



Yuen Long Merchants Association Secondary School
School Annual Programme Plan, 2022-2023

I. Situational Analysis

Strengths – Internal Factors	Weaknesses – Internal Factors
<ol style="list-style-type: none"> 1. Our IMC is highly supportive. Experienced IMC managers are contributing to the development of school directions and policies. 2. Both alumni and parent stakeholders are supportive to the development of the school. 3. The school has an open, mature and continuously-improving self-reflective culture. This kind of positively-developing self-evaluation culture can enhance continual improvement. 4. Our staff have a shared vision and mission. 5. Students are well-behaved and susceptible to advice. 6. Students have shown improved learning confidence and have taken the initiative to learn despite prolonged face-to-face class suspension due to the Covid-10 pandemic. 	<ol style="list-style-type: none"> 1. Students' leadership skills, independent planning capability and practice of goal setting are needed to be trained. 2. Many students have limited exposure to English and insufficient English support outside of school. 3. The self-management of students can be further enhanced. 4. The learning diversity become wider especially during online lesson. Self-esteem of low achievers is lower, leading to poorer learning attitude.
Opportunities – External Factors	Threats – External Factors
<ol style="list-style-type: none"> 1. Optimising the Senior Secondary Core Subjects can create room to strengthen students' other learning experiences. 2. Professional experts who render school-based support through project, QSIP, CUHK foster school improvement. 3. Many resources and funding, such as CLP grant, Life-wide learning grant, funding to develop innovative laboratories, are available to unleash students' potential and support teachers' professional development. 	<ol style="list-style-type: none"> 1. The pandemic-induced educational disruption and economic recession continue to pose challenges to different stakeholders. 2. The phenomena of misuse of the social media, and negative mental health have been aggravated by the pandemic-induced lockdown and social distancing.

II. Implementation Strategies

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

Targets	Strategies/Activities/Programs/Actions	Success Criteria	Methods of evaluation	Time Scale/Time	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 strengthen students' learning skills and IT competence (especially project-based learning skills and problem-solving skills) <ul style="list-style-type: none"> – Arrange workshops or experiential learning activities (S2: Self-reflection on HYE, S4: Note-making workshops, S6: Sharing by Alumni to prepare DSE) – Develop a PIE model for each subject on the performance of students' subject-specific study skills especially strengthening students' note-making skills, problem-solving skills and project-based learning skills. – Implement a school-based STEM 	<ul style="list-style-type: none"> ● 80% of students agree the workshops or experiential learning activities can strengthen their learning skills and IT competence. ● 80% of each form students agree that they acquired subject specific learning skills which are conducive to their life-long learning. ● 75% of students agree that subject specific study skills (especially self-reflections, problem-solving skills or project learning skills) 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 use of application of subject 	<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 task 	Whole year	<ul style="list-style-type: none"> • L&T Committee • Student Development Committee 	/

	<p>curriculum to enhance students' problem-solving skills and creativity in authentic situation.</p> <ul style="list-style-type: none"> - Implement the vertical planning for IT competence in eLearning through CL curriculum and other learning experiences. - Develop a vertical planning for project-based learning. 	<p>specific study skill (especially strengthening students' note-making skills, problem-solving skills or project-based learning skills) is submitted by each department to L&T committee.</p> <ul style="list-style-type: none"> ● Dissemination on quality of subject specific note-making skill, problem solving skills or project-learning skills selected on SD day/ Staff Meeting. ● 80% of S1-S3 students agree that the school-based STEM curriculum fostered their creativity and problem-solving skills. ● 75% of S1-S3 students agree that the IT competence in eLearning have been well developed through CL curriculum and other learning experiences. ● Vertical planning framework for project-based learning 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 teaching and help students monitor their learning progress	<ul style="list-style-type: none"> ● To set up an Improvement Reward Scheme and subject-specific reward scheme. ● To assist students in adapting to different learning stages <ul style="list-style-type: none"> - Further enrich EMI learning environment. - Reinforce school-based LAC programme. ● To make use of eLearning tools to encourage students' involvement and 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 & S2 students' learning in the blended education. ● To develop a school-based Academic Performance 	<ul style="list-style-type: none"> • 75% of students are motivated by the Improvement Reward Scheme. • 75% of students are positive to subject-specific reward scheme. • 75% of S1&S2 agree that the LAC programme are useful on helping them adapt to EMI learning environment. • 70% of S1 are more interested in studying English-related subjects. • 80% of S1 are able to use English to express themselves. • 85% of S1&S2 teachers agree that eLearning can increase students' participation in the lessons. • 75% of S1 teachers agree that eLearning can enhance students' autonomy in learning. • Dissemination of good practices on BYOD scheme on SD day/ Staff Meeting. • 80% of teachers agree that school-based Power BI can help them 	<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 task 	Whole year	<ul style="list-style-type: none"> • L&T Committee 	/

