



Yuen Long Merchants Association Secondary School
Annual School Plan, 2021-2022

I. Situational Analysis

Strengths – Internal Factors	Weaknesses – Internal Factors
<ol style="list-style-type: none"> 1. Our IMC is highly supportive. Experienced IMC managers make contributions to the development of school directions and policies. 2. Both alumni and parent stakeholders are supportive of the development of the school. 3. The school has a liberal, positive and sophisticated culture which allows people to do self-reflection and continuously to show improvements. 4. Our staff have a shared vision and mission. 5. Students are well-behaved and receptive to advice. 6. Students have shown improvement in their confidence in learning and have taken the initiative to learn despite the prolonged face-to-face class suspension due to the Covid-19 pandemic. 	<ol style="list-style-type: none"> 1. Students' leadership skills, independent planning capability and habit of goal setting are needed to be trained. 2. Many students have limited exposure to English and insufficient English support outside school. 3. Students lack the experience in applying different knowledges or skills to a real-life situation. 4. The self-management of students can be further enhanced. 5. The learning diversity becomes wider, especially during online lessons. Self-esteem of low achievers is lower, leading to poorer learning attitude.
Opportunities – External Factors	Threats – External Factors
<ol style="list-style-type: none"> 1. Enriching the curricula of the Senior Secondary Core Subjects can create room to strengthen students' other learning experiences. 2. Professional experts who render school-based support through project, QSIP, CUHK foster school improvement. 3. Many resources and funding, such as CLP grant, Life-wide learning grant, funding to develop innovative laboratories, are available to unleash students' potential and support teachers' professional development. 	<ol style="list-style-type: none"> 1. The pandemic-induced disruption on education and economic recession continue to pose challenges to different stakeholders. 2. The phenomena of the misuse of social media, and mental health issues have been aggravated by the pandemic-induced policy such as lockdown and social distancing.

II. Implementation Strategies

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

Targets	Strategies/Activities/Programs/Actions	Success Criteria	Methods of evaluation	Time Scale/Time	People in charge	Resources required
1.1 To nurture students to be self-regulated learners with good learning habits and skills	<ul style="list-style-type: none"> To equip students with effective learning skills and IT skills/competence (including goal-setting & self-reflection skills, project learning skills and problem solving skills) <ul style="list-style-type: none"> – Arrange workshops and review sessions for junior form students and S6 students to assist them to set and refine their academic and personal goals, devise strategies to achieve them and reflect on their performance in Personal Growth Period (S1: Note-taking skills & eLearning, S2: Self-reflection on HYE, S3: Time management, S4: Prepare myself to be a senior form student, S5: Self-reflection according to predicted and challenge grades, S6: Sharing by Alumni to prepare for DSE) 	<ul style="list-style-type: none"> 75% of students of each form agree that they have acquired specific learning skills which are conducive to their life-long learning. 70% of students agree that subject specific study skills (especially self-reflection, problem-solving skills or project learning skills) have enabled them to develop effective learning skills. S1-S3 students are able to use different kinds of learning skills. At least one learning task with the application of subject specific study skill (especially students' self-reflection, problem-solving skills or project learning skills) is submitted by each department to L&T committee. 	<ul style="list-style-type: none"> Students' learning questionnaires Feedback from teachers Lesson observation (Students' initiatives and abilities in subject specific study skills) Records of learning tasks 	Whole year	<ul style="list-style-type: none"> L&T Committee Student Development Committee 	/

	<ul style="list-style-type: none"> – Incorporate the subject-specific study skills into the teaching programme to enhance students’ self-reflection, problem-solving skills and project learning skills. – Develop a school-based STEM & SLCE curriculum to enhance students’ problem-solving skills and creativity in authentic situations. – Draft a vertical planning for study skills and IT skills/competence in eLearning. 	<ul style="list-style-type: none"> ● Dissemination of information on the quality of self-reflection & selected subject specific note-taking skill on SD day/ Staff Meeting. ● 75% of S1-S3 students agree that the learning activities arranged by STEM and SLCE are able to foster their creativity and problem-solving skills. ● Vertical planning framework for study skills and IT competence in eLearning is well established. 				
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Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
1.2 To utilize different assessment tools and platforms to optimize the effectiveness of teaching and help students monitor their learning progress	<ul style="list-style-type: none"> ● To set up board of fame either on school campus or in school website to endorse outstanding students. ● To assist students in adapting to different learning stages <ul style="list-style-type: none"> - To enrich EMI learning environment. - To develop school-based LAC programme ● To make use of eLearning tools to encourage students' involvement and promote autonomy in learning. <ul style="list-style-type: none"> - Different subjects study how to use "BYOD" effectively and share their experiences on using BYOD to facilitate S1 students' learning in blended education. 	<ul style="list-style-type: none"> • 70% of students are motivated by the board of fame. • 70% of S1 agree that the LAC programme is useful for helping them adapt to EMI learning environment. • 70% of S1 have shown more interest in studying English-related subjects. • 80% of S1 are able to use English to express themselves. • 80% of S1 teachers agree that eLearning can increase students' participation in lessons. • 70% of S1 teachers agree that eLearning can enhance students' autonomy in learning. • Dissemination of good practices on BYOD scheme 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 study skills) • Records of learning tasks 	Whole year	<ul style="list-style-type: none"> • L&T Committee 	/

