging active student engagement in class-based and interdisciplinary activities will also promote these values. Introducing Club Day and developing and implementing a leadership training program for student leaders will further support this goal.

➤ Foster a Balanced Lifestyle

Our targets are to enhance students' leadership skills and to cultivate and sustain a balanced lifestyle by fostering students' overall well-being and fulfilment. Students experience stress, with a high percentage reporting feeling overwhelmed by their academic workload. This stress often leads to a need for more balance between academic and co-curricular activities, impacting their overall well-being and academic performance. We will promote stress-relief practices such as

mindfulness, exercise, and self-care for enhanced mental well-being. Encouraging balanced student engagement in co-curricular activities will improve mental well-being and overall fulfilment. Workshops and resources on time management and stress management will also be provided.

Focusing on these priorities, our school aims to enhance our students' whole-person development and lifelong learning, ensuring they are well-prepared for future challenges and opportunities. We are committed to continuous improvement and will strive to create an environment that supports every student's academic and personal growth.

5. Major Concerns of the 2024/25 – 2026/27 School Development Cycle

1. To boost the scholastic achievements of students
2. To provide holistic student development and uphold our whole-person education

School Development Plan (2024/25 – 2026/27)

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals ³	Values Education ⁴
		Year 1	Year 2	Year 3			
1. To boost the scholastic achievements of students	<ul style="list-style-type: none"> To enhance students' self-directed learning ability 	✓	✓	✓	<ul style="list-style-type: none"> To adopt diverse learning and teaching strategies for active student engagement 	Life Planning Information Literacy Generic Skills Language Proficiency Breadth of Knowledge National and Global Identity	Perseverance Responsibility National Identity Commitment Law-abidingness Diligence
	<ul style="list-style-type: none"> To further cultivate students' reading habit 	✓	✓	✓	<ul style="list-style-type: none"> To promote reading through class-based sharing To cultivate a vibrant reading culture by providing access to a diverse range of reading materials 		
	<ul style="list-style-type: none"> To help students reach their full potential and 	✓	✓	✓	<ul style="list-style-type: none"> To immerse students in an English-rich learning environment 		

³ The seven learning goals of secondary education are 'Healthy Lifestyle', 'Life Planning', 'Information Literacy', 'Generic Skills', 'Language Proficiency', 'Breadth of Knowledge' and 'National and Global Identity'.

⁴ The twelve priority values are 'Perseverance', 'Respect for Others', 'Responsibility', 'National Identity', 'Commitment', 'Integrity', 'Care for Others', 'Law-abidingness', 'Empathy', 'Diligence', 'Unity' and 'Filial Piety'.

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals ³	Values Education ⁴
		Year 1	Year 2	Year 3			
	beyond in their studies	✓	✓	✓	<ul style="list-style-type: none"> To implement flexible grouping strategies that cater to higher and lower achievers To establish a talent pool comprising students with diverse academic achievements and special talents To expand access to gifted programs and STEAM education initiatives, cultivating and stretching students' full potential To implement a variety of extended learning activities that unleash students' potential 		
	<ul style="list-style-type: none"> To empower students to develop the habit of mindful reflection on their learning 	✓	✓	✓	<ul style="list-style-type: none"> To offer more opportunities for self-reflection and goal setting, especially for S1 students To leverage PowerBI data for enhanced insights in academic progress 		

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals ³	Values Education ⁴
		Year 1	Year 2	Year 3			
	<ul style="list-style-type: none"> To enhance the academic atmosphere in the campus 	✓	✓	✓	<ul style="list-style-type: none"> To further showcase students' distinguished academic achievements To encourage peer sharing of academic accomplishments and experiences in personal growth periods 		
	<ul style="list-style-type: none"> To enhance national security education 	✓	✓	✓	<ul style="list-style-type: none"> To comprehensively embed the learning content of national security education in all Key Learning Areas (KLAs) To promote collaboration among KLAs 		

2. To provide holistic student development and uphold our whole-person education	<ul style="list-style-type: none"> To enhance teachers' expertise in discerning students' problems 	✓	✓	✓	<ul style="list-style-type: none"> To conduct more professional development workshops for teachers to develop their skill in identifying and addressing students with emotional needs To set out more comprehensive guidelines that outline roles and responsibilities of class teachers in providing individualized support for students To regularly recommend mentoring-related courses to teachers To provide teachers with more resources about mental well-being To create a platform for improved communication regarding student support among class teachers 	Healthy Lifestyle Life Planning Information Literary Generic Skills National and Global Identity	Perseverance Respect for Others Responsibility National Identity Commitment Integrity Care for Others Law-abidingness Empathy Unity Filial Piety
	<ul style="list-style-type: none"> To promote and preserve our collective Massian values, nurturing students to become humble learners, responsible citizens, and visionary global leaders 	✓	✓	✓	<ul style="list-style-type: none"> To utilize internal and external experiential learning opportunities tailored to students' individual preferences and needs To encourage active student engagement in class-based and interdisciplinary activities 		

	<ul style="list-style-type: none"> To enhance students' leadership skills 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> To introduce Club Day To develop and implement a leadership training program for student leaders 		
	<ul style="list-style-type: none"> To cultivate and sustain a balanced lifestyle by fostering students' overall well-being and fulfilment 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> To promote balanced student engagement in co-curricular activities To promote stress-relief practices such as mindfulness, exercise and self-care for enhanced mental well-being 		