



Yuen Long Merchants Association Secondary School
School Annual Programme Plan, 2020-2021

I. Situational Analysis

Strengths – Internal Factors	Weaknesses – Internal Factors
<ol style="list-style-type: none"> 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. 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. 3. Experienced teachers enhance professional development in different aspects. 4. There is close partnership with Big Education Platform and HK Policy Research Institute. 	<ol style="list-style-type: none"> 1. Many students lack family support and are deficient of social and cultural capital. 2. Students are passive and lack of self-regulated skills. 3. Students lack experience on applying different knowledges or skills to a real-life situation. 4. Both junior and senior students are surface learners. Usually students feel hard to adapt learning stages from P6 to S1 and S3 to S4. 5. Students are lack of learning strategies and IT skills. 6. Low achievers are lack of confidence. 7. The learning diversity during the online lesson become wider.
Opportunities – External Factors	Threats – External Factors
<ol style="list-style-type: none"> 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. 2. Government provide Community Care Fund to develop BYOD. 3. EDB provide LWL grants to develop LWL. 4. There is school-based support from various external professional bodies. 5. 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. 	<ol style="list-style-type: none"> 1. Misuse of and distraction from electronic gadgets interferes with students' study and socialization. 2. The school professional decision may be challenged by stakeholders and external parties under the rapid changing political environment. 3. Class suspension due to social issue or Covid-19 affects general practices in school significantly.

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"> ● To guide students to prepare their personalized notes, develop their own revision strategies with effective time management and do effective self-reflection <ul style="list-style-type: none"> – Evaluate the implementation of subject-specific note-taking skills. – Subject department choose at least one form as a pilot and study how to guide students do effective reflection after assessment. – Invite graduates sharing revision strategies to prepare DSE for S4 and S6 students. – Arrange S1, S6 class teacher periods to do interim evaluation on their goal setting. 	<ul style="list-style-type: none"> ● 70% students agree that subject teachers can guide them to do self-reflection and know how to improve. ● 70% teachers agree that students can grasp subject specific note-taking skills effectively with guidance. ● 70% involved class teachers agree that students can set achievable goal and reflect themselves at appropriate moment. ● 80% students agree that the sharing can inspire them to prepare DSE well. ● At least one learning task with use of self-reflection & application of subject specific note-taking skill is submitted by each department to L&T committee. ● Dissemination on quality of self-reflection & subject specific note-taking skill selected on SD day/ Staff Meeting. 	<ul style="list-style-type: none"> • Students' learning questionnaires • Feedback from teachers • Lesson observation (Students' initiatives and abilities in subject specific note-taking skills) • Records of learning task 	Whole year	<ul style="list-style-type: none"> • L&T Committee • Student Development Committee 	/

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 (Con't)	<ul style="list-style-type: none"> ● To equip students' IT competence and adapt to blended education. <ul style="list-style-type: none"> - Draft a vertical planning for IT competence in E-learning. - Some pilot teachers from different subjects study how to use "BYOD" effectively and share their experiences on using BYOD to facilitate students' learning in the blended education. - Both Chinese Language and Integrated Science are pilot subjects in the school-based support from Smarter education programme. The support is focused on the lesson observation in blended education 	<ul style="list-style-type: none"> • Vertical planning framework for IT competence in E-learning is well established. • Dissemination of good practices on BYOD scheme and Smarter Education on SD day/ Staff Meeting. • 75% pilot teachers agree that blended education can help students learn more effectively and they can strive a good balance between online and offline learning. 	<ul style="list-style-type: none"> • Feedback from teachers • Lesson observation (Students' initiatives and abilities in BYOD) 	Whole year	<ul style="list-style-type: none"> • L&T Committee • ITED Committee • Staff Development Committee 	Smarter Education 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"> ● To engage students with diverse needs by different types of learning activities inside and outside classrooms. <ul style="list-style-type: none"> – To enrich the learning atmosphere, different KLAS arrange learning activity week at different period (e.g. Stem Week, Chinese Language Week, English Fortnight, etc.). – Draft a vertical planning for S1-S6 OLE day. – To enrich students' learning experience and enhance their exposures, arrange one form of students to go to study tour (in HK or out of HK). 	<ul style="list-style-type: none"> • Teachers are positive to the vertical planning for S1-S6 OLE day. • More interdisciplinary approach co-curricular activities are arranged. • 70% students agree that the learning atmosphere is enriched by learning activity week from different KLAS. • 75% students agree that study in HK or out of HK can enhance their exposures. 	<ul style="list-style-type: none"> • Students' learning questionnaires • Feedback from teachers • Records of Co-curricular Activities 	Whole year	<ul style="list-style-type: none"> • L&T Committee • ECA Committee 	ECA funding