	<p>Monitoring System to help teachers review students' performance with the help of Power BI.</p> <ul style="list-style-type: none"> - Implement school-based Power BI to help students feed forward and refine the existing item analysis policy. (pilot scheme: S1, S4) - Develop school-based DSE predicted & challenge grades platform - Refine school-based data analysis platform <ul style="list-style-type: none"> ● To develop a school-based policy to cater for diverse learning needs <ul style="list-style-type: none"> - To cater for learning diversity, enhancement classes after school are arranged to help those elites strive for better and more opportunities are offered for elites to enhance their exposures and potentials through competitions or university programme. 	<p>review students' performance and give concrete feedback for students to feed forward.</p> <ul style="list-style-type: none"> • 80% of teachers agree that school-based platforms can facilitate subject panels to give feedback to L&T. • No. of L5 or above is raised about 10% (158*10% ≈ 16) in DSE results. • DSE results are higher than 98% in all subjects. 				
Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	People in charge	Resources required
1.3 To create opportunities	<ul style="list-style-type: none"> ● To further strengthen reading literacy 	<ul style="list-style-type: none"> • The use of library is increased 30%. 	<ul style="list-style-type: none"> • Students' 	Whole year	<ul style="list-style-type: none"> • Reading 	/

for different abilities of students be active learners within and beyond the classroom	<ul style="list-style-type: none"> - Start the Library Renovation - Develop school reading scheme - Further enrich morning reading periods with excerpt reading programme and sharing among teachers or reading ambassadors 	<ul style="list-style-type: none"> • 80% of teachers agree that students’ reading literacy are strengthened. • 80% of students state that reading activities are enriched and are positive to enriched reading atmosphere • 75% of students are motivated by school reading scheme. • 80% of students agree that students’ reading literacy are strengthened. • 80% of students like the excerpt reading programme and sharing by teachers in morning assemblies. 	<ul style="list-style-type: none"> learning questionnaires • Feedback from teachers • Record of using library • Lesson observation 		<ul style="list-style-type: none"> Team • LAC Team 	
	<ul style="list-style-type: none"> ● To utilize interdisciplinary and experiential learning activities inside and outside classrooms. <ul style="list-style-type: none"> – More interdisciplinary learning activities are encouraged to make use of limit lesson time. – Further enrich the learning atmosphere, different KLAs arrange learning activity week at lunch or after school 	<ul style="list-style-type: none"> • At least THREE interdisciplinary approach co-curricular activities are initiated by L&T committee and CCA committee. • 80% students agree that the learning atmosphere is enriched by learning activity week from different KLAs. • 80% students agree that study in HK or out of HK can enhance their exposures. • At least one learning task with use of application “Before, During and 	<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

	<ul style="list-style-type: none"> – 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. 	<p>After activities” design is submitted by each department to L&T committee.</p>				
	<ul style="list-style-type: none"> ● To make learning visible so that both students and teachers are aware of the learning outcomes and assessment methods at the beginning of each unit/module ● To guide students to learn actively with use of strategic teaching arrangements. <ul style="list-style-type: none"> – Arrange effective CP to discuss how to enhance students’ interactions among students or between teachers and students or provide concrete feedbacks – At least one action research is developed. – At least one book inspection feedback workshop is 	<ul style="list-style-type: none"> • Teachers have used different strategies to guide students learn actively. • The CP will be fully utilized for discussing the pedagogies to raise students learn actively. • At least one action research is submitted by each department or KLA to L&T committee. • Dissemination on 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 	<p>Whole year</p>	<ul style="list-style-type: none"> • L&T Committee 	<p>QSIP Professional Support</p>

	<p>developed.</p> <ul style="list-style-type: none">● To provide training on active learning to help teachers transform into effective facilitators of learning<ul style="list-style-type: none">– Collaborate with QSIP to provide Middle Managers professional training.					
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2. Major concern 2: To nurture students' core values of MASSIAN and to facilitate them to have a fruitful life

Targets	Strategies/Activities/Programs/ Actions	Success Criteria	Methods of evaluation	Time Scale/ Time	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"> – To plan a structured OLE Days program to strengthen the core values of MASSIAN 	<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 organized • More diversified ECA activities are organized • A Structured OLE Days Program is designed 	<ul style="list-style-type: none"> • Students' Learning questionnaires • Records of Learning activities • Feedback from teachers • OLE Days Program Plan 	<p>Whole year</p>	<ul style="list-style-type: none"> • Student Development Committee • Pastoral Care Committee • Careers & Life Exploration Committee • CCA Committee • L&T Committee 	<p>/</p>

Targets	Strategies/Activities/Programs/Actions	Success Criteria	Methods of evaluation	Time Scale/Time	People in charge	Resources required
<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 ● To evaluate the existing school regulations ● To re-structure the student support teams including discipline, counselling, class teacher committee ● To recommend online resources for teachers and parents concerning the growth mindset 	<ul style="list-style-type: none"> • Talks and workshops about Growth Mindset are organized • 70% of teachers agree that Growth Mindset can promote the well-being of students • School regulations will be revised. 	<ul style="list-style-type: none"> • Records of Parents' education • Feedback from teachers • Parents' questionnaires • OLE Days Program Plan 	<p>Whole year</p>	<ul style="list-style-type: none"> • Student Development Committee • Pastoral Care Committee • Careers & Life Exploration Committee • CCA Committee 	<p>Home-School Co-operation Grants</p>

Targets	Strategies/Activities/Programs/Actions	Success Criteria	Methods of evaluation	Time Scale/Time	People in charge	Resources required
2.3 To cultivate a positive learning environment	<ul style="list-style-type: none"> ● To employ class-building activities in S1 and S6 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 ● To strengthen the classroom management skills and the co-operation between class teachers 	<ul style="list-style-type: none"> • Class-building activities in S1 & S6 are organized • CTs evaluate with students after each assessment • Case manager evaluate with low achievers after exams 	<ul style="list-style-type: none"> • Records of ECA activities • Feedback from teachers • APASO Survey • KPM Survey 	Whole year	<ul style="list-style-type: none"> • Student Development Committee 	Life-wide learning grant