



**Yuen Long Merchants Association Secondary School**  
**School Annual Programme Plan, 2019-2020**

**I. Situational Analysis**

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

## II. Implementation Strategies

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

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
1. To strengthen students' study habits and skills	<ul style="list-style-type: none"> <li>● To guide students to prepare their personalized notes               <ul style="list-style-type: none"> <li>– For vertical planning, set up subject-specific note-taking skills</li> </ul> </li> <li>● To develop their own revision strategies with effective time management and do effective self-reflection.               <ul style="list-style-type: none"> <li>- Introduce learning habits and skills (note-taking &amp; self-reflection) to S1 students through workshops</li> <li>- Provide opportunities for S1 students to practice self-reflection through different subjects.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 70% of S1 students agree that the self-reflection guided by subject teachers are useful for revision.</li> <li>● 70% of S1 students agree that the workshops help them understand more about secondary school learning, and acquire note-taking &amp; self-reflection skills.</li> <li>● 70% of teachers agree that the workshops can enhance students' note-taking &amp; self-reflection skills.</li> <li>● Subject specific note-taking skills are heightened by panel heads and vertical planning is discussed in meeting.</li> <li>● At least one learning task with use of self-reflection for S1 is submitted by each department to L&amp;T committee.</li> <li>● Dissemination on quality of self-reflection selected on SD day/ Staff Meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' learning questionnaires</li> <li>• Feedback from teachers</li> <li>• Lesson observation (Students' initiatives and abilities in note-taking)</li> <li>• Records of learning task</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• L&amp;T Committee</li> <li>• Pastoral Care Committee</li> </ul>	QSHK Professional Support

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
2. To enhance students' confidence with higher aspiration for learning	<ul style="list-style-type: none"> <li>● To engage students with diverse needs by different types of learning activities inside and outside classrooms.               <ul style="list-style-type: none"> <li>- To extend the learning, arrange interdisciplinary approach learning activities either inside or outside classroom.</li> <li>- To enrich students' learning experience and enhance their exposures, arrange one form of students to go to study tour (out of HK).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are positive to arrange interdisciplinary approach co-curricular activities.</li> <li>• 75% of the students agree that study out of HK can enhance their exposures.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' learning questionnaires</li> <li>• Feedback from teachers</li> <li>• Records of Co-curricular Activities</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• L&amp;T Committee</li> <li>• ECA Committee</li> </ul>	ECA funding
	<ul style="list-style-type: none"> <li>● To assign learning tasks with different levels of difficulties and provide choices for students of different abilities               <ul style="list-style-type: none"> <li>- To provide clearing and appropriately challenging learning goals, design some assignments or learning task with choices to students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Subject teachers share examples/cases with teachers in same form to cater for learning diversity through designing assignments and learning tasks.</li> <li>• At least TWO learning tasks with choices or different level of difficulties are submitted by each department to L&amp;T committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers</li> <li>• Records of Book/Assignment inspection</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• L&amp;T Committee</li> </ul>	/

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
2. To enhance students' confidence with higher aspiration for learning (Cont'd)	<ul style="list-style-type: none"> <li>● To adopt assessment strategies to enhance learning motivation.               <ul style="list-style-type: none"> <li>- Use item analysis data to refine the curriculum and assessment with clear and appropriately challenging learning goals.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students agree that clear and appropriately challenging learning goals are provided by subject teachers.</li> <li>• Teachers have a heightened awareness of using item analysis data to feedback T&amp;L.</li> <li>• Teachers agree that item analysis is useful to refine the curriculum and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Results of tests and exams</li> <li>• Students' interview</li> <li>• Teachers' feedback</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• L&amp;T Committee</li> </ul>	/
Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
3. To shift students' learning from surface to deep	<ul style="list-style-type: none"> <li>● To refine Junior Form Curriculum for               <ul style="list-style-type: none"> <li>– emphasizing learning skills (Key future skills in Deep learning - 6Cs<sup>1</sup>) of different levels in addition to subject content knowledge</li> <li>– strengthening of reading literacy                   <ul style="list-style-type: none"> <li>- Language subjects and Reading team review reading schemes to strengthen reading literacy.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 70% of students agree that their learning skills are fully used in many lessons.</li> <li>• Teachers strike for a good balance between teaching subject content knowledge and learning skills.</li> <li>• 70% of teachers agree that students' reading literacy are strengthened.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' learning questionnaires</li> <li>• Feedback from teachers</li> <li>• Lesson observation</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• L&amp;T Committee</li> <li>• English Language</li> <li>• Chinese Language</li> <li>• Reading Team</li> </ul>	/