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
2. To enhance students' confidence with higher aspiration for learning (Con't)	<ul style="list-style-type: none"> ● To assign learning tasks with different levels of difficulties and provide choices for students of different abilities <ul style="list-style-type: none"> – To provide clearing and appropriately challenging learning goals, design some assignments or learning task with choices to students. – To cater for learning diversity, enhancement and consolidation classes after school are arranged to help those elites strive for better or low achievers achieve basic requirement. 	<ul style="list-style-type: none"> • Subject teachers share examples/cases with teachers in same form to cater for learning diversity through designing assignments and learning tasks. • At least TWO learning tasks with choices or different level of difficulties are submitted by each department to L&T committee. • 70% students show at least 5% academic improvement after participating either in enhancement or consolidation classes. 	<ul style="list-style-type: none"> • Feedback from teachers • Feedback from Students • Lesson observation on the enhancement or consolidation class • Records of Book inspection 	Whole year	<ul style="list-style-type: none"> • L&T Committee • Staff Development Committee 	<ul style="list-style-type: none"> • SHK funding • DLG grants

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"> ● To refine Junior Form Curriculum for <ul style="list-style-type: none"> – emphasizing learning skills (Key future skills in Deep learning - 6Cs¹) of different levels in addition to subject content knowledge – Subject department choose at least one junior form as a pilot and study how to teach subject content knowledge with using subject specific learning skills as well. 	<ul style="list-style-type: none"> • 70% students agree that their learning skills are fully used in many lessons. • Teachers strike for a good balance between teaching subject content knowledge and learning skills. 	<ul style="list-style-type: none"> • Students' learning questionnaires • Feedback from teachers • Lesson observation 	Whole year	• L&T Committee	/

¹ 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 (Con't)	<ul style="list-style-type: none"> ● To refine Junior Form Curriculum for <ul style="list-style-type: none"> – Strengthen reading literacy <ul style="list-style-type: none"> ◆ Excerpt Reading Programme ◆ Book sharing by some pilot teachers in morning assemblies – assisting students in adapting to different learning stages <ul style="list-style-type: none"> ◆ To bridge S1 students adapt EMI learning environment. 	<ul style="list-style-type: none"> • 70% teachers agree that students' reading literacy are strengthened. • 70% students are positive to the enriched reading atmosphere. • Majority of students like the new library and agree that they feel are willing to go to library. • 75% students agree that the bridging course are useful on helping S1 students adapt to EMI learning environment. • More S1 students are willing to read a loud and prepare their lessons (e.g. search the meanings of new words in the dictionary). 	<ul style="list-style-type: none"> • Students' learning questionnaires • Feedback from teachers • Record of using library • Lesson observation 	Whole year	<ul style="list-style-type: none"> • Reading Team • LAC Team 	/