	<ul style="list-style-type: none"> ● To develop a school-based Academic Performance Monitoring System to help teachers review students' performance throughout the academic year with the help of Power BI. <ul style="list-style-type: none"> - Develop school-based Power BI to help students move forward and make use of big data to do strategic data analysis. ● To develop a school-based policy to cater for diverse learning needs <ul style="list-style-type: none"> - To cater for learner diversity, enhancement and consolidation classes after school are arranged to help those elites strive for better results or low achievers achieve basic requirement 	<ul style="list-style-type: none"> • 80% of teachers agree that school-based Power BI can help them review students' performance and give concrete feedback to students so they can move forward • 80% of participating students agree that learning activities conducted in enhancement and consolidation classes have fostered their learning achievements. • No. of L5 or above is raised by 10% in DSE results. • Passing % of DSE results are higher than 95% in all subjects. 				
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Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
1.3 To provide opportunities for students of different abilities to be active learners within and beyond classroom	<ul style="list-style-type: none"> ● Improve reading literacy <ul style="list-style-type: none"> - Enriching morning reading periods with excerpt reading programme and sharing by teachers or reading ambassadors - Reading across curriculum in Junior Form English Curriculum 	<ul style="list-style-type: none"> • 70% of teachers agree that students' reading literacy is improved. • 70% of students are positive about the enriched reading environment. • 70% of S1 feel good to read in English lessons. • The majority of students like the excerpt reading programme and sharing by teachers in morning assemblies. 	<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 	/
	<ul style="list-style-type: none"> ● To make good use of interdisciplinary and experiential learning activities inside and outside classrooms. <ul style="list-style-type: none"> – To enrich the learning environment by having different KLAs to hold learning activity week in different periods (e.g. Stem Week, Chinese Language Week, English Fortnight, etc.). – To enrich students' learning experience and enhance their exposures, arrange one 	<ul style="list-style-type: none"> • More co-curricular activities that adopted the interdisciplinary approach are arranged. • 70% students agree that the learning environment is enriched by learning activity week held by different KLAs. • 75% students agree that joining the study tour in 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 • CCA Committee 	Life-wide learning grant

	form of students to go to study tour (in HK).					
	<ul style="list-style-type: none"> ● To guide students to learn actively with the use of strategic teaching pedagogy. <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 feedback 	<ul style="list-style-type: none"> • Teachers have used different strategies to guide students to learn actively. • The CP will be used for discussing the pedagogies to raise students' effectiveness of learning • At least one action research is submitted by each department or KLA to L&T committee. • Dissemination of information on the quality of active learning lessons 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 	<ul style="list-style-type: none"> • QSIP Professional Support

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

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
<p>2.1 To strengthen students' understanding of core values of MASSIAN through a variety of experiential learning activities and programs held by student support committees</p>	<ul style="list-style-type: none"> ● To implement Values Education Subject in Senior Forms in order to motivate students to serve the community ● To provide more experiential learning activities for students to cultivate their positive values ● To provide a platform for students with different strengths to showcase their talents ● To arrange diversified extra-curricular activities for students in order to stretch their potential to the fullest 	<ul style="list-style-type: none"> • 75% of students agree that the new subject can enhance their understanding of core-values of MASSIAN • More experiential learning activities are organised • More diversified ECA activities are organised 	<ul style="list-style-type: none"> • Students' Learning questionnaires • Records of Learning activities • Feedback from teachers 	<p>Whole year</p>	<ul style="list-style-type: none"> • Student Development Committee • CCA Committee • L&T Committee 	<p>Life-wide learning grant</p>

<p>2.2 To enable parents and teachers to have an understanding of how growth mindset promotes the well-being of MASSIAN</p>	<ul style="list-style-type: none"> ● To organize talks and workshops introducing the concept of growth mindset to parents and teachers ● To make good use of different platforms, e.g. e-Class Platform and MS TEAMS to enhance the home-school connection and mutual communication 	<ul style="list-style-type: none"> • Talks and workshops about Growth Mindset are organised • 70% of teachers agree that Growth Mindset can promote the well-being of students 	<ul style="list-style-type: none"> • Records of Parents' education • Feedback from teachers • Parents' questionnaires 	<p>Whole year</p>	<ul style="list-style-type: none"> • Student Development Committee • Counselling Committee • PTA 	<p>/</p>
<p>2.3 To cultivate a positive learning environment</p>	<ul style="list-style-type: none"> ● To employ class-building activities in S1 & S5 to enrich the learning environment ● To discuss and evaluate the strategies, processes or study habits with students and celebrate success with students that have achieved the goals 	<ul style="list-style-type: none"> • Class-building activities in S1 & S5 are organised • CTs evaluate with students after each assessment 	<ul style="list-style-type: none"> • Records of ECA activities • Feedback from teachers • APASO Survey • KPM Survey 	<p>Whole year</p>	<ul style="list-style-type: none"> • Student Development Committee • MCNE Committee 	<p>Life-wide learning grant</p>