<sup>1</sup> Key future skills (6Cs: Character education, Citizenship, Communication, Critical thinking and problem solving, Collaboration, Creativity and imagination)

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
3. To shift students' learning from surface to deep (Cont'd)	<ul style="list-style-type: none"> <li>● To guide students to learn in scaffolding lessons with use of strategic teaching arrangements (e.g. E-learning, collaborative learning, etc.)</li> <li>● To provide effective feedback for students' reflection by both looking backward and looking forward (e.g. using digital tools to collect instant response, using E-platform to show different ideas, conduct self or peer assessment)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have used different strategies to tackle students' learning difficulties.</li> <li>• The CP will be utilized for discussing the pedagogies to tackle students' learning difficulties.</li> <li>• 80% of teachers find that student-centered lesson observation is useful to understand students more and facilitate discussion about teaching strategies.</li> <li>• Dissemination on quality of scaffolding lessons or providing concrete feedbacks on SD day/ Staff Meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' learning questionnaires</li> <li>• Feedback from teachers</li> <li>• Lesson observation</li> <li>• Book/Assignment inspection</li> <li>• Records of CP</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• L&amp;T Committee</li> </ul>	QSHK Professional Support

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

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
1. To cultivate students' positive values: self-strengthening, restrain, graceful and responsibility	<ul style="list-style-type: none"> <li>● To develop a school-based Personal Growth curriculum               <ul style="list-style-type: none"> <li>– Refine school-based materials for S1-S5 and develop S6 curriculum</li> <li>– Arrange some timeslots for class teachers develop class-based activities</li> </ul> </li> <li>● To implement a mentorship program for the students               <ul style="list-style-type: none"> <li>– Arrange leadership programme for chairpersons of houses and clubs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 80% of class teachers find that the school-based materials are useful to develop students' personal growth.</li> <li>• Teachers agree the objectives of the school-based Personal Growth curriculum in S6.</li> <li>• Class teachers agree the development of class-based activities.</li> <li>• Leaders of houses and clubs feel satisfied with mentorship program.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' questionnaires</li> <li>• Feedback from teachers</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Student Development Committee</li> </ul>	/
2. To enhance students' motivation, sense of achievement and confidence	<ul style="list-style-type: none"> <li>• To refine the award and recognition system               <ul style="list-style-type: none"> <li>- Create opportunities to recognize the performance of students in different aspects</li> <li>- Develop some subject-based, class-based awards</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students' Sense of achievement and confidence enhanced and display positive attitudes.</li> <li>• 75% of students agree that the refined award and recognition system is good.</li> </ul>	<ul style="list-style-type: none"> <li>• APSAO</li> <li>• Students' questionnaires</li> <li>• Teachers' observation</li> </ul>	Whole year	Student Development Committee -	/