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
3. To shift students' learning from surface to deep (Con't)	<ul style="list-style-type: none"> ● To guide students to learn in scaffolding lessons with use of strategic teaching arrangements <ul style="list-style-type: none"> – Arrange a CP to discuss how to enhance interactions among students or between teachers and students or provide concrete feedbacks especially during online lesson ● To provide effective feedback for students' reflection by both looking backward and looking forward <ul style="list-style-type: none"> – Arrange a meeting after book inspection to share good practices how to provide concrete feedbacks to students either in written or E-form. 	<ul style="list-style-type: none"> • Teachers have used different strategies to tackle students' learning difficulties. • The CP will be utilized for discussing the pedagogies to enhance interactions or giving concrete feedbacks. • Dissemination on quality of scaffolding lessons, enhancing interactions or providing concrete feedbacks on SD day/ Staff Meeting. 	<ul style="list-style-type: none"> • Students' learning questionnaires • Feedback from teachers • Lesson observation • Book/Assignment inspection • Records of CP 	Whole year	<ul style="list-style-type: none"> • L&T Committee 	QSIP 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"> - To refine the school-based Personal Growth curriculum (S1-S5 curriculum) - To strengthen the implementation of focused values education through assemblies, class teacher periods and inter-class display board competition 	<ul style="list-style-type: none"> • 80% of class teachers find that the school-based materials are useful to develop students' personal growth. • Class teachers agree the development of class-based activities. • 75% of students agree that the class-based activities can strengthen their responsibility. 	<ul style="list-style-type: none"> • Students' questionnaires • Teachers' observation • Feedback from teachers 	Whole year	<ul style="list-style-type: none"> • Student Development Committee • Moral, Civic and National Education Committee 	/
2. To enhance students' motivation, sense of achievement and confidence	<ul style="list-style-type: none"> - Develop some subject-based, class-based awards - Display students' quality works - To refine the merit system to reinforce students' good performance in conduct and attendance - To adopt case management system to support students' with learning difficulties and to boost their learning motivation 	<ul style="list-style-type: none"> • Students' Sense of achievement and confidence enhanced and display positive attitudes. • 75% of students agree that the refined award and recognition system are good to enhance their sense of achievement and confidence. • 75% of students agree that the case management is good to guide them face learning difficulties effectively. 	<ul style="list-style-type: none"> • APSAO • Students' questionnaires • Teachers' observation 	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"> - To enrich the extra-curricular life of junior forms students and provide equal opportunities for them to participate - Develop E-platform to keep track on the opportunities to participate ECA for each student 	<ul style="list-style-type: none"> • 70% of students agree that self-management skill on participation of ECA is improved. 	<ul style="list-style-type: none"> • APSAO • Students' questionnaires • Teachers' observation 	Whole year	<ul style="list-style-type: none"> - Student Development Committee - ECA Committee 	/
4. To develop student's sense of serving the community	<ul style="list-style-type: none"> - To enhance the learning elements of extra-curricular activities with emphasis on service learning - After study tours (out of HK), involved students apply what they have learnt to feedback to the community. - To provide opportunities for student leaders to service the school or the community. 	<ul style="list-style-type: none"> • Students' sense of serving the community are raised. • The learning elements in the study tours involve both academic and non-academic skills and can develop students' sense of serving the community as well. • 70% of students joined study tours agree that tours can help to develop sense of serving the community • Different community services are provided for student leaders. They can serve different clusters of people in need. 	<ul style="list-style-type: none"> • Students' questionnaires • Teachers' observation 	Whole year	<ul style="list-style-type: none"> - Student Development Committee - Counselling Committee - Discipline Committee - Careers & Life Planning 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
<p>1. To align visions and understanding and enhance collaboration among teachers for fostering students to be active learners</p>	<ul style="list-style-type: none"> ● To facilitate teachers' paradigm shift by both internal sharing and external training <ul style="list-style-type: none"> – Arrange sharing sessions on fostering students to be active learners in the staff meeting/ SD day ● To develop a coherent supporting network for student development and learning among academic and pastoral care committees. <ul style="list-style-type: none"> – Keep the Case Management system to help those students in need. ● To facilitate teachers to devise individual professional development plans to incorporate the areas of student active learning <ul style="list-style-type: none"> – Modify the appraisal forms and strengthening the part of individual professional development plan. 	<ul style="list-style-type: none"> • 85% teachers agree that sharing sessions in staff meeting or SD day can inspire them to think ways to foster students be active learners. • Teachers are welcome to the Case Management system. • Teachers agree that appraisers can provide concrete feedback on their individual professional plans to incorporate the areas of student active learning. 	<ul style="list-style-type: none"> • Feedback from teachers • KPM Survey 	<p>Whole year</p>	<ul style="list-style-type: none"> • School Development Committee • L&T Committee • Student Development Committee 	<p>/</p>

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"> • To strengthen curriculum leadership of subject panel heads by various training to <ul style="list-style-type: none"> – develop student-centered lesson observations and book inspections – Carry out book inspections with QSIP experts in core subjects – Summarize some findings for subjects to develop after lesson observations and book inspections • monitor vertical planning of curriculum and assessment • To establish a close connection with other schools by joining Smarter Education Programme. <ul style="list-style-type: none"> – Offer professional development on blended education, Career and Life education, E-administration, etc. • To strengthen the culture of evaluation by various training to formulate follow-up plan 	<ul style="list-style-type: none"> • 90% of middle managers agree that Smarter Education programme can strengthen their connections with other schools. • Middle managers agree that the Smarter Education programme can help them broaden vision on the development of education. • Middle managers agree that they can monitor vertical planning of curriculum and assessment well. • Most panel heads are familiar to summarize the findings for subject development after lesson observation and book inspections. • Evaluation of annual plans in different subjects or functional groups have formulated follow-up plans. 	<ul style="list-style-type: none"> • Records of CP • Feedback from teachers • Subjects and Functional Group Programme plans 	Whole year	School Development Committee L&T Committee Pastoral Care Committee Careers & Life Planning Committee	Smarter Education and QSIP Professional Support

Targets	Strategies/Activities/Programs/Actions	Success Criteria	Methods of evaluation	Time Scale/Time	People in charge	Resources required
3. To optimize the use of human resources to enhance teachers' capacity	<ul style="list-style-type: none"> ● To restructure the functional committees to improve the coherence, efficiency and effectiveness <ul style="list-style-type: none"> – Refine school committee structure 	<ul style="list-style-type: none"> • 90% of teachers agree that the refined school committee is fine and it facilitates the school works. 	<ul style="list-style-type: none"> • Feedback from teachers 	Whole year	School Development Committee	/