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
3. To enhance students' self-management skills	<ul style="list-style-type: none"> <li>• To enrich the extra-curricular life of junior forms students and provide equal opportunities for them to participate                             <ul style="list-style-type: none"> <li>- Develop E-platform to keep track on the opportunities to participate ECA for each student.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 70% of students agree that self-management skill on participation of ECA is improved.</li> </ul>	<ul style="list-style-type: none"> <li>• APSAO</li> <li>• Students' questionnaires</li> <li>• Teachers' observation</li> </ul>	Whole year	Student Development Committee	/
4. To develop student's sense of serving the community	<ul style="list-style-type: none"> <li>• To enhance the learning elements of extra-curricular activities with emphasis on service learning                             <ul style="list-style-type: none"> <li>- Extend service learning to S2 curriculum of LSCE</li> <li>- After study tours (out of HK), involved students apply what they have learnt to feedback to the community.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students' sense of serving the community are raised.</li> <li>• The learning elements in the study tours are involved both academic and non-academic skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' questionnaires</li> <li>• Teachers' observation</li> </ul>	Whole year	Student Development Committee ECA Committee L&T Committee	

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

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
1. To align visions and understanding and enhance collaboration among teachers for fostering students to be active learners	<ul style="list-style-type: none"> <li>● To facilitate teachers' paradigm shift by both internal sharing and external training                             <ul style="list-style-type: none"> <li>– Arrange sharing sessions in the subject meetings</li> <li>– Arrange sharing sessions on fostering students to be active learners in the staff meeting/ SD day</li> </ul> </li> <li>● To enhance communication among various school committees</li> <li>● To develop a coherent supporting network for student development and learning among academic and pastoral care committees.                             <ul style="list-style-type: none"> <li>– Hold regular meetings for academic and pastoral care committees</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 85% of teachers agree that regular meetings for academic and pastoral care committees are useful to align the visions.</li> <li>• Teachers are inspired by the sharing sessions to think ways to foster students be active learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers</li> <li>• Records of regular meetings</li> </ul>	Whole year	School Development Committee  L&T Committee  Student Development Committee •	/



Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
2. To strengthen professional leadership of middle managers	<ul style="list-style-type: none"> <li>• To strengthen curriculum leadership of subject panel heads by various training to                             <ul style="list-style-type: none"> <li>– develop student-centered lesson observations and book inspections</li> <li>– Carry out peer lesson observations for professional development with QSHK experts in core subjects and some pilot subjects</li> <li>– Summarize some findings for subjects to develop after lesson observations and book inspections</li> </ul> </li> <li>• To strengthen leadership of functional groups by various training to                             <ul style="list-style-type: none"> <li>– Establish an effective database system (e.g. E-administration &amp; Handle Big Data in a subject department)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 90% of middle managers agree that workshops have strengthened their leadership skills.</li> <li>• Middle managers agree that an effective database system is well established in each subject.</li> <li>• Most panel heads are familiar to summarize the findings for subject development after lesson observation and book inspections.</li> <li>• Evaluation of annual plans in different subjects or functional groups have used many different kinds of data.</li> </ul>	<ul style="list-style-type: none"> <li>• Records of CP</li> <li>• Feedback from teachers</li> <li>• Subjects and Functional Group Programme plans</li> </ul>	Whole year	School Development Committee  L&T Committee  Student Development Committee  Careers & Life Planning Committee	QSHK Professional Support

	<ul style="list-style-type: none"> <li>• To strengthen the culture of evaluation by various training to             <ul style="list-style-type: none"> <li>– make good use of quantitative data</li> <li>– capture qualitative evidence</li> <li>– Give concrete feedback on the annual plan and evaluation of subject departments</li> <li>– hold different types of workshops (e.g. how to prepare ESR)</li> </ul> </li> </ul>					
3. To optimize the use of human resources to enhance teachers' capacity	<ul style="list-style-type: none"> <li>● To restructure the functional committees to improve the coherence, efficiency and effectiveness             <ul style="list-style-type: none"> <li>– Refine school committee structure</li> </ul> </li> <li>● To use extra funding to employ more teachers and teaching assistants             <ul style="list-style-type: none"> <li>– Develop E-Administration to increase the efficiency of work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 90% of teachers agree that the refined school committee is fine and it facilitates the school works.</li> <li>• 90% of teachers are satisfied with the development of E-Administration.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers</li> </ul>	Whole year	School Development Committee  Administration Committee	

30.10.2019

二〇一九年第三次法團校董會會議

附件 A